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Education for Children and Youth Project

# Quarterly Report

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# ACRONYMS AND ABBREVIATIONS

<b>AGAPE</b>	<b>Agape Association of El Salvador</b>
<b>AIS</b>	<b>Salesian Association Institution</b>
<b>AOP</b>	<b>Annual Operating Plan</b>
<b>COP</b>	<b>Chief of Party</b>
<b>DCOP</b>	<b>Deputy Chief of Party</b>
<b>DDE</b>	<b>Departmental Directorate for Education</b>
<b>DNEJA</b>	<b>National Directorate of Education for Youth and Adults</b>
<b>ECYP</b>	<b>Education for Children and Youth Project</b>
<b>FEDISAL</b>	<b>Foundation for Comprehensive Education of El Salvador</b>
<b>FTIS</b>	<b>Full Time Inclusive School</b>
<b>FUNPRES</b>	<b>Pro-Education Foundation of El Salvador</b>
<b>FUSALMO</b>	<b>Salvador Del Mundo Foundation</b>
<b>IS FTIS</b>	<b>Integrated System for Full Time Inclusive School</b>
<b>LPA</b>	<b>Learn – Practice - Apply</b>
<b>LTSC</b>	<b>Learning and Technical Support Committee</b>
<b>MINED</b>	<b>Ministry of Education (El Salvador)</b>
<b>PESS</b>	<b>Safe El Salvador Plan (Plan El Salvador Seguro)</b>
<b>PP</b>	<b>Pedagogical Proposal</b>
<b>UME&amp;L</b>	<b>Unit of Monitoring, Evaluation, and Learning</b>
<b>USAID</b>	<b>United States Agency for International Development</b>

## INTRODUCTION

**The Education for Children and Youth Project** (herein “ECYP”) is a bilateral agreement between the Government of El Salvador and the Government of the United States of America originally part of the Partnership for Growth (since concluded and now related to Alliance for Prosperity Initiative) and USAID’s Education Strategy. ECYP is implemented by Fundación para la Educación Integral Salvadoreña (FEDISAL, Foundation for Comprehensive Education of El Salvador) as part of the USAID Forward Strategy.

Through ECYP, USAID/El Salvador supports the expansion and implementation of the Full Time Inclusive School (FTIS) approach. ECYP aims to support the Ministry of Education in El Salvador (MINED) in its efforts to expand access to education among children and youth living in municipalities with high violence and crime rates in El Salvador. ECYP supports and coordinates programs with MINED to improve the quality of education through the practice of inclusive, pertinent, and safe learning environments.

ECYP started on January 2<sup>nd</sup>, 2013 and will end in December 2018. The project is being implemented in 25 municipalities with the highest violence rates among 54 municipalities in El Salvador. To implement the project, USAID signed an agreement with FEDISAL as a local partner.

This report presents the achievements and activities performed during the first quarter of the USA fiscal year (FY2018, Q1) within the period from October 1st to December 19th, 2017.

### *Programmatic Focus*

ECYP seeks to reduce educational gaps in El Salvador through increasing educational opportunities to vulnerable/disadvantaged lower-secondary students and out-of-school youth aged 9- 24 years living in selected municipalities with high crime rates. The project aims to help create safer communities by preparing youth with productive alternatives to keep them away from criminal gang activities. Also, ECYP addresses issues of inequitable access that may be a consequence of violence among youth (due to income, geographic location, exclusion of certain groups, and among other factors).

Specifically, this project of USAID supports basic education to improve student transition to lower-secondary education, promote teacher development, and prevent violence in public schools. ECYP supports out-of-school youth by providing complementary learning activities designed to reintegrate them back into a formal school setting. While the goal of the project is to improve educational outcomes, reduction in conflict and violence together

with increased economic growth can be two positive externalities associated with keeping youth in school and getting out-of-school youth back into formal education.

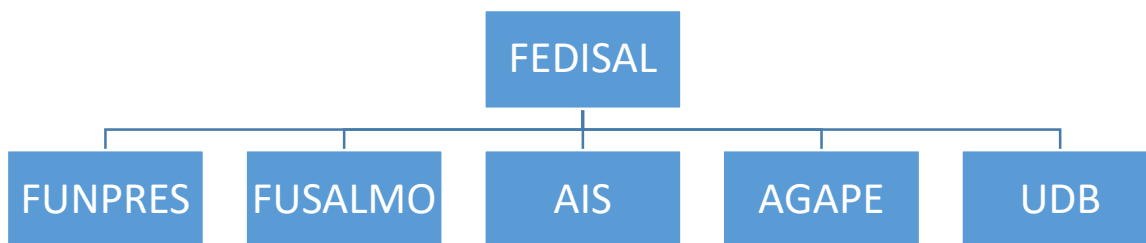
### *Coordination*

ECYP seeks to complement USAID's Project for the Prevention of Crime and Violence as well as other activities implemented under the Central American Regional Security Initiative. It also supports the Quinquennial Development Plan of the Government of El Salvador.

### *Implementing Partner Network*

ECYP's prime implementer is FEDISAL, which works closely with its partner network comprised of five organizations: Fundación Salvador del Mundo (Salvador Del Mundo Foundation /FUSALMO), Asociación Institución Salesiana (Salesian Association Institution/AIS), Universidad Don Bosco (Don Bosco University /UDB), Fundación Pro-Educación de El Salvador (Pro-Education Foundation of El Salvador /FUNPRES), and Agape Association of El Salvador (AGAPE).

Figure 1. ECYP operation flowchart



# I. EXECUTIVE SUMMARY

## *Advocating the Full-Time Inclusive School Approach*

From October to December 2017, ECYP provided 114 teachers, 136 directors and vice directors, 4 MINED officials, and 2 parents with various forms of training. The training aimed to enhance pedagogical practices of the participating teachers, improve academic results of fourth to ninth-grade students, and reinforce school management ability of trained directors and vice directors. During the training sessions, participants had an opportunity to share their experience with other participants, which allowed participants to learn about good practices in implementing activities to improve learning.

