



PUENTES PROJECT
FY21 Q2 PERFORMANCE REPORT
January 1 - March 31, 2021

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ACRONYMS

ABP	Aprendizaje Basado en Proyectos (<i>Project-based learning</i>)
AKEBI	Asociación Kemow Etamanik Bilingüe Intercultural
CANVAS	Business model creation tool
CAP	Centro de atención permanente (<i>Permanent Care Centers</i>)
CEMUCAF	Municipal Training and Capacity Building Centers
CJ	Centro Juvenil (<i>Youth Center</i>)
CONADI	Consejo Nacional para la Atención de las Personas con Discapacidad (<i>National Council for People with Disabilities</i>)
CONJUVE	Consejo Nacional de la Juventud (<i>National Youth Council</i>)
CONRED	Coordinadora Nacional para la Reducción de Desastres (<i>Coordination Agency for Disaster Reduction</i>)
COVID-19	Coronavirus Disease 2019
CUNOROC	Centro Universitario de Noroccidente
DA	Agricultural <i>Diplomado</i>
DEcE	Emprender con Éxito <i>Diplomado</i>
DIDEDUC	Dirección Departamental de Educación (<i>Department of Education Management</i>)
DIGEEX	Dirección General de Educación Extraescolar (<i>General Directorate of Alternative Education</i>)
DMM	Dirección Municipal de la Mujer (<i>Municipal Office for Women's Affairs</i>)
EMMP	Environmental Mitigation & Monitoring Plan
EPS	University Student Supervised Internship (San Carlos University)
FAUSAC	Agronomy Faculty
FUDI	Fundación para el Desarrollo Integral (<i>Comprehensive Development Foundation</i>)
FUNDAP	Fundación para el Desarrollo Integral de Programas Socioeconómicos (<i>Foundation for Comprehensive Development of Socio-Economic Programs</i>)
FY21	Fiscal Year 2021
GAA	Grupos de Auto Ayuda (<i>Self-help Groups</i>)
GC	Grupo Ceiba
IGER	Instituto Guatemalteco de Educación Radiofónica (<i>Guatemalan Radiobroadcast Education Program</i>)
INAB	Instituto Nacional de Bosques (<i>National Forest Institute</i>)
INTECAP	Instituto Técnico de Capacitación y Productividad (<i>Technical Training and Productivity Institute</i>)
LOP	Life of Project
MAGA	Ministerio de Agricultura, Ganadería y Alimentación (<i>Ministry of Agriculture, Livestock and Food</i>)
MAIMA	Modelo de Atención Integral para Mujeres (<i>Comprehensive Care Model for Women</i>)
MARN	Ministerio de Ambiente y Recursos Naturales (<i>Ministry of the Environment and Natural Resources</i>)

MEL	Monitoreo, Evaluación y Aprendizaje (<i>Monitoring Evaluation & Learning</i>)
MIGOI	Modelo Integrado de Generación de Oportunidades e Ingresos (<i>Integrated Model of Opportunity and Income Generation</i>)
MINEDUC	Ministerio de Educación de Guatemala (<i>Ministry of Education</i>)
M-LEARNING	Electronic learning via mobile device
MRB	Mecanismo de Reducción de Barreras (<i>Barrier Reduction Mechanism</i>)
MSPAS	Ministerio de Salud Pública y Asistencia Social (<i>Ministry of Public Health and Social Welfare</i>)
MTM	Asociación Mujeres Transformando el Mundo
OIT	Organización Internacional del Trabajo (<i>International Labor Organization</i>)
ONG	Organización no Gubernamental (<i>Non-Governmental Organization</i>)
PNPDIM	Política Nacional de Promoción y Desarrollo Integral de las Mujeres (<i>National Policy for the Promotion and Development of Women</i>)
PRONEA	Programa Nacional de Educación Alternativa (<i>National Alternative Education Program</i>)
Q2	Second quarter
RNGG	Red Nacional de Grupos Gestores (<i>National Network of Management Groups</i>)
SECONRED	Secretaría Ejecutiva de la Coordinadora Nacional para la Reducción de Desastres (<i>Executive Secretariat for the Coordination Agency for Disaster Reduction</i>)
SEPREM	Secretaría Presidencial de la Mujer (<i>Presidential Secretariat for Women</i>)
SIREEX	Sistema de Información y Registro de Educación Extraescolar (<i>Information System and Registry of Extracurricular Education</i>)
SIM	Sistema de Información de Mercados (<i>Market Information System</i>)
USAC	San Carlos de Guatemala University
USAID	United States Agency for International Development
USG	United States Government
VUME	Ventanilla Única Municipal de Empleo (<i>Municipal Employment Window</i>)
WV	World Vision
WVI	World Vision International

DEFINITIONS

Accelerated Model: a combination of services for youth to prepare them to work in a particular value chain, implemented in collaboration with private sector partners. The services, which are offered in a compressed timeframe are: *Diplomado Emprender con Exito*, Vocational Orientation, one day immersion “try-out,” vocational training, job readiness coaching and/or entrepreneurship training, internship, and job placement or entrepreneurship start-up support. The sectors in which Puentes has applied this model are: motorcycle value chain, car mechanics, customer service and sales, and food service.

Distance learning: in this case, distance learning must comply with the following criteria: facilitators use content approved for in-person learning and radio mode learning and include an *Emprender con Éxito* module in each session, which can either be printed or sent digitally to participating youth in obedience to social distancing restrictions because of the pandemic. The purpose is to include youth both with and without access to virtual media.

Canvas Platform: this platform is primarily used in academics and corporate e-learning. Aspects singular to this platform include its well-designed and up-to-date graphics interface and responsive design, which means that the website can adapt to various devices, such as smart phones, tablets, or computers. (<https://bit4learn.com/es/lms/canvas-lms/>)

Self-learning guide: a learning tool that integrates project-based learning pedagogical activities and seeks to build skills need to build knowledge and prepare public projects.

Virtual platform: a didactic tool comprised of a theoretical foundation, learning activities, self-assessments, and audiovisual learning materials employed to develop a pedagogical training process under the Socio-occupational Training Program.

Mediator: a person who guides and directs the knowledge building process and provides tools and spaces for collaborative work. The mediator may be specialized in technological or flexible training.

Module: Period comprised of six months or the equivalent of 200 training process hours under the Flexible Education Method.

Cohort: a period of six months or the equivalent of 200 hours of training in a technological training course.

Project Based Learning (PBL): an authentic teaching method in which students plan, implement, and evaluate real-world projects beyond the confines of the classroom. It is a style of learning based on the convergence of different fields of learning.

Virtual pedagogical mediation: Pedagogical guidance and accompaniment provided by mediators combining web tools, self-learning guides, and parallel text.

M-learning system: electronic learning performed virtually via an electronic device.

Standardized testing: an evaluation process implemented during the distance education process by means of Google forms to close out the methodological process of a module or cohort.

Microbusiness: a small business with 1-10 workers and annual sales no greater than 190 non-agricultural minimum wages, between Q 2,530.34 and Q 480,764.60

Entrepreneurism: a way or thinking and acting aimed at creating wealth by taking advantage of existing opportunities, or to satisfy personal income needs, thereby generating value for the economy and society.

Business model: this is a tool used prior to creating a business plan which allows youth to clearly define what they will offer the market, how and to whom, among other key aspects related to starting up and running a business.

Employment: Employment is defined as “work performed in exchange for payment (salary, wages, commissions, tips, payment by results, or payment in kind)” regardless of the position (full-time/ wage earner or freelancer/self-employed). The internationally accepted minimum age for employment is 15 years (ILO, 1988).

Formal employment: Employment which meets legal requirements and is protected by labor laws. Formal employment is backed up by a written work contract between the employer and employee and complies with legal requirements, including payment of taxes, benefits, social security, and others.

Informal employment: this type of employment is closely related to self-employment and entrepreneurship, especially small and family-run businesses that generate their own income and do not comply with the requirements stipulated in labor law.

Job improvement: A process developed by companies that uses specific training and special programs to increase worker performance effectively and efficiently. It also allows workers to access better working conditions and salaries.

Enterprise: an economic unit that produces goods or provides services. It may be owned by an individual or a collective. In terms of size, it may be micro, small, medium, or large.

Tandem agricultural *Diplomado* and *Emprender con Éxito Diplomado*: youth that successfully participate at the same time in the *Agricultural Diplomado* and *Emprender con Éxito Diplomado*, provided by FUDI agricultural facilitators with support from World Vision officers.

Raised bed vegetable gardens: Gardens planted in wooden boxes or other materials filled with a substrate of sand, mulch, worm compost, and organic material. They are set up in yards or other accessible areas. They are planted with approximately ten types of vegetables: cilantro, chard, wild spinach, onion, radish, lettuce, celery, broccoli, beet, and *chipilín*.

EXECUTIVE SUMMARY

During FY21 Q2, World Vision and its partners FundaSistemas, Red Nacional de Grupos Gestores (RNGG), Asociación Grupo Ceiba and Fundación para el Desarrollo Integral (FUDI) continued to implement actions and interact with students virtually, primarily through WhatsApp and Zoom. When necessary, technical staff also visited youth in their homes to provide technical assistance and help out with other requests.

Diplomado Emprender con Éxito

By the end of FY21 Q2, the total number of youth who have enrolled in the *Diplomado Emprender con Éxito* (DEcE) came to 28,262, of which 55% (15,467) are female and 45% (12,795) are male. Of this total, 19,304 have graduated from the *Diplomado*. In terms of percentages, 55% (10,667) of the graduates are female and 45% (8,637) are male. In FY21 Q2, a total of 194 students (107 female and 87 male) graduated from the in-person modality of the DEcE. At the end of FY21 Q2, 1,752 youth had enrolled in Cohort VI of the in-person modality.

Youth Centers

During FY21 Q2, 27 youth centers worked with youth in Project intervention departments primarily through virtual means. Though the physical center remained closed, Project facilitators continued to implement activities with youth. When possible, they implemented in-person activities, although this was infrequent.

Education and vocational training

The Project continued to serve youth through a flexible alternative primary education program. In FY21 Q2, the Project provided these services to 41 youth (30 female and 11 male). The Project also provided flexible alternative secondary education services to 484 youth (297 female and 187 male). In FY21 Q2, the Project continued to provide technical vocational training to 622 youth (393 female and 224 male).

Project programs include:

- FUDI Agricultural Schools: 124 (64 female and 60 male)
- FUNDAP: 36 (29 female and 7 male)
- INTECAP Vocational training: 46 (24 female and 22 male)
- CEIBA Technological training: 393 (259 female and 134 male)
- DIGEEX Vocational training: 12 (12 female)
- Casa de la Cultura Vocacional: 11 (10 female and 1 male)

Alianza por la Educación and La Ruta

Puentes contributed a lead role in the setup and inauguration of the Alianza por la Educación pilot initiative in Nebaj, Quiché as well as the expansion plans for two municipalities in Huehuetangango for Phase II. This Alliance is a collaborative initiative between USAID, TIGO, Mario Lopez Estrada Foundation, Embassy of Taiwan, IOM and INTECAP. With regard to La Ruta, Puentes participated in the development of a pilot project concept note involving several USAID projects to provide coordinated support to la Ruta activities.

Employment and Entrepreneurship

In FY21 Q2, 169 youth (89 female and 80 male) were connected to employment and entrepreneurship opportunities. Of this number, 53 youth (27 female and 26 male) began formal employment and 116 (62 female and 54 male) started their own ventures in the areas of agriculture, construction, manufacturing, and services.

Technical assistance, internships, and mentorships

During FY21 Q2, 16 youth (10 female and 6 male) and 104 (60 female and 44 male) were provided with technical assistance services. No mentorships were implemented during this quarter.

Strategic alliances

During FY21 Q2, the Project established 5 strategic alliances, 4 of which were with educational establishments and one with a private company. The alliances were established with Instituto Normal de Señoritas de Occidente, Instituto Técnico Agrícola de Occidente, Centro Universitario de NorOccidente, Centro Educativo Ri Tinamit Kuwalsaj Rib Fe y Alegría, and Corporación Empresarial Americana, S.A.

Barrier Reduction Mechanism

During FY21 Q2, the Project provided 32 youth (18 female and 14 male) with vouchers, 9 youth (6 female and 3 male) with cash transfers for employment/entrepreneurship, and 12 youth (7 female and 5 male) with social inclusion funds.

Crosscutting themes

During FY21 Q2, 53 (30 female and 23 male) social protection cases were reported. The Project referred these cases to institutions that provide psychological and health care services. Additionally, the Project reached 63% follow-up on all cases referred throughout the Project's lifetime.

Leverage

During FY21 Q2, the Project secured a total of US\$ 304,907.24 in leverage from government institutions, companies, and others. Cumulative leverage through FY21 Q2 comes to US\$ 831,591.00.

RESUMEN EJECUTIVO

Durante el segundo trimestre del años fiscal 2021, World Vision y sus socios: FundaSistemas, Red Nacional de Grupos Gestores, Asociación Grupo Ceiba y Fundación para el Desarrollo Integral –FUDI-, continuaron implementando las acciones de manera virtual con el uso principalmente de la aplicación de WhatsApp y la plataforma de Zoom, medios que permitieron la interacción entre el personal técnico y estudiantes; en casos requeridos, se realizaron visitas domiciliarias a jóvenes con el objetivo de brindar asistencia técnica y otros requerimientos.

Diplomado Emprender con Éxito

Al finalizar el segundo trimestre del año fiscal 2021 el proyecto Puentes, ha registrado un total de 28,262 jóvenes para tomar el *Diplomado Emprender con Éxito* (DEcE), de los cuales el 55% (15,467) son mujeres, y el 45% (12,795) son hombres. De este total, 19,304 jóvenes se han graduado del *Diplomado*; en porcentajes, 55% (10,667) de los jóvenes graduados son mujeres y 45% (8,637) son hombres. En el presente trimestre se graduó un total de 194 jóvenes (107 mujeres y 87 hombres) de la modalidad presencial del DEcE. Al finalizar el segundo trimestre, un total de 1,752 jóvenes se inscribieron en la cohorte VI del DEcE en las modalidades presencial.

Centros Juveniles

Durante este segundo trimestre, 27 centros juveniles estuvieron trabajando con jóvenes en los departamentos del proyecto de forma virtual; es decir que el centro juvenil estuvo cerrado pero los facilitadores del proyecto continuaron las actividades. Cuando fue posible se trabajó de forma presencial, pero esto sucedió en muy pocas ocasiones.

Educación y Capacitación Vocacional

En el programa de educación primaria flexible, el proyecto siguió atendiendo a jóvenes participantes. En el presente trimestre, el proyecto atendió a 41 jóvenes, 30 mujeres y 11 hombres. En educación secundaria flexible, el proyecto proveyó servicios educativos a 484 jóvenes, desagregados en 297 mujeres y 187 hombres. En este trimestre, el proyecto continuó impartiendo capacitación técnica vocacional a jóvenes, alcanzando a 622 jóvenes que han demostrado interés en este tipo de orientación. Al desagregar estos jóvenes se tiene 398 mujeres y 224 hombres, que participaron con el proyecto.

Los programas incluyen:

- FUDI Escuelas Agrícolas: 124 (64 mujeres y 60 hombres)
- FUNDAP: 36 jóvenes (29 mujeres y 7 hombres)
- INTECAP Formación Vocacional: 46 (24 mujeres y 22 hombres)
- CEIBA Formación Tecnológica: 393 (259 mujeres y 134 hombres)
- DIGEEX Formación Vocacional: 12 (12 mujeres)
- Casa de la Cultura Vocacional: 11 (10 mujeres y 1 hombre)

Alianza por la Educación and La Ruta

Puentes asumió un rol de liderazgo en la planificación y el lanzamiento de la iniciativa del plan piloto de la Alianza por la Educación en Nebaj, Quiché, como también en los planes de expansión en dos municipios de Huehuetenango para la Fase II. Esta Alianza es una iniciativa entre USAID, TIGO, Fundación Mario López Estrada, Embajada de Taiwán, OIM e INTECAP. Con respecto a La Ruta, Puentes participó en el desarrollo de la nota conceptual del proyecto piloto, donde se involucran varios proyectos de USAID, para brindar apoyo coordinado a las actividades de La Ruta.

Empleo y Emprendimiento

En todo el segundo trimestre, 169 jóvenes (89 mujeres y 80 hombres) fueron vinculados a empleo y emprendimiento. De este número, 53 jóvenes (27 mujeres y 26 hombres) iniciaron empleo formal; y 116 (62 mujeres y 54 hombres) iniciaron emprendimientos en agricultura, construcción, manufactura y servicios.

Asesorías, Pasantías y Mentorías

Durante este trimestre 16 jóvenes (10 mujeres y 6 hombres) estuvieron involucrados en pasantías, mientras que en asistencia técnica se atendió a 104 jóvenes (60 mujeres y 44 hombres). Sin embargo, no se pudo trabajar ninguna mentoría.

Alianzas Estratégicas

Durante este trimestre se establecieron 5 alianzas estratégicas, 4 de ellas fueron con establecimientos educativos y 1 alianza con una empresa privada. Las alianzas se establecieron con el Instituto Normal de Señoritas de Occidente, el Instituto Técnico Agrícola de Occidente, el Centro Universitario de Nor Occidente, el Centro Educativo Ri Tinamit Kuwalsaj Rib Fe y Alegría, y con la Corporación Empresarial Americana, S.A.

Mecanismo de Reducción de Barreras

Durante este segundo trimestre, 32 jóvenes (18 mujeres y 14 hombres) recibieron cupones; 9 jóvenes (6 mujeres y 3 hombres) recibieron transferencias en efectivo para empleo/emprendimiento; y 12 jóvenes (7 mujeres y 5 hombres) recibieron Fondos de Inclusión Social, todo esto por medio de los Mecanismos de Reducción de Barreras del Proyecto.

Ejes Transversales

Un total de 53 casos (30 mujeres y 23 hombres) de protección social fueron reportados durante este trimestre. El proyecto refirió estos casos a instituciones que brindan servicios en atención psicológica, médica. Adicionalmente, el proyecto acumuló el seguimiento a 63% de los casos referenciados en toda la vida del proyecto.

Apalancamiento

Durante este trimestre, el proyecto captó un total USD 304,907.24 como apoyo de apalancamiento provenientes de instituciones de gobierno, empresas y otros. El acumulado de apalancamiento captado por el proyecto al cierre de segundo trimestre del presente año fiscal es de USD 831,591.00.

INTRODUCTION

The Puentes Project is a five-year United States Agency of International Development (USAID)-funded cooperative agreement that runs from April 10, 2017 to April 9, 2022. The project is implemented by World Vision as prime. The following partners have been part of the Puentes consortium: Juarez & Associates (J&A), Asociación Kemow Eta´manik Bilingüe Intercultural (AKEBI), Fundación para el Desarrollo Integral (FUDI), FundaSistemas, Vitruvian Consulting, Asociación Grupo CEIBA, Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP), Mundo Posible, Red Nacional de Grupos Gestores, and Universidad Galileo. The project is implemented in five departments of Guatemala’s Western Highlands: Quetzaltenango, Huehuetenango, Totonicapán, Quiché, and San Marcos.

Due to funding restrictions for USAID/Guatemala, the Puentes Project budget for FY20 was substantially reduced. This led to the early termination of the project’s formal relationship with subgrantees J&A, AKEBI, and FUNDAP as of September 30, 2019. The subgrant with Vitruvian Consulting and its second tier subgrantees, Universidad Galileo and Mundo Posible ended on December 30, 2019. The project established a subgrant directly with Asociación Grupo CEIBA during Q1 of FY20. As of the end of FY19, FundaSistemas, FUDI, and Red Nacional de Grupos Gestores (RNGG) remained as project partners. In all, more than 160 staff representing partners, subgrantees and World Vision staff were terminated as result of the budget reduction.

The overall goal of the Puentes Project is to improve the quality of life for youth ages 15-24 in the Western Highlands of Guatemala. This population is particularly disadvantaged due to a lack of investment by government in the region. This lack of investment is compounded by restricted access to available services and opportunities for youth that are female, indigenous, poor, have disabilities, have children, and live in either violent or geographically remote communities. Through the project, vulnerable youth will receive the information, knowledge, and skills needed to bridge to employment and economic opportunities as well as education, health, and social services. Youth will also develop a voice to engage with local government, the private sector, and service providers to improve access to quality services and generate new employment and economic opportunities.

The project is hopeful that meaningful life changes will lead to reduced migration patterns, improved personal and economic conditions for youth and families across all implementation departments.

During FY20 Q3, as a result of the COVID-19 pandemic and its repercussions, Project staff refocused their activities to adopt a work-from-home methodology and provide remote follow up to planned activities. Alternative education and socio-occupational training programs shifted to m-learning through the provision of self-learning guides, parallel texts and instructor guidance. Lockdown also afforded more opportunities to train Agricultural Facilitators on the methodology of the *Diplomado* for agriculture under protected conditions. This activity strengthened the capacities of local facilitators to train youth in their organizations and to refer youth to the Puentes Project.

