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Nicaragua Strategic Alliances for Social Investment

Alliances2 para la Educación y la Salud

Final Report

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Nicaragua Strategic Alliances for Social Investment

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Final Report

Cooperative Agreement 520-A-00-10-00031-00

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Abbreviations

AIEPI	<i>atención integrada a las enfermedades prevalentes de la infancia</i> (community-based integrated care for diseases of infancy)
Alliances2	Nicaragua Strategic Alliances for Social Investment
AMCHAM	American Chamber of Commerce in Nicaragua (<i>Cámara de Comercio Americana de Nicaragua</i>)
ANF	American Nicaraguan Foundation (<i>Fundación Americana Nicaragüense</i>)
AOR	Agreement Officer’s Representative
CA	Cooperative Agreement
CIASES	<i>Centro de Investigación y Acción Educativa Social</i> (Center for Educational Research and Social Action)
COP	Chief of Party
COSEP	<i>Consejo Superior de la Empresa Privada</i> (High Council for Private Enterprise)
CSO	civil society organization
Eduquemos	<i>Foro Educativo Nicaragüense</i> (Nicaraguan Education Forum)
EGRA	Early Grade Reading Assessment
ER	Expected Result
FBO	faith-based organization
FUNIDES	<i>Fundación Nicaragüense para el Desarrollo Económico y Social</i> (Nicaraguan Foundation for Economic and Social Development)
FY	fiscal year
FZT	<i>Fundación Zamora Terán</i>
GON	Government of Nicaragua
IDEUCA	<i>Instituto de Educación de la Universidad Centroamericana “Xabier Gorostiaga, S.J.”</i> (Xabier Gorostiaga Institute for Education, <i>Universidad Centroamericana</i>)
IP	implementing partners
IR	Intermediate Result
Juan XXIII	<i>Instituto de Acción Social Juan XXIII</i> (Juan XXIII Institute for Social Action), <i>Universidad Centroamericana</i>
KAP	knowledge, attitudes, and practices
LOP	life of project
M&E	monitoring and evaluation
MCH	maternal and child health
MINED	<i>Ministerio de Educación</i> (Ministry of Education)
MINSA	<i>Ministerio de Salud</i> (Ministry of Health)

NGO	nongovernmental organization
PMP	performance monitoring plan
PPP	public-private partnership
PREAL	Partnership for Educational Revitalization in the Americas
RAAN	<i>Región Autónoma del Atlántico Norte</i> (North Atlantic Autonomous Region)
RAAS	<i>Región Autónoma del Atlántico Sur</i> (South Atlantic Autonomous Region)
RECAMED	<i>Red de Comunicadores Amigos de la Educación</i> (Network of Communicator Friends of Education)
RTI	RTI International (trade name of Research Triangle Institute)
TRC	technical review committee
UCA	<i>Universidad Centramericana</i> (Central American University)
USAID	United States Agency for International Development
USG	U.S. Government
VPCD	<i>vigilancia y promoción de crecimiento y desarrollo</i> (monitoring and promotion of growth and development)
VSM	<i>venta social de medicamentos</i> (social medicine sales program)

Executive Summary

This final report describes the activities and accomplishments of the 39-month Nicaragua component of the Multi-Sector Alliances Program, awarded by the U.S. Agency for International Development (USAID) to RTI International (RTI) under Cooperative Agreement (CA) No. 520-A-00-10-00031-00 to support development objectives of USAID Missions in Central America and Mexico. This report presents results accomplished by the program, examines the cross-cutting themes of gender and sustainability, and outlines key challenges and recommendations for future programs. The Nicaragua component, known commonly as Alliances2, ran from September 2010 through December 2013.

The overall purpose of the Alliances2 program in Nicaragua was to create public-private partnerships consistent with USAID/Nicaragua’s strategic priorities, supplementing spending for health, education, and democracy and governance activities, that would extend the coverage of, expand equitable access to, and improve the quality of existing services through state-of-the-art and proven approaches. Activities were implemented as follows under the intermediate results (IRs).

IR 3.1: Increased and improved social sector investments and transparency

RTI served as the managing partner for Alliances2 and had overall responsibility for building alliances that linked private sector funding partners on the one hand with implementing organizations working in the relevant technical areas of education and health on the other. Technical activities were implemented through seven local partners, using subgrants. For funding partners, Alliances2 included a total of 127 partners of all types: universities, nongovernmental organizations, religious organizations, corporations and private foundations, professional organizations, and units of the Nicaraguan

Alliances2 Implementing Partners

- American Chamber of Commerce in Nicaragua (*Cámara de Comercio Americana de Nicaragua*)
- American Nicaraguan Foundation (*Fundación Americana Nicaragüense*)
- Consejo Superior de la Empresa Privada (High Council for Private Enterprise)
- Eduquemos: Foro Educativo Nicaragüense (Nicaraguan Education Forum)
- Fundación Zamora Terán
- Instituto de Educación de la Universidad Centroamericana “Xabier Gorostiaga, S.J.” (Xabier Gorostiaga Institute for Education, *Universidad Centroamericana*)
- Instituto de Acción Social Juan XXIII (Juan XXIII Institute for Social Action), *Universidad Centroamericana*

government. Partners contributed cash and in-kind resources for implementation of health, education, governance, and HIV/AIDS projects throughout Nicaragua. Total life-of-project leverage equaled more than US\$13.3 million, surpassing a ratio of 4:1 on the USAID investment.

The governance subgrant promoted the positioning of education as a priority among key stakeholders at national and regional levels, including the public sector, private sector, and civil society organizations. Through consensus-building workshops in various departments, a social communication campaign, advocacy activities, and the launch of a diploma course for journalists in education communication, the program united diverse partners to elevate the importance of increasing investment in education in Nicaragua.

IR 3.2 Improved quality and equity of basic education

Alliances2 expanded opportunities for learning, particularly through school enrollment and retention, educational reinforcement, and increased availability of textbooks and other learning materials in the classroom. The three education subgrants focused on increasing access to education and training through technology, promoting new methodologies for teaching (especially the *Excelencia* Model), and increasing education coverage among disadvantaged and underserved groups. Partners reached more than 97,000 students, trained 4,009 teachers, and distributed nearly 300,000 textbooks and learning materials in project schools. Based on objective assessments, 54 percent of students could read with fluency and comprehension after two years of schooling, an increase of 13 percent over the baseline.

IR 3.3 Improved integrated management of child and reproductive health

Four of the program's subgrants focused on maternal and child health and HIV/AIDS. Alliances2 expanded access to and improved the quality and continuity of maternal and child health information and services through capacity-building activities for health service providers, to ensure that best practices and Ministry of Health norms were adopted and implemented by providers. Alliances2 promoted nutrition and hygiene practices with children, teachers, and parents in a selection of primary schools in the project. Alliances2 supported private sector companies to implement their HIV/AIDS workplace policies; trained health personnel in combination prevention, stigma, discrimination, and gender-based violence; and provided cascade trainings on HIV/AIDS to workers. Partners trained 4,549 people in child health and nutrition, reached 11,192 workers with preventive messages in HIV/AIDS, and reached 7,751 children under age five with nutrition programs.

Lessons learned and recommendations

The Alliances2 program in Nicaragua demonstrated that private sector alliances could be successfully built and could leverage significant funding for education and health. Now is an opportune time for USAID to evaluate the role of public-private partnerships in improving access to and quality of health and education services for the Nicaraguan people, and to identify best practices and new opportunities for the future. The following

key recommendations, stemming from lessons learned under Alliances2, can be applied to future alliance-building programs, whatever the country or context.

- Integrate technical programs and implement comprehensive approaches to achieve greater impact.
- Ensure adequate staffing for managing and implementing partners.
- Implement high-quality monitoring and evaluation approaches and evaluation methods to improve strategic planning and project implementation.
- Provide clear expectations for scopes of work and evaluation criteria.
- Plan for long-term implementation with realistic results.

Resumen Ejecutivo

Este informe final describe las actividades y logros de los 39 meses de implementación del Programa de Alianzas Multisectoriales, componente de Nicaragua, adjudicado por la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) a RTI International (RTI) bajo el Acuerdo Cooperativo No. 520-A-00-10-00031-00 para apoyar los objetivos de desarrollo de las misiones de USAID en Centroamérica y México. Este informe presenta los resultados alcanzados por el programa, examina los temas transversales de género y sostenibilidad, y resume los retos clave y recomendaciones para programas futuros. El componente de Nicaragua, conocido comúnmente como Alliances2, se implementó de septiembre 2010 a diciembre 2013.

El propósito global del programa Alliances2 en Nicaragua era crear alianzas público-privadas consistentes con las prioridades estratégicas de USAID/Nicaragua, aportando a la inversión en actividades relacionadas con salud, educación, democracia y gobernanza, que extendieran la cobertura, expandieran el acceso equitativo y mejoraran la calidad de los servicios existentes a través de enfoques exitosos y comprobados. Las actividades se implementaron de acuerdo a los resultados intermedios siguientes.

IR 3: Incrementadas y mejoradas inversiones en el sector social y transparencia

RTI fungió como el socio principal para Alliances2 y tuvo la responsabilidad de construir alianzas que vincularan, por un lado, socios donantes del sector privado y, por el otro, a organizaciones trabajando en las áreas técnicas relevantes en educación y salud. Las actividades técnicas se implementaron a través de siete socios locales, utilizando sub-adjudicaciones. En cuanto a los socios donantes, Alliances2 incluyó un total de 127 socios de todo tipo: universidades, organizaciones no gubernamentales, organizaciones religiosas, corporaciones y fundaciones privadas, organizaciones profesionales y unidades del gobierno de Nicaragua. Los socios aportaron recursos en efectivo y en especie para la implementación de proyectos en salud, educación, gobernanza y VIH/SIDA en Nicaragua. La contrapartida recaudada durante la vida del proyecto equivalió a más de US\$13.3 millones, sobrepasando la relación de 4:1 de la inversión de USAID.

Socios Implementadores de Alliances2

- American Chamber of Commerce in Nicaragua (Cámara de Comercio Americana de Nicaragua)
- American Nicaraguan Foundation (Fundación Americana Nicaragüense)
- Consejo Superior de la Empresa Privada
- Eduquemos: Foro Educativo Nicaragüense
- Fundación Zamora Terán
- Instituto de Educación de la Universidad Centroamericana “Xabier Gorostiaga, S.J.”
- Instituto de Acción Social Juan XXIII, Universidad Centroamericana

La sub-adjudicación en el tema de gobernanza promovió el posicionamiento de educación como una prioridad entre los actores clave a nivel nacional y regional, incluyendo el sector público y privado, así como organizaciones de la sociedad civil. A través de talleres para la construcción de consensos en varios departamentos, una campaña de comunicación, actividades de abogacía y el lanzamiento de un diplomado para periodistas sobre comunicación en educación, el programa logró la convergencia de diversos socios para resaltar la importancia de incrementar la inversión en educación en Nicaragua.

IR. 3.2 Mejorada la calidad y equidad de la educación básica

Alliances2 expandió las oportunidades para el aprendizaje, particularmente a través de la inscripción y retención, refuerzo educativo y el incremento de la disponibilidad de libros de texto y otros materiales didácticos en el aula. Las tres sub-adjudicaciones en educación se enfocaron en incrementar el acceso a educación y capacitación a través de la tecnología, promoviendo nuevas metodologías para enseñanza (específicamente el Modelo Excelencia), e incrementando la cobertura educativa entre grupos vulnerables y excluidos. Los socios alcanzaron a más de 97,000 estudiantes, capacitaron a 4,009 maestros y distribuyeron aproximadamente 300,000 libros de texto y materiales didácticos en las escuelas del proyecto. Basado en la evaluación de objetivos, 54 por ciento de los estudiantes leyeron con mejor fluidez y comprensión después de dos años de aprendizaje bajo el modelo, un incremento del 13 por ciento sobre la línea de base.

IR 3.3 Manejo integrado de salud infantil y reproductiva mejorado

Cuatro de las sub-adjudicaciones del programa se enfocaron en salud materno infantil y VIH/SIDA. Alliances2 aumentó el acceso y mejoró la calidad y continuidad de información y servicios de salud materno infantil a través de actividades de fortalecimiento de capacidades para prestadores de servicios de salud, para asegurar que las mejores prácticas y normas del Ministerio de Salud fueran adoptadas e implementadas por los proveedores. Alliances2 promovió prácticas de higiene y nutrición con niños, maestros y padres de familia en una muestra de escuelas primarias del proyecto. Alliances2 apoyó compañías del sector privado en la implementación de su política de VIH/SIDA; capacitó a personal en prevención combinada, estigma, discriminación y violencia basada en género; y dio capacitaciones en cascada sobre VIH/SIDA a los empleados. Los socios capacitaron a 4,549 personas en salud infantil y nutrición, alcanzaron 11,192 trabajadores con mensajes de prevención de VIH/SIDA, y alcanzaron a 7,751 niños menores de cinco años con programas de nutrición.

Lecciones aprendidas y recomendaciones

El programa Alliances2 en Nicaragua demostró que las alianzas con el sector privado podrían ser construidas con éxito y recaudar fondos significativos para educación y salud. Ahora es un momento oportuno para que USAID evalúe el rol de las alianzas público privadas en mejorar el acceso y la calidad de servicios de educación y salud para el

pueblo de Nicaragua e identificar mejores prácticas y nuevas oportunidades para el futuro. Las siguientes recomendaciones clave, originadas de lecciones aprendidas durante *Alliances2*, pueden aplicarse a programas de construcción de alianzas en el futuro, sin importar el país o el contexto.

- Integrar programas técnicos e implementar enfoques comprensivos para lograr a mayor impacto.
- Asegurar que haya suficiente personal para socios implementadores y gerenciales.
- Implementar enfoques y métodos de monitoreo y evaluación de alta calidad para mejorar la planificación estratégica y la implementación del proyecto.
- Establecer expectativas claras par alcances de trabajo y criterios de evaluación.
- Planificar para implementación de largo plazo con resultados realistas.

1 Program Description

This final report describes the activities and accomplishments of the 39-month Nicaragua component of the Multi-Sector Alliances Program, awarded by the U.S. Agency for International Development (USAID) to RTI International (RTI) under Cooperative Agreement (CA) No. 520-A-00-10-00031-00 to support development objectives of USAID Missions in Central America and Mexico. This Cooperative Agreement was a second-generation alliance-building program that followed the Strategic Alliances for Social Investment Project (Cooperative Agreement No. 520-A-00-04-0204-00) implemented by RTI from 2005 to 2010, in Guatemala, El Salvador, and Nicaragua.

