



USAID
FROM THE AMERICAN PEOPLE

EDUCATION FOR CHILDREN AND YOUTH PROJECT

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

QUARTERLY REPORT No. 7
July – September 2014

October 2014



ACRONYMS

AIS	Salesian Association Institution
TA	Technical Assistance
CARSI	Central American 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 Salvadoran 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
AOP	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

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

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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 (PfG) 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 (FTIS). 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 national 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).

The present report contains the Project advances corresponding to the Q4FY2014, a period from July 30th to September 2014.

1. QUATERLY ACHIEVEMENT SUMMARY

A. SI-FTIS education policy promoted and supported continuity and sustainability with national and international partners to improve education quality, coexistence and youth access to the education sector.

- To date, within the Project framework there has been access contribution for 12 to 24 year-old youth to the education system in high risk municipalities. In the regular system in 2014, there has been an increase of 4.3% in the gross enrollment rate for lower secondary (7th, 8th and 9th grade) in selected municipalities (from 99.1% to 103.4%) of the Project. Also, to date, the youth out-of-school youth component has returned 3,400 youth to non-schooled based settings to continue in lower secondary or high school. During this quarter, there is an enrollment of 1,815 new youth of which 1,613 are studying in non-schooled based settings.

- Project activity coordination with MoE authorities continues for the planning of processes that support education quality and coexistence environments at a national level, especially in Project intervention municipalities.
- There have been meeting with MoE authorities about security and violence topics at a national level, as well as school drop-out and youth migration in intervention municipalities to ensure coherence in strategies that the Project promotes.
- There have been conversations with new authorities on the FTIS towards other municipalities for the continuity of the FTIS strategy and to ensure institutionalization and sustainability of the processes.
- At departmental level, with the purpose of supporting the FTIS expansion, the strengthening process of school management has continued for Departmental Directorates of Education (DDE). This will generate coaching and technical assistance skills of pedagogic processes improvement and to promote teacher inter-learning circles, as a strategy of permanent self-learning and collaborative work.

B. Technical assistance has been developed in 410 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, the Project is attended a total of **410 schools** with lower secondary youth enrollment of **62,767¹ (30,540 women and 32,227 man) students in 18 municipalities**. The accumulated progress at the end of FY2014 is of 55% of supported schools (410 out of 750), 63% of direct beneficiaries in low-secondary schools and 72% of high risk municipalities (18 out of 25)
- Coexistence environment quality has improved for **121,115** students from other education levels enrolled in 2014 in 410 selected schools.
- Since Project implementation began, a total of **5,794 people** from the education community have participated in different training and technical assistance activities. During this quarter, **1,471 teachers have been trained** (643 men and 5,704 women) on topics related to quality education improvement for lower secondary. It has been promoted the inclusion strategies for youth with special education needs; especially for accessing pregnant woman to school; creative conflict resolution management and safe environment strategies. During this quarter the training program was developed in The United States, **9 teachers from selected schools participated**.
- The pedagogic proposal for **Education Integrated Systems (68) and networks (28)** have been strengthened during technical assistance processes. The active methodology process application has been promoted with lower secondary students; through learning guides based on I Learn, I Practice and I Apply (LPA). This learning material develop an active and collaborative learning route which promote participation, coexistence and dialogue through diverse interactions of students in the classroom.
- Training and technical assistance processes, aimed for teams from Departmental Directorates have allowed the strengthening and expansion of active methodologies and teacher inter-learning circles for other schools. This has allowed them to initiate the identification of different forms of support and technical assistance from their own level of responsibility to improve education quality.

¹ Updated values (to date), 2 schools have left and the number of schools and beneficiaries with relation to the above report.

- Teachers trained in active methodologies and new teaching practices have multiplied to teachers from other schools and networks of specialists in SI FTIS and school networks. The use of active methodologies has spread in the LPA approach.
- During this quarter, Science teachers got involved in training activities, **17 science teacher inter-learning circles** have been formed at least one learning guide has been applied in the classroom for students from 96 SI-FTIS or school networks.
- Mathematics and Language teacher inter-learning circles have increased from **29 to 35 with participation of 318 teachers**. They have able to develop a more systematic meting process, and they also have active implication and the leadership of MOE pedagogic technical assistants. At the same time, they have also invigorated reflection spaces in teacher teams in Integrated Systems and school Networks. This process strengthens the Full Time Inclusive School premise: “Passed from teacher to teacher teams”.
- A 90% of schools (369 out of 410) had been assisted to use the technology for educational purposes. Teachers, students and school principals were strengthened on technology skills. There have been programs training on digital literacy, video games and educational robotics; these have allowed the use of media informatics during the classroom learning process, didactic planning, and administrative records. There was also an advance in the development of the educational portal and there was a purchase of technologic equipment that will be delivered to schools next quarter.
- There has been an advance in the formation of Learning Committees and Technological Support (CAAT) formed by students and teachers. This has promoted the learning process application with an approach on Science, Technology and Innovation-CTI at a classroom and in school level. These Committees are part of the school coexistence strategy for the creation of safe learning environments and youth leadership.
- Ninth grade vocational orientation is promoted by training **316 teachers**. The follow-up for counseling teachers through technical assistance has allowed teachers to help ninth-grade students in the co-creation of their vocational life project and provide them with information about the high school education opportunities at national level to continue studying. There is also way of promoting informed life decisions of youth to return to productive activities in their own municipalities.

C. There has been an advance in technical assistance for MOE and schools for the promotion of coexistence in schools, conflict resolution and mediation to strengthen safe environment implementation.

- **165 Coexistence Committees** have been created (100% of schools from the first group) and they are preparing to train 245 remaining Committees. The Project estimates the participation of **3,000** people from the educational community (teachers, students, parents) who are members of the committees. Female participation and equal opportunities for men and woman participation are promoted in these committees.
- Technical assistance has been provided to Coexistence Committees in each school to be able to make a self-assessment through technical participation to identify high risks of violence, aggression and victimization behaviors in school. Also, risk factors have been identified in schools, as well as their surroundings. From this analysis, strategies have been defined for the creation of safe, happy and participative environments in schools.

- The training and strengthening process for the sport monitors strategy continues, this has allowed the involvement and active participation of students, parents and community members, who have organized sporting and recreational meetings with nearby schools to promote fair game spaces. There has also been coordination in communities to create alliances with institutions that promote sport and recreation at a local and municipal level.
- There was held an international training program in The United States in September. The Project selected to **9 school principals and MoE representatives and 2 youth from the partners network institution to participate.** Participants visited community organizations that connect schools to the community. During these meetings participants learned about the role of administrators and the government to reduce school violence and promote security, aspects that allowed them to generate ideas to be implemented in schools and communities in El Salvador.

