



USAID
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EDUCATION FOR CHILDREN AND YOUTH PROJECT

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April – June 2014

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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 Directorship 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
EITP	Full Time Inclusive School
FUNPRES	Pro-Education Foundation of El Salvador
FUSALMO	Salvador del Mundo Foundation
GIZ	German Aid Corporation
OIT	International Labor Organization
CCM	Millennium Challenge Corporation
MoE	Ministry of Education
EMOL	Sub Agreement Management Survey of Local Organizations
OCR	Organizational Capacity Review
Partnership Network	FEDISAL, FUSALMO, AIS, EDYTRA, UDB, FUNPRES, FHI 360
POA	Annual Operation Plan
PPCV	Crime and Violence Prevention Project
PfG	Partnership for Growth
PPR	Project Performance Report
SEN	Special Education Needs
NUPAS	Non-US –Pre Award Survey
SI EITP	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
VO	Vocational Orientation

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EDUCATION FOR CHILDREN AND YOUTH PROJECT
QUARTERLY REPORT No. 5
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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) El Salvador. USAID/El Salvador provides support for the expansion and implementation of the Full Time Inclusive School Approach (EITP). The Project aims to support the Ministry of Education (MoE) in its efforts to extend education access to children and youth who live in areas with rates of violence and crime in El Salvador. Actions are coordinated and supported with MOE in response to the need to better education quality through the practice of inclusive, pertinent and safe learning environments. This effort also compliments with USAID’s Crime and Violence Prevention Project (PPCV), as well as with other implemented activities 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 end December 2018. It will be implemented in 25 municipalities of the 54 with the highest violence rate. The governments’ partner is the Ministry of Education (MoE). USAID has signed an agreement with the Foundation for Integral Salvadorian Education (FEDISAL), as the local partner who has a partnership network comprised by 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 the second quarterly report of USAID’s 2014 fiscal year, which contains the projects advances corresponding to a period from April 1st to June 30th 2014.

1. PROJECT ACHIVEMENT SUMMARY

There have been substantial advancements on the two components and key activities for Project implementation as well as in the administration of the sub agreements. Specifically, there have been negotiations with MoEs new administration to continue supporting the education policy and boosting the expansion of the EITP model.

Objective 1 has advanced in the following key activities:

- A) SI-EITP educational policy at national level promoted and supported for continuity and sustainability along with national and international partners.**

- Support is still provided to USAID, who as part of the cooperating table, has developed activities through the Project to support EITP and the education policy implementation continuity. Sectorial roundtables have taken place to talk about EITP sustainability during management transition processes, they have also prepared reference terms with UNICEF and MoE to finance a study that will provide the new government with an education roadmap.
- USAID, along with the World Bank, support the advance of the EITP model in this country.
- Municipalities and Integrated Systems have been selected during the projects second phase. There is a plan to technically assist 411 schools organized in 68 Integrated Systems and 28 Networks with USAID funds during the present year. Only 409 of the 411 schools will be supported during this phase, and two schools have proposed technical assistance for next year.

B) Technical assistance expands to 409 selected schools and supports the implementation of the pedagogic proposal from the Integrated Systems and Education Networks to improve education quality in lower secondary.

- To date a total of 63,222 lower secondary students from the supported schools have benefited, there has been an improvement in coexistence environments for 122,038 students from other education levels enrolled in 2013.
- The projects actions strengthen teachers who apply active methodologies and written resources to learn Mathematics and Language. These teachers boost the transformation of the traditional classroom towards the use of a teaching methodology that is pertinent, motivating and has been adapted to the curricular for classroom use. They form skills and meet the needs of lower secondary students with special education needs (SEN).
- Leading teachers who specialize in Mathematics who have been trained in Active Methodologies during the first phase, have shared what they have learned with their fellow teachers (Integrated Systems, Networks). 85% of teachers from who form part of the first group that specializes in Mathematics, who were trained in use of active methodologies are applying Guides as an APA model. This practice has provided a boost when it comes to redesigning the classroom. MoEs expectation is for the project to promote “moving from the manuals pedagogy to an alternative pedagogy”. As a result, they are boosting the use of active methodologies as a strategy to teach in Integrated Systems and supported School Networks. It is estimated that trained teachers will not only improve in how they teach, but this will also benefit schools who participate in Integrated Systems and Networks.
- It has strengthened the capacity of school management of Departmental Directorships by supporting pedagogic processes that schools use through technical assistance provided to Departmental management, improvement Teams and Pedagogic Technical Assistants in 8 departments who receive support.
- During this quarter, 1,992 educational actors (1,043 woman and 949 men) have been trained in topics related to the improvement of lower secondary quality education , inclusion and special education needs, creative conflict resolution and safe environments: 253 school principals, 1,375 teachers, 19 Departmental directorships and MoE officials, 345 lower secondary students.
- 21 new inter-learning circles have created, to date there is a total of 29. 14 circles who specialize in Mathematics and 15 teachers who specialize in Language receive support, teachers who specialize in Mathematics and Language participate and promote this process. During these circles teachers strengthen their knowledge and exchange experiences when applying the APA methodology, they share material (guides) they are developing; therefore these circles become a strengthening strategy for service skills.
- The use of educational robotics has been promoted in Integrated Systems, as well as promoting logic and reasoning competences, and team work by using robotic kits. 2 presentations have taken

place in national forums were work done using robotics was presented, work done by lower secondary students teams from supported Integrated Systems.

- Training processes continue regarding topic Digital literacy for principals, students and teachers who form part of the phase 1 schools. Teachers have designed Methodological Guidelines for the induction of technology topics applied to education and the use of computers to better students' performance. Teachers are motivated during the follow-up phase to incorporate the use of computers to teach class in lower secondary.
- Strengthening teacher skills for the use of computers within the framework of Learning Circles among colleagues in such a way that they use the available and keep in contact.
- There has been an advancement regarding the Vocational orientation (VO) topic to develop a focused attention program to promote retention, finishing lower secondary and continuing with high school for 244 schools who are part of the second group. 48 school teachers have been trained during this quarter in Apastepeque, San Sebastián, San Vicente, Atiquizaya. Roundtables and talks about vocational orientation have taken place with 1,700 ninth grade students from supported schools.
- There has been an advance in the construction of the Vocational orientation website and on the content proposal from the Video linked to the Project Portal.
- The conflict resolution committee has joined forces with the Coexistence Committee to become part of the technical assistance provided to schools, trained teachers and students. The before mentioned have applied these actions to resolve school conflicts.
- Gender gap analysis has begun, students with disabilities and special education needs to include specific strategies for technical assistance in schools.

C) Technical assistance expands to MoE and schools for the promotion of coexistence in schools, conflict resolution and mediation to promote safe environment implementation.

- Technical assistance has initiated in schools to form Coexistence Committees where parents, teachers, school principals and vice principals participate through technical assistance provided by FUSALMO
- A link has also been established between coexistence committees and mediation actions in schools.
- Teachers, parents and lower secondary students have been trained as Sport Monitors in supported schools to implement coexistence through sports. 738 people have been trained on this topic (403 men and 355 women) during this quarter.
- A second observation trip (June 2014) took place during this quarter were 11 MoE officials participated. Among the officials, school teachers, pedagogic technical assistants, MoE central officials and 2 volunteers from Objective 2 participated. An early alert presentation to develop lower secondary drop-outs was prepared as part of the agenda developed for this trip, it focused on the importance of positive youth development (PYD). It was possible to identify visible PYD elements when looking at youth and educational experiences, the group also met with organizations that develop school programs during school days on topics such as: sports, job readiness, assisted/oriented breaks, and others in Washington DC and Maryland, in the United States.

Advancements in Objective 2:

D) Educational opportunities have been offered to youth outside the school system and they have been encouraged to return to school through the regular system and non-schooled based settings.

