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## Community Action for Reading and Security Activity

Work Plan: Fiscal Year 2016



August 15, 2015  
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Photo: Students in Desembocadura de Rio Grande, Pearl Lagoon and Bluefields, RACCS

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# Nicaragua Community Action for Reading and Security Activity

## Work Plan: October 2015 – September 2016

Submitted to:  
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**USAID/Nicaragua**

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**DevTech Systems, Inc.**  
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## ACRONYMS

ADI	Academic Development Institute
AMC	<i>Acción Médica Cristiana</i>
APA	<i>Aprendo, Practico, Aplico</i> Methodology
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
CA	Community Assembly
CAP	Community Action Plan
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
CIPRE	Center for International Policy and Evaluation
CM	Community Mobilization
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
EMPR	Environmental Mitigation Plan and Report
EpC	<i>Espacios para Crecer</i>
ER	Expected Result
FADCANIC	<i>Fundación para la Autonomía y el Desarrollo de la Costa Atlántica de Nicaragua</i>
Fabretto	<i>Fundación Familia Padre Fabretto</i>
FHR	<i>Fundación Hermanamiento RAMA</i>
FYQSF	<i>Fundación Yo Quiero Ser Feliz</i>
FY	Fiscal Year
FZT	<i>Fundación Zamora Terán</i>
GIZ	<i>Gesellschaft für Internationale Zusammenarbeit</i>
IR	Intermediate Result
M&E	Monitoring and Evaluation
MINED	Ministry of Education
NAP	US National Action Plan on Women, Peace and Security

NGO	Non-governmental Organization
OCA	Organizations Capacity Assessment
PAC	Community Action Plan ( <i>Plan de Acción Comunitaria</i> )
PCI	Project Concern International
PEBI	Intercultural Bilingual Education Program
PIC	Community Intervention Plan
PMP	Performance Management Plan
PRIDI	The Inter-American Development Bank's Regional Project on Child Development Indicators
PROGRES	Program for Reading and Security
RAAN	<i>Región Autónoma del Atlántico Norte</i> (North Atlantic Autonomous Region)
RACCS	<i>Región Autónoma Costa Caribe Sur</i> (South Caribbean Coast Autonomous Region)
RFA	Request for Application
RFP	Request for Proposal
RTI	Research Triangle Institute
RR	Required Result
SEAR	<i>Sistema Educativo de las Regiones Autónomas</i> (Autonomous Region's Educational System)
SERCE	Second Regional Comparative and Explanatory Study
TA	Technical Assistance
TERCE	Third Regional Comparative and Explanatory Study
UNACAD	<i>Universidad de Administración, Comercio y Aduana</i> (University of Administration, Trade and Customs)
UNICEF	United Nations Children's Fund
URACCAN	<i>Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense</i>
USAID	United States Agency for International Development
VAB	<i>Vicariato Apostólico de Bluefields</i> (Apostolic Vicar of Bluefields)

## BACKGROUND

DevTech Systems, Inc. (DevTech) is pleased to submit the Work Plan for the Nicaragua Community Action for Reading and Security (CARS) Activity for FY 2016 (October 2015 – September 2016), Year 3 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 Coast (*Región Autónoma de la Costa Caribe Sur* - RACCS) 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 more alarming than national averages.

The CARS Activity is one of five 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 RACCS.

The CARS Activity has partnered with five local NGO grantees: the *Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense* (URACCAN), *Fundación Zamora Terán* (FZT), *Fundación Hermanamiento RAMA* (FHR), *Acción Médica Cristiana* (AMC) and *Fundación Yo Quiero Ser Feliz* (FYQSF).

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 RACCS. For this reason, the Work Plan is presented with the understanding that on a quarterly basis (as part of the quarterly report submission), if required, CARS will present adjustments to the Work Plan based on operational realities and feedback from the field and will move forward upon USAID's approval.

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

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

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## EXECUTIVE SUMMARY

The Year 3 Work Plan builds upon Year 1 and 2 interventions and results that set the stage for the sequential unfoldment of Year 3 planned interventions. The premise of the Community Action for Reading and Security (CARS) Activity is to be guided by results; therefore the planned interventions are organized, driven by, and when required, modified by these results. CARS is characterized by a sequential and phased unfolding of planned activities and components. All staff are on board; 158 *Espacios para Crecer* (EpCs) are up and running from Cohorts 1 and 2; two Grant Lots (A: EpCs; B: private/subsidized schools) have been approved and are under implementation, with a third one (Diplomado teacher training) on the threshold. During Year 3 implementation activities will include actions such as Community Action Plans, Knowledge Sharing Events, and USAID Data Support, which had to wait for a) establishing the presence of CARS in RACCS communities through EpCs and private schools, b) strengthening local NGOs, giving them time and the opportunity to generate and analyze knowledge that could be shared, and c) having data from CARS generated and available to synthesize, consolidate, and put into a useable format, in addition to data from other projects, for sharing with USAID.

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, ten DevTech staff were brought on board, and by the end of Year 2, twenty DevTech staff were in place and working in Bluefields. By the end of FY15 DevTech had grant agreements with five local NGOs who are implementing the EpC grant lot and the private school grant lot. At the beginning of FY16 CARS has the desired structure, management units, staffing, technical assistance and local organizations who are working together in a unified and synergistic manner. As part of USAID FORWARD, CARS works closely with local and national Nicaraguan consultants, staff, and NGOs in the RACCS to achieve technical results.

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 provides training, technical assistance and institutional strengthening measures to these NGOs, who, in turn, 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. Six such NGOs are working as grant recipients. In this manner CARS is establishing a sustainable institutional mechanism and framework for multiplying, replicating and extending the indicated activities and results in both reading and citizen security.

As Year 2 ends and Year 3 begins, CARS finds itself with 158 EpCs from Cohorts 1 and 2, 38 preschools, 37 private, subsidized and/or community primary schools implementing reading approaches, hundreds of Parent Schools, School Diagnostics, the first Community Action Plans approaching the implementation stage, and NGOs who are fully engaged, advising, assisting, and accompanying CARS implementation, accumulating months of experience to analyze, share and discuss with other CARS implementing partners and NGOs as well as an extended NGO family.

During Year 3 there will be much teacher training to conduct, regular visits to schools to verify progress and assist in resolving implementation issues and obstacles.

Critical Year 3 work streams include:

- Signing and implementing the last grant agreement with a local University to implement a teacher training Diploma program in the latest early grade reading methodologies.
- Monitoring, advising, accompanying, visiting, and strengthening six local NGOs as they work in EpCs, private/subsidized schools and community pre-schools in improving early grade reading as well as citizen and neighborhood security.
- Contextualizing the EpC intervention for the RACCS and implementing it with target children who have learning difficulties, have failed grades, or are not in school.
- Selection, training and a gradual phase-in and implementation of the last 100 EpCs by facilitators with backstopping and support from CARS and the NGO field staff.
- 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 communities, which includes information from the Community Diagnostic, including reading levels as well as security issues.
- Designing and implementing community mobilization activities around reading and security based on the realities of local communities, working with and through local NGOs.
- Creating a community of learning and practice among all CARS implementing NGOs, and expanding outwards to embrace and include other NGOs working in Nicaragua and neighboring Central American countries in these same areas of education and citizen security.
- Create partnerships with the private sector, and effectively leverage their support (in-kind as well as in cash) and contributions to reading, community action plans and other endeavors that CARS initiates, supports, encourages and implements around improving early grade reading and education as well as citizen security in the five Municipalities of the RACCS.

## 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 that 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, planning, implementation and analysis/reflection/modified and improved planning, 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 RACCS (BASE, BASE II, Excelencia, Alliances and EFS) and it, in turn, will serve as a foundation for the future beyond these four years.

Making changes and transformations in education take years, and involves changing attitudes, beliefs, perspectives, institutions, individuals, teachers, and parents, and is a long-term process. Making changes in families, neighborhoods and communities is also a long-term process, with its own organic dynamic, processes, stages and timing. This is a key challenge CARS faces as we move forward in Year 3: to manage a fine and dynamic balance between working within the tight timeline and respecting communities timelines, and finding a middle ground that allows communities to fully participate in the analytical, decision-making, planning and implementation process of improving early grade reading and education and security. This in itself will be one key factor in ensuring the sustainability of CARS initiatives and actions over the longer term. Due to time constraints, CARS will now move forward in a more expedited manner, with the message being given from DevTech to implementing NGOs to accelerate and catalyze implementation actions and results.

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 components of the CARS contract:

- Improve Early Grade Reading Outcomes in the RACCS (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)

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 assist with, accompany, advise, guide, and promote quality early grade reading educational activities in the RACCS combined with other community and neighborhood activities to improve citizen and neighborhood security. Through CARS, NGOs will develop the technical, financial and administrative skills to sustain activities that deliver early grade reading and citizen security results. NGO capacities will be strengthened through training in *Aprendo, Practico, Aplico* (APA) methodology, pre-school transition methodology, and EpC/Quantum Learning methodology. Training will also be provided in grants and finances (USAID regulations, and addressing financial and administrative weaknesses identified during the Pre-Award surveys as well as the OCA Tool baseline survey); and Monitoring and Evaluation (M&E) (application of EGRA, mini-EGRA and use of monitoring mechanisms in order to achieve agreed upon results).

Other training and technical assistance contemplated under this area includes initial training for 100 new EpC facilitators, reinforcement training for existing EpC facilitators, as well as training for private preschools and primary school teachers, Train the Trainers for private school transition (kindergarten) and primary school teachers, and ongoing training and technical, financial and administrative assistance for all implementing NGOs. The Diploma Program in Reading and APA, which will be implemented by a local university, consists of focused training for 180 preschool and primary school teachers from 80 learning communities in coordination with support and follow up from three local NGOs. Also to be highlighted is the ongoing training and technical, financial, and administrative feedback for all implementing NGOs. EpC facilitators are being trained and reinforced with a specific goal of improving reading in the EpCs. 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 all NGO training will include follow-up and multiplier training these same NGOs will provide to school teachers.

In terms of institutional strengthening, which is a key objective of CARS, one measure of an NGO's institutional strength can be assessed through the USAID-developed OCA (Organizational Capacity Assessment) tool. During FY15 the OCA Tool was applied (baseline) to five of CARS implementing partner NGOs (URACCAN, FHR, FZT, AMC and FYQSF). In FY16 the OCA tool will be applied one year later to the same five NGOs as a follow-up, as well for the first time (baseline) to the sixth CARS' partner implementing NGO (BICU). During FY16, DevTech staff will be continuously meeting with, observing, monitoring, analyzing, and accompanying NGOs as they implement CARS interventions in the RACCS, comparing plans versus achievements, analyzing

discrepancies and weaknesses, suggesting measures for turning weaknesses into strengths, with increased organizational capacity for improved planning, execution, linking technical activities with budgetary realities, monitoring, tracking progress, self-assessment, and strengthening of various areas of each NGO, such as human resources, finance and administration, procurement, service delivery, communications and diffusion. During FY16, after the baseline OCA has been applied to all CARS grantees, the CARS staff will create strategies to directly and indirectly help each individual ONG to realize its long term OCA Action Plan, which was created during the initial baseline encounter.

Other NGO strengthening tools include periodic forums between and among CARS grantees, DevTech, other key actors in the RACCS educational and citizen security sectors (public and private), as well as perhaps a wider, regional audience. It is important to encourage, promote and support the establishment of formal and informal communities of learning, exchange, sharing, of experiences, lessons learned, via forums and meetings, virtual sites, in the RACCS, with the RACCS and the rest of Nicaragua, as well as Latin America and the US, in such areas as early grade reading, literacy, community mobilization and planning and improving neighborhood safety and security.

All these tools and events will directly support the results Result 3.3.1: NGOs in the RACCS integrate lessons learned and/or best practices shared by NGOs from other parts of the country or region into their own activities; Result 3.3.2: A community of learning around the themes of early grade reading and citizen security is established in Nicaragua; and Result 3.3.3: NGOs in the RACCS participate in the Global Early Grade Reading Community of Practice.

2. Create a system of information sharing that includes data for decision-making. This includes gathering existing data and information (from surveys, databases, and studies) available from public and private sources, including USG-funded projects, other donor-funded projects working in the RACCS, Autonomous Regions' Educational System (SEAR), Ministry of Education (MINED) and similar organizations; consolidating this data in a centralized and easily accessible database; and sharing this information with decision makers and policy makers in the region and nation. Data and information is 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 neighborhood and community security. This system will be based on the application of regular EGRA and mini-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. 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. 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 improve and modify interventions. Another related concept/activity that is being applied is a simplified version of EGRA ("mini-EGRA"),

and measuring understanding, in order to continually be able to measure progress in fluidity and reading comprehension. NGOs have been and will receive reinforcement training in how to apply a mini-EGRA, so that they can train facilitators and continuous monitoring can therefore begin.

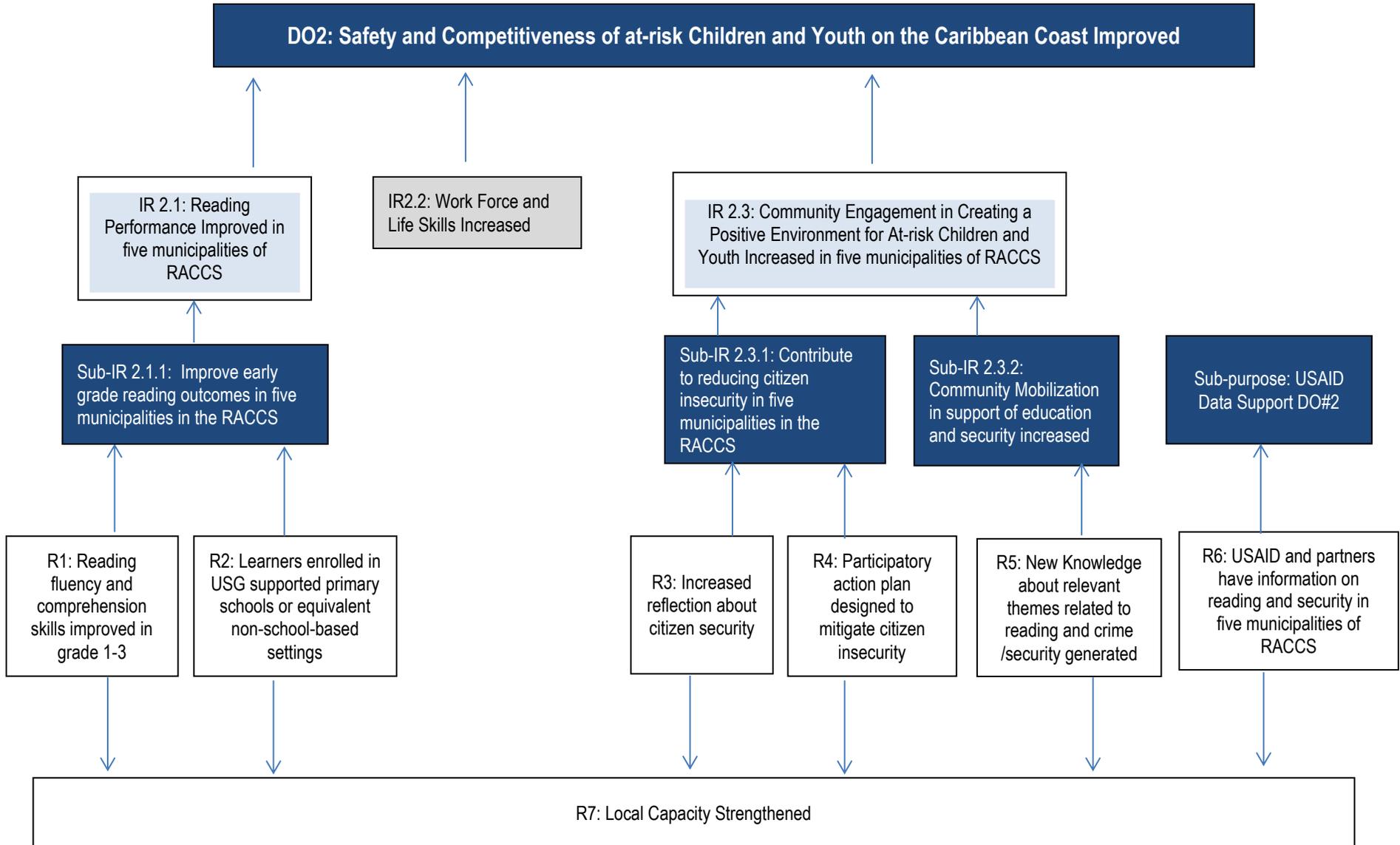
EGRA will be applied by local Universities (BICU and URACCAN) under supervision from the CARS M&E personnel. It will be applied to a sample of students from 173 EpCs and 40 private schools during the period from March to May 2016. The sampling methodology will be defined according to the objectives and budget for the study, ensuring statistical significance at language, grade and gender level. Coordination with the Center for International Policy Research and Evaluation (CIPRE) and USAID is essential, and the actual dates it is applied will be based on mutual agreement between both parties and upon USAID prior approval.

3. Build the capacity of key stakeholders—including parents, teachers, and members of communities (minorities, women, youth, and formal and informal leaders) to define indicators, collect data, analyze information and design their own community action plans in order to improve the provision of 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-directed, bottom-up, participatory community 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 data and 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 that policies and decisions that affect entire communities are seen to be based on data, facts, analysis, and not personal opinions or interests that only benefit a few select people.
4. Provide services and products, including high quality trainings and materials that are based on the context of the five target municipalities of the RACCS. 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 is providing various titles to different grades in each school in three languages, ensuring that they are culturally and gender appropriate and sensitive, as well as establishing Libraries in EpCs, preschools and private/subsidized primary schools. Books and materials are one part of CARS actions, educationally appropriate to the age, culturally and linguistically appropriate to the children and where they come from. Examples include books for all EpC Cohorts, preschools, primary private schools, take-home workbooks; guides and workbooks for APA and the transition to the first grade; and parent school guides. Another part is high quality training and strengthening of teachers and facilitators in the best and latest and proven teaching methodologies, in order to help raise the level of CARS-impacted teachers throughout the RACCS. Another

part is teaching and working with parents, training them, guiding them, and providing them with tips and materials that they can use to encourage and stimulate their kids at home. All these actions are complemented and strengthened by efforts to improve school, neighborhood and community safety and security; and as parents, teachers and students are enabled and empowered, they, too, will be trained and encouraged to demand and find ways to foster and create safer and more secure conditions in and around their schools and homes that provide a more positive learning environment.

This Work Plan narrative focuses on high-level results and implementation strategies. Annex A, CARS Implementation Plan, provides a Gantt chart of specific interventions per result. Annex B, Work Plan Budget, provides a detailed budget for all planned interventions with detail by line item, quarter, result and earmark. Annex E presents the FY2016 targets for the CARS Performance Monitoring Plan (PMP).

**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 RACCS. The full-set and hierarchy of results is found in the CARS M&E Plan.

There are inherent interdependencies among the results, CARS components and staff. For example; "Increasing pre-school enrollment by 10 percent" falls under "Reading Performance Improved," but it cannot be achieved without improving RACCS 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. Improving early grade reading is not only dependent on teachers, or facilitators, or books and reading materials in different languages, or parents, or NGO field staff, but involves all working together towards a common vision and goal, mutually supporting and encouraging each other along the way.

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 3 of CARS is that a preliminary needed step is training and preparing a core group of professional educational outreach staff (CARS DevTech 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 contribute to pre-school and 1-3<sup>rd</sup> grade students' learning improvement. 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. Please note that CARS, per USAID guidance, is currently analyzing the target of 12,500 students. CARS will share these results with USAID during Fiscal Year 2016 and coordinate with USAID to make changes to the target, if necessary.

