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Strategic Alliance for Social Investment

Annual Work Plan, October 1, 2005–
September 30, 2006

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Strategic Alliance for Social Investment

Annual Work Plan, October 1, 2005–September 30, 2006

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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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List of Acronyms

AGES	Asociación Guatemalteca de Educación Sexual (Guatemalan Association for Sexual Education)
AGEXPRONT	Asociación Gremial de Exportadores de Productos no Tradicionales (Guatemalan Nontraditional Product Exporters Association)
AIEPI AINM-C	Atención Integrada a las Enfermedades Prevalentes de la Infancia, Atención Integrada a la Niñez y la Mujer en la Comunidad (Integrated Attention to Prevalent Childhood Illness; Integrated Attention to Children and Women at Community Level)
APROFAM	Asociación Pro-Bienestar de la Familia (Pro-Family Wellness Association)
ASIES	Asociación de Investigación y Estudios Sociales
ASOREDES	Asociación de Redes (Networks Association)
CAM	Central America and Mexico
CCAS	Comité Central de Acción Social (Central Committee for Social Action)
CEFI	Consejo de Empresas, Fundaciones e Institutos Privados (Council for Private Companies, Foundations and Institutes)
CentraRSE	Centro para la Acción de la Responsabilidad Social Empresarial en Guatemala (Center for Corporate Social Responsibility Action in Guatemala)
COED	Cooperación para la Educación (Cooperation for Education)
COP	Chief of Party
CTO	Cognizant Technical Officer
FP	family planning
FUG	Fondo Unido de Guatemala (United Way Guatemala)
FUNDABIEM	Fundación Pro Bienestar del Minusválido (Pro-Wellness for the Handicapped Foundation)
FUNDAZUCAR	Fundación del Azúcar (Sugar Foundation)
ICT	information and communication technology
IEC	information, education, and communication
IP	implementing partner
IR	Intermediate Result
LLR	Lower-Level Result

M&E	monitoring and evaluation
MOE	Ministry of Education
MOH	Ministry of Health
MSPAS	Ministerio de Salud Pública y Asistencia Social (Social Assistance and Health Ministry)
NGO	nongovernmental organization
OFDA	Office of U.S. Foreign Disaster Assistance
OHE	Office of Health and Education
OSCE	Organization for Security and Cooperation in Europe
PAHO	Pan American Health Organization
PRONADE	Programa Nacional de Autogestión para el Desarrollo Educativo (National Program of Self-Management and Educational Development)
PROREDES	Pro-redes de Salud (Pro-Networks for Health)
PSAG	Private Sector Advisory Group
RH	reproductive health
SOSEP	Secretaría de Obras Sociales de la Esposa del Presidente (First Lady's Secretariate for Social Work)
SWOT	strengths, weaknesses, opportunities, and threats
TRC	Technical Review Committee
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Fund for Women
UPS1	Unidad de Provisión de Servicios de Salud del Primer Nivel de Atención (Unit for Provision of First Level Attention Health Services)
URC	University Research Corporation
USAID	United States Agency for International Development
WHO	World Health Organization
WINGS	Women's International Network for Guatemalan Solutions

1. Overview of Annual Work Plan and 2005 Summary

The U.S. Agency for International Development's (USAID's) new country plan for Guatemala under the Central America and Mexico (CAM) regional strategy addresses Guatemala's development challenges through a social investment approach. The Guatemala country plan strives to mitigate the impact of reduced USAID assistance levels by increased leveraging of USAID dollars through alliances and other strategic mechanisms. *Alianzas* is a cooperative agreement awarded to RTI International. Its goal is to forge public-private strategic alliances to increase access to and improve the quality, equity, efficiency, and use of basic health, nutrition, and education services.

The USAID-funded *Alianzas* program is a 4-year, 8-month effort, which began January 19, 2005, and will end on September 30, 2009. Project funding consists of US\$8.8 million from USAID. US\$3.45 million of these funds are intended to cover management costs, and US\$5.35 million will be used as a matching fund with a leveraging goal by the program of an additional US\$5.35 million in cash and US\$5.35 million in kind contributions during the life of the project. On September 30, 2005, through modifications 1 and 2 to the cooperative agreement, USAID awarded RTI an additional US\$848,000 in funds for scholarships. These funds will be used during the life of the program to leverage, at a 2:1 ratio, scholarships for youth, university education, and work-related skills for indigenous youth, mainly girls, who cannot access these programs because of a lack of economic resources and access.

Alianzas will form alliances all levels and will leverage funds and resources from the private sector, broker collaboration between entities interested in financing social sector interventions and service delivery organizations, and allocate resources to providers of basic health, nutrition, and education services for the poor. The funding alliance partners will include a broad base of private sector partners consisting mostly of for-profit organizations; small, medium, and large private businesses; corporations; commercial partners; and others. Partners can also include nonprofit groups, such as nongovernmental organizations (NGOs), civil society organizations, faith-based organizations, foundations, and individual and group philanthropists.

Per the requirements of the cooperative agreement, this annual work plan covers the period from October 1, 2005, to September 30, 2006. The plan incorporates the leveraging strategy; specific interventions for disaster relief; a fundraising strategy for education funds; a leveraging strategy for health interventions, including private sector awareness and involvement; other activities planned under each result; and milestones and budget information.

Annexes to the work plan include Annex A, Implementation Plan Timeline, which presents a breakdown of activities by quarter and responsible staff person; Annex B, Milestones and Leveraging Targets; Annex C, Budget Information and Pipeline;

Annex D, *Alianzas* Organizational Chart; and Annex E, Modifications 1 and 2 to the Cooperative Agreement.

During 2005, *Alianzas* was successful in achieving the year 1 results. Eighteen projects were approved, committing a total of US\$5,130,567, of which US\$ 3,610,576 were leveraged from the private sector and US\$1,519,991 were USAID funds. These results allowed the program to be recognized as a more effective mechanism for social investment, reaching more end beneficiaries per dollar invested.

On October 7, 2005, Guatemala was hit by Hurricane Stan. The Guatemalan government classified Stan as the second-worst natural disaster in the country, exceeded only by the earthquake in 1976 during which 25,000 people died in 3 minutes. This event significantly modified the prioritization of year 2 activities, as well as the approach to leveraging. All disaster-related information is fully described in Section 2.3.2.

2. Project Management

During 2005, two changes were made to the *Alianzas* management team. The Resource Mobilization and Alliance Manager position was eliminated, and two new positions (Program Manager and Grants Manager) were created to better respond to the program's needs. The Program Manager position was filled by David Michael Kraus, a previous Chief of Party (COP) from another USAID project based in Guatemala. Mr. Kraus's private sector and program management experience will be valuable to operationalizing procedures. The second position, Grants Manager, will be in charge of contractual document control and management. This position will be key and will be filled during the first quarter of 2006.

Because the scholarship program has now been incorporated into *Alianzas*, a Scholarship Coordinator will be hired during the second quarter of 2006, mainly to manage the paperwork and monitoring and evaluation (M&E) of scholarship recipients.

Technical support for *Alianzas* is provided by the RTI home office and USAID through Isabel Stout, Cognizant Technical Officer (CTO), and Julia Richards, Head of the Office of Health and Education (OHE).

The highest-priority activity for the first two quarters of year 2 will be to put into practice the M&E program for *Alianzas*. Year 1 activities did not demand this intervention because although funds were committed and some contractual documents signed, very little money was transferred to implementers and there was not enough time to see measurable progress. The M&E program is now a priority because M&E plans will have to be tailored to each individual project and baseline data must be collected prior to interventions. A Guatemalan university presented a formal proposal to conduct the M&E work. The proposal will be evaluated during the first quarter of the year.

2.1 Managing Partners, Subcontracts, and Subagreements

2.1.1 University Research Corporation (URC)

RTI's managing partner under this cooperative agreement is URC. Its role during year 1 of the program was mainly to provide technical assistance in health and nutrition; however, RTI has requested that starting in year 2, URC play a more active and participating role in designing creative approaches that will engage the private sector in co-funding interventions in these priority areas. By providing the program's Health and Nutrition Manager with information on other successful initiatives in Latin America, potential corporate partners, and marketing benchmarks for health issues, URC will be providing crucial assistance to the overall health strategy. Initial discussions were held in October to consider ideas on how to implement this new role.

2.1.2 Fondo Unido de Guatemala (FUG)

The first subagreement under the project was with FUG. Although FUG played an important role during program planning and startup by providing information on successful approaches to the private sector and on FUG's areas of interest, the main objective of the FUG alliance was to provide funds through its payroll deduction program. This program was not as effective as *Alianzas* had expected for different reasons: first, many corporate programs funded by FUG members did not fall under *Alianzas*'s scope of work. Second, two very strong national programs were launched: *Amigos de la Escuela* by the Ministry of Education (MOE) and *Creciendo Bien* by the First Lady's Secretariat for Social Work (SOSEP). These programs are also funded by the private sector, and because of the current relationship between the private sector and government, companies offered their support directly to SOSEP and the MOE. FUG's response to these programs was not immediate, resulting in decreased corporate funding. Finally, important changes in management slowed the project selection process and presentation to *Alianzas*, and FUG's geographical scope did not increase during the year. This also limited funding possibilities for FUG based on priority areas.

Alianzas does not intend to renew the FUG subagreement. The program will propose a close relationship based on mutual areas of interest or partners to co-fund interventions or build coalitions for a specific cause. FUG can present proposals under the same conditions as other potential partners. *Alianzas* believes that this approach will be a better use of the time and resources invested in this partner because it will be based on specific projects that fall under the program's Intermediate Results (IRs) and Lower-Level Results (LLRs). Proposals will describe the activities FUG plans to carry out, including potential subprojects it has identified that could fall under *Alianzas*'s scope of work.