Note that this report was structured to focus on the results accomplished by the program under the USAID Intermediate Results (IRs; see Section 1.1). Although it does briefly describe the program’s local subgrantees and their scopes of work, a companion “systematization” report to USAID on the subgrantees and their specific activities, processes, and challenges is available separately.

The final report is organized as follows. The remainder of this section continues setting the stage in terms of program objectives, management and staffing, implementation plan, and geographic scope. Section 2 elaborates the program results according to the three relevant broad IRs and their corresponding Expected Results (ERs). Section 3 explores two themes woven throughout the program: sustainability and gender. Section 4 presents major challenges faced during implementation, and the final section offers recommendations that may be useful for future implementers.

1.1 Program Objectives

The umbrella Cooperative Agreement which began January 31, 2010, and continues through September 30, 2014, leverages funds from the private sector at a 2:1 ratio on the total USAID investment. The Nicaragua component, known commonly as Alliances2, ran from September 2010 through December 2013. It aimed to identify, develop, negotiate, and implement public and private alliances to support USAID/Nicaragua’s Assistance Objective 3, Investing in People: Healthier, Better Educated People, with Intermediate Results (IRs) as follows:

- IR 3.1, Increased and improved social sector investments and transparency;
- IR 3.2, Increased and improved basic education opportunities;
- IR 3.3, Improved integrated management of child and reproductive health.

Additionally, Alliances2 responded to the USAID/Nicaragua program areas and elements, especially the Investing in People Education Area, which includes the following Elements:

- 3.1 Health and 3.2 Basic Education,

- 3.1.1 HIV/AIDS
- 3.3 Maternal and Child Health (MCH).

The award also supported Assistance Objective 1, Governing Justly and Democratically; and IR 1.6, Civil society organizations strengthened.

The overall purpose of the Alliances2 program in Nicaragua was to create public-private partnerships consistent with USAID/Nicaragua’s strategic priorities. That is, the partnerships would supplement spending for health, education, and democracy and governance activities, seeking to extend the coverage of, expand equitable access to, and improve the quality of existing services through state-of-the-art and proven approaches. Activities implemented under Alliances2 were expected to increase the impact of new and expanded development activities in the health and education sectors in Nicaragua. A key principle of the project was that of “additionality,” meaning that USAID and RTI would match only funds that supported new activities (e.g., new projects, clinics, families, schools), or extended coverage (projects replicated in other areas and/or adding new projects or beneficiaries) that would not have been likely without the development of the partnership.

The statement of work called for RTI to address two major project components: (1) create strategic partnerships and alliances with the public and private sectors for the purposes of furthering USAID/Nicaragua’s education, health activities, and civil society activities; and (2) manage projects for the Alliances2 program, including management of subgrants. Partnership and alliance-building activities and projects were dedicated to forming partnerships in two areas: (1) nonprofit private organizations, including civil society, nongovernmental, and faith-based organizations (CSOs, NGOs, and FBOs), 25 percent; and (2) the private sector, 75 percent.

Specific intermediate and expected results are outlined in *Exhibit 1* and detailed in subsequent sections of this report.

Exhibit 1: Intermediate and Expected Results of the Alliances2 Program

Intermediate Result (IR) 3.1: Increased and improved social sector investments and transparency

Expected Result (ER) 1: Involvement of for-profit sector in strategic partnerships and generation of private sector resources for social investments while fostering a long-term development vision that focuses on sustainable impact rather than just short-term results, and contributes to building stronger social capital in Nicaragua

ER 2: Increased private sector funding available for and used in sustainable projects and proven approaches such that the amount leveraged from the private sector over the life of the project is at least a 2:1 ratio on all US Government (USG) funding received, including management costs, with at least half of the leveraging in cash

ER 3: Engagement of civil society with public and private sectors to create quality health and education programs at the national and local levels

ER 4: Improved internal organizational capacity of civil society organizations

IR 3.2: Increased and improved basic education opportunities

ER 5: Increased, improved and more equitable educational opportunities for learning

ER 6: Improved learning environment

IR 3.3: Improved integrated management of child and reproductive health

ER 7: Improved quality and expanded access to maternal and child health (MCH) information, education, counseling, and services

1.2 Contract Organization and Staffing

RTI served as the managing partner for Alliances2 and had overall responsibility for building alliances that linked private sector funding partners on the one hand with implementing organizations working in the relevant technical areas of education and health on the other. RTI maintained primary responsibility for fiscal and administrative management, technical direction, resource mobilization, communications, and monitoring and evaluation (M&E) of activities. RTI implemented a lean program management structure to keep costs to a minimum yet remain capable of building, monitoring, and evaluating the results of alliances. Throughout the life of the project, the management team varied in size and structure. Within the first few months of the first project year, Alliances2 hired six staff (Chief of Party [COP], M&E/Operations Manager, Accountant, Health Manager, Education Manager, and Receptionist). By the end of the program, due to various staff departures and position eliminations, the program was managed by a COP, Accountant, M&E Coordinator, and Receptionist. The program team was supported from the beginning by a small number of technical experts and program administrative and support staff from RTI's headquarters and regional offices.

As indicated earlier, the technical activities of the project were managed through subgrants to local implementing partners (listed and described in *Exhibit 2*). Each partner provided whatever technical and administrative management support was required to implement its project. In general, each project had a full-time coordinator that served as the main point of contact with RTI for implementation. Additional subgrantee technical staff served as needed, providing full-time technical assistance at the central level, or field support for implementation of project activities, for example. In the second year, the education-sector partners integrated an M&E coordinator to support project activities—a position that was also included in the HIV/AIDS project implemented in the final year of Alliances2.

Exhibit 2: Alliances2 Implementing Partners

Juan XXIII: The *Instituto de Acción Social Juan XXIII* was created within the *Universidad Centroamericana* (UCA) as a faith-based research and social action institute more than 52 years ago; for the past 25 years the major focus has been the development of social projects, while the research functions moved to other parts of the university. Throughout its years of experience, the institute has demonstrated strengths in working in rural areas, intervening in more than 60 municipalities and communities in the country. Its programs are oriented toward the most excluded and marginalized sectors of Nicaragua.

Eduquemos. Eduquemos, or the *Foro Educativo Nicaragüense*, is an NGO founded in 1998 with the goal of positioning education as a priority in the national development agenda. In its initial stages, it was a local partner of the USAID/Partnership for Educational Revitalization in the Americas (PREAL) program, an international think-tank to improve the quality and equity of education in Latin America and the Caribbean, and to promote the improvement of educational policies. The board of Eduquemos includes members of the private sector, who donate their time to support implementation of the strategic plan.

AMCHAM. The American Chamber of Commerce in Nicaragua, as part of its commitment to corporate social responsibility, sponsors a network of schools to improve the quality of education, infrastructure, and training of teachers, as well as to strengthen the components of entrepreneurship, environmental care, school gardens, and educational technology. To date, AMCHAM has assisted 700 primary schools with support from the Nicaraguan private sector. Assistance provided includes refurbishing of classrooms, and delivery of equipment, didactic material, furniture, and computers.

FZT. The *Fundación Zamora Terán* began with a group of family and friends of the financial group Lafise Bancentro, which supported repair and construction of school infrastructure and delivery of school supplies in Nicaragua. Inspired by initial activities, in 2009, María Josefina Terán de Zamora and her husband Roberto Zamora Llanes founded the *Fundación Zamora Terán* with the goal of implementing the “One Laptop per Child” program in Nicaragua and Central America.

ANF. The American Nicaraguan Foundation is a 501(c)(3) not-for-profit organization founded in 1992 to help the neediest sectors in Nicaragua by strengthening medical assistance, increasing educational attainment, building safe shelters, providing clean water solutions, promoting economic opportunity, and delivering humanitarian aid to impoverished communities throughout Nicaragua. ANF’s general objective is to build sustainable communities by delivering resources to meet basic human needs through a network of more than 2,800 organizations in Nicaragua.

IDEUCA. The *Instituto de Educación de la Universidad Centroamericana “Xabier Gorostiaga, S.J.”* is a center dedicated to educational research, focusing primarily on specialized action research and projection. Its activities include training directors, technical staff, and pedagogical staff in education; supporting schools that aspire to excellence; and helping civil society organizations that work for education to develop educational policies that are sustainable, relevant, and effective.

COSEP. The *Consejo Superior de la Empresa Privada* is a trade organization of the Nicaraguan business community. It was founded in 1972 and consists of 18 chambers, which represent the efforts of both the industrial and health sectors. COSEP’s General Objectives include defending and encouraging the system of free enterprise as an effective instrument for economic and social development; and promoting and defending democracy, liberty, justice, and human rights throughout Nicaragua.

1.3 Implementation Strategies

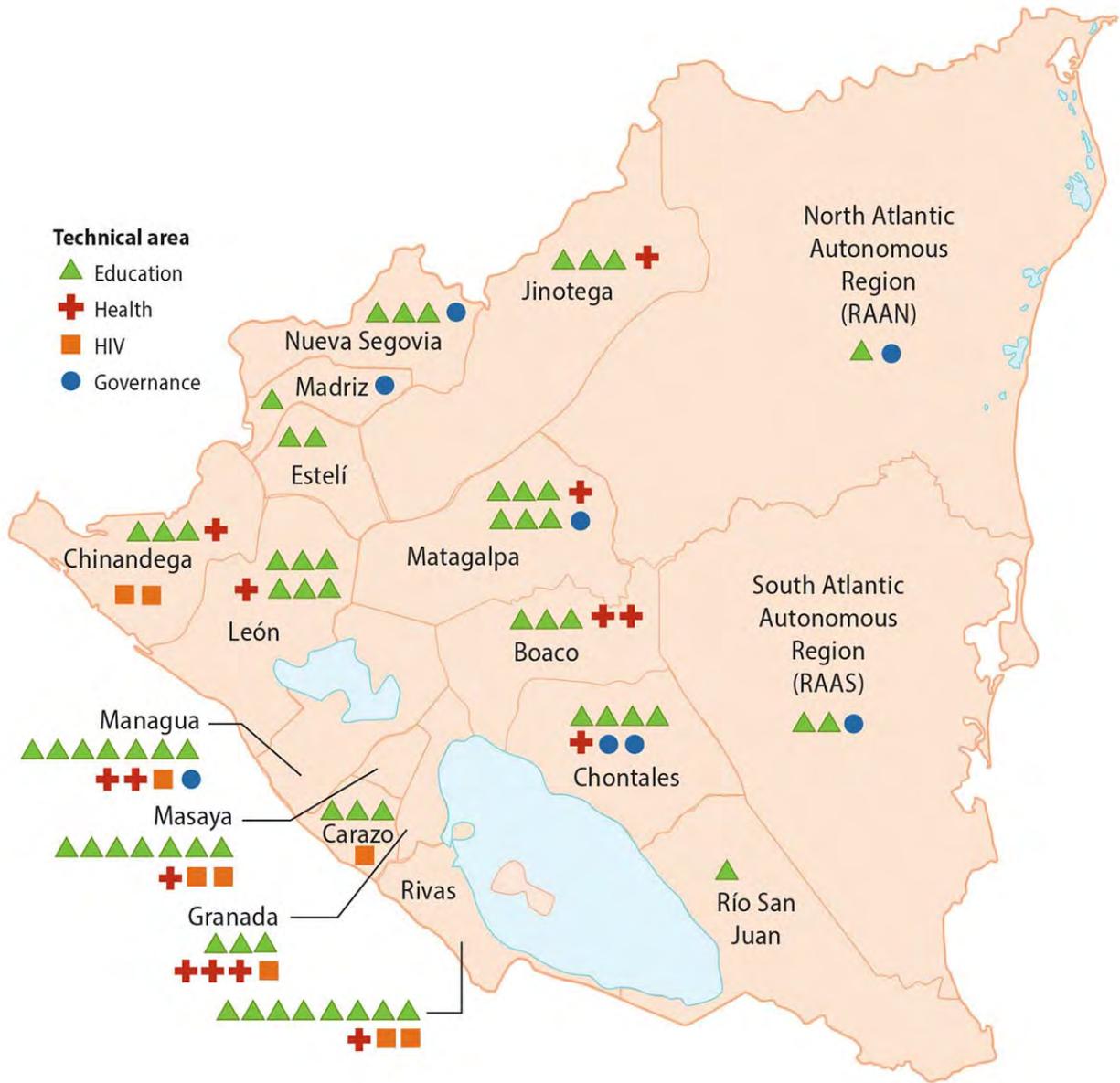
The strategic approach to meeting the technical goals outlined in the CA drew on RTI’s technical expertise and unique knowledge of how to build public-private partnerships (PPPs) in Nicaragua and the greater Central American region—and in particular, how to

collaboratively address development challenges through social investment partnerships that extend the coverage and improve the quality of existing services in health and education. The overall strategy comprised the following components: (1) enlisting new public and private partners while demonstrating the benefits of continued social investments to existing funding partners; (2) targeting social investments to strategic geographic areas and priority beneficiaries (e.g., women, girls, and marginalized communities); (3) engaging communities and civil society to enhance development goals and advocate for improved social investments; and (4) supporting sustainable and cost-effective activities that strengthened the capacity of strategic implementing partners (IPs).

The Alliances2 program focused on high-impact approaches, vetting proposed activities for additionality and weighing the degree to which proposed initiatives targeted vulnerable populations (e.g., women of reproductive age, girls, and at-risk youth) and beneficiaries living in priority geographic areas. Alliances2 also maximized impact by ensuring that best practices were incorporated into project designs. The program team focused on larger projects that promised more benefits in coverage and services provided, particularly in terms of integrating health activities into education projects.

Geographic scope. The program was implemented nationwide; however, Alliances2-sponsored activities primarily targeted low-income people living in rural or peri-urban areas. Women of reproductive age and children under age five were direct beneficiaries of alliances supporting health and nutrition projects implemented at the community level; health and nutrition projects implemented in schools directly benefitted students at the primary level. Alliances supporting education projects directly benefitted students (both girls and boys) in formal educational projects at the primary level, as well as teachers, parents, and school directors. HIV/AIDS activities were concentrated in the departments of the country with the highest rates of HIV prevalence. A map illustrating the coverage of the program by department is shown in *Exhibit 3. Annex A* includes the detailed list by municipality and partner.