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

<b>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.</b>		
Target 1: 2,440 students in grades 1-3 in privately managed schools in five municipalities of the RACCS	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: 1,910 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 RACCS via NGOs
Target 3: 5,000 students in grades 1-3 who are failing, with learning difficulties or have dropped out; and 3,150 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 third 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 third year CARS will continue to significantly increase the pace and volume of activities. Preparatory measures taken during Year 1 and 2 of the Activity have set the stage for a massive outreach and diffusion into RACCS 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. Local NGOs who began work with CARS in late 2014 and early 2015 will be fully mobilized and engaged in their respective geographical areas, training, assisting, counseling, coaching, monitoring, guiding, and strengthening local efforts, teachers, leaders, children, groups, as they themselves arise in participatory collective action to improve the educational and security aspects of their neighborhoods and communities.

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 latest November 28, 2014 M&E plan submitted for USAID approval.

### A.1. Reading Performance Improved in the Five Municipalities of the RACCS

The results, tools, and implementation approach to improve reading performance in the five municipalities of the RACCS are listed below.

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

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
Result. 1.1.1 70% of Educators participating in the program apply improved instruction methodologies	<p>Training of trainers directed to NGOs technical team in early grade reading and preschool methodologies.</p> <p>Training and reinforcement of preschool and elementary teachers.</p> <p>Development and implementation of Diploma Course modules. Methodological Teacher's Guides for reading contextualized.</p>	<p>Agree on workshop contents with educational authorities in the region.</p> <p>Technical assistance and capacity-building around literacy teaching and learning.</p> <p>Development of Diploma Course directed to preschool and first to third grade teachers of private and subsidized schools.</p> <p>Delivery of educational, artistic and fungible materials.</p>
Result 1.1.2: 80% of educators participating in the program observed and provided with feedback twice a week in Y1 and at least every three weeks in Y2 and later by coaches	<p>Development of a methodological strategy for classroom follow up of elementary and preschool teachers.</p> <p>Development and implementation of an observation tool aimed at assessing the implementation of new teaching methodologies.</p>	<p>Monitoring and technical support by means of classroom visits and instruction to school teachers and EpC facilitators.</p>
Result 1.1.3: Fifty new titles for readers per grade produced in Spanish, Miskitu and English	<p>Collect, design, edit and reproduce indigenous tales/stories of the RACCS in the bilingual model.</p>	<p>Writing competitions and adapting indigenous stories for children's use</p>
Result 1.1.4: Reading levels of children participating in the program assessed every two months	<p>Use of simplified reading tests to measure student performance and develop of a culture of self-assessment.</p>	<p>Monitoring and technical support in the use of self-assessment tools.</p>

## Improved Instructional Methodologies

**Development and provision of teaching and learning Materials:** In Year 3 CARS will focus on the continued development, dissemination and use of a core set of materials and clear training plans (Sub-Component 1.1), which began during Years 1 and 2. These methods, materials, and plans are based on previous USAID investments, the needs of the Region, as well as on existing materials and methods developed by USG-financed activities that are particularly relevant to the context of CARS.

Specifically, the Education Specialist, with Technical Assistance (TA) support from CARS staff and educational consultants (see Table 10 identifying STTA), will continue and finalize 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, Safe Schools 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 will be developed, including teacher guides, student lesson books, and supplementary reading materials, will be produced in Spanish, and appropriate languages of the RACCS.

Alianzas II guides will be distributed to EpC facilitators as well as primary school teachers in private and subsidized schools. Other materials are being further modified and adapted through the work of CARS educational consultants so that they are culturally appropriate to the RACCS context. In late FY15 the EpC notebooks and workbooks are being adapted to the local context, and once this validation and verification process is complete, these materials will be ready for production and subsequent usage during the coming school year.

Also to be noted is that training goes with all new materials: training of NGO field staff as well as teachers and facilitators in the use of these materials, so that doubts and questions are addressed, and those who will actually use these materials have been properly trained in their application and usage within the early grade framework and RACCS context.

At the same time educational materials appropriate for the region will continue to be distributed and, as necessary, developed during FY 16 with the goal of finalizing all new materials by the beginning of the 2016 school year in March, 2016. The first books to be distributed will be in English and Spanish, and other translations will take longer to prepare. CARS is working closely with local RACCS universities (BICU, URACCAN), as well as Nicaraguan educational consultants and specialists, in the selection, review, adaptation, and translation into RACCS languages of complementary children's books and reading materials.

Teachers' guides have been developed for preschool teachers, as well as primary 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers. Consultant Mercedes González and the CARS team completed a set of guides for the transition to the first grade during FY15. 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. CARS is providing ongoing training, adapting the timing to when teachers and facilitators are available, where CARS field staff trains these same facilitators, teachers and directors (“train the trainers”) in the use and management of these didactic guides.

CARS NGOs are already using these materials and methods (after being trained in their usage) with their selected beneficiaries in EpCs, schools and communities in the RACCS. They are generating new ideas and obtaining local feedback that in turn informs CARS and allows for continuous improvement of this methodology and these materials. CARS has already begun a capacity building and institutional strengthening program for implementing NGOs.

**Teacher Training:** CARS will carry out training sessions with NGO field staff as well as teachers in primary schools and preschools, including EpC facilitators. These trainings are described in more detail in Section A.3.1 Technical Assistance and Training.

### Classroom Observation

In Year 2 CARS signed sub-grants with five Nicaraguan NGOs (EpCs, and private/subsidized schools). The second RFA called 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 provides monitoring, supervision and oversight, as well as initial and ongoing training and institutional strengthening to the three NGOs that implement these programs (FYQSF, AMC, URACCAN).

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. At the very end of Year 2, and again during Year 3, 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.

### Development of new Titles

New materials that will be produced include regional and traditional stories and legends, poetry, stories written by elders and youth in RACCS communities, portraying values, courage, and perseverance in facing and moving beyond contemporary threats and challenges that drugs, alcohol, and other vices present.

These materials will contribute to the strengthening of RACCS' native languages and culture, and encourage and promote early grade reading in Spanish, English and Miskitu (final selection and printing is subject to availability of funds). 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.

### Assessing Reading Levels

The Early Grade Reading Assessment (EGRA) and mini-EGRA evaluations will assess the reading levels of students receiving support from CARS. Follow-up to these applications will be conducted by the NGO facilitators and randomly supervised by CARS. The mini-EGRA tool is a simplified version of EGRA which measures reading fluency and comprehension. This simplified format will facilitate ongoing evaluation by teachers and NGOs to monitor student progress. NGOs have been trained in mini-EGRA and will receive reinforcement training in how to apply a mini-EGRA, so that they can train facilitators and ensure ongoing monitoring.

EGRA will be applied by local Universities (BICU and URACCAN) under supervision from the CARS M&E personnel. It will be applied to a sample of students from 173 EpCs and 40 private schools during the period from March to May 2016. The sampling methodology will be defined according to the objectives and budget for the study, ensuring statistical significance at language, grade and gender level.

### **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 at-risk 12,500 children. 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.

CARS began implementing *Espacios para Crecer* (EpCs) in Year 1, and during Year 2 the EpC materials were revised and integrated into the unique context and culture of the Nicaraguan Caribbean Coast. To date 158 EpCs have been established in different periods known as cohorts. During February, 2016, Cohort 3 will add a final 100 new EpCs to the total pool of EpCs during the CARS lifetime, making for a total of 270 EpCs.

A core set of simple materials and approaches for the third level of pre-school and the transition to first grade have been developed for teachers and parents.

CARS QL EpC trainers (NGO technician trainers) will train new Cohort 3 facilitators between November-February, subject to timing, final selection of Cohort 3 schools and facilitators, as well as their availability during this time of year.

**Table 3: Proposed Sub-Results for Increasing Enrollment**

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
Result 1.2.1: Pre-school enrollment increases by 10% over the baseline in targeted municipalities (disaggregated by sex and municipality)		Coordination with Community Mobilization (CM), NGOs, communities and authorities to support the establishment of community preschools.
Result 1.2.2: Parents of pre-school aged children carry out interactive activities to support children's stimulation and development of oral language skills	Development of an observation tool for parents, guardians and teachers meeting.  Design of "We are responsible" Guide for the use of parents of preschool children.	Implementation of meetings with parents and guardians to promote the exchange of experiences with their children
R3: Non-formal education programs launched and/or expanded that get children back into school or enrolled for the first time.	EpC model contextualized and adapted to the RACCS with a focus on Early Grade Reading.	Launch of EpCs and include in the grant program options for locally based solutions.

### A.3. Capacity-Building to Improve Reading

During Fiscal Year 2016, CARS will focus its capacity-building activities on NGOs with experience working in the education sector (Sub-Component 3.1) and will continue the provision of grants to these same organizations (Sub-Component 3.2.). Throughout FY16 CARS will focus its institutional strengthening and capacity building efforts on all six 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.

### **A.3.1. Technical Assistance and Training**

#### **Training:**

In Year 2 CARS developed a RFA and at the very end of FY15 was to sign an award with BICU to design, develop and implement a Diploma training program in early grade reading methodologies. This program will target first to third grade teachers in private/subsidized schools as well as EpC facilitators. Implementation of the Diploma program will begin in FY16, with actual dates dependent on grant award approval by USAID, being able to schedule training during school vacations, and obtaining concurrence from educational authorities (SEAR, MINED) that will allow teachers to attend these training sessions. The total budget for the Diploma Program is approximately \$220,000.

With the new Diploma program that will begin during FY16, as well as other teacher training, the idea is to focus teacher training during times when teachers are able to attend (weekends or school vacations), as well as offer them training before the official school year begins (February 2016). This is so that when classes begin in February, teachers and facilitators in the EpC Cohorts (1, 2 and 3), as well as the 80 private and subsidized preschools and primary schools, will begin with a new systematic application of these new methodologies inside their classrooms. If regular class hours are affected, CARS will coordinate the relevant authorities (SEAR and MINED). The Diploma program will be offered in three sessions totaling 192 hours of class time.

Before the launching of each new cohort and group of EpCs, a week-long training of all EpC facilitators and NGO field personnel is conducted in order to maintain quality standards of personnel working with the EpCs at the field and community level. CARS provides training (locally trained DevTech and NGO field staff who have been trained by Entrena in Quantum Learning) and supervision as well as instructional materials. In Year 3 CARS will ensure continued and required training of all those involved in EpCs, including all facilitators (270, 100 new in Cohort 3) (reinforcement training for Cohorts 1 and 2 as well as initial one week long QL training of 100 new facilitators from Cohort 3, as well as for 23 NGO field technicians). A Train the Trainers for private transition and primary school teachers will be conducted in November.

As part of the Parents School intervention, parents will be trained in methods to support their children's learning in the home.

**Technical Assistance:** DevTech will provide substantial technical assistance to the CARS field team and via local and international consultants, and Home Office support to ensure field staff and NGOs have the support necessary to produce quality results. More information on the planned technical assistance can be found in Table 10: Technical Assistance.

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

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
<p>Result 3.1.1 Within two years of project implementation, 2 - 3 NGOs are prepared to directly manage USAID funds.</p> <p>Result 3.1.2 By the end of the project, 5 local NGOs are prepared to directly manage USAID funds</p>	<p>Base line survey of OCA tool to Diploma Course NGO.</p> <p>OCA tool encounters, EpC and primary and preschool grantees.</p>	<p>Implement the OCA to Diploma Course grantee, resulting in an Action Plan.</p> <p>Strengthening of NGOs according to the results of their OCA self-assessment and previously established Action Plans. In addition, a second meeting will take place to evaluate progress and offer recommendations.</p> <p>A consultant will be hired to support NGOs in areas prioritized via the OCA process.</p>
<p>Result 3.2.1: A minimum of five local NGOs implement formal and non-formal reading activities under Component 1 and 2</p>	<p>Grants manual developed and approved in Year 1</p>	<p>Efforts to continue the improvement of early grade reading and security in the communities of intervention through the 5 NGOs, and the Diploma Course NGO.</p>
<p>Result 3.3.1: NGOs in the RACCS integrate lessons learned and/or best practices shared by NGOs from other parts of the country or region into their own activities</p>	<p>Production of Newsletters, online publications, forums and exchanges of knowledge aimed at sharing best practices and lessons learned so that other NGOs can integrate them into their activities.</p>	<p>CARS will work closely with NGOs in the systematization and sharing of experiences, both locally and externally, and at regional level, in order to derive and share lessons learned that will be useful among the CARS NGOs, and at the same time shared with other actors in the region.</p>
<p>Result 3.3.2: A community of learning around the themes of early grade reading and citizen security is established in Nicaragua</p> <p>Result 3.3.3: NGOs in the RACCS participate in the global Early Grade Reading Community of Practice</p>	<p>NGOs report on successes and challenges in their reports and in quarterly meetings.</p>	<p>CARS will support the development of a forum to discuss, present situations, progress and perspectives on the situation of community safety of children with a gender focus.</p> <p>NGOs in the RACCS participate in the global Early Grade Reading Community of Practice, assuming this third-party webpage becomes operational during the fiscal year.</p>

**Knowledge Sharing:** In the closing days of Q4 of FY2015, CARS plans to convene a RACCS knowledge-sharing symposium/workshop, inviting all CARS NGOs, as well as professionals (institutions, some individuals) 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. Such an encounter will be repeated during FY16, as well as a symposium/workshop where other NGOs and organizations will be invited from a wider audience, including other USG-funded projects working in Nicaragua, organizations based in Managua, and perhaps even from neighboring Central American countries.

### **A.3.2. Grants**

In early FY16 CARS, expects to have a signed Grant Agreement in place for the final grant, that of the Diploma Program, where teachers will be trained in new innovative methodologies and the use of new materials. The Diploma Program will be implemented during FY16, probably during school vacations (December-January and/or July).

The underlying CARS strategy is one of seeking an institutional multiplier effect: CARS, with professional, educational and technical, backstopping (Quantum Learning, Entrena, Consultants and Subject Matter Experts) will systematically train, strengthen, assist, and monitor the multiplication and diffusion of these efforts through locally based NGOs.

During Years 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 RACCS.

The CARS Grants area will coordinate the capacity building interventions detailed above in Table 4, and will provide oversight to the NGOs’ management of the grants.

**OCA Tool:** The OCA tool will continue to be applied to new and existing grantees. For grantees who completed the OCA tool in FY2015, a follow-up OCA will be applied in FY2016. For new grantees, a baseline OCA will be applied in FY2016. The OCA measures an organization’s strength in seven areas: Governance, Administration, Human Resources, Financial Management, Organizational Management, Program Management and Project Performance Management. The OCA evaluates these areas on a rubric scale of one to four. Progress will be monitored based on these numeric scores and progress on each organization’s action plan. The NGOs will be primarily responsible for their own growth and improvement based on the findings of the OCA. However, CARS will provide ongoing guidance via its staff and specific support via consultants during the fiscal year.

## **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. 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. Improving early grade reading is not only dependent on teachers, or facilitators, or books and reading materials in different languages, or parents, or NGO field staff, but involves all working together towards a common vision and goal, mutually supporting and encouraging each other along the way.

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 RACCS. 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 FY15 and during FY16. The instruments include qualitative and quantitative techniques to assess the current characteristics of communities.

Potential future education and security projects 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. Another potential area to consider would be books and reading materials for children to take and keep at home. What is important is for each school and community to analyze and discover the key obstacles that prevent or hinder kids from attending schools and EpCs, learning, and feeling safe and protected in school as well as coming and going from home. Then the community works to find and analyze ways to mitigate these risks.

At the end of FY15 there are a number of CAPs in process. 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 are needed to build awareness and help to mobilize the community members. CARS will also meet with FADCANIC in order to share information from different communities where both Activities 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 is being contextualized for the educational needs of the RACCS 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 that 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 during FY16, 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.

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, with the goal of developing 52 CAPS during FY2016. CARS specialists will work to ensure that CARS NGOs include all groups in the participatory planning process. CAPs will be assigned to NGOs in a way that avoids overlap in communities where more than one NGOs works. Also, communities that are most distant, remote and in need will be prioritized for CAP funding. 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). CARS will consult with other donors and their projects to explore synergies and ability to contribute funds or in-kind contributions to CAPs.

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 focus of the CARS Community Mobilization staff during Year 3 is on providing technical assistance to NGO field staff as they begin to work closely with communities. This work includes written guidance, site visits, formal training, responding to questions, clarifying doubts, and establishing informed consensus around 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. Consultants with expertise in Community Mobilization will be hired to consolidate the CARS Community Mobilization interventions into a user-friendly kit or manual that can be easily used by NGO staff and be easily replicated in CARS and other projects/activities in the future.

CARS has already begun Community Mobilization work in FY15 with over 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 Cohort 1A and 1B EpCs are located, and subsequently where the next EpCs from Cohort 2A and 2B, as well as Cohort 3 are located. The first CAPs will be discussed, prepared and finalized during the Q4 of FY15 and Q1 of FY16, with the goal that these communities will begin CAP implementation in Q1-Q2 of FY16. 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. Similar work will take place where there are privately-managed schools.

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 3 will be a full-blown year of implementation for CARS and the NGOs as they begin the new year with 145 EpCs, 40 private primary schools, 40 private preschools, and then adding another 28 EpCs in early Q1 and another 100 EpCs in Q2. FY 2016 will be a year of growth and expansion, and the key to being able to handle this is ensuring that the NGOs and CARS field staff have all the required training, technical assistance, backstopping and materials that they require.

During Year 2, CARS began training NGO facilitators and field staff how to more effectively train teachers in private and subsidized schools, and this will continue through FY16. CARS is

also working 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. A consultant will be hired to develop and systematize a consolidated Parents School guide.

**Table 5: Proposed Sub-Results for Community Planning Interventions**

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
Result 2.1.1: Increased capacity of community leaders and members to analyze, plan and implement activities related to education and security	Development of methodological guides and manuals for the implementation of the Community Participation Strategy. School Report Card (SRC- CERCA) contextualized for the RACCS context.	CARS will develop a Parents School Guide focused on early grade reading, school attendance and GBV. Documents will be contextualized so that they are more relevant to the region (CERCA), in addition to providing technical assistance in priority areas: school report, CAPs, and Parents School.
Result 2.1.2: Increased capacity of community leaders and members to advocate for increased municipal investment in education and security	Development of Community Action Plans and School Reports	CARS will work in the delivery and implementation of CAPs, providing technical support to NGOs. In addition, project progress will be presented to local authorities and actors in the target municipalities.
Result 2.1.3: Community members implement community-level reading activities to support their young learners Result 2.1.4: Parents conduct educational activities with their children at home	Construction of methodological Kit providing parents with teaching and reading methodologies to support their children.	Activities focused on reading and security in the community, such as theatrical productions, songs, shows, contests and reading corners will be carried out. Continue with the implementation of Parents School, accompanied by a kit that allows them to teach reading to their children at home.
Result 2.1.5: Community members implement community-level activities to improve local security	Development strategies at Macro and community-level	Within the process of the School Report Card, activities focused on security at Community level will be implemented: Community policing, escorting children to and from school, cleaning streets and lighting facilities. In addition, actions will be initiated to discuss from on onset the continuity of the EpCs and community preschools.

<p>Result 2.1.6: Private sector commitment to education and/or security increased</p>	<p>Mapping of actors/donors in the region developed by other implementers will be reviewed.</p>	<p>Activities will be coordinated with the local companies and businesses for their support towards education and security.</p>
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**Private Section Investment:** The COP and DCOP, as well as senior staff from CM and Education and NGO leaders, will work as liaisons with the private sector, both in the RACCS, nationally and internationally, including family members from the RACCS living and working in other countries, businesses that export to the RACCS or buy produce from the RACCS, while the Community Mobilization Team will work with local communities.

Senior CARS staff will meet with and coordinate with local (and when indicated, national and/or international) businesses in the RACCS to seek their support for education and security actions. CARS will meet with these business people, explain what CARS is all about, particularly the aspect of community mobilization and development around education, risks to children’s ability to learn at an early age, and discuss specific contributions that cars, the local community, and local businesses might make in order to help address these security risks and concerns for the benefit of young children. CARS will discuss and negotiate with the private sector within the concept of Social Responsibility for helping improve the community security and life where their businesses actually work (within the framework of Community Action Plans).

