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Nicaragua Strategic Alliance for Social Investment Project *Alliances para la Educación y la Salud*

Annual Report
Fiscal Year 2013

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Nicaragua Strategic Alliance for Social Investment Project *Alliances para la Educación y la Salud*

Annual Report

Fiscal Year 2013

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List of Acronyms

AF	<i>año fiscal</i>
AIDS	Acquired Immunodeficiency Syndrome
AMCHAM	American Chamber of Commerce, Nicaragua
ANF	American Nicaraguan Foundation
ANITEC	<i>Asociación Nicaragüense de la Industrial Textil y Confección</i> (Nicaraguan Association of Textile and Apparel Industry)
AOR	Agreement officer representative
APA	<i>Aprendo, Practico, Aplico</i> (I Learn, I Practice, I Apply)
CA	Cooperative agreement
CACONIC	Nicaraguan Chamber of Commerce
CADIN	<i>Cámara de Industrias de Nicaragua</i> (Chamber of Industries)
CAM	Central America and Mexico
CANATUR	<i>Cámara de Turismo de Nicaragua</i> (Nicaraguan Chamber of Tourism)
CANSALUD	<i>Asociacion Camara Nicaraguense de la Salud</i> (Nicaraguan Chamber Association for Health)
CASUR	<i>Compañía Azucarera del Sur</i> (Southern Sugar Company)
CEFODI	<i>Centro de Formacion y Desarrollo Integral</i> (Center for Training and Integrated Development)
CHONTALAC	<i>Cooperativa Multisectorial</i> (Multisectoral Cooperative)
CIASES	<i>Centro de Investigación y Acción Educativa Social</i> (Center for Research and Social Educational Action)
CISA	<i>Comercializadora e Importadora S.A.</i>
CODENI	<i>Federación Coordinadora Nicaragüense de ONG que trabajan con la Niñez y la Adolescencia</i> (Nicaraguan Coordinating NGO Federation Working with Children and Adolescents)
COMMEMMA	<i>Corporación Municipal de Mercados de Managua</i> (Municipal Markets Corporation)
COMSALUD	<i>Comunidades Saludables</i>
CONAPRO	<i>Confederación de Asociaciones Profesionales de Nicaragua</i> (Confederation of Professional Associations of Nicaragua)
COP	Chief of Party
COSEP	<i>Consejo Superior de la Empresa Privada</i> (Superior Council of Private Enterprise)
CPA	Certified public accountant
CPC	<i>Consejo del Poder Ciudadano</i> (Grassroots Citizens Council)
CSO	civil society organization
DEC	Development Experience Clearinghouse
EGRA	Early Grade Reading Assessment
FADCANIC	<i>Fundación para la Autonomía de la Costa Atlántica de Nicaragua</i> (Foundation for the Autonomy of the Atlantic Coast of Nicaragua)
FADEM	<i>Fundación de Apoyo al Desarrollo de la Mujer</i> (Foundation for Support to the Development of Women)
FUNIDES	Nicaraguan Foundation for Economic and Social Development
FY	Fiscal year
FZT	<i>Fundación Zamora Terán</i>
HIV	Human Immunodeficiency Virus

IDEUCA	<i>Instituto de Educación de la Universidad Centroamericana</i> (Education Institute of the Central American University)
INATEC	<i>Instituto Nacional Tecnológico</i> (Nicaragua Technical Training Institute)
INDE	<i>Instituto Nicaragüense de Desarrollo</i> (Nicaraguan Institute for Development)
INPRHU	<i>Instituto de Promoción Humana</i> (Institute for Human Promotion)
INSS	<i>Instituto Nicaragüense de Seguridad Social</i> (Nicaraguan Institute for Social Security)
IR	Intermediate Result
JNPE	<i>Jornada nacional permanente por la educación</i> (Permanent Education Campaign)
KAP	Knowledge, attitudes, and practices survey
LAC	Latin America and the Caribbean
LAFISE	Latin American Financial Services
LOP	Life of project
M&E	Monitoring and evaluation
MARP	Most at risk populations
MINED	Ministry of Education (<i>Ministerio de Educación</i>)
MINSA	Ministry of Health (<i>Ministerio de Salud</i>)
MIFAMILIA	Ministry of the Family (<i>Ministerio de la Familia</i>)
MSM	Men who have sex with men
NGO	Non-governmental associations
OLPC	One Laptop Per Child
PEPFAR	President's Emergency Plan for AIDS Relief
PLC	<i>Partido Liberal Constitucionalista</i> (Liberal Constitutionalist Party)
PMP	Performance Monitoring Plan
Q	Quarter
RECAMED	<i>Red de comunicadores amigos de la educación</i> (Network of Communicators Friends of Education)
RETE	Educational Reform Support Group to Child Labor
RTI	Research Triangle Institute
SEAR	<i>Sistema Educativo Autónomo Regional</i> (Autonomous Regional Educational System)
STI	Sexually transmitted infections
TOR	Terms of reference
UAM	<i>Universidad Americana</i>
UCA	<i>Universidad Centroamericana</i>
UNAG	Union Nacional de Agricultores y Ganaderos
URACCAN	<i>Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense</i> (University of the Autonomous Regions of the Caribbean Coast of Nicaragua)
US	United States
USAID	United States Agency for International Development
USLC	United States Limited Corporation
USG	United States 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>
XO	Brand name of OLPC model

Resumen Ejecutivo

El proyecto Alianzas Estratégicas para la Inversión Social (Alianzas 2) de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) inició operaciones el 24 de septiembre de 2010 bajo los términos de una modificación al Acuerdo Cooperativo del Programa de Alianzas Multisectoriales otorgado a RTI International (RTI) el 31 de enero de 2010. Este informe de desempeño anual resalta las actividades y objetivos alcanzados del año fiscal 2012. Entre los logros más importantes durante este año, se destacan los siguientes:

Logros

- Al finalizar el cuarto trimestre (Q4) del año fiscal 2013, la contrapartida total ejecutada para la vida del proyecto es de 134% de la meta basada en lo comprometido por socios originalmente y 180% de la meta en el Acuerdo Cooperativo.
- Los socios implementadores en el proyecto continuaron desarrollando alianzas estratégicas con el sector privado como apoyo a la implementación de sus actividades y con el fin de continuar fomentando la participación y compromiso de estos importantes socios.
- Las actividades implementadas por los socios de Alianzas 2 en el área de gobernanza durante el año fiscal 2013 generaron los siguientes resultados clave:
 - Una organización más de la sociedad civil recibió apoyo del Gobierno de los Estados Unidos para mejorar su capacidad organizacional interna, ascendiendo a 18 organizaciones en total.
 - Los talleres de construcción de consenso liderados por los aliados del proyecto resultaron en 5 convenios que promoverán la educación en ciertas áreas geográficas.
 - La campaña de abogacía de educación alcanzó a 165,142 personas expuestas a mensajes de educación en redes sociales.
 - El Diplomado para Periodismo y Educación fue diseñado y presentado, y 28 periodistas y profesionales de comunicación completaron el curso.
- Las actividades implementadas por los socios de Alianzas 2 en educación durante el año fiscal 2013 generaron los siguientes resultados clave:
 - 2,916 estudiantes (124% de la meta anual) inscritos en actividades extracurriculares de reforzamiento escolar.
 - 897 profesores (66% de la meta anual) han sido capacitados en diferentes temas relacionados con la implementación del modelo Excelencia y en temas de reforzamiento escolar.
 - 53 administradores y oficiales (34% de la meta anual) han sido capacitados en diferentes temas relacionados con la implementación del modelo Excelencia.
 - 122,639 libros de texto (114% de la meta anual) y otros materiales pedagógicos fueron distribuidos durante este trimestre en los colegios del proyecto.

- 73 escuelas (49% de la meta anual) recibieron equipo y mobiliario como pupitres, escritorios y pizarras.
- Las actividades implementadas por los socios de Alianzas 2 en salud durante el año fiscal 2013 generaron los siguientes resultados clave:
 - 3,578 niños y niñas menores de 5 años (774% de la meta anual) fueron beneficiados del programa de nutrición.
 - 1,540 mujeres embarazadas (99% de la meta anual) entre 15 – 49 años recibieron atenciones prenatales.
 - 1,180 personas (165% de la meta anual), entre padres de familia y promotoras de salud fueron capacitados en temas de salud y nutrición infantil.
 - 102 recién nacidos (14% de la meta anual) recibieron tratamiento con antibióticos por infecciones.
 - 12 recién nacidos (3% de la meta anual) fueron llevados en los centros de salud para visitas pos-natales en los primeros 3 días de nacidos
 - 1,704 niños y niñas (112% de la meta anual) recibieron tratamiento por diarrea.
 - 915 niños y niñas (no hay meta anual) recibieron tratamiento por neumonía.
 - 166,882 personas (382% de la meta anual) tuvieron acceso a medicamentos de bajo costo.
 - 127 personas del personal médico (127% de la meta anual) recibieron capacitación en prevención combinada del VIH/SIDA.
 - 11,1192 personas (122% de la meta anual) recibieron capacitación en prevención combinada del VIH/SIDA.

Retos

- Como se esperaba, las escuelas de Alianzas mostraron una disminución en matrícula para el año académico 2013, en lugar de alcanzar la meta de un 5% de aumento. Varios factores que influyeron en esta tendencia: algunas escuelas simplemente no tienen la capacidad de recibir más estudiantes, pero en otros casos puede ser atribuido a la migración de las familias a otras comunidades, que los niños dejen la escuela para trabajar o la separación de núcleos familiares, etc.
- El proyecto ha hecho esfuerzos para obtener todos los permisos y aprobaciones necesarias de las autoridades pertinentes para replicar las capacitaciones, de manera que los profesores asistan a todas las sesiones y se obtenga el compromiso del personal educativo para las sesiones de reforzamiento. A pesar de estos esfuerzos, en algunas áreas (particularmente Boaco, Juigalpa y Chontales) las autoridades del Ministerio de Educación (MINED) suspendieron la autorización para que las escuelas participen o compartan información.
- Ha sido un reto lograr asistencia constante a las sesiones del programa de reforzamiento escolar. Esto se atribuye a la lluvia, enfermedades y horarios fuera de horas escolares que no son convenientes para los padres. Los socios están trabajando con las escuelas para encontrar

los horarios óptimos para las horas adicionales así como para reunirse con los padres para sensibilizarlos sobre la importancia de su apoyo a este programa.

- El programa experimentó fluctuaciones en la lista de escuelas del proyecto durante el año. IDEUCA incrementó el número de escuelas que apoyaron a 10; sin embargo, otras escuelas se retiraron del programa por conflictos entre maestros y directores, renuencia por parte del personal del MINED en algunas áreas para permitir la participación, así como cierre de escuelas. En algunos casos, ANF descubrió que las escuelas ya recibían apoyo de AMCHAM o FZT, así que se les retiró para evitar duplicación. ANF integró nuevas escuelas para reemplazar las que se retiraron. Las nuevas escuelas se beneficiaron solo con útiles y materiales, sin recibir el paquete completo de la intervención.
- Cambios en el personal en algunas escuelas con bajo presupuesto, así como en algunas clínicas médicas ha sido un reto para el proyecto. Es difícil mantener constancia en la calidad de la implementación cuando el personal ya capacitado se retira.
- Durante el año, la fluctuación en el número de centros elegibles en el proyecto Juan XXIII generó retos y frustración para la implementación del proyecto. Luego de recibir directrices de USAID, el equipo de Alianzas 2 trabajó de cerca con Juan XXIII para determinar el curso de las acciones para poder alcanzar los objetivos del proyecto. A pesar de ello, el proyecto no logrará alcanzar algunas de sus metas técnicas.
- RTI continuó trabajando con Juan XXIII en responder a los hallazgos de la revisión financiera de medio término realizada por una firma externa. Estos hallazgos incluyen la correcta documentación de compras, así como del pago de INSS en la planilla auto-financiada. Para ampliar información sobre este caso, ver **Sección 3.4 Manejo de Adjudicaciones**.
- COSEP enfrentó retos para realizar las sesiones y capacitaciones para la encuesta CAP (sesión inicial y réplicas) calendarizadas con las empresas participantes, lo cual retrasó el proyecto y les impidió completar la encuesta CAP final y otras actividades del proyecto a finales de septiembre. A pesar de que las empresas tienen interés en participar, toma mucho tiempo de su producción cuando su personal participa en las capacitaciones y encuestas.

Oportunidades y Actividades para el Próximo Trimestre

- Finalizar todas las actividades técnicas del proyecto, incluyendo:
 - COSEP finalizará la producción de los videos de su programa, así como las vallas promoviendo el compromiso del sector privado en la prevención de VIH y la impresión de materiales adicionales del programa.
 - Finalizar el diseño del nuevo módulo en competencias en lectura y escritura.
 - Finalizar el análisis e informe de las pruebas de EGRA de todos los socios de educación
- Completar los procesos de evaluación final y sistematización de proyectos
- Completar todas las actividades administrativas pendientes en preparación para el cierre del proyecto, incluyendo la revisión de la contrapartida total del proyecto.

Executive Summary

The Nicaragua Strategic Alliance for Social Investment Project, *Alliances2*, commenced operations on September 24, 2011, upon approval of Modification 2 of the Multi-sector Alliances Program Cooperative Agreement (CA) 520-A-00-10-00031-00, awarded to RTI International (RTI) on January 31, 2010 by the United States Agency for International Development (USAID). This annual performance report highlights activities and objectives accomplished in fiscal year (FY) 2013. Key accomplishments by the *Alliances2* team during this third project year include the following:

Accomplishments

- By the end of Quarter Four (Q4) of fiscal year (FY) 2013, the total executed leverage for the life of the project was 134% of the life-of-project target based on original partner commitments, and 180% of the target in the Cooperative Agreement.
- Project partners continued to develop strategic alliances with the private sector to support implementation of their activities and continue fostering engagement of these important partners.
- Activities implemented by *Alliances2* governance partners during FY 2013 generated the following key results:
 - One more civil society organization (CSO) received US government (USG) assistance to improve their internal organizational capacity, bringing the project total to 18 CSOs.
 - The consensus-building workshops led by project partners resulted in 5 agreements, which will support education advocacy in target geographic areas.
 - The education advocacy campaign exposed 165,142 people to messages about education on social media.
 - The *Diplomado* course for Journalism and Education was designed and launched, and 28 journalists and communication professionals completed the diploma course.
- Activities implemented by *Alliances2* education partners during FY 2013 generated the following key results:
 - 2,916 students (124% of the target FY 2013) were enrolled in after-school enrichment activities for educational reinforcement.
 - 897 teachers (66% of the target FY 2013) were trained in various project topics related to implementation of the Excelencia model and the educational reinforcement approaches.
 - 53 school administrators or officials (34% of the target for FY 2013) were trained in topics related to implementation of the Excelencia model.
 - 122,639 textbooks (114% of the target FY 2013) and other learning materials were distributed during this quarter to project-supported schools. Included are modules, consumable materials, books, notebooks, backpacks, etc.

- 73 schools (49% of the target FY 2013) received equipment and furniture such as desks and blackboards
- Activities implemented by *Alliances2* health partners during FY 2013 generated the following key results:
 - 3,578 children under 5 (774% of the target for FY 2013) were reached by nutrition programming.
 - 1,540 pregnant women (99.9% of the target for FY 2013) between the ages of 15 and 49 received prenatal care.
 - 1,180 people (165% of the target for FY 2013), including parents and health promoters, were trained in child health and nutrition.
 - 102 newborns (14% of the target for FY 2013) received antibiotic treatment for infections.
 - 12 newborns (3% of the target for FY 2013) were taken to health centers for post-natal visits within three days.
 - 1,704 children (112% of the target for FY 2013) received treatment for diarrhea
 - 915 children (no target for FY 2013) received treatment for pneumonia.
 - 166,882 people (382% of the target for FY 2013) had access to low-cost essential medicines.
 - 127 medical personnel (127% of the target for FY 2013) received training in human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) prevention.
 - 11,192 people (122% of the target for FY2013) received training in HIV/AIDS combination prevention.

Challenges

- As expected, *Alliances2* schools showed a decrease in enrollment for the academic year 2013, rather than reaching the target of a 5% increase. Several factors are at play in this trend: some schools simply do not have the capacity to take in more students, while decreases can be attributed to families moving to other communities, children leaving school to work, separation of nuclear families, etc.
- The project works hard to obtain all of the necessary permissions and approvals from relevant authorities to hold replica trainings, allow teachers to attend all sessions, and get commitments from staff the educational reinforcement sessions. Despite these efforts, in some areas (particularly Boaco, Juigalpa, and Chontales) *Ministerio de Educación* (MINED – Ministry of Education) authorities withheld authorization for schools to participate in the program or share data.
- It has been challenging to achieve consistent attendance at the educational reinforcement program sessions. This is attributed to rain, illness, and schedules outside of regular school hours that are not as convenient for parents. Partners are working with schools to find the optimum schedules for the additional hours as well as to meet with parents to raise their awareness and support of this important program.

- The program experienced fluctuation in the list of project schools throughout the year. *Instituto de Educación de la Universidad Centroamericana* (IDEUCA) increased the number of schools they supported by 10; however, other schools dropped out of the program due to conflicts between teachers and directors, reluctance on the part of MINED officials in certain areas to permit participation, and school closures. In some cases, American Nicaraguan Foundation (ANF) discovered that schools were already receiving support from American Chamber of Commerce, Nicaragua (AMCHAM) or *Fundación Zamora Terán* (FZT), so they were removed in order to avoid double counting. ANF integrated new schools to replace the ones that were removed. News schools were benefitted only with materials and supplies rather than receiving the complete package of interventions.
- Turnover of personnel in some of the lower-income schools as well as some health clinics has presented a challenge for the project. It is difficult to maintain consistent quality of implementation when the trained staff leave.
- During the year, the fluctuation in the number of eligible centers in the Juan XXIII project created challenges and frustrations for project implementation. After final guidance was provided from USAID, the *Alliances2* team worked closely with Juan XXIII to determine a course of action to best achieve that project objectives. Nonetheless, the project will fall short of accomplishing some of their technical targets.
- RTI worked with Juan XXIII on responding to the findings from the mid-term financial review conducted by the external accountant. These findings include the correct documentation of purchases as well as adequate documentation of staff salaries and the payment of *Instituto Nicaragüense de Seguridad Social* (INSS) on the self-financed payroll. Please see **Section 3.4 Grants Management** for further information on this issue.
- *Consejo Superior de la Empresa Privada* (Superior Council of Private Enterprise[COSEP]) faced challenges in getting the knowledge, attitudes, and practices (KAP) survey sessions and trainings (initial sessions and replicas) scheduled with the participating businesses, which delayed the project and prevented the team from completing the final KAP survey and all other project activities by the end of September. Although the businesses are eager to participate, it takes time away from their production when their staff participate in the trainings and surveys.

