

PLAN 7

Community Development Plan for Rural Nicaragua



Amigos
for
Christ

English

PLAN 7

Table of Contents

3

The Basics of Plan 7

- 4 Leadership Goal
- 5 Water Goal
- 6 Health Goal
- 7 Education Goal
- 8 Economic Development Goal

9

How We Measure Success and the Path to Get There

16

The People Who Make Plan 7 Successful

20

Plan 7 Entrance & Exit Criteria

25

Plan 7 Project Processes

38

Plan 7 Timeline

54

Estimated Budget

57

Infrastructure Designs

64

Impact Evaluation Processes

72

Evaluation Criteria

78

Quality Standards





THE BASICS OF PLAN 7

What is Plan 7?

Plan 7 is Amigos for Christ's community development model that generates sustainable growth in rural Nicaraguan communities.

This model is focused on accomplishing 5 goals in 7 years:

1. **Community Owns Everything**
2. **Water and a Bathroom**
3. **Reduce Preventable Disease**
4. **Every Child in School**
5. **Increase Income by 10% Annually**

Bright Spots Make Plan 7 Possible

Bright Spots are people whose successful efforts are worth emulating.

Amigos for Christ invests time and energy into Bright Spots. We thrive working shoulder-to-shoulder with Bright Spots in Nicaraguan communities because they have perfected the art of influence. Amigos' projects are not "ours;" each community is responsible for its own growth and improvement. Amigos exists to come alongside communities in order to facilitate growth and encourage transformation. .

The leaders of Plan 7 are the **Bright Spots** because they set a precedent, define the path for growth, and provide encouragement that can only come from within the community.

"Direction, not intention, determines your destination."

Principle of the Path – Andy Stanley



Leadership Goal

COMMUNITY OWNS EVERYTHING



Why? Project sustainability. Community leaders are responsible for driving ongoing change. Through learning new strategies of influence and sharing ideas of growth, they inspire hope in the future of their community.

Destinations to Success

- Community Development Committee (CDC) facilitates advancement in their community
- Community Water and Sanitation Committee (CAPS) owns and manages their water system
- Community Youth Committee (CDJ) becomes the next generation of leadership



Water Goal

CLEAN WATER AND A BATHROOM



Why? In rural Nicaragua, 69% of families lack access to clean water in their homes, and 58% of families do not have a sanitary place to use the bathroom. Having access to clean water 24/7 and a Modern Bathroom in each home transforms everyday life by improving health, creating time to work and go to school, and providing additional resources for economic development.

Destinations to Success

- Clean water from a drilled well
- Water distribution system supplying clean water to every house 24/7
- The construction of a Modern Bathroom at every house



Health Goal

REDUCE PREVENTABLE DISEASE



Why? In the communities we serve, 81% of people have tested positive for intestinal parasites, and every person that cooks over an open flame suffers from respiratory problems. Even more alarming, kidney disease is the second leading cause of death in Nicaragua. These illnesses are preventable through improved water and sanitation infrastructure, clean air kitchens, and habit change.

Destinations to Success

- Prevention of kidney disease through adequate hydration
- Prevention of intestinal parasites through hygiene habit changes
- Prevention of respiratory disease through the construction and use of a Clean Air Kitchen



Education Goal **EVERY CHILD IN SCHOOL**



Why? In Nicaragua, only 40% of youth complete high school. Helping at home, health concerns, and poor school conditions all contribute to this low graduation rate. By creating innovative school environments and increasing professional opportunities, students and parents are motivated to make education a priority.

Destinations to Success

- Innovative learning environment
- Increased family commitment
- Advancement in secondary studies



Economic Development Goal **INCREASE INCOME BY 10% ANNUALLY**



Why? In the communities we serve, the average daily income is \$1.40 per person, per day. Nicaraguan families struggle to avoid debt and grow their wealth due to a lack of financial management knowledge and access to low-interest capital. Through guidance and business opportunities, families can overcome these obstacles and double their income in seven years.

Destinations to Success

- Effective family finance management
- Access to low-interest capital leading to zero debt after five years
- Small business development



HOW WE MEASURE SUCCESS AND THE PATH TO GET THERE

Proof of our impact in rural communities is very important to us. We developed and use a cloud-based database we've developed called Beneficiary Perfect System (BPS) to track the metrics and desired impact of Plan 7. As we learn what works, we scale to reach more families. When we do not see the desired impact, we adjust our strategies.

Plan 7 Success

Success means community transformation. Together, we establish clear paths and measure their impact to ensure we arrive at our destinations. Success is a combination of progress and impact.

$$\text{Success} = \text{Progress} + \text{Impact}$$

Calculating Success



Each destination has a 5-point progress scale and a 5-point impact scale.



Each goal of Plan 7 consists of 3 destinations with a 10-point success scale.



Each goal has a total of 30 points available to measure success.



Leadership Goal

COMMUNITY OWNS EVERYTHING

SUCCESS = PROGRESS + IMPACT

Destination 1: The Community Development Committee (CDC) facilitates advancement in their community

PROGRESS MEASURE	IMPACT MEASURE
1 Community elects the CDC	1 0% - 20% Comprehensive Leadership Score (CDC)
2 The CDC facilitates the election and selection of the CDJ	2 20% - 40% Comprehensive Leadership Score (CDC)
3 CDC completes training on Leadership, Communication, and Coordination	3 40% - 60% Comprehensive Leadership Score (CDC)
4 CDC completes training on Project management and Community management	4 60% - 80% Comprehensive Leadership Score (CDC)
5 CDC creates a 5 year vision and plan for the future of their community	5 80% - 100% Comprehensive Leadership Score (CDC)

Destination 2: Community Water and Sanitation Committee (CAPS) owns and manages their water system

PROGRESS MEASURE	IMPACT MEASURE
1 Community elects the CAPS	1 0% - 20% Comprehensive Leadership Score (CAPS)
2 CAPS completes the training module on Law 722	2 20% - 40% Comprehensive Leadership Score (CAPS)
3 CAPS completes training modules for the operation and management	3 40% - 60% Comprehensive Leadership Score (CAPS)
4 CAPS sustainably operates and manages its drinking water system	4 60% - 80% Comprehensive Leadership Score (CAPS)
5 The CAPS is legalized	5 80% - 100% Comprehensive Leadership Score (CAPS)

Destination 3: Community Youth Committee (CDJ) develops the next generation of leadership

PROGRESS MEASURE	IMPACT MEASURE
1 The CDC facilitates the election and selection of the CDJ	1 0% - 20% Comprehensive Leadership Score (CDJ)
2 CDJ completes Leadership and Communication Training	2 20% - 40% Comprehensive Leadership Score (CDJ)
3 CDJ completes Community Management Training	3 40% - 60% Comprehensive Leadership Score (CDJ)
4 CDJ promoting and participating in vocational and technical fairs	4 60% - 80% Comprehensive Leadership Score (CDJ)
5 CDJ creates a vision and plan for the community's next generation	5 80% - 100% Comprehensive Leadership Score (CDJ)

**The Comprehensive Leadership Evaluations can be found in the Evaluation Criteria section on page 73*

Water Goal

CLEAN WATER AND A BATHROOM

SUCCESS = PROGRESS + IMPACT

Destination 1: Clean water from a drilled well

PROGRESS MEASURE	IMPACT MEASURE
1 Groundwater hydrological study completed	1 More than 100 waterborne bacteria colonies (E. coli) per 100/ml in water source
2 Drilling plan compiled and site prepared	2 A range of 100 – 50 waterborne bacteria colonies (E. coli) per 100/ml in water source
3 Well is drilled	3 A range of 50 – 10 waterborne bacteria colonies (E. coli) per 100/ml in water source
4 Well is finalized	4 A range of 10 – 5 waterborne bacteria colonies (E. coli) per 100/ml in water source
5 Water quality and quantity test approved	5 Fewer than 5 waterborne bacteria colonies (E. coli) per 100/ml in water source

Destination 2: Water distribution system supplying water to every home, 24/7

PROGRESS MEASURE	IMPACT MEASURE
1 Contract between AFC/Community signed	1 0% - 20% of houses with potable water
2 Distribution system design finished	2 20% - 40% of houses with potable water
3 Water storage tank built	3 40% - 60% of houses with potable water
4 Main water line installed	4 60% - 80% of houses with potable water
5 Water system provides water for the whole community	5 80% - 100% of houses with potable water

Destination 3: The construction of a Modern Bathroom at every home

PROGRESS MEASURE	IMPACT MEASURE
1 0% - 20% Modern Bathrooms constructed	1 0% - 20% of houses have eliminated their latrine
2 20% - 40% Modern Bathrooms constructed	2 20% - 40% of houses have eliminated their latrine
3 40% - 60% Modern Bathrooms constructed	3 40% - 60% of houses have eliminated their latrine
4 60% - 80% Modern Bathrooms constructed	4 60% - 80% of houses have eliminated their latrine
5 80% - 100% Modern Bathrooms constructed	5 80% - 100% of houses have eliminated their latrine

Health Goal

REDUCE PREVENTABLE DISEASE

SUCCESS = PROGRESS + IMPACT

Destination 1: Prevention of kidney disease through adequate hydration

PROGRESS MEASURE	IMPACT MEASURE
1 Health exams for each family	1 0% - 20% of community members have a urine density below 1.020
2 Kidney health education for each at-risk family	2 20% - 40% of community members have a urine density below 1.020
3 0-30% on Personal Health Score	3 40% - 60% of community members have a urine density below 1.020
4 30 -60% on Personal Health Score	4 60% - 80% of community members have a urine density below 1.020
5 60%-100% on Personal Health Score	5 80% - 100% of community members have a urine density below 1.020

Destination 2: Prevention of intestinal parasites through hygiene habit changes

PROGRESS MEASURE	IMPACT MEASURE
1 Health exams for each family	1 0% - 20% of the community members without pathogenic parasites
2 Household hygiene education for families	2 20% - 40% of the community members without pathogenic parasites
3 0-30% Household Hygiene Score	3 40% - 60% of the community members without pathogenic parasites
4 30 -60% Household Hygiene Score	4 60% - 80% of the community members without pathogenic parasites
5 60%-100% Household Hygiene Score	5 80% - 100% of the community members without pathogenic parasites

Destination 3: Prevention of respiratory disease through the construction and use of a Clean Air Kitchen

PROGRESS MEASURE	IMPACT MEASURE
1 Respiratory education for each family	1 0% - 20% of houses have eliminated their open fire stoves from the kitchen
2 0-9% Clean Air Kitchens installed	2 20% - 40% of houses have eliminated their open fire stoves from the kitchen
3 10-24% Clean Air Kitchens installed	3 40% - 60% of houses have eliminated their open fire stoves from the kitchen
4 25-39% Clean Air Kitchens installed	4 60% - 80% of houses have eliminated their open fire stoves from the kitchen
5 40-50% Clean Air Kitchens installed	5 80% - 100% of houses have eliminated their open fire stoves from the kitchen

*The Health evaluation parameters can be found in the Evaluation Criteria section on page 76

