



Communities with Wealth, Education and Opportunities in Honduras

Quarterly Progress Report: April - June 2013

Agreement No.: AID-522-A-13-00002
Fundación Crisálida Internacional

July 31, 2013

I. INTRODUCTION

USAID and Fundación Crisálida (operating as Glasswing International) entered into a cooperative agreement, effective as of March 22, 2013, initiating the program Communities with Wealth, Education and Opportunities in Honduras - CREOH, with a duration of four years. This initiative seeks to address the prevention of violence through the revitalization of infrastructure of public schools in four communities in order to establish multipurpose spaces within schools and provide education, recreation, enrichment and community service opportunities for children, youth, parents, teachers and other community members in a safe and familiar context.

The overall objective is to increase resilience and protective factors within communities at-risk through community action and the provision of educational and enrichment opportunities in safe spaces within existing public schools. The Program has been organized into two main components:

1. Mobilize the community to revitalize and rehabilitate public schools into multipurpose spaces that promote learning and recreation in the community.
2. Improve public access to learning and enrichment opportunities, and equipping members of the community with life skills and protective factors.

The following reports on the activities and results achieved in the first quarter of the Program - April to June 2013. This period has focused on the development of the implementation plan for the first year of the project, coordination with USAID, the Secretary of Education, and other related entities, and beginning the recruitment process.

II. DESCRIPTION OF ACTIVITIES AND PROGRESS

In order to operationalize the project, the following activities were implemented:

- ✓ With the purpose of initiating and progressing on priority actions for the implementation of CREOH, the recruitment process began, specifically for the positions of accountant and community coordinator. Saira Solorzano was selected for the post of accountant and Rina Garcia as the community coordinator. Both people start work in July.

As Community Coordinator, Ms. Garcia will support the administration of the diagnostic to select the basic education centers (CEB, Spanish acronym) and the communities where CREOH will be implemented and with coordinating with the Secretary of Education to gather information to contribute to the Educational Infrastructure Master Plan of the Secretary of Education for Tegucigalpa and San Pedro Sula.

- ✓ Search for office space and procure equipment, furniture and office supplies to begin operations in Honduras, which currently operates in Col. Florence South Boulevard Suyapa, Minister Business Building, Local 101, Tel 2280-9932.

- ✓ Prepare, review and adjust the Annual Implementation Plan, Capacity Building Plan, Monitoring and Evaluation Plan, and Branding and Marking Plan. USAID approved the Annual Implementation Plan while approval is pending of the other documents submitted to USAID.

II.1 Component A: Improving schools for use as community centers

In the first quarter, CREOH under Component A, the following activities were carried out, aimed at identifying and public school communities where the project will be implemented:

- ✓ Conducted consultation meetings with the Secretary of Education, the Honduran Social Investment Fund (FHIS) and PASMO, in order to understand the different strategies that are linked to CREOH and CARSI, as well as explore possible synergies with institutions and organizations and establish lines of communication and coordination, avoiding duplication of resources and helping to achieve desired impacts under the same objective.
- ✓ For the selection of the four basic education centers (CEB) where the project will be implemented, two in San Pedro Sula and two in Tegucigalpa, we developed a survey instrument to carry out a diagnostic, which includes the criteria framed under this project, these being the physical conditions and surroundings, safety, environment and threats, will of the community and proximity to corporate partners (see Annex I). This instrument has been reviewed by USAID and the Secretary of Education.

Given that, to date, the Department of Education does not have the information on the infrastructure needs of the CEB in Tegucigalpa and San Pedro Sula, CREOH, with the Education Centers Administrative System (SACE, Spanish acronym), selected 50 CEB between Tegucigalpa and San Pedro Sula where it will conduct the diagnostic to collect data. The assessment findings will contribute to the selection of the four CEB where the project will work, according to the established criteria.

It is important to highlight that under this component, the majority of activities for the revitalization of schools will start toward the beginning of Year Two, primarily due to the delay in obtaining legal status of Fundacion Crisalida in Honduras, and therefore tax exemption status. In the interim, CREOH will identify alternative spaces within the school and community to move forward with activities under Component B.