Opportunities and Activities for Next Quarter

- Finalize all pending project technical activities, including:
 - COSEP will finalize production of their program videos, their billboards promoting private sector commitment to HIV prevention, and the printing of additional program materials.
 - Finalize the design of the new module on writing and reading competencies.
 - Finalize the analysis and report for the early grade reading assessment (EGRA) tests for all education partners.
- Complete project final evaluations and systematization processes
- Complete all pending administrative activities in preparation for closeout, including the review of all project leverage.

1. Introduction and Context

USAID awarded CA No. 520-A-00-10-00031-00 to RTI for the Multi-sector Alliances Program to support development objectives of USAID Missions in the Central America and Mexico (CAM) region. The CAM Cooperative Agreement will leverage funds from the private sector at a 2:1 ratio on the total USAID investment over the life of the award. The award for the Nicaragua Strategic Alliance for Social Investment Project: *Alliances2 para la Educación y la Salud (Alliances2)*, which covers the period of performance September 24, 2010 until October 31, 2013, aims 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, and Intermediate Result (IR) 3.1, Increased and Improved Social Sector Investments and Transparency; IR 3.2, Increased and Improved Basic Education Opportunities; IR 3.3, Integrated Management of Child and Reproductive Health. Additionally, *Alliances2* will respond to the USAID/Nicaragua Operational Plan, Investing in People Education Area, Element 2.1 Basic Education and Health Area, Elements 1.1 HIV/AIDS and 1.6 Maternal and Child Health. *Alliances2* will also address 2.2 Local Governance.

This report summarizes activities and accomplishments for FY 2013 (October 1, 2012 through September 30, 2013). All activities are described below in more detail. An implementation timeline is included in *Annex A*.

2. Technical Implementation

2.1 Increased Social Sector Investments

2.1.1 General Activities

Private Sector Meetings

During FY 2013, *Alliances2*'s staff conducted key meetings with representatives from the private sector, including the following entities: *Fundación Pantaleón, Ingenio San Antonio, Amoxa, COSEP, Telefónica, and Cisa Exportadoras*. These meetings were held to explore new alliances in support to our current projects that could increase the impact of the projects and build upon the existing private sector investment.

Alliances2 staff also held regular meetings with implementing partners, individually and in groups, throughout the entire FY 2013. During these meetings, partners had the opportunity to present the progress and challenges of their projects, make requests for new funding and receive technical input from RTI's Education Project Manager, External Auditor, Monitoring and Evaluation Coordinator and Chief of Party (COP).

The Alliances 2 project received some unplanned publicity at the COSEP-sponsored *Día del Empresario*, held at the Hotel Crowne Plaza on September 10. The COSEP HIV project was featured in the magazine distributed to all of the attendees at the event. In addition, during the event Maria Josefina Terán de Zamora was awarded the prize of Person of the Year from

COSEP. During her speech, she talked about the One Laptop per Child program and thanked USAID and RTI for their collaboration in the project. The US Ambassador and USAID Mission Director were both in attendance at the event, in addition to more than 1,000 people from the private sector.

USAID Meetings

On November 27, 2012, the *Alliances2* team participated in the Portfolio Review at the USAID office. This event was inaugurated by USAID Director, Arthur Brown, and coordinated by the Program and Project Manager, Alicia Dinerstein, and Health, Education, Communication, Monitoring & Evaluation (M&E) officials. In this activity, the new policies for youth, gender, evaluation and other systematization processes were disclosed, and each invited Director presented the annual outcomes in their projects.

On January 30, 2013, USAID hosted a technical meeting to discuss EGRA implementation and results with education implementing partners, including ANF, *FZT*, AMCHAM, and Fabretto Children's Foundation. During this session, each had the opportunity to present the progress and challenges of their projects and receive technical input in preparation for the implementation of the project end line evaluations.

On April 24, 2013, [REDACTED] attended the USAID partner's meeting at the USAID Mission, held to introduce Angela Cardenas as the new director of the health and education office.

On May 20, *Alliances2* staff in collaboration with USAID held an Activity Implementation Review meeting at the *Alliances2* office. Attendees included Alicia Slate, Alicia Dinerstein, Angela Cárdenas, Marcela Villagra (M&E Specialist), and Lester Arellano (Financial Analyst).

Throughout the months of July and August, the *Alliances2* COP participated in planning meetings for the planned USAID graduation events for the health portfolio. *Alliances2* partners participated in the implementation of these events: *FZT* participated in the *Feria Comunitaria* on August 20 as well as the Intercultural Health Symposium held in Bluefields on August 26; COSEP participated in the *Feria Científica* on August 21; and most of the partners attended the formal graduation event on August 29.

Training and Workshops

On October 29, 2012, RTI conducted a workshop on financial management, internal controls and project management to strengthen the internal institutional capacity of COSEP.

From November 1-15, 2012, [REDACTED] participated in the COP Conference at RTI, where she had the opportunity to learn international project best practices, exchange ideas with COPs from other projects and countries in RTI's cross-sector portfolio, as well as participate in a seminar that included a 360 degree evaluation process and training in leadership and project management as well as personal motivation.

On June 21, RTI Finance staff from the Regional Office in El Salvador as well as the home office in North Carolina provided training for the finance and accounting staff from *Alliances2* partners. This training intended to refresh the partners on best practices for accounting and

financial reporting for USAID projects, as well as provide guidance in their preparation for project closeout.

Program Evaluations

The *Alliances2* program participated in multiple external program evaluations conducted by USAID in FY 2013.

- The health program evaluation was launched on May 6 with a meeting attended by the health project COPs. The health evaluation team was able to visit some of the *Alliances2* project activities – including two counseling sessions for women of reproductive age in the Juan XXIII project in Matagalpa, as well as nutrition training for teachers in the *FZT* project in Bluefields. The COP also participated in the key findings meeting hosted by the evaluation team on June 7.
- The regional President's Emergency Plan for AIDS Relief (PEPFAR) evaluation was launched on June 3 with a meeting with the COPs from the PEPFAR-funded programs. Although the evaluation team was not able to attend any activities from our HIV project, they scheduled a meeting with the Executive Director of COSEP, Maria Germania Carrion.
- The end-of-project performance evaluation took place in August and September, 2013, led by a team from JBS International. The *Alliances2* team held multiple meetings with the evaluation team to support their data collection efforts and provide the RTI perspective on the project. The evaluation team also held interviews with each of the project partners, and spent a week visiting project sites for all partners. They presented their preliminary report to USAID on September 26, 2013.

2.1.2 New Alliances Established

During the course of FY 2013, *Alliances2* partners continue to develop alliances with other private sector and NGO partners. Although they do not in all cases specifically support the USAID-funded project activities, they do demonstrate the indirect impact of the program in fomenting interest from the private sector in social investment, particularly in these priority programs.

Annex B includes a list of all of the private sector funding partners for each of our implementing partners. The number of partners increased significantly this quarter, from 56 to 110, as a result of the end-of-project documentation that partners are preparing. In the annex, we have noted the type of contribution each partner has provided (cash vs. in-kind), as well as the type of agreement the partners have.

2.2 Governance

2.2.1 Summary of Events and Activities

The *Eduquemos* governance project entitled "Educational Partnering for Sustainable Human Development" ended at the end of September, 2013, after completing a wide range of activities over the course of FY 2013 and receiving a significant amount of publicity. Their activities for

FY 2013 are outlined below. A map of the governance project implementation sites is included in *Annex C*.

Workshop on “Strategic Investment in Quality Education”. On October 2, 2012 a workshop on Strategic Investment in quality Education was held at the Hotel Intercontinental, Metrocentro. The purpose of the workshop was to encourage major private sector foundations working on education to align their efforts with the national education plan and Millennium Development Goals, increase the impact of their projects on education quality and national priorities, in addition to promoting their advocacy and watchdog function in education.

This workshop was sponsored by USAID, *Eduquemos*, COSEP, and the Nicaraguan Foundation for Economic and Social Development (FUNIDES). There were 35 participants representing a variety of private sector companies and private foundations, including *Fundación Victoria*, Holcin-Nicaragua, RAMACAFE, *Aprender a Crecer*, Telefónica, *Confederación de Asociaciones Profesionales de Nicaragua* (Confederation of Professional Associations of Nicaragua [CONAPRO]), COSEP, Grupo Empresarial La Prensa, *Cámara de Urbanización*, *Instituto Nicaragüense de Desarrollo* (Nicaraguan Development Institute [INDE]), Wal-Mart, *Cámara de Comercio de Nicaragua* (CACONIC), CLARO, Grupo LAFISE, *Cámara de la Construcción*, ZIPSA, and the *Cámara de Industrias (CADIN)*. In addition, there were 35 active participants from the media, including television, radio, and printed press.

Consensus-building workshops and education promotion plans. A major activity under this project was the elaboration of consensus-building processes and the development of education promotion plans in participating municipalities. These consensus building efforts moved through a series of steps. These include 1) participant identification and recruitment; 2) process design; 3) problem definition and analysis; 4) identification and evaluation of alternative solutions; 5) decision making; 6) finalization and approval of the strategic educational plan. To realize this process, multi-sectoral workshops were planned and conducted in each territory to discuss the state of education and agree upon local priorities, as well as appoint a representative commission to develop the plan based on final priorities. Throughout the process, partner organizations convened participants and coordinated the activities, while *Eduquemos* facilitated the workshops.

After each of the workshops, the commissioners appointed in each territory developed the education promotion plans. The plans include an overall objective, expected results based on educational priorities that came out of the workshops, and proposed activities to promote awareness and advocacy for educational issues that are prioritized for the development of the territories. The resulting plans are briefly summarized in *Table 1* below.

Table 1: Education Promotion Plans by Municipality

Municipality	Participating Organizations	Main themes in their plan
Ocotal (Oct 2012)	<i>Fé y Alegría</i> , Ministry of Education (MINED), <i>Instituto de Promoción Humana</i> (INPRHU – Institute for Human Promotion), adolescent promoters from "Los Cumiches;" <i>Ministerio de la Familia</i> (MIFAMILIA – Ministry of the Family); school principals, <i>Fundemos</i>	Stimulate materially and morally the best teaching practices. Create visibility of the good performance and the social image of teachers. Promotion of training in life skills by counselors. Promotion of high school teaching positions and full-time counselors. Promote partnerships with other groups of organizations related to education in the municipality.

Municipality	Participating Organizations	Main themes in their plan
Siuna (Oct 2012)	<i>Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense</i> (University of the Autonomous Regions of the Caribbean Coast of Nicaragua [URACCAN]); Swiss Cooperation Horizontes 3000; Save the Children; Apostolic Vicariate; <i>Sistema Educativo Autónomo Regional</i> (Autonomous Regional Educational System [SEAR]); <i>Instituto Nacional Tecnológico</i> (Nicaraguan Technical Training Institute [INATEC]); <i>Partido Liberal Constitucionalista</i> (Liberal Constitutionalist Party [PLC]); principals, primary and secondary school teachers, Cattlemen's Association, Agricultural Coops, and MINED.	Strengthening pedagogical skills of teachers and encouraging those who have better results. Strengthening family values through the school counseling. Opening of the first phase of Municipal Library. Positive conditions for alignment of demand and supply of skills and technical careers.
District 6 of Managua Nov 2012	<i>Corporación Municipal de Mercados de Managua</i> (Municipal Markets Corporation [COMMEMMA]), INPRHU, female police representatives, MIFAMILIA, <i>Consejo del Poder Ciudadano</i> (Grassroots Citizens Council [CPC]), Association of Merchants, neighborhood leaders, <i>Centro de Formación y Desarrollo Integral</i> (CEFODI), Terre Des Hommes-Italia, Sandinista Youth Organization, Mayor's Office in District 6, principals and teachers of private schools, MINED	Increased awareness to improve working conditions and living standards of teachers. Better societal and MINED willingness to support for family education and school counseling. Opening of the first phase of an institution for secondary education. Greater willingness of companies to invest in training and vocational education. Increased willingness of MINED and society to create the relevant modalities for overage children and adolescents at risk.
San Pedro de Lóvago Dec 2012	Women's Network of Chontales, 6 municipal associations, <i>Cooperativa de Productos Lácteos</i> , Municipal Development Committee, MINED, Girls-Promoters Movement, Catholic Community, AMAS Association, QUITULÍA Association, and 2 lawyers.	Increased methodological training and better image of teaching. Improve the public library for primary and secondary research, with texts and technological equipment. Improvement of family education. Promoting youth technical training for agricultural and environmental development.
Bluefields Feb 2013	URACCAN; Chamber of Tourism, (<i>Fundación para la Autonomía de la Costa Atlántica de Nicaragua</i> [FADCANIC]), Secretary of Education of the Government of RAAS, teachers and sub-directors from local schools, social communicators, indigenous representatives, MINED.	Raise awareness about the need for family education. Teacher training and encouragement. Closer ties between sectors to build partnerships for education. Strengthened teacher capacity to teach communicative English. Promotion of the reorientation of the technical and professional offerings according to the potential of the territory.
Villa Sandino March 2013	Council members, business people, ranchers, Association of Cultural Patrimony, Pastoral Juvenil, one local judge, two educational center directors, OJAD, Chontales Women's Network, <i>Fundación de Apoyo al Desarrollo de la Mujer</i> (Foundation for Support to the Development of Women – FADEM).	Improved pedagogical abilities for teachers in Spanish and math. Increased awareness of parents, teachers, and students of education in civic and moral values. First phase of rehabilitation of the Municipal Library with texts recommended by MINED and a computer center for students and faculty consultations. Implement plans for ecological latrines and potable water in schools that require it. Public-private consensus to increase allocation for municipal education.

The only plan that was not developed was for the Tuma-La Dalia municipality, which did not participate in the consensus-building workshop due to schedule conflicts.

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, 5 letters of understanding were signed between the partners listed below in each of the following municipalities:

- **Siuna:** URACCAN and the *Unión Nacional de Agricultores y Ganaderos* (UNAG).
- **Pedro de Lóvago:** *Red de Mujeres Chontaleñas* and the *Cooperativa Multisectorial* CHONTALAC.
- **Bluefields:** URACCAN and the Cámara de Turismo.
- **Managua-Distrito 6:** *Terre Des Hommes* and COMMEMA.
- **Villa Sandino:** *Red de Mujeres Chontaleñas* and the *Fundación de Apoyo al Desarrollo de la Mujer* (FADEM).

These commitments represent the beginning of the construction of important regional educational partnerships between civil society organizations, public and private sector companies. The letters of understanding pose a constitutional, legal and political framework that urges these institutions to actively participate in the national and local educational development. With their signature, the parties are committed to support each territorial education promotion plan. *Eduquemos* signed all of the letters as a witness, as a signal of their support to the first step towards forming these territorial alliances for quality education.

Education advocacy campaign. To raise awareness among social and political groups in the target communities on the need to prioritize education, the publicity firm Argomedia was hired after a competitive process to develop an advocacy campaign for TV and radio. The spots, logos, and slogans, which were developed with input from *Alliances2* staff and USAID and were field-tested with focus groups in all six territories, were approved at the beginning of Q3. The campaign was officially launched at a press conference at the COSEP office on April 17, with words of support given by the presidents of COSEP and *Eduquemos*, Dr. Ernesto Medina and José Adán Aguerri, as well as the USAID Mission Director, Arthur Brown. 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 April and May where the project is being implemented. In addition, 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 after analyzing data from both sources during the two weeks of the campaign. According to Tweetreach.com, approximately 50,896 separate twitter accounts were exposed to the campaign through the tweets and re-tweets. In Facebook, 114,246 people were exposed to the campaign. As a result, 534 new people signed up as fans of *Eduquemos* on Facebook (they “liked” the page) while the *Eduquemos* Twitter account gained 158 new followers.

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, which coincided

with the International Day of Education. The walk was co-sponsored by *Eduquemos* and COSEP, who both made a commitment to continue the event in future years on the last Sunday in April. For this first annual event, approximately 500 people participated, representing the private sector, NGOs, students, teachers from all education levels, and representatives from USAID. Sponsors of the logistics of the event included Managua Runners, Universidad Americana, and the American College University. The advertisements and coverage of the event took place in all media formats (radio, television, and press).

Advocacy and lobbying activities. *Eduquemos* made several proposals this year to influence legislators in making favorable decisions to increase the education budget. 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 the medium-term tax reform. The document explained the contributions of each educational subsystem and the importance of increasing the budget allocation as an investment in sustainable human development. It includes contributions from education and economy experts, and it was endorsed by the Commission of Former Ministers of Education and organizations engaged in education, among them, *Jornada Nacional Permanente por la Educación* (Permanent Education Campaign [JNPE]), *Federación Coordinadora Nicaragüense de ONG que trabajan con la Niñez y la Adolescencia* (Nicaraguan Coordinating NGO Federation Working with Children and Adolescents [CODENI]), and Educational Reform Support Group to Child Labor (RETE).

Procedures were followed to submit "Proposal to Modify the 2013 Education Budget," to the Production, Economy, and Budget Commission of the National Legislative Assembly. The proposal demonstrates the concerns of *Eduquemos* regarding the constant budget cuts for primary and secondary school with respect to the general budget for Nicaragua and the Gross Domestic Product. This proposal was delivered by means of an application letter, which has not been answered by the Presidency of this Commission at the National Assembly.

A tax incentive proposal for the private sector to invest in education was submitted to be considered by the COSEP Commission negotiating with the Government of the Republic on tax consensus. According to the Commission members, the theme was addressed in the negotiation in a general way in tax credit agreements relating to income tax, where there are educational expenses incurred.

Diplomado in Journalism and Education. During the second quarter of FY13, *Eduquemos* designed an additional activity that resulted in a cost extension of their grant. This additional project activity focused on design and implementation of a diploma course in education communication, aimed at positioning education as a development priority in the municipalities and the country. During Q3, *Eduquemos* contracted a consultant to develop the curriculum and design of the course. Once the curriculum was designed, four universities were invited to submit a proposal to host the course. Two universities submitted cost and technical proposals, which were reviewed by a committee with representation from *Eduquemos* and RTI. University American College presented the strongest proposal and was thus awarded the opportunity to offer the diploma course. On June 28, the public launch of the diploma course was held with a press conference at the University American College conference room, after which the calls for applications were widely distributed. Participants were selected in early July for the course,

which began on July 13 and ran through September 7. The graduation ceremony took place on September 27.

The course provided participants with conceptual tools and approaches for addressing educational information with ethics, quality and creativity. The enhanced skills taught in the course are essential to improve quality and effectiveness of advocacy and the policy making process. The nine modules focused on themes in education and communication such as: the educational history of Nicaragua, state of the art of a quality education, education as the motor of development, and specific methods of communication including print, audiovisual, web-based. The course was taught by a selection of educational experts for each theme.