Exhibit 3: Nicaragua Alliances2 project map



2 Overall Program Results

2.1 IR 3.1: Increased and improved social sector investments and transparency

2.1.1 *ER 1: Involvement of for-profit sector in strategic partnerships and generation of private sector resources for social investments*

RTI's approach to establishing alliances fostered voluntary mergers of resources and competencies of both funding partners and IPs. Comprising a wide range of private and public sector entities, each alliance partner was committed to achieving the overall goals of the program and shared responsibility for program results. As part of the approach and using the techniques noted below, RTI identified mutual objectives, matched funding and IPs, and facilitated training and other actions to help achieve sustainability. RTI has developed a set of proven alliance-building, management, and M&E tools and systems, which were used to support work, measure results, and produce reports demonstrating results of social investments and proper use of funds.

To identify potential partners, RTI collaborated with its well-established network of private sector business associations, such as COSEP and AMCHAM. RTI also relied on its extensive business and professional relationships to facilitate new contacts and establish credibility with prospective corporate funding partners.

To raise funds and meet the ambitious leveraging targets set under the new project, the following types of partnership-development and alliance-building activities were implemented by RTI and by the partners:

- Soliciting individual corporations through direct contact and the peer-to-peer approach.
- Holding special fundraising events and other activities to generate support for important social causes, target groups, and geographic areas.
- Developing alliances with private corporate foundations.
- Fundraising with nonprofit organizations.
- Generating in-kind resources.
- Reporting on and communicating alliances with partners to generate interest from others.

This process created awareness within the corporate sector of the need to invest in health and education and to engage in public-private sector dialogue, including making a connection with how these activities positively affect business interests. By encouraging partnerships among civil society, the private sector, and local governments, Alliances2 sought to create a platform where long-lasting alliance partnerships could be built for sustained social investment at local, regional, and national levels.

Partnerships were created and contributions noted using a variety of formats: formal agreements (such as memoranda of understanding), letters of intent, donation receipts, and project applications. As close as possible to 75 percent of partnerships formed under the Alliances2 program were to comprise for-profit corporate funding partners. Nonprofit partners such as CSOs, NGOs, and FBOs were to make up the remaining 25 percent of partnerships. By project end, Alliances2 included a total of 127 partners of all types: universities, NGOs, religious organizations, corporations and private foundations, professional organizations, and units of the Nicaraguan government. Of these, a total of 110 corporate partners contributed cash and in-kind resources for implementation of health, education, governance, and HIV projects throughout Nicaragua. Corporate partners included the domestic private sector, regional and international corporations, and media. *Annex B* lists all of the private sector funding partners for each implementing partner.

2.1.2 ER 2: Increased private sector funding available for and used in sustainable projects and proven approaches

Over the life of the agreement, the total amount obligated by USAID was US\$3.3 million from the MCH, basic education, governance, and HIV/AIDS funding accounts. The leverage target for the project, established in the CA and spelled out in ER 2, sought new social investments in health, education, and HIV/AIDS in Nicaragua at a rate of US\$2:1 on the total amount of U.S. Government (USG) funds received, including management costs. Thus, RTI's goal was to leverage US\$6.6 million in nonfederal (non-USG) resources, with cash equaling as close as possible to US\$3.3 million; the remaining balance was to be in-kind support.

Partner commitments for leveraged resources were defined in the signed subgrants, which specified the general objective of the alliance, level of resources (both cash and in-kind) committed, time frame for the proposed social investment, and areas of interest that the partner's funds would support. After signature of the six subgrants that comprised the Alliances2 project, the partners had committed more than the 2:1 target, or nearly US\$8.9 million. Throughout the implementation period, additional resources were obtained through inclusion of new partners and identification of additional sources—such as donation of conference room space for trainings, transport for donated materials, and other eligible sources. Total life-of-project leverage equaled more than US\$13.3 million, surpassing a ratio of 4:1 on the USAID investment. *Exhibit 4* outlines leverage totals, while the performance monitoring plan (PMP) table in *Annex C* details the contributions by each partner. *Annex D* includes a provisional project budget, pending final indirect rate adjustments and other trailing costs.

Exhibit 4: Summary of Leveraging Performance

Targets vs. Actuals	Private Sector Cash Funds	Private Sector In-Kind Funds	USAID Funds Disbursed*	Value of Alliance2 Projects
Alliance2 targets	US\$3,300,000	US\$3,300,000	US\$3,300,000	US\$9,900,000
Actual totals	US\$5,549,439	US\$7,811,235	US\$3,271,199	US\$16,631,873

*Total as of January 31, 2014.

2.1.3 ER 3: Engagement of civil society with public and private sectors to create quality health and education programs at the national and local levels

USAID/Nicaragua has supported education, MCH, and HIV/AIDS prevention activities through a number of key programs throughout its long history in the country. During the course of developing the Life-of-Project (LOP) Strategic Plan, RTI reviewed successful technical strategies in the primary intervention areas, approaches, and projects currently being implemented at the local level in Nicaragua, which informed proposed thematic clusters, priorities, and alliance-building activities. This included holding discussions with USAID and USAID-sponsored development programs. The statement of work noted that alliances could support any of the following areas:

- provide high-quality integrated child health services;
- provide high-quality nutrition education, growth monitoring and promotion, and hunger mitigation services for women and children;
- improve access to education/information and services that mitigate the impact of HIV/AIDS;
- expand active learning pedagogical approaches;
- support activities at the school or community level that improve early reading skills;
- increase citizen participation for improved accountability and monitoring of education and health services;
- support early childhood education;
- support basic education (primary, lower secondary, and upper secondary school).

Potential health and education interventions were solicited with open calls for proposals as well as through in-person marketing of the program. Alliances2 met with individual partners to learn about their current activities, programs, priorities, and management and administrative systems. The program team accepted concept papers and proposals for consideration that fit the following criteria established in consultation with USAID:

- Technically sound: Proposed interventions followed established Government of Nicaragua (GON) technical protocols and guidelines, aligned with USAID and

GON priorities, demonstrated a gender-sensitive approach, and incorporated proven methodologies and best practices

- Demonstrable results: Interventions targeted priority beneficiaries and/or geographic areas and would match USAID and GON priorities
- Financially feasible: Funds were available from the program; objectives, goals, and results could be achieved with resources provided. The IP also needed to provide a portion of necessary resources with in-kind or cash support
- Sustainable: The intervention was financially and programmatically sustainable, was appropriate for the Nicaraguan context, and would continue without further support from Alliances2
- Additionality: The intervention represented the addition of new activities, or an extension of coverage of ongoing activities
- Innovation: Interventions incorporated innovative approaches when feasible and appropriate
- Location: Interventions targeted areas underserved by existing health and education services

Program team members gave initial feedback on proposals submitted by potential IPs, based on best practice experience, and made recommendations as needed for further refinement. Once the proposals were complete, a technical review committee (TRC) selected and approved projects for implementing health and education activities. The TRC oversaw the competitive review of proposals, guaranteed efficiency and transparency in resource allocation, and provided guidance on technical strategies and indicators. Members of the TRC included Alliances2 staff (COP and technical manager, and home office staff where appropriate) as well as USAID representatives, including the Agreement Officer's Representative and others as available.

A total of six subgrants were funded over the life of the project, incorporating seven implementing partners (including a subgrant awarded to ANF for joint implementation with IDEUCA). *Exhibit 5* below lists the partners and the technical sector they addressed.

Exhibit 5: Alliances2 Technical Sectors and Partners

Partner	Technical Sector			
	Basic Education	Maternal and Child Health	Governance	HIV/AIDS
ANF	X	X		
AMCHAM	X			
COSEP				X
Eduquemos			X	
FZT	X	X		
Juan XXIII		X		

Further details on the results and achievements of the projects are included below.

2.1.4 ER 4: Improved internal organizational capacity of CSOs

Most of the IPs in the Alliances2 program had no previous experience managing USAID funding. To support them to manage their subgrants as well as to help prepare them for future direct funding opportunities with USAID, RTI trained the partners on administrative and financial management as well as alliance-building techniques. Capacity building took place using two formats: (1) workshops and (2) individual coaching for the partners' technical and administrative teams. Topics covered in the capacity-building sessions included:

- Strengthening the technical design of proposals to highlight best practices in health and education and to include a gender-sensitive approach, follow GON and technical protocols and guidelines, and ensure compliance with USAID rules and regulations
- Developing clear, detailed budgets that would adequately support proposed technical designs
- Writing an effective proposal that would appeal to potential funding partners and meet their requirements, including identifying sources of in-kind and cash contributions to match outside funds
- Properly managing and reporting on a subgrant project (including complying with USAID rules and regulations) and establishing an accounting system that would properly record funds received and expended
- Establishing an effective M&E system, including selecting indicators, collecting baseline information, and tracking results so that IPs could report back and be accountable to their investors
- Conducting advocacy and improving internal organizational capacity.

Once they had developed an approved proposal and supporting budget, IPs also learned by doing—applying their management, financial, and M&E systems to effectively implement their program-supported intervention and to report on progress and results. Alliances2 program staff provided technical assistance, monitoring support, periodic trainings, and updates as needed.

In addition to RTI’s direct capacity building with implementing partners, this IR encompassed the activities implemented using governance funding from USAID through a subgrant to Eduquemos. The Eduquemos project, titled “Educational Alliances for Sustainable Human Development,” was designed to promote the positioning of education as a priority among key stakeholders at national and regional levels, including the public sector, private sector, and civil society organizations. The project promoted sharing and exchanges among these subsectors in order to build consensus on regional educational priorities. The intent was to stimulate increased investment and to improve the quality of all education subsectors (early education, primary, secondary, university, etc.). Major Eduquemos activities included the following.

Workshops and seminars to promote education with diverse stakeholders. In the early stages of the project, Eduquemos hosted two workshops, which served to launch the project and drum up support from various subsectors and partners for the objectives of the project. The first workshop, titled “Advocating for Education for Sustainable Human Development,” was attended by 25 different participants from NGOs working in education in various municipalities around Nicaragua, as well as various private sector partners. The second workshop, co-sponsored by Eduquemos, COSEP, and *Fundación Nicaragüense para el Desarrollo Económico y Social* (FUNIDES), covered the theme “Strategic Investment in Quality Education” and was attended by 35 different people from the private sector as well as a large contingent of media representatives.

Multisectoral workshops to develop a consensus on educational priorities in project municipalities. Eduquemos facilitated consensus-building processes and the development of education promotion plans in participating municipalities (Jinotega, Matagalpa, Nueva Segovia, Región Autónoma del Atlántico Sur [RAAS], León, Chinandega, and Estelí). Multisectoral workshops were planned and conducted in each territory to discuss the state of education and to agree upon local priorities, as well as to appoint a representative commission to develop the plan based on final priorities. After each of the workshops, the appointed commissioners in each territory developed the education promotion plans. The plans included an overall objective, expected results based on educational priorities that came out of the workshops, and proposed activities to promote awareness and advocacy for priority educational issues.

Signature of letters of understanding. As part of the workshops and the development of the educational promotion plans in the territories, private sector partners and civil society organizations related to education were identified and encouraged to sign commitments to join forces in promoting the plans. In FY 2013, five letters of understanding were signed by partners in Siuna, Pedro de Lovago, Bluefields, Managua-Distrito 6, and Villa

Sandino. The letters of understanding posed a constitutional, legal, and political framework that urged these institutions to actively participate in the national and local educational development. With their signature, the parties committed to support each territorial education promotion plan.

Social communication campaign. To raise awareness among social and political groups in the target communities on the need to prioritize education, Eduquemos developed an advocacy campaign for TV and radio. The slogan for the campaign was “*Por una educación de calidad: ¡Yo me apunto!*” (For a quality education: I sign up!). The spots aired on national and municipal media and on Internet social networks in geographical areas where the project was being implemented, and the logo for the campaign was printed on shirts, stickers, banners, and other materials that were displayed around Managua. The success of the campaign on social networks such as Twitter and Facebook was evident: approximately 50,896 separate Twitter accounts were exposed to the campaign, and 114,246 people were exposed to the campaign through Facebook.

Caminata por la Educación. A major activity for the campaign was the four-kilometer *Caminata por la Educación* (Walk for Education) held in Managua on April 28, 2013, which coincided with the International Day of Education. The walk was co-sponsored by Eduquemos and COSEP, which both made a commitment to continue the event in future years. For this first annual event, approximately 500 people participated, representing the private sector, NGOs, students, teachers from all education levels, and representatives from USAID.

Advocacy and lobbying activities. Eduquemos made several proposals (listed below) to influence legislators to increase the education budget. Given the short nature of the project, which took place in the Alliances2 final project year, results were not available by program close.

- The “Educational Strategy to Tax Reform” document described the need to raise the budget allocation for education through a bill intended to increase investment in education, in the framework of medium-term tax reform.
- Eduquemos also submitted a “Proposal to Modify the 2013 Education Budget” to the Production, Economy, and Budget Commission of the National Legislative Assembly.
- A tax-incentive proposal for the private sector to invest in education was submitted for consideration by the COSEP Commission negotiating with the GON on tax consensus.

Diplomado in Journalism and Education. Eduquemos designed and implemented a diploma course in education communication, aimed at positioning education as a development priority in the municipalities and in the country. The course gave participants conceptual tools and approaches for addressing educational information with ethics, quality, and creativity. The nine modules focused on themes in education and communication such as: the educational history of Nicaragua; the state of the art of a

quality education; education as the engine of development; and specific methods of communication, including print, audiovisual, and Web-based. Each course theme was taught by a selection of educational experts. The graduates of the course organized and supported the start-up of a *Red de Comunicadores Amigos de la Educación* (RECAMED, Network of Communicator Friends of Education), the first informal organization of journalists, editors, and owners of local and national media committed to systematic coverage of relevant issues in education. Going forward, this network will engage in advocacy and watchdog functions to increase public and private investment in education.

Key Results for IR 3.1

- US\$13.4 million in cash and in-kind contributions leveraged from partners
- 110 partnerships established with the private sector
- 7 partnerships established with NGOs, private voluntary organizations, and CSOs
- 18 CSOs using USG assistance to improve internal organization capacity
- 6 consensus-building processes assisted by the USG
- 17 CSOs receiving USG-assisted training in advocacy

2.2 IR 3.2: Improved quality and equity of basic education

The focus of the education component of Alliances2 was to expand opportunities for learning, particularly through school enrollment and retention, educational reinforcement, and increased availability of textbooks and other learning materials in the classroom. The approach concentrated on increasing access to education and training through technology, promoting new methodologies for teaching, and increasing education coverage among disadvantaged and underserved groups. Alliances2 expanded the successful *Excelencia* School Model (see details in Section 2.2.1), which consisted of active teaching, community participation, and a reformed curriculum, with an emphasis on the educational needs of marginalized communities. An additional priority area—using governance funds—was strengthening local participation in making decisions and monitoring education services (described above in Section 2.1.4). As noted earlier, Alliances2 also looked for potential projects that integrated education, health, and nutrition and that could create synergies to enhance educational performance. Education subgrants were given to the following implementing partners:

- FZT
- AMCHAM
- ANF and IDEUCA

General activities and results across the three projects are detailed below. A detailed PMP table is included in *Annex C*.

