

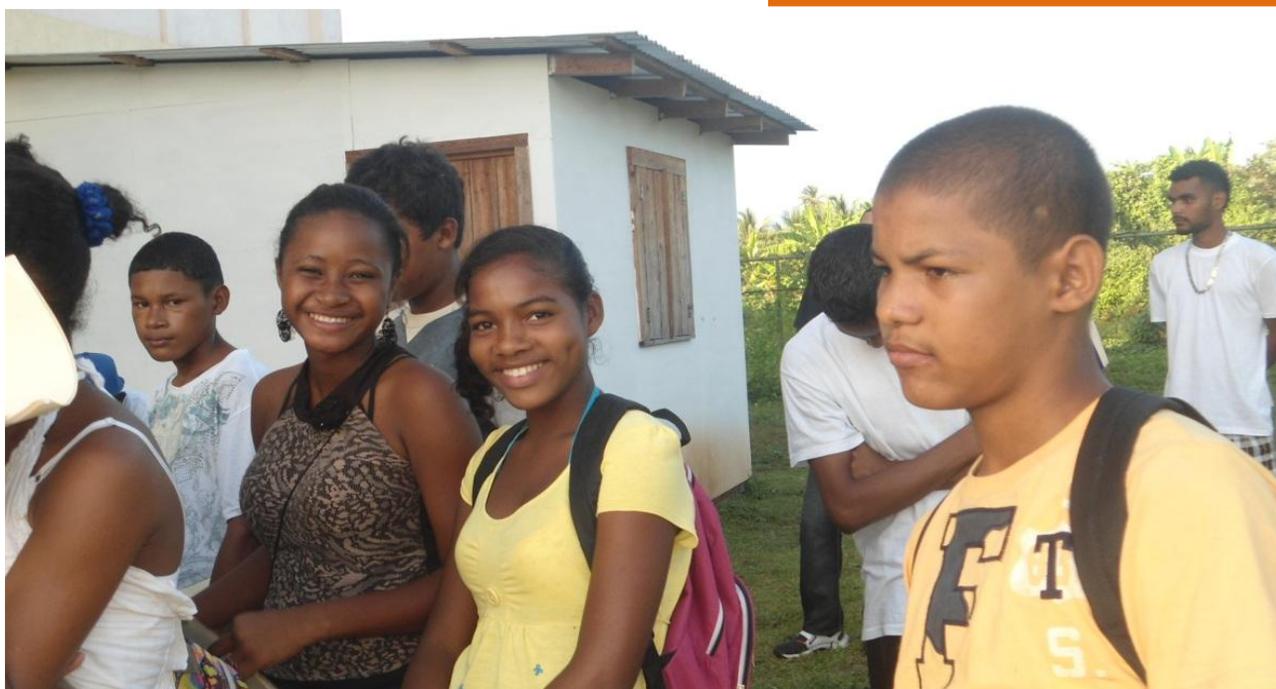


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FROM THE AMERICAN PEOPLE



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EDUCATION FOR SUCCESS PROJECT WORK PLAN YEAR 2014



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By

Foundation for Autonomy and
Development of the
Atlantic Coast of Nicaragua

FADCANIC

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ABBREVIATIONS AND ACRONYMS

AIR	American Institute for Research
ASSP	After School Scholarship Program
AYAR	Adolescents and Youth at Risk
BICU	Bluefields Indian and Caribbean University
CAPS	Centro de Atención Psicosocial
CAYAC	Community at Risk Youth Advisory Committee
CBO	Community base
CEDEHCA	Center for Human Rights and Autonomous Citizens
EFS	Education for Success Program
FADCANIC	Foundation for Autonomy and Development of the Atlantic Coast of Nicaragua
FY	Fiscal Year
GC	Global Communities (USAID Governance Program)
GRAAS	Gobierno Regional Autónomo del Atlántico Sur
HIV	Human Immunodeficiency Virus
INATEC	National Technical Institute
IND	Nicaragua's Sport Institute
MAPS	Multicultural Association of Psychologist
M&E	Monitoring and Evaluation
MINED	Ministry of Education
MOU	Memoranda of Understanding
NGO	Non-Governmental Organizations
PLACE	Pearl Lagoon's Academy of Excellence
RAAN	North Atlantic Autonomous Region
RAAS	South Atlantic Autonomous Region
URRACAN	Universidad de la Regiones Autónomas de la Costa Caribe Nicaraguense
USAID	United States Agency for International Development
USG	United States Government

1. BACKGROUND

The Education for Success (EFS) Program that FADCANIC is currently implementing with the support of USAID was launched in 2010 as a four-year effort to improve skills in youth, in the geographical areas of Bluefields, Pearl Lagoon and Kukra Hill. Two years later it was extended through September 2017, and expanded to two additional municipalities: Corn Island and Desembocadura de Rio Grande. The program is directed to the at-risk children and youth in the age range 10-24, in selected communities of the target municipalities, characterized by violence, insecurity, drug trafficking, organized crime, and other illicit activities that contribute to their acute level of vulnerability.

According to EFS 2012, base line study, conducted by American Institute for Research (AIR), the principal risk factors that affect EFS beneficiaries are: teen pregnancy, frequent consumption of alcohol, child labor, domestic and community violence and low academic performance.

In order to address the risk situation described above, EFS aims to facilitate educational opportunities, vocational training, life skills training through sports and recreation, music, and arts. Inform and refer youth to social services providers related to sexual/reproductive health and violence, and other opportunities that will enable this vulnerable group of the RAAS population to practice a healthier and safer lifestyle, and by so doing, have a better quality life. In addition to providing services directly to youth, special efforts are being made to train parents on how to become better parents, build partnerships with the private sector in and outside of the region on behalf of the youth, as well as strengthen its relationship with other local NGOs and Communal, Municipal, Territorial and Regional Government Initiatives addressing youth issues.

Through the increased opportunities that are being provided by the program, scholarship recipients will be able to develop: Life skills, job skills, leadership qualities, and other potentials and thus become productive citizens, resilient to the challenges and risks they are exposed to.

SUMMARY OF EFS ACHIEVEMENTS

During this FY 2013 the EFS team focused on setting conditions for the expansion and extension of the program, building strategies, defining indicators, identifying and building new partnerships and networks in support of at risk youth, and has achieved the following:

Intermediate Result 1 - Increased skills of at-risk youth

- EFS scholarship program benefited this year a total of 817 learners aged 10 to 24 in primary, secondary, and short vocational training. Among the 276 youth age 16 to 24 in EFS short vocational courses, 72 are employed, self-employed, in internship training, or have gone back to school.
- As a result of the holistic educational alternatives and support system provided to youth and their families, the final retention rate achieved is of 96% and the promotion rate is of 85%.
- A total of 79 EFS scholarship recipients returned to school after dropping out for periods extending from six months to four years. 55 of these are boys.
- The design of the mechanisms by which the life skills program will be delivered by the EFS program. This process was done with the technical assistance of AIR Education Specialists together with the EFS team members. This program is being developed by EFS staff, partners and community volunteers on the ground for a transversal delivery of life skills content to all EFS beneficiaries.