- In order to be able to widen coverage on this objective, EDYTRA has been incorporated to tend to youth from the department on San Salvador who live in high risk districts and communities.
- Se han diseñado diversas formas de atención y modalidades para formación de jóvenes. Se cuenta a la fecha, con la participación de aproximadamente 40 centros de formación en los municipios atendidos.
- During this quarter, services for this component have expanded to 26 high risk communities. During Q3FY2014, it has been reported that 821 youth have enrolled in programs attended by FUSALMO (359), AIS (401) and EDYTRA (61). To date (FY2014) the total amount of youth attended represents 109% of the annual planned goal. 2,681 youth have been tended to, therefore we have reached 12% of the Projects global goal.
- To date, 90% of attended youth have returned to school (regular system or non-schooled based settings). They have enrolled in diverse non-schooled based settings, they have signed up for the proficiency test, mixed, distance and night systems.
- To be able to provide youth who have enrolled to finish lower secondary with education opportunities, they need to take the proficiency test. There is record that 39% of enrolled youth choose the proficiency test. The Project has offered them an alternative to continue their lower secondary studies by preparing them for the proficiency test. They receive school reinforcement and an accompaniment and support process has been designed. These youth require accelerated modalities to be able to begin lower secondary.
- There are tutorials, auto-learning processes and advancement tests. Educational material has been validated to teach Mathematics, Language, Science, Health and Environment, and progress is being made on the purchase of software that will help to diagnose and measure how students are advancing.
- On the issue of job readiness that is being offered, the offer has extended to associated courses on economic and productive activity for attended municipalities and according to youth needs. They are offering new courses related to tourist activities in municipalities visited by tourists. Courses on customer service (waiting tables) have taken place to help youth change their economy and to have better opportunities within the community. These courses took place in Quezaltepeque, where youth work in coffee fields (picking coffee).
- There is an advance when identifying private enterprises to establish strategic alliances. To date, we can count on the support provided by FUNDAZUCAR and Ingenio La Magdalena. The plan for next quarter is to create alliances with OIT, Claro, Ingenio el Ángel, and ISNA. The projection for next quarter consists in achieving support management for this component.
- Negotiations are underway with universities and technical institutions to have support from social service students who can collaborate with this component.
- Component promotion strategies have expanded by using community awareness actions and social mobility.

E) Sub-agreement administration and strengthening local capacities

FEDISAL has continued to strengthen skill to administer the award and to comply with the USAID standards and provisions.

FEDISAL held a training for the Acquisition Manual, it took place in April 2014 and it has been implemented. With these actions FEDISAL completed the month of June, this period, trainings, recommendations and special conditions from the USAID agreement.

The implementation of the Institutional strengthening plan for FEDISAL and its partners has continued. In component 1, FHI360 has moved forward on active methodology technical assistance and has transferred technical assistance teams to FUSALMO. FUNPRES has strengthened by improving information systems and administrative processes have been implemented taking in consideration FEDISALs manuals to align policies and administrative procedures. In component 2, follow-up and administration skills have been strengthened, as well as information and reporting systems for AIS by the Technical Unit. At the same time, AIS strengthens and replicates procedures for the 10 headquarters and 40 training centers that use it to tend to youth outside the school system.

During this quarter a trip to the United States took place. Those who participated from the partnership network are: 3 people from Don Bosco University (UDB), EDYTRA and FUNPRES, and 9 school principals and MoE representatives. During this trip they learned experiences considered to be good school practices in Washington schools. The group also learned the Alliance experience between the city of Baltimore, John Hopkins University and the private sector; they also learned from the City Year Voluntary experience, the Boys and Girls program so they could replicate these experiences within the project.

F) Data analysis to formulate specific gender, disability strategies and attention to special needs.

Specific reports have been prepare don how to implement gender policies and people with disabilities in the Projects actions.

To provide specific implementation strategies, available data has been analyzed belonging to the education sector disaggregated by gender, baseline and findings, as well as education and national data related to the situation of those with special education needs in the education system, especially in lower secondary. The purpose is to focus actions within the framework of USAID’s strategy and mainstreaming these implementation topics.

Baseline data reflects the actual situation of schools supported in terms of access gaps, lower secondary drop-outs, and attention strategies for pregnant youth who have abandoned school. There is also data on students with physical, mental and emotional disabilities. Data analysis has begun considering this data and a specific action plan will be prepared to addresses these topics starting next quarter. Also, actions will be identified regarding these topics, with the purpose of preparing reports that will be sent to USAID next quarter.

2. PROJECT OBJECTIVE ACHIEVEMENTS

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

There are results regarding lower secondary students’ performance in Mathematics, the use of Language Learning Guides and the application of educational robotics, as well as supporting

Integrated Systems and Networks in the preparation of the pedagogic proposal and the inclusive model.

Actions have been coordinated to continue pedagogic technical assistance on Integrated Systems in coordination with MOE.

1.1.1 Result 1A

The Full Time Inclusive School approach (FTISA) for approximately 750 selected lower secondary schools to improve educational outcomes and increasing the graduation rate of 9th grade, benefiting at least 100,00 students from 7th, 8th and 9th grades.

To date, with support provided by the Project, MoE is making decisions regarding departmental organizations, EITP expansions, Pedagogic Proposal development and sustainability of the inclusive model encouraged by the central government. There is a record of EITP advances with several sources from national level, to date the model is moving forward with support from the government, financed by the World Bank and USAID. The project continues providing assistance to 409 schools who have been organized in Integrated Systems or Natural Systems, and 28 school networks. Project contributions have reached a total of 63, 222 enrolled lower secondary students from 409 of the selected schools and expand benefits to students who are enrolled in other education levels.

For this pedagogic topic, model I Learn, I Practice and I Apply (APA) has been incorporated as a proposal to improve academic performance for lower secondary students. To date, there has been an advancement on training teachers who specialize in Language. The first and second training workshop was developed for this process, completing a group of teachers who specialize in Mathematics and language. 109 teachers who specialize in Language have been trained as well as 84 teachers who specialize in Mathematics. Teachers have understood and are making the active methodology approach their own in their classrooms. They have initiated a process to improve their teaching skills in the classroom, through the implementation of collaborative work from students through a didactic proposal that they are calling “learning guides”. These learning guides develop an autonomous learning route and invite students to be part of participation activities, coexistence and dialogue, through diverse interactions.

According to MoE’s expectations, this learning guide is a platform to redesign classrooms: “moving from pedagogics found in the manual to alternative pedagogy.” Since the project started providing technical assistance there have been changes in schools and classrooms. Teachers have said the use of active methodologies has generated the following in their classrooms: collaborative work, values, initiative and creativity from teachers, it helps with inclusion and participation, students pay more attention, they are able to help those who need it the most, more interaction between students and teachers, facilitates teachers work in the classroom, students are interested and learn, more values and coexistence, classes are planned and have resources, time, methodology, learning becomes significant because students believe in what they are doing, they teach students to analyze and discover new ways of learning.

A pedagogic strengthening strategy has been developed in coordination with Educational Departmental Directorships by having teachers who represent the Integrated System Full Time Inclusive School Approach, in projection of the multiplication that will take place in 2015. A relation and communication network has started between teachers who live in the same municipality, this is because they share written resources to be able to continually improve their proposals.

During this period, the training process for leading teachers in mathematics was completed (year 2013), as part of a training program for 5 workshops. Some of the observed achievements in this group of specialized mathematics teachers are the following:

- 22 teachers demonstrated mastery of the learning process – APA- that develops the application of active methodologies in classrooms.
- Learning guides are applied systematically in classrooms and they mention that their students are improving relationship processes and are motivated to learn.
- Departmental Directorships are consulting them as benchmarks of effective innovations in classrooms, with the purpose to accompany the process, learn from it and to strengthen ministerial strategies.
- They have generated reflection and analysis on topics related to instructional planning, Departmental Directorships want to deepen and establish new mechanisms.
- There are going into detail on learning evaluations, as a product of the active methodology application in classrooms.
- Teacher leadership is being strengthened consistently with the ministerial strategy of SI EITP and the intention of active methodologies, 6 of the pioneer teachers facilitated the second teacher workshop for those who specialize in mathematics. This generated a continuous learning environment, respect and it improves learning proposals embodied in these learning guides.
- Facility to generate feedback processes and collaborative work between colleagues, as well as strengthening support among colleagues.

