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Community Action for Reading and Security Activity

Work Plan: Fiscal Year 2015



August 31, 2014
Revised May 6, 2015

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Photograph: Menorca School, Bluefields, Nicaragua, April 4, 2014

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Nicaragua Community Action for Reading and Security Activity

Work Plan: October 2014 – September 2015

Submitted to:
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USAID/Nicaragua

Submitted by:
DevTech Systems, Inc.
Contract AID-524-C-13-00001
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ACRONYMS

APS	Annual Program Statement
BASE I	USAID/Nicaragua Basic Education Project I
BASE II	USAID/Nicaragua Basic Education Project II
BICU	Bluefields Indian and Caribbean University
CARS	Community Action for Reading and Security
CARSI	Central America Regional Security Initiative
CDCS	Country Development Cooperation Strategy
CERCA	Civic Engagement for Education Reform in Central America
COP	Chief of Party
COR	Contracting Officer's Representative
DCOP	Deputy Chief of Party
DO	Development Objective
EFS	Education For Success
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EpC	Espacios para Crecer (Spaces For Growth)
FADCANIC	Fundación para la Autonomía y el Desarrollo de la Costa Atlántica de Nicaragua (Foundation for the Autonomy and Development of the Atlantic Coast of Nicaragua)
FHR	Fundación Hermanamiento RAMA
FY	Fiscal Year
FZT	Fundación Zamora Terán
IR	Intermediate Result
M&E	Monitoring and Evaluation
MINED	Ministry of Education
NGO	Non-governmental Organization
OCA	Organizational Capacity Assessment
PMP	Performance Management Plan
PRIDI	The Inter-American Development Bank's Regional Project on Child Development Indicators
PROGRES	Program for Reading and Security
RACS	<i>Región Autónoma Caribe Sur</i> (South Caribbean Autonomous Region)
RFP	Request for Proposal
RTI	Research Triangle Institute
SEAR	<i>Sistema Educativo de las Regiones Autónomas</i> (Autonomous Regions Educational System)
TA	Technical Assistance
UNACAD	<i>Universidad de Administración, Comercio y Aduana</i> (University of Administration, Trade and Customs)
URACCAN	<i>Universidad de las Regiones Autónomas de la Costa Caribe</i> (University of the Autonomous Regions of the Caribbean Coast)
USAID	United States Agency for International Development
VAB	<i>Vicariato Apostólico de Bluefields</i> (Apostolic Vicar of Bluefields)

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EXECUTIVE SUMMARY

DevTech Systems, Inc. (DevTech) is pleased to submit the Work Plan for the Nicaragua Community Action for Reading and Security (CARS) Activity for FY 2015 (October 2014 – September 2015), Year 2 of the four year Activity.

The purpose of this contract (AID-524-C-13-0001) is to: a) improve early grade reading outcomes and b) contribute to reducing citizen insecurity in five municipalities of the Autonomous Region of the Southern Caribbean (*Región Autónoma Caribe Sur* - RACS) of Nicaragua. The five municipalities include: Bluefields, Kukra Hill, Pearl Lagoon, Corn Island and the Desembocadura de Rio Grande. Available data suggest that education and crime indicators in these locations are notably worse than national averages.

The CARS Activity is one of two key mechanisms to implement USAID's Program for Reading and Security (PROGRES). PROGRES supports the achievement of USAID's Development Objective 2 (DO 2), Safety and Competitiveness of At-risk Children and Youth on the Caribbean Coast Improved. This falls under USAID's Country Development Cooperation Strategy (CDCS) for the period 2013-2017. Furthermore, CARS's expected results align to USAID FORWARD and the Central America Regional Security Initiative (CARSI) by focusing resources on building local capacity to improve early grade reading outcomes and reducing citizen insecurity. To do so, CARS is working with local NGOs, communities, parents, teachers, citizens and students in the RACS.

The Annual Work Plan succinctly articulates a set of interventions and products, research, results, deliverables and contractor resources planned for FY2015. In addition, the Annual Budget (submitted under separate cover) presents how funds are allocated in order to support the achievement of the contract sub-purposes.

The Work Plan is a working document that will rely on feedback from USAID and stakeholders who are closely involved in community action, reading and security in the RACS. For this reason, the Work Plan is presented with the understanding that on a quarterly basis (as part of the quarterly report submission), CARS may present adjustments to the Work Plan based on operational realities and feedback from the field.

Critical assumptions are included as a management tool for discussions with USAID when contextual factors change.¹ All adjustments will be made in close coordination and consultation with the USAID Contracting Officer's Representative (COR).

The Year 2 Work Plan builds upon Year 1 activities that set the stage for Year 2 planned interventions. The premise of CARS is to be guided by results; therefore the planned interventions are organized and driven by these expected results. In order to achieve the results and implement the corresponding interventions, one of the first essential steps is to have a clear management plan and have all needed staff on board. During Year 1 most of the CARS staff was hired and began work in Bluefields. CARE hired two staff members who were assigned full-time

¹ An example of a contextual factor is the support for the Public Sector or support from local NGOs.

to CARS. There were some senior management issues during Year 1 that DevTech identified and addressed before the end of Year 1, namely replacing the original CoP, bringing on board a new Chief of Party and beginning the search for a deputy chief of party. DevTech made some staffing additions and changes at the end of Year 1, which provide the essential personnel framework with which Year 2 results can be achieved. A DCoP, Finance and Administration Specialist and Communications Specialist are being brought on board, and will be in place by early January, 2015. CARE will have 3 new field technicians and one admin-finance assistant who will be working out of the Bluefields office beginning in early January. With these internal CARS changes and additions, as well as the finalization and USAID-approval of three local NGOs working with CARS as grantee key implementers, CARS now has the required structure, management units, staffing, technical assistance and local organizations which will be working together in a unified and synergistic manner. As part of USAID FORWARD, CARS is committed to working closely with local consultants, staff, and NGOs in the RACS to achieve technical results. This is demonstrated in the Management section (section III) and the corresponding Budget annex (Annex B). During the course of Year 2, at least two additional RFAs will be issued and CARS will be working with and through additional NGOs from the region as key implementing partners.

One of the key mechanisms of CARS's ability to achieve expected results in the region is closely working with and through local NGOs who have demonstrated hands-on experience and a working knowledge of the region. CARS staff will provide training, technical assistance and institutional strengthening measures to these NGOs, who, in turn, will bear the lion's share of the responsibility for achieving results through systematic planning and close collaboration with EpCs, private and subsidized kindergarten and primary schools, teachers, facilitators, students, parents, community leaders, youth and other key stakeholders with the guidance and oversight of the CARS technical team. Three such NGOs have already been selected as grant recipients, and during the first part of Year 2 CARS will be selecting additional NGOs with whom to closely work as implementing partners. In this manner CARS will establish a sustainable institutional mechanism and framework for multiplying, replicating and extending the indicated activities and results in both reading and citizen security.

Critical Year 2 work streams include:

- Signing grants with approximately three NGOs to implement reading and citizen security interventions in communities where 100 new *Espacios para Crecer* centers (EpCs) will be established.
- Signing approximately three additional NGOs to work, in private/subsidized schools and community pre-schools, to bring the total number of NGOs working with CARS to six.
- Contextualizing the EpC program for the RACS and implementing it with target children who have learning difficulties or are not in school.
- Validation of materials for the EpC program, the private/subsidized school program and the program for transition to the first grade.
- Selection, training and a gradual phase-in of implementation in 170 EpCs by facilitators with backstopping and support from CARS and the NGO field staff. Plans exist for 170 EpCs to be functioning during FY15, and an internal analysis is being conducted (by

CARS, Mathematica and USAID) to see if an additional 100 EpCs will be added in the latter part of FY15 (June-July) or during the second Quarter of FY16 (February 2016), with February 2016 being the most likely scenario given the need to synchronize with the Nicaraguan school year and allow children to attend as much of the full school year as possible.

- Employing qualitative and quantitative techniques to assess reading and community mobilization capacity at the local level. This includes a Diagnostic Tool to be used by local Analysis Committees (already designed, developed and being used in the first 10 EpCs), which includes information from the Community Diagnostic, including reading levels as well as the capacity and efficiency of the community to mobilize in order to face and deal with their own unique challenges.
- Designing and implementing community mobilization activities around reading and security based on the realities of local communities, working with and through local NGOs.

I. INTRODUCTION

Making sustained and systematic progress in educational development and security requires thoughtful analysis, reflection, willpower and action. This Work Plan is designed with this process in mind. It reflects a commitment to understanding the realities of children, teachers, parents and communities in Bluefields, Kukra Hill, Pearl Lagoon, Corn Island and the Desembocadura de Rio Grande.

CARS's expectations—and in the same respect, its standards—are high. However, they are also based on a science and reality which allows people to reach them; this is the job of Team CARS. In this way, CARS can move forward with the integrated dynamic of teaching-learning and action, and thereby help contribute to increasing learning and security. While CARS is a four-year Activity, it builds on a foundation of prior interventions in the RACS (BASE, BASE II, Excelencia, Alliances and EFS) and it, in turn, will also serve as a foundation for the future beyond these four years.

CARS is part of a larger initiative and commitment to education and increasing security in the region. CARS will achieve expected results by working with and through institutions already established in the region. Through systematic training, technical assistance and institutional strengthening activities, CARS will ensure that a multiplier effect occurs, and regional institutions and actors increasingly assume a greater share of responsibility for achieving results and improving early reading and security in the region. CARS joins in a partnership and/or alliance with recognized and committed institutions. Individuals are also a part of these institutions and they are committed to the endeavor; they include parents, teachers, students and other members of the local community.

The CARS Work Plan and resource plan (budget) are organized in accordance with the four sub-purposes for the CARS contract:

- Improve Early Grade Reading Outcomes in the RACS (formal and informal reading programs)
- Community Engagement (Participation) (reducing citizen insecurity)
- Local Capacity Development
- Knowledge Generation and Management (Provide USAID Data Support for DO 2)

Figure 1 (below) presents a structure for DevTech's interventions under these sub-purposes that aligns to two of the Intermediate Results in USAID's Development Framework. As graphically portrayed, sub-purpose 2 contributes to both IRs and several interventions are foundational or cross-cutting. The total estimated Work Plan budget for FY2015 for each of the sub-purposes can be found in Annex B.

The hierarchy of the set of interventions (as defined in the contract by sub-components) will be supported by a four-pronged approach and supported by a management structure based in Bluefields (see section III).

This approach will:

1. Strengthen the capacity of local non-governmental organizations (NGOs) to provide quality early grade education opportunities in the RACS as a means to mitigate rising insecurity. Through CARS, NGOs will develop the technical, financial and administrative skills to sustain activities which deliver early grade reading and citizen security results. NGO capacities will be strengthened through training in EpC/Quantum Learning methodology, APA methodology and pre-school transition methodology. Training will also be provided in grants and finances (USAID regulations, and addressing financial and administrative weaknesses identified during the Pre-Award surveys); and M&E (application of EGRA and use of monitoring mechanisms in order to achieve agreed upon results). Estimates of FY15 trainings (above and beyond those in Year 1 of CARS) include local university and NGOs being trained in EGRA, M&E systems for NGOs, Statistics & Data Analysis (NGOs and universities), Data Usage and Transmission for NGOs and universities, and returning results to the local community.

Other training and technical assistance contemplated under this area includes initial training for 200 EpC facilitators, and ongoing training and technical assistance for the implementing NGOs. Consultant Mercedes Gonzales will prepare several teacher and facilitator guides, the M&E Component will train NGOs in the use of follow-up formats on indicators, EGRA training will be led by CARS staff and consultants (with NGOs and universities) and subsequently follow-up and multiplier training will be provided by these same NGOs to school teachers.

In terms of institutional strengthening, one measure of an NGO's strength will be assessed through the USAID-developed OCA (Organizational Capacity Assessment) tool, as well as other tools to be found and/or developed and modified for use in the RACS. The OCA tool will be a tangible way to measure NGO progress and strength. An example of other tools could be a quarterly newsletter shared amongst the grantees with stories from the field, sharing of best practices and tips. A column of the newsletter could even draw from a specific metric of the OCA tool and thus the newsletter could serve as a visual reminder that the NGOs are not only implementing reading and citizen security measures, but that they also have a chance to grow and better themselves for future work.

