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EDUCATION & COEXISTENCE PROJECT

IMPLEMENTATION PLAN 2023



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Acronyms

ASP	Annual School Plan
ADESCO	Asociación de Desarrollo Comunitario (Community Development Association).
\$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
PESS	Plan El Salvador Seguro
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.

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 educational 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 Project was formally granted an extension on May 2022 to continue operating until march 2026 allowing us to deepen, broaden and consolidate the results of the Project. As a result of the extension. 130 educational corridors will be created containing 260 schools and 300 communities. The extension provides the opportunity so that 32,000 students, 3,500 teachers and 83,000 community members (students, community members and parents) participate in trainings to strengthen their capacities and/or acquire new skills.

Within this context, fiscal year 2023 presents the project with the challenge to incorporate new actions for all the beneficiaries, generate self-reliance and develop processes that allow us to measure, evaluate and improve the work done.

The Education area works 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

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.

The education team expects to improve the professional practice of teachers, strengthen their role in the schools, advise the teaching team in the use of pedagogical practices, and generate more opportunities of learning for students, especially those in middle and high school. This year the team will implement new educational projects to broaden the benefits that that students receive, by executing learning circles on the topics of reading, chess for mathematical abilities, sports, homework support, and art. Technical Assistance to teachers and principals provides the tools, advice, and best practices to ensure the successful implementation of new and innovative activities in schools.

The Social Cohesion area develops and implements 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.

During FY 2023 the Social Cohesion area will implement Technical Assistance for Community Management. In order to achieve this, the technical team has been trained to reinforce their skills to be able to guide community leaders to permanent self-reliance practicing social values that allow them to fulfill their collective goals. Likewise, the projects for community transformation will also receive the support from documented technical assistance which will allow us to evaluate the learnings.

In alignment with the Ministry of Education's goals, the Social Cohesion team will also work towards the promotion of the organization and strengthening of student governments by training leaders who will help improve social coexistence in the schools. The project's trademark workshops will continue, such as Socioemotional Skills trainings and others that provide beneficiaries with the tools to cultivate harmonious relationships in their communities and schools.

The area of Alliances finally, enables the consolidation of partnerships of mutual benefit in order to improve the conditions of schools and communities in order to minimize the risk factors that encourage irregular migration by transferring skills and creating spaces that foster a culture of peace that strengthens a sense of rootedness and compromise of residents to their communities.

Fiscal year 2023 marks the continuation of the Education and Coexistence Project to fulfill its goal of transforming schools into integral centers of coexistence. The past three years of experiences have resulted in learnings leading to innovation in methodologies, strategies and implementation of activities and which will be key in the attainment of the new goals set forth as a result of the extension of the project. The goals are ambitious and challenging in terms of increasing the numbers of beneficiaries, prioritizing specific types of beneficiaries, and maintaining the quality standards that characterize the project.

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.

ACTIVITY APPROACH

Hypothesis Development

The Education and Coexistence Project focuses 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 integral centers of social cohesion and peaceful coexistence, the social fabric of the education community is strengthened.

Activities will be carried out in alignment of three specific objectives: 1. Strengthen public schools to become integral centers for violence prevention and social cohesion, capable to retain students to complete their high school education; 2. Foster the involvement of the community in activities aimed at increasing social cohesion and peaceful coexistence; and 3. Establish public private alliances to foster resilience in educational communities.



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.

Considering the situation, the country is undergoing, it is necessary to seek out efforts that can give continuity and sustainability to the interventions; that can 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

 DO 1: (Development Objective 1) Security increased for likely migrants	 DO 2: (Development Objective 2) 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 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 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.

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.

The following are the Project's projected actions to be conducted during FY2023, to address the USAID Policy's principles and priorities:

- Strengthening of social, pedagogical, and didactic competencies in 580 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 5,898 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 5,898 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 FY2021 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.

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>

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.

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).

Results Framework

Table 2 Results Framework and alignment to Country Development Strategy

General Objective	Specific Objectives	Results
Strengthen the social fabric of educational communities by transforming schools into comprehensive centers for social cohesion and peaceful coexistence with the support of public-private partnerships.	Strengthen public schools to become comprehensive centers for social cohesion and peaceful coexistence, 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.

Expected Results for FY2023



45

new
educational
corridors



580

educators with
social emotional,
technological, and
pedagogical skills
strengthened



5,898

students with
social emotional
skills strengthened



2,700

parents, guardians
or caretakers
participants in our
positive discipline
workshops



75

community spaces
transformation
projects



100

strengthened
Open Book Houses



4,000

participants in social
cohesion and
integration activities



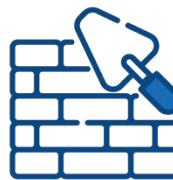
100

informative talks
to prevent irregular
migration



\$3.3M

thanks to alliances
and private
investment



50

projects of school
infrastructure
improvement

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	Improving the learning results of students requires the implementation of innovative strategies such as: project-based learning, correlation of goals and objectives from different disciplines, and other adjustments to the curriculum.
	The little amount of knowledge that teachers possess on the adequate use of technology as well as the connectivity gap experienced by the teachers is a challenge in order to fill attendance of online trainings.
	That new schools will not be incorporated, which impacts the number of trained teachers. Or that the teacher population in schools is too small.
	That the teachers and school administrators find themselves with a work overload and thus unable to engage in trainings.
Social Cohesion	Develop the training of Socioemotional Skills and reinforce or promote the formation of student governments
	Achieve the numerical targets for this period considering possible political, health or other events. This requires adaptation of activities and strategies.
	Further develop the programs such as the Open Book House, Prevention of Bullying from the community, and Classroom Management from Home providing close follow up of the process.
	Contribute to the reduction of irregular migration by including this topic as a transversal issue running through all the trainings.
	Strengthen healthy coexistence and local rootedness in community members by encouraging their participation in collective activities.

Area	Challenges
Alliances	<p>The economic environment: The world crisis has had an effect on different markets, especially those that are key to El Salvador such as the United States. This affects commercial relationships, investments but also production and transportation costs in the country. Likewise, the pressure that the government has to fulfill its financial international obligations during the upcoming year, might result in authorities to enact measures that are counterproductive to the private sector and economic stability (tax increases, legislation changes, etc). This impacts the ability of foundations and E&C potential partners to invest, which could lead to reductions in the short and middle term.</p>
	<p>The social environment is also affected by the economic outlook. There is an increase in irregular migration, especially to the United States, of people seeking to improve their lives. This is a challenge for the country. The economic situation also impacts companies and increases the possibility that companies might have to reduce their production levels, leading to possible unemployment which increases the levels of poverty and different forms of delinquency and violence.</p>
	<p>In the political area it is foreseen that this will be a complicated year as it is a year before 3 major elections to take place in 2024 (presidential, legislative and municipal). This might impact activities if they are touted by local leaders as being supportive of a political party. This requires the project to take preventive measures. Additionally, the fact that this is a political year might lead to drastic changes in public policy, affecting investment, and social and economic sustainability.</p>
	<p>Internally some of the main challenges of E&C are: a) securing alliances with substantial amounts to fulfil the goal of FY2023 of US\$3,350,000; b) opening more educational corridors. The corridors are defined by the private sector as they seek to influence and improve their areas of interest, therefore E&C's decisions depend on the private sector; c) secure commitment letters for substantial amounts, as every commitment letter, no matter the amount, requires the same amount of time and effort for the project, therefore the goals should be set on alliances that provide considerable benefit, however in regards to the perspectives mentioned above, it is likely for the project to be able to obtain more smaller and mid-size alliances; d) the leverage reports are a constant challenge as they depend on the availability of our partners' time to elaborate and present them, as well as the prompt review from the accounting department in order to obtain approval.</p>

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.

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.

