



**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



# **Improving Education for Work, Learning and Success**

## **Quarterly Report April 1 – June 30, 2014**

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# Proyecto METAS

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## Section 1: Introduction

The project has reached the stage of completion, thereby fulfilling what was planned programmatically and according to budget, closing a cycle in the life of the project from the start, to the planning, follow up and executing and therefore the closure.

This report contains results from this quarter (April-June 2014), the overall accumulated to date and some final projections for the remainder of the month from July to September 6th, 2014, date in which the project ends.

METAS has so far benefited 54,174 youth at-risk to date, becoming one of the biggest projects in Honduras related to interventions of young people. Of the 10 indicators of the project, 9 have exceeded and during this quarter the number of young people being certified has increased to 8,148, which is the indicator pending to comply with the targeted goal, but it projects to be completed during the next two months.

METAS not only has exceeded its quantitative goals, but also has hundreds of thousands of stories about its success in organizations like FAUSIF, Comités Comunitarios Educativos, Diploma in Social Skills and Methodology with certifications emitted by CREFAL, CENET, CADERH, NGOs (Unitec; Children, CIPE, RETE, CASM, etc.) that now, after the intervention, have adopted good and best practices, opened spaces for incidence and visibility to attract more funding that have created more administrative processes making financial, monitoring and evaluation much more efficient.

## Section 2: Technical Activities

### Result 1: At risk-youth support services

In the third quarter of this year, major progress has been made regarding the provision of development services to youth at-risk, through sub grants to NGOs and other complementary actions. Following is a summary of the most relevant information:

*Activity 1.1 Assistance in programmatic actions of the sub granted NGOs.*

**Technical Assistance and Support to the partner NGOs.** During this period, the programmatic technical assistance was continued to the sub granted organizations, managing to maintain the satisfactory compliance indicators of “young beneficiaries” and “young graduate beneficiaries” of different offers of service of support and development to youth.

Additional to the technical and financial support, a Human Resources Workshop was held in May with the objective of continuing the Institutional Strengthening Action Plan, counting with the participation of the administrative and human resources staff of the organizations Libre Expresión, RETE, Cruz Roja Hondureña – La Ceiba, UNITEC, Fundación ANED. The workshop was developed with the support of specialists of human resources in the organizations. The topics that were covered were recruitment of staff, job profiles and evaluation of staff.

During this trimester, we continued with the design and feedback of the Virtual Learning Platform for partner NGOs, making it available to organizations since April. We worked on the incorporation of materials on Human Resources and Communications. This platform seeks to complement the efforts of institutional strengthening by focusing the technical resources and development tools for exclusive use of the partner NGO of METAS.

In April, a quarterly meeting took place to evaluate the progress of the projects and exchange experiences in the execution of activities in favor of at-risk youth, employability data and internship opportunities for young people of the subsidized organizations.

***Training Services for at-risk youth.*** On April 30th, 2014, the Comisión Cristiana de Desarrollo finished successfully with the project sub grant with METAS, meeting their goals to benefit and empower at-risk youth. During this month, the organization graduated 122 young graduates in the courses of Computer, Beauty, Metal Structures, Cuts and Confections, Hand Crafting and Cellphone Repairing.

In June, UNITEC graduated 484 young people in the last promotion of the cities of Tegucigalpa, San Pedro Sula and La Ceiba. The young graduated in the specialties of Customer Service, Sales, Computers, Accounting, Typing, Foods, Beauty, Barbers, Automotive Mechanics and Entrepreneurship. This last line of learning will deliver 27 kits for small entrepreneurships to young beneficiaries that will enable them to set and improve their own business with equipment and administrative materials provided by the project.

### ***Lessons Learned***

- Regular meeting with the partner NGOs to review the schedule of activities to identify the best courses of action for achieving the project objectives and indicators.
- The strengthening workshops on needs identified by the NGOs enrich staff knowledge of the organizations, which in turn generates sustainability of future interventions.

### ***Challenges***

- The finalization of the agreements with the NGOs generates some activities that require coordination, for example, post intervention studies with the youth are limited in attention and importance due to the lack of resources and staff in the organizations once the period is over.

## **Result 2: Strengthening Alternative Education Programs**

***Strengthening Educational Management Committees.*** During the month of May, efforts towards developing SWOT, Action Plans, application letters and micro-project profiles activities were carried out; coordinated by field facilitators, located in each city. A total of 10 applications were attended by the PAE through the Educational Management Committee (EMC), executing the amount of L.104,600.34. These applications contributed to the Alternative Education Programs (AEP) in supplying some needs regarding furniture and equipment needed to improve the conditions of the learning establishments that lead to better quality and use. Among the donated resources are:

cabinets, files, whiteboards, books for use by facilitators, waste baskets, fans, data shows, printers and various material to improve electrical installations of the schools.

On May 17, 24 and 31st, took place in the cities of San Pedro Sula, La Ceiba and Tegucigalpa, the validation of the **GUIDE FOR COMMUNITY MANAGEMENT TOOLS**. It was attended by 32 people, who in company of the technicians did content observation and gave form to this document. Subsequently, these observations have been incorporated in order to have the final version of the guide. This improves the quality and validity of the tool and increases the appropriation thereof between the AEP.

Activities were developed to obtain the final enrollment information from the AEP working with METAS. More details in section 2.4.

Simultaneously, on June 21 and 22nd the “Training Needs Assessment” addressed to members of the EMC settled in the 3 cities, with the objective of identifying the needs of training, through an instrument designed for the members of the EMC (facilitators, students, members of the community). A total of 90 people participated in the survey process.

This instrument has been designed so that each member of the committee expressed, if they have been part of the training process led by METAS, about their interests related to the type of training they need to perform as a member of EMC, if these functions that have been developing inside EMC have been in accordance with the needs of AEP and if they consider themselves capable of maintaining active although they don't count with the support of the Project.

Based on this needs assessment, the “**Strengthening of Education Management Committee**” workshop will be planned for July in each city.

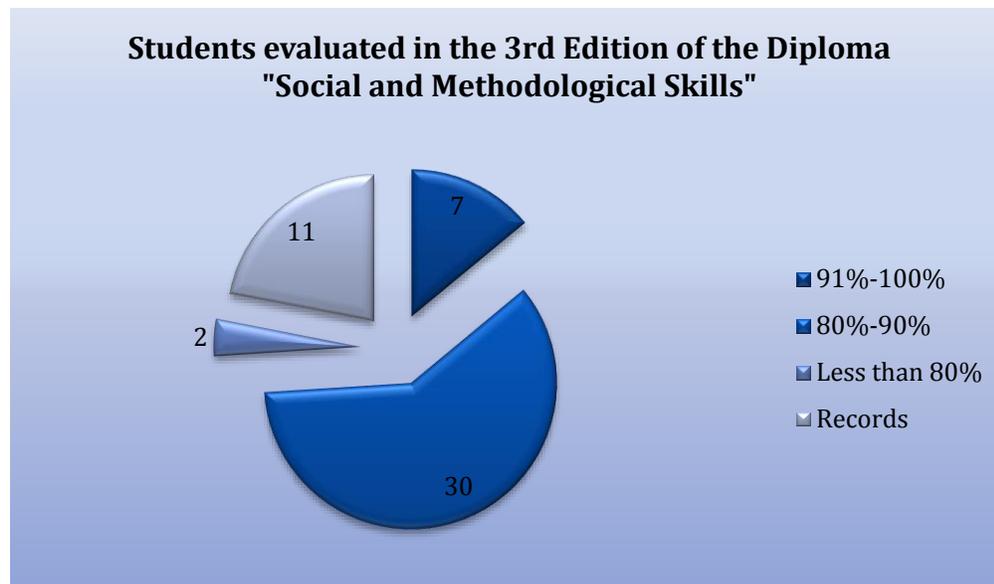
***Recognition and value of facilitators of alternate educational programs.*** In May, the 3rd Edition of the Diploma in **Social and Methodological Skills** was developed in coordination with CENET, specifically in Module III “**Better Teaching Practices for the achievement of significant learning for life**”. On the 16-18th in the city of Tegucigalpa, 23-25 in San Pedro Sula and May 30th-June 1st in La Ceiba, each day lasting 24 hours, we counted with the participation of 34 facilitators from AEP in the three cities.

The general objective of the Module consisted in strengthening the capacities of the facilitators of the AEP in teaching practices applied to young and adults through an educational process, in line with the actual requirements. To achieve this goal each participant has met specific objectives such as: continuing with the certification process in basic work competencies through the application of the test “search of information”; knowing the roll of the Direction of Monitoring and Evaluation in the process of implementing METAS Project; develop teaching skills linked to alternative education through the learning methods and techniques related to the educational process; develop a training plan using methods and techniques of teaching, and finally finding the ability to design and develop teaching aids oriented to student learning.

Previously on June 14th an online certification test took place simultaneously in the cities of Tegucigalpa, San Pedro Sula and La Ceiba to 14 students of the Diploma and paper based to 10

students in the city of La Ceiba. Making a total of 24 students tested in this standard test. This process of final certification is complemented within the curricular design of the Diploma, as **Module IV "Training and Certification in Basic Work Skills."**

In total, 50 students of the Diploma, of which 37 will receive the diploma endorsed by the Regional Cooperation Center for Adult Education in Latin America and The Caribbean (CREFAL) for passing with an average above 80%. Eleven (11) students will receive one accreditation by records of participation for every module passed and 2 students that did not pass because they could not finish the process.



***Creation of extracurricular opportunities to students of the Alternate Education Program.*** On May 3rd, the Cultural Identity Fair was held in the "Theological Community" located in La Era of Tegucigalpa, was attended by 25 people. A drawing workshop "Rescuing Our Values" as a part of the process from EMC from EDUCATODOS center of the Altos de San Francisco neighborhood. A total of 36 people participated, fulfilling the goal of reflecting through drawing, their interpretation of values to be provided for student of AEP and use of art as a means of personal identity, self-value and commitment to the improvement of their center and the community. The results is an improvement of the skills development, socio-cultural skills and the level of motivation of the students, just as the bond between students and the community with the purpose of reducing dropout rates in the programs.

#### ***Lessons Learned***

- Monitoring the EMC must be continuous, because there has been some shortcomings in the performance of its functions and the development of activities.
- In some cases, the EMC had to be restructured for various reasons, such as change of address, change of educational center or maybe because they want to remain part of the committee.

- Monitoring by the EMC in relation to resource management is an important step to further develop, as they had to take some actions to reassign equipment/furniture from one committee to another.
- The students of the Diploma, made observations to the curricular activity that was developed, considering that the contents must be consistent to the reality of the AEP, such as: teaching techniques applied to these programs, and if there were extension activities, they must be carried out in module IV not in module II.
- In terms of training through the implementation of the Diploma validated by CREFAL, it should be considered that each enrolled participant starts with Module I and ends with module IV. Although it is a modular Diploma, there were difficulties to complete the final table of grades because some students had completed in 2013.

