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ANNUAL REPORT – YEAR 1

MARCH – SEPTEMBER 2013



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ANNUAL REPORT—YEAR 1

MARCH 2013 – SEPTEMBER 2013

USAID COMMUNITIES WITH WEALTH, EDUCATION AND OPPORTUNITIES IN HONDURAS PROGRAM – CREOH

Agreement Number: AID-522-A-13-00002

EXECUTIVE SUMMARY

Fundacion Crisalida, which Works as Glasswing International, through the support given by USAID, presents the CREOH Program Annual Report corresponding to the first year of the project, March – September 2013. It describes the advancements and achievements obtained in the activities' execution process.

The information given in this report has been consolidated according to the two components the program establishes, these being: a) School facilities improvement so they may be used as community centers, b) Community development through afterschool clubs and enrichment programs for adults, including the advancement and achievements obtained to date. It also incorporates a description of the developed activities and its achievements and the projected activities for the following period.

It is important to mention that the report reflects an expense execution summary by budget line and also a budget projection for the CREOH Program upcoming years.

With this report Glasswing fulfills what has been established according to the dispositions in the Cooperation Agreement Number AID-522-A13-00.002, expecting that the presented information may be useful so the execution processes may continue improving, both with the strategic allies, communities and our organization so there may be a reorientation of actions and processes. All of this so that goals proposed by the CREOH Program may be achieved, thus contributing with the achievement of the country's goals.

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ACRONYMS

BECA	Bilingual Education for Central America Project
BEC	Basic Education Center
CREOH	Communities with Wealth, Education and Opportunities in Honduras Program
FICOHSA	Honduran Commercial Financial Company (a Honduran bank)
NGOs	Non Government Development Organization
DOE	Department of Education
SPS	San Pedro Sula
UNAH	Universidad Nacional Autónoma de Honduras (National University of Honduras)
UPNFM	Universidad Pedagógica Nacional Francisco Morazan (University for education oriented majors)
USAID	United States Agency for International Development

I. INTRODUCTION

Through Agreement Number 522-A-13-00.002, signed between the USAID and Fundacion Crisalida Internacional, working as Glasswing International, the Communities with Wealth, Education and Opportunities in Honduras Program started its execution on March 22, 2013, with four year duration. This initiative is trying to approach violence prevention through the rehabilitation and revitalization of public school infrastructure in four communities, two in Tegucigalpa and two in San Pedro Sula, with the purpose of establishing multiple-use spaces within the schools and provide education, recreation, enrichment and community service opportunities for the children, the youth, parents, teachers and other community members in a safe and family oriented context.

The general objective is to increase the resilience and protection factors inside communities at risk, through community action and by providing educational opportunities and the enrichment of safe spaces within existing public schools.

To have progress in this objective it has been necessary to develop planned activities framed in the CREOH Program, which were oriented on:

- 1) Hiring of technical personnel that carries out the activities to reach the Program's goals.
- 2) Making a diagnosis to choose the Basic Education Centers (BECs) where the program will be implemented.
- 3) Searching for complementary support in order to establish strategic alliances with different institutions in the public and private sectors, and universities to identify synergies and the articulation of planning and budget execution actions that will allow the achievement of proposed objectives in the CREOH Program and the ones these institutions may have.

So the advancements and reached achievements in the Project's first year may be known Glasswing presents the following report.

II. CONTEXT

Violence in Honduras is generalized. Honduran children, youth, and families are facing overwhelming difficulties, which limits their academic process and employment opportunities, leaving them in contexts or behaviors that are adverse to their own development. As a result of the insecurity we are living in Honduras investment in public education in Honduras has been decreased, so public schools have a lacking infrastructure (90%), which is reflected on the Infrastructure Master Plan made by the Department of Education. They lack recreational spaces, equipment, and the adequate personnel to give students the necessary development and tools to face and overcome social problems. What's more, public school students only attend an average 4.5 hours to class each day, an estimated 83% does not study beyond the ninth grade and there is a direct correlation between school desertion rate and gang recruitment and activities.