Inter-learning circles have been created as a local level sustainable strategy to ensure changes made in municipalities. “9 mutual learning circles have been created (14 for mathematics, 15 for language) with help from volunteer teachers. 193 teachers participate in this strategy, the following are some of the achievements:

- Teachers have completely gotten involved in being part of inter-learning circles in their municipalities.
- Teachers who participate generate a continuous dialogue and improvement process of their written resources, as part of the reflection of their teaching in order to obtain an effective learning process.
- An attitude to share experiences has been generated, educational material and learning guides with respect and to continue learning. This process strengthens the Full Time Inclusive School Approach in its premise: “Move from single teachers to teams of teachers”.
- Departmental Directorships have reorganized pedagogic technical assistants, with the purpose of accompanying teachers and to provide conditions where meetings can take place.
- Departmental Directorships have made sure that at least one circle works properly in the municipalities that participate in the Project.
- A knowledge exchange process has begun with specialty teachers with teachers who have not received trainings on the subject they teach.

At MOE central level, improvement teams are strengthened in Departmental Directorships. There has been an advance in strengthening school management of departmental directorships to support technical assistance directed to schools pedagogic processes. The following are some of the achievements achieved by strengthening departmental directorships and school management regarding SI-EITP:

- Two training workshops have been developed this year on active methodologies and SI EITP management for governing committees and improvement teams of 7 Departmental Directorships of the 8 who form the Project. It is important to mention that despite of the changing situation within ministerial authorities where teaching processes have been made and the big amount of activities they have participated in, they have responded favorably to the before mentioned changes.
- A pedagogic technical assistant has been appointed for each of the 20 teacher inter-learning circles. Technical assistants will actively participate in the training workshops.
- 4 (Sonsonate, Cabañas, Santa Ana and La Libertad) of the 8 Education Departmental Directorships (DDE) have decided to incorporate the active methodology application process to their institutional plans (POA).
- Out of the 7 DDE improvement teams, the following are those who have applied EITP active methodologies to national ministerial strategies: specialist teacher networks, model teachers and teacher tours.

FUSALMO has incorporated the use of Methodology Guides by using APA when training the educational community on Technology, Educational Robotics and Video Game topics for collaborative work and to improve teaching. The use of Guides as learning materials is a significant advance in the organization of Digital Literacy Committees and the purchase of robotics kits.

Regarding educational robotics and educational video games, there have been pilots for the use of legos and K-nex kits. The municipality of Zaragoza has assisted lower secondary students along with a trained teacher, they participated in an international robotics competition at national level. Youth felt motivated and had many expectations, they designed and built a crane as a material transportation mechanism. By following the instructions of the Guide, they have applied Mathematics and Physics concepts to demonstrate how the Project uses these resources in schools.

FUNPRES has had an advance on trainings, follow-ups and technical assistance regarding the inclusion topic. School principals have made curricular adjustments to tend to youth who have academic difficulties. MOE central also held a workshops to incorporate curricular adjustments to the study program.

When it comes to the pedagogic topic, they were explained the importance of using inclusive methodology strategies and they identified the different methods students use to learn.

During this quarter, FEDISAL has had an advance in technical assistance regarding vocational guidance and has trained 193 teachers and school principals on Vocational Orientation. There have also been lectures, 1,799 lower secondary students from Nejapa and Soyapango participated. Don Bosco University has trained 550 students and school principals on Innovative and Active Methodologies, and have held trainings sessions on Mathematics, Science and language.

During this quarter, FUSALMO, UDB, FUNPRES and FHI360 have trained 1,657 people from the educational community (733 men and 925 women). 977 teachers, 144 school principals, 238 MOE officials and 298 lower secondary students.

1.1.2 Result 1B

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

Undertaken activities have been able to help schools advance by incorporating coexistence aspects from the pedagogic proposal. The Project strengthened the educational community when it came to organizing the Coexistence Committee, as well as in the promotion of classroom values that promote collaborative work and respecting diversity. They have also put to work mechanisms and strategies to contribute in the construction of school coexistence through integral training in Conflict Management, School Bullying and Healthy recreational environments.

The Project moves forward in the integration of the pedagogic proposal and the coexistence topic in schools. FUNPRES provides technical assistance to 90% of schools (first phase) where teachers and school principals have finalized their training. This topic has helped integrate coexistence strategies to school and classroom management. Trained teachers and school principals have been able to commit as a team and have included in the pedagogic proposal, strategies to improve pedagogy and coexistence.

There has been coexistence reinforcement for those teachers who have put in practice conflict resolution strategies in their classrooms, what students have learned from this implementation has contributed in bringing teachers and students together. There were talks with school principals on the preparation of a plan against school bullying and they made a commitment to write it.

Teachers are more open and flexible with the process and what they have written shows enthusiasm in the multiplication of activities through inter-learning circles in their schools. Participants have mentioned that these trainings have helped them strengthen their esteem and have improved the way they deal with stress in the day to day activities. Trained students have mentioned they have gotten involved in school activities, they have taken leading roles and are more active.

Parents have shown more interest and responsibility by becoming part of the different school committees. Teachers who participate have created a map of risks of their schools and have identified different types of crisis.

FUSALMO within the projects framework, boosts the Peace Culture strategy in sports under the motto of Fair Game that promotes healthy recreation. This strategy is promoted through the strategy of organizing sport monitors, by selecting a group of people formed by P.E. teachers, parents and lower secondary students with the purpose of promoting healthy recreation in sports. There are also alliances with other institutions and organizations that promote sports and recreation at a local and national level.

Fair Game has to do with what students choose when it comes to sports. It promotes values, following established rules, coexistence and respecting rivals. The Project boosts these strategies and include initiatives such as: 1) Fair Game, 2) Assisted Breaks, and 3) Talk Time. Talk Time takes place after a game and is used as a space for students to talk about what they have learned after a sport activity. Schools also receive support so they can implement board games within the framework of P.E., sports and recreation.

The uses these initiatives as models for healthy recreation and coexistence by promoting positive attitudes and values in youth.

Thus, integrating teaching practices in the classroom with the theme of improving learning and academic performance using the coexistence and safe environment topic has been possible.

During this quarter, FUNPRES has continued training processes on the Creative Conflict Response topic in municipalities supported by the Project. 68 school principals and MoE officials have been trained, and FUSALMO has begun the Sport Monitor training strategy by training 788 people from the school community (423 men and 255 women).

1.1.3. Result 1C

Innovative educational incentives and scholarships for 40% of the 100,000 lower secondary students with low incomes from the 750 schools included in Result 1A.

These actions have been programmed.

1.1.4 Result 1D.

Develop and Operational Monitoring System who supports goal follow-ups and Project activities, and educational indicator information from students, drop-outs, academic performance, safe learning environments levels and the participation of youth outside the schools system regarding opportunities that have been offered.

There has been a significant advance for this result, to date the advance is 60%S and next quarter begins the incorporation of information to have a record of Objective 2. A Homework Team will participate and provide support to the consulting team along with M&E. The design of the financial system and monitoring sub-agreements will begin.

During this quarter there will be an analysis of data provided by Diagnostic and the first group of selected schools to allow the implementation of the strategy design to include gender and disability for the implemented pedagogic proposal.

Three coordination meetings have taken place regarding topic M&E with USAID and CVPP to share experiences and data about the projects and areas with USAID intervention, as part of the Global Education Strategy (Goal3). There has been a purchase of ArcGis software to prepare geo-referenced maps and maps have also been made to show where schools supported by the Project are located, as well as Integrated Systems and Networks. These maps will be shared with the Partnership Network and USAID.

Objective 2: Increase Access to Educational Opportunities for Out-of-School Youth.

During this quarter the Project has promoted this component and has included EDYTRA to provide for the Marginalized and Poor Youth Program of those who live in high risk districts in San Salvador. Different training models and strategies have been created to respond to the needs of tended to youth.

The partnership network attends 40 training centers, they also provide personnel and volunteers, they are managed by partners and training centers have developed a direct intervention process with youth. This strategy has expanded to the community model and there has been a calling for volunteers to help with the expansion of activities directed to youth outside the formal education system. Incentives

have also been developed to keep youth in activities. They have also begun a systematic partnership management within the RSE framework of companies who are part of the private sector. The following are some of the mentioned partnerships: Microsoft, Tigo, Ingenio El Angel, Coca Cola, Telefónica, HANES, and Kimberly Clark.