### **Challenges**

- Conduct systematic actions to motivate the members of the EMC to integrate in a sustainable manner and that the activities that are undertaken are planned, executed and evaluated by the people involved.
- In the design of the Diploma, adjustments in the budget must be made to satisfy the expectations of students and the AEP.
- Each EMC must be integrated by more members of the community, because in the majority they are conformed by students and facilitators, which does not mean it's wrong, however in the EMC where there are members of the community (that are nor students or facilitators) there is a high commitment to the AEP because they feel responsible of the young students.
- The management of resources by the EMC is something to improve. It is necessary to find the ability to take control and proper use thereof.

## **Result 3: Training and Certification in Work Readiness Skills**

**Training young people in basic labor skills.** In this period, the implementation of the training and certification program in basic labor skills continued in 87 education centers, businesses and universities, distributed in the areas of influence of the project, 20 of these education centers were assigned to CENET as a part of the transference process, making a technical accompaniment to ensure the quality of the implementation process.

Currently, the training process is ending in most of these educational centers with the application of achievement tests prior to the application of the certification exam, expecting the competition during the first two weeks of July.

Hoping to obtain a greater number of certified young people and in continuity to the letter of intent signed by the Academic Dean of UNAH, continued with the application of diagnostic tests to young students in the regional centers of Tegucigalpa, Comayagua, Valle de Sula and La Ceiba, in order to identify the level of basic skills of the students who are ready to take the certification exam.

**Induction Workshops for Facilitators.** 24 teachers where from the Gonzalo G. Rodriguez Institute in the city of La Ceiba were trained, with the objective to learn about the methodology used in the program.

***Certification Exams in Basic Labor Skills.*** In this quarter, about 2,345 young people have taken the certification exam. Of these, 1,253 took it online, out of which 80% obtained the certificate; 1,092 applied the paper based exam and are ready to be sent to the ACT for review.

***Transfer of the Certification and Training Program in Basic Labor Skills.*** During this quarter, a number of technical meetings have taken place with CADERH and CENET in order to monitor the work that each organization is developing in different educational centers.

With CADERH, accompaniment was made to transfer the methodology of applying certification exams, collaborations in the training of applicants of the tests in the cities of Tegucigalpa, Comayagua and Siguatepeque. With CENET, continued the support for the transfer of the methodology of the training process.

Further discussion with INFOP as an alternative option if for any reason CENET meets all the expectations or even if they retire from the transfer process.

To date we have completed almost all programmed technical activities in the different educational centers, the next step in the transfer is the creation of a document that establishes the mechanisms of coordination between both institutions, in addition to the business plan and sustainability strategy.

### ***Lessons Learned***

- The contextualization of training materials represents an advantage in skills development training because facilitators can incorporate custom topics in the curriculum to their students.
- It is critical to assist teachers in every stage of the training process to ensure proper mentoring in the topics of the basic labor skills program.
- It is required to do better processes of socialization of the program to teachers and students in the education centers so that they understand the importance of the process and see the certificate as a useful tool for ongoing education and subsequent job search.
- It is appropriate to do evaluations and analysis of the results in the different tests applied during the program in order to identify weaknesses in the implementation strategy and strengthen the process for best results.
- The education centers that have access to online training methodology, promote to students a new way of learning which is usually more interactive and motivating for them, which makes the student stay interested in the training process.
- Encouraging facilitators with training material and rewards for their volunteer work makes them more committed to the program and students.
- For a sustainable transfer of the program to implementing national institutions, a longer period of support is required, transferring the methodology and project dynamics and supporting these institutions in sustainability actions.
- Further efforts are needed in relation to generating alliances with the private sector, so that in the future, in addition to assessing the certificate when recruiting staff, they can contribute with the cost of operating the program, especially with training materials, certification tests and the certificate.

## **Challenges**

- Continue linking young people that are certified to the labor market.
- Achieve greater acceptance and retention of young participants in the training program.
- Ensure the sustainability of the training program in basic labor skills in the institutions that have been selected for transfer.

## **Result 4: Strategic Alliances**

**Establishing Alliances.** Currently the alliances with the private sector have increased, there have been approaches with: DAVIVIENDA Bank, La Colonia Supermarkets (San Pedro Sula and Tegucigalpa), Intercontinental Hotel, MENDELS (Tegucigalpa and San Pedro Sula), OIRSA (la Ceiba), UNIMERC and INVERCRO.

Follow up to the signed agreements between METAS-IPC and COHEP-IPC of San Pedro Sula was provided, who in alliance with other companies of the northern region are developing the Basic Labor Skills Program for employees of those companies.

**Development of Bridging Strategies.** During this quarter, METAS Bridging Strategies were strengthened, approaching new partnerships with business of the private sector to provide more opportunities to the young beneficiaries. Among the options being provided are the specialization courses, internship opportunities or even having their first job.

For these options, the German Cooperation through these projects: PREVENIR (Programa de Prevención de la violencia juvenil en Centroamérica) and FOPROHN (Proyecto Fomento de Formación Profesional No Formal) are supporting METAS with different actions. PREVENIR is proposing to give the young beneficiaries of the departments of Comayagua and Siguatepeque an employment and self-employment workshop. In La Ceiba, several actions have been undertaken to identify beneficiaries from METAS that are interested and ready to work.

With the support of FOPROHN in Tegucigalpa, 34 young people completed their specializations as Kitchen Assistants (17) and Seller of Food Products (17). On June 27th closed the first courses in specialization of METAS in Escuela Madrid Hotel and on June 24th started the second group in Professional Kitchen Assistant, with the participation of 20 youth from the project in the city of Tegucigalpa.

Along with FOPRONH/GIZ, three days of induction to young beneficiaries of METAS in Tegucigalpa (C.C.I.T.), San Pedro Sula (INFOP) and Choloma (Cristo Rey Institute) was performed, including interviews with the purpose of informing about the possibility of 40 scholarships in each one of the cities, in order to participate in the specialization courses of Food Vendor and Kitchen Assistants, with support from GIZ and METAS.

Four different sessions of inductions about the internships and introduction to the labor market with young beneficiaries were held in the cities of Tegucigalpa and San Pedro Sula.

As of June 2014, about 73 young people have completed their internships with the help of METAS Project and 14 beneficiaries have achieved employment opportunities. METAS will continue to

provide follow-up to all the young people that have been linked to the different work opportunities (internships and specialization courses) so that they can be inserted effectively into the labor market.

### ***Lessons Learned/Challenges.***

- Throughout these months we identified that the options and actions of intervention must be different to the beneficiaries for each result; identifying the elements and skills that the different types of beneficiaries require to help them effectively enter the labor market.
- The administration of a data base for different beneficiaries is an action that will help to improve the process of tracking all the young beneficiaries.
- A communication strategy is being developed to inform all METAS beneficiaries about the different options available to them.

### ***Activities planned for next trimester:***

#### ***Result 1***

- Methodology Approach workshop through exchange of experiences with the 11 sub granted organizations.
- Support in the closure of technical and financial activities of the 5 organizations that end in September: Cruz Roja, Libre Expresión, Fundación ANED, Centro de Desarrollo Humano and UNITEC.
- Conduct a Closure and Reflection workshop with the 5 organizations that close on September 05, 2014.
- Systematization of the implementation process of the Transformando Vidas project of UNITEC.

#### ***Result 2***

- Strengthening the educational management committees by developing workshops of institutional growth per city, national camp “Learning best practices” and accompanying the committees in the implementation of motivational campaigns for the enrollment in the alternative programs.
- Start the enrollment process, application of diagnosis test and Module 1 of the third Diploma promotion “Methodological Social skills for the facilitation of the learning processes”.
- Support to complete the information of the Young beneficiaries that fulfilled the school year of 2013.

#### ***Result 3***

- Accompanying the consultant in the elaboration of strategies of sustainability and business plan for CENET and CADERH:
- Sending certification exams to ACT for review.
- Change of training texts to the educational centers.
- Accompanying visits to CADERH and CENET to establish educational centers and companies with which will be working in 2015.
- Delivery of certificates obtained this year.

#### *Result 4*

- Continuation of the implementation process of the bridging strategy of young beneficiaries of METAS through internships, apprenticeships and vocational training in accordance with the demand in the labor market.
- In August will be held the III Youth Forum of METAS in the cities of Tegucigalpa, San Pedro Sula and La Ceiba, in which the participation of the young beneficiaries of the project will be promoted and will drive them to make them citizen compromises in different topics of interest to the Honduran youth.

### **Section 3: Cross cutting Activities**

***METAS Advisory Committee.*** On May 27th, 2014 a meeting was held with the participation of the representatives of CADERH, CENET, INFOP, INJ, COHEP, CONEANFO and the Secretariat of Education with the technical team of METAS. The topics that were discussed were the presentation of METAS team accomplishments and developments during the years 3 and 4 of the project, transfer of the program of basic labor skills; the bridging strategy, methodological proposal of the III Youth Forum, developments in the performance indicators; development in IT platforms and success stories.

***Youth Council.*** During the quarter of April to June 2014, members of the METAS Youth Council participated in other spaces as: (1) **“Youth Leadership Academy”** promoted by Instituto Nacional de Democracia (NDI) including the participation of a representative from Tegucigalpa and La Ceiba, this event was attended by young leaders from all over the country. (2) **“Taller para la construcción del Plan Municipal de Prevención de la Violencia”** promoted by PNUD. (3) Monthly Meetings with the Volunteer Network in Honduras, (4) Workshop **“Intermediación Laboral y Emprendimientos Juveniles”** given by the BANCAFE Foundation.

The Second National METAS Youth Council meeting was held on May 17th and 18th with young men and women from the cities of Tegucigalpa, San Pedro Sula and La Ceiba. During the meeting, activities were developed to strengthen leadership and youth empowerment, and activities for the conformation of a dynamic team in each of the cities where the Youth Councils work, developed methodological draft script with the inputs given by the young people.

### **Section 4: CARSI Coordination**

In relation to the collaboration and coordination with other CARSI projects, during this period, there was no activity or follow-up meeting in the offices of USAID. We continue with our interventions in the different CARSI communities.

## Section 5: Monitoring and Evaluation

During the third quarter of the fourth fiscal year, we continued to develop activities of data collection, analysis and preparation of reports, field activities in the different results of the project in order to verify compliance with goals and generate reports that help identify effective actions and decision making in the project implementations. Among the activities undertaken during the quarter, stands the third survey of the study of employability.