With this general panorama, it is necessary to start actions by implementing successful models in violence prevention, based in schools that provide a positive development in communities to generate the desired impact. Strategically, Glasswing International, thanks to the generous support of the United States Agency for International Development, has started the procedures to implement the Communities with Wealth, Education and Opportunities in Honduras Program,

which approaches violence prevention through the rehabilitation and revitalization of 4 Basic Education Centers (BECs) in the public system, in four communities located in Tegucigalpa and San Pedro Sula, with the purpose of establishing multi-use spaces inside schools, centered in the construction of hope and the development of life skills, establishing support networks, creating surroundings for safe learning and providing access to extracurricular activities that involve students, teachers, parents, and other community members.

The Program is focused on building communities based in the strengths that identify and take advantage of “latent” resources that already exist in the community, instead of focusing on their deficiencies. These efforts are strengthened by involving private entities, local government, educative community, and individual volunteers into social action.

When joining groups through action and learning a broader sense of trust and pride is generated among the different sectors so community resources are catalyzed to promote improvement. This model not only approaches social problems in a more profitable and sustainable manner, but it also promotes social integration in a country plagued by social, political and economical polarization.

III. OBJECTIVES

General Objective:

To increase the resilience and protection factors inside communities at risk through community action, by providing educational opportunities and the enrichment of safe spaces inside existing public schools.

Specific Objectives:

1. To mobilize the community to revitalize and rehabilitate public schools in multi-use spaces that promote learning and recreational opportunities in the community.
2. To improve population’s access to learning and enrichment opportunities, by equipping community members with life skills and protection factors.

IV. DESCRIPTION OF EXECUTED ACTIONS AND ACHIEVEMENTS UNDER THE PROGRAM’S COMPONENTS

4.1 Component A: School Buildings Improvement So They May Be Used as Community Centers

During the CREOH PROGRAM’s first year, under this component, actions have been oriented towards the identification of needs in BECs in the cities of Tegucigalpa and San Pedro Sula (SPS), where the Program will be implemented, and the search for help in the private sector, public entities and universities, as to gradually and progressively generate school’s infrastructure improvement in BECs, jointly contributing to empowering abilities and development skills to fulfill children’s and youth’s right to an education in our country.

Through this program we are working to develop communities based on the strengths we have identified, using existing resources in the community, active forces in it, NGOs, and the community’s will itself. These efforts are being strengthened through executed actions and the agreements we have acquired in the private sector, universities, government entities, the community, and individual volunteers for social action development in each one of the communities.

Main activities oriented towards reaching proposed goals will now be described:

4.1.1 Description of Activities

Under this component the first processes are focused on creating an organizational structure and the hiring of human resources who are bringing to pass the actions that identify the needs of the BECs and the planning to improve their infrastructure where the CREOH program will be implemented. For the necessity identification process (diagnosis) has been initially been coordinated with the Department of Education (DOE) to avoid duplication of efforts and contribute to the Infrastructure Master Plan, to obtain the diagnosis information and choose the BECs where the Program will be implemented. After several meetings were held and actions we could coordinate together having been identified we agreed upon the signing of a covenant between both institutions as to contribute to a common objective.

The diagnosis elaboration process wasn't developed like it had been programmed with the DOE due to setbacks that occurred in their administrative area, so great measures were taken with other organizations in Tegucigalpa, who work in the communities where the BECs are located to apply the diagnostic instrument, achieving through the volunteers the required information to obtain as a final product a diagnosis that reflects the conditions in which the CEBs and the communities are found in the cities of Tegucigalpa and SPS, which oriented us in the selection of the 4 BECs where the Program is now being implemented. This selection was made together with USAID and Glasswing authorities.

Actions are oriented towards generating in communities a participation and involvement dynamics in the activities to improve the schools, forming a sense of ownership and pride in people, searching for sustainability in each of the communities.

