USAID Bridges to Employment

YEAR THREE WORK PLAN
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ACRONYMS

ADESCO  Asociación de Desarrollo Comunal (Community Development Association)
ALFA Asociación de Laboratorios Farmacéuticos (Association of Pharmaceutical Labs)
ARES Asociación de Restauranteros de El Salvador (Restaurant Association of El Salvador)
ASER Asociación Salvadoreña de Energías Renovables (Salvadoran Association of Renewable Energy)
ASI Asociación Salvadoreña de Industriales (Salvadoran Industry Association)
ASIPLASTIC Asociación Salvadoreña de la Industria del Plástico (Salvadoran Plastic Industry Association)
CAMAGRO Camara Agropecuaria y Agroindustrial de El Salvador (Agricultural and Agroindustrial Chamber of El Salvador)
CAMTEX Cámaras de Textileros (Textile Chamber)
CasaTIC Cámara Salvadoreña de Tecnología, Informática y Comunicación (Salvadoran Information Technology Chamber)
CASATUR Camara Salvadoreña de Turismo (Salvadoran Chamber of Tourism)
CDCS Country Development and Cooperation Strategy
CEADIR Climate Economic Analysis for Development, Investment, and Resilience
CNPML Centro Nacional de Producción Más Limpia (National Cleaner Production Center)
CONAMYPE Consejo Nacional de Micro y Pequeñas Empresas (National Commission for Small and Micro Enterprises)
CONAPEJ Consejo Nacional de la Persona Joven de El Salvador (National Council of the Young Person)
COP Chief of Party
COR Contracting Officer's Representative
CRM Customer Relationship Management
CSO Civil Society Organization
CVPP Crime and Violence Prevention Project
DAI DAI Global, LLC
DEC Development Experience Clearinghouse
DISAL Distribuidora Salvadoreña S.A. de C.V. (Salvadoran Distributor)
DO Development Objective
DOL Department of Labor
EMMP Environmental Mitigation & Monitoring Plan
FEPADE Fundación Empresarial para el Desarrollo (Business Foundation for Development)
FOMILENIO II Fondo del Milenio El Salvador II (Millennium Fund El Salvador II)
DEFINITIONS

Important terms used in the development of this Work Plan as well as in the implementation of USAID Bridges to Employment are defined below, in alphabetical order.

**Apprenticeship:** An on-the-job training program for people who want to work in a skilled trade or occupation and includes learning new skills. In the Salvadoran context, this is understood as pasantías or prácticas profesionales. This type of training is not necessarily linked to being paid while in training. The benefits of completing an apprenticeship program include acquiring the necessary training and experience required for a career in a specific industry, achieving updated skills, and being recognized as a qualified worker across the country.

**At-Risk Factors:** According to Plan El Salvador Seguro, risk factors include, but may not be limited to, social exclusion, violence, cultural patterns resulting from violence, limited access to public services, and weakened family unit.\(^1\)

**Business:** A for-profit economic entity that includes micro, small, medium, and large-scale enterprises and cooperatives.

**Civil Society Organizations (CSOs):** CSOs include local non-governmental organizations (NGOs), cooperatives, Community Development Associations (Asociaciones de Desarrollo Comunal - ADESCOs), business unions, national/local foundations, religious groups, and other non-governmental entities outside the private sector that serve social purposes.

**Continuation of Studies:** An alternative to seeking immediate employment, where youth elect to continue their studies in primary and/or secondary school, higher education, or additional formal and/or non-formal training.

**Employability:** Having the skills, knowledge, and personal attributes that make someone more likely to gain employment.

**Entrepreneurship:** The process of designing and launching a new business offering a product, a process, or a service.

**Internship:** An on-the-job training program. In the Salvadoran context, this is characterized by the empresa-centro (business-centered) model, which includes part-time classroom learning and part-time on-the-job training. At the end of the training, the youth is ready to be hired by the private firm where he/she interned.

**Job (or Work):** Any type of decent\(^2\) employment (including self-employment, see definition below) that generates or attempts to generate income for the individual.

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2 Defined by the International Labor Organization as: the opportunity to access a productive job that generates a just income, security in the workplace, better perspectives of personal development and social interaction, liberty for individuals to express their opinions, to organize and participate in in decisions that affect their lives and equal opportunities and treatment for all.
**Mentorship:** A relationship between a less-experienced individual and an established professional where the established professional provides coaching, support, insight, and advice related to career opportunities, education, and professional development. This could be in the context of a professional setting (where a colleague acts as formal mentor), an academic setting (where a professor acts as a mentor), or a scenario where private sector actors make themselves available to interested youth to provide guidance, advice, and support.

**Self-Employment:** A situation in which a person works for him or herself and not for a separate employer who pays a salary.

**Youth:** According to Salvadoran law, youth are defined as males and females between the ages of 16 and 29.³

**Target Population:** Specifically, for USAID Bridges to Employment this includes youth that live, work, and/or study in the target municipalities of intervention.⁴

**Training/Formation Centers:** Technical and/or professional institutions accredited by the Ministry of Education (MINED) and/or the Salvadoran Institute for Professional Development - Instituto Salvadoreño de Formación Profesional (INSAFORP). They include professional training centers, public and private vocational and technical institutes, and universities with technical degree programs.

**Vulnerable Youth:** Youth living in the geographic areas identified by the Government of El Salvador Plan El Salvador Seguro are considered to be vulnerable.

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³ Article 2 of the Ley General de Juventud (General Youth Law) defines the age bracket of youth in El Salvador to be 15 to 29. While the project’s original target population did not include youth younger than seventeen, Bridges recommends including sixteen-year-old youth. Salvadoran law allows youth at the age of sixteen to have part-time jobs and also to work in apprenticeships and internships. Engaging youth at a younger age will enable Bridges to capitalize on more time to prepare them for future employment. Additionally, most students now complete high school at the age of sixteen. Bridges will be able to offer training opportunities to youth graduating from high school who may not be continuing their studies or have a job waiting for them upon graduation.

⁴ Per the Bridges contract, at-risk youth in the target population are those in need of technical training, education, psychosocial support or related assistance to complete their education or to find, keep and/or improve employment. Examples include 1) in-school or out-of-school with at least a ninth grade education who need support to either complete high school or find employment; 2) unemployed/under-employed high school graduates; and 3) high school graduates who have some technical skills but need further support to find employment in one of the high-growth sectors targeted by GOES. Additionally, participating youth should demonstrate a commitment to their own development through a willingness to learn and make positive changes in their lives and a commitment of time and effort required to find and maintain employment.
INTRODUCTION

USAID Bridges to Employment (Bridges) is a five-year, United States Agency for International Development (USAID)-funded activity implemented by DAI Global, LLC (DAI) and its subcontractors Plan International and JBS International, Inc. The goal of Bridges is to increase and improve employment within targeted high-growth sectors of vulnerable youth living in selected high-crime municipalities. The Bridges team will support USAID/El Salvador to link vulnerable youth – including young women and marginalized populations such as LGBTI and youth with disabilities – to basic social resources of work, knowledge, security, and social capital in order to foster social inclusion through employment opportunities. By identifying and building on existing knowledge and networks, Bridges collaborates with businesses, civil society organizations (CSOs), and training centers to optimize their performance, link them to one another, and facilitate pathways toward employment for at-risk youth.

Bridges supports improvements to El Salvador’s workforce development system so that it can work for all stakeholders – in particular vulnerable youth – by strengthening the connections and capacity of the systems at macro and institutional levels. Our guiding vision positions Salvadoran youth as valued, sought-after members of the national workforce, capable of critically evaluating their training and employment options and proactively pursuing job opportunities in growth sectors that are receptive to skilled recruits. To achieve this, we employ an inclusive systems approach that links government, service providers, training providers, and the private sector; supports them to participate in the system; and comprehensively engages youth. A systems approach allows project staff and stakeholders to arrive at a common understanding of how the system functions and agree on the leverage points in the system where sustainable change can be made.

The Bridges development hypothesis is that when at-risk youth have access to a high-quality, holistic, and market-relevant package of services and support that utilize and maximize their strengths, they are more likely to improve their income and employment situation. Over the long term, USAID’s coordinated investments in high-risk areas will address the underlying factors driving migration from the targeted municipalities by contributing to more stable and safe communities that offer productive economic opportunities. The inclusive systems approach engages the Government of El Salvador (GOES), the private sector, service providers, and youth as active partners in improving the system from within to achieve the three project objectives, which include the following:

Objective 1: Increased Stakeholder Engagement to Improve Enabling Environment for Workforce Development and Employment

Objective 2: Increased Institutional Strengthening to Improve Quality of Workforce Development Services that Effectively Respond to Market Demand to Insert At-Risk Youth into Target Economic Sectors

Objective 3: Increased Youth Engagement to Improve Workforce Readiness

In the following document, DAI presents the Annual Work Plan for Project Year Three, encompassing the period from October 1, 2017 to September 30, 2018 of USAID Bridges to Employment. In general, the third year of the project will include numerous activities to 1) recruit youth for participation in the project, 2) carry out the grant solicitation process and award grants to support the workforce development service providers in offering technical and life skills training to youth, 3) undertake a targeted communications campaign whose goal is to improve perceptions of vulnerable youth in the country and to help overcome barriers to youth employment, and 4) to improve the government and private sector policies and practices that enable youth participation in the workforce.
STRATEGIC FRAMEWORK
According to USAID’s strategic framework for Bridges, the project overlaps with the interagency Partnership for Growth Presidential Initiative and directly contributes to both the prosperity and security pillars of the U.S. Strategy for Engagement in Central America, specifically line of action three, “education and workforce development to expand access to education and opportunities,” by promoting new and better employment for vulnerable youth. The project also contributes directly to USAID’s Education Strategy 2011-2015 Goal 2, “improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development”, and Goal 3, “increased equitable access to education in crisis and conflict environments.” Bridges is an Activity within USAID/EI Salvador’s Country Development and Cooperation Strategy 2013-2017 (CDCS) that directly addresses goals in education, democracy and governance, and economic growth, specifically the following development objectives (DO):

- **DO 1: Citizen Security and Rule of Law in Targeted Areas Improved**
  - Intermediate Result (IR) 1.2: Crime and Violence in Targeted Municipalities Reduced
    - Sub IR 1.2.3: Youth Access to Quality Education Opportunities Increased

- **DO 2: Economic Growth Opportunities in Tradables Expanded**
  - Intermediate Result (IR) 2.2: Productivity of Targeted Businesses Increased
    - Sub IR 2.2.1: Higher Education and Workforce Competencies Strengthened
IMPLEMENTATION STRATEGY

DAI envisions project implementation as a “whole-system intervention” that improves coordination and capacity across all elements of the Salvadoran workforce environment to better prepare, engage, and employ vulnerable youth. This approach has guided project implementation from day one. The elements underpinning this approach include:

**Building inclusive processes.** DAI makes inclusion a central element of Bridges, and tangibly engages youth, service providers, civil society, the private sector, and the GOES in activity design and implementation. This principle extends to lesbian, gay, bisexual, transsexual, or intersex (LGBTI) youth, youth with disabilities, and other marginalized youth such as women, girls, and single parents who face extensive barriers to participation in the workforce due to pervasive social exclusion and unique support needs.

**Establishing partnerships for sustainability.** Bridges is a five-year project, but its goals and objectives go well beyond this timeframe. To ensure sustainability, Bridges will continue to establish and institutionalize linkages with and across Salvadoran government entities, private sector companies, technical and vocational service providers, and CSOs.

**Incorporating Positive Youth Development (PYD) into activity design.** PYD positions young Salvadorans as the chief asset in any workforce development initiative. As such, Bridges will continue to design activities that invest responsibility and trust in youth to generate their own solutions.

**Orienting interventions to market demands.** Bridges actively engages the private sector to ensure that project activities reflect their needs for qualified personnel.

**Developing evidence-driven approaches.** The design of Bridges and the project’s implementation strategy is driven by an evidence-based approach. In Years One and Two, Bridges conducted a series of assessments (Policy Assessment, Labor Market Assessment, Workforce Service Provider Assessment, and Participatory Youth Assessment) to understand the needs of the labor market, document the current state of private sector engagement in youth employment, understand the legislative and policy frameworks that directly affect at-risk youth, and identify existing initiatives with overlapping or complementary geographic reach, target populations, or intervention strategies. The findings from these assessments shaped the project's activities in Year Two and will continue to guide the work in Year Three.

**Coordinating with existing initiatives.** DAI recognizes that USAID, GOES, other international donors, and local entities are currently investing in youth programming and workforce development. DAI works closely with USAID, U.S. Department of Labor (DOL), GOES and partner organizations to ensure that Bridges interventions are complementary and/or help scale up these related initiatives. Bridges coordinates with the Fondo del Milenio El Salvador II (FOMILENIO II) other USAID projects (Higher Education for Economic Growth, YouthBuild, Education for Children and Youth, Crime and Violence Prevention Project, Economic Competitiveness, and the Labor Market Information project implemented for DOL by IMPAQ International to identify opportunities to work together and avoid any duplication of efforts. Bridges will continue to follow up and report on the GOES leverage contribution to the project.
YEAR THREE PROJECT ACTIVITIES

In Year Three, Bridges will build upon its efforts in Years One and Two, expanding its services in El Salvador to support youth employment in additional municipalities. Bridges will continue to provide interventions in the following eight prioritized municipalities: San Salvador, Santa Tecla, Colon, Ciudad Arce, Soyapango, Ciudad Delgado, Mejicanos, and Zacatecoluca. In addition, the project will expand operations to the following seven municipalities: Ahuachapán, Sonsonate, Santa Ana, Tonacatepeque, Cojutepeque, Jiquilisco and San Miguel. This follows the geographic scope established at the outset of the project to reach the fifteen highest-crime municipalities identified in Plan El Salvador Seguro.

In addition to expanding its geographic scope in Year Three, Bridges will also consider incorporating additional economic sectors with high-growth potential into project activities. Bridges will continue to support youth employability in the prioritized economic sectors of agroindustry, manufacturing, Information Technology (IT), and tourism sectors. In addition, Bridges will include renewable energy into its prioritized sectors, based on the findings of the Labor Market Assessment, and will also consider the addition of other new sectors after the Labor Market Assessment Update is completed.

In Year Three, Bridges will continue to implement activities in each objective in a systematic and mutually reinforcing way. The project will lay the policy and industry foundations in Objective 1 to optimize the performance and integration of service provision in Objective 2, yielding tangible improvements in youth workforce readiness and participation in Objective 3. The project team will also apply a systems thinking approach to the design and implementation of individual activities as to ensure planned interventions are locally-driven while also having a system-wide impact. The section below provides a detailed look at the integrated set of interventions planned for Year Three, which prioritize sustainability, market orientation, and positive youth development.

OBJECTIVE 1: INCREASED STAKEHOLDER ENGAGEMENT TO IMPROVE ENABLING ENVIRONMENT FOR WORKFORCE DEVELOPMENT AND EMPLOYMENT

TASK 1.1: ADDRESS POLICY BARRIERS THAT LIMIT AT-RISK YOUTH

Sub-task: Policy Assessment

Policy Assessment Results Dissemination
Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance

In Year Three, the approved Policy Assessment will be shared with key stakeholders, and its results will be used to shape the project’s interventions in activities such as supporting the implementation and raising awareness of national laws and company practices to benefit vulnerable youth and other marginalized groups.

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5 For all official purposes, indicator titles and targets addressed herein, which differ from those reflected in the Task Order, are all subject to CO approval and the subsequent formalization through a TO modification.
A summary of the key findings will be presented during one of the quarterly meetings of the Stakeholder Advisory Group. The document will be used to facilitate a discussion on ways for the government and private sector to better address the needs of vulnerable youth and other marginalized populations while preparing them for successful employment.

**Sub-task: Implement select policy-oriented interventions**

**Quarterly Meetings of Stakeholder Advisory Group**

*Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance.*

The Stakeholder Advisory Group will continue to hold quarterly meetings in Year Three. Each meeting will focus on a specific theme such as strengthening training centers, youth recruitment and training, corporate social responsibility, and private sector outreach.

The main goal of the Stakeholder Advisory Group is to provide ongoing feedback and input to Bridges as well as to promote dialogue and foster interaction among relevant actors. The group’s members include representatives of private sector companies, CSOs, academia, government, training centers and youth organizations. The group is intended to provide a multi-sector exchange of information from which the project can learn and guide its future strategies, but is not intended to be an enforcement authority.