Below is a follow up of the achievements and goals of the indicators of the PMP that registered advances in the quarter:

**Result 1. Support Services for at-risk youth.** NGOs receiving grants from the project cumulatively achieved to date **9,257** (5,657 women and 3,600 men) beneficiaries representing a **116%** overall progress indicator. For indicator 1.1.1, cumulatively during the life of the project has benefited **7,432** (4,609 women and 2,823 men) beneficiaries is **116%** of the total advance.

**Result 2. Strengthening of alternate education programs.** Indicator 2.1 achieved **9,446** (5,496 women and 3,950 men) beneficiaries, which means a **157%** advance. Indicator 2.1.1 reached a **6,333** (3,999 women and 2,334 men) beneficiaries that represent **151%** overall progress. Indicator 2.2 reflects a progress of **192** (126 women and 66 men) facilitators that were trained during the project, which means an advance of **124%**. Regarding indicator 2.3, during the life of the project we have achieved **3** agreements to improve the alternate educational programs, reflecting **100%** of the goal.

**Result 3. Training and Certification of Basic labor skills.** In the indicator 3.1, **35,593** beneficiaries (18,651 women and 16,942 men) were enrolled in the program representing **162%** of the overall goal. Regarding the 3.1.1 indicator the cumulative goal is **8,148** (3,821 women and 4,327 men) beneficiaries that were certified which represents an overall goal of **74%** of the total goal of the indicator. In the 3.2 indicator, the total goal up to the actual quarter is **662** (352 women and 310 men) facilitators that represents a reach out of **238%** over the overall goal.

**Result 4. Alliances with the Private Sector.** The 4.1 indicator shows an advance of **46** sectorial agreements with the purpose of preparing and training young people in the necessary requirements to reach employability. The above represents a **153%** of achievement. We continued with the use of M&E tools in order to ensure and record that the beneficiaries actually did internships, obtained a job in their different established modalities in the work legislation and/or have started their own business, as a result of the activities of the current result. The results of the verification of the information are: Registered and Verified **318** certified internships, **293** certified jobs and **6** businesses of their own.

### **M&E Activities for next trimester**

- Implement the recommendations in the midterm revision

## Section 6: Information and Communication

**Online Learning Platform.** During this period registered more than 315 students in the online learning platform of the training and certification program at <http://capacitacion.edc.org>. Technical support and follow-up to 6 educational centers and facilitators that have begun the online training process.

**Mobile Computer Labs.** Supporting the certification process in basic labor skills, during this period mobile computer labs were made available with 40 laptops. More than 665 certification exams were applied in the cities of Tegucigalpa, Valle de Angeles, San Pedro Sula, Villanueva, El Progreso and Santa Barbara.

**Dissemination of activities and results.** Multiple communication activities were developed to disseminate the results and achievements of the project to the Honduran public through workshops, events, graduations, newsletters, informative bulletins/press, interviews, videos, photos, internet publications and social media. Elaborated products: implementation guide “Systemizing of the Training and Certification Program in Basic Labor Skills (R3)”; METAS Project Infographic: Resilience of Youth and Communities Increased; graphic design of the 3rd Youth Forum (shirts, pads, pens, banners, backdrop, badges, slide shows, web pages, recognitions, social network campaigns, diplomas); and Learning Series.

See in annex C the publications, documentation in success stories and communication materials developed during this period.

### **Information and Communication Activities for Next Quarter:**

- Continue the documentation process of success stories, interviews and testimonies of young people, students, facilitators, certified employees, entrepreneurs and communities to disseminate the experiences and lessons learned through the different interventions of the project.
- Continue with the implementation of the Online Learning Platform

## Section 7: Learning Agenda

**Cross-Sectoral Youth Violence Prevention Assessment.** Pending USAID approves the final report to publish it.

**Employability Study.** The employability study was completed in regards to the collection of data. The third and final survey was developed during the months of April and May in the cities of Tegucigalpa and San Pedro Sula, the surveys were filled out by beneficiaries that attend educational centers working with METAS, as well as the young people attending schools not working with the project, as our comparative sample.

During the next quarter, the data analysis will be developed, comparing the three surveys and prepare the final report with the results of the employability study. The final purpose of the study is to have programmatic information and evaluate the effectiveness of the CLB program.

**Learning Agenda Activities for the Fourth Quarter.** Results are presented on the Final Report of the Employability Study. After the approval of USAID, METAS will initiate the dissemination of the results of the Cross-Sectoral Youth Violence Prevention Assessment.

## Section 8: Project Administration

During the quarter we have documented the reception of various income from NGOs for a total of L.631,306.19. It includes contributions from sub granted NGOs.

During this quarter we received the following visits from the headquarter offices: Mike Tetelman from June 4th-June 12th, 2014 for the coordination of programmatic activities and Gustavo Payan director of International Projects from June 7th-June 13th, 2014 for planning and supervision of project activities.

In the current period the following people stopped working with the project:

Name	Position	Date of Separation
Fany Alvarado Mendoza	R2 Specialist	April 04, 2014
Linda Xiomara Rodriguez	Financial Administrative Assistant	June 17, 2014
Josue David Zelaya	Technical Facilitator	June 24. 2014

In the current period the following people started working with the project:

Name	Position	Start Date
Magda Sofia Perez	R2 Specialist	April 21, 2014
Milena Yadira Argueta	Receptionist	April 21, 2014
Victor Alejandro Herrera	E-Learning Lab Administrator	May 05,2014

# **Annexes**

**Annex A: Acronyms**

**Annex B: Indicators Summary (M&E)**

**Anexo C: Indicators Annual Report (M&E)**

**Anexo D: Consolidated Proofs**

**Annex E: Publications and Communications Materials**

**Annex F: Leverage Summary Report April-June 2014**

## **Anexos**

**Anexo A: Acrónimos**

**Anexo B: Resumen de Indicadores (M&E)**

**Anexo C: Reporte Anual de Indicadores (M&E)**

**Anexo D: Consolidado de Constancias**

**Anexo E: Publicaciones y Materiales de Comunicación**

**Anexo F: Leverage Summary Report April-June 2014**

## **Anexo A**

### **Acrónimos**

## ANEXO A - Acrónimos

ACT	ACT trademark of the WorkKeys testing service (Originally American College Testing Program)
ANDI	Asociación Nacional de Industriales (National Industry Association)
CARSI	Central American Regional Security Initiative
CADERH	Centro Asesor para el Desarrollo de los Recursos Humanos
CANATURH	Cámara Nacional de Turismo de Honduras
CENET	Centro Nacional de Educación para el Trabajo
CIPE	Centro de Investigación Planeación y Evaluación
CLB	Competencias Laborales Básicas (Basic Labor Skills)
COHEP	Consejo Hondureño de Empresa Privada
CREFAL	Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe
DAP	Developmental Assets Profile (Elementos Fundamentales del Desarrollo)
EDC	Educational Development Center
Educatodos	Educación para todos
FICOHSA	Financiera Comercial Hondureña S.A
FUHNDARSE	Fundación Hondureña de Responsabilidad Social Empresarial
FUASIF	Fundación Amigos sin Fronteras
IHER	Instituto de Educación por Radio
IPC	Instituto Politécnico Centroamericano (Central American Polytechnic Institute)
KeyTrain	Interactive training system for the WorkKeys
M&E	Monitoring and Evaluation (Monitoreo y Evaluación)
METAS	Mejorando la Educación para Trabajar, Aprender y Superarse (Improving Education for Work, Learning and Success)
NGO	Non-governmental Organization
ONG	Organización No Gubernamental

AEP / PAE	Alternative Education Programs (Programas Alternativos de Educación)
PMP	Performance Monitoring Plan
RFA1	Request for Applications (first round)
RFA2	Request for Applications (second round)
SE	Secretaria de Educación (Secretariat of Education)
SPS	San Pedro Sula
SPSS	Statistical Package for the Social Sciences / Statistical Product and Service Solutions
UNAH	Universidad Nacional Autónoma de Honduras
UNITEC	Universidad Tecnológica Centroamericana
USAID	United States Agency for International Development
WIN	Worldwide Interactive Network
WORKKEYS	Job Skills Assessment System

## **Anexo B**

### **Resumen de Indicadores (M&E)**

## Anexo B: Resumen de Indicadores (M&E)

Summary Performance Data Table Indicator Baseline, Target and Actual Values										
Note: indicators in grey are sub-indicators linked to the preceding indicator										
Type of Indicator	Project Indicator	Unit of Measurement	Disaggregation	Sex		Quarter 3		Y 4 (cumulative)		Notes
				Quarter 3	Quarter 3	Target	Actual	Target	Actual	
				Male	Female					
<b>Result 1: Improved Services to at-risk youth</b>										
USAID F-Indicator IIP 3.2.1 15 (Output)	1.1 Number of at-risk youth who are enrolled in NGO programs (social, life, and employability skills training) supported by METAS	Number of youth	sex, community/neighborhood, age groups, and program.	94	179	0	273	2000	1559	
Custom (Output)	1.1.1 Number of at-risk youth who have completed (2 years) NGO programs (social, life, and employability skills training) supported by METAS	Number of Youth	sex, community/neighborhood, age groups (12-18,19-24,25-30), and service provider/program.	37	78	1600	115	1600	3089	
<b>Result 2: Improved access and quality of alternative education system</b>										
USAID F-Indicator IIP 3.2.1 15 (Output)	2.1 Number of at-risk youth enrolled in alternative secondary education programs, assisted by Proyecto METAS	Number of Youth	sex, community/neighborhood, age groups, and program.	393	493	0	886	1000	1437	
Custom (Output)	2.1.1 Number of at-risk youth who complete the school year in an alternative secondary education program, assisted by Proyecto METAS	Number of Youth	sex, community/neighborhood, age groups, and program.	613	1157	0	1770	2800	4889	
USAID F-Indicator IIP 3.2.1-31 (Output)	2.2 Number of teachers/educators/facilitators/tutors trained through METAS	Number of teachers/tutors/facilitators	sex, community/neighborhood, service provider/program	7	28	0	35	30	35	

USAID F-Indicator IIP 3.2.1 38 (Output)	2.3 Number of agreements or guidelines developed or modified to improve alternative secondary education programs or increase equitable access through the Secretariat of Education	Number of agreements or guidelines developed or modified	Type of agreement/guideline			0	0	0	1
<b>Result 3: Career Readiness Certificates for at-risk youth</b>									
Equip 3.1	3.1 Number of youth enrolled in organizations participating in the basic job skills training program	Number of youth enrolled	sex, community/neighborhood, age groups, program	3245	3729	0	6974	4000	11128
Custom (Output)	3.1.1 Number of at – risk youth who received the Career Readiness Certificate (or equivalent)	Number of youth obtaining certificate	sex, community/neighborhood, age groups (12-18,19-24,25-30), service provider/program.	491	416	0	907	6100	6510
USAID F-Indicator IIP 3.2.1-31 (Output)	3.2 Number of secondary school teachers and facilitators who have successfully completed the training program qualified to use KeyTrain, Win or equivalent	Number of teachers	sex, community/neighborhood, program	8	10	0	18	0	63
<b>Result 4: Private Sector Alliances</b>									
EQUIP 3.5.2	4.1 Number of cross-sector agreements, between the private sector an civil society institutions, public sector and/or Proyecto METAS, which take specific actions to prepare the risk youth to meet the requirements of employability	Number of Alliances	Type (Sector and geographical location of the entities)			0	0	8	1
Notes: Include ALL project indicators in table. Include quarterly targets and results when applicable.									

