

Chess Tournament at the Soyapango Community Center



EDUCATION & COEXISTENCE

Implementation Plan FY 2022

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EDUCATION & COEXISTENCE

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Acronyms

ASP	Annual School Plan
\$MM	Millions
AOR	Agreement Officer Assistant
CDCS	Country Development Cooperation Strategy
CEPAL	Economic Commission for Latin America and the Caribbean
CPP	Community Prevention Plans
CSR	Corporate Social Responsibility
DO	Development Objective
ECLAC	Economic Commission for Latin American and the Caribbean
ExE	Entrepreneurs for Education
FCE	Critical Success Factor
FEPADE	Fundación Empresarial para el Desarrollo Educativo
FUSADES	Fundación Salvadoreña para el Desarrollo Económico y Social
GDA APS	Global Development Alliance
GOES	Government of El Salvador
INDUFOAM	INDUFOAM
INSAFORP	Instituto Salvadoreño de Formación Profesional
IRB	Institutional Review Board
LOP	Life of Project
MINEDUCYT	Ministerio de Educación, Ciencia y Tecnología
MOU	Memorandum of Understanding
ME&L	Monitoring, evaluation and learning
NGO	Non-governmental organization
SAL	Strategic Action Line
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

INTRODUCTION

With the conviction that family and school are both factors that constitute the essential cornerstone needed to shape and develop good citizens, and that the lack of, or weakness in, these factors can also push children and young people down wrong paths, the Business Foundation for Education Development (FEPADE) has combined its experience in education and community based violence prevention to design and implement the Education and Coexistence Project (hereinafter “E&C”): a Global Development Alliance (GDA) between the United States Agency for International Development (USAID), the private sector, and FEPADE.

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The main purpose of E&C is to contribute to social cohesion through the transformation of schools into Comprehensive Centers for Peaceful Coexistence within the community. FEPADE is implementing E&C through three operational areas: Education, Social Cohesion and Alliances, which will be responsible for integrating efforts to transform beneficiary education corridors¹ into main role players in the community, in order to restore their nature as protection factors by strengthening the competencies of the teaching body, involving the educational community and surrounding population, and fostering the active participation of the private sector. These efforts are focused to build and strengthen bonds of rooting, sense of belonging and local identity between family and community that contribute to reduce migration.

The Education area is working directly with the public schools participating in the project in order to provide them with the tools, methodologies and infrastructure to strengthen their capacity to become Comprehensive Centers for Peaceful-coexistence, a safe and fun place where students can learn, play, practice sports, work on their soft and hard skills, and spend their time in positive activities, within an establish framework of rules and values necessary for peaceful-coexistence. E&C is focusing the efforts of its Education area on training principals and teachers for them to build upon their capacity to be significant positive role players in their students’ lives.

The Social Cohesion area is developing and implementing strategies to strengthen the social fabric of the communities surrounding the schools, by empowering community members and providing them with the skills and knowledge to manage their own community projects successfully, reconstructing their sense of belonging to the community and drawing them closer to the schools to become active players within the education community.

The COVID-19 pandemic beginning on march 2020 had serious impacts on the Project and it was required to update the work strategy and focus on the populations that were more easily reached and likely affected, implying an emphasis on work with parents, members of the community, and teachers. Students were harder to reach during 2020 and 2021 due to the closure of school grounds and their limited access to the internet. Although the project transitioned to an online

¹ An Educational Corridor is comprised of 2 or more schools and 3 or more surrounding communities. Implementing a project in educational corridors instead of in single schools allows FEPADE to take advantage of synergies and economies of scale to potentiate the project’s impact.

modality, it is important to note that participation now had a new cost: having a computer, mobile phone and a stable internet connection. The target population of Education and Coexistence is vulnerable and with a limited socioeconomic condition. Despite this context, work continued and more than 6,000 beneficiaries were reached and an investment commitment from the private sector of \$2,206,249.00 was attained during 2021. This means that, to this date, more than 25,500 people have participated in the project and there has been an investment commitment of \$9,066,971 from the private sector.

Fiscal year 2022 is the final operational year of the Project, making it necessary to implement actions to reach the biggest number of beneficiaries in order to achieve the project's goals. Likewise, it is also important to review the strategy in order to update the programs, document learning experiences, and finalize the design of the intervention model "Cohesion for Education: A Model to Strengthen the Educational Community" that FEPADE has been developing through the years. Within this context each area has also listed activities and processes aligned to a possible extension of the Education and Coexistence project that has been requested by FEPADE.

CONTEXT

This Annual Implementation Plan FY2022 is drafted within a national context based on a change of government and public policies that has motivated the standardization of processes of the Ministry of Education (MINEDUCYT) with organizations that work with schools. According to the mission of MINEDUCYT stated in the Plan Torogoz (25:2021), the institution seeks a "management transformation, a new way to face the challenges of the educational sector that fosters understanding and alignment of all the social forces and actors involved in order to advance the implementation of policies for universal access to education".

This process resulted in at least three months of meetings with technical teams in order to adjust the work done with students, teachers and parents to the priorities of the Ministry. In this sense, the intervention strategies and activities from social cohesion and education that are presented in this Plan have already been approved by the Ministry. In regards to the teachers and students the work is focused on reinforcing the socioemotional and leadership skills; for parents and caregivers the training emphasizes positive discipline, human rights and gender, and psychological assistance to specific cases.

Alignment of Implementation Plan 2022 to the Extension Proposal of Education and Coexistence.

Based on the results obtained during the past three and a half years, and the need to continue with the interventions, this year FEPADE is presenting an extension proposal for five more years of the Project. The strategic objective of FEPADE is to transform the public school into an integral

space for learning and social cohesiveness. As the public school becomes stronger it increases the possibility to turn out productive, responsible and autonomous citizens, and with this, also increases the potential to advance economic progress, social equity and sustainable development. This also increases individuals' sense of rootedness to their cultural and social spaces, reduces violent behavior and decreases the incentives for irregular migration. Broadening the intervention to more schools and communities would allow us to generate a larger and deeper impact for beneficiaries, keep students excited to stay in school and create more spaces for healthy coexistence.

This document includes innovations, upgrades and improvements that stem from the experience acquired by FEPADE in the hope of maximizing the potential impact in the case of an extension. As these changes require planning and prior actions, they have been included in the 2022 Implementation Plan in order to illustrate how FEPADE is preparing to face up to this new phase.

ACTIVITY APPROACH

Hypothesis Development

The Education and Coexistence Project will focus on strengthening the capacities of schools and communities to increase social cohesion and contribute to a peaceful coexistence, articulating efforts between the educational community, USAID, FEPADE, and the private sector.

The hypothesis the Project sets forth is the following:

By transforming schools into comprehensive centers of social cohesion and peaceful coexistence, the social fabric of the education community is strengthened.

The experiences of SolucionES and Adopt a School have proven that both approaches are valid. And the knowledge acquired during the first three years and a half of E&C confirm that education is the means through which changes can be achieved and be sustainable. The country is undergoing a series of hardships, primarily insecurity and a declining economy, according to opinion polls. These situations have driven many Salvadorans to migrate in search of better opportunities. On top of that, many of these situations have worsened during the year due to the ongoing global pandemic.

By developing a comprehensive education system, involving not only academics but also a social aspect, it is possible to approach both problems. More importantly, the impact of the intervention is greater when the entire educational community is involved (including teachers, students, parents, guardians, community members, and other actors), contributing to strengthen the bonds which people share, enhancing their sense of belonging to a social cohesive community that offers them the opportunities they are currently searching for in other countries, thus reducing migration.

Considering the situation, the country is undergoing, it is necessary to seek out efforts that can give continuity and sustainability to the interventions; to work jointly with the school, families and the community by creating awareness, providing training, and best practices; and to change the school’s perception into one of a safe and fun space for development and growth. All of which are key elements for self-reliance considered within the Project.

The Project and its Alignment with USAID’S priorities

Education and Coexistence is aligned to and supports USAID/El Salvador’s goal of “reducing the drivers of irregular migration fostering a more self-reliant El Salvador: secure, prosperous and well-governed”. The project aims to build capacities and promote the self-sufficiency of participants.

In relation to the Country Development Cooperation Strategy (CDCS), the project advances the following Development Objectives and Sub-dimensions:

Table 1 Alignment to USAID/El Salvador's Development Objectives

Development Objective 1 (DO) : Security increased for likely migrants	Development Objective 2 (DO): Jobs and Income potential increased for likely migrants
<p>Sub dimension: Commitment – Inclusive development (social group equality and reduction of gender gap)</p> <ul style="list-style-type: none"> - Increase the community involvement - Increase the number and quality of available safe spaces <p>IR 1.1.2 (Intermediate Result): Crime reduced in targeted municipalities, increase inclusive violence prevention tools developed, utilized and scaled; rescue and reinvigoration of safe community spaces to reduce crime and increase sense of rootedness.</p> <p>Sub IR 1.1.3 - Trauma prevention and response systems strengthened, improve the access and effectiveness of psychosocial attention.</p>	<p>Sub dimension: Citizen Capacity (Education Quality)</p> <p>IR 2.2. Education Outcomes Improved</p> <ul style="list-style-type: none"> - Improve access and quality of education and social-emotional wellbeing of students in all grades. - Improve education outcomes - Emphasis on increased access to at risk students and parents - Increase the retention rate - Improve: literacy and numerical skills and socio-emotional learning.

The Education and Coexistence Project is in alignment with USAID's Education Policy² by contributing to all of its six principles, particularly in the increase of quality education, the strengthening of capacities (specifically in principals and teachers), and the creation of opportunities through formation on social skills and values.