D. Educational opportunities and incentives have been offered to youth out of school system + to encourage them to return to the regular system and non-schooled based settings.

- During the reported quarter T4FY2014 a total of 1,815 youth have been recently enrolled and attended in 28 high risk municipalities. The total of attended youth by the job preparation and life skill training program to date since the beginning of Project activities is 4,295 enrolled youth, achieving a progress of 19% of the global goal of the Project.
- Food incentives and transportation have been offered to the 100% for selected youth, especially to those who live in rural areas of the selected municipalities.
- There are more than 50 training centers that offer the training Program and provide educational opportunities for enrolled youth, and at the same time, promote environments that allow them to development their like skills, recreation that creates coexistence and prepare them to continue their studies, encouraging them to return to school.
- 1,613 youth have been incorporated to different educational non-schooled based settings, 60% of them receive support from tutors so they can participate in the proficiency test.
- Educational access has been promoted for over-aged youth in rural areas where they have difficulties incorporating to school due to the lack of coverage in lower secondary levels and high school in community schools.
- The incorporation of youth in life and work preparation opportunities have been promoted, this is an alternative for migration and community development. The Project facilitate the self-learning process and technical assistance for the assessment tests, as well as academic reinforcement activities. At the same time, learning abilities and skills for tutors and volunteer have been strengthened for this process. They have also validated teaching educational material for Mathematics, Language and science, Health and the Environment, and there has been an advance in the purchase of software for the assessment tests and to measure youth advance.
- The volunteer strategy has been promoted through the promotion of student social services in universities, so they can get involved in training and coexistence processes with youth out of schools attended.
- There has been an advance in the identification of private companies to establish strategic alliances. There is a plan to intensify communication strategies to increase coverage.

E. Sub-agreement management and local capacity building.

FEDISAL has complied with the special conditions and is developing an Information Management System. The system will be using by T2FY2015 and the user's training will begin

next quarter. This will allow the faster preparation of reports and follow-ups of financial a programming information of the Project and of every partner according to the sub- agreement.

FHI 360 representatives from Washington D.C. facilitated a workshop in El Salvador about positive youth development, and social and emotional youth learning. There was also a first meeting between local partners held with 32 Partnership Network representatives (FUSALMO, FHI 360, FUNPRES, y FEDISAL). The meeting had the purpose of socialize a learning positive youth development as a target of the Project at the same time to promote synergies among the network's social media specialist. The Projects Communication Committee has been promoted and they are still advancing in the design of the Portal that will be used next quarter.

During this quarter a third trip to The United States was held by FHI360, 11 school principals participated, as well as volunteers and MoE and Partnership Network representatives participate in the training program

2. PROJECT OBJECTIVE ACHIEVEMENTS

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

There are important progress in lower secondary student education performance in Mathematics, Language and Science and in educational robotics, as well as the Integrated Systems and Networks development as part of the pedagogic proposal and inclusive model. Actions have been coordinated to continue pedagogic technical assistance in Integrated Systems in coordination with MoE.

1.1.1 Result 1A

Full Time Inclusive School approach (FTIS) for approximately 750 selected lower secondary schools to improve educational outcomes and increasing the graduation rate of 9th grade, benefiting at least 100,000 students from 7th, 8th and 9th grade.

The Project continues technical assistance for **410 organized schools in 68 Integrated Systems or Natural Systems and in 28 school networks**. Project contributions reached a total of 62,767 youth (30,540 woman and 32,227 men) enrolled in lower secondary, benefit expand to **121,115** students who are enrolled in other education levels.

Pedagogic training is one of the most important strategies that the Project has used to change teacher practices in the classroom through active methodologies, innovation for Language, Mathematics and Science, and the inclusive education approach. Trained teachers have been able to improve pedagogic practices in the classrooms and they have also enriched the FTIS pedagogic proposal implemented by MoE.

The Project had provided support for Departmental Education Directors (DDE) to continue and support changes made as result of Project activities. During this period, the strengthening process has continued for Departmental Education Directors from Cabañas, San Vicente and Sonsonate. FHI360 had recommend to the DDE focused the pedagogic strategy in low secondary school as a part of the overall cycle of education for youth instead of by level

The 8 Departmental Education Directors who participate in the Project have continued supporting teachers in the application of active methodologies. They have achieved the following results:

- Guiding and improvement teams from Departmental Directors in Cabañas, San Vicente and Sonsonate, have analyzed some of the pedagogic regulations in schools, for example: technological access in classrooms, community and family engagement and how teachers are promoting to share with families what their children are developing after using the guides and transmitting achievements of innovating to other teachers, among others.
- From SI-EITP, the pedagogic proposal has been strengthened with the implementation of active methodologies with the perspective to the expansion towards other teachers and levels.
- The specialist teacher's network is supporting others lower secondary and middle school teachers.
- Systematic support for inter-learning circles in the process approval and programming to schedule official's meetings. They are also reviewing the school's pedagogic and financial plan to support teachers who are applying the APA methodology in the classroom.
- Quality improvement teams have committed to support new group of teachers who are changing the practices with innovations when applying active methodologies in the classroom.

In relation to strengthening active methodologies, training processes have been incorporated to 100 teachers who specialize in science, they have received the first 58 hours in on-site trainings corresponding to 2 workshops and are now organized in 17 inter-learning circles. When they are in these spaces they learn together and share experiences with other teachers from other specialties from the teacher network. The science teacher network shares material that has been worked on in the classroom and learning guides with other schools from the integrated System, contributing to the expansion of this methodology for other schools and educational levels.

For the specialty of Language and Mathematics, trained leading teachers perform better in the classroom. Lower secondary Mathematics teaching has been strengthened, because specialize teachers support the development of their peers who do not have this specialty. The pedagogical strategy is in place in classroom and becomes a permanent learning process among pairs and teams. Inter-learning circles have become a continuous and permanent peer-teacher training practice space.

In the classrooms of pioneer teachers, during the application of learning guides, the students' performance had improved as long as the classroom environment and student participation. Teachers are applying active methodologies as a different practice to the traditional ones where students are leaders of their own knowledge. The methodology promotes students to better thinking comprehensive knowledge, analysis and collaborative work and better ways for them to relate in the classroom. Multiplication processes for this methodology invigorates MoE pedagogic technical assistants who are supported by Departmental Education Directorates as a continuity strategy that the Project is implementing.