FY21 Q2 saw important activities take place related to the *Alianza por la Educación* (Alliance for Education) initiative involving USAID, TIGO, Mario Lopez Estrada Foundation, Embassy of Taiwan, IOM and INTECAP. The official launch of the initiative was celebrated in Santa Maria de Nebaj in Quiché in early February, after the climactic conditions on the initially scheduled day in January prevented key dignitaries from participating. Puentes took advantage of the logistical preparations for the January date to honor the graduation of 35 youth from short INTECAP courses in cooking and Microsoft Excel. The official launch was graced with the presence of Ambassador William Pop of the United States, USAID Guatemala Director Anupama Rajaraman, Guatemalan Minister of Education Claudia Ruiz Casasola, Guatemalan Minister of Culture and Sports Felipe Aguilar, Mayor of Guatemala City Ricardo Quiñonez and Vice President of TIGO Foundation Mario Lopez Perez, as well as local authorities from the three Ixil municipalities. The Puentes team has played a key role from the beginning of the initiative, identifying youth participants, coordinating vocational training courses with INTECAP, providing TIGO the required information for the installation of satellite antennas for internet at the homes of 20 participants, managing the loan of laptop computers for participants with home internet connections, and coordinating the logistics for the inauguration event. During FY21 Q2 the partners held discussions to select two municipalities for a Phase II expansion of the initiative and settled on Aguacatán and Jacaltenango in Huehuetenango Department.

This report highlights FY21 Q2 results and the main activities, as well challenges faced during implementation. This report encompasses four main sections. After the introduction we present a brief section regarding the Project's response to the COVID-19 emergency. The second section contains the results for each Project indicator. The third section presents other activities such as cross-cutting themes activities, security measures and challenges, coordination with other stakeholders, and MEL activities. The last section present Annexes, which includes lessons learned, activities planned for the next quarter, success stories, nutritional interventions, and training courses.

RESPONSE TO COVID-19 EMERGENCY

Because of the COVID-19 pandemic and ensuing lockdown, Project staff organized youth by their access to either a computer, tablet, smart phone, or none of the above. Printed modules and materials made it easy for the student to do schoolwork from home and increased the level of inclusion.

Puentes staff provided follow up to each active group in the Project's different training processes and kept in touch regularly with all participants active in educational and technical support activities through phone calls, text messages, WhatsApp, and Messenger to keep them actively engaged. Additionally, they sent out messages with information and motivational and self-care messages to help them cope with the pandemic.

To improve communication and ensure the participation of active youth from previous cohorts, Puentes also provided phone chips and mobile data package recharges to help ensure that youth can access the internet to participate in Project activities.

The Project prepared different videos with messages on cross-cutting themes in response to the pandemic and to continue to provide training on protection, participation, gender, inclusion, and the environment.

Youth participating in different Project programs also prepared videos, songs, drawings, and poems to illustrate how they were coping with the pandemic and what they were personally doing to care for the health of their families and the community. This material was sent to the Project's communications department, and then used in a mini-campaign carried out in collaboration with the Community Roots project to motivate and encourage youth in coping with the pandemic. During F21 Q2, the Project provided timely reminders and recommendations on health safety measures in accordance with WVG's COVID-19 protection protocol for Project activities.

For youth engaged in agricultural production training and activities, Puentes responded to requests from the youth by generating a strategy called "Agricultural Marketing Network" which engages producer groups and promotes alliances with the private sector to build young people's knowledge in this area.

The facilitator teams from the three agricultural schools generated audio and video materials to use during training sessions.

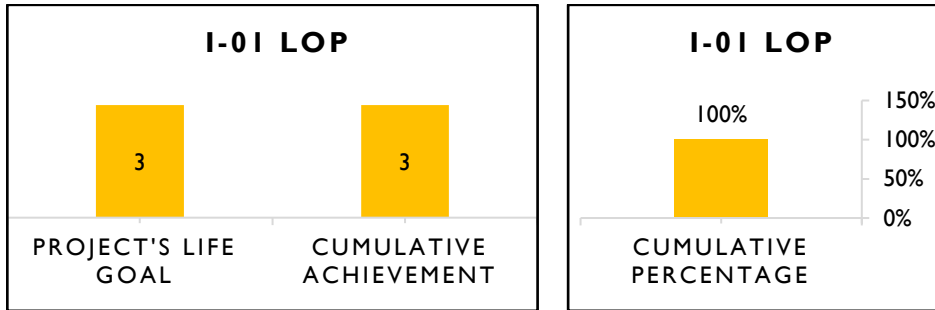
Project actions also included updating market information on new human talent needs of companies in times of COVID-19. The Project identified youth who had potential to meet the requirements and helped close the gaps by providing training and technical assistance to connect them to job opportunities.

NARRATIVE SUMMARY OF PROGRESS

Result 1: Youth with improved soft skills

Intermediate Result 1.1 Soft skills in youth strengthened

Indicator I-01: Delivery mechanisms developed for core skills curriculum implementation

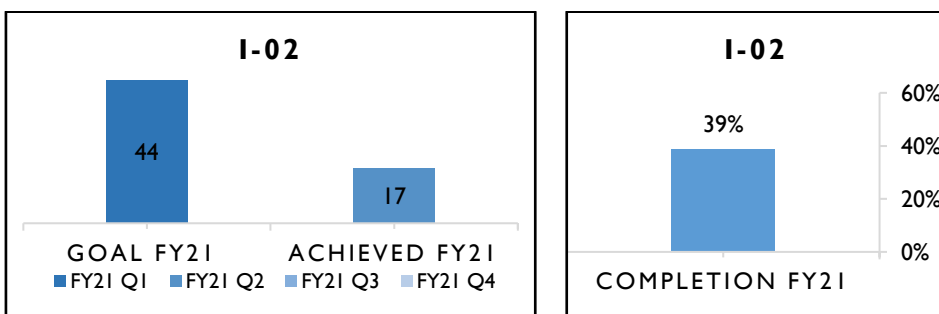


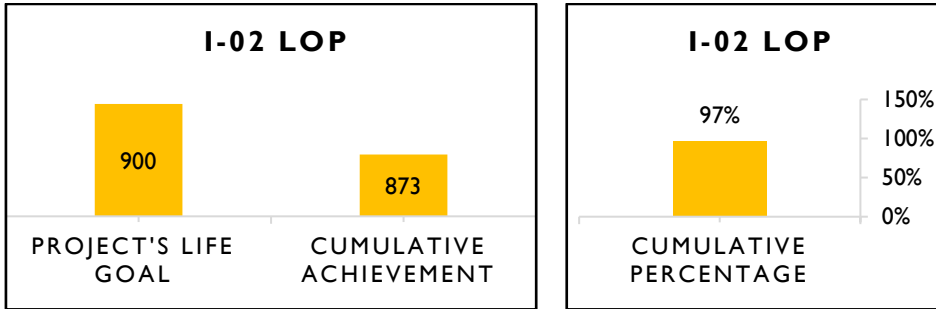
As shown in the image above, the LOP goal for this indicator was already reached. However, the Project continues to implement activities related to this indicator. USAID approved the new content for the redesigned DEcE modules. In the updated version of the DEcE, the content and activities have been updated and reorganized based on feedback from facilitators and youth who have used the material. The redesigned DEcE is intended to be more intuitive and easier for facilitators and participants to use. Portions of the curriculum that were challenging to implement or for youth to understand have been revised and strengthened.

This version is for the in-person modality, but the materials were also shared with IGER, so that they can begin making corresponding updates to the radio modality. Additionally, the Project set up a group to validate the redesigned materials with Cohort VI of the DEcE.

However, there have been some constraints to activities under this indicator. For example, the review and approval process for the new content was scheduled for January, but in reality, it was completed two months later and the diagramming is still pending. It will also take additional time to develop the tool to measure soft skills in coordination with DIGEDUCA/MINEDUC.

Indicator I-02: Number of facilitators and tutors trained to deliver Puentes core skills program

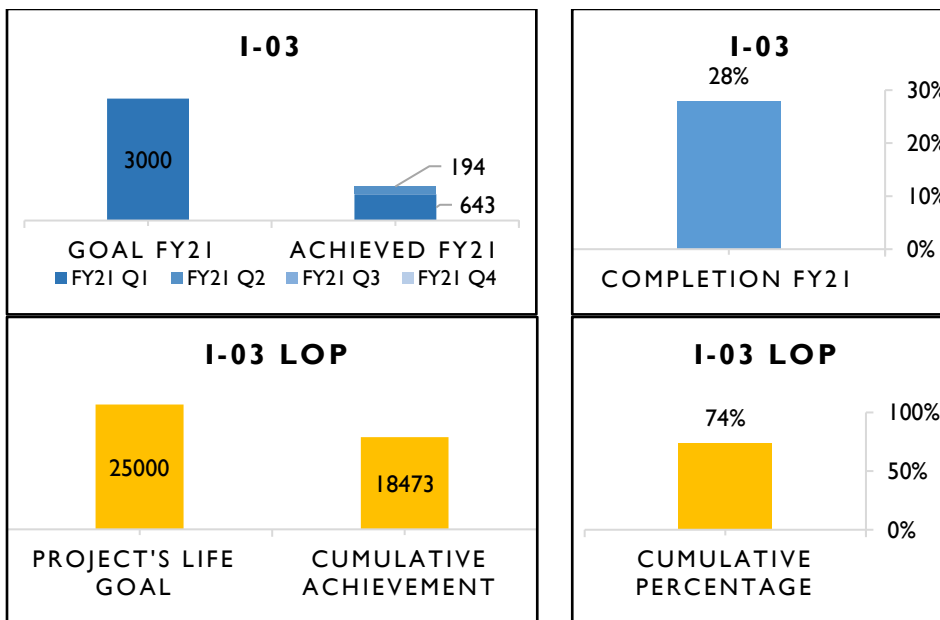




During FY21 Q2, the Project trained 17 facilitators (9 female and 8 male), bringing the cumulative completion of the annual goal to 39%. LOP cumulative achievement for this indicator is at 873 facilitators and tutors, equivalent to 97% of the LOP goal. These results show that the Project is close to surpassing the new goal.

The newly trained facilitators are from San Marcos, Totonicapan, Quetzaltenango, Quiche, and Huehuetenango. The training process took place both in-person and virtually. The virtual portion was through Zoom and covered the following topics: the Puentes Project, the DEcE strategy, definitions, profiles, methodology, resources, structure, initial and end-line tools. During the in-person portion, trainees learned about setting up in-person and virtual sessions, and then senior facilitators modeled each of the topics and junior facilitators replicated the sessions. The in-person training was important for building confidence in the trainees. During these sessions, health safety protocols for in-person meetings during the pandemic were strictly followed.

Indicator I-03: Number of youth that have designed their life plans upon completion of core skills curriculum.



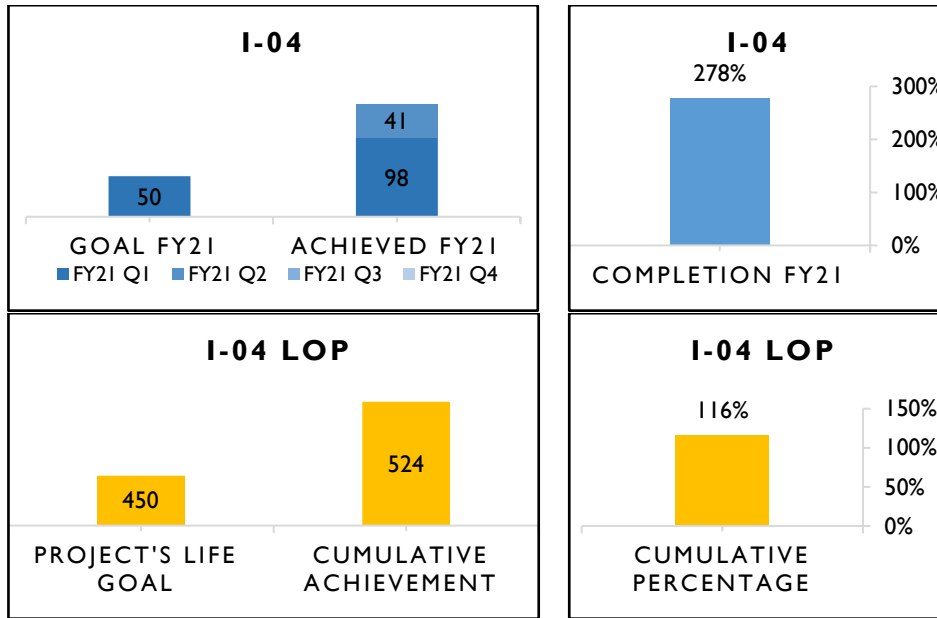
During FY21 Q2, 194 youth (107 female and 87 male) designed their life plans, bringing the annual cumulative completion to 28%. The LOP cumulative achievement for this indicator is 18,473 youth, equivalent to 74% of the LOP goal.

During Q2, field officers and youth facilitators worked with youth who participated in the DEcE with their teachers as part of the Improving Educational Quality initiative in secondary schools, but who did not complete their life plans during the course. Facilitators worked with 43 youth (31 female and 12 male) from the departments of

Huehuetenango and Quiché, 11 youth (7 female and 4 male) from the WV program area in El Tumbador and 140 youth (69 female and 71 male) from Quetzaltenango to complete their life plans.

Intermediate Result 1.2. Access to alternative education increased

Indicator I-04: Number of students in primary schools or equivalent non-school based settings reached with USG education assistance

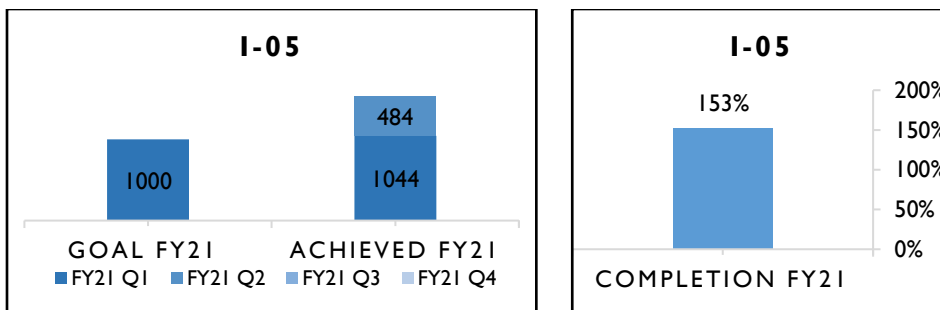


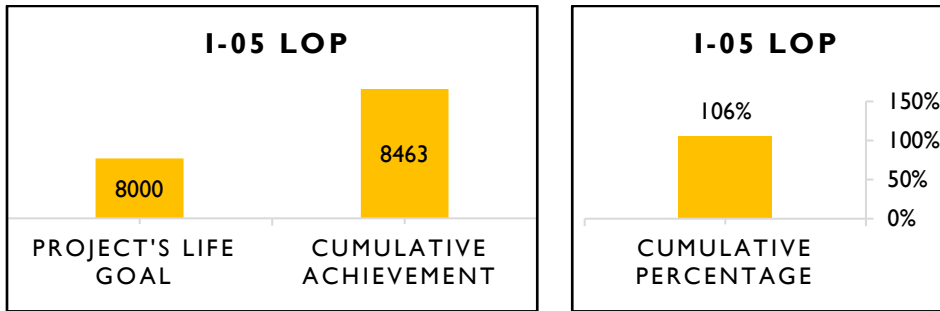
During FY21 Q2, 41 youth (30 female and 11 male) were reached under this indicator, bringing annual cumulative completion to 278%. The LOP cumulative achievement for this indicator is 524 youth, equivalent to 116% of the LOP goal. These results show that the goal for the Life of Project has been surpassed.

In FY21 Q2, instructors used “recruitment walks” in communities and municipal capitals to identify youth interested in joining the program. The new cycle of both CEIBA’s first and second stages of flexible alternative education programs began during Q2, through the ongoing virtual education modality begun in 2020 during the pandemic.

The Ministry of Education’s official study curriculum was employed for all subjects: communication and language, arithmetic, science and technology, social studies, and productivity and development.

Indicator I-05: Number of students in secondary schools or equivalent non-school based setting reached with USG assistance.





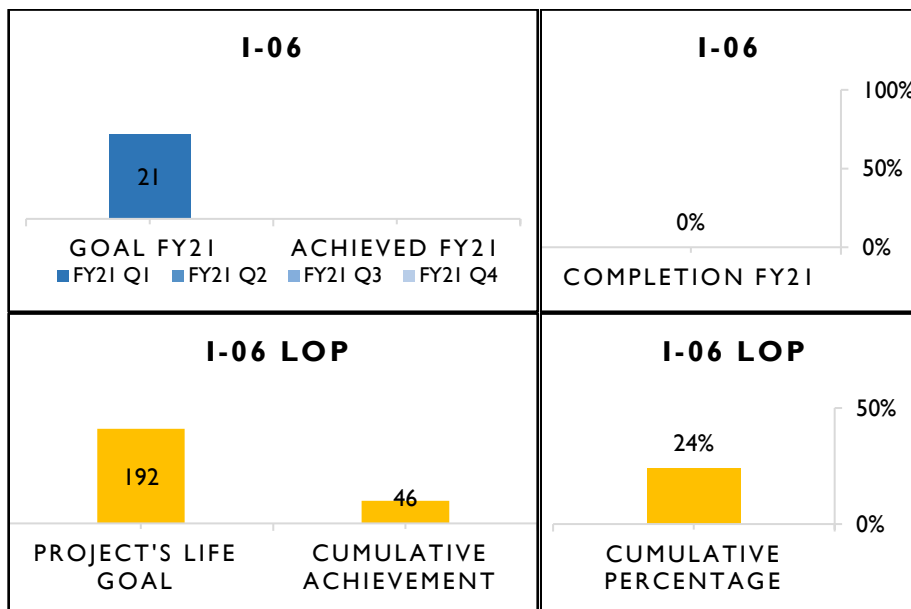
During FY21 Q2, 484 youth (297 female and 187 male) were reached under this indicator, bringing the annual cumulative completion to 153%. The LOP achievement is 8,463 youth, equivalent to 106% of the LOP goal. These results show that the Life of Project goal has been surpassed.

In this quarter, middle and high school students in the flexible modality started activities contained in the “Guatemala during the pandemic” module. At the end of March, 40% of the activities programmed in the self-learning guides and parallel texts had been completed.

Another important activity implemented by the instructors was to visit former students who dropped out in 2020 because of the pandemic in order to re-engage them in the Project. The Project also presented its alternative education services to community leaders and registered 348 new youth into this activity.

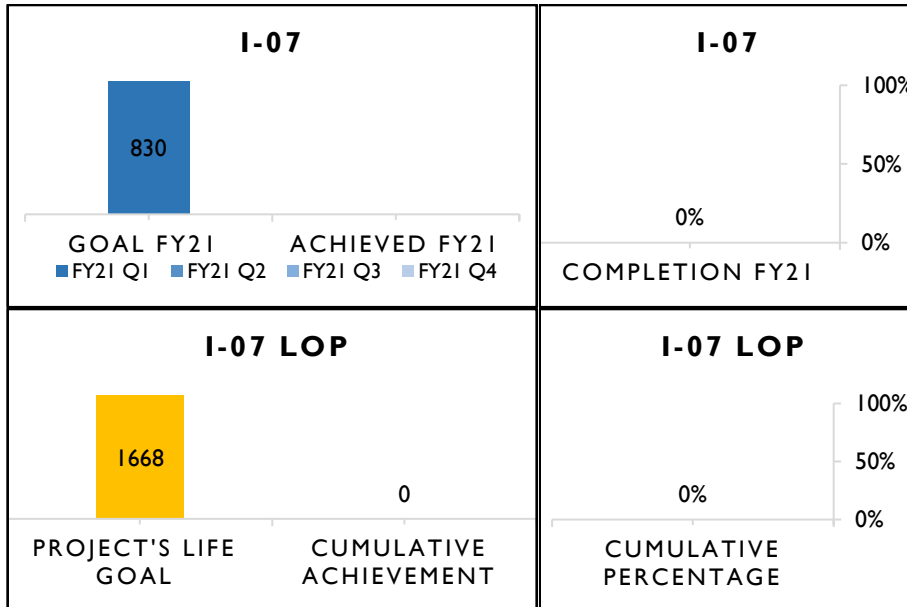
The Departmental Education Offices require that records for all participant youth be entered into their Alternative Education Information and Registration System (SIREEX). However, some students did not have records to submit, because they were still on file at the last educational center they attended. Therefore, the Project had to wait until private and public schools reopened in February 2021 to gather the records and officially incorporate said youth into the Project.

Indicator I-06: Number of Facilitators trained to instruct participants through Puntos Crea (Youth Creator Spaces)



No activities that contribute to this indicator were conducted in FY21 Q2, since the corresponding partner in charge of this activity is not currently implementing activities. A new subgrant has been signed with the partner, and the organization is planning to resume operations in the next Quarter.

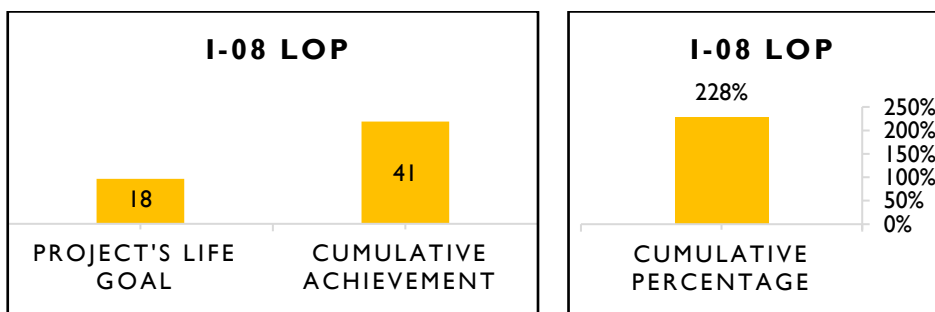
Indicator I-07: Number of youth participating in Puntos Crea activities



No activities that contribute to this indicator were conducted in FY21 Q2, since the corresponding partner in charge of this activity is not currently implementing activities. A new subgrant has been signed with the partner, and the organization is planning to resume operations in the next Quarter.

