



USAID
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EDUCATION FOR CHILDREN AND YOUTH PROJECT

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QUARTERLY REPORT No. 10
April – June 2015
Q3FY2015

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ACRONYMS

AIS	Salesian Association Institution
AOP	Annual Operating Plan
CARSI	Central American Regional Security Initiative
CDM	Camp Dresser & McKee Incorporated
COP	Chief of Party
DASI	Deputy Administrator for Systems Integration
DCOP	Deputy Chief of Party
DDE	Departmental Directorate for Education
DNGD	National Directorate for Departmental Administration
ECYP	Education for Children and Youth Project
EDYTRA	Education and Work Foundation
FTIS	Full-Time Inclusive School
ESMA	Superior School for Teachers
FEDISAL	Foundation for the Comprehensive Education of El Salvador
FHI 360	Family Health International 360
FUNPRES	Pro-Education Foundation of El Salvador
FUSALMO	Salvador Del Mundo Foundation
GIZ	German Society for International Cooperation (GIZ)
ILO	International Labor Organization
IS FTIS	Integrated System for Full Time Inclusive School Approach
MCC	Millennium Challenge Corporation
MOE	Ministry of Education
NUPAS	Non-US –Pre-award Survey
OCA	Organizational Capacity Assessment
Partner network.	FEDISAL, FUSALMO, AIS, EDYTRA, UDB, FUNPRES, FHI 360
PfG	Partnership for Growth
PPCV	Project for the Prevention of Crime and Violence
PPR	Project Progress Report
PTU	Project Technical Unit
SEN	Special Education Needs
TA	Technical Assistance
UDB	Don Bosco University
UN	United Nations System
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

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EDUCATION FOR CHILDREN AND YOUTH PROJECT

Quarterly Report No. 10

April – June 2015

INTRODUCTION

The Education for Children and Youth Project (herein “The Project”) is being implemented as part of the Partnership for Growth initiative and the overall Education Strategy of the United States Agency for International Development (USAID) in El Salvador. USAID/El Salvador is providing support for the expansion and implementation of the Integrated System for Full Time Inclusive School Approach (IS FTIS). The Project aims to support the Ministry of Education (MOE) in its efforts to expand access to education for children and youth living in areas where there are high rates of violence and crime in El Salvador. This involves supporting and coordinating actions with the MOE to respond to the need to improve the quality of education through the practice of inclusive, pertinent, and safe learning environments. Further, this effort works hand-in-hand with USAID’s Project for the Prevention of Crime and Violence (PPCV), and other activities implemented under the Central American Regional Security Initiative (CARSI). It is also supporting the Government of El Salvador’s Quinquennial Plan.

The Project started on January 2, 2013 and will end in December 2018. It is being implemented in 25 cities, 54 of which have the highest rates of violence. The governmental partner is the Ministry of Education (MOE) of El Salvador. USAID has signed an implementation agreement with the Foundation for Comprehensive Education of El Salvador (FEDISAL) as the local partner, which has a partner network comprising six organizations: Salvador del Mundo Foundation (FUSALMO), Salesian Association Institution (AIS), Education and Work Foundation (EDYTRA), Don Bosco University (UDB), Pro-Education Foundation of El Salvador (FUNPRES), and an international partner, which is Family Health International (FHI 360).

This report covers achievements and activities from the third quarter of the USA fiscal year (FY2015, Q3) for the period from *April 1st to June 30st, 2015*.

1. SUMMARY OF QUARTERLY ACHIEVEMENT

A. The Integrated System for Full Time Inclusive School (FTIS) Policy is promoted at local level and its continuity and sustainability supported with national and international partners in order to improve the quality of education, peaceful coexistence and access to education for youth.

USAID representatives and the technical staff team of the Project participated in discussions with the MOE roundtable on the quality improvement process for the Full Time Inclusive Schools (FTIS) at the national level. In this quarter, the three planned meetings continued with the MOE officials. Some of the Project activities were linked with the strategies and training program to the national plans: 1) focus on the 40 municipalities of high-risk selected in the National Security

Plan, 2) enhanced the National In -Service Teachers Training Plan with the training program for teachers and principals of the Project Plan for 2015 and 2016.

Part of this strategy involved the systematization of FTIS Policy by FHI360. The consultant has submitted the first draft of the final report. FHI360 will submit the final version of the report to the MOE next quarter. In addition, FHI360 has supported the MOE Statistic Development plan and offered technical insights into the MOE information system and strategies for strengthening it.

To date, there has been support from a team of high-level consultants, providing the MOE Statistics Unit with support at the behest of the Minister, collaborating with the production and analysis of national-level educational indicators. In addition, an IT platform designed to present summaries and graphs, as well as a dashboard with the main educational statistics, will assist in the decision-making processes at the lower secondary level, and beyond that, at all levels, in support of the national education policy.

In the upcoming trimester, the Project will begin the plan to strengthen pedagogical capacities for MOE officials and teachers in the project to support the technical assistance strategies. FHI360 and UDB have continued the training program to improve quality of teaching in lower secondary school using the Active Methodology (AM in English, APA in Spanish). In this quarter, FHI began the replication of the Active Methodology for the new teachers from the schools of phase 3. The forty **technical assistants of MOE** at the local level **trained the 318** lower secondary teachers **from 18 municipalities** to strengthen the tools and pedagogical strategies in the classroom.

Those activities of replication and strengthening will contribute to scaling up the learning strategies of the networks of teacher specialist in Mathematics, Language and Science. They will work collaboratively and use learning materials, learning guides and tutorials for active methodologies implementation in targeted lower secondary schools and other schools in the Integrated Systems at the national level.

B. Technical assistance provided at the 665 selected schools and support for the implementation of the Integrated Systems and Education Networks for the improvement of the quality of education in lower secondary.

To date, the Project had provided technical assistant in a regular basis to **409 schools** of Phase 1 and 2 and added **255**-targeted schools of the **Phase 3**. The **665** schools located in 27 high-risked municipalities selected began the training program in April. Results and impact indicators for the 165 schools of phase 1 will be measured when they finish the technical assistance at the end of 2015.

The Project started support for the implementation of the **Full Time Inclusive School (FTIS) approach in the new 255 schools in nine municipalities**. The Training Program for principals, teachers and parents started in **the nine “new” high-risk municipalities: Acajutla, Ahuachapán, Armenia, Chirilagua, Ciudad Delgado, Coatepeque, Colon, San Miguel and Santa Tecla** of Phase 3.

With this coverage, the Project will reach **136,691 (69,712 women and 66,979 men)** of lower secondary school students enrolled in **665 schools** in the regular the system. The expansion of the activities targeting quality of education and safe environments reached **203,237** students (indirect beneficiaries) enrolled in educational levels in 2014 at the 665 target schools. This quarter, the Project exceeded by **36,691** the target of 100,000 lower secondary school students.

The project continues the process of training and technical assistance for nine Departmental Directorship teams, improvement-team members, and governing committees to ensure principals and teachers participation at municipality level. Also, it supported the Project´s strategy to assure sustainability. At the school level, so far, more than **7,000 people** from the education community are participating in different training and technical assistance actions **for quality education in lower secondary schools supported.**

In this quarter, the Project continued providing technical assistance to the 409 schools on best educational practices in the classroom and enhancing collaborative work and safe environments at schools “in sit” through FUSALMO, FHI360, UDB and FUNPRES. The training program in Group 3 schools focused on the new Integrated Training Program validated by MOE. In this integrated Program, the Project linked the pedagogical objectives with the coexistence and technological competencies at schools. This long-term training program will finish in 2016.

In this quarter, a total **960 teachers and 630 principals and MOE officials (1,590 women; 812 men)** and administrators were trained in pedagogical and school management topics; out of these, **175 teachers from Group 3** started the new program.

In addition, the Project continues to strengthen teachers’ capacities to promote the strategies of Active Methodologies in Mathematics, Language and Science classes in 409 schools. In addition, it continues to promote the inclusion of youth with special educational needs to ensure the schools’ inclusion strategies in the learning process and school planning system. The Project also continues promoting and providing assistance for students with learning challenges associated with disability, in support of schools’ inclusive in-class education strategies by FUNPRES.

This trimester, the Project continued incorporating training activities on best educational practices for Science teachers. **To date, there are 111 active inter-learning teacher circles (Math 37, Language Arts 35, and Science 39). In addition, this trimester, it supported 52 inter-learning teacher circles for teachers of Math, Language and Science** who have prepared at least one in-class learning guide and applied it with lower-secondary students at the 96 Full-Time Inclusive Schools or school networks of schools. This full strategy started in 2014. So far, the students have shown more interest in Math, Language and Science leaning when teachers apply the new learning guides and active methodology in classroom. Cases have shown that the new methodology increased the students’ academic performance and contribute to student’s attendance.

The project continued the **process of sustainability** in applying in-class active methodologies by focusing on the schools in Group 1 in the first phase, which finishes in 2015. Teachers have reached consensus and established an ongoing process of preparing and providing feedback for the learning guides in the inter-learning teacher circle, and for their in-class application. This feedback process is enabling lower secondary students to gradually develop and strengthen skills for cognitive, participation and self-organization of their own learning process.

The MOE improvement teams and governing committees under the Departmental Directorships have included activities for the expansion and sustainability of the active in-class methodologies in lower secondary in their Annual Organizational Plans (AOP), and they are implementing them. The trained technical assistants **and eight technical assistance heads have agreed** to prepare plans for the multiplication of the active methodologies in conjunction with the teachers, and to do so they have committed to leading the fourth programmed workshop in the training process that started in 2014. In this quarter, they were the workshop facilitators of the G3 teachers based on implementation of the AM plan.

The MOE completed the review process for Active Methodology (Learn, Practice and Apply the acronym in Spanish known as APA) booklets 1 and 2 developed by FHI 360. The Project and MOE agreed that the booklets would be printed by FHI 360, and would be shared with all of the project's target schools. In terms of continuity for Project actions, the aim is for the MOE to distribute these booklets to teachers throughout the system. FHI will distribute the validated AM materials next quarter.

The 96,651 Spanish and English books donated by FHI 360 and International Book Bank have arrived in El Salvador, and FHI360 hired consultants to write guidelines for the best usage of the books in the classroom. The process of distribution to the schools is underway. Likewise, the Project and the MOE Curriculum Office agreed to prepare a strategy for the distribution and use and sustainability of these educational resources, including methodological guides for the use of the donated books. Th distribution of the books will start next quarter.

To date, FEDISAL and FUSALMO has provided counseling services and youth forums as an incentive for **9,123** students to motivate them to continue studying and prevent increased dropout. To date, FEDISAL had provided vocational guidance talks and technical assistance –free of charge– in the form of incentives and scholarships **for 8,000 students** enrolled in sixth grade and lower secondary.

Additionally, during the trimester, the Project was able to negotiate and coordinate USAID authorization to carry out study tours for teachers and MOE technical assistants to Washington DC. The next tour will be in September 2015, MOE has already given the list of participants.

C. Technical assistance for promoting peaceful coexistence, conflict resolution and mediation at schools, fostering the implementation of safe environments, early warnings for dropout cases and enhance performances and collaborative work in classroom and schools.

Specific strategies continue at the 409 supported schools, as well as activating the Coexistence Committees at each institution, to identify violent elements, student's aggressive behaviors, and the risk of victimization at school. To achieve this, the Project will strengthen youth leadership, work with adults for the support of youth, and organize and strengthen the committee "convivencia". These strategies will contribute to the creation of environments that are safe, joyful and participative at school.

The pilot program, called "Fundamental Elements of Youth Development and Student Success", at an eight-school cluster in the Full-Time Inclusive School in San German, Sonsonate was continued this quarter. The pilot program focuses on providing support that is effective at the educational level in order to promote strengthening fundamental elements for adolescent development – including external support and internal characteristics. In addition, principals and

teachers trained in the pilot program submitted eight plans related to the strategy for positive youth development based on the key factors for student success in schools. Those plans included activities to reduce the number of dropouts, with a youth-development approach.

There has been continued progress with the **strategy for positive youth development at school**. On the one hand, it promotes a specialized approach to working with youth, and on the other, it defines early warning strategies in order to reduce desertion and absenteeism. Developing the young people's resources and linking them to community development are the foundations for this approach. The approach is expected to influence school performance and improve peaceful coexistence.