The graduates of the program organized and support the start-up activities of a *Red de Comunicadores Amigos de la Educación* (RECAMED – Network of Communicators Friends of Education), the first non-formal organization of journalists, editors and owners of local and national media committed to systematic coverage of relevant issues in education. This network will engage in advocacy and watchdog functions to increase public and private investment in education. The RECAMED was launched after the *Diplomado* coursework was completed, with a breakfast event in the Hotel Hilton Princess on September 19th. The event, which was hosted by Dr. Ernesto Medina as the President of *Eduquemos* and Dr. Mauricio Herdocia Sacasa, Rector of the Universidad American College, was attended by educational experts and members of the media as well as by the *Alliances2* AOR. Participants discussed themes related to the educational agenda of the media.

2.2.2 Key Issues Faced

For the most part, the project was implemented as planned. *Eduquemos* benefited from excellent coordination and support from partner organizations in the territories, achieving broad multisectoral representation for both the workshops and the meetings of the education plan commissions.

In the early months of the project it was necessary to replace two of the original municipalities, given the context of political tensions caused by disputed election results. This directly affected Nueva Guinea and indirectly El Tuma-La Dalia, forcing the project to choose other two municipalities to take their place. The municipalities chosen were San Pedro de Lóvago and Villa Sandino, supported by the Women's Network of Chontales in both areas.

The greatest challenge moving forward will be finding the funds necessary to implement the plans developed in the territories. The current project was designed only develop the plans, but the implementation of the plans will require additional funding and commitment.

2.2.3 Key Results

Activities implemented by *Alliances2* governance partners during FY 2013 generated the following key results:

- One more CSO received USG assistance to improve their internal organizational capacity, bringing the project total to 18 CSOs.
- The consensus-building workshops led by project partners resulted in 5 agreements, which will support education advocacy in target geographic areas.

- The education advocacy campaign exposed 165,142 people to messages about education on social media.
- The Diplomado course for Journalism and Education was designed and launched, and 28 journalists and communication professionals completed the diploma course.

2.2.4 Activities and Actions Planned for the Next Quarter

- Complete final reports and grant closeout activities for the *Eduquemos* project.

2.3 Education

2.3.1 Summary of Events and Activities

During FY 2013, our education projects focused on conducting teacher training on reading, writing, and the *Excelencia* model, implementation of reinforcement activities, delivery of school materials and textbooks, and the implementation of the final EGRA evaluation. Children were encouraged to apply their creativity in story writing contexts. Technical teams provided consistent support and technical assistance to teachers and school directors as they applied what they learned through the training.

Other highlights from this year's activities include:

Literacy workshop and unified literacy module. The technical teams from each partner participated in a reading and writing workshop led by international expert Armida Lizarraga from March 4-8, 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 can use for training teachers in their programs. The module's core content was completed in Q3, but the process of layout and graphic design as well as editing took longer than expected due to issues with sourcing of providers. The final module will be presented to USAID in early October for final approval and distribution to partners.

Enrollment rates and analysis. Updated 2013 school enrollment statistics are included in this report, including official data from the Ministry of Education (MINED) as well as the data collected directly by project team members in the schools that preferred not to share formal data. The following data covers 96% of project schools (360 of the 374 schools that are eligible for this indicator). The 14 schools that are unaccounted for were part of the ANF project and have left for various reasons, described below in that section.

Table 2 below presents the changes in enrollment rate for 2013 with respect to 2012. The data show a general decrease, with an overall percentage of -2.18% for the entire *Alliances2* project. For the previous year, the decrease was 1.62%, which means that for the life of the *Alliances2* project our total decrease for this indicator was 3.8%.

Table 2. Enrollment Rate Analysis for 2012-2013 in *Alliances2* Schools

	<i>Alliances2</i>	AMCHAM	ANF	FZT
General				
Total	-2.18%	-4.23%	-1.10%	-1.58%
Gender				
Male	-2.66%	-4.63%	-1.41%	-2.49%
Female	-1.68%	-3.82%	-0.80%	-0.58%
School Type				
Public	-4.25%	-5.71%	-4.00%	-2.70%
Private	0.44%	-1.08%	0.85%	3.98%
Subsidized	2.04%	3.82%	1.81%	4.04%
Modality				
Regular	-2.41%	-4.69%	-1.22%	-4.79%
Multigrade	-0.13%	-0.47%	0.09%	-0.06%
Area				
Urban	-1.91%	-4.26%	-0.73%	-1.74%
Rural	-2.62%	-4.19%	-1.82%	-1.28%

Upon analysis of this table, there are four key aspects to note:

1. The trend of decreasing enrollment is seen across all three education partners, although there are differences in the magnitude with AMCHAM schools seeing the greatest decrease and ANF the smallest. Thus, differences in pedagogical approaches or provision of technology did not have a specific effect on the indicator. Private and subsidized schools increased their enrollment slightly (0.44% and 2.04%, respectively), while public schools showed the greatest decline (-4.25%). An analysis by department shows significant variations for Nueva Segovia, Jinotega and Madriz decreasing 9.10%, 7.22% and 15.57% respectively. Only Carazo, Masaya, and Boaco showed slight increases, with 0.87%, 0.91%, and 0.17% respectively. The rest of the departments show a standard decrease in enrollment of between 1% - 4%.
2. The fact that private and subsidized schools increased their enrollment suggests that parents are looking for alternative learning opportunities in comparison to public schools – which is related to the negative reputation these schools have for quality. This idea also has economic support to analyze the data. The enrollment for subsidized schools is growing faster than that of the private schools (2.04% vs. 0.44%), suggesting that parents seeking better educational opportunities for their children, but private schools may be out of financial reach for parents. Even for AMCHAM, which decreased enrollment across all other factors, subsidized schools increased 3.82%.

3. In terms of gender, the trend shows that both boys and girls decreased their enrollment rates, although the rate for boys was more than a percentage point lower than for girls (-2.66% versus -1.68%). Disaggregation by geographic zone also shows only minor differences, with the rural areas decreasing more than the urban ones (2.62% vs. 1.91%).
4. Multi-grade schools, which are purely rural, maintained a mostly stable enrollment (extremely minimal decrease) despite the fact that the overall decrease for rural areas was 2.62%. This is consistent with the overall trend, since historically, despite being the poorest schools, they slightly increased enrollment.

It is disappointing to note this overall decline in enrollment after more than two years of implementation of teacher training, provision of materials, technical advice, and close monitoring and evaluation in these schools. For future projects, activities should perhaps address enrollment factors directly through provision of scholarships or other approaches that address specific barriers to enrollment.

Final EGRA evaluations. In July, the three education grantees launched the field work for their final EGRA evaluations, which allows them to create statistical comparisons between the baseline studies that took place in July 2011. The evaluations are being conducted by *Centro de Investigación y Acción Educativa Social (CIASES)*. The evaluations will also include a study of associated factors, incorporating interviews of parents, teachers and school directors. By the end of the FY, the field work had been completed and the data was in the process of being digitalized and analyzed. The final reports will be ready in October.

The cost of the final evaluations was significantly higher than budgeted, due in part to the inclusion of the study of associated factors. In order for the partners to be able to accommodate the increased cost, the overall *Alliances2* budget needs to be realigned to shift management and grants costs. This request was presented to USAID for approval as a part of the no-cost extension request described below in **Section 3.5**. In order to prevent delay of the field work while this request is considered, we created two-stage contracts with CIASES where the partners could pay for the first stage (training of surveyors and data collection/field work) under their existing budget, while the second part of the contract (data entry and processing, final report, and dissemination of results) would be paid upon approval of the realignment. As of the date of submission of this report, the second phase of the contracts is still pending approval from USAID. This could lead to delays in the receipt of the reports and results from CIASES, leaving the project at risk of not finishing the evaluation on time.

Further details of each project are included below. **Annex C** includes a map of our education projects.

Fundación Zamora Terán:

FZT's grant for the program entitled "Increasing the quality of education through the access of technological resources" was signed on May 2, 2011 and will continue through October 31, 2013.

Teacher training in literacy. Throughout FY13, *FZT* conducted trainings for teachers, focusing on teaching reading and writing for first through third graders and the incorporation of

innovative strategies into teaching practice. In Q3, 271 teachers for these first three grades were trained for a total of eight hours in workshops that focused on the literacy acquisition process with a functional communicative focus, strengthening knowledge of linguistic sub competencies, and the role of the teacher in the classroom.

Accompaniment of teachers and directors. The *FZT* technical team provided support and technical assistance throughout each of the major zones of the project (Ometepe, Caribbean Coast, and the Pacific zone). Through these visits, they monitored progress by teachers in individual classrooms, verified application of skills learned, and collected data needed to classify the schools according to their level of performance in the different components of the program. In Q4, the team focused particularly on providing technical assistance for use of the materials in the Math Basket.

Workshops with beneficiary school directors. To continue the expansion of the *Excelencia* model, *FZT* held workshops with the directors of beneficiary schools during this FY. These workshops allowed the team to present the strategic plan for this year, and promote the objectives and targets of the project – particularly in regards to implementation of strategies to strengthen early grade reading and writing skills. 76 schools from 4 different zones participated (Bluefields, Bilwi, Pacifico, and Ometepe).

Workshops with monitor teachers for the reinforcement program. The program resumed the educational reinforcement activities in 20 schools in the Pacific zone – particularly schools that will be participating in the EGRA assessment. *FZT* held a workshop for 40 teachers who will implement the strategy. The workshop presented and discussed the results and lessons learned from the 2012 educational reinforcement strategy. Participating teachers, who were selected based on their willingness, enthusiasm, and commitment, were provided with strategies to further the acquisition of literacy skills. The educational reinforcement program launched in March and is currently underway.

Improved learning environment through materials distribution. *FZT* seeks to support the educational curriculum through different strategies that strengthen classroom environments. A focus of the *FZT* program has been supporting teachers to create stimulating learning environments in the classrooms, through use of posters, learning corners, maps, alphabet signs, and other materials. The purpose of this support is to emphasize the role of the teacher as facilitator that stimulates learning through the classroom environment. The idea is to support not only the presence of these materials, but also to encourage active use and interaction with them – such as by stimulating reading habits through visual alphabets and phonological posters, presence of libraries that include magazines, newspapers, and books that serve as resources for activities in reading and writing, and using materials such as artwork and stories developed by the students themselves to decorate the walls.

As a part of this support to an improved learning environment, *FZT* supplies books and materials to schools. Educational packages are stratified into three categories (large, small and medium) and distributed according to the size of beneficiary schools. *FZT* also provides “math baskets” which support learning of mathematics in schools through providing tools that enhance logical thinking through manipulation of materials such as tangrams, geoboards, abacuses, logic blocks,

wooden cubes, and other items. Other materials that are distributed to schools include copies of the modules developed by the project and monthly planners for the directors. During FY13, 2,685 materials were provided in *FZT* schools.

Educational reinforcement program. The program continued the educational reinforcement activities in 20 schools, reaching 942 students in FY13. The reinforcement sessions take place during 4 hours a week, outside of the regular classroom hours, and include supplementary activities and personalized support that help students reach their expected learning goals. 40 monitoring teachers and facilitators supervise the program, each selected for their enthusiasm and commitment to the program.

Story campaign and contest. In March, *FZT* launched the classroom-level and school-level story-writing campaign. The theme of the campaign is: “¡Una buena nutrición para mejorar mi educación!” (Good nutrition to improve my education). Stories will have an interdisciplinary focus, and students are expected to include content related to health and nutrition. The campaign aims to promote creativity skills, speech, writing and reading comprehension in children in schools served by *FZT*, through the development of illustrated stories, using the XO computer as a learning tool. Throughout Q3, students worked on their creativity, expression, writing, and reading skills while they developed their stories, using the XO computer as a learning tool. 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 a total of 21 were selected as finalists. *FZT* hosted an event at the Financial Center of Banco Lafise in August, attended by Arthur Brown, USAID Mission Director, to select the best story from each category and present prizes to the winners. The stories will be compiled and distributed to the beneficiary schools as a means of providing additional reading material for the permanent reading campaign.

Campaign for daily reading in the classroom. *FZT* promotes an initiative to encourage 20 minutes of reading every day in the classroom. This strategy encourages the love of reading, as well as improves fluency and reading comprehension and promotes healthy habits. The teachers are encouraged through technical visits and workshops to use various methods of reading: silent reading, reading aloud, paired reading, reading in teams, reading competitions, free readings, readings of poems and tongue twisters, etc.

Monitoring and evaluation. Throughout the year, *FZT* technical staff conducted hundreds of visits to project schools, providing thousands of hours of technical assistance to teachers and directors as well as to students with the biggest challenges in their achievement. The technical team uses a monitoring and evaluation guide, which allows them to compare their observations from one visit to another. Major themes that they observed during these visits are the presence of an alphabet and other learning materials on the walls of the classrooms, the quality of resources in the learning resource centers, the organization of the students in the classrooms (in regards to arrangement of desks), and the actual process of learning related to initiation, development, and culmination phases. During Q4, the M&E team created a manual for the use of the M&E guide, in order to support the consistent application of the tool.

American Chamber of Commerce (AMCHAM)

Alliances2 awarded a grant to AMCHAM in May 2011 to develop the project “Improvement of the quality of educational services to children from disadvantaged sectors in 100 schools.” The project runs until October 31, 2013. In FY11, 20 AMCHAM member companies supported the project, ensuring the sustainability of the process.

Meetings with School Directors. In February, three meetings were held with directors from Managua and Chinandega to reflect on the results of enrollment, promotion, retention and EGRA test. During these meetings, they finalized the diagnostic and improvement plan for schools in each department. The directors were empowered to prioritize and focus on reading and writing in the first three grades of primary school.

In Q4, AMCHAM held a workshop for personnel from project schools, addressing the themes of monitoring and evaluation of reading skills as well as the sustainability of the project. A total of 100 people participated, with 80 receiving 16 hours of training. Participants included 16 teachers, 40 directors, 13 subdirectors, and 11 pedagogical advisors. During the workshop, the participants developed sustainability plans that will support the continuity of the pedagogical components once the USAID funding has ended.

Project publicity. Because AMCHAM has one hour of air space weekly on the 100% News channel, it received authorization for 15 minutes of air twice a month to promote the progress of the project as well as the contribution of business partners. AMCHAM has a weekly television program on the local news channel (Channel 15). On February 8, they broadcast an hour-long program dedicated to the sponsorship program and the project. The program is archived on the web at <http://www.ustream.tv/recorded/29125060>.

Teacher Training. In February and March, the technical team finalized technical documents for the workshops for reinforcement of linguistic sub-competencies for first through third graders, and reading comprehension and writing for 4 to 6th grade. These technical documents included budgets and schedules for each phase of the training plan (training of trainers and replicas), work guidelines, forms, and presentations. In March, the team implemented a workshop for trainers from 1st to 3rd grade and 4th to 6th grade. The focus of the workshop was the *Aprendo, Practico, Aplico* (I Learn, I Practice, I Apply [APA]) methodology, but participants also had hands-on experience with development of reading and writing themes, enabling participants to have an accurate model for the application of this methodology in the classroom.

AMCHAM held two training sessions for teachers and school directors in Q3 on elements of the *Excelencia* model and educational reinforcement. On April 12, at the Bella Cruz School in Managua, 17 teachers, 10 directors, and 4 assessors from 9 different schools attended training. On April 26, 3 teachers, 3 directors, and 3 assessors from 3 different schools attended training at the Ricardo Morales School in Nagarote municipality of Leon.

In all of FY13, 680 teachers received training through the AMCHAM project.

Replica trainings. In addition to these trainings, the project oversaw replica trainings in 93 schools throughout Chinandega, Carazo, Matagalpa, Jinotega, Managua, Leon, Madriz, Nueva Segovia, and Masaya. All trainings were planned and coordinated with the relevant MINED and

school authorities, while private sector partner CISA Exportadoras provided special coordination support for the schools in Madriz and Nueva Segovia. These trainings, which were led by the network of trainers developed by AMCHAM, strengthened the scientific, technical and methodological knowledge of the teachers, in linguistic sub competencies, early grade reading for first to third grade and reading comprehension and writing for fourth through sixth grade. 479 teachers for first to third grades and 359 teachers for fourth through sixth grade participated in these replicas.

Educational reinforcement. The technical team produced the guide for the educational reinforcement program for children in first through third grade, including all of the tools and diagnostic evaluations. Activities for educational reinforcement were undertaken by 62 teachers, and reached 931 students. Teachers were provided with necessary tools such as attendance registers, tools for evaluating reading skills, and well as results for diagnostic tests and evaluations.

EGRA training for Cisa Exportadoras. On June 27-28, the AMCHAM M&E team provided overview training to the M&E staff from their private sector partner, Cisa Exportadoras. This training was requested by CISA so that they can incorporate the EGRA instrument into their M&E system for the schools that they sponsor. The topics covered during this training included an overview of the EGRA instrument, sampling design (types, sizes, and selection methodologies), and data processing and analysis (development of data collection tools, digitization, data validation, exporting data to statistical software, processing and generating variables, developing tables and graphics, and interpreting results.

Improved learning environment. AMCHAM provided a significant amount of educational materials and equipment during FY13, including teacher support books, educational material packets, and furniture, including desks and chairs, tables, and library equipment. In Q4, AMCHAM delivered 2,000 reading texts to first grade students in the project. A total of 17,781 pieces of educational material were delivered to the sponsored schools and 13 schools were benefitted with technological equipment.

American Nicaraguan Foundation

Alliances2 awarded ANF a grant to implement the project entitled “Activation of Comprehensive Quality Process in Basic Education Centers, from the perspective of Equity, Relevance, and Efficiency.” The project, which began on August 1, 2011, will take place through October 31, 2013. IDEUCA serves as a principle partner for the project, providing technical assistance to a subset of the 200 schools that receive materials and supplies from ANF.

In FY13, the subset of schools supported by IDEUCA as well as the total list of ANF project schools changed. First, 10 more schools have been added to the initial 40 that are supported pedagogically by IDEUCA, bringing their total to 50 schools that meet USAID criteria for inclusion. In addition, 21 new schools were incorporated to the total list of 200 schools 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 Asis, Juigalpa, Chontales because of the resistance from MINED to share their statistical data.

Project publicity. In partnership with ANF, IDEUCA contributes to social and institutional awareness on issues such as quality and education policy, among others, from weekly articles in the Nuevo Diario newspaper and through the broadcast sessions on the “Pulso Educativo” of UCA’s Radio Universidad, broadcast on Saturdays from 1-2 pm. Topics center on innovation in educational policies and improvement of the management of the process of teaching, learning, and evaluation. As a result of these efforts, officers and teachers and especially principals, teachers and children involved in the project, comment and exchange around literacy as a priority issue.

Expansion of the *Excelencia* model. ANF schools continue to improve according to the quality of their teaching staff, management of their authorities and religious leaders, availability of resources, and development of their capacities. Technical staff from the Observatory focused their visits to the schools on planning and organization, improving the physical conditions of the center like cleanliness and order, literacy and classroom environment, growth monitoring and training in the health and nutrition module, and overseeing the replica trainings. In addition, the technical staff supported the story contests within the schools. IDEUCA classified schools into different categories of quality (excellent, very good, good, and regular). Approximately 80% of the schools are now classified as excellent, very good, or good quality. For the 20% that have not yet achieved that status, some do not have a director that accompanies teachers in the classroom to support them with pedagogical help. Others have experienced turnover in teachers, often due to low salaries, which affects the consistency of the quality.