There has been a 16% advance of the Projects global goal (23,250 attended youth) and a progress of 109% in relation to the proposed goal of FY2014 (2,216).

There will be an accelerated advance next year, starting with alliance strategies, promotion, communication and social mobilization that begun this quarter. Aside from the expected results on youth permanence in the educational system and creating opportunities to change the lives of youth by avoiding them from forming part of gangs located in their municipalities. There has been a contribution for “youth to have an identity”, this is because they have notices in neighboring high risk areas from other municipalities, youth who do not have DUI’s (identification card). FUSALMO has made arrangements with municipal authorities and the Registry of Natural Persons (RPN) so youth can obtain their identity cards and with this, be included in the Program.

Calling channels have expanded for the promotion of the component as part of AIS: churches, businesses, city halls and NGO’s in supported territory. Coordination with the partnership network, MoE and USAID representatives continue for the implementation of this objective. Several training models and strategies have been created to respond to the training needs of benefited youth. The plan for next quarter is to develop social communication activities to advance in the objectives coverage.

2.1.1 Result 2.A.

Assistance provided to at least 30% of out-of-school youth in 25 targeted municipalities to return to formal schooling or to complete a lower secondary education diploma

For youth to return to school it requires the implementation of diverse strategies from the partnership network institutions. One of these strategies is the proficiency test being used to overcome limitations of available spaces in MoE’s Non-Schooled Based Settings.

The Proficiency Test requires youth to have a high level of motivation when it comes to self-learning, written learning resources, reinforcement, tutorials and accompaniment, and alliances with several institutions and the community, to be able to provide necessary support. Don Bosco University (UDB) provides support in the design of 12 theme modules (waiting to be validated).

To date there are 2,681 youth who have enrolled in educational non-schooled based settings. During this quarter there is a record of 821 youth attended by AIS, FUSALMO and EDYTRA, 739 of them are studying and have finalized lower secondary and high school.

Actions to advance on proposed goals have been strengthened. Self-learning tutorials are available for youth, as well as academic reinforcement activities to get a good grade on the proficiency test, this will help youth initiate lower secondary or high school. There is a plan to strengthen training headquarters so they can apply tests using a software as a tool to grade these tests and to promote permanence, motivation, and youth continuity in the educational system.

2.1.2 Result 2B.

At least 30% of the youth out of the school system in the 25 municipalities identified have skills with community-based approaches and are prepared to be part of the labor market.

The total amount of youth who have gone to training centers during Q3FY2014 to receive the education integral proposal is 821. To date, 2,421 youth have been participated in the Life Skills and Job Readiness program. The following are some of the courses they have participated in: computer courses, handmade jewelry, making scented candles, cosmetology, baking, course to wait tables, etc.

To date the programs coverage has extended to 26 municipalities. New offers have been incorporated on courses related to: learning English to be used in restaurants and customer service courses in municipalities visited by tourists. There is a plan to develop courses according to the needs and potential of local development from Municipal Diagnosis. Diagnosis will finalize next quarter. Strategies are being prepared to widen coverage and achieving the planned target.

To date, AIS, FUSALMO & EDYTRA have expanded their educational offers in 26 municipalities. The following 18 are considered high risk: 1) Santa Ana, 2) Chalchuapa, 3) Soyapango, 4) Quezaltepeque, 5) Nejapa, 6) Sonsonate, 7) San Antonio del Monte, 8) San Juan Opico, 9) Panchimalco, 10) San Vicente, 11) Ilobasco, 12) Zaragoza, 13) Cojutepeque, 14) Atiquizaya, 15) Rosario de Mora, 16) San Pedro Perulapán, 17) Apastepeque, 18) San Sebastián, Neighboring municipalities: 1) El Congo in Santa Ana, 2) Tonacatepeque next to Soyapango, 3) Zonzacate to Sonsonate, 4) Ciudad Arce to San Juan Opico, 5) San Salvador neighboring Panchimalco and Rosario de Mora, 6) La Libertad and 7) Santa Tecla neighboring Zaragoza and, 8) San Esteban Catarina to Apastepeque. See 6. Municipality map attended by the Project.

2.1.3 Result 2C.

Innovative incentives and scholarships are provided to 30% of youth outside the education system in 25 target municipalities to reduce economic hardship in youth and for them to be able to equally participate in educational opportunities.

AIS, FUSALMO and EDYTRA develop free activities for marginalized and low income youth, this is 100% of youth who attend life skill and job readiness courses in several areas of the productive and service sector.

For the formulation of additional incentives that contribute to the permanence strategy of youth in the school system, and for them to take advantage of educational opportunities and stay away from dangerous practices that will affect their life. They have identified a few actions that facilitate sustainability and generate change in their behavior.

To date, economic limitations have identified in youth, this does not allow them to move freely and securely to training centers, to feed themselves appropriately for the long hours of study ahead of them, to focus on their studies and acquire past academic certifications. The Project is offering to trained youth incentives that reduce the risk of dropping-out from their courses: 1) Youth Extension Activities: Art and Culture, Sports and Recreation, 2) Training Assistance: Transportation and Food. *Youth extension activities*, have a program to strengthen and practice life skills, a gradual and experimental process linked to non-schooled youth in their real context or environment. The goal is

to promote learning experiences in non-schooled youth through joint construction, sports, fun, art, reflection and a dynamic comprehension of social competences.

The youth extension Program is looking to develop the following competences: Effective interpersonal communication and skills in conflict resolution, this competence consolidates the development of social skills and emotion control that allows constructive interaction in search of a common good.

Training Assistance to encourage youth to attend. **Transportation**, training centers provide this service for youth so they have transportation to their homes, training centers and participate in different Project activities, and it also assures that youth will return to their neighborhoods, communities after each work day. This service helps achieve the before mentioned challenges.

Food Service is provided to each one of the students according to the programmed work days, which could be: morning, afternoon or full day. This organization will depend on the training center model, circumstances, available time or study group modality; they will receive breakfast, refreshments or lunch, especially those who do not have the resources to feed themselves. This help with learning and coexistence results.

Objective 3: Procurement and distribution of school materials for 8 schools damaged by hurricane IDA.

The plan is to purchase these materials this quarter. We are working with MoE to prepare a list of requested materials (with an estimated price), the Project is validating price information that MoE provided, as well as the materials suggested by the companies, and there is also an analysis of the feasibility to purchase these materials with the approved budget.

Acquisition processes are handled in a way that when they finish building/refurbishing these schools, they can have the necessary educational materials according to the available funds for this objective. They expect schools to be ready by the end of 2015 second quarter.

Objective 4. Rapid Response Fund

No actions have been registered in this objective because they still have not determine an emergency situation for immediate response.

Objective 5: Strengthening capacity of local partners

FHI360 has provided technical assistance to the partnership network when preparing a quality education strategy that integrates pedagogic strengthening and coexistence. During this period they are still developing a strategy to strengthen FUSALMOs technical teams skills on active methodologies to guide the technical accompaniment process that will be provided in schools that participate in the Project.

One of the achievements on this topic is that FUSALMO is incorporating the use of Learning Guides with the APA model for the development of teacher competencies on the technology topic as a dynamic way to adults to learn as well. These guides are also used for the development of

competencies in educational robotics. The following are network competencies that have been strengthened:

- Pedagogic strengthening. Active Methodology skills have been strengthened during this quarter for FUSALMO's technical team, formed by a new group of 13 psychologists that will be able to provide elements that will be used in pedagogic technical assistance offered to schools. A first reflection meeting has been developed with FUSALMO's team, having as a result a list of factors from a quality school, to be used when they visit schools.
- A reflection process has begun on citizen competences. FHI 360 has participated with their local team and an Active School international specialist in the construction of a shared vision about citizens in terms of skills, determining those related to participation, coexisting, dialogue and who will work with the partnership network to contribute in the construction of citizenship from the classroom and school.