On the other hand, the New Integrated Training Program for schools of Phase 3 changes the strategy in order to link the Project's activities and assure the impact in supported schools. Therefore, it was agreed that the Vocational Counseling strategy would be included under the Coexistence component, seeking to continue improving the retention rate and completion of lower secondary, motivating young people to follow the educational path as a track toward entering the productive world, through decision-making and creating their Life Project.

Also, technical assistance will be planning to begin to expand to the Technology Support for Learning Committee (CAAT, in Spanish). Robotics and knex kits are in eight municipalities of the Phase 1. FUSALMO will start the organization of the 115 Technology Committees (CAAT) by the end of the fiscal year. This strategy also had been integrated into the new training program for the purpose for improving students' performance at schools.

To date, support continues for the **408 Coexistence Committees** that were organized. Technical assistance is provided to ensure they operate adequately and are aligned with the school coexistence strategies. It is estimated that there are over **3,000 people** in the educational community participating, including faculty, principals, students, and parents who are on the Committees. Women's participation is encouraged on these committees, as well as equal opportunities for men and women to participate.

In this quarter, **1,963 (711 men, and 1,252 women)** participated in a one-day meeting to promote youth participation in school government. That included **Teachers (450), principals (199), MoE officials (9), parents (244), students (1,061)**. In addition, it **trained 107 people in the educational community** in psychological support, conflict management, peaceful coexistence and fair play. Sports meets and recreational events have been organized in conjunction with neighboring schools, where the exercise of fair play is promoted.

This semester **165 schools from the first phase have begun to use the telephone assistance modality, to provide effective support on the issues of peer rejection** and school bullying. Progress made on plans is checked, and there are reflections on the cases of emotional crisis addressed, and referred to specialists.

MOE has approved the international training for teachers who will travel to Washington DC in September 2015 jointly with FEDISAL. To date, more than 25 teachers participated in study tours to the USA. Teachers and principals learn how to implement youth positive development systems at high-risk schools and communities through internal and external resources and educational community contribution.

D. Educational opportunities and incentives provided to out-of-school youth to encourage them to return to the regular system and non-school based settings.

The Project continues to implement the Training Program that focuses on the need to support young people, strengthening their educational abilities to continue with their education. During FY2015–Q2, which is the time frame of this report, **3,074 new out-of-school youth** who had been identified to enter the Program have been registered.¹ To date, **in total, the Project has benefited 10,000² young people (5,300 men and 4,700 women)** in 54³ municipalities total; 25 high-risk municipalities where support is also provided for the schools, as well as 29 neighboring municipalities. This represents **43% of the Project’s total goal**.

The total number of young people who have **completed the program and received 16 hours or more** of training through December 2014, has reached **4,252 young people (this trimester the total is 752, 396 men and 356 women)⁴** who have transformed their lives. The percentage of desertion is variable, but the range remains between 10% and 15% during the process. This quarter, there are 330 groups that remain active, completing the job readiness training at **181 training centers**, while 5,748 are in the training process.

At the training centers that offer the Program, the youth who register are offered educational opportunities. Environments are promoted that enable them to develop life skills. Recreation generates an environment of peaceful coexistence and prepares them to continue their education, as an inducement to return to school. Incentives –such as food and/or transportation– have been offered to 100% of the youth (**3,074**) particularly those in rural areas in the target municipalities.

To date, **7,260** (70% of the youth assisted) have registered in flexible education modalities, and **3,014 of them have registered for the high school proficiency exam, and the other 4,246 in other modalities such as part-time courses, and night school**. This means that 42% of the young people who are returning to school require support to take the proficiency exam and continue their junior high and high school education. Support for these youth is provided through tutors that FEDISAL partners are strengthening to assist the young people in their educational development. **Some 244 of these “new youth”** have registered to take the test this quarter.

At the initiative of the Salesian Association Institution and Don Bosco University, arrangements are being made for an on-line secondary school offering. Discussions with the MOE began in January. At a meeting with the National Directorship of Education, and the MOE’s Office for Permanent Education for Youth and Adults, it was possible to establish and promote this objective.

Implementation has also started for the new strategy in this component, after the review performed by USAID and the FEDISAL partners. The Project used supervision and feedback instruments from the training events implemented by partners from the Salesian Association Institution (AIS) and FUSALMO.

¹ Young people registered means they are entering the Program and the institutions have identified young people who wish to have educational opportunities.

² A beneficiary means a youth who has received at least 1 hour of training in the Program. These data is undergoing validation and Data Quality Assessment (DQA)

³ Data provided in the presentation: 28 APRIL 2015, TECHNICAL TEAM FOR OBJECTIVE 2 AND QUALITY

⁴ Participant’s training, according to USAID regulations, only includes those who have received 16 or more hours of training.

E. Managing sub-agreements and strengthening local capacities

The FEDISAL regulations are being implemented, and capacities are being transferred to partner institutions through the management of the Project. The review and preparation of program and financial reports is underway, as aligned with USAID requirements. Therefore, the progress on the Information System for Project Management achievement has reached 80%. The Project plans to finish all of the system tests no later than October 2015.

The capacity building process for partners continues with support from FHI360, in Project Management, administration and strategic decision-making processes and alliances. FEDISAL reorganized the technical teams and focus on out-of-school youth services and strategies. So far, FEDISAL has hired a team of supervisors to support the partner's activities in the field. The auditing process for 2014 has begun. Selecting the auditing firm began in this quarter and is expected to start on July.

In order to strengthen local capacity, more than **300 people** are being trained in different topics of project management, educational strategies, impact evaluation, scholarship management, positive youth development, USAID standards and financial project management. Local capacity strategies reach the partners expansion of educational services for out-of-school youth.

Therefore, the activities include the skills development of facilitators and tutors for out-of-school youth to complete Component 2 of the project and reach the target of youth assisted to return to school or pass the proficiency test. In addition, the strategy included the design and distribution of learning materials for the basic subjects to prepare youth to submit this test. In this quarter, more **than 12,000 books** are in process of being delivered to AIS.

2. PROJECT OBJECTIVES ACHIEVED

Objective 1: Sustaining improved educational outcomes for lower secondary school students.

1.1.1 Result 1A

The Full Time Inclusive School approach (FTIS) in approximately 750 selected lower secondary schools to enhance academic achievement and increase 9th grade completion, and benefiting at least 100,000 7th, 8th and 9th grade students.

This quarter, the Project has continued providing technical assistance to **409 schools organized into 68 Integrated Systems, or Natural Systems, and in 28 school networks** from phases 1 and 2. Therefore, in the schools the technical assistance has reached 62,767 young people (**30,540 women and 32,337 men**) who are students registered in lower secondary in those schools supported in phase 1 and 2. In addition, the benefits are further reaching 121,115 indirect beneficiaries who are registered in other educational levels.

This quarter, the Project began the training program for the schools of phase 3 (Group 3 of new 255 schools supported). To date, the project has reached **665 target schools out of 750** in order to advance

the contribution expected in support for the FTIS at the national level. The total enrollment in lower secondary school has reached **136,691 students (69,712 women, 66,979 men)**

To enhance academic achievements for lower secondary school students the Project continued the training and technical assistance for the targeted schools based on improving teacher's methodologies used in the classroom. The pedagogical focus of the quality improvement of methodologies has been achieved in Mathematics, Language and Science field specialization.

This quarter, FEDISAL and partners in charge of these Results 1A and R1B held 10 meetings to design the New Training Program because of the MOE requirement of reduce the time of teachers and principals in order to spend more time at the schools during the next years. Therefore, the training program was delivery until this quarter. Besides reducing the training time for teachers, the Project linked the result 1a and 1b focus on quality of teaching and youth leadership.

In this quarter, the Project continued providing technical assistance to the 409 schools on best educational practices in the classroom and enhancing collaborative work and safe environments at school through FUSALMO, FHI360, UDB and FUNPRES. The training program in schools of Phase G3 are focused on the new Integrated Training Program validated by MOE. In this integrated Program, the Project has linked the pedagogical objectives with the coexistence and technological competencies at school. This long-term training program will finish in 2016.

To date, the record shows 7,658 **people** of the educational community who are participating in different training and technical assistance actions to improve quality of education. So far, over **2,700 teachers benefited in** different topics that FEDISAL and the partner network members offer as part of the education and safe-environment strategies (**2,162 had** registered as participant's training⁵). In this quarter **962 teachers, 630 principals participated in 82 training activities** (175 out of 962 are of the schools of Phase 3).

Throughout the quarter, there has been evidence of the Departmental Directorships commitment to implementing active methodologies as an essential element for the operation of the Integrated Systems. Teachers trained by FHI360 have begun the scale up strategy.

After the training process with FHI360, teacher-pioneers are applying the learning guidebooks in class. There are observable improvements in student performance, classroom environment, and student participation. As part of the training process, the teacher-leaders have continued to apply the active methodologies in their classrooms by preparing learning guides, which their students have used.

The guides facilitate collaborative learning in the classroom, and help the students to gradually developed skills needed for participation and organizing their own learning processes. As part of this process, the teachers have also successfully aligned their teaching practice with the implementation of the national curriculum, having planned the first units applying the APA (Assimilate, Practice, and Apply) active learning methodology. **The 318 teachers trained in 8 departments have produced 154 guides for Mathematics, Language Arts, and Science.**

To date, **40 people from the Departmental Directorship Offices have been trained (7 men and 33 women) in 16-hour+ workshops** on topics that relate to improving the quality of education in lower secondary, and on positive development of young people. This is part of a long-term strategy

5 Teachers meeting 16 hours or more of training programs

to prevent desertion that FHI360 offers. An achievement of this is –in the context of the processes of sustainability in implementing Active Methodologies– that the Departmental Directorships have taken on a leadership role for the development of the fourth workshop. The 40 MOE Education Technical Aids will participate in a process of induction and the validation of the class plans and instruments.

There are 111 inter-learning active teacher circles, where they are continuing to strengthen their capacities to develop best educational practices in the subjects of Mathematics, Language Arts, and Science. Teachers also are using the communication and virtual technology for continuous learning among peers (they used internet, skype, google, and others applications). In this quarter, **52 inter-learning circles of G1 and G2 schools teachers had been assisted** directly by the technical staff of the Project.

Overall, the Project has diversified the ways it provides technical assistance to the schools. It has started innovative in-person and long-distance modalities for providing assistance making use of technology, such as the Internet and cell phones. So far, the Project has provided technological resources to enable the schools to improve interaction and communication. This quarter, the Project has implemented the modality of providing long-distance follow up on the issue of inclusion, and specific measures at schools in the municipalities.

To date, 61 follow up and technical assistance actions by FUNPRES have been registered using this modality. Some progress on this issue: A total of 39 new visits of Group 1 and 2 to enhanced the inclusive education for students with special educational needs. Some of the achievements are:

- In Ilobasco, 28-trained teachers at target schools have been sensitized regarding inclusion strategies for students with special education needs that are not associated with disabilities, and who exhibit specific learning problem characteristics (reading, writing, mathematics, oral expression, and auditory reception) and other types of special education needs, may have access to full development. Some lower secondary students with specific needs, such as hyperactivity, emotional issues, and health problems, have access to psychological assistance, and care that is focused on their learning.
- Likewise, in Sonsonate, 23 trained teachers at target schools are alerted to inclusion of students with special education needs. They are able to address needs, such as support for reading, writing and oral expression for students with hyperactivity, and emotional issues.
- In Sonsonate, 15 of the trained teachers are applying methodological strategies in the class with their students, relying on resources to satisfy individual student needs, such as the use of technology (projector, computer, recorder), and including experiential activities.
- In Ilobasco, it has been noted that in 36 schools there are students with special education needs associated with disabilities, such as motor-skill disabilities, as well as intellectual and auditory disabilities. The Project is using curricular adaptation to make the education accessible to them and strengthen their learning.
- In Sonsonate, it has been noted that at 19 schools there are students with disabilities involving auditory, visual, motor-skill, intellectual and developmental aspects. For this reason, teachers are using methodological adaptation to improve communication and access for them, to provide learning conditions according to their needs.
- Most of the educational institutions in both municipalities have made their education and activities –both inside and outside the classroom– such that they include equal participation of boys and girls, and getting them to integrate in school environments with respect and equality.

The document "*Curricular Adaptations in the classroom: Practical Guide for Teachers*", validated by the MOE and delivered to 165 schools in the project that began in 2013 will be distributed by the end of fiscal year 2015.