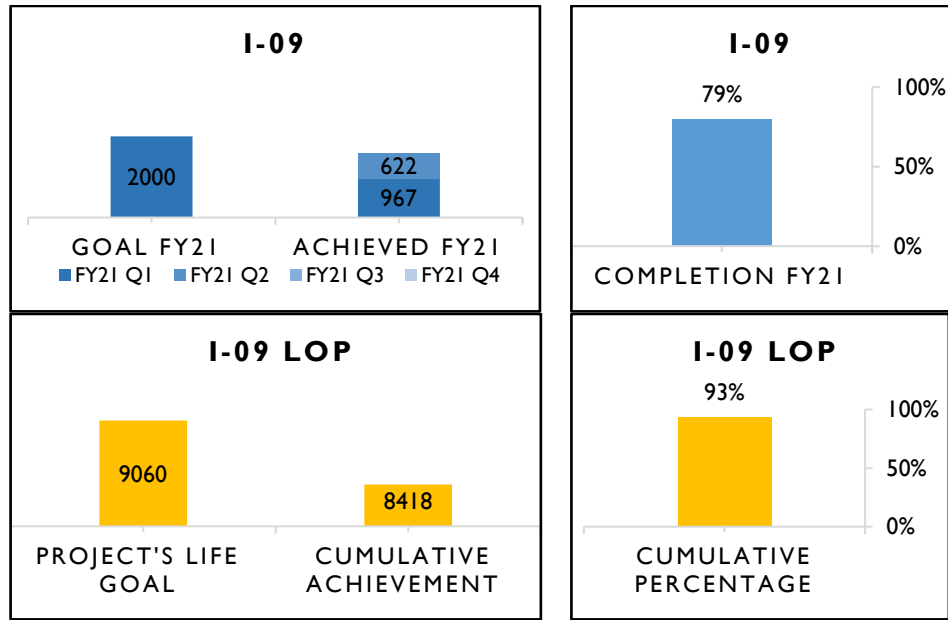
Intermediate Result 1.3. Access to technical and vocational training increased

Indicator I-08: Number of technical courses developed



As shown in the chart above, the Life of Project goal for this indicator has already been reached.

Indicator I-09: Number of learners in tertiary schools or equivalent non-school based settings reached with USG assistance (Number of learners in vocational training programs)



During FY21 Q2, 622 youth (393 female and 224 male) were reached under this indicator, bringing the annual cumulative completion to 79%. The LOP cumulative achievement for this indicator is 8,148 youth, equivalent to 93% of the LOP goal.

Of the total number of youth reached in this quarter, 105 (75 female and 30 male) were referred by WV to vocational training programs implemented by INTECAP, FUNDAP, and the municipalities of five Project intervention departments (See Annex F). These technical courses were provided under virtual or hybrid (virtual and in-person) modalities.

Additionally, the Project's field staff advised and supported youth with the course enrollment processes, as well as access to financial assistance through the Project's barrier reduction mechanisms (BRM) for those who qualified. Field staff also accompanied and monitored youth participation for successful course completion.

In Huehuetanango, INTECAP selected four Puentes youth that qualified to receive full scholarships for longer courses (minimum one full year) thanks to their interest and academic potential. The full scholarship includes registration and tuition, training supplies and materials, and a transportation stipend, provided 100% by INTECAP. INTECAP has also been a key member of the "Alianza por la Educación" (Alliance for Education) pilot project being implemented in San Maria Nebaj, Quiche, in collaboration with USAID, TIGO, the Mario Lopez Estrada Foundation, the Embassy of Taiwan, and IOM.

INTECAP implemented new or additional procedures to ensure safe instruction the context of the pandemic, especially for courses that are delivered in hybrid fashion (part virtual, part in-person for practical training aspects). These additional requirements resulted in some delays in the registration process for youth. Nevertheless, Puentes has been able to accommodate the changes and support youth in the process of complying with the requirements.

The partnership established with the municipality of Aguacatan and MINEDUC/CEMUCAF Municipal Training Centers helped young women from the Project connect to occupational courses, such as: cooking, quilt and pillow-making, bread and pastry baking.

In FY21 Q2, 124 youth from 3 Agricultural Schools were trained under the Agriculture under Protected Conditions *Diplomado* in five coverage departments. Facilitators promoted the Agriculture *Diplomado* through the use of posters, which they send to youth on social media. The *Diplomado* was provided virtually, through live sessions on Zoom once

a week. Project facilitators made sure that the youth who were unable to connect to Zoom received the content, tutorials, and crop management instructions through WhatsApp.

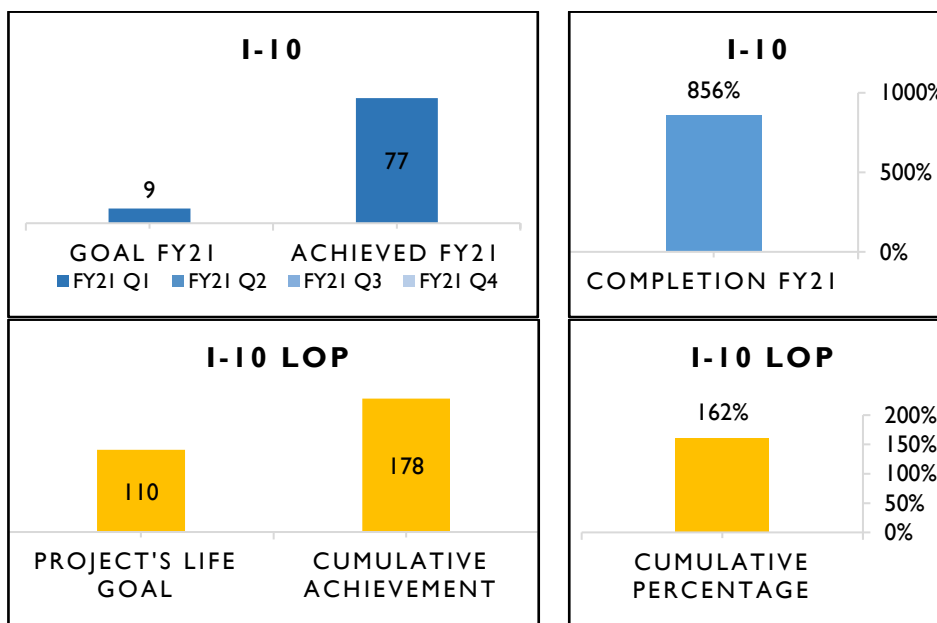
CEIBA’s technological training instructors worked to promote the socio-occupational training program and in 2021, resulting in 393 youth enrolled in the Information, Communication, and Technology course. This course is still being delivered through WhatsApp.

COVID related rules and additional administrative requirements because of the hybrid implementation, caused retrasos in getting students into courses at the beginning of the year. Smaller groups, requirement for dispositivos etc.

In Malacatan, San Marcos, problems with the electricity supply affected many participants’ ability to connect to virtual classes.

Intermediate Result 1.4 Access to agricultural training increased

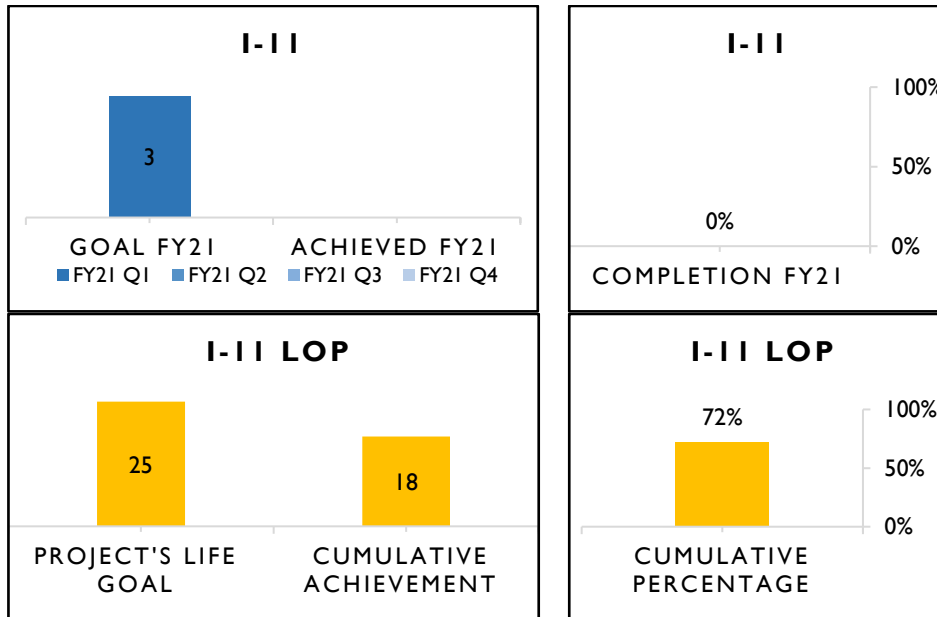
Indicator I-10: Number of facilitators trained to instruct participants in Agricultural Learning Centers



This indicator target was surpassed in FY21 Q1; therefore no facilitator training activities were implemented during FY21 Q2.

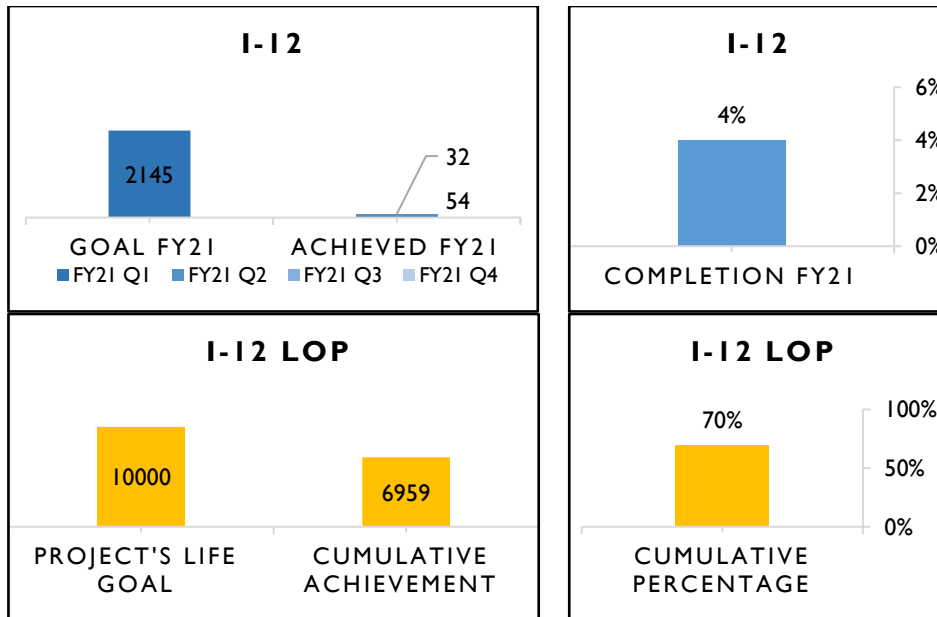
General Indicators R1

Indicator I-11: Number of service providers (education, soft skills, and technical skills) trained by Puentes Project



During FY21 Q2, no progress was made towards this indicator. Throughout the remainder of FY21, the Project will train service providers as needed.

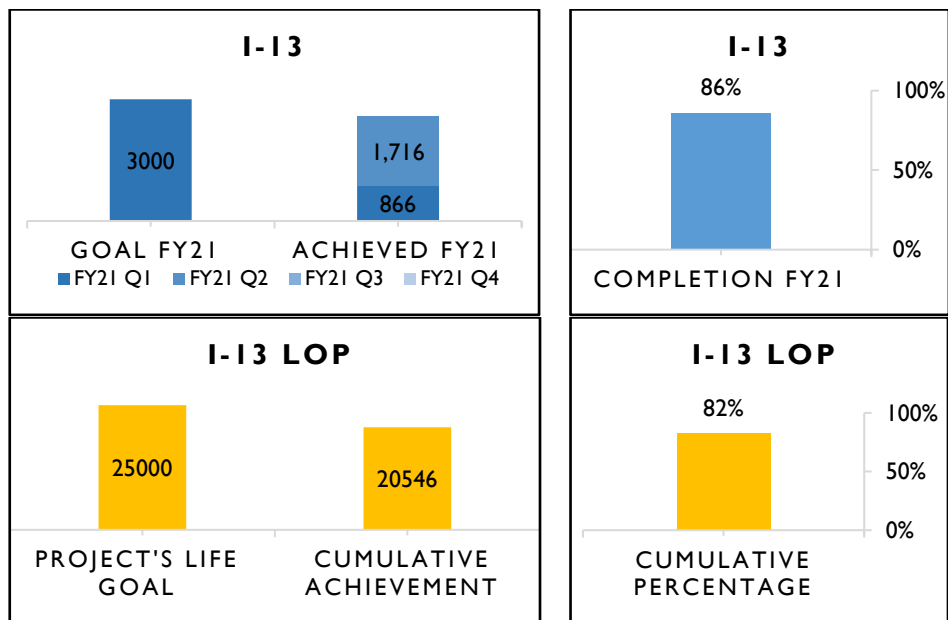
Indicator I-12: Number of youth accessing educational programs paid for by barrier reduction funds



During FY21 Q2, 32 new youth (18 female and 14 male) received vouchers under this indicator, bringing the annual cumulative completion to 4%. The LOP cumulative achievement is 6,959 youth, equivalent to 70% of the LOP goal.

The low number of cases approved during this quarter is directly linked to INTECAP's change in how it delivers its courses as a result of the COVID-19 emergency.

Indicator I-13: Number of individuals who complete USG-assisted work-force training programs



During FY21 Q2, 1,716 youth (950 female and 766 male) were reached under this indicator, bringing annual cumulative completion to 86%. The LOP cumulative achievement for this indicator is 20,546 youth, equivalent to 82% of the LOP goal.

During FY21 Q2, 194 youth from Cohort V completed the DEcE virtual modality. Additionally, we are reporting 838 IGER students completed their training for the 2020 calendar year, but because of the Project’s stringent methods for reviewing means of verification, they were not recorded and reported in the official project data until this quarter.

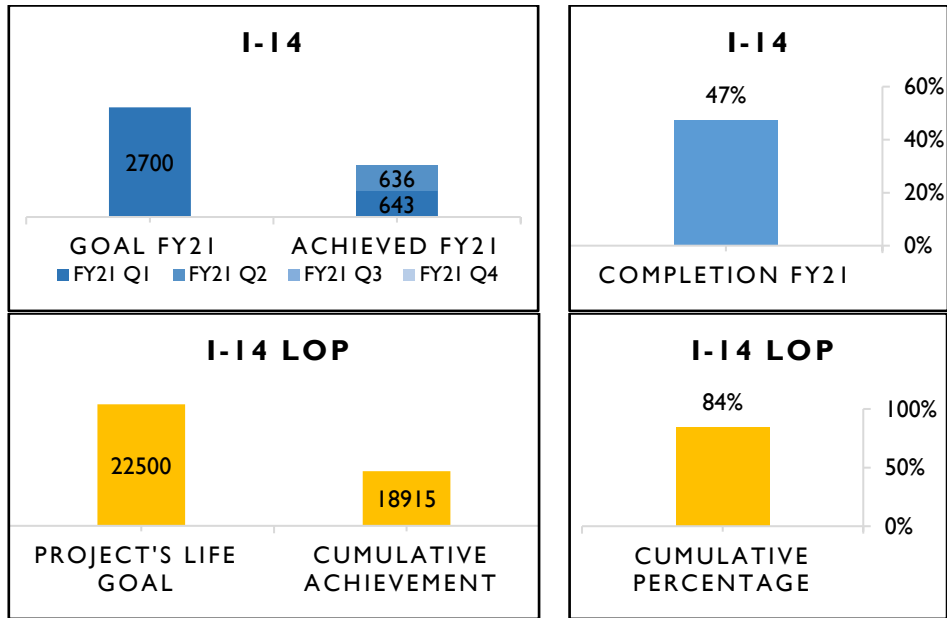
234 youth completed the agricultural *Diplomado* and graduated in March 2021. These youth received diplomas endorsed by the San Carlos University. Agricultural facilitators used a hybrid course delivery modality. The students are distributed as follows: 95 from the departments of San Marcos, Quetzaltenango, and Totonicapan, 49 from the department of Huehuetenango, and 90 from the department of Quiche.

Also, in FY21 Q2, 315 youth from the 2020 cohort completed the CEIBA ICT course and were certified by the Departmental Office of Education. Additional youth completed the ICT course but are not yet reported in the figures above because they are in the process of completing the DEcE.

In the area of work-readiness coaching (how to apply for a job and successfully keep a job) and training for youth interested in entrepreneurship, 142 youth completed the coaching and training processes using a hybrid method that was 80% virtual and 20% in-person.

One of the challenges that the project has encountered in the area of workforce training is the limited accessibility of computers and tablets among youth in order to most effectively engage in virtual learning activities. While many youth do have smart phones, it is challenging for most people to complete all of the required tasks for a training program from a phone, and even for young people who are phone-savvy can find it difficult. There has been a steep learning curve for everyone to adapt to doing so many things virtually, and the Puentes youth are no exception. As mentioned above, project staff has found that supplementing with printed materials has been helpful for many youth. Staff also spent time helping students effectively use virtual platforms, often coaching them through phone calls to overcome the difficulties of the virtual platforms.

Indicator I-14: Number of individuals with improved skills after completing USG-assisted work-force training



During FY21 Q2, 636 youth (376 female and 260 male) improved their skills under this indicator, bringing the annual cumulative completion to 47%. The LOP cumulative achievement for this indicator is 18,915 youth, equivalent to 84% of the LOP goal.

During the quarter, 194 participants completed the DEcE, which is designed to strengthen soft skills in participants. DEcE facilitators made sure that all participants completed all the required activities, tasks, and processes in the DEcE curriculum.

In the ICT course (applied office software) initial and final assessments were implemented to observe skill improvement. The project completed the required process for youth to receive certification from the Ministry of Education. In FY21 Q2, 282 youth improved their skills through this course.

Additionally, 160 participants completed pre-and-post evaluations for the Agricultural *Diplomado* and demonstrated improved skills during this quarter.

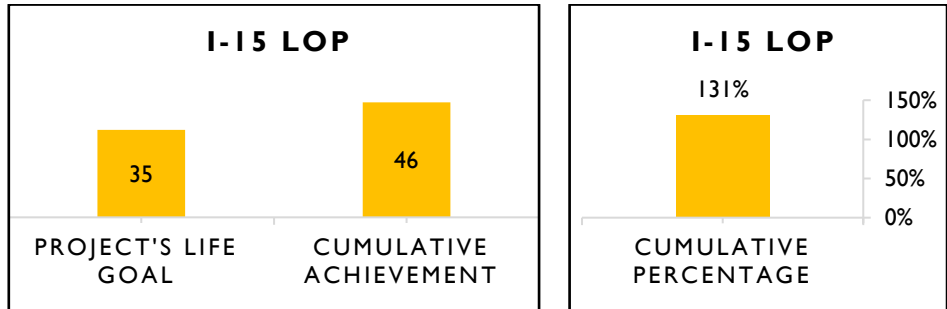
No skills measurement was carried out for the employment and entrepreneurship subcomponent in F21 Q2, but this is scheduled for FY21 Q3.

There have been some challenges to measuring skills improvement because of poor internet connectivity limiting access to online measurement tools, such as record sheets, pre-and-post tests and surveys. These limitations were overcome by having facilitators interview youth over the phone when necessary.