To achieve changes in the infrastructure by the beginning of the second year we will structure an infrastructure plan according to the priorities and commitments we will establish with the BECs authorities and the communities, framed in rehabilitation and revitalization. We will also be signing letters of agreement to start the process.

4.1.2 Results Achieved

1. Signing of the covenant between the Department of Education and Glasswing International authorities with the purpose of coordinating complementary actions to the CREOH Program and the DOE's goals.



Images from July 10, 2013 during the signing of the covenant between the Secretary of Education, Dr. Marlon Oniel Escoto Valerio and Glasswing International Executive Director, Ken Baker, in Tegucigalpa, Honduras.

2. Once the diagnosis had been elaborated from the 50 BECs in Tegucigalpa and San Pedro Sula, it reflected the physical conditions, surroundings, security, and environment in each of the communities where the schools are located.



Training session given with the DOE to volunteers in SPS on July 12, 2013 in the city of Villanueva, Cortes.

Training session given to volunteers in Tegucigalpa on July 13, 2013 in INICE.

Volunteer gathering information in one of the BECs for the diagnostic.

3. The four (4) BECs were selected, 2 in Tegucigalpa and 2 in San Pedro Sula for the development of activities within the CREOH Program.

In Tegucigalpa:

Monseñor Jacobo Cáceres Ávila BEC, located in Aldea Suyapa, with a population of 660 students.



Monseñor Jacobo Cáceres Ávila BEC facilities

Rafael Pineda Ponce BEC (Prechosen), located in Colonia Unidad y Fuerza, in the area of Comayagüela with a population of 1,300 students.



Rafael Pineda Ponce BEC facilities

San Pedro Sula:

República de Cuba BEC, located in Barrio Concepción with a population of 1,273 students.



República de Cuba BEC facilities

Yankel Rosenthal BEC, located in Colonia Gerónimo Sandoval with a population of 1,286 students



Yankel Rosenthal BEC facilities

4.1.3 Planned Activities

In the following chart there is a description of programmed activities for the next trimester.

Operaciones
Recruiting and hiring the following personnel: <ul style="list-style-type: none">• School's Revitalization Managers• Promoter for Resilience and Life Skills.• Community Coordinators (3) – 1 more in Tegucigalpa and 2 in San Pedro Sula Communications Director
Planning meetings with the Fundación Napoleón J. Larach of Banco del País, to schedule the beginning of the project agreed in the frame of the CREOH project.
Hold follow up meetings with Walmart, Chevron, with the purpose of defining the coordination to be established in the program's framework (Regional and Bilateral)
Letters of agreement preparation so they can be signed with the corporate partners and universities with whom we have signed coordination proposals.
Component A
By hiring the Revitalization Manager for Schools, we will elaborate and execute a plan to evaluate the needs and improvement in infrastructure that will be carried out in each of the BECs selected, according to the existent priorities and available resources.

Carry out visits and meetings with authorities of each of the selected BECs, to share the program information that we will execute jointly with the teachers, and define the commitment and involvement in the development of the activities to be implemented in each educational center, that contributes to the Pedagogical Plan of the Department of Education.
Carry out meetings to share with the authorities in each of the BECs and the communities active members (Boards, Water boards, religious organizations, health committees, other organizations that are working with the community, parents, etc), as to get to know the project and get involved with it.
Preparation and revision of commitment letters to be signed between authorities from each BEC and Glasswing, in order to formalize the agreements and commitments from both parties in the Project and the execution of the Rehabilitation and Revitalization of the BECs Project.
Planning, organizing and coordinating with the involved entities in the Program to Plan the volunteers` "Host Day" in the revitalization of the four BECs in Tegucigalpa and San Pedro Sula.
Carry out meetings with other organizations, among them the Reach Centers working with the communities where the BECs are located, with the purpose of establishing alliances that contribute to a better coordination of the activities that can be complemented with the programs that both parties are carrying out, within the proposed objectives.
Carry out follow-up activities for the processes that are being implemented between all parties.