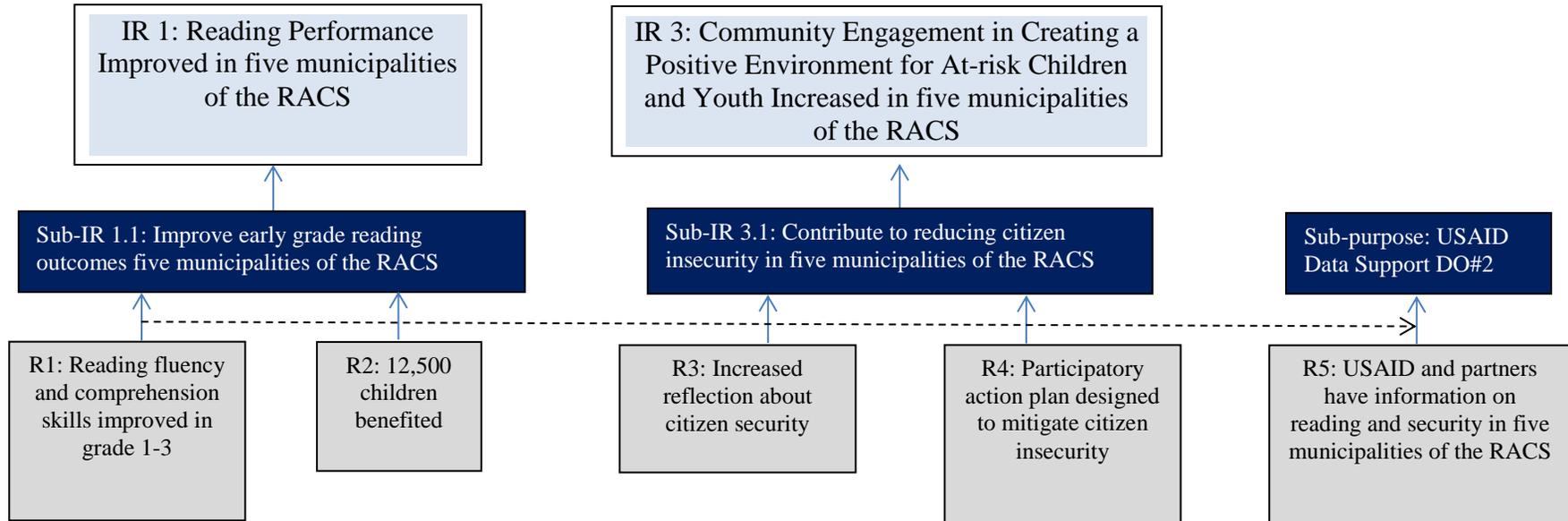
Another tool could be periodic forums between the grantees and sometimes a wider audience. Again, the OCA tool can be drawn upon as an underlying thread, for example one of the targets measured by the OCA could be a discussion/debate topic of a guest speaker or between the grantees themselves at one of the forums.

2. Create a system of information sharing that includes data for decision making. Information will be generated at the EpC, classroom, school, community and municipality levels in simple formats to promote an inclusive approach to efficient decision-making related to education (especially reading) and security. This system will be based on the application of quarterly simplified EGRA evaluations that will allow a measurement of reading progress. Follow-up to these applications will be conducted by the NGO facilitators and randomly supervised by the CARS M&E Component. The Community Mobilization Component will support these actions through initiating community action plans, using EGRA results, and oriented to finding proactive solutions to improve reading results without assigning blame. This community level information can be systematized by the NGOs, and subsequently shared by CARS with regional and local entities. EGRA will be applied on an annual basis and teachers will be provided with feedback on student reading levels in order to help them to modify interventions. Another related concept/activity being considered is applying a simplified version of EGRA (“mini-EGRA”), related to text actually read, and measuring understanding, in order to continually be able to measure progress in fluidity and reading comprehension. The NGOs can collect basic information; there is an existing format for this very purpose.

EGRA will be applied by the two universities during the third quarter of the FY. We anticipate applying it only to a sample of students in the 70 Cohort 1 EpCs. Coordination with Mathematica is essential, and it may be the case that EGRA should not be applied until 2016. Either way, NGOs will need to be trained in how to apply a mini-EGRA, so that they can train facilitators and continuous monitoring can therefore begin.

3. Build the capacity of citizens—including parents, teachers, and members of communities—to define indicators, collect data, analyze information and design their own community action plans in order to deliver quality education services as a means to address security concerns in their communities. This will be achieved through collaboration between NGOs and community citizens as part of the sustainability and training work of CARS, increasingly including community members in analysis and planning, so that they acquire a greater capacity for self-direct community analysis, SWOT analysis, and long-term planning. This will be measured not only as an indicator related to community plans but also to the number of policy makers who use CARS information for evidence-based decision-making. On an annual basis CARS will measure the number of community plans, while it is contemplated that an external consultant will measure how the information is actually used by decision-makers so as to avoid any potential perception of conflict of interest.
4. Provide services and products, including high quality trainings and materials, which are based on the context of each of the five municipalities of the RACS. Only in this way can interventions take root and be sustainable for the long term. Indicators that reflect this include the number of people trained as well as the number of educational materials delivered and used. CARS has a goal of providing 50 titles per grade/school in three languages, ensuring that they are culturally and gender appropriate and sensitive, as well as establishing EpC libraries.

Figure 1. Hierarchy of Interventions Aligned to USAID’s Strategic Framework



II. PLANNED INTERVENTIONS

This section details the planned interventions which are driven by results that align to the contract purpose and USAID's Intermediate Results. CARS will directly support the achievement of DO 2 *Intermediate Results* (IRs), IR1: Reading Performance Improved and IR3: Community Engagement in Creating a Positive Environment for At-risk Children and Youth Increased. In addition, as outlined in Section F and Section C.5 of the contract, CARS will collect and report on other USAID-financed activities that contribute to DO 2 and operate in the RACS. The full-set and hierarchy of results has been presented in an M&E Plan.

There are inherent interdependencies among the results. For example; "Increasing pre-school enrollment by 10 percent" falls under "Reading Performance Improved," but it cannot be achieved without improving RACS communities' capacity to analyze, plan and implement reading and security activities. Winning the support of key members of the community to advocate for increasing early grade reading and security is fundamental, and will be achieved via mobilization activities.

The section is organized by USAID's IRs with each section incorporating relevant cross-cutting or foundational interventions. The sub-components identified in the contract are referenced.

A basic assumption underlying expected success and exponential growth to be achieved during Year 2 of CARS is that a first step is training and preparing a core group of professional educational outreach staff (CARS and NGOs). This core group will, in turn, through a systematic "train the trainer" multiplier effect, extend their transformational effect in early grade education and citizen security through a large group of EpC and private/subsidized school teachers, facilitators, directors, and parents. Working through 170 EpCs, 40 private/subsidized schools, 70 community pre-schools, focus groups, Analysis Groups, Parents' Schools, universities and community leaders, CARS will allow pre-school and 1-3rd grade students be touched and transformed. They will become enchanted with reading and learning, and they, in turn, will enkindle in those around them in their own communities, a desire for positive individual and community transformation.

A. IR 1: Reading Performance Improved

A contract sub-purpose is to improve early grade reading. This purpose makes a direct contribution to USAID's PMP IR1.1: Reading Performance Improved and includes two required results (RR):

- Reading fluency and comprehension skills improved, and
- 12,500 children who are either: (1) in privately-managed schools (grades K to three); (2) school-aged, but have never attended school; and/or (3) who are failing in public school or have dropped-out of school, reached with reading activities.

Across these two required results, USAID has established a set of targets (see Table 1). CARS will implement a series of interventions during the life of the contract to achieve these targets.

Table 1: Life-of-Activity Targets and Interventions for Enrolling 12,500 children in CARS programs

IR1: 12,500 children who are either: (1) in privately-managed schools (grades K-3), (2) school-aged, but have never attended school, and/or (3) who are overage or have learning difficulties in public school.		
Target 1: 2,500 students in grades 1-3 in privately managed schools in five municipalities of the RACS	Intervention 1a: Workshops on active teaching-learning methodologies and coaching at the school level offered to teachers via NGOs	Intervention 1b: Diploma program for pre and/or in-service/first year teachers in grades 1-3 offered via an academic institution or NGO
Target 2: 2,000 third year preschool students	Intervention 2a: Workshops on the transition to first-grade offered via NGOs to formal preschool teachers in privately managed schools	Intervention 2b: Informal Community Based Preschools strengthened in the five municipalities of the RACS via NGOs
Target 3: 6,500 students in grades 1-3 who are failing, with learning difficulties or have dropped out; and 1,500 who have never attended school	Intervention 3: After school (or before school) program, Espacios Para Crecer (EpC) aligned to the needs of children in public school or those who are not attending school	

The Work Plan narrative is organized by the contract-required results and presents the sequencing of activities in table format during the second year. These include improving the quality of reading methods and materials and providing quality education opportunities to children who are failing, dropped out, or have never attended school. References to the sub-components identified in the contract Scope of Work (SOW) are included. During the second year, CARS will significantly increase the pace and volume of activities. Preparatory measures taken during Year 1 of the project have set the stage for a massive outreach and diffusion into RACS communities, schools, and homes through a multiplier effect that is to be realized through local CARS Staff, NGOs, and other local institutions. CARS will train the trainers, facilitators and NGO extensionists, who, in turn, will reach and effect change in target populations of parents, children, teachers, facilitators, and community leaders and members.

In addition, DevTech has included in the Work Plan a series of sub-results for CARS that will assist with accountability and the ongoing monitoring of the activity. Additional details can be found in the M&E plan already submitted for USAID approval during the last quarter of FY14 and revised in Q1 of FY15.

A.1. Reading Performance Improved in the Five Municipalities of the RACS

In Year 2 CARS will specifically focus on the continued development of a core set of materials and clear training plans (Sub-Component 1.1). These methods, materials, and plans will be based on previous USAID investments, the needs of the Region, as well as on existing materials and methods developed by USG-financed activities which are particularly relevant to the context of

CARS. First consideration is given to existing materials, adapting them to local context; then, if needed, obtain, validate, adapt and prepare new materials.

Specifically, the Education Specialist, with Technical Assistance (TA) support from CARS staff and educational consultants (see Table 12 identifying STTA), will lead the revision of the materials and methods. It is essential that a core set of materials and methods be provided to NGOs in order for NGO facilitators, teachers and students to reach reading goals. Existing educational materials from previous USAID projects, such as EXCELENCIA, BASE, BASE II and ALIANZAS II have been reviewed and, as is possible, will be utilized by CARS, with or without modifications in order to ensure that they fit and are appropriate for the local context. These, and additional materials that may be developed, including teacher guides, student lesson books, and supplementary reading materials, will be produced in Spanish, and appropriate languages of the RACS. New materials that may be produced might include regional and traditional stories and legends, poetry, stories written by elders and youth in RACS communities, portraying values, courage, and perseverance in facing and moving beyond contemporary threats and challenges that drugs, alcohol, and other vices present.

CARS is working on finishing up several teacher guides at the end of FY14, and which will be translated, printed and distributed during early FY15 to facilitators, teachers, directors, and NGO field staff. Some of these include a 33+ page Guide for Teaching and Learning in Language and Literature (with an APA focus, including a Spanish, Miskito and Ulwa editions, and consisting of three guides, one for each grade).

Two more teachers' guides will be distributed to teachers who work with students in the third level of pre-school (one guide) as they transition into first grade (another guide). Consultant Mercedes Gonzales will also complete a Parents' Guide in the second quarter of Fiscal Year 2015. All these teacher guides will be used by CARS field staff and NGOs in training and supporting facilitators, parents, teachers and directors of the EpCs and private and subsidized schools where CARS is working. After the final validation of the guides, they will be published in sufficient quantities, and field staff from CARS and NGO grantees will be trained in their usage. In January and February, 2015, during school vacations, CARS field staff will, in turn, train these same facilitators, teachers and directors ("train the trainers") in the use and management of these didactic guides, so that when classes begin in February, teachers and facilitators in the first 70, and second 100 EpCs, as well as 40 private and subsidized schools, will begin with a new systematic application of these new methodologies inside their classrooms. In June and July training and work will begin with another 100 EpC teachers and facilitators to further expand this multiplier effect. Commercial production of these guides is expected to take place in Managua, since print shops there have better quality equipment and colors than are available in Bluefields.

The CARS Education Specialist reviewed existing materials (EXCELENCIA, BASE II, AMCHAM, ALIANZAS...). Some were discarded due to either not meeting CARS standards or deemed to be inappropriate, and some will be further modified and adapted through the work of CARS educational consultants during Q1 so that they are culturally appropriate in the RACS context. It is during this time period when the EpC modules are being adapted to the local

context, and once this validation and verification process is complete, these materials would be ready for commercial production and subsequent usage during the coming school year. At the same time new educational materials unique to the region will be developed during FY 15. The goal is to have available 50 children's books per grade in a variety of languages. The first books to be distributed will be in English and Spanish, and other translations will take longer to prepare. The Education Specialist has already identified 80-90 book titles that will be used during the year. Others yet remain to be reviewed and selected (UNESCO books, others). Consideration is also being given to books produced by the Foundation Books For Children, based in the Pacific Coast of Nicaragua, although preliminary assessments indicate that a cultural adaptation of these books would be required before they would be able to be used in the region. CARS will work closely with local RACS universities (BICU, URACCAN), as well as Nicaraguan educational consultants and specialists, in the selection, review, adaptation, and translation into RACS languages of complementary children's books and reading materials, a teacher certification program (early grade reading methodology for teachers of preschool and grades 1-3), as well as materials to use in the Parents' School. These materials will contribute to the strengthening of RACS native languages and culture, and encourage and promote early grade reading in Spanish, English, Miskitu, Suma-Ulwa, Creole, Garifuna and Rama. Note should be made that selection of languages to be used for reading and didactic materials will be continually evaluated and confirmed, by local communities and educational specialists, before proceeding to production, distribution and use of such materials.