## **Anexo C**

### **Reporte Anual de Indicadores (M&E)**

## Anexo C: Reporte Anual de Indicadores (M&E)

### Annual Indicator Summary

Indicator Description	Y1 Target	Y1 Actual	Y2 Target	Y2 Actual	Y3 Target	Y 3 Actual	Y 4 Target	Q1, Q2, Q3 Y4 Actual	Years 1-4 Target	Years 1-4 Cumulative
1.1 Number of at-risk youth who are enrolled in NGO programs (social, life, and employability skills training) supported by METAS	0	0	2000	1730	4000	5846	2000	1559	8000	9135
Men				632		2346		549		3527
Women				1098		3500		1010		5608
1.1.1 Number of at-risk youth who have completed (2 years) NGO programs (social, life, and employability skills training) supported by METAS	0	0	0	0	4800	3734	1600	3089	6400	6823
Men						1356		1201		2557
Women						2378		1888		4266
2.1 Number of at-risk youth enrolled in alternative secondary education programs, assisted by Proyecto METAS	0	0	2000	2839	3000	5170	1000	1437	6000	9446
Men				1111		2188		651		3950
Women				1728		2982		786		5496
2.1.1 Number of at-risk youth who complete the school year in an alternative secondary education program, assisted by Proyecto METAS	0	0	0	0	1400	1444	2800	4889	4200	6333
Men						546		1788		2334
Women						898		3101		3999

2.2 Number of teachers/educators/facilitators/tutors trained through METAS	0	0	50	48	75	109	30	35	155	192
Men				16		43		7		66
Women				32		66		28		126
2.3 Number of agreements or guidelines developed or modified to improve alternative secondary education programs or increase equitable access through the Secretariat of Education	0	0	2	2	1	0	0	1	3	3
3.1 Number of youth enrolled in organizations participating in the basic job skills training program	300	408	9200	7647	8500	16410	4000	11128	22000	35593
Men		362		3985		7494		5101		16942
Women		46		3662		8916		6027		18651
3.1.1 Number of at – risk youth who received the Career Readiness Certificate (or equivalent)	0	0	300	0	4600	1638	6100	6510	11000	8148
Men						964		3363		4327
Women						674		3147		3821
3.2 Number of secondary school teachers and facilitators who have successfully completed the training program qualified to use KeyTrain, Win or equivalent	48	18	170	324	60	257	0	63	278	662
Men		15		165		100		30		310
Women		3		159		157		33		352

4.1 Number of cross-sector agreements, between the private sector an civil society institutions, public sector and/or Proyecto METAS, which take specific actions to prepare the risk youth to meet the requirements of employability	0	0	10	11	12	34	8	1	30	46
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## **Anexo D**

### **Consolidado de Constancias**

## Anexo D: Consolidado de Constancias

### Consolidado de Constancias (pasantías, empleos y negocios propios)

No.	Empresa o Institucion	Pasantias		Empleo temporal		Empleo permanente		Empleo por hora		Total empleabilidad		Negocios Propios		Certificados		No Certificados	
		Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres
1	DIUNSA	33	25	27	10	4	2	0	0	31	12	0	0	0	0	0	0
2	Grupo INTUR	7	0	7	0	0	0	0	0	7	0	0	0	0	0	0	0
3	Fundacion ANED	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
4	Centro De Accion Social Menonita (CASM)	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
5	UNITEC	39	8	26	6	3	2	0	0	29	8	0	0	0	0	0	0
6	Children International	76	130	76	130	0	0	0	0	76	130	0	0	0	0	0	0
7	Centro De Investigacion Y Planeacion (CIPE)	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
	<b>Totales</b>	<b>155</b>	<b>163</b>	136	146	7	4	0	0	<b>143</b>	<b>150</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



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Materiales de Comunicación  
Proyecto METAS

## **Publicaciones en Medios de Comunicación (Prensa y Web)**

TRANSFORMANDO VIDAS

# 158 jóvenes certificados por Unitec

**La inversión del programa Metas es de 200 millones de lempiras.**

Unos 158 jóvenes de San Pedro Sula completaron el Programa de Múltiples Competencias de la Universidad Tecnológica Centroamericana (Unitec), de los cuales 38 también recibieron la certificación internacional de preparación profesional.

Ambos programas de certificación son financiados por el gobierno de los Estados Unidos e implementados a través de su proyecto Mejorando la Educación para Trabajar, Aprender y Superarse (Metas).

Durante los actos de graduación desarrollados en el auditorio de la universidad, se contó con la presencia del vicerrector académico, Marlon Brevé, el subdirector de Usaid, Kurt Pope, el director ejecutivo del proyecto Metas, Alejandro Paredes y la vicerrectora para la zona norte de Unitec, Ana Laffite, así como familiares de los graduandos.

El proyecto "Transformando Vidas", apoya el desarrollo de la pequeña empresa, con el fin de mejorar las



**Más de 150 jóvenes recibieron el reconocimiento educativo, al graduarse en distintas carreras técnicas.**

oportunidades laborales para los jóvenes en situación de riesgo, asimismo, enseña competencias actitudinales, sociales y técnicas.

Hasta la fecha, más de 1,600 muchachos se han beneficiado del mismo, en el ámbito nacional.

Metas, es una iniciativa financiada por el gobierno de los Estados Unidos y ejecutada por Education Development Center, que ofrece oportunidades en la preparación del trabajo para los jóvenes, con acceso directo a la educación, formación y el mercado laboral, para que

puedan asumir la responsabilidad en su vida personal, familiar, social y, enfrentar el mundo laboral.

Por su parte, el subdirector de Usaid, Kurt Pope, señaló que el aporte brindado por la institución, es dar oportunidad a los jóvenes que llegan de comunidades de riesgo, quienes desean seguir estudiando, pero no tienen oportunidades y que además buscan empleo.

La inversión del programa Metas, anda en un aproximado de 200 millones de lempiras, con una duración de cuatro años. **(AEA)**

## Egresas la cuarta promoción del Proyecto Transformando Vidas de Unitec

La Universidad Tecnológica Centroamericana (Unitec), celebró la graduación de la cuarta promoción de jóvenes del Diplomado de Múltiples Competencias para una Vida Adulta Exitosa del proyecto Transformando Vidas.

Este grado académico es financiado por el gobierno estadounidense, a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID), e implementado por el Proyecto Metas a través de su Programa de Subvenciones.

En total se graduó a 188 jóvenes, de los cuales 85 de ellos recibieron el Certificado Internacional de Preparación Profesional que les habilita para cumplir los requerimientos del mercado laboral.

El Proyecto Transformando Vidas tiene el objetivo de desarrollar servicios de formación de empleabilidad y emprendimiento para mejorar las oportunidades laborales para jóvenes en riesgo social.

A la fecha a través del Proyecto Transformando Vidas se ha beneficiado a más de 1,600 jóvenes, superando en un 29 por ciento la meta que se había establecido. Asimismo, a la fecha se ha logrado colocar a 100 jóvenes en empleos y a 74 en pasantías, en colaboración con empresas como Dinsa, Intur, Inverto, Mendel's y AcaJoe.



**La mesa principal del evento estuvo presidida por Marlon Brevé, Kurt Pope, Christie Vilsack y Alejandro Paredes.**



**Parte del grupo de graduandos.**

De igual forma se está brindando apoyo a seis microempresarios para apoyar sus ideas de negocios y otros 26 planes de negocios están siendo procesados.

# &empresas

## En apoyo al Proyecto Metas Diunsa contribuye a la inserción Laboral de jóvenes hondureños



Ejecutivos de Diunsa, recibieron en Tegucigalpa, al asesor técnico del proyecto, Michael Tetelman, del Education Development Center (EDC).

Para conocer la experiencia de los beneficiados por el proyecto Metas, al realizar su pasantía en Diunsa, un grupo de ejecutivos, recibió en Tegucigalpa, al asesor técnico de la organización, Michael Tetelman, del Education Development Center (EDC).

Desde hace un año la empresa, ha abierto las puertas a estos jóvenes, la iniciativa es financiada por el gobierno estadounidense, a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID).

Así, realizan el aprendizaje y optan a una plaza temporal o permanente, en la cadena de tiendas por departamento. A la fecha, Diunsa ha recibido a 62 aspirantes, en diferentes departamentos: Sala de Ventas, Logística, Mayoreo y Puntos de Venta.

De manera permanente, han contratado al menos a seis de los pasantes, y de forma temporal a 24 de ellos, lo que equivale al 48 por ciento de la población recibida.

"Nos sentimos muy satisfechos con la relación que existe entre ambas partes, pues creemos que es necesario continuar capacitando a nuestros jóvenes, para lograr su adecuada inserción en la vida laboral", dijo, Alexandra Alemán, jefa regional de Recursos Humanos, Diunsa.

### Inclusión laboral

En ese sentido, se busca brindar a los hondureños, la oportunidad de adquirir conocimientos y habilidades para la vida y el trabajo, actitudes, comportamientos y la perspectiva necesaria, para crear un futuro más positivo y prometedor.

Con más de 45 mil beneficiarios, continúan trabajando para desarrollar



Como Empresa Socialmente Responsable, han recibido a unos 62 aspirantes, en los diferentes departamentos.



El propósito es brindarles la oportunidad de adquirir conocimientos y habilidades para la vida y el trabajo.

habilidades orientadas al éxito profesional. Y como Empresa Socialmente Responsable, participan al ser receptores de candidatos para estas pasantías, a fin de contribuir a su inserción laboral.



**Ficohsa**

Editor: Danilo Antúnez dantunez@latribuna.hn

**Convenio Caderh y Cenet**

## Garantizan certificación de la fuerza laboral hondureña

En el marco del Programa de Capacitación y Certificación en Competencias Laborales Básicas, ya suman 7,241 jóvenes que han logrado certificarse, proyecto financiado por el gobierno estadounidense a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID).

El programa es implementado por el Proyecto Metas (Mejorando la Educación para Trabajar, Aprender y Superarse); cuyo fin es desarrollar en la juventud hondureña habilidades para el éxito profesional, y mediante la firma de un convenio se ha formalizado la transferencia de este programa a dos instituciones nacionales: el Centro Asesor para el Desarrollo de los Recursos Humanos (Caderh) y el Centro Nacional de Educación para el Trabajo (Cenet).