4.2 Component B: Community Development through Extra-Curricular and Enrichment Programs for Adults

Educational resources are often specifically directed towards children and youth, leaving out parents and other community members who are also willing to participate in complementary learning and recreational activities. To strengthen communities and reduce risks it's important to invest both in individual and community development of self-esteem, self-efficacy and the capacity to recover. Through activities developed under this component we'll be promoting educational opportunity services to enrich youth at risk development. We'll also plan actions to hold enrichment and growth workshops, both for the faculty and for parents interested in continued education.

4.2.1 Activity Description

It's important to bring out that under this component some of the programmed activities for this period couldn't take place due to setbacks in obtaining the legal inscription for Fundacion Crisalida, therefore, also for the tax exception paperwork, so we have started working on the search of strategic allies who will contribute in implementing the CREOH Program. We also needed to have chosen the BECs in the communities to start activities to share information about the project with community and BECs authorities, and also to start organizing communities where we'll be working.

During this period of the report we have been able to move on in the following activities:

The recruiting, selection, and hiring process for the first Community Coordinator has been done in which Rina Floryselva Garcia was chosen, who has coordinated with the DOE and the volunteers the elaboration of the diagnosis for the selection of the BECs in Tegucigalpa and San Pedro Sula. She has also worked on hold meetings with other entities who will contribute with the Program.

Several meetings were held with the Universidad Nacional Autonoma de Honduras (UNAH) and the Universidad Pedagogica Nacional (UPNFM) to start looking for student volunteers who may

contribute in the carrying out of activities for the Project, getting a positive answer from the UNAH, which will give us a still undefined number of senior year students from the Social Work major, whom through their internship will support us in the implementing of CREOH Project in the chosen communities and the development of enrichment programs for adults, the community and school staff.

With the purpose of defining the strategic alliances from the private sector and generate more value for the development of the Project and the community, the following meetings have been carried out with the private sector

In San Pedro Sula

- María del Rosario Helman Housein, BANPAÍS Executive President
- Orlando Delgado, General Manager and Marco Alcerro, Manager of Social Responsibility and Public Relations, AQUAFINCA
- Juan Talavera and Michael Buttram, from the Bilingual Education for Central America Project (BECA)



Meeting with Authorities from Banpais and Fundación Napoleón J. Larach

In Tegucigalpa:

- Karla Simón, Fundación FICOHSA for Children's Education Social Responsibility Manager
- Lorena Maduro, Inversiones La Paz
- Cristina Martínez, Marketing Manager for YAMAHA.
- Walmart, Viena Ochoa

The purpose of these meetings is to look for synergies and make the best use of resources, by generating alliances between the educational centers that the CREOH Project selects and the opportunities from the Private Sector, to provide an articulated response to the communities in conditions of greater vulnerability, looking for long term sustainability for the processes to be implemented and be able to achieve a greater impact under a common objective. In these meetings, we also seek to exchange strategies, in the search for new knowledge, ideas, abilities that can contribute to complement and enrich the processes and provide a solution to the problems, adapting them to specific contexts.

As a result of these meetings, we have achieved the commitment from the Banco del País Napoleón Larach Foundation Social Responsibility Manager to complementarily implement the CREOH Program in two schools in San Pedro Sula, **Escuela Rigoberto Silva** in the Chamelecon

area and **Escuela Jose Castro Lopez**, Copen Village, which will be incorporated to the “Youth and Community Development” Regional Project and two BECs in Tegucigalpa (**Monseñor Jacobo Cáceres** and **Rafael Pineda Ponce**, the last one still in negotiation), which correspond to the CREOH Project. The proposal from Banpais has been agreed under the following components:

1. Development of motivational workshops for company volunteers.
2. Rehabilitation and revitalization of the four schools.
3. Implementation of extracurricular clubs.
4. Implementation of interactive boards in the 4 educational centers (a work guideline from their foundation).