Schedule of Activities for FY2023 per Area

Table 4 Schedule of activities for FY2023

Area	Activities	Q1	Q2	Q3	Q4
Social Cohesion	Social Cohesion				
	Review and update the lesson plans and methodological strategies based on field findings.	x			
	Elaboration of community profiles for the new corridors	x	x	x	x
	Elaboration of the exit profiles of the communities finishing the project	x		x	
	Workshops and trainings	x	x	x	x
	Follow up and monitoring visits.	x	x	x	X
	Community leadership practices program (film forums, revitalization campaigns, reforestation, etc.)	x	x	x	x
	Workshops to evaluate the intervention.		x		x
	Program for technical strengthening of capacities for the team.	x	x	x	x
	Implementation of program to raise awareness about school bullying.	x	x		
Development of the third phase of the program Open Book House: Community Reading Corner	x	x	x	x	
Education	EDUCATION	Q1	Q2	Q3	Q4
	Elaborate the school profiles as requested by the area of Alliances.	X	X	X	X
	Elaborate the progress reports for USAID and the private sector.	X	X	X	X
	Support the development of school administration and pedagogical practices in the participating corridors.	X	X	X	X
	Training workshops for teachers (workshops and learning circles).	X	X	X	X
	Technical Assistance and Project development	X	X	X	X
2nd Congress on Science and Technology in Education				X	
Alliances	ALLIANCES	Q1	Q2	Q3	Q4
	Current Alliances				
	Follow up the action plans and alliances consolidated in previous years.	X	X	X	X
	Elaborate, update and present the action plans to partners as required.	X	X	X	X
	Update due diligence processes for renewed and subscribed alliances on 2022.	X	X	X	X
	Follow up the action plans with the operational areas of E&C and partners to verify execution.	X	X	X	X
	Send weekly programming to partners as required.	X	X	X	X
	Elaborate and present the quarterly or semester results and activity reports to partners.	X	X	X	X
	Obtain support from the operational areas of E&C for quotes, procurements, purchases, contracts, etc.	X	X	X	X
	Obtain support from the authorities of the MINEDUCYT in order to execute the activities in the action plans.	X	X	X	X
	Advise and process leverage reports of the private sector.	X	X	X	X
Maintain an updated report of the in-kind contributions from allies to include as leverage.	X	X	X	X	

Alliances	ALLIANCES (Continued)				
	Current Alliances (Continued)	Q1	Q2	Q3	Q4
	Conduct the satisfaction survey with the private sector partners and elaborate the report.		X		
	Participate in activities, signature of MOUs, openings, delivery of donations etc.	X	X	X	X
	Plan and organize the event to honor the best practices with private allies and E&C.	X	X	X	X
	Maintain a direct and continuous communication with partners in order to inform and provide feedback on the action plans.	X	X	X	X
	Distribute materials produced by the area of Communications on best practices related to corridors and the projects executed with allies.	X	X	X	X
	Promote the continuation of current alliances in new or existing corridors on 2023-24	X	X	X	X
	Deliver the final reports when applicable.	X	X	X	X
	New Alliances	Q1	Q2	Q3	Q4
	Identify potential allies, conduct meetings and presentation with possible partners.	X	X	X	X
	Prepare investment proposals and action plans	X	X	X	X
	Conduct the due diligence processes to establish the alliances.	X	X	X	X
	Elaborate and present the action plans and investment plans.	X	X	X	X
	Elaborate the documents needed to formalize an alliance: commitment letters and MOUT	X	X	X	X
	Organize events, meetings and activities to formalize the signature of the MOU	X	X	X	X
	Conduct quarterly or semesterly exchanges with current and potential partners, as needed and on the base of mutual interests.	X	X	X	X
	Technical assistance and consultancies.	Q1	Q2	Q3	Q4
	Consultancy to systematize results, success stories and best practices of alliances.			X	X
	Events and activities with current and potential partners	Q1	Q2	Q3	Q4
	Signing alliances with the private sector.	X	X	X	X
	Exchanges of experiences	X	X	X	X
	Acknowledgement of alliances' best practices.				X

Implementation Strategy

Fiscal Year 2023 marks the beginning of the continuation of the Education and Coexistence Project. After four years of intervention (2018-2022) and support given to 54 corridors, the project has been able to reach 162 schools, 15,893 students, 1,787 teachers, 981 communities and 40,911 participants. The project has presence nationwide and has been able to channel the support from 45 different allies up to this date.

The extension provides an opportunity to continue expanding the scope of E&C project's interventions. It is expected that the project reaches 260 schools, and creates at least 130 corridors during its entire lifetime. While some of the goals are well advanced and others have been surpassed, it is important not only to continue building on the progress made, but to also learn best practices and implement innovations that will improve and consolidate the interventions. This annual plan sets forth the activities required to reach the targets as well as strategies to capitalize on the experience acquired and make sure the processes enable communities' and schools' self-reliance capacity.

EDUCATION

Expected Results



580

new teachers with strengthened socioemotional skills



50

new school principals with strengthened administrative and pedagogical skills



19

schools with improved administration and pedagogical practices



10

schools equipped with basic furniture



5

complementary education projects for students and teachers



10

schools with enhanced infrastructure



10

schools equipped with technological tools



Our strategy



Teacher Trainings

to strengthen socioemotional skills and promote the use of technological tools



Technical Assistance

to enhance acquisition and administrative processes of teachers and school principals



Complimentary Projects

to strengthen students' abilities in arts, sports and reading

EXPECTED RESULTS FOR FY2023

- Develop the capacities of 580 new teachers in the topics of Relationship and Socioemotional Skills, Responsible Decision-making, use of technology, evaluation of learnings, and other topics.
- Development of learning circles in topics related to the training workshops: Relationship and Socioemotional Skills, Responsible Decision-making, Social Awareness and Inclusion Skills, use of technology, evaluation of learning and others.
- Strengthen the administrative and pedagogical skills of 50 principals through technical assistance (online and face-to-face).
- Improve the administration and pedagogical practices in 19 schools.
- Equip at least 10 schools with basic furniture and educational resources.
- Implement 5 complementary education projects with the participation of teachers from the schools involved.
- Improve the infrastructure of at least 10 schools (classrooms, roofs, ceilings, bathrooms, kitchens, etc.)
- Provide basic technological equipment to 10 public schools.

Intervention Methodology and Strategies for FY2023

The education area provides support through technical assistance, workshops, and trainings (online or face to face). Different methodologies are used with participatory strategies that promote innovation through the use of science and technology and its impact on the transformation of the classroom, school and community.

Technical assistance includes support and tutorials to principals and teachers using different platforms. The themes from trainings are reinforced during these support activities, and through Learning Circles that have a 2-hour duration.

A pedagogical model is proposed in order to guarantee the right to an inclusive education which will be strengthened in schools, by applying strategies that improve the learning environment in order to make it safe and balanced.

A) Teacher Training

The teacher training processes benefit students with the purpose of strengthening their socioemotional skills, physical and mental health and promoting the use of different technologies in the classroom. Critical thinking processes are also strengthened through these trainings in order to promote a critical analysis culture in regards to pedagogical practices with the aim of their transformation.

The trainings are scheduled in function of the needs of the teachers. The following trainings will take place on virtual platforms in the schools belonging to the educational corridors:

Table 5 Trainings for teachers and school administrators

First Year of Intervention	Second and Third Year of Intervention
a) Relationship Abilities b) Responsible Decision Making c) Technology applied to education d) Risk Prevention e) Learning Circles	a) Skills for Social Awareness b) Educational Robotics c) Evaluation of learning d) Virtual environments

b) Technical Assistance

Technical assistance is the process by which the project’s Education Area follows up the acquisition of skills from the workshops and trainings, and by which principals and teachers receive support to improve their administrative capacities. Technical assistance also provides a space to strengthen socioemotional skills of teachers in order to guarantee the adequate implementation of techniques in the classroom.