² More information on USAID’s Education Policy, which is the base for the design and continuous improvement of the Project, can be found in the following hyperlink: <https://www.usaid.gov/education/policy>

Additionally, the Project develops community activities with an inclusive approach, bringing parents and the community together to build or strengthen the target communities' social fabric. As a determinant factor for the continuity and sustainability of the intervention in various areas, the Project promotes alliances and leverage with the private sector to fund education and community activities. The Project provides access to better opportunities for these students by conducting extracurricular activities, workshops on soft skills and values, grassroots activities, and others, that contribute to a higher and better social coexistence.

The model of implementation that E&C proposes in public schools responds to the needs defined in the education and community profiles of each education corridor. In 2018-2021, E&C supported the strengthening of 52 education corridors and expects to add 5 more during 2022.

The following are the Project's projected actions to be conducted during FY2022, to address the USAID Policy's principles and priorities:

- Strengthening of social, pedagogical, and didactic competencies in 350 teachers to improve their teaching practices within at least 50 schools³ located in high-risk areas. *(Priority in Principle 1)*
- Improvement of social cohesion in the education community, through a holistic intervention (training, coexistence, furnishing, provision of equipment, etc.) in schools and communities⁴. *(Priority 1)*
- Strengthening of social and emotional skills of 8,400 students *(Priority 2)*
- Strengthening of soft skills and vocational orientation, as a ground for access to a possibility of superior education or employment search, in 8,400 teenagers and young adults *(Priority 3)*.
- E&C has a Monitoring Evaluation and Learning (ME&L) Plan that allows it to give systematic follow up to the Project's indicators and determine the quality of the intervention. This includes learning questionnaires applied to a representative sample of teachers and parents at the beginning and end of the intervention. The results of the questionnaires made during FY2020 highly contributed to improve the content of the workshops and trainings being conducted and in identifying themes yet to be added or strengthened through new approaches. *(Principle 5)*
- During the present year, there will be alliances with organizations specialized in specific subjects like empowerment of girls and women, gender equality, and new masculinities. The implementation of best practices exchanges amongst ADESCO members will be added to those mentioned *above*. *(Principle 6)*
- A pedagogical and educational model that guarantees the right to an inclusive education will be strengthened by the Education area, in at least 50 schools, with the application of strategies that improve the learning environment and create a more balanced and safe social life. *(Principle 6)*.

³ Some of these schools belong to the corridors from 2021 but have yet to receive trainings).

⁴ infrastructure projects are conducted with support from the private sector and thus, are not implemented in 100% of the intervened schools.

Results Framework

Table 2 Results Framework

General Objective	Specific Objectives	Results
Strengthen the social fabric of educational communities by transforming schools into <i>comprehensive centers for social cohesion and peaceful coexistence</i> with the support of public-private partnerships.	Strengthen public schools to become <i>comprehensive centers for social cohesion and peaceful coexistence</i> , capable of retaining students until they complete their secondary education with the life skills necessary to be productive members of society.	R1. The Project has contributed towards transforming public schools into comprehensive centers for social cohesion and peaceful coexistence, by building upon the pedagogical and administrative capacities of 100 principals and 1,500 teachers, as agents of change.
	Promote community participation in activities aimed at increasing social cohesion and peaceful coexistence.	R2. Education-community members have been involved in activities which promote the practice of values necessary to increase social cohesion and peaceful coexistence.
	Establish public-private alliances between the private sector, FEPADE and USAID to promote resilience in educational communities.	R3. The established public-private partnerships have potentiated the results of the Project to promote resilience in educational communities.

Objectives and Expected Results for FY 2022

- The E&C Implementation of capacity-building workshops in themes related to leadership, social emotional skills, technology, teaching, pedagogy, and other areas, with **350 teachers (30 are principals)**.
- Development of learning activities in themes related to computing, robotics, and technology, with **350 primary and secondary school teachers**.
- Improvement of **12 public schools** through technical assistance in educational and administrative management within the school.
- Provision of basic equipment in **7 public schools**.
- Improvement of school infrastructure in (classrooms, roofs, kitchens, bathrooms, etc.) in **8 public schools**.
- Development of capacity-strengthening activities with **6,438 community members**.
- Development of workshops in themes related to conflict resolution, positive discipline, and peace circles, among others, with **1,000 parents, guardians, or caretakers**.
- Promotion of healthy use of leisure time, with **2,887 children and youth**, in recreational, artistic, and sports activities.

- Implementation of programs in social, emotional, and leadership skills, with *8,400 youth at-risk*.
- Securing of leverage as private investment mobilized in existing corridors.

Main Challenges

Based on the aforementioned objectives, the Project has contemplated a series of possible obstacles or challenges that may hinder the achievement of said objectives, which are presented in the following table. The strategies to mitigate these challenges and, more importantly, to reach the Project's goals will be discussed in a later section.

Table 3 Main Challenges by Area

Area	Challenges
Education	Innovative strategies are required to improve outcomes, using: project based learning and correlating the different goals from the different disciplines by conducting the pertinent curricular adjustments.
	The lack of technological resources (connectivity, PC, tablets, mobile phones, etc.) is a challenge that affects the number of participants programmed for the trainings.
	Teachers and principals need to be aware of the phases of implementation of the Plan to reopen schools, the elaboration of the biosafety protocol, schedule of the self-care and socioemotional activities for the educational community, among others.
	The possibility of new measures of quarantine due to the pandemic COVID-19.
	Teachers will be overloaded with work, limiting the number of teachers who can participate in the trainings.
	That MINEDUCYT enacts new dispositions and/or a teacher education plan that does not allow the scheduled trainings by E&C to take place.
Social Cohesion	Contribute to the reduction of irregular migration.
	Promote student retention in schools.
	Provide basic tools to members of the community to improve quality of life through self-capacity and strengthening of their autonomy.
	Encourage reading in the mid-term, having an impact in school retention rates.
Alliances	Legal, financial and economic uncertainty and instability due to the introduction of Bit-coin as a legal tender
	Legal reforms and new dispositions and regulations due to political changes.
	Economic impact in the investment and business sector due to a 20% increase to the national minimum wage which might lead to a possible contraction in investment and employment in industries and services. This would decrease the capacity of the private sector to support social projects.

Area	Challenges
	Execute the action plans through the current alliances in order to fulfil the investment commitments of both parties (private sector and E&C).
	Execute action plans for new alliances with an emphasis on the first and second trimester (to the latest) of fiscal year 2022 in order to have enough space and time to produce results in lieu that the deadline for the liquidation of funds of E&C in the area of alliances is September 30, 2022.
	Increase amount of the real reported leverage from the private sector and E&C in order to channel additional resources that might be necessary to support the possible extension granted by USAID and avoid delays or interruptions of the plans of action.

Implementation Strategy

Last year of intervention

USAID has encouraged the Project to continually review strategies and inputs to improve its management of activities. In this regard, according to ADS 201.6, adaptive management should be one of the characteristics of the interventions. This is defined as an intentional approach to making decisions and adjustments in response to new information and changes in context. USAID increasingly recognizes the importance of adaptability for its work to be effective. ADS 201 integrates adaptive management approaches throughout the Program Cycle, and “managing adaptively through lifelong learning” is one of the four core principles that serve as the basis for Program Cycle implementation (USAID, Learning Lab). The E&C Project recognizes that the experience of home quarantine and teleworking has been an ideal time to adapt work to current conditions.

Education

An important element of the implementation plan for FY2022 will be the development and practice of Socioemotional Skills that contribute to the permanence of students in school, reduce desertion, improve prosperity and quality of life and the values to promote a peaceful culture through skills that encourage cooperation, citizenship, and economic and social development of families.

Students of more than 3500 public schools, out of a total of 5,200, went back to school on April 2021 after 391 days of strictly virtual instruction due to the COVID-19 pandemic. Authorities from the Ministry of Education indicated that the schools, public and private, that fulfilled the requirements and have been certified⁵, would be allowed to re-start classes on-site (face-to face and virtually) as a result of planning that involves each school, the Ministry of Health, the Ministry of Public Works and the National Army. The MINEDUCYT emphasized that parents and tutors were not obliged to send the students to school, making on-site attendance optional. Currently, schools have an average on-site attendance of 40%.

From the area of Education, the E&C project and its technical assistants have been supporting principals and teachers of more than 100 schools, both on-line and face-to-face, in planning and implementing the Plan "The Joy to Return to School", helping school staff generate healthy and safe environments that favor socioemotional wellbeing and the leveling of student knowledge.

The number of students that are attending on-site classes have been increasing through the year, as well as the students that pick up and complete the homework guides and activities⁶. In response to this situation E&C has reviewed its strategy of student support to increase the retention rates and is proposing three complimentary educational projects: Reading Clubs, Sports Promotion and Educational Chess.

The teaching team, supported by the technical assistance of the E&C Project, has the responsibility to conduct a critical analysis in relation to the decisions that have to be taken to motivate students and improve learning outcomes. The results also comply with the objectives and the dispositions included in the Return to School Plan, Biosafety Plan and Pedagogical Proposal (for the importance of curricular adjustments) taking into account what, how and when to conduct evaluations and what, how and when to teach new material. In parallel, the National Institute of Teacher Education (INFOD) and the MINEDUCYT are also redefining the components of teacher development emphasizing socio-emotional skills and mental health of teachers.

The E&C project has identified different objectives in support to the MINEDUCYT and the principals and teachers of the 52 Educational Corridors benefitting 139 schools attending a diverse student population from kindergarten to high school. It is important to strengthen the professional development of teachers and this way increase the number

⁵ Certificado de apertura escolar que el MINEDUCYT otorga después de cumplir con una serie de requisitos, entre ellos: Plan de Limpieza y desinfección de las instalaciones y mobiliario, Plan de Retorno a la Escuela, entre otros. Ver, Plan La Alegría de Regresar a la Escuela, 2021.