Table of Beneficiaries FY 2011-2012-2013

No.	Scholarship	Beneficiaries FY 2011	Beneficiaries FY 2012	Beneficiaries FY 2013	Beneficiaries Total
1	Elementary Scholarships	83	151	151	385
2	Secondary Scholarships	151	132	154	437
3	Technical Vocational Education	116	256	276	648
4	Life Skills training	150	621	111	882
5	Sport / recreation activities	168	347	598	1113
6	Good Parenting practices	*	*	513	513
7	Music and fine arts	*	*	122	122
	Total	668	1507	1925	4100

- The EFS 2013 baseline study is completed and validated. This study has contributed to a better understanding and a clear perspective of the context of vulnerability and risk young people are facing and will better measure and determine the impact the program is making in the target areas.
- With the support of AIR, EFS have designed and installed an online database system that is in an advanced pilot phase, producing outputs, using existing beneficiaries' data in the five targeted municipalities. This system has proven to be a sturdy and very useful management tool.
- For the first time the EFS program has a comprehensive and updated online M&E System with access to accurate and timely information along with the possibility of multiple crossing of variables and the capacity to track each program beneficiary individually that better measures both the quantitative data and the desired changes of youth at risk, CAYACS performance, and the effectiveness of the program implementation in the communities

Intermediate Result 2 - Improved family and community engagement in support of the EFS program

- The **Communication and Visibility** begun the process for establishing a communication and public advocacy strategy Throughout the fiscal year, EFS Communication and Visibility has provided consistent internal support to ensure a high media profile of major program events such as the February launch of EFS expansion in Corn Island which was attended by USAID Nicaragua Director Arthur Brown and the Graduation Ceremony and Exhibition of EFS Short Vocational Courses attended by US Ambassador Phyllis Powers in July 2013. The project has increased its visibility through the development and distribution of an array of communications material including flyers, posters, radio spots, and a website.
- The engagement of youth and adult volunteers, community leaders and individuals in support of at risk children and young people,
- The EFS program signed 12 MOU's with youth organizations, Municipal Authorities, and Private Businesses. Additionally, 7 MOU's with beauty salons, restaurant owners, and other food catering businesses providing internship opportunities to graduates of EFS vocational courses.
- 513 parents participated in workshops on how to be better parents, how to treat children, and on gender related topics.

- 10 Community At risk Youth Advisory Committee (CAYAC), formed having a total amount of 93 persons (38 male and 55 female), in the five targeted municipalities.
- The Regional Seminar on Youth, Development and Security held by the EFS program in August 2013, to share results of the studies it commissioned this year and to discuss the social, educational, and job outlook for youth, based on these and other recent national and regional research on youth violence and citizen security.

During the seminar, participating authorities heard first-hand testimonies about the difference EFS is making in the lives of children and youth, engaged in dialogue with the youth to hear their demands and aspirations, and assumed specific commitments to support at risk youth. EFS also reached specific agreements to present the EFS study findings and program responses in special sessions with the full Cabinet of the Regional Government and plenary of the Regional Council.

- In September another two-day regional workshop in Bluefields with government and non-government workers from the health, education, welfare and justice sectors entitled Routes to Comprehensive Care for At Risk Children and Youth in the RAAS was held. During this workshop, participants mapped local, municipal, and regional services for youth and prepared a first draft of a service guide that also describes basic actions that all parents, teachers, community workers and youth themselves can take to respond to five critical risks children and young people in our region are facing, and the referral routes to access specialized care when required.

A steering committee was installed to finalize the service guide for publication in 2014 and develop a working plan to build a referral system involving all the agencies providing specialized services to youth. The committee is chaired by EFS' public and private partnership specialist. It is integrated by seven regional and municipal focal points among which a representative of the Police Commissary for Children and Women, three from MINED, a faith-based leader, and the coordinator of FADCANIC's gender program.

Intermediate Result 3 - FADCANIC's organizational technical and management system improved

- Development, approval, and presentation of FADCANIC's Institutional Strategic Plan 2013-2017 to staff of RAAN and RAAS.
- In collaboration with Global Communities (USAID Governance Program) have developed a plan for the effective implementation of FADCANIC's Institutional Strategic Plan 2013-2017.
- The development of "FADCANIC's Policy and Institutional Regulation for the Protection of Children, Adolescents and Youth, which was done in an inclusive participatory way with EFS staff, under the guidance of Dos Generaciones.

For the staff this was a venue to identify risk factors and protective factors in our work places, to express commitment, but also to deconstruct concepts and other social representations on the subject of children, rights and violence.

Challenges faced in FY 2013

1. Implement strategies that will improve the quality of the education of the youth and provide them of skills necessary to face challenges of life.
2. Meet indicators target, especially in the area of vocational training, job placement and budget.
3. Create conditions and strategy for sustainability of the program.
4. M&E system: How data in the municipalities and distant communities such as Tasbapauni, Rama Cay, Sandy Bay Sirpi, Orinoco, and the other communities where the program is carrying out its activities will upload information to the database at least once a week.
5. Define strategies for the development of the vocational courses which will be intrinsically linked with the life skill program and job placement.
6. Define and implement a strategy for EFS work with youth and adult volunteer.

2. INTRODUCTION

For the fiscal year 2014 the USAID/Education for Success Program will reach out to 1500 new beneficiaries (285 primary and secondary, 445 vocational, 450 parents, 201 sports and fine arts 30 mentors and 69 teachers), and continue its attention to 367 beneficiaries of previous years for a total of **1867 direct beneficiaries**. The total number of beneficiaries of the program may increase over the life span of the program, depending on cost savings and additional benefits derived from the public private sector effort. The EFS Program will seek to leverage private sector funding where possible. It is expected that the activities of the program will be sustained and expanded as a result of this effort.

FADCANIC will develop a strategy to influence potential private sector partners in and outside of the region to provide funding for the program activities and to serve as training centers for scholarship beneficiaries or to provide employment for graduates' of the program.