2.2 Project Budget Information

Modification 2 to the cooperative agreement, dated September 30, 2005, increased the project budget by \$848,000 (from \$8,800,000 to \$9,648,000) and increased obligated funds by \$343,000, raising the total obligated amount from \$2,890,628 to \$3,233,628.

Execution during the first 9 months of the project	\$622,721	6.45%
Estimated disbursements for 2006	<u>\$2,539,589</u>	<u>26.32%</u>
Total estimated disbursements through September 30, 2006	\$3,162,310	32.77%

Annex C contains all budget information, including a pipeline analysis.

2.3 Leveraging

2.3.1 Leveraging Planning and Management

Alianzas's leveraging strategy identifies and establishes the process, sources, and activities that will lead to increased participation of private sector entities and support the goals of the project. *Alianzas* has thus far has experienced success on many fronts and is positioned to continue to grow and address the needs of the project, as well as any new initiatives that may surface during the life of the project. During the first project year, *Alianzas*' leveraging strategy exceeded expectations in terms of results and the amount of funds leveraged for education and health activities. It also provided a rare bridge between the public and private sectors, emphasizing USAID's interest in furthering private sector alliances; offered a bridge of understanding between Guatemala and the local community; was driven by a holistic approach to facilitating participatory educational, nutritional, and health development; and was led and managed by a management team with complete knowledge of regional needs.

During year 2, *Alianzas*'s leveraging strategy will aim to increase its partner base for long-term institutional capacity building and programs; engage new and untapped partners and sources of participation and funding in Guatemala, such as private corporations, governmental projects, other institutions, and individuals; institutionalize leveraging as a key function and area of expertise in the project; and position *Alianzas* as a local driver and go-to project for social initiatives in education, health, and nutrition.

To develop *Alianzas*'s leveraging strategy and plan for year 2 of the project, staff conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the current strategy. The results of this analysis are presented in Table 1.

Table 1. SWOT Analysis of *Alianzas*'s Leveraging Strategy

Strengths		Weaknesses	
<ul style="list-style-type: none"> • Track record of well-developed alliances that are accepted by partners, networks, and civil society projects, as well as governmental and nongovernmental projects in Guatemala and Central America • Good relations with a diverse range of partners • Good track record of delivery and accountability • Committed staff members eager for the project to succeed • COP with excellent contacts among partners and bilateral institutions • Solid project experience in leveraging 	<ul style="list-style-type: none"> • Lack of a diverse, developed source of funding. Since its inception, <i>Alianzas</i> has relied on traditional partners in Guatemala • Heavy reliance on the efforts of the COP for leveraging efforts. The targets and needs of the project require a multiplicity of talents and skills • An aversion toward reproductive health (RH) projects, possibly founded on religious concerns 		
Opportunities		Threats	
<ul style="list-style-type: none"> • The need (revealed by the successful implementation of current initiatives) for <i>Alianzas</i> to develop long-term institutional capacity supported by a comprehensive leveraging strategy • Untapped trusts in the United States and possibly Europe, which specifically support educational, health, and nutritional issues in developing countries • The opportunity to develop local philanthropy in Guatemala • The receptivity of <i>Alianzas</i>'s long-term donors to long-term institutional growth. They will support elements toward this goal and possibly expansion to the rest of the region 	<ul style="list-style-type: none"> • Lack of some resources to expand leveraging prowess within the project's existing programs and structure • Competition from other, more established projects in Guatemala 		

In general, the analysis revealed that the current strategy has many strengths, including the fact that it aims to strategically integrate leveraging, resource mobilization, and fundraising activities; tap into the resources of current alliance partners to consolidate projects, explore new alliance opportunities, and expand project coverage; and draw on the collective experiences, talents, and expertise of the *Alianzas* technical team in Guatemala, as well as at RTI Headquarters and at USAID.

New directions *Alianzas* will explore to further fine-tune the leveraging planning and management strategy over project year 2 include the following:

- Institutionalizing leveraging within the project's structure by establishing controls to manage current initiatives and position the project to track and proactively react to all leveraging and fundraising opportunities. Each *Alianzas* team member will have clear and agreed upon roles and responsibilities, as well as leveraging targets
- Developing a leveraging strategy that moves beyond conventional institutional partners to include more private corporations and even international partners
- Developing a comprehensive database of individual organizations and people capable of making regular contributions to *Alianzas*'s long-term institutional capacity needs and specific program needs
- Expanding relations with current partners and exploring relationships in other areas of the private sector landscape.

To help manage leveraging activities and ensure that the values, identity, and integrity of the project are not compromised or distorted in the alliance formation process, *Alianzas* has developed a set of project guidelines and policies, which cover the following:

Relations with Partners and Supporters

- *Alianzas* will seek funding to develop work within its programs areas and on a national and regional basis. Alliances formed should be in line with agreed-upon strategies for *Alianzas*' work, which mainly include education, health, and nutrition.
- In developing proposals, *Alianzas* will consider its capacity to implement and manage proposed projects.
- When negotiating with donors, *Alianzas* will ensure that the terms and conditions of funding agreements and the procedures and timetable for reporting are mutually acceptable. Staff will receive appropriate training where necessary.
- *Alianzas* will seek to develop relationships and partnerships with its major partners. This will be achieved through a comprehensive communication strategy that seeks to understand each partner's work and values and resolve potential power dynamics, which usually occur in donor-recipient relationships. Alliance partners will be considered important stakeholders in *Alianzas*'s work and will be consulted regularly and kept informed of developments and trends in the project.
- *Alianzas* will not discourage donor-advised programs so long as they dovetail with the project's overall mission and are within the project's institutional capacity to implement.

Team Approach

- Relationships and the establishment of leveraging-based alliances for the project will be a team effort. The COP, USAID, RTI, and project staff will all work

together, in varying capacities, to ensure that the project meets its leveraging targets each year.

- All leveraging will be done from the office of the COP. Copies of proposals will be stored in a central area so that technical staff members will have access to them.
- All members of the team are fully aware of the purpose, objectives, and targets of the leveraging strategy.

Managing Leveraging

- In preparing budgets and costing for leveraging, *Alianzas* will ensure that the full project and administrative costs are taken into consideration. Such costs include training and human resource development, evaluation, communication, and leveraging, and other related issues.
- The COP and Project Manager will monitor and review the project's leveraging plans and expenditures on a regular basis.
- All contributions pledged and realized will be turned over to *Alianzas* for accountability and will be acknowledged.

To support the leveraging strategy and new activities during year 2, *Alianzas* staff will

- Finalize job descriptions, roles, and responsibilities for the leveraging and resource mobilization staff. Develop an recruiting plan and recruit
- Build staff capacity for leveraging and resource mobilization, through communication and leveraging training
- Establish a local advisory committee in Guatemala to support national leveraging initiatives
- Develop realistic targets and a leveraging budget
- Use information technology effectively (databases, Web sites, e-mail)

Table 2 highlights the roles and responsibilities of the key players involved with leveraging, which will be finalized during year 2.

Table 2. *Alianzas* Team Members and Responsibilities

Team	Role/Responsibility
Current Partners	<ul style="list-style-type: none"> • Provide contacts for potential donors • Facilitate high-priority events
COP	<ul style="list-style-type: none"> • Lead the <i>Alianzas</i> leveraging program • Keep staff and volunteers motivated and encouraged • Facilitate high-profile functions and link the project, patrons, and advisers with corporations and volunteers
Project Manager/ Technical Managers	<ul style="list-style-type: none"> • Maintain a database of leveraging progress • Keep records of all commitments from corporate partners and subsequent projects • Prepare all donor events, corporate events, and high-profile leveraging events • Coordinate all volunteer leveraging efforts • Keep the COP and USAID CTO informed of all leveraging efforts and activities
Administrative Staff	<ul style="list-style-type: none"> • Support the leveraging efforts
Friends of <i>Alianzas</i>	<ul style="list-style-type: none"> • Enhance corporate sector support and governmental links

Alianzas has also identified possible leveraging partners and new sources of funds and resources that the project will focus on during year 2 (see Tables 3 and 4).

Table 3. Possible Leveraging Partners

Alliance Sources	Rationale for Action
Multinationals, such as Procter & Gamble, Unilever, PepsiCo, and Citigroup, as well as industry sectors, such as banking, pharmaceuticals, coffee, sugar, and textiles	Private corporations have their own expectations arising from social areas of interest and financial support
Corporate and social foundations	This is a good source for long-term alliances because many such organizations already have projects under way in line with <i>Alianzas</i> 's objectives
Governmental agencies and private sector organizations	Close coordination will enhance similar efforts and limit redundancy

Table 4. Possible Sources of Funds and Resources

Alliance Sources	Rationale for Action
Multinationals, such as Procter & Gamble, Unilever, PepsiCo, and Citigroup, as well as industry sectors, such as banking, pharmaceuticals, coffee, sugar, and textiles	Private corporations have their own expectations arising from social areas of interest and financial support
Corporate and social foundations	This is a good source for long-term alliances because many such organizations already have projects under way in line with <i>Alianzas's</i> objectives
Governmental agencies and private sector organizations	Close coordination will enhance similar efforts and limit redundancy
United Nations and related agencies that may provide funding, such as the Organization for Security and Cooperation in Europe (OSCE), Pan-American Health Organization (PAHO), United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Fund for Population Activities (UNFPA), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Fund for Women (UNIFEM), World Health Organization (WHO), Commonwealth Foundation, Global Fund for Women, Inter-American Parliament Group, Social Development Fund, World Association Christian Committee, Bill and Melinda Gates Foundation, and W.K. Kellogg Foundation	Negotiations should focus on building <i>Alianzas's</i> image in the Guatemala region as a leading project for change and social transformation.
Bilateral donors such as the European Union (EU), International Development Research Centre (IDRC-Canada), UK Lotteries, embassies, and foreign aid agencies, including AIDAB (Australia), CIDA (Canada), DANIDA (Denmark), DFID (UK), FINNIDA (Finland), NORAD (Norway), SIDA (Sweden), and SWISSAID (Switzerland).	This pool of donors may be interested in supporting program specific aspects with endowment appeal.
United Nations agencies	These agencies will require a specific marketing strategy to capture their support.