Education Goal

EVERY CHILD IN SCHOOL

SUCCESS = PROGRESS + IMPACT

Destination 1: Innovative learning environment

PROGRESS MEASURE	IMPACT MEASURE
1 Annual delivery of teaching materials	1 0% - 20% of kids registered for primary school
2 Modern Bathroom for school built	2 20% - 40% of kids registered for primary school
3 Handwashing station installed inside school	3 40% - 60% of kids registered for primary school
4 Classroom adheres to the necessary conditions for Education Checklist	4 60% - 80% of kids registered for primary school
5 School property has a recreational area	5 80% - 100% of kids registered for primary school

Destination 2: Increased family commitment

PROGRESS MEASURE	IMPACT MEASURE
1 100% of families with children visited to promote school enrollment	1 0% - 20% of primary students that finished the school year
2 100% families visited with a student not registered	2 20% - 40% of primary students that finished the school year
3 Visit 100% of families whose children have stopped attending school	3 40% - 60% of primary students that finished the school year
4 100% of families have received visits for students that have <90% attendance	4 60% - 80% of primary students that finished the school year
5 100% of students with > 90% attendance received incentive	5 80% - 100% of primary students that finished the school year

Destination 3: Advancement in secondary studies

PROGRESS MEASURE	IMPACT MEASURE
1 Annual Registration Promotion	1 0% - 20% of students registered for secondary school
2 0-50% - attendance Vocational and Technical Fair	2 20% - 40% of students registered for secondary school
3 50%-100% - attendance Vocational and Technical Fair	3 40% - 60% of students registered for secondary school
4 0-50% attendance Youth Leadership and Empowerment Programs	4 60% - 80% of students registered for secondary school
5 50%-100% attendance Youth Leadership and Empowerment Programs	5 80% - 100% of students registered for secondary school

*The Necessary Conditions for Education Checklist can be found in the Evaluation Criteria section on page 77

Economic Development Goal

INCREASE INCOME BY 10% ANNUALLY

SUCCESS = PROGRESS + IMPACT

Destination 1: Effective family finance management

PROGRESS MEASURE	IMPACT MEASURE
1 0% - 10% of families trained in family finance	1 0% - 20% of families with zero consumer debt
2 10% - 20% of families trained in family finance	2 20% - 40% of families with zero consumer debt
3 20% - 30% of families trained in family finance	3 40% - 60% of families with zero consumer debt
4 30% - 40% of families trained in family finance	4 60% - 80% of families with zero consumer debt
5 50% + of families trained in family finance	5 80% - 100% of families with zero consumer debt

Destination 2: Access to low-interest capital leading to zero debt after 5 years

PROGRESS MEASURE	IMPACT MEASURE
1 0% - 5% of small business plans created, approved, and financed	1 0% - 20% of beneficiaries saving 10% of each credit cycle
2 5% - 10% of small business plans created, approved, and financed	2 20% - 40% of beneficiaries saving 10% of each credit cycle
3 10% - 15% of small business plans created, approved, and financed	3 40% - 60% of beneficiaries saving 10% of each credit cycle
4 15% - 30% of small business plans created, approved, and financed	4 60% - 80% of beneficiaries saving 10% of each credit cycle
5 30% + of small business plans created, approved, and financed	5 80% - 100% of beneficiaries saving 10% of each credit cycle

Destination 3: Small business development

PROGRESS MEASURE	IMPACT MEASURE
1 0% - 20% of beneficiaries receiving monthly technical visits	1 0% - 20% of families with 10% increase in annual income compared to the previous year
2 20% - 40% of beneficiaries receiving monthly technical visits	2 20% - 40% of families with 10% increase in annual income compared to the previous year
3 40% - 60% of beneficiaries receiving monthly technical visits	3 40% - 60% of families with 10% increase in annual income compared to the previous year
4 60% - 80% of beneficiaries receiving monthly technical visits	4 60% - 80% of families with 10% increase in annual income compared to the previous year
5 80% - 100% of beneficiaries receiving monthly technical visits	5 80% - 100% of families with 10% increase in annual income compared to the previous year



THE PEOPLE WHO MAKE PLAN 7 SUCCESSFUL

Plan 7 is a collaborative effort between rural Nicaraguan communities, Amigos for Christ, and project funders to facilitate community transformation. Each partner plays an integral role in accomplishing the five goals of Plan 7. This section describes their respective roles and responsibilities.



Nicaraguan Communities

As the focal point of Plan 7, communities are the leading group that drives Plan 7 efforts. The success of these efforts is dependent on community participation and leadership. The active involvement of community members, both physically and intellectually, permits effective use of Plan 7 resources towards the five goals. Leadership, on the other hand, ensures project sustainability and continued community progress after Plan 7.

Community members are the general population of the community. They are responsible for:

- Owning all development projects
- Casting vision for their family
- Actively participating and engaging with each aspect of Plan 7
- Completing the physical labor required during infrastructure improvements
- Giving a monetary contribution to support project funding in their community

Community Development Committee (CDC) acts as the primary support agent of change in their community and for the Amigos' community advocate team promoting and pushing forward the five goals of Plan 7. They are responsible for:

- Knowing and communicating the vision of Plan 7
- Participating in leadership development training
- Inviting and inspiring families to participate in activities, meetings, and projects
- Leading house visits, community meetings, and training sessions
- Creating a vision and plan for their community's future advancement

Community Water and Sanitation Committee (CAPS)

represents the community in the administration, operation, and maintenance of the clean water and sanitation systems in their community. They are responsible for:

- Coordinating and organizing community work for water system construction
- Participating in leadership development and water system operations and maintenance training
- Participating in training and follow-up on financial management and administration
- Managing water system finances and providing financial reports to their community
- Managing water system operations

Community Youth Leadership Committee (CDJ)

are the future leaders of the community and are mentored by the current leaders to ensure continuous community advancement for generations. The CDJ is responsible for:

- Accompanying and supporting both the CDC, the CAPS, and the Community Advocate Team
- Inviting and inspiring community families to participate in community activities
- Coordinating and organizing after school tutoring
- Promoting school attendance
- Casting vision for the future of their community
- Promoting new community development projects



Amigos for Christ

In the Plan 7 partnership with a community, Amigos provides a plan for long-term sustainable growth, knowledge to facilitate community development, and the required resources to execute the plan.

The Community Advocate Team leads community transformation by spending quality time with community families to understand their needs and dreams. Then they work with the family to create a path to achieve those dreams. They are responsible for:

- Coordinating community involvement in Plan 7 projects
- Establishing influential relationships with all community families

- Developing, guiding, and training community leaders
- Guiding community leadership in creating a vision for the future of their community
- Promoting habit change with families through house visits, health discussions, and trainings
- Collecting and interpreting data with BPS
- Working with the Infrastructure Team, Strategy Team, and community to achieve all Plan 7 goals

The Infrastructure Team works with the community to create physical change by building new infrastructure or improving existing infrastructure within the community. These infrastructure advances allow community members to experience tangible differences, which spur ongoing transformation. They are responsible for:

- Designing, planning and building all new infrastructure required for Plan 7
- Improving existing infrastructure required to achieve Plan 7 goals
- Coordinating project work and execution with the community leadership committees
- Evaluating and ensuring construction quality
- Training community leadership committees on the technical knowledge required for sustainable projects
- Working and coordinating with the Community Advocate Team, Strategy team, and the community to ensure efficient and effective construction of infrastructure projects

- Collecting and interpreting data with BPS
- Working with the Community Advocate Team, the Strategy Team, and the community to achieve all Plan 7 goals

The Strategy and Evaluations Team creates and evaluates the systems and strategies that enable the Amigos partnership to produce transformative results. They are responsible for:

- Annually evaluating the effectiveness of Plan 7 projects
- Executing the Plan 7 Audit for each community
- Maintaining and improving Plan 7 systems as Plan 7 evolves
- Creating new systems and strategies to improve Plan 7
- Collecting and interpreting data with BPS
- Working with the Community Advocate Team, Infrastructure Team, and the community to achieve all Plan 7 goals



Project Funders

Donors and volunteers make transformation possible in rural Nicaraguan communities by investing their time, money, hearts, and expertise into Plan 7.

- Serving alongside communities and assisting in the physical labor required for infrastructure improvements.
- Creating life-long, cross-cultural connections by building friendships with families
- Inspiring the Amigos team and communities through their energy, presence, and love
- Funding for the fulfillment of Plan 7
- Contributing expert knowledge to enhance Plan 7



PLAN 7 ENTRANCE & EXIT CRITERIA

The Plan 7 partnership depends on the need of the community and a high level of commitment between Amigos for Christ and the partnering community. To ensure the highest level of success with Plan 7, Amigos established criteria for community participation, graduation, and early withdrawal. The section lists the different entrance and exit criteria for participation in the Plan 7 partnership.

Criteria for Community Participation

To establish the need of the community and the level of interest in Plan 7, Amigos conducts research and administers preliminary surveys to a portion of the community population. The community must meet the following criteria:

Community Size:

- In order to maintain a high level of influence and family interactions, a Plan 7 partnership is only established with communities consisting of 100 families or fewer.

Leadership:

- More than 55% of the community has a positive opinion of previously established leadership
- More than 55% of the community feels involved in decisions concerning community-wide affairs

Water:

- More than 80% of the community does not have access to an improved water source (drilled well, city-supplied water, E. coli-free water, etc.)
- More than 80% of the community believes the lack of clean water is a serious problem in their community
- More than 80% of the community is willing to put forth the physical labor required to install a clean water system in their community
- More than 80% of the community is willing to pay a portion of the cost of installing a clean water system in their community

Health:

- More than 80% of the community does not have access to a Modern Bathroom
- More than 80% of the community is willing to receive educational house visits from Amigos for Christ's Community Advocates
- More than 80% of the community is willing to participate in health exams (urine and fecal)
- More than 70% of families in the community cook on a stove without a chimney

Education:

- More than 60% of families in the community believe graduating from high school is a priority
- More than 70% of the children between the ages of 6 and 12 are registered for school

Economic Development:

- More than 80% of the families in the community do not have a family member with a permanent job
- More than 50% of the families in the community own property for agriculture or rent property for agriculture

Criteria for Plan 7 Graduation

Graduation from Plan 7 depends on the achieved destination success scores (success = progress + impact) for each goal. Amigos and the community must complete all progress measures for all destinations. The impact measures can depend on multiple variables, therefore Amigos identified accepted minimum impact measures to graduate from Plan 7. These measures allow for either early graduation or an extended partnership. The following section defines the accepted minimum impact measures for each destination to graduate from Plan 7.