As for the issue of technology at the service of learning, as promoted by the Project, in late March, FUSALMO started visits to discuss the strategy of educational robotics at each of the Departmental Directorships. The processes of technical assistance or training started in April. To date, there are 27-robotics sites at municipality level in each of 28 municipalities of the G1 and G2 targeted schools. The Project educational web site is in process upon USAID approval. The full usage is expected by the end of the FY2015

During the quarter, FHI360 is planning to distribute **96,651 books** for school in-class support. Before, the Curriculum Administration Unit of the MOE asked for a delivery strategy for teachers to use these books effectively in the classroom. The books are used to improve reading and writing, as well as logical and language competencies at all levels of education. FHI360 had hired consultants to elaborate guidelines and methodologies for the use of the Spanish and English books. Currently, there is also an inventory of the totality of the books, which will serve as a basis to organize the kits for distribution at the schools next quarter.

1.1.2 Result 1B

Strengthened safe learning environment program to reduce school violence in high-risk municipalities in 750 schools included in Result 1A above.

The FUSALMO technical assistance team is providing support to strengthen the pedagogical proposal, taking into account each Integrated System's needs, intentionally incorporating elements of peaceful coexistence and education in the educational guide document of the Integrated Systems. This will make it possible to institutionalize the strategies in the Integrated Systems' Annual Operation Plans and in each school's Annual School Plan.

As Result 1A mentioned, this result 1B had been integrated to improve quality of teaching and safe environments in classroom as well at school level. This integration had been possible for the 225 schools of the Phase 3. The technical assistance continue in 409 schools with the activities planned. The training of 255 schools of G3 will be completed by next quarter.

This quarter, FUSALMO has continued with capacity building for teachers who received training as sports monitors for the 409 schools. **Therefore, 1,963 (711 men, and 1,252 women) had participated in a one day meeting to promote youth participation at school government. Teachers (450), principals (199), MoE officials (9), parents (244), students (1,061)**

To date, **107 people (42 men and 65 women) in the educational community were provided support on this topic in order to promote environments for healthy coexistence, particularly in sports and recreational strategies at the schools, such as guided play during school break time and recess.** They have provided issue-specific technical assistance to 22 teachers, 19 school-principals, 3 MOE officials, 24 parents, and 39 students. These trainings include the implementation of guided play during recess, and the practice of fair play at the schools.

Since the Project started, **over 1,300 people have been trained as sports monitors** in the educational community, involving teachers, students, parents, guardians and community members. They were provided with technical assistance to strengthen their role in the implementation of strategies that focus on fair play and a culture of peace, such as: guided play during recess, and the rules of fair play, all of which affect choices young people make on the sports field. In addition, they promote the values of complying with regulations, coexistence, and respect for one's rivals.

These processes strengthen the curriculum through recreational activities for healthy leisure time. There are reports of initiatives that are linking sports to mathematics and science, through integrated educational projects.

The parents, guardians and community members that have joined the training processes are able to participate actively in the children's learning processes, as well as in the coexistence actions, where they have the opportunity to share their knowledge and life experience. These initiatives aim to promote motivating environments for coexistence, that promote participation of young people, and to put them in a front-seat role in order to improve learning in lower secondary.

In the new program for schools of Phase 3, FUNPRES has integrated the strategic line of work with positive leaders to generate peaceful environment to support the coexistence with FEDISAL. The training program has been changed (Before this activity was include in R1A, but now is in R1B). The teachers training in this quarter were trained in Creative Solution of Conflicts and Auto-perception and Coexistence Leadership. In this new training program for G3, **164 teachers have been trained (46 men and 118 women) in this topic**. This thematic will be completed in 2016 for the new group of schools.

This quarter, Technical-Assistance visits, and innovative and safe mechanisms for following school activities were implemented due to violence and the level of homicides near the schools. In this quarter, with USAID's support the project's staff and partners have elaborated protocol and security procedures to handle warning systems that allow continuing the project plans.

These innovative forms of providing the schools with assistance were applied in the municipalities of Ilobasco and Sonsonate mainly for Phase 1 of schools that finish in 2015. In all, FUNPRES provided 61 technical assistance visits to assist with coexistence in the target schools. To date, some of the achievements are as follows:

- In the municipality of Ilobasco, 80% of teachers (including men and women) have acknowledged the importance of self-care at the level of classroom teachers. And, in the municipality of Sonsonate, this included some 50% of teachers.
- In the municipality of Ilobasco, 80% of schools point to improvements in lower-secondary student integration and relations, as well as with teachers.
- In the municipality of Sonsonate, 40% of schools have improved the integration and coexistence of students and teachers in lower secondary.
- In the municipality of Ilobasco, 40% of schools utilize conflict resolution techniques in order to address situations involving disputes or discord among the student population.

In addition, the document about creative conflict Resolution and Bullying had been validated by the MOE, printed, and will be distributed to 165 schools by the end of the fiscal year.

1.1.3 Result 1C

Innovative education incentives or scholarships provided to at least 40,000 (40% of the 100,000) students to reduce economic hardships for low income students in lower secondary education from the 750 schools included in Result 1A above

To date, FEDISAL provided vocational counseling services to over **8,000 lower-secondary school students**, who received this service free of charge as a part of the incentive program design. This orientation facilitates decision-making, and provides pertinent information on the educational options in order to continue middle-school education. It also addresses matters regarding increasing young people's resilience in terms of identifying strengths to face obstacles in their environment, as well as their overall lives.

On the other hand, FUSALMO has provide support to **1,123** students in the schools who participated in several activities to enhanced motivation to continue studying. Those students had been participating in games and educational forums.

1.1.4 Result 1D.

Develop a fully Operational Monitoring Process to track performance indicators and program activities for student retention, achievement, school safety and participation of out of school youth in educational opportunities

There has been overall progress of 80% on the design of a Project Management System. To date, FEDISAL and its partner have completed several projects to input historical data. To date, the historical data of finance and the monitoring module have been entered into the system. There have been test reports issued based on data entered, and the schools from where educational indicators are to be registered has been presented. The AID Tracker information is updating each quarter as well as TRAINET. Briefing paper two is being prepared for discussion at the gender table, and the corresponding report is being prepared.

Objective 2: Increase Access to Educational Opportunities for out-of-school youth.

2.1.1 Result 2.A.

Assistance provided to at least 23,150 (30%) of out of school youth in 25 targeted municipalities (and surroundings) to return to formal schooling to complete a lower secondary and/or upper education diploma

Strategic steps taken with MOE have made it possible to reach a greater number of young people this quarter. The Project has been able to enter into alliances with the training centers for different non-school-based educational options in support of the strategy of getting out-of-school youth to return to the educational system. Likewise, through different lines of service that are offered, support is provided not only to return to school, but also to help the young people remain in school.

To date, more than **54 municipalities** are being assisted (24 of high-risk level same as the objective 1 and 25 surrounded municipalities close by). Twenty-five of them (18 by Salesian Institution Association and 7 by FUSALMO), are also being serviced with actions for Objective 1. The project trained tutors to support and assist the young people who are registered in the Program to take the

proficiency test and upgraded the level to continue low secondary school or high school. To date, the students have lack of Mathematics and Language competencies due to the absence of regular educational system and poor quality of education.

The technical assistance and support to prepare them to take the proficiency test enables the youth to continue their education outside the regular school system, and to stay on until they graduate.

To date, the program had been focused on educational achievements. A total of **9,168**⁶ youngsters (**4,950 men and 4,244 women**; same as R2b) are beneficiaries; out of these **7,165**⁷ young people (78% of those assisted) have registered in flexible education modalities. Of these, **3,014 have registered** for the proficiency test, and the remaining **4,246** are in other modalities, such as semi-long-distance and night school. This means that 42% of young people returning to school require assistance to take the proficiency test, and continue their lower secondary and secondary studies. These young people are provided support through tutors who were strengthened to assist the youth in their educational development by the FEDISAL partners. This quarter, 244 of “our youth” have registered to take this test.

The partnership institutions are strengthening the management teams to establish more groups of youth. Community strategies have been used to expand coverage into the rural areas of the municipalities. To date, there are **180 training sites** assisting new youth who are entering the training program, and then entering the study modalities.

The Project is preparing an information strategy and system that will make it possible to register the educational process and the investments made for young persons to finish lower secondary, remain in school, and obtain a ninth grade or secondary school diploma.

In this quarter, the program is focusing on educational process, and providing incentives that prioritize returning to school.

The beneficiaries will count each time that they gain a grade with the project support. Therefore, project has a supervision and monitoring unit to follow up the students and support the partner’s strategy to focus on academic student’s achievement

2.1.2 Result 2.B

At least 30% of out of school youth in 25-targeted municipalities engaged in community-based skills training program for local labor markets

To date, the Project has **assisted 10,040 youth who were offered skills training courses** at the sites, where an environment of peaceful coexistence and returning to school is being generated. This quarter, expansion continues for the strategy toward a community model. There has been assistance provided for **8,095 youth** by the Salesian Association Institution, **1,879** by FUSALMO, and **66** by EDYTRA.⁸

⁶ Data is under financial validation with partners

⁷ Data is under validation

⁸ Data provided by the Objective 2 Coordination, June 2015

There are over **180 training institutions assisted** by the partner network, which create mobile teams to move out to bring the education and training closer in to the different territories. This quarter, **2,301 young people have continued** the activities in the 28 municipalities assisted by Salesian Association Institution (412), and FUSALMO (1,889) which are on ongoing based. The new learners who are participant's in this quarter are **566 (252 men, 347 women)**. This quarter, **at least 350 young people have completed 16 hours of training** as preparation to enter the educational process.

2.1.3 Result 2.C

Innovative incentive or scholarship provided to at least 23,150 (30%) of out-of-school youth in 25 targeted municipalities to reduce economic hardships for low-income out of school youth to enable more equitable participation in educational opportunities

One of the limitations is economic in nature, given that the young people live in municipalities, and they are most notably in the population of the rural areas that the Project is currently assisting. In these areas, the distances traveled to the training sites is a critical issue for youth attendance.

The partner network continues to deliver incentives in each of the sessions, considering the time the youth remain in the training centers when offering the incentive. In some cases, they are provided refreshments as well as transportation, given that a single session can last over 5 hours. The beneficiaries in R2B received incentives to continue studying (**9,163 beneficiaries**).

To overcome these limitations, efforts are being made to create alliances and joint actions with two (2) City governments and organizations to add their contribution to transportation, enabling the young people to remain at the training centers and successfully complete each process. One of the alliances this quarter is with Santa Tecla. Achievements will be reported next quarter.

Objective 3: Procurement and distribution of educational supplies for 8 schools damaged by Hurricane IDA.

To date, there is an assessment of the needs for educational material at the 8 schools selected by the CDM Smith Company. There is a needs-based list of equipment including, including musical instruments, laboratory equipment, furniture and computer equipment. The project is planning the distribution of equipment and materials.

The actual schools that will benefit are 7 of the 8 anticipated schools. They are located in the municipalities of: 1) Santiago Nonualco, 2) San Lorenzo, 3) Nuevo Cuscatlan, 4) Jayaque, 5) Quezaltepeque, 6) Huizucar, and 7) Ciudad Arce. The equipment donated to these 7 schools will benefit **a total 2,973 students (1,408 women and 1,565 men)**.

The MOE has provided the specifications for the furniture and materials. The MOE presented a list of equipment with amounts. The Project is validating this according to the budget and USAID procurement regulations.

Once there is concrete information on the requirements in the schools, according to space available at the schools, the Project will proceed to execute the purchases, so that at the end of the construction, the necessary equipment will be on hand according to predicted needs.

The acquisitions processes will be performed in such a manner that at the end of the refurbishment /construction of the aforementioned schools, the educational materials will be on hand, according to the funds in the budget available for this objective. The schools are expected to be finished in the second quarter of 2015.

Objective 4: Implement a rapid response fund

No actions were recorded under this objective given that no emergency has been determined in order to provide a rapid response.

Objective 5: Strengthening capacity of local partnership

FEDISAL continues to implement the approved manuals, and it is making the changes in its organization, incorporating them.

FHI360 continues to strengthen FEDISAL and the partner network, particularly on the issue of education and positive youth leadership. Risa Sackman and Jim Hahn, international consultants with FHI360, are continuing the local capacity building. There are **37 participants from FEDISAL and the partner network recorded** as part of the planned institutional strengthening provided by FHI360. In addition, the OCA assessment will begin next quarter.