CARS will analyze and consider previous work done by FADCANIC (and possibly FZT) involving a mapping of businesses that could be approached for support and introduce these business leaders to CARS. The COP, DCOP, senior DevTech and NGO staff, will communicate the CARS approach in both education and security, in order to begin the process of garnering understanding, support and funding and/or in-kind contributions that will significantly facilitate and consolidate 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 RACCS 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.

## B.2. Communication Materials and Tools

The Communications Specialist will be supported in the first quarter of FY2016 by a communications firm who will support the development of a communications strategy and communications products for dissemination in the region. This Communications Strategy will be implemented via a Mass Media Campaign, community events and visibility materials.

Some surveys and activities to be carried out during this FY include a) measuring the percentage of beneficiaries in targeted communities that perceive their community is safer (010); b) measuring (GNDR-7) the percentage of target population that views Gender-Based Violence (GBV) as less acceptable after participating in or being exposed to USG programming (013); c) measuring the percentage of target beneficiaries of USG funded media campaigns focusing on education and citizen security are able to report back on topics (016); and d) measuring the percentage of beneficiaries of EpC who reported significant changes in socio-emotional aspects (018).

**Table 6: Proposed Sub-Results for Communication Materials and Tools**

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
<p>Result 2.2.1: Community members understand the importance of reading to children's subsequent success</p> <p>Result 2.2.2: Community members' knowledge of the causes and factors associated with local crime and insecurity increased</p>	<p>Development of CARS Communication Strategy and Mass Media Campaign</p>	<p>Develop and implement a Communication Strategy that create awareness around the topic of education and security. The mass media campaign will be directed to members of the community, and will be focus on reading and security in 5 municipalities.</p> <p>Visibility materials will be created, and in conjunction with NGOs, major events related to the children education and safety will be implemented.</p>
<p>Result 2.2.3: Youth have greater understanding of the dangers associated with drug and alcohol abuse</p> <p>Result 2.2.4: Youth can identify concrete ways in which they can contribute to their communities</p>	<p>Support through communication materials and in coordination with FADCANIC/EFS</p>	<p>Coordination with FADCANIC, NGOs and the media to disseminate ideas to young people in the communities about risks of alcohol abuse, drugs and ways in which they themselves can contribute to the community.</p>

<p>Result 2.2.5 Community members have greater understanding of the consequences of gender - based violence</p>	<p>CARS gender policy</p>	<p>Parents School sessions focused on understanding and addressing the problems of GBV will be developed. CARS Gender policy, the Gender Analysis, and other recommendations shall be taken into account.</p> <p>A CARS gender policy will be developed and implemented.</p>
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As the CARS rhythm continues to increase during Year 3, there will be more content to share and communicate through diverse formats, including radio spots and programs, bulletins, music, theater, drama, 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, do a reality check and 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.

Additionally CARS has initial plans to celebrate four events during Fiscal Year 2016:

- October 11, 2015: International Day of the Girl Child (coordinated by DevTech)
- April 23, 2016: International Book Day (coordinated by DevTech)
- June 1, 2016: International Children’s Day (smaller event, coordinated by NGOs)
- September 8, 2016: International Literacy Day (smaller event, coordinated by NGOs)

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

As the NGOs FZT, FHR, URACCAN, FYQSF and AMC are implementing both reading and community mobilization activities, the results and implementation approaches described in Table 4 also apply the capacity and institution building for community Action.

The Community Mobilization interventions detailed above in B.1. Interventions to Improve Community Planning and Table 5 will be implemented via NGOs FZT, FHR, URACCAN, AMC and FYQSF. CARS will provide technical assistance to these NGOs via its Community Mobilization staff and consultants. Specifically, a training block is scheduled for Q2 of FY2016 to provide reinforcement training to NGO facilitators in the CARS Community Mobilization interventions.

### Knowledge-Based Decision Making

In addition, it is important to generate knowledge based on the realities of the RACCS (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].

Ultimately all newly generated knowledge, results, and acquired experience is to be shared with the communities and the broader array of stakeholders in the RACCS. 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 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. Additionally, CARS grantee *Fundación Zamora Terán* is performing studies with CARS funds, draft copies of these reports will be shared with USAID during the second and third quarters.

**Table 7: Proposed Sub-Results for Data for Decision-Making**

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
Result 4.1.1: Policy makers and other stakeholders use data/information to develop policies, plans and budgets.	Study of decision makers that use data generated by CARS to make policy, plans and budgets.	Under the supervision of M&E, a study will be carried out to determine whether information generated by CARS have been included in municipal budgets.
Result 4.1.2: Community members use data/information to develop plans and activities.	Implementation of CAPs	Ensure that the CAPs under revision include the information and data generated from the community itself. This will ensure that the community is using its own information to develop the action plans.
Result 4.1.3: New Knowledge about relevant themes related to reading and crime/security generated through research activities and disseminated to appropriate audiences	Study on effective class time during the school year.	Effective classroom time and quality instruction in the school will help children improve their reading and learning. CARS will develop a study during the 2016 school year to calculate the effective classroom time and the effect that this has in the level of reading and security, this comparison will be carried out with formal and non-formal public and private schools.
Result 4.1.4: Innovative community-led education and security best practices area identified, systematized, published and disseminated at least twice during the contract period.	Systematization of best practices in education and safety	CARS will develop a set of activities aimed at generating information and knowledge. Continuously new lessons are being learned and best practices identified— both in education and in security—these will be systematized and disseminated to stakeholders and USAID implementing partners.

#### **B.4. Gender Considerations 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 inextricably linked. Yet the causes and consequences are complex as they encompass culture, traditional values, economics, ethnicity and age, among others. Thus, CARS will implement a region-specific, gender-based approach that takes advantage of the research on the role of men, women, boys and girls, and makes adjustments as necessary to the operating environment.

The Gender Analysis for the USAID/Nicaragua Community Action in the for Reading and Security (CARS) activity, carried out in April 2015, identified aspects of program implementation where gender relations and gender gaps may affect achievement of expected results, and ways in which the activity may contribute to gender equality and women's empowerment

Recommendations are intended to increase gender integration in CARS implementation to improve outcomes and results, and to increase the positive effect of the activity on gender equality and empowerment. These recommendations are:

1. Include a gender analysis in the socio-educational assessment at the initiation of CARS activities in each community.
2. Provide gender training to the facilitators, field technical staff, and primary teachers to increase awareness of gender- and ethnic-related discriminatory behavior and techniques to manage it.
3. Analyze and take actions to resolve problems associated with the inclusion of youth as participants in the EpCs alongside primary school underachievers.
4. Streamline and monitor the planning process for community mobilization.
5. Act to contribute to USAID priority objectives for gender equality in the activities with the partner NGOs.
6. Include gender awareness and training as part of the local capacity development with partner NGOs.
7. Create a CARS gender policy.
8. Include a gender plan of action in the annual work plan.
9. Establish semi-annual review of gender integration.

A CARS Gender Action Plan is being developed, a first rough draft of which can be found in Annex H. In FY2016, a CARS gender policy and action plan will be developed and implemented. This program targets the mitigation of gender-based violence in schools.

### C. USAID Data Support

CARS has a third sub-purpose, which includes providing direct support to USAID on data collection in the RACCS. It is important to consolidate USAID investment in the region. It is 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 that maps the different actors and their activities. Preliminary steps have been taken, where CARS has met with other USG-funded projects working in the region, as well as other donors, and discussed the topics of data collection and sharing, databases, indicators, and other IT systems considerations. In the final part of FY15 CARS is working with a local consultant to prepare a PROGRES database and report, and similar work will continue during FY16.

**Table 8: Proposed Sub-Results for USAID Data Support**

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
<p>Result 4.2.1: USAID and other stakeholders have a better understanding of how different actors and activities area transforming targeted municipalities in terms of reading and security</p>	<p>PROGRESS report on advances and trends in reading and security indicators in the region</p>	<p>Under the coordination of M&amp;E, CARS will hold bi-monthly meetings with donors, projects and organizations who work in or have information about reading and security in the region. An updated "tracker" will be developed that serves as an input for the annual preparation of the PROGRES Report that helps USAID and CARS to identify developments, improvements or possible challenges and adjustments necessary for the achievement of Program objectives.</p>

### **III. MANAGEMENT**

During Year 1 and 2, DevTech hired needed staff, made required internal adjustments as dictated by Activity restructuring, and put in place all grant agreements with five key implementing partner local NGOs. This brief section describes upcoming administrative priorities and an updated diagram of the CARS organizational structure.

#### **A. Staffing, Administration, and Organization**

All CARS staff from both DevTech and the five local implementing partner NGOs, are located in Bluefields, with some NGO staff operating out of Corn Island (FZT) and Pearl Lagoon (AMC), and FHR staff located in the city of El Rama, but covering the entire Municipality of Kukra Hill. Just as CARS is results-based and driven, so is DevTech staffing. Staff are held to high expectations.

As part of DevTech CARS restructuring and reorganization during the second half of 2015, DevTech assigned DCoP Henry Myers oversight for all technical staff and work, and Administration and Finance Specialist Solange Casanova oversight for all administrative and financial staff and work. Both Myers and Casanova are under the oversight and supervision of CoP Richard Fisher, as well as the two cross-cutting positions that work with all technical areas of CARS, the Communications and Grants Specialist.

During FY16 DevTech plans to hire consultants on an as-needed basis to provide required technical assistance to staff in completing specific tasks required by the Annual Work Plan. A list of proposed consultancies is found in Table 10. The basic idea is that DevTech CARS will get the needed work done, often through professional and experienced consultants, with DevTech staff playing more and more a managerial, oversight and coordination role.

In addition to the field office staff, CARS has Home Office backstopping and support on an as-needed basis throughout the fiscal year. When required, Senior Education Consultant John Helwig will provide high-level technical assistance and guidance, primarily in the area of formal and non-formal Education, including document review, to CARS. DevTech Gender Specialist Virginia Lambert or another qualified consultant(s) will provide support in the development of a CARS Gender Policy. Home Office Program Manager Adam Wozniak will continue to provide backstopping and management support to the CARS Activity. Mr. Wozniak will provide additional contractual, document review, planning and administrative support both in person in Bluefields and virtually in Arlington, VA. He will also provide oversight to DevTech's budget and financial compliance given the increase of budget directly implemented by DevTech. Education Specialist, Megan Gavin, will provide technical backstopping and document review from DevTech's Home Office. Her main roles will be to ensure technical studies are of the highest quality and to ensure local staff are briefed on the latest developments in Early Grade Reading approaches and methodologies. Senior Manager, Angelie Petersen will provide high-level management support to the CARS office, specifically in the areas of Communications, Knowledge Management and planning.

**Performance Monitoring:** USAID and DevTech have agreed to 19 results-based indicators. Baseline data has been gathered or will be soon gathered for these. Where needed, consultants are being hired to collect baseline as well as yearly survey data (for example, socio-emotional changes). The OCA tool has been applied to all CARS NGO grantees, except BICU (will be applied in FY2016).

CARS is finalizing its close coordination and support to CIPRE in their Impact Evaluation Study of the EpC intervention, including field visits, Community Assemblies, randomization, and assignment of control and EpC in each school/community. During FY15 weekly coordination meetings were held between DevTech CARS and CIPRE (via skype), and upon implementation of Cohort 2B (October 2015) the workload, time and effort required by DevTech and all three NGOs should finalize and/or significantly decrease.

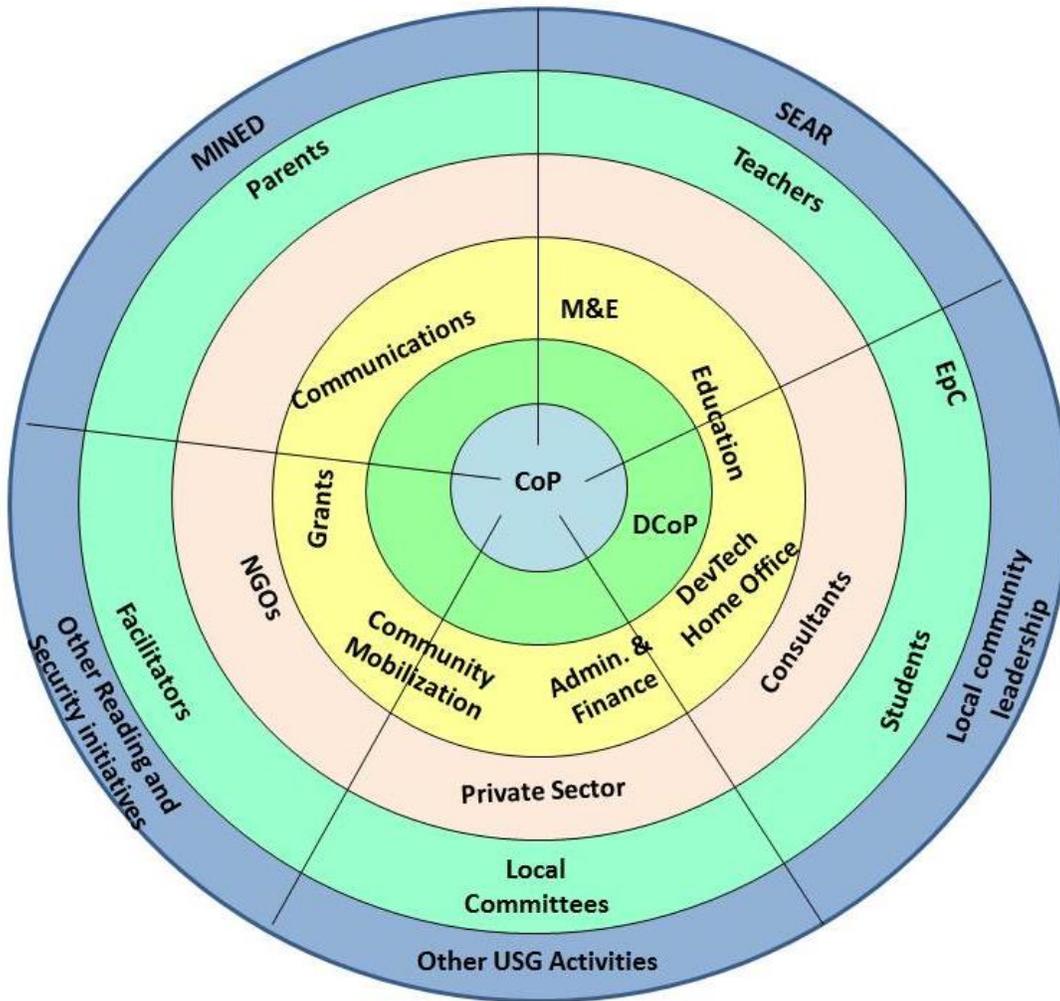
Staff have attended and will continue to attend training sessions, including topics such as strengthening capabilities in reading comprehension, communications/diffusion training, participating in regional and national level forums and networks with NGOs working in EGR (preschools & primary) and security. During Year 3 DevTech staff (and NGO staff) have been tasked with spending more time in the field, verifying, monitoring, counseling, observing, and accompanying NGOs, facilitators, teachers, parents, and children, as CARS activities unfold in the region.

## **B. Organizational Structure**

The CoP is responsible for guiding and leading the CARS team, including each of the following components: Education, Community Mobilization, Monitoring and Evaluation, Grants, Communications, and Administration and Finance. During Year 2 the DCoP was entrusted with managing the entire technical side of DevTech, the Admin and Finance Specialist entrusted with oversight and management of the Admin and Finance side, while the CoP maintained overall management and oversight of Communications, Grants, Admin and Finance, as well as overall team leadership and supervision of the DCoP and the technical area. This management structure will continue in Year 3.

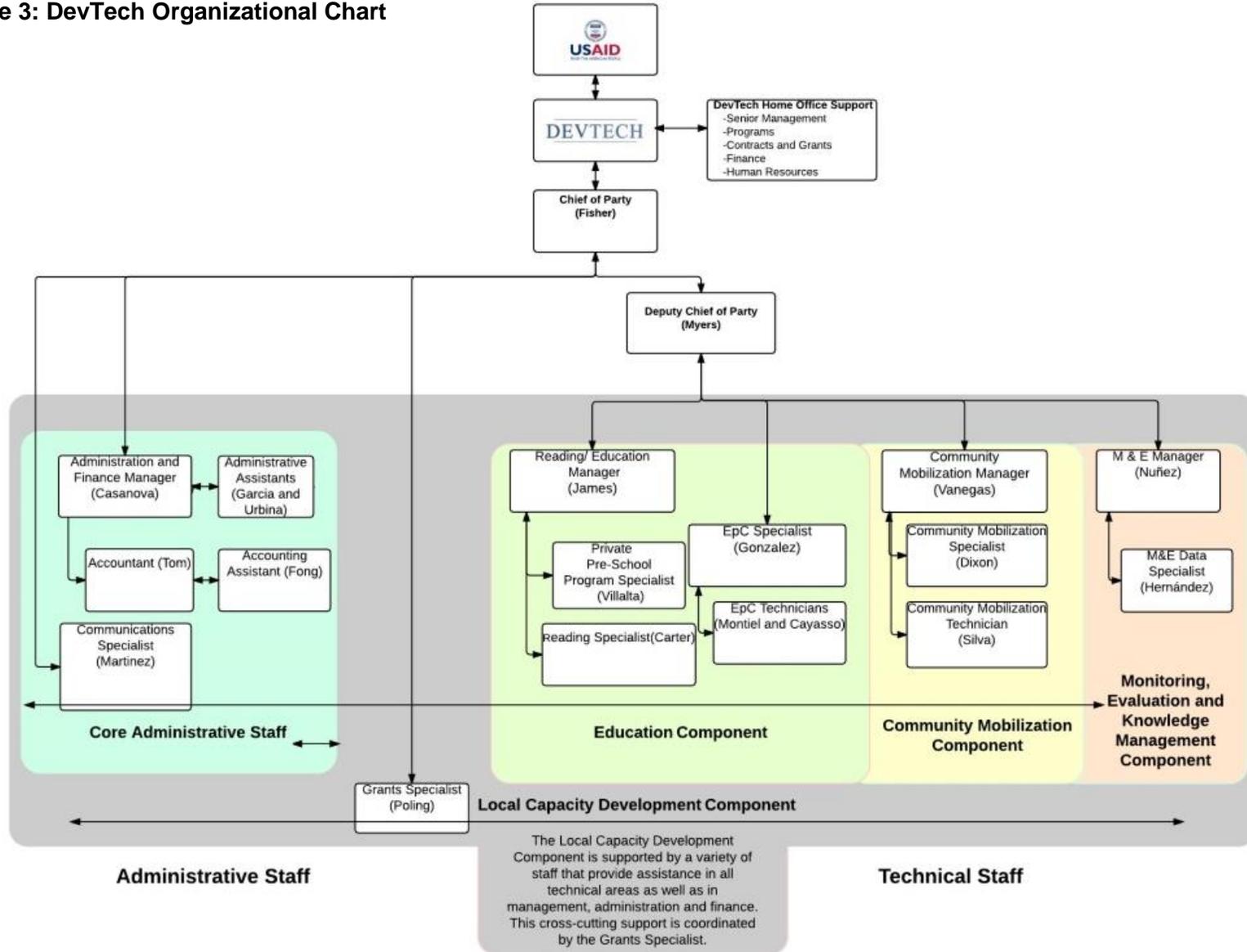
Due to the interconnected nature of the Activity, these different areas must support each other in order to accomplish the defined results. All CARS areas not only support each other, but also support and work closely with NGO implementers, who are tasked with collaborating with DevTech CARS in achieving field results as specified within their Grants Agreements. Figure 2, below, presents this information graphically in the dynamic, organically interconnected form of a spider-web (or it could be ripples in a pond), with a core group whose energy and responsibilities increasingly extend and radiate outwards towards the RACCS communities, homes, and students. All groups are interconnected and exert an influence upon each other. As students, parents, families, schools, neighborhoods and communities are impacted and changed, this, of course, impacts upon DevTech and the partner NGOs. The specific responsibilities by area are presented in Figure 3.