## *Improving Safe Learning Environments*

During this quarter, ECYP trained 1 school director, 29 teachers, and 2 parents in improving school coexistence. The project provided different technical support in improving interpersonal relations and in forming art and culture clubs at intervened schools. The initiatives related to the sports monitors have been institutionalized in the intervened schools. In addition, ECYP is involved in the process of designing the national policy of school coexistence.

## *Providing Incentives to Low-Income Students*

From October to December 2017, ECYP benefited 1,524 low-income students with the vocational counseling incentive which enabled them to identify the vocational path that would fit their personal characteristics and interests. Also, 111 students were trained in Educational applications design, 25 applied educational videogames in their learning processes, and 121 participated in clubs of Art and Culture. Furthermore, ECYP provided 711 students from fourth to sixth grade with recreational vacations which reinforced their art skills.

## *Supporting Out-of-School Youth (OSY)*

This quarter, ECYP assisted 76 OSY with their return to school through tutorials for the proficiency test. The project also offered soft skills training to young people. In addition, ECYP provided food and transportation incentives to 52 low-income young people from Ahuachapán and Turín.

## *Promoting Public – Private Partnerships*

Through partnerships with government agencies and mayoralties, ECYP has improved the quality of educational services provided at the national level. Also, the project has attracted

participation and interests from mayors in various project activities. The mayors have been involved and provided key inputs for the activities carried out in their territories.

## 1.1.Snapshot of Quarter Progress

ECYP Results	Achievements this Quarter	Plan for Next Quarter
<b>OBJECTIVE 1: Significantly improve learning of lower secondary school students</b>		
<b>R1A:</b> Expand the Full Time Inclusive School (FTIS) approach to approximately 677 lower-secondary schools to enhance academic achievement of fourth to sixth graders and increase 9th grade completion (benefitting at least 100,000 lower-secondary students)	<ul style="list-style-type: none"> <li>Supported 137 teachers, 156 school directors and vice directors, 4 MINED officials, and 2 parents to improve academic results of fourth to ninth graders</li> <li>Completed the technical support in educational video games</li> <li>Trained teachers and students from Zacatecoluca in developing cellphone applications which facilitated educational processes and responded to the needs of the production sector in the municipality</li> <li>Provided training in school management to directors from Colón, Santa Tecla, San Miguel, and Chirilagua</li> <li>Organized an session for five departmental directorates of education to exchange experience and best practices</li> <li>Organized “peer learning circles” to provide technical assistance to teachers in developing and implementing Learn – Practice – Apply (LPA) guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Provide technical supports in inclusive education and LPA methodologies to teachers from Cohorts 1, 2, 3, and 4</li> <li>Conduct classroom visits to ensure the application of LPA guidelines</li> <li>Organize training in educational robotics to 20 teachers and 60 students from Acajutla, Armenia, and Coatepeque.</li> <li>Carry out onsite visits to 13 schools in Cohort 4 to offer for technical support in early alerts</li> <li>Implement the early alert methodology in 72 schools offering fourth to sixth grades</li> </ul>

ECYP Results	Achievements this Quarter	Plan for Next Quarter
	<ul style="list-style-type: none"> <li>Started to form networks of specialized teachers of fourth to sixth grades</li> </ul>	
<b>R1B.</b> Strengthen a safe learning environment program to reduce school violence at 677 schools in high-risk municipalities	<ul style="list-style-type: none"> <li>Trained 34 school director, 3 MINED officials, 106 teachers, and 2 parents in how to improve school coexistence</li> <li>Provided technical support to strengthen interpersonal relations at schools focused in Phase 1 of the A Safe El Salvador Plan (Plan El Salvador Seguro/PESS)</li> <li>Provided psychological support to students facing severe emotional problems and helped them improve quality of their relations with other people</li> <li>Coordinated on-site technical support to teachers and students who were trained in art and culture to help them form music, dance, theater, and plastic art clubs</li> <li>Successfully organized the Express Yourself Festival (Festival Exprésate) which gave young people a space to show their workmanship and artistic skills</li> <li>Participated in the development process of the national policy on school coexistence</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-site technical supports to schools in Quezaltepeque and Ilobasco to strengthen interpersonal relationships in those schools</li> <li>Provide schools in Zacatecoluca with technical support in creative conflict resolution, interpersonal relations, and school bullying management</li> <li>Provide comprehensive technical support in art and culture to 110 schools in Cohorts 1, 2, and 3</li> <li>Apply the sports monitor strategy to 25 schools in Cohort 3</li> <li>Deliver sports packages to 409 schools in Cohorts 1 and 2</li> </ul>
<b>R1C.</b> Provide incentives and scholarships to 40 percent of the targeted 100,000 students	<ul style="list-style-type: none"> <li>Provided 1,524 low-income lower-secondary students with scholarships in vocational counseling</li> </ul>	<ul style="list-style-type: none"> <li>Apply the vocational counseling test on students from schools in San Vicente, Rosario de Mora, and Panchimalco from Cohort 2</li> </ul>