Result 2: Increased employment and entrepreneurship opportunities for youth

General Indicators R2

Indicator I-15: Number of key coalitions, federations, or alliance built, leveraged, and/or strengthened

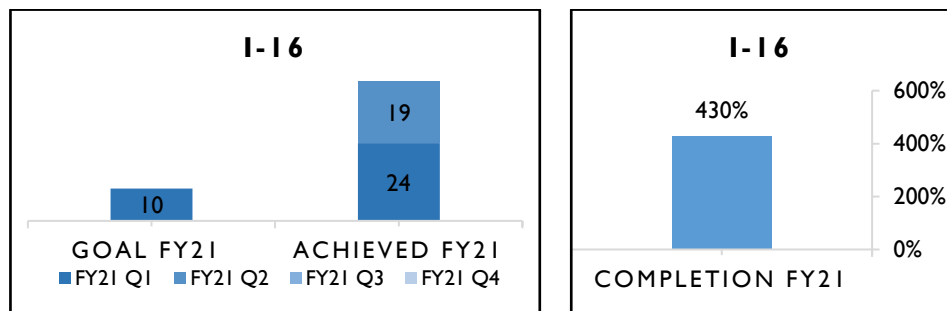


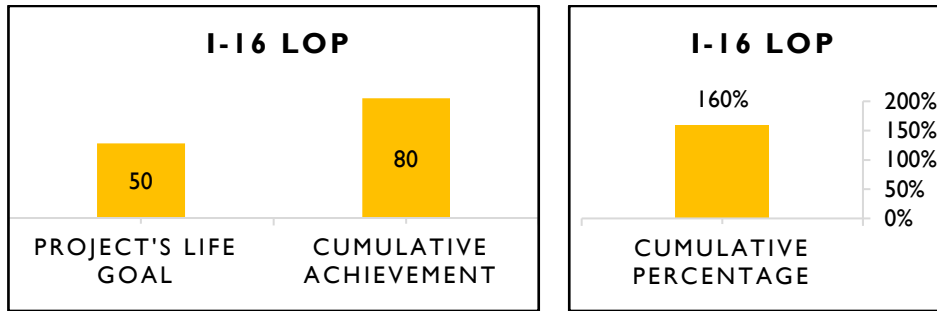
As shown above, the LOP goal for this indicator was already reached. Even so, the project continues to establish alliances that can be beneficial to project youth. In FY21 Q2, 5 alliances, coalitions, or federations were established with the objective of connecting youth to potential entrepreneurship. RINGG formalized five strategic alliances with:

- Instituto Normal para Señoritas de Occidente.
- Centro Educativo Ri Tinamit Kuwalsaj Rib Fe y Alegría No 11, Zacualpa.
- Corporación Empresarial Americana, Sociedad Anónima.
- Centro Universitario de Noroccidente CUNOROC.
- Instituto Técnico Agrícola de Occidente.

Additionally, 101 companies in the coverage area are willing to collaborate with Puentes and contribute to employment and internship opportunities for youth. The Project hopes to soon formalize relationships with them.

Indicator I-16: Number of facilitators trained to deliver employment and entrepreneurship courses





During FY21 Q2, 19 facilitators (9 female and 10 male) were trained, bringing the annual cumulative completion to 430%. The LOP cumulative achievement is 80 facilitators trained, equivalent to 160% of the LOP goal.

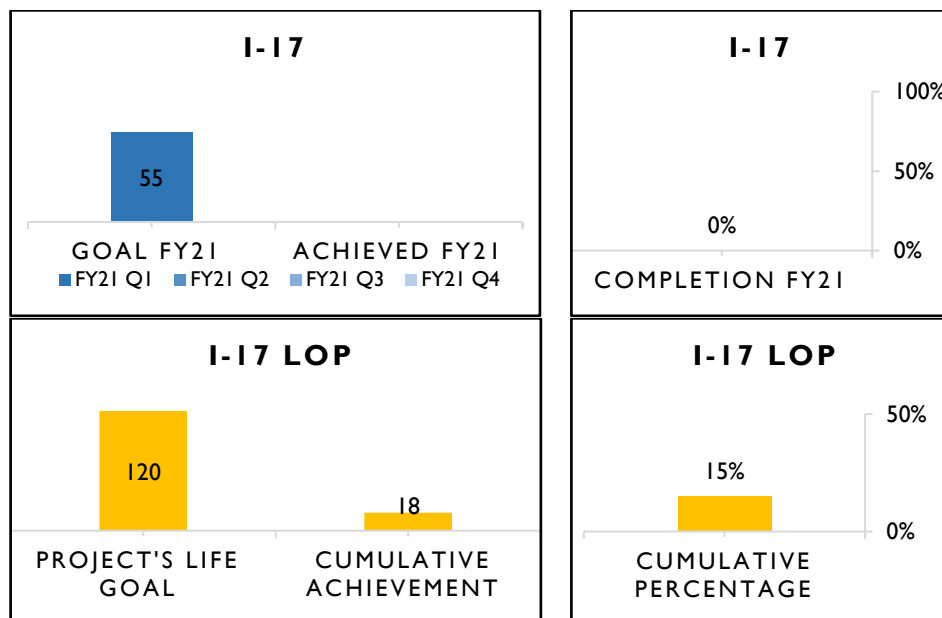
Youth facilitators in the departments of Huehuetenango, Quiche, Totonicapan, Quetzaltenango, and San Marcos were trained on the Integrated Model of Opportunity and Income Generation (MIGOI) I and equipped to deliver this model to tier I and II Self-Help Groups.

Additionally, the Project made arrangements with the Ministry of Agriculture, Livestock and Food (MAGA) Planning Office to hold a training workshop for facilitators on using the Market Information System App (SIM). This tool allows users to access information on current prices of vegetables, cereals, fruit, meat, and eggs at the country's main markets.

The Puentes team has noted that the fact that the majority of the training is virtual for the new facilitators, means that it will require more time and more follow-up to ensure that the facilitators have the necessary capacity to adequately support the youth with whom they work.

Intermediate Result 2.1 Employment and better employment opportunities increased

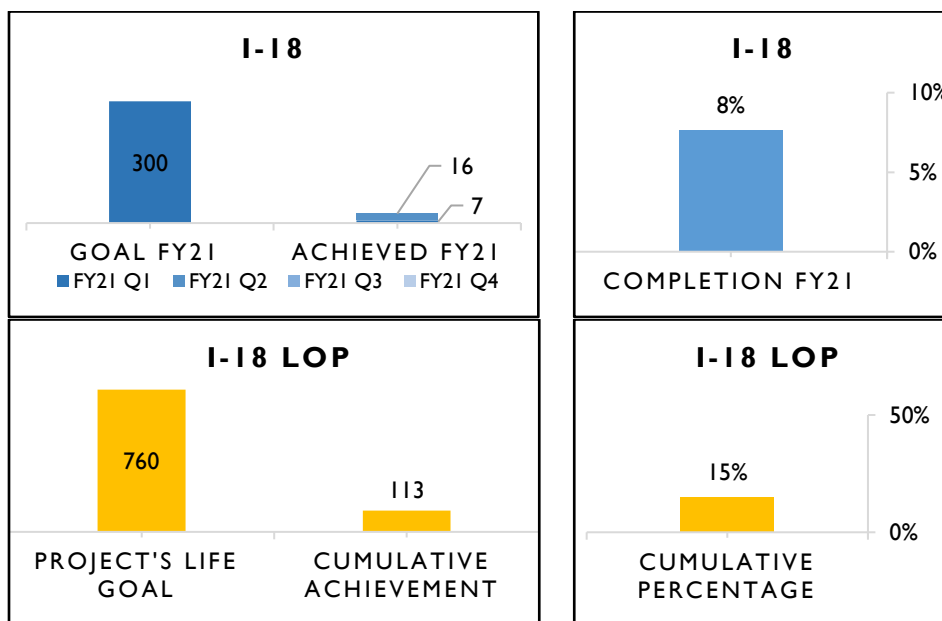
Indicator I-17: Number of firms receiving USG-funded technical assistance for improving business performance



During FY21 Q2, the Project continued providing technical assistance to 7 firms, with whom work began in Q1; this technical assistance is still in progress, and thus does yet not meet the criteria for reporting under this indicator. The project did not add new firms during the quarter, and the annual cumulative completion remains at 0%. The LOP cumulative achievement is at 18 firms, equivalent to 15% of the LOP goal. The Project implemented the following technical assistance activities with the 7 firms to help improve their business performance:

- Updated assessments of participating firms to obtain basic information on functioning, leadership and governance, administrative processes, salesforce, finances, and marketing.
- Developed ex-ante indicators for each participating firm on human resource quality, capacity, competitiveness, and management.
- Implemented a branding sprint session for each firm to identify gaps in positioning, territory, and sales strategies.
- Identified specific growth projects for each participating firm and developed corporate growth mentoring sessions.
- Scoped out prospective company growth and identified employment and internship opportunities for Project youth.

Indicator I-18: Number of individuals placed in internships or apprenticeships



During FY21 Q2, 16 youth (10 female and 6 male) were reached under this indicator, bringing the annual cumulative completion to 8%. The LOP cumulative achievement for this indicator is 113 youth, equivalent to 15% of the LOP goal.

The 16 youth accessing internships are distributed as follows: 3 in Huehuetenango, 8 in Quetzaltenango, 1 in Quiche, and 4 in San Marcos. They were provided with internship opportunities at the following companies: Domino’s Pizza, Share Guatemala, Hotel y Restaurante Europa, Restaurante El Pijuy, Hotel Pensión Bonifaz, Restaurante Romax Café, Chocolatería Doña Pancha, Comedor Central, Restaurante Delicias La Chatía Artesana, Restaurante Altura Café y Helados, Corporación Batres, Venta de Repuestos Hermanos G, Maya Versátil, and Milenium/Claro. Six of the youth were then offered formal employment.

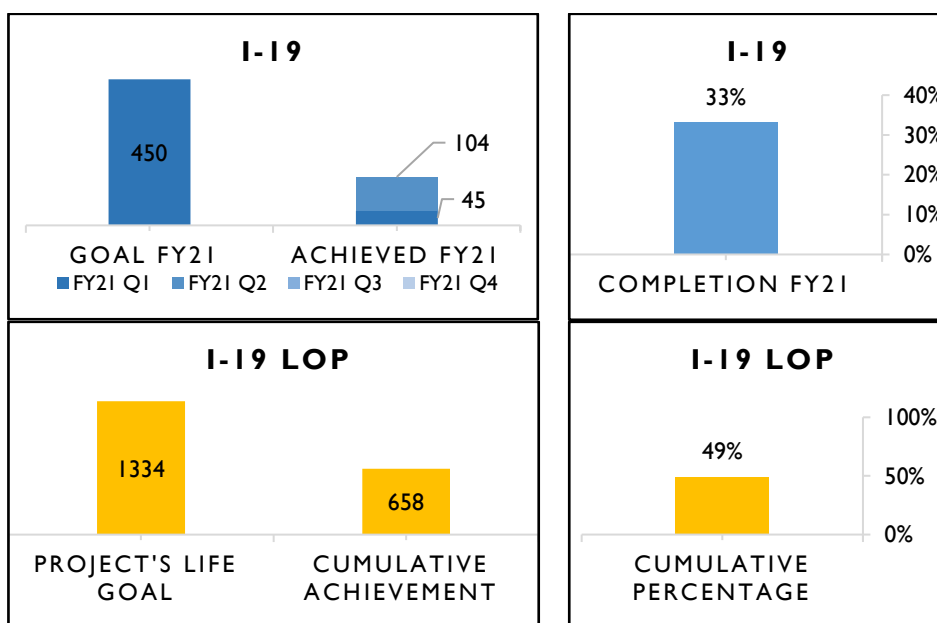
The Project implemented the “Accelerated Model” (see definitions) in two key sectors this quarter: customer service/sales and food service. 36 Youth who had completed DEcE and vocational orientation participated in the one-

day immersion try-out,” and moved on to the next step of enrollment in technical training at INTECAP, with vouchers and social inclusion cash transfers provided by the project to facilitate their attendance. Youth also received specific training on how to apply COVID-19 safety protocols in the workplace.

Some youth are hesitant to accept internship opportunities offered them because of the fact that they are usually unpaid, and their families have expectations of them contributing to the household’s income. In other cases, youth have difficulty procuring transportation to the internship locations, even with the support of barrier reduction funds, due to the reduction of transportation options since the pandemic. The Puentes team continues to explore the best way to support youth who encounter these challenges.

Intermediate Result 2.2 Increased self-employment or entrepreneurship opportunities

Indicator I-19: Number of youth accessing technical assistance



During FY21 Q2, 104 youth (60 female and 44 male) were reached under this indicator, bringing the annual cumulative completion to 33%. The LOP cumulative achievement for this indicator is 658 youth, equivalent to 49% of the LOP goal.

The technical assistance was provided to 104 youth with individual or collective entrepreneurships, and covered the following areas:

Animal husbandry: assistance with poultry disease prevention and raising broilers and laying hens.

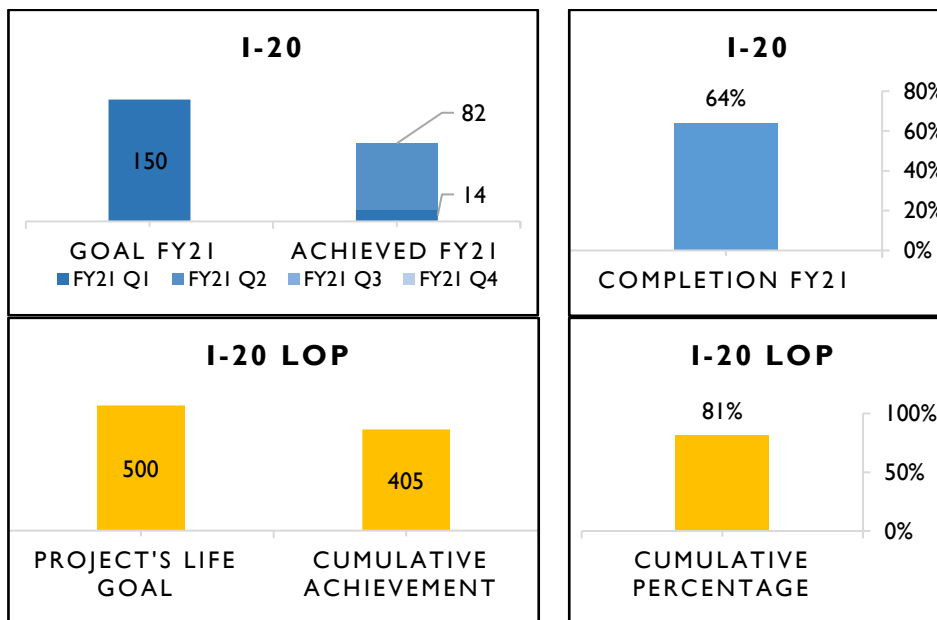
An external consultant also provided technical assistance and training on industrializing pork products for the Super Cerdos Los Chinitos entrepreneurial group in Chiantla, Huehuetenango.

Business: assistance focused on analyzing business models and preparing paperwork to submit their proposals to the In-kind Donation Committee.

The youth that received technical assistance from RGGG to set up individual enterprises were also provided with two sessions of personalized business advice and accompaniment tailored to their entrepreneurial needs.

One limitation was that the advisors found it difficult to build trust through virtual advising session and therefore in-person visits were required. The advisors also had limited time to spend on in-person visits to agricultural plots or livestock projects.

Indicator I-20: Number of microenterprises supported by USG assistance



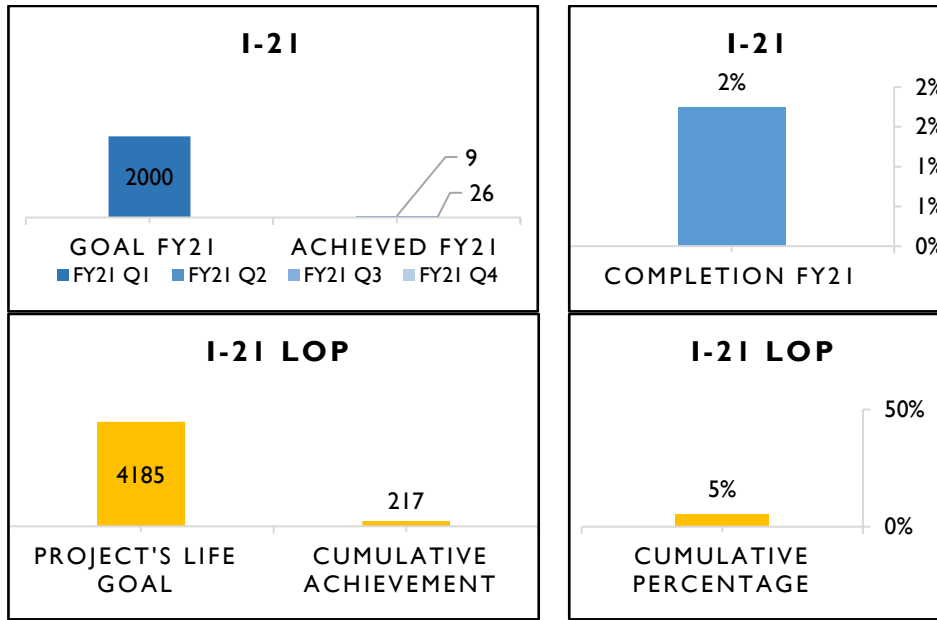
During FY21 Q2, 82 microenterprises were supported under this indicator, bringing the annual cumulative completion to 64%. The LOP cumulative achievement for this indicator is 405 microenterprises, equivalent to 81% of the LOP goal.

With the objective of improving entrepreneur competitiveness and resilience to complications caused by COVID-19, the Project provided virtual, group, and in-person assistance in the following areas: branding, administering Facebook pages and WhatsApp Web, and costing. This support provided youth with a better understanding of how to manage their finances, and how to create digital catalogs of their products.

One of the challenges encountered in this activity is the poor internet connectivity in some communities, making it difficult to provide virtual technical assistance (TA). The diverse nature of technical assistance requirements from the different businesses the Project supports, also pose a challenge to the teams provide this assistance, since it requires time and personalized attention for each business.

General Indicators R2

Indicator I-21: Number of youth receiving a cash transfer to facilitate employment or entrepreneurship

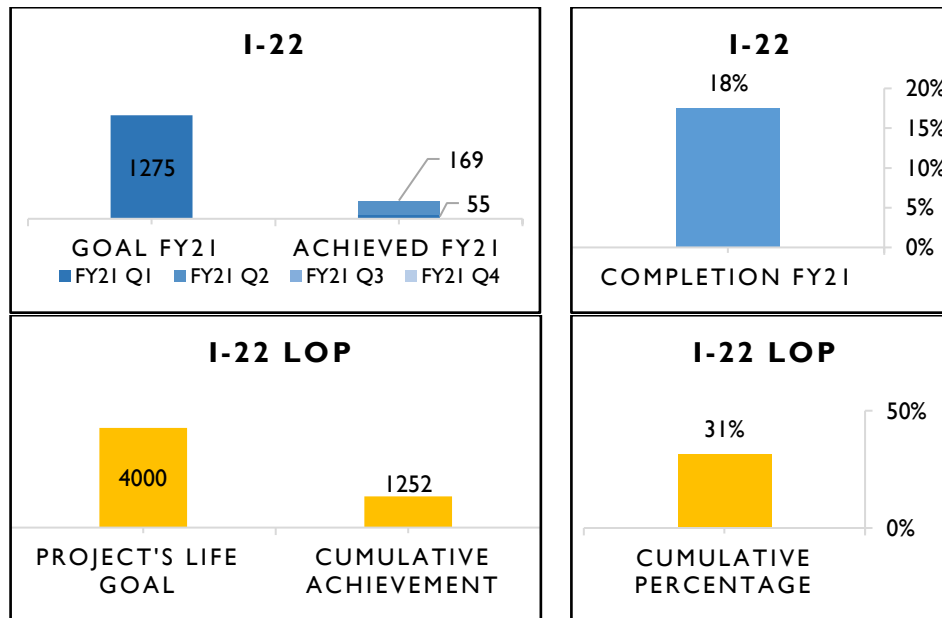


During FY21 Q2, 9 youth (6 female and 3 male) received a cash transfer under this indicator, bringing the annual cumulative completion to 2%. The LOP cumulative achievement for this indicator is 217 youth, equivalent to 5% of the LOP goal.

COVID-19 has impacted the number of transfers made, since many activities are still being implemented virtually and semi-virtually. This affects the number of transfers and also the linkage of youth to employment and entrepreneurship.

The Project is developing strategies to strengthen and expand activities related to labor bridging and entrepreneurship support.

Indicator I-22: Number of individuals with new or better employment following completion of a USG-assisted workforce development program



During FY21 Q2, 169 youth (89 female and 80 male) were reached under this indicator, bringing the annual cumulative completion to 18%. The LOP cumulative achievement for this indicator is 1,252 youth, equivalent to 31% of the LOP goal. Main economic sectors to which youth were connected include: services (sales and customer service, marketing, publicity), manufacturing (cooking, sewing, and installing), agriculture, community health, community development, education, and construction. The labor market continues to be highly competitive, and the Project is constantly looking for job opportunities that respond to the youth' interests, skills and experience levels.

With the objective of connecting youth to employment, during this quarter the Project strengthened youth skills for employment and entrepreneurship through the following training programs: *ACCIONA tu empleo*, *ACCIONA tu Aceleración* and *CREE Emprendimiento*. The Project also made community technical visits to entrepreneurs to build their capacities, especially in marketing, finances, and attitudes, through the Bootcamp strategy. Youth with collective entrepreneurships also received technical assistance in agricultural and animal husbandry. The Project provided assistance and coaching in supporting youth in the job application process and preparing for job interviews. Puentes also accompanied youth in applying for Barrier Reduction Mechanisms and in-kind donations, funds that are available through the Puentes Project to support entrepreneurial endeavors.

The collective entrepreneurships subcomponent connected youth to self-employment opportunities based on a business idea or nascent activity initiated by an individual or a group.