The strategy for internal communication and visibility has involved implementing actions to create logos, banners, signs for vehicles, and ID cards. This helps for visibility and branding, and also corresponds with the security strategies being implemented to protect the physical integrity of Project staff.

In terms of coordination with MOE incumbents, meetings were held with the National Directorship and at the Ministerial level in order to strengthen the political dialogue. Agreements were reached for the development of systematization of the IS-FTIS, from a shared vision of scope, methodological design and implementation for information gathering.

A cloud-based server service has been engaged to house the Project Educational Portal. This will facilitate the process of interaction of school networks with the leadership of school-principals, teachers and students.

As regards the Educational Portal, the development contract was reviewed. In agreement with the contracted company, a mutual agreement was reached for an addendum regarding the date of termination of the contract on July 1st this year.

To date, **130 staff members** of FEDISAL and partners have been trained to improve capacity to manage USAID funds and manage the Project. The participants have been trained also in other countries (Colombia, Guatemala and México). In this quarter, UDB supporting the local capacity plan trained in Project Management and y Microsoft Project to **31 people (17 women and 14 men)** in a 40 hours program (FEDISAL, 15; FUSALMO, 5; UDB, 3; AID, 3; FHI360,1; FUNPRES, 1).

In this quarter, five (**5 staff member**) of FEDISAL and FUSALMO participated in the workshop called "USAID rules and regulations: Grants and Cooperative Agreement" held in Colombia by InsideONG from the 23 to the 25 of July.

Objective 6: FEDISAL implements recommendations regarding NUPAS

The achievements in Project organization and communications have made meaningful progress this period:

Principally, FEDISAL is implementing the guidelines and financial administrative manuals approved by USAID.

Development of forms of Project visibility according to the Communications Plan

To date, the Project Facebook fan page **has over 2,000 fans**. On average, there are 16 daily visits by persons who interact with the published content. We are in the process of changing the page configuration, where we will provide information regarding the different initiatives the project covers, and success stories with beneficiaries, and those that make this project a success in all of the communities where we are working. The information will be provided by the entire partnership, following established criteria, and the Project Technical Unit will publish it.

The Project has a Facebook fan page at <https://www.facebook.com/Proyecto.ninezyjuventud>.

This Facebook page maintains the presence on social media, and generates knowledge of Project services aimed at the target population. The young people who visit the Facebook page use it as a way to become informed about the services for the out-of-school population assisted in the context of Objective 2.

There also has been interaction with other organizations that have expressed interest in working together with the Project from other areas, such as young people requesting information about volunteering for the Project, in support of the activities that are being implemented.

3. PROJECT GOALS ACHIEVEMENTS

The targets in Component 1 are progressing satisfactorily in substantive activities relating to improving learning at the schools, promoting safe environments for peaceful coexistence:

1. Assistance is provided in **27** high-risk municipalities, achieving **108%** of Project targets (total target of the project: 25)
2. Technical assistance is directly provided at 665 schools out of 750, achieving **87% of the total** Project target
3. **22%** (9,136) of innovative scholarship in component 1 are offered out of 40,000 of the total target
4. The number of beneficiaries is **136,691** out of the targeted 100,000 young people, achieving **137%** to date
5. **55%** of the Coexistence Committee were achieved (408 out of 750)

In Objective 2, there has been **43% progress of** the total Project goal in terms of providing support for out-of-school youth to return to school, and providing them with educational opportunities for healthy coexistence and employment counselling. This component has presented important

limitations, which have hindered execution, as explained in section 4 on Challenges and Proposed Solutions.

For details, see the indicators table for each of 32 project indicators.

4. CHALLENGES AND PROPOSED SOLLUTIONS

Project Implementation	Challenges	Solutions
Objective 1	<p>Active Methodologies Implementation of departmental multiplication plans prepared by teachers as authorized and coordinated by departmental authorities.</p>	<p>Systematize the experience and review and replicate the critical factors from the cases of success</p>
	<p>Materials for Active Methodologies for use by teachers and others MOE and Project agree on approval for Active Methodology booklets.</p>	<p>Strategies involve hiring design specialists to incorporate changes in the approved drafts. Expedite processes of preparation, design, and content of other documents to strengthen the processes in teachers and schools: Creative Conflict Resolution, Identify and Address School Bullying, Guide for in-Class Meaningful Curricular Adaptations.</p>
	<p>High dropout rate among youth in lower secondary at the national level Figures indicate that lower secondary enrollment is down in most Project schools due to externalities, such as violence and students changing their place of residence.</p>	<p>Analyze official indicators reported and discuss trends Meetings with USAID and MOE authorities to learn perspectives from other initiatives related to similar objectives, and forge alliances with other USAID projects Lessons Learned from pilot “Interventions to Reduce Rates of School Dropouts and Violence” in the Integrated System in Sonsonate, and reinforce strategies from the Coexistence Committees and initiatives by the school principals.</p>
	<p>Strengthen the partner network Implement the strategy to strengthen capacities in partner network members to continue with the educational strengthening strategy in the implementation of Active Methodologies</p>	<p>Forming capacities on site for partnership technicians, and incorporate the instrument to measure progress</p>

Project Implementation	Challenges	Solutions
Objective 2	<p>Most young people entering the educational modalities require continuity up to three consecutive years, which requires a high investment in the component, slowing the young people’s continuity in their education.</p>	<p>The Project is analyzing the program structure, and the way beneficiaries who receive support are registered. The Project is analyzing investment in the program for a comprehensive option for the youth.</p>
	<p>The number of openings in flexible modalities is insufficient for the number of young people who are actually outside the education system and are over-age. They are unable to enter flexible modalities because many municipalities lack training sites for this modality and due to the situation of the violence as well.</p>	<p>Conversations with MOE authorities are underway to learn about future plans for this modality. They are focusing on sites where there is no MOE coverage.</p>
	<p>Young people who have ceased their education for over three years require more attention and assistance to be able to start their education all over again with renewed hope. Youth registered for the Proficiency Tests need more support, given that few of them pass the first time they take it. They have an educational lag and mainly academic deficiencies in subjects like Math and Language Arts. They need support and assistance, which requires investing more time and resources in the youth.</p>	<p>Strategies were designed to provide assistance through tutoring. They are expected to make progress through passing and reproducing the self-taught modules to be able to take the Proficiency Test. There is also an “Induction course” that the youth take in a semi-long-distance and long distance modality. It focuses on building the student’s capacity to study, and there is also support for academic reinforcement.</p>
	<p>The youth and students have difficulties in access, limiting the consolidation of the groups in the municipalities, due to the problem of violence and high-risk.</p> <p>The problem of violence in the territories where there are different gangs. The young people are fearful of traveling between the high-risk communities.</p>	<p>Alliances are made with the community, and it is promoted among the community leaders in order to support Objective 2 actions in high-risk municipalities.</p> <p>Incentives were designed, such as providing transportation, to ensure they remain in the courses.</p> <p>There are specific mobilization strategies, in order to protect the population that is registered in the courses.</p>
	<p>High rate of migration of 10-to-24-year-old youth leaving the municipalities.</p>	<p>The issue is being analyzed in the context of Project indicators.</p>

5. LESSONS LEARNED

Project Implementation	Lessons Learned
Local Partners	The importance of coordination and communication mechanisms between partner network organizations is that they ensure understanding of the strategy and alignment of individual action plans. It is important to provide follow up for action plans, and to jointly prepare processes.
MOE	It is important to maintain channels of communication open with MOE Central to ensure the educational policies and action plans are aligned with other cooperating agencies.
Objective 1	The technical educational strategy supports the implementation of processes at the schools. It must also integrate elements considered in forming the educational community, in order to ensure continuity and sustainability of achievements at school.
Objective 2	<p>It is important to design different strategies to promote educational opportunities for young people, making it possible to motivate them</p> <p>Likewise, mechanisms need to be prepared, to support the students who are above the age or have educational lag, which hinders them from returning to the system. Determine the education services to ensure success in remaining after returning, and concluding academic grades.</p> <p>A good system of flow of information and data management will favor monitoring of quality of implementation and improved decision-making vis-à-vis the projection</p>

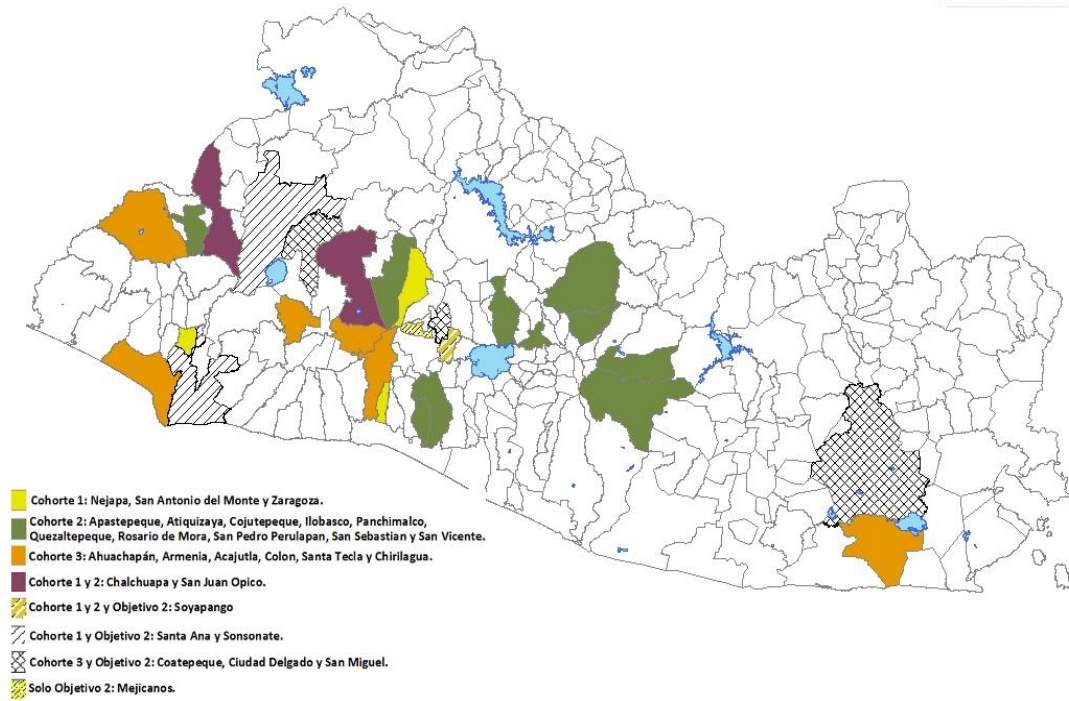
6. GEOGRAPHIC LOCATION OF TARGET MUNICIPALITIES

The Project has geographically located the municipalities supported in this quarter, specifically near schools and other initiatives that are been carried out in the context of the Project.

To date, the technical team made at least two visits to the 410 targeted-schools (820), and the 96 systems and school networks located in different municipalities each quarter. Now, the Project covers **27 high risk-municipalities** with activities related to quality improvement (Objective 1) and 29 surrounded municipalities additionally. The map shows the municipalities of the National Security Plan linked to the municipalities targeted by the Project.