The program will work primarily in 58 communities of five coastal municipalities including:

- 1. Municipality of Bluefields** In the city of Bluefields, EFS is going to focus especially on the 16 neighborhoods: Beholden, Cotton Tree , El Canal, Fatima, Loma Fresca, Nueva York, Old Bank, Pancasán, Pointeen, Ricardo Morales, San Mateo, San Pedro, Santa Rosa, 19 de Julio, Teodoro Martinez, Tres Cruces and Central and **13 communities:** Caño Blanco, Caño Negro, Dokuno, El Bluff , Escomfran, Krisimbila ,La Zompopa, Mahogany, Monkey Point, Musilaine, Rama Cay, San Mariano, Aurora(Kukra River).
- 2. Municipality of Kukra Hill,** 21 communities: Asentamiento Samuel Lau, Belén, Big Lagoon, El Capricho, El Escobal, El Panchón, El Salto, El Wari, Hone Creek, Kukra Hill, La Fonseca, La Zompopa, Neysi Ríos, Pichinga Alta, Pichinga Baja, Pichinga Media, San Brown, San Ramón Nuevo, San Ramón Viejo, San Valentín, Son Cuan.
- 3. Municipality of Corn Island:** 2 communities Corn Island and Little Corn Island.
- 4. Municipality of Desembocadura del Río Grande, 6 communities:** Kara, Karawala La Barra, La Esperanza (Miskitu), Sandy Bay, Walpa.
- 5. Municipality of Pearl Lagoon,** 15 communities: Awas, Brown Bank, Haulover , Kahkabila,

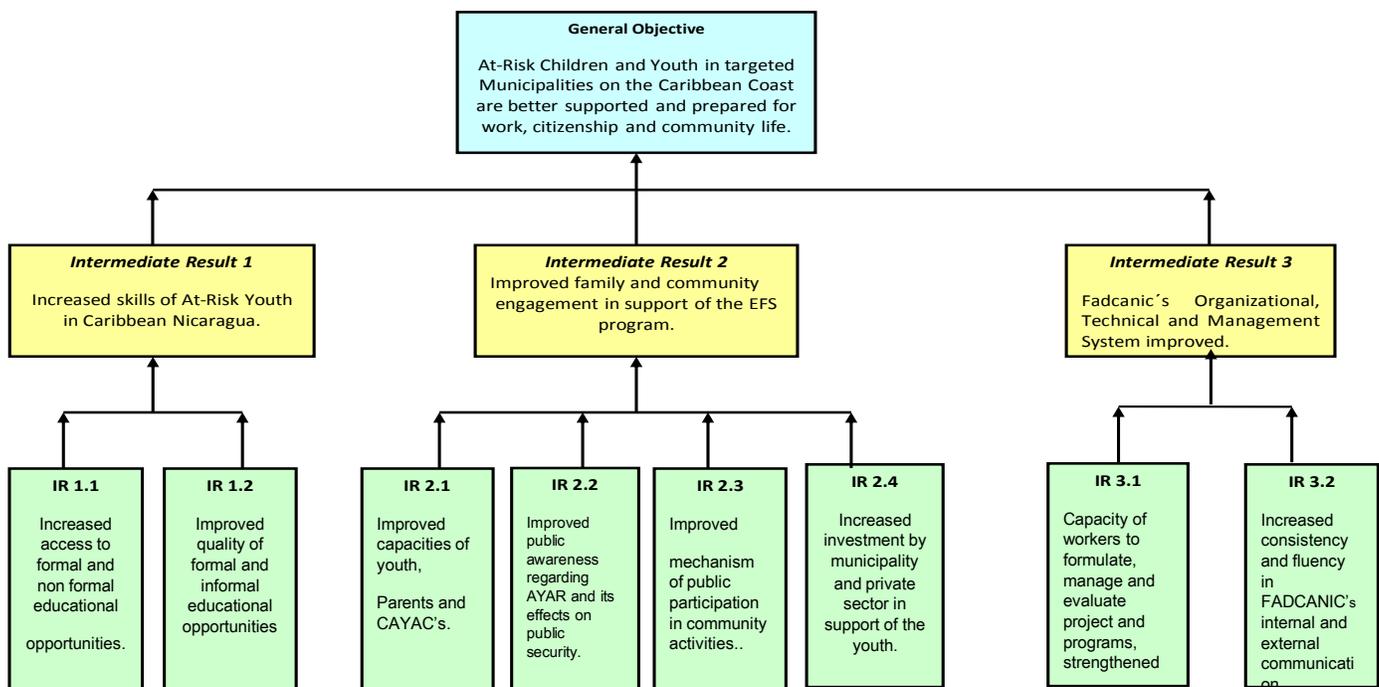
La Fe , Marshal Point, Orinoco, Pearl Lagoon, Pueblo Nuevo, Raitipura, Rocky Point, San Vicente, Set Net Point, Tasbapauni, Wawashang.

This expansion of the geographic focus within each of the five target municipalities represents an effective increase of 38 communities in regard to the 2013 total. We are reaching out to these other rural communities in the municipalities of Bluefields, Kukra Hill and Pearl Lagoon where FADCANIC is already working through its Program for Innovation of Sustainable Local Development Based on Agroforestry Systems to reach out of school youth working in subsistence agricultural activities. Agroforestry courses among priority sectors for regional economic development¹ and considering FADCANIC's specialization in this area. This will adversely affect the ethnical representation of the program which actually 60% Indigenous and Afrodescendant versus 40% Mestizo.

3. GENERAL OBJECTIVE AND EXPECTED RESULTS

The **General Objective** of the EFS program is to contribute to the growth, development, of children, adolescents and youth who are at risk by providing access and quality formal and non-formal education, and other training opportunities in selected communities of the following five municipalities of the RAAS: Bluefields, Kukra Hill, Pearl Lagoon, Corn Island, and Desembocadura del Rio Grande

EDUCATION FOR SUCCESS - RESULT FRAMEWORK



4. EFS PROGRAM 2014 DEVELOPMENT CHALLENGES

The Education for Success Program plans to increase the number of At-Risk Youth participating in non-formal educational opportunities (Vocational courses, and accelerated primary) in 2014. Scholarships in the different levels of primary and secondary education will continue to be available.

The program aims to provide access and quality education to young people through the implementation of a comprehensive tutoring program which addresses the specific needs of students who are having difficulties in different subjects. For this initiative the program plans to hire and engage the support of tutors in different areas of specialization according to needs.

This year, the approach of the EFS Program will be to focus on skills development, with special attention on the mechanisms to connect vocational courses to employers demand. The program will do what is in its power to work with employers so that vocational course participants learn the skills they need to succeed at work and life.

Businesses, youth living in at risk situation, and the EFS program co-exist together in the same space and community, however they are not engaged with each other. In order to change this situation, the EFS program will actively seek to step into their world. Employers might help to design curricula and offer their employees as shadow trainers-mentors while the EFS Program may have vocational beneficiaries spend time on job site and secure them job opportunities. The problem, then, is not that success is impossible or unknowable – it is that it is scattered and small scale compared to the demands of our youth.

4.1 – Vocational Training and Employability

Education for Success will provide vocational training to 445 out-of-school young people and will help at least 135 of these youth gain dignified employment in FY 2014 through improved liaisons with employers, better job and internship matching, and a quicker deployment of work equipment and seed funds for those with special promise and viable business plans.

EFS is also making changes in its vocational training and employability strategy informed by the various studies the Program conducted in 2013 and by USAID's mid-term evaluation report.

Key actions for this fiscal year therefore include the following:

1. Restructuring and delivering integrated skills-building courses to appropriate to target groups.

In the 2010-2013 period of implementation, EFS has offered two modalities of technical training targeting out of school youth²:

- Short vocational courses that meet the basic standard prescribed by INATEC with a course load of 120 to 180 hours which EFS usually deliver locally and within a 4-week period including 5-day workshops covering both life skills and entrepreneurial contents.
- Basic carpentry and cabinetry courses ranging in duration from three months to a year delivered as residential programs at FADCANIC's Center of Environmental and Agroforestry Education (CEAA for its Spanish acronym), in Wawashang, Municipality of Pearl Lagoon.