In the Fifth Observatory Report, the schools were rated for their progress in managing a Center of Excellence. The average across all measured indicators was 76%. Greatest achievements were seen in the management of resources (90.5%), proactive and committed leadership (85%), improvement in the psychosocial climate (83%) and leadership in activities to improve literacy (80%). The lowest ratings were seen in strategic planning (63%) and the creation of an active commission (65%).

Project sustainability plan. IDEUCA and ANF conducted a meeting in Q4 with the school directors in order to develop a participatory sustainability plan and to provide the results to the schools of the Fifth Observatory Report, included in *Annex D*. As a part of this process, each school had an “Impact Matrix” that compared the results for each indicator over time, allowing the schools to visualize how the school started out and to what extent it achieved the results. This also showed what the project contributed to the centers, and what results may be due to factors external to the project.

Teacher training. Since the beginning of the 2013 school year, ANF implemented trainings to reinforce the replica trainings of 2011 for teachers. Sessions included: a) literacy workshop by the Observatory team, which included nine people (four from the Observatory, four teachers, and one ANF staff); b) workshop for reading and writing, with 150 teachers from 1st to 3rd grade (from old and new centers), c) workshop for coordinators of educational reinforcement programs, including 47 teachers; d) workshop on the *Excelencia* model for 49 directors. The focus in ANF/IDEUCA schools was on replica trainings for the other teachers in the project schools, as well as teachers from other neighboring schools that were invited to participate. The

project team distributed copies of the modules in all the centers to support their replicas. The technical staff provided close supervision to these replicas, which helped improved the planning process as well as the quality of the trainings. According to the Fifth Observatory Report, the centers reached an average score of 78.1% in the subindicators related to the replicas. The highest ratings were related to quality implementation of the replica (88%), compliance with the strategic guide for replicas (86%), and timely submission of replica reports to IDEUCA (82%). The lowest ratings were related to interaction between teachers to exchange experiences during the replicas themselves (73%).

Educational reinforcement program. The educational reinforcement program is a critical component of the ANF project, which provides special attention to the program from technical staff during their visits to the schools. All schools implement the program for first through third graders. Schools apply three different levels of reinforcement: all teachers reinforce specific themes in the classroom, special sessions are held after class hours for students, and specialized attention is given to students with the most significant learning challenges. ANF held a workshop for the educational reinforcement program coordinators to help them understand their functions and provide them with a menu of innovative strategies for literacy. The coordinators then developed a plan for their schools and started implementing it as the school year got underway.

Some of the biggest challenges include strengthening the capacity of the program coordinators in the schools to plan their programs and develop their monthly reports, as well as obtaining full support from parents to send their children to sessions that fall outside of regular school hours. In some schools, teachers are resistant to change and prefer to just repeat their classroom lessons rather than adjusting the strategies for students facing challenges. IDEUCA and ANF addressed these challenges with individual schools.

Improvements in teaching and learning reading and writing. The technical team from the Observatory keeps their focus on improving literacy in the schools. The Fifth Observatory Report included data on the specific issues they follow closely in each school, such as: learning environment and learning corners in the classroom, use of texts and materials provided by ANF, and active observation of the teaching process in the classroom followed by advising teachers in key areas. They have noted that schools have strengthened the promotion of reading with better use of libraries, including “rolling libraries” or libraries in each classroom, and internal contests for reading. Schools are also participating in the story contest and other thematic events promoted by MINED. The biggest achievements are seen in availability of texts (74%), students possessing notebooks (74%), and teacher application of strategies to improve teaching and learning of literacy (74% and 72%, respectively). Lowest ratings are reported in the presence of reading spaces (60%) and application of the APA learning guide (44%).

Distribution of materials. ANF delivered 102,173 different materials to schools in FY13, including scholar packets of consumables and textbooks, benefitting more than 34,000 students. Other materials included furniture such as chalkboards, whiteboards, files, shelves, desks, chairs, tables, and other items. ANF also donated a container of notebooks to children in 40 different schools. ANF provided materials for technology rooms such as projectors, screens, and computers.

Monitoring and evaluation. Technical staff from the Observatory as well as project coordinators carried out hundreds of site visits this year, focusing the most attention on schools with the lowest performance. These visits allowed the project team to identify accomplishments and challenges in individual schools and provide feedback to the school authorities and project management.

2.3.2 Key Results

Activities implemented by *Alliances2* education partners during Q3 of FY 2013 generated the following key results:

- 2,916 students (124% of the target FY 2013) were enrolled in after-school enrichment activities for educational reinforcement.
- 897 teachers (66% of the target FY 2013) were trained in various project topics related to implementation of the *Excelencia* model and the educational reinforcement approaches.
- 53 school administrators or officials (34% of the target for FY 2013) were trained in topics related to implementation of the *Excelencia* model.
- 122,639 textbooks (114% of the target FY 2013) and other learning materials were distributed during this quarter to project-supported schools. Included are modules, consumable materials, books, notebooks, backpacks, etc.
- 73 schools (49% of the target FY 2013) received equipment and furniture such as desks and blackboards

2.3.3 Key Issues Faced

- As expected, *Alliances2* schools showed a decrease in enrollment for the academic year 2013, rather than reaching the target of a 5% increase. Several factors are at play in this trend: some schools simply do not have the capacity to take in more students, while decreases can be attributed to families moving to other communities, children leaving school to work, separation of nuclear families, etc.

FZT:

- Some teachers have resisted the process of educational and technological innovation. Tracking and monitoring visits allowed a systematic and personalized approach that contributed to overcome fears and build confidence to implement project strategies and innovative experiences.
- The process of installing internet connections has been challenging in schools that lack service due to their location. To facilitate the connections, the project solicited support from local institutions such as delegations of MINED, mayors, etc.
- It has been challenging to achieve consistent attendance at the educational reinforcement program sessions. This is attributed to rain, illness, and schedules outside of regular school hours that are not as convenient for parents. *FZT* worked with schools to find the optimum schedules for the additional hours as well as to meet with parents to raise their awareness and support of this important program.

AMCHAM

- The project works hard to obtain all of the necessary permissions and approvals from relevant authorities to hold replica trainings, allow teachers to attend all sessions, and get commitments to staff the educational reinforcement sessions. In addition to their work in the classrooms, teachers have many additional obligations for training and sometimes they teach in different schools. MINED authorities from the Boaco department and the Camoapa municipality continue to withhold authorization to conduct replica trainings with their teachers. Despite these difficulties, AMCHAM continues to work closely with these authorities and teachers, sometime with the involvement of partner organizations, to accomplish the project goals.
- Despite the successes they have had in some schools of getting support from parents, AMCHAM still faces a challenge in many schools of convincing parents of the importance of their participation and support, including supporting their children to attend educational reinforcement sessions. The team is working with the schools directors to reinforce these messages.

ANF:

- There is little commitment from MINED to support the project especially in the Chontales and Juigalpa areas, which have failed to deliver the information requested by ANF arguing that they are not allowed to disclose information enrollment information to NGOs. Project staff travelled to these schools personally to collect the information on enrollment.
- Turnover of personnel in some of the lower-income schools, due to low salaries, has presented a challenge for the project. It is difficult to maintain consistent quality of education when the trained teachers leave and new teachers join. Since it is expected that some schools, especially the religious ones, change principals every year, there was a request made for them to leave transition plans to ensure the continuity of the project in the shift.
- The program experienced fluctuation in the list of project schools throughout the year. IDEUCA increased the number of schools they supported by 10; however, other schools dropped out of the program due to conflicts between teachers and directors, reluctance on the part of MINED officials in certain areas to permit participation, and school closures. In some cases, ANF discovered that schools were already receiving support from AMCHAM or *FZT*, so they were removed in order to avoid double counting. ANF integrated new schools to replace the ones that were removed. News schools were benefitted only with materials and supplies rather than receiving the complete package of interventions.
- The MINED has organized Saturday training for teachers on wellbeing (“Vivir sano, vivir bonito, vivir bien” – live healthy, live beautifully, live well), which is demanding extra work from them and affected their participation in other activities.

2.3.4 Activities and Actions Planned for the Next Quarter

- Finalize the design of the new module on writing and reading competencies.

- Complete final reports and grant closeout activities for all projects.
- Finalize the analysis and report for the EGRA tests for all education partners.

2.4 Health

2.4.1 Summary of Events and Activities

During FY 2013, our health projects focused on training of health network staff in evidence-based clinical guidelines, training of men and women of reproductive age in nutrition, growth monitoring of children under five, and provision of medical services and equipment as well as essential drugs to beneficiaries. Juan XXIII finalized training for new staff that had been assigned to project clinics and distributed medicines and paper copies of formats and clinical guidelines. *FZT* and ANF continued nutrition training and promotion in schools, while ANF/IDEUCA finalized the second round of weighing and measuring students. COSEP conducted trainings on combination prevention for medical staff, supervised replicas to workers in their beneficiary companies, and conducted a baseline and final KAP survey.

Other highlights from this year's activities include:

Instituto Juan XXIII

Alliances2 works to increase the quality of MCH through the *Comunidades Saludables* (COMSALUD) project, which began in February 2011 and will run through October 2013. The objective of the project is to improve the quality of health services for low-income populations by improving information services, health education, nutrition counseling, and access to low-cost essential medicines (*venta social de medicamentos* [VSM]) for beneficiaries served by health stations in the network centers of the religious congregations and civil associations.

FY13 activities included the continuation of the training for medical staff in evidence-based clinical guidelines, which are aimed at improving medical service provision. In addition, there were follow-up activities, such as on-the-job training on the clinical guidelines to influence medical doctors' attitudes and ultimately improve their daily practice.

During FY13, Juan XXIII continued to implement the following activities:

- Train health network staff (health promoters, VSM promoters, and medical doctors) in areas related to MCH and nutrition.
- Help to improve health services for children under five and women of reproductive age by training medical doctors in evidence-based clinical guidelines.
- Provide medical equipment for health stations for MCH.
- Supply essential drugs through the VSM.
- Integrate new data collection forms to record all MCH services provided by the health stations according to meet the indicators data quality assessment.

Changes in project scope. The COMSALUD project was subject to changes in scope this FY in regards to the number of eligible health centers. At the start of the project in 2011, 50 health

centers were included in the proposal and approved concept paper. All centers were to receive the same interventions in terms of training and provision of medicines and equipment.

In early 2012, RTI met with USAID to discuss the progress of the health indicators, since Juan XXIII had already overachieved some of their targets with a year and a half still remaining in the project. During this discussion, USAID raised the question about the type of licenses held by the centers in the program. Upon investigation, RTI reported that of the 50 centers, only 14 met the following criteria: 1) were operated directly by the MOH, 2) had some kind of agreement with the MOH (either a social sale of medicines agreement or an agreement to provide medical services) or 3) had an operating license. RTI and Juan XXIII agreed with USAID to work only in these 14 centers, although there is no formal letter of approval of this change.

In July 2012, USAID decided that the centers that were directly operated by MINSa should be removed from the project, further reducing the number of eligible centers to seven. In September 2012, after a site visit from USAID staff to Juan XXIII centers, RTI received guidance that only centers with an operating license should be eligible – which limited eligibility to three centers.

As a final decision after further analysis, USAID provided a letter to RTI in December 2012 allowing work with 25 centers that were not operated by MOH, but were committed to completing training of medical staff. For centers that were not yet authorized by MOH, they needed to provide their commitment to initiate the request for authorization from the MOH. As a result of this change in approved centers, the annual work plan for Juan XXIII was adjusted. The budget for the Juan XXIII project was reduced in accordance with the number of units continuing in the COMSALUD activity, pending training activities and administration expenses.

Throughout the year and in response to USAID's guidance on remaining technical and financial issues with the Juan XXIII project, RTI held several meetings with them to review the recommendations and requirements. In February, Juan XXIII held a meeting with the heads of 22 of the 25 centers that were approved by USAID to discuss next steps and ensure their continued participation in the project (the remaining 3 centers were visited individually). During this meeting, the staff analyzed progress to date and presented targets, indicators and commitments for each center from January through September in order to achieve the expected project outcomes.

Training for medical and paramedical staff. In the first quarter of the FY, no trainings were planned as the status of the eligibility of health centers was still under discussion. In February, Juan XXIII resumed this component of the project with two-day trainings for medical and paramedical staff that covered *Vigilancia y Promoción de Crecimiento y Desarrollo* (monitoring and promotion of growth and development [VPCD]) and clinical records management. During the trainings, the trainers reviewed the project objectives and indicators with participants. They refreshed participants' knowledge on clinical guides and standards for growth and development of children under five, as well as how to appropriately record this information in the clinical files. The training was based on the World Health Organization and MINSa materials and curricula. The clinical records theme was further developed to facilitate standardization of this practice in all project sites.

In February, a two-day training was held with the health promoters to strengthen their knowledge on maternal and neonatal health issues and build their capacities to deliver health talks to the

users of the centers. This will contribute to the strengthening of capacity and the continuity of this service on the part of the promoters of the centers.

During the week of June 10-14, the two doctors from San Guillermo de Esquipulas Clinic in Matagalpa and Friar Odorico Andrea Clinic in San Rafael del Norte de Jinotega benefited from a two-day training which covered topics from the first four modules, including registration of clinical information, reporting of indicators, and evidence-based clinical guidelines, in order to bring them to the level of the other doctors in the Juan XXIII network. These trainings were needed because the previous doctors in these clinics who had been trained had resigned. In the upcoming quarter, an additional 2-day training for these two doctors will address medical records management and VPCD.

Counseling sessions on maternal health and nutrition for women 15-49 years old. This year, 529 people participated in counseling sessions on health and nutrition led by medical and paramedical clinic staff from 11 centers, bringing the total number of people counseled in the project to 1,333. Juan XXIII coordinated with clinic staff to develop the plan, select dates and 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. 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 first 3 days postpartum in the health center. The sessions utilized a participatory methodology, where 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.

Printing and distribution of materials for network clinics. During the third quarter, Juan XXIII printed and distributed materials to network clinics. These materials included evidence-based clinical guidelines, copies of forms for clinical records and monitoring and evaluation formats. The forms distributed were approved by USAID before printing. This was a critical component of the project, since many of the centers were lacking even the paper necessary to maintain medical records on clients or track indicators for the project or for MINSA. During FY13, Juan XXIII provided training to the eligible centers on how to use the forms and incorporate them into the daily operations.

RTI provided follow-up visits in Q3 and Q4 to a selection of clinics to specifically monitor progress in use of the forms, once the training was complete. The results, shown in *Table 3* below, demonstrate that Juan XIII will need to continue to support the centers in the future to ensure correct use of the forms.

Table 3: Data quality in selected Juan XXIII health centers in FY13

Health Center	Use of consultation forms	Consultation forms satisfy requirements	Patient Records Available	Patient Records Satisfy Requirements	Reported Indicators	Indicators with Errors
Dispensario Madre María Eugenia	Yes	Yes	Yes	Yes	2	0

Health Center	Use of consultation forms	Consultation forms satisfy requirements	Patient Records Available	Patient Records Satisfy Requirements	Reported Indicators	Indicators with Errors
Albergue San Vicente de Paul	Yes	Yes	No	No	3	0
Dispensario Redes de Solidaridad	Yes	Yes	Yes	No	3	2
San Martín de Porres	Yes	Yes	No	No	4	1
Dispensario Divino Niño	Yes	Yes	Yes	No	2	0
Dispensario Fray Aquiles Bonucci	Yes	Yes	Yes	No	3	0
Dispensario San Guillermo	Yes	Yes	Yes	Yes	3	1
Fray Odorico D'Andrea	Yes	Yes	Yes	Yes	2	0
San Pascual	Yes	No	Yes	No	2	0
El Tepeyac	Yes	No	Yes	Yes	1	1
Dispensario Virgen del Rio	No	No	Yes	No	4	4

All but one of the Health Centers visited are using the consultation forms, although the quality of use varied from center to center in terms of completeness and legibility. Of the centers that had received their stock of blank patient records forms when visited, the team noted some weaknesses. Some centers were leaving critical areas blank (like patient weight and height). In the Dispensario Virgen del Rio, the doctor was using the same form for women and girls because it was printed in pink. The centers in which the consultation forms did not satisfy the quality requirements received counseling about how to fulfill them the right way. Feedback was shared with the center staff directly by both RTI staff and the Juan XXIII project director.

In regards to the monitoring data for indicators that they report to Juan XXIII Institute, in several of the centers errors were found and corrected. Steps were taken by Juan XXIII to ensure that the quality and quantity of the data reported was correct, by checking the information on site every month, so that the centers learn how to manage their data. Incorporating this new way of working will require consistent follow-up, even after the USAID project is completed; regardless, the centers and the doctor say that they are going to continue using the forms as they recognize the value that the new information system has for their work.

Provision of essential medicines to the project clinics. Juan XXIII continued the direct purchase of medicines for sale in clinics at reduced prices. This year, 166,882 people benefitted from these medicines – exceeding their target by more than 123,000 people. They attribute this increase to the fact that they have expanded the number of medicines that they provide with 25 new products. In total, they provide 212 different kinds of products to their clinics – 109 essential medicines, 71 over-the-counter medicines, and 32 different consumable materials (*materiales de reposición periódica*).

Registration of participating centers. In response to USAID’s request for the centers to apply for their authorization, Juan XXIII coordinated with the directors of each of the centers to analyze the prerequisites and conditions that the *Ministerio de Salud* (MINSA – Ministry of Health) requires for obtaining a license. The Institute is supporting the centers to present a letter of request to initiate this process with MINSA. Unfortunately to date, not all of the centers have submitted their request to MINSA for approval. *Table 4* below indicates the status of each center.

Table 4: Authorization status of Juan XXIII health centers

Name of Center	Authorized	Request Submitted	Request in Process	No request submitted
Disp. Enrique D’Osso	X			
Clínica Roberto Clemente	X			
Clínica Verde	X			
Disp. Santa María de los Ángeles		X		
Disp. Virgen del Río		X		
VSM Los Jirones		X		
Disp. Madre María Eugenia		X		
Albergue San Vicente de Paul		X		
Disp. El Tepeyac		X		
Disp. San Pascual		X		
Clínica Materno Infantil		X		
Disp. Fray Aquiles Bonucci		X		
Disp. Redes de Solidaridad		X		
Disp. San Martín de Porres		X		
Disp. San José-Diriá			X	
Disp. San Guillermo			X	
Disp. Fray Odorico D’Andrea			X	
Disp. María Auxiliadora				X
Disp San Francisco de Asís (Camoapa)				X
Disp. San Vicente de Paul				X
Disp. San Judas Tadeo-Esquipulas				X
Disp. Padre Ernesto Luna				X
Disp. San Rafael				X
C/S Fe y Alegría				X
Disp. Divino Niño Jesús				X
TOTAL	3	11	3	8

The clinics that have not submitted letters have provided a variety of reasons – some have had a change in staff, one is in the process of converting its infrastructure and thus cannot submit any request until the work is done, another has approval only to distribute medicines, others have simply neglected to submit to date. We have included all of the indicators related to these clinics in the PMP but will adjust as needed.