Leadership:

- Community Desarrollo Committee (CDC) facilitates advancement in their community
4 (60% - 80% Comprehensive Leadership Score (CDC))
- Community Water and Sanitation Committee (CAPS) owns and manages their water system
4 (60% - 80% Comprehensive Leadership Score (CAPS))
- Community Youth Committee (CDJ) becomes the next generation of leadership
4 (60% - 80% Comprehensive Leadership Score (CDJ))

Water:

- Clean water from a drilled well
5 (80% - 100% less than 5 waterborne bacteria colonies (*E coli*) per 100/ml in water source)
- Water distribution system supplying clean water to every home 24/7
5 (80% - 100% of houses with potable water)
- The construction of a Modern Bathroom
4 (80% - 100% of houses have eliminated their latrine)

Health:

- Reduction of kidney disease through adequate hydration
4 (60% - 80% of community members have a urine density below 1.020)

- Prevention of intestinal parasites through habit changes in hygiene
4 (60% - 80% of community members without pathogenic parasites)
- Prevention of respiratory disease through the construction and use of a Clean Air Kitchen
4 (80% - 100% of homes with a Clean Air Kitchen have eliminated their open fire stoves)

Education:

- Innovative learning environment
5 (80% - 100% of kids registered for primary school)
- Increased family commitment
5 (80% - 100% of primary students that finished the school year)
- Advancement in secondary studies
4 (60% - 80% of students registered for secondary school)

Economic Development:

- Effective family finance management
3 (40% - 60% of families with zero consumer debt)
- Access to low interest capital leading to zero debt after 5 years
3 (40% - 60% of beneficiaries saving 10% of each credit cycle)
- Small business development
4 (60% - 80% of families with 10% increase in annual income compared to the previous year)

Criteria for Community Early Withdrawal

In the event of stalled Plan 7 progress due to conflict with the community or community leadership, the Plan 7 partnership can be paused or terminated completely. The following are the criteria and procedure for early withdrawal from a Plan 7 partnership.

Criteria:

- 6 or less impact levels completed out of all 30 impact levels by year 4
 - Manipulation of funds (poor management of funds/theft)
 - More than 50% of the Community Advocate Team feels in danger when in the community
 - More than 50% of the community does not participate in Amigos events (i.e. general assemblies, meetings with community Advocates, health exams)
 - More than 30% of the community households are not paying their portion of responsibilities (Initial buy-in for the water system, monthly water usage, micro-credit) over the course of a year
 - If the community is in consensus to leave the Plan 7 partnership
 - If the community leadership is involved in illegal activity
3. Meet with leadership committees to discuss problem
 4. General assembly to present the problem to the entire community
 - Present condition that must be met to resume Plan 7 projects
 - Start first 6-month trial period
 5. During the first 6-month trial period:
 - Pause all Plan 7 projects for 6 months (exception: existing scholarships)
 - The Community Advocate Team will meet monthly with the CDC to review progress on established conditions
 6. After the 6-month trial period:
 - If all the conditions have been met by the community, the Plan 7 partnership resumes as normal
 - If less than 50% of the conditions have been met, the Plan 7 partnership is terminated
 - If more than 50% of the conditions are met, a second 6-month trial period starts

Procedure:

If a partnership meets one or more of the above criteria, Amigos will follow the following process to attempt to reestablish the relationship required for a Plan 7 partnership.

1. Pause all Plan 7 projects for the community.
 - All projects including new scholarships; existing scholarships will continue until the end of the school year
2. File and present a formal report about the situation to the Plan 7 decision committee.
 - The committee will decide the condition that must be met for Plan 7 project to resume in the community
7. During the second 6-month trial period:
 - Resume previously existing projects
 - No new projects begin during this trial period
 - The Community Advocate Team will meet monthly with the CDC to review progress on established conditions
8. After the second 6-month trial period:
 - If all the conditions have been met by the community, the Plan 7 partnership resumes as normal
 - If less than 80% of the conditions have been met, the Plan 7 partnership is terminated
 - If more than 80% of the conditions are met but some remain, the Community Advocate Team evaluates progress and determines the next step

The decision to participate, graduate, or early withdrawal

Amigos for Christ makes the final decision on whether or not to enter into, graduate a community from, or withdraw early from a Plan 7 partnership. All communities are different and may not meet all the above criteria, therefore Amigos decides to enter or exit a partnership through a voting process. After a thorough collection of data and facts, a committee comprised of the Director of Community Development, all community advocate leaders, and the CEO vote to either begin or end a Plan 7 partnership.



PLAN 7 PROJECT PROCESSES

Amigos developed a project management system to provide the maximum level of impact by ensuring all project objectives are met. This section outlines the detailed steps for each Plan 7 project. These detailed steps are an extension of the progress and impact measures and guide our team in planning and completing the objectives of Plan 7.



Plan 7 Project Processes

Continued community transformation depends on replicable project processes that allow the highest possible level of success. From the birth of Plan 7, Amigos for Christ continues to refine our project processes through the evaluation of project steps and objectives as well as the impact. If a project is not producing the desired impact, the project is adjusted. Amigos developed a project management system to ensure all project objectives are met to provide the maximum level of impact. This section outlines the detailed steps for each Plan 7 project. These detailed steps are an extension of the progress and impact measures and guide our team in planning and completing the objectives of Plan 7.

In all, Plan 7 consists of 16 projects. Each project is encoded with a project code for ease of reference to project details and to facilitate the 7-year planning with a project code to enable easy reference to project details and to aid in the 7-year planning process.

Example:

Project 1

L.1 Establish relationship and assess community needs

Following the project title are the sub-components of that project. The sub-components are the steps necessary to complete the project. The sub-components are coded by an expansion of the original project code. For example:

L.1 Establish relationship and assess community needs

L.1.1 Preliminary evaluation of community needs

L.1.1 is a sub-component of L.1

L.1.1.1 Preliminary research

L.1.1.2 Community level visits and research

L.1.1.2.1 Initial visit

L.1.1.2.1 is a sub-component of L.1.1.2

L.1.1.2.2 Meet established leadership

Leadership Goal

COMMUNITY OWNS EVERYTHING

The detailed project processes below are the step by step guide for the Amigos team to reach the following three destinations and ultimately succeed in reaching the leadership goal:

1. Community Development Committee (CDC) facilitates advancement in their community
2. Community Water and Sanitation Committee (CAPS) owns and manages their water system
3. Community Youth Committee (CDJ) becomes the next generation of leadership

L.1 Establish Relationship and Assess Community Needs

L.1.1 Preliminary Evaluation of Community Needs

L.1.1.1 Preliminary research

L.1.1.2 Community level visits and research

L.1.1.2.1 *Initial visit - meet established leadership and a portion of the community*

L.1.1.2.2 *Meet with established leadership - Initial diagnostics*

L.1.1.3 Family level visits and research - 30% sample

L.1.1.4 Develop ballpark plan

L.1.1.5 First community assembly - Plan 7 overview and commitment decision

L.1.2 Acquire Baseline Data from Community

L.1.2.1 Number houses - participating homes

L.1.2.2 Family visits for in-depth data collection

L.1.2.3 Measure family income and expenses

L.1.3 Establish a Relationship With Families

L.1.3.1 Visit to establish confidence / comprehensive visit

L.1.3.2 Visits happen twice a year to each family in the community

L.2 Formation of Community Leadership Committees

L.2.1 Establish the Community Development Committee (CDC)

L.2.1.1 General assembly to elect CDC

L.2.1.2 1st Meeting with the CDC - Training - Plan 7

L.2.1.3 2nd Meeting with CDC - Contract

L.2.2 Establish the Water System Management Committee (CAPS)

L.2.2.1 CDC/General assembly to elect CAPS

L.2.2.2 1st Meeting CAPS - Training

L.2.2.3 2nd Meeting with CAPS - Contract/ Legalization

L.2.3 Establish the Youth Leadership Committee (CDJ)

L.2.3.1 Meeting with CDC and potential CDJ candidates

L.2.3.2 1st Meeting CDJ - Training

L.2.3.3 2nd Meeting with CDJ - Contract

L.3 Leadership Development of Community Committees

L.3.1 Leadership Training - CDC

L.3.1.1 Training 1 - Theme: Community Organization

L.3.1.2 Knowledge Assessment and Reinforcement - Leadership Training 1

Leadership Goal Continued

L.3.1.3 Training 2 - Theme: Leadership and Community

L.3.1.4 Knowledge Assessment and Reinforcement - Leadership Training 2

L.3.2 Law 722 (Community Water System Management Law) - CAPS

L.3.2.1 Training 1 - Theme: CAPS Legalization Process

L.3.2.2 Knowledge Assessment and Reinforcement - Law 722 Training 1

L.3.2.3 Training 2 - Theme: CAPS Member Functions

L.3.2.4 Knowledge Assessment and Reinforcement - Law 722 Training 2

L.3.2.5 Training 3 - Theme: Basic Controls

L.3.2.6 Knowledge Assessment and Reinforcement - Law 722 Training 3

L.3.2.7 Training 4 - Theme: Administration and Accountability

L.3.2.8 Knowledge Assessment and Reinforcement - Law 722 Training 4

L.3.3 System Operation and Management - CAPS

L.3.3.1 Training 1 - Theme: Technical Management of the Water System I

L.3.3.2 Knowledge Assessment and Reinforcement - System Ops and MGMT 1

L.3.3.3 Training 2 - Theme: Technical Management of the Water System II

L.3.3.4 Knowledge Assessment and Reinforcement - System Ops and MGMT 2

L.3.3.5 Training 3 - Theme: Customer Service

L.3.3.6 Knowledge Assessment and Reinforcement - System Ops and MGMT 3

L.3.4 Leadership Training - CDJ

L.3.4.1 Training 1 - Theme: Community Organization

L.3.4.2 Knowledge Assessment and Reinforcement - Leadership Training 1

L.3.4.3 Training 2 - Theme: Leadership and Community

L.3.4.4 Knowledge Assessment and Reinforcement - Leadership Training 2

L.3.5 Communication and Coordination Training - CDC

L.3.5.1 Training 1 - Theme: Interpersonal Communication

L.3.5.2 Knowledge Assessment and Reinforcement - Communication and Coordination Training 1

L.3.5.3 Training 2 - Theme: Negotiating New Community Projects

L.3.5.4 Knowledge Assessment and Reinforcement - Communication and Coordination Training 2

L.3.5.5 Training 3 - Theme: Conflict Resolution

L.3.5.6 Knowledge Assessment and Reinforcement - Communication and Coordination Training 3

L.3.6 Communication and Coordination Training - CDJ

L.3.6.1 Training 1 - Theme: Interpersonal Communication

L.3.6.2 Knowledge Assessment and Reinforcement - Communication and Coordination Training 1

L.3.6.3 Training 2 - Theme: Negotiating New Community Projects

L.3.6.4 Knowledge Assessment and Reinforcement - Communication and Coordination Training 2

L.3.6.5 Training 3 - Theme: Conflict Resolution

L.3.6.6 Knowledge Assessment and Reinforcement - Communication and Coordination Training 3

L.3.7 Project Management Training - CDC

L.3.7.1 Training 1 - Theme: Needs Assessment and Work Plan

L.3.7.2 Knowledge Assessment and Reinforcement - Project Management Training 1

Leadership Goal Continued

L.3.7.3 Training 2 - Theme: Administration and Finance

L.3.7.4 Knowledge Assessment and Reinforcement - Project Management Training 2

L.3.7.5 Training 3 - Theme: Project Formulation

L.3.7.6 Knowledge Assessment and Reinforcement - Project Management Training 3

L.3.8 Project Management Training - CDJ

L.3.8.1 Training 1 - Theme: Needs Assessment and Work Plan

L.3.8.2 Knowledge Assessment and Reinforcement - Project Management Training 1

L.3.8.3 Training 2 - Theme: Administration and Finance

L.3.8.4 Knowledge Assessment and Reinforcement - Project Management Training 2

L.3.8.5 Training 3 - Theme: Project Formulation

L.3.8.6 Knowledge Assessment and Reinforcement - Project Management Training 3

L.3.9 Community Management Training (Internal and External Help Request) - CDC

L.3.9.1 Training 1 - Theme: Developing My Community

L.3.9.2 Knowledge Assessment and Reinforcement - Community Management Training 1

L.3.9.3 Training 2 - Theme: Identification of Alliances: External and Internal

L.3.9.4 Knowledge Assessment and Reinforcement - Community Management Training 2

L.3.9.5 Training 3 - Theme: Managing New Community Projects

L.3.9.6 Knowledge Assessment and Reinforcement - Community Management Training 3

L.3.10 Community Management Training (Internal and External Help Request) - CDJ

L.3.10.1 Training 1 - Theme: Developing My Community

L.3.10.2 Knowledge Assessment and Reinforcement - Community Management Training 1