There has been an advance in the consolidation of graphic line and design of fascicles from the active methodology collection which the project is planning to reproduce for the extension of this methodology. These fascicles will be validated next quarter and approved by different level administrators from MoE, USAID and the Partnership Network.

As part of the attention, retention and culmination lower secondary program, during this quarter FEDISAL has continued preparing conditions for the Vocational Orientation System and has

strengthened guiding teacher role, so they coaching the lower secondary students in the discovery of their abilities and skills. These abilities and skills will allow them to project and realize their life plan.

Vocational Orientation (VO) trainings have concluded for teachers from a total of 361 teachers, Technical assistance has been delivered to **136 schools of the 165 schools**. As part of the visits, lecture were given to more than **4,276 9th grade students (2,027 men and 2,209 women)** on vocational orientation to ninth grade youth, and schools are supported so they can develop vocational fairs where they can provide information and orientation to students from the entire territory.

Also, 142 lower secondary teachers have been trained on the Inclusive Education and Special Education Needs/Students Attention course, FUNPRES provided technical assistance to 147 schools of the 165 selected schools. Through these training and schools processes they have created awareness about the importance of using inclusive methodology strategies. The schools directors have identified the different learning styles of their students, making special emphasis in the characterization of students in the classroom, identifying cases and the application of curricular adjustments taking into account the specific needs and possibilities of students

Teachers trained in this topic and school principals have been able to establish a commitment for the incorporation of inclusive strategies in the pedagogic proposal.

In total, during this quarter, FUSALMO, FUNPRES and FHI360 have trained 1,471 people from the educational community (634 men and 837 woman):250 school principals, 390 teachers and 250 MoE officials were trained, as well as 361 lower secondary students and 220 parents.

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.

FUSALMO, through their technical assistance team has accompanied the strengthening of the pedagogic proposal, taking into account the needs of each integrated system, they have also started the incorporation of coexistence elements in the ministerial document, because this will allow the institutionalization of Annual School Plan (ASP) and the Annual operation Plan (AOP) of the integrated system.

The strengthening process for coexistence skills and peace culture is focus on leadership development in school community. Teachers, school principals, parents of schools and community development that allow positive leadership among youth. The strategy include the inclusion of youth through sports, technology, and citizenship, in order to promote coexistence environments in the classroom and in school. Gap gender had been one of the topics for youth development in schools.

According to the strategy promoted by the Project for the reported period, FUNPRES has trained 57 teachers in the First Aid Psychology course (FAP), they built a risk map of their school, as well as identifying the different types of crisis with the purpose of preparing a plan for lower secondary students related to the coexistence committee strategy

The Creative Conflict Response and School Bullying Workshop have been developed and are **formed by 218 teachers, 92 parents and 103 students**. Schools implement the practice of prevention/school bullying attention strategies. Increasing trust towards teachers trained in this specialty had been one of the results of this strategy

One of the noticeable changes in schools is that trained students have improved their tolerance level and have improved relationships that contribute to a better environment in school and the classroom. The strategy is based on the fact that the better environment in classroom the better the student's performance. Teachers have said they feel much better about themselves and are able to manage stress in their daily activities. Parents have shown mayor interest and responsibility by creating different committees in schools and students have gotten involved in school activities by having a more active role and becoming leaders.

Coexistence committees have been created in 165 schools from the first group of selected schools, there is an advance in trainings for 410 schools, formed by the school principal, vice-principle, 4 lower secondary students (2 woman and 2 men), and parents. A total of 8 people for each school, to date having a total of 3,280 people trained in leadership development, especially students for the implementation of coexistence strategies in the classroom, schools and integrated systems.

These parent, teacher, school principal organizations promote school management processes and safe environments in supported schools. Equitable participation is promoted between both genders and also woman participation especially in topics related to gender violence, sexual harassment and other forms of violence in school environments.

During this quarter **228 people from the educational community have been trained, among them 98 teachers, 98 students and parents (32) on the coexistence topic and fair game**. To date, **more than 1,000 sport monitors people have been trained**: students, teachers, parents/family representatives who have been trained as sport monitors, they have also received technical assistance to strengthen their role in the implementation of strategies focused on peace culture and fair game, such as: directed breaks, fair game rules. This promote the nonviolence behaviors among youth and teach the best choices youth can make during games. It promotes a curriculum that better fit the youth to develop at full. .

The integration of training processes to the parents and concerned community has allowed active participation in teaching processes and develop pedagogical and coexistence actions where they have has the opportunity of sharing their knowledge and life experiences with their children.

With these initiatives they are looking to promote motivating coexistence environments that promote participation and youth leadership, to better learning in lower secondary.

Partnership network institutions conduct follow-up visits to 410 schools who are part of the Project to provide technical assistance. 6 visits have taken place to school by FUSALMO, FUNPRES and FEDISAL.

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

To date the Project has served 4,750 students. They have provided educational youth opportunities have increased in training centers where there is a coexistence environment and returning to school. During this quarter the community model is still expanding as a strategy, the Project has promoted

this component in distant city areas in the municipalities where it has presence, training centers have been opened in two nearby municipalities: Nahuizalco and Juayúa.

A flexible Project who adapts to the different realities of youth in their territories, with an adequate proposal to the times and spaces youth have; to date they have prepared **50 training centers attended** by the partnership network, who form mobile teams who move to different territories to bring the training and educational proposal.

During this quarter, **1,815 new youth** have been attended and they have enrolled in activities offered by the Project in 28 municipalities attended by AIS, EDYTRA and FUSALMO. There has been an advance of 19% of the projects global goal (23,250 attended youth). The plan is to quickly accelerate next year, starting with partnership strategies, the promotion has focused on cantons and villages with the support of community leaders and mayors who see the components strategy as an opportunity for youth from there municipalities to use their time on education and trainings.

In addition to getting young people to continue or stay in the educational system, extended support contributes to a coexistence environment that helps remove conflict generation in territories where training centers are located.

In general, they are still generating media callings for the promotion of the component by partners with cultural and artistic activities developed in different environments. Coordination with the partnership network and MoE personnel has continued through Departmental Directions and from MoE that support the development of strategies from component two and in total communication with USAID.

Project visualization and communication has improved through massive events were youth graduate after finalizing the life skills and work preparation program. There have been **9 closing acts**, who allow a community reunion and share youth achievements and what motivates them to take this opportunity to continue with their studies; we want the media to have this information so they can share it with the country.

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

This quarter **1,613 new youth have returned to** non-schooled based settings attended by AIS, FUSALMO and EDYTRA (787 lower secondary students, 49%; the rest from high school). Approximately 1,112 youth receives support to present the proficiency test (63% of the new youth who have entered the program) to obtain a 9th grade diploma or to continue lower secondary or high school.