**One-on-One Meetings with Private Sector Companies**

*Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance.*

Bridges will continue its ongoing efforts to assist companies in implementing inclusive hiring and employment policies and practices to better support vulnerable youth or other marginalized groups. Bridges will continue to hold one-on-one meetings with company human resource managers and general managers in order to learn about their work and to gauge their interest in collaborating with Bridges on modifying policies and/or practices that may limit youth employment. Other aims of the meetings are to promote alliances with training centers in order to 1) ensure that training courses more adequately meet employer demands, and 2) facilitate internship and employment opportunities for trained youth.

Bridges staff will focus its outreach on companies from the economic sectors prioritized by the project. This outreach will build upon the project’s established connections with companies and develop new relationships through grantees, industry associations, training center placement services, major events and awareness-raising sessions.

**Strengthening of Companies and Organizations**

*Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance. Addresses CARSI ES. 4-3: Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable populations strengthened.*

In Year Three, Bridges will continue its efforts to strengthen the capacity of companies and CSOs to be more inclusive of vulnerable youth and other marginalized groups.

During Year Three, Bridges will identify an existing tool, or design and develop its own, that will be used to track changes in company policies and practices. The diagnostic tool will allow Bridges to evaluate a company’s existing hiring and employment policies and practices and to establish a baseline before any intervention occurs. This diagnosis will make it possible to measure changes that a company makes to
support vulnerable youth and other marginalized groups as a result of technical assistance from Bridges.

Bridges will then work together with interested companies to develop policy improvement plans that address each company’s specific needs. Using the baseline established through the diagnostic tool, Bridges will develop a policy improvement plan and specific recommendations for each company, outlining ways to make recruitment, employment, and retention policies/practices more inclusive of vulnerable youth and other marginalized groups. Bridges staff will also offer technical assistance to those companies requesting additional support in the implementation of their improvement plans.

In Year Three, Bridges will also implement the Organizational Capacity Assessment (OCA), a diagnostic tool used to measure the institutional capacity of partner CSOs. Bridges is working with the Cámara Salvadoreña de Tecnología, Informática y Comunicación (CasaTIC), Fundación Pro Educación de El Salvador (FUNPRES), Fundación Empresarial para la Acción Social (FUNDEMAS), Asociación la Escalón, and Asociación Teletón Pro Rehabilitación (FUNTER), among others. Bridges will measure a CSO’s strengths and weaknesses and identify specific areas in which the project could assist the CSO in strengthening its advocacy skills and overall effectiveness. Bridges will adapt the OCA to the needs of the project in order establish a baseline as well as to monitor each CSO’s improvements. The purpose of establishing this baseline is to determine an organization’s existing capacity, making it possible for Bridges to monitor the impact of its efforts to help strengthen CSOs. According to the results of the assessment, Bridges will conduct workshops, hold lectures, and provide one-on-one mentoring to help the organizations strengthen their advocacy skills and organizational capacity.

**Laws, Policies and Procedures to Support Youth Employment**

Addresses Custom Indicator 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance.

One of the goals of Bridges is to modify existing policies and practices that hinder the employment of youth simply because they live in a high-crime area, are female, are LGBTI, or belong to other marginalized groups. In Year Three, Bridges will continue its ongoing efforts to support different entities that are promoting and/or creating laws that prevent private sector companies, municipal governments, and central government agencies from discriminating against youth and/or other marginalized groups.

The Bridges Policy Assessment identified a lack of knowledge among companies and youth about existing laws and policies in El Salvador. Although there are laws that promote inclusive and non-discriminatory practices, both youth and private sector companies are largely unaware of these laws and of how to benefit from them. During Year Three, Bridges will continue its work to promote laws and policies that protect the rights of youth and promote youth employment.

In Year Two, Bridges worked with partner organizations to promote the creation of laws at the municipal level to support youth and other marginalized groups. This year, elections pose a challenge to working with municipal and national level governments, as any work in the area of policy change is especially sensitive around elections. Political campaigns will begin in October 2017 for the elections that will take place in March 2018. Bridges will be careful to avoid any political involvement in its policy and advocacy work in Year Three.

Where possible in Year Three, Bridges will continue to identify laws, policies, and procedures at the municipal and/or national level that are being promoted by different organizations and government institutions that aim to facilitate the inclusion of vulnerable youth. Bridges will also support government

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6 The Organizational Capacity Assessment is a structured tool for a facilitated self-assessment of an organization’s capacity followed by action planning for capacity improvements. [https://usaidlearninglab.org/library/organizational-capacity-assessment](https://usaidlearninglab.org/library/organizational-capacity-assessment)
institutions in improving, developing, and/or implementing non-discriminatory policies, processes, procedures and practices within their institutions. Activities may include, but are not limited to, conducting workshops and consultations, drafting or revising, and reproducing and disseminating policies, processes, procedures and practices.

Bridges will pursue opportunities to improve support to and employment of youth with disabilities. Bridges will consult with the Instituto Salvadoreño de Rehabilitación Integral (ISRI) and other relevant stakeholders to learn about the required accreditation/certification process for a person to be recognized by the government as an employee with disabilities. Through its Stakeholder Advisory Group meetings, Bridges will coordinate with actors such as youth with disabilities, the Ministry of Labor, private sector, and CSOs that provide job placement services to this specific population, in order to boost the employment of youth with disabilities. Bridges will disseminate information and strengthen CSOs that advocate directly inside the government institutions while performing their job placement of youth with disabilities. Bridges will facilitate the sharing of best practices from regional experts in order to provide technical assistance to partners on how to improve policies and practices to better support the job placement of youth with disabilities. Finally, Bridges will continue promoting the inclusion of people with disabilities through its grantees under its grantee training centers.

**TASK 1.2: INCREASE ACCESS TO HIGH-QUALITY DATA ON LABOR MARKET DEMAND TO FACILITATE YOUTH ENTRY INTO THE WORKFORCE**

**Sub-task: Identify sectors to be targeted by Bridges to Employment and determine relevant interventions**

**Selected Municipalities and Economic Sectors**

Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance.

Bridges will continue to provide interventions in the following eight prioritized municipalities in Year Three: San Salvador, Santa Tecla, Colón, Ciudad Arce, Soyapango, Ciudad Delgado, Mejicanos, and Zacatecoluca. In addition, the project will expand operations to the following seven municipalities: Ahuachapán, Sonsonate, Santa Ana, Tonacatepeque, Cojutepeque, Jiquilisco, and San Miguel. This follows the geographic scope established at the outset of the project to reach the 15 highest-crime municipalities identified in Plan El Salvador Seguro.

Based on the results of the four assessments and other activities conducted in Years One and Two, Bridges will continue working in the agroindustry, manufacturing, IT, and tourism sectors and will begin working in the renewable energy sector, as mentioned. Descriptions of planned interventions in these sectors are provided below. (See Objective 2, page 22).

**Interventions in the Agroindustry Sector**

Bridges will continue to reach out to sector associations involved in agroindustry in order to develop partnerships. These may include the Camara Agropecuaria y Agroindustrial de El Salvador (CAMAGRO), Asociación de Productores de Leche de El Salvador (PROLECHE), and Asociación Azucarera de El Salvador, among others. Bridges will also work with agroindustry companies like Livsmart, Lido, and Productos Diana in the selected municipalities to provide skilled workforce development services through training centers that are best suited to supply the needed personnel. These relationships will help the project to identify employment vacancies and training needs. Efforts will focus on building the skills of youth to be agricultural technicians, producers of artisanal dairy products, vegetable producers, and refrigeration technicians to
preserve food, as these technical professionals have been identified as being in demand in the industry.

**Interventions in the Manufacturing Sector**
The Bridges Labor Market Assessment identified that the highest job growth is expected to occur in El Salvador’s manufacturing sector, particularly within the pharmaceutical and plastics industries. In Year Three, Bridges will focus resources to work with industry associations, such as Asociación Salvadoreña de la Industria del Plástico (ASIPLASTIC), Asociación Salvadoreña de Industriales (ASI), and Asociación de Laboratorios Farmacéuticos (ALFA), to develop curricula and establish training programs that meet industry needs.

The challenge for any organization seeking to offer technical training to Salvadoran youth is to prepare participants for jobs both in the mainstream and at the leading edge of market demand. This requires training strategies flexible enough to respond to changing technologies and market opportunities and that are integrally connected to the needs of industry. Through grantees, Bridges will focus resources on technical training to build the capacity of youth in electrical engineering, industrial electrical maintenance, customer service and sales positions, among others.

Another approach to meeting this challenge is through Makerspaces – shared workspaces that give users access to a variety of tools – as a platform for delivery of formal and informal skills development, validation of skills through tangible outputs, and identification of youth-led solutions to the challenges of industry. These platforms can multiply their impact as vehicles for programming in small- and medium-sized enterprise development and enhancing secondary and higher education. Bridges proposes to offer small grants to workforce development service providers to establish Makerspaces within their institutions.

Bridges will work with different stakeholders including other USAID-funded projects, such as Economic Competitiveness and Industria Joven, to join efforts and examine the possibilities for establishing a Makerspace laboratory in an accredited training center or an industry association. Once decisions are made as to where these laboratories can be located, a joint concept paper will be developed. Collaboration with these other USAID activities began in Year Two and will continue in Year Three.

**Interventions in the IT Sector**
The IT sector has continued to grow steadily in El Salvador. Hiring skilled professionals for the sector, however, has been a challenge. Bridges will focus resources to work closely with IT employers to determine the programming languages, knowledge, and skills needed and to identify the training centers best suited to develop curricula to meet these demands. The project will also build on the established relationship with the Salvadoran IT Chamber, CasaTIC, in order to link its 80 members with workforce development service providers that have Software Development Centers. Through its grant-funded program, Bridges will focus resources to train youth in computer programming languages such as Java and PHP, and software testing, mobile application development, and web design.

In Year Two, Bridges worked with CasaTIC board members to develop the concept of a Fair Programming Certification whose objective is to promote the inclusion of at-risk and other vulnerable youth into the IT industry workforce. Fair programming is grounded in three core beliefs: 1) programmers have the power to express unity with consumers; 2) the global outsourcing practices that currently exist promote an unequal distribution of wealth between nations; and 3) buying software from programmers in emerging countries at a fair price is a more efficient way of promoting sustainable development.

In Year Three, Bridges will further develop the standards for the Fair Programming Certification and hopes to share information on the initiative with the IT associations of Latin America, through a presentation to attendees of the Latin American Association of Service Exporters’ VII Annual Convention in Quito,
In addition, Bridges expects to spend the coming months further developing and promoting this concept, which is currently being piloted in the Software Development Centers introduced under Bridges’ grant program. Bridges will also include in the initiative other USAID-funded workforce development activities in Colombia, Mexico, Guatemala, and Honduras as first steps to a Latin America-wide launch.

**Interventions in the Tourism Sector**
The tourism industry in El Salvador has grown through increases in corporate tourism and investments in hotel expansion. Restaurants have also seen some growth and with it the demand for skilled personnel, such as waiters and bartenders. In Year Three, Bridges will work with the Salvadoran Chamber of Tourism (Cámara Salvadoreña de Turismo - CASATUR) to expand the training programs conducted during Years One and Two to prepare youth for new positions in this sector. Bridges will focus resources through grantees to develop the skills of youth in international gastronomy, bartending, hotel housekeeping, and delivery services, among others.

Bridges also expects to work with the beverage distribution company, Distribuidora Salvadoreña S.A. de C.V. (DISAL), to certify its curricula with the Asociación de Restauranteros de El Salvador (ARES), thus increasing job opportunities for Bridges graduates.

**Interventions in the Renewable Energy Sector**
The Bridges Labor Market Assessment identified renewable energy as a potential growth industry requiring innovative technical jobs in rural areas. As the Climate Economic Analysis for Development, Investment, and Resilience (CEADIR) shows, the GOES has sought to improve competitiveness by promoting policies to develop renewable energy sources as well as reduce energy consumption in industry. In Year Three, Bridges will expand its interventions to include this sector, working with the Salvadoran Association for Renewable Energy (Asociación Salvadoreña de Energías Renovables - ASER), the National Center for Cleaner Manufacturing (Centro Nacional de Producción Más Limpia - CNPML), and private companies like Dymel to identify industry needs. Bridges will collaborate with grantee training centers to develop the technical training curricula necessary to create a specialized workforce for the industry. Training may include topics such as solar panel installation and maintenance, electrical equipment testing, and photovoltaic systems.

**Potential Interventions**
Based on the results of the Labor Market Assessment Update, scheduled to be completed in Year Three, Bridges may incorporate additional economic sectors of high-growth potential into its project activities. Possible sectors may include but are not limited to electronics, aeronautics, and medical services.

**Stakeholder Management and Lateral Connections**
Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance. Addresses Custom Indicator 1.2.1. Value (in US $) in target leveraged amount (cash and in-kind) from the private sector and other donors to contribute to preparing training at-risk youth for employment. Addresses Custom Indicator 2.2 Number of Direct Partnerships between workforce development service providers and private sector companies as a result of U.S. Government assistance. Addresses CARSI 4-3 Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable population strengthened.

Bridges is working systemically to increase the long-term effectiveness of El Salvador’s youth workforce system, collaborating with training centers, private sector employers, government agencies, CSOs, and

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other key stakeholders to create an environment in which youth can thrive. The private sector is the cornerstone for economic development in the country, and engagement with the private sector is a cross-cutting component of Bridges strategy to reach its goals.

In Year Three, Bridges will continue its work to create and/or strengthen alliances between private sector employers and the country’s training centers in order for them to collaborate to meet labor market needs. Through these alliances, private sector companies and training centers will work together to design and update training curricula to respond to labor market demands and to facilitate internship and employment opportunities for youth within the prioritized economic sectors. While training centers are required as part of their grant funding to form or strengthen alliances with private sector employers, this is a new experience for many training centers. Bridges will provide ongoing training, mentoring, guidance, and technical assistance to support training center staff in establishing relationships with businesses, updating training curricula to meet current and future employer demands, facilitating internships, and providing job placement support to youth graduates.

In order to achieve this, Bridges will strengthen ongoing partnerships and collaboration with companies and industry associations to improve their inclusive practices and to facilitate linkages to training centers and increase the youth employment. To promote sustainability, the project will seek opportunities to formalize these alliances through the signing of Memoranda of Understanding (MOUs) between training centers and companies, as well as between Bridges and the private sector, with companies such as Tigo, Dymel, and Urbano Express, and organizations such as Rotary International. The project will also continue to carry out activities under the existing MOUs with industry associations and private businesses such as ASI and DISAL, holding ongoing meetings to follow up on specific agreements.

As part of a stakeholder management strategy, Bridges will directly reach out to private businesses in the prioritized economic sectors to identify employer-training needs and connect them with the appropriate training center. For example, Bridges will continue strengthening its strong relationships with CasaTIC and ASIPLASTIC to develop tailor-made training for member businesses of both industry associations. Bridges will continue coordination with CASATUR and ARES to disseminate DISAL’s curricula, certify the referenced curricula, and subsequently increase employment opportunities for Bridges graduates. Bridges expects to pursue projects with the Cámara de Textileros (CAMTEX) for industrial mechanics and the Asociación Azucarera de El Salvador for lorry divers.

Additionally, Bridges will explore alliances with Grupo Poma, DISAL, Grupo Lorena, and Resort Las Flores for tourism jobs; Hanes Brands for industrial mechanics; ADOC for shoe manufacturing; Tigo for sales and customer service personnel; Holcim for concrete mixer drivers; and Aeroman for aeronautical mechanics.

Bridges will carry out ongoing discussions, meetings, and workshops with partner companies, associations, CSOs and other workforce development system actors to support relationship building. Project staff will hold regular meetings with organizations such as FUNDEMAS, Fundación Empresarial para el Desarrollo (FEPADE), and Fundación Salvadoreña para el Desarrollo Económico y Social (FUSADES) to improve services provided to youth and boost their employment. (See Objective 1, page 9).

**Sub-task: Labor Market Assessment Update**

**Identify Knowledge and Skills Gaps of Companies in Selected Sectors**
Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance. Addresses Custom Indicator 2.4: Number of industry-recognized certifications and/or accreditations developed.
During Year Three, Bridges will work with a local organization to update the Labor Market Assessment. Companies from the prioritized sectors will be surveyed to identify any changes to the required knowledge and skills needed by their employees identified during the Assessment conducted in Year One of the project. Bridges will also work with its grantee workforce development service providers to create or improve technical training curricula as to ensure that courses are aligned with the current needs of employers, thus enhancing job placement for vulnerable and other marginalized youth.