The technical team has the capacities to evaluate, document, replicate monitor and implement the E&C project through technical assistance.

The technical assistance fulfills three major functions:

- Raising awareness on issues and providing support
- Provide counseling and facilitation
- Monitoring and evaluation

Technical assistance takes place in the following manner:

The project technicians accompany the teachers in their training and follow up the implementation of practices and strategies in the classroom, including socioemotional management techniques.

A record of each visit is kept as well as a digital archive that registers information collected by the technical assistant.

In the mid-term this component seeks to achieve:

- Provide support to review and strengthen institutional planning.
- Work with the strategy of the learning circles in order to strengthen the training processes from the workshops and ensure the application of knowledge acquired.
- Provide technical face-to-face or online support following the agenda created by the teachers and principals.

C. Projects

In order to contribute to the retention of students in the educational system and strengthen their academic abilities in 2023, the area will implement projects to improve the reading comprehension, critical analysis, mathematical abilities, socioemotional skills and physical and mental health. The area for example, will work with teachers to strengthen their sports teaching, homework support clubs, and didactic strategies that use artistic expressions.

Table 6 Educational projects for FY0223

N°	Educational Project	Objective	Target beneficiary	Expected Results
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.	120 teachers trained. 900 students	Children learn ways to find reading enjoyable, and teachers use techniques to encourage reading.
2	Sports Promoters	Strengthen competencies of sports instructors in different sports disciplines.	75 teachers trained. 900 students and youth.	Teachers trained in different sports disciplines. Delivery of sports kits.
3	Educational Chess	Develop logical and mathematical thinking through the use of games such as chess.	60 teachers from middle school. 600 students and youth	Students and youth develop logical, mathematical and creative thinking using chess.
4	Homework Support Clubs	Improve student's learning through after school support groups in order to reduce drop out rates.	50 young leaders willing to engage in volunteer and social services. 200 children from elementary school.	Students receive support for their homework and reinforce the subjects seen in class.
5	Art for teaching	Strengthen the teachers in the execution of different forms of art. Strengthen the ability for emotional management of students through art.	75 teachers trained. 900 students and youth	Teachers trained in didactic strategies on different artistic expressions. Children and youth have a tool for restoring emotional management.

Social Cohesion

Expected Results



75

community spaces transformation projects



4,000

participants of community integration activities



6,750

benefited students with leadership workshops and sports tournaments



100

informative talks to prevent irregular migration



Our strategy



The Open Book House

Empowerment of leaders and volunteers in community libraries management.



Classroom Management Workshops

Orientation and practical tools to learn how to manage the excess workload at home.



Community Transformation Initiatives

Revitalization of community spaces and creation of spaces for coexistence.



Empowerment of Community Leaders

Workshop on community management techniques and leadership skills



Prevention of irregular migration

Informational and awareness workshops.

EXPECTED RESULTS FOR FY2023

- Community leaders empowered and working together to manage social cohesiveness and provide solutions to collective problems.
- Community leaders with skills to identify risk factors in their communities and implement prevention and protection measures.
- Local governments and key actors demonstrate commitment and engagement with the local leaders through the interinstitutional coordination enabled by the project.
- Middle and high school students able to practice values and participate in activities that reinforce their socioemotional skills.
- Students, children and teens from the corridors participate in educational, sports, cultural and healthy recreational activities during their free time.
- Interventions organized from the communities such as activities to raise awareness on how to protect youth from bullying, or the Open Book House, are conducted successfully and with expected results.
- Members of the community are able to foster social cohesiveness and implement preventive measures to discourage irregular migration and promote rootedness in the community.

Goals and Targets for FY2023.

- Provide 4,000 community members with services to strengthen the communities such as Open Book House (promoting reading and language skills), revitalization of community spaces (muralism, recycling campaigns, social cohesion practices), leadership and environmental workshops.
- Strengthen the management of emotions, leadership and use of free time of 6,758 students and youth through the implementation of socioemotional skills workshops, leadership workshops, sports tournaments and integration activities.
- Strengthen the relationship between parents and children, the abilities of caregivers to educate in a healthy and constructive manner, and provide support for academic activities at home through the implementation of positive discipline workshops, classroom management from home workshops, and family gatherings.

Intervention Methodology and Strategies for FY2023 I

Table 7 Activities and interventions FY2023 – Social Cohesion

Activity	Description	Beneficiaries	Expected Results	Changes to be implemented
<p>Third phase of the Open Book House: Community Reading Corner program</p>	<p>Technical follow up, evaluation and reinforcement of the reading corners with community participation, empowerment of leaders and volunteers in the techniques of managing a community library. Provision of educational and support material.</p>	<p>Community leaders, children, youth, and teenagers.</p>	<p>Community members, children and youth using the reading stations.</p>	<ul style="list-style-type: none"> • Implementation of routine follow-up activities and evaluations of volunteers. • Consolidation of the brand to reinforce identity.
<p>Empowerment of community leaders</p>	<p>Workshops to develop community management techniques, leadership skills, trainings and delivery of materials to execute collective activities, technical assistance program</p>	<p>Members of the community, ADESCOS leaders, and youth.</p>	<p>Community leaders capable of managing projects of social cohesion with self-sufficiency in their communities.</p>	<ul style="list-style-type: none"> • Create a new methodological structure to work with the leaders from the ADESCOS. • Provide a guide for a community profile and diagnostics that each ADESCO can implement and use as a monitoring tool. • Involve young people in leadership positions, for example as heads of committees.

Activity	Description	Beneficiaries	Expected Results	Changes to be implemented
Classroom Management from Home: A guide for Self-Care Program	Workshops for mothers and caregivers to provide orientation and practical tools to learn how to manage the excess workload at home and provide adequate support for children in their academics.	Mothers and caregivers	Mothers and caregivers with pedagogical knowledge to support their children with academics at home. Mothers and caregivers with decreased sense of stress and more capacity to manage.	Continue the implementation of the workshops for mothers and caregivers as needed.
"Transforming my Community"	Activities to improve the quality of life in the communities. Revitalization of community spaces and creation of spaces for coexistence.	Children, youth and families from the communities	Community bonds and trust are strengthened through revitalization activities.	Integrate all the activities into one. Involvement of the community in the projects.
	Rescue and care of the environment. Raising awareness in members of the community to develop recycling and reforestation programs.	Members of the community	Members of the community have become aware of the importance of caring for the environment in the community and promote sustainable development.	

Activity	Description	Beneficiaries	Expected Results	Changes to be implemented
Transformational youth leadership.	Workshops for training young leaders	Community and youth	Young members of the community put into practice their leadership skills and share them with others, becoming agents of change.	Encourage the formation of youth committees to implement social entrepreneurship projects.
Exchanges of best practices	Exchanges between community leaders in regards to best practices.	ADESCOS	Hosts share their community leadership experiences with leaders from other communities	Resources for transportation.
Prevention of irregular migration.	Informational and awareness workshops.	Youth from communities, members of the community, parents and caregivers.	Participants know the risks related to irregular migration and are find ways to reinforce their sense of local identity.	Update the lesson plan

Table 8 Activities and interventions with students (MINEDUCYT methodology)

Activities under the MINEDUCYT model	Activity	Methodology	Expected Results
School coexistence, violence prevention and social risks	Development and/or strengthening of socioemotional skills, psychological first aid, transformational leadership	<p>Workshops based on the methodology established by the MINEDUCYT:</p> <ul style="list-style-type: none"> a. Socioemotional skills for middle and high school students b. Methodological guide for psychological first aid c. Methodological guide for transformational leadership d. User's manual for psychological first aid and transformational leadership. 	Students have the tools to name and recognize their emotions and understand what is necessary to regulate them. This helps them improve their relationships at home, school and community.
Family Education Program	Development of the family education program	<p>Positive Discipline workshops from the perspective of human rights, gender and inclusion.</p> <p>Family gatherings to strengthen its role as a protective and educational agent. Apply discipline techniques based on love, understanding and respect.</p>	<p>Parents and caregivers trained in positive discipline and able to educate their children on the basis of dignity, respect and dialogue.</p> <p>Active and direct participation of families in the development of their children's skills.</p>