In the following chart there is a list of key contributors with a description of each with whom we have met to look for synergies that may complementarily contribute to CREOH’s Program development.

ORGANIZATION/INSTITUCION	OBJECTIVE	ACTIONS AND CONCLUSIONS
Department of Education	Coordinate and articulate efforts that contribute to the strengthening of education and that promote a positive social development in the communities of Honduras.	Meetings to share information about the CREOH Program, agree upon actions, plan and develop workshops together to apply the diagnostic instrument and signing of the covenant.
Honduran Social Investment Fund (FHIS)	Share project’s information and identify the communities they intervene in so there’s no duplication of resources.	Hold meetings.
SANIPLAN/PROMINE - KFW	Share Project’s information and identify communities they intervene in so there’s no duplication of resources.	Meetings to exchange strategies and experiences from both institutions.
Universidad Nacional Autónoma de Honduras (UNAH)	Coordinate and articulate complementary efforts to implement the CREOH Program.	Recruit students as volunteers for the communities in Tegucigalpa where the CREOH Program will be implemented.
Universidad Pedagógica Nacional Francisco Morazán (UPNFM)	Coordinate and articulate complementary efforts to implement the CREOH Program.	Recruit students as volunteers for the communities in Tegucigalpa where the CREOH Program will be implemented.
PASMO-Create a Bond with its Reach Center in Col. Nueva Capital	Search for a mechanism to get to know the work that is carried out in Reach Centers through this organization.	Meetings to share information about both projects and visits made to the Reach Center in Col. Nueva Capital.
Banco del País	Contribute to the fulfillment of children’s right to an education in Honduras and generate in Fundacion Napoleon J. Larach’s employees a culture of service and provide structured volunteering opportunities to develop actions in coordination	Meetings to share information about the CREOH Program by Glasswing and the strategy Banpais has, planning meetings and the elaboration of a project proposal , which has been agreed upon.

ORGANIZATION/INSTITUCION	OBJECTIVE	ACTIONS AND CONCLUSIONS
	with Glasswing International in the Volunteering, Infrastructure, and Enrichment Initiative in the selected Basic Education Centers in San Pedro Sula and Tegucigalpa.	
AQUAFINCA	Exchange information about what both organizations do to identify points of synergy oriented towards supporting the CREOH Project.	Meetings to share information held.
Bilingual Education for Central America Project (BECA)		
Chevron	Contribute to children's and youth's education through the infrastructure improvement and extracurricular development programs components.	Meetings to agree on the work that will be done. The BEC in SPS where the work will be done pending.
Cervecería Hondureña (Honduran Brewery Company)	Take into account the selected BECs for the CREOH Program so their students may have more information on Alcohol Consumption Prevention in minors.	Planning and sharing information meetings.
Fundación FICOHSA	Establish coordination to integrate programs they have to the Glasswing strategy, following up through extracurricular activities.	Planning and sharing information meetings.
Inversiones La Paz	Exchange information about work both organizations with the purpose of identifying points of synergy, oriented towards the support of the CREOH Program.	Planning and sharing information meetings.
Ultramotor (YAMAHA)		
Walmart	Coordinate actions in support of volunteers that contribute to objective achievement in the CREOH Program with their Foundation.	Information sharing meetings and follow up. Programming to start in 2014 pending.

4.2.2 Achieved Results

- ✓ Support from the UNAH has been agreed upon to incorporate still undefined number of students from the Social Work Major as volunteers who will support the carrying out of activities in communities in Tegucigalpa.
- ✓ The CREOH Program has been shared with the UNPFM with the commitment to define the support they'll provide to the Program according to the identified necessities.
- ✓ A technical and financial support in the amount of US\$ 118,570 has been agreed upon, through Fundacion Napoleon J. Larach, in the framework components for infrastructure, implementation of Extracurricular Programs, technological strengthening and volunteering.

- ✓ Meetings have been held with Walmart during which an agreement has come up to establish an alliance with Glasswing through volunteering actions to be started in 2014.