**Figure 2: Organizational Structure (as of August 15, 2015)**



The CARS field team is supported by Nicaraguan and international experts in preschool education, organizational development, gender, EpCs and other technical areas as required by CARS (Short-Term Technical Assistance, see Table 10). In addition, the CARS field team is supported by DevTech’s home office with procurement, hiring, technical, contractual and grant support.

Figure 3: DevTech Organizational Chart



**Table 9: Area Responsibilities**

Area (Staff)	Area Leader	Responsibility
Education (Reading/Education Manager, Reading Specialist, EpC Specialist, EpC, Technicians, STTA)	Melvin James Olegarios (Team Leader)	Overall responsibility of the area and supervisory role 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 (CM Manager, CM Specialist, CM Technician, STTA)	Shanda Vanegas (Team Leader)	Overall responsibility of the area and supervisory role 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 Manager, Data Specialist)	Miguel Núñez (Team Leader)	Overall responsibility of the area and supervisory role
		Coordinate with the entity that is conducting the impact evaluation and other studies (i.e., EGRA) as needed and per tasks distribution (CIPRE, 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 RACCS; 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

		<p>Hold periodic feedback meetings with the community at the municipal and regional level to ensure that they are engaged in the M&amp;E process and use data for decision making</p> <p>Establish a clearinghouse that will capture the CARS indicators and data collected from other sources</p>
Grants (Grants and Contracts Specialist, STTA)	William Poling	<p>Prepare, track, and manage each grant</p> <p>Carry out the OCAs; support capacity-building and knowledge sharing with NGOs</p> <p>Work with grantees to remedy any compliance issues and provide support and training as necessary</p> <p>Serve as conduit between DevTech CARS and grantee NGOs</p> <p>Confirm that grantees are complying with financial and administrative regulations</p> <p>Assume significantly increased new role in preparing and managing RFPs and RFQs for large procurements.</p> <p>Actively participate as a senior member of the English language document review and quality control.</p> <p>Assume a larger role in ensuring grantee compliance, including tracking expenditures, pipeline and updating the grantee tracker</p>
Communications (Communications Specialist)	Angie Martinez	<p>Develop with the COP, DCOP and others a CARS Communications Strategy and Plan</p> <p>Prepare Success Stories on at least a quarterly basis</p> <p>Create the SOW/TOR for issuing RFPs or POs for the development of high-quality messages and delivery tools</p> <p>Build and strengthen the communications capacity of local NGOs</p>
DCoP	Henry Myers	<p>Maintain open and regular communication with CARS partners, grantees, stakeholders and collaborating institutions in the region in order to ensure a collaborative, unified, and close cooperative inter-institutional working arrangement.</p> <p>Direct, supervise, monitor and approve all technical activities, identify deficiencies, ensure timely implementation</p> <p>Contribute to the finalization of all project documents as assigned by the Chief of Party, including work plans, reports, and evaluations</p> <p>Form committees with pertinent technical specialists to develop terms of reference for specific tasks or consultancies, and review and approve proposals.</p> <p>Together with the grants specialist and technical specialists responsible for grant implementation, meet regularly with representatives of grantee organizations to discuss implementation issues and determine solutions.</p> <p>Support the COP in ensuring that continuous new learning from evaluations, assessments and stakeholder feedback contributes to, informs and guides iterative course corrections as needed.</p>

<p>Finance &amp; Administration                  (Admin/Finance Manager, Accountant, 3 Assistants)</p>	<p>Solange Casanova                  (Team Leader)</p>	<p>Ensure proper internal controls</p> <p>Maintain accounting records and other related documents</p> <p>Prepare monthly projections and budget realignments</p> <p>Manage process to prepare documentation required for monthly billing package to DevTech Headquarters. Ensure timely billing.</p> <p>Prepare checks and payments; ensure timely approval and payment procedures</p> <p>Serves on the proposal evaluation team. Ensures that all instrument related procedures are followed</p> <p>Provides input, when required, in the monitoring of grant expenditures against budget (equipment, travel, transportation, per diem, etc.).</p> <p>Oversee the operation of the project office; manage human resources, finance, and administration tasks, in keeping with DevTech and USAID policies and Nicaraguan law.</p> <p>Negotiate competitive prices and manage relationships with project vendors, including, but not limited to internet, cell phones, telephone lines, printers and stationary, international courier, hotel and lodging, among others.</p> <p>Ensure that all project staff meet requirements for submission of timesheets and other documentation to their respective employers.</p> <p>Coordinate travel for employees and consultants of DevTech.</p>
<p>CoP</p>	<p>Richard Fisher</p>	<p>Provide the vision and overall leadership to the team</p> <p>Manage all technical assistance and administration</p> <p>Oversee all sub-contractor &amp; sub-grantee relationships</p> <p>Prepare and submit all required and requested technical and financial reports to USAID/Nicaragua</p> <p>Work with DCoP and other staff on outreach to private sector for support for CAPs and other CARS activities during FY16; Coordinate CARS' Activities with key local GON counterparts and other NGO partners</p>

**Table 10: Short-Term Technical Assistance**

Name	Result	Responsibility	Anticipated
Dr. John Helwig	1	Provide technical advice on Education & EpC interventions	15 days (TBD)
URACCAN, BICU and/or TBD	1	EGR yearly survey, field, report	March - June 2016, 6 days
Sonia Duran or TBD	1	Baseline Study on Socio-Emotional Changes of kids in EpCs	Feb-Mar 2016, Aug-Sept 2016 15 days
Vanessa Castro and/or TBD	1.1.1	TA related to strengthening EGR capacities of CARS (DevTech & NGO) staff	60 days (Throughout FY)
Leonzo Knight or TBD	1.1.1	Translation of 5 EpC & APA Guides in Miskitu	1-2 consultants, 35 days
Fundación Libros Para Niños or TBD	1.1.3	Contest management, recompilation, writing and diagramming/illustration of native stories in a bilingual format from RACCS	three consultants, Jan - April 2016 100 days total
COCO Creative Works, Mercedes Gonzalez, or TBD	1.2.2	Prepare We Are Responsible Guides for use with preschool parents	10 days
Dalila Martinez, Luis Felipe Ulloa, Candida Sequeira, URACCAN or TBD	2.1.1	Prepare the basic CARS methodology for community participation; develop guides and manuals for implementing Component 2 strategy; Parent School Guide including GBV;	Jan-Mar 16, 50 days, 1-2 consultants
TBD	2.1.1	Contextualize CERCA School Report Card to CARS & RACCS	30 days
Desire Roman, Soila Roman, or TBD	2.1.4	Prepare a methodological Kit for parents to use with their kids in EGR	1-2 consultants, Jan - March 16; 60 days total
Argomedia	2.2.1	Prepare the CARS Communications Strategy, and support CARS CS A.M. in Implementation of the same	60 days, subcontract
Zarifeth Bolanos, Ginny Lambert or TBD	2.2.5	Prepare CARS Gender Policy	15 days
TBD	3.1.1	Assist in preparation of NGO strengthening and action plans	63 days

TBD	4.1.1	Prepare study about % decision-makers who use CARS-generated data for policy decisions, plans and budgets	Feb - March 2016; 15 days
Erick Ramirez or TBD	4.1.3	Study about effective classroom time (EpCs, private, public) and impact on EGR & security; EpC attendance study;	45 days (1-2 consultants)
Joel Zamora	4.2.1	PROGRES Report	May-July 16; 15 days
Idalia Prado, Clara Pérez, Mercedes Gonzalez, Nora G. Gordon, Sandra Mendieta Tellez or TBD	1	Train the Trainers (NGO staff) in APA & FAS	15 days

## IV. SCHEDULE FOR DELIVERABLES AND TECHNICAL PRODUCTS TABLE –FISCAL YEAR 2016

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. Key project documents prepared and submitted to USAID, and awaiting approval, include the revised and updated M&E Plan, the 2015 Transition Plan, the revised and updated Sustainability Plan, Gender Analysis Report, the 2014 EGRA Report, and the Environmental Monitoring and Reporting Plan.

**Table 11: Schedule for Contract Deliverables (Section F)**

Contract Deliverable (non-financial)	Due Date – Draft	
<b>Annual Work Plan, Budget, and Environmental Mitigation and Monitoring Plan</b>	<b>FY 2016 Work Plan</b> Due: Aug 15, 2015 FY2017 Work Plan due Aug 15, 2016	
<b>Quarterly Reports:</b> <i>English only.</i>	<b>FY 2016 Quarterly Reports</b> January 30, 2016 April 30, 2016 July 30, 2016	
<b>Annual Report</b>	<b>FY 2015 Annual Report</b> October 30, 2015 <b>FY 2016 Annual Report</b> October 30, 2016	
<b>Bulletp Monthly Reports:</b> The COP will submit via email on the 1 <sup>st</sup> 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
<b>Monitoring and Evaluation Plan:</b> 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, pending USAID approval; as needed will be updated and submitted	
<b>Sustainability Plan:</b> 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, approved by USAID on October 12, 2015; (March 2014; July 2015);	
<b>Environmental Monitoring &amp; Mitigation Plan</b>	Submitted in March, 2014, June 2015: approved by REO Joe Torres.	

**Table 12: Schedule for Contractor-Developed Products**

Products	Target date to submit to USAID	Results Framework
Quarterly Newsletters (print & online)	Jan 2016	3.3.1
Translation of APA and EpC guides in Miskitu	Mar 2016	1.1.1
Contextualized Modules and Workbooks for EpC	Feb 2016	1.1.1
CARS Gender Policy, both internal and external	Mar 2016	2.2.5
CARS basic Community Mobilization methodology; guides & manuals for CM strategy; Guides for Parent Schools;	March 2016	2.1.1
Contextualized CERCA School Report Card	March 2016	2.1.1
Parent Kit for primary school families	March 2016	2.1.4
CARS Communication Strategy	April 2016	2.2.1
Diploma Program: training modules	April 2016	1.1.1
Creation of Children's books from pre-existing tales	April 2016	1.1.3
We Are Responsible Parent's Guide Edition	April 2016	1.2.2
Report on CARS best practices in education and security	July 2016	4.1.4
PROGRES Report	July 2016	4.2.1
EGRA Evaluation, formal & informal school programs	August 2016	1
Study of effective classroom time and impact on reading and security (EpC, private, public); study on attendance in EpCs	Sept 2016	4.1.3
Study on Social-Emotional Changes in EpC Children	Sept 2016	1

## **ANNEXES**

Annex A. CARS Implementation Plan

Annex B. Detailed Budget [submitted under separate cover]

Annex C. List of EpCs for Cohorts 1 and 2

Annex D. List of private/subsidized schools where CARS is working

Annex E. Performance Monitoring Plan (PMP)

Annex F. CARS Indicators and Definitions

Annex G: Environmental Mitigation Plan and Report [submitted under separate cover]

Annex H: Draft CARS Gender Action Plan

Annex I: Calendar of Events

**ANNEX A: IMPLEMENTATION TIMELINE**  
**COMMUNITY ACTION FOR READING AND SECURITY - CARS**  
**FY 2016**

Actividades planificadas por componente	Responsable	Q1	Q2	Q3	Q4
<b>Component 1: Formal and No Formal Reading Activities</b>					
<b>Result 1: 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.</b>					
Registro de inscripción y actualización de niños y niñas de primero a tercer grado de las escuelas privadas, subvencionadas (2,440), Espacios para Crecer (8,150) y preescolares de tercer nivel (1,910), correspondientes al año fiscal 2016 (Oct 2015 - Sept 2016).	Educación, M&E				
Procesamiento de fichas de inscripción y reportaje de beneficiarios	M&E				
Reunión de coordinación con MINED sobre estadísticas educativas: población, # de escuelas, matrícula, permanencia, rendimiento, etc. por grado por sexo del 2015 del MINED (EpC, Primaria, Preescolar)	Educación, M&E				
Desarrollo de Estudio sobre cambios socioemocionales de niños y niñas de EpC.	Educación, M&E, ONGs Lote EpC				
<b>Result 2: Improvements in the skills of reading and fluency and comprehension, as measured by the number of words students can read correctly in one minute and the percentage of questions students can answer correctly.</b>					
Levantamiento de Evaluación EGRA, programa formal y no formal.	M&E				
<b>Sub - Component 1.1 Quality Reading Instruction and Materials</b>					
<b>Result. 1.1.1 70% of Educators participating in the program apply improved instruction methodologies</b>					
Asistencia Técnica al Componente 1, en aspectos relacionados al fortalecimiento de capacidades en tema de Lecto escritura. (Contrato abierto por un máximo de 60 días en el año).	DCoP				
Definición y presentación de estrategia de expansión de los EpC de la Cohorte 3	Educación, M&E				
Consensuar plan de capacitaciones con SEAR	Educación, DCoP, CoP				
Acompañamiento en sitio Asambleas Comunitarias (preparación Cohorte III)	Educación				
Capacitación Inicial Cohorte 3	Educación, ONGs Lote EpC				
Apertura Cohorte 3	Educación, ONGs Lote EpC				

Capacitación de Reforzamiento (Cohorte 2)	Educación, ONGs Lote EpC				
Capacitación de capacitadores a los equipos técnico de ONGs de Primaria y Transición en Metodologías de lectoescritura y en educación para la transición. APA y FAS.	Educación, FQSF, FZT				
Capacitación de reforzamiento a docentes de preescolar y primero a tercer grado de educación primaria en metodologías en lectoescritura.	Lote EpC, Primaria y Transición, Diplomado				
Elaboración de módulos de Capacitación - Diplomado	BICU				
Capacitación bajo el programa de Diplomado para docentes	BICU				
Participación de técnicos de ONG de URACCAN, FZT, FHR, AMC Y FYQSF en el programa diplomado	Educación				
Seguimiento al proceso de preparación de módulos para la implementación del Diplomado a docentes y facilitadores.	Educación				
Traducción y reproducción de 106 guías de transición para docentes y guías en metodología APA en lengua miskitu.	Educación				
Adquisición de nuevos títulos en primero, segundo y tercer grado de la educación Primaria, preescolar y espacios para crecer cohorte III	Educación				
Compra de materiales fungibles para la educación primaria de preescolar, primero a tercer grado y EpC	Educación				
Impresión y Distribución de materiales contextualizados de EpC: cuadernos de Peces y Robles a las ONGs	Educación				
Entrega de materiales artísticos y culturales	Educación				
Participar en redes o alianzas con otras ONGs que trabajan en temas relacionados en a nivel nacional. Primaria, Preescolar, EpC	Educación y ONGs Lote Primaria, Transición y EpC				
Aplicación de instrumento de observación dirigido a evaluar aplicación de nuevas metodologías de enseñanza.	ONGs Lote Primaria y Transición				
<b>Result 1.1.2: 80% of educators participating in the program observed and provided with feedback twice a week in Y1 and at least every three weeks in Y2 and later by coaches</b>					
Desarrollar estrategia metodológica de un modelo de acompañamiento, incluyendo instrumentos de observación para primaria y preescolar.	Educación				
Seguimiento y acompañamiento a pie de aula a docentes y facilitadores.	Educación, ONGs Lote Primaria y Transición y EpC				
Acompañamiento en sitio a los EpC cohorte I, II y III, enfocados en Lectura y seguridad	Educación, ONGs Lote EpC				

Fomentar con las ONGs la práctica de círculos pedagógicos enfocados según los resultados del acompañamiento.	ONGs Lote Primaria y Transición				
Control de registros de visitas a pie de aula.	M&E				
<b>Result 1.1.3: Fifty new titles for readers per grade produced in Spanish, Miskitu and Creole</b>					
Recopilación, diagramación, edición y reproducción de cuentos autóctonos de modelo bilingües(miskitu y creole) de la Costa Caribe nicaraguense. (Por medio de un concurso)	Educación				
Recopilación, diagramación, edición y reproducción de cuentos autóctonos de modelo bilingües(miskitu y creole) de la Costa Caribe nicaraguense (usando cuentas autóctenas ya hechas).	Educación				
Control de materiales de lectura entregados	M&E				
<b>Result 1.1.4: Reading levels of children participating in the program assessed every two months</b>					
Réplica de Capacitación de mini EGRA a facilitadores y docentes	ONGs Lote Primaria y Transición y EpC				
Aplicación de pruebas simplificadas de lectura	ONGs Lote EpC				
Procesamiento y retroalimentación de resultados de pruebas de lectura.	M&E				
<b>Sub - Component 1.2: First grade readiness Activities</b>					
<b>Result 1.2.1: Pre-school enrollment increases by 10% over the baseline in targeted municipalities (disaggregated by sex and municipality)</b>					
Adquisición de cuaderno de trabajo y Kit de materiales educativos para tercer nivel de preescolar (para hogares)	Educación, ONGs Lote Primaria y Transición y EpC				
Coordinación con MC, ONGs, comunidades y autoridades educativas para facilitar el establecimiento y acondicionamiento de preescolares comunitarios.	ONGs Lote Primaria y Transición y EpC				
Medición de matrícula de preescolar en escuelas participantes	ONGs Lote Primaria y Transición				
<b>Result 1.2.2: Parents of pre-school aged children carry out interactive activities to support children's stimulation and development of oral language skills</b>					
Desarrollo de una herramienta (ficha) de observación de los encuentros de padres, madres, tutores y docentes.	Educación, M&E				
Docente realizan encuentros con padres, madres y tutores para promover el intercambio de experiencias de sus niños y niñas. (la transición desde el hogar y el preescolar). Guía #4, Somos Responsables.	Educación, MC, ONGs Lote Primaria y Transición y EpC				
Desarrollo, diagramación, edición y reproducción de una versión de la guía "Somos Responsables" para el uso de padres de familia de preescolar.	Educación, ONGs Lote Primaria y Transición				

**Component 2: Community Engagement**

**Sub - Component 2.1: Community Mobilization**

**Result 2.1.1: Increased capacity of community leaders and members to analyze, plan and implement activities related to education and security**

<p><b>Consultoría para elaborar la metodología básica de CARS para el proceso de participación comunitaria y desarrollar guías y/o manuales para la implementación de la estrategia del componente 2 de CARS. El consultor incorporará los documentos ya existentes en el componente.</b> Incluye la elaboración de una guía de escuelas de padres y madres enfocada en la lectura temprana, la importancia de asistencia y la violencia basada en género (GBV).</p>	MC				
<p><b>Contextualizar Reporte Escolar de CERCA para la realidad de la RACCS y CARS.</b> El consultor también realizará entrenamiento con técnicos de las 6 ONGs y técnicos de CARS. (Dentro del Bloque 1, abajo)</p>	MC				
<p>Implementar I bloque de capacitación con los equipos Técnicos de las ONG's para reforzar en la implementación de: -Reporte Escolar -Plan de Acción Comunitarias -Escuela de Madres y Padres. -Técnicas para el desarrollo de teatros</p>	MC, Comunicaciones				
<p>Realizar Visitas de acompañamiento a ONGs a Comunidades Priorizadas para -Reporte escolar -la construcción participativa del PAC's. -Escuela de Madres y Padres enfocada en la lectura y seguridad</p>	MC, Comunicaciones				

**Result 2.1.2: Increased capacity of community leaders and members to advocate for increased municipal investment in education and security**

<p>Elaboración de los reportes escolares y la entrega de al menos 52 PACs</p>	ONGs Lote Primaria y Transición y EpC				
<p>Seguimiento a que las ONGs desarrollen la elaboración de los reportes escolares y la entrega de al menos 52 PACs</p>	MC, M&E				
<p>Presentación de avances del proyecto CARS a autoridades locales y otros actores en los municipios de incidencia.</p>	Educación, MC, ONGs Lote Primaria y Transición y EpC				