**Sub-task: Support Salvadoran labor market data management**

**Labor Market Observatory Improvement Plan**
Addresses Custom Indicator 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance.

In Year Two, the project signed an MOU with the Ministerio de Trabajo y Previsión Social (MTPS), Ministry of Labor, establishing the main goals and objectives for both organizations, including the strengthening of the Labor Market Observatory (LMO), an online repository for employment statistics, data and research. In Year Three, the project will continue to support MTPS in improving the LMO. The focus of Bridges' efforts will be on building the capacity of the MTPS in order for the ministry to install and manage a user-friendly system. In addition, Bridges will consider supporting other institutions, such as the National Commission for Small and Micro Enterprises (Consejo Nacional de Micro y Pequeñas Empresas – CONAMYPE), in the development of information systems.

Also in Year Two, Bridges held meetings with the MTPS in which it was determined that in order to move forward with clear goals, and without duplicating efforts of other similar efforts in the country, a diagnosis was necessary prior to developing accurate strategies and activities for Bridges. Once the diagnosis is completed, analyzed, and results shared with Bridges, the project expects to meet with New Employment Opportunities (NEO)/IDB and activities implemented by the United States Department of Labor and the Millennium Challenge Corporation (FOMILENIO II) among others to collaborate in the design of the MTPS strengthening plan being developed by NEO, through Fundación Chile to determine its role in building the capacity of the MTPS. Based on the results from the plan, in Year Three Bridges will propose to the COR actions, LOE, and resources needed to strengthen MTPS’ labor market observatory.

**TASK 1.3: IMPROVE PERCEPTIONS OF THE VALUE OF YOUNG SALVADORAN EMPLOYEES**

**Sub-task: Assess youth labor employment practice in Salvadoran firms, document obstacles and propose solutions**

**Dissemination of Multisector Insights: Youth Employment Practices**
Addresses Custom Indicator 1.1.1 Number of Firms Implementing Changes or New Practices, as a result of U.S. Government assistance.

Bridges will share the results of the roundtable discussions that were carried out with representatives of the private sector, public sector, CSOs, academia, and international organizations during Year Two’s Labor Market Forum at the Corporate Social Responsibility and Sustainability Week co-hosted with FUNDEMAS. The information will be shared through meetings with the participating businesses and the industry associations of the prioritized economic sectors. The information will be used to help develop long-term plans for alliances among the industry associations, individual anchor businesses, and training centers.
The roundtable discussions focused on the following questions:

1) How should companies and training centers work together in order to better prepare youth for employment?
2) What are some of the best youth education practices and how can they be applied to El Salvador’s education programs?
3) What technical careers should training centers create now in order to meet employers’ demands for qualified workers in 5, 10, and 15 years?
4) How can youth overcome the challenges they face when looking for a job?
5) What do companies need to change so that their hiring practices can become more inclusive?

**Sub-task: Provide training to Salvadoran firms and service providers on best practices for inclusive youth employment**

**Awareness-Raising Activities**
Addresses Custom Indicator Custom 1.1.1: Number of firms implementing changes or new practices, as a result of U.S. Government assistance. Addresses Custom Indicator 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance.

During Year Two, Bridges held a series of awareness-raising sessions for private sector companies through which it identified an initial pool of companies willing to take the first steps toward changing their perceptions on hiring youth. Building on this experience, Bridges will continue raising the awareness of other private sector companies about commonly-held stereotypes of vulnerable youth and other marginalized groups and the importance of changing these perspectives to support youth employment. Activities may include, but are not limited to, forums, workshops, and individual meetings. Upon request, training centers can participate in these activities to help raise awareness of their own staff regarding the needs of vulnerable youth and other marginalized groups.

**Technical Assistance from Experts**
Addresses Custom Indicator 1.1.1: Number of firms implementing changes or new practices, as a result of U.S. Government assistance. Addresses Custom Indicator 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance. Addresses Indicator CARSI ES. 4-3: Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable populations strengthened.

To support private sector companies in implementing inclusive policies and practices, Bridges will facilitate technical assistance from experts to address each company’s specific needs. Bridges will identify and develop alliances with CSOs that specialize in specific issues and can provide their expert guidance to companies. Through workshops and meetings, the experts will help Bridges to support the efforts of private sector companies working to modify their hiring and/or employment policies/practices to address the needs of vulnerable youth and other marginalized groups.

**Recognition of Best Practice Champions**
Addresses Custom Indicator 1.1.1: Number of firms implementing changes or new practices, as a result of U.S. Government assistance. Addresses Custom Indicator 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance.

Bridges will continue its efforts to recognize the achievements of “Best Practice Champions,” companies that are applying best practices in training, recruitment, employment, and improvement of work
environments to better support vulnerable youth and other marginalized groups. These Champions will be formally recognized by Bridges, the GOES, such as *ES Calidad*, and/or by other national or industry associations in order to give them the opportunity to publicly share their experiences applying youth-inclusive practices, encouraging other companies to make positive reforms of their own. Institutions and organizations with successful job placement programs for youth will also participate, reinforcing support for youth-inclusive workspaces as well as fostering dialogue on related successes and challenges.

**Sub-task: Design and implement a strategic communications campaign targeting youth, families, businesses, and Salvadoran public**

**Public Communications Campaign**
Addresses Custom Indicator 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance.

In Year Three, Bridges will continue its efforts to change public perception of vulnerable youth through a public communications campaign. The campaign will counter negative attitudes about youth from high-crime areas, raise public awareness about the importance of mobilizing the youth workforce, increase the positive perceptions of technical/vocational trades for youth and their families, and improve businesses’ perceptions of youth employees. A baseline assessment will be finalized, identifying public perceptions of at-risk youth prior to the campaign, which will allow Bridges to determine the success of the campaign in a subsequent assessment.

**Sub-task: Work with institutions on a national training qualifications framework**

**Contribute to a National Training Qualifications Framework**
Addresses Custom Indicator 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance. Addresses Custom Indicator 2.4: Number of industry-recognized certifications and/or accreditations developed.

Bridges will continue to support the efforts of FOMILENIO II and other entities to establish a national training qualifications framework for El Salvador. Both the FOMILENIO system and the framework, expected to be adopted by MINED and INSAFORP, will include educational programs at various levels of education - primary and junior high schools, general and technical high schools, universities, and technical training institutes (private and public) nationwide.

While FOMILENIO II’s efforts are focused at the macro level, Bridges will work at the micro level to support training centers in the process of accreditation and certification. In Year Three, Bridges will assist training center grantees, who are not currently accredited, in the process of accreditation through INSAFORP or other institutions. Project staff will help the selected training centers to develop a plan for the accreditation process and support the training centers in its implementation, providing guidance and support for the improvement of curricula, training designs, evaluation instruments and facilities; the training of administrative and teaching staff; the development of relationships with certifying and accrediting agencies and industry association. Bridges staff will also work in coordination with MINED, INSAFORP, or industry associations to promote the certification of new technical training curricula and on-the-job training programs that meet the demands of employers within the project’s prioritized economic sectors and geographical areas. (See Objective 2, page 22).
OBJECTIVE 2: INCREASED INSTITUTIONAL STRENGTHENING TO IMPROVE QUALITY OF WORKFORCE DEVELOPMENT SERVICES THAT RESPOND TO MARKET DEMAND TO INSERT AT-RISK YOUTH INTO TARGET ECONOMIC SECTORS

TASK 2.1: ASSESSMENT AND CAPACITY BUILDING OF SELECTED LOCAL WORKFORCE DEVELOPMENT SERVICE PROVIDERS

Sub-task: Service Provider Assessment

Share Results of Service Provider Assessment
Addresses Custom Indicator 2.3: Workforce development service providers strengthened by USG effort.

Bridges conducted a Service Provider Assessment, evaluating the capacities of 20 workforce development service providers in El Salvador. In Year Three, Bridges will share the findings with the participating training centers, INSAFROP, and GOES institutions dedicated to technical training. The project will share the successes and challenges and discuss ways for the training centers to improve their services that address the needs of vulnerable youth while also being responsive to the needs of the private sector. The project will also develop a summary of the assessment findings for distribution to the stakeholders mentioned above.

Ongoing Assessment of Workforce Development Service Providers
Addresses Custom Indicator 2.3: Workforce development service providers strengthened by USG effort.

Assessment of the service providers will be an ongoing activity throughout the life of the project and Bridges will continue to utilize the Technical Vocational Education and Training Capacity Assessment Tool (TVET CAT) to evaluate project grantees. Each evaluation will be conducted through focus groups, interviews, and facility tours in order to assess a training center’s capacities and identify areas for improvement. A section below provides further detail on how the TVET CAT will be used to guide and assess capacity improvements.

Sub-task: Provide organizational capacity building training and technical assistance to service providers

Technical Assistance to Workforce Development Service Providers
Addresses Custom Indicator 2.3: Workforce development service providers strengthened by USG effort.

In Year Three, Bridges will continue its ongoing work to strengthen the capacity of training centers in order to improve the provision of workforce development services to vulnerable youth, while also ensuring that the training and services provided are responsive to labor market demands. Bridges will provide ongoing support and technical assistance to teaching and administrative staff on aspects related to curriculum, teaching methodology, improvement to facilities and equipment, management, accounting management, job placement services, among others.

In coordination with MINED and INSAFROP, the project will develop customized Technical Assistance Plans and provide ongoing support to assist service providers in boosting their institutional capacity based on the following areas measured in the TVET CAT:

- Administrative Procedures and Management Systems such as marketing for student recruitment,
financial management, budgeting and forecasting, fundraising, sustainability, human resource management, staff recruitment, staff placement, and staff training and support, purchasing processes and accounting procedures, all oriented to compliance with USAID regulation.

- **Organizational Structure and Culture** such as organizational identity, vision and mission development, leadership capacity and style, governance, external relations, and communications and outreach. This includes developing stronger partnerships with the private sector.

- **Technical and Program Functions** such as lesson planning, monitoring and evaluation, knowledge management, curriculum design and development, private sector engagement and partnerships, IT solutions, game-based learning, inclusion and sensitivity training, service learning, mentoring, clustering, coaching, and accreditation and quality standards.

- **Equipment and Facility Upgrades** such as internet infrastructure, computers, technical and instructional equipment, and basic supplies and furniture; accessibility improvements to facilities for people with disabilities such as ramps, wider doors, bathrooms.

- **Inclusive Education Based on Competencies** such as vocational orientation based on the interests and aptitudes of students and on verified needs of the labor market. It also refers to how training centers must treat and relate to vulnerable youth and other marginalized groups (such as LGBTI and disabled youth), as well as provide accommodations such as childcare to young mothers.

- **Assistance to and Follow-up with Training Graduates** such as databases that allow service providers to reliably track job placement over time, contact and follow-up with employed and unemployed graduates, connect graduates with employment opportunities, and provide information on accessing loans for starting a business, etc.

While institutional capacity building is a requirement of all Bridges grantees, project staff will continue providing additional assistance to ensure the successful implementation of project activities. Bridges will assist training centers in the outreach and recruitment of youth, the use of pre- and post-test assessments to measure student learning, the technical and financial reporting, the purchase of goods and services, the implementation of a data monitoring system, the provision of job placement support for course graduates, the establishment of alliances with the private sector and other stakeholders, the identification and dissemination of success stories of project beneficiaries, and the verification of compliance the Environmental Monitoring and Management Plan (EMMP), among others.

Linked with the stakeholder management strategy described above, other actors from the public and private sectors will play key roles in ensuring the training available to youth responds to labor market demands. Bridges together with the private sector and public sector institutions will assist training centers in designing new curriculum and updating existing course curricula to align with the needs of the agroindustry, manufacturing, IT, tourism, and renewable energy sectors. (See Objective 1, page 13). The coordination with private sector companies and government institutions, such as MINED and INSAFORP, will ensure the certification and implementation of the new training programs equip youth with relevant skills that leads to employment. (See Objective 1, page17). Additionally, Bridges, in coordination with INSAFORP and MINED, will carry out Training-of-Trainers (ToT) workshops for selected workforce development service providers.

**Evidence of Improvement**

**Addresses Custom Indicator 2.3: Workforce development service providers strengthened by USG effort.**

Using the TVET CAT, training centers will be evaluated before, during, and after receiving technical assistance from Bridges, to establish the baseline, track progress, and identify success and any challenges.
Bridges will conduct ongoing follow-up with the training centers to make sure the commitments to improvements, including the alliances with the private sector, that are outlined in the Technical Assistance Plans become a reality. (See Objective 1, page 13). Bridges will collect and document the evidence of training center improvements, including but not limited to, the following:

1. Hiring of new staff such as psychologists, social workers, and/or job placement managers;
2. New or modified curricula;
3. MOUs with private companies;
4. Pre-test and post-test to assess learning;
5. Modifications/improvements to the facilities;
6. Acquisition of technological and other equipment;
7. Updating didactic resources;
8. Training and certification of teaching and administrative staff;

Sub-task: Select and develop service providers as “One-Stop Shop” Activity Hubs

Creation of One-Stop Shops
Addresses CARSI ES. 4-3: Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable populations strengthened.

In Year Three, Bridges will also strengthen the quality of services training centers are providing to youth seeking training and employment through the implementation of the One-Stop Shops. Services may include guidance to new students on the selection of the appropriate training program to match their interests and aptitudes; career orientation and ongoing job placement support; information about job fairs and other employment and educational opportunities, among others.

Following the model developed in Year Two, the One-Stop Shops will offer a space - physically and/or online - for youth, teachers, businesses, NGOs, governmental agencies, and municipal governments to both share and receive information about a wide range of topics, including but not limited to:

- job openings,
- internship/apprenticeship opportunities,
- training opportunities,
- job fairs,
- resume writing,
- interview preparation,
- mentoring, and
- guidance for setting up businesses.

The One-Stop Shops may be installed within training centers, municipal buildings, CSOs, and/or housed through web platforms, with the intention of creating self-sustaining hubs that serve their communities for years into the future.

In Year Three, Bridges will complete an implementation plan for the One-Stop Shops, including in it: staff trainings, development of an operations manual, schedule of activities, and a list of resources. Potential hosts will be requested to provide a letter of commitment to operate the One-Stop Shop at their facilities, including a commitment to provide the space, physical resources, human resources, participation of staff in training, and the different types of services for users. In some cases, the One-Stop Shop may be part of
As a first step, Bridges will install One-Stop Shops in two to three locations, evaluating the effectiveness of each and identifying lessons learned, before proceeding with installation in additional locations. Bridges will train personnel to operate each One-Stop Shop and provide them with ongoing support. Bridges will follow a step-by-step process to ensure that the services offered through One-Stop Shops meet the quality standards established in the plan and that the information is useful and accessible.

Bridges will work on the implementation of One-Stop Shops in collaboration with FOMILENIO II and USAID projects, including Crime and Violence Prevention Project (CVPP), Higher Education, and Economic Competitiveness, as well the Democracy and Governance Local Government capacity building activity and Strengthening Local Governance for Security and Development in El Salvador project. An initial identification of networking potential among the different local organizations working with USAID projects will allow for an accurate site selection where successful One-Stop Shops may be installed. The result of creating and developing strong local networks and collaborative work will deliver a wider variety, as well as an increased number, of sustainable services offered to youth.

Meetings and/or site visits will be held with project partners at least every three months to assess what exists in training centers and at other local organizations hosting One-Stop Shops, and to identify opportunities for improvement, and/or plan the installations and operations of additional One-Stop Shops.

**TASK 2.2: INCREASE PRIVATE SECTOR ENGAGEMENT, MARKET LINKAGES, AND JOB PLACEMENT**

**Sub-task: Develop and deliver on-the-job training programs such as internships, apprenticeships, and mentorships**

*Implementation of Training Programs via Workforce Development Service Providers*
Addresses Custom Indicator 2.2: Number of direct partnerships between workforce development service providers and private sector companies, as a result of U.S. Government assistance. Addresses Indicator CARSI ES. 4-1: Number of vulnerable people benefitting from U.S. Government-supported social services. Addresses Indicator Custom 3.2: Number of vulnerable youth enrolled in USG-assisted workforce development services. Addresses Indicator EG.6-3: Number of individuals who complete USG-assisted workforce development programs. Addresses Indicator Youth-1: Number of youth at risk of violence trained in social or leadership skills through U.S. Government-assisted programs. Addresses Indicator EG.6-2: Number of individuals with improved knowledge or skills following completion of USG-assisted workforce development programs. Addresses Indicator EG.6-1: Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program. Addresses Custom Indicator 3.3: Number of previously out-of-school participants who report enrolling in formal school (including high school, vocational/technical school, or university) as a result of U.S. Government-funded workforce development investments. Addresses Custom Indicator 3.4: Percent of Individuals with new or better employment following completion of USG-assisted workforce development programs. Addresses Indicator GNDR-2: Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment). Addresses Custom Indicator 3.5: USD value of reported wages/income of program participants.