ECYP Results	Achievements this Quarter	Plan for Next Quarter
	<ul style="list-style-type: none"> <li>• 111 students were benefited with training in Educational applications design, other 25 applied educational videogames in their learning processes, and 121 participated in clubs of Art and Culture</li> <li>• Benefited in total 711 fourth to sixth graders from 10 municipalities through the recreational vacation strategy</li> </ul>	as well as schools in all municipalities from Cohort 3
<b>R1D.</b> Develop an monitoring system to monitor project activities	<ul style="list-style-type: none"> <li>• Organized two events to present technical documents on education, school dropout, and work and migration, to the partner network as well as MINED and USAID officials</li> </ul>	<ul style="list-style-type: none"> <li>• Generate the research plan for 2018</li> <li>• Publish the results of the consultancy to evaluate the educational results of lower-secondary students</li> </ul>
<b>OBJECTIVE 2: Increase educational opportunities for out-of-school youth (OSY)</b>		
<b>R2A.</b> Provide assistance to at least 23,150 OSY in the 25 targeted municipalities and their surroundings to encourage them to return to school	<ul style="list-style-type: none"> <li>• Provided tutoring to 76 young people preparing for the proficiency test</li> <li>• Obtained the approval for the educational innovations</li> <li>• Completed the design of the first self-paced, self-learning lessons at the lower-secondary level and English at the upper-secondary level to help students preparing for the proficiency test</li> </ul>	<ul style="list-style-type: none"> <li>• Support 118 young people with their return to school through the educational innovation course</li> <li>• Benefit 54 young people through the induction course</li> </ul>

ECYP Results	Achievements this Quarter	Plan for Next Quarter
<b>R2B.</b> Provide training in community-based skills and job preparation to at least 23,150 OSY in the 25 targeted municipalities and their surroundings	<ul style="list-style-type: none"> <li>Benefit 76 young people through soft skills course</li> </ul>	<ul style="list-style-type: none"> <li>Provide job preparation services to 2,375 youth</li> <li>Offer soft skills course to 755 youth</li> </ul>
<b>R2C.</b> Provide innovative education incentives / scholarships to at least 23,150 low-income OSY in the 25 targeted municipalities and their surroundings to reduce economic hardships	<ul style="list-style-type: none"> <li>Provided food and transportation incentives to 52 low-income youth</li> </ul>	<ul style="list-style-type: none"> <li>Provide incentives to at least 2,375 youth to encourage them to continue studying</li> </ul>
<b>OBJECTIVE 3: Distribute equipment and educational materials to schools damaged by Hurricane Ida</b>		
<b>R3A:</b> Procure and distribute school supplies to schools damaged by Hurricane Ida	—	—
<b>OBJECTIVE 4: Implement Rapid Response Fund (to support schools in case of natural disasters)</b>		
<b>R4A:</b> Implement a Rapid Response Fund to provide immediate necessities to benefited schools and students	—	—

## 2. ACTIVITY IMPLEMENTATION PROGRESS

### 2.1 Implementation Status

#### 2.1.1 OBJECTIVE 1: Significantly improve learning of lower-secondary students

**Result 1A: Expand the Full Time Inclusive School (FTIS) approach to approximately 677 selected lower secondary schools to enhance academic achievement and increase ninth-grade completion**

From October to December 2017, ECYP provided training to 137 teachers, 156 directors and vice directors, 4 MINED officials, and 2 parents to reinforce FTIS pedagogical processes and improve academic outcomes of fourth to ninth grade students. The table below describes the topics of the training and summarizes the number of participants<sup>1</sup>

**Table 1. Pedagogical practice strengthening workshops**

Training Topics		Educational Application Design	Educational Videgames	School Management	LPA Methodologies	Digital Literacy	TOTAL
Directors or Vice Directors	Female	0	1	79	0	12	80
	Male	0	1	56	0	7	64
	Total	0	2	135	0	19	156
Teachers	Female	4	4	13	58	11	90
	Male	7	3	8	17	12	47
	Total	11	7	21	75	23	137
MINED Officials	Female	1	0	2	0	0	3
	Male	0	0	1	0	0	1
	Total	1	0	3	0	0	4
Parents	Female	0	2	0	0	0	2
	Male	0	0	0	0	0	0
	Total	0	2	0	0	0	2
Total		12	11	159	75	42	299

<sup>1</sup> The numbers of training participants listed in this table might differ from the numbers reported in the indicator table in Annex A because the indicators do not report repeated individuals. A person can take more than one trainings.

This quarter, ECYP completed providing technical assistance in educational videogames. The technical support aimed to encourage teachers to adopt pedagogical tools that contribute to the learning of young people in new and entertaining ways.

Besides, ECYP trained teachers from Zacatecoluca in creating cellphone applications and other softwares to facilitate learning and educational processes. Similarly, with support from teachers, the project trained students to create cellphone applications in response to the needs of the production sector in this municipality.

In addition, ECYP trained schools directors from Colón, Santa Tecla, San Miguel, and Chirilagua in inclusive education and LPA active methodologies. The training aimed to reinforce the directors' school management and encouraged them to support teachers in their schools and to improve their teachers' pedagogical practice. At the same time, the training sought to generate activities in favor of converting schools into inclusive schools which support students with special educational needs, apply curricular adjustments, and provide them with necessary support services.

On November 24, 2017, ECYP hosted an experience interchange for five Departmental Directorates of Education (DDE). During this event, technical teams from various schools in Ahuachapán, Cojutepeque, and Quezaltepeque presented their best practices and success experience in applying LPA methodologies in the classroom, making use of the expert networks, and applying educational robotics. Presentations also included experience in applying LPA methodologies in sports monitors and expert networks. Some examples of presentations at the event are the vocational counseling network in Quezaltepeque; innovation Radio School Project by students from José María Cáceres school in Zaragoza; the organization of the expert network to implement LPA methodologies in San Miguel, Cuscatlán, and Cabañas.

Furthermore, ECYP used the inter-learning circle methodology to develop three technical supports for 13 language teachers, 15 mathematics teachers, and 19 science teachers in Zacatecoluca. The technical supports included classroom observation to identify the use of LPA guidelines in the classroom with students. The supports also aimed to revise the classroom observation process and to provide recommendation on the importance of continuing with the classroom observation process in 2018 through the teacher expert networks.

In regards to the intervention strategy for fourth to sixth grades, ECYP started to train teachers specialized in language, mathematics, sciences, and social studies. During the training, the participating teachers had an opportunity to, with other participants, identify recommended learning sequences, discuss the challenges they had encountered, and particularly learn best practices from their peers.