L.3.10.3 Training 2 - Theme: Identification of Alliances: External and Internal

L.3.10.4 Knowledge Assessment and Reinforcement - Community Management Training 2

L.3.10.5 Training 3 - Theme: Managing New Community Projects

L.3.10.6 Knowledge Assessment and Reinforcement - Community Management Training 3

L.4 Continual Impact Evaluation

L.4.1 Annual Project and Impact Evaluation

L.4.1.1 Annual Project and Impact Evaluation

L.4.1.2 Evaluation takes place annually in the 3rd quarter

L.4.2 Annual exchange of experiences

L.4.2.1 Annual exchange of experiences- *In the third quarter of each year, the community advocate team facilitates exchanges between leaders from different communities to discuss leadership successes and hurdles.*

L.4.3 Plan 7 Audit (End of Year 4)

L.4.4 Final Impact Evaluation (Entire Community)

Water Goal

CLEAN WATER AND A BATHROOM

The detailed project processes below are the step by step guide for the Amigos team to reach the following three destinations and ultimately succeed in reaching the water goal.

1. Clean water from a drilled well
2. Water distribution system supplying water to every home 24/7
3. The construction of a Modern Bathroom at every home

W.5 Water System

W.5.1-IN Ground Water Study and Well Drilling

- W.5.1.1 Hydraulic study
- W.5.1.2 Well design and well drilling plan
- W.5.1.3 Project scope (create MS project doc)
- W.5.1.4 Drill well
- W.5.1.5 Stage Gate 1: design approval, data entry, progress report, evaluation

W.5.2-IN Technical Studies and Project Plan and Budget

- W.5.2.1 Topographic study and design
- W.5.2.2 Water hydraulic study and design
- W.5.2.3 Electrical study and design
- W.5.2.4 Structural study and design
- W.5.2.5 Water system design
- W.5.2.6 Water system budget
- W.5.2.7 Project plan
- W.5.2.8 Stage Gate 2: progress approval, data entry, progress report, evaluation

W.5.3-IN Main Water Line Installation

- W.5.3.1 Main water line installation preparation
- W.5.3.2 Install main water line
- W.5.3.3 Stage Gate 3: progress approval, data entry, progress report, evaluation

W.5.4-IN Water Pump System Installation and Pump House, Protection Fence, and Storage Tank Construction

- W.5.4.1 Phase 4 preparation
- W.5.4.2 Build pump house, protection fence, and storage tank
- W.5.4.3 Install water pump system
- W.5.4.4 Stage gate 4 (Progress approval, data entry, progress report, evaluation)

W.5.5-IN House Connections

- W.5.5.1 Phase 5 preparation
- W.5.5.2 Install house connections
- W.5.5.3 Stage Gate 5: progress approval, data entry, progress report, evaluation

W.5.6-IN System Tests and Project Closing

- W.5.6.1 System tests
- W.5.6.2 Technical training for CAPS
- W.5.6.3 Stage Gate 6: progress approval, data entry, progress report, evaluation

W.5.7-IN Project Evaluation and Responsibility Transfer

- W.5.7.1-IN Evaluate system functionality (Chlorinator, tank, tank cleaning, house connections) *Evaluation takes place biannually in the 2nd and 4th quarters from Year 2 Q2 to Year 5 Q4*
- W.5.7.2 Responsibility transfer from Amigos to CAPS *Amigos passes complete responsibility of the community water system to the CAPS*
- W.5.7.3-IN Water system evaluation with CAPS – Year 6 Quarter 3
- W.5.7.4-IN Water system evaluation with CAPS – Year 7 Quarter 3

Water Goal Continued

W.6 Modern Bathrooms

W.6.1 Modern Bathroom (MB) – (Phase 1)

- W.6.1.1 Project Meeting with CDC
- W.6.1.2 Promotion of Modern Bathroom
- W.6.1.3 Modern Bathroom Contract
 - W.6.1.3.1 Complete bathroom request form
 - W.6.1.3.2 Bathroom payment
 - W.6.1.3.3 Create and sign contract
- W.6.1.4-IN Site Visit 1 – House Preparation
- W.6.1.5-IN Planning for Phase 1
- W.6.1.6-IN Distribute Materials
- W.6.1.7-IN Distribute Tools and Masons
- W.6.1.8-IN Construction
 - W.6.1.8.1 Foundation
 - W.6.1.8.2 Plumbing
 - W.6.1.8.3 Septic tank
 - W.6.1.8.4 Covintec
 - W.6.1.8.5 Roof
 - W.6.1.8.6 Door
 - W.6.1.8.7 Accessories

W.6.1.9-IN Quality Check

W.6.1.10-IN Project Delivery

W.6.1.11-IN Special Case Bathrooms: Phase 1
(Churches, Community Houses)

W.6.2 Modern Bathroom Use Training: Phase 1

The training takes place after a Modern Bathroom (phase 1) has been installed at a community member's home. The training familiarizes the community member on how to use, clean, and maintain their Modern Bathroom

W.6.3 Eliminate the Latrine: Phase 1

After the installation of the Modern Bathroom (phase 1) at a community member's home, the community must eliminate their open pit latrine. The elimination of the latrine is a step to better hygiene by preventing parasites from fecal contamination.

W.6.4 Modern Bathroom (MB): Phase 2

- W.6.4.1 Project Meeting With CDC
- W.6.4.2 Promotion of Modern Bathroom
- W.6.4.3 Modern Bathroom Contract
 - W.6.4.3.1 Complete bathroom request form
 - W.6.4.3.2 Bathroom payment
 - W.6.4.3.3 Create and sign contract
- W.6.4.4-IN Site Visit 1 – House Preparation
- W.6.4.5-IN Planning for Phase 2
- W.6.4.6-IN Distribute Materials
- W.6.4.7-IN Distribute Tools and Masons
- W.6.4.8-IN Construction
 - W.6.4.8.1 Foundation
 - W.6.4.8.2 Plumbing
 - W.6.4.8.3 Septic tank
 - W.6.4.8.4 Covintec
 - W.6.4.8.5 Roof
 - W.6.4.8.6 Door
 - W.6.4.8.7 Accessories

W.6.4.9-IN Quality Check

W.6.4.10-IN Project Delivery

W.6.5 Modern Bathroom Use Training: Phase 2

This training takes place after a Modern Bathrooms (phase 2) has been installed at a community members' home. The training familiarizes the community member on how to use, clean, and maintain their Modern Bathroom.

W.6.6 Eliminate the Latrine: Phase 2

After the installation of the Modern Bathroom (phase 2) at a community member's home, the community must eliminate their open pit latrine. The elimination of the latrine is a step to better hygiene by preventing parasites from fecal contamination.

Health Goal

REDUCE PREVENTABLE DISEASE

The detailed project processes below are the step by step guide for the Amigos team to reach the following three destinations and ultimately succeed in reaching the health goal.

1. Prevention of kidney disease through adequate hydration
2. Prevention of intestinal parasites through habit changes in hygiene
3. Prevention of respiratory disease through the construction and use of a Clean Air Kitchen

H.7 Health Exams

H.7.1 Urine and Fecal Exams

Exams take place once annually for either the entire community or a percentage of the population depending on the Plan 7 year.

H.8 Kidney Health Education

H.8.1 Intervention Visit

Intervention visits take place annually after health exams depending on exam results. If results indicate poor health conditions, a community member receives an intervention visit. A Community Advocate presents habit changes that will improve health conditions in the future and sets micro-destinations with the community member.

H.8.2 Follow-up Visit for Kidney Health 1

The follow-up visit for kidney health takes place annually after an intervention visit. A Community Advocate reviews micro-destinations and progress, then reinforces good habits to improve health conditions.

H.8.3 Focus visit for Kidney Health

The focus visit is a second follow-up visit for kidney health. This visit focuses on, evaluates, and adjusts the micro-destinations previously set by the family and Community Advocate.

H.9 Hygiene Education

H.9.1 Focus Visit for Hygiene 1

The follow-up visit takes place annually after health exams. A Community Advocate presents habit changes that will improve health conditions in the future and sets micro-destinations with the community member.

H.9.2 Follow-up Visit for Hygiene 1

The follow-up visit is a second follow-up visit for hygiene. This visit focuses on, evaluates, and adjusts the micro-destinations previously set by the family and Community Advocate.

H.10 Respiratory Health Education

H.10.1 Respiratory Health Visit

The respiratory health visit takes place annually. A Community Advocate presents habit changes that will improve health conditions in the future and sets micro-destinations with the community member.

H.10.2 Follow-up Visit for Respiratory Health

The follow-up visit takes place annually after the respiratory health visit. This visit focuses on, evaluates, and adjusts the micro-destinations previously set by the family and Community Advocate.

H.11 Clean Air Kitchen

H.11.1 Clean Air Kitchen (CAK) – (Phase 1)

H.11.1.1 Project meeting with CDC

H.11.1.2 General Assembly - Present the Clean Air Kitchen project

H.11.1.3 Identify participants

H.11.1.4 Site visit 1 - prepare house for kitchen

H.11.1.5 Clean air kitchen contract

H.11.1.5.1 Complete kitchen request form

H.11.1.5.2 Kitchen payment

H.11.1.5.3 Create and sign contract

H.11.1.6-IN Site visit 2 - Design kitchen

H.11.1.7-IN Planning for Phase 1

Health Goal Continued

H.11.1.8-IN Distribute materials

H.11.1.9-IN Distribute tools and masons

H.11.1.10-IN Construction

H.11.1.10.1 Level floor

H.11.1.10.2 Lay brick for base

H.11.1.10.3 Install fire chamber

H.11.1.10.4 Position insulator rocks

H.11.1.10.5 Install metal stove top

H.11.1.10.6 Build chimney

H.11.1.10.7 Build food prep table

H.11.1.11-IN Quality Check

H.11.1.12-IN Project Delivery

H.11.2 Kitchen Use Training: Phase 1

This training takes place after a Clean Air Kitchen (phase 1) has been installed at a community member's home. The training familiarizes the community member on how to use, clean, and maintain their Clean Air Kitchen.

H.11.3 Eliminate the Open-Flame Stove: Phase 1

After the installation of the Clean Air Kitchen (phase 1) at a community member's home, the community must eliminate their open flame stove. The elimination of the open flame stove is a step to better respiratory health by preventing dangerous amounts of carbon monoxide in the home.