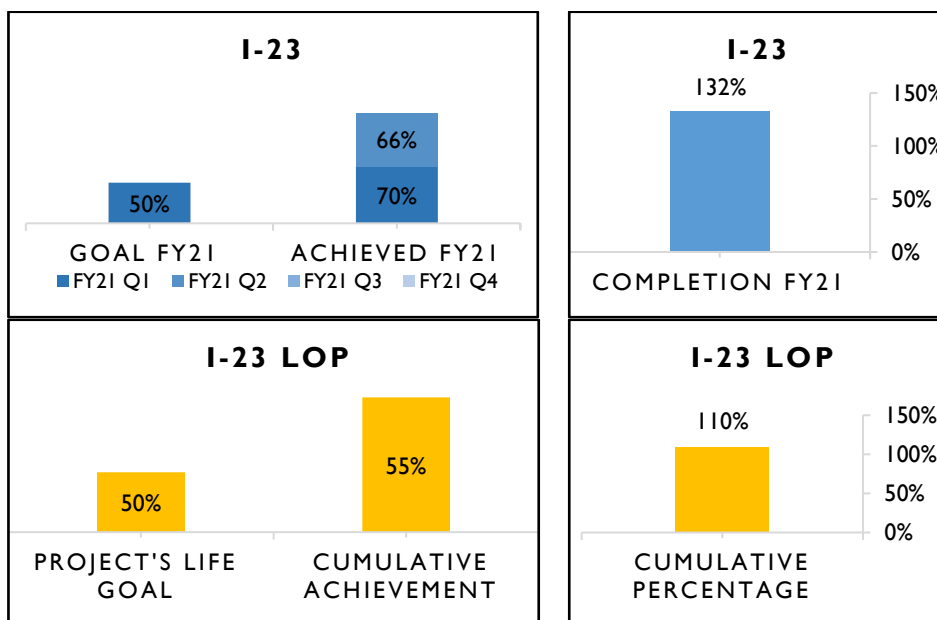
The Project supported individual entrepreneurs in launching their new ventures through specialized training, such as the *CREE Emprendimiento* curriculum, personal visits to identify context and business opportunities, and group or individual counselling to follow up on their business plans.

As part of the strategy to strengthen activities to meet this target, the WV team is in the process of hiring staff that will focus on labor bridging activities, started in the next quarter.

Result 3: Promote an environment conducive to youth access to social support, services, and opportunities

Intermediate Result 3.1. Increased equitable access for all youth, regardless of gender, physical disability, or sexual orientation

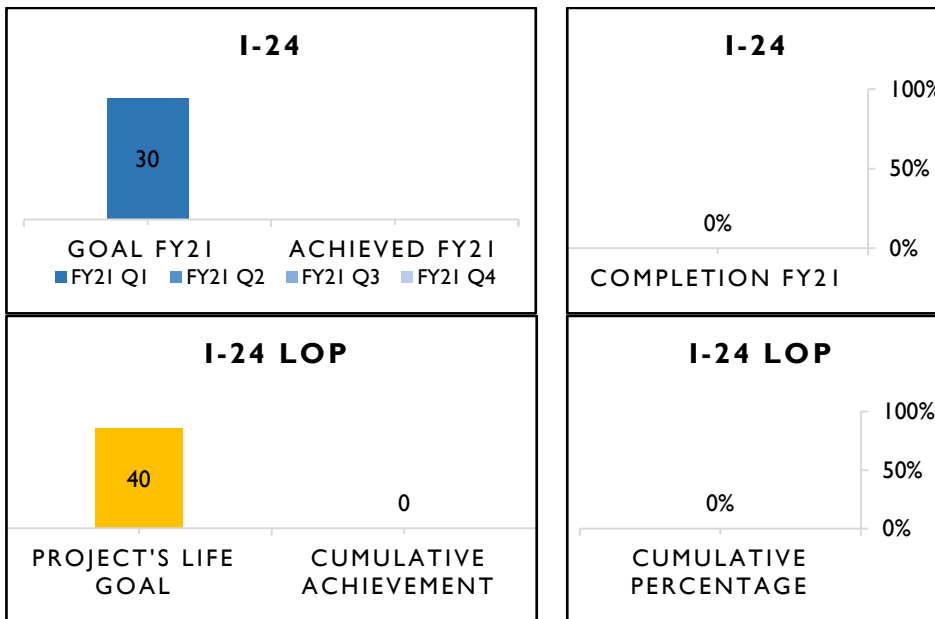
Indicator I-23: Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)



During FY21 Q2, 66% of the participants were female. Over the LOP, 55% of participants have been female.

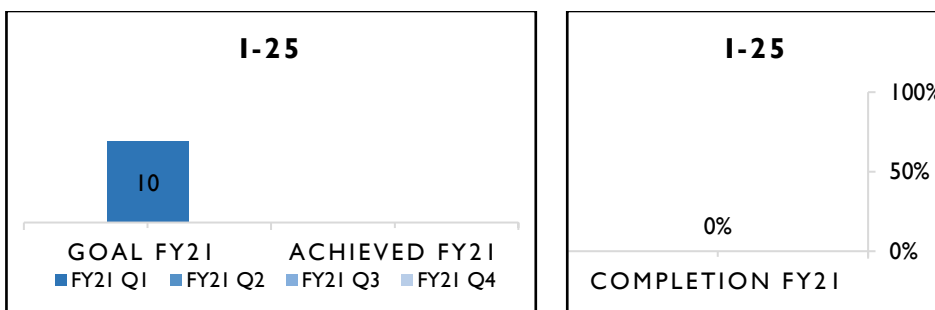
Intermediate Result 3.2. Indigenous youth supported through the recognition and integration of their cultural heritage, as well as access to opportunities and social supports

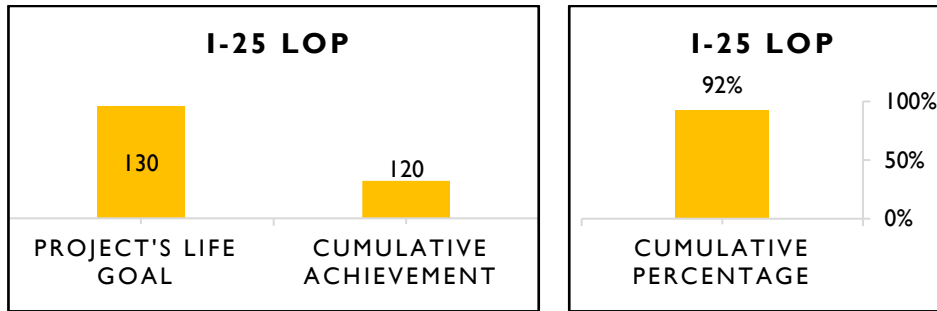
Indicator I-24: Number of indigenous youth linked to knowledge exchange programs



Activities related to this indicator are scheduled to take place in FY21 Q3 and Q4, and will be led by AKEBI. **Intermediate Result 3.3. Barriers reduced for participation in Project activities and access to social support systems**

Indicator I-25: Number of organizations receiving capacity building support to strengthen referral systems

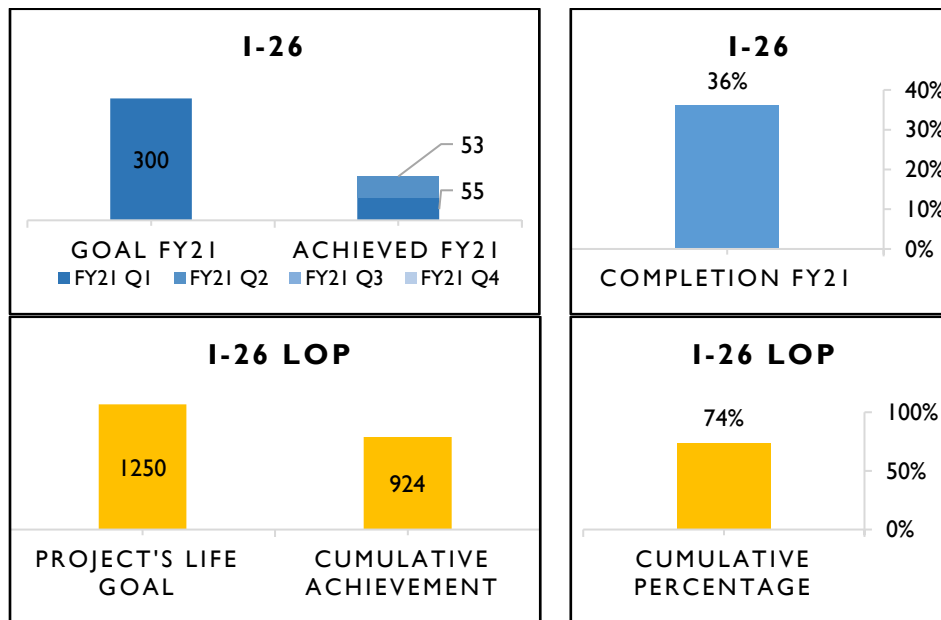




During FY21 Q2, the project carried on its work with a number of existing partner organizations to provide capacity-building support. The project did not work with any new organizations during the quarter. The Project continued to attend and actively participate in Municipal and Departmental Protection Network meetings, which are led by the Public Ministry and Municipal Offices for the Protection of Children and Adolescents, with the objective of strengthening coordination to refer youth.

The municipal and department-level protection commissions and networks have been slow to resume their regular activities that were suspended or slowed down during the pandemic. In February, they started some in-person activities, while continued the sporadic virtual activities as well. The inability to hold in-person events has impacted progress in implementing some activities.

Indicator I-26: Number of youth referred to specialized support services



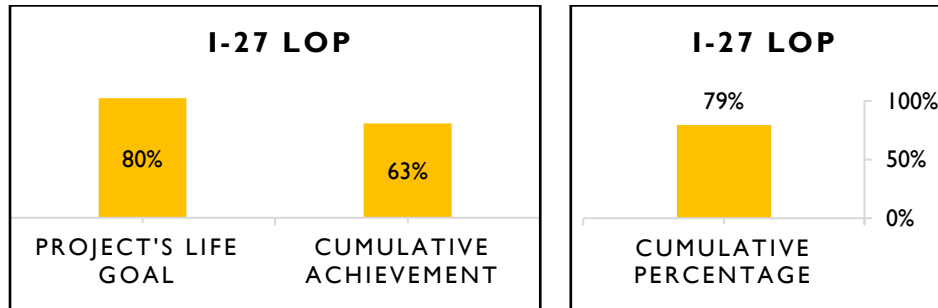
During FY21 Q2, 53 youth (30 female and 23 male) were reached under this indicator, bringing the annual cumulative completion to 36%. The LOP cumulative achievement for this indicator is 924 youth, equivalent to 74% of the LOP goal.

Protection officers referred 53 youth to the Ministry of Health's Permanent Care Center (CAP) in Jacaltenango, Huehuetenago for medical and nutritional services, supplementation, and vaccination. Youth from Santiago Petatan received a presentation by Health Clinic staff on sexual and reproductive health, and youth from the municipality of San Sebastian, Huehuetenago received psychological care through coordination with the San Carlos University's

EPSUM program. Part way through this quarter, medical campaigns and informational fairs were suspended because of pandemic restrictions. This limited the number of youth referred.

During FY21 Q2, some youth reported to Protection Officers that they are having difficulty with resources for internet connectivity. Project staff are in the process of updating the databases for the Barrier Reduction Mechanism support for internet assistance for youth. Another challenge identified by the Protection Officers that Puentes staff is evaluating the best way to address is a timely way to approve barrier reduction funds for transportation to urgent medical or psychological appointments, while respecting the procedures of the BRM.

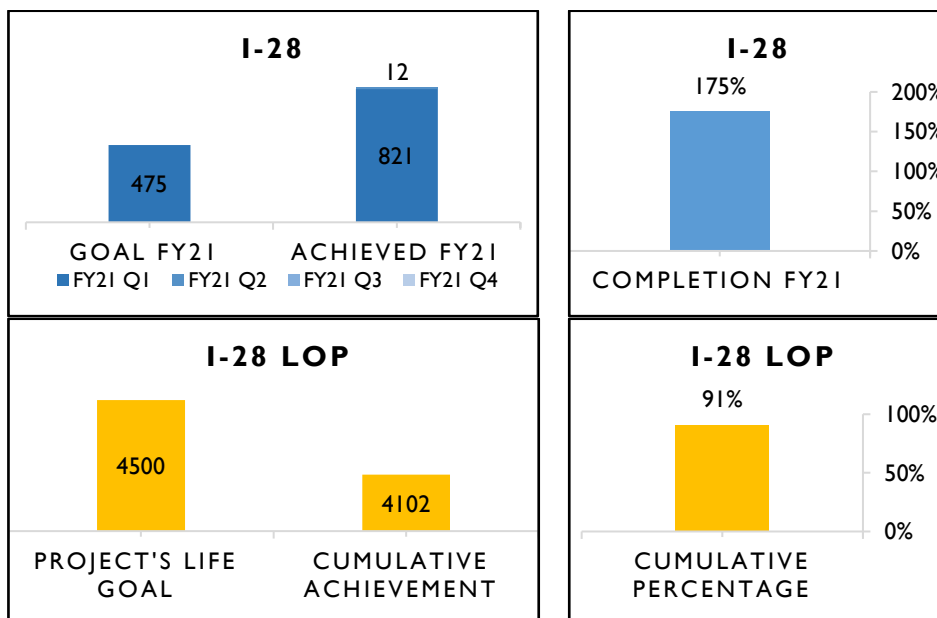
Indicator I-27: Cumulative percentage of follow-ups conducted for youth referred to specialized support services



The project aims to follow up with at least 80% of youth who are referred to specialized support services, to help ensure that as many youth as possible do receive the support services that they need. During FY21 Q2, the cumulative percentage of follow-ups reached 63%, indicating that progress towards the LOP is at 79%.

Project staff also did follow-up via phone calls with youth on social or special topics. This group includes youth identified during the MEL follow-up strategy. One example of “follow-up,” responding to needs identified by youth was the implementation of workshops on protection-related topics, which the youth specifically requested.

Indicator I-28: Number of youth accessing services paid for through social inclusion funds

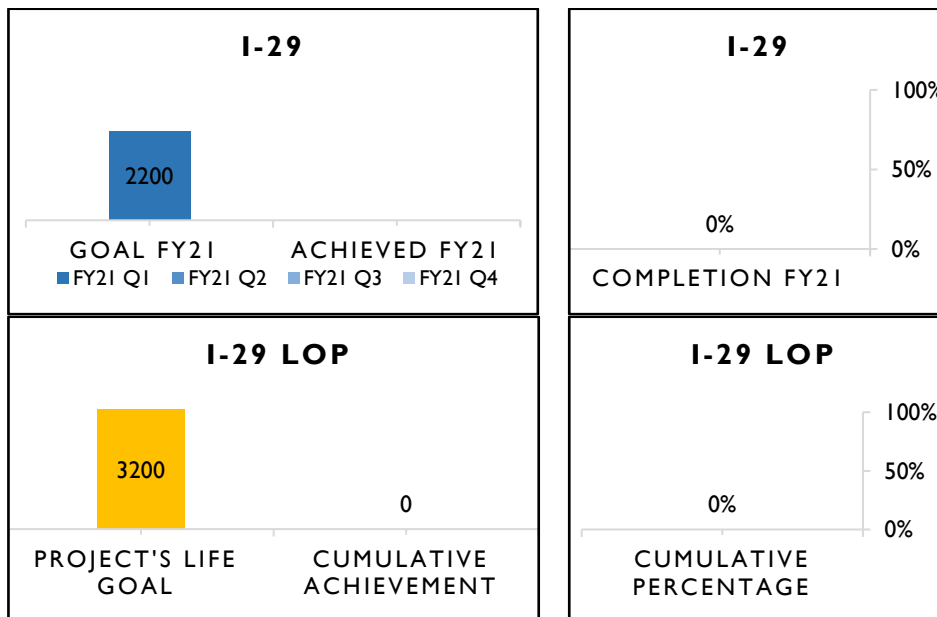


During FY21 Q2, 12 youth (7 female and 5 male) were reached under this indicator, bringing the annual cumulative completion to 175%. The LOP cumulative achievement for this indicator is 4,102 youth, equivalent to 91% of the LOP goal.

These 12 new cases were for Project youth who were provided with internet data packages to be able to participate in different virtual activities. This is in addition to the number of youth receiving this benefit that were already included in previous reports.

Intermediate Result 3.4. Youth intervention strengthened through holistic vocational counselling

Indicator I-29: Number of youth accessing holistic vocational counselling

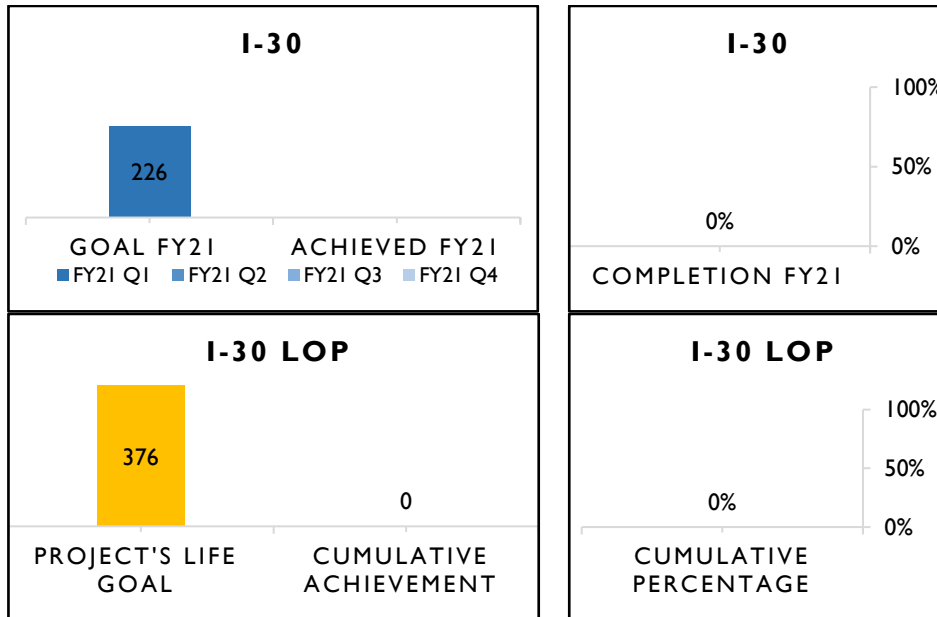


During FY21 Q2, there were no results to report under this indicator. However, youth from all 5 departments continued to receive support to finalize their career plans, with the objective of improving their technical skills and finding a job.

The holistic vocational orientation is tied the early modules of the DEcE, and the next cohort of this *Diplomado* will start in Q3. In the meantime, the project is managing the administrative processes to contract an organization to provide the holistic vocational counseling services, so that they can begin later in the fiscal year.

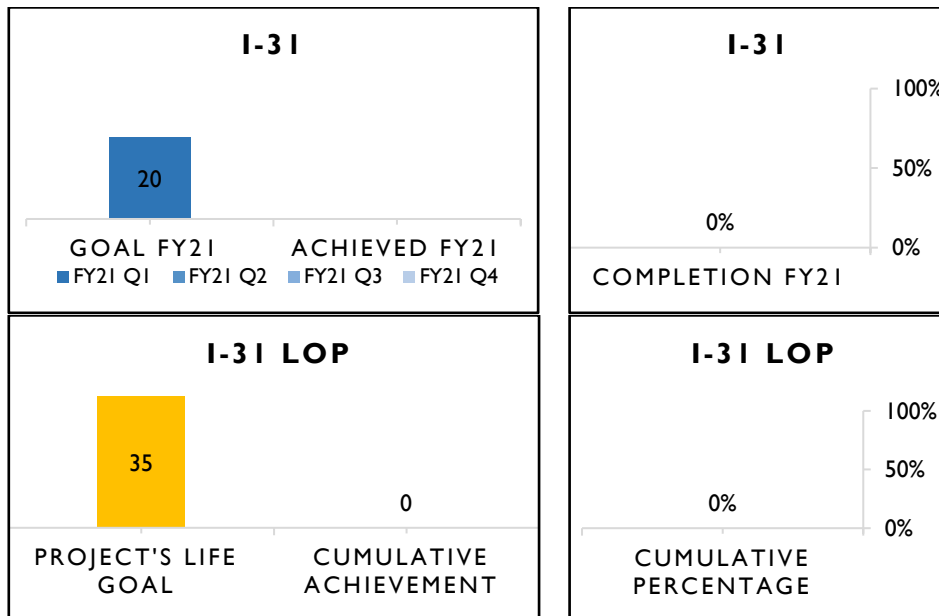
Intermediate Result 3.5. Youth engagement and youth networks strengthened

Indicator I-30: Number of youth leaders that make up the Project's youth network



During FY21 Q2, there were no results to report under this indicator. World Vision is bringing on new staff to provide more support for these activities. Three officers and a Youth Network Coordinator were hired during the quarter, and the project plans to hire one additional officer. They will be in charge of implementing a positive youth development strategy with youth from the Project's youth network. The new staff began their induction process, as well as the training to understand the Youth Network strategy, so that they can support the process of election of new leaders for the network in the coming months.