Partnership institutions have strengthened management teams, to consolidate more youth groups. Communitarian strategies have been used to widen coverage towards municipality rural areas. To date, there are 50 training headquarters that attend new youth who have returned to the training Program and then they incorporate to study modalities.

Communitarian organizations have been incorporated (ADESCOS) who work with the youth population in territories. Tutor teams have also grown to provide quality accompaniment during the tutorial process, searching for results that impact youth and the community.

More than 60% of youth who return to school in non-schooled based settings are attended and prepared through tutor to level their knowledge and reinforce them academically. They are preparing for the proficiency test. This strategy has incorporated new challenges to unite educational opportunity to youth. Youth are accompanied in their decision to return to their needs and there are schedules that allow youth to self-train to prepare the best they can for the standard test. The projects provides follow-ups and collects data to analyze the strategy that has currently been used.

A strategy and information system has been prepared that allows the recording of educational processes and investments made for youth to finalize lower secondary, to continue and receive their ninth grade diploma. The first proficiency test have been made and results are being analyzed to strengthen the investment strategy for systematic accompaniment.

2.1.2 Result 2B.

At least 30% of the youth out of 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 population of youth who participate in training centers to receive the integral education proposal in Q4FY2014 is of 1,815 youth who have received the Life Skills and Job Preparation Program; FUSALMO (239), AIS (1,505) and EDYTRA (71).

The following are some of the offered programs: office automation, costume jewelry, preparation of scented candles and stuffed animals, customer service for waiters, cosmetology, bakery, residential electricity, vehicle mechanics, motor maintenance, vehicle electricity, basic electricity, screen printing, cooking and tailoring.

The programs coverage, to date, has extended to 28 municipalities. The plan is to develop courses according to the needs and potential of local development through results obtained in the Municipal Diagnostic.

Strategies are formulated to attend population attended by other institutions in other activities and the component joins by providing the educational and training offer, with the purpose of expanding coverage and advancing towards the planned goal.

AIS, FUSALMO and EDYTRA continue offering service to youth in 28 municipalities, as shown in the Programs intervention municipality map.

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, 19) El Congo from Santa Ana, 20) Tonacatepeque next to Soyapango, 21) Zonzacate to Sonsonate, 22) Ciudad Arce to San Juan Opico, 23) San Salvador next to Panchimalco and Rosario de Mora, 24) La Libertad y 25) Santa Tecla next to Zaragoza y, 26) San Esteban Catarina to Apastepeque. 27) Nahuizalco next to Chalchuapa, 28) Juayúa next to Atiquizaya.

See 6. A map of municipalities attended by the project.

2.1.3 Result 2C.

Innovative incentive/scholarship provided to at least 30% of out-of-school youth in 25 targeted municipalities to reduce economic hardship for low income out-of-school youth to enable equitable participation in educational opportunities.

The partnership network continues providing incentives in each working day, taking into account time spent by youth at training centers, in some occasions they provide refreshments as well as transportation for trainings that last more than 5 hours on the same workday.

Limitations and economic needs are very noticeable in rural areas that are currently attended by the Project. The distance in these areas to move to training centers is a critical topic for youth assistance and permanence.

Alliances and actions have made joint efforts with two (2) mayoralties and organizations so they can add transportation support to achieve permanence of youth at training centers and so they can finish each process successfully.

They continue to offer youth extension activities with a constructive approach on knowledge and behavior that insure coexistence. They also promote life skills strengthening and practices, this a gradual and experiential process linked to happiness and coexistence.

The objective is to generate coexistence and learning environments among youth through games, fair sports, soccer, basketball, fun, theater, music, painting, laughter therapy, balloon therapy, karaoke, mimes, socio-drama, choreographies, folk dances, modern dance, and rallies.

These sports activities, recreation and group dynamics develop emotional and coexistence skills that favor resilience, assertiveness and making decisions to obtain objectives and goals.

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

To date there is a diagnosis of educational material needs from the 8 selected schools by the CDM Smith Company. There is a list of equipment according to their needs, and this includes musical instruments, laboratory instruments, and furniture and computer equipment.

There has been coordination with MoE about the specifications on furniture and material. MoE provided a list of equipment and the amounts needed. The project is currently validating according to the budget and acquisition norms from USAID:

Once they have precise information of the requirements in schools, according to school spaces, they will finalize the construction once they have the necessary equipment according to the designed spaces.

Acquisition processes will be made so that by the time construction and refurbishing ends, schools will have the educational material, which according to the budget is available for this objective. They hope schools will be done during the second quarter of 2015.

Objective 4. Rapid Response Fund

No actions have been registered in this objective because they have still not determined an emergency situation to respond immediately.

Objective 5: Institutional Strengthen for FEDISAL development

FEDISAL has continued implementing approved manuals and has expanded USAID norms for Project management.

As part of strengthening for the partnerships network facilitating team for the development of active methodologies; FHI360 hired two Active School specialist from Peru, they provided support with technical assistance in training processes for Mathematics, Science and Language teachers to consolidate inter-learning circles work. A technical assistance guide was prepared that will allow feedback from this strategy.

During this period, two representatives from the communications area of FHI360 in Washington, DC, provided training workshops in San Salvador for representatives from the partnership Network. The workshop consisted on preparing an effective communication strategy to widen Project coverage. Successful project elements have been identified to create messages and to be use the social market to attract youth to education, one of MoEs main interests for their education policies.

This workshop has had results on the development of skills for partners and to strengthen Project communication actions. Also, partnership network institutions have been strengthened through the incorporation of effective communication strategies to widen Project coverage.

32 representatives from the partnership Network (FUSALMO, FHI 360, FUNPRES, y FEDISAL), participated in this workshop with the purpose of socializing the positive development approach implemented by the Project and to incorporate the Projects communication strategy elements after the workshop. Also, in these workshops representatives from FHI360 from Washington, DC, facilitated a workshop about positive youth development and social and emotional learning.

Participants from the partnership Network held several activities to attend the positive elements of adolescents and to apply the ideas to the Salvadoran educational context. For example, they read articles about emotional learning and spoke about the implications for the Salvadoran educational system; they used instruments to identify and classify interventions to improve problematic behavior of students; and to identify fundamental elements of youth development that already exist in schools and communities where they work and can foster them. They have been able to make the Partnership Network listen and analyze a proposal that is in coherence with institutional objectives to provide the best support and opportunities for youth, especially those who live in unfavorable environments and who are at risk. FHI360 has developed a communication and socialization strategy to promote dialogue and good practices at MoE level with support from international consultants.

