



# EDUCATION FOR CHILDREN AND YOUTH PROJECT

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

---

QUARTERLY REPORT No. 8  
October – December 2014

---

January 2015



## LIST OF ACRONYMS

<b>AIS</b>	<b>Salesian Association Institution</b>
<b>TA</b>	<b>Technical Assistance</b>
<b>CARSI</b>	<b>Central American Regional Security Initiative</b>
<b>CDM</b>	<b>Camp Dresser &amp; McKee Incorporated</b>
<b>COP</b>	<b>Chief of Party</b>
<b>AD</b>	<b>Adjunct Direction</b>
<b>DDE</b>	<b>Departmental Directorate of Education</b>
<b>DASI</b>	<b>Integrated Systems Adjunct Direction</b>
<b>DNGD</b>	<b>National Departmental Management Directorate</b>
<b>EDYTRA</b>	<b>Education and Work Foundation</b>
<b>ESMA</b>	<b>Superior School of Teachers</b>
<b>ECYP</b>	<b>Education for Children and Youth Project</b>
<b>FEDISAL</b>	<b>Foundation for Integral Salvadoran Education</b>
<b>FHI 360</b>	<b>Family Health International 360</b>
<b>EITP</b>	<b>Full Time Inclusive School</b>
<b>FUNPRES</b>	<b>Pro-Education Foundation of El Salvador</b>
<b>FUSALMO</b>	<b>Salvador del Mundo Foundation</b>
<b>GIZ</b>	<b>German Aid Corporation</b>
<b>OIT</b>	<b>International Labor Organization</b>
<b>CCM</b>	<b>Millennium Challenge Corporation</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>EMOL</b>	<b>Sub Agreement Management Survey of Local Organizations</b>
<b>OCR</b>	<b>Organizational Capacity Review</b>
<b>Partnership Network</b>	<b>FEDISAL, FUSALMO, AIS, EDYTRA, UDB, FUNPRES, FHI 360</b>
<b>AOP</b>	<b>Annual Operation Plan</b>
<b>PPCV</b>	<b>Crime and Violence Prevention Project</b>
<b>PfG</b>	<b>Partnership for Growth</b>
<b>PPR</b>	<b>Project Performance Report</b>
<b>SEN</b>	<b>Special Education Needs</b>
<b>NUPAS</b>	<b>Non-US –Pre- Award Survey</b>
<b>SI EITP</b>	<b>Integrated System for Full Time Inclusive School Approach</b>
<b>PTU</b>	<b>Project Technical Unit</b>
<b>UDB</b>	<b>Don Bosco University</b>
<b>UNS</b>	<b>United Nations System</b>
<b>UNICEF</b>	<b>United Nations Children’s Fund</b>
<b>USAID</b>	<b>United States Agency for International Development</b>

## Table of contents

<b>LIST OF ACRONYMS .....</b>	<b>2</b>
<b>INTRODUCTION .....</b>	<b>4</b>
<b>1. QUARTERLY SUMMARY OF ACHIEVEMENTS .....</b>	<b>4</b>
<b>2. ACHIEVEMENT OF THE PROJECT OBJECTIVES .....</b>	<b>8</b>
<b>3. PROJECT GOALS ACHIEVEMENTS .....</b>	<b>15</b>
<b>4. CHALLENGES AND PROPOSED SOLUTIONS .....</b>	<b>15</b>
<b>5. LESSONS LEARNED .....</b>	<b>16</b>
<b>6. GEOGRAPHIC LOCATION OF ASSISTED MUNICIPALITIES .....</b>	<b>17</b>
<b>7. INTERNATIONAL TECHNICAL ASSISTANCE .....</b>	<b>18</b>
<b>8. SUCCESS STORY .....</b>	<b>19</b>
<b>9. WORKPLAN FOLLOW-UP .....</b>	<b>20</b>
<b>10. TABLE OF INDICATORS .....</b>	<b>33</b>

This document has been possible thanks to the generous support of the people of the United States through the United States Agency for International Development (USAID). The contents developed are the sole responsibility of FEDISAL and its partners: FUSALMO, AIS, UDB, FUNPRES and FHI 360, and do not necessarily reflect the opinion of USAID or the US Government.

## **EDUCATION FOR CHILDREN AN YOUTH PROJECT**

### **QUARTERLY REPORT No. 8 October – December 2014**

#### **INTRODUCTION**

The Education for Children and Youth Project, from now on referred to as “The Project”, is been 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 2, 2013 and will end December 2018. The activities 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 progress corresponding to the USA - Q1FY2015, a period from October 1<sup>st</sup> to December 31, 2014.

#### **1. QUARTERLY SUMMARY OF ACHIEVEMENTS**

##### **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.**

- The meetings with the Ministry of Education (MoE) officials at national level have continued to coordinate the continuity of SI-EITP at a national level. The Millennium Challenge Count (MCC)

has been approved the funds for the implementation of FOMILENIO II in the country. FOMILENIO will support directly to 45 Integrated Education Systems for intervention and selected 55 for impact evaluation purposes. These activities and funds of the international cooperation will support the scale of the EITP model in the country and will contribute to the quality improvement of the education sector.

- The Project has identified the set of municipalities for next year (2015) intervention and the 268 schools that high probability of been selected. The total target for the Project had been set to be at least, 600 schools for the next quarter.
- The Project has continued the planning processes for next 2015 with the Ministry of Education and departmental directors to support the educational quality and the coexistence environments strategy within the EITP framework. At least, 200 new schools will participated in training process and technical assistance.
- The strategy of strengthening capacity process of the Education Departmental Directorate (DDE) has continued to support the EITP expansion and Project activities strategies. Those will create capabilities for the pedagogical processes changes in schools and promote the inter-learning circles, as strategy for permanent self-education and collaborative work for teachers mainly in lower secondary school.

**B. Technical assistance has been provided for 410 selected schools and supports the implementation of the pedagogical proposal for the Integrated Systems and Education Networks to improve education quality in lower secondary school level.**

- The technical assistance has continued supporting to 410 **schools** school reaching a youth enrollment of **62,767<sup>1</sup>** (**30,540** females and **32,227** males) students in **18** high-risked municipalities. To date, the total achievement of the Project at the end of Y2014 (Q1FY2015) is of 55% of supported schools, a 63% of assisted beneficiaries and 72% of high-risked municipalities. The quality of teaching improvement process and safe environment has extended to 121, 115 students enrolled in others educational levels during 2014 in the 410 assisted schools. For the next quarter, the total target will include the third group of new schools (G3) reaching more than 600 supported schools.
- The technical assistance have continued strengthening the pedagogical proposal in the **Educational Integrated Systems (68) and collaborative work in the school networks (28)**.
- To date, **6,085 persons of the educational community** have participated in different training and technical assistance activities. During this quarter, **291** principals, teachers, students and families members have been trained (**143 males and 148 females**) in topics related to the quality improvement process and life counseling for secondary level students. Inclusion strategies have been promoted for youths with special educational needs, so the schools may count with effective inclusion strategies for students who may dropped-out from school. Psychological support for learning process improvement, not associated to disability, to support the inclusive educational strategies in the classroom have been promoted.

---

<sup>1</sup> Updated data. Two schools are dropped out from the Project activities, therefore the new data for schools and students enrollment had decreased in comparison with the lasted quarterly report

- The training and technical assistant processes have continued focus on team's development from the Departmental level such as members of the improvement teams, and leading committees (**120 principals and 49 technical and pedagogical assistants (ATP)**) to support the Project sustainability strategy.
- The Active Methodologies Training and new teaching practices activities have expanded in more schools of the Integrated Educational Systems at national level. The trained teachers are multiplying their experiences by sharing them with other teachers from different schools through inter-learning circles strategy. The use of active methodologies is been expanded through the network of SI-EITP for the Mathematics and Science specialist's teachers applying the L (Learn), P (Practice), and A (Apply) approach. The Active Methodology Training activities for Science teachers for secondary school have begun.
- To date, **52 inter-learning circles of Mathematics, Language and Science teachers** are participating in training. These low secondary teachers at least have designed and applied a Learning Guide in the classroom from the 96 SI-EITP or school networks.
- The Project delivered **408 computer science kits** with a personal computer, a laptop, and a power unit for the supported schools to improve the use of technology for educative purpose and school networking and communication improvement process. The development of the educational website have been progressing to support teaching improvement at schools.
- Progress has been made in the use of technology and training process for the new Group of 245 supported schools started in the Y2014. The training for the Learning and Technological Support Committees (**CAAT**) has integrated by students and teachers. These Committees are promoting the use of learning processes focusing on Communication, Technology and Innovation- CTI at the classroom and school level. These committees' activities are related to the school coexistence strategy for safe learning, participative environments for positive youth development.

**C. Advance in technical assistance for MOE and schools for the promotion of coexistence in schools, conflict resolution and mediation to strengthen and promote safe environment implementation.**

- Teachers, parents, principals and students are highly participating in **408 Coexistence Committees** (as APT's). It is estimated that more than **3,000** persons are participating from the educational community and schools supported. Female as well as men participation an involvement in those Committees are promoted as a gender equity strategy to narrow the gap of male participation in educational decision-making process at local schools.
- The training activities for sports monitors have continued during this quarter, as a strategy to improve coexistence in schools. Moreover, 80 persons from the educational community have been trained to provide assistance in psychological support, conflict management and fair game. Recreational and sporting events have been organized with neighboring schools to promote and expand fair game strategies at local level. Sports monitors fully planned 19 recreational and sporting events during the school break period (November-December 2014) with community alliances. More than 725 persons participated in the school-community activities.

- Specific strategies for the schools throughout the Coexistence Committees have progressed in the supported schools. The members of the Committees identify violence signs such as aggressive and victimization student 's behaviors in schools. These strategies will contribute creating healthy, safe, participative and fun environment within schools.