<b>Result 2.1.3: Community members implement community-level reading activities to support their young learners</b>					
Facilitar actividades enfocadas en la lectura y la seguridad en las comunidades, por ejemplo: 1. Escribir y poner en escena producciones teatrales, canciones sobre Lectura y Seguridad 2. Ferias, Concursos y Talleres para mejorar la percepción de Seguridad en la Comunidad. 3. Rincones de lectura	MC, Comunicaciones, ONGs Lote Primaria y Transición y EpC				
<b>Result 2.1.4: Parents conduct educational activities with their children at home</b>					
Realización de las Escuelas de madres y padres.	ONGs Lote Primaria y Transición y EpC				
Desarrollo y elaboración de un Kit Metodológico para apoyar a las madres y los padres con métodos de enseñanza de la lectura a sus hijos e hijas.	Educación, MC, ONGs Lote Primaria y Transición y EpC				
Sesión de trabajo con Equipo Técnico de ONG's para la elaboración y validación del Kit Metodológico	Educación, MC				
<b>Result 2.1.5: Community members implement community-level activities to improve local security</b>					
Facilitar actividades enfocadas en la lectura y la seguridad en las comunidades dentro del proceso de Reporte Escolar, por ejemplo: 1. Miembros de la comunidad implementan vigilancia comunitaria. 2. Miembros de la comunidad se organizan para acompañar a niños y niñas hacia y de la escuela. 3. Limpieza de calles, barrios y predios montosos 4. Instalaciones luminarias en lugares oscuros	MC, Comunicaciones, ONGs Lote Primaria y Transición y EpC				
Discusión sobre sostenibilidad y continuidad de EpCs y preescolares comunitarios. Incluye estrategias macros y casos a nivel comunitario.	Educación, MC				
<b>Result 2.1.6: Private sector commitment to education and/or security increased</b>					
Coordinar con empresas y negocios locales en la RACCS para buscar apoyo para educación y seguridad	COP, MC, ONGs Lote Primaria y Transición y EpC				
Organizar con las ONGs y empresas una presentación de CARS y los retos de seguridad y educación en la región. Se presentará lo que ya está haciendo CARS y otras empresas y los factores necesarios para lograr sostenibilidad	COP, MC				
Gestionar y coordinar con el sector privado proyectos de mejora para la seguridad como parte de su responsabilidad empresarial (como parte de los PAC).	MC, ONGs Lote Primaria y Transición y EpC				

**Sub - Component 2.2: Communications**

**Result 2.2.1: Community members understand the importance of reading to children's subsequent success**

Implementar Estrategia de Comunicación con el apoyo de Consultoría	Comunicaciones, ONGs Lote Primaria y Transición y EpC				
Desarrollar un Mass Media Campaign (o similar) dirigido a miembros de las comunidades sobre la importancia que tiene la lectura para el bienestar de sus niños y niñas. La campaña incluirá aspectos de Lectura y la Seguridad en los cinco municipios de intervención. La campaña abordará factores y causas asociados con el crimen e inseguridad en los municipios.	MC, Comunicaciones				
Elaboración y diseminación de materiales de visibilidad	Comunicaciones				

**Result 2.2.2: Community members knowledge of the causes and factors associated with local crime and insecurity increased**

Realizar eventos grandes en los cinco municipios en coordinación con las ONGs. Abril 23: Día Internacional del Libro Octubre: Día de la Niña	MC, Comunicaciones, ONGs Lote Primaria y Transición y EpC				
Coordinar y asesorar a las ONG's sobre la realización de eventos grandes en los cinco municipios. Junio: Día Internacional del Niño y la niña Septiembre: Día de la Literatura	ONGs Lote Primaria y Transición y EpC				
Mass Media Campaign (arriba en 2.2.1)	DCoP, MC, Comunicaciones				

**Result 2.2.3: Youth have greater understanding of the dangers associated with drug and alcohol abuse**

Coordinar con FADCANIC y otras ONG's y Medios de Comunicación Municipales la divulgación de ideas propias de los jóvenes de las comunidades sobre riesgos del abuso de alcohol y drogas y las formas en que los jóvenes puedan contribuir a su comunidad (resultado 2.1.5.)	MC, Comunicaciones, ONGs Lote Primaria y Transición y EpC				
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**Result 2.2.5 Community members have greater understanding of the consequences of gender - based violence**

Llevar a cabo sesiones de la escuela de madres y padres enfocadas en GBV, incluyendo las recomendaciones del estudio de Virginia Lambert, la política de género de CARS y URACCAN para abordar el tema de GBV.	MC, ONGs Lote Primaria y Transición y EpC				
Abordar temas relacionados con VBG (violencia de género) durante el evento de Día de la Niña (arriba en 2.1.5)	MC, Comunicaciones				
Elaborar política de género de CARS.	MC				

**Component 3: Local Capacity Development**

**Sub - Component 3.1: Training and Technical Assistance**

**Result 3.1.1 Within two years of project implementation, 2 - 3 NGOs are prepared to directly manage USAID funds**

Entrega de POM para siguiente mes ( <i>ultima semana del mes</i> )	ONGs Lote Primaria y Transición y EpC				
Reuniones sobre Ejecución de fondos mensual y el POM y POT para siguiente mes (aprox 10, 11, 12 de cada mes)	ONGs Lote Primaria y Transición y EpC				
Linea Base - Herramienta OCA - Subvencion Diplomado	DCoP, Grants, Finance				
Consultorias específicas para apoyar los Planes de Accion/ Fortalecimiento institucional de las ONGs	Grants, COP				
Visitas de Cumplimiento y Acompañamiento Financiera/Administrativa y de Condiciones Especiales	Grants, Finance				
Segundo Encuentro- Herramienta OCA - Subvenciones EpC	Grants, DCoP				
Segundo Encuentro- Herramienta OCA - Subvenciones Primary/Preschool	Grants, DCoP				

**Result 3.1.2 By the end of the project, 5 local NGOs are prepared to directly manage USAID funds**

See above, result 3.1.1					
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**Sub - Component 3.2: Sub-Grants**

**Result 3.2.1: A minimum of five local NGOs implement formal and non-formal reading activities under Component 1 and 2**

Entrega de Informe Mensual Financiero y Solicitud de Fondos ( <i>el quinto día hábil del mes</i> ) con retroalimentacion de DevTech	ONGs 3 Lotes				
Entrega de Informe Técnico Trimestral (1 de jul, oct, ene, abr)	ONGs 3 Lotes				
Entrega de Informe Financiero Projectado (Accruals) (10 de dic, mar, jun, sep)	ONGs 3 Lotes				

**Sub - Component 3.3: Information and Experience Exchange**

**Result 3.3.1: NGOs in the RACCS integrate lessons learned and/or best practices shared by NGOs from other parts of the country or region into their own activities**

Intercambio de Conocimientos y Reflexion Trimestral - Lote EpC, Primaria/Preescolar, Diplomado (Comunidad de práctica y aprendizaje)	Grants				
Reunión con ONGs sobre la producción de eNewsletters.	ONGs Lote Primaria y Transición y EpC, Grants, M&E				

Producción Trimestral de Newsletters y Publicación en Línea (EGR COP)	M&E, Comunicaciones, ONGs Lote Primaria y Transición y EpC				
Foro Regional - Intercambio de Conocimientos y Capacitación - Todos Lotes	Grants, URACCAN				
<b>Result 3.3.2: A community of learning around the themes of early grade reading and citizen security is established in Nicaragua</b>					
Apoyar al desarrollo de un foro para debatir, situación actual, avances y perspectivas sobre la situación de Seguridad Comunitaria de la niñez con enfoque de Género. Realizarlo con ONG's con insidencia en la temática (CEDEHCA, FADCANIC, URACCAN, UNICEF, Global Comunity, BICU Mesa de Concertación de Jóvenes, Autoridades Locales y Otros )	DCoP, MC, Comunicaciones				
<b>Result 3.3.3: NGOs in the RACCS participate in the global Early Grade Reading Community of Practice</b>					
Investigar, establecer y poner en contacto a las ONG en el Global Early Grade Community of Practice.	Grants, M&E				
<b>Component 4: Knowledge Generation and Management</b>					
<b>Sub - Component 4.1: Data for Decision Making</b>					
<b>Result 4.1.2: Community members use data/information to develop plans and activities.</b>					
Revisión y medición del porcentaje de PACs que utilizan datos de la comunidad.	M&E				
<b>Result 4.1.3: New Knowledge about relevant themes related to reading and crime/security generated through research activities and disseminated to appropriate audiences</b>					
Estudio sobre tiempo efectivo de clases que reciben los niños durante el año escolar y su efecto en lectura y seguridad (incluye comparación entre escuela formal, no formal, privada y pública). Incluye la elaboración de un estudio sobre asistencia/inasistencia de niños y niñas en los EpC.	M&E, Educación, MC				
<b>Result 4.1.4: Innovative community-led education and security best practices area identified, systematized, published and disseminated at least twice during the contract period.</b>					
Sistematización de las mejores prácticas de CARS (posibles fuentes de información son eNewsletters, foros, reportes trimestrales y anuales de CARS y ONGs, historias de vidas, intercambios de experiencias, reporte PROGRES).	M&E con insumos de COP, DCoP, Educación, MC, Comunicaciones				
Elaboración de reporte sobre mejores prácticas en educación y seguridad en el proyecto.	M&E con insumos de COP, DCoP, Educación, MC, Comunicaciones				

**Sub - Component 4.2: USAID Data Support**

**Result 4.2.1: USAID and other stakeholders have a better understanding of how different actors and activities are transforming targeted municipalities in terms of reading and security**

Sostener reuniones bimensuales con Donantes - Proyectos - Organizaciones sobre datos de lectura y seguridad en la región	M&E				
Actualización de Datos de Lectura y Seguridad en la Región	M&E				
Elaboración de PROGRES Report	M&E				

**Annex C: List of EpCs where CARS first began work during FY14 and FY 15 (Cohorts 1 & 2)**

**CONSOLIDADO DE EPCs COHORTE 1A - 2A**

ONG	Cohorte	Escuela	Municipio	Cantidad de EpC	Grupo A: EpC	Niñas	Fuera del Sistema
FZT	1B	Adventista	Bluefields	1	34	13	0
FZT	1B	El Hogar	Bluefields	2	60	28	0
FZT	1B	Madre del Divino Pastor	Bluefields	2	40	20	0
FZT	1B	Monseñor Mateo	Bluefields	2	60	35	0
FZT	1B	Nuestra Señora de Guadalupe	Bluefields	1	35	16	0
FZT	1B	Esc. Pública San Pedro	Bluefields	1	33	17	1
FZT	1B	San Jose	Bluefields	2	60	36	0
FZT	1B	San Mateo	Bluefields	1	35	16	0
FZT	1B	Santa Rosa	Bluefields	3	91	37	0
FZT	1B	Nuestra señora del Rosario	Bluefields	2	60	31	0
FZT	1B	Colegio Cristiano Verbo	Bluefields	2	44	19	0
FZT	1B	Heddley Wilson	Corn Island	1	35	22	2
FZT	1B	Nubia Rigby	Corn Island	1	30	16	0
FZT	1B	Islita	Corn Island	2	44	26	0
FZT	1A	Dinamarca	Bluefields	1	30	14	0
FZT	1A	Menorca	Bluefields	1	29	10	0
FZT	1A	Rubén Darío	Bluefields	1	30	9	0
FZT	1A	Virgen del Carmen	Bluefields	1	30	16	0
FZT	1A	Rigoberto Cabezas	Corn Island	2	60	26	0
URACCAN	1B	Barbie Enriquez	Bluefields	1	29	11	0
URACCAN	1B	Betesda	Bluefields	2	42	22	0
URACCAN	1B	Corazón del Padre	Bluefields	1	31	13	3
URACCAN	1B	Ivan Dixon	Bluefields	1	35	12	3
URACCAN	1B	Edwin Baltodano	Bluefields	2	50	20	4
URACCAN	1B	Monte de los Olivos	Bluefields	2	40	15	0
URACCAN	1B	Baldivio Gomez	Desembocadura RG	3	90	43	3
URACCAN	1B	Ejan Smith Ballestero	Desembocadura RG	2	60	31	5

URACCAN	1B	Gilberto Zelaya Young	Desembocadura RG	2	42	18	2
URACCAN	1B	Leonardo Ballester	Desembocadura RG	1	35	8	6
URACCAN	1B	Fuente del Saber	Laguna de Perlas	1	29	14	13
URACCAN	1B	Andres Castro	Laguna de Perlas	2	75	36	0
URACCAN	1B	Bello Amanecer	Laguna de Perlas	1	35	15	2
URACCAN	1B	Beulah Ligth Burn	Laguna de Perlas	2	60	29	0
URACCAN	1B	La Quinta	Laguna de Perlas	1	35	21	21
URACCAN	1B	Enmanuel Mongalo	Laguna de Perlas	1	35	19	0
URACCAN	1B	Pondler	Laguna de Perlas	1	26	6	9
URACCAN	1B	Rafaela Herrera	Laguna de Perlas	1	31	15	5
URACCAN	1B	Ruben Dario	Laguna de Perlas	1	31	14	3
URACCAN	1B	Monseñor Salvador Sheaffler (LP)	Laguna de Perlas	3	90	46	1
URACCAN	1A	Monseñor Salvador Sheaffler (BL)	Bluefields	1	30	16	0
FHR	1B	El Rosario	Kukra Hill	1	30	13	6
FHR	1B	Bautista Bethel	Kukra Hill	2	48	15	0
FHR	1B	Padre Hugo	Kukra Hill	3	90	35	0
FHR	1B	San Antonio	Kukra Hill	1	27	15	4
FHR	1B	Jesus el Buen Pastor	Kukra Hill	1	30	17	4
FHR	1B	Monseñor Salvador Sheaffler (KH)	Kukra Hill	1	33	18	0
FHR	1A	Andronico Espinales	Kukra Hill	1	30	13	0
FHR	1A	Enmanuel Mongalo	Kukra Hill	1	30	16	2
FHR	1A	María Auxiliadora	Kukra Hill	1	21	12	1
FHR	2	Divina Comedia	Kukra Hill	1	21	12	7
FHR	2	El Diamante	Kukra Hill	1	31	17	16
FHR	2	Flor de Liz	Kukra Hill	1	27	13	16
FHR	2	Gladys Alvarez	Kukra Hill	1	23	9	9
FHR	2	La Ceiba	Kukra Hill	1	31	17	10
FHR	2	La Unión	Kukra Hill	1	27	10	14
FHR	2	Las Lapas #2	Kukra Hill	1	26	10	16
FHR	2	Los Placeres	Kukra Hill	1	29	14	14
FHR	2	San Bartolo	Kukra Hill	1	21	11	8
FHR	2	San Ramón	Kukra Hill	1	23	13	23
FHR	2	Santa Teresita	Kukra Hill	1	34	17	11

FHR	2	Las Maravillas	Kukra Hill	1	35	21	23
FHR	2	San Miguel	Kukra Hill	1	35	18	10
FHR	2	San Francisco	Kukra Hill	1	35	19	9
FHR	2	Los Angeles #2	Kukra Hill	1	33	13	11
FHR	2	La Celestina	Kukra Hill	1	36	13	21
FZT	2A	La Unión	Bluefields	1	34	18	4
FZT	2A	Loma Linda	Bluefields	1	34	15	27
FZT	2A	Moravo Primaria	Bluefields	2	60	29	0
FZT	2A	Rubén Darío	Bluefields	2	49	25	1
FZT	2A	San Marcos Primaria	Bluefields	2	44	16	0
FZT	2A	Andrés Castro	Bluefields	1	33	15	14
FZT	2A	Bethel	Bluefields	1	17	9	6
FZT	2A	Divino Niño	Bluefields	1	17	8	11
FZT	2A	El Pejibaye	Bluefields	1	19	10	1
FZT	2A	El Triunfo	Bluefields	1	29	16	9
FZT	2A	El Triunfo #2	Bluefields	1	31	12	15
FZT	2A	Guadalupe	Bluefields	1	22	10	0
FZT	2A	La Perla	Bluefields	1	37	13	9
FZT	2A	Las Carmelitas	Bluefields	1	30	12	8
FZT	2A	Luz de la Selva	Bluefields	1	31	16	8
FZT	2A	María José	Bluefields	1	31	16	14
FZT	2A	Mira Flores	Bluefields	1	24	7	3
FZT	2A	San Gabriel	Bluefields	1	35	16	12
FZT	2A	San Juan de la Salle	Bluefields	1	32	16	15
FZT	2A	San Sebastián	Bluefields	1	36	18	24
FZT	2A	Santa Ana	Bluefields	1	38	14	9
FZT	2A	Santa Isabel	Bluefields	1	25	7	18
URACCAN	2A	José Esteban Rizo	Laguna de Perlas	1	35	13	12
URACCAN	2A	La Florida	Laguna de Perlas	1	36	14	8
URACCAN	2A	Sawawas	Laguna de Perlas	1	35	12	0
URACCAN	2A	Enmanuel	Laguna de Perlas	1	36	16	4
URACCAN	2A	Batata #1	Laguna de Perlas	1	35	17	0
URACCAN	2A	Batata #2	Laguna de Perlas	1	37	24	11
URACCAN	2A	Buen Samaritano	Laguna de Perlas	1	30	17	0

URACCAN	2A	Cristo Rey	Laguna de Perlas	1	31	18	0
URACCAN	2A	El Esfuerzo	Laguna de Perlas	1	30	15	0
URACCAN	2A	Estrella del Oriente	Laguna de Perlas	1	24	10	5
URACCAN	2A	Fuente del Futuro	Bluefields	1	24	11	2
URACCAN	2A	Hogar de Encanto	Bluefields	1	31	9	3
URACCAN	2A	Israel Galeano	Laguna de Perlas	1	28	16	0
URACCAN	2A	San Antorio	Laguna de Perlas	1	23	10	3
URACCAN	2A	Perla del Oriente	Laguna de Perlas	1	36	19	8
URACCAN	2A	José de la Cruz Mena	Bluefields	1	27	8	4
URACCAN	2A	Juan de Dios	Laguna de Perlas	1	28	6	28
URACCAN	2A	Las Brisas	Bluefields	1	31	16	4
URACCAN	2A	Las Maravillas	Bluefields	1	37	19	5
URACCAN	2A	Loma Linda	Bluefields	1	32	16	9
URACCAN	2A	Nueva Esperanza	Bluefields	1	35	10	10
URACCAN	2A	Nueva Palestina	Bluefields	1	35	12	3
URACCAN	2A	Colegio San José	Bluefields	1	30	15	7
URACCAN	2A	San José #1	Bluefields	1	27	13	6
URACCAN	2A	San Luis	Bluefields	1	33	18	5
URACCAN	2A	San Mateo	Bluefields	1	24	10	4
URACCAN	2A	Santa Elena	Bluefields	1	29	16	4
URACCAN	2A	Santa Teresa	Bluefields	1	25	17	4
URACCAN	2A	Shalom	Bluefields	1	29	15	13
URACCAN	2A	Villa Nueva #3	Bluefields	1	30	20	7
URACCAN	2A	Zeledon	Bluefields	1	25	13	8

<b>145</b>	<b>4233</b>	<b>1975</b>	<b>703</b>
	<b>29.19</b>	<b>46.7%</b>	<b>16.6%</b>

ONG	Cohorte	Escuela	Municipio	Cantidad de EpC	Grupo A: EpC
FZT	2B	El Manantial	Bluefields	1	22
FZT	2B	Milagro de Jesús	Bluefields	1	19
FZT	2B	Mis Primeros Pasos	Bluefields	1	19
FZT	2B	El Progreso	Bluefields	1	25
FZT	2B	14 de septiembre	Bluefields	1	20
FZT	2B	Estrellita	Bluefields	1	32
FZT	2B	Divino Redentor	Bluefields	1	33
FZT	2B	Santa Marta	Bluefields	1	34
FZT	2B	El Eden #2	Bluefields	1	41
FZT	2B	Monte Fresno	Bluefields	1	17
FZT	2B	Rubén Darío #2	Bluefields	1	19
FZT	2B	La Sorpresa	Bluefields	1	22
FZT	2B	Montes Verdes	Bluefields	1	18