To support the rollout of the leveraging strategy during year 2, *Alianzas* will organize special events, including the following:

- Fundraising and alliance partner appreciation events to showcase *Alianzas* as a force in the areas of education, health, and nutrition
- Work with USAID that ensures project cooperation and visibility
- Exploration of international conference opportunities for staff participation in private sector alliance-building strategies and techniques for sustained and successful fundraising
- Organization of donor events for the Guatemalan corporate sector.

An M&E process will be established that regularly monitors leveraging progress against established targets and goals. Other internal (project) processes will be used to monitor results, impact, and change, including

- Monthly meetings of staff members in *Alianzas*'s Guatemala office to assess the successes and challenges of leveraging efforts, as well as the needs and targets of the projects
- Leveraging-staff appraisals by the COP to ensure that staff members are able to implement and achieve targets.

In reports to its alliance partners, *Alianzas* will assess the impact that financial and material resources have made in *Alianzas*-supported health, education, and nutrition projects. The reports will be an important tool for feedback and critical assessment of achievements, lessons learned, and the challenges the project faces.

All monies received through special events will be monitored to ensure that all leveraging costs for the events are recovered. In addition, all the preparations, communications, marketing strategies, and materials will be evaluated to ensure that they are effectively contributing (positively) to the appeal.

2.3.2 Disaster-Relief Initiative

In the aftermath of Hurricane Stan, *Alianzas* clearly demonstrated its alliance-building capabilities and success in supporting corporate social responsibility in the private sector. The day after Hurricane Stan hit Guatemala, powerful productive sectors in the country sought support. *Cementos Progreso* was the first to approach *Alianzas* and request support to summon and coordinate the 17 private sector companies that directed *Maratón del Lápiz*. The next day, *Alianzas* held a meeting at which companies identified transportation and logistics as the main intervention. Immediately, a network of air and land vehicles (pickup trucks, industrial trucks, helicopters, airplanes) was established and offered to the Ministry of Health (MOH) and SOSEP to transport volunteers for medical interventions, food rations for families, basic health kits for temporary shelters, seriously injured or ill victims from many departments into the city, and military personnel for order and security issues. The sugar industry through the *Asociación de Azucareros de Guatemala* (ASAZGUA) was the main participant, providing 10-ton trucks with fuel and drivers to carry supplies to all departments since airfreight was nearly impossible given the weather conditions. The courier association also provided 50 vehicles full-time for the same purpose. During the first weekend alone, more than 200,000 pounds of supplies were distributed by the private sector to the 2,000 temporary shelters established for the homeless.

The following week, USAID requested that *Alianzas*'s COP help leverage U.S. funds with the private sector to make emergency response more efficient. By the end of that week, *Alianzas* held a meeting at the USAID building to help create a coordinated response to the national emergency and draft a reconstruction plan. Participants included

representatives of more than 50 private sector companies and the national central for disaster response; the USAID Mission Director and officials; Office of U.S. Foreign Disaster Assistance (OFDA) delegates from Washington, DC; and the First Lady of Guatemala.

To date, *Alianzas* has leveraged more than US\$4 million in cash (USAID funds have not yet been committed because specific proposals are still being evaluated). In-kind contributions have exceeded US\$2 million, and more than 50 private sector entities have become engaged in this coordinated response.

During the first quarter of 2006, the Technical Review Committee (TRC) will receive, evaluate, and approve the disaster relief interventions, and implementing partners (IPs) will be engaged. Reconstruction is planned for 2 years, and during this critical time, *Alianzas* will play a lead role in coordinating, brokering, raising funds, and providing technical assistance, especially in all health-related activities.

Possible interventions include

- Assisting with water sanitation
- Implementing preventive health and food security programs
- Designing and implementing food-for-work programs
- Supporting school reconstruction and equipment provision
- Supporting temporary shelters by providing water filters and stoves and implementing social development programs.

The USAID mission has designated US\$2 million in initial funds for this intervention, mainly from Nutrition and Child Survival.

The first and second quarterly reports of 2006 will provide detailed descriptions of interventions, budgets, and leveraging.

2.3.3 Private Sector Advisory Group (PSAG)

The PSAG was formed in September 2005. The group's first meeting provided valuable input for the overall *Alianzas* strategy and 2006 work plan. Quarterly in 2006, the PSAG will evaluate performance, provide feedback on project selection and implementation, and assist in establishing valid priorities. Before Hurricane Stan, the main focus was on remittance channeling and RH/family planning (FP) strategies. The latter has become even more pressing and important because of the immediate measures needed in all preventive health areas and in behavior modification, which will slowly overcome the cycle of poverty. These and other specific priorities will be determined in the first 2006 meeting to be held in January. Temporary members will be invited and may include public sector officials to ensure coordination with overall national strategy. The second quarterly report will present the plan for 2006.

2.3.4 Technical Review Committee

The TRC will meet at least six times this year. The first meetings will be related to disaster-relief interventions, the scholarship program, and 2005 proposals pending approval. Other meetings will be planned according to demand during the year.

3. IR 3.1 Increased and Improved Social Sector Investments

Increased and improved investments in the social sector by both the public and private sectors are needed to achieve universal basic health care and education coverage for all Guatemalans, especially for the two million individuals with no access to health or education services. This year, the most important activities under this objective will be to maximize private sector resources available for disaster relief and support the government in responding to the basic survival needs of the 250,000 Guatemalans affected by Hurricane Stan.

Alianzas's role in promoting true corporate social responsibility interventions has become very clear in this process. All interventions proposed are based on equitable distribution of resources, contribution to national priorities, structured programs that include education and health components, community accountability and ownership, and integration and respect of cultural characteristics of each community.

Private sector firms are encouraged to become involved by contributing assistance according to the nature of their business, their own capabilities and resources, and their geographical presence in the country. This supports sustainability and provides an opportunity to integrate the corporate sector into the community as an active, responsible member.

3.1 LLR 3.1.4 Greater Community Involvement in Health and Education

Increasing community involvement in health and education has traditionally been perceived as strengthening community groups through education and training processes; however, the opportunity created by the disaster to involve community members in procuring their own reconstruction has changed that role. Temporary placements have forged leadership development, especially in women. Lack of work has forced men to learn other skills and to become involved in land evaluation, construction, and ultimately new productive activities since many areas of the country are now barren because of erosion. All *Alianzas* interventions will have this component as a rule.

The *Centro para la Acción de la Responsabilidad Social Empresarial en Guatemala* (CentraRSE) will play an active role in designing training seminars in strengthening financial and administrative capabilities of all interested IPs and community organizations. The training seminars will also focus on leadership and facilitation skills to

further support successful community development programs, such as those being implemented by *Creciendo Bien* and *Mejores Familias*.

4. IR 3.2 Increased Access and Improved Quality of Education

In year 2, the *Alianzas* team will continue year 1 activities, as well as plan and execute new activities outlined in Amendment 520 A 00-04-00204-00. This modification of the original cooperative agreement increased funding to further achieve stated objectives and broaden the project's scope to provide support for higher education. This modification will expand the basic education scholarship program and will also provide higher education scholarships for youth and indigenous populations. Basic and higher education scholarship programs will provide outreach, leadership, and entrepreneurial-life skills training as appropriate.

IR 3.2 has been modified to *Increased Access and Improved Quality of Education*, and an additional LLR has been added, LLR 3.2.3, *Improved Access to, Quality of, and Efficiency of Higher Education for Youth and Indigenous Leaders*. The purpose of LLR 3.2.3 is to develop leaders through a comprehensive scholarship program that promotes higher education and enhanced leadership skills and is targeted at providing opportunities for rural indigenous women and men. A newly created Scholarship Committee will direct all scholarship-related activities, including definition of guidelines, the institution and student selection process, and implementation, monitoring, and evaluation of the program.

The educational alliance component of the project will continue to reinforce the alliances already in place, as well as seek new private sector unions. The projects presented in the call for proposals will be revised in order to assist potential partners in defining an alliance that will help fund the initiative. This partnership will be found locally and regionally. The team will closely supervise the implementation process, monitor activities and results, and evaluate impact. The information gained from the M&E process will be shared with current and potential partners to highlight successes. It will also be used to improve future alliance selections. At the same time, these data will feed project reports and informational materials.

The approved projects are listed below, along with the relevant managing organization:

1. Scholarships—*Becas Kinal*
2. *Amigos de la Escuela*—Payroll Deduction
 - 2.1. *Escuela La Cascada, Escuintla*
 - 2.2. *Escuela Los Robles, San Andrés Semetabaj, Sololá*
 - 2.3. *Escuela Las Golondrinas, Escuintla*

3. Computer Labs—*Cooperación para la Educación* (COED)
4. Computer Labs—*Camino Seguro*
5. *Escuelas Demostrativas del Futuro*—Siemens
6. *Amigos de la Escuela*—*Asociación Gremial de Exportadores de Productos no Tradicionales* (AGEXPRONT)
7. *Amigos de la Escuela*—*Comité Central de Acción Social* (CCAS)/SOSEP
8. Welcome to School—Save the Children USA
9. Becatón—*Asociación de Investigación y Estudios Sociales* (ASIES)
10. Teacher Training—*Fundación Novella*
11. Fotokids—American Society

In year 2, another challenge is to implement the second phase of *Amigos de la Escuela* by tying it with *Creciendo Bien en la Escuela*. This initiative was conceptualized by the project Health and Education Managers to help integrate the health/nutrition and education components of the project. *Creciendo Bien en la Escuela* can provide disaster relief following Hurricane Stan and, at the same time, prepare students, teachers, parents, and community members to mitigate future disasters.

