



USAID
FROM THE AMERICAN PEOPLE

EDUCATION FOR CHILDREN AND YOUTH PROJECT

Cooperation Agreement: No. 519-A-13-00001

QUARTERLY REPORT No. 5
January – March 2014

April 2014



ACRONYMS

| | |
|----------------------------|--|
| AIS | Salesian Association Institution |
| TA | Technical Assistance |
| CARSI | Central America Regional Security Initiative |
| CDM | Camp Dresser & McKee Incorporated |
| COP | Chief of Party |
| AD | Adjunct Direction |
| DDE | Departmental Directorate of Education |
| DASI | Integrated Systems Adjunct Direction |
| DNGD | National Departmental Management Directorate |
| EDYTRA | Education and Work Foundation |
| ESMA | Superior School of Teachers |
| ECYP | Education for Children and Youth project |
| FEDISAL | Foundation for Integral Salvadorian Education |
| FHI 360 | Family Health International 360 |
| FTIS | Full Time Inclusive School Approach |
| FUNPRES | Pro-Education Foundation of El Salvador |
| FUSALMO | Salvador del Mundo Foundation |
| GIZ | German Aid Cooperation |
| ILO | International Labor Organization |
| MCC | Millennium Challenge Corporation |
| MoE | Ministry of Education |
| PPR | Project Performance Report |
| OCA | Organizational Capacity Assessment |
| OCR | Organizational Capacity Review |
| Partner Network | FEDISAL, FUSALMO, AIS, EDYTRA, UDB, FUNPRES, FHI 360 |
| POA | Annual Operational Plan |
| CVPP | Crime and Violence Prevention Project |
| PfG | Partnership for Growth |
| SEN | Special Education Needs |
| NUPAS | Non-US –Pre-Award Survey |
| IS FTISA | Integrated System for Full Time Inclusive School Approach |
| PTU | Project Technical Unit |
| UDB | Don Bosco University |
| UNS | United Nations System |
| UNICEF | United Nations Children’s Fund |
| USAID | United States Agency for International Development |

Table of Contents

| | |
|--|----|
| | 1 |
| ACRONYMS | 2 |
| INTRODUCTION..... | 4 |
| 1. QUARTERLY ACHIEVEMENT SUMMARY | 4 |
| 2. PROJECT OBJECTIVE ACHIEVEMENTS..... | 8 |
| 3. PROGRESS ACTIVITY PER COMPONENT..... | 17 |
| 4. CHALLENGES AND PROPOSED SOLUTIONS | 17 |
| 5. LESSONS LEARNED..... | 19 |
| 6. GEOGRAPHICAL INFORMATION SYSTEM VISIT REPORT..... | 20 |
| 7. TECHNICAL INTERNATIONAL ASSISTANCE..... | 21 |
| 8. SUCCESS STORY | 22 |
| 9. WORK PLAN TRACKING CHART | 23 |
| 10. TRACKING OF INDICATORS TABLE | 39 |
| | 39 |

This report was produced for review by the United States Agency for International Development. It was prepared by FEDISAL and partners: FUSALMO, AIS, UDB, EDYTRA, FUNPRES, and FHI 360 for the Education for Children and Youth Project, Cooperation Agreement number 519-A-13-00001.

EDUCATION FOR CHILDREN AND YOUTH PROJECT
QUARTERLY REPORT No.5
January - March 2014

INTRODUCTION

The Education for Children and Youth Project, from now on referred to as “The Project”, is implemented as part of the Partnership for Growth initiative and the Global Education Strategy of the United States Agency for International Development (USAID) in El Salvador. USAID/El Salvador provides support for the expansion and implementation of the Full Time Inclusive School Approach (FTISA). The Project aims to support the Ministry of Education (MoE) in its efforts to extend Access to education for children and youth who live in areas with a high rates of violence and delinquency in El Salvador. The coordinate and support actions with MoE as a response to the need to improve the quality of education through the practice of inclusive, pertinent and safe learning environments. This effort also complements with the USAID’s Crime and Violence Prevention Project (CVPP), as well as other activities implemented under the Central American Regional Security Initiative (CARSI). It will also support the five year Plan of the El Salvador Government.

The Project initiated January 2nd, 2013 and will finalize in December 2018. It will be implemented in 25 municipalities, of the 54 who have the highest indexes of violence. The government partner is the Ministry of Education (MoE). For its execution, USAID has signed an agreement with the Foundation for Integral Salvadorian Education (FEDISAL), as the local partner who has a partnership network that includes six organizations: Salvador del Mundo Foundation (FUSALMO), Salesian Association Institution (AIS), Education and Work Foundation (EDYTRA), Don Bosco University (UDB), Pro-Education Foundation of El Salvador (FUNPRES), and an international partner, Family Health International (FHI 360).

This is the second quarterly report of USAID’s 2014 fiscal year, which contains the Project’s advances corresponding to a period from January 1st to March 31st 2014.

1. QUARTERLY ACHIEVEMENT SUMMARY

There have been substantial advances during this quarter in the two key components and activities for the Project’s progress. To date, there are substantial advances in the Project’s administration, in providing support to the educational policy for FTIS progress (Objective 1) and in being able to provide educational opportunities to youth who are not part of the national education system (Objective 2).

Progress has been made in Objective 1 key activities:

- A) IS-FTIS educational policy at national level promoted and supported for continuity and sustainability along with national and international partners**

- The Project supports USAID at MoE's donor table at a national level and promotes the implementation of the national educational policy within FTIS. The Project supports these initiatives and contributes with FTIS's advance according to the national plan led by MoE.
- National interest topics have been analyzed with MoE, such as education investment and funding for the expansion of FTIS, its impact and sustainability. Project contributions will initiate for the systematization of the FTIS model.
- Along with donors: USAID, World Bank, FOMILENIO II, MoE has selected municipalities and Integrated Systems which will be supported to contribute with the FTIS implementation at a national level. The Project total, within the national framework in the first and second phase will technically assist 246 schools and 96 Integrated Systems with USAID funds this year (2014).

B) Support to the FTIS expansion strategy and improvement of the educational quality of lower secondary in 165 schools in 8 municipalities with a high violence risk.

- Central MoE has been supported in the socialization of the educational strategy for the preparation of the pedagogic proposal of the Integrated Systems and schools by discussing and analyzing the contents and processes related to the improvement of the taught methodologies, technology introduction in school classrooms, and the incorporation of environments that provide security and prevent violence in the selected schools.
- There has been support in the FTIS expansion in 165 schools and 60 integrated systems in 8 high risk municipalities: Santa Ana, Chalchuapa, Nejapa, Soyapango, San Juan Opico, Zaragoza, Sonsonate, and San Antonio del Monte. These schools belong, replicate and radiate the Projects actions in 60 Integrates Systems as part of the expansion strategy.
- There is encouragement to transform the traditional classroom towards the use of a teaching methodology in corresponding classrooms, motivated and adapted to the curriculum; but at the same time it has to form teaching skills and serve lower secondary students with special needs. There is encouragement to transform classrooms in relation to the taught methodology en the classroom for lower secondary students. There is encouragement in lower secondary educational quality starting with the application of active methodologies and written resources for Mathematics and Language teaching. There are 27 "pioneer" teachers in Mathematics and 6 pedagogic technical assistants trained in the use of learning guides in lower secondary by using model I Learn, I Practice and I Apply (LPA) for content structure.
- An 80% of the "pioneer" teachers who use active methodologies are now applying Guides that use the LPA model in lower secondary Mathematics. They are also planning to replicate at an Integrated System level by embracing more teachers who will apply this methodology, as a multiplying effect from the technical assistance and teacher trainings done by the Project.
- The technical assistance strategy has initiated at a Departmental Directorship, Pedagogic Technical Assistance level in 8 departments. This will initiate next quarter to maintain accomplished achievements in schools to ensure sustainability.
- 867 people have been trained in topics related to improving lower secondary education quality, inclusion and special education needs, creative conflict resolutions and safe environments (115 MoE officials and school principals, 122 lower secondary students).
- The training process is extended in Active Methodologies and Guided Use (LPA) to teach lower secondary for teachers who specialize in language. 60 teachers have been trained in language in the use of the LPA methodology to prepare Active Learning Guides.
- Trained teachers have begun and are moving forward with the plans to replicate Active Methodologies and Methodology Guides that they have learned to other teachers who specialize in Mathematics within the Installed Integrated Systems field.

- Six (6) inter-learning circles have been installed with the participation of 25 teachers who specialize in Mathematics. Teachers who have been trained in the use of LPA prepare and apply these Guides to teach lower secondary Mathematics with emphasis in technological resources. There are specific experiences when it comes to improving learning in lower secondary mathematics by using technology in the classroom. Teachers share experiences about how students are motivated, how they achieve skills content and they improve academic results.
- Promotion and strengthening of active methodologies for the application of technology when teaching lower secondary in 165 schools selected in the Integrated Systems.
- 27 Active Methodologies and Learning Guide use reply plans have been prepared and are directed to the development of teachers who specialize in Mathematics to the Integrated Systems.
- Training processes have continued regarding the Digital Literacy for principals and teachers in schools from phase 1. Teachers have designed Methodology Guides to induce applied technology topics towards education and the use of computers to improve student's performance. Teachers are motivated during the follow-up phase to incorporate computer use to teach class.
- Teacher skills have been strengthened for computer use within colleague Learning Circles so they can use this technology and stay in touch.
- There has been a significant advance regarding topic Vocational Orientation (VO) to develop an attention program focused on promoting retention, finalizing lower secondary school and moving on to high school in 165 schools. Management official notes have been sent for MoE's authorization request for the use of existing professional-graphic material prepared by FEDISAL: Market studies, Educational offer catalogue, Vocational orientation Modules. The pilot phase for the VO instruments provided to students has initiated.
- The first training process on vocational orientation for teachers from the 1st group of schools (165) has finalized. A total of 149 teachers of 166 who participated have been trained, they have at least 16 hours of training.
- There has been an advance in the construction of the Vocational orientation Website and in the content proposal of the Video linked to the Projects Portal.
- There has been an advance in the selection of schools from phase 2 for the educational strategy expansion in 18 high risk municipalities achieving a 72% of the programmed total goal during the lifespan of the Project. 244 new schools have been identified to initiate phase 2 of the Project. During this phase there is an estimate to provide technical assistance to 409 schools who belong 96 Integrated Systems.
- A diagnostic synthesis has been shared and extended to 165 schools supported with MoE's Quality and Monitoring Management at a focused central level: 1) Pedagogic Aspects, 2) Violence Situation (victimization and aggression), 3) Safe Environments, 4) education technology use and gender gaps. Results are being discussed and there is a plan to work together with the skills training team regarding educational investigation material and monitoring results. There was a conversation on how to measure the projects impacts and contributions at the end of the first phase.
- Geographic identification of 244 schools has initiated as well as a lifting of the base line.