2.2.1 ER 5: Increased, improved, and more equitable educational opportunities for learning

The focus of this ER was to expand opportunities for learning, particularly through school attendance and completion and enhanced quality of teaching and learning for reading, math, and science. The approach concentrated on increasing access to education, promoting new methodologies for teaching (especially the *Excelencia* Model), and increasing education coverage among disadvantaged and underserved groups. The following kinds of activities implemented by the education partners contributed to this ER.

Expansion of the *Excelencia* School Model through teacher training. Alliances2 projects expanded the *Excelencia* School Model to beneficiary schools. This model, already in use in some schools in Nicaragua before Alliances2, applies a reformed curriculum based on competencies, creating schools that become centers of active and participatory learning where teachers, students, and parents interact and form an educational community. All three education partners used the *Excelencia* Model as the basis for their teacher training curricula. Each partner’s approach to the training is highlighted in *Exhibit 6*.

Exhibit 6: Training Approaches by Alliances2 Education Partners

Partner	Training Approach
FZT	Seven-module program based on the <i>Excelencia</i> Model, with material on how to integrate XO laptop computers into the classroom (details below).
AMCHAM	Two modules distinguished by the grade levels taught by the teachers: one for primary grades 1–3, focused on reading competency; and one for primary grades 4–6, focused on reading comprehension and writing.
ANF/IDEUCA	Three separate diploma programs, for directors, early primary, and later primary grade teachers. Each program contained multiple modules.

Formal training programs were supplemented by on-site, in-service technical assistance to teachers and directors. These visits allowed Alliances2 to monitor progress by teachers in individual classrooms, to verify application of skills learned, to collect data needed for overall project monitoring, and to classify schools according to their level of performance.

In addition to the teacher training, the partners held training sessions and workshops with school directors to present strategic plans and promote the objectives and targets of the project—particularly in regard to implementing strategies to strengthen early grade reading and writing skills. These meetings also provided a forum in which to analyze strategies to improve enrollment and school performance. Together, these events enabled a more comprehensive and efficient management style to meet the multiple needs of the population served.

Unified literacy module. The technical teams from each partner participated in a reading and writing workshop led by an international consultant in 2013. This workshop significantly strengthened the knowledge and skills of participants to more effectively train teachers in strategies and methods to teach reading and writing. The workshop resulted in a unified literacy module that partners could use for training teachers in their projects.

Educational reinforcement program. All education partners implemented an educational reinforcement program, which incorporated supplementary activities and personalized support in math and reading for low-performing students in project schools. Each partner provided specialized training to the teachers who led the sessions, including training in specific tools and diagnostic approaches as well as in innovative strategies for teaching literacy. The reinforcement sessions totaled 4 hours per week, outside of the regular classroom hours (either after school or over the lunch hour).

Reading promotion activities. Alliances2, in alignment with USAID’s Global Education Strategy, implemented several activities to encourage reading in the classroom and to provide more opportunities for students to practice their writing skills. These activities included the following:

- **Story campaigns and contests.** FZT launched a classroom-level and school-level story-writing campaign. The theme of the campaign was: “*¡Una buena nutrición para mejorar mi educación!*” (Good nutrition to improve my education). The campaign aimed to promote creativity skills, speech, writing and reading comprehension in children in schools served by FZT. Students wrote illustrated and animated stories using the XO computers. In each school, the three best stories were selected (one for first and second graders, one for third and fourth graders, and one for fifth and sixth graders). The stories were sent to the next round, where the best stories from each area were selected. A total of 202 students from 84 schools competed in the first round, out of which 21 were selected as finalists. The student who wrote the best story in each category won a prize at a national event hosted by FZT.
- **Campaign for daily reading in the classroom.** Partners implemented an initiative to encourage at least 20 minutes of reading every day in the classroom. This strategy has been widely demonstrated to encourage the love of reading, as well as improving fluency and reading comprehension and promoting healthy habits. The FZT teachers were encouraged through technical visits and workshops to use various methods of reading: silent reading, reading aloud, paired reading, reading in teams, reading competitions, “read what you like” time, readings of poems and tongue-twisters, etc. The project supported the schools to provide a variety of interesting texts for children, enabling them to promote the joy of reading and instill good reading habits. Reading comprehension—not just reading fluency—was another goal. It was stimulated through the variety of materials

presented, which allowed children to develop micro-processes such as analysis, synthesis, reflection, criticism, imagination, and inference.

Early Grade Reading Assessment (EGRA). As a requirement for their subgrants, the three education subgrantees conducted Early Grade Reading Assessments at the beginning of their projects as well as during the final months. The EGRA is an individually administered, 20-minute oral student assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades: recognizing letters of the alphabet, reading simple words, understanding sentences and paragraphs, and listening with comprehension. The evaluations were conducted by *Centro de Investigación y Acción Educativa Social (CIASES)* [although note: the baseline for the ANF/IDEUCA subgrant was conducted by IDEUCA staff and was not statistically comparable to the final evaluation]. The final evaluations also included a study of associated factors, incorporating the results of interviews with parents, teachers, and school directors.

Across all standard indicators for reading, Aliances2 as a whole demonstrated improvements (number of correct letters per minute, simple words read correctly per minute, reading fluency and comprehension, etc.). The percentage improvement generally increased with each grade level (first graders showed the smallest gains while third graders the most significant gains). Overall, Aliances2 schools demonstrated a 13 percent increase over baseline of the proportion of children who could read with fluency and comprehension, for a total of 54 percent of students. *Exhibit 7* compares results for this indicator by partner and demonstrates the differences seen. It would be of further interest to study how the varied technical approaches contributed to the differences in the partners' results.

Exhibit 7: Reading Fluency and Comprehension Results, by Partner

Student Grade	Partner	Percentage who read at or above the standard		Percentage who read with comprehension	
		2011	2013	2011	2013
First	FZT	25%	45%	22%	32%
	AMCHAM	25%	36%	22%	19%
	ANF	N/A	42%	N/A	29%
	Total	25%	41%	22%	27%
Second	FZT	50%	61%	38%	54%
	AMCHAM	52%	43%	46%	34%
	ANF	N/A	58%	N/A	46%
	Total	51%	54%	42%	44%

Student Grade	Partner	Percentage who read at or above the standard		Percentage who read with comprehension	
		2011	2013	2011	2013
Third	FZT	46%	71%	33%	41%
	AMCHAM	49%	66%	40%	34%
	ANF	N/A	64%	N/A	34%
	Total	48%	67%	37%	36%
Total	FZT	40%	59%	31%	42%
	AMCHAM	42%	48%	36%	29%
	ANF	N/A	55%	N/A	36%
	Total	41%	54%	34%	36%

N/A = not applicable.

A table summarizing results by partner across the EGRA subtasks is included in *Annex E*.

Brief student and teacher surveys administered along with the EGRA also resulted in some key findings:

- Children who were obligated to work outside of the home significantly trailed their non-working peers in terms of improvement and achievement in reading.
- Students who had repeated a grade showed lower scores in comparison to their peers of the same grade who had not been held back.
- Family support to students for completing homework and reading stories at home led to better scores.
- Absenteeism of students and teachers had a negative impact on scores, as did the presence of a teacher with limited experience teaching at his or her specific grade level.
- Presence of a diverse range of reading material through learning corners or libraries, as well as dedicated daily reading time in the classroom, had a positive effect on reading fluency scores.

The partners found the results of the EGRA quite informative and planned to use them to help adapt and guide their future programming.

2.2.2 ER 6: Improved learning environment

As the EGRA results highlighted, consistent school attendance—by both teachers and pupils—has a significant effect on student learning and performance. The focus of this ER was to expand equitable access to quality basic education by improving the physical and educational environments, with the intent of motivating students to attend school and teachers to teach on a daily basis. RTI sought partnerships that enhanced the learning

experience for entire classrooms and schools through provision of books, supplies, and information technology. The following kinds of activities implemented by the education partners contributed to this ER.

Better supplies and learning materials for schools. All education partners contributed significant quantities of schools supplies, textbooks, story books, furniture, and other equipment for their beneficiary schools as a part of their leverage commitments. One focus was to support teachers to create stimulating learning environments in the classrooms, through use of posters, learning corners, maps, alphabet signs, and other materials. The idea was not only to provide these materials, but also to stimulate reading habits through visual alphabets and phonological posters; the presence of libraries that included magazines, newspapers, and books to serve as resources for activities in reading and writing; and the use of materials such as artwork and stories created by the students themselves to decorate the walls. Other specific materials supplied by partners included the following.

- FZT “math baskets” provided manipulatives—such as tangrams, geoboards, abacuses, logic blocks, wooden cubes, and other items— to enhance logical thinking.
- AMCHAM supplied over 1,000 school kits of consumables containing cardboard, scissors, erasers, markers, and crayons. In the final year of the project, AMCHAM published three books of stories that were illustrated by graphic design students from a local university.
- ANF delivered several kinds of materials to schools during the project, including scholar packets of consumables and textbooks; and furniture such as chalkboards, whiteboards, files, shelves, desks, chairs, tables, and other items. ANF also donated containers of notebooks to children in 40 different schools and provided materials such as projectors, screens, and computers for technology rooms.

Information technology for teachers and students. An innovative component of the FZT project was to issue XO laptop computers to 17,666 children in beneficiary schools, and to arrange for Internet connectivity for most of their schools. The XO laptop can facilitate the teaching–learning process by promoting various forms of learning and accommodating different learning styles. The integration of the XO into the curriculum can bring significant advances in the quality of primary education by incorporating activities that develop children’s computer skills as well as cognitive processes. As the project was rolled out in the intervention schools, teachers adopted the computers for use in language arts, math, science, geography, and culture and artistic expression. In addition to distributing the equipment to the schools, FZT arranged for technical assistance and maintenance throughout the year, mostly through its national network of volunteers.

Quality Observatory. The Quality Observatory was a unique mechanism created for the ANF/IDEUCA project. Staffed by researchers from UCA, the Quality Observatory

initiative combined two main objectives: (1) conducting research to fully understand the reality of the project schools, and (2) providing systematic and sustained pedagogical advice to all schools. Instruments used in the context of the Observatory included interview guides for directors, teachers, and parents; guides for making direct classroom observations; and tests for assessing student progress in reading, writing, and math. The detailed observations and results were published at regular intervals. Throughout the project, ANF schools demonstrated improvements in the quality of their teaching staff, management skills of their authorities and religious leaders, and availability of resources. Technical staff from the Observatory focused their visits to the schools on planning and organization, assessing improvements to cleanliness and order of the physical facilities, promoting literacy and improved classroom environments, monitoring children’s growth as a part of the nutrition component, training in the health and nutrition module, and overseeing the replication trainings. In addition, the technical staff supported the story contests within the schools.

Key Results for IR 3.2

- 97,563 learners enrolled in primary schools with USG support
- 6,258 students in after-school enrichment programs
- 317 administrators and officials trained
- 4,009 teachers trained with USG support
- 296,968 textbooks and learning materials provided with USG assistance
- 54% of students reading with fluency and comprehension after two years of schooling
- 327 schools with improved technology rooms, laboratories, or equipment

2.3 IR 3.3: Improved integrated management of child and reproductive health

Alliances2 forged alliances and partnerships to provide maternal and child health, HIV/AIDS, and nutrition services to complement and expand USAID’s successful health and nutrition programs for women and children. The focus of the MCH component was to expand access to and improve the quality and continuity of MCH information and services, especially in rural areas and with the most disadvantaged populations.

Alliances2 supported capacity-building activities for health service providers to ensure that best practices and *Ministerio de Salud* (MINSa, Ministry of Health) norms were adopted and implemented. Alliances2 also supported projects based in primary schools that promoted nutrition and hygiene practices with children, teachers, and parents.

Alliances2 supported private sector companies to implement their HIV/AIDS workplace

policies; trained health personnel in combination prevention,¹ stigma, discrimination, and gender-based violence; and provided cascade trainings on HIV/AIDS to workers.

2.3.1 ER 7: Improved quality and expanded access to maternal and child health (MCH) information, education, counseling, and services

Four of the six Alliances2 subgrants contributed to this ER. Alliances2 funded one subgrant (Juan XXIII) and also complemented MCH funding to two of the education subgrants (FZT and ANF); an additional subgrant was signed for HIV/AIDS activities with COSEP. Major activities are described below.

Alliances2's alliance with *Instituto Juan XXIII* built health service providers' capacity to ensure that best practices and MINSA norms were adopted and implemented.

Training for medical personnel and health center staff. Juan XXIII provided six different training sessions to medical and paramedical staff in evidence-based clinical guidelines, which were aimed at improving medical service provision. Two distinct groups received training: directors of the centers, and medical and paramedical staff. In addition to the formal training, follow-up activities included on-the-job training and targeted technical assistance on clinical guidelines to influence medical doctors' attitudes and ultimately improve their daily practice. The training program was based on the World Health Organization and MINSA materials and curricula. These training events (see topics in *Exhibit 7*) were considered by program participants to be one of the most beneficial and impactful activities in the project, with visible and direct results in the improvement of services offered. Many of the doctors in the centers were general practitioners, so they appreciated the focused attention on the issues most important to their clientele, such as pneumonia, diarrhea, nutrition, prenatal care, newborn care, and *vigilancia y promoción de crecimiento y desarrollo* (VPCD, monitoring and promotion of growth and development).

Exhibit 8: Training Topics for Juan XXIII MCH Project

- National health policies and plans
- Norms and protocols for prenatal care and newborn care
- Community-based integrated care for diseases of infancy (*atención integrada a las enfermedades prevalentes de la infancia*, AIEPI)
- Care and feeding of children under 2 years and children ages 2–5 years
- Maternal and neonatal health, including danger signs in pregnancy and for newborns
- Pneumonia
- Cough and other respiratory difficulties
- Diarrhea

¹ *Combination prevention* includes biomedical, behavioral, and structural interventions that are implemented together to be mutually reinforcing.