**Result 1B: Strengthen safe learning environment program**

This quarter, ECYP provided various training sessions on improving school coexistence to 34 school director, 3 MINED officials, 106 teachers, and 2 student parents. Table 2 below reports the number of participants in each training topic.

**Table 2. Strengthening workshops in improving school coexistence**

Training Topics		Art & Culture	Interpersonal Relations	Vocational Counseling	TOTAL
Directors or Vice Directors	Female	1	0	22	23
	Male	0	0	11	11
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>33</b>	<b>34</b>
MINED officials	Female	0	0	3	3
	Male	0	0	0	0
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>
Teachers	Female	7	6	53	66
	Male	7	9	24	40
	<b>Total</b>	<b>14</b>	<b>15</b>	<b>77</b>	<b>106</b>
Parents	Female	1	0	0	1
	Male	1	0	0	1
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Total</b>		<b>17</b>	<b>15</b>	<b>113</b>	<b>145</b>

During the last three months of 2017, the project also carried out technical support days to reinforce interpersonal relations at schools located in the municipalities of Sonsonate, Colón, Cojutepeque, Soyapango, and Ciudad Delgado. (These schools were focused under Phase 1 of PESS). Part of the activities developed during the technical support days, in some schools, teachers were asked to perform activities to improve the coexistence among each other.

Furthermore, ECYP provided psychological support to 368 lower-secondary students and 40 students at other levels. These students who faced severe emotional problem came from 13 schools in Cohort 4. The students reported that having received this psychological support service improved their academic performance and the quality of their relationships with other people.

In addition, the project provided on-site technical assistance in art and culture to teachers and students from schools in Ahuachapán, Soyapango, Nejapa, Zaragoza, Chalchuapa, Colón, Santa Tecla, Ciudad Delgado, San Miguel, Coatepeque, Acajutla, Armenia, San Vicente Quezaltepeque, Panchimalco, San Sebastián, Santa Ana, and Sonsonate. During the

technical support, ECYP followed on the formation process of such clubs as music, dance, plastic arts, and theater. It is worth mentioning that the art and dance clubs in San Miguel involved 14 hearing impaired students. The dance clubs were believed to have strengthened the hearing impaired students' self-esteem by encouraging them to have more interactions with other normal students.

Moreover, during this quarter, the strategies of sports monitors, guided playtime, and fair play were institutionalized. This contributes to promoting healthy coexistence environments within schools.

Besides those progresses mentioned above, this quarter, ECYP also completed planning, coordinating, and implementing the Express Yourself Festival (Festival Exprésate). This festival offered a space for young people to express themselves and demonstrate all their skills and abilities. Also, in November 2017 the project collaborated in designing the National Policy of School Coexistence through its participation in the cooperation meeting/workshop to elaborate the first draft document of the policy. With its experience in school coexistence, ECYP offered its observations and comments on the first draft of the policy.

### **Result 1C: Provide educational incentives and scholarships to low-income students**

From October to December 2017, ECYP benefited 1,524 low-income students at the lower-secondary education level with scholarship incentives. Specifically, these students took the vocational counseling test. The result of the vocational counseling test allowed the students to select the best available vocational option according to their characteristics and interests, which helped inspire them to complete their studies successfully.

Related to the interventions described above at the results 1A and 1B's sections, a total of 111 students were benefited with training in Educational applications design, other 25 applied educational videogames in their learning processes, and 121 participated in clubs of Art and Culture.

In terms of interventions for fourth to sixth grades, ECYP developed recreational vacations for targeted students during the last months of 2017. Recreation vacations included 40 face-to-face hours at each school, and ECYP trained upper-primary students in art and culture. ECYP also provided art supplies to targeted students. Four tracks of recreational vacations were offered: dance, theater, painting, and plastic art. Each participating student was assigned to one track by his/her school director. This quarter, the benefited schools were from schools located in Ahuachapán, Ciudad Delgado, Colón, Cojutepeque, Ilobasco, Quezaltepeque, San Miguel, Santa Tecla, Sonsonate, and Soyapango. In total, 711 students (433 females and 278 males) benefited from the recreation vacation activities.

### **Result 1D: Develop an Operational Monitoring System to track indicators**

In November and December 2017, ECYP organized two events to publish the technical documents produced by the Unit of Monitoring, Evaluation, and Learning (UME&L) of the project:

1. “Out of School Youth ” Newsletter
2. The article entitled, “Effects of Education and Job on the Flow of Migrations of El Salvador: A Gravitational Model Approach”

The event attracted participation from representatives of USAID, MINED, academic institutions, ECYP’s implementing partner network, and other institutions implementing initiatives, at the national level, related to those addressed in the presented studies. These two events were organized to promote and share the technical knowledge developed within the framework of the project. Also, ECYP aimed to provide the society with key information to tackle the studied problems.

Next quarter, ECYP will generate a new research plan within the framework of knowledge management activities in 2018. Additionally, ECYP projects to end next quarter by presenting the results of the consultancy that is being carried out to evaluate the impact of the project on the educational results of lower-secondary students.

#### **2.1.2 OBJECTIVE 2: Increase educational opportunities for out-of-school youth (OSY)**

### **Result 2A: Provide assistance to at least 23,150 OSY in the 25 targeted municipalities and their surroundings to encourage them to return to school or complete a secondary education diploma**

The work coordination that ECYP had already established with the mayoralties and community leaders facilitated the process of identifying young people who had not completed secondary education and needed assistance from ECYP. In total, 76 youth (41 females and 31 males) were tutored in preparation for the proficiency test from October to December 2017.

Furthermore, during this quarter, ECYP had a meeting with the National Directorate of Education for Youth and Adults (DNEJA) to discuss the new stage of the project and elicit authorization from the national directorate to start the activities. ECYP obtained the needed authorization letters for the educational innovations this quarter.