II.2 Component B: Community development through after school clubs and enrichment programs for adults

The majority of activities are scheduled to start following the selection of the schools and communities, anticipating an August start date. During this reporting period, we have made progress through the following activities:

- ✓ Consultation meetings with the National Autonomous University of Honduras (UNAH) and Pedagogical University Francisco Morazán (UPNFM), in order to establish agreements so that students in their final year of studies in the fields of education, psychology and social

work can, through their social hours, contribute to and participate in the development of the extra-curricular activities in the selected schools as well as adult enrichment programs in the communities.

- ✓ Conducted site visits to outreach centers located in Capital Nueva Colonia and Flor del Campo, with the aim of understanding their implementation strategy in order to identify potential synergies with CREOH.

ACTIONS PLANNED FOR THE NEXT PERIOD

PLANNED ACTIONS - JULY TO SEPTEMBER 2013
Operations
Start recruiting process for the following positions: <ul style="list-style-type: none"> • Promoting Resilience and Life Skills • Community Coordinator (3) - 1 additional in Tegucigalpa and 2 in San Pedro Sula • School Revitalization Manager
Follow-up meetings with the Napoleon Larach Foundation of Banco del Pais, Inversiones La Paz and Foundation FICOHSA to establish concrete commitments to collaborate under CREOH.
Continue to conduct negotiations and meetings with other private companies like Walmart and Chevron, for partnerships to support the development of the project.
Component A
Administer diagnostic in 50 CEBs in Tegucigalpa and San Pedro Sula (25 each) with the support of volunteers.
Tabulate and analyze data collected from the 50 CEB, to select them according to the criteria established, in coordination with USAID and the Secretary of Education.
In selected communities, conduct a rapid diagnostic of the perception of security and risks, both real and perceived, in order to address these issues as an integral part of the development of the project.
Hold meetings with stakeholders in the community to form the committee and share the results obtained from the rapid diagnostic on security risks.
Develop community meetings to discuss possible programs to be implemented according to the needs identified.
With the hiring the School Revitalization Manager, conduct an assessment of each school, starting with the two in Tegucigalpa, to identify needs for improvements in school infrastructure and the establishment of a resource center within the school for community use.
Component B
Follow-up meetings with educational institutions and universities to define the commitments to support CREOH through volunteering of last year students in the fields of education, psychology and social work.
Hold follow-up meetings with outreach centers that exist in the selected communities to define

areas of coordination with the Project.
In each selected community, create a community committee, if one does not exist, to initiate collaborative dialogue and action planning. The Resilience and Life Skills Promoter will focus on defining priority areas for the development of educational curricula for adults, as well as coordinate with schools to develop extra-curricular program for students.
Create a database of volunteers, identifying skills and strengths that can contribute to the development of school programs and community action.

III. MAIN CHALLENGES AND OPPORTUNITIES

- ✓ As described above, one of the biggest challenges is to establish and maintain open the lines of communication and coordination as well as the commitments with the different public and private institutions, which contribute to the development of the project to meet proposed targets.
- ✓ Establish a motivational strategy for individual, corporate and community volunteers that contributes to the sustainability of activities under the project.
- ✓ Establish commitment letters between instances collaborate with the project.
- ✓ Orientation of different actors taxpayers to obtain resources aligned to actions under the proposed targets in the project and goals CREOH them.
- ✓ Develop monitoring and evaluation activities together with partners, of the activities implemented and proposed by both parties.

IV. MONITORING AND EVALUATION

The Monitoring and Evaluation Plan was submitted to USAID in May. Pending is a meeting with USAID to review the indicators and consider integrating other indicators under CARSI. Below we present the current expected results, indicators and targets. In quarterly progress reports, we will report the progress of meeting targets.

Expected Result	Indicator	Target
Component A		
1. Community centers operational	Number of community centers operational	4
2. Increase in volunteers participating in community projects	Number of volunteers participating in community projects	2,000
3. Decrease in crimes reported at the school	Number of crimes reported at the school	0
Component B		
1. Improve self-efficacy of students	% change in self-efficacy of students	75% of first-time enrolled students

		show improvement
2. Improve self-esteem of students	% change in self-esteem of students	75% of first-time enrolled students show improvement
3. Increase in students participating in after-school activities	% of students enrolled in after-school activities	30% of student population enrolled
4. Increased community engagement and action	Number of community meetings held	12 per year per community
5. Strengthened capacity of teachers	Number of teachers trained	100