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

- During the Q1FY2015 quarter, **1,823<sup>2</sup> new out of school** youth have registered in the Program, they were highly motivated to join the Program. To this date, the Project has benefited **6,926<sup>3</sup>** out of school youth (**2,910 males and 4,016 females**) in 30 <sup>4</sup> high-risk municipalities. This means a 29% of the total goal of the Project.
- To date, the total of youth who completed the program and received 16 or more hours of training since the beginning of the program amount to **3,500<sup>5</sup>** who have transformed their lives (51% of the directly supported young beneficiaries).
- Food and transportation incentives have provided for the 100% of the beneficiaries particularly to those from the supported municipalities in rural areas.
- The enrollment strategy has expanded rapidly in this quarter, there are more than 80 training centers offering programs to provide educational opportunities to the enrolled youths. At the same time, the non-school based setting centers promote the youth program at local level. The program had successfully promoted the returning to school for youth and develop lifetime skills. At the same time, those centers offered sports and recreation activities to engage the appropriate environment and motivate them to continue studying and avoid youth dropping out.
- In this quarter, **687 new youths** have enrolled in non-schooled based settings. To date, 2,300 youths have enrolled to different types of non-school based settings, from which 69% are directly assisted by tutors in order to take the sufficiency test.
- The access to education for over-aged students has been encouraged in rural communities where the local schools do not offer education at secondary and high school level. Therefore, the Project jointly with the MOE, local government and principals will strengthen the non-based-school program offering the virtual high school the next quarter (2015) mainly in the west part of the country (Sonsonate).
- Based on educational focus of the project's targets for the out of school, there will be activities changes next quarter. The Project training will focus on strengthening student's academic level for

---

<sup>2</sup> "Enrolled out of school youth" meaning those who have registered to join the Program and the institutions have identified those youngsters seeking educational opportunities.

<sup>3</sup> "Beneficiaries" meaning youngsters who have received at least one hour of training in the Program. This information is on its validation process by Data Quality Assessment (DQA)

<sup>4</sup> These are the 18 selected municipalities for components 1 and 12 from the neighborhood and surroundings

<sup>5</sup> Participant's training, according to USAID regulations, are only included those, who have received 16 or more hours of training.

returning to school and pass the proficiency test and include technological skills for non-school based settings program. The Program will add educational services to prepare them in the use of technology, which will allow them to use a computer and to access the virtual platform for their tutorials.

#### **E. Administration of sub-agreements and the strengthening of local capacities.**

FEDISAL regulations are been implemented and project management capacities transferred to partner institutions through the Project Implementation. The program and financial reports are prepared with USAID compliances in accordance to USAID regulations. Progress have been achieve in the Information System for the Project Development.

The annual work plan for 2015 have begun with a highly participation of FEDISAL and network partners to design better and more effective outcomes for the 2015 Childhood and Youth Education Project. A strengthening process of the project planning capacities has been carried out, through a teamwork building process in order to define the strategies and macro-activities for the 2015 work plan.

In order to strengthening out of school network capacities, in addition, the technical staff trained 117 tutors as teachers of youth out of school program (70 teachers trained by project staff and 47 tutors by Don Bosco University). The tutors trained to improve the skills to teach the main competencies of youth out of school in order to pass the Sufficiency Test and continue studying lower secondary and high school level. The main topics of the tutors training program are focus on technical and strategic methodologies to better understanding of the main subject in school: Language and Literature, Social Studies, Science, and Mathematics.

The strengthening of the partners' capacities continued with the support of FH360 in the Project administration, the management, and the strategic relation with MOE and donors. FHI360 hired a specialist in communications and a specialist in Pedagogy to support Project Strategy.

## **2. ACHIEVEMENT OF THE PROJECT OBJECTIVES**

### **Objective 1: Significant learning improvement of lower secondary school students**

Coordination activities jointly with MOE have continued for the pedagogical technical assistance for the Integrated Education Systems at local level. There have been progress in the technical assistance provided to selected schools and in the strengthening of the technological capacities in the supported schools.

#### **1.1.1. Result 1A**

**The Integrated System of the Full Time Inclusive School approach (EITP) has been extended to 750 schools in order to improve the learning results of secondary students and to increase the**



**number of students completing 9<sup>th</sup> grade, and benefitting at least 100,000 students from 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades.**

The Project continues during this quarter providing technical assistance to the 410 schools included **in the 68 Integrated Systems and in 28 school networks selected.** The total students enrolled reaches **62,767 youths (30,540 females and 32,227 males)** in lower secondary school. The benefits are extended to 121,115 students, who are enrolled in other school levels. The Project planned for the next quarter to begin with the new Group (3) of schools to scale up the contribution for the EITP support at a national level.

During this quarter, activities of the Project have dedicated to the planning of the technical assistance and to develop integrated activities between component 1 for regular students and component 2 related to youths out of the school system during the break time. The Project staff have identified 19 host schools at local level to develop the “Summer Adventure” initiative to create spaces for positive youth development and to motivate the youths to continue with their studies in safe, healthier and fun environments.

The pedagogical training has continued in order to change the teaching practices at classroom level for lower secondary school students through the active methodology especially in Mathematics, Language and Science learning process. The practice of the trained teachers has improved, and has enriched the IETP pedagogical proposal implemented by the MOE. Moreover, the teachers had been able to include some of the inclusion strategies for students with some disability or for students with special leaning needs.

Technical assistance and support has provided at the Departmental level of MOE for the continuity of the full inclusive school strategy and for the long-term sustainability of changes produced by the Project. During this quarter, the strengthening process of the MOE at national and Departmental Management level has continued. The Active Methodology workshops for specific subjects have continued, incorporating the teachers’ experience through the inter-learning circles. The trained teachers have proved Active Methodology Approach as an effective teaching practice to improve students’ performance and for collaborative work and in a long-term basis a good practice for improve the dropped-out students in a low secondary school.

In the lower secondary student’s classrooms teaching by the pioneer teachers applying the learning materials guides the students ‘performance have improved. In addition, the classroom environment as well as the level of students’ participation for both female and male students have improved. For the next quarter, the Project will measure and systematize the improvements related to the academic performance of the students who are receiving classes with trained teachers and collect data directly from the schools.

Trained teachers applied new practices different from the traditional teaching. The students are the main actors and their built on their own learning. The active methodology promotes the students to use the overall potential and abilities to analyze, and apply the knowledge to daily problems. These practices generate a collaborative work and improve the student interpersonal relations and coexistence.

The expansion process of the Active Methodologies are leading by the trained teachers and at the same time, MOE officials are developing a process for the continuity of the strategy implemented by the Project at departmental level.

The graphic line design for the Active Methodology fascicles are in progress. This is a collection of learning materials based on the active methodologies for lower secondary schools students, which the Project plans to reproduce for the distribution at MOE level based on the Project experience. These learning materials will be validated and approved during next quarter by pedagogical team specialist of the Project, MOE and USAID

The teaching trained in Vocational Counseling (OV) Program planned to provide vocational orientation services for 9<sup>th</sup> graders students for the next school calendar. The project staff have provided technical assistance for 361 teachers trained as secondary school counselors.

Actually, the project have been trained to more than **2,700 teachers** in different topics related to teaching improvement and safe learning environment. FEDISAL and the partnership network work on the technical assistance in pedagogical strategy and healthy environments at schools. Only, during this quarter FEDISAL, FUSALMO, FUNPRES and FHI360 have **trained 559 persons** from the schools communities (**273 males and 286 females**). From those 211 **persons are trained** in Pedagogy topics.

### 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's technical assistance team is supporting the pedagogical proposal for the Integrated System. They deliberately are incorporating the coexistence and pedagogical strategy's key elements in the Integrated Strategic Plan document which will guide the educational efforts for educational improvement. At the same time, it is expecting the institutionalization of these strategies incorporating these elements into the Annual Operational Plan (POA) as well as in the Annual School Plan (PEA) of each school supported

The strengthening process of the coexistence and peace culture included teachers, principals, students, parents and community leaders as well, in order to develop positive leaderships. It is focus on youth student through sports, recreation, technology and citizenship activities develop inside the schools.

To date, FUNPRES has developed the workshop "Creative Response to Conflict and School" and trained **621 persons** from the Group 2 in following municipalities : San Juan Opico (24), Quezaltepeque (97), Chalchuapa (26), San Vicente (65), SanSebastian (38), Apastepeque (39), Soyapango(25), Panchimalco (56), Rosario de Mora (20), Atiquizaya (38), San Pedro Perulapan (57), Cojutepeque (37) and Ilobasco (99).

There have been trained **53 teachers** in the Psychological First Aid certification program during this quarter. These teachers already have participated in the "Creative Response to Conflict and School Bullying" workshop as a requirement. Trained teacher are from Nejapa (14), San Juan Opico (12), Santa Ana (15) and Chalchuapa (12). In addition, 9 teachers from Atiquizaya and 12 from Chalchuapa have been trained through the certification program Inclusive Education and Assistance to Students with Special Educational Needs.

Since the beginning of the Project, **more than 1,000 leaders** from the educational community have been trained as sports monitors, including teachers, students, parents, and relatives. They have

received technical assistance to enhance strategies focusing on fair game and culture for peace. The strategies were focused on the following aspects: safe leading break, fair games rules. All of these strategies at schools teach how to make right choices at the playgrounds, promoting values in compliance with human rights and coexistence rules in game and competitions. With these processes, the school strengthened healthy recreational activities. The impact of positive youth development initiatives are related to the academic student's performance improvement especially in Mathematics and Science. Data will be collected the next quarter to better measure the outcome impact.

FUSALMO has continued the training program in developing sports monitors for safe-learning environment strategy implementation in schools of Group 2. Therefore, **36 persons have been trained**, including teachers, principals, students, and parents. In summary, during this quarter, **approximately 80 educational community leaders have been trained in safe environment issues**. The technical assistance included the implementation of safe breaks and fair game activities at schools.

The integration of parents and community leaders in the program training has improved the level of parents-children and youth participation in the learning process. They have been able to share their knowledge and live experience as a part of Coexistence Committee Plan implementation. The purpose of these initiatives is to promote motivating coexistence environments, which promote the youth participation and empowerment to improve learning in the secondary school level.

The partnership network planned the follow up visits to the 410 schools in the Project to provide technical assistance. Approximately five visits on behalf of FUSALMO, FUNPRES and FEDISAL has been carried out to provide technical assistance this year. In summary, to date they had been in **2,000 field trips to visit the supported school**.

