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Nine-Month Work Plan For the Period March 1, 2023 -December 1, 2023



Youth Community Service Pilot

National Youth Service Initiative

Fixed Amount Award No. 72052022FA00002

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Acronyms

ERCE	Comparative and Explanatory Regional Study
J-PAL	Abdul Latif Jameel Poverty Action Lab
LAC	Latin America and the Caribbean
MEL	Monitoring, Evaluation, and Learning
MIA	Independent Measurement of Learning
NGO	Non-governmental organizations
NMC	Minimum Level of Skills index
TaRL	Teaching at the Right Level
TOR	Terms of Reference
US	United States
USAID	United States Agency for International Development
USG	United States Government
WEE	Women's Economic Empowerment

Nine-Month Work Plan Narrative

Youth Community Service Pilot

I. Introduction

On June 2, 2022, Fundacion Crisálida Internacional (dba as Glasswing International, henceforth) entered into a Fixed Amount Award No. 72052022FA00002 with USAID for the implementation of the National Youth Service Initiative activity in Guatemala and Honduras with a total funding amount of \$2,000,000 over an 18-month period ending December 1, 2023. To further USAID's objectives while building on Glasswing's experience, Glasswing submitted a proposal to increase the total estimated amount of Phase I of the above-referenced Fixed Amount Award by \$500,000 to add a pilot activity under Component 3 of the project.

On February 24, 2023 USAID approved the proposal to implement a "Youth Community Service Pilot" in Guatemala. Glasswing will leverage the experience it is already garnering through ongoing projects that address the root causes of migration, positive youth development, and academic improvement to implement the pilot. Particularly valuable will be Glasswing's experience developing and implementing the Central American Service Corps/Youth Impact Leaders program in Guatemala and Honduras, funded by the Howard G. Buffett Foundation and the Teaching at the Right Level (TaRL) model, which will be used in the pilot in Guatemala.

The Youth Community Service Pilot will make it possible to verify the impact that young people who participate in inclusion activities, such as community service, can have in solving specific social problems such as the loss of childhood learning. This pilot will complement and inform the design of a National Youth Service Model that aims to be an important and strategic solution addressing the exclusion experienced by youth, their low productivity rates, high participation in violence, and tendency to migrate. This additional activity will engage youth in a community service activity to reduce learning gaps in primary children in their own communities. The results of this pilot will provide critical information and data about a concrete alternative to break the cycles of intergenerational poverty that exist in Guatemala and, in general, in Northern Central America.

2. Background

Teaching at the Right Level (TaRL) is an approach to improve primary students' reading and math performance, which was developed by the NGO Pratham in India and adapted to the Latin American region by the University of Veracruz in Mexico and the Center for Investigation and Higher Studies in Social Anthropology, under the project "Medición Independiente de Aprendizajes (MIA)". In 2018, Pratham invited Glasswing to be part of a process to create cross-national learnings on TaRL through a training workshop led by four Pratham staff for the Ministry of Education in Peru. In 2019, J-PAL LAC, Glasswing, and Pratham conducted an evaluation of the Ministry of Education's institutional capacity in El Salvador and Guatemala to adapt and implement the TaRL educational model and conduct an assessment of learning levels in the areas of mathematics and language. This work aimed to determine the feasibility and need to scale the

model and thus propose how to develop a TaRL pilot in the region through a partnership with the Ministry of Education.

Since 2021, with the support of the Tinker Foundation and the MIA project, Glasswing has been working in 22 schools with this education program in Honduras, Guatemala, and Nicaragua. In each of these countries, instruments have been validated and adapted to the regional context by experts in education, and guides have been developed for each learning level. To date, 3,939 assessments have been completed and more than 130 volunteers and teachers have been trained to assist approximately 2,000 third to fifth grade students in the region in reaching their right learning level.