⁶ Encuesta: Porcentaje de atención académica en reinicio de clases, Proyecto E&C, junio 2021.

of qualified teachers with robust socioemotional skills, capacity to use new technology and conduct effective evaluation of learning outcomes.

Objectives and Goals for Education for Fiscal Year 2022.

- Implementation of online workshops to develop Transformational Leadership skills, Constructive Conflict Resolution, Social Involvement, Socioemotional Skills, use of technology, Learning Outcomes Evaluations, among others- The objective is to engage 390 teachers (40 teachers for year 2021).
- Develop learning circles to practice the skills from the workshops: Transformational Leadership skills, Constructive Conflict Resolution, Social Involvement, Socioemotional Skills, use of technology (Google Classroom, Zoom, Robotics), Learning Outcomes Evaluations, among others. The target is 390 teachers from basic and middle school Including new and current teachers).
- Provide technical assistance to improve 60 schools in their administration and implementation of the Plan the Joy to Return to School and verify the education indicators.
- Implement 3 complimentary education projects in the educational corridors.
- Provide basic equipment to 7 public schools
- Improve infrastructure in 12 schools (classrooms, bathrooms, kitchens, roofs, etc).

Implementation Methodology

The education component will be carried out with an emphasis of supporting technical assistance through online or face-to-face workshops. The method incorporates new participatory strategies using technology and science, in order to transform the classroom and community.

In 2021 the E&C Project began to work in partnership with INFOD-MINEDUCYT in order to develop the teacher education plan, and to standardize the workshops, focusing on socioemotional skills and taking into account the conceptual documents and materials in the Framework for Socioemotional Skills, the socioemotional guides, and the psychological first aid guides for primary and secondary education.

The technical assistance element conducts support by implementing tutorials and teaching activities for principals and teachers of education corridors, using Zoom, Google Classroom and Google Meet. The assistance supports and is supported by the plan "The Joy of Returning to School" in regards to accompanying teachers and staff in the administration and put into practice of the plan. Likewise, learning is reinforced by 2 hour sessions of the participatory Learning Circles taking place virtually.

Within this framework, E&C will support an educational and pedagogical model that guarantees the right to an inclusive education in at least 60 schools, by applying strategies

that improve the learning environment and create a more balanced and safer social setting.

The Education area of the project implements two key components to strengthen the professional competencies of principals and teachers.

Table 4 Key Components to Strengthen Competencies

Teacher Training and Education	Technical Assistance
Administration and management. Pedagogical management. Training workshops (online, face-to-face)	Support principals and strengthen their administration capacity through the review and implementation of the Plan "The Joy to Return to School" with the resulting administrative documentation such as: Sanitation plans, plan to return to on-site classes, coexistence plan, prevention plans, among others. Accompany and monitor education staff in the classroom through observation and feedback to teachers, during and after the training workshops: <ul style="list-style-type: none"> • Teachers in Learning Circles • Self-Learning.

Both components are described below:

A) Teacher training and education:

The teacher training and activities with students will take place using processes of research-reflection-action in order to encourage a culture of critical analysis on the pedagogical practices and through an active participation of the people involved.

The trainings are determined by the needs expressed by the teachers. During fiscal year 2022 the following workshops will be organized virtually on the following topics in the schools selected in the educational corridors.

Table 5 Teacher training and education interventions per year

First Year of Intervention	Second and Third Year
a) Transformational leadership b) Constructive conflict resolution c) Risk prevention d) Learning Circles (to manage Zoom platform)	a) Social inclusion b) Educational robotics c) Learning outcome evaluation d) Virtual environments.

B) Technical Assistance

Technical assistance is the process that encompasses all the follow-up activities related to workshops and trainings to strengthen the administrative and pedagogical skills of principals and teachers. The purpose is to guarantee that principals and teachers are applying knowledge received, are improving their performance and are providing high quality education to students.

Technical assistance will support the use of Google Classroom, helping teachers create the class and register in the process. A space will be created to host short videos with step by step indications of the tools available in this online platform (a total of 46 videos imparted in 15 training sessions).

The specialized team designated by FEPADE will provide a technical-pedagogical accompaniment as a way to strengthen the quality and performance of teachers in the classroom, conducting activities in the classroom, school and with the educational community. The team is highly qualified with sufficient curricular and pedagogical skills and school management abilities, which allows them to evaluate, document, replicate, monitor and implement the project to aid principals and teachers in conducting high quality education.

The main roles of the technical assistance are:

- Support and sensitization
- Advise, consultation and facilitation
- Monitor and Evaluation

Support will be provided in the following manner:

Technical assistants will support teachers in training processes and follow up on their practices, including implementation of strategies and use of socioemotional skills.

Within the framework of the training the technical assistance seeks to promote a culture of personal monitoring and evaluation in each participant, so that, with time, beneficiaries require less technical support to monitor their individual plans in a systematic manner.

A physical and online record will be kept to register information and work done by the technical assistant with the principals, teachers and other actors complying with the system of information registry.

From the experience and work done by FEPADE and E&C it is clear that each school in the country faces different challenges, has its own dynamics and characteristics and therefore it is not possible to apply standardized solutions for each school.

Despite the actions taken by the MINEDUCYT to train and use the digital platform Google Classroom there is still a digital breach in the knowledge and abilities of teachers and principals in the use of this technology. Thus, it is important to strengthen the professional development of teachers in order to help them put into practice their skills and abilities using technological tools. In the midterm, the strategy should:

- Provide support to review and strengthen the plan The Joy to Return to School, Annual School Plan (PEA), Annual Operations Plan (POA), Coexistence Plan, among others.
- Learning Circles, online and face-to-face, to support the processes and learning initiated in the workshops. This can take place institutionally or inter-institutionally.
- Maintain the face-to-face and/or online support in response to the agenda of the teachers and principals.

C. Projects

Three educational projects will initiate during 2022 with the purpose of contributing to the student retention in the educational corridor and strengthen their academic abilities. The projects aim to improve reading and language skills, critical thinking and mathematical abilities. In addition, teachers will receive support to strengthen their skills in sports education.

Table 6 Education Projects

N°	Educational Projects	Objective	Beneficiaries	Expected Results
	School Support Clubs	Improve learning in students and collaborate to reducing desertion.	Students	Students have support for their homework and to reinforce topics seen in class.
1	Reading Clubs	Encourage a reading enjoyment in boys, girls and teenagers from primary and secondary education. Strengthen the ability of teachers by providing different techniques to encourage reading.	900 boys/girls 120 teachers	Children learn to find reading enjoyable, and teachers use techniques to encourage reading.
2	Sports Promoters	Strengthen competencies of sports instructors in different sports disciplines	60 teachers of basic education	Teachers trained in different sports and techniques.

N°	Educational Projects	Objective	Beneficiaries	Expected Results
3	Educational Chess	Develop logical and mathematical thinking through the use of games such as chess.	900 children and youth 60 teachers from basic education	Children and young people Niños, niñas y jóvenes desarrollan el pensamiento lógico matemático y creativo utilizando el ajedrez.

Social Cohesion

In order to re-establish the protective role of schools through a more active role and involvement within their communities, the Social Cohesion area has been implementing successful strategies that have an impact in reducing school desertion, improve coexistence and reduce irregular migration.

The Implementation Plan FY2022 is based on lessons learned during the past 3 years of interventions, as well as the work done during the pandemic. The plan is also based on the knowledge acquired by the technical team on the field and takes into consideration results impacted by the COVID-19 pandemic and new educational policies in the country.

The standardization processes of the MINEDUCYT have had serious impacts on the project and its capacity to reach students. Because of this, some of the targets were not reached during 2021, however, this challenge will be overcome with new strategies for 2022.

Expected Results

- Develop a program for psychosocial interventions in schools for students from sixth grade, middle school and high school. The aim is to give students tools to recognize and name their emotions, understand what generates them and has the ability to regulate them and this way improve their relations at home and at school.
- Parents and tutors have better ability to conduct positive discipline and have better skills to raise children, both in their homes as well as school and their community, allowing them to raise and educate children from a place of dignity, respect and dialogue.
- Members of the community are able to manage prevention and social cohesion in their communities, with a focus on self-sustainability. They will be able to encourage rooting in the communities and prevent irregular migration.
- Develop a current and well-structured program for Social Cohesion based on the experience of the most successful workshops of the intervention.

- Improved coexistence in the communities receiving accompaniment from Social Cohesion, continuing the support of its members.
- In order to achieve results, the Social Cohesion area must maintain a constant feedback of the results of the activities and a close monitoring of progress. Below are the foreseen challenges for this coming year and the strategy to face them.

Table 7 Strategic responses to foreseen challenges

Challenge	Strategy	Premise
Contribute to the reduction of irregular migration.	Continue the informational campaign P2V as an intersectional topic in the programs implemented by the area. This campaign will continue its implementation as part of the closing of the trainings in Social Abilities.	Allocate specific Budget for the campaign.
Promote student retention in schools.	Develop a program approved by the MINEDUCYT on psychosocial interventions to support that students develop their social skills.	Allocate enough budget. Maintain the current social distancing measures.
Provide basic tools to members of the community to improve quality of life through self-capacity and strengthening of their autonomy.	Develop an empowerment process and organizational transformation impacting the local ADESCO, providing a pathway from identifying risks, creating maps of needs and conduct accountability.	Use available resources and maintain the adequate safety measures in the field.
Encourage reading in the mid-term, having an impact in school retention rates.	Execute the program "Open Book House: Community Reading Corners" with direct participation from the community, so that children and young people will have the opportunity to have a learning space in their own community.	Human and financial resources are available.