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

The strategies to increase the coverage and the call for incorporating new youth out of schools into the program are in rapidly progress. In this quarter, there have been a focus on education process and systematically supporting the youth for improving their academic performance and motivated them to study and avoid dropping out. The long-term academic support for youth contributes to create a trustful and healthy environment that diminishes having a violence in the territory, where the schools and training centers are located.

The branding, communication and visibility of the Project have been improved. There have been different closing events after completing the program of life skills and work readiness. After one year of Project implementation, it has planned strategy's changes for the next quarter. To date, about 10 diploma award events have been held with the participation of more than 700 community's stakeholders.

### **2.1.1 Result 2.A.**

**Assistance provided to at least 23,150 of out-of-schooled youth in 25-targeted municipalities or surrounding to return to formal schooling or to complete a lower secondary education diploma**

Out-of-school youth who are enrolled in non-school based settings continue their formal education process especially those in sufficiency test preparation. There are tutors to level up the student's

competencies and follow up them academically. This strategy has added new challenges to bring educational opportunities to youths.

In this quarter, **687 new youth have registered in** the non-school based settings of education assisted by AIS, FUSALMO. To date, it is reported that **6,000**<sup>6</sup> youths have been supported in order to return either in the regular system or in non-school based settings.

To date, over **3,700<sup>7</sup> new youth out of 6,000** have been supported to take the proficiency test in order to pass a grade and to graduate from 9<sup>th</sup> grade, so they will continue with secondary school or high school. It means that the project target related to youth returning to school reaches 53% of the total benefitted youth and 67% of them are enrolled in non-school settings

In this quarter, **173 youth** applied for the tests, out of those, 39 passed an academic grade, which is an estimate of 23% of the population, thus increasing the general average of approval in 13 points. Therefore, the benefitted youth are improving the average score due to the Project educational services.

The FEDISAL's partners are strengthening the capacities of management teams to provide more and better services and increase the coverage of the Program. Local strategies in rural communities had been effective for enrolling out of youth. Up to now, there are **80 training** center to provide services and support the Project strategy using mobile and decentralized offices.

### **2.1.2 Result 2B.**

**At least 23,150 out-of-schooled youth identified in the 25 municipalities and surroundings have skills with community-based approaches and are prepared to be part of the labor market.**

To date, the Project has **directly assisted to 6,926**<sup>8</sup> youth who have participated in life skills and community based-training approach. From those, AIS had assisted **5,661**, FUSALMO; **1,205** and **60** by EDYTRA. In this quarter, the strategy towards a community based approach model has continued expanding towards surroundings municipalities.

There are over **80 education centers**, which provided training and education services to youth. Those are been assisted by the partnership network. These centers have organized mobile teams to expand services in rural and distant communities. In this quarter, **1,823 new youth** have been registered in the activities offered by the Project in the 28 municipalities assisted by AIS (256), and FUSALMO (1,567). From those, **350 youth finished** at least **16 hours of training and** are received assistance to continue studying.

New strategies are implementing and planning to increase and expand the services in order to meet the Project targets for this component

### **2.1.3 Result 2C.**

---

<sup>6</sup> See the Summary of year 2014. Technical Report Objctive 2 Coordination Q4FY2014

<sup>7</sup> Data in validation process

<sup>8</sup> Validated data by M&E

**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.**

There are several causes for youth dropping out schools in high-risk municipalities. Also for dropping out the Project educational activities. One of the main causes is the economic hardship and distance from the house and schools centers. To avoid those causes, the Project had designed training and school programs including incentives to motivate them to continue enrolled.

The partnership network continues providing incentives in each one of the training and services. Food, snacks and transportation are included when the sessions last more than 5 hours on the same day. In some cases, the Project had develop a jointly services with the local community including the local government and civil organizations at local level to facilitate transportation for the students and they may continue attending the educational centers and complete their process successfully.

There have been important synergies within the Project with component 1 and component 2. It had planned and developed successfully the Summer Adventure Program offered in the school 's break period. Youth who are out of school participated in the Summer Program and there were highly motivated to return to school after enjoy the summer activities. Sports, games and others activities were also offered promoting self-awareness thinking and behavioral changes.

These sports, recreation, and group dynamic activities develop emotional and coexistence capabilities enhancing resilience, assertiveness and decision making among the youth and contribute to achieve Project's objectives and goals.

**1.1.4 Result 1D.**

**Develop a fully operational monitoring system to track performance of program activities for student retention, achievement, school safety and participation of out- of-school youth in educational opportunities.**

The Management Information System includes a fully operational monitoring system to track project indicators and financial status for the Project. There is a 79% of progress and proofs of financial a monitoring indicators are in progress. It is expected to fully usage of the System at the end of FY2015

Briefing paper about dropped-out youth had been discuss and analyze with partner and donor as well with MOE

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

There is no new activities planned in this component. There is a new staff hired to manage the procurement functions.

To date, it is available the diagnosis of needs of educational material in the 8 selected schools by CDM Smith enterprise. There is a list of equipment according to the needs; this includes musical instruments, laboratory instruments, furniture and computing equipment.

It has been coordinated with MOE the specifications of the furniture and materials. MOE issued a list of equipment and amounts of equipment and, which the Project is validating according to the budget and the USAID regulations of procurement procedures.

Once available the precise information of the schools' requirements, according to the space in the schools, the materials will be purchased, so at the end of the construction the needed equipment is available according to the designed space.

It is expected that the schools will be finished in the second quarter of 2015.

#### **Objective 4: Rapid Response Fund**

Actions in this objective have not been registered, because it has not been determined an emergency requiring an immediate response.

#### **Objective 5: Institutional Strengthen for FEDISAL development**

FEDISAL had progress implementing the approved manuals and expanding regulations of USAID for the Project Management.

The network and local capacity strengthening process had progress. FHI360 hired two specialists in Active Schools from Peru. They have provided technical assistance to teachers who are trained and are in charge of teaching Mathematics, Sciences and Language in selected schools. In addition, they were consolidating the inter-learning circles strategies. They develop a technical assistance guide in order to give feedback for the MOE ATP and for the network staff. The partnership network staff will use this guide for the active methodologies in selected schools once FHI 360 finish the approved annual work plan

On the other hand, the Project's communication strategy has been supported and a communications and pedagogy specialist has been hired to join the Project Technical Unit and support the strategic topics of the partnership network.

In this quarter, **52 people from FEDISAL, FUSALMO** are participated in training programs in order to strengthening technical and management skills. Five people had been abroad participating in three international trips (Argentina, Colombia and Guatemala) on behalf of FEDISAL. The international trips have included topics about social development, public policy impact evaluation (1), Labor and professional orientation for youth (2); crime and violence prevention (2)

In addition, 144 tutors have been trained to become youth mentor in the proficiency test process. From those, Project staff trained 70 teachers and UDB, 47.

#### **Objective 6: FEDISAL follow recommendations related to NUPAS**

Project management had improved in this quarter. Mainly, the financial and information system had significant progress during this period. FEDISAL had continued implementing the guidelines and the financial-managerial manuals approved by USAID

#### **Brand strategy of the Project according to the Communication plan developed**

Communication Committee had follow up the plan. FHI230 hired the Communication Specialist starting on November 2014. The Project communication and media plan was approved and supported by an assigned budget. The plan includes using the social media networks (Twitter and YouTube) to improve the project positioning with its different audiences. Besides, more structured platforms will be launched this year by which we guarantee more visibility as an educational site.

To date, the fan page of the project on Facebook **counts with 1,967 fans**, which means an increase **of 1,125 followers in that social media after the last quarterly report for September**. The daily visit average is 16 people who interact with the published content. We are in the process of changing the page of the program in which we are going to give information about different initiatives covered by the project, success stories with benefitted people, who make this project a success in all the communities where we operate. The information will be sent to all the partners following some criteria and the Project Technical Unit will publish it

**The Facebook page** <https://www.facebook.com/Proyecto.ninezyjuventud>, is available, and with this Facebook page the presence in the social media is maintained and it generates knowledge of the project's services directed to the target population. The Youth who visit the Facebook page use it as a source of information about the services for the out of school population assisted within the frame of Objective 2.

There is also an interaction with other interested organizations in working together with the Project such as CVPP and other USAID Project and others implemented by non-profit organizations. **The 64% of our fans are women and 36% are men**. Every time we publish a post, we have a maximum reach of **500 people and a minimum of 238**, in the last two months. Taking into account that we have diminished our posts, it is a good number to guarantee the interest of our fans for our posts.

### **3. PROJECT GOALS ACHIEMENTS**

The component 1 goals advance successfully in the substantial activities related to improve learning in schools promoting safe environment for the peaceful coexistence:

- 1) 18 high-risk municipalities are assisted achieving 72% of progress in the Project.
- 2) 410 out of 750 schools are technically assisted, achieving 60 % of the project's goal.
- 3) The number of beneficiaries is 63,000 out of 100,000 youths, a 63% achievement to date.
- 4) 55% of the Coexistence Committee plan has been organized and assisted

In objective two, 30% of the project total goal has advanced regarding the Project support for the youth out of the educational system to make them go back to school and provide them with the educational opportunity for a healthy coexistence and orientation for work.

In this component, important limitations have been present and have stopped the execution, as explained in four Challenges, and proposed solutions.