Monitoring and evaluation. Throughout FY13, RTI provided technical support to Juan XXIII to strengthen its monitoring system and ensure that data collection in each of the units is within the USAID data quality standards. The Juan XXIII team as well as RTI concentrated technical support and monitoring evaluation visits in all 25 centers this year, some of which are described above. During these visits, the team monitored indicators, verified the management of clinical files, coordinated the planning of the counseling sessions, and delivered the printed materials. In these visits, the team classified the centers into three categories:

- **Developed centers** are defined as centers whose personnel attended the trainings, who maintain an adequate register of information, who develop and submit their reports and who apply evidence-based guidelines in the services they offer. 14 centers have achieved this level.
- **Intermediate centers** demonstrate mixed results in the quality of their clinical files and registers, their reporting, and who are late in submitting information. Six centers were classified in this level.
- **Underdeveloped centers** have challenges in all the areas above (attendance in trainings, adequate registration of data and maintenance of clinical files, application of evidence-based guidelines). Four centers were classified in this level. In most cases, it is due to the turnover of medical staff and center directors. In the *Dispensario San Martin de Porras*, they are converting the center into one with a focus on natural medicine. In the *Centro San Judas Tadeo*, which is next to a MINSA clinic, almost all medical cases for women of reproductive age and children are referred to MINSA for follow-up and receive no services.

***FZT* Health Component:**

The Health and Nutrition component for the *FZT* grant implemented the following activities in FY13:

Development of the nutrition module. A teacher training module on nutrition as well as materials in nutrition for parents began development in FY12. However, this component had significant delays in the development and final approval of the support materials, which affected accomplishment of the targets for number of people trained. In FY13, *FZT* engaged the support of NICASALUD to review the content of the nutrition module, which also resulted in the engagement of a nutrition consultant. By the end of Q2, all observations were integrated into the module and it was submitted to USAID for review. The *FZT* team was trained in the content of the module in February. The nutrition module that was developed by *FZT* during earlier quarters of FY13 was used to provide the training to the teachers. Upon the recommendation of USAID, the *FZT* team consulted with 304 of the teachers to validate the module. The module provides basic information on nutrition as well as strategies for integrating nutrition as a cross-cutting component into the classroom, including through use of the XO computers.

Nutrition training for parents. In the early part of FY13, nutrition trainings were geared toward parents in beneficiary schools, focusing on promoting health habits and practices in the home. The people that managed snack stands at the schools were also included in the training. More than 2,100 people participated in these trainings. As a result of the training events, more parents

were aware of healthy eating habits and were taking steps to provide healthier food for children. They reported providing breakfast as an important meal, and they included additional foods in the lunch box to avoid purchasing junk food.

Nutrition trainings for teachers. In Q3, using the nutrition module described above, *FZT* held five eight-hour training sessions for teachers in Ometepe (Moyogalpa, Altagracias, and Maderas Zones) and in the Caribbean Coast (Bilwi and Bluefields). A total of 342 people were trained in these sessions (268 women and 74 men), bringing the cumulative total for FY13 to 378 people. The trainings helped teachers identify the relationship between education and health and nutrition, especially the causes and effects of malnutrition on education. Participants were shown which foods have the most macronutrients, micronutrients, and which are the best for people to eat; 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. The training was especially interactive and participatory: teachers developed mind-maps, drew creative interpretations of the food pyramid, and acted as investigative journalists to compare prices of junk food with health food in the market.

Nutrition promotion in schools. In monitoring visits during the year, the *FZT* team as well as RTI staff found that educators are promoting good health and nutrition practices, using classroom walls to display murals, posters and messages that emphasize the importance of good nutrition. In addition, they are holding meetings with parents to emphasize the importance of providing breakfast and an afternoon snack to the children. In the Asuncion de Maria School in Managua, they held a “Gastronomic Fair” with participation from parents and teachers. Some schools promoted hand washing campaigns as in the case of John Paul II in Managua, and Hogar San José School of Chinandega. The RTI team also visited schools in Bluefields directly after observing the nutrition training – teachers were already incorporating 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 hanging up examples of healthy foods on the walls.

ANF Health Component

The Health and Nutrition component for the ANF/IDEUCA grant implemented the following activities in FY13:

Health and nutrition reading material in the literacy module: ANF has designated part of their budget to incorporate reading material on health and nutrition into the final version of the literacy module. This will allow the trainers for the replica trainings to orient teachers to use these readings in class, allowing for a cross-cutting approach to reading and writing.

Health and nutrition training: ANF/IDEUCA held workshops throughout the year with parents and educators, addressing health and nutrition for children as well as appropriate techniques for growth monitoring for children under 5. A workshop was held on November 29 with educators from each of the centers to prepare them to take the height and weight, as well as the monitoring and nutritional counseling by the center. This gives each center value added in its human and technical capacity to conduct these processes, with a very low operating cost. 69 principals and teachers received four hours or more of training. Schools continued to provide training in health

and nutrition for a variety of stakeholders, particularly parents. In total, 273 people received training in nutrition in ANF/IDEUCA schools this FY.

Observatory results for health indicators. The Fifth Report of the Observatory noted the following indicators: 79% of schools sell nutritive products in their cafeterias; 76% work to improve eating habits, 74% make health and nutrition issue a cross-cutting discipline, 78% implicate fathers and mothers to help their children acquire nutritious eating habits, while 73% develop activities to promote this new paradigm. 29% of the centers have started a school garden, which is an increase over the 13% reporting in the previous report. Schools that have not made gardens have noted that they lack the requisite space. In all of these indicators, we see improvement from the Fourth Observatory report.

Growth monitoring. In Q3, Schools completed the second process of weighing and measuring students, which allowed ANF and IDEUCA to analyze the results and present them to the directors of the schools. 14 centers participated in the activity, reaching a total of 523 children. 40 teachers were trained in growth monitoring, which allows the process to continue even after the project is completed. Directors have also received guidance on how to follow up on children with problems identified by the growth monitoring process.

The biggest finding from this analysis was the observation that more schools show problems with overweight and obese children, rather than underweight. In addition, a significant percentage of children demonstrate stunting (low height). Only four schools have any underweight children, while some schools (particularly Academia Santa Maria and San Gregorio) have nearly one third of their children overweight or obese. *Table 5* below shows the result by school. This problem is related to high consumption of non-nutritional foods, with a high content of sugar and fat, combined with a low consumption of fruits and vegetables.

Table 5: Nutritional classification of children under five, with the weight for height measurement, in ANF schools

Center	n	Weight for Height %					Average	SD
		% < -3SD severely thin	% < -2SD thin	% < +1SD Normal	% < +2SD overweight	% < +3SD Obese		
Corazón de Jesús	26	0	0	38,5	19,2	11,5	0,92	1,12
Espíritu Santo	13	0	7,7	46,2	15,4	0	0,45	1,59
María Llanes	38	0	0	28,9	7,9	2,6	0,49	1,08
Belén Fe y Alegría	59	0	1,7	32,8	12,1	1,7	0,67	1,08
C.A. el Edén	8	0	0	50	25	0	0,99	1,17
La Recolección	41	0	0	24,4	7,3	2,4	0,33	1,11
Marcelina Peralta de	34	0	0	39,4	12,1	3	0,97	1,08
Santa María	32	0	0	41,9	22,6	6,5	0,95	1,26
San Gregorio	14	0	0	50	21,4	7,1	0,9	1,39

Pablo Antonio Cuadra	87	0	2,3	26,7	8,1	4,7	0,29	1,32
Pureza de María	108	0	0,9	22,4	9,3	2,8	0,4	1,09
Bayardo Cordero	18	0	0	33,5	16,8	0	0,22	1,5
Arturo Montealegre	45	0	0	15,6	2,2	0	0,33	0,75
Total	523	0	1	29,5	11	3,3	0,52	1,17

School directors received guidance for follow up on the following themes:

- Orient mothers that with a balanced, healthy diet children will grow steadily and develop properly, growing into a healthy adult.
- Incorporate education in diet and nutrition into schools in a permanent way.
- Orient children, parents, and teachers not to consume foods that have no nutritional value or are high in fat and sugar.
- Orient mothers in preparation of health lunches for small children.
- Recommend to mothers to pay more attention to the diet of their children, supervising what the children eat, but do not make it a punishment for the child.
- Suggest that parents bring children to the health center for regular growth monitoring, where health talks should include themes of healthy diets as well as health dangers from children.
- Recommend to mothers that children consume a healthy, balanced diet with a variety of food including lots of fruits and vegetables. Reduce the excess consumption of foods high in fat and sugar.
- Promote physical activity in children and reduce the number of hours they pass in front of the television.
- For children who are heavier than average for their age, recommend to the mothers to supervise that the child has a healthier diet without excess sugar, chocolate, ice cream, and sodas or other junk food.
- Be careful not to recommend putting a child on a diet, but rather recommend that they consume healthier food like fruits and vegetables.

COSEP HIV/AIDS Project

The COSEP HIV/AIDS prevention project implemented the following activities in FY13:

Project publicity. On November 20th, 2012 Dr. Álvaro Guerra, Coordinator of COSEP HIV Commission, Dr. Marianela Corriols, USAID Health Specialist and Carolina Castro, former Chief Of Party of *Alliances2*, participated in an interview on Channel 14 in the program “*Nicaragua Empresaria*,” a TV show sponsored by COSEP. The purpose of the interview was to promote the participation of the private sector in the project and publicize the commitment of COSEP to mitigate the HIV epidemic in Nicaragua.

Selection of private sector companies. One of the main activities of the project in the second and third quarters was to select the companies that would benefit from the project activities. On December 27, 2012 COSEP published an open call in “*El Nuevo Diario*” newspaper to promote the participation and support of the private sector for the mitigation of the HIV in Nicaragua. In February, the review committee consisting of COSEP and RTI staff formally evaluated the prospective companies. Eligibility criteria included priority geographic location, key population, number of trainees, number of replica trainings, and planned leverage. Selected companies and their activities are described below. All participating companies are affiliated with COSEP’s various chambers and associations.

AMOCSA. AMOCSA is a member of the *Asociación Cámara Nicaragüense de la Salud* (CANSALUD – Nicaraguan Chamber Association for Health). It is located in the west of the country, an area that is considered by the MINSA as high risk for HIV prevalence. AMOCSA is a medical company with two subsidiaries, located in Leon and Chinandega, which serve the majority of companies in the West. They have about 469 permanent staff and cater to 28,000 members in their illness and maternity program and about 43,000 professional members. They have developed corporate social responsibility programs in education, health, HIV/AIDS, and disease prevention for women, children and adolescents. They conduct periodic health campaigns in conjunction with the companies that give them pension support, in addition to providing training and rapid HIV testing.

AMOCSA has developed and adopted a workplace policy on HIV/AIDS, which it considers to be a potential threat to its workers and the productivity of their business. For the implementation of this policy, the company conducts the following activities: training on counseling, condom distribution, provision of health services, rapid testing and counseling, provision of space for counseling, confidential reports, materials for diagnostic tests, support groups, sexually transmitted infection (STI) treatment, referral and provision of family planning services.

Ingenio Monte Rosa. The Ingenio Monte Rosa, which is affiliated with the Cámara de Industrias de Nicaragua (CADIN – Chamber of Industries of Nicaragua) is located in the municipality of El Viejo and has a population of 5,519 workers (582 permanent and 4,937 temporary workers) during the harvest season. They have a team of three medical practitioners, four nurses and 42 health volunteers who will be trained to implement HIV prevention activities. Ingenio Monte Rosa has various corporate social responsibility programs focused on education, health and environment. They conduct health fairs twice a year and have health programs aimed at preventing disease. Ingenio Monte Rosa has no internal HIV policy but has shown interest in formulating it.

CASUR. The *Compañía Azucarera del Sur* (CASUR – Southern Sugar Company), a member of CADIN located in the town of Potosi, Rivas, has a population of approximately 3,000 employees (198 permanent and 2,802 temporary workers). They have a team of 1 doctor and 15 nurses. Rivas is considered by its geographic location on the border as a transit zone, vulnerable to the spread of HIV. CASUR has a corporate social responsibility programs, serving in the areas of education, health and environment.

The company does not have an HIV policy; however, they believe that HIV is a potential threat to their workers and business performance and they are interested in developing a plan in the future. CASUR addresses the issue of HIV in week-long health conference they hold once a

year. The company supports its employees with health services, space for testing and counseling, confidential reports and support groups.

HANSAE. Hansae is a textile company active in the *Asociación Nicaragüense de la Industrial Textil y Confección* (ANITEC – Nicaraguan Association of Textile and Apparel Industry). It currently has two plants, one in the town of Nandasmo and one in Managua. In the coming months the plant in Managua will be transferred to the municipality of Niquinohomo, which will place Hansae in a high risk area for HIV prevalence and increased cases in the men who have sex with men (MSM) community, such as the department of Masaya. The working population of this company is predominantly native to the area and has about 5,000 workers.

Hospital Central Managua. The Central Hospital of Managua, a pension medical company serving textile companies, commerce, among others, and has about 415 workers of which 20 doctors and nurses who staff the outpatient clinic were trained in March. Although this hospital became public after being chosen to participate in the program, the project continued to support them specifically for the training of the medical staff since they provide medical services and training for employees of COSEP member companies.

Rocedes and United States Limited Corporation (USLC). Rocedes and USLC are active members of ANITEC located in Managua, which is considered medium risk area. Rocedes has 2,400 workers (doctors, nurses and health promoters) and will begin training in April. USLC has formally applied to participate in the project, but has not yet been formally approved by the review committee. This company has 2,400 employees.

Camara de Turismo de Nicaragua (CANATUR). CANATUR is the active Chamber of Tourism associated with COSEP, incorporating Travel agencies, convention bureaus, hotels, airlines, restaurants, car rental agencies, and other similar businesses. Partners of CANATUR are located in 17 different places throughout Nicaragua. COSEP organized two trainings with CANATUR, consisting of 23 people from the hotel industry, mostly human resources staff. Participating hotels include Hotel Intercontinental Metrocentro, Hotel Camino Real, Hotel Seminole, Hotel Barceló Managua, Mansión Teodolinda, Hotel Las Mercedes, Hotel Hilton Princess and Hotel Holiday Inn.

The *Compania Cervecera de Nicaragua* (CCN) employs approximately 1,300 workers. They chose to prioritize the manufacturing and distribution areas for intervention.

Gildan is a member business of ANITEC. Located in Rivas, Masatepe and San Marcos, Gildan has 5,500 permanent workers. The company has corporate social responsibility programs in education, health, HIV/AIDS, environment, gender, and integration of handicapped people into the workforce. Their medical staff consists of 3 doctors and seven nurses. They do not currently have an HIV policy but they have expressed interest in developing it, since they consider the diseases to be a threat to the health of their workers and the productivity of their business. Gildan holds health days three times a year, and they have individual health programs related to ergonomics, breast cancer, visual health, and HIV testing. They have already held trainings in HIV and provide support to workers for the distribution of condoms, health services, support groups, referrals, and family planning services.

Kaltex Argus is also an active member of ANITEC, located in a high-risk zone in the department of Granada. They have 1,200 active employees, although none are health personnel.

Their corporate social responsibility programs are focused on education, but they also consider HIV to be a risk to their workers and their productivity.

Training of medical personnel and staff. Once the companies were selected, the COSEP team began planning and implementing trainings for each company. The complete training includes the basic prevention package with most at risk populations (MARPs), gender-based violence, stigma and discrimination. A total of 127 medical personal and 164 other staff (health promoters, human resources staff, security personnel, etc.) received training through the project in FY13, with all trainings completed by the end of Q4.

Pre and posttests. At the end of each training, COSEP applied a written evaluation to the participants to test how much knowledge they obtained in the training. For any individual participant that received less than 70% score, the project provides additional reinforcement sessions. Improvement is mainly reflected in questions about combination prevention, methodological aspects of counseling and HIV epidemic types.

Replica trainings. Once the medical and other key personnel at these companies have been trained, they enter into the process of providing replica trainings to their workers. The majority of these replicas were planned for Q4. However, CASUR completed their replicas during Q3 by training 700 workers in their agricultural and manufacturing areas. COSEP technical and M&E staff provided supervision to the replica trainings. A total of 11,192 people participated in replica trainings this year.

Additional support to beneficiary companies. COSEP further supported beneficiary companies by participating in their health fairs and holding meetings to provide feedback on the KAP survey. During Q4, COSEP project team members attended health fairs for Ingenio Monterosa and HANSAE.

Knowledge, attitudes, and practices (KAP) survey. In Q3, the COSEP team conducted the baseline KAP survey for 17 participating companies. The survey is self-administered, but guided by an instructor that reads each of the questions so that everything can be understood. Surveys are given in a conference or meeting room that is arranged with enough space that each subject has privacy to respond. The survey lasts about 95 minutes and is divided into several sections: 1) General background; 2) basic knowledge and stigma and discrimination; 3) attitudes and practices; 4) care and referral about STIs and HIV. A total of 876 surveys were administered to represent the total population of 15,111 workers from the agro-industrial, textile, and tourism industries. Key findings include the following:

Knowledge:

- 99% of those surveyed recognize HIV as a sexually-transmitted infection
- Only 39.47% think that HIV is not transmitted by mosquito bites
- 65.33% think that HIV is not transmitted by sharing food
- 78.6% believe that anyone can get HIV, while higher percentages of respondents believe that people who have sex with people of the same sex (82.41%), alcoholics and drug addicts (83.75%) and sex workers (94.4%) are at risk of acquiring HIV.

Attitudes:

- 70% of women and 63% of men think that the initiative to use condoms should come from both parties.
- 75.66% of men believe that if a woman has condoms, she must be unfaithful to her partner, while 35.88% of women believe the same when a man has condoms.
- 74.42% of men and 25.58% of women think that if a woman carries condoms, they relate her with a sex worker.

Practices:

- 85% of subjects noted that they do not use a condom for every sexual encounter, and 43.82% do not use condoms at all
- 56% of men had sex while under the influence of alcohol
- 35% have had an HIV test while 89% of those tested have received their result
- 74.37% associate HIV with prostitution.

Some conclusions that can be drawn from the baseline are that workers hold incorrect beliefs about the transmission pathways of HIV, they still have high-risk behaviors, and they stigmatize condom use. The baseline study is rich in data about this particular at-risk population.

Endline KAP survey. The endline KAP survey was conducted during Q4. By the end of the quarter, the COSEP team was finalizing the data entry and analysis of the results. In October, they will prepare and present the report comparing results with the baseline study.