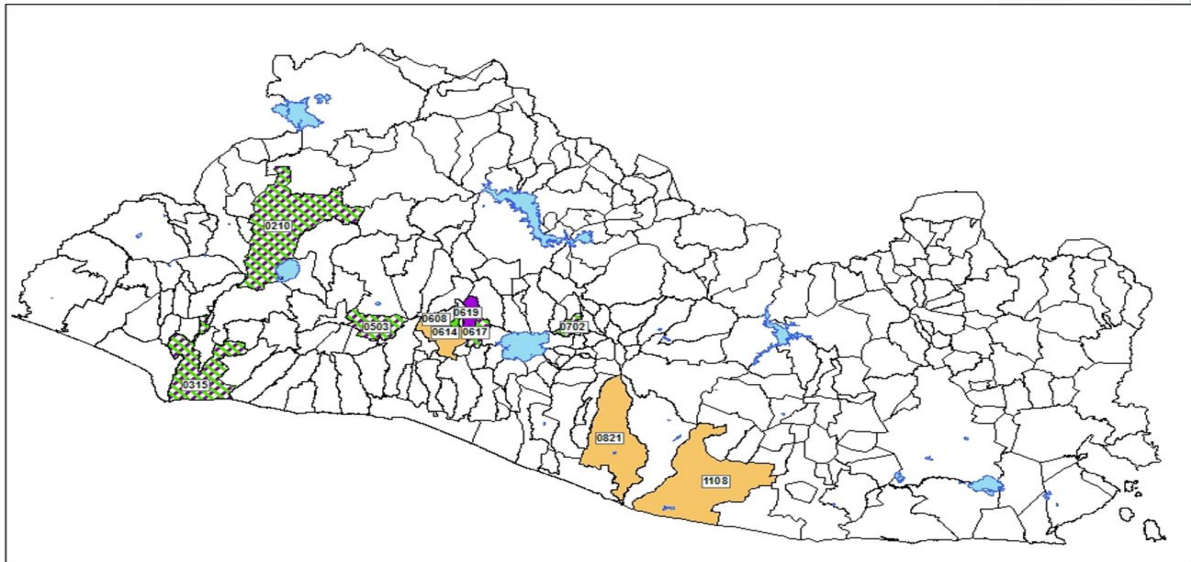
The attached map shows coverage of Project actions to date in the municipalities as part of the targets for Components

Location of Municipalities Assisted June 2015














Municipios Coincidentes con el Plan Seguro

Objetivos 1 y 2



Leyenda

	0210, Santa Ana, 1 2		0608, Mejicanos, 2		0619, Ciudad Delgado, 1
	0315, Sonsonate, 1 2		0614, San Salvador, 0		0702, Cojutepeque, 1 2
	0503, Colon, 1 2		0617, Soyapango, 1 2		0821, Zacatecoluca, 0
					1108, Jiquilisco, 0

7. NATIONAL AND INTERNATIONAL TECHNICAL ASSISTANCE

In this quarter, FHI360 had hired international and national consultants to implement Project's activities as follows:

Technical Assistance	Consultant's name * ⁹	Date	Objectives	Date of reporting
Systematization of Active Methodologies in FTIS	Elizabeth Long (IC)	May 11th - July 3,2015	Managing the process and design of the research Leader of the team	In process
	Rafael Ayala (NC)	May 11th - July 3,2015	Support the process of collecting data in schools and key personal Gathering technical information to support the reporting process	In process
Implementation of the pilot to reduce dropout at schools Early Warnings Systems	Risa Sackman Jim Hahn, FHI 360	May 11th - July 3,2015	In charge of managing the implementation of the key factors of ABC System at 8 selected schools of San German Schools Integrated System in Sonsonate	In process
Implementation of the pilot Interventions to reduce school desertion and violence	Yolanda Aceituno – consultora local	May 11th - July 3,2015	Mainly coordinate key administrative and logistical aspects of the pilot program for approximately 10 Salvadoran schools, and ensure they agree with action plans schools currently have, and with other activities the USAID Project is developing at these schools	In process
Systematize the model for Integrated Systems of the Full Time Inclusive School	Elnor Crespín	From February to June 30, 2015	Prepare systematization of model for Integrated Systems of the Full Time Inclusive School (FTIS), contributing elements for the creation of a road map to identify strategies that ensure the equitable inclusion of girls, boys and adolescents (GBA)	In process

⁹ IC: International consultant, NC: National consultant

Technical Assistance	Consultant's name * ⁹	Date	Objectives	Date of reporting
Prepare the ToR for a study on Flexible Modalities of Education	Regina Benítez	April 27, July 31, 2015	Prepare terms of reference as guidance for a multidisciplinary team in order to identify the objectives and scope of the study on process improvement and development of flexible modalities in El Salvador. To gathering data and information to contribute with input for decision-makers at the MOE to generate opportunities and a better formal educational options for the out of school youth	In process
Methodology Guidelines to use the English books donated by FHI360 to the salvadorean schools	Jessica Cerritos	April 27 – June 30 th , 2015	Write the technical proposal and guidelines to use the English books How the teachers will better use the books in classroom	In process
Methodology Guidelines to use the Spanish books donated by FHI360 to the salvadorean schools	Roberto Argueta	May 4 th , July 31 th , 2015	Write the technical proposal and guidelines to use the Spanish books How the teachers will better use the books in classroom	In process

8. SUCCESS STORIES

Girls in technology

The USAID Education for Children and Youth



Photo: ECYP Maria José Valencia

When I was a little girl I liked the idea of building robots or things like this, but now that I know how to do it, I like it even more. Now I know what I am going to become in the near future. I want to go to college and study Industrial Engineering

Girls in technology is not a common scene to see in our schools. Boys will always be inclined to do activities related to innovation, math, and technology. It is the same perception people have about girls and math: “They are not as good as boys. Girls have more language skills than math skills.”

Karen Rivera from Casto Valladares School in San Juan Opico has proved them wrong. She is the middle child of Eduardo Rivera and Marina Hernández. With a younger brother that looks up to her as her role model and an older sister that is very proud of her little sister, Karen has been able to be the exception to the rule.

Her professor came to her three months ago with an amazing opportunity. The Education for Children and Youth Project assigned him the mission to teach basic principles of robotics and video games. His first move was to make a team with the best students he has in his computer science class. Karla, at her 14 years old, is in the top 5 of his class and made it to the robotics team. She never thought she had the ability to learn about programming or even construction.

Recently, the school competed in a national robotics competition. Karla was one of the students that help with the programming of a robot that would read with a sensor a rubrix cube. The 3D combination puzzle is solved in seconds by the robot, thanks to the programming Karla did with her team.

“This is a complete team effort. All we had was the intention to do something innovative, our professor’s support and internet access. We did a lot of tries. The structure was very complicated. We had to assemble and take to pieces several times until we got it right.

9. ANNUAL WORK PLAN FOLLOW UP

Annual Work Plan. Year 2015					
Education for Children and Youth Project					
Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
OBJECTIVE 1: Sustainable improvement of educational outcomes for secondary school graduate students					
RIA. EITP extended to approximately 750 selected schools to improve academic performance and enhance the completion of 9th grade (100, 000 students from secondary school)					
1. Strengthen the pedagogical EITP model in low secondary school	1.1 Strengthening teaching skills of principals and secondary school teachers of math, language arts and science, using the proposal of Active Schools and inclusive education	Teacher leaders in math, science and language applying active methodologies in their field and working in mutual learning circles	501 in science, language and mathematics trained in active methodologies and working on mutual learning circles (between 29 hours and 58 hours) Registration and documentation of	FHI360	318 Mathematics, Language and Science teachers had been supported by MoE technical Assistants (ATP). They worked in a plan to scale up the APA methodology as a Active Learning Methodology in low secondary school (From Group 1 an 2 of schools) 175 new teachers trained from Group 3 (9 new municipalities and 255 schools)
		Teachers and principals trained in active methodologies	510 science teachers, language and mathematics, trained in active methodologies and innovation by specialties (40 hours).	UDB	455 teachers trained (419 participant's trainings teachers) in Active Methodologies from Group 3 of targeted schools
			254 principals trained in active methodologies (24 hours). Registration and documentation of		232 principals trained (9 participant's training)in Active Methodologies from Group 3 of targeted schools In process
		Teachers and principals trained in inclusive education	183 language teachers trained in inclusive education (24 hours)	FUNPRES	In process 175 teachers trained in inclusive education (8 hours only out of 16). The same Group trained by FHI360
	410 principals trained in inclusive education (8hrs)		This activity had been reprogrammed.		
	1.2. Technical assistance to teachers leading specialties and mutual learning circles for the implementation of the proposal of Active Schools and other educational strategies and inclusiveness in secondary school	Teachers applying active methodologies strategies of inclusiveness	Technical assistance to 20 demonstrative circles of teachers in mutual learning (FHI 360)	FHI360	In process. A total of 52 inter-learning circles of G1 and G2 schools teachers had been assisted
			1 visit for technical assistance in 410 schools (FUNPRES)	FUNPRES	In process. A total of 39 new visits of Group 1 and 2 to enhanced the inclusive education for students with special educational needs
			3 visits for technical assistance in 654 schools (FUSALMO)	FUSALMO	In process. At least 1 visit to 400 schools of G1 y G2 of targeted schools. The 255 schools of G3 will be assisted next quarter. The training program is in place. There had been security warning in some schools, therefore visits had been cancelled in some high-risked schools

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
RIA. EITP extended to approximately 750 selected schools to improve academic performance and enhance the completion of 9th grade (100, 000 students from secondary school)					
	1.3 Development of educational support material for teachers in active methodologies and inclusion	Document that guides and regulates the curricular adjustments	Document " <i>Curricular Adaptations in the classroom. Practical Guide for Teachers</i> ", validated by the MOE and delivered to 165 schools in the project began in 2013.	FUNPRES	In process. The document had been validated by technical staff of MoE
Document about creative conflict Resolution and Bullying		Document about creative conflict Resolution and Bullying validated by the MOE printed and distributed to 165 schools working with the project.	In process. The document had been validated by technical staff of MoE		
Fascicles on active methodologies		Printing and delivery to each of the 664 teachers leaders in science, language and mathematics trained in active methodologies of 5 fascicles on active methodologies validated by the MOE	FHI 360	5 documents designed and ready to published. Completed: Active Methodologies in the classroom. There will be distributed the next quarter	
Distribution of books to schools project		At least 100,000 books in English and Spanish donated to schools project	FHI360	Received 96,651 books in country. In process. MOE had been identified the criteria to packaging the Spanish and English books. The distribution will start next quarter. The FHI360 and alliance counterpart had been computed	

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
2. Expansion EITP strengthening management capacity in terms of learning in the first, second and third group of schools (660)	2.2 Technical Assistance to strengthen schools structures, SI-EITP or networks based on the expansion and management of EITP, facing the institutionalization of educational processes promoted by the project	Departmental Directorate of Education, CDE schools strengthened in their management skills.	3 meetings for technical assistance to 654 principals FUSALMO will need 3 technical assistant staff.	FUSALMO	Reprogrammed
			FUNPRES will need 1 technical assistant staff.	FUNPRES	Reprogrammed
		Pedagogical proposals / PEA strengthened	70% pedagogical proposals and/or annual operative	FHI 360	In process
			70% Annual school plan (PEA by its acronym in		
	School records updated at least 3 times a year in the	In process. The Project Information System is in proofing phase. It will be			
	419 principals of schools where the leading teachers are trained in active methodologies, are strengthened in educational management from active methodologies (between 8 and 16 hours) (FHI 360).	Same as 1.1			
		Registration and documentation of		In process	
	2.3 Technical assistance and organizing study tours to learn about successful experiences on educational quality and safe environments in the secondary school in the United States and Colombia (same activity 2.3 Result 2A, Objective 2)	Multiplication articulated strategy from the learned to strengthen educational processes and coexistence	same activity 2.3., Result 2A, Objective 2	FHI 360	In process: The MoE had approved the participant's list. The process already started. It will be completed next quarter (10 principals and teachers will be participating). The travel will be programmed by the end of September

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015	
3. Integrate the use of technology to enhance teaching processes, communication and management in terms of learning (Articulated with R1B)	3.1 Strengthening the topic of coexistence strategies in the Departmental Directorates of Education and their responsible on activities related to arts, culture, recreation, sports and citizenship. This will help to the institutionalization of these topics.	Ministry teams strengthen as they take ownership of the coexistence strategies in order to get them institutionalize.	25 technical pedagogical assistants (TPA) strengthen as they participate in trainings and workshops with the coexistence committees, sports managers, principal's counsels and student government.	FUSALMO	Completed coordination's activities at national and departmental level, 5 meeting had been held to MoE approval . Training Program reprogrammed.	
	3.2 Process development training in the use of technology to principals, teachers and students to strengthen teaching processes, communication and management.	Principals and teachers trained in digital literacy and virtual communities.	664 principals trained in digital literacy or learning communities		In process: 409 principals had been already trained. The 255 principals of G3 targeted schools will be trained next quarter	
		Students and teachers trained in video games and educational robotics.	254 teachers trained in digital literacy, 410 in virtual communities, 245 in educational video games, and 135 in robotics.		In process: 234 teachers (131 men and 103 women) of G1 and G2 of schools had been trained in Video Games and Robotics.	
	800 students trained in virtual communities, educational video games or robotics		488 students (283 men and 205 women) of G1 and G2 of targeted schools had been trained in Video Games and Robotics		3.3 Delivery a technology and robotics kit	254 principals or representatives of schools properly intrained in the use of the donated technology kit
		254 schools with technology package				Schools of G3: Programmed for next quarter
	3.4 Technical Assistance to promote technological innovation initiatives to promote learning, training and innovation from the CAAT, virtual communities, through the use of the educational portal and other initiatives in schools, networks, SI EITP.	Educational Portal running.	Principals, teachers and CAAT integrating technology through the use of technology packages, robotics kits and educational portal.		61 virtual communities created and functioning	In process: There are 27 robotics site in each of 28 municipalities of the G1 and G2 of targeted schools. The Project educational web site is in process upon USAID approval. The full usage is expected by the end of the FY2015
					115 technology committees actively working in the	
					Number of monthly visits to the Educational Portal of	
					Number of teachers and students creating and	
					Number of teachers participating and interacting	