Indicator I-31: Number of youth from the Youth Network participating in activities with local and government institutions



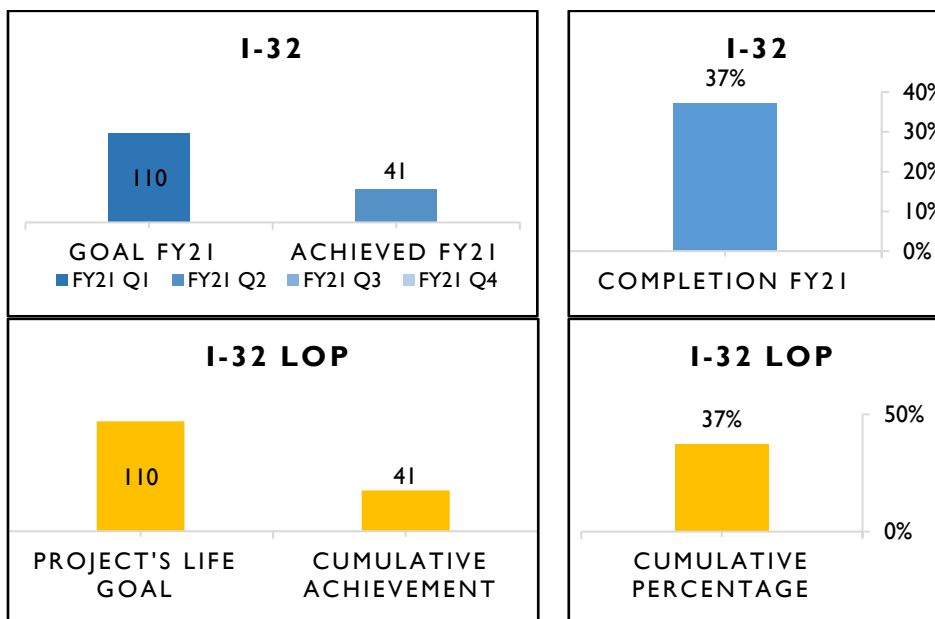
This indicator was added to the project results framework in March 2021, and as such there are no results to report under this indicator as of FY21 Q2. The Project has begun supporting USAID's Network of Networks and

coordinating with USAID’s Project Facilitator Team to generate planning processes, develop workshops, and implement activities for the sustainability of the Network of Networks.

The Project helped 6 Project youth access four workshops on youth network sustainability topics. These youth became the leaders of this initiative. Additionally, workshop facilitators were selected from the first cohort of youth leaders. Three of those selected were from the Puentes Project and they were put in charge of holding two of four replication workshops aimed at youth from other USAID Guatemala projects.

Intermediate Result 3.6. Community structures mobilized to provide an enabling environment for positive youth development

Indicator I-32: Number of communities that endorse Puentes Project



During FY21 Q2, 41 communities endorsed the Project, bringing the annual cumulative completion of this indicator to 37%. The LOP cumulative achievement is 41 communities, equivalent to 37% of the LOP goal.

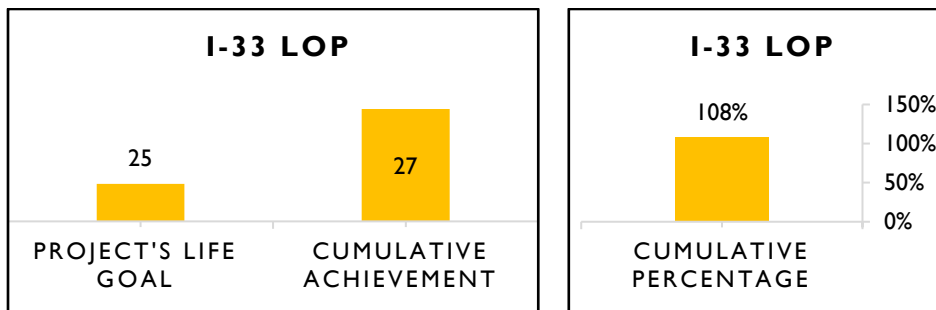
The communities that endorsed the Project are in the departments of San Marcos, Quetzaltenango, Totonicapan, Quiche, and Huehuetenango.

The Project carried out the community entry process, with emphasis on vulnerable youth aged 15 to 24/29. The following actions were implemented:

- Identify communities with population between the ages of 15 and 29.
- Approach community leaders and authorities to arrange meetings with key actors recognized by the community.
- Hold meetings with community key actors and leaders to present the Project, its objectives and activities and gain approval to work in the community.
- Coordinate with communities to implement the Project and secure support to initiate process and corresponding follow-up.
- Conduct and assessment of infrastructure that complied with health safety guidelines for the implementation of activities.

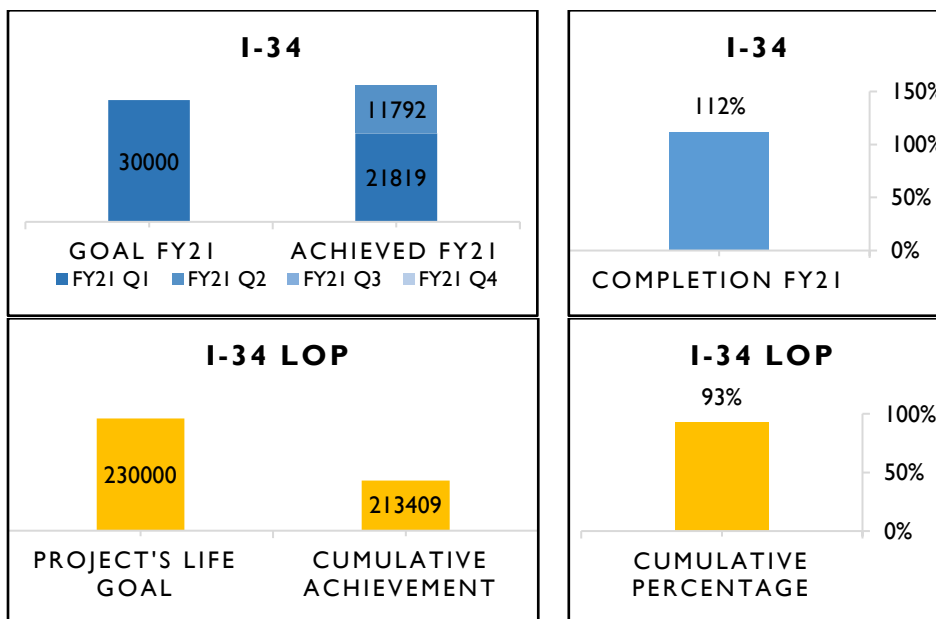
One limitation was that in some places, community assemblies could not take place because of health restrictions. Also, in several communities, leaders would not sign attendance records, which are generally required as key documentation for the project, claiming that it was unnecessary and because of bad experiences in the past, they preferred to sign the meeting minutes to document their participation and the agreements reached.

Indicator I-33: Number of youth centers through which Puentes activities are operating



During FY21 Q2, the Project's 3 Agricultural Schools were added as youth centers (based on the definition in the PIRS for this indicator that went into effect in March 2021), bringing the LOP cumulative achievement to 27 youth centers, equivalent to 108% of the LOP goal. The other 24 youth centers are distributed as follows: San Marcos 6, Quetzaltenango 5, Totonicapán 2, Quiché 4, and Huehuetenango 7.

Indicator I-34: Number of services provided by youth centers



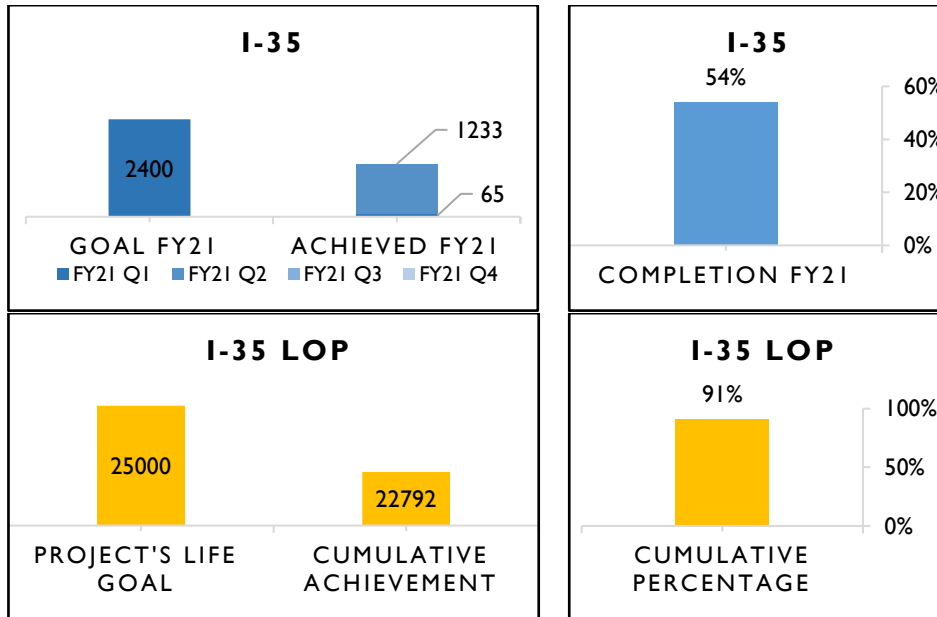
During FY21 Q2, 11,792 services were offered to Project youth, bringing the annual cumulative completion of this indicator to 112%. The LOP cumulative achievement for this indicator is 213,409 services, equivalent to 93% of the LOP goal.

The services reported during FY21 Q2, can be broken down as follows: 163 services for youth in the DEcE, 390 for agricultural training, 382 for primary education, 7,065 for secondary education, 3,408 for ICT training, and 744 for employment and entrepreneurship.

some field advisors did not have a physical space in which to meet with youth and therefore attended groups of 3 to 5 people in-person.

General Indicators R3

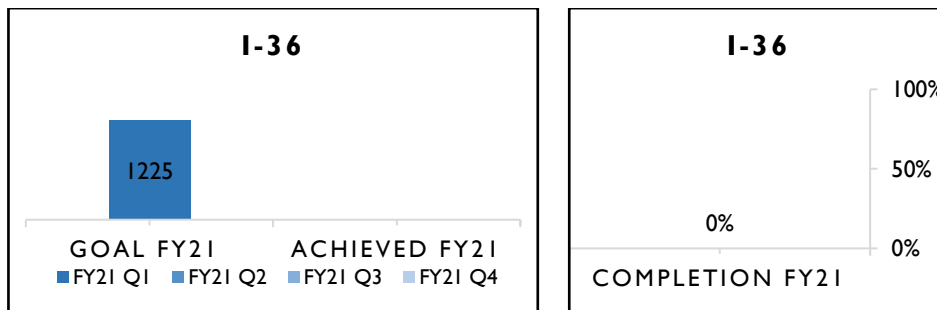
Indicator I-35: Number of vulnerable persons benefitting from USG-supported social services

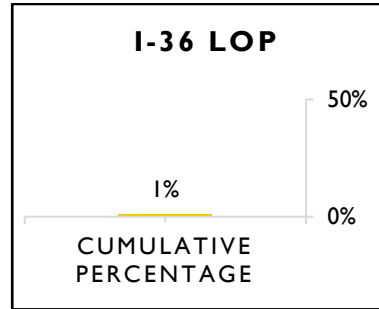
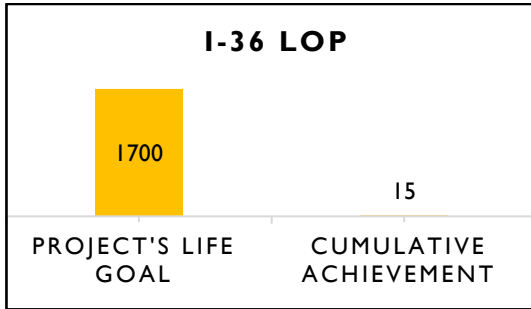


During FY21 Q2, 1,233 youth (710 female and 523 male) were reached under this indicator, bringing the annual cumulative completion to 54%. The LOP cumulative achievement for this indicator is 22,972 youth, equivalent to 91% of the LOP goal. All Project activities contributed towards achievement under this indicator.

Crosscutting indicators

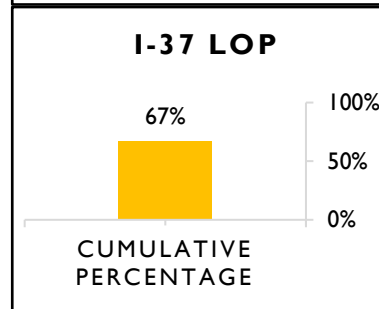
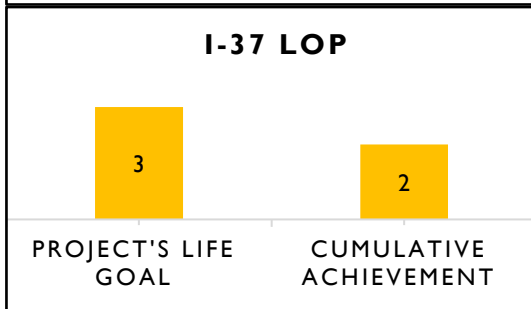
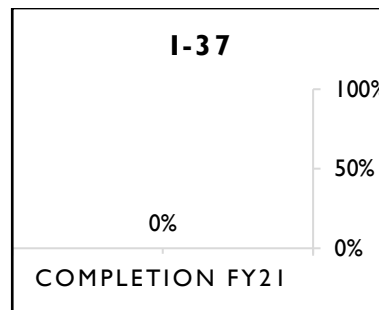
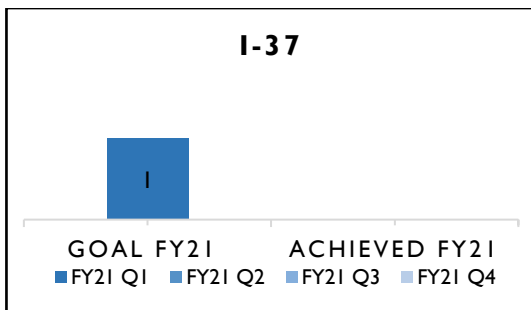
Indicator I-36: Number of youth accessing mentoring services





During FY21 Q2, there were no results to report under this indicator.

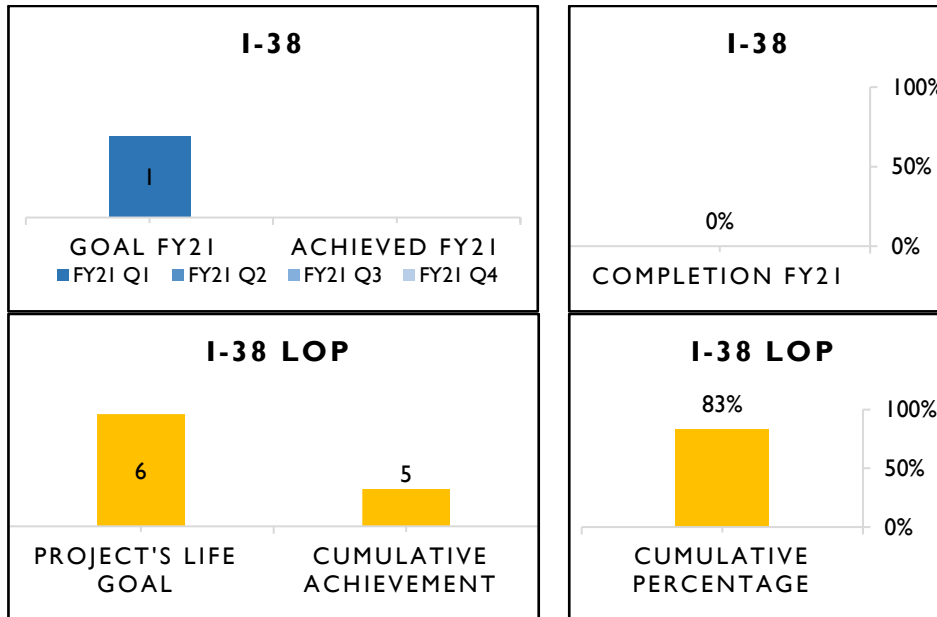
Indicator I-37: Number of communications campaigns developed



During FY21 Q2, there were no results to report under this indicator. The Project did continue planning for the third campaign, completing and systematizing the first consultation with Puentes youth to brainstorm ideas for this 3rd youth-led communications campaign. Youth were assigned tasks to determine their level of knowledge and then make proposals for a communications campaign and implementation method. They suggested using social media, videos, and in-person events as way to transmit their messages.

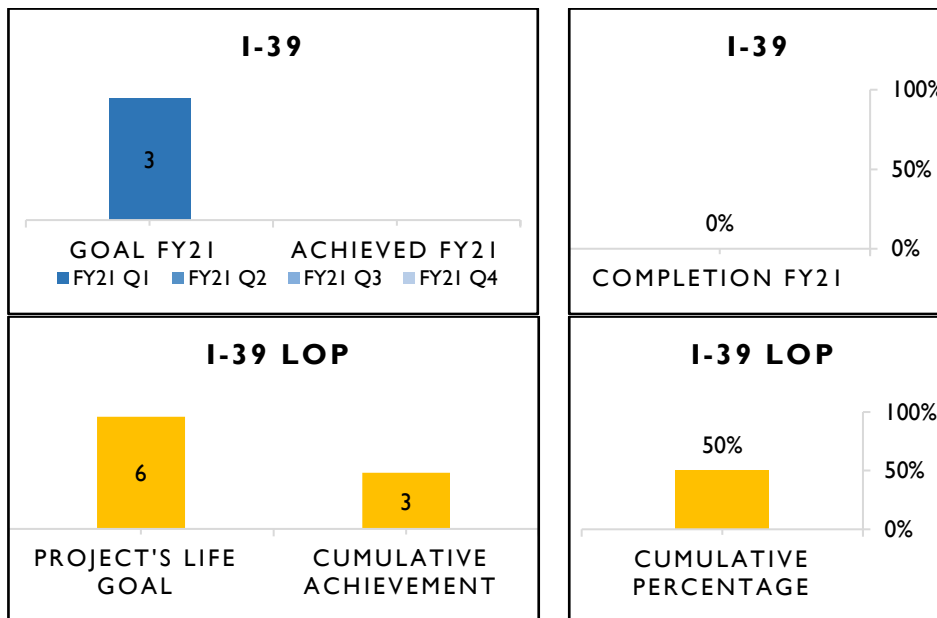
Additionally, the Project organized on-line motivational speeches under the *Nuestra Tierra* campaign. USAID’s Agricultural Specialist, Gerson Morales, presented the topic “It seems impossible until you accomplish it”, and Guatemalan athlete, Erick Barrondo, presented “The sun never wakes us up, we go out to look for it and find it”. Total attendance for both events was 615 participants (497 female and 210 male).

Indicator I-38: Number of complementary training packages developed



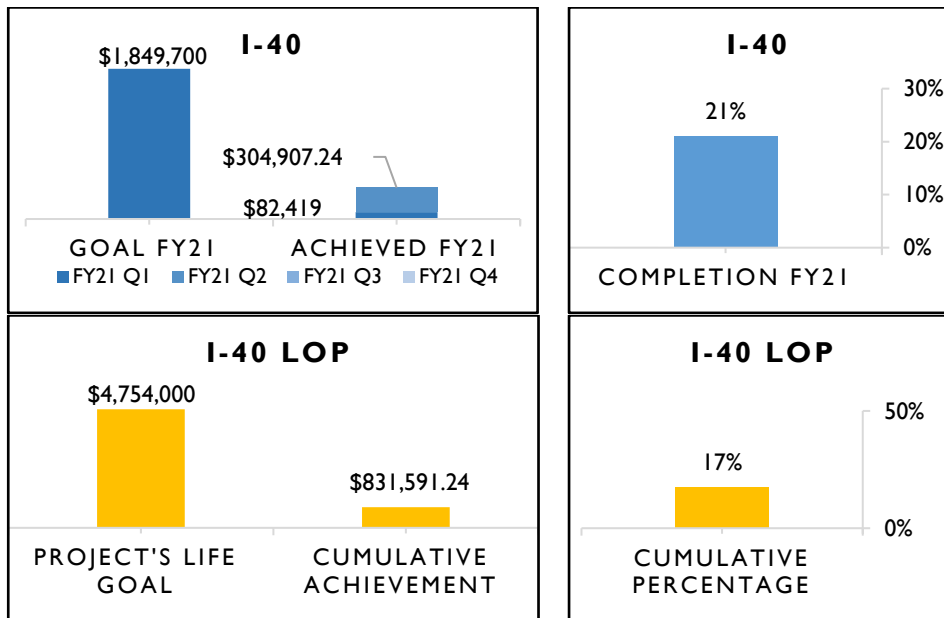
During FY21 Q2, there were no results contributing towards this indicator.

Indicator I-39: Number of institutions implementing Puentes that meet minimum quality standards defined by the Project



During FY21 Q2, there were no results contributing towards this indicator. The Project distributed self-assessments to the organizations implementing Project actions. They completed and returned the assessments along with supporting documents. The Project also worked to set up the committee that will review and score the assessments. After the assessment and scoring procedures, the Project will follow-up with each organization. Throughout the remainder of FY21, the Project will work on measuring standards.

Indicator I-40: Dollar value of leveraged resources received



During FY21 Q2, the Project leveraged USD \$304,907.24, bringing the annual cumulative completion of this indicator to 21%. The LOP cumulative achievement is USD \$831,591.24, equivalent to 17% of the LOP goal.

Resources leveraged during this quarter come from different municipalities in the departments of San Marcos, Quetzaltenango, Totonicapan, Huehuetenango, and Quiche, who supported the Project by covering the rent and utilities (electricity, water, and garbage collection) of the youth centers. Additionally, INTECAP provided leverage for the use of resources by youth at their facilities, generated through an analysis comparing the real cost estimate and the cost paid by Puentes. Grupo. Ceiba contributed \$25,571.45 in resources corresponding to the virtual platform, furniture and equipment for some youth centers. FundaSistemas and RNGG leveraged \$17,357.75 through different strategic alliances with companies, municipalities, and INTECAP.