Activities under the MINEDUCYT model	Activity	Methodology	Expected Results
	Early detection of at risk cases and providing attention and follow-up.	Individual and group therapy online and face-to-face: Tools: <ol style="list-style-type: none"> a. Basic principles and techniques for calls (MINEDUCYT) b. Protocol for psychological attention during a phone call (MINEDUCYT) c. Effective communication d. Action protocol in schools for prevention of social risks (MINEDUCYT). 	Students and teachers trained.
School Counseling (face to face and online)	Psychological support during and after national emergencies.	Support sessions in crisis, using the following tools: <ul style="list-style-type: none"> • Methodological guide to assist psychological care during and after disasters. • Psychological support guide for children 4-6 years of age during and after disasters. • Psychological support guide for children 7-11 years of age during and after disasters • Psychological support guide for children 12-13 years of age during and after disasters • Psychological support guide for children 14-18 years of age during and after disasters Detect situations that require specialized psychological intervention and direct them to the School Counseling Program.	Reestablish the psychological sense of balance of those affected by a crisis and improve their ability to face the situation.

Alliances

Expected Results



45

new educational corridors



\$3.3M

thanks to alliances and private investment



50

projects of school infrastructure improvement



Our strategy



Public - Private alliances

between the private sector, FEPADE and USAID to promote resilience in educational communities.

Accumulated investment commitments FY 2018- FY 2022

The private investment committed from FY2018 until Q3 FY2022 reaches US\$12,532,606.92, representing 62.2% of the total goal of the project of \$20 Million.

In regards to FY2022 the project secured a commitment of US\$4,285,384.69 during the first three quarters, surpassing the annual goal of US\$2,050,000.00 by 207%. This result constitutes the most amount attained in comparison to previous fiscal years and represents the largest amount leveraged in the life of the project (21.26%). This was obtained regardless of the reduction of US\$33,348.82 of two alliances during the third quarter, resulting in a final investment of US\$4,252,035.87 during FY2022.

The evolution of the private sector investment committed each fiscal year is detailed in the following table

Table 9 Private Sector Investment per Fiscal Year

FY	PRIVATE SECTOR COMMITTED INVESTMENT	FY GOAL	% FY GOAL	% LOP GOAL
FY2018	\$ 344,692.00	\$ 200,000	172.3	1.72
FY2019	\$ 2,318,968.00	\$ 2,000,000	115.9	11.59
FY2020	\$ 4,207,061.74	\$ 3,000,000	140.2	21.04
FY2021	\$ 2,237,271.00	\$ 2,500,000	89.5	11.19
FY 2022				
Q1	\$ 842,578.47	\$ 2,050,000	207.42	
Q2	\$ 3,040,431.69			
Q3	\$ 402,374.53			
Sub total FY 2022	\$ 4,285,385.69			
Reduction of investment	\$ 33,348.82			
TOTAL FY 2022	\$ 4,252,035.87			21.26
FY 2023		\$ 250,000		
TOTAL	\$13,360,028.61	\$10,000,000		66.80
Alliances cancelled	\$ 827,421.69			
TOTAL COMMITTED INVESTMENT	\$ 12,532,606.92			62.66

Outlook for FY2023

The Outlook foreseen for the next fiscal year includes the following possible scenarios:

- **Availability of funds from USAID** to create alliances and invest in schools and communities due to the approval of an extension of the E&C project for US\$10 million. This guarantees resources to promote alliances with an equal amount and it is expected to see investment results in the middle to long term in actions that are sustainable and aligned to the objectives of the E&C project.
- **Food for the Poor Alliance** for US\$2.5 million which will allow for the promotion of more alliances with the incentive of having additional funds to improve infrastructure and services in public schools which cannot be financed by E&C. In this respect there are agreements signed by FEPADE and MINEDUCYT to conduct improvements in infrastructure. In both cases, these additional resources provide an added value to the support from E&C and USAID, increasing the scope and impact of results.
- **Alliances with middle to long term vision and social responsibility commitment** are expected to continue supporting the same or different educational corridors. These alliances are an important asset to E&C in terms of leverage and the capacity to attract more resources and attend the needs in the corridors, including for areas that are not financed by E&C such as scholarships, infrastructure, etc. In this regards, there are at least 14 allies which demonstrate such a commitment: ACSA, Smurfit Kappa El Salvador, Fundación Eserski, Fundación Calleja, Fundación Holcim, FUNDACOATEPEQUE, FUNDATAMARINDO, Good Neighbors, INDUFOAM, Sherwin Williams, CASSA, Ingenio Chaparrastique, Banco Davivienda y Publicidad Comercial.

Intervention Methodology and Strategies for FY2023

In order to achieve the goal of US\$3,350,000.00 in terms of leverage and investment, the area will implement the following strategies and activities during FY2023:

- a) **Current partners:** The area will encourage current allies or those who are close to finishing their period, to continue investing in new corridors through actions such as:
 - a. Increase communication, edition of materials that show results (testimonial videos, success stories, impact, etc), promotional materials, coverage of activities in social networks, and elaborate proposals for new investments.
 - b. Share content and results from the surveys and other analysis that highlights benefits and the needs that are still requiring support.
 - c. Installation of banners in the infrastructure projects that identify the partnership and that are installed permanently from the beginning of the construction.
 - d. Installation of permanent banners in schools and/or communities that identify the private partners (as long as it is approved by the ally) and the project.
- b) **New partners:** Actions to cultivate relationships with new partners will include:
 - a. Identify corridors that require intervention or areas that concentrate a large amount of industries and companies.

- b. Reestablish communications and promotions that were suspended due to the pandemic and see that they can be consolidated.
- c. Promote more personalized contact with potential partners, if possible face-to-face, in order to have a closer relationship and better follow up of contacts.
- d. Share best practices, lessons learned, and success stories of the results of the private investment in alliance with E&C, in order to motivate potential partners. This requires the production of communication materials such as short videos on what is E&C, and the benefits of establishing private alliances.

Annex E lists some of the possible allies to promote during FY2023.

- c) **Promote alliances in catholic schools and community centers.** This has the advantage that coordination to execute activities by E&C is more expedite.
- d) **Promotion with associations, cooperatives and other interest groups that engage in collective investments.** This will provide opportunities to pull resources for a corridor or geographical area and facilitate co-investments by groups or individually. Contacts will also be made with international organizations that work with different partners.
- e) **Announce when the Project obtains added value from investments from the private sector as complimentary resources,** as was the case with FFTP, in order to showcase the strengthen of the project, its impact and encourage investments.

Communication Activities

- a. **Publications** to communicate results, success stories, and best practices to private partners in order to encourage investment and engage in new alliances. With the support from the area of communications, results, relevant activities and impact will be transmitted to the current partners through different media such as: social media, YouTube, FEPADe's institutional channels, etc. This activity might imply possible alliance with communication networks, broadcast media, universities, etc.
- b. **Events to share best practices and success stories.** Events organized to share best practices and results of co-investments with E&C such as:
 - I. Exchanges, meetings presentations with current and potential partners every trimester or semester, preferably grouping results by municipalities and/or corridors. The area will promote that current partners act like leaders in these meetings in order to encourage more commitment from colleagues "*peer-to-peer*".
 - II. Annual event to honor the Best Private Sector Practices in order to disseminate success story, replicable practices and share the initiatives and investments with E&C. The award can have four possible categories: education, social cohesion, corporate social responsibility, and innovation. Bases and criteria to evaluate the candidates will be done by a jury with the participation of FEPADe/E&C, USAID, private sector representatives, academic sector, 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 10: 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.