One of the main goals of social cohesion is to rebuild the community social fabric with the involvement of the educational community of the corridors. The success of the Education and Coexistence Project begins the moment a community is visited for the first time and a diagnostic is elaborated with the community members in order to determine what programs will be implemented according to their needs and interests. The success of a community intervention is dependent on an effective participatory process involving the residents and the Project's capacity to adapt to their specific requirements. The local reality is what determines the nature of the intervention.

Intervention Activities

a. Social Cohesion activities in the community

Table 8 Social Cohesion activities in the community

Activity	Description	Target population	Expected Results
"Open Book House: Community Reading Corners"	Set up reading spaces with the participation of the community. Train community leaders and volunteers in reading techniques. Provide support material, technical feedback and follow up of activities.	Community leaders, children and youth	Members of the community, children and young people using the spaces.
Transformational community leadership	Workshops to provide training in transformational leadership practical and theoretical sessions, delivery of support material for the collective activities.	Members of the community ADESCOS, young people.	Community leaders will be capable of developing and managing self-sustainable projects for their communities.
Classroom Management from Home: A guide for self-care.	Workshops for mothers and caregivers. A participatory experience to learn how to handle the possible burnout and work overload at home and how to effectively support children in their homework.	Mothers and caregivers	Mothers with pedagogical and didactic knowledge to help their children with the schoolwork. Mothers experiencing less stress and frustration.
Learning chess to improve mathematic skills.	Workshops to teach and practice chess.	Children and members of the community	Children and youth improve their memory, logical skills, strategic thinking and critical analysis.
"Transforming my community into my family"	Sessions to improve quality and life and prosperity in the community. Public space revitalization to improve coexistence.	Children, young people, and families in the communities.	The community ties are strengthened and trust is built through activities that revitalize the common spaces.
"Caring, recycling and adding beauty to my community"	Rescue and environmental care Raising awareness in the members of the community about the environment, and recycling and reforestation programs.	Members of the community	Members of the community are aware of the importance of care of their spaces, promote sustainable development and increase their sense of rootedness.

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Activity	Description	Target population	Expected Results
Transformational leadership for youth in communities	Training to young leaders Practical workshops, delivery of support materials for collective activities.	Community youth	Young members of the community practice leadership skills and share their knowledge becoming agents of change in their communities.
Rescue of community traditions	Sessions to strengthen community sense of rootedness Rescue the local traditions and customs with the support of the elders in the community.	Members of the community	A stronger sense of community identity achieved through intergenerational dialogue.
Positive Discipline for Young People	Sessions about modern rearing practices To guide beneficiaries on modern forms of education and discipline focused on new masculinities.	Young people in communities	Young people have tools and knowledge on best practices to raise children with a focus on gender and new masculinities.
“New Masculinities, New Families”	Workshops about how to raise children using a new model of masculinities For fathers and mothers to know better ways to raise citizens and foster equality in raising children.	Fathers, mothers, and caregivers in communities.	Fathers, mothers and caregivers have knowledge and practice new forms of raising children with a model of new masculinities. They educate their children from a place of dignity, respect, and dialogue.
Training in Social Skills	Workshops to strengthen fundamental social skills help beneficiaries build positive relationships and know how to respond to peer pressure.	Teenagers and young people in communities	Students have tools to name and acknowledge their emotions, understand what causes them and are able to regulate them. As a result, they are able to improve relationships at home and in school.

b. Social Cohesion activities in the school

Table 9 Social Cohesion activities in the school

Actions derived from the MINEDUCYT Model	Activity	Methodology	Target population	Expected results
Coexistence at school, prevention of violence and social risks.	Development and/or strengthening of socioemotional skills, psychological emergency care, transformational leadership, and participation of children and youth.	Workshops based on the methodological guidelines provided by the MINEDUCYT: <ol style="list-style-type: none"> Framework of socioemotional skills for primary and middle school Methodological guide to provide psychological "first aid" Methodological guide about transformational leadership and participation of children and teenagers. Manual for students on how to deal with psychological emergency care and transformational leadership. 	Students from 6th grade to final year high school.	Students have tools to name and acknowledge their emotions, understand what causes them and are able to regulate them. As a result, they are able to improve relationships at home and in school.
Family education program	Development of the family education program.	Workshops on positive discipline with a perspective on human rights, gender and inclusion. Family gatherings to strengthen their role as protectors and educators of children through new practices of child rearing based on love, understanding and respect.	Mothers, fathers, caregivers and other family members.	Mothers, fathers and caretakers are trained on positive discipline with a perspective on human rights, gender and inclusion. They educate their children from a place of dignity, respect and dialogue. Active and direct participation from family members in strengthening the skills for good citizenship of their sons and daughters.
School Counseling (on line and face-to-face)	Identification, attention and follow up of cases.	Individual and group psychosocial attention (online and face-to-face). Tools: <ol style="list-style-type: none"> Basic principles and techniques to handle calls, MINEDUCYT Protocol to take calls requiring psychosocial intervention, MINEDUCYT 	Students, parents and caregivers, teachers.	Teachers and students trained.

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		<p>C. Effective communication</p> <p>D. Protocol to prevent social risks and provide psychosocial attention, MINEDUCYT</p>		
	<p>Psychosocial interventions during and after national emergencies (attention in emergency shelters)</p>	<p>Sessions to conduct crisis management and intervention, using the tools:</p> <ul style="list-style-type: none"> • Methodological guide to support psychosocial care during and after disasters. • Guide for psychosocial interventions to children ages 4 to 6, before, during and after disasters. • Guide for psychosocial interventions to children ages 7 to 11, before, during, and after disasters. • Guide for psychosocial interventions to children ages 12 to 13 before, during, and after disasters. • Guide for psychosocial interventions to children teenagers ages 14 to 18 before, during, and after disasters. <p>Identify situations that require specialized psychological support as part of the School Counseling Program</p>	<p>Students, parents and caregivers, teachers.</p>	<p>Re-establish the psychological well-being of participants and improve their ability to cope with extreme situations.</p>

2022 Possible year of transition

AF2022 is meant to be the last year of the projects activities. However, in lieu of a possible extension of E&C, it is important to conduct an analysis to identify best practices, lessons learned and explore their potential as an integral model. The following table describes phases of intervention for each corridor, these phases are recommended on the basis of the past experiences and the results obtained.

Table 10 Interventions for Transition Year

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YEAR 1	YEAR 2	YEAR 3
<ol style="list-style-type: none"> 1. Initial contact with communities and schools 2. Elaboration of the community profiles 3. Elaboration of the plan to build and strengthen capacities 4. Socialization of the project: meetings with key social actors. 5. Initiate the training processes in the community: <ul style="list-style-type: none"> * Transformational community leadership program * Transformational leadership for youth in communities * Caring, recycling and adding beauty to my community" * Transforming my community into my family * Social Skills training to young people. 6. Initiate the training programs in the schools: <ul style="list-style-type: none"> • Development and/or strengthening of socio emotional skills, emergency psychological care, transformative leadership and participation of children and youth. 7. Development of the family education program. 	<ol style="list-style-type: none"> 1. Continue the training processes in the community: <ul style="list-style-type: none"> * Transformational community leadership program * Transformational leadership for youth in communities 2. Development of programs: <ul style="list-style-type: none"> • "Open Book House: Community Reading Corners" • Learning chess to improve cognitive, social and mathematics skills • Rescue of community traditions • Classroom Management from Home: A guide for self care. • Positive discipline for young people • New Masculinities, New Families • Training in social skills for community youth. 3. Continue the training processes in schools: <ul style="list-style-type: none"> • Develop and/or strengthen the socio-emotional skills, psychological emergency care abilities, and transformational leadership and participation of children and youth. • Development of the family education program 	<p>An annual work plan will be formulated at the start of the 3rd year of the Project. This will be done with the participation of principals and/or teachers, ADESCO leaders, youth leaders and committee members in order to empower social actors of the community who will be committed with its execution.</p> <p>The following activities will take place:</p> <ul style="list-style-type: none"> • Workshop for community leaders, youth leaders, and organized members of community committees, in order to strengthen their capacity to manage and give sustainability to projects. • Generate alliances with local actors (City Municipalities, businesses and other institutions) so they become recognizable leaders in their communities. • Provide basic materials and support to conduct activities. • Organize and develop a session to share success stories and best practices between communities. • Follow up visits and support from the technical team. <p>Achievement fair: A fair to share success stories and achievements to take place in two locations as a closing ceremony:</p> <p>Schools: A closing ceremony to share strategies and activities related to the Project. Participants will share success stories and the positive results in their lives. This activity will take place in the central school of the corridor and will include the participation of teachers, students and family members of the satellite schools in the corridor.</p> <p>To finish the activity, a mural made by the members of the educational community can be inaugurated as a symbol of the legacy of Educate and Coexist Project.</p> <p>In communities: The community with the largest population will be chosen a host for the fair, using the technique of the carrousel exhibit.</p>

Alliances

Accumulated investment commitments FY 2018- FY 2021

Since the beginning of the Project in fiscal year 2018, the area of Alliances has achieved investment commitments from the private sector totaling US **\$8,689,957.00** until the third trimester of fiscal year 2021. The estimated amount of commitments from new alliances foreseen during the fourth trimester of this fiscal year is for a total of US **\$ 837,202.00**. The total projected investment commitment amounts to US **\$ 9,527,159.00**, representing **95.27%** of the total goal of \$10 million set for the entire project.