4.2.3 Planned Activities

In the following chart there's a description of the planned activities for the second quarter:

PLANNED ACTIVITIES FOR OCTOBER – DECEMBER 2013	
Component B	
Recruit and hire the rest of the staff which will contribute to the development of activities in the 4 communities (Community Coordinators, Abilities for Life Promoter, Specialist in Communications and M&E).	
Meetings and work sessions were held with university student volunteers to plan activities that will be developed during the Program implementation.	
Plan elaboration to implement afterschool Clubs for the 2 BECs in Tegucigalpa and the 2 in San Pedro Sula, which must be ready before the beginning of the new school year.	
In chosen communities, a quick diagnosis of the perceptions, context realities and security risks, in such a way that problems can be approached as a part of the whole CREOH Program development.	
Develop meetings in the communities to share the results of the diagnostic and discuss possible programs that will be implemented according to the identified needs.	
In each chosen community, a committee will be created in case there isn't one, to start a cooperation dialogue and activity planning. The Resilience and Abilities for Life Promoter will focus in defining prioritized areas to develop an educational curriculum for adults. He will also coordinate educational centers to develop the extracurricular program for students.	
Create a volunteer database, identifying abilities and strengths that may contribute to extracurricular program development and community actions.	
Plan and develop activities to promote the recruitment of volunteers in each community.	
Prepare instruments that contribute to the follow up of indicators.	

V. 2013 FINANCIAL EXPENSES AND PROYECTED BUDGET FOR 2014

We now present a summary of the expenses by budget line for the 2013 period, belonging to the CREOH Program's first year.

Major Budget Line	Abril	Mayo	Junio	Julio	Agosto	Septiembre	Octubre	Total
I. Salaries and Benefits	\$ 2,012.00	\$ 1,600.00	\$ 2,267.00	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$ 17,279.00
II. Trips, transportation and travel expenses	\$ 584.09			\$ 498.31			\$ 214.16	\$ 1,296.56
III. Equipment and supplies		\$ 2,623.83	\$ 52.32	\$ 81.90	\$ 706.05		\$ 484.13	\$ 3,948.23
IV. Training and Workshops								
V. Other direct costs		\$ 901.00	\$ 561.87	\$ 949.68	\$ 1,024.27	\$ 835.51	\$ 970.80	\$ 5,243.13
Total	\$ 2,596.09	\$5,124.83	\$2,881.19	\$4,379.89	\$4,580.32	\$3,685.51	\$4,519.09	\$ 27,766.92

The following is the forecast per quarter for the second year of the Program 2014.

Fiscal Year 2014 forecast

Major Budget Line	1Q14 Oct - Dec	2Q14 Jan - Mar	3Q14 April - Jun	4Q14 Jul - Sep	Total FY2014
I. Salaries and Benefits	\$31,677.92	\$ 26,465.00	\$35,127.33	\$26,931.16	\$120,201.41
II. Trips, transportation and travel expenses	\$ 2,493.14	\$ 4,371.87	\$ 4,371.87	\$ 4,371.87	\$ 15,608.75
III. Equipment and Supplies	\$28,483.93	\$ 94,642.22	\$47,978.61	\$ 5,526.94	\$176,631.70
IV. Training and Workshops.		\$ 6,623.07	\$ 4,623.07	\$ 6,623.07	\$ 17,869.20
V. Other direct costs.	\$23,757.73	\$ 30,041.55	\$34,597.43	\$16,752.99	\$105,149.71
Total	\$86,412.72	\$ 162,143.71	\$ 126,698.31	\$ 60,206.03	\$435,460.77

VI. ANNEXES

Annex .A: Diagnostic Instrument



PROJECT

Communities with Wealth, Education, and Opportunities in Honduras

GATHERING OF DATA TO SELECT EDUCATIONAL CENTERS

Through this survey we will obtain information that will contribute to the selection of four Basic Education Centers from the public system where the CREOH Project will be implemented, taking the information given by the Department of Education as base through the Educational Centers Administration System. This poll will be done in 50 BECs in the cities of Tegucigalpa and San Pedro Sula (25 in each one), chosen together with the Department of Education. For the final selection of the four centers four criteria were evaluated:

- 1)Physical condition of the BEC and its surroundings
- 2)The will of the BEC and the community
- 3)Security
- 4)Location

I. BEC GENERAL INFORMATION

BEC NAME:

BEC code:

Principal's Name:

Address:

Telephone number:

1. Number of students registered in the BEC?

2. Number of students registered in the BEC during 2011?

3. Number of students registered in the BEC during?

4. Number of students registered in the BEC in 2013?

5. Number of teachers and administrative staff who work in the BEC?

6. Are there any training programs for teachers?
Yes No

7. Which group schedules attend the BEC?

8. Ways to access the BEC.

9. Does the BEC own its own land?
Yes No

10. Are the BEC facilities shared or only used by the school?
Yes No

	Total	Male	Female		
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
On what topics?					
	Morning <input type="checkbox"/>	Afternoon <input type="checkbox"/>	Night <input type="checkbox"/>		
	Walking <input type="checkbox"/>	Bus <input type="checkbox"/>	Moto taxi <input type="checkbox"/>	Vehicle <input type="checkbox"/>	Others <input type="checkbox"/>
Who does it belong to? Explain.					
	Shared with another center <input type="checkbox"/>	Another school works during a different schedule. <input type="checkbox"/>	Others <input type="checkbox"/>		

II. PHYSICAL CONDITIONS OF THE BEC AND ITS SURROUNDINGS

	Very Good	Good	Bad	Needs to improve
Check the educational spaces the BEC has and the conditions in which they are. It counts with...				
Preschool classroom?: 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"/>

	Very Good	Good	Bad	Needs to improve
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"/>
Vegetable garden? 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"/>
Storehouse?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playground? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any type of sports court?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bathrooms?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fence around the BEC?: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any garbage containers inside the BEC? In the surrounding area? Yes <input type="checkbox"/> No <input type="checkbox"/>	How many? _____ How often is garbage picked up by the city's sanitary department? _____			
Point out the electrical system conditions in the BEC.				
What type of light does the center have?: Natural <input type="checkbox"/> Artificial <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the electricity come from the ENEE or from another source? Yes <input type="checkbox"/> No <input type="checkbox"/> From where ? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it have switches?:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Good	Good	Bad	Needs to improve
Yes <input type="checkbox"/> No <input type="checkbox"/> How many? _____ How many per space? In total?				
Does it have outlets?: Yes <input type="checkbox"/> No <input type="checkbox"/> How many per space? _____ In total? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it have a load center? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How are the electric cables?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point out the conditions of the water and sewage system and the hygiene of the BEC.				
Are toilets working and hygienic? 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 does the school have? Boys _____ Girls _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the bathrooms have electrical systems? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the walls covered with tiles? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it have sewage and gray water systems? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it have potable water? If it does, how often does it have water supply? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it have water storage containers? Yes <input type="checkbox"/> No <input type="checkbox"/> Storage capacity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Good	Good	Bad	Needs to improve

Is it necessary to increase storage capacity? Yes <input type="checkbox"/> No <input type="checkbox"/>				
How many sinks does it have? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many sinks does it have? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point out the conditions of the walls.				
What type of walls does the school have and what conditions are they in? Brick <input type="checkbox"/> Block <input type="checkbox"/> Wood <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are walls plastered and painted? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a humidity problema in the walls? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Type of roofs and floors				
What type of roof and floor does the BEC have and what conditions is it in? Zinc <input type="checkbox"/> Cement roofing <input type="checkbox"/> Clay tiles <input type="checkbox"/> Concrete <input type="checkbox"/> Aluzinc <input type="checkbox"/> Combination <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point out the conditions in which the rain water drainage system is:	Does it have channels coming down from the roofs? <input type="checkbox"/>			<input type="checkbox"/>
	Were affected areas by stagnated waters identified? <input type="checkbox"/>			<input type="checkbox"/>
	Does it have proper AU drainage systems?(channels, sewage , french drainage, etc.) <input type="checkbox"/>			<input type="checkbox"/>