- Feeding and nutrition during diarrhea and dysentery
- *Vigilancia y promoción de crecimiento y desarrollo* (VPCD, monitoring and promotion of growth and development)
- Clinical records management

Counseling sessions on maternal health and nutrition for women 15–49 years old.

Juan XXIII introduced educational counseling sessions for female clients of the beneficiary clinics, most of which had not systematically implemented them before. The topics covered in the sessions included prenatal care; identification of danger signs in pregnancy, during delivery, and after birth; and the importance of assessing the health of the baby and the mother in the health center in the first three days postpartum. Juan XXIII coordinated with clinic staff to develop the plan, select the dates, and determine the targeted number of participants. The project team developed the methodological guide that supported the facilitators, and provided teaching materials, attendance registers, and other support materials. Through the sessions’ participatory methodology, participants had the opportunity to make comments, ask questions, and have some hands-on practice and role plays related to the topics, supported by presentations of audiovisual materials.

During the project’s final evaluation, the evaluation team interviewed users of the health centers and recorded an apparent increase in knowledge related to maternal and child health. Areas where improvement was shown included:

- Number of reasons cited why it is important to seek prenatal care;
- Identification of the danger signs during pregnancy and for newborns;
- Knowledge of healthy practices for a pregnant woman; and
- Recognition of the importance of postpartum care and breastfeeding.

Printing and distribution of materials for network clinics. Many of the centers were lacking forms or even the paper necessary to maintain medical records on clients or track indicators for the project or for MINSA. In response, Juan XXIII printed and distributed a stock of USAID-approved forms and materials to network clinics. These materials included evidence-based clinical guidelines, copies of forms for clinical records, and monitoring and evaluation formats. Juan XXIII provided training to the eligible centers on how to use the forms and incorporate them into their daily operations. Once the training was complete, RTI made follow-up visits to clinics to specifically monitor progress in use of the forms.

Provision of essential medicines to the project clinics. For more than 17 years, Juan XXIII has managed a social medicine sales program (*venta social de medicamentos*, VSM), which provides low-cost, high-quality essential drugs, equipment, and consumable supplies to its network of health centers as an alternative pharmacy for the

impoverished population. The Juan XXIII technical team visits the VSM sites for monitoring and on-site technical assistance. The program has a revolving fund that allows the continuation of this strategy benefiting 300,000 Nicaraguans annually. As a major part of the leverage contribution to the Alliances2 project, Juan XXIII continued the direct bulk purchase of medicines for resale in its clinics at reduced prices. In total, the organization provided 212 different kinds of products to its clinics: 109 essential medicines, 71 over-the-counter medicines, and 32 different consumable materials.

Nutrition promotion and training to teachers and parents. As an integrated strategy in the education projects, FZT and ANF/IDEUCA designed and implemented nutrition activities in the project schools. These activities addressed eating practices among children that led to issues such as obesity, malnutrition, and related health complications. Under both subgrants, the partners took a two-pronged approach: showing teachers how to incorporate nutrition education into their classrooms as a cross-cutting theme, and educating parents and school staff on the importance of giving children healthy choices for snacks and lunches. Distinct characteristics of the two projects included the following.

- **FZT nutrition strategy.** After training its internal team in nutrition, FZT developed and implemented a nutrition module as part of its teacher training. The module, which was prepared by a consultant and reviewed by Federación Red Nicasalud (a nonprofit network of health organizations), helped teachers identify the relationship between education and health/nutrition, especially the causes and effects of malnutrition on education. Participants learned which foods are healthiest; how to identify nutritional needs of students with learning challenges, and propose solutions; how to incorporate health and nutrition as a cross-cutting theme in the classroom, especially using the XO computers; and how to implement strategies to involve parents and tutors in health and nutrition themes in the classroom. Nutrition trainings were also geared toward parents in beneficiary schools, focusing on promoting health habits and practices in the home. The people who managed snack stands at the schools were also included in the training.

During monitoring visits, the FZT team as well as RTI staff found that educators were promoting good health and nutrition practices, using classroom walls to display materials that emphasized the importance of good nutrition, and incorporating nutrition themes into their lessons—such as using fruits as the example for word problems in math sessions, asking students to write stories about carrots and apples on their XO computers, and displaying examples of healthy foods.

- **ANF/IDEUCA nutrition strategy.** In this project, IDEUCA developed a technical manual for nutrition that was implemented in workshops with parents and educators, addressing health and nutrition for children as well as appropriate techniques for growth monitoring for children under age five. In the Alliances2 final project evaluation, the evaluation team recommended that the manual be

reproduced for teachers in all project schools, as technical reference material useful throughout the country. ANF and IDEUCA also designated part of their budget to incorporate reading material on health and nutrition into the final version of their literacy training modules. This allowed the trainers for the replication trainings to orient teachers to use these readings in class, allowing for a cross-cutting approach to reading and writing.

Some ANF/IDEUCA project schools took part in a growth-monitoring component, where students under the age of five were measured for height and weight. Forty teachers were trained in growth monitoring, and school directors also received guidance on how to follow up on children with problems identified by the growth-monitoring process. A baseline and endline study allowed ANF and IDEUCA to analyze the results and present them to the directors of the schools. The most significant finding was that more schools showed problems with overweight and obese children, rather than underweight. In addition, a significant percentage of children demonstrated stunting (low height). Only four schools had any underweight children, while some schools (particularly Academia Santa Maria and San Gregorio) had nearly one third of their children overweight or obese.

Support implementation of workplace HIV/AIDS policies. COSEP implemented a project to expand workplace HIV/AIDS prevention activities through support to workplace policies, specifically in the agro-industrial, textile, and tourism industries. Components of the project were as follows.

- **Knowledge, attitudes, and practices (KAP) survey.** The first major activity was to conduct a KAP survey for the beneficiary companies. This survey, the first of its kind in Nicaragua, was intended to provide a clearer picture of the target population so that the training could be adjusted accordingly. The survey was conducted in three modes: managed (guided by the interviewer), self-administered, and group interviews with presentations of educational videos about HIV/AIDS. This flexible approach allowed adjustment to the conditions of each business and participant group, some which had low literacy levels. Surveys were given in a conference or meeting room that was arranged with enough space that each subject had privacy to respond. The survey lasted about 95 minutes and was divided into several sections: (1) general background, (2) basic knowledge about stigma and discrimination, (3) attitudes and practices, and (4) care and referral information about sexually transmitted infections and HIV/AIDS.

A total of 876 surveys at baseline and 903 surveys at endline were administered. Some conclusions that could be drawn from the baseline were that the workers held incorrect beliefs about the transmission pathways of HIV/AIDS (for example, about half of those surveyed said they believed that HIV can be transmitted by sharing food or from mosquito bites), they had high-risk behaviors such as inconsistent condom use, and they stigmatized sex work and

homosexuality as well as HIV-positive people. Since the timeline of the intervention was extremely brief (about 8 months from baseline to endline), long-term behavior change was impossible to measure. However, the final evaluation recorded an overall increase of 8 percent in terms of correct knowledge of HIV transmission and prevention.

- **Training of medical personnel and staff.** During the initial phase of training, COSEP and Alliances² staff worked with the USAID|PrevenSida program² to adapt their combination-prevention training modules and educational brochures for use by health personnel and key partners in the participating private sector companies. The training modules included sections on HIV/AIDS combination prevention, stigma and discrimination, and gender-based violence. The training also included information on the single registry used in Nicaragua to track HIV/AIDS-related services to individuals.

COSEP selected participating companies through a review process launched by an open call for applicants. Eligibility criteria included priority geographic location, key population, number of trainees, number of replication trainings to be offered, and planned leverage. All participating companies were affiliated with COSEP's various chambers and associations. Once the companies were selected, the COSEP team began implementing trainings for each company. At the end of each training, COSEP requested written evaluations from participants to test how much knowledge they had obtained from the training. Improvement was reflected mainly in questions about combination prevention, methodological aspects of counseling, and HIV epidemic types (i.e., generalized, concentrated in subgroups, or low level). A total of 127 medical personnel and 164 other staff (health promoters, human resources staff, security personnel, etc.) received training through the project.

- **Replication trainings.** Once the medical and other key personnel at these companies were trained, they entered into a process of providing replication trainings to their workers. In the agricultural sector, trainings were carried out directly in the workplace, as this sector already had established educational processes for its workers. In the textile sector, some companies trained over lunchtime while others scheduled separate training sessions. In the tourism sector, human resources staff were the focus of the training. All companies received a standard presentation template which they could adapt to their needs. COSEP technical and M&E staff supervised the replication trainings. A total of 11,192 people participated in replication trainings.

² USAID|PrevenSida (*Prevención de la transmisión del VIH/SIDA en poblaciones de alto riesgo*) is being implemented under a cooperative agreement awarded to University Research Co., LLC. It also receives funding from the U.S. President's Emergency Plan for AIDS Relief (PEPFAR).

Key Results for IR 3.3

- 31 partner organizations with staff and volunteers trained to deliver comprehensive MCH information, education, and communication services
- 3,497 antenatal care visits provided by skilled providers from USG-assisted facilities
- 3,889 cases of child diarrhea treated
- 2,111 cases of child pneumonia treated
- 7,751 children under age 5 reached by nutrition programs
- 101 medical and para-medical practitioners trained in evidence-based clinical guidelines
- 246 newborns receiving antibiotic treatment for infection from appropriate health workers
- 136 postpartum/newborn visits within 3 days of birth
- 4,549 people trained in child health and nutrition
- 423,197 people with access to essential low-cost medicines
- 127 health care workers who successfully completed an in-service training in HIV/AIDS
- 11,192 people reached with individual or small group HIV preventive actions

3 Cross-Cutting Themes

3.1 Gender

Alliances2 respected and supported USAID/Nicaragua’s principles of gender equity in all its program activities. RTI included the gender approach in all stages of the program: planning, project proposals, project evaluation and approval, project implementation, and monitoring and evaluation. At the start-up phase, Alliances2 prioritized alliances and IP proposals that sought to reduce gender inequities; had gender-sensitive approaches; and incorporated gender-explicit objectives, outcomes, and measurable results that could feed into the program PMP, especially in regard to disaggregation of indicators by gender. Alliances2 required implementing partners to include a gender component in their applications, and solicited regular reporting from partners on results. By tracking activities and disaggregating data by sex, Alliances2 was able to identify gaps in information and services throughout program implementation.

Specific actions and the results by partner are noted below.

Eduquemos. The governance project did not have specific gender-related indicators to track, since most of its achievements were measured at the deliverable or organizational level (number of letters signed, number of organizations trained, etc.). Qualitatively, the

project promoted dialogue and exchange between men and women in all activities and results, stimulating the valuable experience of mutual respect and learning directly about gender equality in public discourse. In addition, women were clearly present in the decision-making bodies of partners involved in the project, which contributed to a more balanced approach to project design and implementation.

AMCHAM. AMCHAM education staff prioritized attention to the 15 schools with the lowest rate of promotion for girls. They concentrated technical visits to improve their diagnostic and improvement plans, increase the quality of management, and optimize application of the *Excelencia* Model. They also emphasized equity in distribution of materials and books to students. During replication trainings for teachers, in some cases fathers participated in supervising classrooms while teachers were out—showing greater involvement of fathers in their children’s education than is typical. AMCHAM noted in its analysis and monitoring that although it had found in many cases that girls performed better in school than boys in the early years, this performance tended to reverse over time due to structural gender inequities in Nicaragua.

ANF/IDEUCA. This project had some challenges with moving beyond a superficial application of a gender focus. Although the two subgrantees regularly reported on gender in relation to the *Alliances2* program indicators, it would have required much greater attention than was built into the project to incorporate gender sensitivity into how the schools were organized and managed, how gender was addressed in textbooks or materials as well as in pedagogical discourse, and how the teachers and directors approached their work.

Juan XXIII. The Juan XXIII project integrated gender as a cross-cutting component throughout its educational messages, lectures, and discussion groups, for medical staff as well as with the men and women who participated in counseling sessions. Overall, participants acquired greater awareness about inclusive participation of men and women as well as the importance of equal rights and opportunities. The project prioritized care for women of reproductive age, but educational materials and messages were designed to promote shared responsibility with male partners, starting with care of the pregnant women through birth, and during the process of raising and caring for their children’s health.

FZT. As part of its M&E plan, FZT implemented instruments and verification mechanisms that permitted it to analyze indicators by gender of participants, allowing the team to modify its strategies. Since the majority of the FZT teachers were female, it was difficult to ensure equal male–female participation in events for teachers. However, student participants in reinforcement activities were distributed equally by gender. The program benefitted 100 percent of students and teachers in schools in terms of training, provision of materials, and follow-up. Both fathers and mothers participated in the health and nutrition training, although the male participants were in the minority.

COSEP. In the short time frame for implementation of the HIV/AIDS training project, COSEP was able to implement key activities and collect critical information on gender. A key component was the integration of the gender-based violence module in the training and replication program. In the project's KAP survey and evaluation, COSEP tracked indicators and responses by gender, demonstrating areas where the population of workers differed by gender. This information will be critical for design of future programming.

3.2 Sustainability

RTI has learned over the years of implementing USAID's Alliances programs in Central America that sustainability is enhanced when funding and IPs have a commitment that transcends the life of the USAID-funded intervention itself. Prospects for alliance sustainability depend on the capabilities of the alliance partners themselves. Providing resources to build funding partners' capacity to engage in broad partnerships and evaluate sound social investments is crucial for strengthening their ability to identify, develop, and/or support top-quality education and health activities that will have a positive impact on Nicaraguan communities.

In the case of Nicaragua Alliances² specifically, through the program-provided training in project design, proposal development, budgeting, financial management, and M&E, several partners expanded their capacity to apply for grants, attract and manage funds, and report results. Several of the subgrantees explored opportunities to apply for direct funding from USAID.

Below we describe specific actions that subgrantees took to ensure sustainability, as well as plans they had in place at the end of the Alliances² program to continue specific activities.

Eduquemos. The sectoral plans developed under the Eduquemos governance project will be challenging to implement without further funding or contributions from the private sector, which had not yet committed at closeout. Other activities from the project, however, will continue beyond the USAID funding received under Alliances². Both Eduquemos and COSEP committed to repeat the *Caminata por la Educación* in April of each year, in conjunction with the social communication campaign "*Yo me apunto!*" In addition, the RECAMED journalists developed a work plan and will continue to write articles to advocate for education issues.