The total investment commitment during fiscal year 2021 is US **\$2,666,437.00⁷**, exceeding the annual commitment goal by **106.7%** and increasing the project's final goal by **26.7%**. This achievement has been significant considering the impact of the Covid-19 pandemic which caused a drastic economic crisis negatively affecting the business sector both nationally and internationally by decreasing the availability of resources the private sector could allocate for investment focused on social educational impacts.

Table 11 Accumulated Private Sector Committed Investment FY2018-FY2021

Accumulated private sector committed investment FY 2018- FY2021 Q4					
Fiscal Year	Private sector committed investment	FY Goal	% FY Goal	% LOP Goal	Remaining difference to achieve LOP leverage goal
FY2018	\$344,692	\$200,000	172.3	3.45	
FY2019	\$2,318,968	\$2,000,000	115.9	23.19	
FY2020	\$4,197,062	\$3,000,000	139.9	41.97	
FY 2021					
Q1	\$1,148,301		45.9		
Q2	\$491,585		19.7		
Q3	\$189,349		7.6		
FY2018-FY2021Q3	\$8,689,957				
Q4 estimated committed investment	\$837,202		33.5		
Total FY 2021	\$2,666,437	\$2,500,000	106.7	26.66	
FY 2022		\$2,050,000			
FY 2023		\$250,000			
TOTAL	\$9,527,159	\$10,000,000		95.27	\$472,841

⁷ Includes the foreseen estimated investment of \$ 837,202.00 for Q4.

This year some of the alliances were adversely affected mainly due to three factors: a) the closure of schools due to the COVID-19 pandemic, b) the MINEDUCYT's decision to halt training activities starting May 2021, and c) lack of approval from MINEDUCYT on technical specifications for infrastructure projects and donations for materials and equipment.

The alliances affected by these factors were:

- **Closure of schools until April 2021:** Activities were suspended for: Fundación Eserski, in CE Mano Amiga, Corridor San Luis Herradura, beginning until May of 2021; Fundación La Niñez Primero (FUNIPRI): mobile libraries, dependent on the project “mobile classrooms” of the Ministry; as well as previously consolidated alliances: Asociación Museo de los Niños Tin Marín and Centro para la Educación Experiencial Pablo Tesak.
- **Pending authorizations from the MINEDUCYT and/or lacking approval:** Banco Davivienda Salvadoreño: Program “The Friends of Zippy” (**pending**); Association Good Neighbors of El Salvador: donation of masks, backpacks and computer equipment for 5 schools (**not approved**)
- **Authorization process for infrastructure improvements – subject to approval by MINEDUCYT and revision of the budget due to a rise in costs of construction materials:** 4 schools (Armenia and Chalchuapa El Porvenir); Compañía Azucarera Salvadoreña e Ingenio Chaparrastique (Sonsonate, San Miguel y Bahía de Jiquilisco), signing of the first contracts for execution until July 2021; Fundación Dueñas Herrera: pending approval from the MINEDUCYT for a change in location and construction of the CE Cantón El Espino, Santa Tecla Norte corridor; Smurfit Kappa El Salvador: construction works in CE República de Venezuela; Publicidad Comercial: school in San Marcos.

Some of the possible scenarios foreseen in the upcoming fiscal year are:

- Possible approval of a 5-year extension from USAID for the E&C project and a budget reinforcement of US\$20 million, including the contribution from FEPADE through private sector leverage of US\$10 million.
- Likely improvement of the national economy and private investments from the first or second semester of 2022 which will be positive to social investments. This is a possibility as long as there is political and financial stability to compensate the negative expectations generated by the institutional, economic and financial decisions taken by the government during 2021.
- The possibility of a key significant alliance with FFP of which importance relies not only on the amount but on its focus on improvements of school infrastructure, which is a priority of the MINEDUCYT and directly impacts the quality of education. This alliance will increase the number of schools and corridors reached and contribute to the leverage goal of FY2022 and beyond if the project is extended.
- Potential commitment from alliances that have a middle to long term vision for their strategy of corporate social responsibility and shared value from: Smurfit Kappa El Salvador, Fundación Holcim, Fundación Calleja, Fundación Eserski, Fundación para el Desarrollo de El Tamarindo (FUNDATAMARINDO), Banco Davivienda Salvadoreño and Sherwin Williams, amongst others.

The following table lists the possible alliances for FY2022 and their corresponding amounts. A new agreement is to be signed with Food for the Poor, for an equal or greater amount, which would allow E&C to surpass the annual leverage plan of FY2022.

Some of the possible alliances are:

Table 12 Possible Alliances for FY2022

Company / Foundation	Municipality / Corridor	Estimated Amount US\$	Estimated Duration
Potential new alliances:			
Del Sur	La Libertad	\$30,000	1 year
Fundación Holcim	La Libertad	\$20,000	1 year
	Colón		
Food for the Poor	Various	\$2,500,000.00	
Urbánica/Dueñas Herrera hermanos	Apopa	\$100,000	1 year
AES		To be defined	
INSINCA		To be defined	
Central de Seguros y Fianzas	To be defined		
Fundación Aristos	To be defined		
Possible extention of alliances:			
CASSA	To be defined		
Ingenio Chaparrastique	To be defined		
Fundación Aristos	To be defined		
TOTO	To be defined		
FUNIPRI	To be defined		
Sub total			
TOTAL		\$2,650,000.00	

Main strategies and activities for private alliances in FY2022

Strategies

The main strategies to achieve the investment and leverage goals for fiscal year 2022 are the following:

- a) **Promotion of new investments:**
 - a. **Existing alliances that are about to end:** in order to encourage them to commit a new amount benefiting the corridor(s) they are already supporting, new schools of the same corridor(s), or new corridor(s). In this regard it is important to highlight the sustained interest in the new alliance with Food for the Poor (FFP) for an estimated amount of \$2.5 million to improve school infrastructure.

- b. **Outreach to potential partners** that have shown interest and with whom it was not possible to formalize agreements due to the pandemic during 2020-2021.
- c. **Changes in the dynamic of the leverage reports** for existing and new alliances since USAID classifies leverage as the expenses reported by the companies in relation to their investment. The change in strategy will entail:
 - i. Include the clearance of expenses in the commitment agreement (modify the letter of agreement)
Proposal for acceptance: provide FEPADE with a copy and justification of the expenses (invoices, receipts, payrolls, etc) 15 days before the end of every trimester.
 - ii. Send companies a reminder every 15 days on the delivery of their leverage reports.
 - iii. Meet with new and current allies in order to clarify doubts related to the leverage report
 - iv. Dissemination of the leverage guide with each ally and an induction to clarify any issues in regards to its execution.
 - v. Follow up and monitor the pending clearances in each one of the alliances.

- b) **Identify and promote alliances in corridors that require more support**, taking into account the location of companies in the area.
- c) **Contact potential allies interested in supporting catholic schools**, which require support and have more flexibility in regards to the type of activities, and which are a priority of MINEDUCYT and other partners like FFP.
- d) **Publicizing of new opportunities for shared value to investment**, through complimentary funds like FFP and others, which strengthen the budget and maximize the impact of investments.
- e) **Continue consolidating the alliances that were interrupted due to the COVID19 pandemic and that had been established since fiscal year 2020.** 24 out of 26 alliances are in this situation.

Visibility out-reach activities

- a. **Publications** to share success stories, results, best practices and successful experiences in order to motivate partners to continue investing and to encourage new alliances. The communications area will support a consistent dissemination of relevant activities and results aimed at existing partners, through social media, YouTube and FEPADE's institutional channels. Video testimonials from the beneficiaries can be included as a strategy.
- b. **Events about best practices and successful experiences:** The following activities will take place at the end of fiscal year 2021, which coincides with the time limit to execute the funds from private alliances:

- i. **Exchanges, meetings and presentations** with current and potential partners, during the months of August and October 2022 in order to motivate current partners to continue supporting E&C in consideration of a possible extension.
- ii. **Acknowledgement Awards to outstanding companies and foundations:** The project team will define the selection criteria, and evaluation of 3 candidates by categories such as: education, social cohesion, etc.

SUB-CONTRACTS

Consultancy for Psychological Care

FUNPRES will continue with its intervention, during the first quarter of the period, focusing on psychosocial care and will develop the process of closing interventions.

For the first quarter of FY2021, FUNPRES's intervention and target population will be the following: (Except for teachers, whose training begins and ends in this period, it is the completion of the training processes for these target population groups)

Table 11: FUNPRES Interventions by Target Population

Target Population	Common Activities Contemplated for each Population Target
Students	Psychological first aid and social skills
Parents	Positive discipline and parenting tools
Community members	Psychological first aid

FUNPRES will continue with its intervention in the topics indicated in the previous table, during the first quarter of the period, which is also the closing period of its consultancy so that it will develop the closing process of interventions.