Alianzas received 56 alliance proposals after the first open call. However, many were presented without a funding partner and will be revisited in year 2. Another project goal is to assist NGOs, foundations, and companies interested in promoting education in Guatemala. *Alianzas* will help these groups learn to promote their projects with funding organizations while at the same time preparing strategies that help raise money for implementation. In order to find additional project funding for education, a strategy will be implemented to find and tap local and intentional donor organizations.

Since *Alianzas* already has CentraRSE as one of our partners, we will be able to promote training with our current and potential partners in such themes as preparing proposals to collect funds, managing resources, developing M&E plans to support proposals, and so forth. CentraRSE could help develop partners by providing technical assistance in fundraising proposal preparation, management of resources, development of M&E plans to support proposals, and development of skills on project sustainability and management.

4.1 Improved Access to, Quality of, and Efficiency of Basic Education

During year 1, *Alianzas* approved 11 education projects that are being implemented or will be implemented at the beginning of 2006. The project Education Manager has developed a monitoring chart, which has already been shared with IPs, to report project development and results (see Annex E).

Projects that were not approved in year 1 for lack of a funding partner will be revisited during year 2 in order to revive initiatives that are important to achieving project goals and that will have an important impact on indicators. *Alianzas* will complement the support by providing training to potential IPs on self-management, community participation, alliance-building skills, cash and resources management, financial systems, and M&E.

In year 2, an important part of the work will be the implementation outlined in the amendment to the cooperative agreement. The amendment includes funding for the project Welcome to School, which is to be implemented by Save the Children. This additional funding will allow USAID/Guatemala to participate in a large public-private partnership to increase access to education in several coffee-growing communities of Guatemala. Save the Children's Welcome to School program will incorporate methodologies and lessons learned from prior USAID-funded bilingual education and community education programs. This activity will also be coordinated with current USAID programs and will contribute to achieving IR 3.2 and LLR 3.2.1, as stated in the cooperative agreement. During this period, the project will present its final work plan, as well as the M&E plan, to be revised and approved. Close communication will take place with the project Education Manager to make information available.

The modification to the cooperative agreement will also broaden scholarships for the basic education component. The basic education scholarship program will target youth aged 10 to 25 who are mainly indigenous and from rural and marginal urban areas. This scholarship program will support the new IR 3.2, LLR 3.2.1, and LLR 3.2.2. The first activity during year 2 will be the formation of the Scholarship Committee, which will establish the guidelines that will structure the program.

Increased Enrollment and Student Performance

The approved projects, *Amigos de la Escuela*, *Becas Kinal*, and *Becatón*, have as their main objective to increase enrollment and keep students at school. *Amigos de la Escuela* will do this by providing a secure and comfortable environment to students. Later, in the second phase of the program, it will enrich the school environment by providing health and nutrition activities and training for teachers to enhance students' performance. IPs will be required to report progress in order to gauge results and program impact. The *Becas Kinal* project will end at the beginning of year 2, but the IP will report on results and give follow-up information in 2006 to measure the project's impact. These *Becas Kinal* scholarships were given to students in secondary level, along with didactic materials that students will use in 2005, 2006, and 2007. The students' performance was reported in 2005, and *Alianzas* will receive a final report.

Becatón is a fundraising activity that will provide funds for student scholarships in 2006. The original objective was to give the funds to 2,500 schools defined by the *Instituto Nacional de Estadística* (INE) and MOE as schools in communities of greater need. Since the disaster caused by Hurricane Stan, some of the money will be directed to

schools in the affected areas to make it possible for students to enroll. The Scholarship Coordinator will develop an implementation plan for this activity during the first months of year 2. IPs will monitor students, schools, and program performance and report the results on the charts provided.

An additional scholarship program has been under development since the modification of the original cooperative agreement, approved on September 30. In cooperation with the MOE, in year 2, *Alianzas* and the Scholarship Committee will develop the guidelines to select students and grant the scholarships for elementary and secondary schools. In this committee, the MOE will coordinate the scholarships through the *Direcciones Departamentales* (local MOE authorities) and *Juntas Escolares*.

In this program, the *Juntas Escolares* will provide *Direcciones Departamentales* with a list of candidates for scholarships. In creating the list, it will select low-income students who are not currently in the school system or who are at risk of dropping out of school. The list will be supported by a letter of recommendation from a local authority to be later approved by the Scholarship Committee and closely monitored by the *Alianzas* Scholarship Coordinator.

Increased Number of Students Graduate from the 6th Grade

The *Alianzas* project will monitor the performance during the first months of interventions through information gathered with the monitoring chart that was provided to each partner. Information will be collected on progress at the school so that comparisons can be made at the end of the project. Although we will not be able to measure students graduating from 6th grade because the project will end before then, school information and other data will be important to keep for later evaluation.

As previously mentioned, *Becatón* is an initiative that seeks to motivate students to stay in school, and it entails substantial involvement of the parents. The MOE has committed to following those students up to 6th grade. Toward the end of 2009, the project will be able to evaluate the performance and results of those scholarships. Student progress will be monitored via the Internet, which allows partners to track students by name, geographic area, and academic performance on a regular basis.

A number of initiatives presented in the open call for proposals support this same objective. *Alianzas* proposes to guide potential partners through fundraising activities, education-promoting activities, and designing sustainable projects, to find funds for implementing promising projects.

Teachers and Principals Trained

Potential partners have shared their own teacher training methodology with the *Alianzas* team. At the same time, lessons learned throughout the *Creciendo Bien en la Escuela* project, executed in coordination with the MOE, have given *Alianzas* the opportunity to learn about their guidelines and plans, such as the materials developed by MOE and MOH, the training calendar, topics for the training sessions, support given to teachers,

and so forth. The information will be shared with the IPs of other approved projects to coordinate project implementation.

Approved projects, such as *Capacitación de Maestros* by Novella, *Welcome to School* by Save the Children, *Tecnología COED*, *Escuelas Demostrativas del Futuro*, and *Tecnología Camino Seguro*, incorporate training activities for teachers and principals, that seek to improve teachers' and principals' performance and consequently improve students' learning. The project EDUNIME by Castillo Love also entails training facilitators who will work with literacy groups.

Alianzas will closely follow these projects. We will provide the monitoring chart to help collect data and evaluate results. As part of the monitoring plan, we will make site visits to corroborate information provided and collect additional information. An important goal this year is to establish criteria to select and apply good practices for implementing training sessions and share this information with IPs and potential IPs.

School Committees Strengthened

Juntas Escolares are local committees that consist of parents, school directors, and local governmental officials that manage the infrastructure improvements and finances of schools. The *Juntas* are legally able to receive and execute government and other funds. The MOE provides them additional support in different aspects of financial and strategic management.

Becación, *Amigos de la Escuela*, *Welcome to School*, and *Escuelas Demostrativas* are projects that support and work in coordination with *Juntas Escolares*. *Welcome to School* has a component for reinforcing and improving the school committees that also includes training and support to the *Programa Nacional de Autogestión para el Desarrollo Educativo* (PRONADE).

Alianzas will review other initiatives (from the received proposals) that support local organizations, and we will focus on those that introduce fundraising programs and other mechanisms to allow for institutional self-sustainability.

Scholarships Awarded to Promote the Enrollment and School Retention

Becación and *Becas Kinal* are projects that promote enrollment and student retention rates in the Guatemalan school systems. These programs will be monitored during year 2 of *Alianzas*, and the results will be evaluated so that they may be applied to other initiatives. The data collected using the monitoring chart provided by *Alianzas* to the IPs will furnish information on the performance and impact of each initiative.

The modification to the cooperative agreement includes a scholarship program for primary school students, secondary school students, and indigenous youth. During year 2 of *Alianzas*, the Education Manager will develop the guidelines to manage these scholarship programs. The amendment calls for the creation of a Scholarship Committee,

responsible for oversight, transparency, and fairness throughout the entire process. In year 2, processes will be defined and the Scholarship Committee created.

Alianzas will attract private sector funding by presenting the scholarship program as one alternative for corporate social investment that offers better return on investment and community involvement.

Number of Students with Scholarships Graduated

A large portion of the scholarship program will focus on maintaining a close relationship with students in order to monitor performance and progress. Each institution with scholarship recipients will have an M&E plan to track students and provide help when needed. At the end of the project, *Alianzas* will have all student information compiled in a database.

Number of Schools Strengthened

Alianzas will coordinate with the Welcome to School and *Amigos de la Escuela* projects to improve the physical infrastructure of several schools. At the same time, the school committees in charge of school improvements—*Juntas Escolares*—are being reinforced. They will receive training on how to prioritize needs and manage money. As part of the monitoring plan, *Alianzas* provided the monitoring chart to the projects. The chart will be used to gather specific information that will enrich our data. Also, visits will be made to ensure compliance.

Since Hurricane Stan, USAID has requested that *Alianzas* redirect a portion of funds toward the immediate relief effort for the affected population. The project will determine which portion of *Becatón* funds will go to schools that were seriously damaged by the hurricane. The goal is to help with reconstruction and make enrollment possible for next year. At the beginning of year 2, this component will be defined and the plan established to monitor results.

Alianzas will identify other initiatives that will help reinforce school committees. Issues that will be addressed include school maintenance, infrastructure, repairs, furniture, equipment, school management, and administration.

4.2 Innovative Approaches Applied To Increase and Improve Educational Opportunities

For approved projects, such as Welcome to School, *Tecnología COED*, *Escuelas Demostrativas del Futuro*, and *Tecnología Caminos Seguro*, *Alianzas* is expecting that positive results on information and communication technology (ICT) methodology will be shared with other initiatives. *Alianzas* anticipates that projects will have a positive impact on student performance and spawn a program that is attractive and easily replicable for other alliance partners in the private sector. At the same time, *Alianzas* will closely follow the projects to ensure that innovative approaches make possible the development of life and job-related skills and leadership training for students.