ANF/IDEUCA. During the last quarter of Alliances², ANF and IDEUCA worked with their school directors to develop a participatory sustainability plan—a plan for each individual school as well as one for their project in general. The goals of the general plan were: (1) to coordinate consensus within the educational community for compliance related to an improved teaching–learning process, (2) to implement educational and teaching activities that would strengthen literacy in the schools, (3) to implement strategies for interaction with MINED to share successes and lessons learned, and (4) to integrate the theme of health and nutrition across multiple disciplines. In addition to these

plans, ANF committed to continue its donations of supplies, equipment, and textbooks to its project schools.

FZT. FZT focused heavily on building capacity not only of the staff of its beneficiary schools, but also of its internal staff, to enhance FZT’s ability to manage similar projects in the future. In the schools, FZT integrated the concept of “monitoring teachers” and “monitoring students,” whose role was to bring continuous training and support to other teachers and to provide on-site technical support for XO computer use. For internal staff, FZT strengthened technical skills, including integrating health and nutrition expertise; incorporated a full-time M&E specialist and implemented a formal M&E system; and strengthened the organization’s administrative and financial management capabilities for managing USAID funding. FZT also refined its process for attracting donors and creating strategic partnerships for long-term sustainability, especially with universities, government ministries, and other private sector institutes.

AMCHAM. AMCHAM noted that the Alliances2 program brought significant changes to its institutional practices, particularly in regard to integrating literacy into its interventions, focusing on results, and improving the technical skills of its staff. As Alliances2 closed, the Education Committee of AMCHAM, which was the unit responsible for project implementation under Alliances2, was planning a proposal to the Board of Directors to create an “editorial fund” specializing in creating and producing free educational materials for project schools. The fund, which would be financed with an annual contribution from the AMCHAM partner businesses, would publish workbooks and other materials to guarantee continuity of a strengthened learning environment.

Juan XXIII. Juan XXIII indicated that it would continue supporting its health centers in applying the evidence-based guidelines for services for pregnant women and children under five with diarrhea, pneumonia, and malnutrition. The organization also planned to explore development of an institutionalized system for training medical staff in its network of clinics, as well as seeking other options for clinic financial sustainability.

COSEP. As an institution, COSEP developed key capacities in financial and administrative management as a result of support from Alliances2—particularly the rollout of an electronic accounting system. In addition, after the completion of the HIV/AIDS training project, COSEP’s board of directors approved and adopted their own formal HIV workplace policy—which sets an excellent example for the association’s member institutions. COSEP also applied for and received additional USAID funding through a small subgrant with USAID|PrevenSida, and planned to continue supporting companies to implement HIV policies.

4 Challenges

Below we describe key challenges faced over the life of the Alliances2 program, in each major technical sector.

Governance project

Changes in partners and locations. The multi-sectoral nature of the Eduquemos project—as well as the heterogeneous nature of the partner organizations, some of which had never worked with Eduquemos before—necessitated a lot of dialogue before implementation in certain territories. In addition, part of the project development occurred during political campaign season or in the aftermath of elections. This affected compliance with the implementation timeline in New Guinea, where disputed election outcomes caused political tensions; and indirectly in Tuma-La Dalia, where the principal partner had conflicting commitments. This also led to changes during implementation in terms of selection of partners and municipalities. Eduquemos maintained ongoing close communication with its organizations, which allowed the project to meet nearly all of its goals.

Limited budget and time frame for implementation. The small budget assigned to this project with a medium-term scope worked against it. For example, the resources available were insufficient to support the implementation of the territorial plans that had been devised to address educational priorities. In addition, some activities—such as the diploma in journalism and education and the RECAMED—were added on midway through the project, which limited their planning and operability.

Education projects

Challenges working within schools of the *Ministerio de Educación* (MINED, Ministry of Education). Despite the positive aspects of the Alliance2 education projects, there was resistance from MINED authorities in Chontales department, and especially in the city of Juigalpa. They declined to authorize participation of teachers in training activities, and teachers in some schools were reluctant to provide statistical data without authorization. To mitigate this problem, ANF worked individually with the schools to collect statistical data on secondary forms. FZT addressed resistance by creating and signing a collaborative agreement, with the MINED authorities taking public credit for the XO computers. An additional challenge in coordinating with MINED schools was scheduling activities around the busy calendar of official events and trainings. Partners worked closely with MINED delegations at the municipal and departmental levels to coordinate schedules.

Change in schools. In FY 2013, the subset of schools supported by IDEUCA as well as the total list of ANF project schools changed.³ First, 10 schools were added to the initial 40 that were supported pedagogically by IDEUCA, bringing the total to 50 schools that received both technical assistance and supplies. Of the 200 schools in the ANF/IDEUCA project that received materials and supplies, 21 new schools were incorporated to replace 21 that had been removed: 10 because they were already receiving support from AMCHAM or FZT, and 11 others from the Parroquia San Francisco de Asís (in Juigalpa, Chontales department) because of MINED resistance to sharing statistical data. This changeover in the list of project-supported schools limited the exposure of some schools to project interventions.

Resistance to behavior change. Changing the attitudes of teachers and principals, breaking down educational paradigms, and motivating managers to become leaders were some of the main challenges of education project implementation. Project partners invested significant time observing and advising teachers and directors in the classroom and in the schools, to follow up on strategies and methodologies taught in the training. Despite this challenge, many teachers were pleased and motivated to depart from their traditional methodology of teaching mathematics and literacy and instead use the new teaching strategies they had learned.

Attendance in school and in reinforcement activities. Irregular attendance of students in certain areas and at different times of the year, caused by natural phenomena (rain) and children’s work obligations, posed challenges to regular attendance in school and in after-school reinforcement activities. In this situation, the schools promoted meetings with parents to raise awareness about the importance of attending classes every day.

Challenges for meeting enrollment increase targets. All partners recorded an overall decline in enrollment after more than two years of teacher training, provision of materials, technical advice, and close monitoring and evaluation in these schools. Although activities were designed to improve the quality of education, there was no specific component to address barriers such as lack of space in schools for additional students, or learners’ economic constraints. For future programs, activities should perhaps address enrollment factors directly through scholarships or other barrier-focused approaches.

Technology infrastructure and maintenance. In the FZT laptop donation program, there was a continuous challenge to repair and upgrade equipment and to establish and maintain connectivity. To mitigate the issue, FZT conducted awareness campaigns at parent meetings, created videos on the care of the equipment, and implemented radio campaigns in areas with a higher incidence of breakage or loss. They also collected all the laptops during vacation periods. These actions reduced the percentage of damage and loss and achieved greater commitment from the community.

³ The joint subgrant had 200 total schools, 50 of which received both teacher training and materials; the other 150 received only materials and supplies. IDEUCA was the technical partner and ANF the “donor” partner that managed the subgrant and gave the materials.

Limited time frame to accomplish project objectives. Although the education projects benefitted from extensions in the final year of Alliances², their overall time frame for implementation was relatively short for their ambitious goals. Achieving an increase in reading comprehension and fluency and increasing enrollment rates in two years were high bars to meet; in addition, measuring long-term effects of application of new methodologies would require a longer time frame.

Change in indicators. The Quality Observatory monitoring the ANF/IDEUCA project stated that the objectives at the beginning of the project were very ambitious and needed to be adjusted to focus on education, especially the targets related to reading fluency and comprehension.

Health projects

Resistance to changing eating behaviors. Many families and individuals resisted changing their poor eating habits, preferring the convenience and price of less healthy foods such as soft drinks, instant soups, candy, and chips. This was shown in the Juan XXIII program, among the women and men who attended the clinics and counseling sessions; and in schools, among both children and the adults who provided the food choices to the students. These children ended up consuming nutrient-poor and calorie-dense foods, a potential source of the unexpectedly higher obesity rates noted in ANF/IDEUCA's growth-monitoring activity.

Resistance to attending postnatal visits within three days. Juan XXIII found it extremely difficult to encourage mothers to come to the nearest medical center within three days after birth for mother and baby checkups. Not only was there a general cultural resistance to this idea, but when mothers did comply, they often went directly to MINSA clinics rather than to the project centers.

Challenges with matching the indicator requirements with the reality of implementation. Juan XXIII struggled to design a counseling session approach that was convenient for attendance by rural women, but that also complied with the amount of time needed to consider it a training session. People were not available to attend a really long counseling session; nor could they attend multiple sessions when the counseling was broken into several different days.

Turnover in medical staff. Juan XXIII planned to individually provide training to new community health staff, but newcomers did not always receive the same level of training as those who participated in the full training seminars. Although the health centers did benefit from a certain amount of financial stability due to the VSM program and the minimal fee charged for a consultation, they did not have enough income to pay competitive salaries to medical staff—leading to turnover and instability. It was a challenge to keep the clinics staffed with trained personnel, which created difficulties with maintaining the quality of implementation.

Modifications of Juan XXIII project scope. The Juan XXIII project changed significantly over the course of implementation, due to changes in USAID’s expectations regarding the eligibility of health centers based on their MINSA registration status and the volume of MCH services provided. The number of centers participating in the project was reduced by half in the last project year, and the remaining unregistered centers were expected to begin the process of formal registration with MINSA. As of project completion, not all of the centers had submitted their registration request to MINSA for approval. The clinics that had not submitted letters provided a variety of reasons: some had a change in staff, one was refurbishing its facility and could not submit a request until the work was done, another received approval only to distribute medicines, and others simply neglected to submit by the project closing date. As these requirements were not specified at project start-up, it was a source of frustration for the partners and for the staff in the clinics that were eliminated from the project.

Management

Small management team at RTI. The size of the management team with RTI was intended to be lean, primarily to keep management costs to a minimum. This arrangement limited the ability to effectively manage the project, however, particularly in terms of providing adequate technical assistance and oversight in health, education, and gender approaches. It was also detrimental to adequate response times for review and approval of project documents and deliverables.

Insufficient technical staff within the projects themselves. AMCHAM, FZT, and Juan XXIII all identified the difficulty of adequately overseeing their project sites. AMCHAM was able to hire additional technical staff in the final year of its project, while the reduction in scope of the Juan XXIII project eased the burden on the team. However, project teams should plan to include sufficient staff for implementation and oversight.

Financial and administrative management of partners. The administration of the Alliances2 program required the partners to learn regulations and procedures of USAID and RTI. Although all the projects completed their implementation with clean financial reviews, the process of supporting and monitoring subgrantees for financial and administrative compliance was time consuming

5 Lessons Learned and Recommendations

As of this writing, the status of education and health in Nicaragua is in flux as an election year draws near (in 2016), USAID funding for health is being phased out, and overall development budgets are being squeezed in the global economic climate. Thus, it is an opportune time for USAID to evaluate the role of PPPs in improving the access and quality of health and education services for the Nicaraguan people and to identify best practices and new opportunities for the future. This should include leveraging local

partners' reputations and standing among beneficiary communities and within each key strategic sector. Considering the uncertainty of the current environment, a program is more likely to be successful if it strategically utilizes alliances that include long-standing, neutral, trustworthy, and efficient partners as integral and visible members.

The Strategic Alliances (2005–2010) and Alliances2 programs in Nicaragua demonstrated that private sector alliances could be successfully built and could leverage significant funding for education and health. By collaborating with corporate foundations and NGOs, and involving respected companies as funding and implementing partners, Alliances2 continued to move the private sector from focusing on periodic philanthropic activities mainly in education, to longer-term, social investments in integrated education and health projects as well as in HIV/AIDS and governance. For many corporate funding and implementing partners, this was their first experience working with USAID, and Alliances2 served an important role in forming this working relationship and bringing the private and public sectors together.

Key lessons learned under Alliances2 can be applied to future alliance-building programs, whatever the country or context. These lessons are described below.

Integrate technical projects and implement comprehensive approaches to achieve greater impact. Developing alliance projects that integrated several different education and health activities gave beneficiaries a more accessible and broader spectrum of services, and also promoted private sector investments in new or less traditional areas, including those that require longer involvement before improvement and change are noticeable. Besides encouraging private sector partners to invest in new areas, integrated activities supported by Alliances2 stimulated knowledge transfer among implementing partners and cross-fertilized innovations in their projects.

Within each technical sector, Alliances2 partners recognized the increased impact that can be achieved by comprehensive projects—such as education projects that couple donation of materials and supplies with pedagogical support and capacity building, or HIV/AIDS projects that use the combination prevention approach to address HIV prevention within the workplace setting. Partners noted that this complementary approach can enhance the quality of their corporate social responsibility programs and enrich the results they achieve with their beneficiaries.

Ensure adequate staffing for managing and implementing partners. Some implementing partners are much more mature and experienced than others in alliance-building and project development and implementation. Those that lack experience can be challenging to work with and require much more capacity building and hands-on assistance during all stages of alliance building and project implementation, from the technical as well as from the financial and administrative perspective. This factor has staffing implications for the managing partner in future alliance-development programs, especially those that aim to involve a wider range of implementing partners, such as community-based or civil society organizations. Sufficient staff (and the corresponding

budget) should be allocated to support technical assistance needs—as well as monitoring and evaluation, and financial management capacity building and support. Implementing partners should also consider the additional staffing needs required to provide technical oversight to comprehensive, integrated programming.

Implement high-quality M&E approaches and evaluation methods to improve strategic planning and project implementation. A lesson learned from the first Strategic Alliances program was the importance of having dedicated M&E staff on the core team to provide technical assistance to implementing partners and ensure quality of data collection systems and reporting. In Alliances2, RTI took this lesson a step further by integrating M&E staff directly into the implementing partner teams. This approach not only improved the quality of data for the program, but also demonstrated to partners how projects can be adapted and improved through use of data for decision-making. A critical factor for project success was the integration of elements such as EGRA evaluations and KAP studies, which produced relevant data for partners to inform their technical strategies and aid them in targeting the most vulnerable beneficiaries. Baseline studies provided a starting point for developing plans and approaches to address weaknesses and to strategize a response. The success of this approach illustrated that private sector partners can evolve beyond simply tracking outputs and dollars spent, and can begin implementing projects based on evidence that they themselves can generate.

Provide clear expectations for scopes of work and evaluation criteria. Each potential alliance partner—in addition to USAID—had its own social responsibility agenda, set of objectives, and timeline. To build successful alliances, it is important to carefully identify what motivates and interests each partner, and take that into account. To elaborate: Critical steps in establishing an alliance are (1) to clearly outline each partner’s expected contributions and scope of work, and (2) to define and plan evaluation criteria from the start. Once these expectations and criteria are in place, necessary adaptations and changes should be transparently communicated so that partners can adjust together. Each partner has its own mode of operations and the alliance, within reason, should be flexible and adapt as much as possible to the operating needs of each partner. Forcing adaptation without clear communication can be risky for alliance sustainability. Trust and relationships in alliance building begins with individuals and is most effective when supported from the top down.