During Year Three, Bridges will provide grant funding to workforce development service providers to implement technical training programs for youth beneficiaries. The technical training courses will be aligned with the needs of employers in the project’s prioritized economic sectors and will be progressively implemented in the project’s fifteen target high-crime municipalities. Bridges will conduct ongoing follow-
up with the training centers implementing these programs, making regular field visits to provide guidance, verify proper implementation, and recommend corrective action when challenges arise.

As Bridges and training centers continue their discussions and consultations with the public and private partners regarding labor market demands, as described in the stakeholder management and lateral connections section, they will plan training activities in the prioritized economic sectors, which may include but are not limited to the following topics:

- **Agroindustry Sector**: In the agroindustry sector, Bridges will fund training programs on artisan processing of dairy products; refrigeration and air conditioning; and vegetable production.

- **Manufacturing Sector**: In the manufacturing sector, Bridges will implement training programs on plastics; electrical engineering; marketing; mechanical maintenance engineering; sales advisor; sales and customer service; commercial cashier; computer maintenance; welding mechanics; and sales promoter/display.

- **IT Sector**: Bridges will support IT training for youth in the following programming languages for web or mobile application development: C# MVC, C# Xamarin, PHP, Java, and CSHTMLECUT. Bridges will also support training in project administration to plan and test the developed software in order to ensure it meets customer requirements.

- **Tourism Sector**: In the tourism sector, Bridges will implement training programs on international gastronomy; Salvadoran gastronomy; waiter and bartender; pastry and confectionery; motorcycle messenger; sales and customer service; tourism development and management; restaurant management; accounting for hotels, restaurants and travel agencies; tourist sales advisor, and commercial cashier.

- **Renewable Energy Sector**: In the renewable energy sector, pending USAID approval, Bridges will implement training programs to build the technical skills of youth necessary to be photovoltaic systems technicians, electrical connections specialists, electrical equipment testing, solar panel installations and maintenance technicians.

Depending on the findings in the Labor Market Assessment Update in Year Three, Bridges may provide technical training corresponding to the needs of additional sectors.

**Design and Accreditation of New On-the-Job Training Programs**

Addresses Custom Indicator 2.5: Number of industry-recognized certifications and/or accreditations developed.

In Year Three, Bridges will coordinate with MINED and INSAFORP to support training centers in the design and accreditation processes of new or updated training curricula by business sector. (See Objective I, page 17). These activities will seek to complement the efforts of FOMILENIO II, who is working with the GOES to create a national training qualifications framework.

Bridges will utilize the research conducted by FOMILENIO II through six sectoral committees to assist training centers in the creation of new curricula (or adaptation of existing curricula) to include on-the-job training via internships or apprenticeships. Such on-the-job training is essential to equip youth with the skills and capacities needed by the labor market. Several grantee plans and training center grant applications include the design and updating of training programs, which will allow training to be aligned with labor market demand.
Strengthening and Creating New Partnerships between Service Providers and Private Sector Companies

Addresses Custom Indicator 2.2: Number of direct partnerships between workforce development service providers and private sector companies, as a result of U.S. Government assistance.

One of the key findings of the Workforce Service Provider Assessment was the need for stronger linkages between service providers and private sector companies. As mentioned above, Bridges will continue to provide ongoing technical assistance to help to strengthen existing relationships and create new linkages between training centers and private sector employers. Mutual support between service providers and private sector companies should include, but not be limited to, the design and updating of training curricula to respond to labor market demands, facilitating internships for young trainees, sharing success stories, discussing new business processes and products, improving job readiness, and facilitating employment of youth graduates.

Sub-task: Foster business-municipal government collaboration on curriculum development

Create and Support Alliances among Municipalities, Training Centers and Local Businesses

Addresses Custom Indicator 2.2: Number of direct partnerships between workforce development service providers and private sector companies, as a result of U.S. Government assistance.

Bridges will continue its efforts to help to create and support alliances between training centers, local governments, and local businesses. Bridges will engage the Local Economic Development Units (UDELS) in the fifteen target municipalities to highlight potential benefits of the project for their local economies. Through stronger alliances between municipal governments, training centers, and local businesses, it is possible to improve coordination so that:

1) private sector companies can access municipal records/documentation to better adapt to the local environment;
2) training centers can assess the current capacity building and training needs of local businesses;
3) training centers can acquire information on local investment opportunities for young entrepreneurs; and
4) both the municipal government and private sector companies can promote the courses offered at training centers.

These alliances will further enrich the development of curricula, using the actual needs expressed by businesses across the target municipalities. The alliances will also provide the project and the local training centers with access to information on local youth registered in the local employment databases. This will facilitate matching youth with local businesses and providing relevant training, which will thereby improve economic and job opportunities for at-risk youth at the local level.

Following the creation of these alliances, Bridges will help municipal governments, training centers, and local private sector companies in the selected municipalities to foster and maintain close working relationships.
**Sub-task: Support inclusion of young women, LGBTI, youth with disabilities, and other marginalized youth such as women, girls, and single parents in the workforce**

*Inclusive Practices by Service Providers*
Addresses CARSIE. 4-3: *Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable populations strengthened.*

El Salvador’s growth and development requires the inclusion of all segments of the population in the workforce. The labor market depends on a competent youth workforce with the necessary technical and life skills to perform efficiently in the workplace. To provide vulnerable youth and other marginalized populations with a quality education, training centers and educational institutions must have the facilities, learning materials, and staff capacity to address the needs of vulnerable youth and other marginalized groups, including youth with disabilities, LGBTI youth, and young parents.

In Year Three, Bridges will address these needs as part of each service provider’s Technical Assistance Plan, helping to build the capacity of grantee training centers to support the needs of vulnerable youth and other marginalized populations. Through Bridges grant funding, service providers will strengthen their services to vulnerable youth and other marginalized populations by making modifications to facilities to ensure they are accessible to people with disabilities, by hiring specialized staff such as psychologists and social workers, and by making improvements to learning materials and didactic resources.

By working to improve the inclusiveness of policies and practices within training centers as well as private sector companies, Bridges will continue to strengthen the enabling environment for the employment of youth as mentioned above. (See Objective 1, page 9).

**Sub-task: Improve at-risk youth workforce transition through better job placement services**

*Data System*
Addresses Custom 2.4: *Number of workforce development service providers with an established tracking system that monitors employment outcomes as a result of U.S. Government assistance.*

In Year Two, the project contracted a firm (Plus Consulting) to develop a data management system to be used by service providers for consolidating and managing data on training participants and graduates. Among other things, the system will track job placement information for vulnerable youth who graduate from training programs. In Year Three, workforce development service providers will be trained in the use and application of this program to improve their current capacity for monitoring graduates and fulfilling reporting requirements.

*Job Readiness Curricula*
Addresses Custom 2.3: *Workforce development service providers strengthened by USG effort.*

To improve the transition of vulnerable youth into the workforce, Bridges will support local service providers to create or further develop existing comprehensive job readiness curricula and other support services. (See Objective 2, page 24). One-Stop Shops will provide youth with access to a variety of support services beyond traditional workforce development and employment services, addressing the social and practical obstacles that youth face upon entering the workforce (such as interpersonal skills, emotional health, career counseling, and networking opportunities). This curriculum will include mapping of local resources; referrals to wraparound services; and linkages to networking opportunities, job fairs, and a range of life skills trainings. One-Stop Shops will serve a coordinating function to connect youth to these
services as part of their training and will roll out a location-by-location service guide that is regularly updated online and made available in hard copy at these hubs. (See Objective 2, page 20).

**Strengthening Job Placement Services**
*Addresses Custom 2.3: Workforce development service providers strengthened by USG effort.*

In Year Three, Bridges will continue its efforts to support workforce development service providers to improve the transition of vulnerable youth into the workforce. Following the stakeholder engagement and lateral connection strategy, the project will support: 1) the creation of new linkages between service providers and the private sector, 2) the strengthening of job placement services within training centers and through One-Stop Shops, 3) the improvement of career guidance services, and 4) the creation of systems to ensure follow-up with program graduates. Service provider grantees will implement various activities to strengthen their job placement services, including but not limited to: hiring one or more job managers, improving or creating partnerships with private companies, improving follow-up with graduates, tracking their employment status, and strengthening linkages between graduates and employers.

**Learning and Information Sharing with other Latin American Programs**
*Addresses Indicator CARSI ES. 4-3: Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable populations strengthened.*

As part of the USAID Regional Trilateral Cooperation (RTC), Bridges and its Salvadoran counterparts expect to participate in a study tour to Bogota, Colombia to learn about successful strategies for workforce development and employment by visiting Colombia’s National Training Service (Servicio Nacional de Aprendizaje - SENA) and Fundación Corona. SENA Colombia has established a successful comprehensive professional training program for the incorporation and development of youth in productive activities. SENA has incorporated an employment database and labor market observatory into its own activities, creating a direct link between the technical trainings it provides and employment opportunities for those who graduate from its programs. In addition, Bridges and its partners have much to learn from Fundación Corona, whose work is closely aligned with that of Bridges to create an enabling environment for vulnerable and marginalized youth. Fundación Corona works on strengthening the skills of at-risk populations to promote social development, quality of life, and equity in Colombia. This organization has experience working with government institutions and other organizations to improve public policies, regulatory frameworks, and the allocation of resources to benefit vulnerable populations.

The goal of this study tour is for Bridges and its Salvadoran counterparts to explore the workforce development activities taking place in the midst of a post-conflict era in Bogota, Colombia and identify opportunities to adapt what they see in Colombia to the Salvadoran context.
OBJECTIVE 3: INCREASED YOUTH ENGAGEMENT TO IMPROVE WORKFORCE READINESS

TASK 3.1: EVALUATE AND DEVELOP SERVICES AND TRAINING

Sub-task: Develop and implement soft skills and life skills training curriculum

Life Skills Curricula and Manuals
Addresses Indicator 2.3: Workforce development service providers strengthened by USG effort.

In Year Three, Bridges will continue developing its life skills curricula, ensuring that the topics are aligned with those outlined in USAID’s 2016 YouthPower Action: Key Soft Skills for Cross-Sectoral Youth Outcomes. Bridges will develop modules to complement the existing curriculum, developed by the Instituto Nacional de la Juventud (INJUVE), or National Youth Institute, and used by the project, with skills included in USAID’s guidance - self-control and critical, creative and innovative thinking skills that are missing from the INJUVE materials. In addition, Bridges will develop a module focused on civic participation and education for peace, helping to build values, attitudes, and socio-emotional and ethical skills in youth. Ultimately, the purpose is to focus on the positive role youth can play in society and reduce the likelihood of youth migrating or engaging in violence or other types of crime.

Once the modules are approved, Bridges will design and reproduce the life skills materials and instructor manuals. Bridges will hold workshops to train partners on the curricula, enabling them to incorporate the revised life skills curricula into training programs for youth.

Integration of Life Skills into Technical Training
Addresses Indicator 2.3: Workforce development service providers strengthened by USG effort.

Bridges will work with training center staff to strengthen the technical curriculum so that life skills content is included through the teaching approaches, methods, and instructional activities used in the classroom. This way, life skills training is not a separate module but rather integrated into the technical courses. Bridges will develop tools to help training centers and their instructors to integrate life skills into their existing technical curricula. The tools will include manuals for curriculum developers and technical instructors in the prioritized sectors, and pre- and post-tests. Before developing these tools, Bridges will carry out a needs assessment with training centers, train them on the use of the materials, and conduct follow-up monitoring. These efforts will ensure that instructors have the necessary tools and skills to embed life skills core competencies into technical training curriculum.

Life Skills Training-of-Trainers
Addresses Custom Indicator 2.1: Number of training center, NGO, CSO, private sector and/or public sector staff/employees enrolled in USG-assisted training.

In Year Three, Bridges will continue its collaboration with INJUVE to conduct ToT workshops to share the updated curriculum for life skills, as mentioned above, with facilitators from organizations responsible for training vulnerable youth. Through follow-up visits, Bridges staff will ensure that the content, methodology, approach, materials, and delivery times comply with the quality standards established by the

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Bridges will use the established monitoring and evaluation tools to ensure that vulnerable youth have acquired and/or improved life skills and will then provide feedback to the implementing partner organizations.

**Youth Outreach and Recruitment**

Addresses CARSI ES. 4-1: Number of vulnerable people benefitting from U.S. Government-supported social services.

Bridges will continue to share information about the project with youth, their families, and communities. To this end, Bridges and its grantees will hold outreach and recruitment events to motivate vulnerable youth to participate in the project. Events will be carried out in collaboration with other USAID projects, municipal governments in prioritized municipalities, the central government, NGOs, community development associations, churches, businesses, associations, and others. Bridges will also coordinate with youth platforms such as the National Council of the Young Person (CONAPEJ), the association Solidarity Leaders, Human Rights Ombudsman (Procuraduría de los Derechos Humanos - PDDH), INJUVE’s Activate Program and Juventour Fair, youth organizations that are members of Bridges Stakeholders Advisory Group, and the Youth Council of the U.S. Embassy in El Salvador, among others. Youth will also be recruited through social media.

**Youth Registration and Selection**

Addresses CARSI ES. 4-1: Number of vulnerable people benefitting from U.S. Government-supported social services.

Bridges will also continue its process of youth registration and selection for training programs. Youth interested in participating in the project will register by completing a Unique Registry Participation (RUP) form, an interview and/or a psychometric test. The information gathered in this process will allow project staff to create a profile for each youth participant; evaluate his/her knowledge, skills and aptitudes; and determine eligibility and placement in the project’s technical training, entrepreneur, or return-to-school program.

During Year Three, select youth will be part of a USAID/Washington-led evaluation, conducted by Mathematica under contract to USAID/Washington. Bridges will cooperate with Mathematica to have selected youth participate in the evaluation and will report to Mathematica on pertinent activities.

**Sub-task: Facilitate alliances with service providers to improve access to workforce development training for at-risk youth and basic education opportunities**

**Preventing Drop Outs**

Addresses Custom Indicator 3.3: Number of previously out-of-school participants who report enrolling in formal school (including high school, vocational/technical school, or university) as a result of U.S. Government-funded workforce development investments.

During Year Three, Bridges will support youth returning to school and completing their high school education through enrollment in MINED’s flexible modalities. Through grant funding, Bridges will provide opportunities for youth to complete their education through blended education, which is a mixture of classroom and online instruction. In order to identify these youth, Bridges staff will work in coordination with institutions that assist vulnerable and marginalized youth, such as: CVPP, INJUVE, the Salvadoran Institute of Children and Adolescents (ISNA), municipal governments in prioritized municipalities, Departmental Education Directorates, and NGOs. Bridges will conduct ongoing monitoring of those institutions awarded grant funding to verify the attendance of participants, quality of services, academic progress, and delivery of stipends.
Strategic Partnerships
During Year Three, Bridges will continue to identify opportunities to develop strategic partnerships with organizations working on projects in education, employment, and entrepreneurship in El Salvador. In addition, Bridges will continue its ongoing coordination with other projects funded by USAID and the U.S. Department of Labor to share information and identify opportunities for collaboration, as well as prevent a duplication of efforts and/or resources. Eligible youth participating in these other projects, such as Education for Children and Youth, CVPP, Supérate, and Youth Pathways, may enroll in Bridges. At the same time, some of the Bridges youth may benefit from participating in other projects such as Industria Joven, Higher Education for Economic Growth, and Competitive El Salvador.

Bridges will continue to coordinate with MINED to certify facilitators in the flexible modalities and to provide training opportunities to high school graduates in entrepreneurship. Bridges will also continue to work with the local governments of the project’s target municipalities which will provide space and facilities for technical training and youth employment-focused events.

Bridges will also continue to participate in various national-level coalitions convened by the Government of El Salvador, such as 1) The Advisory Council of Entrepreneurship led by CONAMYPE or National Commission for Small and Micro Enterprises, which coordinates outreach events and services with its participating institutions, 2) the “technical roundtable” of youth employment led by INJUVE, and 3) the Technical and Planning Secretariat of the Presidency, which focuses on encouraging good employability and youth employment practices. Participation in these coalitions will help Bridges to recruit more project participants, remain updated on national-level policies and practices, and contributes to sustainability of the project’s objectives.