During this quarter there was a third study trip to the United States were 11 school principals, volunteers and MoE representatives and the partnership network participated. They were able to establish an agenda that offered to the participants' new elements that complement the experience of the two groups who already went through this strengthening process.

Participants learned about the United States educational system and positive youth development. They also visited three urban schools (2 lower secondary and 1 basic), they spoke to administrators, teachers and professors and observed classrooms to compare North American methodologies with the ones in El Salvador.

They visited The National Association of Lower Secondary Directors and the District of Columbia Superintendent Office. Participants learned about the administrators and governments roles to reduce school violence and promoting security, this generated ideas to be implemented in schools and communities in El Salvador.

This trip also provided the opportunity to meet with community organizations who connect schools with the community. They visited the Montgomery County Recreation Center and they spoke with key personnel who provide help to gang members and families who have recently migrated to The United states. They also visited a well-being center located inside a lower secondary school. Finally, the group spoke about the day's experiences and on how they could influence the Salvadoran education system.

At the end of each day, the group talked about their daily experiences and on how they could influence the Salvadoran education system.

Objective 6: Follow the recommendations to *FEDISAL* from NUPAS

FEDISAL will implement guidelines and administrative financial manuals approved by USAID. The organizations achievements and the projects communication have had significant advances during this period:

Consultant Committee Meetings and the Technical Operation Committee. Committee meetings have been held for the follow-up, technical and financial advance of the Project and making decisions on the fly.

Projects development visibility forms according to the Communications Plan. Development began September 2013 by formalizing the social network committee, for August 2014, the social network committee became the communications committee, after its members received training in social communication. To date the projects fan page on Facebook has 842 likes, this means it has 266 new followers on that social network. The average of daily visits is of 21 people who interact with the published content. Along with the partnership they have would like to make 6 daily publications during an established schedule.

The Project has a Facebook page: <https://www.facebook.com/proyecto.ninezyjuventud>, this Facebook page maintains presence in social media and generates knowledge about the projects services directed to the target population. Youth who visit the page use it as a medium to know about services provided to the out-of-school population attended within the framework of Objective 2. There is also interaction with other organizations interested in working with the Project from other areas, as well as youth who look for information about being volunteers for the Project, to support the development of activities that are taking place.

Youth who would like to continue their studies consult, via inbox, training centers where they can go to, to continue their studies.

Communication media use it as a way to contact us to ask questions about reports or interviews.

3. PROJECT GOAL PROGRESS

In component 1 goals are progressing in substantive activities related to improving methodologies, and student's performance by promoting safe environments for peaceful coexistence:

1. 18 high risk municipalities are attended, achieving a 72% advance of the project
2. The technical assistance coverage reached to 410 out of 750, achieving a 60% of the total goal of the project
3. The number of beneficiaries of 63,000 of 100, 000 youth, achieving a 63% (to date)
4. 22% of Coexistence Committee planned are in place (165 out of 750)

In objective 2, there has been an advance of 19% of the Projects total goal related to the education opportunity goal for work coexistence and orientation. The return to school has made an 89% of youth attended in this quarter. This component has presented important limitations that have slowed the implementation, as explained below.

4. CHALLENGES AND PROPOSED SOLUTIONS

Project Implementation	Challenges	Solutions
Objective 2	The components high investment slows the continuity of youth's studies that they win in seventh grade (7grado).	Program structure is being analyzed, as well as how those benefited register. Investments are analyzed for the youth integral proposal program.
	The number of spaces for non-schooled based settings are not enough for the Program. Students cannot return to non-schooled based settings because not so many municipalities have headquarter training centers.	There have been conversations with MoE authorities to learn about future plans for this modality. Specific studies are being prepared for non-schooled based settings to present MoE proposals.
	The reality of many youth is that they have still not finished primary school and they wish to receive these benefits to achieve their goals. Youth who have stopped studying for more than 4 years and who have difficulty Reading, writing and who need more attention and accompaniment in order to restart school with new hopes.	Accompaniment strategies have been designed through tutorials. Hope to advance in the elaboration of auto-learning modules for youth to take the proficiency test.

Project Implementation	Challenges	Solutions
	Education lag and especially academic deficiencies for mathematics.	
	<p>Difficult Access for youth and students to consolidate groups in municipalities for the violence and risk problem.</p> <p>The violence problem in territories where there are different gangs. Youth are afraid to move to high risk communities.</p>	<p>Alliances have been formed with communities and there is a promotion with community leaders to support objective 2 actions in high risk municipalities.</p> <p>Incentives have been designed, such as: transportation to assure course assistance. Transportation strategies will take place to avoid risk for those enrolled in Project courses.</p>
	High migration of youth between the ages of 10 and 24 in municipalities.	The topic will be analyzed within the Projects indicator framework.

5. LESSONS LEARNED

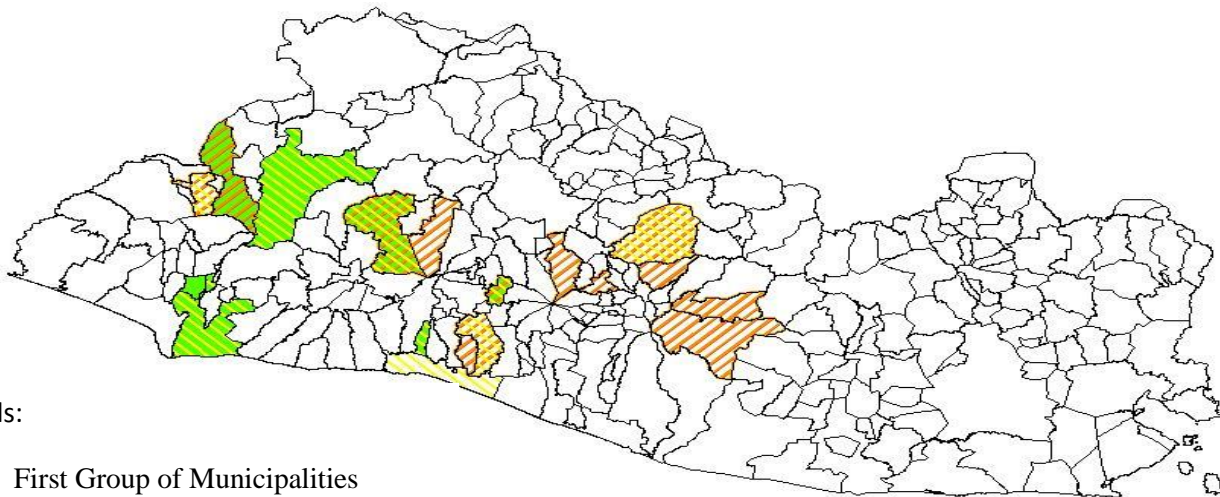
Project implementation	Lessons learned
Local partners	Coordination and communication mechanisms are important among organizations from the partnership network, to assure strategy comprehension and to align individual action plans. It is important to follow-up action plans and the preparation of joint processes.
MoE	It is important to maintain communication channels with central MoE to guarantee the alignment of education policies and action plans from other donors.
Objective 1	The technical pedagogic assistance strategy supports the process implementation in schools and should integrate elements considered in the educational community trainings to guarantee continuity and sustainability of school achievements.
Objective 2	<p>It is important to design different motivating opportunity promotion strategies for youth.</p> <p>And, at the same time it is important to prepare mechanisms on how to support over-aged students, as well as those with an education lag, because this that does not allow them to return to the system.</p>