### **4. CHALLENGES AND PROPOSED SOLUTIONS**

Project Implementation	Challenges	Solutions
<b>Objective 2</b>	Most youth who are enrolled in non-school based settings are highly motivated to continue studying. Some of them need three consecutive years of assistance to complete the lower secondary school or high school, which require a high investment to meet the Project targets.	The program ´s strategy will be focus on the education targets. So, the data will be analyzed to include the lessons learned The budget related to the strategy will be analyzed
	<p>The quotas for non-school based settings are insufficient to enrolled over-aged and out of the educational system youth.</p> <p>In rural communities, youth cannot returned in non-school based settings because there are few official training centers and due to the violent environment. Youth are afraid to move through different gangs territories</p>	<p>There are future plans to support MOE to find out alternatives to improve the non-school based setting educational system</p> <p>Specific studies of non-school based settings are being prepared to present proposals to MOE</p>
	<p>Youth who have stopped studying for over three years require more attention and support to continue studying.</p> <p>Youth will need more support to prepare for proficiency tests because few students approved the tests the first time. The student´s academic performance in Mathematics and Language courses are very poor and there is high probability to fail in the proficiency test There is high need to support out-of-school youth and requires more time and resources in comparison to the planned investment</p>	<p>Mentoring and tutorial strategies have been designed</p> <p>Use of specialist in Mathematics, Language and Science trained tutors using the assessment test to focus the educational training</p> <p>It is expected to design self-learning materials so that youth may be able to take the proficiency tests</p>
	<p>Difficult access of enrolled students in municipalities because of the problems of violence and high-risk communities</p> <p>The problem of violence in territories with gang members of different denominations.</p> <p>Youth are afraid to move around high risk communities.</p>	<p>Alliances with communities are established and the promotion with community leaders to support the actions of objective 2 in high-risk municipalities.</p> <p>Incentives have been designed to avoid youth dropping out</p> <p>Specific mobilization strategies are designed</p>
	The high youth migration (ages of 10 to 24 years old) in municipalities registered	This issue and project ´s indicators will be analyzed deeply with the FEDISAL partners and

## 5. LESSONS LEARNED



Project Implementation	Lessons learned
<b>Local Partners</b>	Coordination and communication mechanisms are key factor to better understanding of the strategy and align the Project Action Plan. It is important the follow-up process based on the action plans, jointly with the Project staff, and network partners' collaboration as well.
<b>MOE</b>	It is important ensure the communication with MOE authorities to guarantee alignment with national policy and different international donors which are supporting EITP advance
<b>Objective 1</b>	The pedagogical and technical assistance strategy should involve trained members of the community to guarantee the continuity and sustainability of achievements
<b>Objective 2</b>	It is important to design a promotional strategies and action plans to increased coverage and expand youth educational opportunities at local level  The out-of school youth need a long-term supported program to returning to the education system. And, especially to allow them to move to upper grades and complete their education

## 6. GEOGRAPHIC LOCATION OF ASSISTED MUNICIPALITIES




The Project counts with the assistance of ArGis for the geographic location of municipalities, schools, and other initiatives that are carried out within the project framework. There is a database with the geographic coordinates of said locations.

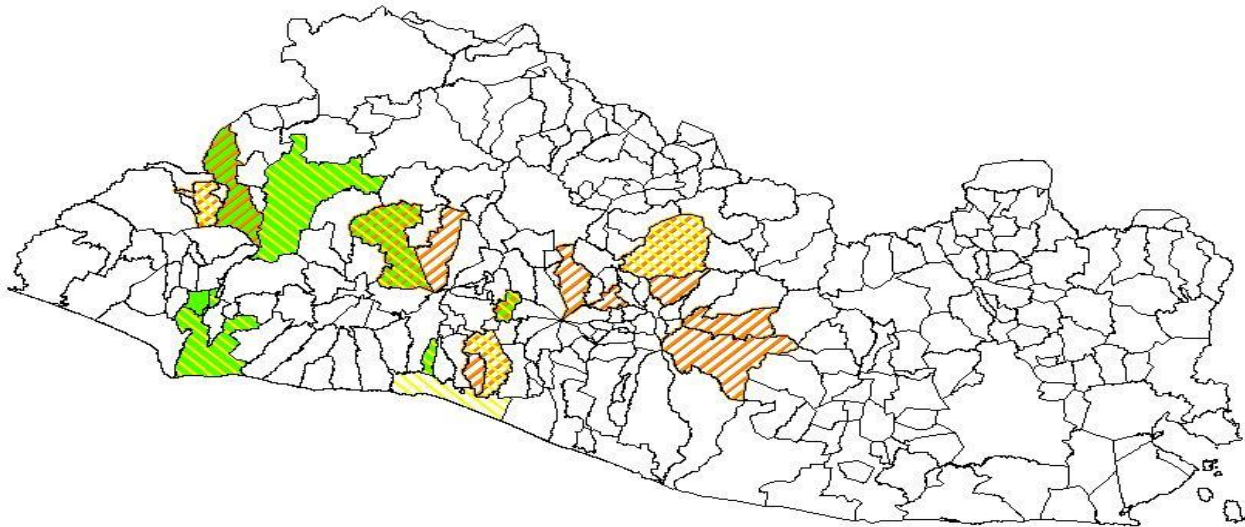
The technical team visits at least once the 410 assisted schools, and the 96 systems and networks located in different municipalities every quarter. The enclosed map shows the coverage of the Project actions in the municipalities to date, as part of the goals of components 1 and 2.

The 8 supported departments are: San Salvador, Santa Ana, La Libertad, Sonsonate, Ahuachapán, Sonsonate, San Vicente, and Cabañas.

### Geographic location of Attended Municipalities up to June 2014

Description:

-  First Group of Municipalities Objective 1
-  Second Group of Municipalities Objective 1
-  Municipality Objective 2



Geographic location of Attended Municipalities up to June 2014

**7. INTERNATIONAL TECHNICAL ASSISTANCE**

Technical assistance	Name of specialist	Dates	Objectives	Report Date
Active Methodologies	Marina Solano de Mogollón	October 17 -November 13, 2014	Support and give feedback of the strengthening pedagogical strategy in active methodologies since the 2014 implementation process. Support the sustainable processes at MOE and partnership network related to the implementation of active pedagogical methodologies in supported schools Strengthening local team of FHI360	December, 2014
Active Methodologies	Carmen Salazar	August 12 - November 28, 2014	Provide technical assistance to the local team to strengthen the teaching practices in the classroom.Support teacher's workshop design and implementation. Classroom assessments for trained Math, Language, and Science teachers. Technical assistance to the local team for demonstrative classrooms.	December, 2014
Active Methodologies	Mélida Vela	August 12 - November 28, 2014	Provide technical assistance to strengthen local capacity. Supporting teaching practice and inter-learning circles process and evaluation. Selected demonstrative classrooms by subject in secondary schools.	December 2014

## 8. SUCCESS STORY

### **Julia, model of determination**

*“I wish to complete my studies in order to become a role model for my son Benjamin. He is my inspiration”*

— Julia Escobar is an out of school system student in preparation for the ninth grade Proficiency Test. For this modality MOE, USAID and their partners create educational opportunities for out of school youth students so that they may complete their secondary and high school education.

At 5:30 in the morning, you can barely see the sunrise in Ilobasco. By this time, Julia has already prepared a diaper bag and the baby’s bottle. She walks with her three- year-old son to her work where she cooks breakfasts and lunches, does the laundry, grinds corn, and do a series of chores, which end at 5:00p.m.



After that, she returns home to do more cleaning and cooking, plays with Benjamin, cooks dinner for her family, and tries to put the baby to sleep. Most of the time she fails in her attempt, because he is a baby full of energy and rarely runs out of it.

Therefore, Julia dedicates her time to entertain him and makes time to sit and check the material she gets in her Saturday ninth grade course. There is no sacrifice that she would not do to finish secondary school and continue studying. She knows that in order to get a better future for her family, she needs to be educated. Her common law partner is aware of all this, and supports Julia so she may attend her previous school every Saturday morning, Pio XII School, for her ninth grade tutorials. Edgar takes care of Benjamin

so Julia can continue with her education.

The “Complejo Educativo Pio XII” was the first school in Ilobasco to open doors for us to develop the program for students who are out of the educational system. Even though it is located just in the gang member borderline territory, in which they are fighting for territory control, the school has maintained the registration opened for our youth. Thanks to the financing of USAID, Julia has access to specialized tutors who help her prepare for the Proficiency Test the Ministry of Education offers to this demographic group, so that they can get their Secondary School certificate and their high school Diploma or continue in the regular educational system.

The Children and Youth Education Project provides an integral program where the self-esteem of the beneficiaries is strengthened, recreational spaces become and lifetime skill programs available. All these elements guarantee the success of the students who registered in the project. Julia Escobar has been out of the regular educational System for 5 years. Nevertheless, Julia decided to change her future and registered in this Project. She punctually attends class every Saturday morning to design her life project, to listen and apply motivational speeches of her tutors, to play during the break, to construct values, to explore new skills as she learns cosmetics in the labor readiness program. The project endorses all of the above under the umbrella of the positive youth development.

Julia is a young beneficiary who deserted at the age of 13. When 15, she experienced early motherhood with very few resources. After two years of having abandoned her house, Julia gave birth to her son, Edgar Benjamin, her highest inspiration.

The teacher Roxana Alfaro, her Language tutor, confirms the courage and determination with which Julia takes the challenge of continuing with her education. Roxana finds support in Julia during her Saturday classes, because she understands the material very quickly, and can replicate her tutorials for her classmates.

The syllabus to be developed is too long, for that reason, the tutor designs study plans where every hour counts, and looks for Julia for support. Now, Julia is motivated to get prepared for the ninth grade test, and therefore, to continue making progress. At this rhythm, she will be getting her high school diploma before Benjamin turns five. Let us continue supporting Julia in the new challenge she is facing!