H.11.4 Clean Air Kitchen (CAK): Phase 2

H.11.4.1 Project meeting with CDC

H.11.4.2 General Assembly - Present the Clean Air Kitchen project

H.11.4.3 Identify participants

H.11.4.4 Site visit 1 - prepare house for kitchen

H.11.4.5 Clean Air Kitchen contract

H.11.4.5.1 Complete kitchen request form

H.11.4.5.2 Kitchen payment

H.11.4.5.3 Create and sign contract

H.11.4.6-IN Site visit 2 - Design kitchen

H.11.4.7-IN Planning for Phase 2

H.11.4.8-IN Distribute materials

H.11.4.9-IN Distribute tools and masons

H.11.4.10-IN Construction

H.11.4.10.1 Level floor

H.11.4.10.2 Lay brick for base

H.11.4.10.3 Install fire chamber

H.11.4.10.4 Position insulator rocks

H.11.4.10.5 Install metal stove top

H.11.4.10.6 Build chimney

H.11.4.10.7 Build food prep table

H.11.4.11-IN Quality Check

H.11.4.12-IN Project Delivery

H.11.5 Kitchen Use Training: Phase 2

The training takes place after a Clean Air Kitchen (phase 2) has been installed at a community member's home. The training familiarizes the community member on how to use, clean, and maintain their Clean Air Kitchen.

H.11.6 Eliminate the Open-Flame Stove: Phase 2

After the installation of the Clean Air Kitchen (phase 2) at a community member's home, the community member must eliminate their open flame stove. The elimination of the open flame stove is a step to better respiratory health by preventing dangerous amounts of carbon monoxide in the home.

Education Goal

EVERY CHILD IN SCHOOL

The detailed project processes below are the step by step guide for the Amigos team to reach the following three destinations and ultimately succeed in reaching the education goal.

1. Innovative learning environment
2. Increased family commitment
3. Advancement in secondary studies

E.12 Improve School Environment

E.12.1 Distribution of School Supplies

In Year 2, the distribution of school supplies takes place before the school year begins in January. The Community Advocates deliver needed school supplies to the community's primary school.

E.12.2-IN Modern Bathroom Construction for School

The Modern Bathroom for the primary school is built at the beginning of Year 2 to promote better hygiene for the students and teachers.

E.12.3 Handwashing Station Inside School

The handwashing station for the primary school is built at the beginning of Year 2 to promote better hygiene for the students and teachers.

E.12.4 School Infrastructure Improvements

E.12.4.1-IN Evaluate School's Existing Infrastructure

Beginning at the end of Year 1, the Infrastructure Team evaluates the existing school infrastructure to make minor repairs.

E.12.4.2-IN Repair School Infrastructure

After evaluation, the Infrastructure Team makes minor repairs before the school year begins.

E.13 Increased Family Commitment

E.13.1 House Visits to Families with Unregistered Kids

During the 4th quarter of each year, Community Advocates meet with the families of the kids who are not registered for primary to share the importance of education.

E.13.2 Student Attendance Evaluation

To evaluate attendance, Community Advocates

review students' efforts and develop a plan to reward or encourage educational performance. The attendance evaluations take place quarterly starting in the 1st quarter of Year 2 and continue for the duration of Plan 7.

E.13.3 Intervention Visit with Parents of Student with Low Attendance

During intervention visits with parents of students with low attendance, Community Advocates share the importance of education and encourage family support. The intervention visits take place quarterly starting in the 1st quarter of Year 2 and continues for the duration of Plan 7.

E.13.4 Incentive Program

E.13.4.1 Educational Activities Incentive Program

Starting the 2nd quarter of Year 2, students who achieve the required performance level in their studies have the opportunity to participate in additional fun educational activities. The Educational Activities Incentive Program takes place three times a year starting in the 2nd quarter of Year 2 and continues for the duration of Plan 7.

E.14 Advancement in Secondary Studies

E.14.1 Advancement in Secondary Studies

Beginning Year 2, Community Advocates work with the CDC and CDJ to promote the enrollment of students in secondary school. Enrollment promotion takes place once annually before the school year begins for the duration of Plan 7.

Education Goal Continued

E.14.2 Youth Empowerment

Youth empowerment gatherings begin in Year 2 and take place once a year for the duration of Plan 7. During the youth empowerment gatherings, Community Advocates share themes with the CDJ and other community youth centered around youth empowerment and preparing students for their next steps in life.

E.14.3 Leadership Training

Starting Year 2, Community Advocates coordinate a vocational and technical fair that exposes students to the educational and career opportunities for their future. The fair takes place once annually in the 1st quarter for the duration of Plan 7.

E.14.4 Vocational and Technical Fair

Leadership trainings begin in Year 2 and take place once a year for the duration of Plan 7. In the leadership training sessions, Community Advocates share themes with the CDJ and other community youth on leadership and how to maximize their leadership abilities in life.

E.14.5 Leadership Network

The leadership network begins in Year 2 and takes place once a year for the duration of Plan 7. The leadership network is a space facilitated by the Community Advocates for the youth leaders to gather, learn, and share their experiences in leadership with peers and the community.

Economic Development Goal

INCREASE INCOME BY 10% ANNUALLY

The detailed project processes below are the step by step guide for the Amigos team to reach the following three destinations and ultimately succeed in reaching the economic development goal:

1. Effective family finance management
2. Access to low-interest capital leading to zero debt after 5 years
3. Small business development

ED.15 Family Finance Education

ED.15.1 Financial Training: Financial Truth

ED.15.1.1 Financial Training – Financial Truth
This financial training is for individual families and takes place in Year 2, Year 3, and Year 4.

ED.15.1.2 Follow-up Visit – Financial Training – Financial Truth
This follow-up visit takes place after each "Financial Truth" training in Year 2, Year 3, and Year 4.

ED.15.2 Financial Training: How to Make and Live With a Budget

ED.15.2.1 Financial Training: How to Make and Live With a Budget
This financial training is for individual families and takes place in Year 2, Year 3, and Year 4.

ED.15.2.2 Follow-up Visit – Financial Training: How to Make and Live With a Budget
This follow-up visit takes place after each "How to Make and Live With a Budget" training in Year 2, Year 3, and Year 4.

ED.15.3 Financial Training – Get out of debt

ED.15.3.1 Financial Training: Get Out of Debt
This financial training is for individual families and takes place in Year 2, Year 3, and Year 4.

ED.15.3.2 Follow-up visit – Financial Training: Get Out of Debt
This follow-up visit takes place after each "Get-Out of Debt Training" in Year 2, Year 3, and Year 4.

ED.15.4 Financial Training – Dream and Save

ED.15.4.1 Financial Training – Dream and Save
The financial training is for individual families and takes place in Year 2, Year 3, and Year 4.

ED.15.4.2 Follow-up Visit – Financial Training – Dream and Save
This follow-up visit takes place after each Dream and Save training in Year 2, Year 3, and Year 4.

ED.15.5 Assessment of Learning in Family Finance

The Assessment of Learning in Family Finance is an annual assessment of the knowledge gained by the Family Finance training participants from the Family Education training sessions. The assessment takes place once a year during Year 3, Year 4, and Year 5.

ED.15.6 Family Garden

ED.15.6.1 Training – Garden Establishment and Management
The training takes place once a year in Year 2, Year 3, and Year 4.

ED.15.6.2 Garden Harvest and Delivery
Once a year in Years 3, 4, and 5 the Community Advocates guide Family Garden participants through the process of harvesting and delivering their fruits and vegetables to market.

ED.15.6.3 Garden Monitoring
Quarterly, from Quarter 3 in Year 3 to Quarter 3 in Year 5, Community Advocates monitor and walk beside Family Garden participants to guide them towards success with their garden.

Economic Development Goal Continued

ED.16 Business development

ED.16.1 Establish a Line of Credit for the Community and Invest in Economic Development Infrastructure

ED.16.1.1 Establish a line of credit for the community and invest in economic development infrastructure

At the beginning of Year 2, funds become available to administer to microcredit loan participants after application approval.

ED.16.1.2 Administer funds for microcredit loans and investments

Each year, beginning in Quarter 1 of Year 2, microcredit loan disbursements are granted to approved applicants.

ED.16.2 Microcredit Loan Program

ED.16.2.1 Microcredit Loan Program: Phase 1

ED.16.2.1.1 *Presentation of the Microcredit Loan Program: CDC and house visits*

ED.16.2.1.2 *Selection of beneficiaries - fulfillment of requirements, evaluation of controls*

ED.16.2.1.3 *Project presentation (with beneficiary) before the DE committee*

ED.16.2.1.4 *Follow-up visits for microcredit loans: talks, controls, and exchanges (monthly). After the delivery of the loan, the Community Advocate Team meets with participants on a monthly basis to monitor progress.*

ED.16.2.2 Microcredit Loan Program: Phase 2

ED.16.2.2.1 *Presentation of the Microcredit Loan Program: CDC and house visits*

ED.16.2.2.2 *Selection of beneficiaries - fulfillment of requirements, evaluation of controls*

ED.16.2.2.3 *Project presentation (with beneficiary) before the DE committee*

ED.16.2.2.4 *Follow-up visits for microcredit loans: talks, controls, and*

exchanges (monthly). After the delivery of the loan, the Community Advocate Team meets with participants on a monthly basis to monitor progress.

ED.16.2.3 Microcredit Loan Program: Phase 3

ED.16.2.3.1 *Presentation of the Microcredit Loan Program: CDC and house visits*

ED.16.2.3.2 *Selection of beneficiaries - fulfillment of requirements, evaluation of controls*

ED.16.2.3.3 *Project presentation (with beneficiary) before the DE committee*

ED.16.2.3.4 *Follow-up visits for microcredit loans: talks, controls, and exchanges (monthly). After the delivery of the loan, the Community Advocate Team meets with participants on a monthly basis to monitor progress.*

ED.16.3 Business Education

ED.16.3.1 Microcredit Loan Training and Documentation 1: Resource and Money

The financial training is for each group of recipients of the three phases of the Microcredit Loan Program. The training takes place in Year 2, Year 3, and Year 4.

ED.16.3.2 Microcredit Loan Training and Documentation 2: Business Administration

The financial training is for each group of recipients of the three phases of the Microcredit Loan Program. The training takes place in Year 2, Year 3, and Year 4.