IMPLEMENTATION MATRIX

Implementation Matrix											
Result	Objective	Input	Indicator	GOALS	Activities	Expected Product	Source of Verification	Oct- Dec	Jan - Mar	Apr - Jun	Jul - Sep
				2023							
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	1. ES 1-50 Number of public and private schools receiving USG assistance	50	Finding companies to create alliances. Formalization of alliances. Selection of schools.	The schools will be transform into centers for social cohesion and violence prevention as a result of their participation in the project	Letters of understanding or signed agreements				
			2. Number of educational corridors	45	Finding companies to créate alliances Formalization of alliances.	Formalized alliances that allow the creation of new educational corridors	Letters of understanding or signed agreements				
			3. ES.1-6 Number of primary or secondary school educators who complete professional development activities with USG assistance.	580	Development of workshops: technology, robotics, basic computing. Workshops and trainings on socioemotional competencies	Registration of the amount of teachers in the information system of the project (this indicator is exclusively a count of teachers).	Lists of participation				
			4. ES.1-12 Number of	50	Technical assistance to principals and vice principals in topics of	Directors and deputy directors	Visiting Reports Monitoring				

		education administrators and officials who complete professional development activities with USG assistance		administrative management and educational management.	effectively develop management activities at school	guides Lists of Participation				
		5. Number of schools that improve their education and administrative management	19	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	6. 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				
		7. 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				

			8. Number of schools equipped with technological resources	10	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				
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	9. Number of vulnerable people benefitted by social services supported by the USG	19,012	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				
			10. Number of community members that have participated in strengthening activities.	4,000	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				
			11. Number of parents trained in social cohesion and peaceful coexistence in themes like:	2,700	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	Lists of Participation				

		conflict resolution, positive discipline, peace circles, among others.			count of participants)				
		12. 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)			
		13. Number of children and teenagers that use their time in a positive manner, in formation, recreation, artistic or sports activities.	860	Workshops on Values (practical/recreational level, rallies, sports leagues, etc.). Leadership workshops, new masculinities, environment, reading clubs, chess clubs and music.	Children and teenagers have healthy options in their spare time, acquire new skills in sports and art.	Lists of Participation			
		14. ES.1-4 Number of learners in secondary schools or equivalent non-school based	5,898	Workshops on: Values, psychological first aid, social skills, life plan, vocational guidance, proper use of social networks, among others. Reading circles, chess to reinforce logical thinking, proper use of social networks, among others.	Registration of the amount of learners in the information system of the project (this indicator is exclusively a	Lists of Participation			

			settings reached with USG education assistance			count of learners). Students improve their academic performance				
			15. YOUTH-1 Number of youth at risk of violence trained in social or leadership skills through USG assisted programs	5,898	Workshops on: Values, psychological first aid, social skills, life plan, vocational guidance, proper use of social networks, among others. Reading circles, chess to reinforce logical thinking, proper use of social networks, among others.	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			
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.	16. Quantity of resources provided by the private sector to invest in education or social cohesion projects.	\$3,350,000	1. Conduct at least 15 promotional activities with private sector in selected corridors 2. Present Project proposals of investment to the private sector. 3. Confirm investment amounts of private sector for education or social cohesion projects in educational corridors.	Conducted meetings	List of Participants in activities (no signatures required) ; for virtual meetings: digital picture			
						Investments proposals (profiles or action plans presented to the private sector)	Action Plans			
						Confirmed amounts	Letters confirming investment amount			

			17. PSE-1 Number of USG engagements jointly undertaken with the private sector to achieve a U.S. foreign assistance objective	20		Formal establishment of private sector support for project activities	Letters of understanding or signed agreements				
			18. PSE-2 Number of private sector enterprises that engaged with the USG to support U.S. Foreign Assistance objectives	20		The private sector is committed to invest in project activities	Letters of understanding or signed agreements				
Impact/Context Indicators	Capacities of educational communities to prevent violence and improve social cohesion are strengthened, through the creation of public-private alliances.		19. School desertion rate	BL -0.5%		Estimated Desertion Rate	Enrolment data from MINED				
			20. Percentage of change in the perception of inclusion and social cohesion in schools	BL + 5%		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				
			21. ES.1-51 Number of learning environments supported by	15		Students have safer spaces at school	Survey Report: estimated inclusion and cohesion index				

		USG assistance that have improved safety, according to locally- defined criteria							
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[1] A Science Kit Includes: 1 microscope, 1 set of basic glassware and tools for chemistry and biology experiments, 1 set of prepared microscope slides.

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

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

TRAINING PLAN

Table 11 Training Plan per Area

	TOPICS FOR SEMINAR/EVENT/WORKSHOPS	MONTHS	RESULTS
Education	Virtual Learning Environments	October-November	Technicians trained in technological tools applied to education.
	Methodologies for group work	July	Personnel with new methodologies to manage groups and teams
	Training Trainers in Socioemotional Management Skills	January	Personnel trained to identify the application of Socioemotional Skills and give orientation to teachers.
Social Cohesion	Environmental Analysis	May	Staff trained with skills that enable them to report, perceive and evaluate environmental, social, and other changes in the territories that are intervened.
	Formación de capacitadores en Primeros Auxilios Psicológicos Training in Psychological First Aid (for trainers)	February	Technical team trained to provide psychological attention when required, and identify risk cases and share information with others.
	Methodology for technical Assistance for Community Management.	August	Technical team trained to begin a process to train local community leaders.
	Training for Bullying Prevention at Schools	Sept	Technical team trained on bullying and its prevention.
	Self-Care and Evaluation Workshop	March	Technical team equipped with tools to improve their mental and physical health.
	Second training for Community Management.	December	Technical team consolidates knowledge on community management projects.
	Community Diagnostics	October	Technical team providing insight into the elaboration of community diagnostics led by technical coordination
	Training on inclusive language	November	Team trained on the use of inclusive language
Monitoring Evaluation and Learning	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.

MONITORING, EVALUATION, AND LEARNING

Main Activities



Our strategy



Progress Evaluation
indicators of perception and learning



Perception Survey
ensuring maximum accuracy



Monitoring
updates on the Information Recording System implemented by EyC



Learning activities
contributing to sound judgment and well-founded decision-making inside the project



Implementation of Learning Plan
considering three types of learnings: Organizational learning, Sectoral learning and Training Development.

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) and 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 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. During FY2023, the ME&L area will focus on processes to evaluate learnings with students, teachers and members of the community in order to generate evidence and improve the quality of the interventions. The first systematization of the project is also expected to be conducted during FY2023.

Actions in FY 2023

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

In this year, the entry and exit evaluation survey will be implemented for the schools in the new corridors. Also, the evaluations of the learning processes will be continued. For such purpose, the following actions are proposed:

- 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. The community and school profiles will be consolidated in an instrument to provide a diagnostic of needs, 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. During 2023 the area will contribute to the characterization of educational corridors and communities through the socialization of the results of perception surveys and learning evaluations. It is expected that these tools will be key elements for the elaboration of the Action Plans from Social Cohesion and Education.
- b) Strengthen the evaluation of the indicators learning acquisition from 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 community⁵ 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 2023, 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.

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

During FY2023, 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 continues 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

⁵ 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).

system will be the primary tool from which data will be extracted for monitoring the performance of the indicators.

One of the new options that the System of Registry will have is the module to input Technical Assistance activities. This module will allow us to register the support given to teachers, principals and members of the community in the form of technical assistance.

Additionally, the system will also have a module to generate automatic reports in accordance to the need of the project. This tool will be available to the coordinators of the project who will be able to visualize numerical results in terms of number of services provided, activities and attendees, graphically and in real time.