TASK 3.2: FACILITATE ACCESS TO SERVICES, TRAINING, AND JOBS FOR AT-RISK YOUTH

Sub-task: Improve access to career counseling and mentoring services for at-risk youth

Career Counseling and Mentoring Services
Addresses Indicator EG.6-1: Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program.

Bridges will provide life skills training, career counseling, and mentoring services to improve the job readiness of vulnerable youth. During Year Three, Bridges will continue to conduct job readiness sessions through grants to prepare vulnerable youth to enter the workforce through activities to improve their employability. The activities include: 1) providing youth with the necessary knowledge and tools to secure employment, such as resume preparation, tips for searching for jobs online, understanding the importance of psychometric tests and other employer screenings, among others; 2) coaching and mentoring youth to build their confidence and help them to shine in job interviews; 3) linking youth with companies, recruitment companies (outsourcing) and job websites to broaden their employment opportunities; and 4) ensuring the establishment of strategic alliances with private sector companies to facilitate employment opportunities for project-trained youth. These efforts will lead to new or better employment for vulnerable youth and will be complemented by project activities to improve inclusive policies and practices within the private sector and the strengthening of training centers to provide better services. (See Objective 1, pages 9-10, and Objective 2, page 18). Through this approach, youth will not only be better prepared to enter the workforce after completing relevant training and career counseling and mentoring but companies will also be better able to support them.
Job Placement Services
Addresses Indicator EG.6-1: Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program. Addresses Custom Indicator 3.4: Percent of Individuals with new or better employment following completion of USG-assisted workforce development programs.

To further support vulnerable youth in improving their job readiness and employment opportunities, Bridges will promote the registration of project participants in job placement platforms and One-Stop Shops, administered by MTPS, municipalities, NGOs, CSOs, training centers and/or universities. (See Objective 2, page 20). These efforts will aim to assist youth with job placement in local companies. In addition to the permanent services available, Bridges will also hold events, such as at Juventour, to help youth find jobs. Additionally, Bridges will support local companies soliciting assistance to find qualified youth for specific job openings.

Online Youth Networking Groups
Addresses EG.6-1: Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program. Addresses Custom Indicator 3.4: Percent of Individuals with new or better employment following completion of USG-assisted workforce development programs.

In Year Three, Bridges will create social networking groups that provide a common space where current and past youth participants can share useful information with their peers regarding job fairs, employment opportunities, scholarships, internships, and entrepreneurship opportunities. In addition, Bridges will train youth on how to use social networks in a safe manner and as a tool for their employability or promotion of their entrepreneurship initiatives.

Sub-task: Provide material support for at-risk youth in transition to jobs

Support to Youth
Addresses Custom 3.2: Number of vulnerable youth enrolled in USG-assisted workforce development services; Addresses Custom Indicator EG.6-3: Number of individuals who complete USG-assisted workforce development programs.

During Year Three, Bridges will continue to provide material support to vulnerable and marginalized youth involved in the project. Youth who are participating in training will receive support for food, transportation, care of children under six years of age, and other expenses as required. To verify that the training centers are providing these funds to participating youth, Bridges will make visits to the training centers as well as follow up with the youth directly.

Psychosocial Support
Addresses Custom Indicator 3.2: Number of vulnerable youth enrolled in USG-assisted workforce development service. Addresses Custom Indicator EG.6-3: Number of individuals who complete USG-assisted workforce development programs.

Many youth in El Salvador face a myriad of difficult challenges on a daily basis, often posing barriers to their education and employment. Bridges is developing a resource toolbox containing psychosocial assistance protocol and referral guides to equip communities and institutions with key information to help link youth to the necessary psychosocial assistance. The guides focus on the care of the following vulnerable groups: 1) people with disabilities, 2) returned migrants, 3) victims of gender violence (including women and/or the LGTBI population), 4) youth not working or studying, and 5) youth exposed to high levels of risk and vulnerability (such as victims of serious crimes and threats). Upon obtaining approval of the protocol and reference guides, Bridges will reproduce the materials and teach staff from institutions,
such as INJUVE, Ministry of Health, MTPS, NGOs, training centers, and partner companies of the project on how to use the materials.

**Sub-task: Support youth entrepreneur initiatives**

**Guidance for Assisting Youth Entrepreneurs**

Addresses **EG.6-1**: Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program. Addresses Custom Indicator 3.4: Percent of Individuals with new or better employment following completion of USG-assisted workforce development programs. Addresses Custom Indicator 2.1: Number of training center, NGO, CSO, private sector, and/or public sector staff/employees enrolled in USG-assisted training.

During Year Three, Bridges will carry out a ToT workshop with representatives of different organizations that promote youth entrepreneurship with the objective of sharing new tools for coaching youth entrepreneurs and assisting them in developing business ideas based on the lean start-up\(^9\) and client development\(^10\) approaches.

**Development of “Business Cafes”**

Addresses **Indicator CARI ES 4-1**: Number of vulnerable people benefitting from U.S. Government-supported social services.

During Year Three, Bridges will develop "Business Cafe" events as a means of sharing knowledge and creating peer networks. The Business Cafes will provide a forum where successful youth entrepreneurs can share their real-life experiences and provide suggestions to others, helping young people learn about the different stages involved in the development of entrepreneurship opportunities. In addition, Bridges expects to conduct activities at the 2018 **Juventour Fair** to help youth identify their entrepreneurial characteristics, learn about appropriate tools, understand the different phases of starting an opportunity-based business, and participate in innovation clinics with a Design Thinking\(^11\) approach.

**Youth Entrepreneurship**

Addresses **Indicator EG.6-1**: Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program.

In collaboration with CONAMYPE, Bridges will carry out events in Year Three to identify youth interested in becoming entrepreneurs. Bridges will provide training, mentoring, innovation clinics with a focus on Design Thinking. Bridges will help youth to establish links with financial institutions and programs that support micro and small enterprises, such as the USAID programs **El Salvador Competitivo** and **Industria Joven**, and the GOES programs **Innova Emprende** and **Pixels**, among others.

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\(^9\) The Lean Start-up Methodology is used to develop viable businesses, focusing on the application of three techniques: 1) business model design, 2) customer development, and 3) agile development of products or services.

\(^10\) Client development is a methodology to help entrepreneurs establish a viable business model by addressing a series of questions about the potential client (who are the customers, what do they want, what channels should they use, what are the strategies to generate income, how they must capture, maintain, and sell more to customers, etc.).

\(^11\) The Design Thinking approach promotes the development of people-centered innovations, enabling the visualization of challenges, identifying needs, and delivering a concrete solution through technologically feasible and commercially viable ways.
Youth Fairs
Addresses EG.6-1: Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program.

To reach the highest number of vulnerable youth possible, Bridges will continue to participate in youth fairs, such as Juventour 2018, job fairs, entrepreneur fairs, and others in Year Three. Bridges will work in coordination with INJUVE, MTPS, and CONAMYPE, among others, to plan and organize job fairs and other youth events.
Public Communications Strategy
In Year Three, Bridges will implement a public communication strategy devoted to sharing key messages regarding the project’s impact, lessons learned, and success stories with a broader audience, including both internal and external stakeholders. As the project advances activities, including the implementation of grants, Bridges expects to increase its messaging about the importance of building the long term institutional capacity of training centers to improve the quality of workforce development service provided to vulnerable youth.

Bridges Public Communications Strategy outlines how the project will communicate with four specific audiences: 1) vulnerable youth, 2) the private sector, 3) workforce development service providers, and 4) influencers. The communications initiatives detailed in the Strategy complement and reinforce project interventions by addressing challenges such as youth’s access to information about technical training and job opportunities, and the negative attitudes and perceptions towards youth within the private sector.

The section below provides an overview of Bridges communications activities in Year Three.

Events
In Year Three, Bridges will support technical activities through planning and implementing a variety of events, meetings, and workshops with the project partners and stakeholders. Bridges will hold networking activities to strengthen the linkages and relationships among private sector companies, training centers and municipal governments in order to build lasting alliances that increase employment and capacity development of vulnerable youth.

Bridges will hold events to publicly recognize and award service providers that have become “the best place to study” and companies that have improved their policies and practices to better support vulnerable youth and other marginalized groups.

In Year Three, the communications team will continue to support youth events (including Juventour 2018), recruitment events, job readiness sessions, project presentations, workshops, job fairs, trainings, and graduations.

Information Sharing
Bridges Policy Assessment identified a lack of knowledge among businesses and youth about existing laws and policies related to youth employment that could benefit them. Bridges will disseminate relevant laws, policies, and procedures addressing vulnerable youth and other marginalized groups to key stakeholders to improve their understanding of the needs and challenges of vulnerable youth to consider when making decisions that may affect youth employment and education. In addition, Bridges will work with training center staff to develop key materials to highlight the benefits of alliances between companies and training centers and to facilitate the employment of Bridges youth beneficiaries.

1. Companies hiring Bridges youth: Bridges will share relevant information from existing laws and policies with companies to facilitate their support of vulnerable youth in the workplace. Examples include information from updated municipal youth policies, MTPS laws, guidelines on employment of people with disabilities, Ley de Primer Empleo, and policies on apprenticeships/internships.

Bridges will also collaborate with job placement managers from each training center to prepare, reproduce, and share material with companies who have hired youth beneficiaries, equipping them with the data to champion alliances with training centers and hiring of Bridges youth for years to
come. Materials could include short videos to illustrate skills of project-funded youth in specific fields, maps of upcoming training courses and locations, CVs of youth, and success stories of youth employees to feature in the company’s digital and print communications. This effort aims not only to increase employment of youth but also to bolster internal buy-in for changes to corporate hiring and employment policies and practices. Successful companies will be featured as “Bridges Champions” and will receive broader publicity for their best practices.

Audiences:
— Human Resources Managers
— Owner, CEO, Executive Director
— Board of Directors
— Training centers

2. **Potential employers of Bridges youth:** In addition, Bridges will equip job placement managers of grantee training centers with key materials to pitch potential employers on why it is in their interest to hire project-funded youth. Materials could include PowerPoint presentations about the project and the training centers, handouts about training curricula, timeline of course completions, and a summary of the skills and competencies of youth graduates.

3. **Stakeholder Advisory Group:** Bridges will share relevant materials with members of the Stakeholder Advisory Group related to the specific topic of each meeting. Materials could include fact sheets, infographics on status of project implementation, summaries on focus areas, and Bridges assessments and toolkits.

4. **Youth:** Bridges will collaborate with MTPS and INJUVE to hold awareness-raising sessions with vulnerable youth to share key information on existing laws and policies related to youth education, training, and employment. In addition, Bridges will coordinate with grantee training centers to share these materials with course participants. Materials could include updated municipal youth policies, a video summary of the Ley de Primer Empleo, list of upcoming project training courses, and career orientation guides.

**Branding and Marking**
Bridges will continue to ensure the correct use of the USAID brand in all printed and digital materials, including but not limited to: materials for ToT workshops, One-Stop Shops, assessments, life skills materials, training materials, presentations, and promotional materials. Bridges will develop co-branding strategies with key partners, complying with USAID guidelines. To improve the institutional capacity of training centers, as described in Objective 2, training and follow-up technical assistance will be provided to project grantees on how to comply with USAID and Bridges branding standards. Bridges will further support institutional strengthening by holding training sessions on business communications skills for training center staff and youth enrolled in the programs. (See Objective 2, page 18).

**Marketing and Promotion**
To highlight USAID assistance, Bridges will produce informational materials to share with participants at project-funded activities and promotional materials to distribute to participants in trainings and events. An advocacy kit containing a project summary, success stories, and assessment reports will be shared electronically with project partners and stakeholders. Also, banners, posters, and signs will be used in classrooms and training centers to help highlight USAID funding of the training course and identify youth participating in the project.
Social Networks
In Year Three, Bridges will continue to use Facebook as a tool to share information with youth about training and job opportunities. Bridges will use the project’s Facebook page to feature success stories and videos of youth participants, employers, and training centers to highlight the project’s impact. As mentioned earlier, Bridges will look into creating social networking groups where current or past youth participants can share information on job fairs, employment opportunities, scholarships, internships, and entrepreneurship opportunities. In addition, Bridges will train youth on how to use social networks in a safe manner and as a tool for their employability or promotion of their entrepreneurship initiatives. Bridges is looking into the development of paid advertising on Facebook to increase the project’s visibility.

In Year Three, Bridges will broaden its social media reach through the use of Twitter, LinkedIn and YouTube and will consider the development of a LinkedIn profile to help build a network between Human Resources staff in private sector companies and training centers, as well as to support youth in developing their online professional profiles. The team will also examine the creation of a YouTube page to house all videos produced by the project, making them easier to share. Prior to opening these new accounts, Bridges will prepare a plan for USAID approval, detailing its planned usage and activities.

Communications Campaign
As mentioned earlier, Bridges will continue its efforts to change public perception of vulnerable youth through a public communications campaign targeted to the prioritized municipalities. The purpose of the campaign is to overcome negative attitudes about youth from high-crime areas, raise public awareness about the importance of mobilizing the youth workforce, increase the positive perceptions of technical/vocational trades for youth and their families, and improve businesses’ perceptions of youth employees. Bridges will engage a local communications firm through a competitive procurement process for this activity. The firm will primarily focus on developing appropriate messages that reflect the core communications concepts developed here, as well as determine the most effective tool/tactic to be used for conveying each message, bearing in mind the target audience at hand.

To help measure the effectiveness of the campaign, a baseline study will be completed in Year Three, identifying public perceptions of vulnerable youth prior to the campaign. The data from the baseline will be used to shape the design of the communications campaign and will allow Bridges to measure the campaign’s effectiveness in changing public perception of vulnerable youth.

Activity Communications Strategy
The design of the Activity Communications Plan took into account the contract deliverables schedule as well as planned activities in order to respond to USAID’s standard and ad hoc requests for information. It includes communications products that: inform USAID of Bridges progress towards contract milestones as well as difficulties or challenges in implementation; keep target audiences abreast of program activities; and raise awareness among these audiences about the relevance of Bridges work as part of the US Government’s foreign policy towards El Salvador.

Raise awareness about Bridges
Bridges aims to consistently raise awareness about its work among all of its audiences by sharing information on project implementation (including achievements and challenges) and progress towards achieving the results for the three Objectives. The chart below highlights how Bridges plans to share a variety of informational materials with different audiences:
<table>
<thead>
<tr>
<th>Audience</th>
<th>Channels</th>
<th>Communications materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth</strong></td>
<td>— Twitter, Facebook, and LinkedIn outreach/campaigns</td>
<td>— Success stories</td>
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<td></td>
<td>— YouTube</td>
<td>— Key project information</td>
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<td></td>
<td>— Networking and other outreach events</td>
<td>— Short videos on registration processes, job interview tips, and more info related to job hunting</td>
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<td></td>
<td>— Job fairs, job readiness sessions, and business communications training</td>
<td>— Training courses and registration events</td>
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<td></td>
<td>— Municipal youth policies</td>
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<td></td>
<td></td>
<td>— Video summary of the <em>Ley de Primer Empleo</em></td>
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<td>— Career orientation guides</td>
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<tr>
<td><strong>Private Sector</strong></td>
<td>— Meetings with key private sector stakeholders and representatives of training centers</td>
<td>— Existing laws and policies</td>
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<td></td>
<td>— Networking events</td>
<td>— Bridges assessments</td>
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<td></td>
<td>— Workshops and trainings on inclusive practices for employers</td>
<td>— Overview of the project</td>
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<td></td>
<td>— Company and industry association websites, social media, and corporate publications</td>
<td>— Benefits of alliances with training centers</td>
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<td></td>
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<td>— Success stories of Bridges youth and Champions.</td>
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<td>— Press releases and success stories about the project and the private sector</td>
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<td>— Map of training centers and course locations</td>
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<td>— Course completion timelines.</td>
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<tr>
<td><strong>El Salvador Government institutions</strong></td>
<td>— Awareness-raising sessions</td>
<td>— Laws and policies related to youth and other vulnerable groups</td>
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<td></td>
<td>— Job fairs and youth events</td>
<td>— Bridges assessments</td>
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<td></td>
<td>— Workshops and trainings</td>
<td>— Overview of the project</td>
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<td>— Benefits of alliances among training centers, companies, and municipal governments</td>
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<td></td>
<td>— Psychosocial Assistance Toolkit</td>
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<tr>
<td><strong>Service Providers</strong></td>
<td>— Training center websites, social media, and internal publications</td>
<td>— Success stories.</td>
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<td>— Technical assistance meetings</td>
<td>— Key project information</td>
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<td></td>
<td>— Capacity building trainings</td>
<td>— Short videos on registration processes, job interview tips, and information related to job hunting</td>
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<td>— Youth registration events</td>
<td>— Training courses and registration events</td>
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<td>— Course graduations</td>
<td>— Bridges assessments</td>
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<td></td>
<td>— Forums</td>
<td>— Psychosocial Assistance Toolkit</td>
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<td>— Updated municipal youth policies</td>
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<td>— MTPS laws, guidelines on employment of people with disabilities, <em>Ley de Primer Empleo</em>, and policies</td>
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<td>Development community</td>
<td>apprenticeships/internships</td>
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<tr>
<td>— Meetings, conferences, and events with USAID implementing partners.</td>
<td>— Success stories</td>
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<tr>
<td>— YouthPower and USAID websites, social media, and events</td>
<td>— Key project information</td>
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<td>— Comparative and International Education Society (CIES) Conference</td>
<td>— Bridges assessments</td>
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<td>— Psychosocial Assistance Toolkit</td>
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<td></td>
<td>— Updated municipal youth policies</td>
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<td></td>
<td>— Bridges implementation status updates</td>
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</table>

**Generate positive engagement with Bridges stakeholders**
Throughout the life of program, Bridges will communicate progress to decision makers and opinion leaders in selected audience groups in order to generate informed support and to foster relationships with stakeholders that support the Activity’s efforts.