A las dos instituciones se les está brindando el conocimiento y la metodología para la implementación exitosa del programa; de este modo, al cierre del Proyecto Metas, ambas instituciones asumirán la responsabilidad de la implementación y certificación para así garantizar su continuidad y sostenibilidad. Esta transferencia permitirá brindarle una oportunidad al país que va más allá de la vigencia del Proyecto Metas.

El programa de Capacitación y Certificación en Competencias Laborales Básicas ofrece a las y los jóvenes de Honduras el Certificado Internacional en Preparación Profesional de ACT, una organización estadounidense sin fines de lucro que ha desarrollado este exitoso Programa de Preparación para el Trabajo.

Martha Ivonne Romero, directora ejecutiva de Caderh ratificó la importancia de la colaboración del sector privado, voluntarios, maestros, centros educativos y autoridades gubernamentales para conseguir el éxito de este proceso.

A su vez, Amílcar Carrasco, director ejecutivo de Cenet manifestó que el programa se alinea



Martha Ivonne Romero, directora ejecutiva de Caderh; Alejandro Paredes, director ejecutivo del Proyecto Metas y Amílcar Carrasco, director ejecutivo de Cenet, durante la firma del convenio.

al enfoque de su organización, que vincula la educación al trabajo productivo, a través del desarrollo de competencias de las y los jóvenes participantes.

Proyecto Metas continúa trabajando por establecer valiosas Alianzas Estratégicas para brindarle sostenibilidad al programa de certificación; es así como el Instituto Nacional de Formación Profesional (Infop) también ha manifestado su compromiso con el mismo.

Juan Diego Zelaya, director ejecutivo del Infop, manifestó que esta sería la oportunidad para que unas 200 mil personas puedan optar al Certificado Internacional de Preparación Profesional, generando así una cultura de certificación, que es símbolo de la preocupación del país por la gestión de calidad.

Se ha demostrado por medio de la aplicación del programa que los jóvenes participantes han adquirido destrezas laborales estandarizadas, basándose en habilidades fundamentales como el análisis de información, matemática aplicada y lectura comprensiva.

Este sistema ideado por ACT, denominado WorkKeys, certifica a los estudiantes en los niveles de bronce, plata, oro y platino. Los jóvenes que logran certificarse poseen mayores oportunidades en el mercado laboral.

Además de ello, los distintos

centros educativos y empresas participantes en la certificación han manifestado que ahora cuentan con empleados más productivos, generando de esta forma una empresa más competitiva como resultado del alto rendimiento y de las habilidades desarrolladas en los jóvenes certificados que han logrado incorporarse como sus empleados.

La vinculación entre el sector privado y el sector de educación de Honduras, ha venido a cerrar las brechas existentes entre las habilidades que un sector requiere y que el otro respectivamente proporciona, mejorando así, la competitividad y productividad del país.

El programa se ha implementado con éxito en los departamentos de Francisco Morazán, Cortés, Atlántida, Comayagua, Yoro y Santa Bárbara. Son más de 150 los centros educativos y empresas a nivel nacional que se han sumado al proyecto con el objetivo de transformar la fuerza laboral de Honduras.

Proyecto Metas es una iniciativa financiada por USAID e implementada por Education Development Center (EDC), con más de 50,000 beneficiarios a nivel nacional, ofrece oportunidades de preparación a los jóvenes en riesgo social para que puedan asumir con responsabilidad su rol en la vida familiar, laboral y en la sociedad.

**ENTREVISTA** Alejandro Paredes, de proyecto Metas, habla del programa de Estados Unidos

## “Sin oportunidades, los jóvenes son tentados por asociaciones ilícitas”

■ Lograr que los jóvenes obtengan un trabajo estable respondiendo a las demandas de su patrón o empresa es lo que se ha propuesto la Agencia de Estados Unidos para el Desarrollo Internacional (Usaid) capacitándolos por medio del Proyecto Mejorando la Educación para Trabajar, Aprender y Superarse (Metas).

La semana anterior, 2,370 estudiantes de la zona norte recibieron una certificación internacional que avala sus capacidades para laborar.

Alejandro Paredes, director ejecutivo de Metas, dijo que este proyecto sirve para prevenir la violencia porque los beneficiados tienen otras aspiraciones y no entran en pandillas.

¿Cómo contribuyen estos programas a prevenir la violencia? Somos un programa de prevención de la violencia. Hemos constatado que si los jóvenes no tienen oportunidades de superación y educación de calidad, se ven más tentados a entrar en una asociación ilícita, el narcotráfico o una pandilla. Si les proveemos educación, tienen la aspiración de superarse y estar en un mundo laboral.

¿En qué consiste la certificación que han obtenido ya miles de jóvenes? En el proyecto Metas, hasta la

fecha tenemos más de 50 mil beneficiarios a escala nacional. Uno de los componentes que hemos podido servir a la juventud hondureña es la ca-

pacitación y la certificación en competencias laborales básicas y a la fecha llevamos más de siete mil.

La certificación permite a

FOTO: AMELIAR ZAGUIRRE



Alejandro Paredes, director de Metas, dice que hay que darles a los jóvenes educación de calidad.

**1** 200 millones de lempiras ha invertido Metas en diferentes programas alternativos para los jóvenes en el país.

**2** El programa ha instruido a más de 500 profesores e instructores, quienes ayudan a facilitar el proceso de capacitación.

¿Cuáles son los componentes de la certificación?

Son tres: matemática aplicada, búsqueda de información y lectura informativa. Las empresas a veces se quejan de que los jóvenes llegan a tocar la puerta e ingresan, pero no saben leer un manual, interpretar una gráfica, no saben un proceso de multiplicación básico. Hablábamos con la Cámara de la Construcción, por ejemplo, y nos comentaba uno de sus directores que era increíble que como contratistas podían entregarle a alguien una maquinaria que posiblemente valía millones, pero no podía leer un manual. Claro, la posibilidad de dañar la máquina era altísima.

¿Cuánto tiempo fueron capacitados?

Entre tres y seis meses. Depende de varios elementos, como el centro educativo o los elementos de autoestudio. También,

por supuesto, la función del capacitador.

¿Quiénes participan como capacitadores de los jóvenes?

El proyecto Metas tiene diferentes socios y colaboradores. A veces es la empresa privada, el centro educativo público o privado o una ong. Necesitamos participantes de manera que, mediante su infraestructura, sus facilitadores, dentro de los centros educativos, puedan brindar capacitación para la certificación.

¿Va a continuar Estados Unidos apoyando esta iniciativa?

Estados Unidos por medio de la Usaid tiene la iniciativa Carsi en Centroamérica y otros proyectos, no solo Metas, que siguen invirtiendo en el país para prevenir la violencia. □

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Los maestros fueron claves para capacitar a los jóvenes en diferentes centros de Cortés.

**POSITIVO** 2,370 estudiantes obtuvieron certificado laboral para mercado local e internacional

## Jóvenes listos para trabajar

■ Más de dos mil jóvenes de 40 centros educativos de la zona norte fueron certificados en habilidades laborales con el apoyo de Estados Unidos, y podrán trabajar en el exterior.

Los estudiantes obtuvieron un certificado internacional de preparación profesional, bajo un programa de capacitación y certificación en competencias laborales básicas.

Los estudiantes fueron preparados para tener destrezas laborales estandarizadas, entre ellas habilidades cognitivas fundamentales, como la lectura informativa, matemática aplicada, búsqueda de información, resolución de problemas y pensamiento crítico. La capacitación de los jóvenes ha sido posible por el programa financiado por el Gobierno de Estados Unidos a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (Usaid) e implementado por el Proyecto Metas (Mejorando la Educación para Trabajar, Aprender y Superarse).

El certificado internacional que ahora tienen es proporcionado por la ACT, una organización sin fines de lucro que ha desarrollado el exitoso sistema estadounidense de *Preparación para el trabajo*, por lo que a los jóvenes se les abre la oportunidad de poder trabajar fuera del país. Los colegiales recibieron la capacitación como una hora de clase adicional.

"Ha sido una gran oportunidad considerando las condiciones difíciles en las que vivimos donde hay dos millones de desempleados; es-



Los funcionarios de la Usaid y de Educación de Cortés entregaron los certificados a los jóvenes beneficiados.

peramos que a través de la educación podamos desaparecer esa cifra", dijo el estudiante Víctor Suazo, uno de los beneficiados.

Alejandro Paredes, director ejecutivo del proyecto Metas, dijo que suman más de 50,000 jóvenes que se han beneficiado con el programa y más de siete mil jóvenes que han alcanzado la certificación internacional.

Dijo que esperan que el programa se siga ampliando para favorecer a más jóvenes.

"Uno de los componentes para favorecer a la juventud hondureña es a través de la certificación, en competencias laborales básicas. Estar mejor posicionado ante una oportunidad laboral permite que la empresa privada tenga mayor productividad y menos rotación, por ejemplo, y obviamente pueden incrementar sus porcentajes de rentabilidad. El joven no es competitivo a nivel local, sino a nivel internacional", dijo.

Reina Rodríguez, presidenta del comité interinstitucional de

### SÉPALO

#### BENEFICIADOS

2,370 jóvenes recibieron el certificado ayer, la mayoría originarios de San Pedro Sula.

**METAS** Es una iniciativa financiada por la Agencia de los Estados Unidos para el Desarrollo (Usaid).

la Departamental de Educación de Cortés, asegura que los jóvenes que ya tienen el certificado se les ha abierto una puerta más.

"A través de este proyecto se han fortalecido áreas débiles que hay en el sistema de educación y creemos que de esta manera los muchachos salen más capacitados para el mercado laboral y se amplía su visión como profesionales, se dan cuenta que el mundo sí tiene oportunidades; pero deben estar preparados". □

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Materiales de Comunicación  
Proyecto METAS

## **Series de Aprendizaje**

### **Foro Juvenil**

**EDC** Learning transforms lives.

**MULTI-LEVEL PARTICIPATION**  
**A CROSS-CUTTING STRATEGY TO EMPOWER HONDURAN YOUTH**

Honduran youths have the ability to generate strategies that can solve problems in the national context. Aware of this potential, METAS Project provides spaces to allow youths to participate through various activities that strengthen their leadership skills, thereby enabling them to become agents of change. Young people who have been involved with METAS through a Youth Participation Strategy are already generating initiatives to improve youth development in Honduras.

**METAS PROJECT**  
YOUTH DEVELOPMENT INITIATIVE



Check out [proyectometas.org](http://proyectometas.org)  
f t

# Executive Summary

When young people are given the opportunity to express their voices and take part in solving problems that affect them on a daily basis, when they are supported by caring adults and spend their time in nurturing, positive environments, they truly engage in their own development.