Furthermore, ECYP started to design the self-learning modules at the secondary level to support students who need to take the proficiency test as well as the induction course

module. At the end of this quarter, ECYP completed the first lower-secondary lessons and upper-secondary English lessons.

**Result 2.B: Provide training in community-based skills to prepare for the local job market to OSY**

In total, this quarter ECYP benefited 76 young people through soft skills courses. These courses reinforced the learners' self-esteem and ability to establish interpersonal relationships. Besides, the courses helped the young people to build their life projects and in turn motivated them to continue with their studies.

**Result 2.C: Provide innovative education incentives to OSY to enable more equitable participation in educational opportunities**

From October to December 2017, ECYP provided food and transportation incentives to 52 young beneficiaries. The incentives aimed to encourage their attendance in the activities in preparation for the proficiency test implemented in Ahuachapán and Turín. The incentives are considered a key element in attracting and maintaining young people's participation in the activities promoted by ECYP. Without these incentives, the young people would not have been able to attend.

## 2.2 Implementation Challenges

Objective	Challenges	Solutions
School Support Component	Promote the sustainability of the processes implemented in intervened schools	<p>Incorporate the project activities in the work plans of the DDEs</p> <p>Define strategies to supplement the pedagogical technical support and management</p> <p>Have the DDEs provide follow-up, support, and evaluation of the processes implemented by the schools according to prior commitments</p>



		<p>Delivery the results of interventions in schools</p> <p>Complete defining commitments in following up on technical assistance provided to schools with departmental directors, technical assistance heads, and coordinators</p>
OSY Support Component	Ensure attendance of at least 70 percent of beneficiaries due to prior responsibilities such as job	Continue to provide incentives such as youth extension, academic certifications, food and/or transportation

### 3 INTEGRATION OF CROSSCUTTING ISSUES AND USAID’S PROSPECTIVE PRIORITIES

#### 3.1. Gender Equality and Female Empowerment

The numbers of males and females participating in the various activities related to the school support component are approximately equal. The equal gender participation is constantly reinforced in such activities as integrated technical assistance for educational videogames, club formation, coexistence committee formation, and development of physical education and recreation activities.

Similarly, in regards to the services offered under the out-of-school youth support component, gender equity is encouraged through support for the participation of women, especially those who are pregnant or are single mothers.

### 3.2. Disability and Inclusive Development

The work implemented during October to December 2017 for school directors and teachers helped foster their awareness about promoting educational inclusion for people with disabilities. This was done through emphasizing the use of methodological strategies to ensure quality in the disabled students' learning and by encouraging curricular adjustments for students with disabilities.

Similarly, ECYP encouraged active and direct participation of young people with disabilities in activities developed by the project, for example training days and the art and culture clubs formed in various schools.

### 3.3. Sustainability Mechanism

ECYP has launched various strategies to promote the sustainability of the interventions it has implemented. Some examples of such strategies are as follows:

- Reinforce the Learning and Technical Support Committee (LTSC) at each school during integrated technical support. The LTCS is responsible for spreading the knowledge they acquired in technology workshops and organizing technological fairs, project exhibitions, clubs, and among others.
- Institutionalize the strategies to promote a healthy coexistence at school in official documents such as the annual operating plan (AOP) and the pedagogical proposal (PP) in each school
- Establish vocational counseling teacher networks per municipality to encourage participation from more teachers so that they know the vocational counseling services that ECYP offers. Teachers can also use the materials designed by ECYP at their schools to help lower-secondary students design their life projects. Furthermore, ECYP encourages school directors to institutionalize the vocational counseling process implemented by the project. Directors are convinced of the results obtained according to the improvement of the coexistence environments, especially the relationships between students and teachers.

### 3.4. Local Institutional Strengthening

As part of the local institutional strengthening activities, seven administrative members of ECYP attended two training sessions focused on the prevention of money laundering. Four ECYP members participated in the first training, *Techniques to prevent money and asset laundering according to the legislation of El Salvador*, which spanned 16 hours. Three other ECYP members attended the second training, *Law reforms against money laundering and its financial impact*, which also spanned 16 hours.

Similarly, in regards to activities under fourth to sixth grade interventions, in October and November 2017, eight members of the fourth to sixth grade intervention technical team were trained in LPA methodologies. The training on LPA methodologies took place on October 10<sup>th</sup>, October 11<sup>th</sup>, and November 21<sup>st</sup>. Each training day lasted for eight hours. These eight members also completed training on early alerts of dropout which ECYP implements at the intervened schools. The training on early alerts took place on October 12<sup>th</sup>, November 29<sup>th</sup>, November 30<sup>th</sup>, and December 1<sup>st</sup>. Each training day also lasted for eight hours.

Additionally, in October and November 2017, a total of 17 FEDISAL staff members received 48-hour training on Occupational Safety Committee. The training addressed such topics as functions of the occupational health and safety committee, risk recognition, occupational health procedures, establishment of occupational health management program objectives, and legal standards in occupational safety and health.

On November 8<sup>th</sup> and 9<sup>th</sup>, 2017, the Administration and Finance specialist of ECYP took a 16-hour training entitled, “*Cost Principles for Federal Grants*” in Virginia, the USA.

Finally, from November 27<sup>th</sup> to 30<sup>th</sup>, 2017, the COP, DCOP, and Program Manager of ECYP, together with the Executive Director of FEDISAL, underwent the following training events:

1. Applying for Federal Grants and Cooperative Agreements (November 27<sup>th</sup> and 28<sup>th</sup>) in Chicago, Illinois, the USA. The training lasted for 16 hours.
2. Closeout of Grants for Federal Personnel (November 29<sup>th</sup> and 30<sup>th</sup>) in Washington, D.C., the USA. The training spanned 16 hours.

The training mentioned above allowed ECYP COP, DCOP, Project Program Manager, and FEDISAL Executive Director to offer a better technical, administrative and financial close to the current running project, complying to all regulations established by USAID. Similarly, the training provided them with necessary knowledge and skills to apply for new federal funds sponsored by the United States according to the requirements established by the Government of the United States of America.