Context in Guatemala

Youth in Guatemala total 3.5 million people between the ages of 14 and 24 and is one of the most vulnerable groups affected by poverty, migration, and violence. In fact, 3 out of 10 youth in the country neither study nor work, something that shows a double exclusion. This condition seems to be accentuated as age increases, since only 14.0% of those between the ages of 13 and 25, but 33.8% of those between the ages of 25 and 30 declared that they were in this situation. Youth who neither study nor work have low levels of schooling, most of them reached some grade of primary school or less (60.5%), from this group 87.4% are women and 57.7% are rural population. Illiteracy rates among indigenous adults reach as high as 33%. Educational attainment is less than five years on average, and less than two years for indigenous women¹. The lack of opportunities for comprehensive human development is one of the causes of high migration. US border authorities reported 311,813 Guatemalan nationals were apprehended in 2021, including 56,353 unaccompanied children².

The education situation in Guatemala is worrying for all age groups. It is aggravated by the lack of inclusion of indigenous populations and reflects the weak social fabric that can result from social exclusion. According to Ministry of Education data, there are approximately 2,219,187 children in Guatemala's public primary education system, which serves children in grades one through six. Only 60% of primary student transition to the first year of secondary school, and only 167,500 students complete high school annually.

During 2021, net coverage rates for each of the educational levels was 62% in pre-primary, 95% in elementary school, 48% in lower secondary, and 25% equivalent to high school. Between 2019 and 2021, the enrollment of students decreased significantly at the secondary level. There was a recognized decrease in dropout rates of approximately 76,450 students in lower secondary and there were 37,300 students fewer in upper secondary.

Further exacerbating these poor outcomes, school closures during the COVID-19 pandemic have caused a loss of more than ten years of learning in Latin America and the Caribbean (World Bank, 2022). In Guatemala, according to data from the Comparative and Explanatory Regional Study

¹ www.guatemalaliteracy.org

² Instituto Nacional de estadísticas de Guatemala, US Custom and Border Protection (USCBP).

(ERCE 2019), 61% of children in third grade are below the Minimum Level of Skills index (NMC) and, in general, the results show a deterioration in mathematics and language in relation to 2015. This scenario before the pandemic must be seriously considered since poor performance in key areas that appear early in the educational journey often led to dropout and school failure. As an aggravating circumstance, World Bank simulations at a global level estimate that while school closures could lead to falling test scores on average, in the intermediate scenario there may be as much as a 25% increase (from 40% to 50%) in the share of lower secondary-aged children who are below the minimum level of proficiency. This highlights the importance of teaching children at the right level³.

3. Purpose

- i. Inform the design of the National Youth Service model (Milestones 9 and 10 of the subject award), in particular for education service activities. This pilot activity will provide information to ensure relevance, effectiveness, and impact to develop a National Youth Service model while addressing important educational objectives; and
- ii. Pilot and test a methodology in which youth are trained and mobilized to address learning needs in reading and math for children in elementary school as part of their community service.

This pilot activity addresses the following development issues:

- i. The low inclusion and absence of opportunities for the human development of youth, and
- ii. The loss of learning due to the pandemic among children

4. Partnerships and stakeholder engagement

Youth Impact Leaders program team in Guatemala:

The implementation of the pilot activity will be done in close collaboration and coordination with the Youth Impact Leaders (Jóvenes Líderes de Impacto) program in Guatemala funded by the Howard G. Buffet Foundation currently implemented by Glasswing. The National Youth Service activity will select a total of 50 youth tutors between the ages of 21 and 29 years from the group of graduates from the Phase 2 of the Youth Impact Leaders Program will be selected to serve as academic tutors in the application of the TaRL model.

Ministry of Education of Guatemala:

In coordination with the Ministry of Education of Guatemala (MINEDUC), Glasswing has been successfully implementing its “Community Schools” program. Moreover, currently it is implementing the “Cerrando La Brecha/Closing the Gap” education program funded by Price

³ The World Bank: Simulating the Potential Impacts of the COVID-19 School Closures on Schooling and Learning Outcomes: A set of Global Estimates.

Philanthropies. Glasswing will build on the successful working relationships with representatives of MINEDUC at the local level (departmental representatives) and will organize meetings to present and engage project's key personnel. Based on Glasswing's experience working with the Ministry of Education in Guatemala the coordination and implementation of the pilot activity in public schools it is expected to be a smooth process.