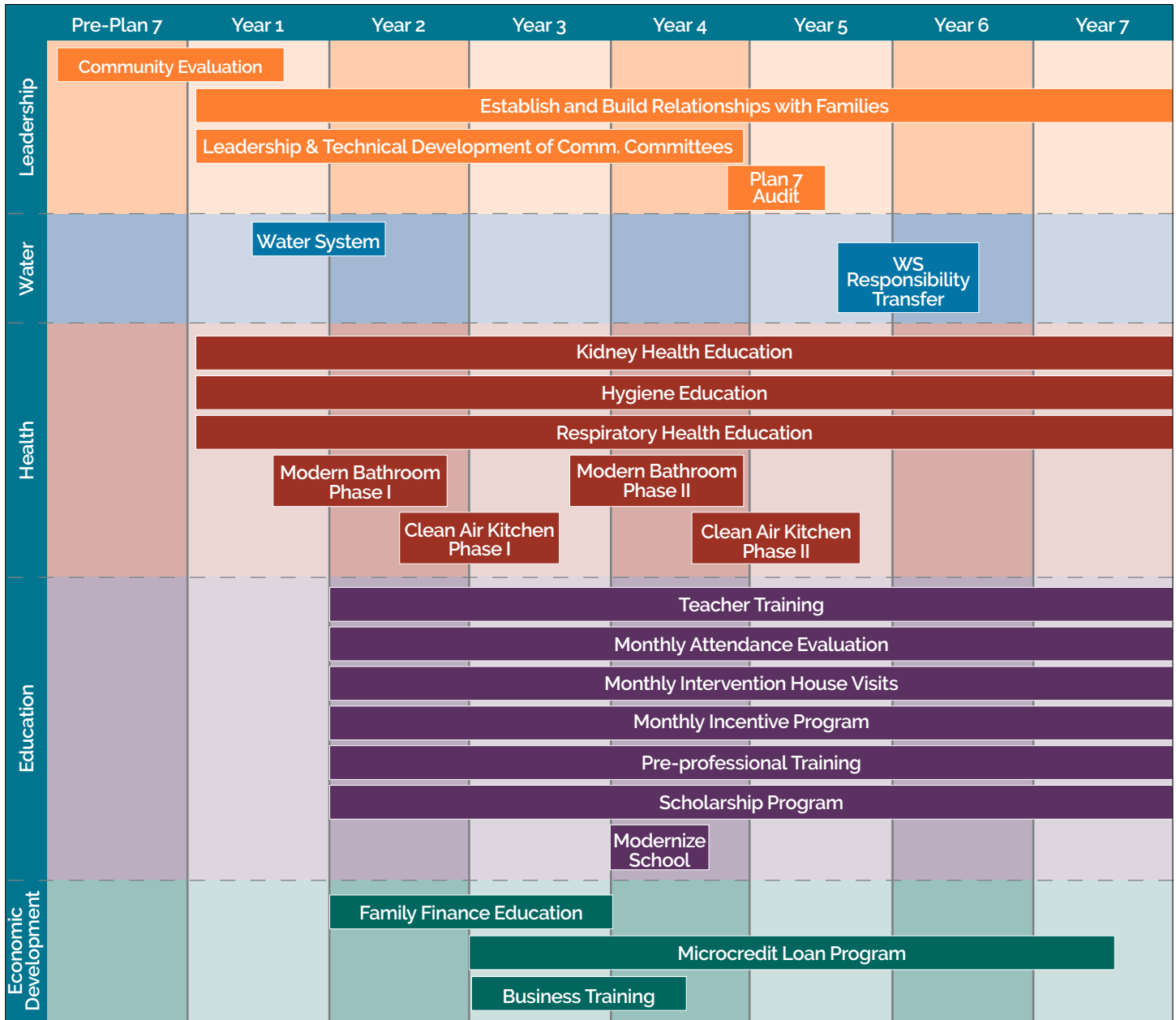
ED.16.3.3 *Microcredit Loan Training and Documentation 3: Technical Training*
The financial training is for each group of recipients of the three phases of the Microcredit Loan Program. The training takes place in Year 2, Year 3, and Year 4.



PLAN 7 TIMELINE

The objective of Plan 7 is to complete the five goals in 7 years. Some communities will achieve success in the 7-year time frame, but others may complete all five goals in either shorter or longer periods. For planning purposes, Amigos established a base timeline of all the activities of Plan 7 using the project processes listed above. This section contains the various activities in chronological order separated by year and quarter.

PLAN 7 GANTT CHART



COLOR KEY:

- Project step to achieve **LEADERSHIP** goal
- Project step to achieve **WATER** goal
- Project step to achieve **HEALTH** goal
- Project step to achieve **EDUCATION** goal
- Project step to achieve **ECONOMIC DEVT** goal

PLAN 7 TIMELINE

Preliminary Steps & Year 1

Prep Before Year 1

- YoQ1.1L.1.1.1** Preliminary research
- YoQ1.2L.1.1.2.1** Initial visit - meet established leadership and a portion of the community
- YoQ1.3L.1.1.2.2** Meet with established leadership - Initial diagnostics
- YoQ2.1L.1.1.3** Family level visits and research - 30% sample
- YoQ2.2L.1.1.4** Develop ballpark plan
- YoQ4L.1.1.5** First Community Assembly - Plan 7 overview and commitment decision

Year 1 General to Plan

- Y1.1H.7.1** Urine and fecal exams (entire community)
- Y1.2H.8.1.1** Intervention visit - after health exams (kidney and hygiene)
- Y1.2H.10.1.1** Focus visit for respiratory health
- Y1.3H.8.2.1** Follow-up visit to health exams - kidney health
- Y1.3H.9.1.1** Follow-up visit to health exams - hygiene
- Y1.3H.10.2.1** Follow-up visit for respiratory health - after focus visit for respiratory health
- Y1.4H.8.3.1** Follow-up visit to micro-destinations - kidney health
- Y1.4H.9.2.1** Follow-up visit to micro-destinations - hygiene

Year 1 Quarter 1

- Y1Q1L.1.3.1** Visit to establish confidence/comprehensive visit
- Y1Q1.1L.1.2.1** Number houses - participating homes
- Y1Q1.1L.2.1.1** General assembly to elect CDC
- Y1Q1.1L.3.2.1.1** Training 1 - Topic: CAPS Legalization Process - CAPS
- Y1Q1.2L.2.1.2** 1st Meeting CDC - Training - Plan 7

Y1Q1.2L.3.2.2.1 Knowledge Assessment and Reinforcement - Law 722 Training - 1 - CAPS

Y1Q1.3L.2.1.3 2nd Meeting with CDC - Contract

Y1Q1.4L.2.2.1 CDC/General assembly to elect CAPS

Y1Q1.5L.2.2.2 1st Meeting CAPS - Training

Y1Q1.6L.2.2.3 2nd Meeting with CAPS - Contract/Legalization

Y1Q1.7W.5.1-IN Groundwater study and well drilling

Year 1 Quarter 2

Y1Q2L.1.3.1 Visit to establish confidence/comprehensive visit

Y1Q2.1L.3.2.3.1 Training 2 - Topic: Functions - CAPS

Y1Q2.2L.3.2.4.1 Knowledge Assessment and Reinforcement - Law 722 Training - 2 - CAPS

Y1Q2.2W.5.2-IN Technical studies and project plan and budget

Y1Q2.3L.1.2.2 Family visits for in-depth data collection

Y1Q2.3W.5.3-IN Main water line installation

Y1Q2.4L.1.2.3 Measurement of family income and expenses

Year 1 Quarter 3

Y1Q3L.1.3.1 Visit to establish confidence/comprehensive visit

Y1Q3L.4.1.1 Annual project and Impact Evaluation

Y1Q3.1L.3.1.1 Training 1 - Topic: Community Organization - CDC

Y1Q3.1L.3.2.5.1 Training 3 - Topic: Basic Controls - CAPS

Y1Q3.1W.5.4-IN Water pump system installation and pump house, protection fence, and storage tank construction

Y1Q3.2L.3.1.2 Knowledge Assessment and Reinforcement - Leadership Training - 1 - CDC

Y1Q3.2L.3.2.6.1 Knowledge Assessment and Reinforcement - Law 722 Training - 3 - CAPS

Plan 7 Timeline Continued

Y1Q3.2W.5.5-IN House connections

Y1Q3.3W.5.6-IN System tests and project closing

Year 1 Quarter 4

Y1Q4.L.1.3.1 Visit to establish confidence/ comprehensive visit

Y1Q4.L.4.2.1 Annual exchange of experiences

Y1Q4.1L.3.3.1.1 Training 1 - Topic: Technical Management of the Water System I - CAPS

Y1Q4.2L.3.3.2.1 Knowledge Assessment and Reinforcement of System Operation and Management 1 - CAPS

Y1Q4.3W.6.1.1 Project meeting with CDC: Phase 1 MB

Y1Q4.3E.12.4.1-IN Evaluate school's existing infrastructure - at the end of the school year

Y1Q4.3E.13.1.1 House visits to families with unregistered kids

Y1Q4.3ED.16.2.1.1 Presentation of the Microcredit Loan Program - CDC and house visits -Phase 1

Y1Q4.4W.6.1.2 Promotion of Modern Bathroom: Phase 1 MB

Y1Q4.5W.6.1.3 Modern Bathroom Contract: Phase 1 MB

Year 2

Year 2 General to Plan

Y2ED.16.1.2.1 Administer funds for microcredit loans and investments

Y2.1H.7.1 Urine and fecal exams (a sample of 20% of the population)

Y2.2H.10.1.1 Focus visit for respiratory health

Y2.3H.8.2.1 Follow-up visit to health exams - kidney health

Y2.3H.9.1.1 Follow-up visit to health exams - hygiene

Y2.3H.10.2.1 Follow-up visit for respiratory health - after focus visit for respiratory health

Y2.4H.8.3.1 Follow-up visit to micro-destinations - kidney health

Y2.4H.9.2.1 Follow-up visit to micro-destinations - hygiene

Year 2 Quarter 1

Y2Q1.L.1.3.1 Visit to establish confidence/ comprehensive visit

Y2Q1E.13.2.1 Student Attendance Evaluation: quarterly

Y2Q1E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y2Q1E.14.1.1 Enrollment Promotion

Y2Q1E.14.2.1 Youth Empowerment - quarterly

Y2Q1ED.16.1.1 Establish a line of credit for the community and invest in economic development infrastructure

Y2Q1ED.16.2.1.1 Microcredit Loan Training and Documentation 1 - Resources and Money

Y2Q1.1L.2.3.1 Meeting with CDC and potential CDJ candidates

Y2Q1.1L.3.2.7.1 Training 4 - Topic: Administration and Accountability - CAPS

Y2Q1.1W.6.1.4-IN Site visit 1 - house preparation - Phase 1 MB

Y2Q1.1E.12.1.1 Distribution of school supplies - before school starts

Y2Q1.1E.12.2-IN Modern Bathroom construction for school

Y2Q1.1E.12.3-IN Handwashing station inside school

Y2Q1.1E.12.4.2-IN Repair school infrastructure -after evaluating school's existing infrastructure

Y2Q1.1ED.16.2.1.2 Selection of beneficiaries - fulfillment of requirements, evaluation of controls - Phase 1

Y2Q1.2L.2.3.2 1st Meeting CDJ - Training

Y2Q1.2L.3.2.8.1 Knowledge Assessment and Reinforcement - Law 722 Training - 4 - CAPS

Y2Q1.2W.6.1.5-IN Planning for phase - Phase 1 MB

Y2Q1.2ED.16.2.1.3 Project presentation (with beneficiary) before the DE committee - Phase 1

Plan 7 Timeline Continued

Y2Q1.3L.2.3.3 2nd Meeting with CDJ - Contract

Y2Q1.3W.6.1.6-IN Distribute materials - Phase 1 MB

Y2Q1.3ED.16.2.1.4 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y2Q1.4W.6.1.7-IN Distribute tools and masons - Phase 1 MB

Year 2 Quarter 2

Y2Q2W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)

Y2Q2E.13.2.1 Student Attendance Evaluation: quarterly

Y2Q2E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y2Q2E.13.4.1.1 Incentive Program - Educational Activities

Y2Q2E.14.5.1 Leadership Network - quarterly

Y2Q2ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y2Q2.1L.3.1.3 Training 2 - Topic: Leadership and Community - CDC

Y2Q2.1L.3.3.3.1 Training 2 - Topic: Technical Management of the Water System II - CAPS