Objective 2 had progress in:

C) Educational opportunities have been offered to youth outside the school system and the have been encouraged to return to school through a regular system and flexible methodologies.

- During this quarter, educational opportunities have been offered to a total of 1,335 youth from 8 high violence risk municipalities.
- To date, there are 1,970 youth in high risk municipalities and neighboring municipalities who are part of the training processes to better their life skills, participation in training courses that prepare them to be part of productive activities in their community.
- This offer has been extended to youth training centers. Approximately 40 training centers participate.
- More than 200 youth who are not in school have been supported so they can return to school and continue with non-school based settings. An
- A pilot test has begun to promote and support schools so they can organize the Proficiency Test. There is an academic reinforcement process and preparation for the proficiency test in coordination with Departmental Directorates.
- There is progress in the identification private companies to establish strategic alliances. To date there is support from FUNDAZUCAR and Ingenio La Magdalena.
- To advance in the goal of helping youth return to school to one of the non-schooled based settings, groups of youth who have not finished their basic education or have dropped-out have been identified. The identified youth have not finalized 6th grade and they do not have credits to continue with their lower secondary education. The projects offers them an alternative so they continue with lower secondary. There have been talks with MoE to offer the Proficiency Test and speed up the process so they can receive their 6th grade diploma, as well as giving them the opportunity to start 7th grade and finish 9th grade as planned.
- The strategy to incorporate the Proficiency Test as a means so they can continue studying has required the design of auto-learning materials for courses. There has been an advance in the curricular design with UDB to prepare AUTO-LEARNING MODULES. To date, material is being reviewed so it can be aligned with the proficiency Test.
- MoE has been supported with a software that quickly evaluates these tests. An accompaniment from the partnership network institutions to advance with the objective of bringing them back to lower secondary school.
- Teachers will help with material validation next quarter so they can continue with the preparation.

D) In the administration of sub awards and strengthening of local capacities:

- During this quarter FEDISAL has prepared the Procurement and Contract, Human Resources and Project Administration Manuals, with guidance from FHI 360. Manuals are now in the review process by AOR/USAID a USAID representative.
- FEDISAL has continued skill strengthening to manage the award and comply with USAID standards and provisions.
- Skill development and implementation of partners for selected school assistance has continued in selected schools in roles that concern them in accordance to the sub-awards:
 - ✓ FHI360 continues with technical assistance in schools regarding pedagogic aspects and the introduction to Active Methodologies in classrooms that specialize in Mathematics, language and Science. The skill development strategy has initiated for MoE officials at a Departmental level.

- ✓ FUSALMO develops technical integrated assistance skills and has continued Digital Literacy training programs.
- ✓ FUNPRES has participated in trainings for the integration of Coexistence Plans, School Bullying Prevention in the pedagogic proposal. Teacher and principal training have continued regarding these topics.
- ✓ EDYTRA has added contract staff for the preparation of the Diagnostic of the 244 schools from phase two. New proposals have begun to addressing and inclusion of Music Schools, the development of an inclusive curricular within the pedagogic proposal. Administrative aspects are being negotiated with the local partner.
- ✓ Don Bosco University has continued training teachers and principals to complete the established plan. Teaching quality review processes continue and MoE's pedagogic proposal has been integrated. Adjustments have been done to the annual plan to review goals and financial agreements.
- ✓ AIS continues with the work plan and progress has been reviewed to serve youth outside the formal system, coverage is extended to neighboring municipalities and work along with MoE and the local partners, and private Enterprise to achieve the plan coverage in municipalities. Strategies are being designed to advance rapidly during the next quarters.
- ✓ Incentives are being analyzed and discussed for youth outside the formal education system.

2. PROJECT OBJECTIVE ACHIEVEMENTS

Objective 1: Significant improvement in the learning of lower secondary students.

There are advances in the implementation of active methodologies in Mathematics and actions have been coordinated to initiate technical assistance in the Integrated Systems in coordination with MoE.

1.1.1 Result 1A

Full Time Inclusive School Approach (FTIS) extended to 750 schools to improve learning results of lower secondary students and increase the amount of students that will graduate from 9th grade, benefiting at least 100,000 students from 7th, 8th and 9th grade.

Technical assistance provided to schools has had significant advances in the following topics: 1) construction and application of written resources to learn Mathematics, language and Technology Use, as the tool that binds teacher and student knowledge, 2) immersed collaborative work in classroom and school environments, 3) within the continuity of teacher trainings, teacher circles have been enhanced as volunteer and permanent spaces where pedagogic practices have been analyzed and where discussions take place to improve them, 4) improving academic performance and understanding in topics that offer greater difficulties when it comes to learning by students.

To date and with support from the Project, MoE has made decisions regarding the FTIS expansion and the development of the Pedagogic proposal at an Integrated System level (96) and of the 165 schools from the 8 municipalities. In the Pedagogic topic active Methodologies have been incorporated with model I Learn, I Practice and I Apply (LPA) as a proposal to improve the academic performance of lower secondary students.

This educational strategy is being strengthened with the support of international consultant Marina Solano Mogollón from FHI360 who encourages the use of Active Methodologies in lower secondary. During this quarter the local team from FHI360 has continued the development of the strategy with the development of 4 classroom workshops directed to 25 “pioneer” teachers specialized in Mathematics. At the same time, the strategy strengthens the competencies of MoE’s pedagogic technical assistants (5) to expand the use of Active Methodologies towards Integrated Systems in a institutionalized manner. This first phase focuses on Mathematics and will be widened for the rest of the courses next quarter.

Teacher practices from the 25 pioneer teachers in the use of Active methodologies in Mathematics (to date) have proven that:

- The Project have managed to improve didactic planning inside the supported schools. Teachers had prepared written materials and the “class scripts” for their students with the purpose that the same students conduct their own learning, at their own rhythm and according to their needs. The Guide is an orientation element and provides effective learning.
- The mathematics didactic learning process has been strengthened, this changes the students’ negative perspective towards this subject. Students enjoy discipline coming from the LPA methodology.
- Collaborative work is encouraged when done in teams. Various student interactions are oriented to facilitate learning guides.
- Teachers intend formative evaluation practices and achievement integration indicators focused on strengthening coexistence.
- Teachers strengthen themselves when applying this technology. They apply technological tools (they use the computer to enrich pedagogic practices) in the didactic process developed through learning guides.
- Teachers use the development of learning guides, they take advantage of diverse resources to teach mathematics, available in their schools and in their communities.
- Teachers write their experiences and share their learnings with other teachers who teach mathematics in municipality schools.
- Teachers experience an improvement in their students’ academic performance. Students are motivated and are able to understand subjects who are more difficult to learn.
- Collaborative work in the classroom is encouraged with the use of a Learning Guide. Students are motivated when faced with challenges that help with the positive activation of their analytical-critical thoughts in Mathematics.

MoE receives technical assistance and assures the sustainability of successful pedagogic strategies in lower secondary to create impact in the improvement of youth learning using the Inter-Learning Circle mechanism. This mechanism is an auto learning space through collaborative and joint work of trained teachers. Mathematics pioneer teachers have installed 6 circles in 8 municipalities supported by the project’s first phase. These circles have addressed planning and validation topics of teaching guides, to be applied during the first learning unit in their schools.

These circles showed more collaborative group among teachers, including in their progress:

- Each inter-learning circle has a meeting program and a meeting calendar.
- They share their written resources with other colleagues and are open to receive and provide constructive criticism to help them improve.

- They support each other, they invite their colleagues to attend their classes when they apply learning guides and after they provide feedback.
- They have created a web page to share their learning guides.
- Horizontal work exists regarding pedagogic technical assistants, those who support these circles with callings, coordination and technical issues during the educational process. Technical assistants are assuming the role of facilitators instead of supervisors.

The skills strengthening strategy has continued in the pedagogic topic for other subjects. Training has begun for 39 teachers who specialize in Language and 9 Pedagogic Technical Assistants from MoE for the application on active methodologies incorporating teachers from 10 additional municipalities supported in 2014. During this quarter's workshop Language Learning Guides have been prepared using as base lower secondary study programs. During this quarter, with the participation of these trained teacher groups, 8 new learning circles have been added, we now have a total of 14 circles.

To support the skills strengthening strategy for teachers and expand it towards the pedagogic proposal in schools and the Integrated Systems, FHI360 has prepared 3 fascicles or dossiers with contents related to 1) Active Schools, 2) Collaborative work, 3) Teacher training regarding active schools. These fascicles are in the layout process for printing.

A key success factor in this objective is supporting Departmental Directorates and MoE Technical Assistants who act as facilitators for these change processes towards the FTIS model. In this case, it ensures the replica of this formation with the participation of these level of organization from MoE at a departmental level. It also ensure support from the School principals involved in Integrated Systems at a municipal level.

During this period there has been coordination in the Departmental Directorate strengthening process associated to Integrated Systems (8, San Salvador, Santa Ana, Sonsonate, La Libertad, Cabañas, San Vicente, Cuscatlán, Ahuachapán) where trained teachers support MoE in the incorporation of active methodologies in teacher practices and improving school management achieving:

- Definition of a strategy that forms part of school management by strengthening education in active methodologies.
- Design of a departmental directorate strategy to support active methodology replicas in Integrated Systems and teachers work in the classroom. Define necessary resources to organize teacher learning circles who support the active methodology application towards learning language and mathematics in lower secondary school.

At the end of this quarter, FHI360 began with the job of coordinating the second study group agenda were school principals, MoE managers at a central level, AIS and FUSALMO volunteers participated. This trip has the purpose of preparing early alert identification topics as part of the strategy to avoid school drop-outs in lower secondary and learn youth positive development experiences as concepts that serve as guides and support the Projects technical team to advance in accelerated form strategies for next quarter.

Two (2) meetings have taken place with the Deputy Vice Minister and the partner roundtable to define a dialogue strategy with the incoming government, oriented to highlight the advantages and needs to

continue with the social inclusion processes and improve educational quality that the Full Time Inclusive School Approach (FTIS) model promotes.

Terms of reference have been prepared to initiate a systematization process that gathers, organizes and analyzes IS FTIS information by identifying accessibility, quality, equity, participation, and coordination strategic axes; as well as the proposal of a route sheet to consolidate the Full Time Inclusive School Approach (FTIS) model and the attention given to boys, girls and youth outside the school system; policies, administrative management and curricular instruments from the education system.

FHI360 supports strengthening FUSALMO's teams for the provision of technical assistance to schools selected by the Project. During this quarter, the Active Methodology strategy has been incorporated when teaching lower secondary mathematics by 27 trained teachers in selected schools. The use of learning guides has been extended for language, as well as using Educational Technology in the classrooms.