Planning for long-term implementation with realistic results. Alliances should be established so that partners can maintain or even build their commitment over the long term, allowing them to invest and participate in Nicaragua’s development as good corporate citizens alongside government, donors, NGOs, traditional authorities, and other stakeholders. This requires development of technical objectives and plans with a long-term development focus, with expected results that are in alignment with the plan. As the private sector moves beyond one-off donations to comprehensive development approaches, their strategic plans may not coincide with the standard USAID project cycle. Partners with disparate funding cycles should plan their alliances carefully so that

expected results are realistic within the confines of the partnership. Shorter time frames do not lend themselves to impact measurement, while projects with a longer time horizon may conflict with funding and reporting cycles. Keeping these aspects in mind during alliance building will allow for more transparency among partners and clearer expectations.

The private sector in Nicaragua is highly engaged and motivated to invest in social development programs, demonstrated through two cycles of USAID funding in which the leverage achievements vastly exceeded expectations. USAID and the private sector, with clear communication, planning, and cooperation, can have an impact on development in Nicaragua by pooling resources and working hand in hand.

Annex A: Geographic Distribution of Alliances2 Projects

Department	Municipality	Implementing Partners	Technical Area			
			Education	Health	HIV/AIDS	Governance
Nueva Segovia	San Fernando	AMCHAM	X			
	Dipilto	AMCHAM	X			
	Quilalí	AMCHAM	X			
	Ocotal	Eduquemos				X
Jinotega	El Cuá	AMCHAM	X			
	San Sebastián de Yalí	AMCHAM	X			
	Jinotega	AMCHAM	X			
	San Rafael del Norte	Juan XXIII		X		
Madríz	San Juan Río Coco	AMCHAM	X			
	Somoto	Eduquemos				X
Estelí	Estelí	ANF	X			
	La Trinidad	ANF	X			
Chinandega	El Viejo	AMCHAM, FZT, COSEP	X		X	
	Chinandega	AMCHAM, ANF, FZT, Juan XXIII, COSEP	X	X	X	
	El Realejo	AMCHAM	X			
León	Larreynaga	ANF	X			
	Telica	ANF	X			
	Quezalguaque	ANF	X			
	León	ANF, FZT, Juan XXIII	X	X		
	La Paz Centro	ANF, FZT	X			
	Nagarote	AMCHAM, ANF	X			
Matagalpa	Tuma-La Dalia	AMCHAM, Eduquemos	X			X
	Sébaco	AMCHAM	X			
	Matagalpa	AMCHAM, ANF, Juan XXIII	X	X		
	San Ramón	FZT	X			
	San Dionisio	ANF	X			
	Ciudad Darío	ANF	X			
Boaco	Esquipulas	Juan XXIII		X		
	Boaco	FZT, Juan XXIII	X	X		
	Camoapa	AMCHAM, ANF, Juan XXIII	X	X		
	San Lorenzo	ANF	X			
Managua	Tipitapa	AMCHAM, ANF, FZT	X			
	Mateare	AMCHAM, ANF	X			
	Villa El Carmen	AMCHAM, ANF, FZT	X			
	Ciudad Sandino	AMCHAM, ANF, Juan XXIII	X	X		
	Managua	AMCHAM, ANF, FZT, Juan XXIII, Eduquemos, COSEP	X	X	X	X
	El Crucero	AMCHAM, ANF	X			
	San Rafael del Sur	AMCHAM, ANF	X			
Masaya	Nindirí	ANF	X			
	Masaya	AMCHAM, ANF, FZT, Juan XXIII	X	X		
	La Concepción	ANF	X			
	Masatepe	AMCHAM	X			
	Nandasmo	AMCHAM, COSEP	X		X	
	San Juan de Oriente	AMCHAM	X			
	Niquinohomo	AMCHAM, COSEP	X		X	
Chontales	San Francisco de Cuapa	FZT	X			
	Juigalpa	ANF, FZT, Juan XXIII	X	X		
	Santo Tomás	ANF	X			
	Acoyapa	FZT	X			
	San Pedro de Lóvago	Eduquemos				X
	Villa Sandino	Eduquemos				X

Department	Municipality	Implementing Partners	Technical Area			
			Education	Health	HIV/AIDS	Governance
Granada	Diriá	ANF, Juan XXIII	X	X		
	Diriomo	ANF	X			
	Granada	AMCHAM, ANF, FZT, Juan XXIII, COSEP	X	X	X	
	Nandaime	Juan XXIII		X		
Carazo	San Marcos	ANF, COSEP	X		X	
	Jinotepe	AMCHAM, ANF	X			
	Diriamba	AMCHAM, ANF, FZT	X			
Rivas	Belén	ANF	X			
	Potosí	AMCHAM, COSEP	X		X	
	Buenos Aires	ANF	X			
	Moyogalpa	FZT	X			
	Altagracia	FZT	X			
	San Jorge	ANF, FZT	X			
	Rivas	AMCHAM, ANF, FZT, COSEP	X		X	
	San Juan Del Sur	AMCHAM	X			
Río San Juan	Tola	Juan XXIII		X		
	San Carlos	ANF	X			
RAAN	Puerto Cabezas	FZT	X			
	Xuna	Eduquemos				X
RAAS	El Rama	FZT	X			
	Bluefields	FZT, Eduquemos	X			X

Annex B: List of Funding Partners and Implementing Partners

No.	Implementing Partner	Funding Partner	Type of Partner	Type of Contribution
1	AMCHAM	ACECEN (Association of Evangelical Christian Education Centers of Nicaragua)	NGO	In-kind
2	AMCHAM	Cisa Exportadoras	Corporate	Cash and In-kind
3	AMCHAM	Exportadora Atlantic	Corporate	In-kind
4	AMCHAM	Fundación Leno 2001, Club Rotario	NGO	In-kind
5	AMCHAM	Fundación Nicafrance	Private Foundation	In-kind
6	AMCHAM	Fundación Uno	Private Foundation	Cash
7	AMCHAM	Hacienda Santa Maria de Ostuma	Corporate	In-kind
8	AMCHAM	Hotel Selva Negra	Corporate	Cash and In-kind
9	AMCHAM	Kimberly Clark	Corporate	In-kind
10	AMCHAM	Ramacafé	Corporate	In-kind
11	AMCHAM/ANF	Fundación Coen	Private Foundation	Cash and In-kind
12	ANF	Agricorp	Corporate	In-kind
13	ANF	Alianza Evangélica de Nicaragua	FBO	Cash and In-kind
14	ANF	Casa Pellas	Corporate	Cash and In-kind
15	ANF	Congregaciones Religiosas	FBO	Cash and In-kind
16	ANF	Fundación Arcoíris	NGO	Cash and In-kind
17	ANF	Hermanos Lasallistas	FBO	Cash and In-kind
18	ANF	Vicaria Educación Católica.	FBO	Cash and In-kind
19	COSEP	AMOCSA – CENTEX	Corporate	In-kind
20	COSEP	Barceló Managua	Hotel	In-kind
21	COSEP	Best Western Las Mercedes	Hotel	In-kind
22	COSEP	Camino Real	Hotel	In-kind
23	COSEP	Compañía Azucarera del Sur (CASUR)	Corporate	In-kind
24	COSEP	Compañía Cervecerera de Nicaragua	Corporate	In-kind
25	COSEP	Gildan	Corporate	In-kind
26	COSEP	Hansae	Corporate	In-kind
27	COSEP	Hilton Princess	Hotel	In-kind
28	COSEP	Holiday Inn	Hotel	In-kind
29	COSEP	Hospital Central Managua	Corporate	In-kind
30	COSEP	Ingenio Monterossa	Corporate	In-kind
31	COSEP	Intercontinental Metrocentro	Hotel	In-kind
32	COSEP	Kaltex Argus	Corporate	In-kind
33	COSEP	Mansión Teodolinda	Hotel	In-kind
34	COSEP	Rocedes	Corporate	In-kind
35	COSEP	Seminole	Hotel	In-kind
36	COSEP	USLC apparel	Corporate	In-kind
37	Eduquemos	Canal 12	Media	In-kind
38	Eduquemos	Canal 14	Media	In-kind
39	Eduquemos	Canal 15 (100 Por Ciento Noticias)	Media	In-kind
40	Eduquemos	Canal 2	Media	In-kind
41	Eduquemos	Canal 23 (CDNN)	Media	In-kind
42	Eduquemos	Canal 6	Media	In-kind
43	Eduquemos	Fundación Telefónica	Private Foundation	In-kind
44	Eduquemos	Hoy	Media	In-kind
45	Eduquemos	La Prensa	Media	In-kind
46	Eduquemos	Nuevo Carnic	Corporate	Cash
47	Eduquemos	Radio ABC Stereo	Media	In-kind
48	Eduquemos	Radio CIMA	Media	In-kind
49	Eduquemos	Radio El Pensamiento	Media	In-kind
50	Eduquemos	Radio Mundial	Media	In-kind

No.	Implementing Partner	Funding Partner	Type of Partner	Type of Contribution
51	Eduquemos	Radio Sandino	Media	In-kind
52	Eduquemos	Radio Stereo Fe	Media	In-kind
53	Eduquemos	Radio Stereo Siuna	Media	In-kind
54	Eduquemos	Radio URACCAN	Media	In-kind
55	Eduquemos	Radio Zinica	Media	In-kind
56	FZT	Aceros de Nicaragua	Corporate	Cash
57	FZT	Agroalfa	Corporate	Cash
58	FZT	Agroindustrial Mántica, S. A (AIMSA)	Corporate	Cash
59	FZT	ALFAPLUS	Corporate	In-kind
60	FZT	Almacenadora Lafise	Corporate	Cash and In-kind
61	FZT	Amnet	Corporate	In-kind
62	FZT	Arguello Cesar Comercial	Corporate	Cash
63	FZT	Auto Nica	Corporate	Cash
64	FZT	Autos Alemanes Asociados	Corporate	In-kind
65	FZT	BAGSA	Corporate	Cash
66	FZT	Banco Lafise Bancentro	Corporate	Cash and In-kind
67	FZT	Banco Lafise Panamá	Corporate	Cash
68	FZT	Baterías de Nicaragua	Corporate	Cash
69	FZT	Blue Power & Energy	Corporate	Cash
70	FZT	Bombas y Motores	Corporate	Cash
71	FZT	Bright Solution	Corporate	In-kind
72	FZT	La Cámara Nicaragüense del Sector Lácteo (CANISLAC)	Corporate	Cash
73	FZT	Casa Cross	Corporate	Cash
74	FZT	Casa MacGregor	Corporate	Cash
75	FZT	Citibank	Corporate	Cash
76	FZT	Claro	Corporate	In-kind
77	FZT	Club Rotario de León	Corporate	Cash
78	FZT	Comtech	Corporate	In-kind
79	FZT	Constructora Santa Fe	Corporate	Cash
80	FZT	Corcosa	Corporate	Cash
81	FZT	Deli y Chen y Cia. Ltda.	Corporate	Cash
82	FZT	Deshon y Cia.	Corporate	Cash
83	FZT	Dinant	Corporate	Cash
84	FZT	Distribuidora La Universal	Corporate	In-kind
85	FZT	Dumart S.A.	Corporate	In-kind
86	FZT	Emagro	Corporate	Cash
87	FZT	Empremar	Corporate	Cash
88	FZT	Fitel Telcor	Corporate	In-kind
89	FZT	Grupo FORCON S.A.	Corporate	In-kind
90	FZT	Grupo MAG	Corporate	In-kind
91	FZT	Grupo PONCH	Corporate	Cash
92	FZT	Grupo ZOCASA	Corporate	Cash
93	FZT	Hospital Salud Integral	Corporate	Cash
94	FZT	Hotel Charco Verde	Corporate	In-kind
95	FZT	Hotel Finca Venecia	Corporate	In-kind
96	FZT	IBW	Corporate	In-kind
97	FZT	Indenicsa	Corporate	Cash
98	FZT	Insecticidas San Cristobal	Corporate	Cash
99	FZT	IPESA	Corporate	In-kind
100	FZT	Kola Shaler	Corporate	In-kind
101	FZT	KPMG	Corporate	In-kind
102	FZT	La Prensa	Media	In-kind
103	FZT	MACERCAFÉ	Corporate	Cash
104	FZT	MACESA	Corporate	Cash and In-kind
105	FZT	MATURIN	Corporate	Cash
106	FZT	Mega Impresiones	Corporate	In-kind

No.	Implementing Partner	Funding Partner	Type of Partner	Type of Contribution
107	FZT	MEGAREDES	Corporate	In-kind
108	FZT	MULTIREDES	Corporate	In-kind
109	FZT	Navega	Corporate	In-kind
110	FZT	ONICOTUR	Corporate	Cash
111	FZT	OPTIM Nicaragua	Corporate	Cash and In-kind
112	FZT	Parmalat	Corporate	Cash and In-kind
113	FZT	Payca	Corporate	Cash
114	FZT	Proyenicsa	Corporate	Cash
115	FZT	Puma Energy Nicaragua	Corporate	Cash
116	FZT	TECNASA	Corporate	In-kind
117	FZT	Telsa	Corporate	In-kind
118	FZT	Universidad BICU	University	In-kind
119	FZT	Universidad de Ciencias Comerciales (UCC)	University	In-kind
120	FZT	Universidad Nacional Autónoma de Nicaragua (UNAN)	University	In-kind
121	FZT	Universidad Politécnica de Nicaragua (UPOLI)	University	In-kind
122	FZT	Urbanización Santa Eduvigis	Corporate	Cash
123	FZT	Urbanizadora Vistas del Momotombo	Corporate	In-kind
124	FZT	Wackenhut	Corporate	Cash and In-kind
125	FZT/Eduquemos	Canal 11	Media	In-kind
126	FZT/Eduquemos	El Nuevo Diario	Media	In-kind
127	FZT/Eduquemos	Universidad de las Regiones Autónomas del Caribe Nicaragüense (URACCAN)	University	In-kind