**9. WORKPLAN FOLLOW-UP**

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
<b>Objective 1: Significant learning improvement of lower secondary school students</b>			
<b>R1.1 A The Integrated System of the Full Time Inclusive School approach (EITP) has been extended to 750 schools in order to improve the learning results of secondary students and to increase the number of students completing 9<sup>th</sup> grade, and benefitting at least 100,000 students from 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades.</b>			
1. Municipal Integral Diagnosis.	1.1 Technical assistance for the development of a municipal integral diagnosis that supports the situation analysis of local and labor situation and the educational offer.	FEDISAL	Completed
2. Strengthen the Pedagogy Proposal of MOE to third Cycle	2.1 The strengthening of pedagogical capacities of secondary school teachers in the field of Mathematics, Language, and Sciences teachers, using the proposal of Active Schools.	FHI360 Technical Team	In process according to planned
	2.2 The production of Fascicles for teachers applying active methodologies as a complement for teacher pedagogical strengthening workshops.		Fascicles (4) in revision process by MOE
	2.3 The strengthening of Pedagogical capacities of MOE Departmental Management and SI EITP level coordinators applying the proposal of active schools for timely and affective assistance to SI EITP.		Completion of the training process
	2.4 The strengthening of School management capacities of SI-EIPT taking into consideration the educational quality for departmental management teams.	FHI 360	In process

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
3. EIPT expansion in the first and second group of schools (419)	3.1 Technical assistance to strengthen the making of pedagogical proposal in schools, networks, and SI EITP.	FUSALMO	In process in selected schools
	3.2 Technical assistance to strengthen the management of schools, networks, and SIEITP considering the development of the pedagogical proposal.		In process
	3.3 Pedagogical strengthening addressed to principals, and teacher teams according to MOE guidelines.	UDB	In process
	3.4 Technical assistance and planning of study trips in order to learn about successful experiences related to educational quality and safe environment to secondary schools in the US and Colombia. (Idem activity 2.3, Result 2 A, Objective 2)	FHI 360	A total of 3 trips to Argentina, Colombia y Guatemala have been taken with the participation of 5 people from FEDISAL and FUSALMO. 2 trips to the United States.
	3.5 Two technical assistance studies or systematization of the development of the pedagogical proposal in the expansion of the SI-EITP.	FHI 360	Not planned for this quarter.
4. To develop capacities for the teachers, principals, and students for the use of technology	4.1 Process development of technological formation to directive, teacher teams, ATP articulated to MOE regulations.	FUSALMO	Advancing with the directors and teachers formation process. 408 computing kits have been given to supported schools.
	4.2 Technical assistance to promote technological innovation initiatives in favor of learning in schools, networks, SI EITP, CAAT training.		In process

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
	4.3 The strengthening of technological skills in schools, networks, and SI EITP with technological resources, and the initial functioning of the site.		The development and the design of the site is progressing, and waiting for USAID approval in terms of visibility and branding.
5. To promote and develop initiatives in favor of inclusive education	5.1 Technical assistance and training processes in inclusive education to strengthen the pedagogical proposal.	FUNPRES Project Technical Unit	In process, as planned
	5.2 To promote the dialogue with MOE and other instances to construct a better application, understanding, and regulation in relation to the curricular adjustment issue.		Delayed, to be discussed with MOE
6. To develop a program of focused attention to promote secondary school permanence, and completion, and to continue with high school education.	6.1 Vocational orientation processes connected to local reality, and pertinent information for ninth grade students to continue with their studies.	FEDISAL	In process
	6.2 Technical assistance for an early warning to develop school- dropout prevention strategies in the secondary school in the SI-EITP.	FHI360	Not planned for this quarter. In process to start next quarter.
7. To develop a communication and training strategy to share experiences and discuss policies for the betterment of educational quality in the secondary level.	7.1 Technical assistance for institutional strengthen of departmental directions and central MOE to support changes in the Educational System.	FHI 360 Project technical Team	In process
	7.2 Technical assistance to elaborate a communication and socialization strategy to promote the dialogue about educational policies and good practices.		

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
	7.3 Programming of dialogue sessions that include practical responses implemented in schools in coordination with MOE. (Pedagogical meetings and departmental forums, discussions).	Project technical Team FUSALMO	In process through coexistence committees.
<b>1.1.2 Strengthened safe learning environment program to reduce school violence in high-risked municipalities in 750 schools included in Result 1A above.</b>			
1. Coordinate with MOE to define and implement a promotional strategic plan for safe environments.	1.1 Participation in spaces of inter-institutional coordination controlled by MOE to promote and articulate initiatives for the prevention of school violence.	Project technical Team FUSALMO	In process, as planned
2. Participative assessment for coexistence plan, and strengthening of the leaders capacities in accordance to the peace culture.	2.1 Training processes on coexistence to principals and teacher teams, ATP, fathers, mothers, and volunteers under MOE guidelines considering the gender approach.	FUSALMO FUNPRES	In process
	2.2 Technical assistance to strengthen the coexistence committees, which energize the self-assessment and the coexistence plan in schools, networks, SI EITP.		
	2.3 Juvenile support strategy conducted by duly trained counselors and youth coaches.		
3. To implement the coexistence plan under “ A Possible Dream”	3.1 Technical assistance to implement coexistence actions and student attention strategies energized by the Committee of School Coexistence and strengthened through training processes.	FUSALMO FUNPRES	Students, teachers, fathers, mothers have been trained as sport instructors. They are highly involve in the Coexistence committees.



ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
	3.2 Technical assistance to drive the alternate and articulated juvenile organization as SI EITP or school networks	FUSALMO	
	3.3 Sport technical assistance to generate capacities in youths, parents and volunteer community members (future supervisors).		
	3.4 Development of cultural and artistic processes in students, teachers, and parents delegated to strengthen the arts and culture initiatives.	EDYTRA	Delayed.
	3.5 Technical assistance in arts and culture through mobile arts and other modalities.		Delayed.
	3.6 Artistic expression projection from schools, networks, SIEITP, according to the coexistence plan.		Delayed
4. To constitute an institutional support group and technical assistance for the generation of safe environments.	4.1 Initiatives to articulate school networks or integrated systems with the Municipal Violence Prevention Committee for effective institutional efforts for the attention of cases of violence.	FUSALMO Project technical Team	Delayed. Reprogramming under analysis
5. Design and implement a development strategy of material about violence prevention directed to group leaders.	5.1 Production of materials as a dossier and other materials about pertinent key issues to generate a culture of peace and violence prevention.	FUSALMO Project technical Team	Delayed
	5.2 Development, validation, and printing of material about the culture of peace and coexistence linked to the curriculum and using the educational site.		Delayed
	6.1 Review of experiences and materials to train fathers and mothers, and consolidate leading	FUSALMO Project technical Team	In process

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
6. To strengthen groups of fathers and mothers with leadership skills	groups in coexistence and culture of peace in coordination with the DDE		
	6.2 Strengthening of parents' capacities in order to participate in school coexistence initiatives within the frame of coexistence committees.		In process
7. To promote alliances with the private sector and other organizations in order to provide supplementary resources to the EITP activities.	7.1 Hiring of an expert in public-private alliances.	Project technical Team	Progress is made in the implementation plan and a memorandum of understanding is expected to be signed next quarter
	7.2 Project promotion with public enterprises to support the program and its activities using the leverage system.		
	7.3 Coordination of efforts and funds with donors and international organizations.		
	7.4 Design of an alliance strategy, which assures the provision of complementary resources to 750 schools.		In process
<b>RIC. Incentives and scholarships for the 40% of 100,000 students</b>			
1. To design an incentive and scholarship program	1.1 To identify successful experiences, define strategies of scholarships and incentives and validation with MOE.	FEDISAL	In process. Training actions have been identified for students as incentives.
	1.2 Technical assistance to identify successful experiences to define scholarship strategies and sustainable incentives.	FHI360	
<b>RIID. Result 1D. Develop a fully operational monitoring system to track performance of program activities for student retention, achievement, school safety and participation of out- of-school youth in educational opportunities.</b>			
1. To develop and implement the Technical and Financial Information System	1.1 Project Monitoring System design	Technical unit, M&E.	The project design is progressing. The validation process is delayed.

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
	1.2 To monitor project indicators.	Technical unit, M&E	In process. It is planned to refresh the Monitoring Plan for the next quarter.
2. To draft mandatory reports to USAID, and produce information for decision making in the project management.	2.1 Production, processing, integration, and analysis of data for the monitoring of goals, drafting of reports on the project goals and progress.	Technical unit, M&E	In process, as planned.
	2.2 Mapping of benefitted schools/implementing sites.	Technical unit, M&E; Partnership network	In process. Group 3 Schools, and probable sceneries are identified
	2.3 Analysis of the National Educational Indicator by MOE and USAID	Technical Unit, M&E.	In process.
3. To perform a follow-up of the project planned goals, and an evaluation of the processes assuring the quality of data and information.	3.1 To develop a follow-up system for the quality of pedagogical and coexistence processes, and opportunities for youth out of the system.	Technical Unit, M&E.	In process. DQA have been performed in 4 institutions. It is planned to start a new phase of data information revision in 2015
	3.2 To evaluate the implemented technical processes	Technical Unit, M&E.	UT and its monitoring function are organized according to new incorporated positions.
	3.3 To refresh the M&E plan and to provide information to USAID/PFG, PPR	Technical Unit, M&E.	A PPR FY2014 report has been drafted in coordination with USAID. The refreshing and meeting process with AOR has started to refresh the monitoring plan
4. To strengthen the capacities of the Partnership network	4.1 To strengthen the monitoring and evaluation issues to guarantee the quality, consistency, and opportunity of data linked to indicators.	Technical Unit, M&E.	Pending to be performed. Reprogramed with UDB support.

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
5. To conduct educational research in conjunction with FEDISAL for the interest of the partnership and MOE	5.1 To perform studies and research according to topics of interest.	Technical Unit, M&E.	Information is prepared to draft the educational indicator analysis. COP will coordinate research and lifting of LB actions of the project according to agreements with FEDISAL.
<b><i>OBJECTIVE 2: To increase the access to educational opportunities for out of the school system youths.</i></b>			
<b><i>2.1.1 Assistance provided to at least 23,150 of out-of-schooled youth in 25-targeted municipalities or surrounding to return to formal schooling or to complete a lower secondary education diploma</i></b>			
1 To strengthen the Inter Institutional Management	1.1 To coordinate inter/institutional efforts with national Directorates of MOE, mayors, NGOs, and international Agencies, cooperating agents and technical units.	Technical Team, AIS, EDYTRA and FUSALMO	In process
2. To develop a program on capacity strengthening.	2.1 To develop technical trainings to reinforce the technical staff in the partnership network, and MOE (Reflected in the issue of institutional strengthening, Objective 5)	FEDISAL, FHI360, UDB, Technical Team	In process
	2.2 To conduct a study of alternatives to widen the coverage in flexible modalities through a prospective study about the development of flexible modalities.	FHI360	Reprogramed to next quarter.
	2.3 International training about active schools and juvenile support in Colombia and in the United States (Idem Objective 1, point 3.4, Result 1 A)	FHI360 and Technical Team	Reprogramed for next quarter.