These modalities give at risk youth who are living in their communities alternatives to acquire a variety of technical training that are otherwise are concentrated only in the city of Bluefields and access to which is often further constrained by various requirements, such as 9TH grade, and 3 years full time attendance that most youth in the region cannot meet.

EFS Mid Term Evaluation found that many vocational graduates consider the training delivered by the program as basic, and requested that the length of the courses to be extended in order to guarantee the required competence that will make a real difference in their lives³. Over half of those recruited to the program in 2013 have stated their willingness to invest up to a year attending a vocational course.

The EFS baseline study also recommended that youth who are integrated into the program receive vocational orientation. Attending to this, EFS is also going to work more deliberately with local partners agencies and business leaders to organize talks that can help the young people to know more about the economic potential of their municipalities, in terms of job and small business opportunities, and get vocational orientation on the training that is made available so they can have a better perspective on what might best suit their short and long-term interests.

²EFS also offers a three-year basic technical certificate in carpentry and cabinetry or agroforestry delivered residentially at CEAA as part of EFS' secondary education scholarship package.

³Mid Term Evaluation Report page 6

At the same time, EFS will hire specialized firms or enter into agreements with the regional universities and other local NGOs and CBOs to structure and in some cases deliver existing and new pre-vocational and vocational training at the municipal level and when possible at the local level.

The purpose of this restructuring is to better integrate the various components of the training —technical, life skills, employability, entrepreneurship—without shortchanging any of these aspects in 6 to 12-week packages targeting young people with different interests and at different stages of preparedness for entering the workforce through employment or self-employment.

Then attending to the demand for access to EFS technical education among young people over age 24 in all communities, and to USAID youth policy, in 2014 the Program is also seeking to amend the Cooperative Agreement to extend the age range of EFS vocational and employability training to those between 16 and 29.

The program will try to extend to all participants in EFS vocational and employability training access to child care throughout of the course for those who are single parents and can prove that they don't have anyone with whom to leave their children. This is to address the reality that more than five percent among of the youth EFS recruited in 2013 already have children of their own, and about 2 percent are single parents. At the same time, among the out-school population 16-24 surveyed as part of the control group of the EFS baseline study, as many as 11 percent are parents, with the number of youth with children being highest among out-of-school young women age 19-24.

2. Drafting the protocols for EFS vocational and employability training.

This process of restructuring of the program's strategy for building work and life skills among out of school youth will also involve commissioning consultant services to write up the protocols for the entire EFS vocational and employability training program based on systematization of procedures and lessons learned during the 2010-2013 period of implementation. These protocols will be available no later than April 2014.

3. Producing EFS vocational and employability training curriculum and manuals.

EFS vocational training adheres to INATEC basic standards for qualification but the program does not yet have a curriculum⁴ tailored to the specific needs of EFS youth who have low levels of literacy and numeracy and limited comprehension of Spanish or English. The program also does not have standardized textbooks or manuals. Usually each course facilitator uses his or her own resources with significant variations in terms

⁴With the exception of the courses delivered in FADCANIC's Center for Environment and Agroforestry Education.

of the depth and breadth of content and skills development for the same courses depending on who delivers it. To ensure the training standards and to assure learner-centered methodologies in all EFS technical and vocational courses, the program will contract expert consultant services to develop the curriculum and manuals for at least 10 high demand courses by June 2014.

4. Strengthening the EFS vocational and employability work team.

The EFS vocational and employability program is geared to moving at risk youth into employment, self-employment, education, or further training.

The Program has found however that in addition to ensuring a better fit between the courses offered and labor demand, and guaranteeing the quality of these courses so that the young people feel confident they can put their new skills to work, it also needs to be able to provide ongoing support and follow up more closely on how graduates are performing once they finish the courses.

Up to now the task of tracking the graduates of the vocational courses was assigned to the Public and Private Partnership Specialist (PPS) who was responsible for facilitating internship and job placements. During this FY however, the PPS will be working more strategically on establishing agreements with big players at the national and regional level who can better help to offset the shortage of local employment opportunities for young people in the EFS municipalities.

In view of this, EFS proposes to strengthen the vocational and employability work by adding two new staff members who will be operating in all five municipalities. The new EFS Vocational and Employability Work Team will therefore comprise:

- ***The Vocational & Employability Specialist*** (position already exists) who is responsible for overall coordination and quality assurance of the courses and program outcomes for this area as stated in the cooperative agreement and yearly goals.
- ***The Vocational & Employability Administrative Assistant*** (new position) who will be responsible for all administrative, contracts, procurement and logistic support for all courses.
- ***The Vocational & Employability Technical Assistant*** (new position) who will be responsible for tracking graduates and registering the information in the program's database, following up on course delivery and so on.

According to the new proposed scheme, this team will be working, coordinating and in the case of the vocational and employability specialist, supervising the delivery of the training packages

that are carried out in conjunction with private and public organizations. The new team will be integrated by April 2014.

5. Holding a regional Vocational Training Graduation Ceremony and Expo Fair.

In 2013, EFS held its first commencement ceremony for graduates of its vocational training program. The event in Bluefields involved graduates from three of the five municipalities in the program's geographic focus area and it was complemented with an exhibition of products and services that by the new graduates. The experience was a highlight of the program implementation that gave the young people a well-deserved self-esteem boost, the opportunity to practice presentation skills and exposure that could lead to business opportunities.

In August 2014, the program proposes to reedit the event as the highlight of International Youth Week, with the participation of vocational and employability training graduates and at least one family member selected from communities in all five municipalities.

4.2 - Life Skills Program

Life skills program aims to develop skills and values in adolescents and youth to enable them to positively address the risks arising from the different situations and problems that communities face. Through informal venues such as: a) Sport, b) Music and Arts, c) Interest Groups (Interest in local social context), d) Educational Sessions (Mentoring), focused on intercultural Gender Equity, and addressing issues for the promotion of a culture of peace, stop sexual abuse and decrease the consumption of alcoholic beverages. This year 2014, life skills program will be attending approximately 650 beneficiaries in school and 445 youth in vocational training, 115 members of CAYACs, 150 youth and adult volunteers (Instructors and facilitators), 450 fathers and mothers of beneficiaries, 69 teachers and 30 peer mentors, 30 technical staff, for a total population of 1939 direct beneficiaries to be served by the EFS program this FY 2014.

A non-formal education specialist or consulting firm will be hired to write and produced 3 sets of teaching resources by age group (10-14/15-29/20-24/) including session plans, activity ideas, and evaluation tools based on EFS life skills curriculum, to guide learning in peer-mentor led interest groups and youth circles, and 3 handbooks respectively for adult volunteer instructors supporting life skills education through sports, music, and arts practice.

How the program will be carried out?