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 2022 the learning plan for the project was elaborated considering three types of learnings: sectorial, organizational and training development, Actions for the three levels are proposed as follows:

Organizational learnings:

- **Systematization of processes:** A broad process of systematization is to take place during 2023 for each one of the areas of the Project, using both qualitative and quantitative methodologies.
- **After Action Review (AAR):** For ME&L it is important to facilitate spaces to generate knowledge from the technical team as well as from beneficiaries. ME&L will continue creating spaces for quarterly discussions and critical reflection with the work teams from Education and Social Cohesion. The results of these actions will be reflected in the quarterly reports.

The AARs will be conducted in three different spaces: with the Education and Social Cohesion team in order to discuss the results from the period and the challenges and actions to face; with the Social Cohesion team to discuss the results of trainings and interventions with students,

parents, and community leaders, and finally the third space will be instituted from 2023 to provide an opportunity for the Education team to analyze results from the technical assistance.

Sectoral Learnings:

- 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. Results must be disseminated through different periodical products which can include data from the surveys, learning evaluations, and data from the System of Registry as well as other sources, and which can be included in the communications plan.

Training Development

- Trainings in topics that are intersectional and useful to the entire team, such as: Excel, psychological first aid, etc.
 - Trainings in specific topics: training opportunities to specialize each team according to the activities they conduct.
 - Replication of practices with the entire team: the team will implement spaces where technicians who have received trainings and workshops can share the knowledge with their peers.
5. **Support to Alliances** Process to provide timely information to the private sector and for the elaboration of the reports to allies will be instituted during 2023, as well as a proposal of an instrument to evaluate the perception from private sector allies more in depth.

Table 12 ME&L Main Activities for 2023

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. Community members, and students	Parents, teachers and students 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	Review and continuous analysis of data.	Technical team	The project must be reaching the established goals in terms of quantity of beneficiaries and interventions and timing.
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.
7	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.
8	Improve 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).
9.	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.

PROJECTED BUDGET FOR FY 2023

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
		Scenesetter
		Talking Points
		Posters
		Backing
		Decorative material

INFORMATION, COMMUNICATION, EDUCATION, AND TRAINING MATERIALS PLANNED

In the coming fiscal year, the Project plans to implement a new communications strategy to strengthen the project’s reputation among its beneficiaries, partners, and society overall. Also, the communications staff of the project will growth into two more members.

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 4 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.
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 FY2023

Plan de Viajes Internacionales FY2023	Q1	Q2	Q3	Q4	Expected REsults
REDUCA, General Assembly Perú October/November 2022	X				Knowledge Exchange and sharing of best practices with private foundations with an interest in education .
Event on CSR in ESG USA, 2023, April/May 2023		X			Strengthening knowledge on new Corporate Social Responsibility strategies (2 people)
Meetings with private sector representatives and organizations in order to promote investments and alliances: USA, April/May 2023.		X	X		Identification of contacts and potential allies, search for investors, and support for educational 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.

ANNEXES

Annex A – Glossary of Terms

In order to add greater value to the intervention, E&C will promote shared knowledge. Thus, concepts have been adopted and/or built which will be reaffirmed and used frequently, during the life of the project

- **ADESCO:** The Salvadoran Municipal Code in its Article 118 establishes that, "the inhabitants of the communities in the neighborhoods, colonies, cantons and villages, may constitute community associations to participate in an organized manner in the study, analysis of social reality and problems and needs of the community, as well as in the development and promotion of solutions and projects of benefit for the same. The associations may participate in the social, economic, cultural, religious, civic, educational, and any other field that is legal and beneficial to the community". The Law of Community Development defines these (associations) as the group of inhabitants of a specific urban or rural town, such as cities, towns, villages, districts, neighborhoods, cantons, hamlets, etc., which make up a permanent entity and combine initiatives, wills, efforts and actions in the pursuit of the common objective of raising the economic and social conditions of the community (El Salvador Community Development Law, 1977)
- **Coexistence:** Quality that has the set of daily relationships occurring between the members of a society, when the individual interests have been harmonized with the collective ones; and therefore, conflicts are resolved constructively, where the notion of living in the midst of difference is also highlighted. (Art. 5 Framework Law for Citizen Coexistence and Administrative Contraventions.)
- **Community:** A community is a group of individuals that have certain elements in common, such as language, customs, values, tasks, worldview, age, geographic location, social status and/or roles. (Free Encyclopedia)
- **Corporate Social Responsibility:** "Responsibility of an organization for the impacts that its decisions and activities cause in society and the environment. Through a transparent and ethical behavior contributes to **sustainable development**, including the health and welfare of society. It takes into consideration the expectations of its **stakeholders**; complies with applicable legislation, is consistent with international standards of **behavior**. It is integrated throughout the **organization** and put into practice in its relationships."
- **Educational Community:** The educational community is the conglomerate of actors directly involved in the process of student formation. It is made up of students, teachers, administrative staff, parents and mothers. In this area, the teaching-learning process takes place continuously, not only in the formal aspect, but also in the interrelationships between each of the actors. These are communities in which there is a commitment to form future citizens, productive and responsible. (Source: Full-Time Inclusive School Model 2016)

- **Educational Corridor:** It is a set of School Centers and Communities that due to their geographical proximity and specific characteristics allow generating synergies and increasing the impact of the activities of the project. (Efficiency and effectiveness.)
The main element of the Educational Corridor are the School Centers, so the corridor is the first to be selected and, subsequently, a determination is made as to which of the surrounding communities, whose population attends the EC, will be part of the corridor. (Source: In-house)
- **Empathy:** It is the ability to experience the subjective reality of another individual without losing perspective of your own frame of reality, in order to guide the other (individual) to experience its feelings fully and immediately. (Source: Gustavo Páez. Dictionary of Psychopedagogy.)
- **Equity:** The principle that all human beings are equal is the ethical and political foundation of a democratic society. It can be explained from two approaches: as equality of democratic citizenship or equal status or life expectancy. (Source: Gender Glossary Compilation Volume 3 - ISDEMU)
- **Full-Time Inclusive School:** The set of educational responses aimed at the gradual and effective elimination of access and participation barriers that facilitate compliance with the effective right to a timely, comprehensive, quality education in conditions of equity, in a constant effort to transform and strengthen the educational system, empower the school and facilitate the participation of the community in all the pedagogical practice. (Source: Educational Social Plan Let's go to school-MINED 2009).
- **Gender Role:** The word *role* in Spanish is used by influence of the English language; in Spanish, role by definition means "papel" or "actuación" o "proceder". It refers to individual social behavior. Our societies assign differentiated roles to men and women. The role of women would correspond to the responsibilities of parenting, education, caring of family members and organization and maintenance of the household; such activities are defined as "reproductive work". In turn, men are assigned the "productive role", a central role linked to economic activity or "productive" activity, as "providers" of the family nucleus. In market societies, only productive work is valued for its relation to monetary remuneration, while unpaid reproductive work is seen as "natural" and, therefore, undervalued. (Source: EQUAL Project "Enclave de culturas" (Cultural Heritage). Glossary of terms related to gender mainstreaming - EQUAL: 2007).
- **Gender-based violence:** The United Nations defines violence against women as "any act of gender-based violence that results in, or may result in, physical, sexual or psychological harm to women, including threats of such acts, coercion or the arbitrary deprivation of liberty, whether occurring in public or private life. (Source: World Health Organization.)
- **Inclusive Education:** it is a process oriented to respond to the diversity of students, increasing their participation and reducing exclusion in and from education. (Source: UNESCO, 2008.)