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October – December 2014
	2.4 International training for school directors and MOE personnel about experiences of work with students of secondary school and out of the education system students in the United States. (Idem Objective 1, point 3.4, Result 1 A)	FHI360 and Technical Team	Third trip in process
3. Youth returning to school to complete ninth grade	3.1 Identification and contact of youth that have dropped out secondary and high schools school who are not over-aged.	Technical team, M&E, AIS and FUSALMO, EDYTRA	In process
	3.2 Coordination from Objective 1 for the follow-up on youth that have reentered the regular system.		Initiated
	3.3 Support youth who were incorporated to complete basic, secondary school or high school		In process
4. Derivation of teenagers to flexible modalities to finish ninth grade and high school	4.1 Identification and enrollment of youth older than 15 in secondary schools, and 18 year old youths in high school, who are both out of the formal educational system and to incorporate them in non- school based settings modalities.	Technical team, AIS, EDYTRA and FUSALMO	In process

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October– December 2014
<b>R2B. At least 23,150 out of the educational system youth in the 25 identified municipalities and their surroundings have community based - approach skills and readiness for the labor market</b>			
1. Planning and drafting of the training proposal.	1.1 Consultancy to investigate the productive characteristics, labor market, and work opportunities in the development frame	Tendered Consultant, technical team, FEDISAL	In progress
	1.2 Participative workshops with the partnership network personnel (Refer to objective 5 Institutional strengthening)	Technical team- AIS-FUSALMO, EDYTRA	Completed
2. Promotion and Invitation to youth.	2.1 To define promotion and the call strategies for youth informing central and departmental MOE offices with the support of the municipalities and other local actors.	Technical Team	In progress
	2.2 Implementation of a wide promotion and call strategy for youth.	Technical Team - AIS-FUSALMO, EDYTRA	In progress
3. Youth initial evaluation and construction of corresponding roadmap.	3.1 Registration, initial interview with each youth, evaluation and elaboration of youth road map.	AIS, FUSALMO, EDYTRA	In Progress
4. Life skills and youth extension activities.	4.1 Implementation of life skill courses and youth extensions.		In Progress
5. Labor readiness courses	5.1 Design and implementation of labor readiness courses.		In Progress
6. Labor intermediation	6.1 Coordination with institutions that make an effort of labor intermediation to develop the process jointly.	AIS, FUSALMO, EDYTRA	Not planned this quarter. This redirection activity is under analysis.
7. Technical assistance for entrepreneurship and business plan formulation	7.1 Identification of youth with entrepreneurial characteristics and interests in order to develop entrepreneurship courses, and technical assistance for the formulation of business plans.	Project technical team. FUSALMO, AIS, EDYTRA	Not planned this quarter. Reprogramming under analysis.

ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October– December 2014	
<b>R2C. Innovative education incentives providing scholarships to at least 23,150 out of school youths in the 25 selected municipalities and their surroundings to reduce the economic difficulties of low-income youth in school and to allow a more equitable participation regarding educational opportunities.</b>				
1. Scholarship/incentive program	1.1 Implementation and follow-up of the scholarship program.	AIS, FUSALMO, EDYTRA, Technical team	In progress	
	1.2 Implementation of incentives for transportation, food, and job search.		In progress	
2. Additional resources management	2.1. Manage complementary input with the private sector.	Technical team, AIS, FUSALMO, EDYTRA	In progress	
<b>OBJECTIVE 3: Procurement and distribution of educational material for schools damaged by hurricane AIDA.</b>				
1. Diagnosis of School condition	1.1 Diagnosis of educational material needs in selected schools for this benefit and its relation with other assistance initiatives.	Technical team (Administrative Unit)	Not planned for this quarter.	
	1.2 Coordination with MOE about the equipment and furniture specifications			
2. Delivery of educational material	2.1. Preparation of a purchase and distribution plan of educational material in conjunction with MOE			In process with the assistance of the newly hired Project purchase officer.
	2.2. Purchase of educational material.			
	2.3. The training plan design and implementation for parents for the use and care of the educational material.			

<b>OBJECTIVE 4: Rapid fund response ( used by schools in case of natural disasters)</b>			
<b>ACTIVITY</b>	<b>SUB ACTIVITIES</b>	<b>RESPONSIBLE FOR PARTNERSHIP NETWORK</b>	<b>FY2015-Q1 Status October– December 2014</b>
1. Preparation of the school emergency attention plan in case of natural disasters.	1.1. Local Consultants contracting in order to conduct a study about emergency procedures from MOE and from the local and national governments.	FEDISAL	Not planned this quarter
	1.2. Training previous disaster.		
	1.3. Preparation of the emergency plan in case of natural disasters from schools with the support of the consultancy implying: -Diagnosis (with technical expertise) - Articulated Intervention - Psychosocial attention in emergencies		Not planned this quarter
	1.4. Validation and approval of the Emergency Attention Plan by MOE for children and teenagers.		
<b>OBJECTIVE 5: Institutional Strengthening to FEDISAL and its local partners</b>			
Implementation of the Institutional Strengthening Plan	Strengthening of the Educational management capacities for technical assistants in the partnership network.	FHI360	Initiated
	Socialization of the juvenile positive development concept in the training oriented to trainers of youth organization representatives in the partnership network.	FHI360	In progress
	To strengthen the capacities of FEDISAL and its local partners for the management of USAID finance projects, particularly in administrative procedures as purchasing and contracting according to USAID policies.	FHI360	Completed



ACTIVITY	SUB ACTIVITIES	RESPONSIBLE FOR PARTNERSHIP NETWORK	FY2015-Q1 Status October– December 2014
	Strengthening of the capacities of the partner institutions in topics related to finance, administration, and procedures detailed in FEDISAL manuals and approved by USAID.	FEDISAL and Project technical team	Completed
	Refreshing and training processes on procedures and institutional manuals addressed to partners' personnel by using FEDISAL manuals approved by USAID.	FEDISAL and Project technical team	Completed
	International training aligned with the strengthening of the partnership institutions : <ul style="list-style-type: none"> <li>• Approximately 7 participants of the partnership to the USA.</li> <li>• 1 participant to Mexico for the administration of scholarship and incentive topic. 1 person to Colombia for the youth orientation and labor intermediation topics. 1 person to Chile</li> <li>• 1 person to the USA for the vocational orientation topic.</li> </ul>	FEDISAL and Project technical team	In progress. Trips Colombia, Argentina and Guatemala completed.
	Strengthening of the partnerships capacities and competences for teamwork, and in construction processes and synergy. Trainings.	FEDISAL and Project technical team.	In progress
	OCA application to main partners, and strengthening plan based on OCA, in each partner institution.	FEDISAL and Project technical team.	Reprogrammed

**10. TABLE OF INDICATORS.**

Indicators measuring the annual frequency at goal level in project purpose are enclosed.

No.	Indicator	Disaggregation	Baseline	Baseline year	Project total target	Total Target FY 2013	Results 2013	Total Target FY 2014	Actual/Results 2014	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018	
<b>GOAL: To increase equitable access to education that provides productive life choices for youth in violence affected areas of El Salvador</b>														
1	G1A: Gross enrollment rate in lower secondary schools with USG support in high risk municipalities (PfG Goal 10)	Total: Accumulated enrollment , sex, projected population of municipalities	103.7%	2011	TBD	118.8%	99.1%	99.5%	103.4%	99.8%	TBD	TBD	TBD	
		Municipalities	Numerator			58,142	62,334	52,016	84,449	TBD	TBD	TBD	TBD	
			Denominator			56,083	52,464	52,465	81,643	TBD	TBD	TBD	TBD	
			Women			51%	58%	49%	51%	TBD	TBD	TBD	TBD	
			Men			53%	61%	51%	61%	TBD	TBD	TBD	TBD	
	<b>NATIONAL INDICATOR</b>	GROSS ENROLLMENT RATE FOR NATIONAL LEVEL (for lower secondary school)	90.8%	2011	TBD		96.8%			TBD	TBD	TBD	TBD	
		Numerator	396625				396710		TBD	TBD	TBD	TBD		
		Denominator	436648				409718		TBD	TBD	TBD	TBD		
	2	G1B: Net enrollment rate in lower secondary schools with USG support in high risk municipalities (PfG Goal 10)	Total, enrollment in n schools, sex, projected population of municipalities	66%	2011	TBD	63.2%	66.1%	64.2%	67.8%	67.8%	68.0%	TBD	TBD
			Numerator	36,886			33,520	34,681	55,382					
Denominator			56,083	53,000			52,465	81,643						
Women			30%	33%			21%	33%						
Men			28%	30%			20%	35%						
<b>NATIONAL INDICATOR</b>	NET ENROLLMENT RATE FOR NATIONAL LEVEL (for lower secondary school)	59.7%			62.3%	64.8%	64.8%	64.8%						
	Enrollment 165 schools	Total	36886	2011		33,300.00	21194		55382	ND	ND	ND	ND	
		Women	16580	2011		17,580.00	10809		27137	ND	ND	ND	ND	
		Men	15720	2011		15,720.00	10385		28245	ND	ND	ND	ND	
	Projected population of municipalities	Total	56,083.00			53,000.00	52,465.00			ND	ND	ND	ND	
3	G2: Number of municipalities offering education programs for youth at risk (PfG Goal 10)	High risk municipalities selected	0	2011	25	8	8	13	18	21	25	25	25	
		New municipalities selected	0	2011		8	8	13	13	3	2	0	0	
		Sorroundings municipalities							26					

PURPOSE: To improve educational opportunities for in school and out of school children and youth (12-24) in targeted municipalities with high crime rates.																
4	P1A: Number of learners enrolled in lower secondary schools with USG support in target municipalities (USAID Strategy Goal 2/ Basic Education)	Total: Group of schools, sex, disability		0	2011	100,000	28,540	35,613	56,449	62,767	97,767	TBD	TBD	TBD		
		National enrollment rate for lower secondary school		396625												
		Group 1 (FY)	Total municipalities			29,122		28,540	35,613	28,825	62,767	29,113	0	0	0	
			Women (49%)			14,270		13,985	17,655	14,124	30,540	14,265	0	0	0	
			Men (51%)			14,852		14,555	17,958	14,701	32,227	14,848	0	0	0	
			Disabilities			0		ND	ND	ND		TBD	0	0	0	
		PRIMER GRUPO Y SEGUNDO GRUPO DE MUNICIPIOS	1.San Juan Opico			G1 y G2	2013					5,185				
			2.Zaragoza										1,264			
			3.Quezaltepeque											3,694		
			4.Santa Ana											7,039		
			5.Chalchuapa											4,206		
			6.Sonsonate											5,236		
			7.San Antonio del Monte											900		
			8.San Vicente											3,284		
			9.San Sebastian											1,229		
			10.Apastepeque											1,518		
			11.Soyapango											9,916		
			12.Nejapa											1,867		
13.Panchimalco (san marcos)											3,090					
14.Rosario de Mora											709					
5	P1B: Number of learners enrolled in non-school based settings with USG support in target municipalities (USAID Strategy Goal 3/ Basic Education)	Total: Sex, municipalities		0	2011	15,048	99	60	1,405	2,902	6,019	4,514	3,010	0		
		Men (49%)		0	2011	7374	49	40	688	1,422	2,949	2,212	1,475	0		
		Woman (51%)		0	2011	7674	50	20	717	1,480	3,070	2,302	1,535	0		
		Disabilities		0				ND	0	0						
		Total Percentage		0	2012				20%	61%						
		Numerator		0					60	2902						
		Denominator (indicator No.24)		0					300	4750						
		Percentage of learners enrolled in non-school based settings related to the workshop enrollment. Numerator: Indicator 5.														