The scholarship program will support institutions that present innovative approaches for training students in job-related areas, as well as providing students with skills that enable them to function in real-world work situations. Such skills might include technological, leadership, English language, and other skills. The program will request proposals that reinforce basic education for students enrolled in secondary schools and for adolescents and young adults who have left the system. The scholarships will be short term, usually no longer than a year, depending on the field of study.

Introduce Information Technology to Teachers and Students

The COED *Tecnología, Camino Seguro*, and *Escuelas Demostrativas del Futuro* alliances seek to provide access to technology to students and teachers who live in rural areas. They will develop technological skills for teachers and students and promote the PC as a tool for learning and work.

The team will follow these projects and compile a list of minimum requirements for the successful implementation of a computer lab with the appropriate methodology.

4.3 Improved Access to, Quality of, and Efficiency of Higher Education for Youth and Indigenous Leaders

A major goal of *Alianzas* is to increase the number of future leaders by providing opportunities and enhanced leadership skills through higher education. These scholarships are destined for low-income youth and indigenous leaders in priority areas defined by USAID/Guatemala's Strategic Objectives in education, democracy, and economic growth. The scholarship program will provide opportunities for rural indigenous women and men to enter and graduate from a variety of educational programs.

Certified Institutions to be Recipients of Scholarship Students

As stated in Section 4.1, the main activity in the recently approved amendment is the formation of the Scholarship Committee. This committee will work with students aged 10 to 24 who will receive primary, secondary, youth, and higher-education scholarships.

In the higher-education scholarship program, the selection of the institutions that sponsor scholarship students is crucial. Because time is limited, the project will begin assessing institutions that have already presented a proposal and that comply with *Alianzas*'s guidelines. Special emphasis will be placed on institutions that are currently able or willing to develop programs that integrate job-related skills, such as leadership, entrepreneurship, information technology, and English language, as part of the offered academic program. A secondary goal is to build each student's confidence to succeed in a highly competitive job market.

The Scholarship Committee's first task will be to approve the process for selecting institutions and proceed with certifying institutions that both have a program running and are willing to present their program, selection process, evaluation process, and the

expansion to which they are committed in order to receive *Alianzas* support. The institutions will indicate how many scholarships they have worked with, how many they are willing to support eventually, and how many are provided by a private partner. The committee will compile a list of certified institutions and indicate the number of scholarships awarded to each one.

Student Selection Process

The Scholarship Committee must approve the guidelines that will be given to institutions in order to proceed with student selection. The Scholarship Coordinator will develop those guidelines, and when approved, the guidelines will be shared with partner institutions for their implementation. The Scholarship Coordinator will ensure that guidelines are followed and a transparent process is developed by each partner institution. Once certified, each institution should present a student selection plan that includes an open call for applicants, appropriate documentation, evaluation instruments, requirements, and the final list to be presented to the committee. The coordinator will regularly keep the committee informed of the process.

Scholarship Program Follow-Up Process

Along with the proposal, the potential partner institutions will present an M&E plan that describes the process they will follow to track student performance, needs, and the way in which those needs will be met. The Education Manager and Scholarship Coordinator will assist the partner institutions in developing the plan and the instruments to monitor performance. Regular informal reports and formal quarterly reports will be required so that the program will have enough information about each student's performance and about any potential problems in providing student support in areas such as mentoring and tutoring to minimize dropouts. The Scholarship Coordinator will compile complementary information through site visits and will be responsible for developing a format in which the institutions will present their results to *Alianzas*.

5. IR 3.3 Increased Use of Quality Maternal-Child and Reproductive Health Services

To achieve the three LLRs related to health and nutrition, *Alianzas* will focus in year 2 on overseeing approved projects, developing private sector awareness, and supporting IPs in implementing new proposals. The main challenges are leveraging funding for RH, with emphasis on FP activities; incorporating pharmaceutical industries in coalitions to fund health and nutrition interventions; and responding to national health and nutrition needs in the aftermath of Hurricane Stan.

Through the *Alianzas/Fundación Pro Bienestar del Minusválido* (FUNDABIEM) national communication campaign, which targets women of reproductive age at the

national level, *Alianzas* expects to influence behavior modification and improve preventive health actions in the family.

Two new strategies will be developed to achieve the three LLRs:

- Strategy for Pharmaceutical Industry Involvement
- Strategy for Disaster Relief

Strategic Approach with Pharmaceutical Companies

Alianzas will invite the pharmaceutical companies present in Guatemala to invest in health and nutrition programs or projects. *Alianzas* will provide technical assistance, data, and tools to develop partnerships built on effective design and implementation of alternatives that promote quality and equity of access to FP/RH and other health services to the poor and underserved groups. The first steps in operationalizing this strategy may include

- Working with private insurance companies to provide community-based health insurance, schools insurance, social insurance, and other methods for pooling financial health services and products in order to increase both affordability for clients and financial sustainability for providers.
- Designing cause-related marketing strategies to build consumer loyalty while raising awareness on health issues, especially related to preventive health
- Engaging private sector funds in national behavior-modification campaigns directed mainly at women of reproductive age
- Supporting nationwide interventions that could be employer-based and replicated in rural, underserved areas
- Implementing employer-based programs as pilot tests before replication.

Table 5. Potential Pharmaceutical Partners Present in Guatemala

Company
Abbott Laboratories
Allergan
Aventis
Baxter International Inc.
Bayer HC
Bonin
Bristol-Myers Squibb

Company
Donovann Werke
Eli Lilly
Glaxo Smith Kline
Iprophasa
Italbiotic
Lafco
Mackeson
Menarini
Merck SA
Novartis International AG
Pharmalat
Qualipharm
Ruipharma
Roche Holding AG
Smith Kline
Unipharm

Strategic Approach for Disaster Relief

Health sector activities will seek to reestablish the physical, mental, and environmental health of the affected populations, as well as rebuild the health service infrastructure in the affected zones. These represent opportunities for motivating alliances with members of the private sector: with large, medium and small companies at the local level to obtain financing and with local NGOs to implement projects.

Alianzas will support projects and programs that will help resolve health problems expected after the disaster. Hurricane Stan affected the country's south coast and especially the departments in the western highlands, which are the priority areas for the health actions undertaken by the alliances. The objectives are to preserve life and the health of the population and support the recovery of decent living conditions for those

affected. Emergency situations involve inter-institutional participation; consequently, the health component of this plan is but a segment of the global response being articulated by the National Committee for Emergencies and by each community, with the participation of the different response entities.

Support will be given to those projects emphasizing the following activities:

1. **Provision of safe drinking water for human consumption.** Activities that could be considered include, for example, reconstruction of potable water networks; reconstruction of sewage systems and accumulation of residual water; disinfection of tanks that hold water for human consumption; decontamination of housing zones to clear away rubbish, river sediment, and debris; cleaning of headwaters; and chlorination of water for human consumption.
2. **Promotion of adequate hygienic practices.** Possible activities include providing technical assistance to promote hygienic practices to be maintained in the shelters, improve drainage systems, improve personal and environmental hygiene practices, promote sanitary hygiene, and provide sanitary education on ways to prevent the proliferation and control of insect and rodent vectors that carry dengue fever, malaria, and leptospirosis, and other diseases.
3. **Monitoring and management of illnesses through integrated case management,** with emphasis on the early detection of danger signs. Activities might include improving basic sanitation and health service infrastructure; conducting epidemiological and sanitary assessments of the affected zones; and conducting permanent monitoring of associated morbidity-mortality, especially by age group, from acute respiratory infections, acute diarrheal sickness, sicknesses transmitted by water and foodstuffs, including salmonella, viral hepatitis, intestinal parasites, skin infections, bacterial and micotic infections, and scabies.
4. **Counseling, monitoring, and promotion of nutritional interventions.** Activities that could be considered include assessments of the nutritional situation of the children in the shelters, educational interventions for feeding children under age 2 in emergency situations, preparation and handling of foodstuffs, counseling on the use of locally available foodstuffs, disparasitization interventions, micronutrient supplementation, and so forth.

5.1 LLR 3.3.1 Improved and Expanded FP Services and Information, Education, and Communication (IEC)

Alianzas will find opportunities to support RH and FP services, both of which are a high priority for *Alianzas*. These projects will seek to expand and improve FP/RH services, reduce the unmet need, achieve adoption of the optimal 3- to 5-year pregnancy interval, and increase the availability of contraceptives, especially in rural, indigenous, and underserved populations.

This result will be achieved by supporting IPs in the following activities:

- Expanding FP/RH activities and strengthening IEC

- Incorporating pharmaceutical industries in FP/RH alliances projects
- Strengthening FP/RH on the agenda for corporate social responsibility programs.

Expand FP/RH Activities and Strengthen IEC

Alianzas will continue to coordinate closely with the RH program under the *Ministerio de Salud Pública y Asistencia Social* (MSPAS) and with the *Calidad en Salud* URC project on all FP/RH activities in terms of approach, content, materials, training procedures, management information systems, and the use of standardized FP information tools (e.g., brochures, counseling aids). *Alianzas* will follow up on integrated projects, such as *Creciendo Bien*, *Mejores Familias*, and *Atención Integrada a las Enfermedades Prevalentes de la Infancia*, *Atención Integrada a la Niñez y la Mujer en la Comunidad* (AIEPI AINM-C), which have FP/RH contents. In part, *Alianzas* will focus on identifying the best ways to ensure a continuous supply of FP methods through approved subprojects to NGOs.

During this year's national communication campaign approved by TRC with FUNDABIEM, *Alianzas* will contribute to improve the preventive family practices and reinforce the promotion of behavioral changes related to FP/RH. The overall strategy will also include planning and implementing a spokesperson campaign in favor of FP/RH.

Also in year 2, special activities will be held to raise more funds for specific areas of RH, such as breast cancer and ovarian cancer. These activities will emphasize IEC prevention messages.