Parents and community members:

Like any other education program, the implementation of this activity requires the engagement of parents, family members, caregivers and community members. Glasswing will coordinate and hold meetings with parents and caregivers of student participants to introduce the program, explain the methodology and the benefits of the program, provide schedules, and engage parents and caregivers as key supporters of the learning process.

5. Activity Objective, Results, Activities, and Deliverables

Activity Objective

This youth-led community service pilot seeks to:

- Inform the development of the National Youth Service model through the implementation of a pilot program as a learning activity;
- Gather lessons learned and data related to youth participation in a community service;
- Test to what extent participation in a community service activity contributes to an increase in youth's sense of belonging to their community, their self-agency, and rootedness;
- Enhance youth's soft skills; and
- Improve primary children's learning outcomes in the areas of reading and math.

Results

The pilot activity is expected to have two main outcomes:

- i) *Eighty percent of primary student participants improve their levels of reading and seventy-five percent improve their levels of mathematics.* The TaRL methodology has assessment tools for each subject to be applied at the beginning and at the end of each tutoring cycle to measure students' progress and classify them into learning levels.
- ii) *Seventy percent of youth tutors improve their levels of resilience.* A Resilience Scale for Youth tool will be utilized to measure changes in this indicator. This tool will be applied to youth tutors at the beginning of the program to establish the baseline, and at the end of the program to compare results.

A combination of standard (F) and custom indicators will be used to monitor the progress of outputs and measure results*:

No	Indicator	Type	Target
1	E.S.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	Standard (F)	1,750 Learners
2	E.S.1-54 Percent of individuals with improved reading skills following participation in USG-assisted programs	Standard (F)	80% of children improve their reading performance
3	% of children who improve their level of learning in Mathematics	Custom	75% of children improve their performance in mathematics
4	% percentage of youth with improved scores on the resilience scale	Custom	70% of youth improve in the resilience scale
5	Youth-1 Number of youth trained in soft skills/life skills through USG-assisted programs.	Standard (F)	Pilot target: 50 New LOA target: 320
6	Youth-5 Percentage of youth who participate in civic engagement activities following soft skills/life skills training or initiatives from US-assisted programs	Standard (F)	Pilot target: 50/50= 100% New LOA target: 212/320=66%

*Note: The MEL plan of the National Youth Service Initiative will be updated to incorporate new indicators (from No.1 to No.4) and to update targets of Youth-1 and Youth-5 indicators, which will include 50 additional youth.

Geographic locations:

In consultation with USAID, Glasswing will determine the communities where the pilot activity will be implemented, drawing from the geographic areas in which the Youth Impact Leaders or other Glasswing's programs are being implemented. Alternatively, areas and beneficiaries that overlap with USAID programs will be considered, including Puentes and the Basic Education activity.

Activities

The Youth Community Service Pilot will have a duration of nine months, divided into three Phases:

- Phase I. Preparation

Administrative activities. This initial stage includes internal tasks to put in place processes and resources needed for the implementation, including the development of position descriptions and terms of reference to hire staff, publication of job opportunities, revision of resumes, conduction of interviews, and staff training.

Selection of schools. Glasswing will determine the communities where the pilot activity will be implemented, drawing from the municipalities in which the Youth Impact Leaders project is currently implemented. The selection and number of schools will be done after gathering information from the Ministry of Education about the number of active students in each school and youth tutors' accessibility to them.

School community engagement. This activity will focus on ensuring the buy-in of the school community and key stakeholders (i.e. parents and caretakers). The project team (the component coordinator) will contact the schools and carry out meetings to ensure they understand the activity and can support the students' learning process.

Coordination visits to schools. The main purpose of this activity is to organize schedules, establish processes and introduce youth tutors to principals.

Preparation of tools and materials to conduct initial assessments. Glasswing will print and reproduce materials for tutors and students, which include worksheets, notebooks, colored pencils, glue, scissors, pencils, balloons, pencil sharpener, eraser, modeling compound, cardboard sheets, and color palette.