Including a participation strategy in youth programs and projects has multiple advantages: it reinforces the prevention of risk factors and contributes to the development of life skills and positive practices, which in turn, prepares youth to transition into adulthood. Additionally, it helps projects and programs empower youth to be “agents for change,” thereby strengthening their connections with both their communities and society.

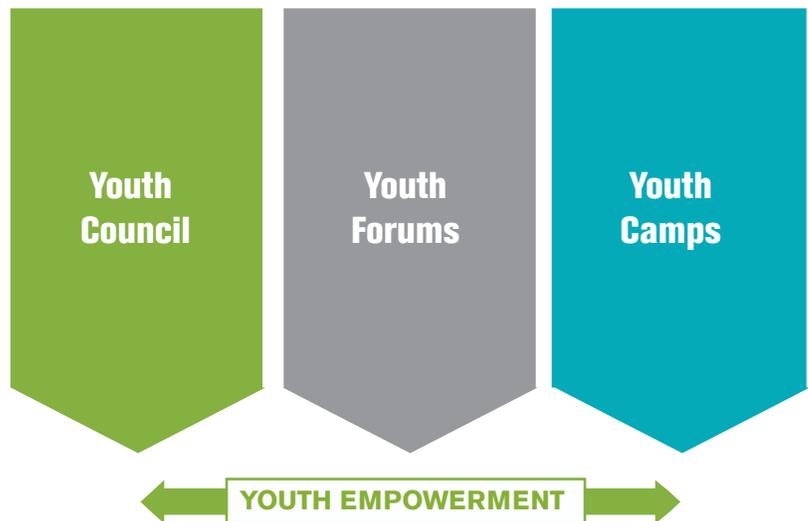
METAS Project values youth participation as an empowerment strategy for their beneficiaries as well as a vital source of input for the management and implementation of the overall project. For this reason, the project has launched a series of activities to promote youth participation at various levels—from on-the-ground experience in the Youth Camps to leadership roles in the Youth Council experience.

These experiences have allowed youth to connect with other youth and adults, learn more about the realities of their own country, organize, and carry on initiatives to address the problems they identified in their communities and in the lives of youth in general.



**“Excellent project.  
We shared vivid,  
unforgettable  
experiences.  
Thank you METAS  
Project.”**

—David Vásquez



# YOUTH PARTICIPATION: the Basics

Participation, understood as the action of having a part or a share in something, has the potential to affect not only the lives of young people but also the lives of their families and communities. According to the World Health Organization, environments that promote youth participation bring a sense of ownership and empowerment as they enable youth to have an impact on issues that concern them.

## YOUTH PARTICIPATION IS:

- A right of children and young people that fosters active citizenship
- Beneficial to a youth's health and social and psychological development
- Beneficial to society as a whole, as it increases the effectiveness and efficiency of development initiatives and programs and strengthens social capital.

## YOUTH PARTICIPATION CAN BE PROMOTED BY:

Providing trainings and spaces for youth to share interests and concerns, develop action plans, implement projects, evaluate results of interventions, and other such activities.

## IMPACT:

These initiatives impact all levels of life and society—familial, communal, regional, national, and international.

## WHO ARE THE YOUTH AT METAS?

METAS Project focuses on at-risk youth aged 12–35 who are living in the five Honduran departments with the highest rates of violence in the country (Francisco Morazán, Yoro, Atlántida, Cortes, and Comayagua). The project aims to reach diverse sub-groups within this population by offering services according to different youth characteristics and needs.

**“Thanks for the opportunity, and for providing us a space to express ourselves.”**

—Yodany Amador



Strategy  
No. 1

## Youth Services

- Provides services in education, training, sports, and life skills.
- Has benefited 7,532 youth, ages 12 to 35 years. The majority has been youth 15 to 19 years (46.9%) followed by youth 12 to 14 years (27.6%), with incomplete secondary education and living in Cortés, Francisco Morazán, and Atlántida departments.

Strategy  
No. 2

## Alternative Education

- Strengthens alternative education programs focused on out-of-school youth, helping them to complete their studies and be more prepared to participate in the labor market
- Includes 8,200 out-of-school youth, primarily ages 15 to 19 years old (55%) and women (58.7%) who reside in 33 communities in four departments (Cortés, Francisco Morazán, Yoro, and Atlántida)

Strategy  
No. 3

## Work Readiness Training and Certification

- Provides de International Career Readiness Certificate for local youth and supplies local companies and business with skilled labor that help them be competitive in the global market
- Has served 24,518 young men and women, primarily ages 15 to 19 years (66.7%) from six departments (Cortés, Francisco Morazán, Yoro, Comayagua, Santa Bárbara and Atlántida)



**BROADENING PARTICIPATION SPACES:**

# MICRO TO MACRO Level EWxperiences

LEVEL  
MACRO

## **Youth Council: Representing youth and promoting youth public agenda**

Being part of the Youth Council has strengthened youths' leadership and coordination skills, from their initial preparation as candidates for the council—organizing their speeches and learning how to appeal to their audiences—to their experiences representing METAS and Honduras youth outside the project—Population and Development International Conference in Tegucigalpa and San Pedro Sula, Presidential Candidates' Forum “Less words, more actions,” and the national TV show Because We Care: Youth Voices. Additionally, Council members played an active role in the design and implementation of the Youth Forums by validating and implementing the forum methodology, and coordinating the logistics for the event.

LEVEL  
MID

## **Youth Forums: Volunteering and elections experience**

The Youth Forums give METAS beneficiaries a fruitful space to be involved through volunteering and networking. They learn about different volunteer opportunities and are able to work as facilitators and moderators. Additionally, the election process for the Youth Council enhances youths' civic engagement practices, which helps prepare them to exercise those rights outside the project setting.

LEVEL  
MICRO

## **Youth Camps: Reinforcing personal and social development towards a successful life**

Enhancing youths' communication skills and promoting their interaction with stakeholders in the private sector, government, and nongovernmental organizations not only increases their self-esteem but also provides opportunities for real participation. Youth Camps provide a perfect setting to reinforce these skills through diverse activities, including one-on-one mentoring, motivational talks, and real-life and practical exercises.



METAS PROJECT  
YOUTH DEVELOPMENT INITIATIVE

# YOUTH COUNCILS: Strengthening leadership skills through representation



METAS gives youth an encouraging message:

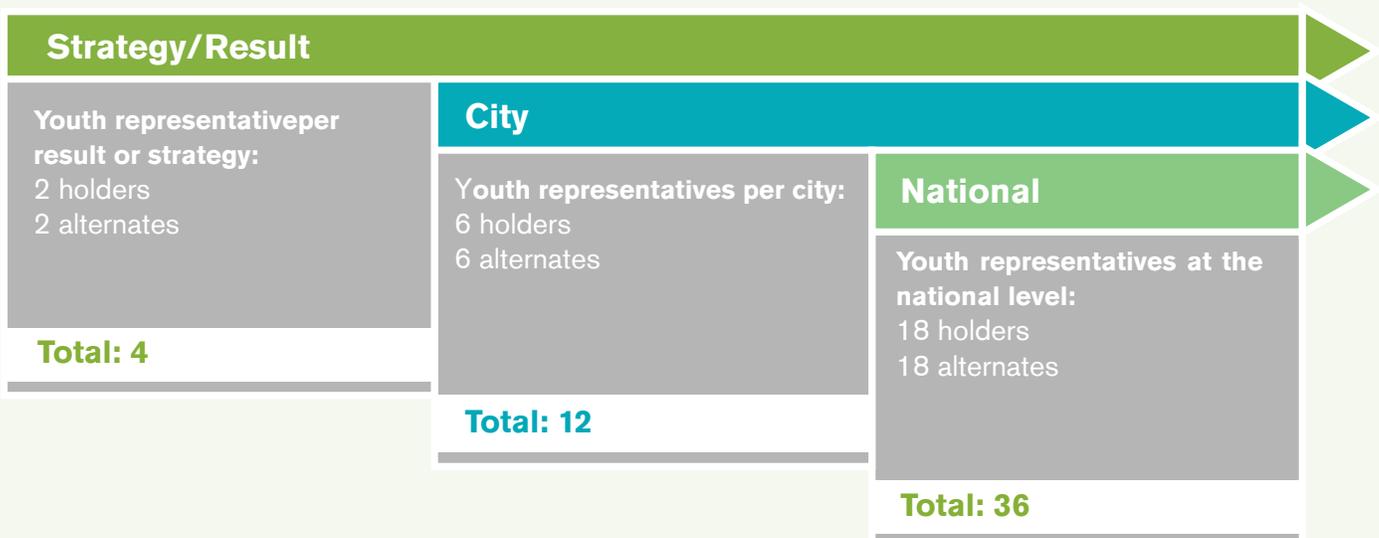
**“All that you think, propose, do, and implement is valuable and important.”**

The Youth Council is a participation and representation space for METAS youth. The aim of the Youth Council is to more closely align youth’s expectations, thoughts, and feelings with the METAS project services. This, in turn, contributes to the project’s goal of creating opportunities for at-risk youth by facilitating their access to knowledge and developing the skills, attitudes, behaviors, and perspectives they will need to create a more positive future.

The Youth Council is an organized body that facilitates the communication, participation, relationships, and support among the Honduran youth who are involved in the METAS Project. The Council also helps the METAS team to evaluate the best ways to approach and implement the services available for youth beneficiaries.

Council responsibilities include working as a consultative body for the METAS project technical team and Implementing the actions generated from the project; encouraging and supporting the different spaces (forums, conferences, talks) for METAS youth beneficiaries and disseminating the work and results of these events; being a liaison and stimulating communication between the project and the local communities; and representing the Honduran youth and the METAS project in the public arena to increase visibility for the youth and promote more and better opportunities for them.

## Youth Council Structure



## WHY IS THE YOUTH COUNCIL IMPORTANT?

Research shows that significant youth participation is a main protective factor for risky behavior. Independent of individual circumstances, strong youth participation helps youth to overcome life obstacles and manage risks, which increases their resilience.

The Youth Council is a vital strategy for empowering METAS youth—from its inception as a space where youth can select their own representatives and assume leading roles in designing and implementing activities for their peers and communities to its role as a leadership training and participation space. The Council allows youth to feel included and integral in decision making. It also enables youth to take charge of and facilitate their own development process within their communities and to connect with other organizations, institutions, and projects.

By promoting youth participation in the planning and implementation of activities and strategies, the project is more aligned with the interests of METAS beneficiaries, and therefore, the project assessment is more meaningful for all the parties involved. Moreover, as an interchange space among youth and the METAS team, the Council maximizes the learning and growth opportunities for all the participants—youth and adults. By providing youth with the tools to self-direct their own lives and inviting them to shape their projects and programs to help others, METAS is communicating an encouraging and empowering message to youth: “All that you think, propose, do, and implement is valuable and important.”