Y2Q2.1L.3.4.1 Training 1 - Topic: Community Organization - CDJ

Y2Q2.1W.6.1.8-IN Construction - Phase 1 MB

Y2Q2.1H.11.1.1 Project meeting with CDC - CAK: Phase 1 CAK

Y2Q2.1ED.15.1.1.1 Financial Training - Financial Truth

Y2Q2.1ED.16.2.2.1 Microcredit Loan Training and Documentation 2: Business Administration

Y2Q2.2L.3.1.4 Knowledge Assessment and Reinforcement - Leadership Training - 2 - CDC

Y2Q2.2L.3.3.4.1 Knowledge Assessment and Reinforcement of System Operation and Management - 2 -CAPS

Y2Q2.2L.3.4.2 Knowledge Assessment and Reinforcement - Leadership Training - 1 - CDJ

Y2Q2.2W.6.1.9-IN Quality Check - Phase 1 MB

Y2Q2.2H.11.1.2 General Assembly - Present the Clean Air Kitchen project - Phase 1 CAK

Y2Q2.2ED.15.2.1.1 Follow-up visit - Financial Training: Financial Truth

Y2Q2.2ED.16.3.3.1 Microcredit Loan Training and Documentation 3: Technical Training

Y2Q2.3W.6.1.11-IN Special case bathrooms - Phase 1 (churches, community houses)

Y2Q2.3ED.15.2.1.1 Financial Training: How to Make and Live With a Budget

Y2Q2.4ED.15.2.2.1 Follow-up Visit - Financial Training: How to Make and Live With a Budget

Year 2 Quarter 3

Y2Q3L.1.3.1 Visit to establish confidence/comprehensive visit

Y2Q3L.4.1.1 Annual Project and Impact Evaluation

Y2Q3W.6.1.10-IN Project Delivery - Phase 1 MB

Y2Q3E.13.2.1 Student Attendance Evaluation: quarterly

Y2Q3E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y2Q3E.13.4.1.1 Incentive Program - Educational Activities

Y2Q3E.14.4.1 Leadership Training - quarterly

Y2Q3ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y2Q3.1L.3.3.5.1 Training 3 - Topic: Customer Service -CAPS

Y2Q3.1L.3.4.3 Training 2 - Topic: Leadership and Community - CDJ

Y2Q3.1L.3.5.1 Training 1 - Topic: Interpersonal Communication - CDC

Y2Q3.1ED.15.3.1.1 Financial Training - Get Out of Debt

Y2Q3.2L.3.3.6.1 Knowledge Assessment and Reinforcement of System Operation and Management - 3 -CAPS

Plan 7 Timeline Continued

Y2Q3.2L.3.4.4 Knowledge Assessment and Reinforcement - Leadership Training - 2 - CDJ

Y2Q3.2L.3.5.2 Knowledge Assessment and Reinforcement - Communication and Coordination Training - 1 - CDC

Y2Q3.2H.11.1.3 Identify participants - Phase 1 CAK

Y2Q3.2ED.15.3.2.1 Follow-up visit - Financial Training: Get Out of Debt

Y2Q3.3H.11.1.4 Site visit 1 - prepare house for kitchen - Phase 1 CAK

Y2Q3.4H.11.1.5 Clean Air Kitchen contract - Phase 1 CAK

Year 2 Quarter 4

Y2Q4L.4.2.1 Annual exchange of experiences

Y2Q4W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)

Y2Q4E.13.2.1 Student Attendance Evaluation: quarterly

Y2Q4E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y2Q4E.13.4.1.1 Incentive Program - Educational Activities

Y2Q4E.14.3.1 Vocational and Technical Fair

Y2Q4ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y2Q4.1L.3.5.3 Training 2 - Topic: Public Speaking and Expressing Clear Ideas - CDC

Y2Q4.1W.6.2 Modern Bathroom use training: Phase 1

Y2Q4.1H.11.1.6-IN Site visit 2 - Design Kitchen - Phase 1 CAK

Y2Q4.1ED.15.4.1.1 Financial Training - Dream and Save

Y2Q4.2L.3.5.4 Knowledge Assessment and Reinforcement - Communication and Coordination Training - 2 - CDC

Y2Q4.2W.6.3 Eliminate the latrine -Phase 1

Y2Q4.2H.11.1.7-IN Planning for phase - Phase 1 CAK

Y2Q4.2ED.15.4.2.1 Follow-up visit - Financial Training: Dream and Save

Y2Q4.3H.11.1.8-IN Distribute materials - Phase 1 CAK

Y2Q4.3E.12.4.1-IN Evaluate school's existing infrastructure - at the end of the school year

Y2Q4.3E.13.1.1 House visits to families with unregistered kids

Y2Q4.3ED.16.2.2.1 Presentation of the Microcredit Loans Program - CDC and house visits -Phase 2

Y2Q4.4H.11.1.9-IN Distribute tools and masons - Phase 2 CAK

Year 3

Year 3 General to Plan

Y3ED.16.1.2.1 Administer funds for microcredit loans and investments

Y3.1H.7.1 Urine and fecal exams (a sample of 20% of the population)

Y3.2H.10.1.1 Focus visit for respiratory health

Y3.3H.8.2.1 Follow-up visit to health exams - kidney health

Y3.3H.9.1.1 Follow-up visit to health exams - hygiene

Y3.3H.10.2.1 Follow-up visit for respiratory health - after focus visit for respiratory health

Y3.4H.8.3.1 Follow-up visit to micro-destinations - kidney health

Y3.4H.9.2.1 Follow-up visit to micro-destinations - hygiene

Year 3 Quarter 1

Y3Q1L.1.3.1 Visit to establish confidence/comprehensive visit

Y3Q1E.13.2.1 Student Attendance Evaluation: quarterly

Y3Q1E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y3Q1E.14.1.1 Enrollment Promotion

Y3Q1E.14.2.1 Youth Empowerment: quarterly

Y3Q1ED.15.5.1 Assessment of Learning in Family Finance

Plan 7 Timeline Continued

Y3Q1ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y3Q1ED.16.2.1.1 Microcredit Loan Training and Documentation 1 - Resource and Money

Y3Q1.1L.3.2.1.1 Training 1 - Topic: CAPS Legalization Process - CAPS

Y3Q1.1L.3.5.5 Training 3 - Topic: Conflict Resolution - CDC

Y3Q1.1L.3.6.1 Training 1 - Topic: Interpersonal Communication - CDJ

Y3Q1.1H.11.1.10-IN Construction - Phase 1 CAK

Y3Q1.1E.12.1.1 Distribution of school supplies - before school starts

Y3Q1.1E.12.4.2-IN Repair school infrastructure -after evaluating school's existing infrastructure

Y3Q1.1ED.16.2.2.2 Selection of beneficiaries - fulfillment of requirements, evaluation of controls - Phase 2

Y3Q1.2L.3.2.2.1 Knowledge Assessment and Reinforcement - Law 722 Training - 1 - CAPS

Y3Q1.2L.3.5.6 Knowledge Assessment and Reinforcement - Communication and Coordination Training - 3 - CDC

Y3Q1.2L.3.6.2 Knowledge Assessment and Reinforcement - Communication and Coordination Training - 1 - CDJ

Y3Q1.2H.11.1.11-IN Quality Check - Phase 1 CAK

Y3Q1.2ED.16.2.2.3 Project presentation (with beneficiary) before the DE committee - Phase 2

Y3Q1.3H.11.1.12-IN Project Delivery - Phase 1 CAK

Y3Q1.3ED.16.2.2.4 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Year 3 Quarter 2

Y3Q2W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)

Y3Q2E.13.2.1 Student Attendance Evaluation: quarterly

Y3Q2E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y3Q2E.13.4.1.1 Incentive Program - Educational Activities

Y3Q2E.14.5.5 Leadership Network: quarterly

Y3Q2ED.15.6.1.1 Training: Garden Establishment and Management

Y3Q2ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y3Q2ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y3Q2.1L.3.2.3.1 Training 2 - Topic: Functions - CAPS

Y3Q2.1L.3.6.3 Training 2 - Topic: Public Speaking and Expressing Clear Ideas - CDJ

Y3Q2.1L.3.7.1 Training 1 - Topic: Needs Assessment and Work Plan - CDC

Y3Q2.1H.11.2 Kitchen Use Training: Phase 1

Y3Q2.1ED.15.1.1.1 Financial Training - Financial Truth

Y3Q2.1ED.16.2.2.1 Microcredit Loan Training and Documentation 2: Business Administration

Y3Q2.2L.3.2.4.1 Knowledge Assessment and Reinforcement - Law 722 Training - 2 - CAPS

Y3Q2.2L.3.6.4 Knowledge Assessment and Reinforcement - Communication and Coordination Training - 1 - CDJ

Y3Q2.2L.3.7.2 Knowledge Assessment and Reinforcement - Project Management Training - 1 - CDC

Y3Q2.2H.11.3 Eliminate the Open-Flame Stove: Phase 1

Y3Q2.2ED.15.2.1.1 Follow-up visit - Financial Training: Financial Truth

Y3Q2.2ED.16.3.3.1 Microcredit Loan Training and Documentation 3: Technical Training

Y3Q2.3ED.15.2.1.1 Financial Training: How to Make and Live With a Budget

Y3Q2.4ED.15.2.2.1 Follow-up visit - Financial Training: How to Make and Live With a Budget

Plan 7 Timeline Continued

Year 3 Quarter 3	Year 3 Quarter 4
Y3Q3L.1.3.1 Visit to establish confidence/comprehensive visit	Y3Q4L.4.2.1 Annual exchange of experiences
Y3Q3L.4.1.1 Annual Project and Impact Evaluation	Y3Q4W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)
Y3Q3E.13.2.1 Student Attendance Evaluation-quarterly	Y3Q4E.13.2.1 Student Attendance Evaluation: quarterly
Y3Q3E.13.3.1 Intervention visit with parents with low attendance - quarterly	Y3Q4E.13.3.1 Intervention visit with parents with low attendance - quarterly
Y3Q3E.13.4.1.1 Incentive Program: Educational Activities	Y3Q4E.13.4.1.1 Incentive Program - Educational Activities
Y3Q3E.14.4.1 Leadership Training: quarterly	Y3Q4E.14.3.1 Vocational and Technical Fair
Y3Q3ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1	Y3Q4ED.15.6.3.1 Garden monitoring
Y3Q3ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2	Y3Q4ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1
Y3Q3.1L.3.2.5.1 Training 3 - Topic: Basic Controls - CAPS	Y3Q4ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2
Y3Q3.1L.3.6.5 Training 3 - Topic: Conflict Resolution - CDJ	Y3Q4.1L.3.3.1.1 Training 1 - Topic: Technical Management of the Water System I - CAPS
Y3Q3.1L.3.7.3 Training 2 - Topic: Administration and Finance - CDC	Y3Q4.1ED.15.4.1.1 Financial training - Dream and Save
Y3Q3.1ED.15.3.1.1 Financial Training: Get Out of Debt	Y3Q4.2L.3.3.2.1 Knowledge Assessment and Reinforcement of System Operation and Management - 1 - CAPS
Y3Q3.1ED.15.6.2.1 Garden harvest delivery	Y3Q4.2ED.15.4.2.1 Follow-up visit - Financial training - Dream and Save
Y3Q3.2L.3.2.6.1 Knowledge Assessment and Reinforcement - Law 722 Training - 3 - CAPS	Y3Q4.3W.6.4.1 Project meeting with CDC - Phase 2 MB
Y3Q3.2L.3.6.6 Knowledge Assessment and Reinforcement - Communication and Coordination Training - 1 - CDJ	Y3Q4.3E.12.4.1-IN Evaluate school's existing infrastructure - at the end of the school year
Y3Q3.2L.3.7.4 Knowledge Assessment and Reinforcement - Project Management Training - 2 - CDC	Y3Q4.3E.13.1.1 House visits to families with unregistered kids
Y3Q3.2ED.15.3.2.1 Follow-up visit - Financial Training: Get Out of Debt	Y3Q4.3ED.16.2.3.1 Presentation of the Microcredit Loan Program - CDC and house visits -Phase 3
Y3Q3.2ED.15.6.3.1 Garden monitoring	Y3Q4.4W.6.4.2 Promotion of Modern Bathroom - Phase 2 MB
	Y3Q4.5W.6.4.3 Modern Bathroom Contract - Phase 2 MB