Youth selection. The youth selection phase will seek to ensure that selected youth have: i) a vocation for the educational task, and ii) the right type and level of skills to support children with tutoring. This will be achieved by including informative talks with vocational guidance, a short application process, and for those preselected, an evaluation of their skills level will be conducted using the Independent Measurement of Learning (MIA) standardized test. A total of 50 youth tutors will be selected, between the ages of 18 and 29 years from the group of graduates from the Phase 2 of the Youth Impact Leaders project, and if needed the announcement will be made public for other youth as well. Due to regulatory limitations and mandates when working with children in Guatemala, youth under 18 years old will not be recruited. Each youth tutor will be assigned to one school from their own community and will support approximately 35 students divided into two shifts, which means that each youth will assist groups of no more than 15 children. Public schools in Guatemala vary in sizes and usually have two shifts, during the morning and during the afternoon. The exact size of each tutoring group will be defined depending on the size of the school, and learning levels of children resulting from the assessments.

Youth training. The youth training phase involves immersion in the methodology to be used in order to deliver academic tutoring. This training will include the presentation of the methodology and materials, and the modeling of the classes and observation. Moreover, youth will be trained

on protection and safeguarding of children, and other positive youth development practices. The training program for youth tutors will have an estimated duration of 30 hours (one week).

Selection of student participants for Cohort 1. In parallel, the call will be made to children enrolled in 3rd grade in the communities and schools selected. Potential students will be evaluated with MIA to place them in the corresponding group. Simple, easy-to-understand and easy-to-manage measurement tools and processes will be used; the application of the instruments is individual (face-to-face) and must be done in the same session. 1,750 students will be selected and benefited throughout the entire activity.

After identifying an average of 20-30 schools, youth tutors will conduct an initial assessment to all children enrolled in 3rd grade. The ones that are under their right level of reading and/or math will be placed in three different learning levels based on their results: elementary, beginner, and basic. The final number of schools and group sizes will be defined after 1,750 children that need tutoring are identified and classified into learning levels.

Selection of student participants for Cohort 2. Students who did not reach the expected level after the first cycle of tutoring will be part of Cohort 2. A second evaluation will be conducted to measure changes in their mathematics and reading levels and the results will be used to place them in new groups depending on their academic levels to start a new tutoring cycle. Students who reach their learning level after the first cycle will not qualify to participate in the second cycle. Based on Glasswing experience, around fifty percent reach their right level after participating in at least 14 tutoring sessions (a whole cycle covers 20 sessions). This means that the first cohort will start with 1,750 students and from those, around 875 (Cohort 2) will start a second tutoring cycle.

- Phase 2. Academic Tutoring Implementation

The implementation phase will be carried out in selected public schools and will last between two and three months on average for each group. Based on recent experience, two sessions per week will be held. However, the frequency will be validated with the school, potential school closures due to the elections, and school breaks will be considered in advance to schedule makeup sessions. The tutoring will be provided to 3rd graders and will cover the areas of language and mathematics. There are three levels per subject: beginners, mid-level, and basic. Each level has its own guide with 20 sessions. Each session has a duration of 90 minutes. The MIA project, which is an adaptation of the TaRL model, has materials for children and tutors, an established methodology, and a clear structure for each session, among other support. Highly structured models such as TaRL are recommended when the tutor is not an education professional⁴.

The schedule to provide the tutoring could be during the school schedule or outside class hours. The scheduled will be defined in coordination with each school principals, and therefore it can vary among selected schools.

⁴ Wasik, B. A., & Slavin, R. E. (1993). Preventing Early Reading Failure with One-to-One Tutoring: A Review of Five Programs. *Reading Research Quarterly*, 28(2), 179–200. <https://doi.org/10.2307/747888>

Education monitors will be assigned to supervise schools and will ensure compliance and quality of the implementation of the TaRL methodology. The number of schools assigned to each education monitor will vary depending on the number of schools selected and their geographical distance. Education monitors will be trained during the preparation stage to ensure standardization ensure the quality of tutoring implementation. If the tutoring is provided during the class schedule, teachers could volunteer to provide support to education monitors. However, based on Glasswing experience there are very few teachers that volunteer but either way the implementation of the tutoring will not depend on teachers.