Additional resources were contributed during the quarter from the municipalities of San Pedro Sacatepéquez, Malacatan, and San Rafael Pie de la Cuesta. The project has not yet received the corresponding documentation for these leveraged resources, and thus has not yet recorded these contributions. They value of the leveraged resources will be counted by the project when the appropriate documentation is received. One of the leverage opportunities that is reduced due to the pandemic is the assistance provided for various program components by university students and interns who Because of the pandemic, university students and interns were not table to work in-person, thereby reducing possible leverage opportunities. And additional challenge the Project has encountered is that some businesspeople are distrustful of signing documents containing monetary leverage amounts, creating a challenge for documenting resources that have contributed to the project as leverage.

OTHER ACTIVITIES

CROSS-CUTTING THEMES TEAM

Protection and participation

The Project trained 50 youth from Aguacatan in coordination with the Departmental Network against Sexual Violence Exploitation, and Human Trafficking (REDVET). The training was on life plans and preventing teen pregnancies.

The protection team delivered diplomas to young women from the municipalities of Chiantla, Aguacatan, and Jacaltenango that participated in the *Diplomado* on Sexual and Reproductive Health delivered by Mujeres Transformando el Mundo (MTM). Another activity had to do with training new MEL, FS, and RNGG facilitators on protection and barrier reduction mechanisms. The Project also trained junior staff on WVG's safe organization policy and made sure the participants signed the policy. Lastly, the protection team prepared a training plan to build partner and sub-partner's technical capacities on crosscutting themes.

Gender

The Project's Gender Specialist provided technical assistance to DMMs in the municipalities of Todos Santos Cuchumatán, San Sebastián Huehuetenango, Nebaj, and Santa Cruz del Quiché, focusing on the National Policy for the Promotion and Comprehensive Development of Women (PNPDIM) and specifically on Pillar 5: Eradicating Violence against Women.

Another activity consisted of coordinating with the Presidential Secretariat for Women's Affairs (SEPREM) through their delegates in the departments of Quetzaltenango, San Marcos, Huehuetenango, and Quiche, together with Nexos Locales and Community Roots to hold a webinar.

Advocacy and inclusion

The crosscutting team coordinated with Nexos Locales and Community Roots to hold a national discussion event called "Take care of me, take care of her, take care of each other" which addressed the objectives and protocols of the Alba-Keneth and Isabel Claudina Alerts. A total of 446 people actively participated from around the country. The crosscutting team also met with members of the board of directors for the National Council for People with Disabilities to propose an extension to their letter of understanding, which expires in September. Additionally, the team commemorated the International Day for the Elimination of Violence against Women, together with Community Roots' Gender Specialist. The crosscutting team held forums in Huehuetenango and San Marcos called "United in Prevention Violence", the objective of which was to empower participants with practical violence prevention tools to become agents of change.

Indigenous peoples

AKEBI re-joined Puentes as a subgrantee on January 26, 2021. During FY21 Q2, the following positions were filled: 1 Coordinator, 1 Specialist, 1 Administrative Financial Officer, and 8 Intercultural Field Officers, for a total of 11 staff members. In FY21 Q2, the team advanced with gathering content to sensitize officers, facilitators, and field mediators from other Puentes partners. To date, 9 DEcE facilitators from San Marcos have participated in a virtual awareness-building session.

Environmental Compliance

The Project held a virtual workshop on "EMMP Potential Effects on the Environment and Environmental Mitigation Measures", and coordinated with the National Forest Institute (*Instituto Nacional de Bosques – INAB*) and the disaster

management secretariat (*Secretaria Ejecutiva de la Coordinadora Nacional para la Reducción de Desastres - SECONRED*) to hold a workshop on “Basic Forest Fire Control Techniques” for Agricultural Schools. Additionally, the environmental compliance team developed digital data collection tools to be used for environmental monitoring of Project actions and the implementation of different USAID-approved mitigation measures.

Monitoring, Evaluation, and Learning (MEL)

The MEL unit trained new youth facilitators on platforms and tools and implemented various exercises designed to facilitate their comprehension of the topics. They also provided regular technical support to various Project actors.

The MEL unit followed-up on the data collection process in the second Generation-Z youth survey, which was completed during this quarter and is currently in the review process for final presentation. The unit developed new forms for education and employment data collection and analysis processes for future Project research efforts.

The MEL team adjusted the means of verification catalog after the PIRS review in conjunction with USAID Guatemala. Those changes were incorporated into this report.

The Project’s youth follow-up strategy focused on target group 3, which covers part of the inactive youth in different stages or Project services. The youth were referred through collaborative sessions between partners and a MEL follow-up officer in each branch. This is an ongoing process.

SECURITY MEASURES AND CHALLENGES

Security measures:

There was a fire in the vicinity of the Agricultural School in Quiche, which put at risk the facilities and potentially even lives of Project staff. Firefighting measures were quickly implemented and after 3 hours, the blaze was put out. There were two staff working at the school at the time of the fire and they were safely evacuated.

In 2021, Asociación Grupo Ceiba continued to implement virtual education, in accordance with GoG’s COVID-19 regulations and to help ensure student safety. The Supervisor checked on the status of each youth center in order to be prepared when authorized by DIDEDUC to resume in-person activities.

Challenges:

Operating safely during the COVID-19 pandemic represents an ongoing challenge. Nonetheless, the Project has adapted its activities and established new operating norms. Project staff ensure that activities comply with the recommendations contained in “WVG’s COVID-19 Protection Protocol for Puentes Project Activities,” which are based on the recommendations of government authorities and the COVID-19 dashboard. The Project also attempted to ensure that all employment or internship opportunities were in companies that could guarantee safety and minimize the risk of COVID-19 contagion.

In Malacatan there were periods of instability during Q2 due to an ongoing conflict around access to electrical power involving the electric company, the municipal authorities and the population. The Puentes team took precautions in order to stay out of harm’s way on days when demonstrations were taking place. The situation did not prevent them from continuing the process of registering youth for cohort VI of DEcE, which is due to begin lessons next quarter. However, the security concerns did affect the initial plans of the Alianza por la Educación consortium to include Malacatan in the expansion for Phase II. The Alliance members decided to substitute with the municipality of Jacaltenango for Phase II and evaluate the possibility of including Malacatan in a future expansion of the initiative.

COORDINATION WITH OTHER STAKEHOLDERS

Entity	Purpose	Agreements Reached/ Actions Undertaken	Challenges/Problems Encountered
GROUP I, other projects financed by USAID			
La Ruta pilot project	Coordinate USAID project interventions in La Ruta pilot municipalities	Contributions for the pilot project in Todos Santos Cuchumatán, where Puentes overlaps with other projects. A physical space will be provided for La Ruta staff in the regional offices in Quetzaltenango.	The Puentes Project continues to progress in the municipality and will make adjustments as needed
Community Roots	Ongoing coordination to share methodologies and implement shared activities, such as events to celebrate International Women's Day	Continue inter-institutional coordination for upcoming quarter to hold webinar to strengthen DMMs. Other discussions are ongoing.	
World Vision Guatemala	Youth referral for participation in Puentes programs. Youth from different programs convened by staff that lead crosscutting themes and communications activities.	Youth participating in motivational presentations were informed about Project services. Youth participating in crosscutting theme workshops. Progress shared and coordination needs established.	Following up on students referred by World Vision Guatemala officers
Agropecuaria Popayán S.A.	Referring youth that work in agricultural ventures in coverage areas	Share lists of youth participating in agricultural ventures. Train Popayan technicians on <i>Acciona tu Aceleracion</i> . Train FundaSistemas technicians and facilitators to use AGRI CONECTA app.	
CEO	Ongoing conversations to identify areas of synergy between the projects	Two topics explored during this quarter were English classes for youth and the opportunity to collaborate on an investment fund.	
IOM	Coordination in the context of <i>Alianza por la Educación</i>	Work on the division of labor in <i>Alianza por la Educación</i> municipalities for work with returning migrants.	
GROUP 2, Local actors and civil society			
TIGO	Combine and leverage resources for the benefit of youth in the context of the <i>Alianza por la Educación</i> initiative	Provision of satellite antennas for 19 youth in Nebaj, loan of 19 laptops for youth with home internet connection.	Working out the procedures for identifying the best candidates (from a technical standpoint) to receive satellite antennas.

Entity	Purpose	Agreements Reached/ Actions Undertaken	Challenges/Problems Encountered
Entrepreneurs from Coatepeque	Arrangement to engage youth with entrepreneurial vocation or those interested in DEcE	A database will be prepared of youth interested in entrepreneurship, in the DEcE	Maintaining entrepreneur willingness to provide support
COCODEs Huehuetenango	Shared Project and endorsement to organize groups for Cohort VI in 6 municipalities	11 community entries and corresponding endorsement to organize groups	No community assemblies were held, because of COVID-19 restrictions, but the Project visited community leaders
SADEGUA Huehuetenango	Follow-up on collective entrepreneurship of youth in San Sebastián Huehuetenango	The partner responsible visited two groups to follow-up	Attendance was not as good as expected, because of the time elapsed and youth commitments
Municipality of Aguacatán	Including DEcE youth from Aguacatan in vocational training courses	15 youth will participate in courses on baking and quilt and pillow making	
Municipality of El Tumbador	Coordination to draft lease for youth center and reaffirm agreement	Lease valid beginning in February	
Municipality of San Pablo	Request authorization to coordinate with community authorities to implement Project	Authorization granted by Municipal Mayor to coordinate with community leaders	
Municipality of San Rafael Pie de la Cuesta	Coordination to draft lease for youth center	Lease valid beginning in February	
Municipality of Malacatán	Request letter of leverage, FY21 Q2	Municipal liaison agreed to prepare letter of documenting leverage that they have contributed to project activities for the period of January through March, 2021	
Municipality of Tejutla	Request letter of leverage FY21 Q2	The mayor and municipal liaison have agreed to prepare quarterly leverage reports which document the municipality's contributions to the project. The municipal authorities designated the municipal director to prepare the report.	

Entity	Purpose	Agreements Reached/ Actions Undertaken	Challenges/Problems Encountered
Municipality of Sipacapa	Request letter of leverage FY21 Q2	The mayor and municipal liaison have agreed to prepare quarterly leverage reports which document the municipality's contributions to the project. The municipal authorities designated the municipal planning director to prepare the report.	
Municipalities of Momostenango and Totonicapán	Request letter of leverage FY21 Q2	The letters documenting leverage contributions for the corresponding quarter were obtained. In Momostenango, the municipal council directed the DAFIM Director to prepare the letter. In Totonicapán, the municipal liaison is responsible for following-up.	
Municipality of Coatepeque, Quetzaltenango.	Report on Puentes progress and priorities	Shared services with municipal and partner staff. Agreements established for Project functioning. Support and create participation spaces for youth at technical working group to build the Municipal Youth Policy for the Municipality of Coatepeque.	
Board of Directors of 48 Cantones Totonicapán	Present Puentes Project and obtain authorization to approach community authorities	Endorsement by the Board of Directors of 48 Cantones was granted through a letter of authorization to approach community authorities.	
Municipality of San Antonio Sacatepéquez	Coordinate for Puentes Project letter of request	A letter was obtained from the Mayor requesting the Project implement actions in the municipality	
COMJUVECH Chiantla	Coordination for leverage	Leverage signed	
DMM Huehuetenango	Coordinate meeting place for youth	Youth enrolled and materials delivered	
ASAUNIXIL	Promote Agricultural Diplomado (AD)	Youth with agricultural vocation connected to AD	
FAUSAC	Sign AD diplomas	Continue with collaborative alliance	
Universidad Rural	Promote AD	Youth with agricultural vocation connected to AD	
COVICAFE	Promote AD	Connect youth to Puentes services	
FASAGUA	Agricultural training	Coordinated two training workshops for FY21 Q3	
Rijk Zwaan	Donation of seeds and technical cooperation	Delivery of seeds for 3 agricultural schools	
WESTRADE / DUWEST	Donation of fertilizers and pesticides	Donation of fertilizers and pesticides for 3 agricultural schools	

Entity	Purpose	Agreements Reached/ Actions Undertaken	Challenges/Problems Encountered
INTECAP	Coordinate job training efforts for youth on an ongoing basis and also as part of the <i>Alianza por la Educación</i> initiative	Share job training programs with Puentes youth. Design job training courses based on demand from business sector.	
CONADI	Support development of inclusive job fair	Inclusive job fair	
VUME Chiantla	Join efforts for job stands	Inclusive job fair in coordination with VUME in Chiantla	
Helvetas	Join efforts to develop work skills for youth groups	Refer youth to DEcE	
GRUPO 3, Government institutions			
Ministry of Education / DIGEEX	Coordination for signing of DEcE diplomas. Joint field visit to see results of DEcE among youth	Agreement on the best way forward to sign diplomas dated before the new director of DIGEEX took her post. Successful field visit to Quiché with Deputy Director Baten and PRONEA Coordinator.	
Ministry of Education / DIGEDUCA	Jointly develop soft skills measurement tool	Received authorization from the Technical Vice Minister to collaborate with DIGEDUCA on this initiative	
MAGA	Organize groups for Cohort VI DEcE Promote AD	Organized group for the diplomado in San Sebastián Huehuetenango. Connected youth from CADERES Juveniles to Puentes AD	The groups are organized with different MAGA components and participation depends on previous commitments.
Ministry of Labor	Obtain backing and support for work-related processes	Inclusive job fair in Huehuetenango. Job stand in San Pedro Sacatepéquez, San Marcos.	
INAB - CONRED	Workshop of basic firefighting techniques	Workshop held with participation of Puentes FUDI staff	
DIGEEX San Marcos, Totonicapán, Huehuetenango, and Quiché	Processes related to the 2020 school year certification process. Processes related to the CEMUCAF cohort certification process.	Certifications obtained for flexible alternative program centers (Momostenango and Totonicapán). Student diplomas in process for Huehuetenango, Joyabaj, and Chiantla CEMUCAF student records for Totonicapán and Momostenango delivered to DIGEEX Resolution of functioning for youth centers in Quetzaltenango	DIDEDUC has different guidelines to validate centers. The SIREEX system is not fully updated. This limits certification of students from 2020 flexible alternative modality.

Entity	Purpose	Agreements Reached/ Actions Undertaken	Challenges/Problems Encountered
Public Ministry	Support on presenting on: “Objective and protocols of the Isabel-Claudina Alert”	They will be invited to the next online event on MAINA (Modelo de Atención Integral para Niñez y Adolescencia)	
Ministry of the Environment and Natural Resources (MARN)	Coordinate and establish alliance collaborative alliance through environmental resources (<i>diplomados</i> , courses)	MARN will deliver 3 diplomados certified by the San Carlos University’s Agronomy Faculty (FAUSAC) on “Environmental education with emphasis on climate change”	
National Forestry Institute (INAB)	Support with training on combating forest fires	Arrangements were made for a “Workshop on Basic Firefighting Techniques” for Puentes Agricultural Schools staff	
Executive Secretariat of CONRED	Support with training on combating forest fires	Arrangements were made for a “Workshop on Basic Firefighting Techniques” for Puentes Agricultural Schools staff	

ANNEXES

ANNEX A: LESSONS LEARNED

FS/RNGG identified a group of youth that have already developed certain skills and abilities, thanks to the type of activities they engage in. Their teams proposed an Accelerated DEcE, which would allow participants to complete the *Diplomado* and all its activities in less time, thereby enabling participants to access other Project services sooner. This version was welcomed by youth, as it focuses on key concepts and tasks. Being flexible enough to adapt to the needs of the youth, after the corresponding analysis and agreement, is a good practice.

The pandemic exacerbated the already precarious economic situation of many Project participants. Many youth were unable to accept internship opportunities, which are typically unpaid, because they needed to earn income to help support their families. In response, during FY21 Q2, the Project worked with the business sector to make the internship program more flexible, so that it could be adjusted based on youths' availability and conditions. This mutually beneficial arrangement resulted in greater numbers of youth participating in the internship program.

Since educational service delivery was virtual, youth did not participate in activities as usual and their attendance dropped. Instructors proposed engaging parents and/or guardians in various project processes, such as enrollment and training actions. This demonstrated that families can contribute a great deal towards the student's training process. It is essential that educational staff value parental contributions.

Youth participating in the Agricultural *Diplomado* explained that they have difficulty connecting to virtual classes due to a number of issues in the intervention municipalities, such as poor internet connectivity, lack of electricity, and others. In light of this problem, agricultural facilitators decided to visit the youths' communities to hold personalized sessions, while following governmental health protocols to prevent the spread of COVID-19. They used the AD manuals provided to the youth and performed practical activities in plots set aside for that purpose at the participants' homes. These personalized visits generated greater interest on behalf of participants and ensured better family production.

ANNEX B: ACTIVITIES PLANNED FOR NEXT QUARTER

Improved skills and access to vocational training

- Finish diagramming DEcE modules and advance with training in radio and virtual modalities, as well as field validation.
- Train facilitators on new version of the DEcE.
- Follow up on DEcE Cohort VI and VII implementation process.
- Follow up on the accelerated DEcE with youth referred by Project partners.
- Coordinate and follow up on DEcE with mid-level educational establishments.
- Hold meetings with Project partners at the departmental level to follow-up on youth referral.
- Follow up on Self-help Groups and formation process.
- Build capacities of WV staff with support from FundaSistemas and RNGG to provide joint attention for GAAs.
- Reorganize or strengthen youth center committees and promote preparation of sustainability plans.

Flexible Education

- Enroll interested students
- Continue with alternative education process
- Continue with technological education process
- Continue with Emprender con Éxito Diplomado (virtual)
- Continue with student counselling process
- Continue processes with parents

- Train instructors
- Supervise and monitor instructors
- Perform necessary processes at Departmental Education Offices

Employment and Entrepreneurship

- Continue following up with youth that graduated from technical vocational training (FUDI-INTECAP-FUNDAP-CEIBA-DIGEEX) and connecting them to employment or entrepreneurship opportunities.
- Identify youth for employability or entrepreneurship supported specifically by youth facilitators or field officers.
- Continue training youth through hybrid methodologies.
- Develop advisory sessions for youth in training and graduates.
- Procure prototypes and in-kind donations BRM support.
- Strengthen COFETARN in different municipalities.
- Implement accelerated model of employment and entrepreneurship insertion focused on sales and customer service.
- Implement entrepreneur mentor program.
- Formalize alliances through collaborative agreements and/or letters of understanding with entities and companies in the region.
- Develop business and agricultural training for youth with collective entrepreneurship.
- Implement business incubation consultancies, business acceleration, and technical assistance with oyster mushroom cultivation.

Protection and Participation

- Continue following up on protection cases.
- Participate in and provide technical support to MP Protection and Referral Networks at municipal and departmental levels.
- Coordinate referral and follow up for cases requiring social and specialized services.
- Review files for BRM support.

Gender and Inclusion

- Hold Webinar on “Strengthening Municipal Management with a Gender, Inclusion, and Cultural Relevance Approach” for DMMs in Puentes, Community Roots, and Nexos Locales intervention areas.
- Coordinate with specialized entities to build technical capacities of Puentes staff and youth on preventing gender-based violence and inclusion from a disability and sexual diversity perspective.

Environmental Compliance

- Provide follow-up to formalize all strategic environmental alliances that provided resources in technical environmental capacities.
- Continue environmental training process (workshops) either virtually or in-person, depending on pandemic behavior.
- Finalize EMMP under construction and submit to USAID for approval.
- Perform environmental monitoring of youth centers, agricultural schools and Puentes entrepreneurship.
- Implement digital table 3 and tools to improve and streamline USAID reporting processes.

Indigenous Peoples

- Train and sensitize Puentes officers, facilitators, and mediators.
- Sensitize indigenous and non-indigenous participant youth.
- Organize workshops to give greater visibility to indigenous youth participation.
- Design and produce physical and digital communications materials.
- Identify indigenous community leaders
- Organize inter-generational municipal meetings
- Link youth to inter-generational transmission counselling

Agricultural Production under Controlled Conditions Diplomado

- Implement Agricultural Diplomado Cohort VI hybrid modality.
- Provide technical assistance for youth entrepreneurship.
- Procure seeds for vegetable gardens for youth from FY20 Q4.
- Identify and initiate meetings with organization to promote sustainability and appropriation of Agricultural School model.
- Carry out consultancy to systematize agricultural school success stories.
- Train Puentes FUDI staff on protected agriculture, entrepreneurship, and agricultural marketing.
- Plan congress for graduates of the 3 agricultural schools.

ANNEX C: SUCCESS STORY

Working for a new normal full of opportunities

The International Labor Organization (ILO)¹ foresees that, in Guatemala, economic repercussions of the COVID-19 pandemic will have significant repercussions on both the number and type/quality of jobs available. Additionally, it is estimated that the effects will impact most severely those groups that are already vulnerable to adverse conditions in the labor market, especially youth between the ages of 15 and 24 who already face difficulties in finding a job in a shrinking economy.

“Education is essential if you want to succeed” states Amarildo, a 20-year-old young man from Santa Fé, Coatepeque, in the department of Quetzaltenango. Through his participation in the Puentes Project, he was able to develop his soft skills and receive training in international cuisine. He is currently on a path to complete his high school studies and was placed in a formal job in his own municipality. He explains: *“If it weren’t for the Puentes Project, I would probably still be working in the field”*.