NGOs that have successfully participated in a competitive grants process will then use these materials and methods (after first being trained in their usage) with their selected beneficiaries in EpCs, schools and communities in the RACS. They will also generate new ideas and obtain local feedback that will in turn inform CARS and allow for continuous improvement of this methodology and these materials. CARS will undertake a capacity building and institutional strengthening program for implementing NGOs, to be undertaken through CARS staff.

The EpC Program was initiated in Year 1. In Year 2, the EpC materials will be revised and integrated into the unique context and culture of the Nicaraguan Caribbean Coast. The three local NGOs awarded grants in FY2015 Q1 began the implementation of the EpC program in November 2014. They will initiate implementation of 100 new EpCs in April 2015 and an additional 100 in February 2016, which will make a total of 270 EpCs. Before the launching of each new cohort and group of EpCs, a week-long training of all EpC facilitators and NGO key field personnel will be conducted in order to maintain quality standards of personnel working with the EpCs at the field and community level. CARS will provide training and supervision as well as instructional materials. Parent/Community Leader groups will be formed and training will be provided by CARS and the NGOs throughout Year 2 in order to enable them to develop and execute action plans to support children and increase reading capability or improve security in homes, schools and communities in general.

In Year 2 CARS will issue two RFAs and sign awards with additional Nicaraguan NGOs. The first RFA will call for applications to improve reading in first through third grades in private/subsidized schools, and to improve reading and prepare children for the transition from pre-school to first grade in community and private schools. Team CARS will provide

monitoring, supervision and oversight, as well as initial and ongoing training and institutional strengthening to the NGOs that are selected to implement these programs. Estimated timelines are to issue the RFA during the 1st Quarter of FY 2015, and sign grant agreements and begin implementation during the 2nd Quarter. The estimated budget for this RFA is approximately \$900,000 US dollars.

Also in Year 2, CARS will develop an RFA and sign an award to design, develop and implement a Weekend Certification (Diplomado) training program in early grade reading methodologies to be awarded to a local higher educational institution (for example, potential candidates could include the RACS universities BICU and URACCAN). Other potential sources to consider are Nicaraguan educational training specialists and consultants with past experience implementing USAID-financed projects, including early grade reading and APA materials. This program will target first to third grade teachers in private/subsidized schools. Estimated implementation date and budget for this RFA are sometime during the 2-3rd Quarter and will be for an estimated \$200,000.

During Year 2, CARS will continue to provide support to Mathematica as they roll out the Impact Evaluation of the EpC Program. CARE will provide two additional field technical personnel who will be integrated into Team CARS staff to supervise and support the NGO personnel as they gather data and provide feedback to Mathematica. Team CARS will continue to meet with Mathematica specialists to monitor the Impact Evaluation process.

CARS will hire a Communications Specialist in the first quarter of FY15. One of the tasks of the Communications Specialist is to design and prepare a media campaign to raise awareness and promote the work of the Activity. More information is discussed further on in this Work Plan about this position.

In Q4 of FY2015, CARS plans to convene a A) RACS, and B) depending on progress achieved during 2015, possibly a Nicaraguan workshop, inviting educators and professionals working in early grade reading and community engagement, in order to share and discuss experiences, lessons learned, best practices, reflection, analysis, and suggestions for future actions.

Table 2: Proposed Sub-Results for Improving Reading Instructions and Materials

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
ER1. Number of educators that apply improved methodologies increased	<p>Review existing reading curricula and materials</p> <p>Develop an improved instructional methodology and framework for materials</p> <p>Review EpC model and core curriculum</p>	<p>Train and coach educators to apply improved methodologies</p> <p>Launch through grant a small scale program via a Certification or diploma approach, possibly using local Universities;</p>
ER2. Educators observed and provided with feedback [twice a week]	Develop/ adapt continuous assessment approaches	Train educators to use continuous assessment approaches
ER3. Select and provide titles for young readers	<p>Develop/ identify a core set of reading materials in English, Spanish, Miskito and Ulwa</p> <p>Develop an early grade reading kit for educators including guides, lesson plans and books</p>	One approach to stimulate authorship is via a competition with children and youth in communities.
ER4. Reading levels of children assessed every quarter		

A.2. Providing educational services to 12,500 children

Table 1 (above) presents the targets and types of interventions that will be implemented to achieve the required result of 12,500 children who have learning difficulties, are overage, have not attended regularly, have dropped out or have never enrolled in school. CARS will work with and through formally established EpCs and private/subsidized schools, as well as informal community-based preschool programs and Schools for Parents. CARS will provide continued technical assistance, training and mentoring, through the NGOs, to teachers, facilitators, school directors, and parents for students in the last year of preschool, students in grades 1-3, as well as students who enter the EpCs.

A core set of simple materials and approaches for the third level of pre-school and the transition to first grade are being developed for teachers and parents. This will be completed in the second quarter of FY2015.

A two-day training will be offered to NGO facilitators in late January 2015, that includes approaches for working with, encouraging, and catalyzing local efforts by both teachers and parents. Follow-up support will be provided by Team CARS and consultants working with the NGOs.

Table 3: Proposed Sub-Results for Increasing Enrollment

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
ER1. Pre-school enrollment increased in targeted municipalities	Review existing reading curricula and materials Develop an improved instructional methodology and framework for materials	Train and coach educators to apply improved methodologies In Schools for Parents sensitize and teach them about the importance of pre-school
ER2. Parents of pre-school aged children carry out interactive activities to support children's early stimulation	Adapt the modules developed by <i>Excelencia</i> on the transition to the first grade	Train and coach NGO facilitators who in turn train parents to use materials in the home to prepare students for first grade
R3: Non-formal education programs launched and/or expanded that get children back into school or enrolled for the first time.	Review EpC and other models available, adjusting as appropriate to the cost	Launch EpC program and include in the grant program options for locally based solutions.

A.3. Capacity-Building to Improve Reading

The CARS team has verified that there are some strong NGOs working in the Caribbean Coast and it is the responsibility of CARS to support and further strengthen them in their endeavors to move FORWARD in eventually managing USAID funding. This entails an approach which provides financial, administrative, monitoring and evaluation, and technical support. Some of these NGOs are mature and quite capable, while others require a more intensive and hands-on learn by doing training, oversight and institutional strengthening in order to be able to satisfactorily administer and manage USAID funds and become both transparent and accountable in their financial and administrative management capabilities.

During Fiscal Year 2015, CARS will focus its capacity-building activities on NGOs with experience working in the education sector (Sub-Component 3.1) and will provide grants to these organizations (Sub-Component 3.2.). Throughout FY15 CARS will focus its institutional strengthening and capacity building efforts on all NGO grantees receiving and/or holding a sub-grant. CARS will build the capacity of at least 3-5 local NGOs to offer school based training and technical support visits (accompaniment) to first through third grade teachers in private/subsidized schools. The design will include a “facilitator of facilitators” with workshops for NGO facilitators on topics including EGRA, APA methodology, pedagogical components and/or parental participation.

Regarding accompaniment, observing and providing educators with regular and systematic feedback, is essential to ensuring the improvement of their reading instruction practices. This process includes observing educators, conducting informal tests of small samples of students (particularly letters and sounds), and providing feedback. Classroom observation will be

established as standard and rigorous techniques for improving teacher instruction. NGO facilitators will be trained, school principals will be encouraged to participate in classroom observations, and as the NGOs increase the scope and pace of their activities, they will conduct planned weekly visits, principals or coaches will observe at least once a week. In Q4 Year 2, exchanges or teacher circles will be held during which principals, teachers, and facilitators can exchange and offer each other best practices, lessons learned, and both positive and negative constructive feedback.

A.3.1. Technical Assistance and Training

CARS conducted two key institutional interventions with regard to NGO capacity development. The first intervention was conducted in July 2014, and included the pre-award institutional assessment of the three finalist NGOs who responded to the EpC Grant Program RFA. NGO training also included Quantum Learning for EpCs in early September, with continued technical assistance and training in EpCs continuing before and after the actual signing of the sub-grant agreements. For the next set of RFAs for private/subsidized and community-based schools, the pre-award assessments of NGO finalists will be undertaken in the second quarter of 2015, and in the second or third quarter of FY15 for the finalists for the Diploma program. Developing instruments to support these NGOs with financial and administrative responsibilities will be implemented for the subsequent grants programs immediately after grants are signed (estimations are Q2 and Q3).

Table 4: Proposed Sub-Results for Capacity-Building of NGO Service Providers

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
NGOs are better prepared to transparently administer and manage USAID funds	Conduct baseline and final capacity assessment of selected NGOs using USAID OCA tool and other similar tools	<p>Develop training materials and curricula for capacity building support to NGOs</p> <p>Provide training and on-going technical, financial and administrative assistance</p>
ER1. A minimum of five NGOs achieve progress in OCA metrics	Implement a competitive grants process to provide grants to NGOs	<p>The approach includes working via the grants area with support from the other CARS components to train NGOs in financial & administrative aspects; ultimately for them to directly implement reading and security activities.</p> <p>The approach is via a competitive grants process; in other words the NGOs must develop rigorous technical and financially sound proposals in order to qualify and then receive ongoing CARS support to implement programs in their regions.</p> <p>The OCA Tool identifies the organization's strengths and weaknesses and prioritizes capacity</p>

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
		<p>building in core areas identified by the evaluator and the organization. Therefore, the OCA Tool will contribute to the realization of ER1 because of targeted capacity building.</p> <p>One possibility is using a consultant to carry out the OCA, although the approved DCOP is very familiar with OCA tool. The OCA evaluator will conduct the assessment focusing on the goal of direct USAID funding</p>

A.3.2. Grants

In the first quarter of FY2015, CARS signed awards with three local grantees to begin implementation of the EpC program. A process for developing, issuing, reviewing, assessing and awarding grants-under-contract was devised. In the first quarter of FY2015, CARS is developing, issuing, reviewing, assessing and awarding three new lots:

- 2015 *Espacios para Crecer* Program: Grants to FZT and URACCAN will be modified to allow approximately \$200,000 in total extra funding to implement 46 *Espacios para Crecer* centers in the municipalities of Bluefields, Kukra Hill, and Pearl Lagoon beginning in February of 2015 to be signed in Quarter 2, bringing the total for EpCs to \$1,354,795.
- Private/Subsidized school program: grades 1 through 3 teachers will be trained in new reading methodologies and materials and 2,500 children will benefit. Parent Groups will be trained and will complete activities to support reading or community security. \$600,000, to be signed in Quarter 2.
- Pre-school transition Program: Teachers will be trained in new methodologies and materials to benefit 2,000 children. Parent Groups will be trained and will complete activities to support reading or community security. This will total \$300,000, to be signed in Quarter 2.
- Diploma Program: Teachers from Private/Subsidized and Pre-Schools trained in new innovative methodologies and materials. This will total \$200,000, to be signed in Quarter 3 and implemented in Quarter 3-4.

The underlying CARS strategy is one of seeking an institutional multiplier effect: CARS, with professional, educational and technical, backstopping (Quantum Learning, ENTRENA, CARE, Consultants and Subject Matter Experts) will systematically train, strengthen, assist, and monitor the multiplication and diffusion of these efforts through locally based NGOs. It is envisioned that during Years 2, 3 and 4, CARS will strengthen and facilitate the maturation of these NGOs by “learn-by-doing” educational and security activities and programs, to such an extent that by the

end of CARS Activity it is expected that these same NGOs will have the institutional capacity to apply for and receive funding from USAID and/or other donors, and implement projects and activities in education and security in the RACS.

The CARS Grants area contemplates the following activities during FY15:

Table 5: FY2015 Grants Activity Plan

Activity	Dates	Responsible Party
Advertise Call for Applications for Pre-School Transitions Lot and Private/Subsidized Primary Lot	Mid to Late October 2014	Grants Specialist
Submit Award Documentation to USAID for Pre-School Transitions Lot and Private/Subsidized Primary Lots	February 2015	Grants Specialist
Post-Award Briefing/Training for Grantees for Pre-School Transitions Lot and Private/Subsidized Primary Lots	February-March 2015	Grants Specialist
Establish online community of learning (Facebook Group, for example) including CARS grantees, encouraging them to post questions, advice, photos, etc. Also useful for CARS events and tips related to early-grade reading and security.	March 2015	Grants Specialist & Communications Specialist
Share first edition of Grantee Newsletter amongst Stakeholders and Grantees	March 2015	Grants Specialist & Communications Specialist
Invite URACCAN & BICU to create Certification (<i>Diplomado</i>) course for Private/Subsidized Primary teachers Certified Lot	February-March 2015	Grants Specialist
Review proposed Certification Lot programs from URACCAN & BICU	March-April 2015	Grants Specialist
Finalize Certification Lot Program from URACCAN and/or BICU, other Nicaraguan Universities, and/or consultants, and do appropriate grant training	April-May 2015	Grants Specialist
Share second edition of Grantee Newsletter amongst Stakeholders and Grantees	June 2015	Grants Specialist & Communications Specialist
Hold 2-3 day Grantee Summit in Bluefields (including one day for best practices activities with past and current NGOs from other regions)	September 2015	Grants Specialist
Share third edition of Grantee Newsletter amongst Stakeholders & Grantees	September 2015	Grants Specialist & Communications Specialist

B. IR3. Community Engagement in Creating a Positive Environment for At-Risk Children and Youth Increased

CARS will contribute to achieving USAID's IR3. On the one hand, community engagement is directed towards, and targets, increasing citizen participation in improving educational outcomes. This is a critical element for sustaining progress towards improved educational outcomes. In addition, CARS will contribute to an overarching strategy of reducing citizen insecurity through capacity-building. The same capacities that are strengthened to support education (planning, communications, information and experience sharing, and using data for decision-making, as well as direct and active parental involvement) also contribute directly to reducing insecurity. As members of each local community (old and young, men and women, members of all ethnic and religious groups, those with and without political power, literate and illiterate) are treated with respect, listened to, asked their opinions, invited to participate in open forums, included in meetings, made to feel welcome and important, they thereby feel and become empowered to take an active role in helping shape and determine the kind of community they want to live in, today, and tomorrow, for themselves, and for the children of these communities.