This methodology strengthens when teachers are trained on Technology and the use of Videogames to teach lower secondary. During this quarter FUSALMO has continued to train 69 lower secondary teachers so they can incorporate these methodologies in the selected schools.

Skill development has continued in the educational community of 165 schools to support the FTIS expansion in 8 municipalities selected by MoE to improve pedagogic and management skills of teachers and principals in schools selected by the Project. Topics taught this quarter are related to Active Methodologies, Digital Literacy and incorporating Communication and Information Technologies (TIC) in schools, Inclusive Education and Special Education Needs Attention, and School Bullying Prevention.

FEDISAL has begun training 149 lower secondary teachers in the field of Vocational Guidance.

During this quarter, FUSALMO, UDB, FUNPRES and FHI360 have continued with training programs on topics regarding educational quality, safe environments, digital literacy introduction, videogame use when teaching, and active methodologies, among other topics. These skills have been developed to contribute in the improvement of educational quality and safe environments for lower secondary school (867 participants). Of these 745 (452 women and 293 men) are MoE officials, school principals and teachers; 122 are lower secondary students (66 women and 56 men). See Annex. No1. Training detail.

1.1.2 Result 1B

Safe learning environments strengthened in schools to reduce violence in high risk municipalities in 750 schools.

MoE has conducted two workshops to socialize the strategy of the new pedagogic proposal which includes the inclusion of the coexistence topic. The Project has made contributions on the issue of how to design an integrated strategy in schools within the Coexistence Plan, Bullying Prevention and Conflict Management.

FHI360, FUSALMO and MoE have conducted workshops to learn about FTIS and the pedagogic proposal that will form part of the Projects framework. The technical assistance proposal has been designed in this national framework.

During this quarter FUNPRES has continued the training process on topic Creative Conflict Response in 6 municipalities with high risk of violence, selected in phase 1 of the Project. 100 school principals and MoE officials have been trained (59 women and 41 men).

For next quarter we are planning to incorporate this experience in the technical assistance design for schools.

1.1.3. Result 1C

Incentives and innovative educational scholarships for 40% of the 100,000 lower secondary students who have low incomes from the 750 schools included in Result 1A.

These actions will take place during the second quarter of 2014.

1.1.4 Result 1D.

Develop an Operational Monitoring System that supports Projects activities and goal follow-ups, and student educational indicator information, leaving school, school performance, learning safe environment levels and the participation of youth outside the school system in educational opportunities that have been offered.

Consultancy has been hired to develop the System. During this quarter it can count with a Work Plan and the monitoring Schedule. The schools and training centers fact sheet is being designed along with the partners, so they can have an achievement and advance report of these components.

To date there is an advance of 30% in development and the Systems coverage has been extended towards an Information System of FEDISAL's Project Management. A meeting took place with USAID's and AR monitoring representatives to learn the teams needs to implement the system in a quick manner.

During this quarter, school selection for Group 2 (phase 2) of the Projects component 1 has begun and the proposal for MoE has been prepared and validations are being received from the 246 schools that have selected by the Project. To date, there is a data base of 246 schools and 90 Integrated Systems, geographically located in 13 municipalities: San Juan Opico (26), Quezaltepeque (29), Chalchuapa (15), San Vicente (22), San Sebastián (11), Apastepeque (16), Soyapango (17), Panchimalco(20), Rosario de Mora (7), Ilobasco (40), Atiquizaya (9), San Pedro Perulapán (22), Cojutepeque (12).

Diagnosis and validation initiates in the selected schools. FUSALMO, FUNPRES, EDYTRA and UTP are getting organized to visit these schools and take a survey about the baseline, they will also validate the existence of lower secondary students as part of school enrollment in these schools.

Objective 2: Increase access to educational opportunities for youth outside the school system.

During this quarter the Project has also continued with the coordination of the partnership network, with MoE and USAID representatives for the implementation of this objective. Diverse strategies and training models have been created to meet training needs of the benefited youth. To date, AIS and

FUSALMO implemented actions under different work models to be implemented in 40 training centers summarized in:

1. Youth Centers. Youth need to be transported to these locations for academic preparation and training. There are 12 active centers.
2. Community. This refers to youth attention from within their communities. Currently there are 8 active centers.
3. Non-schooled based settings extended school day. Youth receive support when returning and staying in school, in schools that work as headquarters for Non-schooled based settings. There are 17 active school centers.
4. Sponsoring companies under the scheme of Corporate Social Responsibility. This refers to the commitment by the companies or institutions for youth who work at their companies as well as their families, education is provided from their work place. We have the support of a company present in 3 municipalities.
5. Employment preparation. This is a training center that serves youth who have interest in preparing themselves for their next job and the Project complements with the educational offer. Currently there are 2 centers.

There are 40 training centers served by the partnership network, they have staff from their institutions or volunteers, it is managed by partners. Training centers develop a direct intervention process with youth and the total population of youth who assist to these training centers to receive education during the first quarter of 2014 was of 1,335, this corresponds to 60% of the FY2014 goal.

During this quarter calling channels have widened for the promotion of the component by AIS: churches, companies, town halls and NGO's in supported territories. The designed calling strategy intends to have a wide coverage in the different media and types of communication, to publicize the opportunity of an integral proposal to return to school. The strategy contains the following types of media communication of the projects services.

- **Preparation of promotional resources:** Flyers, posters, banners related to the promotion of services offered by the project.
- **House by house plan:** This strategy will be used in the majority of municipalities, the main objective is reaching every place that has the highest poverty rate and to identify youth that have stopped going to school due to their economic situation or due to violence.
- **Visiting churches** in the intervention municipalities: Visits will be made to churches with different faiths, project advertising will be handed-out to the different activities they develop (masses, spiritual retreats, etc.) We are looking for support from youth groups in every church so they can be spokespersons and identify youth who belong to their churches and who are not in school.
- **Visit public schools and private schools:** Visits will be made to Public Schools in the intervention municipalities, the purpose is to speak with the school principals and teachers to let them know about the project and find a mechanism where they can provide a list of youth who have dropped-out of school this or in part years.
- **Visit City Halls in the intervention municipalities:** With support from the Technical unit visits will made to intervention municipality City Halls, the purpose is to speak with the Mayor and Municipal Councils to let them know about the Project and find a mechanism were they can continually support youth calling from the neighborhood and surrounding areas.

We hope City Hall will delegate a person who will be the link between partners and community leaders (ADESCOS, VIOLENCE PREVENTION COMMITTEES, ETC.), so they can help with identification and permanence of youth in the Projects educational training process. We would like to request support with resources that can be provided by City Hall to make a sustainable strategy from objective two in the municipality.

- **Visit Clinics, Health Units MINSAL and ISSS**
- **ISSS Medical units** from the intervention municipalities, with the purpose of being able to speak to directors or people in charge to let them know about the Project and seek support with health promoters who visit neighborhoods and surrounding areas, etc., so they can identify non-schooled youth and send them to training centers.
- **Salesian Youth Centers:** Working with the center coordinators, representatives of sports teams, who have a captive population, will support with the identification of youth who are not part of the school system. The strategy consists of forming teams in different sport branches. Then they will form part of the other services that the Project has to offer.
- **Corporate Social Responsibility:** Alliance with the private sector with the purpose of contributing in the Projects development and execution.
- **Forming support teams in the intervention municipalities.**

2.1.1 Result 2.A.

At least 30% of students outside the Formal Education System have been supported in 25 goal municipalities so they can return to school and receive their lower secondary diploma.

For youth to return to school it requires diverse strategies from the institutions that form part of the partnership network. The proficiency test is important and it is being used to overcome the limitations of available space within MoE's Non-schooled based settings.

The proficiency test requires a high degree of motivation from the students from self-learning, from learning written resources, extracurricular activities, mentoring and coaching, and alliances with several institutions and the community, to provide necessary support. Don Bosco University (UDB) provides support in the design of 12 thematic modules which are in the validation process.

To date there is a total of 970 students enrolled who are studying in the Education System through non-schooled based settings, AIS and FUSALMO are in responsible. They encourage calling processes for youth located on 10 municipalities, 15 youth have returned to the regular education system this quarter and 375 are being prepared for the proficiency test so then can continue with lower secondary. A 30% is attending high school.

Table No.1

| Institution | Total of beneficiaries | Youth beneficiaries planned educational training | | | | | In the process of returning |
|--------------|------------------------|--|------------------|---------|-----------------|--------------|-----------------------------|
| | | Regular System | Proficiency test | Blended | Distance school | Night School | |
| AIS | 970 | 10 | 375 | 429 | 44 | 14 | 98 |
| FUSALMO | 365 | 0 | 0 | 365 | 0 | 0 | 0 |
| Total | 1,335 | 10 | 375 | 794 | 44 | 14 | 98 |

2.1.2 Result 2B.

At least 30% of youth outside the education system in 25 municipalities are involved in training programs to learn skills based on the communities local markets.

To date there has been a total of 1,970 and during this quarter it has been reported that 1,335 youth have been served. Youth have attended training courses on life skills and employment preparation, courses lasted 56 hours. AIS has expanded their educational offers to 970 youth (338 men and 632 women) in 10 municipalities: Soyapango (335), Atiquizaya (39), Panchimalco (78), Zaragoza (82), La Libertad (48), Ilobasco (62), Santa Tecla (91), Santa Ana (84), San Juan Opico (114), Sonsonate (17). FUSALMO focuses its offerings in Soyapango.

Strategies are being developed to widen coverage and to progress towards achieving the planned objective.

2.1.3 Result 2C.

Innovative incentives/scholarships provided to at least 30% of youth outside the education system in 25 target municipalities to reduce economic risk suffered by youth, then they will be able to participate equitably in educational opportunities.

AIS and FUSALMO develop activities for youth free of charge. All youth (100% of the served youth) receive life skill courses and have participated in training courses among which we can find: bakery, cosmetology, office automation, custom jewelry, mechanics, and basic electronics.

To date we have identified economic constraints in youth, such as having transportation to training centers, extended shifts and others. In this quarter we have developed a pilot to identify incentives to help youth with economic constraints. A proposal document has been sent to USAID.

Objective 3: Acquisition and distribution of educational material for the 8 schools damaged by Hurricane IDA.

The projection is to start purchasing these material next quarter. Arrangements will be made with MoE to validate the list of requested materials with their estimated prices and they will analyze the feasibility of acquiring them with the approved budget.

The acquisition processes will be made in such a way that by the end of the rehabilitation/construction of these schools we can count with the educational materials according to the budget funds available for this objective.

Objective 4. Rapid Response Fund

No actions have been registered in this objective because the emergency situation has not been determined to respond in an immediate manner.