**Sharing information with community of practice**
Bridges will draft content to be shared on the YouthPower website, DAI Global Facebook page, and the USAID Blog, highlighting key events and success stories which demonstrate the impact of the project in El Salvador.

As per page 34 of the Contract, publications, assessments and media products will be submitted to the Development Experience Clearinghouse (DEC). This year, Bridges expects to include all reports as well as the following documents:

2. Career Orientation Guides
3. Psychosocial Assistance Toolkits
4. Municipal Youth Policies for Ciudad Delgado and Soyapango
MONITORING AND EVALUATION

Implementation of the Customer Relationship Management (CRM) System
Bridges expects to start Year Three by finalizing the development of a CRM system which will be used to track all Monitoring and Evaluation and Learning (M&E&L) data on the project. This consolidated data management system will be used by Bridges as well as its training centers to improve and unify the registration of youth beneficiaries and to facilitate the reporting of indicators and the generation of data used by the project. Training in these protocols will be provided to all staff and any external users such as service providers, NGOs, etc.

Monitoring of Grants
In Year Three, Bridges will devote significant time to monitoring grant-funded activities. The team will oversee the collection, management, and review of data by grantees and provide ongoing training on the use of the CRM system. Staff will visit project-funded grantees to monitor the quality and accuracy of the data collected on youth beneficiaries and ensure that grantees continue to track youth after training. Bridges will conduct site visits on a regular basis to monitor grant implementation, evaluating whether the grantee is achieving the anticipated results. As part of these visits, staff will also monitor grantee compliance with the relevant EMMPs.

Support for External Evaluation
In Year Three, Bridges will continue to provide support to Mathematica, contracted by USAID/Washington to conduct a USAID/Washington-led evaluation of the project:

- **Pilot Study:** In Year Three, Bridges will continue to follow up with the youth who were selected to participate in the pilot study either through treatment or control groups. The pilot study will analyze the effectiveness of the various pre-selection methods for identifying youth to be project beneficiaries. The results of the pilot study will shape the implementation of future project activities as well as the project’s evaluation.

- **USAID/Washington-led Evaluation:** Bridges will continue to collaborate with USAID and Mathematica to finalize their design and implementation of the project’s evaluation.

- **Youth Workforce Development Learning Program:** Bridges is part of USAID’s portfolio of youth workforce development projects in the Latin American region. Mathematica, as a subcontractor to USAID, is working on integrating indicators, understanding definitions, and unifying reports of the most important indicators in this area. In Year Three, Bridges staff will continue to contribute to building the knowledge base on youth workforce development, participating in telephone conferences, visits to other projects, integrated reports, and others.

Evaluations for the Public Communications Campaign
In Year Three, Bridges will finalize the baseline study for the public communications campaign. (See Objective 1, page 17). Once the communications campaign is complete, Bridges will carry out an impact evaluation in Year Three to examine whether the information provided in the campaigned served to alter the perceptions as a result.

Employer Perceptions
Bridges will conduct a comprehensive evaluation of employers’ perceptions regarding the recruitment and employment of youth trained under the project. Separate from the campaign mentioned above, this effort is aimed at understanding how employers who have hired Bridges-trained youth view their performance in the workplace, how companies value youth employees and identify opportunities for improvement.
Deliverables Support
In Year Three, Bridges will continue to support the drafting and development of key deliverables, including monthly and semi-annual reports. The team will also continue to comply with USAID’s quarterly reporting requirements of youth trainees through TraiNet, as well as six-month reports in USAID’s AIDTracker. The team will also continue to provide information requested by USAID and management in support of project objectives.

Coordination with and Support for USAID Projects
As part of the coordination strategy among USAID projects, Bridges will:

1) Continue to attend the training provided by the USAID Monitoring, Evaluation and Learning Initiative (MEL).
2) Provide monitoring and evaluation support when possible to partner projects that require it as part of the USAID project synergy strategy.
PROGRAM MANAGEMENT

GRANTS MANAGEMENT

Bridges will ramp up the implementation of grant-funded activities in Year Three. In order to achieve the project goals of increasing and improving youth employment by strengthening their job readiness, Bridges will release Requests for Applications (RFAs) to provide technical, life skills, and on-the-job training for youth as well as job placements.

The solicitation and selection of grants in Year Three will specifically take into account economic sectors with high employment potential. It will also consider geographical coverage to reach more youth across the project’s fifteen prioritized municipalities. Bridges anticipates launching solicitations to provide technical and life skills trainings and ultimately job placements in the agroindustry, manufacturing, IT, and tourism sectors.

Additionally, Bridges will increase youth employability by assisting youth in completing their high school education through the funding of and MINED-certified flexible education programs and technical institutes. Bridges will also complement these efforts through grants focused on career counseling, mentoring, and intermediation services while improving inclusive policies and practices among employers to facilitate the transition of vulnerable youth into the workplace.

As grants are approved, the team’s principal responsibilities will progressively shift to grant management. The team will oversee grantees’ implementation of project-funded activities, from signing of the award to monitoring of activities and grant closeout. To make this possible, Bridges will hire three Grants Program Implementation Managers to serve as liaisons between grantees and Bridges technical teams to ensure completion of activities. Bridges team will provide ongoing assistance and training to grantees to ensure they follow contract requirements related to key deliverables, budgets, and environmental compliance, among other issues. Bridges will also provide ongoing support to grantees on data management and reporting of results, and will assist grantees in institutionalizing best practices.

OPERATIONS & HUMAN RESOURCES MANAGEMENT

During Year Three, Bridges will open one regional office, in San Miguel. Bridges will identify available office space and ensure that all logistics are in place to open the new offices, including verifying the security of the locations, making any necessary renovations to or repairs to the facilities, and providing office equipment and supplies.

In addition, Bridges will recruit for the following three positions that will be located in the San Miguel office:

- **Education Manager** will be responsible for building strategic alliances between the private sector and training centers for the employability of youth, in addition to following up on the training centers of the area that have been awarded grants.

- **At-risk Youth Specialist and Monitoring & Evaluation Manager** will be responsible for...
supporting the supervision of the program’s activities in support of Objective 3 and for providing information on project indicators to Monitoring & Evaluation

- **Accountant/Administrative Assistant** will be responsible for efficient and accurate administrative operations of the project office in San Miguel. S/he will maintain proper filing and ensure that all required supporting documents for all transactions comply with both DAI (internal) and USAID contract rules and regulations.

## SECURITY

Security is a major challenge in El Salvador, affecting the project’s implementation. In Year Three, Bridges will continue to monitor the security situation in the country to ensure the safety and security of project staff and provide guidance on the implementation of project activities. Specific steps are discussed below:

- **Bridges staff and office.** In Year Three, the Security Manager will ensure that project staff continue to follow the security measures and protocols implemented in prior years. The Security Manager will continue to issue security recommendations and take immediate action when any risk is identified to project staff and facilities. The Security Manager will continue to utilize the WhatsApp communication network to share timely security alerts, security recommendations, and notifications of protests and demonstrations with all project personnel.

- **Field visits.** In Year Three, security staff will continue to accompany project staff on field visits. The security staff will carry out preliminary evaluations of the security conditions in the site to be visited and coordinate with the police forces in the area. Based on the level of insecurity in each location, security staff will provide project staff with a safety data sheet listing security recommendations, emergency phone numbers, and evacuation routes. In addition, the security team will continue to analyze whether using the USAID magnetic emblem on project vehicles will minimize or elevate the risks to staff traveling to a particular community.

- **Recruitment events.** In Year Three, the security staff will continue to accompany project staff to recruitment events and other events with high concentrations of youth. The security team will continue to maintain communication with other international NGOs, with the United Nations, and with the local police forces to monitor the event.
APPENDIX A: YEAR THREE COST SUMMARY

Per the terms of the contract, the summary below outlines direct cost estimates for the activities outlined in the Bridges to Employment Project Year Three Work Plan, exclusive of labor, travel, and indirect costs. This cost summary includes the budgets of DAI and its subcontractors.

OBJECTIVE 1: INCREASED STAKEHOLDER ENGAGEMENT TO IMPROVE ENABLING ENVIRONMENT FOR WORKFORCE DEVELOPMENT AND EMPLOYMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 3 Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address policy barriers that limit at-risk youth employment</td>
<td>$19,500</td>
</tr>
<tr>
<td>Develop the standards for the Fair Programming Certification</td>
<td>$13,000</td>
</tr>
<tr>
<td>Labor Market Assessment Update</td>
<td>$34,390</td>
</tr>
<tr>
<td>Provide training to Salvadoran firms and service providers on best practices for inclusive youth employment</td>
<td>$22,000</td>
</tr>
<tr>
<td>Work with institutions on a national training qualifications framework</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>Year 3 Total</strong></td>
<td><strong>$90,390</strong></td>
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</tbody>
</table>

OBJECTIVE 2: INCREASED INSTITUTIONAL STRENGTHENING TO IMPROVE QUALITY OF WORKFORCE DEVELOPMENT SERVICES THAT EFFECTIVELY RESPOND TO MARKET DEMAND TO INSERT AT-RISK YOUTH INTO TARGET ECONOMIC SECTORS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 3 Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Provider Assessment</td>
<td>$2,500</td>
</tr>
<tr>
<td>Provide organizational capacity building training and technical assistance to service providers</td>
<td>$21,250</td>
</tr>
<tr>
<td>Select and develop service providers as “One-Stop Shop” Activity Hubs</td>
<td>$20,000</td>
</tr>
<tr>
<td>Activity</td>
<td>Year 3 Costs</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Develop and deliver on-the-job training programs such as internships, apprenticeships, and mentorships</td>
<td>$30,000</td>
</tr>
<tr>
<td>Year 3 Total</td>
<td>$73,750</td>
</tr>
</tbody>
</table>

**OBJECTIVE 3: INCREASED YOUTH ENGAGEMENT TO IMPROVE WORKFORCE READINESS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 3 Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement soft skills and life skills training curriculum</td>
<td>$135,900</td>
</tr>
<tr>
<td>Facilitate alliances with service providers to improve access to workforce development training for at-risk youth and basic education opportunities</td>
<td>$21,500</td>
</tr>
<tr>
<td>Improve access to career counseling and mentoring services for at-risk youth</td>
<td>$9,500</td>
</tr>
<tr>
<td>Follow up psychosocial support</td>
<td>$18,000</td>
</tr>
<tr>
<td>Support youth entrepreneur initiatives</td>
<td>$141,869</td>
</tr>
<tr>
<td>Year 3 Total</td>
<td>$326,769</td>
</tr>
</tbody>
</table>

**COMMUNICATIONS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 3 Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events, meetings and workshops</td>
<td>$61,000</td>
</tr>
<tr>
<td>Branding and marking</td>
<td>$3,000</td>
</tr>
<tr>
<td>Marketing and promotion</td>
<td>$50,000</td>
</tr>
<tr>
<td>Strategic communications campaign</td>
<td>$500,000</td>
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<tr>
<td>Success stories</td>
<td>$6,000</td>
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<tr>
<td>Year 3 Total</td>
<td>$620,000</td>
</tr>
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</table>

**MONITORING & EVALUATION**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 3 Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact evaluation of the strategic communications campaign</td>
<td>$60,000</td>
</tr>
<tr>
<td>Implement the CRM system</td>
<td>$271,165</td>
</tr>
<tr>
<td>Year 3 Total</td>
<td>$331,165</td>
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</table>

**GRANTS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 3 Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant-funded activities</td>
<td>$4,200,000</td>
</tr>
<tr>
<td>Year 3 Total</td>
<td>$4,200,000</td>
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</tbody>
</table>
## APPENDIX B: ACTIVITY TIMELINE

### BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE
**OCTOBER 2017 – SEPTEMBER 2018**

<table>
<thead>
<tr>
<th>Objective 1: Increased Stakeholder Engagement to Improve Enabling Environment for Workforce Development and Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1.1: Address Policy Barriers That Limit At-Risk Youth Employment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Primary person responsible for execution</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translate the approved Policy Assessment</td>
<td>Partnerships Program Officer</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Disseminate Policy Assessment results with stakeholders</td>
<td>Advocacy Program Officer</td>
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<tr>
<td>Implement select policy-oriented interventions</td>
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</tr>
<tr>
<td>Hold quarterly meetings of the Stakeholder Advisory Group</td>
<td>Partnerships and Advocacy Specialist</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Carry out one-on-one meetings with private sector companies</td>
<td>Advocacy Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Design a diagnostic tool to measure inclusive policies and practices in private sector firms</td>
<td>Advocacy Program Officer</td>
<td></td>
<td></td>
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<tr>
<td>Review the diagnostic tool</td>
<td>Advocacy Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement the diagnostic tool</td>
<td>Advocacy Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Develop a policy improvement plan for the private sector firms</td>
<td>Advocacy Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Review and adapt the Organizational Capacity Assessment (OCA) Tool for Civil Society Organizations</td>
<td>Partnerships Program Officer</td>
<td></td>
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<td></td>
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<tr>
<td>Pass the OCA on CSOs</td>
<td>Partnerships Program Officer</td>
<td></td>
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<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Hold workshops to help the organizations strengthen their advocacy skills and organizational capacity, based on the OCA results.</td>
<td>Advocacy Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE</td>
<td>Primary person responsible for execution</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Y4</td>
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<tr>
<td>OCTOBER 2017 – SEPTEMBER 2018</td>
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<td>OCT</td>
<td>NOV</td>
<td>DEC</td>
<td>JAN</td>
<td>FEB</td>
</tr>
<tr>
<td>Promote laws and policies that protect the rights of youth and promote youth employment.</td>
<td>Partnerships and Advocacy Specialist</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Support government institutions in improving, developing, and/or implementing non-discriminatory policies and practices</td>
<td>Partnerships Program Officer</td>
<td></td>
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</tr>
<tr>
<td>Support different entities that are promoting and/or creating laws that prevent private sector companies, municipal governments, and federal government agencies from discriminating against youth and/or other vulnerable groups.</td>
<td>Partnerships Program Officer</td>
<td></td>
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</tbody>
</table>

**TASK 1.2: INCREASE ACCESS TO HIGH-QUALITY DATA ON LABOR MARKET DEMAND TO FACILITATE YOUTH ENTRY INTO THE WORKFORCE**

Identify sectors to be targeted by Bridges to Employment and determine relevant interventions

| Expand operations to the following seven municipalities: Ahuachapán, Sonsonate, Santa Ana, Tonacatepeque, Cojutepeque, Jiquilisco, and San Miguel. | Private Sector Program Officer | | | | | | | | | | | | Y4 |
| Expand operations to the renewable energy sector | Private Sector Specialist | | | | | | | | | | | | Y4 |
| Develop the standards for the Fair Programming Certification | Private Sector Specialist | | | | | | | | | | | | Y4 |

**Labor Market Assessment Update**

| Work with a local organization to update the Labor Market Assessment | Private Sector Specialist | | | | | | | | | | | | Y4 |

**Support Salvadoran labor market data management**

| Build the capacity of the MTPS in order for the ministry to install and manage a user-friendly system. | Partnerships and Advocacy Specialist | | | | | | | | | | | | Y4 |