In order to attend children and young people in and out of the school system, strengthen skills around self-esteem, assertive communication, decision taking, and life project and learn about cross cutting themes described in the program, which responds to the five big risks that affects beneficiaries, as highlighted in the baseline study, the following actions will be done:

A. Sports:

Children and youth beneficiaries: The sports program begins with a 3 month athletics training where beneficiaries will develop physical and mental skills. It will have a flexible schedule which caters to the needs of the boys and girls. At the end of this athletics program the Young people may integrate into any of the interest groups offered in the program or of their interest and initiative. Children and youth will also have a choice to participate in any of the sports disciplines that the program is offering this year such as: chess, baseball, soccer, basketball, and soft ball. Three major sport events will be carried out, a) Two Inter municipal encounters, b) One Regional Encounter. Recreational games will also be carried out as a means of cultural revitalization and will be carried out during celebration of special events or dates. Each one of these activities will involve the parents of these beneficiaries who are participating.

Instructors Training: Instructors will undergo technical training in the sport of their interest in order to have better trained and specialized coaches for each discipline. In like manner coaches will be trained in the development of their individual potential which will enable them to teach by example, and strengthen the life skills of the children and youth with whom they interact. These trainings will be carried out every quarter.

Forum on Sports-Based Life Skills Education and Employability Training. The Forum in Bluefields is to build capacity of EFS staff and volunteers on these themes and pursue partnerships with relevant public and private actors in the sports world at regional and national level. EFS is to invite as special guests and sponsor the participation of representatives of the Partner's of the Americas A Ganar Program in Honduras and Jamaica, and at least 2 NGOs in the country who are working with sports for youth personal development.

B. Music and Arts:

Children and youth Beneficiaries: The music and arts program will begin with three month training, learning to read musical notes, after which students will be able to participate in different areas of interest which will enable them to improve on their technique. For this year 2014 the program is offering: theater (drama), poetry, flash-mob, development of cultural musical instruments, percussion, arts and crafts, choirs, and music lessons (to learn to play an instrument) Children and youth will also be able

to be part of an interest group such as communication, drawing and painting, recycling among others.

Instructors' Training: The music instructors and facilitators will undergo training in life skills, development of their individual potential which will enable them to teach by example, and strengthen the life skills of the children and youth, and they will also make personal commitments and commitments to the children and youth with whom they interact. Two Inter municipal encounters and one Regional Encounter will be carried out, as well as the participation of the children and youth in celebration of special events and dates, fairs, exchanges, and any other recreational activities with the children and youth.

Interest groups: the interest groups are formed by youth of the EFS program who come together to do activities that they enjoy or are motivated by. Within the interest groups they will also be part of the creation of business and social initiatives.

Mentoring groups: the objective of Mentoring groups is to create conditions and spaces for youth to group themselves, and within those groups share life topics that interest them, with respect and affection for each other, with the purpose of learning together to face the challenges of everyday living. The young mentors are trained around the discussion of different topics once a week.

Other beneficiaries attended by the life skill program: Teachers, parents, community leaders, volunteers, (Members of CAYAC's) and churches, will be train to accompany children, adolescents and young people in their development process, establishing protective spaces, and responsibility in the towns and communities also ensuring the sustainability of the program. In all actions of the program this group may participate and improve the communication within their family.

For the effectiveness of this result

1. EFS staff must appropriate themselves of the life skills program.
2. Have a strategy for volunteers.
3. Include intercultural Gender Equity in all spaces of the program.
4. Increase spaces and opportunities for self-care for technical staff and Exchange of experience around the work with children and youth.
5. Implement policies and regulations to protect children and adolescents.

4.3 - Good Parenting

Good parenting training will continue targeting fathers, mothers, teenage parents and primary caretakers (450 target), on how to become better and more responsible parents. These trainings will be offered simultaneously in the different languages and

communities of the five targeted municipalities; creating greater level of awareness among parents so that they can become actively and positively involved in the life of their children. This will be achieved through the following actions: teach parents to stimulate their children's motivation to learn and support their educational success. Teach parents the skills (life skills), needed to reduce violent forms of rearing children and developing the character of young people. EFS program is already seeing evidence of parents paying more attention to what their children are doing in class; they are become more aware of how their behavior as parents can be linked to the problems their children are having in school.

Produce a video dramatizing various situations to help parents who are in EFS training to understand and talk to their children and teens about issues like homework, dating, sex, alcohol and drugs, violence. The videos will also model skills (encouragement, consequences, and the goals of behavior) the parents need to practice for effective parenting. The DVD will be accompanied discussion and activity guides for EFS good parenting facilitators and trainees. The package will be developed throughout the second and third quarter of the fiscal year.

The EFS program is going to contract a multidisciplinary team comprising an education or psychology specialists, acting coach, video/film maker to conduct a series of focus groups with circles of EFS parents to adapt the course content of the EFS program for systematic training for effective parenting to real life situations in the program's target municipalities and multiethnic communities, and produce a didactic kit containing (a) an illustrated manual for parents, (b) a guide for facilitators, and (c) a video with dramatized sketches illustrating everyday situations affecting relations between parents and their teens, and the skills parents need to develop to provide their children with better guidance and support.

4.4 - 2014 Public Private Partnership Strategy

Based on the recommendations of the project's mid-term evaluation report, this year the work of the Public Private Partnership (PPP) specialist will be directed primarily to developing and rolling out a systematic plan for ensuring private sector involvement in securing job opportunities for graduates of EFS vocational courses, expanding access to EFS accelerated primary program, and sponsoring EFS youth sports and arts training.

The goal for FY 2014 is to organize a variety of alliances and agreements at the local, regional, national and international level, leading to 10 workforce development initiatives and another 20 concrete benefits and opportunities for EFS youth promoted by existing and new program partners.

The key activities to mobilize and accelerate public private partnerships in FY 2014 are:

1. **Designing EFS' Public Private 2014-2017 Strategy and Operational Plan.** To promote financing of the program's core services to young people and their families in cooperation with the private sector, and with an emphasis on partial or full coverage of scholarship costs, leveraging time, expertise and other resources to improve the design and delivery of the program's various skill building packages, and most especially to create and sustain training-to employment opportunities for out of school youth. EFS will contract a highly qualified and expert consultant to design this strategic plan and provide mentor the program's PPP specialist in the first stages of implementation. The EFS 2014-2017 PPP Strategy and Operational Plan will be ready by the end of April 2014.
2. **Establishing an EFS Youth Employment Advisory Group.** During the second quarter of the fiscal year, and with the help of the consultant hired to design the PPP strategic plan, the program is going to identify and enlist a select group of business people who can facilitate connections to the labor market for EFS youth at regional, national, and whenever possible also at the Central American level. EFS will coordinate meetings with this Advisory Group on a quarterly basis for briefings on labor market trends in the region and country, and suggestions on how to go about creating incentives and opportunities for apprenticeships, work experiences, work-based learning, small business mentorships, and other concrete pathways to help EFS youth to move successfully into the workforce. EFS is also going to ask members of the Advisory Group to introduce and when possible accompany the EFS Chief of Party, Program Coordinator, and PPP specialist to meet high priority potential business partners with whom the project can pursue youth workforce development activities.
3. **Training CAYAC members on fundraising strategies.** Attending to the need to continue to strengthen community structures for EFS long-term sustainability, the PPP specialist will be working throughout 2014 to build the capacity of the members of EFS CAYACs to devise bankable projects by which they can leverage support from private and public sources to improve the delivery and expand the reach of EFS accelerated primary program and for arts and sports programs for strengthening life skills. As part of this training, each CAYAC is to develop a plan of fundraising events, including outreach to members of their community who are working in Managua or abroad, incidence on the municipal, territorial, and communal social investment budgets, and other resource mobilization with churches and other non-government organizations carrying out initiatives locally.