Objective 5: Strengthening local partner capacity

FHI360 has provided technical assistance to the partnership network in the preparation of an educational quality strategy that integrates pedagogic strengthening and coexistence.

They have also provided technical assistance in the preparation of training plans and execution calendars, as well as the bases for an integrated technical assistance and to support MoE's processes.

During this period we have continued with the development of a strategy aimed to strengthen FUSALMO's technical teams' skills in active methodologies to guide the technical support process that will be provided to schools who participate in the Project.

11 facilitators have participated in mathematics and language teacher training workshops: 4 women and 7 men.

An achievement in this topic is that FUSALMO has incorporated technical personnel in the pedagogic topic so they can learn the proposed strategy by FHI360 and they have gotten involved in the training process of teachers specialized in Mathematics, as well as reflections and discussions on the preparation of written resources for learning within the framework of active methodologies with the LPA process that is being implemented in the Integrated Systems.

During this process 3 leaders from FUSALMO have been identified, they have applied active methodologies 100%. These FUSALMO leaders will be the ones who will develop a technical skill strengthening process for their colleagues, through inter-learning circles.

Objective 6: FEDISAL will implement recommendations related to NUPAS

FEDISAL continues to implement previous conditions for the Agreement implementation with USAID in accordance to NUPAS. During this quarter, FHI 360 has also provided FEDISAL with technical guidance when reviewing institutional manuals included in the agreement between USAID and FEDISAL (*Special Award Conditions*), they have also responded to USAID observations. FHI 360 has assigned their best specialists in human resources, project management and contract areas to support FEDISAL in manual reviews and in specific trainings regarding these topics. Manual have been reviewed 2 to 3 times and have been strengthened to respond to USAID regulations.

From March 17th to the 21st, an FHI 360 technical team formed by project personnel from the central offices, an institutional development specialist and a contract specialist, collaborated with FEDISAL and the projects technical team in the process to adjust the Acquisition Manual with USAID regulations. This collective team accomplished the following achievements:

- To integrate USAID regulations in FEDISAL's main manual
- Resolution of key issues: for example, a limit was set for each shopping method and cost principals were integrated into the body of the manual
- An acquisition manual that is easy to use by FEDISAL personnel and complies with USAID norms

FHI 360 has also continued to support FEDISAL with consultations made on different acquisition topics, recruitment processes, and finance, among others. By next quarter, FHI 360 will finalize manual reviews and will conduct training on them.

Project Administration

The achievements in the project administration topic in general, to date are the following:

Start of project Audit. A consulting firm has been hired by USAID to conduct a financial audit. This activity has already begun.

Development of visibility forms from the project according to the Communications Plan. Development begun since September 2013. To date there is a Social Network Committee. To date there is a fan page for the Project on Facebook with 457 likes, approximately 144 people visit the page on a daily basis. The partner institutions publish according to a calendar 3 to 5 publications of activities that have been carried out.

Project's Facebook page: <https://www.facebook.com/proyecto.ninezyjuventud>

Having a page on Facebook helps us maintain a presence in social media and it generates information and knowledge of the projects services directed to the population. Youth who visit our page in Facebook use it as a means to learn about the services directed to non-schooled youth population being served within the framework of Objective 2. Communication is expanded through this means.

Other forms of promoting Objective 2 have been used. Specifically with local campaigns, flyers designed by each institution from the partnership network along with the projects technical unit.

Hiring a professional to support in the promotion of public-private alliances.

3. PROGRESS ACTIVITY PER COMPONENT

In general, progress activity per component on strengthening education quality has been successful surpassing the training goal.

To date, A 20% advance has been registered for Objective 2 (Planned: 9,560, Executed: 1,907) according to the planned FY2014 goals.

The partnership network is elaborating work agendas to take action. The Consulting and Executive Committee has organized meetings to take action and speed up the implementation process.

4. CHALLENGES AND PROPOSED SOLUTIONS

| Project Implementation | Challenges | Solutions |
|-------------------------------|---|--|
| Local partners | Strengthen local institutions skills while implementing PFG | Continue identifying strengthening needs of the institutions who form the partnership network. FHI360 will continue proving FEDISAL with technical assistance. |

| Project Implementation | Challenges | Solutions |
|-------------------------------|--|---|
| MoE | MoE central and departmental level authority changes for the next period for the incoming government | Continue supporting MoE within the partner roundtable. Work with schools while the changes take place within the cabinet during the transition period. Continue work with the Departmental Directorate. |
| Objective 1 | <p>Teacher assistance has been low when called to finalize the programmed training processes.</p> <p>This quarter, Objective 1 activities have been developed despite their magnitude. Part of the activity challenges have been ensuring the assistance of teachers to trainings, as the diversity of the Partnership Network and MoE activities makes it hard for them to constantly attend.</p> | <p>Propose strategies to track direct calling to principals and teachers through Departmental Directorships.</p> <p>Carry out an integrated process from the partnership network institutions and centralized coordination to channel calling issues at a Departmental Directorate level.</p> |
| Objective 2 | Limited space in non-schooled based settings in the system to refer youth so they can return to the educational system in an official manner. | Search for funds to widen non-schooled based settings educational offer using work models that have been established in Objective 2. A public-private alliance plan will be prepared. |
| | Difficult access for youth and students to form groups in the municipality due to problems with risk and violence. | Alliances will be formed in the community and promotion will be made with community leaders to support Objective 2 actions in high risk municipalities. |
| | Disclosure processes, promotion from the institutions that form the partnership network are not effective to identify youth who are interested. | A consultancy will take place, an advertising campaign, design and execution of two advertising campaigns for volunteers and to return to school. |
| | There is no Integrated Information System with the institutions to receive information of youth enrolled in each institution in the same municipality. | Coordination actions have increased in the territories where several partners participate, defining the training center models that each institution and the target population will implement. |

| Project Implementation | Challenges | Solutions |
|------------------------|---|---|
| | | Incorporate in the projects information System Design validations and reports from each beneficiary to able to identify them. |
| | <p>Youth who take MoE's Proficiency test and do not pass the test.</p> <p>Grading the test is taking too long.</p> <p>There are no standard tests that allow us to measure youth advance during the auto-learning process and this makes it difficult for them to move forward and finalize 9th grade.</p> | <p>Consultancy, Software Exam View Assessment Suite 8.0 acquisition.</p> <p>A consultancy team will be hired to develop auto-learning modules and to simulate the test environment to improve youth performance when taking MoE's proficiency test.</p> <p>Consultancy, advance test design for 7th, 8th and 9th grade in Mathematics, language and Literature, Social studies and Civics, Science, Health and Environment subjects; as well as academic reinforcement activities.</p> |
| | There is no study didactic and development material for practices for each one of the youth who is initiating their self-training process. | <p>Auto-learning model reproduction for youth to have the necessary material for their preparation.</p> <p>Strengthen youth tutorial through/with volunteers or teacher who have been hired per hour.</p> |
| | There is a lack of counterpart reports systems in the institutions, in training centers that form part of Objective 2. | Design, preparation and implementation of a counterpart report system for the project, this includes training on the financial administrative process for Objective 2 headquarters. |

5. LESSONS LEARNED

| Project Implementation | Lessons Learned |
|------------------------|--|
| Local Partners | <p>Coordination and communication mechanisms are important between the partnership network institutions to ensure strategy comprehension and to align individual action plans. Executive Management and the Projects Technical Unit will prepare a Training Plan for partners taking in account Project advances.</p> <p>Tracking action plans is very important as well as collaborating in the preparation of processes.</p> |

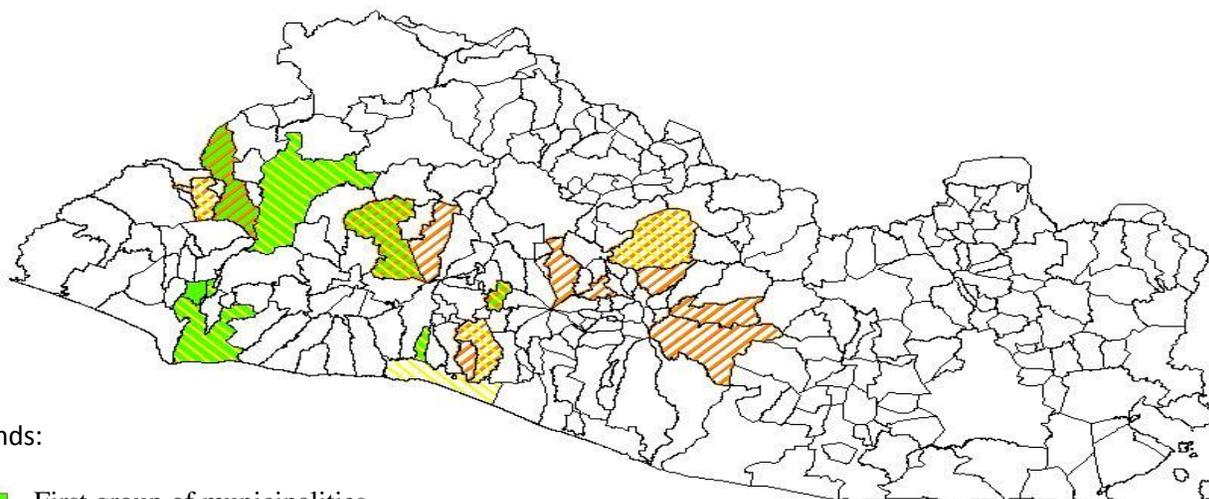
| Project Implementation | Lessons Learned |
|------------------------|---|
| MoE | Keeping open communication channels with MoE central is very important to ensure alignment with education policies and action plans with others donors at country level. |
| Objective 1 | The pedagogic technical assistance strategy supports the implementation of school processes and should integrate elements that have been considered in educational community trainings to guarantee continuity and sustainability of school achievements. |
| Objective 2 | It is very important to design diverse promotion strategies of educational opportunities for youth that allow motivation. |

6. GEOGRAPHICAL INFORMATION SYSTEM VISIT REPORT

FUSALMO's technical team has made 244 visits to schools to prepare the initial diagnostic of Objectives 1 Second Phase. Technical assistance to integrated systems and 165 schools from Phase One have continued.

The following map shows the coverage of the Projects actions to date in municipalities as part of components 1 and 2 goals.