- **Integral Center for Violence Prevention:** Physical space where the violence intervention strategy is integrated, in which coexistence and social cohesion in schools and communities is best pursued by linking rehabilitated spaces with community development actions. (Ministry of Justice and Public Security).
- **Leverage:** Contribution of the private sector to the contractual goal of \$10 million during the life of the E&C Project. This contribution can be in cash (25% of the total amount of the Project) or in-kind (75%). Alliances and contributions of other actors not included in the description of the private sector, is not considered leverage, but mobilization of resources.
- **Multidimensional Poverty Index (MPI-ES):** the multidimensional measurement puts the person at the center, taking into account the essential areas for their development and well-being. It contemplates five dimensions (and each one has 4 indicators): a) education-access, lag, low education in adults-; b) housing conditions; c) work and social security-underemployment, unemployment-; d) health, basic services and food security; and e) habitat quality -lack of public spaces, crime and violence, insecurity-. For a household to be considered in a situation of multidimensional poverty in El Salvador, it must present deprivation in seven or more of the twenty indicators.
- **Philanthropy:** Philanthropy and CSR focus on "giving back" or minimizing the harm business has on society.
- **Private sector:** Includes private entities for profit, such as business companies, corporations or firms; private equity funds or financial institutions, including investment firms, investment funds, or insurers; private investors (individual or groups); private companies or industrial associations, including chambers of commerce and others; private foundations that grant donations or philanthropic entities; private individuals and philanthropists;
- **Public Space:** Place of coexistence and civility, administered and managed by public authorities, in which all people can develop their activities in freedom and enjoying free movement, healthy recreation and gathering, with full respect for the dignity and rights of others. (Source: Art. 5 Framework Law for Citizen Coexistence and Administrative Contraventions)
- **Public-Private Alliance:** It refers to an agreement between the public sector and the private sector in which part of the services or tasks that are the responsibility of the public sector is provided by the private sector under a clear agreement of shared objectives for the provision of public service or public infrastructure. Usually, it does not include service contracts or turnkey contracts, since these are considered as public procurement projects, or privatization of public services in which there is a continuous and limited role of the public sector.
- **Quality Education:** It is the one that seeks to reduce factors such as exclusion, inequity or the lack of relevance of learning in relation to the current circumstances of the country and its development needs, among others. It is achieved through the transformation of the educational system to guarantee the efficiency and effectiveness of its role, with the participation and commitment of all social sectors. Quality education generates immeasurable returns to societies because - by generating human development through the improvement of income levels, the health of people, changes in family structure, the promotion of democratic values, the civilized coexistence and

autonomous activity- it is established as the economic and social development engine of a country. (Source: Plan El Salvador Educated.)

- **Resilience:** The ability of a person or a group to recover from adversity to continue projecting the future. Sometimes, difficult circumstances or traumas allow developing resources that were latent and that the individual was unaware so far. (Source: Julián Pérez Porto and Ana Gardey. Published: 2008. Updated: 2013).
- **Self-esteem:** It is an internal assessment that a human being makes of himself. It therefore has not only subjective, but also psychological significance on how it is observed from its own human perspective. Product of that observation it is possible to have an idea or attitude of approval or disapproval of oneself. The psychological character also intervenes, which can change the person according to the mood produced by some particular experience, but that in general terms will not affect lastingly their self-esteem because it is a more permanent quality in each human being, forged in its process of socialization.
(Sources: Gender vision on: Internet [URL]: http://www.siscom.or.cr/cdp/proyecu/cuadernos/modulo1-2/cuad4/cuad4-3.html/glosario_determinosobregenero. National Development Program for Women and the Family/Gender and Health Glossary. USAID)
- **Shared value:** Shared value is a management strategy in which companies find business opportunities in social problems. "Shared value is not social responsibility, philanthropy, or sustainability, but a new way for companies to achieve economic success." Shared value focuses company leaders on maximizing the competitive value of solving social problems in new customers and markets, cost savings, talent retention, and more.
- **Social and/or community measures:** Are aimed at reducing social exclusion and the special treatment of certain social gaps enablers or facilitators of conflict with the law, in a broad sense, addressing causes or social and psychological predispositions of individuals or groups, from measures such as the construction of social capital, articulation of support networks in the communities and interventions of social programs related to social policy (education, employment, housing, health, etc.).
(Source: National Strategy for the Prevention of Violence.)
- **Social Cohesion:** A first notion close to that of cohesion is that of social capital, understood as the capacity of individuals and social groups to deal with collective norms, to build and preserve networks and bonds of trust, capable of reinforcing collective action and laying the foundations of reciprocity in dealings, which are progressively extended to the whole of society. (Document: Social cohesion: inclusion and sense of belonging in Latin America and the Caribbean. CEPAL)
- **Values:** are the convictions of human beings, determinants of their attitudes and behavior. These are principles that guide the behavior of manhood. While the values translate into ideas and thoughts, the most important are the behavior, attitudes and behavior of people. (Source: In-house.)

- **Violence Prevention Municipal Committee:** It is the local body responsible for leading and coordinating the design and implementation of municipal plans for the prevention of violence. (National Strategy for the Prevention of Violence)
- **Violence:** Action or omission that hurts physically, morally, psychologically or socially; either individually or collectively, limiting, preventing or destroying the development possibilities of people or nature, even causing irreversible damage.
(Source: Art. 5 Framework Law for Citizen Coexistence and Administrative Contraventions)

Annex B – Estimated Budget for Alliances Area for FY2023

Description	Unit	Rate	Q1 FY 2023	Ene	Feb	Mar	Abr	May	Jun	Jul	Ago	Sept	TOTAL
LOCAL ACTIVITIES													
Promotional activities with the private sector to promote investments	1	\$200	\$200		\$200		\$200		\$200		\$200	\$1,500	\$2,500
Award and recognition for best practices from the private sector.	1											\$5,000	\$5,000
Training for alliances team	2			\$300				\$300					\$600
LOCAL CONSULTANCY													
Evaluation of Area's best practices	1	\$6,000									\$3,000	\$3,000	\$4,000
Sub total			\$200	\$300	\$200		\$200	\$300	\$200		\$3,200	\$9,500	\$12,100
3.TRAVEL AND TRANSPORTATION													
International flights													
Participation in CSE event ESG USA	2	\$2,500					\$2,500						\$2,500
Annual REDUCA assembly ad knowledge Exchange: October or November 2023	1	\$800	\$800										\$800
TRAVEL EXPENSES													
Travel expenses for CSE event	2	\$272/day					\$1,632						\$1,632
Travel expenses for Annual REDUCA assembly ad knowledge Exchange: October or November 2023	1	\$220	\$660										\$660
Sub total			\$1,460				\$4,132						\$5,592
TOTAL			\$1,660	\$300	\$200		\$4,332	\$300	\$200		\$3,200	\$9,500	\$17,692