Annex C: Final Performance Monitoring Plan Indicator Results

	Met or exceeded target
	Achievement within 10% of target
	Below target

PMP Summary Table of Indicators and Targets							
Indicators	Total Life of Project (LOP) Goal	Executed FY11	Executed FY12	Executed FY13	Executed FY14	Cumulative Total	% LOP Execution
IR. 3.1: Increased and improved social sector investments and transparency							
Expected Result 1: Involvement of for-profit sector in strategic partnerships							
1.A Number of partnerships established with the for-profit private sector	15	5	36	69	—	110	733%
Expected Result 2: Increased private sector funding available for and used in sustainable projects							
2.A Amount of cash contributions leveraged from the partners (US\$)	\$3,870,777	\$2,421,627	\$2,647,722	\$333,962	\$146,128	\$5,549,439	143%
AMCHAM	\$1,172,847	\$211,112	\$772,540	\$192,550	-\$38,857	\$1,137,345	97%
Fundación Zamora Terán	\$2,540,115	\$2,082,926	\$1,740,840	\$60,641	\$90,638	\$3,975,045	156%
Instituto Juan XXIII	\$0	\$127,589	\$125,289	\$0	\$93,267	\$346,145	
Governance (Eduquemos)	\$33,855	\$0	\$9,053	\$52,860	\$0	\$61,913	183%
HIV/AIDS	\$123,960	\$0	\$0	\$27,911	\$1,080	\$28,991	23%
2.B Amount of in-kind contributions leveraged from the partners (US\$)	\$4,995,855	\$1,048,504	\$2,553,625	\$4,476,245	-\$267,139	\$7,811,235	156%
AMCHAM	\$255,372	\$0	\$238,427	\$503,242	-\$281,480	\$460,189	180%
ANF	\$3,235,221	\$1,048,504	\$1,372,346	\$3,472,871	\$12,987	\$5,906,708	183%
Fundación Zamora Terán	\$402,627	\$0	\$485,315	-\$82,397	\$1,697	\$404,615	100%
Instituto Juan XXIII	\$984,240	\$0	\$457,536	\$468,640	-\$843	\$925,333	94%
Governance (Eduquemos)	\$20,000	\$0	\$0	\$44,707	\$0	\$44,707	224%
HIV/AIDS	\$98,395	\$0	\$0	\$69,183	\$500	\$69,683	71%
Expected Result 3: Engagement of civil society with public and private sectors							
3.A Number of partnerships established with NGOs, private voluntary organizations, and/or CSOs	5	5	2	—	—	7	140%
Expected Result 4: Improving internal organizational capacity of civil society organizations							
4.A Number of civil society organizations using USG assistance to Improve internal organization capacity	15	5	12	1	—	18	120%
2.3.1-1 Number of consensus-building processes assisted by USG	7	—	—	6	—	6	86%
2.3.1-4 Number of USG-assisted consensus-building processes resulting in an agreement	5	—	—	5	—	5	100%
2.3.1-3 Number of groups trained in inclusive consensus building techniques with USG assistance	15	—	17	—	—	17	113%
2.2.1-1 Number of civil society organizations receiving USG assisted training in advocacy	15	—	17	—	—	17	113%
IR 3.2: Improved quality and equity of basic education							
Expected Result 5: Increased, improved and more equitable educational opportunities for learning							
3.2.1-14. Number of learners enrolled in primary schools and/or equivalent non-school-based settings with USG support	70,000	82,376	99,656	97,563	—	97,563	139.38%
3.2.1-14a. Number of men		42,012	50,043	47,686	—	47,686	

PMP Summary Table of Indicators and Targets							
Indicators	Total Life of Project (LOP) Goal	Executed FY11	Executed FY12	Executed FY13	Executed FY14	Cumulative Total	% LOP Execution
3.2.1-14b. Number of women		40,364	48,497	49,877	—	49,877	
3.2.1-14c. Goal 1	70,000	82,376	98,540	97,563	—	97,563	139.38%
3.2.1-14d. Goal 2		—	—	—	—	—	
3.2.1-14e. Direct		82,376	80,292	79,194	—	79,194	
3.2.1-14f. Indirect		—	18,248	18,369	—	18,369	
AMCHAM	35,206	25,827	27,747	24,408	—	24,408	69.33%
ANF	48,196	46,340	39,496	38,035	—	38,035	78.92%
Fundación Zamora Terán	10,000	10,209	31,297	35,120	—	35,120	351.20%
3.2.1-30. Yearly net enrollment rate for USG-supported primary and secondary schools	85,689	81,609	80,292	73,608	—	73,608	85.9%
3.2.1-30a. Male students	43,607	41,530	40,776	37,138	—	37,138	85.2%
3.2.1-30b. Female students	42,082	40,079	39,516	36,470	—	36,470	86.7%
AMCHAM	26,548	25,284	24,911	22,496	—	22,496	84.7%
ANF	42,273	40,260	39,496	35,483	—	35,483	83.9%
Fundación Zamora Terán	16,868	16,065	15,885	15,629	—	15,629	92.7%
Between-grade promotion rate for USG-supported primary schools.	69,655	N/A	66,261	68,737	—	68,737	98.7%
AMCHAM	21,245	N/A	20,233	20,179	—	20,179	95.0%
ANF	34,538	N/A	32,817	35,041	—	35,041	101.5%
Fundación Zamora Terán	13,872	N/A	13,211	13,517	—	13,517	97.4%
Number of students in after-school enrichment programs	3,000	678	2,620	2,960	—	6,258	208.6%
ANF	500	—	351	1,043	—	1,394	278.80%
Fundación Zamora Terán	3,000	678	2,269	942	—	3,889	129.63%
AMCHAM	0	—	0	975	—	975	—
Expected Result 6: Improved learning environment							
3.2.1-3. Number of administrators and officials trained	150	137	180	53	—	317	211.33%
3.2.1-3a. Number of men		30	43	40	—	73	
3.2.1-3b. Number of women		107	137	13	—	244	
3.2.1-3c. Goal 1	150	137	180	53	—	317	211.33%
3.2.1-3e. Direct	150	137	180	53	—	317	211.33%
AMCHAM	100	92	135	53	—	227	227.00%
ANF	50	45	45	—	—	90	180.00%
3.2.1-24 Number of teachers/educators trained with USG support, disaggregated by gender	2,600	808	2,304	897	—	4,009	154.19%
3.2.1-31a. Number of men		100	398	88	—	586	
3.2.1-31b. Number of women		708	1,906	809	—	3,423	
3.2.1-31c. Goal 1	2,600	808	2,304	897	—	4,009	154.19%
3.2.1-31e. Direct	2,600	808	2,284	897	—	3,989	153.42%
AMCHAM	1,013	540	840	680	—	2,060	203.36%
ANF	1,000	118	713	166	—	997	99.70%
Fundación Zamora Terán	850	150	751	51	—	952	112.00%
3.2.1-33. Number of textbooks and other teaching and learning materials provided with USG assistance.	300,000	56,297	135,992	104,679	—	296,968	98.99%
AMCHAM	55,421	17,413	6,742	17,781	—	41,936	75.67%
ANF	240,980	36,000	112,315	84,213	—	232,528	96.49%
Fundación Zamora Terán	10,000	2,884	16,935	2,685	—	22,504	225.04%
3.2.1-27. Proportion of students reading with fluency and comprehension after two years of schooling, disaggregated by gender and urban/rural	53,799 (67%)	0	0	0	54%	54%	80.31%
3.2.1-27a. Male students	27,438 (67%)	0	0	0	50%	50%	74.37%
3.2.1-27b. Female students	26,361 (67%)	0	0	0	59%	59%	88.31%
3.2.1-27c. Direct attribution	53,799	0	0	0	54%	54%	80.31%
3.2.1-27d. Indirect attribution	0	0	0	0	0%	0%	0.00%

PMP Summary Table of Indicators and Targets							
Indicators	Total Life of Project (LOP) Goal	Executed FY11	Executed FY12	Executed FY13	Executed FY14	Cumulative Total	% LOP Execution
3.2.1-27e. Numerator	53,799	0	0	0	42,611	42,611	
3.2.1-27f. Denominator	80,292	0	0	0	79,194	79,194	
AMCHAM	16,690 (67%)	0	0	0	48%	48%	71.56%
ANF	26,466 (67%)	0	0	0	55%	55%	81.98%
Fundación Zamora Terán	10643(67%)	0	0	0	59%	59%	87.82%
3.2.1-36. Number of USG-supported schools with improved technology rooms, laboratories or equipment	300	71	120	136	—	327	109.00%
AMCHAM	50	—	22	13	—	35	70%
ANF	200	56	36	118	—	210	105%
Fundación Zamora Terán	50	15	62	5	—	82	164%
IR 3.3: Improved integrated management of child and reproductive health							
Expected Result 7: Improved quality and expanded access to MCH information, education, counseling, and services							
Number of partner organizations with staff and volunteers trained to deliver comprehensive MCH information, education and communication services	20	31	—	—	—	31	155.00%
3.1.6-4. Number of antenatal care visits provided by skilled providers from USG-assisted facilities	3,500	575	1,382	1,540	—	3,497	99.91%
3.1.6-6. Number of cases of child diarrhea treated in USAID-assisted programs	3,700	857	1,328	1,704	—	3,889	105.11%
3.1.6-7. Number of cases of child pneumonia treated with antibiotics by trained facility or community health workers in USG-supported programs	600	357	839	915	—	2,111	351.83%
3.1.9-15. Number of children under five reached by USG-supported nutrition programs	1,500	996	3,177	3,578	—	7,751	516.73%
Juan XXIII	1,650	996	2,639	3,055	—	6,690	405.45%
ANF	1,000	—	538	523	—	1,061	106.10%
3.1.6-19. Number of medical and para-medical practitioners trained in evidence-based clinical guidelines	120	29	41	31	—	101	84.17%
3.1.6-22. Number of newborns receiving antibiotic treatment for infection from appropriate health workers through USG-supported programs	900	24	120	102	—	246	27.33%
3.1.6-30. Number of postpartum/newborn visits within 3 days of birth in USG-assisted programs	500	—	124	12	—	136	27.20%
3.1.9-1. Number of people trained in child health and nutrition through USG-supported health area programs	2,500	79	3,290	1,180	—	4,549	181.96%
3.1.9-1a. Number of men		4	347	161	—	512	
3.1.9-1b. Number of women		75	2,943	1,019	—	4,037	
Juan XXIII	1,000	67	737	529	—	1,333	133.30%
ANF	610	12	475	273	—	760	124.59%
FZT	1,500	—	2,078	378	—	2,456	163.73%
Number of people with access to essential low-cost medicines	300,000	109,725	146,590	166,882	—	423,197	141.07%
3.1.1-68 Number of most-at-risk populations (MARPs) reached with individual and/or small group level	10,000	—	—	11,192	—	11,192	111.92%

PMP Summary Table of Indicators and Targets							
Indicators	Total Life of Project (LOP) Goal	Executed FY11	Executed FY12	Executed FY13	Executed FY14	Cumulative Total	% LOP Execution
HIV preventive interventions that are based on evidence and/or meet the minimum standards required (PEPFAR Output - #P8.3.D)							
Number of men	9,000	—	—	6,068	—	6,068	67.42%
Number of women	1,000	—	—	5,124	—	5,124	512.40%
3.1.1-68d: By MARP type: Other vulnerable populations	10,000	—	—	11,192	—	11,192	111.92%
Number of men	9,000	—	—	6,068	—	6,068	67.42%
Number of women	1,000	—	—	5,124	—	5,124	512.40%
3.1.1-84: Number of health care workers who successfully completed an in-service training program within the reporting period (PEPFAR Output - #H2.3.D)	100	—	—	127	—	127	127.00%

Annex E: EGRA Result Summary by Partner

Indicators measured by the EGRA (average results obtained by students in the three samples)

Student Grade	Partner	Correct Letters per Minute		Correct Letter Sound per Minute		Simple words read correctly per minute		Nonsense words read correctly per minute		Reading fluency (correct words per minute)		Reading Comprehension		Percentage of Dictation Written Correctly		Read above the standard		Read with comprehension	
		2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013
First	FZT	22.9	41.1	9.9	18.4	11.9	22.7	8.2	14.5	12.5	21.2	16.4	22.1	18.1	34.7	25%	45%	22%	32%
	AMCHAM	20.8	30.0	10.3	14.3	11.9	17.1	8.3	10.7	13.0	16.6	16.7	15.8	17.9	27.9	25%	36%	22%	19%
	ANF		32.6		13.7		20.2		12.5		19.1		20.4		36.4		42%		29%
	Total	21.8	34.5	10.1	15.5	11.9	19.9	8.3	12.5	12.7	18.9	16.6	19.4	18.0	32.9	25%	41%	22%	27%
Second	FZT	45.7	62.6	15.1	32.1	38.0	54.7	26.2	33.3	46.8	60.4	55.5	64.3	57.8	66.0	50%	61%	38%	54%
	AMCHAM	48.1	46.4	16.4	15.4	40.9	40.4	29.3	25.4	50.2	47.4	62.3	51.0	61.5	54.6	52%	43%	46%	34%
	ANF		53.1		20.3		48.7		30.1		58.1		59.8		65.1		58%		46%
	Total	46.9	53.9	15.8	22.5	39.4	47.8	27.7	29.5	48.5	55.2	58.9	58.3	59.7	61.8	51%	54%	42%	44%
Third	FZT	58.6	69.5	16.2	30.1	55.4	73.4	36.5	42.4	71.9	85.9	77.5	80.5	75.2	80.2	46%	71%	33%	41%
	AMCHAM	60.4	61.3	16.7	16.8	56.8	63.1	38.8	37.3	75.3	82.1	80.1	77.2	73.6	71.0	49%	66%	40%	34%
	ANF		62.8		18.3		66.2		39.5		84.6		74.8		76.6		64%		34%
	Total	59.5	64.5	16.4	21.6	56.1	67.5	37.6	39.7	73.6	84.2	78.9	77.4	74.4	75.9	48%	67%	37%	36%
Total	FZT	42.3	57.7	13.7	26.9	35.0	50.1	23.5	30.0	43.6	55.6	49.6	55.5	50.2	60.1	40%	59%	31%	42%
	AMCHAM	42.6	45.7	14.4	15.5	36.0	39.9	25.1	24.3	45.4	48.2	52.3	47.6	50.3	50.9	42%	48%	36%	29%
	ANF		49.8		17.5		45.5		27.6		54.5		52.2		59.7		55%		36%
	Total	42.4	50.9	14.0	19.8	35.5	45.1	24.3	27.2	44.5	52.7	51.0	51.7	50.3	56.9	41%	54%	34%	36%