Location of high risk municipalities' attended in 2014



Legends:

- First group of municipalities Objective 1
- ▨ Second group of municipalities Objective 1
- Objective 2 intervention

7. TECHNICAL INTERNATIONAL ASSISTANCE

During this quarter planned international consultancies took place by FHI 360 to continue with FEDISAL's development plan, the active methodology teacher training strategy.

| Technical Assistance Area | Specialist | Dates | Objective |
|---|---------------------------|--------------------------------------|---|
| FEDISAL Institutional Strengthening | 1. Ahmed Martínez | Start 03.17.2014 – End 03.21.2014 | Provide technical assistance and advice to FEDISAL and the local partners to incorporate comments made by USAID and align the Acquisition and Contract Manual with USAID's norms and regulations. |
| | 2. Luis Pagan | Start 03.17.2014 – End 03.21.2014 | |
| | 3. Marty Galindo-Schmith | Start 03.17.2014 – End 03.21.2014 | |
| Improving lower secondary education quality | 4. Marina Solano Mogollón | Start 03.23.2014 End 04.12.2014 | Provide leadership and address the Projects Technical Team and align practice with the expected results. |
| | 5. Juan Vicente Rodríguez | Start 03.23.2014 End 04.12.2014 | Provide leadership and address Teacher Training Programs and the support team during training sessions. Meet with M&E and local partners. |
| | 6. Carmen Salazar | Start 03.23.2014 End 03.29.2014 | Provide technical assistance and address the Active Methodology topic and the pedagogic approach. Provide pedagogic technical assistance so teachers can improve education quality starting from the Peru experience. Meet with M&E team and local partners |

8. SUCCESS STORY

Breaking the violence cycle in schools.



Reasons why youth drop-out of school prove that security and coexistence are factors that influence youth to stay in school. *“Breaking the aggression and victimization circle is very important because this is what students have to go through in schools. These are symptoms of violence and they affect students’ performance”*, said Jorge Alberto Renderos, Principal of Oscar Arnulfo Romero School from the municipality of Zaragoza.

“6 of every 10 lower secondary students is a victim and/or a victimizer within their school”. This means that they have been victim once or on several occasions of “kicks, physical damage or cursing, constantly been beat-up or followed” or they have seen or been part disputes or fights with other students” or they have felt fear when their school is threatened”. In this context, the project implements a strategy based in the improvement within the Full Time Inclusive School Approach (FTIS) boosted by the Ministry of Education. As part of this strategy, safe and inclusive environments are boosted for lower secondary students in 750 selected schools from municipalities with a high risk of violence and crime. The project provides technical assistance when incorporating active methodologies in teaching and boosts education support services to serve special needs and contribute to the inclusion and school coexistence policies. To date FUNPRES has trained more than 100 principals and teachers on topic School Harassment Prevention and have received a Creative Conflict Resolution Certificate.

During the second year of implementation, the Project has served 411 schools in groups of 96 Integrated Systems or school groups in 18 high risk municipalities. One of the municipalities that serves the Project is Zaragoza, it is located in La Libertad and has a human development index of 0.727 and it occupies position 28 among the 54 classified as the most violent in the country. It has 17 schools and the Project serves 78% of the schools who have lower secondary. *“We have to fight the power that transforms the negative into the positive”*, *“The importance of helping people change”*, *“School harassment prevention and violence manifestations in schools includes relationships between the educational community”*, said Oscar Cruz, COAR assistant manager.

Discover practical techniques and recognize myself as a conflict entity has been very important, he stated. What we have learned we have not only applied in school, but also at



home with our children”. “We are not psychologists, but we apply what we have learned”. Our expectation is to find a way to apply this in our communities, because we would be creating a good environment in our schools”, said the assistant manager.

“I did not know students were harassed and that this was considered a form of violence”. “I liked the relaxation technics, we have to know ourselves to tan be able to mediate”. They taught us how to identify signs when a child is suffering due to school harassment.

“Sometimes children are quite and that does not mean everything is ok”, said Blanca Estela, parent of a COAR student.

“We finished by preparing a plan and we provided the information to our students. Brochures were made to publicize what we were working on, a video was made and we used the band. We now know how many children and youth have been exposed to violence or have been hurt, and in school we now have a person that will help us with these issues”, they mentioned.

9. WORK PLAN TRACKING CHART

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|--|--|---|---|
| <i>OBJECTIVE 5: Institutional training for FEDISAL and local partners</i> | | | |
| R1A. FTIS given to a selection of approximate 750 schools to improve academic results and increase finalizing 9th grade (100, 000 lower secondary students) | | | |
| 1. Integral municipal diagnostic | 1.1 Technical assistance for the development of an integral municipal diagnostic that supports the analysis of the local development situation, labor and offer and the education situation. | FEDISAL | Delayed. Will begin next quarter |
| 2. Strengthening the MoE pedagogic proposal for lower secondary | 2.1 Strengthening of teacher pedagogic skills in mathematics, language and science in lower secondary, using the Active School proposal. | FHI360 Technical Team (technical-financial advance review have not taken place yet) | In process, according to what was planned |
| | 2.2 Preparing fascicles for teachers using active methodologies as a complement for teacher pedagogic strengthening workshops. | | In process, according to what was planned |
| | 2.3 Strengthening pedagogic skills for technicians from MoE's departmental directorships and level coordinators from IS FTIS, using the Active School proposal so they can assist IS FTIS. | | In process, according to what was planned |
| | 2.4. Strengthening school management skills of IS FTIS according to the education quality for departmental directorship teams. | FHI 360 | It has been reprogrammed for next quarter in agreement with MoE |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|--|---|--|--|
| 3. FTIS expansion in the first and second group of schools (419) | 3.1 Technical assistance to strengthen or prepare the schools, networks, IS FTIS Pedagogic Proposal | FUSALMO | Delayed. Will begin next quarter in the 96 IS FTIS |
| | 3.2 Technical assistance to strengthen schools, networks, IS FTIS management in function of the pedagogic proposal development | | Delayed. Will begin next quarter in the 96 IS FTIS |
| | 3.3 Pedagogic strengthening to managements teams, teachers, articulated to MoE's guidelines | UDB | Delayed. Will begin next quarter |
| | 3.4 Technical assistance and study trip organization to learn successful experiences of education quality and safe environments in lower secondary in the United States and Colombia (Idem activity 2.3, Result 2 A, Objective 2) | FHI 360 | Not planned for this quarter. In planning process |
| | 3.5. Technical assistance to develop two studies or systematization on the development of the pedagogic proposal within the IS FTIS expansion. | FHI 360 | Not planned for this quarter. In planning process |
| 4. Develop skills for the use of technology en teachers, principals and students | 4.1 Technological training process development to management teams, teachers, ATP articulated to MoE guidelines | FUSALMO | Principals and teachers from 165 schools have been trained. Delays regarding the purchase of technical equipment: robotics will begin in September, technological innovation should be moved to 2014 |
| | 4.2 Technical assistance to promote technological innovation initiatives in favor of learning in schools, networks, IS FTIS, CATT training | | In process, according to what was planned |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|--|--|--|--|
| | 4.3 Strengthening technological competencies in schools, networks and IS FTIS with technological resources and on how the portal Works | | Delayed due to portal and computer equipment procurement efforts |
| 5. Promote and develop initiatives in favor of inclusive education | 5.1 Technical assistance and training processes in inclusive education that strengthen the Pedagogic Proposal | FUNPRES Projects Technical Team | In process, according to what was planned |
| | 5.2 Talks with MoE central and other instances for the construction of a better application, understanding and norms regarding curricular adjustments | | Delayed, processes will begin with MoE |
| 6. Develop a focused attention program to promote staying in school, finishing lower secondary and attending high school | 6.1 Vocational orientation processes connected to local reality and pertinent information for the studying continuity of 9th grade students | FEDISAL | In process, according to what was planned |
| | 6.2. Technical assistance for an early alert identification proposal to develop strategies to prevent school drop-outs in lower secondary within IS FTIS | FHI360 | Not planned for this quarter. In planning process |
| 7. Develop a communication and training strategy to share experiences and speak about policies to improve education quality in lower secondary | 7.1 Technical assistance to institutional strengthening of departmental directorates and MoE central to support changes in the education system | FHI 360 Projects Technical Team | Not planned for this quarter. In planning process |
| | 7.2. Technical assistance in the preparation of a communication strategy and socialization to promote dialogue on education policies and good practices | | Not planned for this quarter. In planning process |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|--|---|--|---|
| | 7.3 Having dialogue events that include practical implementation answers in schools, in coordination with MoE (Pedagogic encounters and departmental forums, roundtables) | Projects Technical Team FUSALMO | Not planned for this quarter. In planning process |
| R1B. Strengthen a learning safe environment program with the purpose to reduce school violence in 750 schools in high risk municipalities | | | |
| 1. Coordinate with MoE to define and implement a safe environment promotion strategic plan | 1.1 Participation in inter-institutional coordination spaces from MoE to promote and articulate school violence prevention initiatives | Projects Technical Team FUSALMO | In process, according to what was planned |
| 2. Participative auto-diagnostic, coexistence plan and strengthening the skills of leaders in line of peace culture | 2.1 Coexistence training processes to management teams, teachers, ATP, parents and volunteers articulated to MoE guidelines, as well as considering the gender approach. | FUSALMO FUNPRES | Delayed. Planned to begin in April 2014 |
| | 2.2 Technical assistance to strengthen coexistence committees that put new energy into auto-diagnostics and the coexistence plan of the school, network, IS FTIS | | Delayed. Planned to begin in April 2014 |
| | 2.3 Youth accompaniment strategy of guiding teachers and youth workers who have been properly trained. | | Not planned for this quarter. In planning process |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|--|---|--|--|
| 3. Implement the coexistence plan in line with "Sueño posible" | 3.1 Technical assistance for coexistence action implementation and student attention strategies imparted by the School Coexistence Committee through training processes | FUSALMO FUNPRES | Not planned for this quarter. In planning process |
| | 3.2 Technical Assistance to impulse the articulated and alternative youth organization , such as IS FTIS and school networks | FUSALMO | Not planned for this quarter. In planning process |
| | 3.3 Sport technical assistance to generate skills in youth, parents and volunteer community members (future monitors) | | Delayed. Will begin in the month of April |
| | 3.4 Artistic cultural process development for students, teachers and parents in charge of imparting art and culture initiatives. | EDYTRA | Delayed. The artistic impulse purchases will be made as soon as possible |
| | 3.5 Technical assistance in art and culture through moving art and other based settings. | | Not planned for this quarter. In planning process |
| | 3.6 Artistic expression projection from schools, networks, IS FTIS articulated with the Coexistence Plan | | Not planned for this quarter. In planning process |
| 4. Form an inter-institutional support group and technical assistance to generate safe environments. | 4.1 Initiatives to articulate school networks or integrated systems with the Violence Prevention Municipal Committee for an effective articulation of institutional efforts for violence cases attention. | FUSALMO Projects Technical Team | Not planned for this quarter. In planning process |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|--|--|--|---|
| 5. Design and implement a material development strategy on violence prevention directed to leader groups | 5.1 Preparation of material brochures and others that will be validated with teacher and student groups on relevant key issues to generate a peace culture and violence prevention | FUSALMO Projects Technical Team | Not planned for this quarter. In planning process |
| | 5.2. Development, validation and printing of material regarding peace culture and coexistence linked to the curriculum and using the education portal | | Not planned for this quarter. In planning process |
| 6. Strengthen leader parent groups | 6.1 Review of experiences and materials to train parents and strengthen group leaders on coexistence and peace culture in coordination with DDE | FUSALMO Projects Technical Team | Not planned for this quarter. In planning process |
| | 6.2 Strengthen parent skills so they can participate in school coexistence initiatives within the Coexistence committee | | Not planned for this quarter. In planning process |
| 7. Promote alliances with the private sector and other organizations to bring complementary resources to FTIS activities | 7.1 Recruitment of an public-private alliance expert | Projects Technical Team | Delayed. Recruitment began at the end of March 2014 |
| | 7.2 Project promotion with the private sector to support programs and activities by using a leverage system | | |
| | 7.3 Effort and fund coordination with donors and international organizations | | Delayed. Planning phase |
| | 7.4 Design an Alliance strategy that assures the endowment of complementary resources to the 750 schools | | |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|--|--|--|---|
| RIC. Incentives and scholarships for 40% of the 100,000 students | | | |
| 1. Design incentive and scholarship programs | 1.1. Identify successful experiences, define incentive and scholarship strategies and validate them with MoE | FEDISAL | Delayed. Will begin in April |
| | 1.2. Technical assistance to identify successful experiences that will allow to define sustainable incentives and scholarships that assure access and continuity in the Education System | FHI360 | Reprogrammed |
| R1D. Develop a monitoring system for program activities | | | |
| 1. Develop and implement a Financial and Technical Information System | 1.1 Mechanize the Projects Monitoring System | Technical Unit, Evaluation and Monitoring | Delayed. It has been programmed with the recruited consultant |
| | 1.2 Monitor Project indicators | Technical Unit, Evaluation and Monitoring | In process, according to what was planned |
| 2. Prepare mandatory USAID reports and produce information regarding decision making in the Project Management | 2.1 Production, processing, integration and analysis of data to track goals, advance report preparation and project goals | Technical Unit, Evaluation and Monitoring | In process, according to what was planned |
| | 2.2 Mapping beneficiary schools/implementing headquarters | Technical Unit, Evaluation and Monitoring; Partnership Network | In process. ArcGIS training has finalized and software purchase |
| | 2.3 MoE and USAID national education indicator analysis | Technical Unit, Evaluation and Monitoring | In process. |
| 3. Track the projects planned goals and the evaluation processes to | 3.1 Develop a tracking system regarding the quality of pedagogic processes, of coexistence and in the opportunities for youth outside the system | Technical Unit, Evaluation and Monitoring | In process. 3 DQA's have been done in 3 institutions |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE OF THE PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|---|--|---|---|
| assure data and information quality | 3.2 Evaluate the implemented technical processes | Technical Unit, Evaluation and Monitoring | It has been programmed for next quarter when Technical Assistance for schools begins. |
| | 3.3 Update the M&E plan and provide data to USAID/PfG, PPR | Technical Unit, Evaluation and Monitoring | Reprogrammed |
| 4. Strengthen the partnership Networks skills when gathering and processing data | 4.1 Strengthening the monitoring and evaluation topic to guarantee quality, consistency and opportunity of the data linked to the indicators | Technical Unit, Evaluation and Monitoring | Reprogrammed with support from UDB |
| 5. Conduct educational research with FEDISAL for matters of interest of MoE and the Partnership | 5.1 Conduct studies and research according to topics of interest | Technical Unit, Evaluation and Monitoring | Was not planned this quarter |