Any work in community mobilization must begin with a solid foundation and understanding of what community participation and mobilization means to the members of the communities of the RACS. This requires that CARS and NGO staff who work with these communities go in with an open mind, an open agenda, and do not attempt to impose anything from the top down nor from outside in. It requires that field staff go in with a humble, service-oriented attitude, willing to listen and learn, and find ways to directly and indirectly, subtly at times, encourage and obtain local ownership, participation, and leadership of these community mobilization activities. Only with this understanding can instruments, plans and communications be designed and implemented to build participation or mobilization in an authentic way.

B.1. Interventions to Improve Community Planning

CARS will focus on a comprehensive approach to improve community planning (sub-component 2.1). To do so, the Activity will create simple, user-friendly instruments to assess both reading and security characteristics, which are still being refined, agreed upon and readied for use in the communities at the end of FY14 and during FY15. The instruments include qualitative and quantitative techniques to assess the current characteristics of communities. A special study by Dr. Kelly Bay was delivered at the end of FY14, on "Community Mobilization for Positive Change: A Qualitative Study on Participation and Mobilization in the Rural and Semi-Urban Communities of the Southern Caribbean Coast of Nicaragua". This short-term qualitative study among ten rural and semi-urban communities was undertaken in four of the five municipalities in order to better understand community needs, risk factors and the potential for community mobilization. Based on the results of eighteen focus groups with community leaders and youth and thirteen interviews with key stakeholders, it was found that the most prominent needs and risk factors in the four sample municipalities include education, insecurity and drugs, and health, water and sanitation. Potential future education and security projects might include repairing and building school and community infrastructure; fencing; lighting and adequate illumination so as to eliminate dark spots in the neighborhood around the school; repairing walkways in the area of the school; ensuring that the school surroundings are clean, there is no garbage, no standing

water, and that good hygiene and public health practices are in place; supplying additional didactic and recreational materials for students and teachers; and providing training for students, teachers and parents in the prevention of drug and alcohol use, teen pregnancy and domestic violence. Communities expressed a strong desire to be intimately involved in the development and implementation of a community action plan. Leaders and youth believe that their communities will be willing to dedicate their time and labor to these projects, and some would also be able to contribute land. The complete community action plan will develop from local consultation and participation. It will not be imposed by CARS. It does not exist at the current time, since the CAP depends on unique circumstances in each community, and the focus is on the process more so than the product. In some communities, additional efforts may be needed to build awareness and help to mobilize the people. CARS will also meet with FADCANIC in order to share information from different communities where both projects meet, in order to develop synergies that relate to the development of CAPs. CARS also plans to coordinate with FADCANIC in other areas (for example, FADCANIC tutors to assist EpC facilitators).

Another instrument is the School Report Card (SRC), a tool similar to ASER and that has been used in Nicaragua. It will be developed for the educational needs of the RACS communities. CARS will add specific indicators to the SRC on monitoring reading and security activities. Community Mobilization specialists will train NGO facilitators on how to use and implement the SRCs and the M&E component will provide training on how to interpret and use data. NGO facilitators will work with an elected Analysis Group, who will become the local responsible parties for the SRC data collection and analysis. SRC results will be used to develop the Community Action Plans (CAP), which, in turn, will be used to seek resources and implement activities. When conditions are deemed appropriate, CARS will coordinate with local NGOs in facilitating exchanges between the Communal Educational Councils (CECs) and Municipal Educational Councils (CEMs), which will help catalyze and enrich the preparation of Annual Education Plans at the municipal level. Work will begin on this intervention in Q1 of FY2015.

Based on, and taking into consideration, the SRCs and data from the M&E component as well as baseline data from different community participation studies (Bay, Vanderbilt), CAPs will be developed within each community. CARS specialists will work to ensure the inclusion of all groups in the participatory planning process. CARS Community Mobilization specialists and NGOs will closely work with the communities as change catalysts, and through visits, meetings, workshops, training sessions, help community members to consider and consult upon local innovations that will benefit and strengthen the local community. Some illustrative interventions include such activities as seeking private and public sector resources for education and security, including in-kind contributions, student-led marches, fencing, volunteer activities, cleaning of public areas, weeding, improvements on a school and/or public library, neighborhood beautification (broken windows, potholes, public lighting, cleaning up a park or other public area).

In order to more effectively engage a broader and more inclusive participation by members of the community some critical first steps include CARS Community Mobilization specialists and the NGO facilitators getting out into the communities, becoming known, establishing friendships and trust, in order that subsequent attempts flourish at the convening of meetings, increasing

attendance and participation, and getting all members, particularly those who traditionally do not either attend nor speak up, to do so, in an open, warm, and welcoming environment.

The entire focus of CARS Community Mobilization specialists during Year 2 is on working closely with NGO field staff as they begin to work closely with communities. This work includes site visits, training, technical assistance, responding to questions, clarifying doubts, and establishing informed consensus around common core activities, such as how to conceptualize, talk about, prepare for, develop and write CAPs. CAPs will consider community diagnostics which will include the SRC as well as other simple user-friendly instruments. Specific actions that address security concerns should emerge from consultation with and consensus between NGO field staff and community Analysis Groups and leaders are to participate in the preparation of CAPs. CARS will begin work in FY15 with 70 EpCs, and it is in these communities where staff will focus on SRCs and the preparation of CAPs. Such work will include all the communities where these 70 EpCs are located (Q1-3 in FY15), and subsequently where the next 100 EpCs are located (Q2-4 of FY15), and the final 100 EpCs (Q2 of FY16). The first CAPs will be discussed, prepared and finalized during the Q2 of FY15, with the goal that these communities will begin CAP implementation in Q2-Q3 of 2015. Community mobilization activities, including CAPs, are sequential and can only follow after EpCs have been established, are up and running and impacting the lives of students. This impact (actions, not words) in itself opens the doors to greater community participation and involvement in the CM activities.

The CARS approach is a phased-in approach, where NGOs are initially trained, provided with materials and tools, given their field mandate to work closely with communities, parents, schools, facilitators, in bringing together all in an open inclusive forum, using and applying SRCs, preparing CAPs, and as they acquire hands-on experience in learning-by-doing, they become more able to assume a greater responsibility with an increased number of communities and schools. Year 2 will be a critical year for CARS and the NGOs as they begin the year with 70 EpCs, then in Q2 of FY2015 add another 100 EpCs, and 40 private/subsidized school interventions, then in Q2 of FY2016 add another 100 EpCs. FY 2015 will be a year of growth and expansion, and the key to being able to handle this is insuring that the NGOs and CARS field staff have all the required training, technical assistance, backstopping and materials that they require.

During Year 2, CARS will train NGO facilitators and field staff how to more effectively train teachers in private and subsidized schools. This work is envisioned to take place in February and March. CARS will also work with NGOs in establishing Schools for Parents, an integral activity which consists of eight sessions designed to provide both parents (and/or caregivers) with concrete activities to use with their children to promote education at home. The School for Parents will be attached to private/subsidized schools, EpCs and community-based preschools.

Table 6: Proposed Sub-Results for Community Planning Interventions

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
<p>ER1. Increased capacity to analyze, plan and implement activities for reading and security</p> <p>ER 1. Community members implement community-level activities to improve reading, and to improve local security.</p>	<p>Community focus groups both pre and post interventions to discuss goals, accomplishments, and challenges dealing with reading and security [ethnographic techniques]</p> <p>Incorporate findings from Kelly Bay's Qualitative Research on Community Participation, as well as from RTI Qualitative-Quantitative Research Community Mobilization Action Plan for reading and security.</p> <p>Apply a simple education status instrument to engage community in monitoring reading activities</p>	<p>Support the development of community action plans</p> <p>CARS Community Mobilization Team and NGOs work together to elaborate Community Mobilization Action Plans that incorporates "Community Participation" Research recommendations on how to improve conditions for reading improvement and local security.</p>
<p>Parents engaged in educational activities</p>	<p>Create a link between Family, Education and Citizen Security by means of Strengthening and Promoting the "Escuelas para Padres y Madres" (Schools for Parents)</p> <p>Also, see Table 3.</p>	<p>Parents will form parent groups (a vital tool for CARS) via the NGO grantees to connect with a community, create action plans, and carry them out successfully.</p>

Private sector investment is not shown in the table above. The COP and DCOP will work as liaisons with the private sector, both in the RACS and nationally, while the Community Mobilization Specialist will work with local communities. The COP and DCOP will communicate the CARS approach both in education and security in order to begin the 4 year process and beyond of garnering funds to ensure a sustainable approach. The underlying concept is that as the NGO-driven field implementation of educational and security activities picks up speed and momentum, the public awareness will correspondingly increase, public visibility will increase, reinforced and strengthened by actions initiated by the Communications Specialist, and doors will open and opportunities present themselves for inviting a more active support and participation of the private sector of CARS endeavors, in which the private sector can become a more publicly-acknowledged and recognized mover and shaker and patron of both educational and community security actions, all of which will financially benefit the private sector in terms of a more educated and prepared work force, as well as a population with a higher possibility of finding employment and therefore a higher possibility of buying products produced by the private sector of the RACS region. An educated population, and a community that feels safe and

secure, are key elements in sustained community growth, development, in which the public and private sectors engage in a more constructive and synergistic collaboration and more effectively lead their communities FORWARD in long-term, sustainable community development that begins and ends with the same community. One of the first tasks is to prepare a current inventory of businesses working in the RACS, in order to identify potential partners in future work in education and security. Efforts will be coordinated with FADCANIC and use made of their work in this area.

B.2. Communication Materials and Tools

It is essential that the community of development workers, educators, academics, politicians and others promote a shared vision of safety and security in the RACS. For this reason CARS will promote an approach to communications which highlights the positive aspects of communities (for their virtues and positive attributes) and not their weaknesses nor deficiencies, and focusing on highlighting best practices in reading and security (sub-component 2.2). The only way to achieve safety and security is to create conditions in each community where each and every member feels included, welcome, safe, and protected as they learn about their rights and responsibilities as well as begin to exercise them as good active citizens through participatory forums and assemblies. Once these conditions exist, and people feel it, then it can be clearly said on radio, on TV, in print, in song, and in the arts, and in so doing raise the standards inside each community and also hold each community accountable. Change occurs first in awareness that new ways of acting and behaving are indeed possible. As actions show that change is indeed possible and welcomed, people's expectations increase, and an organic growth begins to occur involving the entire community. A Communications Specialist will be recruited and hired by the beginning of Q2 of FY2015. This specialist will be cross-cutting across all technical areas of CARS, and will work with a wide variety of communication tools and media, considering literate and illiterate audiences, different linguistic, cultural and ethnic groups, and carefully find innovative ways to tailor each message and medium to a specific target audience.

Table 7: Proposed Sub-Results for Communication Materials and Tools

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER1. Community members' knowledge of causes and factors associated with local crime and insecurity increased	Develop advocacy materials for crime and security to recruit and organize community members in support of such activities and campaigns	Develop promotional materials on at least an annual basis (tri fold bulletin and other locally appropriate materials)
ER2. Community members and the private sector understand the importance of reading and security for success	Develop advocacy materials for reading and security to recruit and organize community members in support of such activities and campaigns	Develop promotional materials at least on an annual basis (tri fold bulletin and/or locally appropriate materials)
ER 3. Youth can identify ways in which they can contribute to their communities	Via advocacy materials and in coordination with EFS	Use of youth workshops from 1 or more nearby communities, the arts, exchange and sharing of results and best practices and contributions from other communities

As the CARS rhythm picks up during Year 2, there will be more content to share and communicate through diverse formats, including radio spots and programs, bulletins, and others, directed towards parents, teachers, school children, families and leaders. Since actions speak louder than words, communications outreach is most effective when there is something solid behind it. When people hear about CARS on the radio, or through other communications media, they will look around and ask, to do a reality check, verify, what is CARS? And as the answers to their questions are inside their own community and schools, they will become more comfortable discussing CARS topics and realities, education, security, empowerment, participation, inclusion, and sustained community development from the bottom-up.