### 3.5. Impact of Public-Private Partnerships

Below are the progresses that ECYP made this quarter in regards to public-private partnerships:

- ECYP signed a letter of understanding with the municipality of San José Villanueva in the department of La Libertad. This letter of understanding will benefit 50 young people through the return to school program

- ECYP signed an agreement with the municipalities of Acajutla and Cuisnahuat, in the department of Sonsonate. In total, the agreement will benefit up to 167 young people.

One of the benefits of working closely with the municipalities during the implementation of the project is that activities might draw interest and participation from the mayors, and the mayors personally accompany the activities in the field. They can also designate personnel from the municipalities to accompany project activities. In some cases, they even allocate resources to complement project activities even when the resources are not listed in the agreement that they signed.

It is worth highlighting that the mayor of Zacatecoluca financed the Community-Student Coexistence Festival which took place this quarter. The festival attracted participation from six communities and three schools in the south of the municipality. This achievement proved the commitment of the mayor to the private sector and further reinforced the partnership of mutual support between the public and private sectors.

### 3.6. Impact on Science, Technology, and Innovation

This quarter ended with the support of the Ministry of Education for the project's educational portal, EDUJOVENES. The ministry issued a support letter which suggested the National Directorate of Prevention and Social Programs to integrate the portal in their work.

This support mentioned above will enable a trilateral agreement between the Governments of The United States of America, Chile, and El Salvador. The trilateral agreement will lead to the technical team of MINED undergoing an international exchange with the Educarchile Foundation in 2018.

Similarly, teachers and students have had an opportunity to participate in different project interventions related to technology. They have obtained skills that allow them to develop innovative classroom activities with the use of technology.

## 4. LESSONS LEARNED

Lessons Learned	
School Support Component	The participation of the educational community in the analysis of the progress of the strategies generates involvement and responsibility. Instead of ignoring schools, the educational community should stay involved with activities at school without replacing school personnel nor being in charge of schools. This can be accomplished by creating systematic strategies and spaces in which the educational community can analyze goals and outcomes of what is planned at school and by including the participation of the projects that work with schools and the personnel of the departmental directorate.
	Student leadership requires positive and educative environments that value youth expressions. The impulse to student organizations generates greater commitment and involvement from students.
OSY Support Component	Establishing public-private partnerships is a key element in the achievement of goals for the OSY support component. Also, such partnership establishment takes more time than planned. As a result, it is essential to plan from the beginning of the project how to approach and set up public-private partnerships during the implementation life of the project.

## ANNEX A: PROGRESS SUMMARY

(OB1) Component 1: Sustaining improved educational outcomes for lower secondary school students												
Indicator	Project total target	Data Source	Baseline Data		FY 2018		Quarter Status – FY2018				Annual Achieved to Date (in % )	Comment
			Year	Value	Annual Cumulative Planned Target	Annual Cumulative Result	Q1	Q2	Q3	Q4		
Intermediate Result: Result 1A. Expand the Full Time Inclusive School approach (FTIS) in approximately 750 selected lower secondary schools to enhance academic achievement and increase 9th grade completion and benefitting at least 100,000 7th, 8th, and 9th students												
GR1.1 Number of Parent Teachers Associations or other school governance structures supported	677	Attendance List	2013	0	677	124	124				18%	
GR1.2 Number of teachers/teaching assistants who successfully completed training	3,439	Attendance List	2013	0	3,439	49	49				1%	
GR1.2.1 Number school educators who complete professional development activities on teaching students with special educational needs with USG assistance	65	Attendance List	2016	0	0	0	0				-	
GR 1.3 Number of textbooks and other teaching materials distributed	136,176	Records	2013	0	0	5088	5088				-	

Indicator	Project total target	Data Source	Baseline Data		FY 2018		Quarter Status – FY2018				Annual Achieved to Date (in % )	Comment
			Year	Value	Annual Cumulative Planned Target	Annual Cumulative Result	Q1	Q2	Q3	Q4		
GR.1.4 Number of MOE administrators and officials successfully trained by the US Government (USG)	1,677	Attendance List	2013	0	18	1	1				6%	
GR.1.5 Number of schools using Information and Communication Technology thanks to support from the USG	677	ECY Checklist	2013	0	677	0	-				-	Annual indicator. No measured yet (NMY)
RIA.1: Number of schools implementing the FTIS approach with support from the USG	677	ECY Checklist	2013	0	677	0	-				-	Annual indicator. NMY
RIA.2. Ninth grade completion rate	81%	MOE	2013	81%	85%	0	-				-	Annual indicator. NMY
RIA.3 Number of benefited students in schools supported by the USG	520,000	MOE	2013	0	520,000	0	-				-	Annual indicator. NMY
RIA.4 Percentage of students with good performance in Mathematics, Science and Language in lower secondary schools	65%	School reports	2013	46%	65%	0	-				-	Annual indicator. NMY

Indicator	Project total target	Data Source	Baseline Data		FY 2018		Quarter Status – FY2018				Annual Achieved to Date (in % )	Comment
			Year	Value	Annual Cumulative Planned Target	Annual Cumulative Result	Q1	Q2	Q3	Q4		
Intermediate Result: Result 1B: Strengthen safe learning environment program to reduce school violence in high risk municipalities in 677 schools included in Result 1A above.												
R1B.1 Number of schools supported by the USSG meeting criteria for safe schools program (PPR indicator)	595	ECY Checklist	2013	0	595	0	-				-	Annual Indicator. NMY
R1B.2 Percentage of students feeling safe at school	80%	Survey	2013	0	80%	0	-				-	Annual Indicator. NMY
Victimized and Aggression Index	50	Survey	2013	0	50	0	-				-	Annual Indicator. NMY
Result 1C: Provide innovative incentives/scholarships to at least 40% from the 100,000 students to reduce economic hardships for low income students in lower secondary education from the 677 schools included in Result 1A above												
R1C. Number of students in targeted schools that have received scholarships	40,000	Project Report	2013	0	927	2,491	2,491				269%	
R1C.2Number of schools in which the students have received incentives and/or scholarships	300	ECY records	2013	0	300	93	93				31%	