| OBJECTIVE 2: Increase access to education opportunities for non-schooled youth | | | |
|--|---|--|--|
| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE FOR THE PARTNERSHIP NETWORK | Status FY2014-Q2 January- March 2014 status |
| <i>R2A. Provide assistance to at least 23,150 youth outside the school system in 25 selected municipalities or neighboring areas so they can return to school and complete lower secondary or receive their high school diploma</i> | | | |
| 1 Strengthen Inter-institutional management | 1.1 Coordinate inter-institutional efforts with MoE national directorates, mayors, NGO's and International Agencies, Volunteers and the Technical Unit | Technical Team, AIS, EDYTRA Y FUSALMO | In process |
| 2. Develop a skill strengthening program | 2.1. Technical training development to strengthen MoE's and the partnership network technical staff (Reflected in Institutional Strengthening, Objective 5) | FEDISAL, FHI360, UDB, Technical Team | Initiated |
| | 2.2 Conduct a study of alternatives to widen coverage on non-schooled based settings through a prospective study on the development of non-schooled based settings | FHI360 | Was not planned this quarter |
| | 2.3. International training about active schools and youth calling in Colombia and the United States (Idem Objective 1, section 3.4, Result 1 A) | FHI360 and Technical Team | Was not planned this quarter |
| | 2.4. International training for a group of school principals and MoE personnel about work experiences in the United States with lower secondary youth and youth outside the school system (Idem Objective 1, section 3.4, Result 1 A) | FHI360 and Technical Team | Reprogrammed for June 2014 |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE FOR THE PARTNERSHIP NETWORK | Status FY2014-Q2 January- March 2014 status |
|---|--|--|--|
| 3. Referring youth to school to finalize 9th grade | 3.1. Identifying and contacting of teenagers who have dropped-out of lower secondary and high school and are not over-aged | Technical Team, M&E, AIS and FUSALMO, EDYTRA | In process |
| | 3.2 Coordination from Objective 1 to follow-up on teenagers who have returned to the regular system | | Initiated |
| | 3.3 Support for youth who have been inserted so then can finalize basic studies who have graduated from 9th grade or high school | | In process |
| 4. Offshoot of youth to Non-schooled based settings to finalize) 9th grade and high school | 4.1. Identification and inclusion of youth over 15 years of age for lower secondary and 18 years of age for high school who are outside the formal school system to insert them in education non-schooled based settings: Blended, accelerated, distance, night school and online. | Technical Team, AIS, EDYTRA and FUSALMO | In process |
| R2B. At least 23,150 youth outside the school system in 25 selected municipalities or neighboring areas who have skills based on community approaches and market labor preparation | | | |
| 1. Planning and preparation of the training proposal | 1.1. Consultancy to research productive characteristics, labor demand and work opportunities within the local economic development of 14 municipalities | Tendered consultant, Technical Team, FEDISAL | Reprogrammed |
| | 1.2. Participatory workshops with the Partnership Network staff (SEE objective 5 Institutional Training) | Technical Team - AIS-FUSALMO, EDYTRA | In process |
| 2. Promotion and youth calling | 2.1. Define promotion strategy and youth calling, informing MoE central and departmental, and in support from within the Municipality and local actors | Technical Team | In process |
| | 2.2. Promotion strategy implementation and a youth calling | Technical Team - AIS-FUSALMO, EDYTRA | In process |

| ACTIVITY | SUBACTIVITY | RESPONSIBLE FOR PARTNERSHIP NETWORK | Status January-March 2014 |
|---|--|---|------------------------------|
| 3. Initial evaluation and preparation of the persons route sheet | 3.1. Registration, initial interview with each person, evaluation and preparation of the route sheet | | In process |
| 4. Life skills and Youth Extension Activities. | 4.1. Life skills courses implementation and Youth Extension | AIS, FUSALMO, EDYTRA | In process |
| 5. Job readiness courses | 5.1 Design and implementation of job readiness courses | | In process |
| 6. Labor intermediation | 6.1. Coordination with institutions that make labor intermediation efforts to develop the process together | AIS, FUSALMO, EDYTRA | Was not planned this quarter |
| 7. Technical assistance for entrepreneurship and preparing business plans | 7.1. Identifying youth with entrepreneurship characteristics and interests for the development of entrepreneurship courses and technical assistance for the preparation of the business plan | Projects Technical Team FUSALMO, AIS, EDYTRA | Was not planned this quarter |
| R2C. Scholarship program and innovative incentive education providing scholarships to at least 23,150 non-schooled children in 25 selected municipalities or neighboring areas, to reduce economic hardship that comes from low incomes of youth from the school and to allow a more equitable participation in education opportunities. | | | |
| 1.Scholarship/incentive programs | 1.1 Implementation and follow-up of the scholarship program | AIS, FUSALMO, EDYTRA, Technical Team | Initiating pilot |
| | 1.2 Incentive implementation on transportation, food and job search. | | Was not planned this quarter |
| 2. Additional resource management | 2.1. Management supplements with the private sector | Technical team, AIS, FUSALMO, EDYTRA | Was not planned this quarter |

| OBJECTIVE 3: Purchase and distribution of educational material to schools damaged by hurricane IDA | | | |
|---|---|--|--|
| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE FOR PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
| 1. School situation diagnosis | 1.1. Educational material need diagnosis in selected schools for this benefit and their relation with other aid initiatives | Technical Team (Administrative Unit) | Was not planned this quarter |
| | 1.2. Coordination with MoE on furniture and material specifications | | |
| 2. Delivery of school material | 2.1. Preparation of the purchase plan and educational material distribution with MoE | | |
| | 2.2. Purchase of educational material | | |
| | 2.3. Design of the training plan and then passing all information to parents for their use, taking care of educational material | | |
| OBJECTIVE 4: Rapid Response Fund (attention from schools in case of a natural disaster) | | | |
| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE FOR PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
| 1. Prepare an Emergency Attention Plan from schools in case of a natural disaster | 1.1. Recruiting a local consultant to conduct an emergency attention study from MoE and from the local and national government (analyze opportunities, local and institutional link networks, emergency attention plan) | FEDISAL | Was not planned this quarter |
| | 1.2. Training before the disaster | | |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE FOR PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|----------|--|-------------------------------------|-------------------------------------|
| | 1.3. Prepare an emergency attention plan for natural disasters, from schools with consultancy support, that imply: - Diagnosis (With expertise) - Articulated intervention - Psychosocial attention in emergencies 1.4. Validation and approval of the Emergency Attention Plan by MoE for boys, girls and teenagers | | |

| OBJECTIVE 5: Institutional strengthening for FEDISAL and its local partners | | | |
|--|---|--------|------------------------------|
| Implementation of the Institutional Strengthening Plan | Strengthening educational management skills for technical assistants who are part of the Partnership Network | FHI360 | Initiated |
| | Socialization of the positive youth development concept in learning oriented to trainer who represent Partnership Network organizations | FHI360 | Was not planned this quarter |
| | Strengthen FEDISAL's and their local partner skills for Project management financed by USAID, especially in administrative procedures such as procurement and contracting according to USAID's policies | FHI360 | In progress |

| ACTIVITY | SUB ACTIVITIES | RESPONSIBLE FOR PARTNERSHIP NETWORK | Status FY2014-Q2 January-March 2014 |
|----------|--|-------------------------------------|-------------------------------------|
| | Strengthening partnership institutions competences in financial, administrative topics and procedures detailed in FEDISAL manuals approved by USAID | FEDISAL and Projects Technical Team | In progress |
| | Updating and training processes of staff from the Partnership on procedures and manuals from the institutions taking as input FEDISAL manuals approved by USAID | FEDISAL and Projects Technical Team | In progress |
| | <ul style="list-style-type: none"> • Online international trainings about strengthening partnership institutions: <ul style="list-style-type: none"> o Approximately 7 people from the Partnership in the United States. o 1 person will travel to Mexico for topic incentive and scholarship administration o 1 person will travel to Colombia for topic youth orientation and labor intermediation o 1 person will travel to Chile or the EE.UU for topic vocational orientation | FEDISAL and Projects Technical Team | Was not planned this quarter |
| | Training the Partnership on skills and competencies to work as teams and in construction and synergy. Trainings | FEDISAL and Projects Technical Team | Reprogrammed |
| | OCA application to the main partners and a Strengthening Plan based on OCA in each partnership institution. | FEDISAL and Projects Technical Team | Reprogrammed |