Alianzas will continue encouraging alliances between partners such as the *Asociación Pro-Bienestar de la Familia* (APROFAM), the Women's International Network for Guatemalan Solutions (WINGS), and the *Fundación del Azúcar* (FUNDAZUCAR) to achieve better resource utilization.

Alianzas's technical team will encourage the integration of projects to keep girls in schools and provide scholarships (particularly girls from indigenous groups with high fertility rates) with interventions addressing RH.

Include RH on the Agenda for Corporate Social Responsibility Programs

Through alliances with the two largest corporate social responsibility organizations in Guatemala, CentraRSE and *Consejo de Empresas, Fundaciones e Institutos Privados* (CEFI), *Alianzas* will access the strategic social investment plans of their companies. *Alianzas* will also explore corporate social responsibility opportunities with companies to provide employer-based services with an FP/RH component. They can reach a large number of people concentrated in the same area, employers and employees alike. *Alianzas* will encourage companies to introduce these programs through messages that are important to managers, such as suggesting the economic benefits that the company may enjoy as a result of the employee behavioral changes expected from these programs. *Alianzas* will offer packages of services and best practices, depending on the level of

involvement (from education to full-service delivery). Also, *Alianzas* will work on building coalitions of NGOs and commercial entities; will encourage NGOs to adapt their organizational culture to be more prepared to respond to this kind of corporate needs and sustainability goals; and will convince both the private sector and NGOs that partnerships to provide FP/RH are a win-win situation.

Alianzas will continue facilitating alliance building among its corporate social responsibility partners. APROFAM will be the IP.

5.2 LLR 3.3.2 Improved and Expanded Maternal and Child Health Care and Information/Education

In 2006, the technical team will focus on following up on and encouraging proposals for project interventions that contribute to reducing maternal, neonatal, and child mortality. *Alianzas* will support organizations and subprojects that are working to improve access to and use of high-quality integrated health care and child survival interventions.

This result will be achieved by supporting IPs in the following activities:

- Expanding integrated interventions and strengthening IEC skills
- Increasing the number of births attended by qualified health personnel
- Strengthening the referral and response systems for emergencies

Expanding Integrated Interventions and Strengthening IEC Skills

Alianzas will build new alliances to leverage support and raise new funds for integrated maternal and child health interventions (using the AIEPI AINM-C approach) that benefit underserved rural communities. *Alianzas* will co-fund projects that incorporate best practices and lessons learned from existing programs (*Creciendo Bien*, *Mejores Familias*, FUNDAZUCAR) to expand access and improve the quality of such services. Program components supported by *Alianzas* could include integrated health services for women and children, counseling job aids for resolving health problems for providers, timely vaccination of children and women of reproductive age, promotion of healthy behaviors and assistance to communities to develop emergency plans to save women and children's lives. *Alianzas* will also develop alliances with the local media to broadcast maternal and child health messages targeted to different population groups to inform and change behavior, as well as co-fund projects that seek to change health behavior using proven IEC materials and methods. Communication programs can, for example, convey the patient's right to quality health care and health information (including asking questions to their providers) and promote preventive interventions (e.g., micronutrient supplementation; recognition of the danger signs during pregnancy, birth, and the post-partum period and in newborns and children under 5; disparasitization interventions).

Increasing the Number of Births Attended by Qualified Health Personnel and Strengthening the Referral and Response Systems

In year 2, *Alianzas* will explore national and international lessons learned from maternity homes and community maternities and other successful ways to attend the four delays (recognition of danger signs, seeking of help, timely attention, and quality attention). NGOs presenting proposals to replicate their programs in new communities and/or expand coverage or share experiences will be encouraged to present impact evaluations or other documentation of their experiences so that the TRC can consider these materials before funding the interventions.

Alianzas will also encourage potential IPs to include components that (1) train community health care providers and women to recognize the danger signs in pregnancy, childbirth, and the postpartum period and in the newborn, as well as to make timely referrals for care and (2) strengthen the referral and response systems.

Alianzas will foster coordination between the public and private sectors to improve the referral and response system subprojects in this area, either directly with the program or with funding partners and IPs, and also in the community emergency plan construction and activation.

5.3 LLR 3.3.3 Better Nutrition and Dietary and Hygiene Practices

To be healthy and active, we must have food in adequate quantity, quality, and variety to meet our energy and nutrient requirements. Without adequate nutrition, children cannot develop their potential to the fullest, and adults will experience difficulty in maintaining or expanding theirs. Activities for 2006 will focus on improving nutrition, dietary practices, and hygiene (particularly promoting among mothers 6 months of exclusive breastfeeding, followed by the introduction of complementary feeding when the child is 6 months old and continued adequate feeding during the first 2 years of life), while strengthening growth monitoring and counseling.

Also, we need to be prepared to respond to national health and nutrition needs in the aftermath of Hurricane Stan.

This result will be achieved by supporting IPs in

- Reducing chronic malnutrition and micronutrient deficiencies
- Responding to national nutrition needs after the disaster

Reducing Chronic Malnutrition and Micronutrient Deficiencies

For 2006, the technical team will follow up IPs' implementation of *Creciendo Bien*, *Mejores Familias*, and AIEPI AINM-C, among others, as the primary strategies to reduce malnutrition and micronutrient deficiencies, as well as improve hygiene practices—mainly through prevention. We will encourage other potential IPs to present projects that improve feeding and hygiene practices; conduct monthly weighing sessions to monitor

children's growth; promote exclusive breastfeeding during the first 6 months of life; introduce complementary foods at 6 months, with foods that are available locally; and strengthen referrals for illness. This package of interventions will emphasize monthly weighing sessions for children under 2 or up to 5 years of age.

Alianzas will maintain contacts with organizations that have an interest in reducing micronutrient deficiencies through public education, improved logistics, and training of community-level providers to provide iron, folic acid, and vitamin A to children, women who are pregnant or up to 6 months postpartum, and young women aged 15 to 19.

The technical team also will continue working with SOSEP, the MOH, and MOE to implement *Creciendo Bien en la Escuela* and their *sala situacional*, including preventive maintenance, preventive interventions, educational activities, and micronutrient supplementation, as well as better hygiene practices. *Alianzas* will encourage companies to promote preventive work-based health programs that include micronutrient supplementation.

Also in year 2, *Alianzas* will continue reviewing guidelines for projects that work in both health and education to encourage healthy lifestyles, treatment of parasites, and micronutrient supplementation. The intergenerational vicious cycle of malnutrition will be reduced with the help of integrated projects, which will lead to improved educational performance.

Response to National Nutrition Needs After the Disasters

The technical assistance will be based on

- Provision of support within the framework of human rights and respect for the human being and his/her dignity
- Keeping together of the family
- Promotion, protection, and support of breastfeeding practices
- Early recovery of the usual mechanisms of provision and food distribution
- Effective management
- Equitable distribution of available resources based on priorities

Projects might involve improving the nutritional situation of children in temporary shelters, conducting educational interventions for children under 2 in emergency situations, counseling people on food preparation/manipulation and the use of locally available food, and carrying out preventive interventions, such as parasite treatment, micronutrients supplementation, and so forth.

6. Monitoring and Evaluation

A general M&E strategy has been designed and shared with *Alianzas*'s partners. The Education and Health Managers have given monitoring charts to the IPs of approved

projects. These charts will guide them in collecting the information they need to report to *Alianzas*. Each IP will be responsible for monitoring and evaluating their projects, and *Alianzas* will oversee performance as needed.

Each project will develop a plan for monitoring its execution and evaluating its success. It will also select indicators appropriate to the individual subproject's anticipated results and activities, as well as overall indicators of progress toward achieving *Alianzas*'s expected results. The charts will be filled in at the beginning of each intervention, at certain times during the intervention, and at the end of the intervention to determine impact and positive results.

M&E plays a important role in *Alianzas*. Its ensures accountability, closely follows the development of activities to identify and correct problems early, and generates lessons learned that can benefit others and improve the program's performance. M&E is useful for demonstrating the value of their investments to the funding partners and communities participating in the alliance. These evaluations will also serve to encourage the potential participation of new funding partners.

Evaluating the success of the private sector's participation in *Alianzas* is critical. The primary indicator of successful involvement is the amount of funds leveraged. The project will learn lessons from this experience regarding leveraging funds and developing alliances, and we will document the lessons, success stories, and skills that can be transferred to IPs.

The M&E indicators reflect the results that will be achieved by supporting the IPs' strategy:

- Number of children and youth enrolled in formal pre-primary, primary, and secondary education
- Number of children in primary school benefiting from alliance programs that graduate from 6th grade
- Number of teachers and principals trained by level
- School committees strengthened through alliances programs
- Number of schools strengthened through alliances programs
- Number of persons who receive alliance-funded scholarships, tracked by level, age, rural-urban, indigenous–non-indigenous
 - Primary
 - Secondary-*Básico*
 - Secondary-*Diversificado*
 - Youth
 - Higher Education
 - University

- Number of persons who receive alliance-funded scholarships who graduate (if length of program allows tracking graduation numbers)
- Number of people trained in child and maternal health by AIEPI AINM-C, *Creciendo Bien*, or *Mejores Familias*, tracked by gender (male/female, total)
- Number of children aged 0–59 months in communities with AIEPI AINM-C with diarrhea in the past 2 weeks who received oral rehydration salts and/or recommended home fluids and or increased fluids in the project population
- Number of households with child under 5 years whose youngest child’s feces were safely disposed of the last time he/she passed stool in the project population
- Number of children under 5 enrolled in monthly growth-monitoring process in the project population
- Number of children under 5 surveyed who are not growing well in the project population
- Number of children aged 6–59 months who received a vitamin A in the project population
- Number of children aged 6–59 months who receive iron and folic acid weekly supplements in the project population
- Number of infant aged 0–5 months (less than 180 days) who were exclusively breastfed in the last 24 hours in the project population
- Number of children aged 12–23 months who received three doses of diphtheria, pertussis, and tetanus (DPT) vaccine in the project population
- Number of deliveries with a skilled attendant at birth in the project period
- Couple-years of protection in the project population
- New users of FP methods in the project population

As mentioned previously, specific M&E proposals have been requested based on tailoring for individual projects, cross-checking of IP M&E systems and results, and interpretation and summarization of results obtained. A final decision will be made during the second quarter of 2006 regarding these proposals.