The projects M&E has reviewed FUSALMO, FUNPRES, FEDISAL (VO), FHI360 databases and there have been Data Quality Assessment (DQA) during this quarter. Strengthening sessions have taken place in institutions to improve the Projects information quality. USAID mandatory indicators have been socialized and requirements have been explained according to ADS 252, report norm for disabled people, the use of TRAINET

Objective 6: FEDISAL implements recommendations related to NUPAS

FEDISAL completed trainings for the Acquisitions Manual on April 2014 and is implementing them at this time. With these actions FEDISAL has completed the month of June, this period, trainings, recommendations and special conditions from USAID's agreement. To date FEDISAL has worked on developing manuals with FHI360 assistance, they provided continuous technical orientation to FEDISAL by reviewing institutional manuals included in special conditions (Special Award Conditions) from USAID's agreement with FEDISAL, and have responded to USAID observations. USAID followed-up and approved this compliance.

FEDISAL and FHI360 has destined the best specialists from human resources, Project management and contracts to support FEDISAL when they review manuals and to provide specific trainings about these topics. During this quarter, FEDISAL specifically had an acquisition training to present the updated manual to FEDISAL and its partners. This training was supplemented by another training given by human resources personnel from FHI360 to FEDISAL on the new human resources manual.

USAID approved the Acquisition, Project Management and Human Resources manual prepared by FEDISAL with support from FHI360. Personnel later received training on these manuals.

Project Administration

To date, achievements regarding the Projects administration (in general) are:

Advisory Committee Meetings and Technical Operating Committee. Three committee meetings have taken place regarding Project follow-ups, technical and financial advancement, and making decisions on progress made.

Projects development visibility forms according to the Communications Plan. Development initiated in September 2013 when the social media committee was formed. To date the Facebook fan page has 576 likes, which means that 209 new followers liked the page. The daily visit average is of 50 people who interact with the published content. Together with the partnership, we agreed to publishing 6 times per day in an established schedule.

The Project has its own Facebook page: <https://www.facebook.com/proyecto.ninezyjuventud>, this page maintains presence in social media and generate knowledge of the Projects services directed to the target population. Youth who visit the Facebook page use it as a means to learn about the Projects services for the non-schooled population served by the Objective 2 framework.

There is also interaction with teachers and principals through inbox, this interaction is used mainly by schools who are interested in forming part of the Project and to benefit from the different activities that take place. There is also communication, in a lesser proportion, with people or institutions who are interested in published news and in services offered to support the activities.

There have also been other ways in which Objective 2 has been promoted: local campaigns, flyers designed by each institution from the partnership network with help from the Projects technical team.

3. IMPLEMENTATION OF CROSS-CUTTING ISSUES: GENDER AND DISABILITY

Within the framework of USAID's politics on Equality and Women's Empowerment and disability, the Project is making specific actions in the implementation through the partnership network. One of the key factors has been the national education policy which promotes "inclusion" through the Full Time Inclusive School Approach. This national approach facilitates the promotion of gender and disability equity in the educational community that it is supporting.

In this framework, one of the substantive actions between FEDISAL partners has been the disclosure and socialization of UDAID politics. How can these political axes mainstream and what issues can impact specific data given the Projects baseline? To date there are specific actions on these issues and a comprehensive and focused approach, the Project initiated an analysis on gender gaps that can be feasible for specific addressing at local level and as part of the schools technical assistance and in youth training centers for those who are not part of the school system.

To date these are some of the gender specific actions taken in component 1: 1) promotion of equitable participation, especially in the organization of the schools coexistence committee, 2) parity when selecting students for training processes, 3) a decrease in the gap between male and female teachers who are receiving training, 4) parity when selecting people who have participated in the 3 USAID observation trips, 5) promotion and inclusion of young women in technology activities and robotics education, 6) leadership of young female students so they can participate in work teams presented in student forums, 7) the promotion of safe spaces for young women and the protection of their rights in the Coexistence Committee agenda and addressing problems related to sexual violence, harassment, bullying from male students towards women, 8) within the framework of inclusion, curricular adaptations and strategies have been promoted for students who assist school while pregnant.

To date, these are some of the gender specific actions taken in component 2:

- 1) Promotion for the participation on women. Day care provided for children while mothers study. Promotion of educational opportunities especially for the young mother population and housewives who take care of their children.
- 2) Courses are available during the weekend to give an opportunity to the population that works during the week, this promotes the participation of single mothers who do housework during the week.
- 3) Courses are implemented and designed for fair participation of both genders considering specific educational needs. For example: baking, sewing, this services have been designed for men and women.
- 4) Interviews are held and they learn about the specific needs of both genders. The institution has designed courses that can be useful and effective for men and women, and it promotes development of women to reduce access gaps to opportunities in municipalities where there are insufficient offers to promote opportunities for women.

Regarding the disability topic, the Project is taking specific actions that include people with disabilities. In general, work is done in component 1 with a population of about 30 lower secondary students in school who officially are classified as “schools for the deaf”. School inclusion is promoted in the inclusive model and in schools Integrated Systems, at the same time, there is a boost on curricular adjustments that attend special needs education of students with development disabilities, such as autism and learning disabilities such as dyslexia.

Component 2 has a record of youth with upper or lower physical disabilities, as well as people with sight and hearing problems. The Project is preparing a strategy and a specific plan to address this topics in an integral manner for next quarter.

4. ACTIVITY PROGRESS BY COMPONENT

In general, activity progress by component has had an improvement in education quality that surpassed the training goal. The percentage of the achievement of programmed trainings for this year is 87.5% on average in component 1.

To date, objective 2 has had satisfactory progress advance (Planned FY2014:2,216,¹ Executed Q3: 2,730) according to FY2014 planned targets. Objective indicator table has been attached.

¹ See Projects monitoring table. Correct version. Preliminary data.

5. CHALLENGES AND PROPOSED SOLUTIONS

Project Implementation	Challenges	Solutions
MoE	Change in MoE authorities at central and departmental level in the next period for the incoming government	Continue to support MoE in the framework of the roundtables. Work in schools while changes to the cabinet are made during the transition phase. Continue work at Departmental Management level.
Objective 2	<p>The reality for many youth who still have not finished primary school and want to receive these benefits to improve themselves. Youth who have stopped studying for more than four years and have difficulty reading, writing, need more attention and accompaniment when starting school with new hopes.</p> <p>Education lag and academic deficiencies in Mathematics.</p>	<p>Accompaniment strategies have been designed through tutorials.</p> <p>We expect an advance in the preparation of auto-learning modules so youth can take the proficiency test.</p>
	<p>Difficult access for youth and students to consolidate groups in municipalities with a violence and risk problem.</p> <p>The violence problem in territories where gang members have different nominations.</p> <p>Youth are afraid to move towards high risk communities.</p>	<p>Alliances are formed with the community and promotion is made with community leaders to support objective 2 actions in high risk municipalities.</p> <p>Incentives have been designed, such as transportation to assure course permanence.</p> <p>Specific mobilization strategies have taken place to avoid risking the population enrolled in these courses.</p>

6. LESSONS LEARNED

Project Implementation	Lessons Learned
Local partners	Coordination and communication mechanisms are important among the organizations that form part of the Partnership Network to ensure that the strategy has been comprehended and to align individual action plans. Action plan follow-ups are important, as well as the preparation of processes jointly prepared.