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
R1B. Strengthen a program for safe learning environments in order to reduce school violence in 750 schools in the high risk municipalities					
1. Strengthening EITP through coexistence strategies in line of educational policy, planning immersed in schools, networks and integrated systems	1.1 Systematic strengthening of the positive youth leadership, through art, culture, citizenship, recreation and sports for students, teachers, parents, and leaders	Students, teachers, parents/mothers trained as sports coaches, students, teachers organized in Support Committees and Learning Technology (CAATs) Fathers and mothers trained from the Coexistence Committee to support strategies of coexistence, student governments trained to develop student proposals in terms of improved learning and youth expressions	760 people (teachers, students and parents) trained as sports facilitators and monitors (40 hours).	FUSALMO	In process. Training of 255 schools of G3 will be completed by next quarter
			About 2,032 people belonging to the Coexistence Committees are trained in issues of coexistence (16 hours).		In process: 1,963 (711 men, and 1,252 women) had participated in a one day meeting to promote youth participation at school government. Teachers (450), principals (199), MoE officials (9), parents (244), students (1,061)
			Registration and documentation of plans and practices of coexistence driven by the Coexistence		In process
			189 student governments trained and working (16		Reprogrammed
	Students, teachers, parents trained as monitors of art and culture	Attention of students with special educational needs and young women in special risk	595 people (teachers, students and parents and students in special conditions and situations) trained as managers of art and culture (approximately 48 hours).	FUSALMO	Reprogrammed
				FUNPRES	In process of evaluating the strategy used by teachers
	1.2. Strengthening in conflict resolution, career counseling and youth support, aimed at teachers, assistant principals, parents, leaders	Assistant principals, teachers and parents trained in conflict resolution and bullying	254 people trained in creative conflict Resolution and bullying (48 hours).	FUNPRES	In process: 167 teachers of G3 targeted schools trained and 2 technical assistant of MOE
			Registration and documentation of successful		In process
		289 teachers trained in psychological first aid (40	Registration and documentation of personal		In process
254 teachers trained in vocational guidance for the youth (40 hours) FEDISAL.			FEDISAL	The training program had been change (Before this activity was include in R1A now is in R1B) The teachers training now is a topic related to Auto perception and Coexistence leadership. In this new training program for G3, 164 teachers had been trained (46 men and 118 women)	
	Registration and documentation of successful		In process databases updating		

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
R1B. Strengthen a program for safe learning environments in order to reduce school violence in 750 schools in the high risk municipalities					
	1.3. Integrated Technical Assistance to positive references and student leaders in shaping youth organizations and revitalization of artistic expressions, cultural, civic, and recreational and sports as part of EITP immersed in pedagogical proposal.	Youth organizations strengthened to develop actions in school, networks and SIEITP, accompanied by positive references	664 Coexistence Committees constituted and active	FUSALMO, FUNPRES	In process
			189 student governments constituted and energized (FUSALMO)		To date, 1,300 people had been trained in sports monitors. Last semester, 107 teachers have been trained as a sports monitors
			115 Technology Committees (CAAT) constituted and active (FUSALMO).		In process for the G3 targeted schools
	1.4. Integrated Technical Assistance to counselor teachers and people trained in conflict resolution to integrate vocational guidance initiatives and youth support	Counselors teachers implementing system as career counseling, conflict resolution techniques and use of protocols for reference and emotional support to young from secondary school	Instrument Application to career counseling, with a scoring software from the same instrument to an average of 70 students of 9 th grade per school (approximately 11,550 students) FEDISAL.	FEDISAL	In process. Material and Vocational kit will be distributed next quarter.
			1 visit to schools to support the conflict resolution processes, the tracking of individual cases in danger of dropping out the school and the use of protocols for reference (FUNPRES).	FUNPRES	In process cases identification by teachers trained
			Registration and documentation of conflict	FUNPRES	In process

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
R1B. Strengthen a program for safe learning environments in order to reduce school violence in 750 schools in the high risk municipalities					
2. Design and implementation of educational materials on orientation, coexistence and violence prevention to strengthen youth leadership	2.1 Design, validation and printing of educational materials on key issues for the generation of environments of school life and <u>career counseling</u> related to curriculum and using the educational portal	Booklet on positive youth participation and leadership and alternative classroom discipline	9 issues of vocational guidance designed, reproduced and given to trained teachers and ninth graders in approximately 660	FEDISAL	In process: the material will be distributed by the end the FY2015. It is already designed and printed
			30 fascicles of labor market designed, reproduced and delivered to approximately 410 schools (FEDISAL).		
			820 DVD's containing the vocational guidance video reproduced and delivered to approximately 410 schools (FEDISAL).		
			410 catalogs of provision reproduced and delivered to approximately 410 schools (FEDISAL).		
			120 brochures and 3 posters of vocational guidance reproduced and delivered to approximately 410 (FEDISAL).		
	2.2 Design of educational materials for strengthening coexistence parents considering their participation and experience in the coexistence committee.	Booklet on coexistence aimed at mothers, fathers and concerning family	1 fascicle designed, validated, reproduced and given to the Coexistence Committees of 410 schools about Participation and developed Leadership (FUSALMO).	FUSALMO	In process of technical editing and validation process. Reprogrammed
1 booklet designed, validated, reproduced and given to the Coexistence Committees of 410 schools on alternative Discipline in the classroom (FUSALMO)					
			1 fascicle designed, validated, reproduced and delivered to at least 2 parents and family members leaders who are part of the coexistence process in 410 schools.	FUSALMO	Reprogrammed

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
R1B. Strengthen a program for safe learning environments in order to reduce school violence in 750 schools in the high risk municipalities					
3. Strengthening the structures of participation of the school, networking, SI for support and sustainability of coexistence strategies	3.1. Strengthening to Steering Committee, improvement teams, ATP and responsible for art, culture, recreation, sport and citizenship DDE on coexistence strategies to support the institutionalization of the PP-POA-PEA.	Ministry teams strengthened and appropriated of coexistence strategies for the institutionalizing in the pedagogical approach and PEA	25 departmental technical assistants strengthened through participation in trainings and workshops with coexistence committees, sports managers, boards of directors and student governments	FUSALMO	In process of strategy changes due of MOE reorganization
		Boards of directors support the formation of school life committee.	Registration of accompanying experiences and initiatives taken by the processes driven by departmental technical assistants from the project in the information system of the		
		Boards of directors and CDE strengthened in coexistence strategies and supporting its institutionalization in the pedagogical proposal, PEA	664 principals participating in training sessions on Peace building (16 hours) (FUSALMO)	FUNPRES	In process. There had been 2 meeting with MOE, USAID representatives and others USAID Projects to link the Project to the National Security Plan (Plan Seguro). Future actions will be focus on 10 high risk municipalities to improve security and educational goals
	Coexistence Committee articulated to the Municipal Committee for the Prevention of Violence or agency support network	Coexistence Committees of and board of directors articulated to the Municipal Committee for the Prevention of Violence in municipalities where it is agreed with the Project Prevention of Crime and Violence of USAID. (FUSALMO).			
3.3. Technical assistance to the coexistence committee for the revitalization of strategies	Coexistence Committee of departmental teams and boards of directors strengthened through technical assistance to energize coexistence strategies and pedagogical	70% of Pedagogical Proposal and/or integrated systems' Annual Operating Plan (POA) trained in 410 schools include strategies and processes driven by the project.	FUSALMO	In process technical assistance in 410 schools and Integrated Systems. Schools profile and measures will be taken next quarter	
3.4 Identification proposal of early warning to develop strategies for dropout prevention in the secondary school within the SI EITP	Implementing a positive youth development strategy for dropout prevention.	70% of Annual Educational Plans of 410 schools that include strategies and processes driven by the project.			FHI 360

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
R1B. Strengthen a program for safe learning environments in order to reduce school violence in 750 schools in the high risk municipalities					
4. Promote partnerships with the private sector and other organizations to bring additional resources to the activities of the Inclusive Full Time School (IFTS).	4.1 Boost management competences to create alliances to associate partners.	Support Project's positioning strategy to create alliances with the private sector, donors and international agencies. This alliances will be searched by each partner and its focus will be to acquire additional resources for young beneficiaries from Objective 1 and 2.	Each partner must sign at least two alliances for specific purposes within the Project.		In process
		4.2 Agreement documents, letters of Commitment or Understanding with non for profit organizations and/or international agencies			In process
	4.2 Joint efforts and funds with donors and international agencies.			FEDISAL	In process. Memorandum of Understanding will be sign by the end of the FY2015
			At least one agreement with NGO, International agencies, and other USAID projects to strengthen actions in common, in the territories where the Project works.	Technical Unit	
	4.3 Design and implement strategies to create alliances with the private sector or the Government, to ensure the contribution of complementary resources used in actions related to out-of-school youth	4.3 Established alliances with the private sector, the government, and international organizations for the contribution of complementary resources	At least one alliance that will provide with complementary resources to the component 2 or objective 2 of the project.	FEDISAL	In process the alliance with Alcaldia de Santa Tecla. Other alliances are expected signed by next quarter

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
R1C. Incentives and scholarship for (40,000) 40% of the 100,000 students					
1. Design an incentive and scholarship program.	1.1. Identification of innovative incentives generated from the project.	Scholarships and incentives for youth in schools that will motivate them to stay in school and continue studying.	Identification and record of at least 10,000 students receiving innovative incentives financially supported with the project's fund.	FEDISAL	In process. To date more than 8,000 students had received career and vocational orientation. This activity will include the vocational services provide to students who need guidance in schools. In the follow up visits students will participate in free orientation and technical support for
	1.2. Technical assistance to identify successful experiences that allow to define scholarships strategies and sustainable incentives to ensure access and retention of students in		Literature collection on international experiences which support scholarships and incentives programs for increased socialized coverage.	FHI360	
R1D. Develop a monitoring system for program activities					
1. Develop and implement the Technical and Financial Information System	1.1 Train partners in the use of the Project's Information	Technical and Financial reports of the Project	30 trainees (UT and partners)	Technical Management	Completed the annual plan training module
	1.2 Enter updates of the goals and monitor Project indicators	Partners use the Monitoring and Evaluation System implemented	At least 4 test reports of the System validated (school record format, trained, liquidations, advancing goals)	Monitoring and Evaluation Unit	In process: 3 out of 4 reports updated
2. Prepare quarterly reports.	2.1 Gather information from the institutions by template	Delivery schedule of quarterly reports of	4 Programmatic and financial quarterly reports submitted to USAID as USAFY2015	COP, TM, MEU	In process
	2.2 Update the status of the Work Plan	Updated Work Plan		COP, TM	
	2.3 Update targets for mandatory indicators of the	Updated monitoring list	4 quarterly reports of the Project approved by USAID	MEU	
	2.4 Integrate Project report in English and Spanish version for official release	Information partners integrated processes, Reports prepared, socialized and sent		COP, translator, MEU	
	2.5 Monitor the official presentation to USAID	Approval Letter archived		COP, MEU	
3. Enter details of the TRAINET, USAID Tracker and other mandatories	3.1 Check in the system and issue reports, enter data	TRAINET system updated	4 quarterly reports to WS USA (FY2015)	MEU	In process
		Aid-Tracker updated	4 updated reports (FY2015)		
4. Perform strategies assessment: Objective 1 and Objective 2	4.1 Develop a system of evaluation of intervention strategies of the Project as component	Approved Proposal	One report of evaluating strategies Objective 1	MEU, GT, COP	In process: the technical unit had been reorganized and this activity will be performance the next quarter
	4.2 Develop evaluation process and socialize results with technical team	Evaluation design socialized	One report of evaluating strategies Objective 2	MEU, COP	
		4.3 Identify lessons learned and research processes and	Socialized evaluation		
5. Quality Control of information produced in the Information System and verify evidence to the goals of the Project (DQA-through Information System)	5.1 Establish critical control points in the System	Feedback pertained		Technical Unit, MEU	In process: To date 12 DQA reports submitted
		Review lesson and experiences			
	5.2 Issuing information quality control report	Critical points defined	A document of control point of information processes in	Team: MEU, IT Coordinators	
		Approved DQA schedule	3 reviews of processes in the system and/or visits to each	MEU	
		DQA reports issued to institutions	21 DQA reports prepared and sent to partners		