**Annex D: List of private/subsidized primary schools and preschools where CARS began working in FY2015**

Private/Subsidized Primary Schools

No.	Código Único	Municipio	Centro Educativo	Dirección
1	21488	BLUEFIELDS	COLEGIO MADRE DEL DIVINO PASTOR	Bº FATIMA CARRETERA AL AEROPUERTO
2	21496	BLUEFIELDS	ESCUELA ADVENTISTA DE BLUEFIELDS	DE LA PEPSI ½ C. AL OESTE
3	21497	BLUEFIELDS	ESCUELA BAUTISTA	CONTIGUO IGLESIA BAUTISTA
4	21498	BLUEFIELDS	COLEGIO SAN MARCOS ANGLICANA	Bº TEODORO MARTINEZ COSTADO NORTE DE LA CANCELLERI
5	21499	BLUEFIELDS	PRIMARIA COLEGIO MORAVO	AVENIDA REYES CONTIGUO A IGLESIA EL VERBO.
6	21508	BLUEFIELDS	NICARAGUITA	BO. RICARDO MORALES CONTIGUO A ANTIGUA BODEGA TIPO TOP
7	21511	BLUEFIELDS	COLEGIO CRISTIANO VERBO	DE DONDE FUE LA COCOTERA 300VRAS AL OESTE
8	21515	BLUEFIELDS	LA ESCUELITA	Puerto del Bluff, CONTIGUO A LA IGLESIA ADVENTISTA
9	21530	BLUEFIELDS	ESCUELA MONTE DE LOS OLIVOS	JUNTO A LA IGLESIA MARANATHA
10	21531	BLUEFIELDS	COLEGIO SAN JOSE	CONTIGUO A LA CATEDRAL NTRA. SEÑORA DEL ROSARIO
11	21532	BLUEFIELDS	NUESTRA SEÑORA DE GUADALUPE	FTE. A LOS POZOS DE INAA
12	21579	BLUEFIELDS	ESCUELA COMUNAL DE OLD BANK	Ba. OLD BANK CONTIGUO AL ESTADIO
13	24486	BLUEFIELDS	CENTRO ESCOLAR BETESDA	De la Esc. Adventista del 7o. Día 1 1/2 C. Abajo Loma Fresca
14	26530	BLUEFIELDS	SAN ANTONIO	El Progreso
15	26534	BLUEFIELDS	SAN JOSE	Angeles de Masayon
16	26541	BLUEFIELDS	CRISTO REY	El Colorado de Masayita
17	26542	BLUEFIELDS	NUEVO ORIENTE	Kukra River - San Jose
18	26545	BLUEFIELDS	SAN SEPASTIAN # 6	El Colorado Sector Nº 1
19	26549	BLUEFIELDS	NUEVA PALESTINA	Santo Tomas de Masayon
20	26554	BLUEFIELDS	SANTA ELENA	El Gorrion
21	26557	BLUEFIELDS	SAGRADA FAMILIA #2	Caño Azul Sector Nº 1
22	27426	BLUEFIELDS	EL ESFUERZO	San Sebastian
23	27427	BLUEFIELDS	SANTA TERCITA	Nueva Alianza
24	27430	BLUEFIELDS	SAN ISIDRO	Docuno
25	29843	BLUEFIELDS	SAN JORGE	Monte Cristo Sector Nº 1

No.	Código Único	Municipio	Centro Educativo	Dirección
26	31964	BLUEFIELDS	CENTRO CRISTIANA NUEVA VISION	BARRIO LOMA FRESCA SECTOR LA PEDRERA
27	36967	BLUEFIELDS	INMACULADA CONCEPCION	Santo Tonas Sector Linda Vista
28		BLUEFIELDS	EL TRIUNFO	El Colorado de Masayita Sector 2
29		BLUEFIELDS	LUZ DE ESPERANZA	El Paraiso
30		Bluefields	NUEVA ESPERANZA	Caño Maiz Sector Nº 1
31		BLUEFIELDS	SAN BENITO	El Gorrion Sector Nº 2
32	21614	CORN ISLAND	ESCUELA SAN SANTIAGO EPISCOPAL	FTE. A LA CANCHA DEPORTIVA
33	21617	CORN ISLAND	COLEGIO BAUTISTA EBENEZER	DETRÁS DE LA IGLESIA BAUTISTA EBENEZER
34	21622	CORN ISLAND	REVERENDO HEDLEY WILSON	CONTIGUO A LA IGLESIA MORAVA
35	21623	CORN ISLAND	CENTRO ESCOLAR BAUTISTA TRINITI	CONTIGUO A LA IGLESIA BAUTISTA TRINITY
36	21625	CORN ISLAND	FAY'S ANGEL	NORTH END
37	21626	CORN ISLAND	ESC. CATÓLICA CAMILO DOERFLER	CONTIGUO A LA IGLESIA CATOLICA
42		KUKRA HILL	LOS ANGELES	Caserio la union
43	30598	KUKRAHILL	COLEGIO BAUTISTA BETHEL	SECTOR NO.5
44	23345	LAGUNA DE PERLAS	ACADEMY OF EXCELLENCE PLACE	B° 19 de Julio

Preschools

<b>Nro.</b>	<b>Cod Unico</b>	<b>Municipio</b>	<b>Centro</b>	<b>Dirección</b>	<b>Dependencia</b>
1	21496	BLUEFIELDS	ESCUELA ADVENTISTA DE BLUEFIELDS	DE LA PEPSI ½ C. AL OESTE	PRIVADO CON SUBVENCION
2	21497	BLUEFIELDS	ESCUELA BAUTISTA	CONTIGUO IGLESIA BAUTISTA	PRIVADO CON SUBVENCION
3	21498	BLUEFIELDS	COLEGIO SAN MARCO ANGLICANA	Bº TEODORO MARTINEZ COSTADO NORTE DE LA CANCELLERI	PRIVADO CON SUBVENCION
4	21499	BLUEFIELDS	PRIMARIA COLEGIO MORAVO	AVENIDA REYES CONTIGUO A IGLESIA EL VERBO.	PRIVADO CON SUBVENCION
5	21508	BLUEFIELDS	PRE ESCOLAR NICARAGUITA	Bo. RICARDO MORALES AVILES	PRIVADO SIN SUBVENCION
6	21511	BLUEFIELDS	COLEGIO CRISTIANO VERBO	DE DONDE FUE LA COCOTERA 300VRAS AL OESTE	PRIVADO SIN SUBVENCION
7	21524	BLUEFIELDS	NIÑO DIOS DE PRAGA	HERMANAS CARMELITAS	PRIVADO SIN SUBVENCION
8	21525	BLUEFIELDS	C.D.I MIRNA VIALES ALVAREZ	FTE. DONDE FUE EL CINE VARIEDADES	PRIVADO CON SUBVENCION
9	21526	BLUEFIELDS	CENTRO EDUCACIONAL ENMANUEL	CONTIGUO A LA ESCUELA	PRIVADO CON SUBVENCION
10	21530	BLUEFIELDS	ESCUELA MONTE DE LOS OLIVOS	JUNTO A LA IGLESIA MARANATHA	PRIVADO CON SUBVENCION
11	21531	BLUEFIELDS	SAN JOSE	CONTIGUO A LA CATEDRAL NTRA. SEÑORA DEL ROSARIO	PRIVADO CON SUBVENCION
12	21532	BLUEFIELDS	NUUESTRA SEÑORA DE GUADALUPE	FTE. A LOS POZOS DE INAA	PRIVADO CON SUBVENCION
13	21614	CORN ISLAND	ESCUELA SAN SANTIAGO EPISCOPAL	FTE. A LA CANCHA DEPORTIVA	PRIVADO CON SUBVENCION
14	21617	CORN ISLAND	COLEGIO BAUTISTA EBENEZER	DETRÁS DE LA IGLESIA BAUTISTA EBENEZER	PRIVADO CON SUBVENCION
15	21622	CORN ISLAND	REVERENDO HEDLEY WILSON	CONTIGUO A LA IGLESIA MORAVA	PRIVADO CON SUBVENCION
16	21623	CORN ISLAND	CENTRO ESCOLAR BAUTISTA TRINITI	CONTIGUO A LA IGLESIA BAUTISTA TRINITY	PRIVADO CON SUBVENCION
17	21625	CORN ISLAND	PREESCOLAR FAY'S ANGEL	NORTH END	PRIVADO SIN SUBVENCION
18	21626	CORN ISLAND	ESC. CATÓLICA CAMILO DOERFLER	CONTIGUO A LA IGLESIA CATOLICA	PRIVADO CON SUBVENCION

Nro.	Cod Unico	Municipio	Centro	Dirección	Dependencia
19	23345	LAGUNA DE PERLAS	ACADEMY OF EXCELLENCE	B° 19 de Julio	PRIVADO SIN SUBVENCION
20	24486	BLUEFIELDS	CENTRO ESCOLAR BETESDA	De la Esc. Adventista del 7o. Día 1 1/2 C. Abajo Loma Fresca	PRIVADO CON SUBVENCION
21	27409	KUKRAHILL	C.D.I "LOS PATITOS"	B° 19 DE JULIO	PRIVADO CON SUBVENCION

Nro.	Cod Unico	Municipio	Centro	Direccion	Dependencia
1	31924	BLUEFIELDS	CORAZON DEL PADRE	BLUEFIELDS, CONTIGUO A JUSTO GRANJA	PREESCOLAR COMUNITARIO
2	21613	BLUEFIELDS	INSTITUTO NACIONAL DE BLUEFIELDS 30 DE OCTUBRE	Bluefields, Frente al campo deportivo	PREESCOLAR COMUNITARIO
3	29857	BLUEFIELDS	CENTRO ESCOLAR BETHEL	EL DANTO Nº2	PREESCOLAR COMUNITARIO
4	21586	BLUEFIELDS	RUBÉN DARÍO (ATLANTA)	Polo de Desarrollo "Daniel Guido Sánchez", Iglesia Catolica 100 Mts al Norte	PREESCOLAR COMUNITARIO
5	21608	BLUEFIELDS	CENTRO DE EDUCACION PRIMARIA LA UNION	Punta Gorda, El Guineo	PREESCOLAR COMUNITARIO
6	21665	DESEMBOCADURA DE RIO GRANDE	CENTRO ESCOLAR BALDIVIO GOMEZ MARTINEZ	Frente a la Pista de Aterrizaje	PREESCOLAR COMUNITARIO
7	21667	DESEMBOCADURA DE RIO GRANDE	CENTRO ESCOLAR LEONARDO BALLESTEROS CASANOBA	Alcostado Norte Casa base salud	PREESCOLAR COMUNITARIO
8	21669	DESEMBOCADURA DE RIO GRANDE	CENTRO ESCOLAR LA ESPERANZA	LA ESPERANZA RIO GRANDE	PREESCOLAR COMUNITARIO
9	27429	DESEMBOCADURA DE RIO GRANDE	CENTRO ESCOLAR COMPANY CREEK	COMPANY CREEK	PREESCOLAR COMUNITARIO
10	20921	KUKRAHILL	CENTRO ESCOLAR ENMANUEL MONGALO	CASERIO EL PANCHON	PREESCOLAR COMUNITARIO
11	21015	KUKRAHILL	CENTRO ESCOLAR LOS ANGELES #2	COMARCA LA UNION	PREESCOLAR COMUNITARIO

<b>Nro.</b>	<b>Cod Unico</b>	<b>Municipio</b>	<b>Centro</b>	<b>Direccion</b>	<b>Dependencia</b>
12	21521	KUKRAHILL	CENTRO ESCOLAR MARIA AUXILIADORA # 2	Contiguo al Campo de Beis	PREESCOLAR COMUNITARIO
13	21555	KUKRAHILL	CENTRO ESCOLAR SANTA TERESITA	RIO KAMA COMUNIDAD NEYSI RIOS	PREESCOLAR COMUNITARIO
14	20884	LAGUNA DE PERLAS	CENTRO ESCOLAR BEULAH LIGHTBURN	BARRIO 19 DE JULIO	PREESCOLAR COMUNITARIO
15	20886	LAGUNA DE PERLAS	CENTRO ESCOLAR ANDRES CASTRO	HAUOVER	PREESCOLAR COMUNITARIO
16	20887	LAGUNA DE PERLAS	CENTRO ESCOLAR ENMANUEL MONGALO	COSTADO NORTE DEL CEMENTERIO	PREESCOLAR COMUNITARIO
17	20892	LAGUNA DE PERLAS	CENTRO ESCOLAR MONS. SALVADOR SCHEFFER	TASBAPAUNI	PREESCOLAR COMUNITARIO
18	27423	LAGUNA DE PERLAS	ARENITA N°2 ESTRELLA DEL ORIENTE	ARENIRAS N° 2 ESTRELLA DEL ORIENTE	PREESCOLAR COMUNITARIO
19	27461	LAGUNA DE PERLAS	PREESCOLAR COMUNITARIO KAHKABILA	KUHKABILA	PREESCOLAR COMUNITARIO

## Annex E: Performance Monitoring Plan

PMP SUMMARY TABLE OF INDICATORS AND TARGETS														
INDICATORS	Total LOP Goal	Base Line	Executed FY14	Executed FY15	Target FY15	% Execution FY15	Target FY16	Target FY17	Execution				Cumulative Total	% LOP Execution
									FY15 Q1	FY15 Q2	FY15 Q3	FY15 Q4		
<b>IR 2.1: READING PERFORMANCE IMPROVED IN FIVE MUNICIPALITIES OF RACCS</b>														
<b>SUB-IR 2.1.1: IMPROVE EARLY GRADE READING OUTCOMES IN FIVE MUNICIPALITIES IN THE RACCS</b>														
<b>R1: Reading fluency and comprehension skills improved in grade 1-3</b>														
3.2.1-27 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (001)		48%												
Spanish	60%	48%	48%	35.10%	50%	70.2%	55%	60%				35.10%	48%	80.0%
Female	67%	53%	53%	35.80%	58%	61.7%	62%	67%				35.80%	53%	79.1%
Male	58%	43%	43%	31.30%	48%	65.2%	53%	58%				31.30%	43%	74.1%
English	22%	8%	8%		13%		17%	22%				No Data	8%	36.4%
Female	25%	13%	13%		15%		20%	25%				No Data	13%	52%
Male	20%	3%	3%		10%		15%	20%				No Data	3%	15%
Promotion rate in USG funded schools in targeted municipalities of the RACCS (002)	82%	77%	77%	94%	80%	118%	81%	82%				94%	118%	143%
Primary		77%		94%			81%	82%				94%		
EpC		0%					81%	82%				N/A		
Retention Rate in USG-supported primary schools or equivalent non-school-based settings (003)	87%	82%	89%	92%	85%	108%	86%	87%				92%	92%	106%
Primary		89%		109%			86%	87%				109%		
EpC		0%		92%			86%	87%				92%		

INDICATORS	Total LOP Goal	Base Line	Executed FY14	Executed FY15	Target FY15	% Execution FY15	Target FY16	Target FY17	Execution				Cumulative Total	% LOP Execution
									FY15 Q1	FY15 Q2	FY15 Q3	FY15 Q4		
3.2.1-31 Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (006)	700	0	131	235	600	39%	284	100	0	30	68	137	366	52%
Male		0	32	49						5	22	22	81	
Female		0	99	186						25	46	115	285	
Direct Attribution		0	131	235						30	68	137		
Indirect Attribution		0	0	0						0	0	0	0	
Percentage of teachers using continuous assessment tools to track student reading progress (007)	90%	71%	0%	33%	80%	41%	85%	90%	0	0	0	33%	0	0%



INDICATORS	Total LOP Goal	Base Line	Executed FY14	Executed FY15	Target FY15	% Execution FY15	Target FY16	Target FY17	Execution				Cumulative Total	% LOP Execution
									FY15 Q1	FY15 Q2	FY15 Q3	FY15 Q4		
<b>IR 2.3: COMMUNITY ENGAGEMENT IN A CREATING POSITIVE ENVIRONMENT FOR AT-RISK CHILDREN AND YOUTH INCREASED IN FIVE MUNICIPALITIES OF RACCS</b>														
<b>SUB-IR 2.3.1: CONTRIBUTE TO REDUCING CITIZEN INSECURITY IN FIVE MUNICIPALITIES IN THE RACCS</b>														
<b>R3: Increased reflection about citizen security</b>														
Percent of beneficiaries in targeted communities that perceive their community is safer (010)	70%	68%		TBD	60%		65%	70%					0	0%
GNDR-7 Percentage of target population that views Gender-Based Violence (GBV) as less acceptable after participating in or being exposed to USG programming (013)	75%	0%		TBD	65%		70%	75%					0	0%
3.3.2-8 Number of vulnerable people benefiting from USG-supported social services (014)	18760	0	2463	9452	2500	378%	18760	18760	0	2629	4752	5842	9452	50%
Number of men		0		309						1221	2354	4441		
Number of women		0		1228						1408	2398	4776		
Other targeted vulnerable people		0		0						0	0	0		
Victims of torture		0		0						0	0	0		
Vulnerable children		0		7915						2101	4224	4540		
War victims		0		0						0	0	0		
Persons with disabilities (M/W)		0		0						0	0	0		
<b>R4: Participatory action plan designed to mitigate citizen insecurity</b>														
Number of local community action plans on reading and security developed and implemented with USG support (009)	120	0	0	0	45	0%	90	30	0	0	0	0	0	0%

INDICATORS	Total LOP Goal	Base Line	Executed FY14	Executed FY15	Target FY15	% Execution FY15	Target FY16	Target FY17	Execution				Cumulative Total	% LOP Execution
									FY15 Q1	FY15 Q2	FY15 Q3	FY15 Q4		
<b>SUB-IR 2.3.2: COMMUNITY MOBILIZATION IN SUPPORT OF EDUCATION AND SECURITY INCREASED</b>														
<b>R5: New Knowledge about relevant themes related to reading and crime /security generated</b>														
Percentage of target beneficiaries of USG funded media campaigns focusing on education and citizen security are able to report back on topics (016)	70%	0%	0	TBD	60%		65%	70%					0	0%
Percentage of beneficiaries of EpC who reported significant changes in socio-emotional aspects (018)	80%	0%	0%	TBD	0%		70%	80%					0	0%
<b>SUB-PURPOSE: USAID DATA SUPPORT DO#2</b>														
<b>R6: USAID and partners have information on reading and security in five municipalities of RACCS</b>														
Number of policy makers in the RACCS municipalities using information from CARS to make decisions (017)	160	0	40	TBD	80		120	0					40	25%
<b>R7: Local Capacity Strengthened</b>														
CBLD-5 Local Organizational Capacity Assessment Score (011)	5	2.56	0	2.56	4	63.96%	3.0	3.2		2.69		2.43	2.56	51%
Local Non - Profit Organizations		2.56		2.56						2.69		2.43		
Local For - Profit Organizations		0												
FHR	2.5	1.62	0	1.62	1.9	85%	2.5	2.5		1.62			1.62	65%
FZT	3.6	3.28	0	3.28	3.4	96%	3.6	3.6		3.28			3.28	91%
URACCAN	3.5	3.16	0	3.16	3.3	96%	3.5	3.5		3.16			3.16	90%
AMC	3.5	3.21		3.21	3.21	100%	3.3	3.5				3.21	3.21	92%
FQSF	2.5	1.65		1.65	1.65	100%	2	2.5				1.65	1.65	66%