	Very Good	Good	Bad	Needs to improve
What type of floor does the school have and what conditions is it in? Tiles <input type="checkbox"/> Ceramic tile <input type="checkbox"/> cement <input type="checkbox"/> dirt <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there businesses that sell liquor near the BEC?	Yes	No	Doesn't know	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there any other equipment and furniture needs per space?	Describe.			

III. **SECURITY, ENVIRONMENT, AND NATURAL THREATS**

How would you qualify the neighborhood concerning security?	Safe	Unsafe	Violent	Calm
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How frequently are there delinquent activities in the community?	Never /infrequently	Monthly	Weekly	Daily
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What security system does the community have?	Police station	Private security post	Neighborhood Security Committee	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there weapons in the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Doesn't know <input type="checkbox"/>	
Are there weapons in the BEC?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Doesn't know <input type="checkbox"/>	
Is there extortion in the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Doesn't know <input type="checkbox"/>	
Is there a medical or emergency center in the community? If there is how far away is it? _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Doesn't know <input type="checkbox"/>	
Have minors been found taking alcoholic beverages and/or drugs inside the BEC?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Doesn't know <input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there organized cleaning activities in the school and the community? Yes <input type="checkbox"/> No <input type="checkbox"/>	How often do they occur?			
Do the students have activities to improve the environment in the BEC? Yes <input type="checkbox"/> No <input type="checkbox"/>	Describe them:			
Does the BEC have an area for trees or lawns? Yes <input type="checkbox"/> No <input type="checkbox"/>	Describe them:			
Is the BEC in a flood vulnerable area? Yes <input type="checkbox"/> No <input type="checkbox"/>	Describe how this affects:			
Is the BEC flooded during the rainy season? Yes <input type="checkbox"/> No <input type="checkbox"/>	Describe them (affected areas, frequency):			

Are there damages caused by natural threats in the BEC? Yes <input type="checkbox"/> No <input type="checkbox"/>	Describe them (causes, affected areas, frequency):
Are there damages caused by plundering of equipment/furniture due to delinquents? Yes <input type="checkbox"/> No <input type="checkbox"/>	Describe:

COMMUNITY LOCATION AND CHARACTERISTICS

What type of organizations does the community have? Check all those that apply.

School for Parents	Community government	Water boards	Health committees	Youth leader groups	Homemaker's Club	Volunteers	Community Committees	Religious groups
<input type="checkbox"/>								

How many people live in the community?				
Do you know how many houses there are in the community? Yes <input type="checkbox"/> No <input type="checkbox"/>	How many? _____			
How would you classify social unity in the community?	United	Divided	With quarrels	Conflictive
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do neighbors actively participate in community	Frequently	Rarely	Never	Don't know
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

groups or organizations?				
Do you believe neighbors want and have the will to contribute so the community can be a better place to live in and to develop in?	Yes	No	Doesn't know	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents and neighbors contributed to the improvement of the BEC? Teachers?	Frequently	Rarely	Never	Don't know
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What type of government institution is present in the community?				
What type of help does this institution develop in the community?				
Are there companies and organizations that help or have contributed to the BEC's and/or communities' improvement? Yes <input type="checkbox"/> No <input type="checkbox"/>	Name the organizations and the type of activities they have done.			
What type of external support	Describe them:			

<p>have private businesses and other organizations given the BEC and the community?</p>	
<p>Are there adult education programs in the community?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Which?</p>
<p>Are there in the community technical training programs for community members?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Which?</p>

Date: ____/____/____

Surveyor's name: _____

Note: Include a general map locating the BEC. Survey from the Department of Education.

Annex B: BECs Geographical Location Maps in Tegucigalpa and San Pedro Sula.