**PURPOSE: To improve educational opportunities for in school and out of school children and youth (12-24) in targeted municipalities with high crime rates.**

6	P2: Drop-out rate by grade in lower secondary education in targeted municipalities	Total in School: Total per Groups of schools, Sex, major causes		4.00%	2011	4%	4.00%	4.84%	3.90%	7.28%	4.00%	TBD	TBD	TBD		
	P2a. Number of dropped-out students in 7th, 8th, 9th grade in selected municipalities  FORMULA: Inter-grade/Drop out/Transition: Formula=Numerator =Enrollment in 6th grade in 2012 in the 8 municipalities supported by the project - Enrollment in 7th grade in 2013 ), Denominator =Total initial enrollment in	Numerator						1205.53			6144.00					
		Denominator						26684.35			84449.00					
								5.04%			1.31%					
		7th grade	Numerator						463.00			398.00				
			Denominator						9194.71			30433.00				
									3.99%			12.26%				
		8th grade	Numerator						370.37			3439.00				
			Denominator						9287.18			28040.00				
									4.54%			11.95%				
9th grade		Numerator						372.16			3103.00					
	Denominator						8202.46			25976.00						
Group 1		Total	4.00%	2011			4.00%		4.00%	3.50%						
7	P3a: Repetition in lower secondary education in targeted schools	Total: Numerator, Denominator, Sex, Disability		4.8%	2011	4.50%	4.8%	7.31%	4.7%	5.9%	4.6%	TBD	TBD	TBD		
	Repetition rate in lower secondary school at municipality level	Total: Numerator						2068			5135					
		Denominator						28273			86898					
			By grade					11%								
	7 grade	Numerator	G1 y G2					1124								
		Denominator	G1 y G2					10616								
								6.7%								
	8 grade	Numerator	G1 y G2					631								
		Denominator	G1 y G2					9354								
								3.3%								
9 grade	Numerator	G1 y G2					279									
	Denominator	G1 y G2					8559									
Group 1 (FY) Y G2		Total	4.8%	2011			4.80%	7.31%	4.70%	4.60%						
		Men	2.8	2011			2.8			2.7						
		Woman	2.0	2011			2			2	1.9					
		Numerator						2068								
		Denominator						28273								
		Disabilities														

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	
<b>(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students</b>														
<b>8</b>	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	410	445	390	140	
		Group 1 (FY2013, 2014, 2015)	0	2012	165	0	0	165	165	165				
		Group 2 (FY2014,2015,2016)	0	2012	245	0	0	0		245	245			
		Group 3 (FY2015,2016,2017)	0	2012	200	0	0	0			200	250		
		Group 4 (FY2016,FY2017,FY2018)	0	2012	140	0	0	0			140	140	140	
<b>9</b>	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	820	1,100	1830	925	430	45	
		Man												
		Woman												
	GR 1.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (PPR indicator)	Group 1 (FY1,2,3)	Total	0	330	330	429	330	605	165				
			Women (55%)	0	181	181	236	181	495	181				
			Men (45%)	0	149	149	193	149	74					
		Group 2 (FY2,3,4)	Total	0	750			490		490	245			
			Women	0	413			412		412	412			
			Men	0	338			221		221	110			
		Group 3 (FY3,4,5)	Total	0	750					500	500	250		
			Women	0	413					412	412	412		
			Men	0	338					221	338	338		
		Group 4 (FY4,5, 6 )	Total	0	255						180	180	45	
			Women	0	140						99	140	140	
			Men	0	115						81	115	115	
<b>10</b>	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	107,000	1,200	700	255	

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
<b>(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students</b>													
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	2,094	200	192	450	460	830	477	107	30
		Group 1 (FY1,2,3)	Total	2012	0	165	165	165	165	0			
			Women (55%)	2012	0	84	91	91		0			
			Men (45%)	2012	0	81	74	74		0			
			Total	2012	0			250	245	250	0		
		Group 2 (FY2,3,4)	Women (55%)	2012	0			138		138	0		
			Men (45%)	2012	0			112		113	0		
			Total	2012	0					250	250	0	
		Group 3 (FY3,4,5)	Women (55%)	2012	0					138	138	0	
			Men (45%)	2012	0					113	113	0	
			Total	2012	0							85	85
		Group 4 (FY4,5, 6 )	Women (55%)	2012	0						47	94	94
			Men (45%)	2012	0								
			Total	2012	0							85	85
		School Principals	Total		0	165	165	390	410	550	402	77	0
		Woman (55%)			0	84	91	215		303	221	42	0
		Men (45%)			0	81	74	176		248	181	35	0
		Vice Principals	Total		0	0	20	25		100	45	15	0
		Men					20						
		MoE officials/departamentals, central	Total		165	35	7	35	50	180	30	15	30
		Woman (55%)			165	19	2	19		99	17	8	17
		Men (45%)			165	16	5	16		81	14	7	14
12	GR.1.5 Number of schools using Information and Communication Technology due to USG support	Total	0	2012	750	0	0	165	0	410	660	750	750
	agregar COMENTARIOS	Group 1 (FY2013, 2014, 2015)	0	2011	165	0	0	165		165	165	165	165
		Group 2 (FY2014,2015,2016)	0	2012	250	0		0		245	245	245	245
		Group 3 (FY2015,2016,2017)	0	2012	250	0		0		0	250	250	250
		Group 4 (FY2016,FY2017,FY2018)	0	2012	85	0		0		0	0	90	90

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
<b>(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students</b>													
<b>Result 1A. The Full Time Inclusive School approach (FTIS) in approximately 750 selected lower secondary schools to enhance academic achievement and increase 9th grade completion and benefiting at least 100,000 7th, 8th and 9th students.</b>													
13	R1A.1: Number of schools implementing the FTIS with USAID support	Total	0	2012	750	0	0	50		265	200	100	85
14	R1A.2.Ninth grade completion rate in target schools	Total, Group of school, enrollment 7, enrollment 9th, accumulated, Sex	81%	2011	TBD	70%	80.64%	70.1%	81%	70.2%	70.3%	70.4%	70.5%
15	R1A.3 Number of students benefited in target schools with USG support	Total:Lower secondary, others level: primary and upper level school, Group, Sex	0	2011	520,124	99,540	100,486	TBD	183,882	197,767	TBD	TBD	TBD
P1.	Direct benefited students in school	Total: Low secondary	0	2011	100,000	28,540	35,613	28,825	62,767	97,767	TBD	TBD	TBD
		Men				14,556	18,163						
		Women				13,984	17,450						
P2.	Indirect enrolled students in school	Others level:	0	2011	420,124	71,000	64,873	69,323	121,115	TBD	TBD	TBD	TBD
Primary school (1th to 6th grade)		0	2011	TBD	TBD		TBD		100,000				
Upper secondary level (high school)		0	2011	TBD	TBD		TBD						
Men (52%)		0	2011	270,464	36,920	33,085	36,048		TBD	TBD	TBD	TBD	
Women (48%)		0	2011	249,660	34,080	31,788	33,275		TBD	TBD	TBD	TBD	
16	R1A.4 Number of students who approve Mathematics, Science and Language-Arts in lower secondary schools with USG support	Total, sample size, enrollment by grade, distribution by subject, by subject in group of school, as percentage of enrollment	TBD	2013	TBD	TBD	ND	TBD	nd	TBD	TBD	TBD	TBD

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
<b>(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students</b>													
<b>Result 1B: Strengthened safe learning environment program to reduce school violence in high risk municipalities in 750 schools included in Result 1A above.</b>													
17	R1B.1: Number of USG supported schools or learning spaces meeting criteria for safe schools program (PPR indicator)	Total, Groups of schools, Ranking	0	2012	1,460	0	ND	287	0	462	410	238	63
	Comments: We are still waiting to develop a process indicators with Technical staff. Probably we change the number of criteria and de learning spaces definition therefore we can change the target.	Accumulated by year				0		287		462	410	238	63
		More than 3	0	2012		0		62					
		Less than 3	0	2012		0		61					
		G1, G2, 3 out of 6 criteria	0	2012	462	0		287					
		More than 3	0	2012		0		0		99			
		Less than 3	0	2012		0		0		99			
		G1,G2, G3 out of 6 criteria	0	2012	0	0		0		462			
		More than 3	0	2012		0		0		0	88		
		Less than 3	0	2012		0		0		0	88		
		G2, G3,G4 3 out of 6 criteria	0	2012	65	0		0		0	410		
		More than 3									51	13	
		Less than 3									51	14	
		G3,G4 _3 out of 6 criteria									238	63	
18.1	R1B.2 Percentage of students who say they feel safe in schools with USG support	Total: Percentage, sex, municipality	86.80%	2013	90.00%	86.80%	ND	87%	88%	87.50%	TBD	TBD	TBD
	Probably the definition will be changed because of further research	In school (G1)								87.5			
		In school (G2)	0	2012							TBD		
		In school (G3)									TBD		
		In school (G1,G2,G3,G4)									TBD		
		Traveling											
		Community											
18.2	Victimized and agression index at schools	Level of agression and students feeling abuse in schools (selected items of the students survey)	0	2012			60.00		75				
	There will be changed	Victimization					40		45				
		Agression					20		30				