INDICATORS	Total LOP Goal	Base Line	Executed FY14	Executed FY15	Target FY15	% Execution FY15	Target FY16	Target FY17	Execution				Cumulative Total	% LOP Execution
									FY15 Q1	FY15 Q2	FY15 Q3	FY15 Q4		
Dollar value of cash / in kind support from local partner to implement community action plans and/or reading campaign in targeted areas (012)	\$120,000	\$0	\$0.00	\$5,625.00	\$30,000	19%	\$60,000	\$60,000			\$2,300	\$3,325	\$0.00	0%
Number of USG-assisted organizations and/or service delivery systems strengthened who serve vulnerable populations (015)	6	0	2	6	6	100%	0	0	2	0	2	2	6	100%
Local NGO (non - DPO)		0	2	6					2		2	2	6	
DPO		0	0	0					0		0	0	0	
2.4.1-9 Number of Civil Society Organizations (CSOs) receiving USG assistance engaged in advocacy interventions (019)	6	0	0	143	1	14300%	1	0	0	0	0	5	143	2383%
Formal CSOs	6	0	0	5	1		6	6				5	5	
Non Formal CSOs		0	0	138	0		200	100				138	20	

Annex F: CARS Indicators and Definitions

Doc	Performance Indicator [CARS Result] <i>Linked to F</i>	Definition of Terms & Unit of Analysis[1]	Data Source	Data Collection			Data Analysis		Cost (\$)
				Approach or Method of Data Collection	Schedule / Frequency	Person or Entity Responsible	Type / Frequency	Person or Entity Responsible	
IR1: Reading Performance Improved in five Municipalities of RACS									
1	<p>Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text [R1]</p> <p><b>Standard F Indicator 3.2.1-27</b></p> <p><i>Outcome</i></p>	<p><b>Definition:</b> Proportion of learners who attain the specified threshold at the end of the first two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included. Measures of the indicator will be determined in consultation with the country, and informed by national (or regional, if applicable) curriculum standards, and by international experience. Illustrative examples include country-specific benchmarks on national assessments that have satisfactory psychometric validity and reliability and limited corruption issues or levels of oral fluency based on acceptable oral assessments, e.g. demonstrating satisfactory levels of comprehension as measured by comprehension questions on grade 2 texts, or reading a country-determined number of words correct per minute. The language(s) of assessment will be Spanish, English, Miskitu and Ulwa.</p> <p>Proportion is reported as a percentage:</p> <p><b>Numerator:</b> Number of students and learners reading with sufficient understanding at the end of the first two grades of primary schooling (or non formal equivalent).  <b>Denominator:</b> Total number of students and learners at the end of the first two grades of primary schooling (or non-formal equivalent).  <b>Unit Analysis:</b> Unit of measure is the student with age between 5 and 15 years old.</p> <p>Proportions of students/learners who demonstrate will be reported as a percentage of numbers of students/learners targeted.</p> <p>Also include Disaggregation: numerator, denominator, direct and indirect, male and female</p>	<p>Early Grade Reading Assessment [Spanish, English, Miskitu, Ulwa]</p>	<p>Existing EGRA instruments utilized for Spanish, English, Miskitu and Ulwa; collected via local firm who trains RACS University/Organization.</p> <p>The data collected is entered into the EGRA System adapted for CARS.</p> <p>The database will be forwarded to M&amp;E Unit who will check a sample to verify data quality using criteria of validity and reliability.</p>	<p>Every two years</p>	<p>M&amp;E unit is responsible via a subcontract with experienced local organization to work with RACCS University/Organization to collect data in classrooms and enter data.</p>	<p>Compiled for analysis annually and reported at the end of a two-year cohort</p>	<p>M&amp;E and Education Unit</p>	<p>Staff Time plus US\$150,000</p>

Doc	Performance Indicator [CARS Result] <i>Linked to F</i>	Definition of Terms & Unit of Analysis[1]	Data Source	Data Collection			Data Analysis		Cost (\$)
				Approach or Method of Data Collection	Schedule / Frequency	Person or Entity Responsible	Type / Frequency	Person or Entity Responsible	
2	Promotion rate in USG funded schools in targeted municipalities of the RACS. [R1]  Outcome	<b>Definition:</b> The promotion refers to whether the beneficiary passed the grade attended during the specified year.  [Calculation: The numerator is the number of enrolled beneficiaries that passed the grade during the current year/period. The denominator is the total number of beneficiaries enrolled in formal schools.  Unit Analysis: Children between 5 and 15 enrolled in subsidized private schools.	Retention and Promotion forms	A retention and promotion form is collected via NGO facilitators who directly support schools under their sub-agreements. The data collected is entered into the CARS M&E System. The database will be forwarded to M&E Unit who will check a sample to verify data quality using criteria of validity and reliability.	Annually (end-year)	NGO facilitators who directly support schools under their sub-agreements.	Compiled for analysis and reporting annually in September	NGOs – EpC Specialist	Staff Time
3	Retention rate in USG funded non-formal programs. [R1]  Outcome	<b>Definition:</b> The retention refers to whether the beneficiaries are attended in the EpC at the end of the specified year.  [Calculation: The numerator is the number of beneficiaries attended in the EpC at the end of the specified year. The denominator is the total number of beneficiaries enrolled in the EpC program.  Unit Analysis: Children between 5 and 15 enrolled in EpC program.	Retention and Promotion forms	Retention and promotion forms are collected by CARS NGOs. The data collected is entered into the CARS M&E System. The database will be forwarded to M&E Unit who will check a sample to verify data quality using criteria of validity and reliability.	Annually (end-cohort)	NGO facilitators who directly support schools under their sub-agreements.	Compiled for analysis and reporting annually in September	NGO – EpC Specialist	Staff Time
4	Primary Net Enrollment [R2] <b>Standard F Indicator 3.2.1-30</b>  Output	<b>Definition:</b> The primary net enrollment rate (NER) is the percentage of the primary school-age population that attends primary school.  USAID uses the NER for a sample of countries receiving basic education funds, to indicate changes in access to basic education. U.S. assistance supports an increase in NER through a variety of activities designed to improve the quality of teaching and learning which helps to reduce barriers to student attendance and promotes effective classroom practices. High NERs are expected to lead to increases in school completion rates, higher educational attainment within the overall population, and country stability.  Note: These NER data will be obtained through a third party source, so Missions need not directly collect data on NER.  <b>Unit Analysis:</b> Percentage of primary school-age population attending primary school.	Municipal Delegations of the Ministry of Education, or SEAR	M&E Unit request the official data from school enrollment disaggregated by gender and age in the five municipalities attended by CARS. Using data population of INIDE, M&E Unit will build the NER for each municipality.	Annually (March)	M&E Unit	Compiled for analysis and reporting annually in Q2 Reports	M&E	Staff Time

Doc	Performance Indicator [CARS Result] <i>Linked to F</i>	Definition of Terms & Unit of Analysis[1]	Data Source	Data Collection			Data Analysis		Cost (\$)
				Approach or Method of Data Collection	Schedule / Frequency	Person or Entity Responsible	Type / Frequency	Person or Entity Responsible	
<b>Sub-IR 1.1: Improve early grade reading outcomes in five municipalities in the RACS</b>									
5	Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings. [R2] <b>Standard F Indicator 3.2.1-14</b> <i>Output</i>	<b>Definition:</b> Number of learners formally enrolled in primary schools or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. This number may include learners receiving educational radio and/or TV programming. When calculating the total learners enrolled, each learner should be counted only once. Direct and indirect beneficiaries must be disaggregated. Direct beneficiaries are reached with direct USG assistance (funded in part or in whole by USG). Indirect beneficiaries are affected through a follow-on or indirect effect but where there is plausible attribution – such as countries taking a USG-funded pilot intervention to scale, with no additional USG funding; or donor and country harmonization around a common technical approach, in which USG has been instrumental.  <b>Unit Analysis:</b> Children between 5 and 15 years of age enrolled in USG-supported primary schools or equivalent non-school-based settings. Disaggregated by: sex, grade, ethnicity.	School characterization forms	School characterization forms are collected by NGO facilitators who directly support schools under their sub-agreements. The data collected is entered into the CARS M&E System.  The database will be forwarded to M&E Unit who will check a sample to verify data quality using criteria of validity and reliability.	Annually	NGO facilitators who directly support schools under their sub-agreements	Compiled for analysis and reporting annually in September	NGO – EpC Specialist	Staff Time
6	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support. [R1] <b>Standard F Indicator 3.2.1-31</b> <i>Output</i>	<b>Definition:</b> Number of teachers/educators/teaching assistants who have successfully completed an in-service training program to teach or assist in schools or equivalent non-school based settings, with USG support (e.g. scholarships or a training program funded in whole or in part by USG). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. To be counted here, training must be at least two consecutive class days or more in duration, or 16 contact hours or more scheduled intermittently. People trained as teaching assistants or coaches should be counted here. People trained under Fulbright or in sectors other than education who will be/are teaching in the formal or non-formal systems should be counted here. When calculating the total numbers of teachers / educators / teaching assistants trained through in-service training, each teacher / educator/teaching assistant should be counted only once.  <b>Unit Analysis:</b> Number of learners, disaggregated by sex (M/F) and grade.	Registrations from training activities implemented by CARS and by NGOs	CARS collects the registration forms for regional training events, NGO facilitators collect registrations for school level events.  The data collected is entered into the CARS M&E System.	Quarterly	M&E Unit within CARS and M&E responsible person/entity within NGOs.	Compiled for analysis and reporting quarterly progress	Education Unit – M&E - NGO	Staff Time

Doc	Performance Indicator [CARS Result] <i>Linked to F</i>	Definition of Terms & Unit of Analysis[1]	Data Source	Data Collection			Data Analysis		Cost (\$)
				Approach or Method of Data Collection	Schedule / Frequency	Person or Entity Responsible	Type / Frequency	Person or Entity Responsible	
7	Percentage of teachers using continuous assessment tools to track student reading progress. [R1] <i>Output</i>	<b>Definition:</b> Percentage of educators (EpC facilitators, assistants, teachers) actively using a simplified EGRA tool to measure student reading progress at least one time of the quarterly.  [Calculation: numerator is the number of educators using EGRA tool to measure student reading progress, the denominator is the total number of educators in grades 1-3 in target schools].  <b>Unit Analysis:</b> Educators (EpC facilitators, assistants, teachers). Disaggregated by: sex, grade	EGRA Classroom Tool	NGO facilitators collect information about continuous use of assessment tools during their classroom coaching visits: CARS reading technical staff also collect information.  The data collected is entered into the CARS M&E System.	Quarterly, as of second year	M&E Unit within CARS and M&E responsible person/entity within NGOs.	Compiled for analysis and reporting quarterly progress, as of second year	NGO - M&E	Staff Time plus sub-grants budget focused on facilitators
8	Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance. [R2] <b>Standard F Indicator 3.2.1-33</b> <i>Output</i>	<b>Definition:</b> The number of textbooks and other teaching and learning materials (hereafter, TLM) provided with USAID assistance developed with relevant content for the RACS and gender-appropriate language and positive gender-role imagery. Some materials are designed, printed and published. Other materials are purchased and distributed.  For the purposes of this indicator, the same material should be counted only once, in its final stage of USAID support. For instance, if one teachers' manual and one student textbook are developed for grade 1, and 2,000 copies of the manual and 100,000 copies of the textbook are printed and distributed with USAID support, the total count would be 102,000 TLM. Teaching and learning materials may include textbooks, student workbooks, supplementary reading books, educational tapes and CDs, library books, reference material in hard or electronic copies, and support material for educational radio and TV broadcasts. Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), should not be counted.  <b>Unit Analysis:</b> Count of materials	A list of new titles: purchase order when reproduced	Review of purchase orders.	Annually	Education Specialist	Compiled for analysis and reporting annually in September	Education Unit	Staff Time
<b>Sub-IR 3.1: Contribute to reducing citizen insecurity in five municipalities in the RACS</b>									
9	Number of local community action plans on reading and security developed and implemented with USG support [R4] <i>Outcome</i>	<b>Definition:</b> This indicator will measure the extent to which USG-supported community groups are including and promoting reading and secure environments in their activities and ensure that these priorities are considered and implemented in their action plans. These plans will include community intervention plans developed by the educational community (EpC).  Community groups include legally established or ad-hoc forms of association such as educational community (made up of teachers, parents, and leaders), Civil Society Organizations-CSOs, and local authorities). To be counted, action plans must be developed and implemented at least by 60%.  <b>Unit Analysis:</b> Number of action plan. Disaggregated by municipality.	An excel spreadsheet form	An excel spreadsheet will identify the topics related to reading and security included in the action plans and track implementation. Facilitators from NGOs receiving sub-grants will work with community organizations to assist in developing the plans and follow-up implementation. The Community Mobilization Specialist in coordination with NGO's facilitators to track the implementation and achievement of activities listed in the action plan.	Annually	NGOs collect the action plans	Compiled for analysis and reporting annually in September	Community Mobilization Unit	Staff Time

Doc	Performance Indicator [CARS Result] <i>Linked to F</i>	Definition of Terms & Unit of Analysis[1]	Data Source	Data Collection			Data Analysis		Cost (\$)
				Approach or Method of Data Collection	Schedule / Frequency	Person or Entity Responsible	Type / Frequency	Person or Entity Responsible	
11	CBLD-5 Local Organizational Capacity Assessment Score [R7] <i>Output</i>	<p><b>Definition:</b> USAID proposes using USAID's Organizational Capacity Assessment (OCA) tool to establish areas for growth, and help measure progress specifically towards each organization's ability to manage and implement US government-funded programs. This tool is a compilation of several organizational assessment tools and the work of several organizations. The OCA tool covers eight categories of organizational capacity: governance, administration, human resource management, financial management, organizational management, program management, project performance management, and leadership and team dynamics.</p> <p><b>Unit Analysis:</b> OCA Score disaggregated by NGO. The number is specific for each year.</p>	Organizational Capacity Assessment instrument	Grants Unit conducts baseline assessment of NGO capacities and ongoing ability to manage USAID funds. Progress will be tracked in each of these areas to show each organization's growth.	Annually	Grants Unit w/ Technical Assistance	Compiled for analysis and reporting annually in September	DCoP – Grants Unit	Staff Time
12	Dollar value of cash / in kind support from local partner to implement community action plans and/or reading campaign in targeted areas. [R7] <i>Outcome</i>	<p><b>Definition:</b> This indicator will measure the level of commitment that different stakeholders in the targeted areas of USAID-funded activities develop in support of early grade reading and citizen security that will create or further opportunities for children and youth.</p> <p>Partners and stakeholders include private sector, small businesses, community-based groups, local authorities, universities, non-governmental organizations (NGO), and faith-based groups.</p> <p><b>Unit Analysis:</b> Dollar value (cash and in-kind) U.S. dollars specific for the year.</p>	<p>A standardized excel spreadsheet form</p> <p>Finance registers and/or equivalent for in kind contributions</p>	A standardized excel spreadsheet form will be developed that will be used to collect data. The reading specialist and grant specialist will collect data from partners and stakeholders that support reading campaigns.	Annually	Finance Specialist	Compiled for analysis and reporting annually in September	Finance Unit DCoP	Staff Time

Doc	Performance Indicator [CARS Result] <i>Linked to F</i>	Definition of Terms & Unit of Analysis[1]	Data Source	Data Collection			Data Analysis		Cost (\$)
				Approach or Method of Data Collection	Schedule / Frequency	Person or Entity Responsible	Type / Frequency	Person or Entity Responsible	
13	Percentage of target population that views Gender-Based Violence (GBV) as less acceptable after participating in or being exposed to USG programming.  <i>Outcome</i>  Standard Indicator GNDR-7	<p><b>Definition:</b> This indicator is a proxy to measure the effectiveness of USAID programs designed to change social attitudes about GBV and reduce the numbers of men and women in a target population who believe that GBV is socially normal or acceptable behavior. Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females.</p> <p>Forms of gender-based violence include, but are not limited to, domestic or intimate partner violence; rape as a weapon of war; sexual violence and abuse; female infanticide; psychological or emotional abuse; sexual harassment or violence in the workplace or in educational institutions; and harmful traditional practices including female genital mutilation/cutting, honor crimes, early marriage, forced marriage, bride kidnapping, and dowry-related violence.</p> <p>The unit of measure is a proportion, expressed in the form of <math>XY</math>, where the numerator is the number of persons in the target group whose scores on the "Attitudes Toward GBV Survey" have decreased and the denominator is the total number of persons who participated in the relevant training/programming.</p> <p>Unit Analysis: Percentage of target population that views GBV disaggregated by sex and age: 10-29; and 30 and older.</p>	Attitudes Toward GBV Survey	The survey may be read to program beneficiaries who are illiterate. Each COTR or AOTR would be responsible for ensuring that implementers collect these data. Respondents will be asked whether they agreed or disagreed with the following: Sometimes a husband is annoyed or angered by things that his wife does. How much do you agree that a husband is justified in hitting or beating his wife in the following situations? • She goes out without telling him. • She neglects the children. She argues with him. • She refuses to have sex with him. • She burns the food. For each question, they will be asked to choose one of the following: • Strongly Disagree =-1, Disagree = 0, Neither Agree nor Disagree=+1, Agree= +2, Strongly Agree Responses on each item should be added to yield a score between -10 and +10. A lower score indicates greater agreement that GBV is unacceptable.	Once at the start of relevant USG-funded training/programming and a second time at the end of the training/programming.	Local and regional universities	Compiled for analysis and reporting annually in September	M&E responsible for reporting and storing	Staff Time plus budget for Training
<b>Sub-IR 3.2 Community Mobilization in support of Education and Security Increased in five Municipalities in the RACS</b>									
14	Number of vulnerable people benefiting from USG-supported social services [R3]  Standard F Indicator 3.3.2-8  <i>Output</i>	<p><b>Definition:</b> Number of vulnerable people receiving services from programs funded in whole or in part by the USG.</p> <p>Unit Analysis: Number of people disaggregated by Sex, Group (Other Vulnerable populations: children, handicapped, youth exposed to violence, and other risk-factors), ethnicity, urban, rural, municipal, age.</p>	Project reports/Program review results Documents/Reviews of service Records and annual reporting.	Data will be collected from multiple sources: Mined, local organizations, or privately managed schools. A second source will be the registry and files of the implementing grantees. For other beneficiaries (parents, local community leaders, volunteers), data will be collected directly by the activity implementer. Information will be uploaded to CARS database.	Quarterly	Education Specialist and Monitoring and Evaluation Specialist	Compiled for analysis and reporting quarterly progress	M&E responsible for reporting	Staff Time

Doc	Performance Indicator [CARS Result] <i>Linked to F</i>	Definition of Terms & Unit of Analysis[1]	Data Source	Data Collection			Data Analysis		Cost (\$)
				Approach or Method of Data Collection	Schedule / Frequency	Person or Entity Responsible	Type / Frequency	Person or Entity Responsible	
18	Percentage of beneficiaries of EpC who reported significant changes in socio-emotional aspects. [R5] <i>Outcome</i>	<p><b>Definition:</b> The socio-emotional aspects include: Changes in behavior (tolerance), Integration (increased participation) and Interculturality (recognizes, values and respects cultural diversity)</p> <p>Tolerance: Reflects behaviors courtesy and good interpersonal skills, values the importance of good communication, and maintains a peaceful environment among children.</p> <p>Integration: actively participates in the EpC, valuing the contribution of others and recognizes the importance of establishing and maintaining good friendships.</p> <p>Interculturalism: Acknowledges his identity, accepts and appreciates cultural diversity interacts with all cultures, identifying the characteristics and traits that distinguish it from others.</p> <p>[Calculation: numerator is the number of beneficiaries that show significant changes in socio-emotional aspects, the denominator is the total number of beneficiaries of EpC selected in the sample].</p> <p><b>Unit Analysis:</b> Number of beneficiaries of EpC selected in a sample. Survey targeting children, fathers and mothers and facilitators as the beginning and end of the EpC disaggregated by age and sex</p>	Significant Changes Survey	<p>CARS M&amp;E will design and provide the instrument.</p> <p>The surveys will be applied at the beginning and at the end of the EpC cohort: during the first four weeks and at the end of the EpC. The sample of who participates will be selected at random. The data collected will be entered into the database created by TEAM CARS. TEAM CARS M&amp;E will check a sample to verify data quality using criteria of validity and reliability. The methodology of data collection will be cluster/random sampling approach. The sample size will be defined by TEAM CARS M&amp;E and use the following criteria: minimum 95% confidence level and maximum 3% sampling error.</p> <p>The database will be forwarded to M&amp;E Unit, who will check a sample to verify data quality using criteria of validity and reliability</p>	At beginning of each EpC cohort and at end of each EpC cohort	TEAM CARS M&E and local universities responsible for collect the information and reporting the result, M&E Unit responsible to create and validate the instrument.	Compiled all information and reporting every year and a half	M&E and NGO.	Staff Time plus US\$30,000 (US\$10,000 each year)
19	Number of Civil Society Organizations (CSOs) receiving USG assistance engaged in advocacy interventions. [R7] <i>Output</i>  Standard F Indicator 2.4.1-9	<p><b>Definition:</b> CSOs in USG programs that initiate or participate in advocacy interventions. Advocacy should be understood as a means for individuals, constituencies, or organizations to shape public agendas, change public policies, and influence other processes that impact their lives. Advocacy does not involve one march, meeting or poster, but a series of strategic, interconnected, integrated activities designed to achieve a goal. It may include a wide range of activities, such as, lobbying, public interest litigation, letter writing campaigns, civil disobedience, etc. Advocacy interventions tend to:</p> <ul style="list-style-type: none"> <li>- Be strategic (a deliberate, planned action, not random)</li> <li>- Involve a set of actions that are sustained in order to build and direct pressure</li> <li>- Be designed to persuade</li> <li>- Be targeted</li> <li>- Involve alliance building.</li> </ul> <p>Successful advocacy efforts result in change.</p> <p>For CARS, advocacy interventions linked to the community mobilization oriented to increase the awareness about reading and reduce crime.</p> <p><b>Unit Analysis:</b> Number of CSOs.</p>	CSOs or NGOs implementation Plans, that include advocacy intervention.	An excel spreadsheet specifically developed will include the name of CSOs or NGOs, and will describe the date and activity of advocacy interventions.	Annually	Grants Manager & Community Mobilization Unit	Compiled for analysis and reporting annually in September	Grants Unit and CM Unit	Staff Time
20	Number of people trained in themes related to data for decision making.	To be defined. Indicator has to be negotiated with USAID Nicaragua.	TBD	TBD	TBD	TBD	TBD	TBD	TBD

[1] Types of disaggregation of indicators (M/F, municipality, ethnicity, etc.), are noted on the indicator reference sheet.