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IMPLEMENTATION MATRIX

Implementation Matrix											
Result	Objective	Input	Indicator	Goal	Activities	Expected Product	Source of Verification	Oct - Dec	Jan - Mar	Apr - Jun	Jul - Sep
				2022							
R1. Schools have been strengthened as centers of violence prevention in social cohesion skills so that they manage to retain students and these are able to complete their secondary education with the necessary soft skills to become productive members of society	Benefit 20,000 students by strengthening the pedagogical and administrative capacities of 100 principals and 1,500 teachers, as agents of change in public schools as comprehensive centers of violence prevention and social cohesion	Technical Assistance and Training	Number of educational corridors	3	Identifying new companies to create and formalize alliances.	Formalized alliances that allow for the creation of new education corridors.	Commitment Letter Memorandum of Understanding (MOU)				
			ES.1-6 Number of primary or secondary school educators who complete professional development activities with USG assistance.	300	Development of workshops: technology, robotics, basic computing. Workshops on socioemotional skills.	Registration of the amount of teachers in the information system of the project (this indicator is exclusively a count of teachers).	Lists of participation				
			ES.1-9 Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance	280	Development of workshops: technology, robotics, basic computing. Workshops on socioemotional skills.	Registration of the amount of teachers in the information system of the project (this indicator is exclusively a count of teachers).	Lists of Participation				
			ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance	20	Technical assistance to principals and vice principals on topics of education administration and management.	Principals and vice principals are capable of effectively carrying out management of the school.	Visiting Reports Monitoring guides Lists of Participation				
			Number of schools that improve their education and administrative management	10	Accompaniment in the review and follow up of the School Institutional Plan, the School Annual Plan, the Pedagogical Proposal, School Protection Plan, Coexistence Manual, etc.	Schools complete their institutional and academic documentation and improve their administrative management	Academic and Administrative Management Index (measures existing institutional, strategic, operative planning, managerial leadership, collaboration in the school community, etc.				
		Equipment and Infrastructure	Number of schools equipped with basic furniture	10	Donation of basic furniture: desks, shelves, whiteboards, technology kits, science kits[1], etc.	Schools equipped with a technology kit ^[2] , sports material, and equipment of 2 or more basic classrooms kits. ^[3]	Certificate of Delivery Photographic record				
			Number of schools with improved infrastructure (classrooms, ceilings, toilets, kitchen, or others)	10	Construction or adequacy of infrastructure: classrooms, change of ceiling, kitchen, toilets, among others.	Schools with improved infrastructure	Photographic record of the work (before and after) Inspection Report of Environmental Monitoring				
			Number of schools equipped with technological resources	5	Donation of technological equipment: furnishing of the computer center, technology kit, tablet, among others.	Schools equipped with: a computer center with at least 10 computers, technology kit, among others.	Certificate of Delivery Photographic record				

A Science Kit Includes: 1 microscope, 1 set of basic glassware and tools for chemistry and biology experiments, 1 set of prepared microscope slides.

A Technology Kit Includes: 1 overhead projector, 1 laptop computer, 1 photo camera, and 1 projection screen.

A Basic Classroom Kit Includes: 30 student desks (approximately), 1 teacher desk, 1 chair, 1 whiteboard, and 1 bookshelf.

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Result	Objective	Input	Indicator	Goal	Activities	Expected Product	Source of Verification	Oct	Jan	Apr	Jul
				2022				Dec	Mar	Jun	Sep
R.2 Community involvement in activities that strengthen social cohesion and foster a peaceful coexistence, has been promoted.	Strengthen the capacity of 45,000 members of the educational community to prevent violence and increase and promote social cohesion and a peaceful coexistence.	Technical assistance and Training	Number of vulnerable people benefitted by social services supported by the USG	28,527	Strengthening of educational and communal capacities of: teachers, parents, students, and members of the community	Registration of the total amount of people benefitted by the project, from the variety of areas	Attendance Lists				
			Number of community members that have participated in strengthening activities.	6,438	Development of activities to strengthen the social roots, such as: fairs, rallies, community cinema, campaigns to improve the environment (cleaning, reforestation), etc.	Members of the community participate in at least 1 community fair (a space where all members of the community can learn and have fun by participating in guided sports, cultural and ludic activities that foster the practice of values) by selected corridor. Cinema forums with a focus on values.	Attendance Lists				
			Number of parents trained in social cohesion and peaceful coexistence in themes like: conflict resolution, positive discipline, peace circles, among others.	1,000	Training process through practical workshops and activities: leadership, positive discipline, creative response to conflict, psychological first aid etc.	Registration of the amount of parents/guardians entered into the information system. (This indicator is exclusively a count of participants)	Lists of Participation				
			Percentage of parents that have increased their knowledge in peaceful coexistence, conflict resolution, positive discipline, among others themes.	60%	Workshops on Creative response to conflict, new masculinities, transformational leadership, positive discipline, psychological first aid etc.	Technical personnel and participants have knowledge about the causes and effects of conflict, healthy upbringing strategies, and effective management of emotions.	Learning Questionnaire (baseline and final)				
			Number of children and teenagers that use their time in a positive manner, in formation, recreation, artistic or sports activities.	2,861	Workshops on Values (practical/recreational level, rallies, sports leagues, etc.). Leadership workshops, new masculinities, environment, reading clubs, chess and music.	Children and teenagers have healthy options in their spare time, acquire new skills in sports and art.	Lists of Participation				
			ES,1-4 Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance	9,000	Workshops on: Values, psychological first aid, social skills, life plan, vocational guidance, proper use of social networks, among others. Reinforcement tutoring clubs for science, language and mathematics.	Registration of the amount of learners in the information system of the project (this indicator is exclusively a count of learners). Students improve their academic performance.	Lists of Participation				
			YOUTH-1 Number of youth at risk of violence trained in social or leadership skills through USG assisted programs	10,424	Workshops on: Values, psychological first aid, social skills, life plan, vocational guidance, proper use of social networks, among others. Reinforcement tutoring clubs for science, language and mathematics.	Students understand and apply the following: New strategies to manage their emotions; active listening; proper use of social networks, improve their values, better communication tools, among, others.	Learning Questionnaire (baseline and final) Lists of Participation				

A Science Kit Includes: 1 microscope, 1 set of basic glassware and tools for chemistry and biology experiments, 1 set of prepared microscope slides.

A Technology Kit Includes: 1 overhead projector, 1 laptop computer, 1 photo camera, and 1 projection screen.

A Basic Classroom Kit Includes: 30 student desks (approximately), 1 teacher desk, 1 chair, 1 whiteboard, and 1 bookshelf.

EDUCATION & COEXISTENCE

Result	Objective	Input	Indicator	Goal	Activities	Expected Product	Source of Verification	Oct - Dec	Jan - Mar	Apr - Jun	Jul - Sep
				2022							
R3. Public-private partnerships have been established between the private sector, MINED and FEPADE to promote resilience in educational communities.	Benefit 50 educational corridors, including at least 2 schools and 3 communities per corridor, through cooperation agreements with the private sector.	Technical assistance, equipment and furnishing, infrastructure, and scholarships.	Quantity of resources provided by the private sector to invest in education or social cohesion projects.		Conduct at least 15 promotional activities with the private sector in selected corridors	List of Participants in activities with the private sector	List of Participants				
					Present Project proposals of investment to the private sector.	Action Plans presented to the private sector	Action Plans				
					Confirm investment amounts of private sector for education or social cohesion projects in educational corridors.	Confirmed amounts	Letters confirming investment amount				
Impact/Context Indicators	Capacities of educational communities to prevent violence and improve social cohesion are strengthened, through the creation of public-private alliances.		School desertion rate	BL -0.5%	Statistics request to MINED	Estimated Desertion Rate	Enrolment data from MINED				
			Percentage of change in the perception of inclusion and social cohesion in schools	BL + 5%	Survey students on the perception of inclusion and social cohesion in schools. Development of capacities for the analysis and use of the perception survey.	Inputs for the construction of the Cohesion Index. ME&A project staff has built upon its capacities to analyze, learn and use the results of the impact surveys.	Survey Report: estimated inclusion and cohesion index Process Manual of Methodological Development				
			ES.1-51 Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria	BL	Survey students on the perception of inclusion and social cohesion in schools	Safer spaces are available for students in the schools.					

A Science Kit Includes: 1 microscope, 1 set of basic glassware and tools for chemistry and biology experiments, 1 set of prepared microscope slides.

A Technology Kit Includes: 1 overhead projector, 1 laptop computer, 1 photo camera, and 1 projection screen.

A Basic Classroom Kit Includes: 30 student desks (approximately), 1 teacher desk, 1 chair, 1 whiteboard, and 1 bookshelf.





EDUCATION & COEXISTENCE

TRAINING PLAN

Table 13 Training Plan per Area

	TOPICS FOR SEMINAR/EVENT/WORKSHOPS	MONTHS	RESULTS
Education	Virtual learning environment	October	Technology applied to education.
	Team work methodology	December	Staff trained with team management methodologies.
	Train trainers in the framework of Socioemotional Skills.	January	Staff trained to identify and apply Socioemotional Skills and effectively support the teachers.
Social Cohesion	Basic and Intermediate Excel	December	Staff with increased skills to store, process, and present information.
	Training of trainers on Psychological First-Aid	February	Staff prepared to identify initial psychological approach and able to teach others how to first handle it.
	Community Organization and Methodologies for Community Participation	June	Personnel with better tools to boost the development of community organization.
	Training of trainers in Prevention of School Bullying.	April	Personnel able to provide workshops on the matter of bullying prevention.



EDUCATION & COEXISTENCE

	TOPICS FOR SEMINAR/EVENT/WORKSHOPS	MONTHS	RESULTS
Monitoring Evaluation and Learning	Analysis of Surroundings	September	Techniques of surrounding analysis strengthened.
	Management of data bases with statistical packages such as R, SPSS, and STATA	November	Strengthening skills to develop a more profound analysis with the data obtained.
	Power BI and Microsoft Project	December	Improve the monitoring and presentation of data to make it more user friendly.
	Microsoft Excel	December	Stronger capacity to manage and process information.