PROJECT
“Communities with Wealth, Education and Opportunities in Honduras”
CREOH

SURVEY DATA FOR THE SELECTION OF SCHOOLS

Through this survey will provide information that will contribute to the selection of the four Basic Education Centers (CEB), public system where the project will be implemented, taking as a basis the information provided by the Ministry of Education, through the System Management Schools. This survey will rise in 50 CEB of cities San Pedro Sula y Tegucigalpa (25 each one) selected in coordination with the Ministry of Education. For final selection of four centers, four criteria will be evaluated: 1) Physical condition of the CEB and environment, 2) Will the BEC and community, 3) Security, and 4) Location.

I. GENERAL INFORMATION CEB

Name:	
Code:	
Director's name	
Address:	
Phone Number:	

	Total	Masculine	Feminine
1. Number of students Registered in the CEB 2010?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Number of students registered in the CEB 2011?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Number of students registered in the CEB 2012?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Number of students registered in the CEB 2013?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Number of teachers and administrative staff working in the CEB?	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Exist training programs for teachers? Yes <input type="checkbox"/> No <input type="checkbox"/>	What topics?		

7. How many days of school is the CEB?	Morning <input type="checkbox"/>	Evening <input type="checkbox"/>	Nocturnal <input type="checkbox"/>		
8. Access roads to CEB	Walking <input type="checkbox"/>	Bus <input type="checkbox"/>	Moto taxi <input type="checkbox"/>	Car <input type="checkbox"/>	Others <input type="checkbox"/>
9. The CEB has its own land?? Yes <input type="checkbox"/> No <input type="checkbox"/>	Whose is, you can describe?				
10. The CEB installations are used exclusively or shared? Yes <input type="checkbox"/> No <input type="checkbox"/>	Shared with another CEB <input type="checkbox"/>	works other educational center in another day <input type="checkbox"/>	Others <input type="checkbox"/>		

II. PHYSICAL CONDITION OF THE BEC AND ENVIRONMENT

	Very good	Good	Bad	Needs Improvement
Indicate which are the pedagogical spaces are there in the CEB and the conditions in which they find themselves. It has ...				
Classroom pre Basic?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science Laboratory?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer lab?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative area?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School gardens?: Yes <input type="checkbox"/> No <input type="checkbox"/>				
Kitchen?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winery?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very good	Good	Bad	Needs Improvement
Yes <input type="checkbox"/> No <input type="checkbox"/>				
Playground or recreation?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports Court?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module toilet?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is located on the perimeter of the CEB?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dumpsters are observed inside the CEB? On the outskirts of the CEB? Yes <input type="checkbox"/> No <input type="checkbox"/>	Many? _____ With that garbage is collected periodically by the municipality? _____			
Point out what the electrical system conditions CEB.				
What kind of lighting is the center: Natural <input type="checkbox"/> Artificial <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The electrical connection of the CEB comes from ENEE public or otherwise? Yes <input type="checkbox"/> No <input type="checkbox"/> where? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It has switches?: Yes <input type="checkbox"/> No <input type="checkbox"/> Many? _____ For many pedagogical space? and total?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It has electrical outlets?: Yes <input type="checkbox"/> No <input type="checkbox"/> For many pedagogical space? and total? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Load Center has? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How is the wiring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell it what system conditions and hygiene hydro sanitary CEB.				
It has operating system and hygienic toilet? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of toilets or latrines services to the Center? Boys _____ Girls _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health services feature electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very good	Good	Bad	Needs Improvement
installations? Yes <input type="checkbox"/> No <input type="checkbox"/>				
It features ceramic wall? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It has boxes and sewage drain gray water? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have clean water? Given how many days is supplied with drinking water? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It has reserves of water? Yes <input type="checkbox"/> No <input type="checkbox"/> Storage capacity? _____ It needs to increase storage capacity? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cuantos lavamanos tiene? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicate which are the conditions of the walls.				
What kind of school has walls and under what conditions are they? Brick <input type="checkbox"/> Block <input type="checkbox"/> Wood <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They are plastered and painted walls? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existe humedad en las paredes? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tipo de techo y pisos				
What type of roof has the CEB and under what conditions this? Zinc <input type="checkbox"/> Asbesto <input type="checkbox"/> Roof tile <input type="checkbox"/> concrete tile <input type="checkbox"/> Aluzinc <input type="checkbox"/> combination <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicate which are the conditions of storm water (AU):	Channels and downs has UA in the ceilings? <input type="checkbox"/>			<input type="checkbox"/>
	We identified areas affected by stagnant water? <input type="checkbox"/>			<input type="checkbox"/>
	There is a AU drainage system appropriate? (Channels, sewer, French drain, etc..) <input type="checkbox"/>			<input type="checkbox"/>
What type of floor has school and under what conditions this? Mosaic <input type="checkbox"/> ceramics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very good	Good	Bad	Needs Improvement
<input type="checkbox"/> Concrete <input type="checkbox"/> Ground <input type="checkbox"/>				
In the community where the CEB, there are local shops selling alcohol?	Yes	No	Not known	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Equipment and furniture needs for space?	Indicate :			