B.3. Capacity and Institution-Building for Community Action

Team CARS has a role as a catalyst and facilitator and will support positive efforts and actions that local NGOs (and communities) have already undertaken; they will utilize community and NGO feedback as input into the design and modification of future discrete interventions. When the NGOs are on track and working well, CARS will praise and encourage them, and when needed, they will provide discrete and case-by-case feedback and gentle interventions designed to help the NGO awaken to and realize the shift that is being called for. The role of CARS staff is that of a horizontal side-by-side mentor, encouraging guide, rather than a taskmaster or vertically imposing leader. The idea is to assist the NGOs to become able to initiate, engage in and drive their own institutional planning and learning cycles and processes: learning/knowledge, systematic organization and planning, implementation and practice, reflection and learning from doing, modifying previous interventions, raising them to a new and higher level, increasing efficacy and effectiveness, and so the cycle goes.

The competitive grants program of CARS is a tool for building the capacity of local organizations to improve reading and security outcomes in the RACS over the life of the Activity

and beyond. A competitive process ensures that those who are interested and capable, with demonstrated capacities, are selected as partners. However, the door is never closed and through subsequent RFAs other NGOs are encouraged and welcome to apply for consideration. The CARS competitive internal selection process is designed to bring forward the most promising NGOs with the greatest demonstrated potential for effective community mobilization and implementation, as well as long-term sustainability. After the competitive process has concluded, the CARS mandate for collaboration, cooperation, and working together in local partnership tells the best and final NGOs who have been selected that their future survival depends on demonstrating the opposite of competition: collaboration and cooperation. This is an explicit element of the CARS institutional capacity-building program that will foster collaboration between NGOs and local actors who work to achieve similar results of educational development in the region.

During the second half of FY15, CARS will host a large scale workshop in the RACS, inviting all organizations involved with RACS development, education and security, to come together in order to share and discuss lessons learned (good and bad), best practices, and future opportunities for synergies and collaboration. The best dates might be during the summer school vacation (usually July), when teachers should be available, unless they are taking intensive summer school courses.

Table 8: Proposed Sub-Results for Capacity-Building for Community Action

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
NGOs in the RACS implement lessons learned and/ or best practices shared	[inherently is to implement and practice the activities outlined above throughout year 2]	Organize a periodic conference to enable NGOs from throughout a) RACS, and B) Nicaragua, with a focus on early childhood education and citizen security to share experiences, lessons learned, best practices, and propose adjustments in future endeavors
A community of learning around the themes of early grade reading/ security established	Based on Technical Reports and sharing from Grantees, CARS will facilitate digital documentation. When appropriate asking for grantees' initiatives for more sustainability.	NGOs will share lessons learned, in coordination with CARS, via trimester newsletter, online forum, as well as periodic face to face meetings with other participating grantees
NGOs participate in a global Community of Practice	Trimester newsletter will incorporate a section on similar projects outside of the region and the lessons learned	The online forum, and face to face meetings, including the yearly Grantee summit will include NGOs from other regions who have done similar work

In addition, it is important to generate knowledge based on the realities of the RACS (sub-component 4.1). Therefore, techniques will be employed which are grounded in community characteristics. The Education Specialist and the Community Mobilization Specialist will review and provide feedback to the M&E Specialist on the design of the simple tools used to collect quantitative and qualitative data on reading and security characteristics [as mentioned in IR 3 above]. In addition, the ethnographic methods, proposed in Section B1, will also inform knowledge generation.

Ultimately all newly generated knowledge, results, and acquired experience is to be shared with the communities and the broader array of stakeholders in the RACS. A feedback spiral is thereby generated, which will ensure that a systematic process of systematic planning, implementation/action, and reflection/learning and new modified/updated planning may take place. Obviously, the Communications Specialist will be involved along with all other key members of the CARS team in these processes. CARS is responsible for this component of Knowledge Generation and Management. Required data and information will be collected by the NGOs, and it is critical to know exactly how many “beneficiaries” CARS has. This cannot be delegated to another group, and other databases and/or organizations can help confirm and provide a reality check on CARS numbers.

The primary activities include the qualitative and quantitative tools to collect data at the community level. This includes an instrument on school characteristics (the school population), participation characteristics, and reading characteristics. The instrument(s) will be designed, piloted and finalized in early FY15.

Table 9: Proposed Sub-Results for Data for Decision-Making

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER.1 New knowledge about relevant themes related to reading and crime/security generated	Data collected using simple tools shared with communities	Teachers and facilitators will be trained in EGRA to evaluate reading and oral comprehension. End of year results will be shared with community actors in order to develop or update community action plans
ER.2 Innovative community-led education and security best practices identified		The promotion of the Regional Reading Campaign will serve as a catalyst to identify best practices. Qualitative studies may be conducted in high-performing schools.

B.4. Gender Considerations and Social Inclusion

Team CARS will explore, with USAID and Nicaraguan experts, the approach to gender based violence and social inclusion. Research in Latin American countries suggests that reducing gender-based violence in culturally-diverse communities is one of the most important and crucial issues for overall violence reduction. Gender-based norms related to roles, masculinity and femininity are inextricable linked. Yet the causes and consequences are complex as they encompass culture, traditional values, economics, ethnicity, age, among others. Thus, our team will implement a region-specific, gender-based approach that takes advantage of the research on the role of men and women, and makes adjustments as necessary to the operating environment.

During Q2 or Q3, Virginia Lambert, DevTech Gender Specialist, will come to Nicaragua to undertake needed gender work in the RACS. After very productive discussions with USAID, it was determined that this gender work will focus on gender as it directly relates preschool to third grade education in the RACS, both on the community level and the school level. This will likely include analysis and observation of classrooms and EpCs and revision of classroom materials as they relate to gender. Special attention will be paid to the interaction between boys and girls in the school setting and the treatment given by teachers to each gender. The goal is to observe the true realities of CARS beneficiaries to inform practical applications that can improve the CARS Activity’s interventions for boys, girls, teachers, school leaders and community members.

C. USAID Data Support

CARS has a third sub-purpose, which includes providing direct support to USAID on data collection in the RACS. It is important to consolidate USAID investment in the region. It is also important to align data with other initiatives in the region. For this reason CARS will work with USAID and its implementing partners in the region to create systems for data support. A final product will be a document which maps the different actors and their activities. A step in this direction was a one-day workshop held in Bluefields in mid-August with all USG-funded projects working in the region, as well as other donors, where the topics of data collection and sharing, databases, indicators, and other IT systems considerations were discussed.

Table 10: Proposed Sub-Results for USAID Data Support

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER 1. USAID has a better understanding of how different actors and activities are transforming targeted municipalities	<p>Create a database related to DO2 program indicators and regularly collect data</p> <p>Collect, consolidate and report relevant information from MINED, other donors, and stakeholders</p>	<p>In Year 2, a simple database will be developed in conjunction with grantees which identifies communities, active interventions, community action plans and security levels. The database will link information from other sources and could serve as a map of the presence of both USG and non-USG actors in the region.</p>

III. MANAGEMENT

During Year 1, DevTech surpassed many management challenges, including Activity start-up, staffing, and an organizational restructuring. This brief section describes upcoming administrative priorities and an updated diagram of the CARS organizational structure.

A. Administration

Early in Q2 of FY2015, CARS will fill the open positions of DCOP, Communications Specialist and Administration and Finance Specialist.

CARS has been operating out of an office in Bluefields. CARS maintains a small office inside of CARE/Managua's office facilities, but is analyzing the feasibility of closing that office space and moving all those assets to Bluefields. One of DevTech's two sub-contractors, CARE, operates out of their Managua national office. CARE has two fulltime staff members who are members of Team CARS and in early FY15 will be hiring three technical specialists for EpC monitoring, who will also be based in Bluefields and integrated into Team CARS.

The COP and M&E Specialist are in the process of preparing the baseline data collection for OCA with the NGOs, and for 14 of the 18 CARS indicators, as well as impact studies for efficient management of time and financial resources throughout CARS.

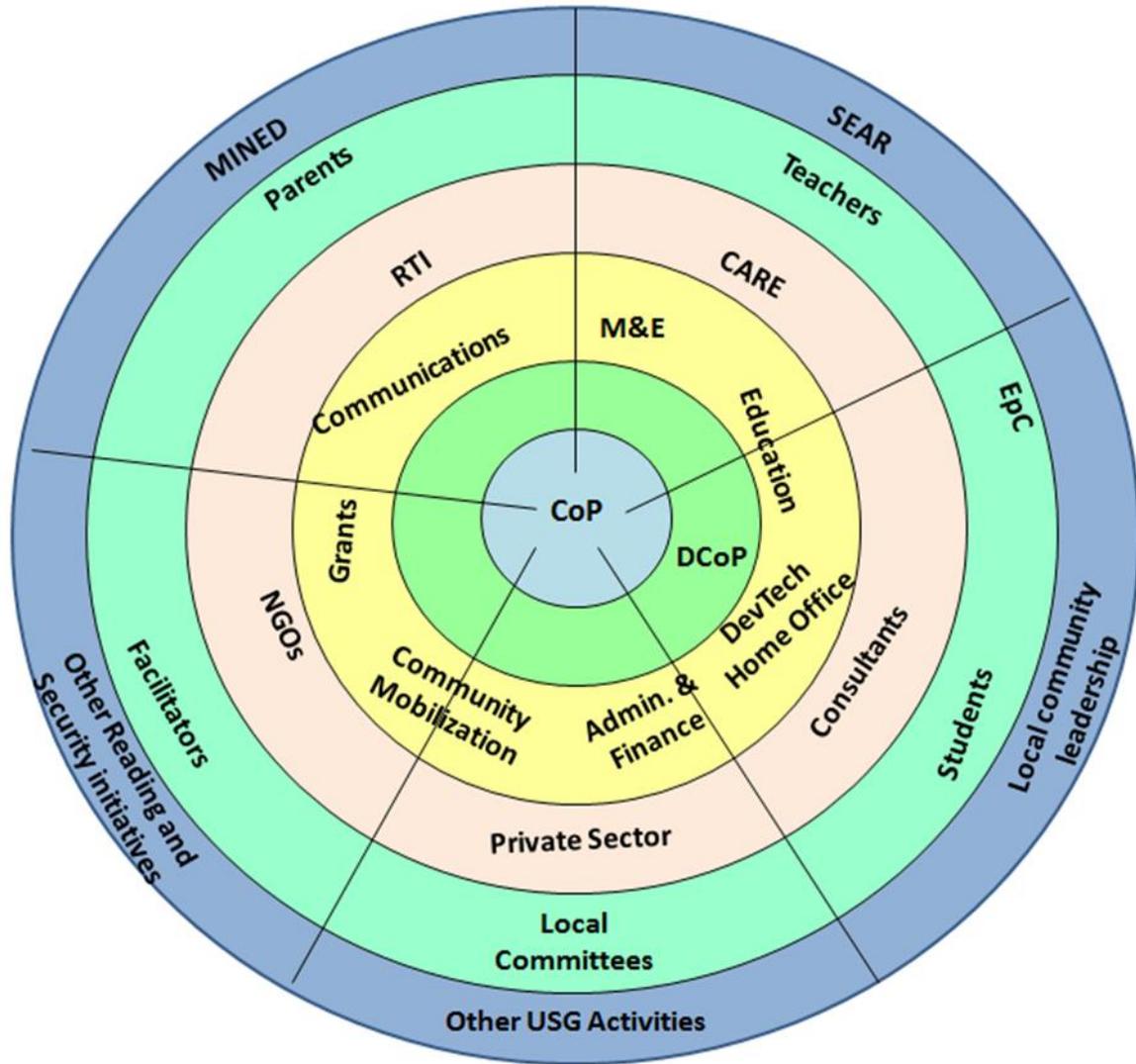
Key project documents prepared and submitted to USAID, and awaiting approval, include the revised and updated M&E Plan, the Sustainability Plan, and Environmental Monitoring and Mitigation Plan. Comments were received from USAID on the M&E Plan, which was resubmitted to USAID.

B. Organizational Structure

The COP, and by delegation the DCOP, are responsible for leading the CARS team, including each of the following components: Education, Community Mobilization, Monitoring and Evaluation, Grants, Communications and Administration and Finance.

Due to the interconnected nature of the Activity, these different areas also must support each other to accomplish the defined results. All CARS areas not only support each other, but also support and work closely with NGO implementers, who are entrusted to achieve field results. Figure 2, below, presents this information graphically in the dynamic, organically interconnected form of a spider-web, with a core group whose energy and responsibilities increasingly extend and radiate outwards towards the RACS communities, homes, and students. All groups are interconnected and exert an influence upon each other. The specific responsibilities by area are presented in Table 11.