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
<b>(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students</b>													
<b>Result 1C: Innovative incentives/scholarships provided to at least 40% from the 100,000 students to reduce economic hardships for low income students in lower secondary education from the 750 schools included in Result 1A above</b>													
19	R1C. Number of students in targeted schools that have received incentives and/or scholarships with USG support	New students, accumulated, sex, Group of schools	0	2012	40,000	0	ND	12,000	nd	12,000	12,000	3,000	1,000
20	R1C.2 Number of schools in which the students have received incentives and/or scholarships with USG support	Total: Group of new schools benefited, accumulated, municipality	0	2012	300	0	ND	100	nd	100	100	0	0
<b>Result 1D: Develop a fully operational monitoring system to track performance of program activities for student retention, achievement, school safety and participation of out of school youth in educational opportunities</b>													
21	R1D.1: Percentage of completion of the Operational Monitoring System (OMS)	Ouputs Advance	0	2012	100%	40%	20%	100%	75%				

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 FY2014	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
<b>(OB2) Component 2: Increase access to educational opportunities for out of school youth</b>													
Result 2A: Assistance provided to at least 30% of out of school youth in the 25 targeted municipalities to return to formal schooling or to complete a lower secondary education diploma													
22	R2A.1: Number of out of school youth who return to formal schooling with USG support	Total: Modality of formal schooling, sex, follow up per year: drop out, graduated	0	2012	23,150	99	60	9,260	4,750	9,260	6,945	4,630	0
<b>TOTAL BENEFITED ACUMULATED FY2014 : 4,750</b>													
		Woman (56%)			12,964	55	10	5,186					
		Men (44%)			10,186	44	50	4,074					
		Total											
	5%	In school/ Regular system (5%)	0	2012	1,157	0		116		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		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		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	100	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											

No.	Indicator	Disaggregation	Baseline	Baseline year	Total Target for Project	Total Target FY 2013	Results FY2013	Total Target FY 2014	Results FY2014	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
<b>(OB2) Component 2: Increase access to educational opportunities for out of school youth</b>													
Result 2B: At least 30% of out of school youth in 25 targeted municipalities engaged in community based skills training program for local markets													
24	R2B1 Number of out of school youth engaged in community-based skills training programs for local labor markets	Total: Group of Municipality, Sex, age, drop out, workreadines area	0	2012	23,150	300	300	9,260	4,750	6,945	2,215	2,215	2,215
		Total Enrollment (participant training)	0	2012	23,150	300	350	9,260	3,325	9,260	6,945	2,315	2,315
		Drop Out (before 16 horas)	0	2012	10%	30	50	926	1,425	695	222	222	222
		Men (49%)	0	2012	11,344	147	80	4537		3403	1085	1085	1085
		Women (51%)	0	2012	11,807	153	220	4723		3542	1130	1130	1130
		Group 1: Municipality	TBD	TBD	TBD	TBD	300	TBD		TBD	TBD	TBD	TBD
		Group 2: Municipality	TBD	TBD	TBD	TBD		TBD		TBD	TBD	TBD	TBD
		Group 3: Municipality	TBD	TBD	TBD	TBD		TBD		TBD	TBD	TBD	TBD
		Group 4: Municipality	TBD	TBD	TBD	TBD		TBD		TBD	TBD	TBD	TBD
		Average age											
		01_Workreadiness 1	TBD	TBD	TBD	TBD	300	TBD		TBD	TBD	TBD	TBD
		02_Workreadiness 2	TBD	TBD	TBD	TBD	60	TBD		TBD	TBD	TBD	TBD
		03-Technology	TBD	TBD	TBD	TBD		TBD		TBD	TBD	TBD	TBD
		Labor preparation			20,835		300						
		Entrenpusship			2,315		0						
<b>(OB2) Component 2: Increase access to educational opportunities for out of school youth</b>													
Result 2B: At least 30% of out of school youth in 25 targeted municipalities engaged in community based skills training program for local markets													
Result 2C: Innovative incentive/scholarship provided to at least 30% of out of school youth in the 25 targeted municipalities to reduce economic hardships for low income out of school youth to enable more equitable participation in educational opportunities													
25	R2C.1 Number of out of school youth that received scholarships or incentives to return to school	Total: Sex	0	2012	23,150	300	300	9,260	4,750	6,945	2,215	2,215	2,215
		Man	0	2012	11,344	147	80	4,537	3,325	3,403	1,085	1,085	1,085
		Woman		2012	11,807	153	220	4,723	1,425	3,542	1,130	1,130	1,130
		Free Training Programs	0	2012									
25.1	1) Sub program: \$10 per 18 months (\$180)	Total other incentives	0	2012	16,205	0	ND	6,482		4,862	1,551	1,551	1,551
25.2	2) Subprogram: \$ 50 per youth	Total other incentives	0	2012	6,945	0	ND	2,778		2,084	665	665	1,551

<b>Project Name:</b>		<b>EDUCATION FOR CHILDREN AND YOUTH</b>															
<b>Contract or Agreement Number:</b>		519-A-13-00001															
<b>Implementing Partner:</b>		FEDISAL															
<b>Date:</b>		09.13.2013															
No.	Indicator	Type of Indicator	Definition of Indicator	Data Source	Schedule	Funding Source	Disaggregation	Baseline	Baseline year	Total Target for Project	Total Target FY 2013	Results 2013	Total Target FY 2014	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
<b>Component 3 : Procurement and distributional supplies to schools damage by Hurricane IDA</b>																	
<b>Result 3 A: Procurement and distribution of school supplies to schools damaged by Hurricane Ida.</b>																	
26	R3A.1 Number of schools damaged by Hurricane Ida receiving USG funded school supplies funded by USAID	Custom	This indicator will measure the number of damaged schools that receive a set of educational materials and school supplies. The package of educational supplies for each school will be determine after an assessment study for the school needs	UTP	Reported quarterly		Total	0	2012	8	0	ND	8	0	0	0	0
27	R3.A.2 Number of students benefited from USG-funded school supplies	Custom	The indicator will measure the number of students enrolled and benefited in the 8 schools supported for the Project.	MINED	Reported quarterly		Total, Sex	0	2012	3,674	0	ND	3674	0	0	0	0
							Men	0	2012	1910	0		1910	0			
							Woman	0	2012	1764	0		1764	0			

No.	Indicator	Type of Indicator	Definition of Indicator	Data Source	Schedule	Funding Source	Disaggregation	Baseline	Baseline year	Total Target for Project	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
<b>Component 4: Rapid Response Fund</b>														
<b>Result 4.A. Rapid Response Fund</b>														
28	R.4A.1. Amount of USG funds allocated to respond to immediate needs of schools and students	Custom	This indicator will measure the total amount to allocated to mitigate natural and social risk in the schools within the target municipalities in cases of emergencies	MINED	Reportly annually		Total	0	2012	TBD	TBD	TBD	TBD	TBD
29	R4A.2 Number of schools benefited by the Program to address immediate needs	Custom	This indicator will measure how resources from USG are quickly allocated to mitigate natural and social risk in the schools within the target municipalities	MINED	Reportly annually		Total	0	2012	TBD	TBD	TBD	TBD	TBD

No.	Indicator	Type of Indicator	Data Source	Schedule	Funding Source	Disaggregation	Baseline	Baseline year	Total Target for Project	Avance annual	Total Target FY 2013	Results 2013	Total Target FY 2014	Results 2014	Total Target FY 2015	Total Target FY 2016	Total Target FY 2017	Total Target FY 2018
<b>Component 5: Local Capacity Building</b>																		
30	LC 1. Local Organizational Capacity Assessment Score	Custom	UTP - Institution Reports Management site visits	Reportly annually		Total, numerator, denominator	0	2012	80%		50%	ND	60%	ND	70%	70%	75%	80%
31	LC2.Number of people trained for local capacity building	Custom	List of participants	Reporte quarterly		Total, number of trainings, sex, OCA areas	0	2012	700		50	30	150	122	150	150	150	50
						Number of events	0	2012	21		2	2	5		5	3	2	2
						Men	0	2012	25%		13	8	38		38	38	38	13
						Women	0	2012	75%		38	22	112		112	112	112	37
						1.Governance	0	2012			TBD		TBD		TBD	TBD	TBD	TBD
						2. Administration	0	2012			TBD		TBD		TBD	TBD	TBD	TBD
						3. HR Management	0	2012			TBD		TBD		TBD	TBD	TBD	TBD
						4. Financial Management	0	2012			TBD		TBD		TBD	TBD	TBD	TBD
						5. Organization Management	0	2012			TBD	30	TBD		TBD	TBD	TBD	TBD
						6. Program Management	0	2012			TBD		TBD		TBD	TBD	TBD	TBD
						7. Project Performance Management	0	2012			TBD		TBD		TBD	TBD	TBD	TBD
32	LC3: Value of new private sector and USG resources contributed to USG-supported activities		UTP Reports	Reportly annually		Total \$ private sector contribution: By municipality, In Cash contribution, In kind,	0	2012	\$ 5,355,789		\$ 629,542	\$ 56,932	\$ 620,434	\$ 151,091	\$ 1,354,542	\$ 1,216,151	\$ 1,191,430	\$ 343,690
						Municipality	0	2012			0	0	0		0	0	0	0
						Value of private sector partner cash contribution	0	2012	TBD		0		0		0	0	0	0
						Value of private sector partner in kind contribution	0	2012	\$ 5,355,789		\$ 629,542	\$ 56,932	\$ 620,434	\$ 151,091	\$ 1,354,542	\$ 1,216,151	\$ 1,191,430	\$ 343,690
						USA contribution	0	2012	25,000,000									