## YOUTH COUNCIL STRUCTURE

The Youth Council structure and member election form a highly participative, gender-sensitive, and youth-led process. The candidates—one male and one female representative per organization—are selected from among the various institutions, partner NGOs, and alternative education centers from the METAS Project's four results. Candidate selection also considers their leadership, performance, and commitment in the different METAS' results.

Before the election process, youths are informed about the Youth Council's objectives and are asked for their ideas for the Council's operation, work plan, and internal procedures. After candidates are nominated, each one gives a one-minute speech to introduce themselves to the plenary, talk about their interests, and explain why they want to be part of the Youth Council. Youth participants then vote using paper ballots and elect the Youth Council members.

Once elected, members serve on the Youth Council for one year, and then before their term ends, they call for new elections for the Council. The internal structure is flexible and based on work teams, which consider activities and projects proposed by youth. Roles within the work teams are assigned according to the age, experience, seniority, knowledge, and personal skills of each member. In parallel, other tasks are assigned according to the development of new initiatives. The first Youth Council was elected on August 2012 after the I Youth Forum was held in Tegucigalpa and San Pedro Sula, where the METAS Project works.

# Youth Forums

## Creating Connections For

### EMPLOYMENT, VOLUNTEERISM, AND EDUCATION

#### WHAT ARE THE YOUTH FORUMS?

The Youth Forums are one of the core expressions of METAS youth participation. They are planned, organized, implemented, and evaluated by youth for youth. Since the 1 Youth Forum held by METAS in 2012, these spaces have stimulated dialogues among the various stakeholders involved in Honduran youth development. In addition to the youths, stakeholders include government, the private sector, civil society, and NGOs. The forums foster the interchange of knowledge of and experiences with youth development, which in turn contributes to the promotion of peace, violence prevention, and sustainable development of local communities. The Forums cover a wide array of topics, such as education, employment and self-employment, art, culture, sports, environment, participation, and youth representation.

#### How is the participatory approach implemented in the Youth Forums?

Youth participation is a core element in the design and implementation of the Youth Forums. As a result of the 2012 and 2013 Forums, METAS youths have gained more visibility, and their participation has increased. And the Forum has become an essential channel for more closely matching youth's expectations, interests, and even doubts with the Forum's objectives and activities.



## The Forum's participatory methodology is reflected in each of the activities.



1

**Youth Success Cases** provide a space where METAS participants interact with local youth who have backgrounds similar to them and are able to share their life experiences, challenges, and successes in addressing difficult environments. Arts and sports, employment and self-employment, and education opportunities are showcased as real and achievable alternatives for METAS youth.

2

**Motivational Talks** conducted by experts provide youths with practical advice and tools to accomplish their goals—all in all conveying the message that youth are “agents of change and capable of succeeding.”

3

**Social and Cultural** activities performed by local youth lit a spark for openness and participation among the attendees.

### Youth Forum 2013: Youth participate in the planning stage

Youth leaders designed the activities for the 2013 Forum working together with local experts, determine to promote active participation among youth.

## Forums FACTS



### When?

August 2012 and September 2013

### How many participants?

2012 Youth Forum: About 300 youth participants from Tegucigalpa and San Pedro Sula.

2013 Youth Forum: 750 youth participants from Tegucigalpa, San Pedro Sula, and La Ceiba.

### Who participated?

METAS youth participants, youth leaders, government institutions, private sector representatives, NGOs, and other civil society organizations



A clear example of this was the creation of the sociodrama “Juana in Honduras,” which was performed at the 2013 Forum. The drama presented a strong message that youth can overcome the negative stereotypes society imposes on them (the Fashionista, the Bully, the Rich Guy, the Teenage Mom, etc.) through the play’s character Superacion Hernandez—Champion Hernandez—who works to help his family and also studies and volunteers with the Red Cross.

Youth assumed active roles during the event. As Discussion and Debate Group Coordinators, they motivated and guided the working group conversations and documented the conclusions, to be included in the Final Forum Declaration. Forum Facilitators helped the working groups track the discussion topics, remain on schedule, and complete the Declaration, which served as a guide for the forum participants (youth, government, private sector, and civil society).

**“We are committed to improving Honduras! Not only with our words . . . but with our actions as well.”**

—Taty Mejía

**4 Discussion and Debate Groups** gave youth the opportunity to share their experiences, express their points of view, and propose solutions to the pressing issues that affect them, such as lack of employment, low-quality education, and the lack of youth representation in public spaces

**5 General Plenary** was where each group presented their results to all the participants. It was also where participants could finally make concrete proposals and commitments to overcome the obstacles that hinder Honduran youth development.



# YouthCamps

## REINFORCING CONFIDENCE AND SELF-ESTEEM

METAS Project seeks to reduce the gap between school preparation and the demands of the labor market, thereby addressing one of Honduran youths' major concerns: how to be effectively prepared for employment and business opportunities. The I Youth Camp for Training and Entrepreneurship, sponsored by the METAS project and Fundación Honduras Global, was one strategy for fulfilling that goal. The Camp used "bridging strategies" to help youth to transition from school and training to the workforce. It focused on strengthening specific life skills, such as self-esteem, leadership, and team work, as well as job skills, through discussion panels and activities with private-sector representatives.

Private-sector representatives and strategic partners worked with Camp attendees: they discussed employment opportunities, provided mentorship, and strengthened the skills and competencies youths will need to enter the labor market. At the end, Camp attendees were better prepared to meet employers' requirements.

**"Thank you, METAS Project, for giving this opportunity to young people like us. We were able to express and take others opinions."**

—Johana Tobar



### Dialogue Space to Discuss

- Employment opportunities
- Mentorships
- Skills strengthening
- Skills development necessary to successfully participate in the labor market



Representatives from more than 30 private-sector companies

<b>222</b> participants	<b>18 to 30</b> years old	<b>Two different cities</b> Tegucigalpa (September 2–5, 2013) San Pedro Sula (September 9–12, 2013)
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### RESULTS



Over 50 Camp attendees were successfully connected to employment opportunities.

Partnerships were established with the private sector for ongoing support to METAS beneficiaries.

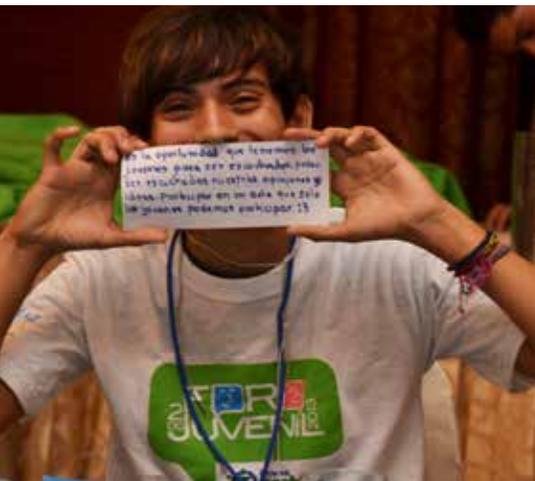
Over 120 Camp attendees received consistent follow-up to link them with employment and training opportunities, internships, mentoring, and coaching.

## Youth were actively involved during the Camps.

### Camp attendees:

1. Participated in panels with private sector entrepreneurs and education and training workforce development experts. Well-known entrepreneurs gave youth advice on how to position themselves in the marketplace as employable. They also shared the expectations that private sector employers have for future workers. The education and training experts talked about the connection between training and employability.
2. Received one-on-one mentoring previous to Camp to develop their CVs.
3. Learned from real-life and practical exercises and participated in Motivational Talks.
4. Were able to put all their learning into practice by joining the Career Fair offered as the Camp's closing activity. The Fair allowed them to connect with prospective employers.

[proyectometas.org](http://proyectometas.org)



# NEXT Steps

The Youth Participation Strategy is an ongoing learning process—one that continually seeks to improve on empowering youth and strengthening the impact of the METAS Project. To fulfill this goal, the events of upcoming Youth Forums will build upon the experiences of past Forums. METAS staff will revise activities based upon the input and suggestions of youth participants; look at what new topics or trends to include; and involve more youth in the overall design, planning, and implementation process.

In addition, new participation spaces will be explored, specifically regarding volunteer opportunities that respond to the needs and interests of youths and their communities.

One of the goals for this coming period is to strengthen the relationship between youths and METAS in each of the project's components—to improve the communication channels for feedback and suggestions from the youth in order to continue improving the services offered to them. To accomplish this, the Youth Council has been incorporated into the METAS's Advisory Committee. The Youth Council has also been successfully incorporated into other national initiatives, such as the Honduran Volunteering Network (Red de Honduras Voluntaria), which works with more than 30 volunteering organizations. Youth Council members also actively participate with organizations such as the National Democratic Institute for International Affairs (NDI) and the Global Honduras Foundation; these organizations help strengthen members' leadership skills and empower them through workshops and youth participation activities.

## LEARNING SERIES

**EDC** Learning transforms lives.

Education Development Center, Inc.  
43 Foundry Avenue, Waltham, MA 02453-8313  
Ph: (617) 969-7100 Web: [edc.org](http://edc.org)  
Boston | Chicago | New York | Washington, D.C.



**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



Materiales de Comunicación  
Proyecto METAS

## **III Foro Juvenil**



SIGUENOS EN:



#HaceloPorHonduras

#ForoJuvenilHN

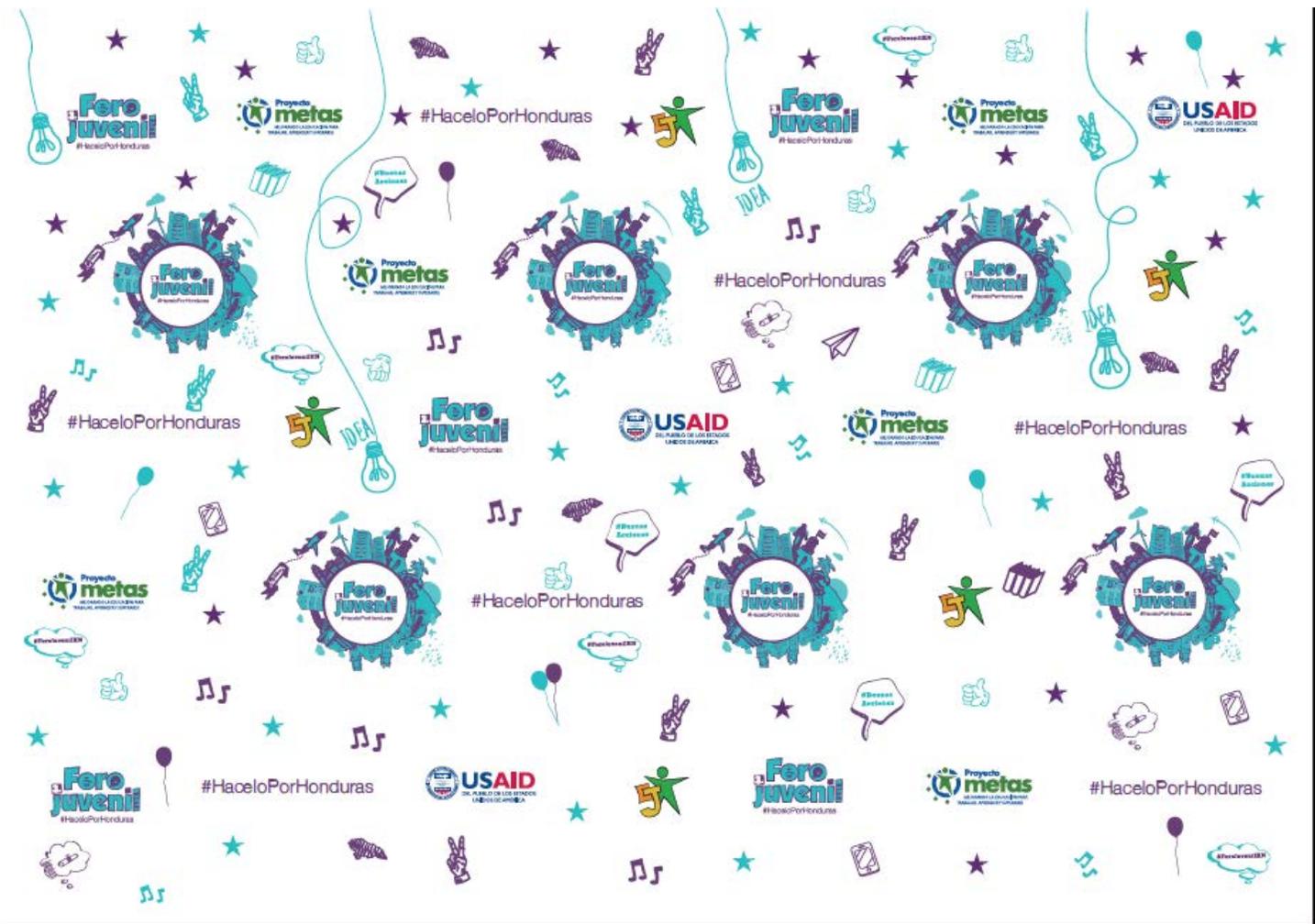
#Honduras



Este es el más grande al gobierno de Puerto de los  
Bosques de Honduras, controlado de las zonas de los Bosques de los  
para el desarrollo sostenible (SAS).



[www.forojuvenil.hn](http://www.forojuvenil.hn)





Frontal





# Agenda



8:00		1:00	
8:30		1:30	
9:00		2:00	
9:30		2:30	
10:00		3:00	
10:30		3:30	
11:30		4:00	
12:00		4:30	
12:30		5:00	





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UNIDOS DE AMÉRICA



Materiales de Comunicación  
Proyecto METAS

## **Materiales Varios**



### Proyecto METAS

con el apoyo de  
La Agencia de los Estados Unidos para el  
Desarrollo Internacional (USAID)

Se complacen en invitarle al:

#### Evento de Cierre

Para compartir los logros alcanzados a  
lo largo de la ejecución del "Proyecto METAS"

**Lugar:** Hotel Plaza Juan Carlos  
Tegucigalpa, Honduras

**Fecha:** Viernes 15 de agosto de 2014

**Hora:** 8:00 a.m. - 11:00 a.m.

Su presencia dará mayor realce a este evento

Favor confirmar su asistencia al correo:  
[eventos@projectometas.org](mailto:eventos@projectometas.org) o al teléfono: 2270-7155

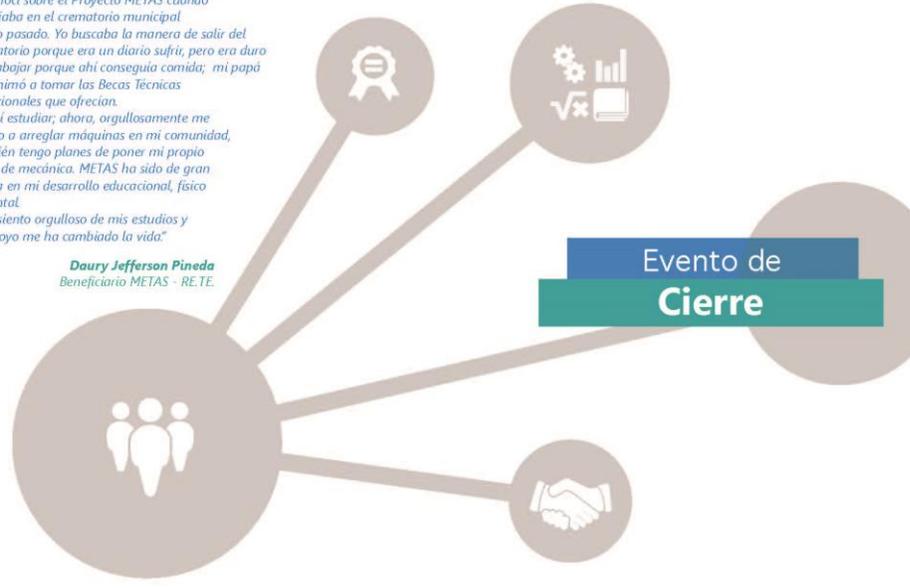


"Conoció sobre el Proyecto METAS cuando trabajaba en el crematorio municipal el año pasado. Yo buscaba la manera de salir del crematorio porque era un diario sufrir, pero era duro no trabajar porque ahí conseguía comida; mi papá me animó a tomar las Becas Técnicas Vocacionales que ofrecían.

Elegí estudiar; ahora, orgullosamente me dedico a arreglar máquinas en mi comunidad, también tengo planes de poner mi propio taller de mecánica. METAS ha sido de gran ayuda en mi desarrollo educacional, físico y mental.

Me siento orgulloso de mis estudios y su apoyo me ha cambiado la vida."

**Daury Jefferson Pineda**  
Beneficiario METAS - RE.TE.



### Evento de Cierre

# Guía

## METODOLÓGICA

PARA PROGRAMAS DE CAPACITACIÓN Y  
CERTIFICACIÓN EN COMPETENCIAS LABORALES



# 1

PROGRAMA DE CAPACITACIÓN Y CERTIFICACIÓN EN COMPETENCIAS LABORALES

# PROYECTO METAS: ACHIEVING RESULTS

**82.6%** 

of targeted youth report **increased self-confidence** to achieve life goals

**97.5%** of youth report increased desire to continue their studies

**49%** of youth report having increased work opportunities

All **12** partner NGOs report substantial improvements in HR and financial management capacity as a result of METAS

**Over 83%** of partner NGOs improved their M&E systems as a result of METAS capacity development activities

**27** 

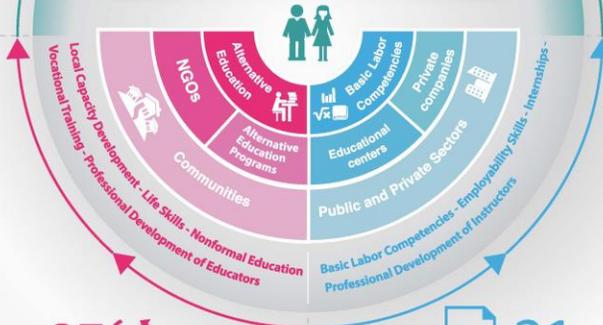
Community education committees were developed and strengthened to **improve access and quality** of alternative education in the highest-risk areas

**21** 

Private companies adopted the Basic Labor Competencies Program to **increase productivity, efficiency and decrease staff turnover**.

## Resilience of Youth and Communities Increased

**Improved quality and access of education, and increased employability of at-risk youth**



METAS Coverage in Honduras



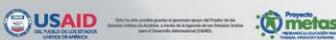
Over 45,000 beneficiaries in 6 departments of Honduras

**80** 

Formal educational centers in high-risk communities implemented the METAS Basic Labor Competencies **increasing employability skills** of thousands of at-risk youth

There is a gain of **31.5%**

Percentage points in the number of youth who report having participated in an **internship** from the beginning of the Basic Labor Competencies Program to completion



SOURCE: METAS MTR, 2013/OCA, 2014

El Proyecto METAS está orientado a involucrar y preparar a las y los jóvenes para asumir su responsabilidad en la vida familiar, el mundo del trabajo y la sociedad. Brinda a los jóvenes la oportunidad de adquirir habilidades para el trabajo, conocimientos, actitudes, comportamientos y la perspectiva necesaria para crear un futuro más positivo y prometedor.

El Proyecto, desde el fortalecimiento a los programas alternativos de educación, tiene como estrategia la organización y fortalecimiento de líderes y jóvenes locales por medio de la gestión, movilización de recursos y el acompañamiento en el proceso educativo a jóvenes estudiantes y facilitadores de dichos programas.



## HERRAMIENTAS PARA LA GESTIÓN COMUNITARIA



Esto no es posible gracias al generoso apoyo del Pueblo de los Estados Unidos de América a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID).



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**Anexo F**

**Leverage Summary Report April-June 2014**

### Leverage Summary

**Project Name:** METAS  
**EDC Project Number:** 11367  
**Sponsor:** USAID  
**Grant Number:** AID-522-LA-10-00001  
**Project Period:** September 7, 2010 - September 6, 2014  
**Period Covered by this Report:** April - June 2014

Source of Leverage	Description	Current Period in HNL
1 In Kind Contributions R1	NGO's contribution R1 January-March 2013	HNL 709,320.07
2 In Kind Contributions R2	N/A	
3 In Kind Contributions R3	Computer Laboratories	HNL 413,800.00
4 In Kind Contributions R4	Meeting and event locations	HNL 10,500.00
In Kind Contributions Communication	Newspaper ads	HNL 63,200.00
Volunteer Time R1	N/A	HNL -
11 Volunteer Time R2	Personal of Communities as Volunteers	HNL 283,145.63
Volunteer Time R3	Facilitators R3 CLB Volunteers in Colleges	HNL 12,051,585.00
12 Volunteer Time R4	N/A	HNL -
14		
15		
16		
17		
18		
19		
20		
<b>Total Leverage for this Period</b>		<b>L. 13,531,550.70</b>
<b>Total Leverage Reported in Previous Period</b>		<b>L. 31,456,528.80</b>
<b>Total Leverage to Date</b>		<b>L. 44,988,079.50</b>

Prepared by:

Alejandra Matamoras  
Program Assistant

30/7/2014  
Date

Reviewed by:

Rigoberto Portillo  
Subdirector/Director Técnico Proyecto Metas

30/7/2014  
Date

Approved by:

Alejandro Paredes  
Director Ejecutivo de Proyecto METAS

30/7/2014  
Date