CAYACs are made up by local volunteer, parents and community leaders who support the EFS program. They work in conjunction with the program municipal promoters, volunteers and youth beneficiaries. CAYACs plays a key role in the identification and

selection of the children and youth, who will be attended by the program, they also monitor and accompany children and youth guided by a work plan. For FY 2014, EFS will be focused on meeting and training sessions with 115 CAYAC members in five target municipalities and by this way be better prepared to help children and youth strengthen their leadership and decision making capacity in their communities, among others:

5. EDUCATION FOR SUCCESS PROGRAM 2014 TARGET

For 2014 the EFS will reach out to 1500 new beneficiaries (285 primary and secondary, 445 vocational, 450 parents, 69 teachers, 50 life skills trainers and 201 beneficiaries in sports and fine arts.)

Target New Beneficiaries FY 2014

No.	Scholarship	Target FY 2014
1	Elementary Scholarships	150
2	Secondary Scholarships	135
3	Technical Vocational Education	445
4	Good Parenting	450
5	Teachers and mentors	69
6	Life skills trainers	50
7	Sports and fine arts	201
	Total	1500

The direct beneficiaries of the program will be the multicultural, and multilingual, afro descendant, indigenous, and mestizo children, youth at risk age range 10-29 (TBD), caretakers, teachers and mentors, in target municipalities.

The program will target but not be limited to the following beneficiaries:

- School-age youth who are out of the education system and who are particularly at risk in all of the areas cited in section above.
- Youth who are in 4th, 5th and 6th grades of primary school; 7th, 8th, and 9th grades of secondary school, who live in neighborhoods that are most vulnerable.
- Youth who are in the age of entering the labor market but are being hampered by the lack of jobs, and the lack of adequate skills needed to attain gainful employment.

- Teen age and young adult single mothers with poor educational and parenting attitudes and skills, and who are, in most cases, not prepared to deal with parental responsibility.

6. MONITORING AND EVALUATION

During 2013 EFS M&E system was improved in order to effectively capture the essence and scope of the program activities, avoid double counting, capture data accurately, register identified risk factors associated with the beneficiary, services received by the beneficiary and track the behavioral changes of the beneficiary observed throughout their period in the program. This system was designed to be able to provide feedback so that management and communities will have quality data to make the necessary corrective measures.

A key aspect of this system is its capacity to track, and measure both the quantitative data and the desired changes (qualitative) in the life of the youth at risk, the performance of the CAYACS, and the effectiveness of the program implementation in the communities. In order to exploit its capacity and obtain the maximum benefits data must be uploaded weekly, which will require additional work hours assigned to this activity.

INDICATOR TABLE FY 2014								
Indicator	Target	Q1	Q2	Q3	Q4	Total	Percent Complete	Explanation for +10% or -10%
3.2.1-14 Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	150							
3.2.1-14a Number of men	90							
3.2.1-14b Number of women	60							
3.2.1-15 Number of learners enrolled in USG-supported secondary schools or equivalent non-school-based settings	135							
3.2.1-15a Number of men	60							
3.2.1-15b Number of women	75							
3 Custom: Percentage of students enrolled in primary and secondary scholarship, who promoted from one grade to the next.	85%							
Number of men								
Number of women								

4 Custom: Number of students who remain in school or course as a result of the program activities.	620							
Number of men								
Number of women								
5 Custom: Number of adolescents and youth who participate in interest group (IG) and complete the cycle of life skills training (music, art, sports, others).	620							
Number of men								
Number of women								
6 Custom: Number of beneficiaries that improved their attitude to prevent the risk factors affecting them.	511							
Number of men								
Number of women								
7 Custom: Number of students from WFD programs that further their education within six months of graduation	80							
Number of men								
Number of women								
4.6.3-2 Number of people gaining new or better employment as a result of participation in USG- funded WFD program	135							
4.6.3-2 ^a number of men	75							
4.6.3-2 ^b number of women	60							
4.6.3-5 Number of persons participating in USG-funded WFD programs	445							
4.6.3-5 ^a Number of men	222							
4.6.3-5 ^b Number of women	223							
10 Custom: Percentage of beneficiaries of primary and secondary scholarship attending counseling services through the program.	35%							
Number of men								
Number of women								
11 Custom: Percentage of beneficiaries of primary and secondary scholarship that receives tutoring services through the program.	35%							
Number of men								
Number of women								

3.2.1-44: Number of teachers- mentors in USG supported programs trained on how to support learners psychological well being	69							
Number of men								
Number of women								
13 Custom: Number of CAYAC created and operating effectively	5							
14 Custom: Percentage of beneficiaries who report changes in their relationship with their parents	15%							
Number of men								
Number of women								
15 Custom: Percentage of youth referred to GBV services (e.g. health, legal, phycho-social counseling shelters	15%							
16 Custom: Number of Life Skill trainers trained in gender-appropriate language communication, peaceful conflict resolution and confidence building	50							
Number of men								
Number of women								
17 Custom: Number of radio programs, developed and broadcast by youth on the radio that demands and advocate for their needs.	3							
18 Custom: Amount of community assemblies developed with an agenda geared towards benefiting young people and with their participation.	15							
19 Custom: Benefits and opportunities promoted by actors and partners involved in the activities of the program	20							
20 Custom: Number and type of contacts established with private and public sector to support the program.	15							
4.6.3-8 Number of WFD initiatives completed as a result of USG participation in public-private partnership	10							
22 Custom: Number of personnel with improved administrative and programmatic capacity through training processes.	10							
23 Custom: Percentage of budget execution by end of fiscal year	100%							

7. COMMUNICATION AND VISIBILITY

EFS Communications and Visibility will help to achieve the following goals by:

- 1) Conducting a baseline survey on knowledge, attitudes, practices (KAP) and focus group sessions with EFS target groups** to inform the development of the program's communication strategy and action plan. These studies will also serve to determine specific communication campaign objectives, media selection, and key messages related to five social risks⁵ with which disadvantaged children and youth are contending in the region.

The program will contract qualified consultant services to conduct the study under the supervision of EFS communications specialist. The EFS KAP survey will be carried out during the third quarter of the fiscal year.

- 2) Developing and managing a communication strategy and action plan for EFS.** This will help the EFS team, both staff and volunteers, to keep focused on the goals and confident of their ability to articulate the program messages and strategy.