**TASK 1.3: IMPROVE PERCEPTIONS OF THE VALUE OF YOUNG SALVADORAN EMPLOYEES**

Assess youth labor employment practice in Salvadoran firms, document obstacles and propose solutions
<table>
<thead>
<tr>
<th>BRIDGES TO EMPLOYMENT ACTIVITY</th>
<th>Primary person responsible for execution</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissemination of Multisector Insights: Youth Employment Practices</td>
<td>Partnerships and Advocacy Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Provide training to Salvadoran firms and service providers on best practices for inclusive youth employment</td>
<td>Advocacy Program Officer</td>
<td>Y4</td>
<td></td>
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</tr>
<tr>
<td>Hold awareness-raising activities for private sector companies and civil society organizations about commonly-held stereotypes of at-risk youth and other vulnerable groups and the importance of changing these perspectives to support youth employment.</td>
<td>Advocacy Program Officer</td>
<td>Y4</td>
<td></td>
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</tr>
<tr>
<td>Convene workshops with expert partners on request by private sector firms to address specific themes delivered by specific expertise provided through allied civil society organizations.</td>
<td>Advocacy Program Officer</td>
<td>Y4</td>
<td></td>
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</tr>
<tr>
<td>Recognition of Best Practice Champions</td>
<td>Advocacy Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Design and implement a strategic communications campaign targeting youth, families, businesses, and Salvadoran public</td>
<td>Senior Communications Specialist</td>
<td></td>
<td></td>
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<td>Y4</td>
</tr>
<tr>
<td>Review baseline diagnosis to redesign the ToR of the mass campaign</td>
<td>DCOP</td>
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</tr>
<tr>
<td>Launch the mass campaign</td>
<td>Senior Communications Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Follow up on mass campaign with each targeted audience</td>
<td>Senior Communications Specialist</td>
<td></td>
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<td></td>
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<td>Y4</td>
</tr>
<tr>
<td>Work with institutions on a national training qualifications framework</td>
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</tr>
<tr>
<td>Explore new opportunities to foster accreditation of centers with grantees or with other training centers</td>
<td>Private Sector Specialist</td>
<td>Y4</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Disseminate information or hold activities between training centers and INSAFORP</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td>Y4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assist training center grantees, who are not currently accredited, in the process of accreditation through INSAFORP or other institutions</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td>Y4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE
**OCTOBER 2017 – SEPTEMBER 2018**

#### Primary person responsible for execution

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT</td>
<td>NOV</td>
<td>DEC</td>
<td>JAN</td>
<td>FEB</td>
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<td>DEC</td>
<td>JAN</td>
<td>FEB</td>
<td>MAR</td>
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<td>FEB</td>
<td>MAR</td>
<td>APR</td>
<td>MAY</td>
<td>JUN</td>
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<tr>
<td>MAR</td>
<td>APR</td>
<td>MAY</td>
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<td>JUL</td>
</tr>
<tr>
<td>APR</td>
<td>MAY</td>
<td>JUN</td>
<td>JUL</td>
<td>AUG</td>
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<tr>
<td>MAY</td>
<td>JUN</td>
<td>JUL</td>
<td>AUG</td>
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#### OBJECTIVE 2: INCREASED INSTITUTIONAL STRENGTHENING TO IMPROVE QUALITY OF WORKFORCE DEVELOPMENT SERVICES THAT EFFECTIVELY RESPOND TO MARKET DEMAND TO INSERT AT-RISK YOUTH INTO TARGET ECONOMIC SECTORS

#### TASK 2.1: ASSESSMENT AND CAPACITY BUILDING OF SELECTED LOCAL WORKFORCE DEVELOPMENT SERVICE PROVIDERS

**Service Provider Assessment**

<table>
<thead>
<tr>
<th>Task</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share the findings with the participating training centers</td>
<td></td>
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</tr>
<tr>
<td>Conduct initial assessments with new service providers grantees</td>
<td></td>
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</tr>
<tr>
<td>Sign improvement commitments with service providers assessed</td>
<td></td>
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</tr>
<tr>
<td>Carry out follow-up to improvement of the service providers</td>
<td></td>
<td></td>
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<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Collect evidence of improvement and build portfolio</td>
<td></td>
<td></td>
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<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Provide organizational capacity building training and technical assistance to service providers</td>
<td></td>
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</tr>
<tr>
<td>Design a Technical Assistance Plan in coordination with MINED and INSAFORP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Share and socialize Technical Assistance Plan with service providers assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Implement Technical Assistance Plan for service providers grantees based on assessment results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE OCTOBER 2017 – SEPTEMBER 2018</td>
<td>Primary person responsible for execution</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Carry out Training-of-Trainers (ToT) workshops for selected workforce development service providers, in coordination with INSAFORP and MINED</td>
<td>Capacity Building Program Officer</td>
<td></td>
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</tr>
<tr>
<td>Carry out online Training of Trainers (TOT) for selected workforce development service providers on the INSAFORP virtual platform</td>
<td>Capacity Building Program Officer</td>
<td></td>
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</tr>
<tr>
<td>Assess competences of training center instructors through pre-test and post-tests.</td>
<td>Capacity Building Program Officer</td>
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</tr>
<tr>
<td>Select and develop service providers as “One-Stop Shop” Activity Hubs</td>
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</tr>
<tr>
<td>Identify potential candidates of local service providers to become One-Stop Shop Activity Hubs and request proposals to participate in pilot</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design implementation plan for installing One-Stop Shop Activity Hubs to local service providers</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and secure commitment of local service providers for One-Stop Shop Activity Hubs</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Train selected local service providers on the One-Stop Shop Activity Hubs model and implement pilot program</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
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</tr>
<tr>
<td>Install an One-Stop Shop pilot program within a local service provider</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Implement the One-Stop Activity Hubs on selected local service providers</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
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</tr>
</tbody>
</table>

**TASK 2.2: INCREASE PRIVATE SECTOR ENGAGEMENT, MARKET LINKAGES, AND JOB PLACEMENT**

Develop and deliver on-the-job training programs such as internships, apprenticeships, and mentorships
## BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE
**OCTOBER 2017 – SEPTEMBER 2018**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Primary person responsible for execution</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on proposal of service providers grantees, implement on-the-job training for at risk youth</td>
<td>Capacity Building Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Follow-up the implementation of on-the-job training programs</td>
<td>Capacity Building Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Adapt, design, or validate curricula for on-the-job training programs</td>
<td>Capacity Building Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Coordinate with MINED and INSAFORP to support training centers in the design and accreditation processes of new or updated training curricula by business sector (as referenced under sub-task 1.3.4).</td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
<td></td>
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<td>Y4</td>
</tr>
<tr>
<td>Provide ongoing technical assistance to help to strengthen existing relationships and create new linkages between training centers and private sector employers.</td>
<td>Capacity Building Program Officer</td>
<td>Y4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Foster business-municipal government collaboration on curriculum development</td>
<td></td>
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</tr>
<tr>
<td>Create and support alliances among training centers, local governments, and local businesses.</td>
<td>Private Sector Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Identify the current capacity building and training needs of local businesses in prioritized municipalities (partly in conjunction with 2.2.1 and in coordination with Private Sector team)</td>
<td>Private Sector Program Officer</td>
<td>Y4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapt or develop curricula to respond to identified skills (in conjunction with 2.2.1)</td>
<td>Capacity Building Program Officer</td>
<td>Y4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support inclusion of young women, LGBTI, youth with disabilities, and other marginalized youth such as women, girls, and single parents in the workforce</td>
<td></td>
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</tr>
<tr>
<td>Strengthen workforce development service providers and private firms on assisting vulnerable population (Link to 1.3.2)</td>
<td>Advocacy Program Officer</td>
<td></td>
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</tr>
<tr>
<td>BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE OCTOBER 2017 – SEPTEMBER 2018</td>
<td>Primary person responsible for execution</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Y4</td>
</tr>
<tr>
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</tr>
<tr>
<td>Ensure changes in facilities of training centers that improve the accessibility for vulnerable populations.</td>
<td>Organizational Development Program Officer</td>
<td>OCT</td>
<td>NOV</td>
<td>DEC</td>
<td>JAN</td>
<td>FEB</td>
</tr>
<tr>
<td>Improve at-risk youth workforce transition through better job placement services</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Install the data management system to be used by service providers for consolidating and managing data on training participants and graduates.</td>
<td>Senior M&amp;E Specialist</td>
<td>OCT</td>
<td>NOV</td>
<td>DEC</td>
<td>JAN</td>
<td>FEB</td>
</tr>
<tr>
<td>Train service providers in the use and application of the data management system to improve their current capacity for monitoring graduates and fulfilling reporting requirements.</td>
<td>Senior M&amp;E Specialist</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Support local service providers to improve the transition of at-risk youth into the workforce by creating or further developing existing comprehensive job readiness curricula (also see Sub-task 2.2.1) and other support services.</td>
<td>Youth Workforce Development Specialist</td>
<td>OCT</td>
<td>NOV</td>
<td>DEC</td>
<td>JAN</td>
<td>FEB</td>
</tr>
<tr>
<td>Conduct study tour to Bogota, Colombia to learn about successful strategies for workforce development and employment</td>
<td>Executive Administrative Assistant</td>
<td>OCT</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

OBJECTIVE 3: INCREASED YOUTH ENGAGEMENT TO IMPROVE WORKFORCE READINESS

TASK 3.1: EVALUATE AND DEVELOP SERVICES AND TRAINING

Develop and implement soft skills and life skills training curriculum

Develop modules to complement the existing Soft/Life Skills curriculum | Obj. 3 Program Officer | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

Design and reproduce the life skills materials and instructor manuals. | Youth Workforce Development Specialist | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP |

Conduct ToT workshops to share the updated curriculum for life skills with facilitators from organizations responsible for training at-risk youth. | Youth Workforce Development Specialist | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP |
### BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE
**OCTOBER 2017 – SEPTEMBER 2018**

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Primary person responsible for execution</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the format of the curriculum, enabling the project to reach a greater population of at-risk and/or vulnerable youth (convert the curriculum into braille and distribute it to visually-impaired youth).</td>
<td>Youth Workforce Development Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Develop an interactive online game to provide a user-friendly and fun way for at-risk youth to learn life skills</td>
<td>Not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop tools to help training centers and their instructors to integrate life skills into their existing technical curricula.</td>
<td>Youth Workforce Development Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y4</td>
</tr>
<tr>
<td>Hold outreach and recruitment events to motivate at-risk youth to participate in the project.</td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Carry out process of youth registration and selection for training programs.</td>
<td>Obj. 3 Program Officer</td>
<td></td>
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</tr>
<tr>
<td>Cooperate with Mathematica to have selected youth participate in the impact evaluation</td>
<td>Obj. 3 Program Officer</td>
<td></td>
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</tr>
<tr>
<td>Facilitate alliances with service providers to improve access to workforce development training for at-risk youth and basic education opportunities</td>
<td></td>
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</tr>
<tr>
<td>Identify youth that dropped out without finalizing high school or are at-risk of dropping out and link them to flexible education</td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Follow up to flexible education programs (through grantees)</td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identify opportunities to develop strategic partnerships with organizations working on projects in education, employment, and entrepreneurship in El Salvador.</td>
<td>Youth Workforce Development Specialist</td>
<td></td>
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</tr>
</tbody>
</table>

### TASK 3.2: FACILITATE ACCESS TO SERVICES, TRAINING, AND JOBS FOR AT-RISK YOUTH

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Primary person responsible for execution</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve access to career counseling and mentoring services for at-risk youth</td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide life skills training, career counseling, and mentoring services to improve the job readiness of at-risk youth.</td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRIDGES TO EMPLOYMENT ACTIVITY</td>
<td>TIMELINE: PROJECT YEAR THREE</td>
<td>Primary person responsible for execution</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
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</tr>
<tr>
<td>Conduct job readiness sessions to prepare at-risk youth to enter the workforce</td>
<td></td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote the registration of project participants in job placement platforms and One-Stop Shops (see 2.1.3), administered by MTPS, municipalities, NGOs, CSOs, training centers and/or universities.</td>
<td></td>
<td>Capacity Building and Organizational Development Specialist</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Coordinate with youth employment databases and youth employability services</td>
<td></td>
<td>Youth Workforce Development Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate with INJUVE, CONAMYPE, and Ministry of Labor and Social Welfare</td>
<td></td>
<td>Youth Workforce Development Specialist</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Create social networking groups that provide a common space where current and past youth participants can share useful information with their peers</td>
<td></td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide material support for at-risk youth in transition to jobs</td>
<td></td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow up material support / stipends</td>
<td></td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
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<tr>
<td>Follow up psychosocial support</td>
<td></td>
<td>Obj. 3 Program Officer</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Support youth entrepreneur initiatives</td>
<td></td>
<td>Youth Workforce Development Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model for assisting Youth Entrepreneurs</td>
<td></td>
<td>Youth Workforce Development Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry out a ToT workshop with representatives of different organizations that promote youth entrepreneurship</td>
<td></td>
<td>Youth Workforce Development Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct and/or finalize analyses of the value chains of the project’s target sectors to identify which value chain sub-sectors offer the greatest opportunities for young entrepreneurs</td>
<td></td>
<td>Private Sector Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of Business Cafes with youth on starting their own business to share lessons learned and give tips</td>
<td></td>
<td>Obj. 3 Program Officer</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Q1: October
- Q2: November
- Q3: December
- Q4: January
- Q5: February
- Q6: March
- Q7: April
- Q8: May
- Q9: June
- Q10: July
- Q11: August
- Q12: September
- Y4: Year Four
<table>
<thead>
<tr>
<th>BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE OCTOBER 2017 – SEPTEMBER 2018</th>
<th>Primary person responsible for execution</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out events to identify youth interested in becoming entrepreneurs</td>
<td>Obj. 3 Program Officer</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Continue to participate in youth fairs, such as Juventour 2018, job fairs, entrepreneur fairs, and others</td>
<td>Obj. 3 Program Officer</td>
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</tbody>
</table>

**MONITORING AND EVALUATION**

- Implementing the CRM system
  - Completion of the CRM system: Senior M&E Specialist
  - Training for system users: M&E Technician
  - Adjustment and maintenance to the CRM system: Senior M&E Specialist

- Grants monitoring
  - Monitoring training centers: M&E Technician
  - Training for M&E managers in training centers: M&E Specialist
  - Follow-up of youth trained and working: M&E Technician
  - Monitoring of EMMPs: Environmental Compliance Specialist

- Support for external evaluation
  - Pilot study: Senior M&E Specialist
  - Impact evaluation: Senior M&E Specialist
  - Youth Workforce Development Learning Program: Senior M&E Specialist

- Evaluations
  - Evaluation of the strategic communications campaign: Senior M&E Specialist
  - Employers' perceptions survey: Senior M&E Specialist

- Deliverables support
  - Preparation of semiannual reports: Technical Writer
<table>
<thead>
<tr>
<th>BRIDGES TO EMPLOYMENT ACTIVITY TIMELINE: PROJECT YEAR THREE OCTOBER 2017 – SEPTEMBER 2018</th>
<th>Primary person responsible for execution</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Y4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring of project indicators matrix</td>
<td>M&amp;E Specialist</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Data entry to TraiNet and AIDTracker +</td>
<td>M&amp;E Technician</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Data Quality Assessments (USAID)</td>
<td>Senior M&amp;E Specialist</td>
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<tr>
<td>Attend recruitment events and support other USAID projects</td>
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</tr>
<tr>
<td>Participation in the MEL Project trainings</td>
<td>Senior M&amp;E Specialist</td>
<td></td>
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</tr>
<tr>
<td>Provide support in the M&amp;E area to USAID partner projects</td>
<td>Senior M&amp;E Specialist</td>
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</tbody>
</table>
APPENDIX C: INDICATORS AND Y3 TARGETS *