10. TRACKING OF INDICATORS TABLE

| No. | Indicator | Disaggregation | Baseline | Baseline year | Total Target for Project | Total Target FY 2013 | Results FY2013 | Total Target FY 2014 | Results Q1 | Achieve Q1 | Progress | Results Q2 | Achieve Q2 | Progress | Total Target FY 2015 | Total Target FY 2016 | Total Target FY 2017 | Total Target FY 2018 | |
|--|---|--|-------------|---------------|--------------------------|----------------------|----------------|----------------------|------------|------------|----------|------------|------------|----------|----------------------|----------------------|----------------------|----------------------|-----|
| (OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students | | | | | | | | | | | | | | | | | | | |
| 9 | GR.1.2 Number of teachers/educators/teaching assistants who successfully completed in service training or received intensive coaching or mentoring with USG support (PPR indicator) | Total: Trainers by new Group of schools, Sex, area | 0 | 2012 | 2,085 | 330 | 429 | 1,080 | 196 | 18% | 30% | 630 | 58% | 60% | 1830 | 1755 | 1005 | 255 | |
| | | Group 1 (FY1,2,3) | Total | 0 | 330 | 330 | 429 | 330 | 196 | 59% | | | 330 | | | 330 | | | |
| | | | Women (55%) | 0 | 181 | 181 | 236 | 181 | 114 | 58% | | | 181 | | | 181 | | | |
| | | | Men (45%) | 0 | 149 | 149 | 193 | 149 | 82 | 42% | | | 149 | | | 149 | | | |
| | | Group 2 (FY2,3,4) | Total | 0 | 750 | | | 750 | 0 | 0 | 0 | 0 | 300 | 0 | 0 | 750 | 750 | | |
| | | | Women (55%) | 0 | 413 | | | 412 | 0 | 0 | 0 | 0 | 165 | 0 | 0 | 412 | 412 | | |
| | | | Men (45%) | 0 | 338 | | | 338 | 0 | 0 | 0 | 0 | 135 | 0 | 0 | 338 | 338 | | |
| | | Group 3 (FY3,4,5) | Total | 0 | 750 | | | | | | | | | | | 750 | 750 | 750 | |
| | | | Women (55%) | 0 | 413 | | | | | | | | | | | 412 | 412 | 412 | |
| | | | Men (45%) | 0 | 338 | | | | | | | | | | | 338 | 338 | 338 | |
| | | Group 4 (FY4,5, 6) | Total | 0 | 255 | | | | | | | | | | | | 255 | 255 | 255 |
| | | | Women (55%) | 0 | 140 | | | | | | | | | | | | 140 | 140 | 140 |
| | | | Men (45%) | 0 | 115 | | | | | | | | | | | | 115 | 115 | 115 |
| | | Pedagogical | | | | | | | | | 196 | 196 | | 25 | | | | | |
| Safe learning | | | | | | | | | 0 | 0 | | 165 | | | | | | | |
| Technology/robotics | | | | | | | | | 196 | 196 | | 440 | | | | | | | |
| 11 | GR.1.4 Number of administrators and officials successfully trained with USG support (PPR indicator) | Total:Groups of schools, Sex, Training area | 0 | 2012 | 1,710 | 200 | 192 | 450 | 353 | 78% | 21% | 115 | 26% | 39% | 550 | 365 | 115 | 30 | |
| | | Group 1 (FY1,2,3) | Total | 2012 | 165 | 165 | 165 | 165 | 165 | 100% | 100% | | | | | 0 | | | |
| | | | Women (55%) | 2012 | 91 | 84 | 91 | 91 | 91 | 100% | | | | | | 0 | | | |
| | | | Men (45%) | 2012 | 74 | 81 | 74 | 74 | 74 | 100% | | | | | | 0 | | | |
| | | Group 2 (FY2,3,4) | Total | 2012 | 250 | | | 250 | | | | | | | | 250 | 0 | | |
| | | | Women (55%) | 2012 | 138 | | | 138 | | | | | | | | 138 | 0 | | |
| | | | Men (45%) | 2012 | 113 | | | 112 | | | | | | | | 113 | 0 | | |
| | | Group 3 (FY3,4,5) | Total | 2012 | 250 | | | | | | | | | | | 250 | 250 | 0 | |
| | | | Women (55%) | 2012 | 138 | | | | | | | | | | | 138 | 138 | 0 | |
| | | | Men (45%) | 2012 | 113 | | | | | | | | | | | 113 | 113 | 0 | |
| | | Group 4 (FY4,5, 6) | Total | 2012 | 85 | | | | | | | | | | | | 85 | 85 | 0 |
| | | | Women (55%) | 2012 | 48 | | | | | | | | | | | | 47 | 94 | 94 |
| | | | Men (45%) | 2012 | 47 | | | | | | | | | | | | 38 | 77 | 77 |
| | | School Principals | | Total | | | 750 | 165 | 165 | 390 | 165 | 42% | 22% | | | 500 | 335 | 85 | 0 |
| Woman (55%) | | | | | 413 | 84 | 91 | 203 | 91 | | | | | 275 | 184 | 47 | 0 | | |
| Men (45%) | | | | | 338 | 81 | 74 | 187 | 74 | | | | | 225 | 151 | 38 | 0 | | |
| Vice Principals | | | | | 750 | 0 | 20 | 25 | 60 | 240% | | | | 250 | 420 | 85 | 0 | | |
| MoE officials/departamentals, central | | Total | | | 209 | 35 | 7 | 35 | 128 | 366% | | | | 50 | 30 | 30 | 30 | | |
| Woman (55%) | | | | | 115 | 19 | 2 | 19 | | | | | | 28 | 17 | 17 | 17 | | |
| Men (45%) | | | | | 94 | 16 | 5 | 16 | | | | | | 23 | 14 | 14 | 14 | | |
| 01_Pedagogy | | | 0 | 2012 | | TBD | | TBD | | | | | | TBD | TBD | TBD | TBD | | |
| 02_Technology | | | 0 | 2012 | | TBD | | TBD | | | | | | TBD | TBD | TBD | TBD | | |
| 03-Conflict Management | | | 0 | 2012 | | TBD | | TBD | | | | | | TBD | TBD | TBD | TBD | | |
| 04-Administrative | | | 0 | 2012 | | TBD | | TBD | | | | | | TBD | TBD | TBD | TBD | | |

| No. | Indicator | Disaggregation | Baseline | Baseline year | Total Target for Project | Total Target FY 2013 | Results FY2013 | Total Target FY 2014 | Results Q1 | Achieve | Progress | Results Q2 | Achieve | Progress | Total Target FY 2015 | Total Target FY 2016 | Total Target FY 2017 | Total Target FY 2018 | | |
|---|--|---|--|---------------|--------------------------|----------------------|----------------|----------------------|------------|---------|----------|------------|---------|----------|----------------------|----------------------|----------------------|----------------------|-----|--|
| (OB2) Component 2: Increase access to educational opportunities for out of school youth | | | | | | | | | | | | | | | | | | | | |
| Result 2A: Assistance provided to at least 30% of out of school youth in the 25 targeted municipalities to return to formal schooling or to complete a lower secondary education diploma | | | | | | | | | | | | | | | | | | | | |
| 22 | R2A.1: Number of out of school youth who return to formal schooling with USG support | Total: Modality of formal schooling, sex, follow up per year: drop out, graduated | 0 | 2012 | 23,150 | 99 | 60 | 2,216 | 90 | 4% | 1% | 1,335 | 64% | 6% | 9,260 | 6,945 | 4,630 | 0 | | |
| | | In school/ Regular system | Total | 0 | 2012 | 1,157 | 0 | 116 | 0 | 0 | 0 | 10 | | | 463 | 347 | 231 | 0 | | |
| | | | Men (49%) | 0 | 2012 | 567 | 0 | 57 | | | | | | | | 227 | 170 | 113 | 0 | |
| | | | Women (51%) | 0 | 2012 | 590 | 0 | 59 | | | | | | | | 236 | 177 | 118 | 0 | |
| | | Non-school based setting/Non traditional schooling | Total | 0 | 2012 | 15,048 | 99 | 60 | 1405 | 90 | 6% | 1% | 1,225 | 94% | 9% | 6019 | 4514 | 3010 | 0 | |
| | | | Men (49%) | 0 | 2012 | 7,374 | 48 | 50 | 688 | | | | | | | 2949 | 2212 | 1475 | 0 | |
| | | | Women (51%) | 0 | 2012 | 7,674 | 51 | 10 | 717 | | | | | | | 3070 | 2302 | 1535 | 0 | |
| | | Not completed | Total | 0 | 2012 | 6,945 | 0 | | 695 | | | | | | | 2778 | 2084 | 1389 | 0 | |
| | | | Men (49%) | 0 | 2012 | 3,403 | 0 | | 341 | | | | | | | 1361 | 1021 | 681 | 0 | |
| | | | Women (51%) | 0 | 2012 | 3,542 | 0 | | 354 | | | | | | | 1417 | 1063 | 708 | 0 | |
| | | Follow up: 2013 | Year :2013 | | | | | | | | | | | | | | | | | |
| | | | Started: Returning to formal schooling | 0 | 2012 | | | 99 | | | | | | | | | | | | |
| | | | Drop Out | 0 | 2012 | | | | | | | | | | | | | | | |
| Graduated | 0 | | 2012 | | | | | | | | | | | | | | | | | |
| 24 | R2B1 Number of out of school youth engaged in community-based skills training programs for local labor markets | Total: Group of Municipality, Sex, age, drop out, workreadiness area | 0 | 2012 | 23,150 | 300 | 300 | 9,260 | 214 | 2% | 2% | 1,335 | 17% | 8% | 6,945 | 2,215 | 2,215 | 2,215 | | |
| | | Total Enrollment | 0 | 2012 | 23,150 | 300 | 350 | 9,260 | 214 | | | | | | 9,260 | 6,945 | 2,315 | 2,315 | | |
| | | Drop Out | 0 | 2012 | 10% | 30 | 50 | 926 | | | | | | | 695 | 222 | 222 | 222 | | |
| | | Men (49%) | 0 | 2012 | 11,344 | 147 | 80 | 4537 | 106 | 50% | | | | | 3403 | 1085 | 1085 | 1085 | | |
| | | Women (51%) | 0 | 2012 | 11,807 | 153 | 220 | 4723 | 108 | 50% | | | | | 3542 | 1130 | 1130 | 1130 | | |
| | | Group 1: Municipality | TBD | TBD | TBD | TBD | 300 | | | | | | | | TBD | TBD | TBD | TBD | | |
| | | Group 2: Municipality | TBD | TBD | TBD | TBD | | | | | | | | | TBD | TBD | TBD | TBD | | |
| | | Group 3: Municipality | TBD | TBD | TBD | TBD | | | | | | | | | TBD | TBD | TBD | TBD | | |
| | | Group 4: Municipality | TBD | TBD | TBD | TBD | | | | | | | | | TBD | TBD | TBD | TBD | | |
| | | Average age | | | | | | | | | | | | | | | | | | |
| | | 01_Workreadiness 1 | TBD | TBD | TBD | TBD | 300 | | TBD | 180 | | | | | | TBD | TBD | TBD | TBD | |
| | | 02_Workreadiness 2 | TBD | TBD | TBD | TBD | 60 | | TBD | | | | | | | TBD | TBD | TBD | TBD | |
| | | 03-Technology | TBD | TBD | TBD | TBD | | | TBD | 34 | | | | | | TBD | TBD | TBD | TBD | |
| | | Labor preparation | | | | | 20,835 | 300 | | | | | | | | | | | | |
| | | Entrepreneurship | | | | | 2,315 | 0 | | | | | | | | | | | | |