EDUCATION & COEXISTENCE

GENDER EQUITY AND SOCIAL INCLUSION

In the last decades, the empirical evidence has shown that gender violence against women is a social problem that manifests at different levels (familiar, communal, social/cultural) (Navarro, 2015:10). According to Mexico's network of the rights of childhood, the conditions that generate inequality between men and women start from childhood and, according to this report, at the global level, girls and teenagers face economic, social and cultural challenges with greater exclusion than boys do. The problems they face in relation to economic crisis, violence, and insecurity are accentuated by two factors: their age and their gender; conditions that are worsened by the lack of programs addressing their specific development (2013:5)

Taking the aforementioned as a base, the technical team of Education and Coexistence Project considers that the intervention has to be conducted under a gender and human rights perspective. In other words, using a crosscutting gender approach will make the implementation of strategies that avoid the exacerbation of inequality, possible. Additionally, the Project will take as primary concern raising awareness and generating consciousness about the importance of fair and equal treatment.

In the educational area, a pedagogical and educational model will be strengthened to guarantee the right to education without discrimination for girls, boys and adolescents alike by applying strategies and improvements of the safe pedagogical environment to foster a balanced social life, encourage positive attitudes towards their economies, and foster active involvement in the society.

The aforementioned starts from a gender perspective approach that includes the planning of the training processes (face-to-face and assisted), from an analysis of the school needs and shortcomings, the project will contribute to meeting the gender equity policy. To this end, the technical staff will review the contents, methodology and, also the hidden curriculum paradigms, without losing sight of the reality of boys and girls, focusing on personal development and strengthening common-ground harmonious relationships to avoid conflict.



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The training processes in each school will be intended to reinforce human development by carrying out inclusive and non-sexist actions. This assumes and demands situations of equal academic, professional and social opportunities in such a way that no one starts from a disadvantaged position, or has to overcome special difficulties to reach the same objectives.

The following is aimed at working and improving the aforementioned:

- Strengthen self-esteem.
- Work to enhance personal and team leadership.
- Drafting guidelines that establish equal gender opportunities: principals, teachers, girls, boys, adolescents, fathers, mothers and the community in general.
- Institutional processes that contribute to eliminate gender barriers, correcting cultural and ideological sexism and social inequality between boys and girls.
- Orient the pedagogical practices and social relationships that contribute to strengthening values accepted and assumed by persons of both genders and that, by tradition, are considered dissimilar for men and women.
- Orient processes towards an integral education visible to the world and women's experience.
- Orient the pedagogical practices towards knowledge generation by both genders and reflect about the barriers that hinder the participation of girls.
- Propose practices and cultural models that help create gender equity in the classroom and school so that the rights of boys and girls and their citizenship are respected, to prevent girls from being discriminated against or subordinated.
- During communal work, emphasize education and upbringing free of physical punishment and violent behavior. In doing so, stress the importance of fair and equal conditions between boys and girls.

Additionally, during the upcoming year, alliances with organizations who specialize in girls and women empowerment, will be promoted in order to strengthen formation processes on gender equity and social inclusion conducted with boys, girls, teenagers, and young adults. Noteworthy also is the projected best practices exchanges of community organizations (ADESCO) whose communal work empowers women in their communities. Such alliances will also ensure the training of teachers in themes of equal rights and opportunities for boys, girls, teenagers and young adults.



EDUCATION & COEXISTENCE

MONITORING, EVALUATION, AND LEARNING

Monitoring, Evaluation, and Learning (ME&L) is a fundamental part of the Project's administration, which is why the recollection, processing, analysis and feedback of results and progress will be included from the very beginning. The methodology of ME&L will be mixed (both quantitative and qualitative information) drawn from primary and secondary data. Secondary data drawn from technical and administrative reports of different sources of information, including the Ministry of Education and the specific intervened schools, and primary data drawn from the initial diagnostic and the establishment of the baseline in each educational corridor. The challenge for the upcoming months of FY2020 is the conclusion of the base line's first phase. Due to the conditions generated by the pandemic, it was not possible to carry out baseline surveys in the expected schools this year, so the 2020 and 2021 baseline surveys were conducted in 2021.

The exit evaluations are to take place during fiscal year 2022 in the active corridors, as well as processes of systematization and evaluation of the global results of the Project. Likewise, this plan includes activities to update and innovate the ME&L area in lieu of a possible extension of Education and Coexistence as it is vital to be prepared and improve the quality of the services provided by the project. A special emphasis is placed on the creation of a Learning Plan that includes evidence based proposals for improvement and follow up its implementation.

Actions in FY 2022

1. *Realization of evaluation of advances of indicators of perception and learning*

In this fourth year, the first phase of the base line's construction will be concluded, which will lead to the starting of the final phase of data collection. Also, the evaluations of the learning processes will be continued. For such purpose, the following actions are proposed:



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- a) Continuation of characterization of the schools that comprise each of the education corridors, as well as characterization of their context, from the moment the process begins. Through communal and educational profiles that will be consolidated in an instrument of needs diagnostic, a snapshot of both spaces will be acquired, including their current state, needs, and areas with room for improvement according to the availability of funds and resources (in terms of capacities, equipment and/or infrastructure). This process continues under the leadership of the areas of Social Cohesion and Education.
- b) Strengthen the evaluation of advances to indicators of knowledge and learning of teachers, principals, and parents of the education corridors. An evaluation is intended at both the beginning and end of the learning processes, through questionnaires that will be administered to participants in the diverse subjects they will be trained in (such as Conflict Resolution, Positive Discipline, Peaceful Coexistence, Equity, among others). What is important in these evaluations is being able to identify and verify that, after a formative process, new knowledge has been acquired and capacities have been strengthened. These questionnaires help identify who, in what corridors and what areas of knowledge are generating the best learning outcomes in order to replicate best practices of the project.
- c) Surveys about perception of inclusion and social cohesion in schools administered to students.

Since the Project intends to turn the school into an integral space where social cohesion can be materialized and the community can perceive as peaceful, the survey will be administered to a sample of students. The survey will serve to identify their perceptions and regards about social cohesion, that way the initial state and the impact in the school can be estimated, making sure that in each of the corridors a contribution to the improvement of the link between school and community⁸ has been made. The representative sample will be defined once the corridor has been selected, since it is necessary to accurately identify the total number of students, per grade, age, and sex. The sampling in the schools will be probabilistic and by strata (only considering students from middle school and high school (7th to 12th)). This constitutes an evaluation of results focused exclusively in the Project's main working areas.

During FY 2022, the first assessments and opinions will be collected, making use of techniques that allow to further examine the vision the community has of its own state and level of cohesion. To do so, a representative sample will be selected according to specific criteria, ensuring equity and diversity in opinions and participants. After analyzing the results of the survey (implemented in 6

⁸ For the purposes of this Project, Social Cohesion encompasses social capital (nets or relationships that an individual and community can establish), identity (deepen in the configuration from belonging to a group) social integration, social inclusion and social ethic (referring to a community of social values that allow the generation of empathy) (CEPAL, 2007).

schools only), the data suggests that qualitative techniques are necessary to better understand the survey itself and, thus, will need to be implemented at the beginning and end of the intervention.

2. *Launching of consultancy for the last phase of the perception survey*

CID Gallup conducted the first and second phase of the perception survey during FY2021. During FY2022, the process will be conducted again, of course ensuring maximum accuracy and quality. The recent experience showed, however, that the scheduling and programming of this process must be flexible from the very beginning, since the implementation of the survey largely depends on the private sector and the official launch of activities in each corridor.

3. *Monitoring of the performance of USAID-FEPADE indicators*

For this year, the Project intends to implement refinements in the Information Recording System recently constructed. The System will allow the recording, storage, and processing of the intervention's data. It will also be useful in keeping a systematic monitoring of the activities. The system will be the primary tool from which data will be extracted for monitoring the performance of the indicators.

It was not possible to update the System due to breach of contract from the consultant hired (in time and quality)⁹, therefore the update of the system is due to take place during the first trimester of 2022 with the support of the web programmer of FEPADE. This is necessary in order to fulfill requirements of the MINEDUCYT in regards to information management and also to have a tool that allows to provide data of better quality.

Given the experience of 2021, this year a new task is assumed, the virtual monitoring of the strengthening activities. At the end of last year, E&C agreed to carry out its training activities from the Zoom Digital Platform, since it will have access to registration statistics, which will make it possible to account for the time each participant spends on synchronous virtual training. This is relevant for the Project since in the definition of the indicators, training time is key. In addition, virtual training brings with it the challenge of guaranteeing learning and its quality; therefore, practical activities and evaluations will be developed, which in the classroom training was through dynamics. This implies, motivating the participants to finish the processes not only in the synchronous sessions but also in the asynchronous ones. From MEL this information will be recorded, in addition to the information that is registered in the project system. All this will be done online and maintaining the confidentiality of the information and digital security.

⁹ The consultancy bid took place on five different times due to the lack of proposals or the high cost attached to those presented.

4. *Learning Activities*

ME&L is not only interested in collecting updated and relevant information about the project's performance, but also in using that information to learn from it, which means it is absolutely fundamental to possess quality information that can allow for sound judgment and well-founded decision-making.

Learning is also related with the improvement of efficiency and effectivity levels. By putting forward alternative scenarios, unnecessary costs and actions with reduced results can be prevented and thus, actions reoriented. During FY2020 and 2021, these ME&L activities generated solid evidence of the need to review and adapt the Project to the current context. The aforementioned confirms the importance of such activities.

In this sense, in the E&C Project, this component of the ME&L Plan is priority, because it recognizes the process of reflection and discussion during execution as the vital element of improvement and growth.

- **Systematization of processes:** A broad process of systematization is to take place during 2022 for each one of the areas of the Project, using both qualitative and quantitative methodologies.
- **Production of inputs for discussion, visibility, and decision-making:** Since 1998, FEPADE produces the pedagogical magazine AB-sé each trimester. The content promotes academic research, innovation, systematization of education practices, and teacher self-training in areas like execution of education projects, effective school management, disciplinary contents, inclusive education, education technologies, methodologies for diversity, etc. Given the components of capacity-building that will be implemented both in schools and communities, the project expects to promote the generation of knowledge and learning from within the magazine, through small articles and stories.