Figure 2: Organizational Structure (as of August 22, 2014)



The CARS field team is supported by Nicaraguan and international experts in preschool education, organizational development, gender, the EpC program and other technical areas as required by CARS (Short-Term Technical Assistance, see Table 12). In addition, the CARS field team is supported by DevTech’s home office with procurement, hiring, technical, contractual and grant support.

Table 11: Area Responsibilities

Area (Staff)	Area Leader	Responsibility
Education (Reading Specialist, Reading Facilitators, EpC Education Specialist STTA)	Melvin James Olegarios	<ul style="list-style-type: none"> • Develop and oversee the quality of instructional materials, in coordination with local expertise • Develop training plans and oversee the quality of training provided to and via NGOs • Coordinate and provide technical support/ oversight of the EpCs • Provide technical input to M&E on education indicators, and provide technical oversight and teacher training to and within the Grants area • Coordinates between Education and Community Mobilization to provide direct services to youth/ children in communities and with NGOs • Academic reinforcement activities for out of school youth • Development of activities to improve self-esteem and values • Activities for recreation and the development of social skills • A basic school packet to ensure students go to school
Community Mobilization (Community Mobilization Specialist, EpC Community Mobilization Specialist, , STTA)	Roberto Hodgson	<ul style="list-style-type: none"> • Develop and oversee the quality of materials developed for communities, this entails working closely with the Reading Specialist and Community Mobilization Specialist • Coordinate activities with M&E to define indicators that are representative of the realities of local communities, and be able to measure results • Coordinate with the Grants area to ensure that indicators related to community mobilization and security are on track • Engage with international experts on crime and violence and research methodologies to implement in communities • Support elaboration of community action plans
M&E (M&E Specialist, M&E coordinator, COP support)	José Ramón Laguna	<ul style="list-style-type: none"> • Coordinate with the entity that is conducting the impact evaluation and other studies (i.e., EGRA) as needed and per tasks distribution (Mathematica, RTI, consultants). • Provide specific technical and managerial oversight of monitoring and evaluation design, implementation, and reporting • Work closely with grantees to collect data: a) to report on progress toward results targets; b) on other USG and donor agency projects in the RACS; and, c) collect and analyze available secondary data • Introduce sound, standardized statistical sampling methodologies and survey procedures to enable USAID to determine changes that can be clearly attributable to its interventions • Hold periodic feedback meetings with the community at the municipal and regional level to ensure that they are engaged in the M&E process and use data for decision making • Establish a clearinghouse that will capture the CARS indicators and data collected from other sources
Grants (Grants Specialist, Administration and Finance Specialist, Administrative Assistant)	William Poling	<ul style="list-style-type: none"> • Prepare, track, and manage each grant • Issue RFAs to receive grant applications, select awardees • Carry out the OCAs; support capacity-building and knowledge sharing with NGOs • Work with grantees to remedy any compliance issues and provide support and training as necessary • Serve as conduit between CARE technical (and its goals) and grantee NGOs • Confirm that grantees are complying with financial and administrative regulations
Communica-tions	Communica-tions Specialist	<ul style="list-style-type: none"> • Works throughout the Activity with all areas to create a streamlined communications program that reinforces all the activities carried out during implementation and creates multimedia messages that are culturally and linguistically appropriate for the region, and conveyed through appropriate media to respective audiences

Table 12: Short-Term Technical Assistance

Name	Profile	Responsibility	Anticipated
Mercedes Gonzalez, Expert on the transition to the first grade	Former director of the RICA Nicaragua project; experienced working with community-based preschools.	Active review of materials for the transition to the first grade and workshop(s) to NGO facilitators	Oct 14 – March 15 (30 days)
Jacqueline Sanchez, Zoila Connolly, Leonzo Knight and/or Daisy Forbes (potential candidates)	Experts in the revision of USAID products including under the <i>Alianzas II</i> , <i>Excelencia</i> , BASE, BASE II.	Support the Reading specialists and provide training and TA to facilitators, teachers, directors and NGO field staff in the package of materials to be provided to the NGOs, in coordination w/ local entities	Feb-March 15) (15-30 days each)
John Helwig, PhD, Educational Planning and Curriculum Dev.	30+ years of educational experience in Central America with USAID and other donors. Developed the EpC program.	Provide support and advice to Team CARS on EpC program	17 days in FY15 (TBD)
Vanessa Castro Cardenal, PhD, Planning and Evaluation of Public Policies	An expert on Early Grade Reading Assessments, preschool, and violence.	Support the M&E specialist with the EGRA Workshop with the universities and support to the Reading Campaign	Jan-March, 2015 (20 days)
RTI	One of the world's leading research institutes, dedicated to improving the human condition by turning knowledge into practice.	Develop a suite of communications products and provide training to the CARS Communications Specialist	
Virginia Lambert, MA, Sociology	DevTech's Gender Practice Leader; she has worked on gender issues throughout Latin America and the Caribbean.	Gender Analysis	Oct-Dec 2014 (15 days)
Joel Zamora or Cefas Asencio Hoves (potential candidates)		Study on Effective Class Times/Hours in schools on the Caribbean Coast	March-June 2015 (35 days)
ENTRENA	Training Company with vast experience in EpCs and Quantum Learning Methodology	Train CARS Facilitators and trainers, school directors, NGO field personnel, in EpC methodology, including School for Parents	Sept, 2014, Jan/Feb and June/July 2015
Consultant TBD		PROGRESS Report	July-August, 2015

IV. SCHEDULE FOR DELIVERABLES AND TECHNICAL PRODUCTS TABLE –FISCAL YEAR 2014

Per agreement with USAID during the Post-Award briefing, all draft deliverables will be submitted electronically only. Final versions (after COR approval) will be delivered in hard-copy and submitted to DEC in accordance with the terms of the contract.

Table 13: Schedule for Contract Deliverables (Section F)

Contract Deliverable (non-financial)	Due Date – Draft	
Annual Work Plan, Budget, and Environmental Mitigation and Monitoring Plan	FY 2016 Work Plan Due: Aug 15, 2015	
Quarterly Reports: In January 2014, the Chief of Party and the COR will review the format of the quarterly report. <i>English only.</i>	FY 2015 Quarterly Reports January 30, 2015 April 30, 2015 July 30, 2015	
Annual Report	FY 2014 Annual Report October 30, 2014 FY 2015 Annual Report October 30, 2015	
Bulleterd Monthly Reports: The COP will submit via email on the 1 st of each month a 1-2 page summary of major activities and accomplishments during the previous month (starting 1 November). The report will outline upcoming activities, deliverables submitted. <i>English only.</i>	1 November 1 December 1 January 1 February 1 March 1 April	1 May 1 June 1 July 1 August 1 September 1 October
Monitoring and Evaluation Plan: The Monitoring and Evaluation Plan responds to the requirements of the contract and USAID's Performance Management Plan (PMP) and the Evaluation Plan for the larger Development Objective 2 Program: "Safety and Competitiveness of At-risk Children and Youth on the Caribbean Coast Improved." <i>English only.</i>	Submitted in July 2014 and November 2014	
Sustainability Plan: The Sustainability Plan identifies which aspects of CARS that USAID can expect to see sustained after the contractor intervention and will provide details on the steps to be taken to achieve sustainability.	Submitted, pending approval by USAID	
Environmental Monitoring & Mitigation Plan	Submitted in March, 2014, a new plan will be submitted to include all grantees.	

Table 14: Schedule for Contractor-Developed Products

Products	Target Date	Assumption(s) for Completion
Supplemental Early Grade Reading Materials Developed	September, 2014 – March, 2015	STTA and corresponding University/ NGO willing and able to complete deliverable, required cultural, language (translations) and technical modifications and updates are made
Revised EpC materials for the RACS	Sept 2014 -March 2015	CARE (as member of Team CARS works closely with partners and stakeholders in field to revise approach
Core Curriculum for Diploma Program	Q2/March 30, 2015	Local NGO/University is able and willing to complete deliverable, if not, an experienced consultant is available
Revised Transition to the First Grade Materials	Q1 – Q2, 2015	STTA able to work with Team CARS and stakeholders in the region to adapt and work with model
Report card instrument (simple, user friendly) to inform community plans	Oct-Dec, 2014	Adequate time to get to field to determine local needs to reporting and data collection
Trifold Bulletin produced capturing best practices in the RACS	Q4, 2015	Best practices are identified, captured and shared by NGOs with CARS
PROGRES report card, part of USAID data support under 4.2	Oct-Nov 2014	All respective institutional sources of data openly share with CARS required data
EGRA Annual Report (applied in March-April, final results and report ready in June),	June 2015	Local collaborating institutions perform in a timely and professional manner, in the field as well as with data analysis
Database of primary and secondary data on learning outcomes, school performance, community and/or municipality performance, from CARS, other USAID & USG and donor funded programs, MINED	Q2-4, 2015	Assumes data is a) available, and b) will be freely shared, from other USG & other donor-funded projects, including MINED;
Community of Learning, cutting across RACS, Nicaragua & Central America, around the themes of early grade reading and citizen security	July, 2015 (RACS) July, 2016 (Nicaragua & Central America)	An appropriate medium is chosen, and all involved organizations decide to openly share evidence and knowledge that is generated by their programs
Final EGRA Report	Submitted Dec 2014.	DevTech will respond to USAID comments during Q2.
Gender Analysis	Q3, FY 2015	
Consolidated user-friendly report (photographs, best practices etc.) to share with partners in the RACS and nationally	April 13, 2015	NGOs first document their best practices, take time for reflection and analysis, and are willing to share with CARS

ANNEXES

Annex A. Implementation Plan

Annex B. Detailed Budget [submitted under separate cover]

Annex C. List of EpCs where CARS first began work during FY14 and FY15

Annex D. List of private/subsidized schools where CARS will be working in FY15 (APA)
(submitted electronically)

Annex E. List of educational books that CARS has selected so far for use during FY15 with
EpCs and private/subsidized schools

Annex F. Environmental Mitigation Plan and Report

Annex G: Calendar of Major Events

Annex H: DevTech Response to USAID Comments, March 2015

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Annex A. FY 2015 CARS Implementation Plan

Description of Activities	Responsible	Year 2			
		Q1	Q2	Q3	Q4
		O-D	J-M	A-J	J-S
IR 1: Reading Performance Improved					
A. Component Skills of Reading, Fluency and Comprehension Improved					
INTERVENTION: PROVIDE SCHOOLS MATERIALS & METHODS					
--Select supplementary reading materials	Education team (facilitators/ Technical Assistance (TA))				
--Purchasing and distributing reading materials to Schools and EpCs					
--Train selected NGO (grantees) about reading promotion					
--Train selected NGO (grantees) on reading methods (teacher guidelines)					
--Train to teachers from private schools about the guides topreschool transition for first grade.					
-- Purchasing and distributing of supplementary pedagogical materials					
--Create RACS materials in different languages					
INTERVENTION: DIPLOMA PROGRAM					
--RFA for diploma program (distance modality)	Education team (local University/ NGO)				
--Develop the core content which teachers must know to teach					
--Continuous teaching-learning w/ small group of teacher scholars (Quality Circle)					
B. Providing Education Services to 12,500 Children (Life of Contract target)					
INTERVENTION: APPLY PROMISING PRE-SCHOOL PRACTICES					
--Review and adjust current pre-school curriculum	TA w/ Reading Specialist				
--Elaborate preschool guidelines for teachers and parents					
--Train NGO facilitators on the modules & ongoing support					
INTERVENTION: ESTABLISH COMMUNITY & FAMILY BASED PRE-SCHOOL APPROACHES					
--Train and coach NGO facilitators	TA w/ Reading Specialist				
--Develop materials and train parents to use them in the home					
--Work with youth organizers to support community pre-schools					
--Provide ongoing support for the community based pre-schools					
INTERVENTION: SPACES FOR GROWTH (EpCs)					
-- Implement EpCs via NGO grants	Team CARS/Grants Specialist				
--Organization for Cohort 2 (100 EpCs via NGO grants)					
--Implement 100 EpCs via NGO grants					
--Organization for Cohort 3 (100 EpCs via NGO grants)					

Description of Activities	Responsible	Year 2			
		Q1	Q2	Q3	Q4
		O-D	J-M	A-J	J-S
--Implement final 100 EpCs via NGO grants					
C. Capacity-Building to Improve Reading					
INTERVENTIONS: Training and Technical Assistance & Grants					
--Elaborate second round of RFA to support private/subsidized school (grades first to third grade)	Team CARS/Grants Specialist				
--ApplyOCA Tool to the three first NGOs					
--Conduct competitive grants process					
-- Awards and rollout					
-- Provide ongoing support and monitoring of NGOs					
IR 3: Community Engagement in Creating Positive Environment for At-Risk Children and Youth Increased					
A. Interventions to Improve Community Planning					
INTERVENTION: SIMPLE DATA CARD & DECISIONS					
--Design a training plan to use the school report cards for creating plans	Community Mobilization & ME teams				
--Train NGOs on the use of the cards & development of plans					
-- Use report cards and plans in communities to mobilize activities					
INTERVENTION: QUANTITATIVE ASSESSMENTS – COMMUNITY MOBILIZATION					
--Preparation for data collection in communities	RTI				
--Data Analysis and report					
--Follow up to Security Baseline (Vanderbilt University)					
--Provide input to NGOs on community plans & workshops					
B. Communication Materials and Tools					
INTERVENTION: COMMUNITY ENGAGEMENT					
--Radio spots launched	Communications Specialist				
--Publications in magazines that support the culture of RACS					
--Dissemination of bulletins on simple reading activities					
--Promoting Regional Reading campaign					
--Events and exchanges to garner momentum/resources					
C. Capacity-Building					
INTERVENTION: INFORMATION AND EXPERIENCE EXCHANGE					
--Organize periodic conference for regional exchange	Communications Specialist				
--Organize municipality to municipality exchanges					
--Create CARS website or utilize an existing website					