Indicator	Project total target	Data Source	Baseline Data		FY 2018		Quarter Status – FY2018				Annual Achieved to Date (in % )	Comment
			Year	Value	Annual Cumulative Planned Target	Annual Cumulative Result	Q1	Q2	Q3	Q4		
Result 1D: Develop a fully operational monitoring system to track performance of program activities for student retention, achievement, school safety and participation of out of school youth in educational opportunities												
R1D.1: Completion Percentage of the Monitoring and Evaluation System	100%	ECY Database	2013	0	100%	100%	100%				100%	This target was achieved in 2016.
(OB2) Component 2: Increase access to educational opportunities for out-of-school youth												
Result 2A: Provide assistance to at least 23,150 out-of-school youth in the 25 targeted municipalities and their surroundings to return to formal schooling or to complete a lower secondary education diploma												
R2A.1: Number of OSY youth receiving assistance to return to formal schooling with support from the USG	23,150	MOE	2013	0	0	76	76				-	
R2A2 Number of OSY completing a lower secondary or upper education diploma	3,039	MOE	2013	0	0	0	-				-	Annual data. NMY. Target already achieved.
Indicator	Project total target	Data Source	Baseline Data		FY 2018		Quarter Status – FY2018				Annual Achieved to Date (in % )	Comment
			Year	Value	Annual Cumulative Planned Target	Annual Cumulative Result	Q1	Q2	Q3	Q4		
Result 2B: Provide at least 23,150 OSY in the 25 targeted municipalities and their surroundings with training programs focused on community and preparation for the job market												
R2B.1 Number of OSY trained in soft skills or prepared for the job market	23,150**	Training records	2013	0	0	76	76				-	
Result 2C: Provide innovative incentives or to at least 23,150 OSY in the 25 targeted municipalities to reduce economic hardships and to enable more equitable participation in educational opportunities												
R2C.1 Number of out of school youth that received scholarships or incentives to return to school	23,150	Training records	2013	0	0	52	52				-	
*The indicators of Objective 3 have not been reported because they were achieved on 2016, and this year there will be no activity in this component. The indicator of Objective 4 has not been reported because El Salvador has not experienced emergencies. ** Target in process of revision by USAID due to a request of change to 15,667 based on an ammendment done to the computation of this target which, by mistake, was stimated including young people who are not able to enroll to lower secondary education.												

Local Capacity Building												
Indicator	Project total target	Data Source	Baseline Data		FY 2018		Quarter Status – FY2018				Annual Achieved to Date (in % )	Comment
			Year	Value	Annual Cumulative Planned Target	Annual Cumulative Result	Q1	Q2	Q3	Q4		
Local Capacity Building												
LC2.Number of people trained for local capacity building	376	Attendance List	2013	0	0	37	37				-	
LC3: Value of new private sector and USGresources contributed to USG-	US\$5,355,789.00*	Financial Reports	2013	0	US\$343,690.00	US\$0.00	US\$0.00				0%	
*The target contains leverage and cost share, but the indicator only measure leverage. The target of this indicator is in process of being change.												

## ANNEX B: SUCCESS STORY

### DANCING TO THE RHYTHM OF A DREAM

*“We are a group of deaf people who are dancing different rhythms ...” Samuel Rivera*

When a very young boy, Samuel walked to school with his Mom. Feeling the vibrations of the cars passing by, he was frightened and asked his Mom, “What is it, Mommy?” His Mom replied, “It’s music!” Those rhythmic vibrations made Samuel excited, and he started dancing.

Samuel was born deaf, and he is studying at the School for the Deaf in Cojutepeque. He has danced in the Dance Club at his school for three years. He rehearses different choreographies every week with his Dance Club peers.

His dance teacher, Irma Alfaro, explains that “I taught them to feel the music. I played a CD, and I told them: Put your hands on your table and feel the rhythm. After that, I set them barefoot, and I placed the CD player on the floor. I told them to feel the rhythm with their feet. From there, little by little, I told them to put on their socks and then their shoes. That was how they learnt to feel the rhythm.”



Salsa, Hip-Hop, and bachata are some of the rhythms that Samuel practices dancing with club mates and teacher. “They love music, and all the instruments we showed to them when they came to do the clubs excited them,” said Rubidia Fuentes, the school director.

At the 677 schools supported by the Education for Children and Youth Project of USAID, dance, theater, painting, music, and sports clubs are formed to motivate young people and engage them in meaningful activities that help create coexistence environments free of violence and discrimination.



“This dance club has been a great opportunity for them. They have already learned to coexist with each other and have come to realized that there are no barriers because they are deaf and sick. They no longer feel that they are rare people because they have already seen that they can also communicate and learn.”, confirmed Irma Alfaro.

Now Samuel has become a benchmark youth in his school. At rehearsal time, he is placed in the first row and his companions follow his steps to the rhythm of the music.