The communication strategy is going to be developed by the EFS communications specialist who, along with the EFS communications assistant, will consult with all the project team, CAYAC members and EFS youth directive boards to validate the communication strategy and define the communication action plan. The bulk of these consultations will take place January and February 2014 through field trips to each community of each municipality in the program's geographic focus area. The EFS Strategic Communication Plan will be drafted by May 2014.

- 3) Raising public awareness of risks children and youth are facing in our region and informing key actors and the general public about EFS strategies and activities.**

The program is going to use various radio, electronic and print media to inform and mobilize participation. The media include:

3.1 Special edition of Wani Magazine. Wani is a quarterly magazine published by the Center for Information and Documentation of the Bluefields Indian & Caribbean University. EFS will commission a monographic edition to share the results of the findings of the five social studies on the situation of children and youth in the RAAS which the program conducted in 2013. Work on this edition will begin in the first quarter of the fiscal year and 1,000 copies of the magazine will be printed in January 2014. The special EFS edition of Wani will be launched in February 2014 with a

⁵The five risks were identified by the EFS 2013 Baseline Study: (1) early pregnancy and STDs, (2) consumption of alcohol and drugs, (3) child and youth work in difficult conditions with low pay, (4) violence in the home, neighborhood and community, (5) school failure.

presentation in Bluefields targeting regional authorities, youth services and organizations, local business leaders, and the media.

3.2 EFS Weekly Radio Program. Starting in March 2014, EFS will broadcast a 45-minute radio program on a local radio station. The program will cover the project news and interviews with specialists and stakeholders on issues affecting positive youth development in the region. The program will be produced and conducted by an experienced radio worker with his or her own listening base. The radio program is going to be planned in advance with a lead of six weeks through a 2-day planning workshop the first week of February in Bluefields with participation of all the EFS municipal promoters and regional coordination team. The successive programming for the rest of the fiscal year will be done by the program host through monthly consultations with EFS Program Coordinator and Communications Specialist.

3.3 EFS Quarterly E-Bulletin. The program is going to continue publishing the e-bulletin which we launched in 2013 and which links to articles, photos and videos about project activities published in English and Spanish on FADCANIC website and social media.

3.4 EFS Quarterly Mural Bulletin. The program is going to start publishing a poster-type bulletin with highlights of the program activities of each quarter. These will be posted in all the schools, health centers and other institutions and locations with high traffic in the municipality. During the first quarter of the fiscal year, the program will create two prototype editions to test the format. The prototypes will be printed digitally with limited editions of 25 copies each. From the quarter on however, the mural bulletins will be printed by offset on bond paper in runs 300 copies per edition for broad exposure.

3.5 EFS Quarterly Print Newsletter. Beginning in the second quarter of the fiscal year, the program is going to add an 8-page print newsletter to its informational media. The print newsletter will contain summary versions of articles published on FADCANIC website and photo reports of key project activities. It will be distributed on a quarterly basis to all the families in the program and to partner institutions. It is going to be edited in Spanish by a freelance writer hired for this purpose. This reporter is also going to edit the shorter highlights for the EFS Mural Bulletin described above.

4) Continuing youth radio and video production training and engaging these youth in creating their own media and events to inform other youth about EFS services and benefits and discuss and debate issues related to positive youth development.

In 2013, EFS delivered radio and video production training workshops to youth mentors and out of school youth in Pearl Lagoon and Corn Island. This training

resulted in radio and video spots, a mini radio drama, and radio program called *Listen Up Pearl Lagoon* which the young people from that municipality started to produce on a monthly basis since September 2013.

In this fiscal year, EFS will expand this training to all the five municipalities as part of the process of delivering life skills education through EFS youth interest groups. The process will involve the following key activities:

4.1 Recruiting and Training Local Communication Instructors. The EFS Communications specialist and assistant will identify three volunteer instructors by municipality who will be responsible for providing ongoing training and practice sessions with the young people who are interested in learning to create and produce multimedia and organize special events in their communities. The Communications instructors will be 18 to 29 years of age, male and female with computer skills and an interest in communication and event organization, as well as a disposition to travel to the communities.

The training of trainers will be carried out through various sessions. The initial training will be of two weeks duration in Bluefields. This will be followed by 3-day sessions every two months. The follow up sessions will rotate in the municipalities, including Desembocadura and Corn Island if the participants are willing to travel by boat to this last. The last session will be held in September and will be devoted to evaluation and planning for the 2014-2015 fiscal year. Training and

EFS will contract consultant services to develop the youth communication and media production curriculum and facilitate the training of communication instructors. EFS volunteer communication instructors are going to be supervised directly by the EFS Communications Assistant

4.2 Organizing and training EFS Youth Communication Interest Groups. The youth communications and media production training is going to target young people aged 15 to 24 and the goal is to establish groups of 10 young people each in the municipal seats and groups of 5 youth in each community outside of the municipal seat. That is, the aim is to make the opportunity available to both urban and rural communities.

In the urban areas, 2-hour communication training and practice sessions will be held twice a week. In the rural communities, the frequency will vary based on the situation of transportation. In the more accessible communities, sessions will be held twice a week or every fifteen days. In more remote communities, these sessions will be held once a month.

The EFS youth communication interest groups are going to be encouraged and qualified to produce their own radio programs such as the one in Pearl Lagoon, create their own information, education, and entertainment video productions.

4.3 EFS Youth Video Forums. The program is also going to encourage the youth communication interest groups to organize video forums to share their productions and discuss these and other educational and movie features. The aim is to have each youth group in the urban areas organize their video forums once every two weeks, thus providing an opportunity for healthy and safe early evening weekend recreation for disadvantaged youth in their communities.

4.4 EFS Youth Music and Arts Festivals. In addition, youth communication interest groups will also organize a festival that will serve as venue to showcase and promote competitions amongst local music, dance, minstrel and other artistic talents and groups. These events will be held every two months and they will serve to generate content and attract listeners and viewers for the youth radio and video productions will be transmitted with different frequencies according to conditions in each municipality.

The community and municipal youth music and arts festivals will culminate in a Regional competition to be held in one of the project municipalities, August 2014 as part of EFS programming for International Youth Week. All of these productions will be posted on FADCANIC website and social media.

5) Continuing writing and photography training for selected EFS staff and CAYAC members to ensure timely dissemination of program news and views from each territory and community.

During the 2014 fiscal year, the idea is that the majority of the articles and photos about the regular program activities are to be written by EFS staff and CAYAC members who begun training in writing and photography in the last quarter 2013.

This training is going to continue with three-day refreshers in Bluefields, every three months. Participants include two people (one a municipal EFS and the other a young CAYAC member) from each municipality and the Wawashang Territory respectively, plus two members of the Regional Coordination for a total of 14 participants not including the facilitators.

Last year the training was conducted by consultants. This year, the facilitators will be the EFS Communication Specialist and Assistant.

6) Holding quarterly community and neighborhoods assemblies to share results of EFS work, listen to feedback on how to improve this work and maintain the active involvement of community partners in the program implementation.