6. GEOGRAPHICAL LOCATION OF ATTENDED MUNICIPALITIES

The Project has the help of ArGis to the geographical location of municipalities, schools and other initiatives made within the Projects framework. There are databases of the geographic coordinates of these locations.

The technical team makes at least one visit to 410 attended schools and to the 96 school systems and networks located in the different municipalities each quarter. The following map shows current coverage of the projects actions of municipalities as part of components 1 and 2 objectives. The 8 supports departments are: 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
- Municipalities Objective 2

7. INTERNATIONAL TECHNICAL ASSISTANCE

Technical assistance	Specialist name	Dates	Objectives	Report Date
Partnership Network strengthening	1. Alessandro Gravina	Start: 08.08. 2014 End: 16.08.2014	Develop the capacity of the partnership network to create and implement a communication plan for the Project; develop basic	To date the report has not been delivered

Technical assistance	Specialist name	Dates	Objectives	Report Date
	2. Gabriela Duran	Start 08.10.2014 End 16.10. 2014	knowledge and skills to conceptualize and produce messages that capture and represent the interest of the projects audience.	(October 31 st , 2014 is an anticipated date)
Improve education quality in lower secondary	3. Jim Hahn	Start 15.09. 2014 End 19.09.2014	Facilitate presentations and workshops to strengthen the capacity of local educators and representatives from the partnership network in topics regarding positive youth development and social and emotional learning as a school violence prevention medium and school drop-outs; visit schools in Nejapa and Zaragoza and meet with FHI360 local teams to contextualize work done in lower secondary.	October 30 th , 2014
	4. Risa Sackman	Start 15.09.2014 End 21.09.2014		
	5. Carmen Salazar	Start 17.08.2014 End 28.11.2014	Provide assistance with the use of written material as part of teacher trainings for areas related to the application of learning active methodologies in mathematics, science and language; provide technical assistance that supports the implementation of “demonstration classrooms”; support the development of technical assistance guides that strengthens MoE and the partnership network technical work, and facilitates teacher circles and learning demonstration classrooms.	No reports have been delivered. They will be delivered at the end of November at the end of the consultancy.

Technical assistance	Specialist name	Dates	Objectives	Report Date
	6. Mélida Vela Ríos	Start 17.08.2014 End 28.11.2014	Provide technical assistance for the application of demonstration classrooms; provide technical assistance to strengthen leader teachers and pedagogic technical assistants from MoE and the partnership network of local organizations; and accompany teacher learning circles in the EITP Integrated System Model framework.	No reports have been delivered. They will be delivered at the end of November at the end of the consultancy.

8. SUCCESS STORY

Vocational election of youth, processes guided by teachers through the vocational orientation system.

The Education for Children and Youth Project promotes improvement in lower secondary teaching practices, in order to generate a significant impact in youth learning processes. In this framework, part of the projects actions are focused on stimulating permanence and finishing later studies. Through every correct decision and definition each student makes in their education and training path, as an employment link. This process is accompanied and solidified by teacher counselors.

This line develops the Vocational orientation component. Empowered teachers accompany enrolled 9th grade students during the implementation of vocational service, through which it promotes in students a reflection process of personal interests and vocational abilities. This generates in them the conscience of the importance of defining goals and aspirations, as well as the desire of personal growth. There is also a diffusion process of existing opportunities and updated information of the current education offer in a national context and main labor market production niches; this information serves as a platform to choose and make an academic and production route, after receiving a diploma for finalizing 9th grade.

“Part of the impact obtained is that students wish to continue their high school studies depending on their interests and vocation, and not by what someone else expects from them. Part of the success of the implementation is discovering their skills and the security they feel when they know they have the skills, skills that can be used to get ahead in the world. The program has had great results, so students who are about to graduate from 9th grade can make the decision without hesitating.” -**Teacher Carlos Humberto Cortez Guevara, Carmen Elena Escalón School, Santa Ana Municipality**

In this sense, vocational trajectory traces the path to follow from decisions made within the framework of study selection, of entrepreneurship options, or better said, as an articulation between both of them.

At the same time, inherent part of the vocational program, it consists in the approach made by the teacher along with his/her student, crosscutting risk factors or vulnerability present in making



decisions and defining goals, such as: economics, migration, social roles, family, sexual, early pregnancies, social environment, gender and opportunities, among others. Through the orientation component and in the strategy followed by the program in its entirety, special care has been taken in the inclusion of youth who are prone to risk factors, by sharing with them existing opportunities and possibilities, in attention to their needs.

“One of the most interesting cases is of a Young couple, they decided to move in together after she got pregnant, they both are in 9th grade and their parents did not provide any type of help. He starts to work and goes to school in the afternoon with great difficulty, when he started VO he cheered up, he expressed his interest to enter a training process at the Agriculture and Livestock Ministry for the organization of a passion fruit farming cooperative. The young woman plans to continue her studies in one of the non-schooled based setting. They has no idea this existed before they attended a VO lecture.”- Teacher Lisseth Patricia Herrera de Pérez - Ojos de Agua School, Cojutepeque Municipality.-

With no doubt, the vocational strategy retakes the student as a central axis, worrying about his/her importance and positive development, in tune with school environments, healthy, happy and motivating leaded by the Education for Children and Youth Project as part of directed actions to prevent school drop-outs. *“This project is important and will help avoid school drop-outs in high school and it will even minimize violence.”, -Teacher Haydee de los Ángeles Rivas Alvarenga, Marta Julia School, Quezaltepeque Municipality -* As well as making the correct decisions, defining concrete and reachable goals; personal projection, as part of the construction of the vocational life Project and the link to the Education Community and specially Family as a key actor in the orientation process; these are vital actions who form part of content promoted with the Vocational system.