In 2018, a member of the Community Development Council (COCODE) told him about the opportunities offered by the Project. Amarildo has truly made the most of every opportunity he could while participating in the Project. He started with the *Diplomado Emprender con Éxito* and explains that the module that he found most interesting was *“I am a Responsible Citizen”* as it made him question how he could support his community. This inspired him to participate in fund-raising activities to implement recycling projects in his community.

In response to pandemic containment measures and travel restrictions, Puentes staff worked hard to deliver Project services safely and inclusively. After completing his middle school education through the alternative education program offered by the Project’s partner organization, Asociación Grupo Ceiba, Amarildo continued on and is close to graduating high school through virtual courses. He also has received INTECAP technical training in International Cuisine and thanks to the Project, has received support to purchase materials, ingredients, and other supplies needed for his training.

“Many people told me not to waste my time, or asked me “how can you be a cook if you’re a man? Cooking isn’t your thing.” I say: “I like it and you should do what inspires you. Cooking inspires me” Amarildo says that his favorite dish is chicken in garlic sauce.

¹ International Labor Organization (2020). COVID – 19 and the Working World: Starting point, response, and challenges in a recovered Guatemala: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_755522.pdf

In tandem with his academic and vocational training, Amarildo has also been receiving job training and coaching through FundaSistemas, another Puentes Project partner organization in charge of implementing employment and entrepreneurship training components. When an internship opportunity opened up in a local hotel, Amarildo was well-equipped to make the most of this experience and complement his education with practical experience. After one month, the hotel hired him for the job.

Jorge Ortiz, the FundaSistemas facilitator in charge of providing job readiness coaching to Amarildo, says: “Young people have a chance to develop the skills they will need to apply for a job. It’s important for us to develop these alliances with the private sector that allow us to connect youth to their goals”. The interesting thing is that this is a mutually beneficial relationship; for participating youth it means accessing a potential job and for the businesses it represents an attractive incentive, since after the internship period, they save on employee induction costs and can easily generate a pool of highly-trained staff with strong values.

A lot has been said about the challenges and uncertainty that the new normal will bring, but Amarildo has decided to continue working towards his goals, making use of the tools at his disposal and trusting in the support provided by USAID, World Vision, and Puentes Project’s implementing partners. In this case, the new normal not only brings challenges, but also offers opportunities and hope for the future.

“We must be decisive and face things, because nothing is easy. Everything takes time, you can’t earn a degree in one day. It’s step-by-step, but it’s achievable. We just have to believe in ourselves”.

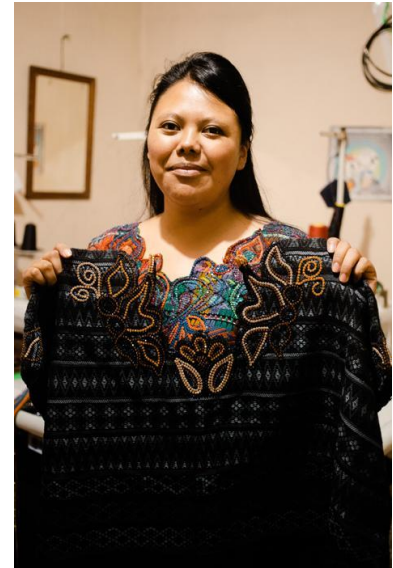


Strengthening women's leadership

The reports on Guatemala from the UN Gender Equality Observatory for Latin America and the Caribbean clearly point to a very unequal reality for women in terms of economic autonomy and decision-making. For example, only 3% of all municipal mayors are women and barely 12.7% of all municipal council seats are filled by women. Income generation data shows that 43.8 % of women in urban areas do not have access to their own source of income and this figure climbs to 59.2% in rural areas². Add to this the painful gender-based violence that continues to prey on women and produce casualties throughout the country.

Given these enormous economic and empowerment gaps that women face, particularly indigenous women, USAID, World Vision, and Puentes Project partner organizations work to promote mechanisms to close said gaps and propitiate dignified and equitable environments in which both male and female youth can develop their capacities, become self-sufficient, and achieve personal and community growth. This approach is stressed from the very beginning of the *Diplomado Emprender con Éxito* through conversations and learning sessions on positive youth development and responsible citizenship.

Additionally, the Project provides opportunities for youth who wish to put into practice what they are learning and further strengthen their leadership skills through a youth network that covers five components: citizen participation, knowledge transfer and leadership accompaniment, advocacy and impact for sustainability, volunteering and mentoring, and building local youth capacities.



“I’ve set the goal for myself to take advantage of every opportunity and to do everything as best as I can. This has helped me get out there, win many things, learn, and develop my own leadership skills”. Karin, a young woman from Cantel, Quetzaltenango, is a friendly, committed 25-year-old with a true desire to see other youth succeed. These qualities are what motivated her to participate in the assembly to elect the Puentes Project Network Youth Council in her municipality and later in the election for the Departmental Youth Council in Quetzaltenango, where she was elected President. In her position as President, she has been a spokesperson for her peers, expressing their needs and promoting their ideas.

“For the Puentes Project, it is important to promote youth leadership to bring about significant changes in their lives. We seek to encourage youth to actively participate and become critical voices, but at the same time, be people who inspire and serve others,” explains Marisol Pereira, the Puentes staff person in charge of implementing and running the youth network.

Karin has an innate and natural ability to lead and has demonstrated it on many occasions. In 2018, she graduated with a degree in management and as of 2020 has been making a success of her textile company, *Tejiendo Corazones* (Weaving Hearts). She sells her own creations and also subcontracts for other manufacturers. She works out of her bedroom and started out with a second-hand sewing machine gifted to her by an uncle.

² Gender Equality Observatory for Latin America and the Caribbean, Country Profile- Guatemala. Taken from: <https://oig.cepal.org/es/paises/14/profile>

Later, on her own initiative, she applied for and obtained seed capital through a local sub-donation program. With this money, she purchased two additional sewing machines in order to triple production, in spite of the pandemic. Karin also trained and gave jobs to two cousins.

“To get to where I am today, one key was to be fearless”, she explains.

While working to make her business a success, Karin continues to actively exercise her role as an example of leadership in the Puentes Project. As a youth representative, she also participated in the USAID Network of Networks Sustainability *Diplomado* and replicated what she learned with other youth.

Karin has become a role model for feminine participation and representation who continuously works to increase her economic and decision-making autonomy. Her actions have benefitted other young women in a country that is in dire need of these types of opportunities. Nevertheless, for USAID, World Vision, and partner organizations, it is important to ensure that these cases are not isolated incidents, but the norm. As a result, 72% of the leadership positions in the youth network are held by females from Puentes Project’s five intervention departments.

ANNEX D: NUTRITIONAL INTERVENTION IN PROGRAMMING

During FY21 Q2, the Project carried out several follow up activities with youth who planted family vegetable gardens. Fundacion AVAAZ provided 150 youth from different cohorts with agricultural supplies to implement raised-bed gardens and the agricultural facilitators performed follow-up activities, as described below.

Technical assistance

At agricultural schools, facilitators provided technical assistance to youth implementing new crops and procured seedlings for new plantings. Technical assistance was provided through phone calls, WhatsApp messages, virtual meetings, and in-person group or individual meetings.

In Huehuetenango, 10 youth planted gardens with onion, beet, *quilete*, celery, cabbage, and lettuce seedlings procured by AS staff. The purpose of this activity was to ensure a food supply during the COVID-19 emergency.

Awareness building with youth

Through the implementation of vegetable gardens, youth were sensitized on the importance of using vegetables as a nutritious food source for family consumption and for selling to purchase complementary foods. Vegetable gardens are also a good introduction to other productive activities without overlooking the goal context of producing food to improve family nutritional status.

Part of the Project's interventions in nutritional aspects is done through groups of vegetable producers, fish farmers, and egg-producers in Project coverage areas. Aside from generating economic income by selling their products, the Project raises awareness on the nutritional value of a variety of food for good health and productivity, as well as the social importance of the agricultural sector in providing livelihoods, thereby covering at least two of the four pillars of food security.

The Project has begun working with groups in El Quiche to produce school snacks made from amaranth flour.

RNGG supports agricultural, livestock, and food-transformation ventures in order to create spaces in communities that facilitate food distribution and availability.

ANNEX E:

INDICATOR TRACKING TABLE FY21 Q2

IR NAME	ACTIVITY NAME	IND_CODE	STNDR_IND	INDICATOR	UNIT	Goal FY21	Results FY21	Balance FY21	Goal Life of Project	Results up to FY21	Balance Life of Project
1.1	Soft skills in youth strengthened	1-01		Delivery mechanisms developed for Core Skills Curriculum implementation.	# of Mechanisms	0	0	-	3	3	-
		1-02		Number of Facilitators trained to deliver the Puentes Core Skills program	# of Facilitators	44	17	(27)	900	873	(27)
		1-03		Number of youth that have designed their life plan	# of Individuals	3000	837	(2,163)	25000	18,473	(6,527)

IR NAME	ACTIVITY NAME	IND_CODE	STNDR_IND	INDICATOR	UNIT	Goal FY21	Results FY21	Balance FY21	Goal Life of Project	Results up to FY21	Balance Life of Project
I.2	Access to Alternative Education Increased	I-04	ES.1-3	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	# of Learners	50	139	89	450	524	74
		I-05	ES.1-4	Number of learners in secondary schools or equivalent non-school based settings with USG education assistance	# of Learners	1000	1,528	528	8000	8,463	463
		I-06		Number of Facilitators trained to instruct participants through Puntos Crea (Youth Creator Spaces)	# of Facilitators	21	0	(21)	192	46	(146)
		I-07		Number of youth participating in Puntos Crea activities	# of Individuals	830	0	(830)	1668	0	(1,668)
I.3	Access to Vocational and Technical Training Increased	I-08		Number of technical courses developed	# of Courses	0	0	-	18	41	23
		I-09		Number of learners in tertiary schools or equivalent non-school based settings with USG education assistance	# of Learners	2000	1,589	(411)	9060	8,418	(642)
I.4	Access to Agricultural Training Increased	I-10		Number of Facilitators trained to instruct participants in the Agricultural Learning Centers	# of Facilitators	9	77	68	110	178	68
RI	General Indicators	I-11		Number of education service providers trained by Puentes Project	# of Entities	3	0	(3)	25	18	(7)
		I-12		Number of youth accessing educational programs paid for by barrier reduction funds	# of Individuals	2145	86	(2,059)	10000	6,959	(3,041)
		I-13	EG.6-3	Number of individuals who complete USG-assisted workforce development programs	# of Individuals	3000	2,582	(418)	25000	20,546	(4,454)
		I-14	EG.6-2	Number of Individuals with skills improved following completion of USG-assisted workforce development	# of Individuals	2700	1,279	(1,421)	22500	18,915	(3,585)
R2	General Indicators	I-15		Number of Key coalitions, federations, or alliances built, leveraged and/or strengthened	# of Alliances	0	9	9	35	46	11
		I-16		Number of Facilitators Trained for entrepreneurship and employment courses.	# of Facilitators	10	43	33	50	80	30

IR NAME	ACTIVITY NAME	IND_CODE	STNDR_IND	INDICATOR	UNIT	Goal FY21	Results FY21	Balance FY21	Goal Life of Project	Results up to FY21	Balance Life of Project
2.1	Employment & Better Employment Opportunities Increased	I-17	EG.5.2-1	Number of firms receiving USG-funded technical assistance for improving business performance	# of Firms	55	0	(55)	120	18	(102)
		I-18		Number of youth placed in internships or apprenticeships	# of Individuals	300	23	(277)	760	113	(647)
2.2	Entrepreneurship Opportunities Increased	I-19		Number of youth accessing technical support	# of Individuals	450	149	(301)	1334	658	(676)
		I-20	EG.5-3	Number of microenterprises supported by USG assistance	# of Microenterprises	150	96	(54)	500	405	(95)
R2	General Indicators	I-21		Number of youth receiving a cash transfer to facilitate employment or entrepreneurship	# of Individuals	2000	35	(1,965)	4185	217	(3,968)
		I-22	EG.6-1	Number of individuals with new or better employment following completion of USG-assisted workforce development program.	# of Individuals	1275	224	(1,051)	4000	1,252	(2,748)
3.1	Increased equitable access for all youth, regardless of gender, physical disability, or sexual orientation	I-23	GND R-2	Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment)	% of Females	0.5	0.66	0	0.5	0.55	0.05
3.2	Indigenous youth supported through the recognition and integration of their cultural heritage, as well as access to opportunities and social supports	I-24		Number of indigenous youth linked to knowledge exchange programs	# of Individuals	30	0	(30)	40	0	(40)
3.3	Barriers reduced for participation in project activities and access to	I-25		Number of organizations receiving capacity building support to strengthen referral services	# of Organizations	10	0	(10)	130	120	(10)

IR NAME	ACTIVITY NAME	IND_CODE	STNDR_IND	INDICATOR	UNIT	Goal FY21	Results FY21	Balance FY21	Goal Life of Project	Results up to FY21	Balance Life of Project
	social support systems										
		I-26		Number of youth referred to specialized support services.	# of Individuals	300	108	(192)	1250	924	(326)
		I-27		Percentage of follow-ups conducted for youth referred to specialized support services	% of Cases	0.80	0.63	(0)	0.80	0.63	(0.17)
		I-28		Number of youth accessing services paid for through social inclusion funds	# of Individuals	475	833	358	4500	4,102	(398)
3.4	Youth Agency Strengthened through Holistic Vocational Counseling	I-29		Number of youth accessing holistic vocational counseling	# of Individuals	2200	0	(2,200)	3200	0	(3,200)
3.5	Youth Engagement and Youth Networks Strengthened	I-30		Number of youth that make up the Project's Youth Network	# of Individuals	226	0	(226)	376	0	(376)
		I-31		Number of youth from the Youth Network participating in activities with local and government institutions	# of Individuals	20	0	(20)	35	0	(35)
3.6	Community structures mobilized to provide an enabling environment for positive youth development	I-32		Number of communities that endorse Proyecto Puentes to work with their youth	# of Communities	110	41	(69)	110	41	(69)
		I-33		Number of youth centers through which Puentes activities are operating	# of Youth Centers	25	4	(21)	25	27	2
		I-34		Number of services delivered by youth centers	# of Services	30000	33,611	3,611	230000	213,409	(16,591)
R3	General Indicators	I-35	ES.4-1	Number of vulnerable persons benefitting from USG-supported social services	# of Individuals	2400	1,298	(1,102)	25000	22,792	(2,208)
	Cross-Cutting Indicators	I-36		Number of youth who access mentorship services	# of Individuals	1225	0	(1,225)	1700	15	(1,685)
		I-37		Number of communications campaigns developed and delivered	# of Campaigns	1	0	(1)	3	2	(1)

IR NAME	ACTIVITY NAME	IND_CODE	STNDR_IND	INDICATOR	UNIT	Goal FY21	Results FY21	Balance FY21	Goal Life of Project	Results up to FY21	Balance Life of Project
		I-38		Number of material packages developed and delivered	# Packets of materials	1	0	(1)	6	5	(1)
		I-39		Number of institutions implementing Puentes who meet minimum quality standards defined by the project.	# of Institutions	3	0	(3)	6	3	(3)
		I-40		Dollar value of leveraged resources received	US\$	1849700	387,326	(1,462,374)	4754000	831,591	(3,922,409)

ANNEX F: TRAINING PROGRAMS UPLOADED TO USAID TRAINET FY21

Course	Completed during FY21 Q2		
	Female	Male	Total
FUDI - Agriculture Schools	64	60	124
FUNDAP – Immersion			0
FUNDAP - Technical Centers	11	0	11
FUNDAP – CEDES	10	3	13
FUNDAP - Nursing School	6	1	7
FUNDAP - Health Promoters	1	3	4
FUNDAP - Agriculture Promoters	1		1
INTECAP - Vocational Training	24	22	46
WVI - GAB			0
DIGEEX - Vocational Training	12	0	12
MUNI - Vocational Training	10	1	11
CEIBA - Technological Training	259	134	393
Total	398	224	622

Note: Reported data include youth who completed and youth actually enrolled

ANNEX G: INDICATOR ACHIEVEMENT TABLE FY21

IND CODE	INDICATOR NAME	FY21 GOAL	Q1	Q2	Q3	Q4	FY21 Achieved	% Completion FY21	LOP Goal	LOP Achievement	% LOP Achievement
I-01	Delivery mechanisms developed for Core Skills Curriculum implementation.	0					0	100%	3	3	100%
I-02	Number of Facilitators trained to deliver the Puentes Core Skills program	44		17			17	39%	900	873	97%
I-03	Number of youth that have designed their life plan	3000	643	194			837	28%	25000	18473	74%
I-04	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	50	98	41			139	278%	450	524	116%
I-05	Number of learners in secondary schools or equivalent non-school based settings with USG education assistance	1000	1044	484			1528	153%	8000	8463	106%
I-06	Number of Facilitators trained to instruct participants through Puntos Crea (Youth Creator Spaces)	21					0	0%	192	46	24%
I-07	Number of youth participating in Puntos Crea activities	830					0	0%	1668	0	0%
I-08	Number of technical courses developed	0					0	100%	18	41	228%
I-09	Number of learners in tertiary schools or equivalent non-school based settings with USG education assistance	2000	967	622			1589	79%	9060	8418	93%
I-10	Number of Facilitators trained to instruct participants in the Agricultural Learning Centers	9	77				77	856%	110	178	162%
I-11	Number of education service providers trained by Puentes Project	3					0	0%	25	18	72%
I-12	Number of youth accessing educational programs paid for by barrier reduction funds	2145	54	32			86	4%	10000	6959	70%
I-13	Number of individuals who complete USG-assisted workforce development programs	3000	866	1716			2582	86%	25000	20546	82%

I-14	Number of Individuals with skills improved following completion of USG-assisted workforce development	2700	643	636			1279	47%	22500	18915	84%
I-15	Number of Key coalitions, federations, or alliances built, leveraged and/or strengthened	0	4	5			9	100%	35	46	131%
I-16	Number of Facilitators Trained for entrepreneurship and employment courses.	10	24	19			43	430%	50	80	160%
I-17	Number of firms receiving USG-funded technical assistance for improving business performance	55					0	0%	120	18	15%
I-18	Number of youth placed in internships or apprenticeships	300	7	16			23	8%	760	113	15%
I-19	Number of youth accessing technical support	450	45	104			149	33%	1334	658	49%
I-20	Number of microenterprises supported by USG assistance	150	14	82			96	64%	500	405	81%
I-21	Number of youth receiving a cash transfer to facilitate employment or entrepreneurship	2000	26	9			35	2%	4185	217	5%
I-22	Number of individuals with new or better employment following completion of USG-assisted workforce development program.	1275	55	169			224	18%	4000	1252	31%
I-23	Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment)	50%	70%	66%			66%	132%	50%	55%	110%
I-24	Number of indigenous youth linked to knowledge exchange programs	30					0	0%	40	0	0%
I-25	Number of organizations receiving capacity building support to strengthen referral services	10					0	0%	130	120	92%
I-26	Number of youth referred to specialized support services.	300	55	53			108	36%	1250	924	74%
I-27	Percentage of follow-ups conducted for youth referred to specialized support services	80%	64%	63%			63%	79%	80%	63%	79%
I-28	Number of youth accessing services paid for through social inclusion funds	475	821	12			833	175%	4500	4102	91%
I-29	Number of youth accessing holistic vocational counseling	2200					0	0%	3200	0	0%

I-30	Number of youth that make up the Project's Youth Network	226					0	0%	376	0	0%
I-31	Number of youth from the Youth Network participating in activities with local and government institutions	20					0	0%	35	0	0%
I-32	Number of communities that endorse Proyecto Puentes to work with their youth	110		41			41	37%	110	41	37%
I-33	Number of youth centers through which Puentes activities are operating	25	1	3			4	16%	25	27	108%
I-34	Number of services delivered by youth centers	30000	218 19	117 92			33611	112%	23000 0	213409	93%
I-35	Number of vulnerable persons benefitting from USG-supported social services	2400	65	123 3			1298	54%	25000	22792	91%
I-36	Number of youth who access mentorship services	1225	0				0	0%	1700	15	1%
I-37	Number of communications campaigns developed and delivered	1					0	0%	3	2	67%
I-38	Number of material packages developed and delivered	1					0	0%	6	5	83%
I-39	Number of institutions implementing Puentes who meet minimum quality standards defined by the project.	3					0	0%	6	3	50%
I-40	Dollar value of leveraged resources received	\$ 1,849,70 0.00	\$82, 419. 00	\$30 4,90 7.24			\$387,32 6.24	21%	\$ 4,754, 000.00	\$ 831,591. 24	17%

ANNEX H: Progreso en educación dentro del Proyecto Puentes

	FY18	FY19	FY20	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	Life of Project Total
Flexible Alternative primary schooling	53	107	225	98	41			524
Females	37	59	135	54	30			315
Males	16	48	90	44	11			209
Flexible Alternative Secondary schooling	3124	859	2952	1044	484			8463
Females	1873	441	1656	611	297			4878
Males	1251	418	1296	433	187			3585

Nota: Los datos de esta tabla no son casos únicos ya que vienen de la información de los indicadores del proyecto.