- Phase 3. Systematization of evidence

The activity will collect data to document the impact of the pilot. In the case of the students, we will conduct a baseline diagnostic assessment and an end-line assessment for each tutoring cycle. In the case of the youth tutors, they will be evaluated at the beginning of the selection process and at the end of the activity. The evaluations and analysis of results will be carried out and processed by a MEL specialist to guarantee accuracy and objectivity. At the end of each cohort of tutorials and at the end of all of them, reflection spaces will be organized between young people and children to encourage dialogue and learning spaces regarding the quality of the experience, both its content and process.

At the beginning and at the end of the pilot, a meeting with school representatives and parents will be organized to introduce and present the results of the activities. In addition, a final report with the results of the activity will be provided to school principals, and focus groups with teachers will be conducted at the end of the pilot to gather their feedback, and potentially with parents as well during a parent-teacher conference.

Stipends:

The youth tutors will receive a \$300 monthly stipend over eight months. This amount is based on the stipend that full-time youth participants of the Youth Impact Leader program receive, the same amount will be given under this activity to ensure consistency and to avoid competition between Glasswing’s programs. This stipend intends to cover the costs of participating in the program (i.e. transportation, food, and opportunity cost).

Deliverables

Deliverables*	Verification Documentation	Target Date
1. Work Plan	Work Plan approved by AOR	February 28, 2023
2. Evaluation Report/Systematization	Evaluation Report/Systematization	September 30, 2023

Deliverables*	Verification Documentation	Target Date
of results from the first cohort	of results approved by AOR	

*The Quarterly Performance Reports of the National Youth Service activity will include a section tracking the pilot’s progress, and the final report will include the final results.

6. Implementation challenges

Three potential implementation challenges are foreseen at this stage:

- a. A sufficient number of youth for the activity cannot be identified among the Youth Impact Leaders Phase 2 graduates. Glasswing will consider conducting a public campaign in social media to promote this service opportunity and attract more youth. As a second alternative, other non-Youth Impact Leaders youth who belong to the community and have benefited from other Glasswing programs could be recruited or from other education-related projects with USAID.
- b. Youth tutor drop-out. A rigorous selection process and follow up of youth through mentoring and monitoring will be held throughout the activity.
- c. Student drop-out. The project’s team will maintain constant communication with parents and teachers to reinforce the importance of the program.

7. Gender and Social Inclusion Approach

The project’s team will ensure the application of a gender and social inclusion approach as a crosscutting element, including at the planning and preparation stage, throughout implementation, and in the systematization process. During the planning stage, specific goals will be established in such a way as to ensure the inclusion of and reduce participation barriers for girls and women, indigenous populations, people with disabilities, etc. based on the characteristics of the youth population and the children who will benefit from the pilot. Likewise, during execution, the differences among these groups will be taken into account, and results will be analyzed and reported in a disaggregated manner to inform and incorporate lessons learned related to gender and social inclusion in the design and development of the National Youth Service model.

8. Contribution to other USG initiatives

This youth-led community service pilot, a component of the National Youth Service Initiative activity, contributes to reaching the objectives of USG initiatives. These USG-funded initiatives include the National Security Council's US Strategy for Addressing the Root Causes of Migration in Central America and the Office of the Vice President's Young Women's Empowerment Initiative.

Annex 2. Description of the use of additional sources of funding

To date, Glasswing International has not yet been able to identify additional sources of funding.

Annex 3. Roles and Responsibilities

Personnel and management of this activity will fall under the USAID Gen Now activity's Chief of Party's (or COP designee's) responsibility. For the implementation of the additional activity, Glasswing will hire the following staff:

Position	Tasks
Youth Service Pilot Coordinator (one)	Lead project implementation and coordination with the support of full-time staff designated to the project including supervision of Education Monitors. He/she will ensure quality control and timeliness of all deliverables; monitor progress toward goals and objectives, supervise MEL activities of the pilot; liaise with principal stakeholders, beneficiaries and potential partners over the life of the project.
Educational monitors (five)	Responsible for conducting the selection process for youth tutors, providing training and supervision to youth on the implementation of TaRL methodology, as well as consolidating assessments and records.