The Communications and Visibility staffs are going to assist the Program Municipal Coordinators in preparing presentations of the program results for these meetings, and contribute to mobilizing people to attend through announcements on the EFS Radio program and posters.

7) Producing video-dramatized role plays to facilitate parent education and professional quality video documentaries to share stories and testimonials about how EFS is changing young people's lives.

7.1 Good Parenting Multimedia Training Package. The program is going to contract consultants to produce a video dramatizing various situations to help parents who are in EFS training to understand and talk to their children and teens about issues like homework, dating, sex, alcohol and drugs, violence. The videos will also model skills (encouragement, consequences, and the goals of behavior) the parents need to practice for effective parenting. The DVD will be accompanied discussion and activity guides for EFS good parenting facilitators and trainees. The package will be developed throughout the second and third quarter of the fiscal year.

7.2 Success Stories Mini Documentaries. The program is going to contract professional video makers to produce two short documentaries of about 10 minutes each focused on a successful program initiative and the stories of young people whose lives have been changed for the better thanks to this initiative.

8) Producing a guide to all youth services available in the coastal communities of the RAAS and collaborating with the Regional Youth Secretariat to establish a web portal where young people can access updated information about job, training, and other services and opportunities available in the region for their personal and professional development.

9) Developing FADCANIC'S Communication Strategy and Action Plan 2014-2017 to promote synergies in the outreach, engagement, partnership and fundraising activities across the Foundation's programs and projects.

10) Redesigning FADCANIC website to make it easier to share program-by-program news and resources, including interactive features for various services which FADCANIC provides to different publics.

8. NEW PERSONNEL

Hiring and induction of personnel (February 2014)

Recruitment and hiring of new personnel will begin in January 2014, by publishing vacancies on radio stations which have coverage in the 5 municipalities where the program is being carried out.

The personnel proposed to be hired in February 2014 are:

- Two Vocational Course assistants
- One monitoring and evaluation assistance
- Two Social Promoters for Corn Island, Kukra Hill
- Two Student Counselors for Pearl Lagoon, and Desem Del Rio Grande.
- One Arts and Craft specialist
- Four Security guards for youth training centers in Bluefields, Desembocadura, Corn Island and Pearl Lagoon

These candidates will be selected and hired after approval of AOR, and will participate in an induction/ training workshop along with the EFS personnel, with the purpose of providing each with all information necessary to carry out the program with efficiency and quality performance. Training is the most important way of achieving competence and helps to convert information into safe working practices. Training combined with experience leads to competence. Training has to be correct from the start and standards must be maintained once the training has been completed.

9. INSTITUTIONAL STRENGTHENING

1. Hire a gender specialist to conduct a gender analysis of the EFS project implementation, make policy recommendations in line with FADCANIC's institutional gender and equity policy, to strengthen the EFS strategies and approaches, and train staff on development and implementation of gender sensitive methodologies for work with youth.
2. A specialized consultant firm or NGO with experience in delivering integrated services to at risk youth, to write a handbook for EFS staff, volunteers, and partners describing the program's policies and protocols pertaining to procedures for recruitment and selection of beneficiaries and delivering scholarships for primary and secondary education, vocational education and employability, life skills education, parenting education, counseling and referrals, peer mentoring, and pertaining also to the workings of the CAYACs, sports, arts and other volunteer trainers and facilitators, and cross-cutting policies and norms regarding gender

equity, code of conduct for work with youth, private and public partnerships, communication and visibility, and monitoring and evaluation.

3. A Human Resources specialist to design a strategy and action plan for recruiting, encouraging and supporting EFS volunteers, with a particular view to how this strategy could serve as a model to establish a volunteer program for FADCANIC as a whole, and provide training to the staff person EFS will recruit as volunteer manager to make the strategy operational.
4. A social research team with experience using a variety of qualitative and quantitative tools and techniques applied to understanding behavior change communications and integrated community based initiatives for juvenile risk mitigation in multiethnic settings, to conduct a KAP study in the EFS's geographic focus area to measure and analyze behavioral determinants/information of the target beneficiaries (children, youth, parents, teachers), local partners and volunteers, and other relevant public and private actors related to five social risks⁶ with which disadvantaged children and youth are contending in the region and EFS interventions to help them beat the odds.
5. EFS Study Tours to build the capacity of the project staff on youth work with an emphasis on juvenile risk mitigation would involve (1) trip to have an exchange with "Asociación Grupo Ceiba" which carries out integral community based development work with at risk children and youth in 10 departments of Guatemala, with a three-pronged approach: street university, alternative education, and enterprise education; (2) trip to Belize to see Art Reach Belize, a non-traditional arts education program directed to students with academic difficulties and other youth development projects funded by the public private partnership Belize Natural Energy Charitable Trust.
6. A business or marketing specialist to help identify potential private sector partners at the national and Central American level and selected high-priority public partners, design a public-private partnership strategy for collaboration with these actors to realize EFS objectives, and provide technical assistance and mentor to the EFS public-private specialist to implement the strategy.

⁶ 1]The five risks were identified by the EFS 2013 Baseline Study: (1) early pregnancy and STDs, (2) consumption of alcohol and drugs, (3) child and youth work in difficult conditions with low pay, (4) violence in the home, neighborhood and community, (5) school failure.

7. A development specialist with experience in project management and with strong writing skills to draft 10 terms of reference for consultancies which EFS will contract in February 2014.

10. SUSTAINABILITY

Contract an economist or development specialist or consulting firm to assess cost effectiveness and conditions of implementation of key EFS actions and services and on this basis develop a long-term sustainability plan for EFS interventions that will continue beyond the time frame of USAID's assistance.

11. KEY ACTIVITIES 2014

1. Refreshers' training workshops to strengthen leadership capacity of CAYAC members to drive -related initiatives in the community. (Jan. – Nov 2014).
2. Regional Vocational Training graduation ceremony and Expo fair (August 2014)
3. Quarterly community and neighborhoods assemblies (March –June- Sept.- Dec 2014)
4. Regional intercultural exchange programs with youth. (Oct.2014).

Resource and Knowledge Management

1. EFS study tours to build the capacity of the project staff on youth work with an emphasis on juvenile risk mitigation.
2. Hire specialist to design a strategy and action plan for recruiting, supporting and providing incentive for EFS volunteers.
3. Develop and manage a communication strategy and action plan for EFS(Feb. – May 2014)
4. Publication and promotion of bimonthly EFS e-newsletter
5. Create and disseminate EFS TV Spots. (March – Dec 2014)
6. Conduct a baseline KAP survey and focus group sessions with EFS target groups (Feb. – April 2014)

Major EFS Events 2014

No	Date	Description
1	January	Refreshers' training and Induction workshop for EFS Personnel
2	January	Refreshers' training workshop on Recruitment and selection process with CAYAC members and volunteers of EFS.
3	Feb-July-Nov.	Community assembles
4	March& Oct	Volunteers exchange
5	March	Girls' Day
6	May- June	International Day of Family
7	TBD	Youth music and arts festival
8	August 12	International Youth Day