7. Reporting Requirements

The terms of the cooperative agreement between USAID and RTI describe the reporting requirements in detail. Quarterly financial reports are required, as well as five program-related reports.

Financial Reports

RTI will submit financial reports in accordance with 22 CFR 226.52. The SF 272 and 272a will be submitted within 45 days following the end of the quarters ending March 31,

and June 30, 2006, via electronic format to the U.S. Department of Health and Human Services and two copies to the CTO. The SF 269 or 269a will be submitted to the CTO on these same dates. An original and two copies of the final financial report will be submitted at the end of the project in 2009.

Five-Year Strategic Plan

The revised and updated strategic plan shall be submitted for USAID approval on November 15, 2005. The strategic plan is a broad-brush plan that includes a description of activities, timelines and budgets, and also specific leveraging and fundraising strategies for the entire period of the agreement.

Annual Work Plan

The cooperative agreement states that RTI will submit its annual work plan by October 31 of each year, to coincide with the U.S. fiscal year. Annual work plans shall include a description of activities, timelines and budgets, including the pipeline of funds unspent, and will identify critical paths and milestones for the period. The work plans will also include a description of any education and training materials and behavior-change campaigns planned (these will be approved by the CTO prior to printing, reproducing, disseminating, or airing). The work plan should also include expected results.

Monitoring and Evaluation Plan

The revised and updated version of the M&E plan will be submitted for USAID approval on November 15, 2005. The full proposed M&E strategy will be included in the first 2006 quarterly report.

Quarterly Performance Reports

The cooperative agreement states that RTI will submit a performance report on a quarterly basis. This year, performance reports will be submitted by January 31, April 30, July 31, and September 30. These reports will describe activities undertaken and alliances established, including the funds leveraged in cash and in kind; progress made toward achieving the results, and any adjustments in the annual work plan to be made in the next quarter. RTI will provide quarterly a list of all documents submitted during the reporting period to USAID's Development Experience Clearinghouse, and a list of all in-country training events during the reporting period, including name of the training program; field of study; relationship to the objectives of the program; start and end dates; costs (USAID and partner's) disaggregated by instruction, trainee, and travel; and number of male and female participants. The report due September 30, according to Modification 2 of the Cooperative Agreement, will be the annual report for the year.

Final Performance Report

The final performance report is due in 2009 and does not form part of this year's work plan.

Annex A: Timeline for Implementation of Plan

Strategy/Activity	Responsible	Quarter			
Project Management					
Management		Q1	Q2	Q3	Q4
Develop annual work plan	COP				
Prepare quarterly reports	Program Manager				
Private Sector Advisory Group meetings (2)	COP				
Technical Review Committee meetings (6)	Staff				
Grants Coordinator	COP				
Scholarship Coordinator	Education manager				
M&E Manager/strategy	COP/Program manager				
Implement communication strategy	Program Manager				
Fund Raising Strategy		Q1	Q2	Q3	Q4
Finalize fund-raising procedures including sales pitch to attract alliance partners	Program Manager				
Develop portfolio of priority health, nutrition and education activities	Staff				
Update list of networks of private sector business associations	COP				
Implement communication, public relation and media strategy	Program Manager				
Develop and implement a fund raising activity plan	COP/Program manager				
Leveraging Strategy		Q1	Q2	Q3	Q4
Implement leveraging plan and continue direct solicitation of individual corporations	COP/Program manager				
Continue alliances with private corporate foundations	COP/Program manager				
In consultation with PSAG develop plan for capturing and channeling remittances for social investment	COP/Program manager				
Continue to negotiate alliances with the media	COP/Program manager				
Develop and implement alliance partner public recognition/award program	COP/Program manager				
Build staff capacity through training and seminars	RTI home offices				
Develop targets and leveraging budget	COP				
Fortify use of information technology to improve communication with current and potential partners	Program Manager				
Organize fund raising events and create awareness for the education, health and nutrition sectors	COP				
Explore international conference opportunities for staff participation and team development	COP				
Explore international donor organizations for funding and alliance possibilities	COP				
LLR 3.1.4 Greater Community Involvement in Health and Education					
Increased Level of Financial Sustainability of NGOs and NGO networks		Q1	Q2	Q3	Q4
Involvement in disaster relief/community development projects	Staff				

Strategy/Activity	Responsible	Quarter			
Project Management					
Strengthen Community Groups that are part of an Alliance		Q1	Q2	Q3	Q4
Participate in seminars/training sessions	COP				
IR 3.2: Increased and Improved Quality of Education					
3.2 LLR 3.2.1: Improved Access, Quality and Efficiency of Basic Education		Q1	Q2	Q3	Q4
Follow up each project	Education Manager				
Revision of information filled in charts by project	Education Manager				
Visits to projects	Education Manager				
Revision of projects received and not approved	Education Manager				
Plan IPs training on self supported projects	Education Manager				
Implementation of Welcome to School plan	Education Manager				
Scholarship committee formed and guidelines approved	Education Manager				
Increase Enrollment of students		Q1	Q2	Q3	Q4
Collect data on Becas Kinal final stage	Education Manager				
Supervision of Becatón: schools, beneficiaries, report on money	Education Manager				
Provide charts for the follow up process	Education Manager				
Visits to project	Education Manager				
Establish guidelines for beneficiaries in the Scholarship Committee	Education Manager				
Coordinate with MOE the list of beneficiaries	Education Manager				
Provide guidelines and assistance to Direcciones Departamentales	Education Manager				
Increase number students graduate from 6th grade		Q1	Q2	Q3	Q4
Gather information on students graduating from 2005 to 2006	Education Manager				
Filled charts with information to use later in the program	Education Manager				
Review other proposals	Education Manager				
Teachers and Principals Training		Q1	Q2	Q3	Q4
Closely supervise projects for the training component	Education Manager				
Collect data on training activities	Education Manager				
Visits to projects	Education Manager				
Number of School committees improved		Q1	Q2	Q3	Q4
Receive information on Juntas Escolares training from IPs	Education Manager				
Collect data on Juntas Escolares involvement in each project	Education Manager				
Review other proposals that support school committees	Education Manager				
Re direct initiatives efforts to school committees reinforcement	Education Manager				
Scholarships to Promote Enrollment and Retention of Children in Schools		Q1	Q2	Q3	Q4
Monitor implemented projects	Education Manager				
Collect data on projects	Education Manager				
Scholarship committee will approve guidelines	Education Manager				
Assistance to IPs to follow guidelines and select students	Education Manager				
Promote scholarship initiative among private sector with results	Education Manager				
Increase Number of students with scholarships graduated		Q1	Q2	Q3	Q4
Close track of scholarship students performance	Education Manager				
Revision of monitor and guidance plan of each institution with scholarship students	Education Manager				
Create a data base of scholarship students/institutions	Education Manager				
Number of schools improved		Q1	Q2	Q3	Q4
Plan for the schools affected with Huracan Stan	Education Manager				
Collect information in chart	Education Manager				
Visits to projects	Education Manager				
Re direct initiatives efforts to school committees reinforcement	Education Manager				

Strategy/Activity	Responsible	Quarter			
Project Management					
3.2 LLR 3.2.2: Innovative Approaches Applied to Increase and Improve Educational Opportunities					
Introduction of Information Technology for Teachers and Students		Q1	Q2	Q3	Q4
Follow up projects and IPs	Education Manager				
Revision of charts and information	Education Manager				
Creation of a minimum requirements for a computer lab	Education Manager				
Share information of results and create a model to follow with IPs.	Education Manager				
Vistis to projects	Education Manager				
system		Q1	Q2	Q3	Q4
Guidelines approved by Scholarship Committee	Education Manager				
Institutions proposals revised	Education Manager				
Student selection process developed	Education Manager				
Supervise selections of students for scholarships	Education Manager				
Revision of M&E plan from partner institutions	Education Manager				
Charts provided to IPs for information to collect data on students performance	Education Manager				
Vistis to projects	Education Manager				
3.2 LLR 3.2.3: Improved Access to, Quality and Efficiency of Higher Education for Youth and					
Certified institutions to be receivers of scholarship students		Q1	Q2	Q3	Q4
Guidelines approved by Scholarship Committee	Education Manager				
Process of selecting institutions established	Education Manager				
Institutions invited	Education Manager				
Revision of proposals	Education Manager				
Revision of M&E plan and mentoring plan from partner institutions	Education Manager				
Vistis to projects	Education Manager				
Process of selecting students		Q1	Q2	Q3	Q4
Process of selecting students developed and approved	Education Manager				
Guidelines shared with potentials institutions partners	Education Manager				
Revision of the students selection process in each institution	Education Manager				
Approval of list of students proposed	Education Manager				
Charts provided to IPs for information to collect data on students performance	Education Manager				
Vistis to projects	Education Manager				
Scholarship Program Follow up process		Q1	Q2	Q3	Q4
Revision of the monitoring plan	Education Manager				
Revision of the mentoring plan	Education Manager				
Approval of the M \$E plan	Education Manager				
Follow up on students performance with charts and other instruments	Education Manager				
Creation of a data base to track students performance	Education Manager				
IR 3.3 Increased Use of Quality Maternal-Child and Reproductive Health Services					
Elaboration of Strategic Approaches		Q1	Q2	Q3	Q4
Strategic approach with Pharmaceutical Industry					
Strategic approach to extend corporate social responsibility (CSR) participation					
Strategic approach for disaster relief					
LLR 3.3.1 Improved and Expanded Family Planning Services and Information/Education					
Expand RH/FP Activities and Strengthen IEC		Q1	Q2	Q3	Q4
Periodic coordination work with RH/ MOH program and Calidad en Salud URC project for FP/RH activities	Health Manager				
Develop technical criteria related with FP for national campaign with FUNDABIEM and follow up to the implementation	Health Manager				
Develop and implementation of special activities will be held to raise more funds for specific areas of RH an M&C health	Health Manager				
Develop technical criteria for spokesperson campaign in favour of RH/FP and follow up to the implementation	Health Manager				