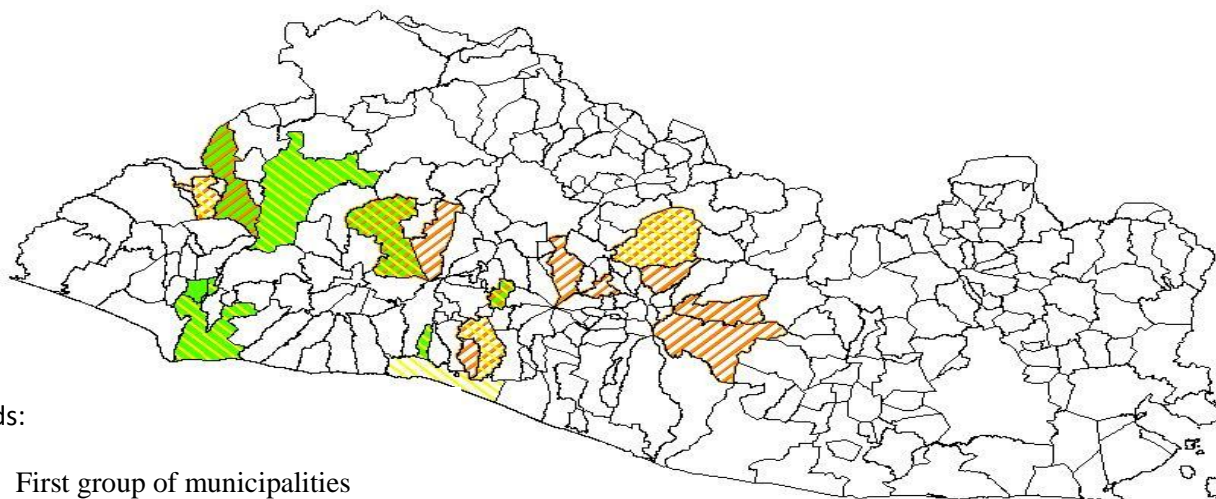
Project Implementation	Lessons Learned
MOE	Keeping open communication channels with central MoE is important to ensure the alignment of education policies and action plans from other aid workers.
Objective 1	The pedagogic technical assistance strategy supports process implementation in schools needs to integrate elements considered in educational training for the community and sustainability in school achievements.
Objective 2	<p>It is important to design various strategies to promote education opportunities that will keep youth motivated.</p> <p>At the same time, mechanisms should be prepare don how to support over-aged students and the learning lag that does not allow them to return to the system.</p>

7. GEOGRAPHICAL LOCATION OF ATTENDED MUNICIPALITIES AND SCHOOLS

The Project counts with the help of ArGis for the geographical location of municipalities, schools and other initiatives done in the Projects framework. It has databases of the geographical coordinates of these locations.

The technical team makes a visit to 400 schools (at least one) and the 90 systems and networks of schools located in different municipalities each quarter. The attached map shows the Projects actions coverage to date in municipalities as part of components 1 and 2 goals. The following are the 8 municipalities that receive support: San Salvador, Santa Ana, La Libertad, Sonsonate, Ahuachapán, Sonsonate, San Vicente, and Cabañas.

Location of municipalities' attended until June 2014



Legends:

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

8. INTERNATIONAL TECHNICAL ASSISTANCE

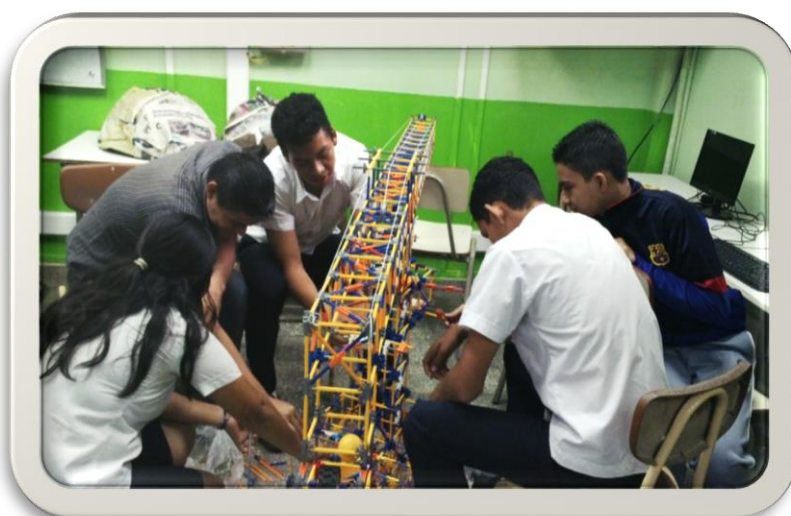
Technical Assistance Area	Specialist	Dates	Objective
FEDISAL Institutional Strengthening	1. Ahmed Martínez	Start 04.27.2014 – End 04.30.2014	Provide technical assistance and advice to FEDISAL and the local partners to incorporate comments made by USAID and align the Acquisition and Contract Manual with USAID’s norms and regulations.
	2. Dominique Carlier	05.27.2014 05.31.2014	
	3. Luis Pagan	Start 04.27.2014 – End 05.01.2014	
	4. Riley Abbott	Start 04.07.2014 End 04.14.2014	
Improving lower secondary education quality	5. Marina Solano Mogollón	Start 04.21.2014 End 05.03.2014	Provide leadership and address the Projects Technical Team and align practice with the expected results.
	6. Juan Vicente Rodríguez	Start 04.21.2014 End 05.01.2014	Provide leadership and address Teacher Training Programs and the support team during training sessions. Meet with M&E and local partners.
	7. Carmen Salazar	Start 04.20.2014 End 04.25.2014	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

Technical Assistance Area	Specialist	Dates	Objective
			M&E team and local partners

9. SUCCESS STORY

Safe environments and improvement of logic and reasoning skills with robotics education

It is a hot day in classrooms in Zaragoza; but lower secondary students are happy and rehearsing their proposal for the construction of a tower to move cement blocks from one end to another. Youth are sharing what they have learned and skills at the José María Cáceres School with other lower secondary



students who participated in Digital Literacy trainings taught by FUSALMO within the framework of the Education for Children and Youth Project.

FUSALMO develops the strategy to promote technology and robotic education to improve logic, reasoning skills, solutions to problems associated to Mathematics given as part of the curricular for lower

secondary youth in schools supported by the Integrated System promoted by MoE. The Project, in the framework to better youth learning through active methodologies has developed skills that contribute to the schools coexistence.

The integral strategy starts with the formation of committees in the framework of school management that streamlines the schools operational plans. The technology topic is promoted in the training proposal of CAAT (Technological Support Committee) formed by students, principals and teachers, as well as parents who have been trained in digital literacy.

The CAAT is formed by Javier Alexander (9th grade), Oscar Silvestre (7th grade), Ángel Luciel Amaya (7th grade) from Monseñor Arnulfo Romero School; Juan José Melgar (8th grade) and Marcela Maravilla (7th grade) are preparing a robot model with K-nex parts and relentlessly check their robot and apply more strength so the cement block can be transported and shared with other students.

FUSALMO's technical staff has organized this lower secondary youth group so they can compete at national level. *"The opportunity to participate in an international robotics competition in our country came up, we thought of the Zaragoza Integrated System because they have excelled in two trained municipalities from this same area and the system had also requested more trainings and support for a fair ay System level"*.

Javier Alexander is telling his schoolmates to speed up and bend the moveable part. *"Everything is special to me, because everything has its own function. Several things have influenced us, the rules we need to follow to compete with other groups (the height that we should not pass). This is a free design; but dimensions are established. We have guidelines of how parts can be used. Robotics is not one of our subjects, but it would be great if it were. It helps us follow weight instructions, measurements and we have to apply our personal knowledge in Physics and Mathematics."*

This effort is possible thanks to support provided by the school principal and a computer teacher, both received training. Support provided to school principals is vital for the use of computer classrooms and by providing technical assistance to the team. The robotic equipment used is something new that the students will learn. "Youth feels motivated and are filled with expectations that make their imaginations fly, they also use their design and construction skills to build and improve the crane with their own mechanisms that will the crane spin and grab objects with a hook. They focused their thoughts on how to build a good mechanism, they never missed meetings previous to the event, they dedicated all their time (in and out of school), and they also researched how they could deliver a better product" said their teacher.

Next time they will have new ideas for the design and implementation of mechanisms that will facilitate the use of the crane. Their self-esteem grew when they saw themselves surrounded by other young students who curiously approached them when they saw something innovative and new. They were interested in the different shapes and sizes of the figures that had been combined to make the product, it was functional and aesthetically pleasing. It was based on mathematics, physics and their creativity. Students had the opportunity to fully exploit these activities.

After training and presentations, students were invited to participate at the second pedagogic congress (Zaragoza integrated system) to share their experience with teachers and students. As a result of these experiences, significant learning is shown, in academic and social competencies. Prominence is developed in in youth and this allows them to have focused thought in academic activities which make them review, research, apply knowledge; at the same time they learn to work in teams, as well as being tolerant and inclusive by respecting their differences.