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
OBJECTIVE 2: To increase access to educational opportunities for out-of-school youth					
R2A. Provide assistance to at least 23,150 young people who are out of the school system in the 25 identified municipalities or its surroundings to return to school or complete the secondary school or high school with a diploma					
1. Strengthen the inter institutional management	1.1 Coordinate interagency efforts with: departmental MOE, mayors, NGO's and universities.	Alliances, partnerships, letters of understanding, other.	Coordination with 9 Departmental Authorities Strategic alliance with at least 25 city halls, reflected in letters of understanding or Municipal Council Minutes	AIS FUSALMO Technical Unit	In process
	1.2 Strengthening strategies for social mobilization	Awareness, involvement and organization of community leaders	Active involvement of at least 45 community associations or community boards reflected in meeting minutes Identification, awareness and involvement of at least 25 local community leaders and registration of success stories of some of them.	AIS FUSALMO	
2. Follow up, reflection and study on educational integration of out-of school youth.	2.1 Alternatives' evaluation to expand coverage in out-of-school settings through a prospective study on the	Document with the evaluation of alternatives to expand the coverage of out-of-school settings.	Prospective study report on the development of out-of-school settings in El Salvador	FHI360	In process: There is a national consultant hired and 1 short workshop had been held with MOE representatives and national non-
		Conference with the results of the alternatives' evaluation to expand the coverage of flexible forms and experience of school youth	Conference or a forum named: "Out of school youth; their challenges, and success stories"	FHI 360 Technical Unit	Programmed at the end of FY2015
	2.2 Coordination with Continuing Education Management for youth and adults	Youth registration for Proficiency Test	1,600 young people registered in the Proficiency Test office, Management Education for Youth and Adult.	AIS FUSALMO	To date, 244 had been officially enrolled in this modality and more than 3,000 are receiving assistance to improve academic skills. In process of strategy improvement. In this quarterly 169 youth submitted the proficiency test
		Validation of self-learning modules by the Management Education for Youth and Adult.	Self-learning modules validated by the Management of Continuing Education of youth and adults.	Technical Management	Completed

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015	
OBJECTIVE 2: To increase access to educational opportunities for out-of-school youth						
R2A. Provide assistance to at least 23,150 young people who are out of the school system in the 25 identified municipalities or its surroundings to return to school or complete the secondary school or high school with a diploma						
3. Local capacity building program implementation	3.1. Development of technical training to strengthen the association network staff and MOE (Reflected in the entry on Institutional Strengthening Objective 5).	Tutors that are strengthening youth in the preparation to the proficiency test and workshop or	See goals and schedule in the Objective 5 on Institutional Strengthening.	UDB	To date, 47 tutors had been trained. Further workshop and follow up will be held next quarter	
		Trained staff in Information System		FEDISAL	See R1D1, final training will be held in September	
		Workshop multiplication of learning from international experiences in the Objective 2		AIS FUSALMO		
		Exam View Training		Technical Management		
	3. 2 International Training to group of principals and MOE staff on experiences in the United States of work with secondary school young and outside the school system. (Same as Objective 1, in the entry 3.4, Result 1 A)	Activities multiplication of learned experience from the exchanges in the US	Development of two exchanges to US for an estimated of 18 people	FHI360		In process the participant's visa clearance and travel preparation. MOE approved the 10 people who are traveling to USA next September
			3 days with the 5 groups that have participated in exchanges in the United States to share best practices			

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015	
OBJECTIVE 2: To increase access to educational opportunities for out-of-school youth						
R2A. Provide assistance to at least 23,150 young people who are out of the school system in the 25 identified municipalities or its surroundings to return to school or complete the secondary school or high school with a diploma						
4. Educational opportunities diversification to go back to school.	4. 2 School reinsertion of young people through the coexistence seed strategy, in flexible modalities to finish ninth grade or high school.	Youth registration from 12 to 17 years in the regular educational system.	350 out-of-school youth participating in activities during vacations.	FUSALMO		
			200 out-of-school youth involved in other strategies.			
			350 young people between 12 and 17 years old registered in the regular educational system			
		Enrollment of youngsters from 15-24 years in flexible modalities	5,050 young people out of school who enroll in headquarters of flexible modalities driven and supported by the project	AIS		In process
		Manual for the development of the induction course for flexible modalities	Manual for the development of an induction course to developed flexible modalities	FUSALMO		In process of training strategy improvement
	Development of an induction course for flexible methods	5,050 young people who receive the induction course for flexible modalities				
	Certification degree for secondary school and high school	1,263 young people obtain a certificate of secondary school or high school through flexible modalities				
	4. 3 School reinsertion of young people through entrepreneurship seed strategy in preparation for the proficiency test to finish ninth grade or high school	Enrolment of youth between 15-24 year in flexible modalities for Proficiency Test.	1,200 young people registered in the Continuing Education Management for youth and adults for the Proficiency test	AIS FUSALMO	In process	
		Academic support course with basic subjects tutors in preparation for the proficiency test	1,600 young people who participate in the academic support course with tutors in basic subjects			
		Certification degree for secondary school and high school	400 young people who obtain certification for secondary school or high school through the proficiency test approbation			

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
OBJECTIVE 2: To increase access to educational opportunities for out-of-school youth					
R2B. At least 23,150 young people out of the school system in the 25 identified municipalities or its surroundings have community-based skills and preparation for the labor market approach.					
1. Course diversification for educational opportunities.	1.2 Designing a program of capacity building for out-of-school youth.	Manual for the development of life skills	Manual for the development of life skills.	Technical Management	This activity had been change due to the new training program focus on
		Manual for technological skills courses or other technical opportunities	Manual for technological skills courses or other technical opportunities	Technical Management	
		Manual for entrepreneurial skills courses.	Manual for entrepreneurial skills courses	Technical Management	
2. Implementation of complementary training courses to educational alternatives	2. 1 Implementation of a comprehensive training program for out-of-school youth.	Development of life skills workshops.	6,600 young people receive the course of psychosocial workshop	AIS FUSALMO	In this quarter, 3,611 youth had been participated in the training program. To date a total of 12,300 had been reported as a beneficiaries
		Development of technology skills course or other job readiness offers	6.250 young people receive the course of technological skills or other job readiness offerings		
3. Supervision and monitoring	3. 1 Consultancy for Monitoring training centers	Monitoring plan for training centers	Monitoring work plan approved	Technical Management	Monitors had been hired by FEDISAL to supervise the training process
		Monitoring report on the quality of the training centers.	3 consultants perform a monitoring task and deliver monthly reports around the actions that the project takes		

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
OBJECTIVE 2: To increase access to educational opportunities for out-of-school youth					
R2C. Educational innovative incentives, provide incentives to at least 23,150 out-of-school youth in the 25 selected municipalities and its surroundings, to reduce their					
1. Contribute to the attendance and retention of young people in training and educational seminars through incentives.	1.1 Supporting young people through incentives: Youth Outreach program, food or transportation.	Youth participating in Youth Outreach activities.	6,600 out-of-school youth participate in youth outreach activities.	AIS FUSALMO	This activity had change due to educational focus in the Project strategy
		Food service delivery or transportation for youth involved in the Project.	7,000 students receive food or transportation as incentives to keep going in out-of-school settings.		3,611 youth had been participated in the training program and received incentives
		Provide food or transportation to youth that achieved an academic grade with the project's support.	400 students that approved the Proficiency test, receive food or transportation, so they can continue their educational journey and achieve a second academic year.		In process of submitted the proficiency test. Youth are supported to improve their skills and academic performance
	1.2 Management of academic and personal documents	Up to 50% of beneficiaries receive support to get personal and academic documents.	Up to 3,300 young people are supported to get their personal and academic documents.		3,611 youth had been participated in the training program

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
OBJECTIVE 3: Buying and distribution of educational material to schools damaged by Hurricane IDA					
1. Diagnosis of the schools situation	1.1. Needs assessment of educational material for each of the schools selected for this benefit	Needs assessment report of furniture and educational material for schools validated with MOE	Approval from MOE of the needs assessment for furniture and educational equipment for schools	Project's Finance and Administration Management.	Delayed until the school infrastructure finished. In process purchasing process according to MOE equipment requirements
2. Purchase of furniture and educational materials	2.1 Buying plan elaboration.	Purchase plan according to categories	Purchase of furniture and educational material		
	2.2 Educational material buying.	Purchase of furniture and educational material			
3. Provide educational equipment and materials	3.1 Training plan, directed to parents, for the proper use and maintenance of educational material provided.	Trained personnel to use and care the educational materials	Number of schools equipped with educational equipment and materials.		
	3.2. Provide educational equipment to each school	Schools equipped with furniture and educational materials			

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
OBJECTIVE 4: Quick response fund (for school's aid facing natural disasters)					
1. Prepare an emergency respond plan with the schools, in order to be prepared in case of natural disasters.	Creation of an internal committee that will develop a plan to be activated in an emergency and will monitor possible disasters.	Emergency response plan for schools dealing with the natural disasters.	Emergency response plan for schools in case of natural disasters. Quick response fund, use report, in case of a natural disaster emergency faced by the school.	Technical Unit	Emergency funds
OBJECTIVE 5: Local capacity building for FEDISAL and its local partners					
1. Consulting assistance focusing on institutional strengthening.	Consulting assistance development, focusing on institutional strengthening.	Product development supporting the institutional strengthening of FEDISAL and its partners.	Development of at least 4 consultancies around key themes for institutional § Indirect costs, § Strategic and succession planning, § Health and occupational safety, § Other strengthening needs (details in attachment: Institutional strengthening plan).	FEDISAL	In process: Security protocols ongoing activity. OCA will begin the next quarter. Project Management training held by UDB (40 hours training seminars), 29 people trained from FEDISAL and partners
2. International internships and trainings.	Internships, training and international conferences in USA, Peru, Colombia and Mexico.	Program development of International internships and trainings to strengthen capacities of key personnel from FEDISAL and its partners.		FEDISAL	Completed, 3 people had been trained in Financial and Purchasing USAID Regulations

Activity	Sub activities	Outputs	Targets	Responsible	Project Status Q3FY2015 April - June 2015
Administration of projects funded by USAID.	Capacity building of FEDISAL Associate network under the Organization Capacity Assessment (OCA).	Application of OCA, identifying needs for institutional strengthening and recommendations for improvement	Report and result dissemination from the application of OCA to FEDISAL associate network	FHI 360	In process. International consultant begun the plan and national consultant is in process to be hired
	Sub agreement manual.	Sub agreement manual elaborated.	Sub agreement manual final product.	FEDISAL	In process
	Team building workshop.	Strengthening experience for teamwork and common vision.	At least one team building workshop, with 60 members of the project participating. The number is approximately.	FEDISAL	This activity will be held on September
	Strengthening experience to implement financial and administrative manuals.	Strengthening workshop.	Manuals application workshop.	FEDISAL	Completed
OBJECTIVE 6: Administrative					
Development and implementation of basic elements of the communication plan for the project.	Formalize the communications committee of the whole associate as ECYP representatives and determine its activities.	Launch Communications Plan in Phase I for all committee members.	Communications plan with functions assigned to each member of the Associate as a key part of the communications committee.	Communications ECYP	In process: On going activity
	Creating ECYP exclusive graphical line.	USAID approval for ECYP's branding manual.	Institutionalizing communications committee ECYP.		
	Communications materials and strategies review. 1		Brand Manual of the Education for Children and Youth Project approved by USAID.		Completed
	Definition of main message, audience and channels to be used for each component.	Brochures, business cards, posters and promotional material that can be managed through donations with the design approved by USAID.	Production of 3 unique formats for brochures, posters, emails and banners for each component to be developed during the year.	Communications ECYP	In process. This activities are ongoing. Also project impact communication will be held at the end of the FY2015
	Creation of advertising material for ECYP's		Production of 1 promotional kit for each component,		
			Make sure at least one publication is done for each		
		Ensuring a monthly publication on the progress			
	ECYP official launching in Salvadorian media.	Newspaper articles, supplements, editorials and radio spots.	Launch a biannual supplement with the impact generated by the project. (3 supplements, one in January with results of the first two years; other in June and the last one in December 2015).		