Description of Activities	Responsible	Year 2			
		Q1	Q2	Q3	Q4
		O-D	J-M	A-J	J-S
INTERVENTION: DATA FOR DECISION-MAKING (COMMUNITIES)					
-- Validating instruments to the regional context	M&E team				
-- Train NGOs to collect data					
--Collect data [via NGOs]					
--Collect data [via CARE]					
INTERVENTION: IMPACT EVALUATION					
--Preparation of materials and selecting random beneficiaries for Cohort 2	CARS Team (M&E)				
--EpC Data collection (First measurement)					
--Selection of schools and beneficiaries for Cohort 3					
USAID Data Support					
--Review existing data	M&E team in coordination with other stakeholders				
--Update a simple data base					
--Provide a consolidated report to USAID					
MANAGEMENT PLAN					
Accrual Report	COP and Admin				
Annual Work Plan and Budget					
Quarterly Report					
Annual Report					

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Annex B. CARS Fiscal Year 2015 Work Plan Budget

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**ANNEX C EpCs WHERE CARS FIRST BEGAN WORK
(LATE FY 14)**

MUNICIPALITY	SCHOOL NAME	COMMUNITY	NUMBER OF STUDENTS		TOTAL
			A: EpC	B: No EpC	
Bluefields	Rubén Darío	Bluefields, Bo. 19 de Julio	30	31	61
Bluefields	Monseñor Salvador Scheftler	Bluefields, Bo. Pancasan	30	30	60
Bluefields	Dinamarca	Bluefields, Bo. Beholden	30	30	60
Bluefields	Menorca	Bluefields, Bo. El Canal	29	29	58
Bluefields	Virgen del Carmen	Puerto El Bluff	30	30	60
Corn Island	Rigoberto Cabezas	Corn Island (2 EpC)	60	66	126
Kukra -Hill	Emanuel Mángalo	El Panchon	30	30	60
Kukra -Hill	María Auxiliadora	La Fonseca	21	20	41
Kukra -Hill	Andrónico Espinales	Asentamiento Samuel Law	30	30	60
			290	296	586

ANNEX C: EpCs WHERE CARS FIRST BEGAN WORK IN 2014 (MAY, SEPTEMBER)

	SCHOOL	COMMUNITY	MUNICIPALITY	EpC COHORT	No of EpCs	No of students selected
1	Padre Hugo Heinzen	Sector 2 Fte a Pulpería La Popular	Kukra Hill	Cohort 1B	3	150
2	Jesús El Buen Pastor	El Capricho rural	Kukra Hill	Cohort 1B	1	24
3	Monseñor Salvador Scheafler	Biglagoon	Kukra Hill	Cohort 1B	1	33
4	San Antonio	Las Lapas	Kukra Hill	Cohort 1B	1	37
5	El Escobal	El Escobal	Kukra Hill	Cohort 1B	1	30
6	Colegio Bautista Betel	Barrio Daniel Ortega	Kukra-Hill	Cohorte 1 B	2	137
7	Andrónico Espinales	Asentamiento Samuel Law	Kukra-Hill	Cohorte 1 B	0	30
8	Ruben Darío	Flor de Pino	Kukra- Hill	Cohorte1B	0	30
9	El Rosario	El Rosario	Kukra Hill	Cohort 1B	1	57
10	BEULAH LIGHTBURN	LAGUNA DE PERLAS	LAGUNA DE PERLAS	Cohort 1B	2	120
11	RUBEN DARIO	RAITIPURA	LAGUNA DE PERLAS	Cohort 1B	1	60
12	RAFAELA HERRERA	KAHKABILA	LAGUNA DE PERLAS	Cohort 1B	1	60
13	EMANUEL MONGALO	ORINOCO	LAGUNA DE PERLAS	Cohort 1B	1	65
14	MONSEÑOR SALVADOR SCHEFFLER	TASPAPAUNIE	LAGUNA DE PERLAS	Cohort 1B	3	180
15	BELLO AMANECER	PUEBLO NUEVO	LAGUNA DE PERLAS	Cohort 1B	1	60
16	CENTRO ESCOLAR PONDLER	PONDLER	LAGUNA DE PERLAS	Cohort 1B	1	50
17	PLACE /Sub vencionadas	Barrio 4 de Mayo	LAGUNA DE PERLAS	Cohort 1B	2	130
18	RIO DE AGUA VIVA	LA QUINTA	LAGUNA DE PERLAS	Cohort 1B	1	50
19	Esc. Fuente del saber	El Castaño	LAGUNA DE PERLAS	Cohorte1B	1	60
20	ANDRES CASTRO	HAUOVER	LAGUNA DE PERLAS	Cohort 1B	1	60
21	Ejan Smith Ballestero	Sandy Bay	Desembocadura de Río Grande	Cohort 1B	2	120
22	Gilberto Zelaya Young	Kara	Desembocadura de Río Grande	Cohort 1B	2	120
23	Leonardo Ballesteros	Walpa	Desembocadura de Río Grande	Cohort 1B	1	60
24	Baldivio Gomez Martinez	Karawala	Desembocadura de Río Grande	Cohort 1B	3	180
25	Edwin Baltodano	Poblado La Aurora Kukra River	Bluefields	Cohort 1B	2	105
26	Esc. Barbie Henriquez	Bº Loma Fresca, Esc. Betesda, 300 mts. Norte.	Bluefields	Cohort 1B	1	63
27	Esc. Santa Rosa	Bº Santa Rosa, Aeropuerto 1 1/2 cuadra al Este	Bluefields	Cohort 1B	3	160
28	Esc. San Mateo	Bº San Mateo, entrada al Cementerio, 1 C al Oeste	Bluefields	Cohort 1B	1	71
29	Nuestra Señora del Rosario	Bº Teodoro Martinez, Clinica Taley 1/2 cuadra al Este	Bluefields	Cohort 1B	2	120
30	Esc. Monseñor Mateo	Bº Punta Fria, frente a Colegio San Marcos Secundaria	Bluefields	Cohort 1B	2	115
31	Escuela El Hogar	Bº Tres Cruces, costado norte de la Casa de Gobierno	Bluefields	Cohort 1B	2	100
32	Iván Dixon	Rama Cay	Bluefields	Cohorte1B	1	60
33	Colegio Madre del Divino Pastor /subvencionada	Barrio Fatima	Bluefields	Cohorte1B	1	71
34	Nuestra Señora de Guadalupe/ Privado Sb vencionado	19 de Julio	Bluefields	Cohorte1B	1	61
35	Monte de los Olivos / Privado Sb Vencionado	Barrio San pedro	Bluefields	Cohorte1B	1	73
36	Colegio San José/ Privado	Barrio Central	Bluefields	Cohorte1B	1	60
37	Escuela San Pedro	Barrio San pedro	Bluefields	Cohorte1B	1	60
38	Esc. Bestesda/Privada Sub Vencionada	Barrio Loma Fresca	Bluefields	Cohorte1B	1	74

control

39	Esc. Corazón del Padre	Barrio 19 de Julio	Bluefields	Cohorte1B	1	60
40	Colegio Cristiano Verbo /Privada Sub Vencionada	Barrio 19 de Julio	Bluefields	Cohorte1B	1	56
41	Escuela Bautista /privada sub vencionada	Barrio Tres Cruces	Bluefields	Cohorte 1 B	0	30
42	Escual La Viña	Barrio Loma Fresca	Bluefields	Cohorte 1 B	1	30
43	Esc.Adventista	Beholden	Bluefields	Cohorte 1 B	1	60
44	Colegio San Marcos Primaria/ privada sub vencionada	Barrio Teodoro Martínez	Bluefields	Cohorte1B	1	70
45	ESCUELA LA ISLITA	CONTIGUO AL BILLAR	CORN ISLAND	Cohort 1B	1	87
46	PROF.NUBIA RIGBY DOWNS	CONTIGUO A LA PULPERIA EL SAPO	CORN ISLAND	Cohort 1B	1	66
47	Heddly Wilson /Privada Sub vencionada	Barrio Bryg Bay # 2	CORN ISLAND	Cohort 1B	1	65
48	Escuela Virgen del Carmen	El Bluff	Bluefields	Cohort 1A	1	60
49	Rubén Darío	Barrio 19 de Julio	Bluefields	Cohort 1A	1	60
50	Monseñor Salvador Scheftler	Barrio Pancasan	Bluefields	Cohort 1A	1	60
51	Dinamarca	Barrio Beholden	Bluefields	Cohort 1A	1	60
52	Menorca	Barrio El Canal	Bluefields	Cohort 1A	1	60
53	Rigoberto Cabezas	Corn Island- North End	Corn Island	Cohort 1A	2	120
54	Enmanuel Mongalo	Com. El Panchón	Kukra -Hill	Cohort 1A	1	60
55	María Auxiliadora	Comunidad de La Fonseca	Kukra- Hill	Cohort 1A	1	46
56	Andrónico Espinales	Asentamiento Samuel Law	Kukra -Hill	Cohort 1A	1	64
TOTAL GENERAL					70	4210

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Annex D. List of private/subsidized schools where CARS will be working in FY15 (APA).

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Annex E: List of educational books that CARS has selected so far for use during FY15 with EpCs and private/subsidized schools

Libros de literatura infantil del Fondo Editorial ¡Libros para Niños!

Children's Books from the Editorial Fund Books For Kids!

NUMBER OF COPIES

ISBN	BOOK TITLE	AUTHOR	ILLUSTRATOR	LANGUAGE	NUMBER OF COPIES		
					CARS GRANTS FUND	CARE	TOTAL
9789992467268	¿Para qué quiere el ratón mi diente?	Johana Camacho Chávez	Césaly Cortés		401		401
9789992467305	A Margarita	Rubén Darío	Álvaro Borrarse		401	351	752
9789992467411	Canciones, cuentos y colores	Mario Montenegro	varios		401	351	752
9789992467275	Cantos del grillo	Oscar Corea	Ruth Angulo		401	351	752
9789992467312	Del trópico	Rubén Darío	Omar Narváez		401	0	401
9789992467107	El caballito de palo Edición Especial	Mario Montenegro	Vicky Ramos		401	351	752
9789992467398	El duende del bosque de la memoria	Carlos PerezAlonso	Cesar Castañeda		401	0	401
9789992467091	El perro invisible	Sergio Ramírez	Christa Uzner		401	0	401
9789992467282	Elefante solitario	Salvador Cardenal	Lonnie Ruiz Gómez		401	0	401
9789992467244	Gonzalo el cocodrilo/Historia de dos sapos	Mario Montenegro	Álvaro Borrarse		401	0	401
9789992467442	La jirafa embarazada	Sergio Ramírez	Vicky Ramos		401	0	401
9789992467381	La luna y yo	Katia cardenal	Álvaro Borrásé Fernández	Miskito & Spanish	401	351	752
9789992467350	La noche de todos los gatos	Danny Osorio	Alexa Midence		401	0	401
9789992467367	Las mazorcas prodigiosas de Candelaria Soledad	Carlos Rubio	Sandra Lavandeira		401	0	401
9789992467053	Los dientes de Joaquín	María Lopez Vigil	Nivio López Vigil		401	0	401
9789992467473	Mis sentidos 1	Ovidio Ortega Reyes	Celeste González Rivas		401	351	752
9789992467497	Mis sentidos 2	Ovidio Ortega Reyes	Celeste González Rivas		401	351	752
9789992467046	Montaña en Flor	Salvador Cardenal	Salvador Cardenal		401	0	401
9789992467329	Poemas de una niña	Milagros Terán	Marta Toledo		401	351	752
9789992467206	Un naufragio inesperado	María Lopez Vigil	Nivio López Vigil		401	351	752
9789992467121	Colección TAIRA	Ulises Salazar	Lonnie Ruiz Gómez				
	¿Por qué hablan así los dantos?	María Lopez Vigil	María Lopez Viil		401	0	401
9789992467541	¿Por qué son enemigas la tortuga y la culebra?	María López Vigil	María López Vigil		401	0	401
9789992467558	¿Por qué nadan así los patos?	María López Vigil	María López Vigil		401	351	752
9789992467572	¿Por qué son así los sapos?	María López Vigil	María López Vigil		401	0	401
9789992467138	Apalka	Ernesto Cardenal	Agusto Silva		401	351	752
Libros del FELPN traducidos							
9789992467503	Kati ba bara yang La luna y yo (bilingüe)	Mario Montenegro	Mario Montenegro			351	351
9789992467466	Sinki nani esmalkanka 1 Mis sentidos 1 (miskito)	Katia cardenal	Álvaro Borrásé Fernández		401	351	752
9789992467480	Sinki nani esmalkanka 2 Mis sentidos 1 (bilingüe)	Ovidio Ortega Reyes	Celeste González Rivas		401	351	752
9789992467527	Suklin wal dahra Historia de dos sapos (bilingüe)	Ovidio Ortega Reyes	Celeste González Rivas		401	0	401
Colección que previene al abuso y la violencia							
9789992467459	Mi mamá me quiere				0	351	351
	yo quiero a mi Escuela	María Lopez Vigil	Nivio López Vigil	Miskito	0	351	351
	Mi abuelita me Quiere	María Lopez Vigil	Nivio López Vigil	Spanish	401	351	752
TOTAL					11,629	5,967	17,596