Skills are formed that can help them in their life in an amicable and camaraderie environment.

10. WORK PLAN FOLLOW-UP

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q3 April – June 2014
OBJETIVE 5: Institutional strengthening for FEDISAL and local partners			
R1A. EITP provided 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 local development situation, labor, offer and education	FEDISAL	Advanced. Will be completed in the month of September
2. Strengthening MoE pedagogic proposal for lower secondary	2.1 Strengthening of teacher pedagogic skills in mathematics, language and science in lower secondary by using the Active School proposal	FHI360 Technical Team	In process as planned
	2.2 Preparing fascicles for teachers using active methodologies as a complement for teacher pedagogic strengthening workshops		In process as planned
	2.3 Strengthening pedagogic skills for MoE departmental management technicians and level coordinators from SI EITP, using the Active School proposal so they can attend SI-EITP in a timely and effective manner		In process as planned
	2.4. Strengthening the school management skills of SI-EITP according to quality education for departmental authorities	FHI 360	In process
3. EITP expansion for the first and second groups of schools (419)	3.1 Technical assistance to strengthen or prepare the Pedagogic Proposal for schools, networks, SI EITP	FUSALMO	Initiated in 409 supported schools. FUSALMO has made its second visit

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q3 April – June 2014
	3.2 Technical assistance to strengthen school management, networks, SI EITP in function of the development of the pedagogic proposal		In process
	3.3 Pedagogic strengthening to management teams, teachers, articulated to MoE guidelines	UDB	In process
	3.4 Technical assistance and study trip organization to learn success stories about quality education and safe environments from lower secondary schools in the EE.UU. and Colombia (Idem activity 2.3, Result 2 A, Objective 2)	FHI 360	In process. To date, two trips have been made to the EE.UU., a third trip is being planned for September
	3.5. Technical assistance to develop two studies or systematizations regarding the development of the pedagogic proposal in the SI EITP expansion	FHI 360	Not planned for this quarter. Plan in process.
4. Develop skills for technology use for teachers, principals and students	4.1 Development for technology training processes for management teams, teachers, ATP articulated to MOE guidelines	FUSALMO	Training processes have initiated in technology and robotics, this has generated learning spaces with K-nex. Delay in technological equipment procurement processes
	4.2 Technical assistance to promote technology innovation initiatives in favor of learning in schools, networks, SI EITP, CAAT trainings.		In process as planned
	4.3 Strengthening technology skills in schools, networks and technological resources with SI EITP and on how the portal works		Delayed due to computer equipment procurement management. Recruitment begins for the education portal
5. Promote and develop initiatives in favor of inclusive education	5.1 Technical assistance and training processes for inclusive education that strengthens the Pedagogic Proposal	FUNPRES Project Technical Unit	In process as planned

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q3 April – June 2014
	5.2 Fostering dialogue with MoE and other committees for the construction of a better application, understanding and norms regarding curricular adjustments		Delayed, negotiations will initiate with MoE
6. Develop a focused attention program to promote staying in school, finishing lower secondary and attending with high school	6.1 Vocational orientation processes connected to local reality and pertinent information for the continuity of 9th grade students	FEDISAL	In process. 149 teachers have been trained and lectures have been given to 1,000 students, as planned
	6.2. Technical assistance for an early alert identification proposal to develop strategies to prevent school drop-outs in SI EITP lower secondary's	FHI360	Not planned for this quarter. Plan in 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 for institutional strengthening of departmental management and central MoE to support changes within the education system	FHI 360 Project Technical Team	In process
	7.2. Technical assistance in the preparation of a communication and socialization strategy to promote dialogue about education policies and good practices		
	7.3 Have dialogue events that include practical implementation answers in schools, in coordination with MoE (pedagogical encounters and departmental forums, roundtables)	Project Technical Team FUSALMO	Ongoing roundtable in process
R1B. Strengthen a safe environment program with the purpose to reduce school violence in 750 schools located in high risk municipalities			
1. Coordinate with MOE to define and implement a strategic plan to promote safe environments	1.1 Participation in inter-institutional coordination spaces from MoE to promote and articulate school violence prevention initiatives	Project Technical Team FUSALMO	In process as planned
2. Participative auto-diagnostic, coexistence plan and strengthening the	2.1 Coexistence training processes for management teams, teachers, ATP, parents, and volunteers articulated to MoE guidelines, as well as considering the gender approach	FUSALMO FUNPRES	In auto- diagnostic process on the second visit to schools. Coexistence committees trainings and integration of mediation actions

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q3 April – June 2014
skills of leaders in line with a culture of peace	2.2 Technical assistance to strengthen coexistence committees that bring new energy into auto-diagnostics and the coexistence plan for schools, networks and SI EITP		
	2.3 Youth accompaniment strategy through guiding teachers and youth workers who have been properly trained		
3. Implement the coexistence plan in line with "Sueño posible" (Possible dream)	3.1 Technical assistance for coexistence action implementation and student attention strategies imparted by the School Coexistence Committee through training processes	FUSALMO FUNPRES	Students, parents, principals have been trained as sport monitors, and committee support and trainings have initiated.
	3.2 Technical assistance to impulse alternative youth organization, such as SI EITP or school networks	FUSALMO	
	3.3 Sport technical assistance to generate skills in students, parents and volunteer community members (future monitors)		
	3.4 Development of artistic training processes for students, teachers, parents in charge of the revitalization of art and culture initiatives	EDYTRA	Delayed. Rush status will be placed for the procurement of artistic supplies
	3.5 Art and culture technical assistance through the moving art and other stimulus		Not planned for this quarter. Plan in process
	3.6 Artistic expression projection from schools, networks, SI EITP articulated with the Coexistence Plan		Not planned for this quarter. Plan in process
4. Form an inter-institutional support and technical assistance group 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 to provide attention to violence	FUSALMO Project Technical Team	Delayed

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q3 April – June 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 peace culture and violence prevention	FUSALMO Project Technical Team	In process and meetings with MoE
	5.2. Development, validation and printing of materials regarding peace culture and coexistence linked to the curricular and by using the education portal		Delay in educational portal
6. Strengthen parent leader groups	6.1 Experience and material review to train parents and strengthen group leader son coexistence and peace culture coordination with DDE	FUSALMO Project Technical Team	IN PROCESS Meetings have taken place regarding topic ministerial guidance. Consolidate editorial team.
	6.2 Strengthen parent skills so they can participate in school coexistence initiatives within the Coexistence committee		Done
7. Promote alliances with the private sector and other organizations to bring complementary resources for EITP activities	7.1 Recruit a public-private alliance expert	Project Technical Team	In process. Person in charge will make arrangements with institutions
	7.2 Promote the Project with the private sector to support programs and activities by using a leverage system		
	7.3 Fund and effort coordination with donors and international organizations		
	7.1 Design an alliance strategy that assures the donation of complementary resources to the 750 schools		In process
R1C. Incentives and scholarships for 40% of the 100,000 students			
1. Design an incentive and scholarship program	1.1. Identify successful experiences, define scholarship and incentive strategies, and validate them with MoE.	FEDISAL	Delayed
	1.2. Technical assistance to identify successful experiences that allow the definition of sustainable scholarship and incentive strategies.	FHI360	Reprogrammed

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q3 April – June 2014
R1D. Develop a monitoring system for program activities			
1. Develop and implement a Technical and Financial Information System	1.1 Mechanize the Projects Monitoring System	Technical Unit, Evaluation and Monitoring	100% advance for the objective 2 module, as a priority. The rest advances in a 60%
	1.2 Monitor project indicators	Technical Unit, Evaluation and Monitoring	In process, guidelines follow-up according to plan. NOT mechanized in the system.
2. Prepare mandatory USAID reports and produce information regarding decision making and 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 as planned
	2.2 Mapping beneficiary schools/implementing headquarters	Technical Unit, Evaluation and Monitoring	Software has been purchased, 2 people have been trained and maps are being produced
	2.3 MOE and USAID national education indicator analysis	Technical Unit, Evaluation and Monitoring	In process, database updated according to requirements
3. Monitor the projects planned goals and the evaluation process to assure quality data and information	3.1 Develop a follow-up system for pedagogic process quality, coexistence and in opportunities for out-of-school youth	Technical Unit, Evaluation and Monitoring	En proceso. Se han realizado 3 DQA a 3 instituciones
	3.2 Evaluate implemented technical processes	Technical Unit, Evaluation and Monitoring	An evaluation will be conducted in situ next quarter, end of fiscal year
	3.3 Update M&E Plan and provide data to USAID /PfG, PPR	Technical Unit, Evaluation and Monitoring	A meeting has been planned for October 2014
4. Strengthen Partnership Network skills	4.1 Strengthening monitoring and evaluation topics to guarantee quality, consistency and opportunity of data linked to indicators	Technical Unit, Evaluation and Monitoring	Pending. 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	Not planned for this quarter