“The community is satisfied with the promotion made with youth, they all have defined goals, purposes and dreams. They have identified with what they want to become, they all have aspirations for their future. Parents have supported the project, they gotten involved and are willing to support their children. We believe emotional problems minimize, they overcome difficult situations and this allows horizons to expand for these youth. Complex situations have been detected in the lives of each one of them and we have been able to prevent unfortunate situations.” Counseling teacher Haydee de los Ángeles Rivas Alvarenga, María Julia Hernández School – Quezaltepeque Municipality

To date, more than 300 lower secondary teachers have been empowered through this component in the established vocational model.

The OV Program has been a success thanks to its content and methodological approach, its structure, impact and utility, especially felt by the school. Teachers and students have been strengthened and we have looked for results depending on what students have communicated, youth have been positively influenced.

“2014 is the year that our school started giving ninth grade classes, because of this many youth had not been able to assist 9th grade, mainly economic reasons. They decided to enroll and we began a class with 40 students, 10 of them over-aged and around 65% of them have morning Jobs, as – selling bread, agricultural activities, among others. These are the characteristics that made teachers give all their efforts to maintain youth’s motivation to continue studying. These efforts, even though given with the best intentions, are systemized, nor are they directed by a type of plan or controlled through an evaluation method. It was until VO training began that it was developed and shared. This changed students’ behavior. –Teacher Lisseth Patricia Herrera de Pérez, Ojo de Agua School, Cojutepeque Municipality

After the vocational orientation training, teachers have an 80 hour timeframe to implement the designed system under the Competency Approach. The competency approach includes among its fundamental components: self-awareness, The National education System, Job Market opportunities and entrepreneurship; Family and the Making of Decisions process. Each young man or woman receives accompaniment from its “Teacher Counselor” who advises during the preparation and definition of its VOCATIONAL LIFE PROJECT.

Part of the benefits from the Vocational Model encouraged by the Project, is there is not only one way for its execution, but, that in can be coupled to the teacher guide agenda. This has been done in weekly sessions of 1, 2 or more hour’s or by incorporating them in curricular activities or study programs established for the development of basic or complementary subjects given in each school. The VO parallel application process in the development of these subjects, previously directed for their structure by the team of vocational counselors involved.

“One the most significant achievements is that in music class there has been a development of vocational orientation topics, highlighting its abilities in this area and focusing on their self-esteem. The program has been accepted and has had impact with students and this has changed their attitude, it changed a mentality of selfishness and pride, it promoted acceptance and interaction with others.”
Teacher Luis David Vargas Henríquez, Católico Madre del Salvador School, Santa Ana Municipality

Or a new content to be developed in the school agenda.

“For next year we are looking to integrate this subject. The reason is because it had positive impact and great acceptance by the different education participants.” As an institution we had never had the opportunity to provide vocational follow-ups.-Teacher Cesar Armando Pérez, Canton Mapilapa, Nejapa Municipality

It is important to state that the Programs sustainability is promoted through actions implemented by trained teachers. It specifically focuses on creating application projects assessed by the Project, after this they can start using it. Part of these applications are vocational life projects that youth prepare with the counseling teacher, adjusting the content to the needs and time students have. Teachers coordinate with offering institutions in their area.

Other projects and actions consist in the development of vocational orientation lectures developed in each schools, system or municipality according to the degree of intervention required with the orientation.

“The VO process is positive for students, especially for making decisions on what option of high school they will apply to. What is done in the classroom and with lectures that the project develops through the technical team to clear doubts and so students can make questions to professionals who are dedicated to that area.” - Teacher Angela Martha Delgado, José María Cáceres School, Zaragoza Municipality

Vocational assessment directed to students is ample, through professional graphic lectures, developed by FEDISALs team of consultants under different modalities, in its majority collective application, however, individual sessions have also been executed; or as part of promoted invitations by education institutions where capacity has been installed for vocational implementation. At Ojo de Agua School in Cojutepeque, the consultant team from FEDISALs vocational component, in coordination with INSAFORP have developed a work day where they explained opportunities to receive scholarships and vocational training alternatives, as well as professional. *“This is an opportunity that has been presented to us in the midst of so many limitations”*, was said students from the visited school, about the future.

A substantive component for success has been teachers’ commitment. Teachers trained by the Project give alternatives to 9th grade students and in Integrated Systems. The Educational Integrated System of the Full Time Inclusive School is promoted in territories and it facilitates school and institute coordination to ample offers and opportunities.

Teachers’ strengthened in vocational orientation are looking to establish connections and widen insertion mechanisms for youth to Lower Secondary. Teacher NETWORKS have been organized who provide answers to educational offer limitations in the territory. Through them they are trying to plan local or municipal fairs on how to link the education offer with job demand. Initiatives that come up as part of the exercise and installation of the application projects.

9. WORK PLAN FOLLOW-UP

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 2014
OBJECTIVE 5: Institutional strengthening for FEDISAL and its 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	Document finished and sent for review
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, according to plan
	2.2 Preparing fascicles for teachers using active methodologies as a complement for teacher pedagogic strengthening workshops		In process, according to plan
	2.3 Strengthening pedagogic skills for MOE departmental directorates 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, according to plan
	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	In process in selected schools

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 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	To date there have been 3 trips to The United States, 11 people participated
	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. In planning process for October 2014
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	There is an advance in trainings for school principals and teachers. CAATS committees have been formed. During September there was a purchase of: 422 desktop 422 laptop 422 ups Robotics Kit Lego 60 Knex 65
	4.2 Technical assistance to promote technology innovation initiatives in favor of learning in schools, networks, SI EITP, CAAT trainings.		In process, according to plan

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 2014
	4.3 Strengthening technology skills in schools, networks and technological resources with SI EITP and on how the portal works		The team has received, but machine delivery is programmed for next month. The Portal has advanced in its design and development, waiting for USAID approval regarding visibility and brand plan.
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 Team	In process, according to plan
	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 begin 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. 361 teachers have been trained and more than 1,000 students have received lectures, 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. 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 for institutional strengthening of departmental directorates 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)	Technical Team from FUSALMO Project	Roundtable in process.

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 2014
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	Technical Team from FUSALMO Project	In process, as planned.
2. Participative auto-diagnostic, coexistence plan and strengthening the skills of leaders in line with a culture of peace	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 process
	2.2 Technical assistance to strengthen coexistence committees that bring new energy into auto-diagnostics and the coexistence plan for schools, networks and IS 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, teachers, and parents have been trained as sport monitors. Training and support for Coexistence committees has initiated for each school.
	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. There has been an advance in purchase processes for artistic supplies to be placed in art classroom at training headquarters, there was also a purchase for recording and video-conference equipment.