5. *Monitoring of the actions planned in the Environmental Mitigation and Monitoring Plan*

FEPADE has signed a cooperative agreement with USAID that establishes that Educate and Coexist Project cannot conduct investment in community or school infrastructure. For this reason, this fundamental component has to be undertaken particularly by the private sector. The development of these actions has to comply with the requirements laid out in USAID's Construction Guidelines. Complying with the requirements involves the accompaniment of the ME&L component to the follow-up and visual inspection visits, which will be conducted depending on the infrastructure projects under development at the time. Such infrastructure projects will also be reported within the trimestral report submitted to USAID for the duration of the project.

Table 14 ME&L Main Activities for 2022

N°	Activity	Strategy or Technique	Participants	Expected Results
1	Evaluations to indicators of perception	Perception survey	Students	Students perceive their schools as integral spaces of social cohesion (a pleasant and improved environment, students can regulate their emotions and sustain healthy relationships in their home)
2	Evaluations to indicators of learning	Pre-post Questionnaires Semi structured interviews Focus groups	Fathers/mothers, caregivers, teachers.	Parents and teachers demonstrate acquisition of new concepts and skills in the areas of intervention of the Project.
3	Systematization of the Project development	Semi structured interviews Focus groups.	Fathers/mothers, principals, teachers, students, private sector.	The systematization will identify and depict the projects best practices becoming a tool for future interventions.
4	Monitoring of the performance of USAID-FEPADE indicators			
5	Update the functions of the system of registry.	Application scalability	Web Programmer, technical assistant	The registry system becomes more robust and user friendly.
6	Improve the quality of information input.	Continuous monitoring Workshops Personalized consultations.	Technical team	The team inputs data and information correctly, on time and minimizes duplicity of participants.

Table 15 Innovation and Improvement Actions (aligned to a possible project extension)

N°	Activity	Strategy or Technique	Participants	Expected Results
1	Design, and monitor and evaluation of indicators by area	Semi structured interview Questionnaires.	Technical team, parents, principals, teachers, students.	Have specific indicators for each area of the Project in order to monitor the progress, identify challenges and improve results.
2	Create a process to evaluate the performance of the technical team and measure user satisfaction.	Feedback mechanisms (performance evaluation surveys, user satisfaction surveys).	Parents, principals, teachers, students.	Have a mechanism to provide feedback periodically and systematically in a way that guarantees efficacy and quality of the interventions.
3	Design a learning plan	Interviews and data from the registry system.	Institutional (technical team) Sectorial (beneficiaries).	Proposal of improvements for each area based on available evidence and monitor their implementation.
4	Presentation and proposal of improvements on the basis of the results from the evaluations.	SWOT Analysis	Technical team	Present the results of the periodic evaluations in order to take measures to improve deficiencies in each area.

N°	Activity	Strategy or Technique	Participants	Expected Results
5	Actions to publicize results	Communications plan	Stakeholders	Share the results of the Project with the Project stakeholders (participants, technical team, USAID, private sector, interested actors, amongst others).

PROJECTED BUDGET FOR FY 20212

Project: "Educar y Convivir"
Estimated Expenses for Fiscal Year 2022
Implemented by Fundación Empresarial para el Desarrollo Educativo -FEPADE-

BUDGET LINE ITEMS	Total October - September 2021	Q1	Q2	Q3	Q4
1.SALARIES & WAGES	\$ 534,000.00	\$ 133,500.00	\$ 133,500.00	\$ 133,500.00	\$ 133,500.00
2.FRINGE BENEFITS	\$ 85,900.00	\$ 54,400.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00
3.TRAVEL, TRANSPORTATION, AND PERDIEM	\$ 68,139.60	\$ 11,112.00	\$ 15,714.00	\$ 20,276.00	\$ 21,037.60
4. COMMUNICATIONS	\$ 51,830.00	\$ 15,710.00	\$ 11,435.00	\$ 13,935.00	\$ 10,750.00
5. SUB-CONTRACTS	\$ 429,623.17	\$ 158,138.82	\$ 169,721.94	\$ 62,612.20	\$ 39,150.21
6. OTHER DIRECT COSTS	\$ 1,459,430.08	\$ 231,511.52	\$ 383,727.52	\$ 436,688.52	\$ 407,502.52
7. NON-EXPENDABLE EQUIPMENT	\$ -				
8. SECURITY	\$ 20,400.00	\$ 5,100.00	\$ 5,100.00	\$ 5,100.00	\$ 5,100.00
9. INDIRECT COSTS	\$ 346,000.00	\$ 93,000.00	\$ 91,000.00	\$ 81,000.00	\$ 81,000.00
10. TOTAL COSTS	\$ 2,995,322.85	\$ 702,472.34	\$ 820,698.46	\$ 763,611.72	\$ 708,540.33

ACTIVITY PROFILE

	Information/Content	Material produced
No media invitation	Name and number of guests of honor	ID for guests (names on table of honor or badges)
	Planned interventions or words from the guests of honor	Invitations/Link to the event
	Place	Event agenda
	Date	Newsletters
	Time and duration	Posts for social media
	Number of people invited and expected at the event	Relevant reports
	Event objective	
	Photography of the event	
	Video of the event	
All previous requirements plus:		
Media invitation	Audio recordings of interviews	Press announcement
	Registry of journalists and media in attendance	Press newsletter

	Information/Content	Material produced
		Scenesetter
		Talking Points
		Posters
		Backing
		Decorative material

INFORMATION, COMMUNICATION, EDUCATION, AND TRAINING MATERIALS PLANNED

In the coming fiscal year, the Project plans to modify the content and production of this traditional channels, to adjust to the new reality that the country is experiencing. With schools using mixed teaching methods coordination between FEPADE and schools will take more relevance.

During the fourth fiscal year E&C Communications teams is planning to rekindle the YouTube channel as well as new material to promoted the project’s success. The FEPADE and USAID logos will be in compliance with their respective brand manuals.

These are the materials E&C will need for its fourth fiscal year:

Table 16 Planned Materials for FY 2022

Material/Activities	Description/Requirements*, **
Promotional material: posters, flyers, pens, notepads, etc.	Material that will be distributed when the circumstances permit it.
Newsletters (email)	The project is now participating, weekly, in the FEPADE email newsletter. This will be dynamic moving forward.
Shirts	Shirts printed with the project and sponsor logos in compliance with all brand manuals to identify project participants.
Social Media posts	Social media posts will be linked to specific campaigns in line with project objectives.

Material/Activities	Description/Requirements*, **
A/V productions	Audiovisual material, based on the results now evident in the field, will be produced to promote the project’s success among private sector partners and other stakeholders.
YouTube episodes	Considering changing restrictions due to the health crisis there will be another attempt to start the YouTube channel.

*All minors portrayed in pictures or video will have a signed consent form in accordance to local law. (Ley de Protección Especial de la Niñez y la Adolescencia – LEPINA)
 ** All logos will be applied where relevant and in accordance to their respective brand manuals

COMPLIANCE WITH ENVIRONMENTAL PROCEDURES

As required by USAID Federal Regulations and Automated Directive System, the potential environmental impacts of E&C activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities.

In compliance with these regulations and procedures E&C will:

- Comply with El Salvador’s environmental regulations unless otherwise directed in writing by USAID. In case of conflict between local and USAID regulations, the latter shall govern.
- Conduct an Initial Environmental Examination (IEE), covering activities expected to be implemented by E&C, considering the fact that USAID has determined that a categorical exclusion and negative determination with conditions applies to this project.
- The Negative Determination with Conditions was assigned due to the sub-awards to be managed by E&C, and construction of new schools or improvements to school infrastructure may be carried out by private sector partners with whom E&C establishes alliances. Therefore, environmental guidelines to monitor every proposed remodeling activity must be developed.
- For actions determined as Negative Determination with Conditions within the IEE related to the project, it will submit an Environmental Monitoring and Mitigation Plan (EMMP) before formalizing any PPP for the approval of the AOR.

The purpose of the EMMP is to identify potential impacts of actions that are included in the work plan, and identify and implement mitigation measures that would minimize such impacts.

If any of the projects foreseen within a PPP shows a potential impact to the environment E&C will monitor the implementation of the EMMP's mitigation measures during each year of implementation, and prepare a yearly environmental compliance narrative as a section of the Annual Report.

Environmental processes and compliance will be one of the responsibilities of E&C's Operations Coordinator.

INTERNATIONAL TRAVEL PLAN

Table 17 International Travel Plan FY2022

International Activities for FY2022	Q1	Q2	Q3	Q4	Expected Results
REDUCA's General Assembly	X				Exchange of best practices of private foundations in the area of education
The Responsible Business Summit 2022- (Boston or to be defined)		X			Strengthen knowledge of new strategies of Corporate Social Responsibility and social investments.
Meetings with business leaders and organizations in order to promote investments and alliances.				X	Identify contacts and find potential allies, seek new cooperation and support for the education corridors.

COORDINATION, COLLABORATION, AND INFORMATION EXCHANGE WITH OTHER PARTNERS

The Alliances area will promote synergies and associative relationships of technical and financial cooperation with the private sector, which can support the Project with funds, technical assistance, diverse donations, and access to support opportunities, among others. These opportunities will be shared by the Project's areas, with the purpose of taking advantage the contacts and potential allies to strengthen the team internally and widen the activities to be implemented.