10. TABLE OF INDICATORS

No.	Indicator	Disaggregation	Project total target	Total Target FY 2014	Actual/Results 2014	Q8 (Q1FY2015) oct-	Q9 (Q2FY2015) jan-	Q10 (Q3FY2015) april-june	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018	
GOAL: To increase equitable access to education that provides productive life choices for youth in violence affected areas of El Salvador													
1	G1A: Gross enrollment rate in lower secondary schools with USG support in high risk municipalities (PfG Goal 10)	Total: Accumulated enrollment, sex, projected population of municipalities	100%	99.5%	103.4%	103.4%	103.4%	97.4%	97.40%	96.80	96.80	96.80	
		Numerator			84,449	84,449	84,449	136,691	84449	84449	84449	84449	
		Denominator			81,643	81,643	81,643	140,330	81643	81643	81643	81643	
		Women			51%	43,168	41,638	49.7%	50.7%	50.7%	50.7%	50.7%	
		Men			61%	51,514	49,802	47.7%	61.0%	61.0%	61.0%	61.0%	
2	G1B: Net enrollment rate in lower secondary schools with USG support in high risk municipalities (PfG Goal 10)	Total, enrollment in n schools, sex, projected population of municipalities	67.80%	64.2%	67.8%	67.8%	67.8%	68.6%	67.8%	67.8%	67.8%	67.8%	
		Numerator			55,382	55,382	55,382	96,302	55382	55382	55382	55382	
		Denominator			81,643	81,643	81,643	140,330	81643	81643	81643	81643	
		Women			33%	33%	33%	33%	33.2%	33.2%	33.2%	33.2%	
		Men			35%	35%	35%	35%	34.6%	34.6%	34.6%	34.6%	
3	G2: Number of municipalities offering education programs for youth at risk (PfG Goal 10)	High risk municipalities selected	25	13	18	18	27	27	27	25	25	25	
		New municipalities selected			13	13	13	9	24	3	2	0	0
		Surroundings municipalities				26	26	29	29				

No.	Indicator	Disaggregation	Project total target	Total Target FY 2014	Actual/Results 2014	Q8 (Q1FY2015) oct-	Q9 (Q2FY2015) jan-	Q10 (Q3FY2015) april-june	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
PURPOSE: To improve educational opportunities for in school and out of school children and youth (12-24) in targeted municipalities with high crime rates.												
4	P1A: Number of learners enrolled in lower secondary schools with USG support in target municipalities (USAID Strategy Goal 3/ Basic Education Mandatory Indicator)	Total: Group of schools, sex, disability	100,000	56,449	62,767	62,767	102,318	136,691	102,318	102,318	102,318	102,318
		Direct (low secondary school)					102,318	136,691				
		Women			30,756	30,756	30,756	69,712	50,136	49,000	49,000	49,000
		Men			32,011	32,011	32,011	66,979	52,184	51,000	51,000	51,000
5	P1B: Number of learners enrolled in non-school based settings with USG support in target municipalities (USAID Strategy Goal 3/ Basic Education Mandatory Indicator)	Total: Sex, municipalities	15,048	1,405	2,630	687	3,321	3,321	6,019	4,514	3,010	0
	New Learners	Men (49%)	7374	688	1,289	336	1,628	1,628	2,949	2,212	1,475	0
		Woman (51%)	7674	717	1,341	351	1,693	1,693	3,070	2,302	1,535	0
6	P2: Drop-out rate by grade in lower secondary education in targeted municipalities	Total in School: Total per Groups of schools, Sex, major causes	4%	3.90%	12%	13%	12%	13%	10%	10%	10%	10%
7	P3a: Repetition in lower secondary education in targeted schools	Total: Numerator, Denominator, Sex, Disability	4.50%	4.7%	5.9%	6.0%	6.0%	6.0%	6	6	6	6

No.	Indicator	Disaggregation	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Actual/Results 2014	Q8 (Q1FY2015) oct-dec2014	Q9 (Q2FY2015) jan-mar-2015	Q10 (Q3FY2015) abril-junio 2015 (ACUMULADO)	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students														
8	GR1.1 Number of PTA's or similar 'school' governance structures supported (PPR indicator)	Total: Group of schools	750	0	0	165	165	165	408	408	410	445	390	140
9	GR1.2 Number of teachers/educators/teaching assistants who successfully completed in service training or received intensive coaching or mentoring with USG support (PPR indicator)	Total: Trainees by new Group of schools, Sex, area	2,085	330	429	820	1,100	900	58	962	1830	925	430	45
		Men			236		605	495	30	293				
		Women			193		495	405	25	371				
10	GR 1.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (PPR indicator)	Total: Group of schools, pedagogical, administrative materials	45,219	199	165	21,750	500	0	96,651	0	107,000	1,200	700	255
11	GR.1.4 Number of administrators and officials successfully trained with USG support (PPR indicator)	Total: Groups of schools, Sex, Training area	2,094	200	192	450	460	0	48	630	830	477	107	30
12	GR.1.5 Number of schools using Information and Communication Technology due to USG support	Total	750	0	0	165	0	409	0	409	410	660	750	750

No.	Indicator	Disaggregation	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Actual/Results 2014	Q8 (Q1FY2015) oct-dec2014	Q9 (Q2FY2015) jan-marc 2015	Q10 (Q3FY2015) abril-junio 2015 (ACUMULADO)	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018	
(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students															
Result 1A: The Full Time Inclusive School approach (FTIS) in approximately 750 selected lower secondary schools to enhance academic achievement and increase 9th grade completion and benefitting at least 100,000 7th, 8th and 9th students.															
13	R1A.1: Number of schools implementing the FTIS with USAID support	Total	750	0	0	50	0	nd	nd	nd	265	200	100	85	
14	R1A.2.Ninth grade completion rate in target schools	Total, Group of school, enrollment 7, enrollment 9th, accumulated, Sex	TBD	70%	80.64%	70.1%	81%	81%	81%	81%	70.2%	70.3%	70.4%	70.5%	
15	R1A.3 Number of students benefited in target schools with USG support	Total:Lower secondary, others level; primary and upper level school, Group, Sex	520,124	99,540	100,486	TBD	183,882	223,433	223,433	339,928	305,555	TBD	TBD	TBD	
P1.	Direct benefited students in school	Total: Low secondary	100,000	28,540	35,613	28,825	62,767	62,767	62,767	136,691	102,318	TBD	TBD	TBD	
		Men		14,556	18,163	14,412	30,756	30,756	30,756	66,979	52,996				
		Women		13,984	17,450	14,412	32,011	32,011	32,011	69,712	49,883				
P2.	Indirect enrolled students in school	Others level:	420,124	71,000	64,873	69,323	121,115	160,666	160,666	203,237	203,237	TBD	TBD	TBD	
16	R1A.4 Number of students who approve Mathematics, Science and Language-Arts in lower secondary schools with USG support	Total, sample size, enrollment by grade, distribution by subject, by subject in group of school, as percentage of	TBD	TBD	ND	TBD	nd	nd	nd	nd	TBD	TBD	TBD	TBD	

No.	Indicator	Disaggregation	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Actual/Results 2014	Q8 (Q1FY2015) oct-dec2014	Q9 (Q2FY2015) jan-marc 2015	Q10 (Q3FY2015) abril-junio 2015 (ACUMULADO)	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students														
Result 1B: Strengthened safe learning environment program to reduce school violence in high risk municipalities in 750 schools included in Result 1A above.														
17	R1B.1: Number of USG supported schools or learning spaces meeting criteria for safe schools program (PPR indicator)	Total, Groups of schoolss, Ranking	1,460	0	ND	287	400	400	400		462	410	238	63
18.1	R1B.2 Percentage of students who say they feel safe in schools with USG support	Total: Percentage, sex, municipality	90.00%	86.80%	ND	87%	88%				87.50%	TBD	TBD	TBD
18.2	Victimized and agression index at schools	Level of agression and students feeling abuse in schools (selected items of the students survey)			60.00		75							
		Victimization			40		45							
		Agression			20		30							
Result 1C: Innovative incntives/scholarships provided to at least 40% from the 100,000 students to reduce economic hardships for low income students in lower secondary education from the 750 scholls														
19	R1C. Number of students in targeted schools that have received incentives and/or scholarships with USG support	New students, accumulated, sex, Group of schools	40,000	0	ND	12,000	nd	1,777	2,555	9,193	12,000	12,000	3,000	1,000
20	R1C.2Number of schools in which the students have received incentives and/or scholarships with USG support	Total: Group of new schools benefited, accumulated, municipality	300	0	ND	100	nd	165	165	410	100	100	0	0
Result 1D: Develop a fully operational monitoring system to track performance of program activities for student retention, achievement, school safety and participation of out of school youth in educational opportunities														
21	R1D.1: Percentage of completion of the Operational Monitoring System (OMS)	Ouputs Advance	100%	40%	20%	100%	75%	75%	75%	80%	100%			

No.	Indicator	Disaggregation	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Results FY2014	Q8 (Q1FY2015) oct-dec2014	Q9 (Q2FY2015) jan-marc 2015	Q10 (Q3FY2015) april-june 2015 ACUMULADO FY2015	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
(OB2) Component 2: Increase access to educational opportunities for out of school youth														
Result 2A: Assistance provided to at least 30% of out of school youth in the 25 targeted municipalities to return to formal schooling or to complete a lower secondary education diploma														
22	R2A.1: Number of out of school youth who return to formal schooling with USG support - (receiving assistance)	Total: Modality of formal schooling, sex, follow up per year: drop out, graduated	23,150	99	60	9,260	2,655	2,655	4,450	4,450	9,260	6,945	4,630	0
TOTAL BENEFITTED ACUMULATED FY2014 : 4,750			Women	12,964	55	10	5,186	1,487	2,492	2,492				
			Men	10,186	44	50	4,074	1,168	1,958	1,958				
23	R2A2 Number of out of school youth who complete a lower secondary education diploma with USG support	Total graduated, municipality, sex, percentage of benefitted, modality of school	8,218	0		822	100	0	0	21	2,465	2,465	1,644	822
Result 2B: At least 30% of out of school youth in 25 targeted municipalities engaged in community based skills training program for local markets														
24	R2B1 Number of out of school youth engaged in community-based skills training programs for local labor markets	Total: Group of Municipality, Sex, age, drop out, workreadiness area	23,150	300	300	9,260	4,750	3,250	5,250	7,670	6,945	2,215	2,215	2,215
			Women							4,602				
			Men							3,068				
Result 2C: Innovative incentive/scholarship provided to at least 30% of out of school youth in the 25 targeted municipalities to reduce economic hardships for low income out of school youth to enable more equitable participation in educational opportunities														
25	R2C.1 Number of out of school youth that received scholarships or incentives to return to school	Total: Sex	23,150	300	300	9,260	4,750	3,250	5,250	8,860	6,945	2,215	2,215	2,215
			Man	11,344	147	80	4,537	3,325	1,820	2,940	3,544	3,403	1,085	1,085
			Woman	11,807	153	220	4,723	1,425	1,430	2,310	5,316	3,542	1,130	1,130

No.	Indicator	Total Target for Project	Total Target FY 2013	Results 2013	Total Target FY 2014	Results 2014	Q8 (Q1FY2015) oct-dec2014	Q9 (Q2FY2015) jan-marc 2015	Q10 (Q3FY2015)A CUMULADO	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
Component 5: Local Capacity Building													
30	LC 1. Local Organizational Capacity Assessment Score	80%	50%	ND	60%	ND	nd	nd	nd	70%	70%	75%	80%
31	LC2. Number of people trained for local capacity building (participaciones)	700	50	30	150	122		38	308	150	150	150	50
			Man					13	123				
			Women					25	185				
32	LC3: Value of new private sector and USG resources contributed to USG-supported activities	\$ 5,355,789	\$ 629,542	\$ 56,932	\$ 620,434	\$ 151,091	nd	nd	nd	\$ 1,354,542	\$ 1,216,151	\$ 1,191,430	\$ 343,690