Libros de literatura infantil de editoriales internacionales

Childrens Books from International Publishing Houses

NUMBER OF COPIES

ISBN	TITLE	AUTHOR	ILLUSTRATOR	PUBLISHER	LANGUAGE	CARS GRANTS FUND	CARE	Total
9992480726	La balanza de don Nicolás Sandoval	María López Vigil	Nivio López Vigil	Anamá		401	0	401
9789702008477	Benito y el chupon	Barbro Lindgren	Olof Landstrom	Cartillo		401	0	401
9786071612670	¿Cómo te sientes?	Anthony Browne	Anthony Browne	FCE		401	351	752
9786071615169	¡A comer!	Satoshi Kitamura	Satoshi Kitamura	FCE		401	0	401
9789681663162	Las pulgas no vuelan	Gustavo Roldan	Gustavo Roldan	FCE		401	0	401
9789681683955	¡Fuieste tu!	Vivian Mansour	Trino	FCE		401	0	401
9789681685348	¡Ves al reves!	Jeanne Willis	Tony Ross	FCE		401	0	401
9786071605429	Me gustan los libros	Anthony Browne	Anthony Browne	FCE		401	351	752
9789681637668	Cuenta ratones	Ellen Stoll Walsh	Ellen Stoll Walsh	FCE		401	0	401
9789996480829	El despitado Guis	Pierre Pierson	Pablo Pino	Mar dulce		401	0	401
9789996480850	El árbol de los siboles	Pierre Pierson	Pablo Pino	Mar dulce		401	351	752
9789996480843	Un lejano pueblo	Pierre Pierson	Pablo Pino	Mar dulce		401	0	401
9789580498735	¡De repente!	Colin McNaughton	Colin McNaughton	Norma		401	0	401
9789584504647	Papá sumo	Isabel Pin	Isabel Pin	Norma		401	351	752
9789580494003	La selva loca	Tracey	Andrew Rogers	Norma		401	0	401
9789580494683	Cuando el elefante camina	Keiko Kasza	Keiko Kasza	Norma		401	351	752
9789584506757	Ramón recuerda	Joanne Oppenheim	Lynn Munsinger	Norma		401	0	401
9789580414278	El estofado del lobo	Keiko Kasza	Keiko Kasza	Norma		401	0	401
9789580493976	El día de campo de don chanco	Keiko Kasza	Keiko Kasza	Norma		401	351	752
9789580493945	No te rías pepe	Keiko Kasza	Keiko Kasza	Norma		401	0	401
9789584510372	Mi perro Gruyere	Yves Nadon	Celine Malepart	Norma		401	351	752

TOTALS 8,421 2,457 10,878

Notes: A list of other materials under consideration by CARS is available upon request. Pending finalization of which languages will be used for book translations and printing. This work is ongoing and this list will include more titles.

Annex F. CARS Environmental Monitoring Plan and Report

This annex has been submitted under separate cover.

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Annex G: Calendar of Public Events

<u>Año 2</u> <u>(2015)</u>	<u>Abril</u>	<u>Mayo</u>	<u>Junio</u>	<u>Julio</u>	<u>Agosto</u>	<u>Septiembre</u>
Trimestre	3er	3er	3er	4ta	4ta	4ta
Días Nacionales/ Internacionales	April 23, Int Book Day		June 5, Global Parents Day: Book fair, in BF, PL, CI, Desembocadura, KH, with 2 book stores from Managua.*			Sept 7-8 Int Literacy Day: focus on books, reading, CARS books, reading, texts, kids can read, share, book fair, book display, poetry reading, different languages; forum, media coverage;
EpC Educación		18-23 Taller QL EpC Facilitadores Cohorte 2ª, Bluefields & Nueva Guinea (FZT, URACCAN)			20-21, Taller reforzamiento QL EpC para facilitadores de Cohorte 1, FHR, Bluefields	3-4 Taller Reforzamiento QL EpC Facilitadores Cohorte 1, Bluefields (FZT, URACCAN)
Subvenciones	Firmar subvención Primaria/Preescolar (Abril 1) Distribuir RFA Diplomado a las Universidades (Abril 21)	Reunión de Intercambio de Conocimientos y Reflexión Trimestral entre ONGs CARS y equipo CARS (Aprox. 15 Mayo)	Implementar Línea Base OCA para Lote Primaria/Preescolar (AMC y FQSF) Ceremonia de Firmas con nuevo Director USAID y ONGs Primaria/Preescolar (Fecha depende de disponibilidad USAID)	Recibir Aprobación de USAID y firmar subvención Diplomado (Fecha depende de disponibilidad USAID)	Reunión de Intercambio de Conocimientos y Reflexión Trimestral entre ONGs CARS y equipo CARS (Aprox. 18 Agosto) Implementar Línea Base OCA para Lote Diplomado	Foro Regional - Intercambio de Conocimientos, Reflexión, e Capacitación – ONGs CARS, Socios de USG, Tomadores de Decisiones, (Tentativamente 7 y 8 Sep.)

*This event will include storytelling; an artist (Mario Montenegro); media coverage with interviews of children, parents and facilitators; jingles and songs.

FY2016Q1 EVENTS

<p>11 October (Sunday)</p>	<p>International Day of the Girl Child</p>	<p>CARS can highlight importance of girls education, girls learning, girls as future workers and mothers and primary educators of future generations, recognize and get girls to give media interviews speeches</p>	<p>Campaign: "Historia que inspiran"</p> <ul style="list-style-type: none"> -Biografía protagonizadas por (5) de Mujeres & niñas en RACCS, protagonizada por niñas. -Festival de Teatro. -Media coverage, (TV, Radio), Interview etc.
<p>20 de November (Friday)</p>	<p>Universal Children's day</p>	<p>CARS can highlight the importance of children, children's right to an education, to learn, to read, to safety and protection, to security, to be nourished and protected, in order to learn and grow and develop, interviews with outstanding kids in CARS..... let kids speak, song, dance, poetry, reading.....</p>	<ul style="list-style-type: none"> -Elaboración de un cuento por EpC total: 73 cuentos que inspiren. Concurso de Música: "Al ritmo del EpC". Dirigido a compositores y artistas locales para la creación de 12 pistas musicales en torno a la importancia de la educación, lectura y seguridad de la niñez en la RACCS. -Media coverage, (TV, Radio), Interview etc.

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Annex H: DevTech Responses to USAID Questions, March 2015

April 24, 2015
Bluefields, Nicaragua

Ms. Alicia Slate
USAID/Nicaragua
Km. 5.5 Carretera Sur
Managua, Nicaragua

Dear Ms. Slate,

Greetings. I am writing in response to your letter of March 6 about the approval of FY15 Work Plan. USAID's comments are presented below in bold, with DevTech's response to each comment directly underneath.

1. ***Build the capacity of citizens-including parents, teachers, and members of communities-to define indicators, collect data, analyze information and design their own community action plans in order to deliver quality education services as a means to address security concerns in their communities. Please include in the text of the work-plan, the description of the approach described in the comments box.***

DevTech Response: The comment has been included in the text of the work plan on page 6. To further clarify, this will be done by way of "Training Workshops" and holding "Focus Group Sessions" with parents, teachers and outstanding members of the Education Community; as well as accompanying, advising, participating and monitoring the elaboration of the Community Action Plans (CAPs).

2. ***Please describe the composition of the proposed Analysis Groups stated in the work-plan, including the approach to be used in their conformation.***

DevTech Response: Analysis groups are made up of parents, facilitators, leaders of the community, members of the educational community and students. They are elected by the educational community, and are accountable to the community leaders to explain the objectives and functions of the group. They elect their own internal officers. Internally, the groups assume a commitment that will ensure the implementation of the community actions which correspond to the collection, analysis and processing of data, and follow-up of the improvement plans. CARS has shared some basic guidelines with the NGOs in order to facilitate the election of the analysis group members. CARS does not directly intervene in the conformation of the "Analysis Groups", but rather works with local committees that are already organized or appointed by the communities in which CARS is being implemented. However, the CARS Community Mobilization Team checks to see if the local communities indeed have a genuine representation, with the participation of parents, teachers, local authorities and key community players. CARS Community Mobilization Team will strongly encourage that "Analysis Groups" be balanced by the participation of the different ethnic groups existing in the community, as well the presence of women, youth, as well as different minority groups.

3. ***Please include as annex, criteria used in the technical review of the educational materials vis a vis the conclusion stated in the work-plan as related to: "CARS, technical, cultural or educational criteria and standards, or were not deemed appropriate."***

DevTech Systems, Inc.

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DevTech Response: Regarding the selection criteria for reviewing existing materials (Alianza, Excelencia, etc.), the CARS Education team used the following selection criteria for reading materials, to either accept for consideration and/or discard as not acceptable or appropriate.

- Materiales educativos con enfoque de la educación inclusiva en los derechos humanos, multiculturalidad, multilingüismo, equidad de género y la práctica de la interculturalidad.
- Fomentar el empoderamiento personal y colectivo de las mujeres, niñas y niños.
- Materiales de lectura basados en la diversidad lingüística cultural de los pueblos de las y los beneficiarias de CARS.
- Promover el desarrollo con identidad social de los pueblos indígenas, comunidades afrodescendientes y étnicas de la Costa Caribe de Nicaragua.
- Los materiales de lecturas de acuerdo al nivel de los niños y niñas.
- Los materiales que contengan figuras, dibujos y colores atractivos para docentes, niñas y niños.
- Prever la durabilidad del material de lectura, un mínimo de tres años de durabilidad de acuerdo a la naturaleza climática de la región y ubicación geográfica de las escuelas.
- Contenido de los textos de lectura que promueva la diversidad cultural y de género.
- Evitar materiales con textos o imágenes que promuevan mensajes discriminatorios por lengua, religión, etnia y libre de sexismo.

4. It is USAID's development goal to strengthen the capacity of local organizations in compliance with USAID/Forward. We recommend that DevTech consider this criterion, when exploring procurement options for the diploma course for teachers.

DevTech Response: This is noted, as both BICU and URACCAN have been invited to submit proposals for the diploma course.

5. On the following comment: "CARS will not impose anything, nor any community action plan, not from Kelly Bay nor FADCANIC..." Please confirm that, a) the needs list resulting from the baseline on community participation were deemed by DevTech as not legitimate priorities and therefore require a new discussion, and b) criteria used to determine non-imposed community action plans. This clarification is critical as the baseline on community participation is being revised for approval at this time.

DevTech Response: DevTech's approach to community development is to share and humbly offer to community leaders and committees existing diagnostics and studies (Kelly Bay, FADCANIC, others) to use as input and a suggested starting point for their discussions. DevTech's main consideration is that the process be open, transparent and participatory, and that the community itself confirm what is in these studies, or not, and that the community itself reach their own decisions and conclusions in a participatory manner, using the studies as a starting point but not necessarily as an ending point. Everything is legitimate and to be considered. But nothing is considered as a done deal, without being first submitted to community review and consideration. There is a noted need for a wider discussion with the participation of the entire community to assure an active support of and implementation of a sustainable work plan. Specifically, DevTech believes that the priorities identified by these studies are legitimate as conducted by the study author through a survey or interaction with a specific community or region, but these studies should be validated by the local community in order to allow for the community to prioritize and determine needs. Even if the community and the Analysis Group fully accept the study results, what is important is giving them the opportunity to ask their opinion, and say so, in order to build local ownership of the plans.

6. Please submit the Environmental Mitigation Plan and Report (EMPR) previously known as EMMP (Environmental Mitigation and Monitoring) with all its sections (coversheet, narrative, Tables 1-3 and Gender narrative). Like in the points above, please submit as an annex to the work-plan, describing general activities that the sub-grantees will implement. This umbrella EMPR will require approval of the mission and regional environment officers (MEO, REO) and COR.

DevTech Response: EMMP is included in Annex F.

7. Please include as annex, a calendar of major events planned during FY15.

DevTech Response: A calendar of major events is included in Annex G.

Sincerely,



Richard W. Fisher
CoP, CARS
DevTech
Bluefields, Nicaragua

Cc: Adam Wozniak, DevTech Program Manager
Henry Myers, DCoP

For more information, contact:

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