Annex C – Investment alliances and corridors achieved per fiscal year 2018-2022

AÑO FISCAL	ALLIANCES	INVESTMENT COMMITTED
<p>FY 2018 (Oct 2017- sept 2018)</p>	<p>5 alliances:</p> <ol style="list-style-type: none"> 1. INDUFOAM: Ciudad Arce 2. Ingenio El Ángel: Apopa 3. Platanares: Usulután 4. Smurfit Kappa Foundation: Ilopango 5. TIGO: Zaragoza 	<p>\$344,692.00</p>
<p>FY 2019 (Oct 2018- sept 2019)</p>	<p>10 alliances</p> <ol style="list-style-type: none"> 1. ACSA: Zaragoza/ Comasagua 2. Banco Davivienda Salvadoreño: Mejicanos 3. Cajas y Bolsas: Ilopango 4. Fundación CESSA: Metapán y Metapán Centro 5. Fundación Poma: Santa Ana 6. Metrocentro/Grupo Roble: Santa Ana 7. Ingenio La Magdalena: Chalchuapa 8. Kimberly Clark: San Juan Opico 9. Kino Glaz: San Salvador Santa Anita y San Salvador La Iberia 10. Publicidad Comercial: San Marcos 	<p>\$2,318,968.00</p>
<p>FY 2020 (Oct 2019- sept 2020)</p>	<p>15 alliances</p> <ol style="list-style-type: none"> 1. Asociación Museo de los Niños: Varios corredores 2. Banco Davivienda Salvadoreño: Usulután Centro. 3. Davivienda Servicios: Usulután Centro. 4. Fundación Calleja: Colon, Nejapa, Soyapango y Quezaltepeque 5. Fundación Calleja: Chalatenango 6. Fundación Calleja: Bahía de Jiquilisco 7. Fundación Coatepeque: Coatepeque Los Planes y Coatepeque La Laguna 8. Fundación Eterski: Coatepeque Los planes y Coatepeque La Laguna 9. Fundación Poma: Apopa Oeste 10. Fundación Tesak: Apopa Centro, Ciudad Delgado, Soyapango Norte y Cuscatancingo 11. FV Constructores: Ciudad Arce Centro 12. Metrocentro: Apopa Oeste 13. Publicidad Comercial: San Marcos 14. Sherwin Williams: San Salvador San Benito y Ilopango San Bartolo 15. Smurfit Kappa El Salvador: Ilopango 	<p>\$4,207,061.74</p>
<p>FY 2021 (Oct 2020- sept 2021)</p>	<p>19 alliances</p> <ol style="list-style-type: none"> 1. Alight: Soyapango Centro y Apopa Centro 2. Asociación Buenos Vecinos El Salvador (Good Neighbors): Coatepeque El Congo, Izalco, Ahuachapán, Cuscatlán, Cabañas, La Paz, Cumbres de Berlín, Ilopango San Bartolo y Mejicanos 3. CIDECO: San Luis La Herradura 4. Compañía Salvadoreña Azucarera: Sonsonate 5. Fundación Aristos: Armenia y Chalchuapa El Porvenir 6. Fundación Calleja: Bahía de Jiquilisco 7. Fundación Coatepeque: Coatepeque La Laguna, Coatepeque Los Planes y Coatepeque La Isla. 8. Fundación Dueñas Herrera: Santa Tecla Norte 9. Fundación Eterski: San Luis La Herradura 10. Fundación Héroe (TELUS): Usulután 	<p>\$2,237,271.00</p>

	11. Fundación HOLCIM: Metapán Centro 12. Fundación La Niñez Primero (FUNIPRI): varios corredores 13. Fundación para el Desarrollo de El Tamarindo (FUNDATAMARINDO): Conchagua El Tamarindo 14. Ingenio Chaparrastique: San Miguel y Bahía de Jiquilisco 2 15. Publicidad Comercial: San Marcos 16. Sherwin Williams: varios corredores 17. Sherwin Williams: varios corredores 18. Smurfit Kappa El Salvador: Ilopango 19. TOTO: Santa Ana Centro	
FY 2022 (Oct 2021 a Jun 2022)	23 Alliances 1. Aseguradora Agrícola Comercial: Antiguo Cuscatlán 2. Compañía Azucarera Salvadoreña: Sonsonate 2 y La Paz 3. DURECO de El Salvador: Apopa Centro 4. Editorial La Santillana: Varios corredores 5. Food for the Poor: Varios corredores 6. Fundación Aristos: Chalchuapa El Porvenir 7. Fundación Calleja: Lourdes Colón, Nejapa, Quezaltepeque, Soyapango Centro y Chalatenango 8. Fundación Poma: Apopa Centro 9. Fundación Salvadoreña de Florida Inc.: Sonsonate 2 10. Fundación Sura: Varios corredores 11. FUNDACOATEPEQUE: Coatepeque La Laguna, Los Planes y La Isla 12. FUNDACOATEPEQUE: Coatepeque La Laguna, Los Planes y La Isla 13. FUNDESO: Antiguo Cuscatlán, Quezaltepeque, San Miguel y La Paz 2 14. FV Constructores: Ciudad Arce Centro y varios corredores 15. INDUFOAM, por medio de la fundación Toruño Steiner: Ciudad Arce 16. Ingenio Chaparrastique: San Miguel y Bahía de Jiquilisco 2 17. Inversiones Roble: Apopa Centro 18. Publicidad Comercial: San Marcos 19. Sherwin Williams: Varios corredores 20. Sherwin Williams: Varios corredores 21. Sherwin Williams: Varios corredores 22. Smurfit Kappa El Salvador: Ilopango 23. Susshi Corporación: Coatepeque Los Planes y zonas aledañas	US\$4,252,035.87
SUB TOTAL		\$13,360,028.61
	Alliances cancelled	\$827,421.69
	TOTAL INVESTMENT COMMITTED	\$12,532,606.92

ANNEX D – Potential Alliances for FY2023

ALLIANCE	Educational Corridor	First year	Second year	Third year	Total committed investment	E&C	TOTAL
ABANSA							
ADESCO Marea Alta	Costa del Sol	\$20,000	\$20,000		\$40,000	\$40,000	\$80,000
AEROMAN	To be defined						
AES	Varios						
ALMAPAC	Acajutla						
AMCHAM	To be defined						
ASESUISA	To be defined						
Asociación de Empresarios de San Miguel	San Miguel						
AVES	Huizucar						
Banco de America Central Credomatic	To be defined						
Banco Davivienda Salvadoreño	Santa Tecla Norte	\$12,000	\$12,000		\$24,000	\$24,000	\$48,000
BOCADELI	Soyapango						
Cámara Alemana Salvadoreña	To be defined						
CASALCO	To be defined						
CASATUR	Costa del Sol, Bahía de Jiquilisco y Berlín						
Central de Fianzas	Apopa						
COEXPORT	To be defined						
CORINCA	Quezaltepeque	\$60,000			\$60,000	\$60,000	\$120,000
DIGICEL	San Salvador						
Dueñas Herrera Hermanos	Apopa	\$100,000			\$100,000	\$100,000	\$200,000
EDECSA 2023	Acajutla	\$10,000			\$10,000	\$10,000	\$20,000
EDUCO	To be defined						

Escuela Mónica Herrera	Por definir						
ESEN	Por definir						
FUSAL	Por definir						
Freund Group	To be defined	\$200,000	\$100,000		\$300,000	\$300,000	\$600,000
Fundación Domenech	Costa del Sol						
Fundación Dueñas Herrera	Apopa	\$100,000			\$100,000	\$100,000	\$200,000
Fundación Gloria de Kriete	Santa Tecla Norte	\$100,000	\$100,000		\$200,000	\$200,000	\$400,000
Fundación Gloria de Kriete	Varios	\$500,000	\$500,000	\$500,000	\$1,500,000	\$1,500,000	\$3,000,000
Fundación Misión Médica El Salvador	Jucuapa						
Fundación Poma	Apopa	\$25,000			\$25,000	\$25,000	\$50,000
Fundación Regina de Bahaia	Costa del Sol						
Grupo Lorena	San Miguel						
Guerrero Cia	Los Planes de Renderos						
ILC	Soyapango						
IMC	Varios						
INSINCA	Apopa						
Inversiones Roble	Apopa	\$80,000			\$80,000	\$80,000	\$160,000
LACTOLAC	Quezaltepeque	\$2,500			\$2,500	\$2,500	\$5,000
Nejapa Power	Nejapa and Acajutla						
OXFAM	Ahuachapan						
Pestalozzi	To be defined						
PETTENATTI	Coatepeque y Ciudad Arce						
Plan Internacional	To be defined						
Polaris	Los Planes de Renderos/Huizucar						
Publicidad Comercial	San Marcos						
Sacacoyo empresas	Sacacoyo						

SALTEX	Quezaltepeque						
Sherwin Williams	Varios	\$150,000	\$150,000		\$300,000	\$300,000	\$600,000
UNICEF	To be defined						
Universidad Matías Delgado	To be defined						
Visión Mundial	Santa Tecla Norte and others						
TOTAL		\$1,359,500	\$882,000	\$500,000	\$2,741,500	\$2,741,500	\$5,483,000