## Annex I: Calendar of Key Events

### Calendar of Key Events - CARS FY16 Work Plan

#### DevTech and CARS Grantees

The following calendar of key events is a combination of events planned by DevTech as well as the six CARS Grantees. This table only includes some key events. Of course, several of these activities are subject to change.. In addition, DevTech and the grantees will continually work together so as not to duplicate actions. Therefore, although an event or activity may be listed in the table as a Fundación Zamora Terán activity or event, it will take place in collaboration with other CARS Grantees and DevTech. The Calendar of Key Events will be updated on a monthly basis.

#### Key of proposed activities:

Black – DevTech

Dark Blue – URACCAN – EpC

Red – FZT – EpC

Green - FHR – EpC

Purple – AMC – Prim Pre

Orange – FQSF – Prim Pre

Light Blue – URACCAN – Prim Pre

Maroon – BICU - Diplomado

## **Annex H: Draft CARS Gender Action Plan, (Approach & Priorities):**

DevTech CARS is investing in believing, teaching, promoting and encouraging gender equality and women's empowerment, first within DevTech CARS itself, secondly within the CARS implementing institutional framework (DevTech & implementing NGOs), and thirdly, with clients and partners throughout the RACCS, in order to promote the rights and well-being of women and girls and to foster peaceful, resilient communities that can cope with adversity and pursue development gains. CARS will be planning and implementing programs to advance the five objectives outlined in the National Action Plan (NAP), adjusting and adapting them to the DevTech contract terms & conditions as well as the ensuring that they fit within the scope of the CARS Activity:

- Institutionalize a Gender-Responsive Approach to Peace and Security
- Promote Women's Participation in Peace Processes and Decision-Making
- Protect Women and Girls from Violence, Exploitation, and Abuse
- Engage Women in Conflict Prevention
- Ensure Safe, Equitable Access to Relief and Recovery

Institutionalization includes work on developing strategies and program designs that reflect strong gender analyses and clear approaches for advancing gender equality and female empowerment. This includes equipping CARS staff with skills to integrate the protection and empowerment of women and girls throughout CARS work and activities.

Some proposed considerations for measuring change include the following, all of which will be contextualized within the CARS limitations and framework (EGR, security, preschool and primary 1, 2 and 3rd grades, parents, teachers) (generally exclude 4th graders and older students, youth...):

### Participation

Increasing women's participation and leadership in senior CARS decision-making process and planning, leadership, implementing organizations, peacebuilding, Parent Schools, CAPs, Analysis Committees, and local leadership;

Improving the recruitment and retention of women in DevTech CARS, NGOs and schools supported by CARS, and ensure that female candidates are considered on their professional merits without any regard to their sex;

Strengthening civil society's ability to advocate for the development and implementation of gender-sensitive laws and policies;

Building resilience through assistance that supports women's roles in the management of education of their children as well as community development plans and community mobilization;

### Protection

Implementing programs to prevent sexual and gender-based violence in schools and neighborhoods, as well as within CARS NGOs and partner organizations (education, raise awareness, encourage local partners and responsible parties to channel complaints and seek solutions to appropriate authorities and institutions);

Holding U.S. personnel, contractors, and grantees to the highest ethical standards with regard to equal opportunity and treatment of women;

Targeting underlying norms, attitudes, and behaviors that perpetuate gender-based violence;

Combating impunity and supporting women's access to justice (education, awareness, parent schools, channeling complaints to appropriate authorities and institutions);

### Prevention

Strengthening gender integration in CARS activities, from planning to implementation;

Engaging women in early warning, crisis planning, and community-based conflict mitigation;

Investing in women's and girl's education to build stronger societies;

## Relief and Recovery

Engaging vulnerable women and girls in and supporting their access to education;

Building the capacity of local and international partners to address the protection needs of women and girls;

CARS Women, Peace, and Security implementation is coordinated by DevTech/Nicaragua. A CARS Activity-wide working group, including representatives from all implementing partner NGOs, will support implementation of the NAP and functions as a community of practice to promote learning and best practices within CARS.

CARS activities and actions seek to influence three key outcomes. These outcomes, which are especially important for people who are marginalized or excluded due to ethnicity, gender identity, sexual orientation, lack of income, disability or other factors, reflect the gamut of activities that CARS undertakes in the RACCS:

- Reduce gender disparities in access to, control over and benefit from resources, opportunities and services - educational, economic, social, and cultural;
- Reduce gender based violence and mitigate its harmful effects on individuals and communities (in homes, neighborhoods and schools); and
- Increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making in schools, households, and communities.

### Seven guiding principles underpin this policy:

- Integrate gender equality and female empowerment into CAR's work: CARS will also make strategic investments to promote gender equality and female empowerment.
- Pursue an inclusive approach to foster equality, beginning in the home and classroom: This policy is inclusive of all women and men, girls and boys.
- Build partnerships across a wide range of stakeholders: CARS will partner with local NGOs, host governments, civil society, the private sector and other donors to ensure that our efforts are coordinated and non-

duplicative, building on the skills and initiatives of local actors, and reflect regional priorities.

- Harness science, technology, and innovation to reduce gender gaps and empower women and girls: CARS investments should make bold and imaginative use of new technologies to change discriminatory social norms and stereotypes, and empower women and girls to wield greater influence in society.
- Address the unique challenges in fragile areas: CARS's work in the RACCS should promote women's participation in all efforts to prevent, resolve and rebuild following conflict; prevent and respond to sexual and gender based violence.
- Serve as a thought leader and a learning community: CARS will measure performance in closing key gender gaps and empowering women and girls, learn from successes and failures and disseminate best practices on gender integration throughout the RACCS.
- Hold ourselves accountable: Gender equality and female empowerment is a shared CARS responsibility and depends on the contribution and collective commitment of all staff, with particular emphasis on senior managers.

PLAN DE GENERO (BORRADOR)  
ACCION COMUNITARIA PARA LA LECTURA Y SEGURIDAD  
CARS

Actividad	Detalles de Actividad	Lugar	Responsable	Inputs Narrativa Resultado Narrativo	Medios de Verificación	Outputs/Targets Metas	
RESULTADO : GNDR-7 Porcentaje of target población that views Gender-Based Violence (GBV) as less acceptable after participación in or being exposed to USG programming (013)							
1	Fortalecer las iniciativas de las ONG loca del proyecto CARS sobre el tema de igualdad de Genero y no discriminación y de no violencia que permita la construcción de una sociedad inclusiva con una ciudadanía participativa.	1.1 Coordinar y facilitar talleres de reflexión y de capacitación con equipo técnico de las ONG y equipo de CARS sobre la perspectiva de genero:		CARS	Contribuir al logro de la igualdad entre hombres y mujeres, niñas y niños.	No de personas participando en las actividades desagregadas por sexo.	Equipo técnicos con mayor conocimiento sobre el tema perspectiva de genero, capacita a los facilitadores y actores locales que participan en el proyecto.
		1.2. Proporcionar a los GRANTS las líneas básicas para la recolección de datos e información sobre el tema de genero .		CARS	Reducir los niveles de bullying y de violencia las mujeres , embarazos en edad temprana, abandono escolar de niñas y niños.	Informes sobre recolección de datos de las actividades	ONG recolecta datos sobre el tema de genero según los indicadores del proyecto.
		Asegurar la integración de actividades sobre el tema en los POM de cada ONG.		CARS		No de acciones que contemplada en los Planes de acción.	ONG aseguran la inclusión del tema de genero en su quehacer del proyecto y la recolección de datos
		M&E recolecta datos desagregados por genero y sistematiza información sobre actividades implementadas donde se promueve el tema de Genero.		CARS		sistema de registro de M&E con datos sobre genero.	Se mejora la toma de decisiones y elaboración de proyecciones para facilitar la participación de las niñas
		Intercapacitación con la participación de todo el staff de CARS sobre tema de genero, masculinidad y Violencia entre genero.		CARS		No de sesiones y listas de asistencia.	Equipo cuentan con mayor conocimiento sobre la perspectiva de Genero para acompañar el trabajo de las ONG asegurando su aplicación en todos los niveles de intervención.
2	Promover una cultura de Derecho desde las Escuelas de padres y madres donde hombres y mujeres se reconozcan respeten se vean, se traten y se conciban como pares	2.1- Asegurar la Inclusión del tema de genero en cada tema del módulos y guías de escuela de padres y madres.		CARS		Hombres y mujeres que asisten a las Escuela de padres y madres han reportado cambios positivos y significativo en el trato entre ambos. menos violencia, igualdad de reconocimiento. No a los golpes y discriminación	Documentos revisado e incorporado enfoque de genero en los contenidos .
		2.2-Desde Comunicación social promover y resaltar a través de los diferentes medios de comunicación la participación de la mujer y hombres con igual responsabilidad y derecho en las actividades de educación, y participación comunitaria PACS escuela de padres y madres .		CARS		Registro de los mensajes, imágenes y notas de comunicación, recortes de periódicos.	Al menos una transmisión mensual de mensajes sobre participación de hombres y mujeres en igualdad de derechos, a través de medios masivos, especialmente la radio

	Actividad	Detalles de Actividad	Lugar	Responsable	Inputs Narrativa Resultado Narrativo	Medios de Verificación	Outputs/Targets Metas
3	Crear y fortalecer espacios de discusión local con la participación de ONG, comunitarios y otros instituciones y agentes de cambio educativa	CARS invita a ONG financiada por USAID universidades y otros agentes de cambio, a la conformación de una mesa de discusión y implementación de acciones que contribuye a reducir la desigualdad entre hombres y mujeres de la RACCS.		CARS	Fortalecidas y articuladas las iniciativas de incidencia local hacia un cambio de cultura machista, eliminación de estereotipos de genero y violencia de genero.	No. De acciones organizadas y ejecutadas en común y de manera particular por cada ONG.	Menos violencia entre hombres y mujeres .
		coordinar y Realizar con los comunitarios actividades de teatro, culturales para romper paradigmas de machismo			Comunitarios apropiados de técnicas y conocimientos prácticos que les permite reducir riesgos de violencia		Reducir en al menos el 50% de violencias entre hombres y mujeres y creadas mejores condiciones de seguridad para niñas y niños .
4	Asegurar la implementación de la perspectiva de Genero en a través de las actividades educativas y de seguridad	Promover y monitorear sistemáticamente la participación de niñas en las actividades deportivas, artística y cultural desde la implementación de las actividades Educativas.		CARS	Mayor reconocimiento de los talentos tanto de niñas como de los niños en las actividades deportivas y artístico cultural.	No. De niñas y niños que han expresado estar mas contentos con la forma de relacionamiento entre pares.	niñas y niños con mejor auto estima y autovaloración de su sexualidad
3		Promover a través y con las ONG en las comunidades la divulgación de mensajes sobre la igualdad de genero de teatros, con niños niñas padres y madres de familia		CARS	formulación y transmisión de mensajes sobre la participación de niñas mujeres y hombres en las actividades de CARS bajo perspectiva de genero, a través de medios masivos.	No. Y tipo de mensajes transmitidas a nivel comunitario sobre el tema de genero	Comunitarios han definido estrategias y mecanismos para prevenir situaciones de violencia asegurando mejores condiciones de seguridad para niñas y niños de su comunidad .
5	Monitoreo sistemático resultados sobre genero . participación de niñas en las actividades del proyecto	Los técnicos de seguimiento y acompañamiento deben asegurar que en las actividades de lectura, deportiva cultural que se realizan a nivel de los EpC y otros espacios educativos del proyecto CARS se tome en cuenta la participación de las niñas.			Reducir el riesgo de niñas que abandonan la escuela por embarazo temprano o violencia	No. De niñas que participan en las actividades culturales y deportivas desde los espacios educativas EpC. Otros	Facilitadores aplican adecuadamente los 5 momentos del EpC incorporando el tema de genero y asegurando la participación igualdad entre pares
	Elaboración de una política de Genero institucional como CARS.	contratación de una firma consultora para la elaboración de la política de genero Contextualizada culturalmente a la RACCS.		CARS	Contar con un marco de referencia para promover cambios sustanciales en las relaciones entre hombres y mujeres de la RACS.	Documento elaborado revisado y aprobado.	Hombres y mujeres han logrado

## Annex I: Calendar of Key Events

### Calendar of Key Events - CARS FY16 Work Plan

#### DevTech and CARS Grantees

The following calendar of key events is a combination of events planned by DevTech as well as the six CARS Grantees. This table only includes some key events. Of course, several of these activities are subject to change.. In addition, DevTech and the grantees will continually work together so as not to duplicate actions. Therefore, although an event or activity may be listed in the table as a Fundación Zamora Terán activity or event, it will take place in collaboration with other CARS Grantees and DevTech. The Calendar of Key Events will be updated on a monthly basis.

#### Key of proposed activities:

Black – DevTech

Dark Blue – URACCAN – EpC

Red – FZT – EpC

Green - FHR – EpC

Purple – AMC – Prim Pre

Orange – FQSF – Prim Pre

Light Blue – URACCAN – Prim Pre

Maroon – BICU - Diplomado

## First Quarter – Key Events

<u>October</u>	<u>November</u>	<u>December</u>
<ul style="list-style-type: none"> <li>Initial Financial &amp; Admin and Technical training for BICU Diplomado (21-23)</li> <li>International Day of the Girl Child</li> <li>APA Workshop with primary schools (1-3 grade teachers) in Bluefields and Corn Island.</li> </ul>	<ul style="list-style-type: none"> <li>Mini EGRA Internal Evaluations – executed by Grantee Technicians, Facilitators, and Teachers</li> <li>EpC facilitator Exchange meeting</li> <li>Celebration for children in first grade: I can read and can prove it!</li> <li>FQSF celebration of achievement fair with children of 2nd and 3rd grades in 13 schools.</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly encounter with CARS Grantees</li> <li>Team CARS technical planning.</li> </ul>

## Second Quarter – Key Events

<u>January</u>	<u>February</u>	<u>March</u>
<ul style="list-style-type: none"> <li>Initial Training in Quantum Learning and Mini EGRA for FHR facilitators - Cohort 3 (18 – 22) and for FZT &amp; URACCAN facilitators - Cohort 3 (25 – 29)</li> <li>Community Mobilization Roundtable</li> <li>Printing of teacher’s guides and EpC modules</li> <li>Training of EpC facilitators and private school teachers (preschool and primary) in EGR and hands-on use of workbooks (San Jeronimo)</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Encounter with CARS Grantees (12)</li> <li>OCA Baseline Encounter with BICU University</li> <li>Training in Community Mobilization with CARS Grantees</li> <li>FQSF meeting with school directors.</li> <li>Training of NGO technicians in SRC, CAPs, Parent Schools, skits &amp; drama</li> <li>Initiation of new Cohort 3 EpCs</li> <li>Delivery of teacher’s guides and EpC modules</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate OCA Encounters with FZT, FHR, URACCAN</li> <li>Training in EGRA for BICU and URACCAN</li> <li>EpC Lot Grantee Exchange (FZT, FHR, URACCAN)</li> <li>Parent training sessions (gender, interculturality, environment)</li> <li>EpC facilitator interchange</li> <li>Teacher-parents and tutors meetings, Exchange, (preschool-1st grade).</li> </ul>

## Third Quarter – Key Events

<u>April</u>	<u>May</u>	<u>June</u>
<ul style="list-style-type: none"> <li>• Refresher Training for EpC Facilitators – Cohort 2 in Kukra Hill (7,8)</li> <li>• International Book Day (23)</li> <li>• Midterm EGRA Study in the 5 municipalities by teams from BICU and URACCAN</li> <li>• Community Mobilization Roundtable</li> <li>• <b>Presentation of CARS to businesses in the region</b></li> <li>• <b>FQSF experience exchange among teachers of the same grade.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Refresher Training for EpC Facilitators – Cohort 2 in Bluefields (19, 20), in Pearl Lagoon (25, 26), and in Nueva Guinea (25, 26)</li> <li>• Midterm EGRA Study in the 5 municipalities by teams from BICU and URACCAN</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Encounter with CARS Grantees (13)</li> <li>• June 1 International Children's Day</li> <li>• Mini EGRA Internal Evaluations – executed by Grantee Technicians, Facilitators, and Teachers</li> <li>• Implement training with parents (gender, environment)</li> <li>• Educational Forum</li> <li>• <b>FQSF interchange among teachers of the same grade.</b></li> <li>• <b>Pedagogical circles</b></li> <li>• <b>FIRST 8-Day Encounter for Diplomado Intervention with 180 teachers in Bluefields, Pearl Lagoon &amp; Corn Island</b></li> </ul>

## Fourth Quarter – Key Events

<u>July</u>	<u>August</u>	<u>September</u>
<ul style="list-style-type: none"> <li>• Community Mobilization Roundtable</li> <li>• EpC facilitator exchange</li> <li>• XO workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate OCA Encounters with FQSF, AMC</li> <li>• Interchange of experiences among teachers of the same grade.</li> </ul>	<ul style="list-style-type: none"> <li>• International Literacy Day (8)</li> <li>• CARS Forum 2016 and Quarterly Encounter with CARS grantees</li> <li>• Contest for best design of reading corners.</li> <li>• Parent-teacher meetings (transition from home to preschool, and from preschool to 1st grade).</li> <li>• Pedagogical circles.</li> </ul>



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