Additional technical activities. COSEP realized some extensive cost savings over the course of their project execution and thus completed the fiscal year with a large portion of their budget unspent. In September 2012, RTI completed an exercise with COSEP to analyze why their spending is behind and to explore ways to use the remaining funds. Their cost savings have largely resulted from the lower-than-expected cost of implementing technical activities: they have spent significantly less in per diem for their KAP survey team and less on facility rental for their replica trainings. The no-cost extension request described in the Program Management Section 3 below, which would extend the COSEP project through November 15, would allow them some additional time to spend their remaining funds. In addition, COSEP will allocate some of their unspent funds to print an additional stock of their HIV Combination Prevention training modules as well as more technical brochures to be used in future programs.

2.4.2 Key Results

Activities implemented by *Alliances2* health partners during Q3 of FY 2013 generated the following key results:

- 3,578 children under 5 (774% of the target for FY 2013) were reached by nutrition programming.
- 1,540 pregnant women (99.9% of the target for FY 2013) between the ages of 15 and 49 received prenatal care.

- 1,180 people (165% of the target for FY 2013), including parents and health promoters, were trained in child health and nutrition.
- 102 newborns (14% of the target for FY 2013) received antibiotic treatment for infections.
- 12 newborns (3% of the target for FY 2013) were taken to health centers for post-natal visits within three days.
- 1,704 children (112% of the target for FY 2013) received treatment for diarrhea
- 915 children (no target for FY 2013) received treatment for pneumonia.
- 166,882 people (382% of the target for FY 2013) had access to low-cost essential medicines.
- 127 medical personnel (127% of the target for FY 2013) received training in human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) prevention.
- 11,192 people (122% of the target for FY2013) received training in HIV/AIDS combination prevention.

2.4.3 Key Issues Faced

Juan XXIII

- During the year, the fluctuation in the number of eligible centers in the project created challenges and frustrations for project implementation. After final guidance was provided from USAID, the *Alliances2* team worked closely with Juan XXIII to determine a course of action to best achieve that project objectives. Nonetheless, the project will fall short of accomplishing some of their technical targets.
- The centers did not yet have an adequate supply of forms for keeping records, which affected their ability to report data, achieve application of standards and facilitate monitoring. Although the forms were finally approved and distributed, the centers should continue improving their usage of the forms to achieve adequate monitoring and patient follow-up.
- RTI worked with Juan XXIII on responding to the findings from the mid-term financial review conducted by the external accountant. These findings include the correct documentation of purchases as well as adequate documentation of staff salaries and the payment of INSS on the self-financed payroll. Please see **Section 3.4 Grants Management** for further information on this issue.

COSEP

- COSEP faced challenges in getting the KAP survey sessions and trainings (initial sessions and replicas) scheduled with the participating businesses, which delayed the project and prevented the team from completing the final KAP survey and all other project activities by the end of September. Although the businesses are eager to participate, it takes time away from their production when their staff participate in the trainings and surveys.

2.4.4 Activities and Actions Planned for the Next Quarter

- Complete final reports and grant closeout activities for all projects.
- Finalize project systematization reports.
- COSEP will finalize production of their program videos, their billboards promoting private sector commitment to HIV prevention, and the printing of additional program materials.

3. Program Management

3.1 Project Staffing

The project underwent various changes in personnel this year. In February, [REDACTED] resigned as the Education Manager of the project. The recruitment process was underway by the end of Q2 and RTI proposed a candidate for her replacement in April. The candidate was found not to be suitable by USAID. Although RTI reviewed the list of applicants and interviewed additional candidates, the other shortlisted candidates were no longer available. In order to support the remaining technical activities on the project, RTI home office education experts provided support – although most technical activities were already completed. They will continue to support the project through the review of the EGRA final reports when they are completed in FY14.

In March, [REDACTED] resigned as project COP. RTI proposed [REDACTED], to assume the role for the remainder of the project. This proposal was made with the knowledge that the project has limited time remaining and it is critical to bring all the remaining activities to full and timely fruition. [REDACTED] was formally approved for the role in early April.

The project Monitoring and Evaluation Coordinator, [REDACTED], received a long-term job offer from another organization and he resigned effective September 22, 2013. He will provide limited support for the final project report. The M&E coordinators embedded in the projects will also continue to provide support through the end of their projects.

In September, RTI engaged [REDACTED], former *Alliances2* Grants and Operations Manager, on a consultant basis to support the grant closeout activities as well as the final project leverage review.

3.2 Budget Information

A budget summary for FY 2013 can be found in *Annex E*.

3.3 DEC Submissions

In addition to the *Alliances2* project annual reports, RTI has submitted the following reports and technical documents to the Development Experience Clearinghouse (DEC).

Partner	Document Title	Publication Date
AMCHAM	Guía de Reforzamiento den Lectura Inicial	2012
AMCHAM	Módulo I: Fundamentos y Actividades Para El Desarrollo de Competencias Lectoras en Educación Primaria; 1ro - 3er Grado	2012
AMCHAM	Módulo II: Fundamentos y Actividades Para La Comprensión Lectora y Producción Escrita en Educación Primaria; 4to - 6to Grado	2012
ANF	Compendio de Estrategias y Actividades Para la Enseñanza de la Lectura y Escritura con Enfoque Comunicativo y Funcional	2012
ANF	Diplomado de Dirección de Procesos Integrales de <i>Excelencia</i> e Innovación Educativa (Directores)	
	Módulo 1: Dirección y Gestión del Centro Educativo	2011
	Módulo 2: Gestión del Plan Educativo de Centro	2011
	Módulo 3: Gestión Curricular: El Plan Curricular de Centro	2011
	Módulo 4: El Proceso de Enseñanza - Aprendizaje - Evaluación don Enfoque Socioconstructivista	2011
ANF	Módulo 5: Gestión Psicosocial y Comunitaria	2011
	Diplomado de Procesos Integrales de Calidad Educativa y Pedagógica (Maestros 1er Ciclo)	
	Módulo 1: Construcción de Una Escuela de <i>Excelencia</i> , Calidad, e Innovación	2011
	Módulo 2: Enfoque Comunicativo de Competencia de Lengua Primer Ciclo Primaria: Juguemos con el maravilloso mundo de las palabras	2011
	Módulo 3: Educación en Salud y Nutrición	2011
ANF	Módulo 4: Enseñanza de la Matemática	2011
	Diplomado de Procesos Integrales de Calidad Educativa y Pedagógica (Maestros 2do Ciclo)	
	Módulo 2: Enfoque Comunicativo de Lengua y Literatura: Interactuamos con textos para disfrutar y aprender	2011
	Módulo 3: Enseñanza de las Ciencias Con Base en la Indagación (ECBI)	2011
FZT	Módulo 4: Enseñanza de la Matemática	2011
	Incrementando la Educación de Calidad Mediante el Acceso a Recursos Tecnológicos: Programa Educativo Una Computadora Por Niño	
	Módulo 1: Innovación Educativa	2012
	Módulo 2: Desarrollando Capacidades en el Uso y Manejo de la Computadora XO	2012
	Módulo 3: Estrategias Educativas Que Contribuyen al Desarrollo de la Escuela de <i>Excelencia</i>	2012
	Módulo 4: Construyendo Nuevas Rutas de Aprendizajes para el Desarrollo de la Fluidez y Comprensión Lector con la XO	2012
Módulo 5: Reforzamiento Educativo Permanente	2012	
Módulo 6: Uniendo Esfuerzos por la salud y Nutrición de Nuestros Estudiantes	2012	
COSEP	Reducción del Riesgo de VIH en Trabajadoras/es a través de la implementación de políticas de VIH en empresas miembros de las cámaras y asociaciones del COSEP 2012-2013	2013

3.4 Grants Management

During this year no new grants were developed. However, several partners revised and updated their budgets based on expenditures, which resulted in grant modifications. In addition, several partners submitted proposals for cost extensions to extend program activities through September

2013. For *FZT*, ANF, and AMCHAM, these proposed extensions will allow them to implement the final EGRA evaluations during the period of the school year as their baseline, which allows for a more statistically valid comparison. *Eduquemos* developed additional activities that expanded their scope and significantly increased their budget. All modifications resulting in increased ceilings or extended periods of performance were presented to USAID for prior approval.

Juan XXIII Grant. On April 18, the USAID Contracts office sent a letter to RTI with next steps concerning the issue identified by the external certified public accountant (CPA) during the financial review of the Juan XXIII grant. The issue involves the practice Juan XXIII has, as an institute within the UCA, of paying a salary to employees that is partly in Córdobas, and partly in dollars, without the appropriate related contract in place and without applying the appropriate deductions for INSS and INATEC on the USD portion of the salaries.

On May 17, RTI responded to USAID with the proposed next steps, which included requesting a credit to *Alliances2* from Juan XXIII of unsupported salary amounts. On May 24, RTI participated in a telephone conference to further clarify the issues. In early June we also provided for USAID's review the most recent report from the CPA noting that all other identified issues with Juan XXIII's financial review had been resolved.

RTI reviewed and approved a revised life-of-project budget for Juan XXIII that incorporates the reduction in scope of the project to 25 centers, as well as the correction of the appropriately supported salary amounts with related benefits as required by Nicaraguan law. Thus, the project will only support the salary amount in each employee's official contract with the institute as well as all related fringe benefits. This revised budget was submitted to USAID for review and approval, along with an extension in the period of performance for the project through October 31 in order to allow the submission of the project's final evaluation report. USAID approved this revised budget and extension on September 13, 2013. RTI will conduct a final financial review of Juan XXIII in October to ensure all previous recommendations have been maintained.

No-cost extension and budget management cost realignment request. On August 20, RTI requested a no-cost extension for the *Alliances2* project through December 31, 2013. (An initial request through November 30 was requested in July; this was revised in August after discussion with the AOR). This extension was envisioned to accommodate several of the project subgrantees that need additional time to successfully complete their planned technical activities, as follows:

- 1) The three education subgrants (for *FZT*, AMCHAM, and ANF), began implementation of the final evaluations of their reading interventions in late July through the application of the Early Grade Reading Assessment (EGRA) endline survey. The EGRA test could not be conducted earlier due to the technical need to conduct it two years after the application of the baseline tests in August 2011. Due to the sample size, the simultaneous application of the tests in three projects, and the inclusion of an additional investigation of associated factors for the project, the projected end date for the work will be at the end of October (including the dissemination of results to the related schools).
- 2) The COSEP HIV grant faced scheduling challenges with getting replica trainings completed with the private sector partners, since they need to be coordinated with the work schedules of participants. An additional month of implementation for this subgrant

would give them a better opportunity to complete their final evaluations within the period of performance.

- 3) The Juan XXIII project needed additional time to complete their final project evaluation, in order to see the impact the project had since the initial baseline study in 2011.

In addition to this request for the no-cost extension of the *Alliances2* period of performance, we also requested a realignment of the management costs among the funding accounts for the *Alliances2* project, as well as re-programming unused *Alliances2* funds for management costs. This realignment is necessary to accommodate the additional cost of the EGRA tests. Both of these requests are still under review by USAID.

Grantee financial reviews. In FY13, RTI completed the mid-term financial reviews of each grantee as a part of the process of strengthening their institutional capacity. Feedback was provided to each grantee and appropriate improvements are underway. A final review will take place in October 2013 for each grantee.

3.5 Project Closeout Activities

As required under A. 12.9 of the Cooperative Agreement, RTI submitted a close-out plan including a property disposition request on September 27, 2013. Since the no-cost extension had not yet been approved by USAID, the plan was structured with an anticipated end date of October 31, 2013. If the extension is approved, the plan will be updated accordingly.

4. Monitoring and Evaluation

The summary of progress on indicators in FY12 is included in *Annex F*.

We have corrected the PMP table to show FY13 targets from our initial partial annual work plan submission, so that the targets match USAID data reported to the central level. Please note that we are finalizing review of the subgrantee final reports, including their supporting documentation for reported indicators, so this table will be updated in the coming weeks as the project winds down.

Below we provide justification for PMP indicators where the FY13 execution to date is significantly above or below the annual target (differences of more than 10% above or below target), in addition to commentary on several other indicators.

- Indicator 2A and 2B: Amount of Cash and In-Kind contributions leveraged from the private sector. Please note that we have recorded the leverage executed this quarter as \$0 because we are currently undergoing an end-of-project leverage review, in order to make a final assessment of leverage eligibility for all partners in accordance with RTI's policy and USAID's guidance in the CA. As of the date of submission, we have completed review of four out of six grantees, some of which will need adjustments. Rather than report partial information this quarter on some grantees we will update this data and submit an updated table by October 25 for use in the annual portfolio reviews.
- Indicator 2.3.1-1: Number of consensus-building processes assisted by USG. *Eduquemos* was unable to conduct the final consensus-building process because the municipality that

was being prepared for the workshop had scheduling conflicts and needed to withdraw from the program. At that point, it would have been difficult to integrate an additional municipality, since the time needed to lay the groundwork for the workshop was extensive.

- Indicator 3.2.1-14: Number of learners enrolled in primary schools and indicator 3.2.1-30: yearly net enrollment rate. The analysis of the trend for these indicators is presented above in *Section 2.3.1*.
- Indicator regarding Number of students in after school enrichment programs. Despite the challenges in getting consistent attendance from students in the reinforcement programs, our partners were successful in getting students identified and enrolled, allowing us to exceed the annual target.
- Indicator 3.2.1-3: Number of administrators and officials trained. This indicator is well under target, with all trainings taking place in Q4. However, the LOP goal was reached in FY12.
- Indicator 3.2.1-24: Number of teachers/educators trained: This indicator is under target, with all trainings taking place in the first three quarters of the year. However, the LOP goal has been exceeded.
- Indicator 3.2.1-33: Number of textbooks and other teaching and learning materials provided with USG assistance. Partners received more donations of supplies than expected, allowing us to exceed the target for FY13 for this indicator.
- Indicator 3.2.1-27: Proportion of students reading with fluency and comprehension after two years of schooling. This indicator will be finalized once we receive the final EGRA evaluation reports.
- Indicator 3.2.1-36: Number of USG-supported schools with improved technology rooms, laboratories, or equipment. This total is pending final review of supporting documentation from the ANF project, and will be updated by October 25 for the portfolio review.
- Indicator 3.1.6-7: Number of cases of child pneumonia treated with antibiotics by trained facility or community health workers in USG-supported programs. The target for Juan XXIII was not included when the partial work plan was submitted, thus the actual execution is significant for this indicator.
- Indicator 3.1.9-14: Number of children under five reached by USG-supported nutrition programs. The target for Juan XXIII was not included when the partial work plan was submitted, thus the actual execution is significant for this indicator.
- Indicator 3.1.6-19: Number of medical and para-medical practitioners trained. This number will not increase further this year as no other trainings are planned. We did not reach the target since many of the original clinics from Juan XXIII were eliminated this year in December.
- Indicator 3.1.6-22: Number of newborns receiving antibiotic treatment for infection. We will not achieve this LOP target. However, there was an increase in the number of

newborns treated in this indicator in Q4 of FY13. This is due to the fact that Juan XXIII is supporting their doctors to administer the first dose more frequently prior to referring the children on to a health center.

- Indicator 3.1.9-1: Number of postpartum/newborn visits within 3 days. We will not achieve this target, due to cultural practices that are difficult to change (women usually return to a MINSA health clinic within 8 days, not to one of the Juan XXIII centers).
- Indicator 3.1.9-1: Number of people trained in child health and nutrition. The target for Juan XXIII was not included when the partial work plan was submitted, thus the actual execution is significant for this indicator.
- Indicator 3.1.1-68: Number of MARPs reached with individual and/or small group level HIV prevention interventions based on evidence and/or that meet the minimum standards required. COSEP experienced unprecedented interest from private sector companies in participating in the program, allowing more of their workers to participate in the replicas than planned.
- Indicator 3.1.1-84: Number of health care workers who successfully completed an in-service training program within the reporting period. COSEP experienced unprecedented interest from private sector companies in participating in the program, allowing more of their health workers to participate in the replicas than planned.

Annex A: FY 2013 Implementation Timeline

Third Year Implementation Timeline

Component	Activity	Planned				Actual			
		Year 3				Year 3			
		1	2	3	4	1	2	3	4
Project Management Activities	Submit Close Out Plan (90 days)								
	Submit Final Performance Report (60 days)								
	Submit Accrual Reports								
	Submit Quarterly Reports								
	Registration of trained participants in Trainet								
	Project Inventory Listing								
	Develop gender strategy for HIV/AIDS by implementing the GBV module								
	Conduct a gender analysis in classroom observation and M&E analysis of education and health indicators								
	Monitor USAID's financial compliance by subgrantee by implementing midterms audits in the first quarter and end of the project audits at the end of the project								
	End of Project and Close Out Activities								
IR 3.1: Increased and improved social sector investments	Develop and update databases that map funding partner and IP interests and actions								
	Build alliances with private sector partners to leverage funds for the HIV/AIDS project								
	Develop seven consensus-building processes, resulting in education advocacy plans								
	National media advocacy campaign in support of an increase in basic education public investment implemented by Eduquemos								
	Workshop to support major private sector foundations working on education to align their efforts to national education priorities and the Millennium Development Goals								
	Presentation of proposed tax reform including commitment to increase investment in education to at least 7% of GDP to National Assembly								
	Presentation of proposed tax reform including commitment to increase investment in education to at least 7% of GDP to Ministry of Education								
	Presentation of proposed tax reform including commitment to increase investment in education to at least 7% of GDP to Ministry of Finance								
	Panel of Experts on the quality investment in education Canal 12 "Esta Semana"								
	Develop five partnerships between the private sector and CSOs to support the local advocacy plans								
	Plan and implement Diploma course for Journalism and education								
Plan and launch the network of communicators "friends of education" RECAMED									
IR 3.2 Improve quality and equity of basic education	Coordinate an EGRA implementation workshop to exchange best practices and results with other USAID education flagship programs								
	Provide technical oversight to activity implementation								
	Supervision to the implementation of after school programs								
	Supply Textbooks and other teaching and learning materials								
	Elaboration of the integrated writing and reading module								
	Training the implementers technical team on the writing and reading module								
	Teacher training on writing and reading module								
	EGRA implementation for all education projects								
	Implementation of Radio and Newspaper programs								
	Enrollment and promotion data collection								
	FZI publication of the best students stories								
	IDEUCA publication of the Observatory Conclusions								
	AMCHAM publication on teacher and students stories								
Monitor ongoing activities and verification of reported indicators									

Third Year Implementation Timeline

Component	Activity	Planned				Actual			
		Year 3				Year 3			
		1	2	3	4	1	2	3	4
IR 3.3 Improved nutrition and reproductive and maternal child health care	Post award meeting with COSEP								
	Design, develop and implement a baseline for Cosep HIV project								
	Implement end line evaluation for Cosep HIV Project								
	Implementation of the guide and unique codes, and the use of an automated package to aid in HIV Monitoring and Evaluation								
	Teacher training on MCH and nutrition								
	Parents and people training on MCH and nutrition								
	Children growth monitoring and nutrition counseling								
	Train medical staff, promoters and partners of beneficiary companies over three days on "Combined Prevention of HIV								
	Train medical staff, promoters and partners of beneficiary companies over on "Working on stigma and discrimination associated with HIV and sexual diversity in health care units"								
	Train medical staff, promoters and partners of beneficiary companies on "Gender Violence and its relationship to HIV"								
	Provide technical oversight to replica HIV implementation in beneficiary companies								
	Monitor ongoing activities								