III. SEGURIDAD, MEDIO AMBIENTE Y AMENAZAS NATURALES

How do you rate the neighborhood in terms of safety?	Secure	Insecure	Violent	Calm
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How often are incidents of criminal activity in the community?	Never / Infrequent	Monthly	Weekly	Daily
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What security system is the community?	The Police post	Site Security	Safety Committees	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is presence of weapons in the community?	Yes	No	Not known	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is presence of weapons in the CEB?	Yes	No	Not known	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Extortion prevails in the community?	Yes	No	Not known	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is a health care facility or health emergency in the community?	Yes	No	Not known	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If yes, how far? _____				

Found underage drinking alcoholic beverages and / or illegal drugs in the CEB?	Yes	No	Not known
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exist cleaning bells school and community? Yes <input type="checkbox"/> No <input type="checkbox"/>	How many time unfolds?		
Students perform activities for environmental improvements CEB? Yes <input type="checkbox"/> No <input type="checkbox"/>	Indicate :		
CEB has the green areas? Yes <input type="checkbox"/> No <input type="checkbox"/>	Indicate :		
The center is located in an area vulnerable to flooding? Yes <input type="checkbox"/> No <input type="checkbox"/>	indicate how this affects:		
The CEB suffers from floods in the winter period? Yes <input type="checkbox"/> No <input type="checkbox"/>	Indicate (cause, affected areas, frequently):		
Exist CEB damage caused by natural hazards? Yes <input type="checkbox"/> No <input type="checkbox"/>	Indicate (cause, affected areas, frequently):		
Exist damage and theft of equipment / furniture in the CEB caused by criminal actors? Yes <input type="checkbox"/> No <input type="checkbox"/>	Indicate :		

LOCATION AND CHARACTERISTICS OF THE COMMUNITY

Qué tipo de organización tiene la comunidad? Seleccione todos que aplican.

School for parents	Patronatos	Water committees	Health Committees	Groups young leaders	Housewives Club	Voluntary	Community Committees	religious Groups
<input type="checkbox"/>								

What is the number of inhabitants that exist in the community?	
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You know the number of homes that exist in the community? Yes <input type="checkbox"/> No <input type="checkbox"/>	How Much? _____			
How would you rate the social unity of the community?	United	Divided	With Disputes	Conflictive
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The neighbors and the neighbors are actively involved in the activities of groups or organizations in the community?	Frequently	Rarely	Never	Not known
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You consider that residents want and are willing to help the community a better place to live and grow?	Yes	No	Not known	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parents and neighbors of the community have contributed to improvements in CEB? (Masters?)	Frequently	Rarely	Never	Not known
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What kind of institution of governance prevailing in the community?				
What kind of support offered by this institution to community development?				
There in the community nearby businesses and organizations that support or have contributed to improving the CEB and / or community? Yes <input type="checkbox"/> No <input type="checkbox"/>	Names of these entities and types of activities?			
What kind of external support have given private companies and other organizations to CEB and the community?	Indicate :			
There in the community adult education programs? Yes <input type="checkbox"/> No <input type="checkbox"/>	Which?			
Community exists in vocational education programs for community residents? Yes <input type="checkbox"/> No <input type="checkbox"/>	Which?			

Date of Application: _____/_____/_____

Name of Interviewer: _____

Note: Include the overall sketch CEB, raised in the survey of the Ministry of Education.