<table>
<thead>
<tr>
<th>N°</th>
<th>Indicator</th>
<th>Total to Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Objective 1: Increased Stakeholder Engagement to Improve Enabling Environment for Workforce Development and Employment</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Custom: 1.1.1: Number of firms implementing changes or new practices, as a result of U.S. Government assistance.</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Custom 1.1.2: Number of laws, policies, or procedures proposed or adopted to improve or increase workforce development with U.S. Government assistance.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Custom: 1.3.1: Value (in US $) in target leveraged amount (cash and in-kind) from the private sector and other donors to contribute to preparing training at-risk youth for employment.</td>
<td>$2,000,000</td>
</tr>
<tr>
<td></td>
<td><strong>Objective 2: Increased Institutional Strengthening to Improve Quality of Workforce Development Services that Effectively Respond to Market Demand to Insert At-Risk Youth into Target Economic Sectors</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Custom 2.1: Number of training center, NGO, CSO, private sector, and/or public sector staff/employees enrolled in USG-assisted training.</td>
<td>300</td>
</tr>
<tr>
<td>5</td>
<td>Custom 2.2: Number of direct partnerships between workforce development service providers and private sector companies, as a result of U.S. Government assistance.</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>CARSI ES. 4-3: Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable populations strengthened.</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>Custom 2.3: Workforce development service providers strengthened by USG effort.</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Custom 2.4: Number of workforce development service providers with an established tracking system that monitors employment outcomes as a result of U.S. Government assistance.</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Custom 2.5: Number of industry-recognized certifications and/or accreditations developed.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Objective 3: Increased Youth Engagement to Improve Workforce Readiness</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Custom 3.1: Number of vulnerable people indirectly benefitting from U.S. Government-supported programs.</td>
<td>10,000</td>
</tr>
</tbody>
</table>

---

1. This indicator was changed to reflect the actual number of partnerships and not only the number of training centers with Puentes grants, as all training center grantees are required to have at least one private sector partnership.
2. This indicator was changed based on USAID recommendations.
3. Puentes has achieved the Life of Project target for this indicator; however, we expect additional industry-recognized certifications and/or accreditations in Year Three. As an outcome of the negotiations with Fundeplast for the upcoming grant in training on plastics, the target for Year Three has been reduced from four to three.
<table>
<thead>
<tr>
<th>N°</th>
<th>Indicator</th>
<th>Total to Achieve Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td><strong>CARSI ES. 4-1:</strong> Number of vulnerable people benefitting from U.S. Government-supported social services.</td>
<td>8,050[^4]</td>
</tr>
<tr>
<td>12</td>
<td><strong>Custom 3.2:</strong> Number of vulnerable youth enrolled in USG-assisted workforce development services.[^5]</td>
<td>4,850[^6]</td>
</tr>
<tr>
<td>13</td>
<td><strong>EG.6-3:</strong> Number of individuals who complete USG-assisted workforce development programs.</td>
<td>4,123[^6]</td>
</tr>
<tr>
<td>14</td>
<td><strong>Youth-1:</strong> Number of youth at risk of violence trained in social or leadership skills through U.S. Government-assisted programs.[^7]</td>
<td>4,123</td>
</tr>
<tr>
<td>15</td>
<td><strong>EG.6-2:</strong> Number of individuals with improved knowledge or skills following completion of USG-assisted workforce development programs</td>
<td>3,710[^6]</td>
</tr>
<tr>
<td>16</td>
<td><strong>EG.6-1:</strong> Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program.</td>
<td>12,286[^6]</td>
</tr>
<tr>
<td>17</td>
<td><strong>Custom: 3.3:</strong> Number of previously out-of-school participants who report enrolling in formal school (including high school, vocational/technical school, or university) as a result of U.S. Government-funded workforce development investments.</td>
<td>805</td>
</tr>
<tr>
<td>18</td>
<td><strong>Custom 3.4:</strong> Percent of Individuals with new or better employment following completion of USG-assisted workforce development programs.</td>
<td>30%</td>
</tr>
<tr>
<td>19</td>
<td><strong>GNDR-2:</strong> Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment)</td>
<td>50%</td>
</tr>
<tr>
<td>20</td>
<td><strong>Custom: 3.5:</strong> USD value of reported wages / income of program participants.</td>
<td>$305.00</td>
</tr>
</tbody>
</table>

* For all official purposes LoP targets addressed in Appendix C: Indicators and Year 3 Targets, which differ from those reflected in the Task Order are all subject to CO approval and the subsequent formalization through a TO modification.

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[^4]: This target was reduced based on the reduced target of youth enrolled in training, see Indicator on line 9, above.

[^5]: USAID requested that Puentes use the word “vulnerable” rather than “at risk.”

[^6]: The target for Year Three has been changed taking into consideration the capacity of the training centers to implement courses under the Puentes grants program.

[^7]: USAID requested that this indicator be added.
APPENDIX D:
APPROVED FAIR PROGRAMMING CONCEPT PAPER and RELATED DOCUMENTS

USAID BRIDGES TO EMPLOYMENT PROJECT

CONCEPT PAPER

“FAIR PROGRAMMING CERTIFICATION SEAL”
I. Background

USAID Bridges to Employment (Bridges) is a five-year, United States Agency for International Development (USAID)-funded activity implemented by DAI Global, LLC (DAI). The goal of Bridges is to increase and improve employment within targeted high-growth sectors of at-risk youth living in selected high-crime municipalities. The Bridges team will support USAID/El Salvador to link at-risk youth – including young women and vulnerable populations such as LGBTI and youth with disabilities – to basic social resources of work, knowledge, security, and social capital in order to foster social inclusion through employment opportunities. By identifying and building on existing knowledge and networks, Bridges collaborates with businesses, civil society organizations (CSOs), and workforce development service providers to optimize their performance, link them to one another, and facilitate pathways toward employment for at-risk youth.

Bridges supports improvements to El Salvador’s workforce development system so that it benefits all stakeholders – in particular at-risk youth – by strengthening the connections and capacity of the systems at macro and institutional levels. The guiding vision positions Salvadoran youth as valued, sought-after members of the national workforce, capable of critically evaluating their training and employment options and proactively pursuing job opportunities in growth sectors that are receptive to skilled recruits. To achieve this, Bridges employs an inclusive systems approach that links government, service providers, training providers, and the private sector; supports them to participate in the system; and comprehensively engages youth. A systems approach allows project staff and stakeholders to arrive at a common understanding of how the system functions and to agree on the leverage points in the system where sustainable change can be made.

The Bridges development hypothesis is that when at-risk youth have access to a high-quality, holistic, and market-relevant package of services and support that utilize and maximize their strengths, they are more likely to improve their income and employment situation. Over the long term, USAID’s coordinated investments in high-risk areas will address the underlying factors driving migration from the targeted municipalities by contributing to more stable and safe communities that offer productive economic opportunities. The inclusive systems approach engages the Government of El Salvador (GOES), the private sector, service providers, and youth as active partners in improving the system from within to achieve the three project objectives, which include the following:

Objective 1: Improved Enabling Environment for Workforce Development and Employment

Objective 2: Improved Quality of Workforce Development Services that effectively Respond to Market Demand to Insert At-Risk Youth into Target Economic Sectors

Objective 3: Improved Workforce Readiness Demonstrated by Target At-Risk Youth
2. Overview of Fair Programming Concept

Bridges proposes to work with the Camara Salvadoreña de Tecnología, Informática y Comunicación (CasaTIC), El Salvador’s industry association of Information Technology (IT) companies, and the corporation Central American Software Services (CASS) to establish a Fair Programming Seal to label software products created by companies in Latin America that employ at-risk and other vulnerable youth and provide them with decent incomes and working conditions.

Similar to the Fair Trade programs developed for coffee, tea, cocoa, other crops, and even textiles that focus on ensuring equality and fair treatment of everyone in the value chain, especially the farmer; Fair Programming focuses on the inclusion and fair treatment of at-risk and other vulnerable youth from developing countries who are part of the global IT industry value chain.

The proposed Fair Programming system aims to ensure that youth in Latin America, Africa, and Asia providing software development services to IT companies in developed countries receive a fair wage, fair treatment, and professional development opportunities while still residing in their home countries. Through this seal, consumers will be able to identify which products are developed by companies that meet agreed-upon standards to support at-risk and other vulnerable youth employees.

3. Fair Programming

The goal of Fair Programming is to provide decent employment opportunities for at-risk and other vulnerable youth in the IT industry and for software developers in developing countries to obtain fair prices for their services. Fair Programming seeks to promote greater equity and equality for young employees through dialogue, transparency, and respect. It will promote inclusive hiring practices by offering employment for and securing the rights of marginalized young workers in these countries.

The Fair Programming initiative is grounded in three core beliefs:

1) Programmers in developing countries have the ability to satisfy the needs of local consumers as well as those in developed countries.

2) The global service industry practices that currently exist promote the unequal distribution of wealth between nations.

3) Buying software from programmers in developing countries at a fair price is an efficient way of promoting sustainable development.
Companies certified with the Fair Programming Seal are awarded higher prices for their products based on their commitment to improving hiring/employment practices and supporting the development of youth.

4. Fair Programming Certification Seal

Bridges and its partners propose the development of a Fair Programming Certification Seal, which represents a system designed to allow consumers to identify software that meets agreed-upon standards. The system would be overseen by a certification body that sets Fair Programming standards and provides independent auditing of software development companies to ensure that the predetermined standards are met.

Fair Programming certification purports inclusive hiring practices in adherence to International Labor Organization (ILO) agreements such as those banning child and slave labor, the guarantee of a safe workplace and the right to unionize, and adherence to the tenets of the United Nations Declaration of Human Rights. It also promotes a fair price for software developers to cover the costs of production and social development for their workers. The Fair Programming certification system also encourages long-term business relationships among buyers and sellers and greater transparency throughout the value chain.

Bridges will work with its partners to establish an independent, self-sustainable institution to function as the standard-setting and certification body for the Fair Programming Seal. Initially, this initiative will focus on software development service providers in Latin America, in countries where USAID is present, starting in El Salvador, to then move on to Colombia, Mexico, Guatemala and Honduras.

5. General Standards

For a piece of software to carry the Fair Programming Certification Seal, it must have been developed in accordance with the international fair programming standards to be set by the certification body and must be inspected and approved by its licensed evaluators. General standards will be set for the software companies, its suppliers and employees. Examples include:

- **Standards for Programming Service Providers in Developing Countries:**
  - Software development companies must include in their workforce computer programmers from vulnerable youth populations such as youth living in high-crime areas, LGBTI youth, young single parents and/or youth with disabilities.
  - Profits earned should translate into higher wages for programmers.
  - No forced or child labor.
  - Working conditions have to be equitable for all workers. Salaries must be at least equal to or higher than the average minimum wage for the IT sector of the country - whether it is set legally by local governments or is a non-official standard.
Safety and health measures must be implemented and monitored properly to avoid unwanted injuries at work.

- **Standards for IT Companies in Developed Countries Purchasing Services:**
  - Pay prices that cover the costs of inclusive hiring.
  - Pay an additional amount of money that allows programming service providers to invest in development: the Fair Programming Premium.
  - Sign contracts between companies in developed countries and software development service providers that allows for long-term planning and sustainable production practices.

6. **Link to USAID Bridges to Employment Indicators**

The proposed Fair Programming system would support Bridges efforts to build a qualified IT workforce in El Salvador. While Bridges funding under RFA-002 aims to ensure that at-risk youth are trained and certified by CasaTIC with the skills required by IT companies in El Salvador, Fair Programming would ensure that these youth are treated fairly as employees of certified companies producing software products for the global IT market. Jobs in programming may be based remotely, allowing youth to work from their municipalities while earning a steady source of income, which helps deter internal and external migration.

Fair programming directly contributes to several USAID Bridges to Employment indicators, including:

- **Indicator Custom 1.2.1 Number of Industry Recognized Certification and/or Accreditations Developed.**

- **Indicator Custom: 1.1.1 Number of firms implementing changes or new practices, as result of U.S. Government assistance.**

- **Indicator CARSI ES. 4-1: Number of vulnerable people benefitting from U.S. Government-supported social services.**

- **Indicator EG.6-1 Number of individuals with new or better employment following completion of U.S. Government-funded workforce development program.**

- **Indicator Custom 3.1.1 Percent of Individuals with new or better employment following completion of USG-assisted workforce development programs.**

- **Custom: 3.1.1 USD value of reported wages / income of program participants.**
Fair Programming would complementary Bridges ongoing efforts to increase and improve employment of youth, opening up new opportunities for youth to participate in a growing field in which they can earn higher wages but also boost economic growth in El Salvador.

7. **Next steps**

Bridges expects to collaborate with CasaTIC and CASS to support the development of this initiative by drafting the standards and establishing the certification and audit processes.

Bridges proposes introducing the Fair Programming Initiative to other workforce and youth development activities in Latin America to standardize and implement the project in each interested USAID country mission and promote the certification services with other industry associations in the region, particularly, the Latin American Association of Service Exporters. The Latin American Association of Service Exporters is an international organization consisting of 31 public and private institutions from 16 countries that promotes Latin America as a knowledge exporter region and outsourcing destination.

Once established and operating, Fair Programming could be implemented through similar projects in Africa, Eastern Europe and Asia.
Re: REQ#322 Puentes - FAIRPROGRAMMING_Concept Paper final draft
Christopher Moore
to:
Leesa Kaplan
09/12/2017 08:04 AM
Cc:
Yolanda Martinez, Timothy Curtin, Michelle Gibboney, Adrian Carroll, Noemi Danao-Schroeder, Brittney Warrick

Leesa et al,

Having reviewed this concept paper, I give my technical clearance. I'm looking forward to working with you all to get this idea up and running!

Saludos,
-Chris

Christopher Moore
Private Enterprise Officer
Team Leader for Bilateral Portfolio
Office of Economic Growth
USAID/El Salvador
Office Phone: (503) 2501-3402

On Fri, Aug 25, 2017 at 11:48 AM, <LKaplan@puentesempleo.com> wrote:
Dear Chris,

As you know, Puentes has been collaborating with Central American Software Services (CASS) to develop the Fair Programming Seal. Thanks for the meeting there the other day. We have put together a concept paper on the Fair Programming Seal, attached.

Since our meeting, we have learned that Red Cross International invited Roland Despinoy to a meeting in Geneva to present the idea of the Software Development Centers (SDCs), which Puentes is supporting through the grants (RFA#002) to training centers. Through the grant, training centers will establish equipped SDCs, along with an IT system to support all functionalities required by CasaTIC (the industry association of IT companies) for students to develop the necessary knowledge and skills related to software programming and employment in these companies. The Red Cross is interested in supporting the SDCs internationally; leverage for Puentes in El Salvador.

regards,
Leesa
Re: REQ#324 Bridges to Employment Annual Work Plan Year 3
chrmoore

to:
Leesa Kaplan
02/21/2018 12:00 PM
Cc:
"Adrian Carroll", "Brittney Warrick", "Caterina Valero", "Michelle Gibboney", "Timothy Curtin", "Yolanda Martinez"

Hide Details
From: chrmoore@usaid.gov Sort List...
To: "Leesa Kaplan" <LKaplan@puentesempleo.com>
Cc: "Adrian Carroll" <Adrian_Carroll@dai.com>, "Brittney Warrick"<Brittney_Warrick@dai.com>, "Caterina Valero"<cvalero@puentesempleo.com>, "Michelle Gibboney"<Michelle_Gibboney@dai.com>, "Timothy Curtin"<tcurtin@usaid.gov>, "Yolanda Martinez"<ymartinez@usaid.gov>

Leesa,
While you move forward with addressing our comments and edits in the workplan, I would like to explicitly give you the green light to move forward with work related to Fair Programming, unless there was a specific comment/question about one of those lines of work. This limited approval is to avoid any operational problems that delays may cause.

Regards,
– Chris

On Thu, Feb 8, 2018 at 11:33 PM Christopher Moore <chrmoore@usaid.gov> wrote:

Leesa et al.,

Attached to this email, please find written comments to the work plan which reflect the ongoing conversations we have had, particularly during the work plan review session at Puentes on 12 OCT 2017. Most of these comments are minor in nature, with the exception of a proposal under Objective 3 to develop an online game to help teach soft skills which I am not approving because I fear is not going to provide adequate ROI vs the LOE it would require. I note the time frame in the work plan had this work ongoing from November 2017 to March 2018, but I'm not recalling conversations, REQs or anything else of substance related to its execution, so I'm guessing that turning it off at this stage wouldn't represent a significant loss of sunk costs/LOE. Please do let me know if I am mistaken.

Next, please do identify individuals (by job titles, if not by name) as the primary person responsible for execution of each activity described in the work plan timeline (e.g. all of the activities under 3.1.2), even if the product is the result of a team effort. For example, while the Obj. 3 lead is obviously responsible for all the final products under Objective 3, they are clearly not the day-to-day lead on every single subtask enumerated in the work plan, so we'd like to see which team members are going to "own" each of those tasks.

Additionally, I am confused/concerned about the budget line item for the Strategic Communications Campaign showing only $80,000. I have understood that the total budget for the campaign would be in the $500K to $1M range, and be executed starting in April 2018, and largely concluded before OCT 2019. Perhaps I am misreading the budget tables?

Thanks,
-Chris