Annex B: Alliances2 Partnerships

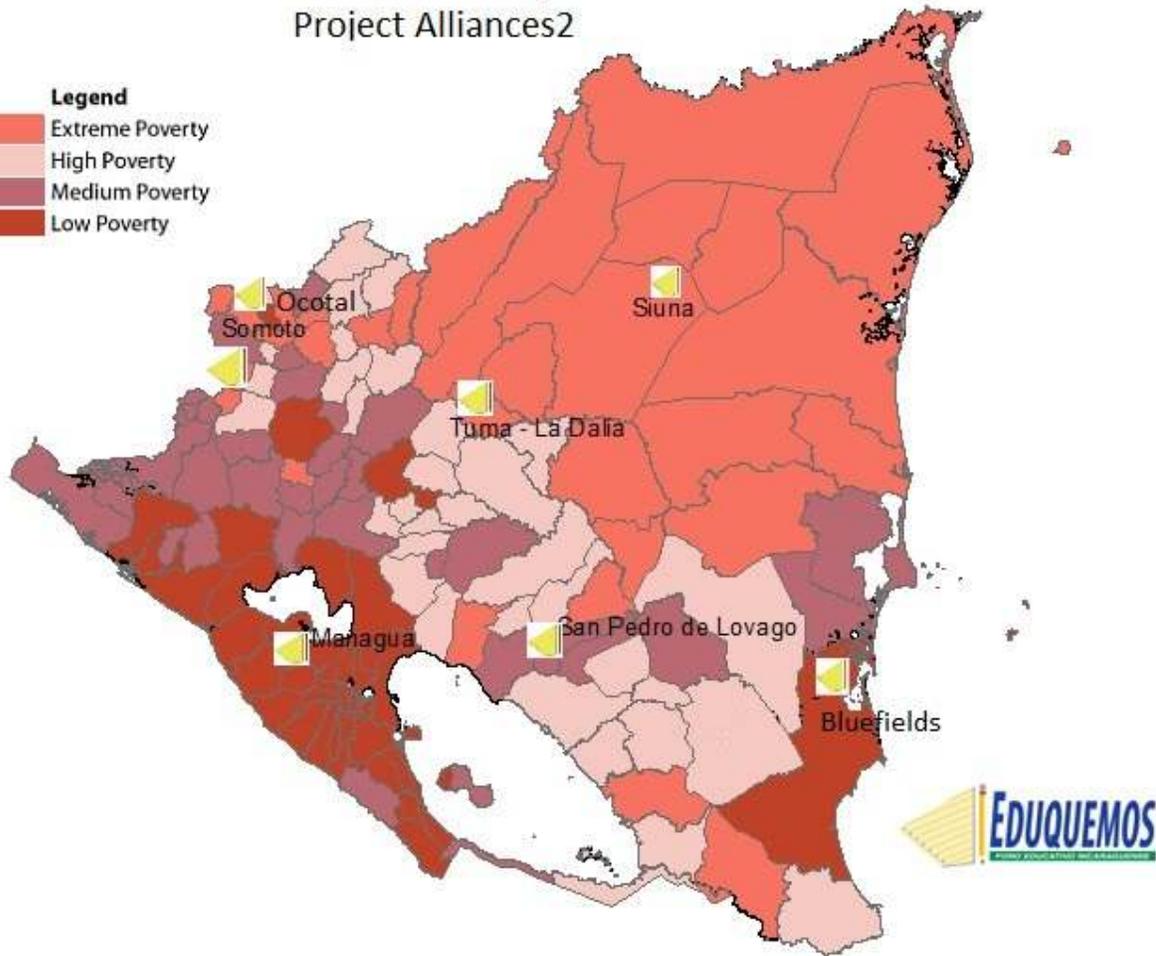
No.	Implementing Partner	Nombre del Socio	Tipo de Acuerdo	Contribución/Aporte
1	AMCHAM	CISA Exportadora	Acuerdo informal	Apadrinamiento
2		Exportadora ATLANTIC	Acuerdo informal	Apadrinamiento
3		Hacienda Santa Maria de Ostuma	Acuerdo informal	Apadrinamiento
4		Hotel Selva Negra	Acuerdo informal	Apadrinamiento
5		Kimberly Clark	Acuerdo informal	Apadrinamiento
6		RAMACAFE	Acuerdo informal	Apadrinamiento
7	ANF	AGRICORP	Acuerdo informal	Transporte
8		Casa Pellas	Acuerdo informal	Infraestructura
9	Eduquemos	Nuevo CARNIC	Colaboración no formal documentada	Especie
10		Canal 12	Acuerdo informal	Especie
11		Canal 14	Acuerdo informal	Especie
12		Canal 15 (100 Por Ciento Nocitias)	Acuerdo informal	Especie
13		Canal 2	Acuerdo informal	Especie
14		Canal 23 (CDNN)	Acuerdo informal	Especie
15		Canal 6	Acuerdo informal	Especie
16		HOY	Acuerdo informal	Especie
17		Radio ABC Stereo	Acuerdo informal	Especie
18		Radio CIMA	Acuerdo informal	Especie
19		Radio El Pensamiento	Acuerdo informal	Especie
20		Radio Mundial	Acuerdo informal	Especie
21		Radio Sandino	Acuerdo informal	Especie
22		Radio Stereo Fe	Acuerdo informal	Especie
23		Radio Stereo Siuna	Acuerdo informal	Especie
24		Radio URACCAN	Acuerdo informal	Especie
25		Radio Zinica	Acuerdo informal	Especie
26	FZT	ACEROS DE NICARAGUA	Acuerdo Informal (Recibos de Donación)	Efectivo
27		AGROALFA	Acuerdo Informal (Recibos de Donación)	Efectivo
28		AIMSA	Acuerdo Informal (Recibos de Donación)	Efectivo
29		ALFAPLUS	Acuerdo Informal	Especie (Conectividad)
30		ALMACENADORA LAFISE	Memorándum de Entendimiento	Efectivo y especie
31		AMNET	Convenio Ometepe	Especie (Conectividad)
32		ARGUELLO CESAR COMERCIAL	Acuerdo Informal (Recibos de Donación)	Efectivo
33		AUTONICA	Acuerdo Informal (Recibos de Donación)	Efectivo
34		AUTOS ALEMANES ASOCIADOS	Escritura de Donación	Especie (Tractor)
35		BAGSA	Acuerdo Informal (Recibos de Donación)	Efectivo
36		BANCO LAFISE BANCENTRO	Memorándum de Entendimiento	Efectivo y especie
37		BANCO LAFISE PANAMÁ	Certificado de Donación	Efectivo
38		BATERÍAS DE NICARAGUA	Acuerdo Informal (Recibos de Donación)	Efectivo
39		BLUE POWER & ENERGY	Convenio	Efectivo
40		BOMBAS Y MOTORES	Acuerdo Informal (Recibos de Donación)	Efectivo

No.	Implementing Partner	Nombre del Socio	Tipo de Acuerdo	Contribución/Aporte
41	FZT	BRIGHT SOLUTION	Constancia de Donación	Especie (Bolsos para XO)
42		CANISLAC	Carta de Intención	Efectivo
43		CASA CROSS	Acuerdo Informal (Recibos de Donación)	Efectivo
44		CASA MACGREGOR	Acuerdo Informal (Recibos de Donación)	Efectivo
45		CITIBANK	Acuerdo Informal (Recibos de Donación)	Efectivo
46		CLARO	Convenio	Especie (Conectividad)
47		CLUB ROTARIO DE LEON	Acuerdo Informal (Recibos de Donación)	Efectivo
48		COMTECH	Constancia de Donación emitida por FZT	Especie (Servidores para escuelas)
49		CONSTRUCTORA SANTA FE	Acuerdo Informal (Recibos de Donación)	Efectivo
50		CORCOSA	Acuerdo Informal (Recibos de Donación)	Efectivo
51		DELI Y CHEN Y CIA LTDA	Acuerdo Informal (Recibos de Donación)	Efectivo
52		DESHON & CIA	Acuerdo Informal (Recibos de Donación)	Efectivo
53		DINANT	Acuerdo Informal (Recibos de Donación)	Efectivo
54		DISTRIBUIDORA LA UNIVERSAL	Acuerdo Informal	Especie
55		DUMART S.A.	Constancia de Donación	Especie
56		EMAGRO	Acuerdo Informal (Recibos de Donación)	Efectivo
57		EMPREMAR	Acuerdo Informal (Recibos de Donación)	Efectivo
58		FITEL TELCOR	Acuerdo a través del MINED	Especie (Conectividad)
59		FORCON S.A.	Acuerdo Informal	Especie
60		GRUPO MAG	Acuerdo Informal	Especie
61		GRUPO PONCH	Acuerdo Informal (Recibos de Donación)	Efectivo
62		GRUPO ZOCASA	Acuerdo Informal (Recibos de Donación)	Efectivo
63		HOSPITAL SALUD INTEGRAL	Acuerdo Informal (Recibos de Donación)	Efectivo
64		HOTEL CHARCO VERDE	Acuerdo Informal	Especie
65		HOTEL FINCA VENECIA	Acuerdo Informal	Especie
66		IBW	Acuerdo Informal	Especie (Conectividad)
67		INDENICSA	Acuerdo Informal (Recibos de Donación)	Efectivo
68		INSECTICIDAS SAN CRISTOBAL	Acuerdo Informal (Recibos de Donación)	Efectivo
69		IPESA	Acuerdo Informal	Especie
70		KOLA SHALER	Acuerdo Informal	Especie
71		KPMG	Memorándum de Entendimiento	Especie
72		MACERCAFÉ	Acuerdo Informal (Recibos de Donación)	Efectivo
73		MACESA	Memorándum de Entendimiento	Efectivo y Especie
74		MATURIN	Acuerdo Informal (Transferencia Bancaria)	Efectivo
75		MEGA IMPRESIONES	Acuerdo Informal	Especie
76		MEGAREDES	Acuerdo Informal	Especie

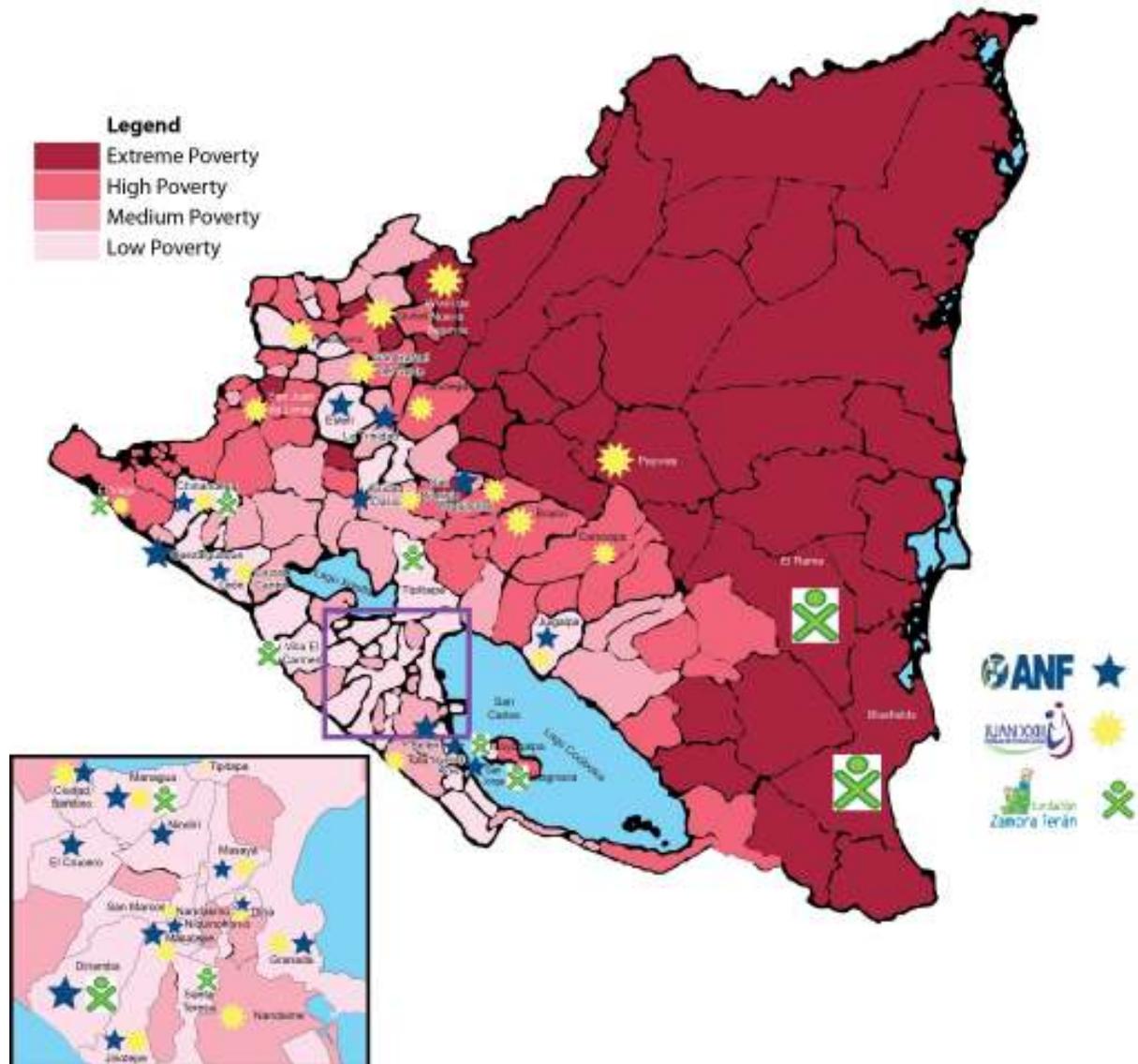
No.	Implementing Partner	Nombre del Socio	Tipo de Acuerdo	Contribución/Aporte	
77	FZT	MULTIREDES	Acuerdo Informal	Especie	
78		NAVEGA	Acuerdo Informal	Especie (Conectividad)	
79		ONICOTUR	Carta de Intención	Efectivo	
80		OPTIM NICARAGUA	Memorándum de Entendimiento	Efectivo y Especie	
81		PARMALAT	Memorándum de Entendimiento	Efectivo y Especie	
82		PAYCA	Acuerdo Informal	Efectivo	
83		PROYECNICA	Acuerdo Informal (Transferencia Bancaria)	Efectivo	
84		PUMA ENERGY NICARAGUA	Acuerdo Informal (Recibos de Donación)	Efectivo	
85		TECNASA	Constancia de Donación	Especie (Servidores)	
86		TELSA	Constancia de Donación	Especie	
87		URBANIZACIÓN SANTA EDUVIGES	Acuerdo Informal	Efectivo	
88		URBANIZADORA VISTAS DEL MOMOTOMBO	Carta de Intención	Especie (Donación de una Casa)	
89		WACKENHUT	Memorándum de Entendimiento	Efectivo y Especie	
90		FZT/Eduquemos	Canal 11	Acuerdo informal	Especie
91			El Nuevo Diario	Acuerdo informal	Especie
92	La Prensa		Acuerdo informal	Especie	
93	COSEP	Compañía Azucarera del Sur (CASUR)	Correo formal y aplicación de proyecto.	Donación de salones , refrigerios, Data show	
94		Ingenio Monterosa	Correo formal y aplicación de proyecto.	Donación de salones , refrigerios, Data show	
95		Gildan	Correo formal y aplicación de proyecto.	Donación de salones , refrigerios, Data show	
96		Hansae	Correo formal y aplicación de proyecto.	Donación de salones , refrigerios, Data show	
97		Rocedes	Correo formal y aplicación de proyecto.	Donación de salones , refrigerios, Data show	
98		Kaltex Argus	Acuerdo Informal	Donación de salones , refrigerios, Data show	
99		USLC apparel	Acuerdo Informal	Donación de salones , refrigerios.	
100		Compañía Cervecera de Nicaragua	Acuerdo Informal	Donación de salones , refrigerios, Data show	
101		AMOCSA- CENTEX	Correo formal y aplicación de proyecto.	Donación de salones , refrigerios, Data show	
102		Hospital Central Managua	Correo formal y aplicación de proyecto.	Donación de salones, Data show	
103		Intercontinental Metrocentro	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	
104		Camino Real	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	
105		Mansión Teodolinda	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	
106		Barcelo Managua	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	
107		Seminole	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	
108		Best Western Las Mercedes	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	
109		Holiday Inn	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	
110		Hiton Princess	Correo formal y aplicación de proyecto.	Donación de salones, Data show.	