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q3 April – June 2014
<i>OBJECTIVE 2: Increase access to education opportunities for non-schooled youth</i>			
<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 and FUSALMO	In process
2. Develop a skill strengthening program	2.1. Technical training development to strengthen MOE and the partnership network technical staff (Seen in mark about Inter-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	Not planned for this quarter
	2.3. International trainings about active schools and youth calling in Colombia and the United States (Idem Objective 1, mark 3.4, Result 1 A)	FHI360 and Technical Team	Not planned for this quarter
	2.4. International trainings for school principal groups and MOE personnel about experiences with lower secondary youth and youth outside the school system (Idem Objective 1, mark 3.4, Result 1 A)	FHI360 and Technical Team	Third trip in process

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	status FY2014-Q3 April – June 2014
3. Referring youth to school to finalize 9th grade	3.1. Identify and contact teenagers who have dropped-out of school in lower secondary or high school who 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 youth who were set back to school to finish their basic schooling by graduating 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 back to non-schooled based settings:	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 local economic	Tendered consultant, Technical Team, FEDISAL	Process will finalize next quarter
	1.2. Participative workshops with the partnership Network (SEE objective 5, Institutional Strengthening)	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 wide youth calling	Technical Team - AIS-FUSALMO, EDYTRA	In process

ACTIVIDAD	SUBACTIVIDAD	RESPONSABLE	Estatus enero-marzo 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	AIS, FUSALMO, EDYTRA	In process
4. Life skills and Youth Extension Activities	4.1. Life skill courses implementation and Youth Extension		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	Not planned for this quarter
7. Technical assistance and entrepreneurship and preparing business plans	7.1. Identifying youth with entrepreneurship characteristics and interests of the development entrepreneurship courses and technical assistance for the preparation of the business plan	Projects technical team. FUSALMO, AIS, EDYTRA	Not planned for this quarter
R2C. Educational innovative Incentive/Scholarship program providing scholarships to at least 23,150 non-schooled youth in 25 selected municipalities or neighboring areas to reduce economic hardship that comes from the students low incomes and to allow a more equitable participation in educational opportunities			
1. Scholarship/Incentive program	1.1 Implementation and follow-up of the scholarship program	AIS, FUSALMO, EDYTRA, Technical Team	In process
	1.2 Incentive implementation on transportation, food and job search		In process
2. Additional resource management	2.1. Manage contributions with the private sector	Technical Team, AIS, FUSALMO, EDYTRA	In process
OBJECTIVE 3: Purchase and distribution of educational material to schools damaged by hurricane IDA			
1. School situation diagnostic	1.1. Educational material need in selected schools for this benefit and their relation with other aid initiatives	Technical Team (Management Unit)	Not planned for this quarter
	1.2. Coordination with MoE regarding furniture and material specifications		
2. Delivery of school material	2.1. Preparation of a purchase plan and educational material distribution with MoE		

	2.2. Purchase of educational material		
	2.3. Design the training plan and then communicating all information to parents (for their use), taking care of educational material		
OBJETIVE 4: Rapid Response Fund (provide attention from schools in case of a natural disaster)			
ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR THE PARTNERSHIP NETWORK	Status FY2014-Q2 April-June 2014
1. Prepare an Emergency Attention Plan for 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	FEDISAL	Not planned for this quarter
	1.2. Training before the disaster occurs		
	1.3. Prepare an emergency attention plan for natural disasters, from schools with consultancy support, that imply: - Diagnostic (With and expert) - Articulated intervention - Psychological attention in emergencies		Not planned for this quarter
	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 Plan for Institutional Strengthening	Strengthen educational management skills for technical assistants who are part of the Partnership Network	FHI360	Initiated
	Socialization of the positive youth concept of development in teachings oriented to train youth who represent the Partnership Network organizations	FHI360	In process
	Strengthen FEDISAL and their local partners' abilities to manage projects financed by USAID, especially administrative procedures such as procurement and contracting according to USAID policies.	FHI360	Technical assistance has finalized, and FEDISAL's Manuals were approved this quarter. See International Consultant List in mission by FHI360

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE OF THE PARTNERSHIP NETWORK	Status FY2014-Q2 January-March 2014
	Strengthening competences of the partnership in administrative, financial topics and detailed procedures in FEDISAL's Manuals that have been approved by USAID.	FEDISAL and the projects Technical Team	Finalized
	Updating and training processes for partnership personnel for procedures and institution manuals using as input FEDISAL's Manuals that have been approved by USAID.	FEDISAL and the projects Technical Team	Finalized
	<ul style="list-style-type: none"> • Online strengthening international trainings provided to Partnership institutions: <ul style="list-style-type: none"> o To approximately 7 people from the United States Partnership. 1 person will travel to Mexico with topic incentive Administration and scholarships. 1 person will travel to Colombia with the youth guidance and employment agency topic. 1 person will travel to Chile or the EE.UU with the vocational guidance topic. 	FEDISAL and the projects Technical Team	In process
	Strengthening the Partnership in skills and competences for team work and construction and synergy processes. Trainings	FEDISAL and the projects Technical Team	In process
	OCA application to the main partners and Strengthening plan based on OCA in every partnership institution.	FEDISAL and the projects Technical Team	Reprogrammed

11. INDICATORS TABLE

Indicators measured on a quarterly basis have been attached. Progress has been presented in relation to the annual and total target.

No.	Indicator	Disaggregation	Base line	Base line year	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Results Q3	Achieve Q3	Progress	Total Target FY 2016	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018	
(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students																
8	GR1.1 Number of PTA's or similar school governance structures supported (PPR Indicator)	Total: Group of schools	0	2012	760	0	0	165	0	0	0	415	500	335	85	
		Group 1 (FY2013, 2014, 2015)	0	2012	165	0	0	165					165			
		Group 2 (FY2014, 2015, 2016)	0	2012	260	0	0	0					250	250		
		Group 3 (FY2015, 2016, 2017)	0	2012	260	0	0	0					0	250	250	
		Group 4 (FY2016, FY2017, FY2018)	0	2012	85	0	0	0						0	85	85
9	GR1.2 Number of teachers/educators/teaching assistants who successfully completed in service training or received intensive coaching or mentoring with USG support (PPR Indicator)	Total: Trainers by new Group of schools, Sex, area	Total	2012	2,086	330	420	1,080	977	90%	47%	1830	1755	1005	255	
		Man							806							
		Woman								271						
		Total	0	2012	330	330	420	330	250				330			
		Group 1 (FY1, 2, 3)	Women (55%)	0	181	181	238	181	ND				181			
		Men (45%)	0	149	149	193	149	ND					149			
		Total	0	750	750	750	847						750	750		
		Group 2 (FY2, 3, 4)	Women	U	413			412	ND				412	412		
		Men	U	338				338	ND				338	338		
		Total	U	750									750	750	750	
Group 3 (FY3, 4, 5)	Women	U	413								412	412	412			
Men	U	338									338	338	338			
Total	U	750									750	750	750			
Group 4 (FY4, 5, 6)	Women	0	255									255	255	255		
Men	0	140										140	140	140		
Men	0	115										115	115	115		
	Pedagogical							109								
	Safe learning							325								
	Technology/robotics							343								
10	GR 1.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (PPR Indicator)	Total: Group of schools, pedagogical, administrative materials	0	2012	46,210	100	166	21,760	0	0%	0%	22,260	610	266	266	
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	460	382	85%	34%	660	386	116	30	