*“I am very excited that we are a group of deaf people who are dancing different rhythms. Sometimes I feel sad, I think I am going to dance and that excites me*

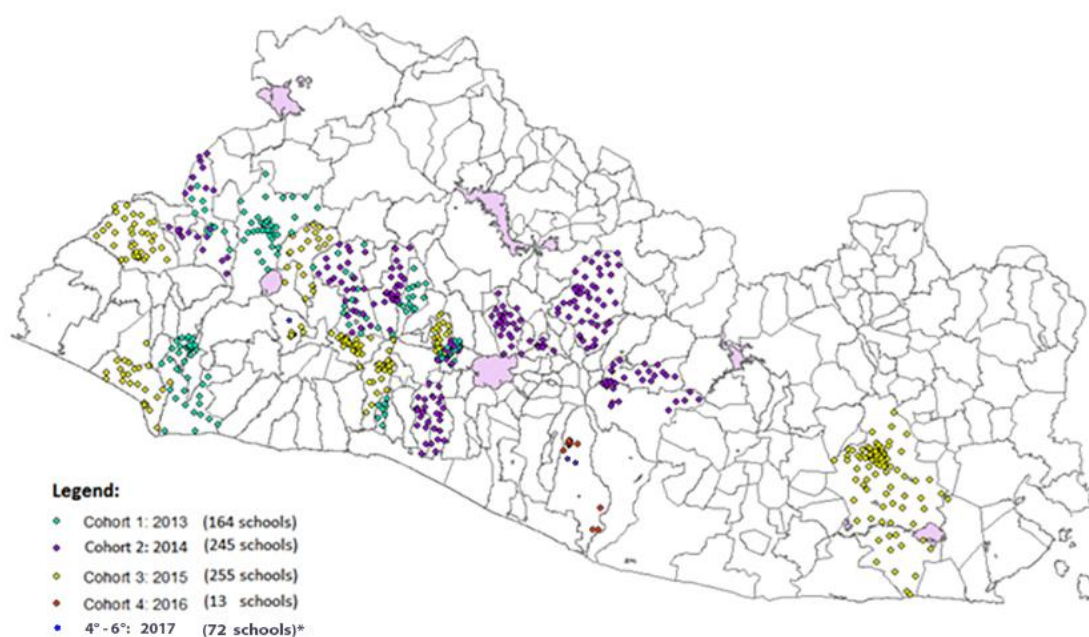
*very much.”, said Samuel.*

Music and dance become a means to break down barriers and show these young people that everything is possible. They learn that no dream is impossible to achieve. Samuel now sees new opportunities in his future and dreams of someday becoming a chef at a good restaurant.

## ANNEX C: GEOGRAPHICAL LOCATION OF THE SELECTED SCHOOLS

ECYP intervenes in 28 high-risk municipalities by expanding the Full-Time Inclusive School approach and promoting safe learning environments for children and youth in 680 schools throughout El Salvador. The schools are divided by groups of schools, which we call “School Cohorts”. The map below shows the geographical locations of the benefited schools. The table on next page reports the number of schools which the Project supports per municipality and per cohort.

**Figure 3. Schools benefited from ECYP by cohort and municipality**



Source: ECYP

\*In total, under the fourth to sixth grade strategy, in total ECYP intervenes in 72 school. However, 69 out of these 72 schools have already been listed in selected schools in Cohorts 1 to 4. Therefore, only three schools were added to the project interventions for the first time. For more information about schools and municipalities, please refer to the following page.

### Municipalities and Schools per Cohort and Entry Year to ECYP

		Schools per Cohort				4th to 6th-Grade Strategy	
		Cohort 1	Cohort 2	Cohort 3	Cohort 4	Schools Already Incorporated in ECYP Interventions	Schools Incorporated for First Time
	Municipalities	2013	2014	2015	2016		
Municipalities in Cohort 1	Chalchuapa	16	16				
	Nejapa	16					
	San Antonio del Monte	6					
	San Juan Opico	16	26				
	Santa Ana	41					
	Sonsonate	38				6	
	Soyapango	23	14			8	
	Zaragoza	8					
Municipalities in Cohort 2	Apastepeque		16				
	Atiquizaya		9				
	Cojutepeque		13			6	
	Ilobasco		40			6	
	Panchimalco		21				
	Quezaltepeque		29			8	
	Rosario de Mora		7				
	San Pedro Perulapán		22				
	San Sebastián		11				
	San Vicente		21				
Municipalities in Cohort 3	Acajutla			24			
	Ahuachapán			39		6	
	Armenia			8			
	Chirilagua			12			
	Ciudad Delgado			24		8	
	Coatepeque			20			
	Colón			23		9	1
	San Miguel			82		12	
	Santa Tecla			23			
Municipalities in Cohort 4	Zacatecoluca				13		2
TOTAL		164	245	255	13	69	3



## ANNEX D: GLOSSARY

- **Coexistence Committee:** an organizational structure of a school, which aims to promote strategies to improve child friendly environments.
- **Cohort:** groups of schools intervened by ECYP in different years during the Project's life.
- **Fair Play:** a methodology of learning values through sports.
- **Integrated System:** an alternative option to implement the pedagogical model when a school lacks resources. This is made through a school network to share resources and efforts to increase educational opportunities in the territory.
- **Learning and Technical Support Committee (LTSC):** an organization where students can participate and share their experience and generate educational projects promoting the use of video games and robotics as tools to improve learning outcomes
- **Learning Guide (Learn, Practice, and Apply - LPA):** a tool that promotes student's active learning. The learning guide has three sequential phases that allow students to develop logical and social thinking. This guide helps students to actively participate in the construction of their own knowledge.
- **Pedagogical Proposal:** a pedagogical plan in constant construction that focused on the schools' needs and gaps. Some basic elements of pedagogical proposal are: vision, mission, values, strategic objectives, strategic actions, pedagogical challenges, and agreements.
- **Peer Learning Circles:** based on action-learning. Learning Circles provide peers (teachers specialized in Mathematics, Language, and Science) an opportunity to learn from their own and others' experiences, and to immediately test and apply their learning. Additionally, they share resources that have been successful in teaching and lesson learned.
- **Safe El Salvador Plan (Plan El Salvador Seguro, PESS):** the Plan created by the National Council of Security and Coexistence based on an evaluation of insecurity in El Salvador. The plan is the result of the coordination and collaboration between governmental and non-governmental sectors, and the plan was developed with broad participation. It is a comprehensive and flexible plan that consists of five main strands: violence prevention, criminal prosecution, rehabilitation and reintegration, care for or protection of victims, and institutional strengthening.