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 2014
			A meeting has held with MoE in September to define the selection process of artistic training centers.
	3.5 Art and culture technical assistance through the moving art and other stimulus		Delayed
	3.6 Artistic expression projection from schools, networks, SI EITP articulated with the Coexistence Plan		Delayed
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. Going to be reprogrammed after analysis.
5. Design and implement a material development strategy on violence prevention directed to leader groups	5.2. Development, validation and printing of materials regarding peace culture and coexistence linked to the curricular and by using the education portal	FUSALMO Project technical team	Delayed. There have been meetings regarding ministerial topic guidelines. Prepare a writing team.
	6.1 Experience and material review to train parents and strengthen group leader son coexistence and peace culture coordination with DDE		Delayed
6. Strengthen parent leader groups	6.2 Strengthen parent skills so they can participate in school coexistence initiatives within the Coexistence committee	FUSALMO Project technical team	IN PROCESS
	5.2. Development, validation and printing of materials regarding peace culture and coexistence linked to the curricular and by using the education portal		In process
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	Procedure advance with 6 companies from the private sector. OIT and NGOs. Contributions in kind.
	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		

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 2014
	7.4 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 strategies for scholarship and incentives, and its validation with MoE.	FEDISAL	Delayed.
	1.2. Technical assistance to identify successful experiences that allow defining sustainable scholarship and incentive strategies.	FHI360	Reprogrammed
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	There has been an advance of 100% in objective 2 model as a priority. The has advanced a 60%
	1.2 Monitor project indicators	Technical unit, Evaluation and monitoring	Advance of 80%. Planned to end next quarter.
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. According to plan
	2.2 Mapping beneficiary schools/implementing headquarters	Technical unit, Evaluation and monitoring; partnership network	Software has been purchased, 2 persons 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	In process. 4 DQA have taken place in 3 institutions
	3.2 Evaluate implemented technical processes	Technical unit, Evaluation and monitoring	TU organization and monitoring for new positions

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 2014
	3.3 Update M&E Plan and provide data to USAID /PFG, PPR	Technical unit, Evaluation and monitoring	A PPR FY2014 report has been prepared in coordination with USAID. A meeting has been planned for December 2014 to update the Monitoring Plan
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 help 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	COP will coordinate research and uplifting of the Projects LB, according to agreements with FEDISAL
OBJECTIVE 2: Increase access to education opportunities for non-schooled youth			
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			
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	In process
	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

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FROM THE PARTNERSHIP NETWORK	Status FY2014-Q4 July – September 2014
	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. 5 volunteers will assist.

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR THE PARTNERSHIP NETWORK	Status FY2014-Q2 July-September 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	In process to end 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
ACTIVITY	SUB ACTIVITY	RESPONSABLE	Status July-September 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. Funnel analysis for this activity.
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	Project Technical team. FUSALMO, AIS, EDYTRA	Not planned for this quarter. Reprogramming to be analyzed.
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 (Administrative 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	RESPONSABLE FOR PARTNERSHIP NETWORK	Status FY2014-Q2 July-September 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 ended and FEDISAL manuals have been approved this quarter. See international consultant misión list from FHI360
ACTIVITY	SUB ACTIVITIES	RESPONSABLE FOR PARTNERSHIP NETWORK	Status FY2014-Q2 July-September 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 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 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. o 1 person will travel to Colombia with the youth guidance and employment agency topic. o 1 person will travel to Chile or the EE.UU. with the vocational guidance topic. 	FEDISAL and projects technical team	In process
	Strengthening the Partnership in skills and competences for team work and construction and synergy processes. Trainings	FEDISAL and projects technical team	In process

	OCA application to the main partners and Strengthening plan based on OCA in every partnership institution.	FEDISAL and projects technical team	Reprogrammed
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10. MONITORING TABLE

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

Project Name:	EDUCATION FOR CHILDREN AND YOUTH
Contract or Agreement Number:	519-A-13-00001
Implementing Partner:	FEDISAL
Date:	FY2013 - Q3 - updated Table approved 12. 19.2013

No.	Indicator	Disaggregation	Baseline	Baseline year	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Actual/Results 2014	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students													
8	GR1.1 Number of PTA's or similar 'school' governance structures supported (PPR indicator)	Total: Group of schools	0	2012	750	0	0	165	165	415	500	335	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: Trainees by new Group of schools, Sex, area	Total	2012	2,085	330	429	1,080	1,100	1830	1755	1005	255
			Man										
			Woman										
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	45,219	199	165	21,750	500	22,250	510	255	255
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	460	550	365	115	30

Project Name:		EDUCATION FOR CHILDREN AND YOUTH															
Contract or Agreement Number:		519-A-13-00001															
Implementing Partner:																	
Date:																	
No.	Indicator	Disaggregation	Baseline	Baseline year	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Results Q1	Achieve	Progress	Q4FY2014	Results FY2014	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																	
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	9,260	90	1%	1%	1,815	4,295	9,260	6,945	4,630	0
TOTAL BENEFITTED ACUMULATED FY2014 : 4295																	
		Woman (56%)															
		Men (44%)															
		Total										1,613					
	5%	In school/ Regular system (5%)	0	2012	1,157	0		116	0	0	0		0	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
	65%	Non-school based setting/Non traditional schooling (65%)	0	2012	15,048	99	60	1405	90	6%	1%			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
	30%	Not completed (30%)	0	2012	6,945	0		695				218		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
	35%	Follow up: 2013															
		Year:2013															
		Started: Returning to formal schooling	0	2012		99											
		Drop Out	0	2012													
		Graduated	0	2012													
23	R2A2 Number of out of school youth who complete a lower secondary education diploma with USG support	Total graduated, municipality, sex, percentage of benefitted, modality of school	0	2012	8,218	0		822	0	0	0		ND	2,465	2,465	1,644	822
		Total graduate															
		Municipality															
		Graduated Men (49%)	TBD	TBD	4026	0		403						1208	1208	804	403
		Graduated Women (51%)	TBD	TBD	4193	0		419						1257	1257	840	419
		Percentage						10%						30%	30%	20%	10%
		Lower secondary school															
		Upper school															
		In school/ Regular system	0	2012	616	0		62						185	185	123	62
		Non-school based setting/Non traditional schooling	0	2012	7602	0		760						2281	2281	1520	760
		Municipality															