**Annex 1. Training Program Participants
January to March 2014**

| OB1. Objective 1. Sustainable improvement of quality education for lower secondary in 750 schools in high risk municipalities. | | | |
|---|--------------|------------|---|
| Objective and beneficiary groups | Women | Men | Total |
| School principals | 59 | 41 | 100 |
| Lower secondary teachers | 359 | 232 | 591 |
| Pioneer mathematics teachers - MA (already accounted) | 11 | 14 | 25* |
| Pioneer language teachers _ MA (new) | 29 | 10 | 39 |
| Departmental Directors, Technical Advisors and other MoE Officials (5 ATP, MA –Mathematics and 9 Language) | 5 | 10 | 15 |
| Parents | 0 | 0 | 0 |
| Lower secondary students | 66 | 56 | 122 |
| | 518 | 349 | 867 |
| OB2. Objective 2. Improve education opportunities for youth outside the Education System | | | |
| Objectives and beneficiary groups | Women | Men | Total |
| Youth outside the Education System in Program: life skills and preparation | 758 | 855 | 1,613* |
| Youth who returned to school (To the regular system and non-schooled based settings in lower and high school) | | | 606** |
| Youth in process to take the proficiency test | | | 802** |
| Youth extension | | | |
| | | | 1,613+Accumulated q3 = FUSALMO (1,000+550+61) |
| Total beneficiaries | 758 | 855 | |

| Total | 1,243 | 1,184 | 2,368 |
|--------------|--------------|--------------|--------------|
|--------------|--------------|--------------|--------------|

*AID data projected from January to March 2014

** Projected data, pending to confirm

**Table 2. School beneficiaries participating in Expansion FTIS according to municipalities
January-March 2014.**

| MoE principals and officials | | | | |
|--|-------------------------------------|--------------|------------|--------------|
| Municipality | Topic | Women | Men | Total |
| Santa Ana | Creative Conflict Response Workshop | 13 | 5 | 18 |
| | Educational video games | 2 | 0 | 2 |
| Chalchuapa | Creative Conflict Response Workshop | 5 | 0 | 5 |
| Sonsonate y San Antonio del Monte | | 4 | 7 | 11 |
| | Creative Conflict Response Workshop | | | |
| Nejapa | Creative Conflict Response Workshop | 8 | 5 | 13 |
| San Juan Opico | Creative Conflict Response Workshop | 9 | 7 | 16 |

| | | | | |
|------------------|-------------------------------------|-----------|-----------|------------|
| Soyapango | Creative Conflict Response Workshop | 10 | 7 | 17 |
| | Educational video games | 8 | 10 | 18 |
| Sub total | | 59 | 41 | 100 |

| Teachers | | | | |
|--|--|--------------|------------|--------------|
| Municipality | Topic | Women | Men | Total |
| Chalchuapa | Creative Conflict Response Workshop | 26 | 14 | 40 |
| | Vocational Orientation | 7 | 0 | 7 |
| | Educational video games | 8 | 7 | 15 |
| Santa Ana | Creative Conflict Response Workshop | 49 | 26 | 75 |
| | Vocational Orientation | 18 | 14 | 32 |
| | Educational video games | 8 | 20 | 28 |
| Sonsonate y San Antonio del Monte | Inclusive Education Diploma and Special Education Needs Students | 22 | 12 | 34 |
| | Vocational Orientation | 1 | 4 | 5 |
| Sonsonate | Vocational Orientation | 4 | 6 | 10 |
| | Educational video games | 11 | 11 | 22 |
| San Juan Opico | Creative Conflict Response Workshop | 19 | 12 | 31 |
| | Vocational Orientation | 7 | 6 | 13 |
| Nejapa | Creative Conflict Response Workshop | 25 | 13 | 38 |
| | Vocational Orientation | 3 | 11 | 14 |
| | Inclusive Education Diploma and Special Education Needs Students | 14 | 7 | 21 |
| Soyapango | Creative Conflict Response Workshop | 50 | 14 | 64 |
| | Vocational Orientation | 23 | 9 | 32 |
| | Educational video games | 1 | 3 | 4 |
| Zaragoza | Vocational Orientation | 4 | 2 | 6 |
| Sub total | | 300 | 191 | 491 |
| Total general | | 359 | 232 | 591 |

Teacher inter-learning circles are developed by municipality:

| Department | Municipality | N° of circles | N° of teachers | N° of ATP |
|-------------------|-------------------------|----------------------|-----------------------|------------------|
| San Salvador | Soyapango | 1 | 6 | 1 |
| | Nejapa | 1 | 3 | 1 |
| La Libertad | Zaragoza | 1 | 2 | 1 |
| | Opico | 1 | 2 | |
| Sonsonate | Sonsonate – San Antonio | 1 | 6 | 1 |
| Santa Ana | Santa Ana - Chalchuapa | 1 | 6 | 1 |
| Total | | 8 | 25 | 5 |

Participants of the MA – APA Workshop for language specialty

| Department | Municipality | Teachers specialized in language | | Pedagogic technical assistants | |
|--------------|---------------------|----------------------------------|-----------|--------------------------------|----------|
| | | Men | Women | Men | Women |
| Cabañas | Ilobasco | 1 | 2 | | 1 |
| Cuscatlán | Cojutepeque | 0 | 0 | | |
| | San Pedro Perulapán | 0 | 2 | 2 | |
| San Vicente | San Vicente | 0 | 2 | 1 | |
| | Apastepeque | 2 | 1 | | |
| | San Sebastián | 0 | 0 | | |
| La Libertad | Opico | 1 | 2 | 1 | |
| | Quezaltepeque | 0 | 1 | 1 | |
| | Zaragoza | 1 | 1 | | |
| San Salvador | Panchimalco | 0 | 1 | | |
| | Rosario de Mora | 0 | 1 | | |
| | Soyapango | 1 | 4 | 1 | |
| | Nejapa | 1 | 0 | | |
| Ahuachapán | Atiquizaya | 0 | 0 | | |
| Sonsonate | Sonsonate | 2 | 3 | 1 | |
| | San Antonio | 0 | 1 | | |
| Santa Ana | Santa Ana | 1 | 3 | | |
| | Chalchuapa | 0 | 5 | | 1 |
| TOTAL | 17 | 10 | 29 | 7 | 2 |
| | | 39 | | 9 | |

Inter-learning circles

During the workshop development we were able to organize 8 new teacher inter-learning circles according to the following criteria: social context, by IS FTIS, by municipality and by department. The organized circles are the following:

| Department | Municipality | Next steps | N° of teachers | N° of ATP |
|----------------|-----------------|--|----------------|-----------|
| Cabañas | Ilobasco | <ul style="list-style-type: none"> • Review of the prepared guide and adjustments according to what has been suggested • Guided application with students • Review of the results obtained by students • Analyze achievements and limitations • Programming the next meeting to prepare another guide | 3 | 1 |

| Department | Municipality | Next steps | N° of teachers | N° of ATP |
|--------------|--|---|----------------|-----------|
| Sonsonate | Sonsonate San Antonio | <ul style="list-style-type: none"> • Meet up with the Sonsonate team • Prepare a team guide • Work with students on the prepared guide • Go to the next training | 6 | 1 |
| San Vicente | Apastepeque San Vicente | <ul style="list-style-type: none"> • Carry out the 1st circle to prepare the first guide, Tuesday March 18th at ESMA during the afternoon. On this date the general schedule will be prepared. | 5 | 1 |
| Cuscatlán | San Pedro Perulapán | <ul style="list-style-type: none"> • Program dates for circles • Call language teachers (2) who did not participate in the workshop, to inform them what was learned. | 2 | 2 |
| San Salvador | Soyapango Rosario de mora Panchimalco Nejapa | <ul style="list-style-type: none"> • Meet to plan learning guides that need to be prepared. Friday March 28th, 7:30 am at Daniel Cordón Salguero School library. | 8 | 1 |
| La Libertad | Zaragoza Quezaltepeque Opico | <ul style="list-style-type: none"> • Maintain effective communication • Meet to continue with the guide on March 29th, 8:00 am • Strengthen knowledge about teaching guides from our part. | 7 | 2 |
| Santa Ana | Santa Ana - Chalchuapa | <ul style="list-style-type: none"> • First encounter: Friday march 31st, at ESMA, from 7:30 a 12 noon. The objective is to prepare the first learning guides. | 8 | 1 |
| Total | 17 | | 39 | 9 |