Strategy/Activity	Responsible	Quarter			
Project Management					
Incorporation of pharmaceutical industries in RH/FP and others alliances projects		Q1	Q2	Q3	Q4
Meetings with PC to invite them to be part of Alianzas projects	Health Manager				
Meetings with insurance companies	Health Manager				
Implementation of PC and IC projects specially for underserved groups	Health Manager				
Include Reproductive Health on Agenda for Corporate Social Responsibility		Q1	Q2	Q3	Q4
Periodic coordination with centraRSE and CEFI to include RH/FP	Health Manager				
Periodic coordination with FUG, APROFAM and others	Health Manager				
Follow up to design a <i>sala situacional</i> on reproductive health for private companies	Health Manager				
Follow up to specific projects related with CSR	Health Manager				
LLR 3.3.2: Improved and Expanded Maternal Child Health Care and Information/Education					
Expansion of AIEPI AINM-C and others integrated strategies and Strengthening of IEC skills		Q1	Q2	Q3	Q4
Periodic coordination work with UPS1 MOH, other programs and <i>Calidad en Salud</i> URC project for Maternal Child Health Care activities	Health Manager				
Follow up to <i>Creciendo Bien</i> , <i>Mejores Familias</i> and AIEPI AINM-C proposals and projects	Health Manager				
Identify NGOs or networks such as ASOREDES and other networks/NGOs for <i>Creciendo Bien</i> implementation in <i>Alianzas</i> community projects	Health Manager				
Develop technical criteria related with Maternal and Child Health Care for national campaign with FUNDABIEM and follow up to the implementation	Health Manager				
Design and provide guidelines for IP training to assure delivery of quality services in accordance with national norms	Health Manager				
Implementation of disaster relief projects		Q1	Q2	Q3	Q4
Immediately attention to urgencies	<i>Alianzas</i> Team				
Coordination with MOH department of International Cooperation, CONRED and others for health national emergency plan	Health Manager				
Technical assistance and follow up to projects related with provision of safe water for human consumption	Health Manager				
Technical assistance and follow up to projects related with	Health Manager				
Increase Number of Births Attended by Qualified Health Personnel and Strengthening Referral and Response Systems		Q1	Q2	Q3	Q4
Periodic coordination work with RHP <i>UPS1</i> MOH, other programs and <i>Calidad en Salud</i> URC project related to increase the numbers of births attended by qualified health personnel and improve the referral and response system.	Health Manager				
Follow up to revision of successful initiatives in running maternity homes, community maternities, and use of situational analyses for possible Implementing Partners, and follow up to the IP with related projects	Health Manager				
Encourage alliances between local projects and providers of fuel who can provide gas or transport to assure emergency transfers	Health Manager				
Develop technical criteria related with recognition of danger signs and importance that births attendance by qualified health personnel for national campaign with FUNDABIEM and follow up to the implementation	Health Manager				
LLR 3.3.3: Better Nutrition and Dietary and Hygiene Practices					
Reduce Chronic Malnutrition and Reduce Micronutrient Deficiencies and Better		Q1	Q2	Q3	Q4
Follow up IPs of <i>Creciendo Bien</i> , <i>Mejores Familias</i> and AIEPI AINM-C	Health Manager				

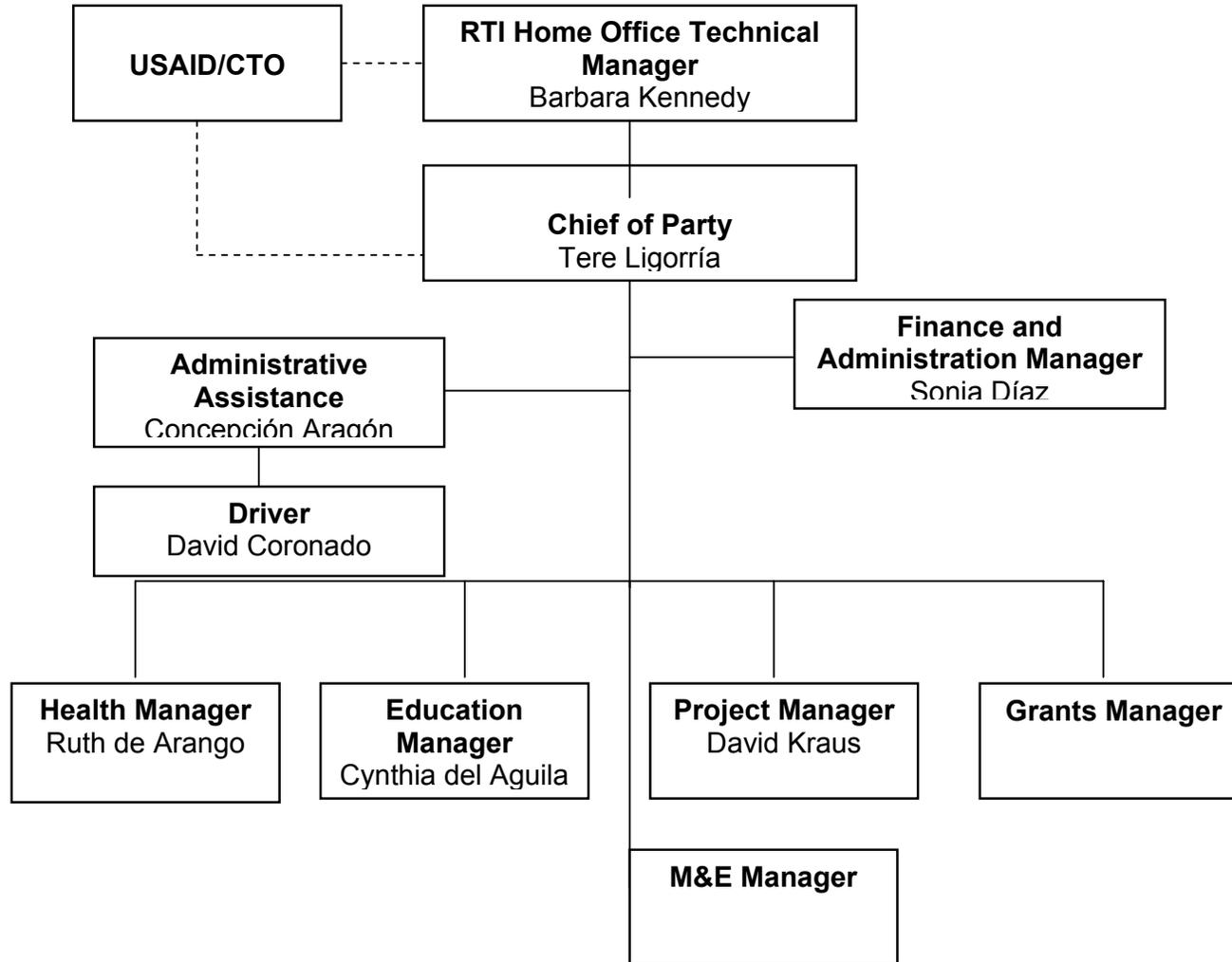
Strategy/Activity	Responsible	Quarter			
Project Management					
Encourage and Follow up to integrated projects (health, nutrition and Education) such as <i>Creciendo Bien en la Escuela</i>	Health Manager				
Response to national nutrition and better hygiene practices needs after the		Q1	Q2	Q3	Q4
Technical assistance and follow up to projects related with needs with disaster relief	Health Manager				

Annex B. Milestones and Leveraging Targets

Alianzas Milestones and Indicators for 2006					
Milestones	Indicator				
Amount of non-federal funds leveraged from the private sector	\$1.0 million				
Amount of in-kind resources leveraged from the private sector	\$500,000				
Number of MOUs signed with private sector partners	5				
Number of FUG subprojects approved	10				
Number of scholarships approved	25-30				
Number of reproductive health/family planning subprojects identified and approved	2-4				
Develop plan for remittances	yes				

Annex D. Alliances Organizational Chart

ORGANIZATIONAL CHART



Annex E. Monitoring and Evaluation Charts

**ANNEX EDUCATION
SCHOOL MONITORING CHART**

Name of School
 Department
 Municipality
 No. of classrooms
 Grades
 School Committee President
 Principal's name

	No. Of students		No. Of students		No. Of students		No. Of students using technology		No. Of students with scholarship		No. Of students with scholarship approved	
	Beginning of intreviewtion		End of the year		appoved							
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Preprimary												
First												
Second												
Thirid												
Fourth												
Fifth												
Sixth												
I Curso												
II Curso												
III Curso												
IV Curso												
V Curso												
TOTAL												

TRAINING SESSIONS

Topic: (one for each topic or training day)

GRADES	No. of teachers trained		No. of principals trained		No. of teachers using technology		No. of principals using technology	
	Female	Male	Female	Male	Female	Male	Female	Male
Preprimary								
First								
sSecond								
Third								
Fiurth								
Fifth								
Sixth								
I Curso								
II Curso								
III Curso								
IV Curso								
V Curso								
TOTAL								

IMPROVEMENTS IN SCHOOL INFRAESTRUCTURE

Classrooms	
Bathrooms	
Kitchen	
Administrative area	
Playground	
Sport area	
Others	