Annex C: Alliances2 Project Maps

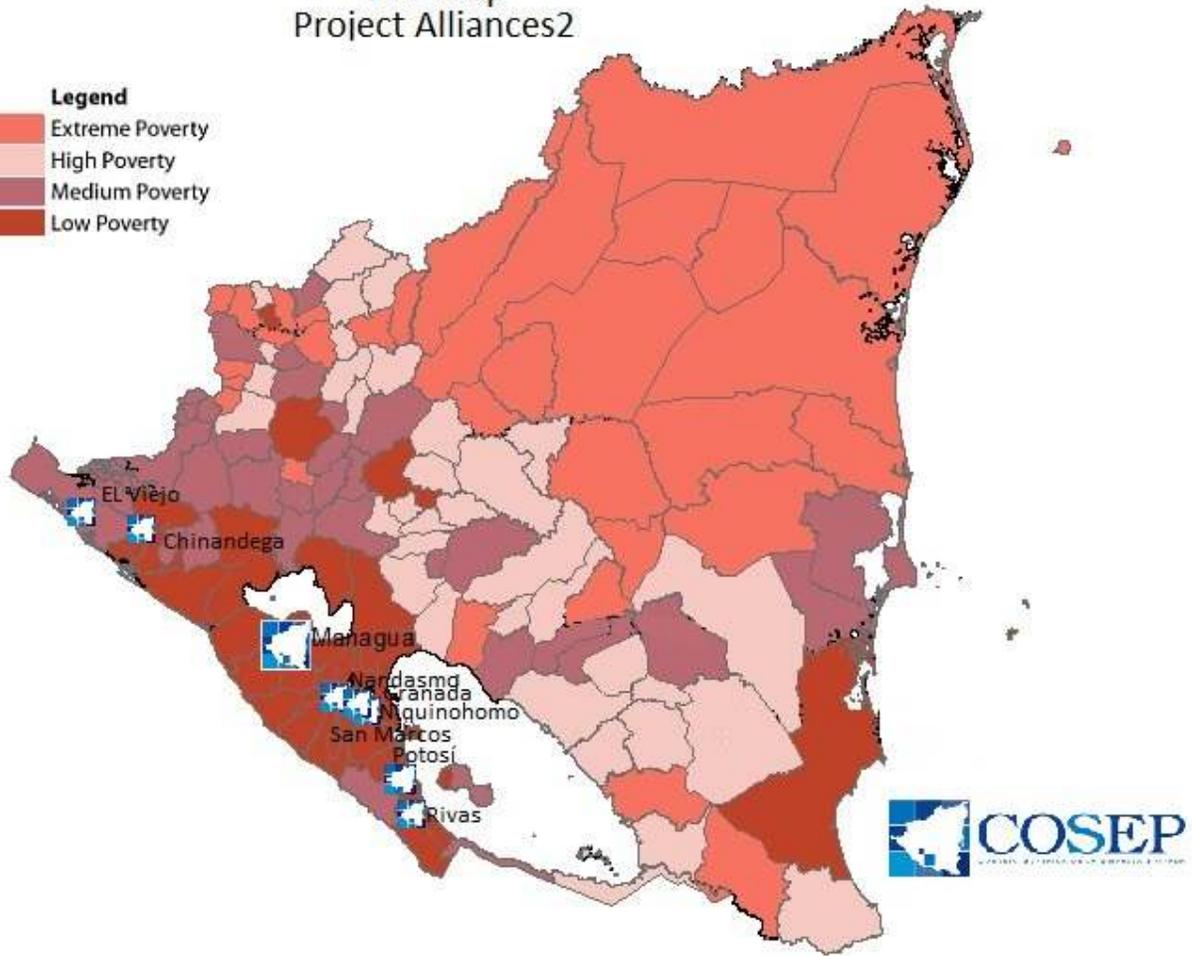
Governance Map Project Alliances2



Health Map Project Alliances 2



HIV Map Project Alliances2



Annex F: PMP Indicators

PMP SUMMARY TABLE OF INDICATORS AND TARGETS												
INDICATORS	Total LOP Goal	Executed FY11	Executed FY12	Target 2013	Executed FY13 (through Q4)	% Execution 2013	EXECUTI ON FY13 Q1	EXECUTI ON FY13 Q2	EXECUTI ON FY13 Q3	EXECUTI ON Year 3 Q4	Cumulative Total	% LOP Execution
IR. 3.1: INCREASED AND IMPROVED SOCIAL INVESTMENTS AT THE NATIONAL AND LOCAL LEVEL												
Expected Result 1: Involvement of for-profit sector in Strategic Partnerships												
1A: Number of Partnerships established with the for-profit private sector	15	5	36	0	69	-	15	0	0	54	110	733%
Expected Result 2: Increased private sector funding available for and used in sustainable projects												
2A Amount of Cash Contributions leveraged from the outside (US\$)	\$3,870,777	\$2,421,627	\$2,647,722	\$598,762	\$606,618	101.34%	\$291,046	\$154,309	\$161,262	\$0	\$5,675,967	147%
AM CHAM	\$1,72,847	\$211,112	\$772,540	\$350,000	\$361,685	103.34%	\$226,958	\$58,554	\$76,174		\$1,345,338	115%
Fundación Zamora Terán	\$2,540,115	\$2,082,926	\$1,740,840	\$100,000	\$201,803	201.80%	\$51,785	\$74,825	\$75,783		\$4,025,569	158%
Instituto Juan XXIII	\$0	\$127,589	\$125,289	\$0	\$0	-	\$0	\$0	\$0		\$252,878	
Governance (EDUQUEMOS)	\$33,855	\$0	\$9,053	\$24,802	\$26,131	105.36%	\$8,671	\$17,460	\$0		\$35,184	10.4%
HIV/AIDS	\$123,960	\$0	\$0	\$123,960	\$16,999	13.71%	\$3,633	\$3,470	\$9,896		\$16,999	14%
2B Amount of in-kind contributions leveraged from the partners (US\$)	\$4,995,855	\$1,048,504	\$2,553,625	\$1,150,340	\$2,614,940	227.32%	\$98,748	\$507,491	\$1,908,700	\$0	\$6,217,069	12.4%
AM CHAM	\$255,372	\$0	\$238,427	\$6,845	\$254,106.20	1499.61%	\$00,978	\$65,530	\$87,598		\$492,533	19.3%
ANF	\$3,235,221	\$1,048,504	\$1,372,346	\$965,000	\$1,921,070.56	199.07%	\$17,688	\$436,872	\$1,482,431		\$4,341,921	13.4%
Fundación Zamora Terán	\$402,627	\$0	\$485,315	\$50,000	\$24,200.28	48.40%	\$3,233	\$5,088	\$5,879		\$509,516	12.7%
Instituto Juan XXIII	\$984,240	\$0	\$457,536	\$0	\$412,610.30	-	\$92,769.96	\$0.00	\$39,840		\$870,417	8.8%
Governance (EDUQUEMOS)	\$20,000	\$0	\$0	\$20,000	\$0.00	-	\$0	\$0	\$0		\$0	0%
HIV/AIDS	\$98,395	\$0	\$0	\$98,395	\$2,952.34	3.00%	\$0	\$0	\$2,952		\$2,952	0%
Expected Result 3: Engagement of Civil society with public and private sectors												
3.A: Number of partnerships established with NGOs, PVOs, and/or CSOs.	5	5	2	-	-	-	-	-	-	-	7	140%
Expected Result 4: Improving Internal Organizational Capacity of Civil Society Organization												
4.A Number of Civil Society Organizations using USG assistance to improve internal organization capacity	15	5	12	0	1	-	-	1	-	-	18	120%
2.3.1 Number of Consensus building Process assisted by USG	7	-	-	7	6	85.71%	4	2	-	-	6	86%
2.3.1.4: Number of USG-Assisted Consensus Building Processes resulting in an agreement	5	-	-	5	5	100.00%	3	2	-	-	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 Number of Civil Society Organizations receiving USG assisted training in advocacy	15	-	17	-	-	-	-	-	-	-	17	113%

PMP SUMMARY TABLE OF INDICATORS AND TARGETS												
INDICATORS	Total LOP Goal	Executed FY11	Executed FY12	Target 2013	Executed FY13 (through Q4)	% Execution 2013	EXECUTI ON FY13 Q1	EXECUTI ON FY13 Q2	EXECUTI ON FY13 Q3	EXECUTI ON Year 3 Q4	Cumulative Total	% LOP Execution
IR 3.2 INCREASED AND IMPROVED BASIC EDUCATION OPPORTUNITIES												
Expected Result 5: Increased, improved and more equitable educational opportunities for learning												
3.2.14. Number of learners enrolled in primary schools and/or equivalent no n-school based settings with USG-support.	70,000	82,376	99,656	101,968	96,934	95%	99,656	-	78,942	96,934	99,656	142.37%
3.2.14a. Number of men		42,012	50,043	51,798	47,401	92%	50,654	-	39,944	47,401	50,654	
3.2.14b. Number of women		40,364	48,497	50,170	49,533	99%	49,002	-	38,998	49,533	49,002	
3.2.14c. Goal 1	70,000	82,376	98,540	101,968	96,934	95%	99,656	-	78,942	96,934	98,540	140.77%
3.2.14d. Goal 2		-	-	-	-	-	-	-	-	-	-	
3.2.14e. Direct		82,376	80,292	83,727	78,565	94%	81,408	-	77,030	78,565	81,408	
3.2.14f. Indirect		-	18,248	18,241	18,369	101%	18,248	-	1,912	18,369	18,248	
AMCHAM	35,206	25,827	27,747	27,736	24,408	88%	27,747	-	22,571	24,408	27,747	78.81%
ANF	48,196	46,340	39,496	41,481	37,406	90%	39,496	-	37,708	37,406	39,496	81.95%
Fundación Zamora Terán	10,000	10,209	31,297	32,751	35,120	107%	32,413	-	18,663	35,120	32,413	324.13%
3.2.130. Yearly net enrollment rate for USG-supported primary and secondary schools.	85,689	81,609	80,292	85,689	73,608	86%	-	-	70,613	73,608	80,292	93.7%
3.2.130a. Male Students	43,607	41,530	40,776	43,607	37,138	85%	-	-	36,138	37,138	40,776	93.5%
3.2.130b. Female Students	42,082	40,079	39,516	42,082	36,470	87%	-	-	34,475	36,470	39,516	93.9%
AMCHAM	26,548	25,284	24,911	26,548	22,496	85%	-	-	20,659	22,496	24,911	93.8%
ANF	42,273	40,260	39,496	42,273	35,483	84%	-	-	34,325	35,483	39,496	93.4%
Fundación Zamora Terán	16,868	16,065	15,885	16,868	15,629	93%	-	-	15,629	15,629	15,885	94.2%
Between Grade promotion rate for USG-supported primary schools.	69,655	N/A	66,261	69,655	68,737	99%	68,737	-	-	-	68,737	98.7%
AMCHAM	21,245	N/A	20,233	21,245	20,179	95%	20,179	-	-	-	20,179	95.0%
ANF	34,538	N/A	32,817	34,538	35,041	101%	35,041	-	-	-	35,041	101.5%
Fundación Zamora Terán	13,872	N/A	13,211	13,872	13,517	97%	13,517	-	-	-	13,517	97.4%
Number of students in after schools enrichment programs	3,000	678	2,620	2,350	2,916	124%	239	820	926	931	6,214	207.1%
ANF	500	0	351	750	1043	139%	-	820	223	-	1,394	278.80%
Fundación Zamora Terán	3000	678	2269	600	942	157%	239	-	703	-	3,889	129.63%
AMCHAM	0	0	0	1,000	931	93%	0	-	-	931	931	0%

PMP SUMMARY TABLE OF INDICATORS AND TARGETS												
INDICATORS	Total LOP Goal	Executed FY11	Executed FY12	Target 2013	Executed FY13 (through Q4)	% Execution 2013	EXECUTION FY13 Q1	EXECUTION FY13 Q2	EXECUTION FY13 Q3	EXECUTION Year 3 Q4	Cumulative Total	% LOP Execution
IR 3.2 INCREASED AND IMPROVED BASIC EDUCATION OPPORTUNITIES												
Expected Result 6: Improved Learning Environment												
3.2.13. Number of administrators and officials trained	150	137	180	156	53	34%	-	-	-	53	317	211.33%
3.2.13a. Number of men		30	43	36	40		-	-	-	40	73	
3.2.13b. Number of women		107	137	120	13		-	-	-	13	244	
3.2.13c. Goal 1	150	137	180	156	53	34%	-	-	-	53	317	211.33%
3.2.13d. Goal 3		-	-	-	-		-	-	-	-	-	
3.2.13e. Direct	150	137	180	156	53	34%	-	-	-	53	317	211.33%
3.2.13f. Indirect		-	-	-	-		-	-	-	-	-	
AMCHAM	100	92	135	106	53	50%	-	-	-	53	227	227.00%
ANF	50	45	45	50	-	0%	-	-	-	-	90	180.00%
3.2.124. Number of Teachers/educators trained with USG-support, disaggregated by gender	2,600	808	2,304	1,359	897	66%	9	211	677	-	4,009	154.19%
3.2.13a. Number of men		100	398	217	88	41%	-	12	76	-	586	
3.2.13b. Number of women		708	1,906	1,142	809	71%	9	199	601	-	3,423	
3.2.13c. Goal 1	2,600	808	2,304	1,359	897	66%	9	211	677	-	4,009	154.19%
3.2.13d. Goal 3		-	-	-	-		-	-	-	-	-	
3.2.13e. Direct	2,600	808	2,284	1,359	897	66%	9	211	677	-	3,989	153.42%
3.2.13f. Indirect		-	20	-	-	-	-	-	-	-	20	
AMCHAM	1,013	540	840	400	680	170%	-	22	658	-	2,060	203.36%
ANF	1,000	118	713	369	166	45%	-	166	-	-	997	99.70%
Fundación Zamora Terán	850	150	751	590	51	9%	9	23	19	-	952	112.00%
3.2.133. Number of textbooks and other teaching and learning materials provided with USG assistance.	300,000	56,297	135,992	108,045	122,639	114%	8,285	2078	44026	68,250	314,928	104.98%
AMCHAM	55421	17413	6742	14,045	17781	127%	7,025	1275	2752	6,729	41936	75.67%
ANF	240980	36000	112315	92,665	102173	110%	-	-	40652	61,521	250488	103.95%
Fundación Zamora Terán	10000	2884	16935	1,335	2685	201%	1260	803	622	-	22504	225.04%

PMP SUMMARY TABLE OF INDICATORS AND TARGETS												
INDICATORS	Total LOP Goal	Executed FY11	Executed FY12	Target 2013	Executed FY13 (through Q4)	% Execution 2013	EXECUTION FY13 Q1	EXECUTION FY13 Q2	EXECUTION FY13 Q3	EXECUTION Year 3 Q4	Cumulative Total	% LOP Execution
IR 3.2 INCREASED AND IMPROVED BASIC EDUCATION OPPORTUNITIES												
fluency and comprehension after two years of schooling, disaggregated by gender and urban/rural	53799 (67%)	0	0	53,799 (67%)	0	-	-	-	-	-	0	0
3.2.127a. Male students	27438 (67%)	0	0	27438 (67%)	0	-	-	-	-	-	0	0
3.2.127b. Female students	26361 (67%)	0	0	26361 (67%)	0	-	-	-	-	-	0	0
3.2.127c. Direct Attribution	53799	0	0	53799	0	-	-	-	-	-	0	0
3.2.127d. Indirect Attribution	0	0	0	0	0	-	-	-	-	-	0	0
3.2.127e. Numerator	53799	0	0	53799	0	-	-	-	-	-	0	0
3.2.127f. Denominator	80292	0	0	80292	0	-	-	-	-	-	0	0
AMCHAM	16690 (67%)	0	0	16690 (67%)	0	-	-	-	-	-	0	0
ANF	26466 (67%)	0	0	26466 (67%)	0	-	-	-	-	-	0	0
Fundación Zamora Terán	10643(67%)	0	0	10643(67%)	0	-	-	-	-	-	0	0
3.2.136. Number of USG-supported schools with improved technology rooms, laboratories or equipment	300	71	120	150	73	49%	14	13	46	-	264	88.00%
AMCHAM	50	0	22	28	13	46%	9	-	4	-	35	70%
ANF	200	56	36	118	55	47%	5	10	40	-	147	74%
Fundación Zamora Terán	50	15	62	4	5	125%	-	3	2	-	82	164%

PMP SUMMARY TABLE OF INDICATORS AND TARGETS												
INDICATORS	Total LOP Goal	Executed FY11	Executed FY12	Target 2013	Executed FY13 (through Q4)	% Execution 2013	EXECUTION FY13 Q1	EXECUTION FY13 Q2	EXECUTION FY13 Q3	EXECUTION Year 3 Q4	Cumulative Total	% LOP Execution
IR 3.3 IMPROVED INTEGRATED MANAGEMENT OF CHILD AND REPRODUCTIVE HEALTH												
Expected Result 7: Improved quality and expanded access to Maternal and Child Health (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%
3.16-4. Number of antenatal care (ANC) visits provided by skilled providers from USG-assisted facilities	3,500	575	1,382	1,543	1,540	100%	352	301	433	454	3,497	99.91%
3.16-6. Number of cases of child diarrhea treated in USA D-assisted programs	3,700	857	1,328	1,515	1,704	112%	135	540	339	690	3,889	105.11%
3.16-7. Number of cases of child pneumonia treated with antibiotics by trained facility or community health workers in USG-supported programs	600	357	839	-	915	-	42	334	186	353	2,111	351.83%
3.19-15. Number of children under five reached by USG-supported nutrition programs	1,500	996	3,177	462	3,578	774%	688	1,375	643	872	7,751	516.73%
Juan XXIII	1,650	996	2,639	-	3,055	-	688	852	643	872	6,690	405.45%
ANF	1,000	-	538	462	523	113%	-	523	-	-	1,061	106.10%
3.16-19. Number of medical and para-medical practitioners trained in evidence-based clinical guidelines	120	29	41	50	31	62%	-	31	-	-	101	84.17%
3.16-22. Number of newborns receiving antibiotic treatment for infection from appropriate health workers through USG-supported programs	900	24	120	754	102	14%	2	27	9	64	246	27.33%
3.16-30. Number of postpartum/newborn visits within 3 days of birth in USG-assisted programs	500	-	124	376	12	3%	1	3	2	6	136	27.20%
3.19-1. Number of people trained in child health and nutrition through USG-supported health area programs	2,500	79	3,290	713	1,180	165%	36	305	839	-	4,549	181.96%
3.19-1a. Number of men		4	347	126	161	128%	4	54	103	-	512	
3.19-1b. Number of women		75	2,943	1,087	1,019	94%	32	251	736	-	4,037	
Juan XXIII	1,000	67	737	-	529	-	-	32	497	-	1,333	133.30%
ANF	610	12	475	123	273	222%	-	273	-	-	760	124.59%
FZT	1,500	-	2,078	590	378	64%	36	-	342	-	2,456	163.73%
Number of people with access to essential low-cost medicines	300,000	109,725	146,590	43,685	166,882	382%	39,287	43,140	58,834	25,621	423,197	141.07%

PMP SUMMARY TABLE OF INDICATORS AND TARGETS												
INDICATORS	Total LOP Goal	Executed FY11	Executed FY12	Target 2013	Executed FY13 (through Q4)	% Execution 2013	EXECUTI ON FY13 Q1	EXECUTI ON FY13 Q2	EXECUTI ON FY13 Q3	EXECUTI ON Year 3 Q4	Cumulative Total	% LOP Execution
3.1168 Number of MARP reached with individual and/or small group level HIV preventive interventions that are based on evidence and/or meet the minimum standards required (PEPFAR Output - #P.8.3.D)	10,000	-	-	10,000	11,192	112%	-	-	749	10,443	11,192	111.92%
Number of Men	9,000	-	-	-	6,068	-	-	-	724	5,344	6,068	67.42%
Number of Women	1,000	-	-	-	5,124	-	-	-	25	5,099	5,124	512.40%
3.1168a By/MARP type: CSW	-	-	-	-	-	-	-	-	-	-	-	-
3.1168b By/MARP type: IDU	-	-	-	-	-	-	-	-	-	-	-	-
3.1168c By/MARP type: M SM (homosexuals)	-	-	-	-	-	-	-	-	-	-	-	-
3.1168c Custom By/MARP type: M SM (homosexuals)	-	-	-	-	-	-	-	-	-	-	-	-
3.1168c: Custom By/MARP type: M SM (transgender)	-	-	-	-	-	-	-	-	-	-	-	-
3.1168d: By/MARP type: Other Vulnerable Populations	10,000	-	-	-	11,192	-	-	-	749	10,443	11,192	111.92%
Number of Men	9,000	-	-	-	6,068	-	-	-	724	5,344	6,068	67.42%
Number of Women	1,000	-	-	-	5,124	-	-	-	25	5,099	5,124	512.40%
3.1184: Number of health care workers who successfully completed an in-service training program within the reporting period (PEPFAR Output - #H2.3.D)	100	-	-	100	127	127%	-	70	57	-	127	127.00%