Plan 7 Timeline Continued

Year 4

Year 4 General to Plan

Y4ED.16.1.2.1 Administer funds for microcredit loans and investments

Y4.1H.7.1 Urine and fecal exams (a sample of 20% of the population)

Y4.2H.8.1.1 Intervention visit - after health exams (kidney and hygiene)

Y4.2H.10.1.1 Focus visit for respiratory health

Y4.3H.8.2.1 Follow-up visit to health exams - kidney health

Y4.3H.9.1.1 Follow-up visit to health exams - hygiene

Y4.3H.10.2.1 Follow-up visit for respiratory health - after focus visit for respiratory health

Y4.4H.8.3.1 Follow-up visit to micro-destinations - kidney health

Y4.4H.9.2.1 Follow-up visit to micro-destinations - hygiene

Y4Q1ED.16.2.1.1 Microcredit Loan Training and Documentation 1: Resource and Money

Y4Q1.1L.3.2.7.1 Training 4 - Topic: Administration and Accountability - CAPS

Y4Q1.1L.3.7.5 Training 3-Topic: Project Formulation - CDC

Y4Q1.1L.3.8.1 Training 1 - Topic: Needs Assessment and Work Plan - CDJ

Y4Q1.1W.6.4.4-IN Site visit 1: Phase 2 MB

Y4Q1.1E.12.1.1 Distribution of school supplies - before school starts

Y4Q1.1E.12.4.2-IN Repair school infrastructure after evaluating school's existing infrastructure

Y4Q1.1ED.16.2.3.2 Selection of beneficiaries - fulfillment of requirements, evaluation of controls - Phase 3

Y4Q1.2L.3.2.8.1 Knowledge Assessment and Reinforcement - Law 722 Training - 4 - CAPS

Y4Q1.2L.3.7.6 Knowledge Assessment and Reinforcement - Project Management Training - 3 - CDC

Y4Q1.2L.3.8.2 Knowledge Assessment and Reinforcement: Project Management Training - 1 - CDJ

Y4Q1.2W.6.4.5-IN Planning for phase - phase 2 MB

Y4Q1.2ED.16.2.3.3 Project presentation (with beneficiary) before the DE committee - Phase 3

Y4Q1.3W.6.4.6-IN Distribute materials: Phase 2 MB

Y4Q1.3ED.16.2.3.4 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y4Q1.4W.6.4.7-IN Distribute tools and masons: Phase 2 MB

Year 4 Quarter 2

Y4Q2W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)

Y4Q2E.13.2.1 Student Attendance Evaluation: quarterly

Y4Q2E.13.3.1 Intervention visit with parents with low attendance - quarterly

Year 4 Quarter 1

Y4Q1L.1.3.1 Visit to establish confidence/comprehensive visit

Y4Q1E.12.5-IN Modernize school - Year 4 - schools with good attendance

Y4Q1E.13.2.1 Student Attendance Evaluation: quarterly

Y4Q1E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y4Q1E.14.1.1 Enrollment Promotion

Y4Q1E.14.2.1 Youth Empowerment: quarterly

Y4Q1ED.15.5.1 Assessment of Learning in Family Finance

Y4Q1ED.15.6.3.1 Garden monitoring

Y4Q1ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y4Q1ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Plan 7 Timeline Continued

Y4Q2E.13.4.1.1 Incentive Program: Educational Activities

Y4Q2E.14.5.9 Leadership Network - quarterly

Y4Q2ED.15.6.1.1 Training: Garden Establishment and Management

Y4Q2ED.15.6.3.1 Garden monitoring

Y4Q2ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y4Q2ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y4Q2ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y4Q2.1L.3.3.3.1 Training 2 - Topic: Technical Management of the Water System II - CAPS

Y4Q2.1L.3.8.3 Training 2 - Topic: Administration and Finance - CDJ

Y4Q2.1L.3.9.1 Training 1 - Topic: Developing My Community - CDC

Y4Q2.1W.6.4.8-IN Construction: Phase 2 MB

Y4Q2.1H.11.4.1 Project meeting with CDC: Phase 2 CAK

Y4Q2.1ED.15.1.1.1 Financial Training - Financial Truth

Y4Q2.1ED.16.2.2.1 Microcredit Loan Training and Documentation 2: Business Administration

Y4Q2.2L.3.3.4.1 Knowledge Assessment and Reinforcement of System Operation and Management - 2 -CAPS

Y4Q2.2L.3.8.4 Knowledge Assessment and Reinforcement - Project Management Training - 2 - CDJ

Y4Q2.2L.3.9.2 Knowledge Assessment and Reinforcement - Community Management Training - 1 - CDC

Y4Q2.2W.6.4.9-IN Quality Check - Phase 2 MB

Y4Q2.2H.11.4.2 General Assembly - Present the Clean Air Kitchen project - Phase 2 CAK

Y4Q2.2ED.15.2.1.1 Follow-up visit - Financial Training: Financial Truth

Y4Q2.2ED.16.3.3.1 Microcredit Loan Training and Documentation 3: Technical Training

Y4Q2.2ED.15.2.1.1 Financial Training - How to Make and Live With a Budget

Y4Q2.2ED.15.2.2.1 Follow-up Visit: Financial Training - How to Make and Live With a Budget

Year 4 Quarter 3

Y4Q3L.1.3.1 Visit to establish confidence/comprehensive visit

Y4Q3L.4.1.1 Annual Project and Impact Evaluation

Y4Q3W.6.4.10-IN Project Delivery: Phase 2 MB

Y4Q3E.13.2.1 Student Attendance Evaluation: quarterly

Y4Q3E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y4Q3E.13.4.1.1 Incentive Program - Educational Activities

Y4Q3E.14.4.1 Leadership Training: quarterly

Y4Q3ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y4Q3ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y4Q3ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y4Q3.1L.3.3.5.1 Training 3 - Topic: Customer Service - CAPS

Y4Q3.1L.3.8.5 Training 3 - Topic: Project Formulation - CDJ

Y4Q3.1L.3.9.3 Training 2 - Topic: Identification of Alliances: External and Internal - CDC

Y4Q3.1ED.15.3.1.1 Financial Training - Get Out of Debt

Y4Q3.1ED.15.6.2.1 Garden harvest delivery

Y4Q3.2L.3.3.6.1 Knowledge Assessment and Reinforcement of System Operation and Management - 3 -CAPS

Y4Q3.2L.3.8.6 Knowledge Assessment and Reinforcement - Project Management Training - 3 - CDJ

Plan 7 Timeline Continued

Y4Q3.2L.3.9.4 Knowledge Assessment and Reinforcement - Community Management Training - 2 - CDC

Y4Q3.2H.11.4.3 Identify participants: Phase 2 CAK

Y4Q3.2ED.15.3.2.1 Follow-up visit - Financial training: Get Out of Debt

Y4Q3.2ED.15.6.3.1 Garden monitoring

Y4Q3.3H.11.4.4 Site visit 1 - prepare house for kitchen: Phase 2 CAK

Y4Q3.4H.11.4.5 Clean Air Kitchen contract: Phase 2 CAK

Year 4 Quarter 4

Y4Q4L.4.2.1 Annual exchange of experiences

Y4Q4W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)

Y4Q4E.13.2.1 Student Attendance Evaluation: quarterly

Y4Q4E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y4Q4E.13.4.1.1 Incentive Program: Educational Activities

Y4Q4E.14.3.1 Vocational and Technical Fair

Y4Q4ED.15.6.3.1 Garden monitoring

Y4Q4ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y4Q4ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y4Q4ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y4Q4.1L.3.9.5 Training 3 - Topic: Managing New Community Projects - CDC

Y4Q4.1W.6.5 Modern Bathroom Use Training: Phase 2

Y4Q4.1H.11.4.6-IN Site visit 2 - Design Kitchen: Phase 2 CAK

Y4Q4.1ED.15.4.1.1 Financial Training - Dream and Save

Y4Q4.2L.3.9.6 Knowledge Assessment and Reinforcement - Community Management Training - 3 - CDC

Y4Q4.2W.6.6 Eliminate the Latrine: Phase 2

Y4Q4.2H.11.4.7-IN Planning for phase - Phase 2 CAK

Y4Q4.2ED.15.4.2.1 Follow-up Visit - Financial Training - Dream and Save

Y4Q4.3L.4.3 Plan 7 Audit (end of Year 4)

Y4Q4.3H.11.4.8-IN Distribute materials: Phase 2 CAK

Y4Q4.3E.12.4.1-IN Evaluate school's existing infrastructure - at the end of the school year

Y4Q4.3E.13.1.1 House visits to families with unregistered kids

Y4Q4.4H.11.4.9-IN Distribute tools and masons: Phase 2 CAK

Year 5

Year 5 General to Plan

Y5ED.16.1.2.1 Administer funds for microcredit loans and investments

Y5.1H.7.1 Urine and fecal exams (a sample of 20% of the population)

Y5.2H.10.1.1 Focus visit for respiratory health

Y5.3H.8.2.1 Follow-up visit to health exams - kidney health

Y5.3H.9.1.1 Follow-up visit to health exams - hygiene

Y5.3H.10.2.1 Follow-up visit for respiratory health - after focus visit for respiratory health

Y5.4H.8.3.1 Follow-up visit to micro-destinations - kidney health

Y5.4H.9.2.1 Follow-up visit to micro-destinations - hygiene

Year 5 Quarter 1

Y5Q1L.1.3.1 Visit to establish confidence/comprehensive visit

Y5Q1E.13.2.1 Student Attendance Evaluation: quarterly

Y5Q1E.13.3.1 Intervention visit with parents with low attendance - quarterly

Plan 7 Timeline Continued

Y5Q1E.14.1.1 Enrollment Promotion

Y5Q1E.14.2.1 Youth Empowerment: quarterly

Y5Q1ED.15.5.1 Assessment of Learning in Family Finance

Y5Q1ED.15.6.3.1 Garden monitoring

Y5Q1ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y5Q1ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y5Q1ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y5Q1.1L.3.2.1.1 Training 1 - Topic: CAPS Legalization Process - CAPS

Y5Q1.1L.3.10.1 Training 1 - Topic: Developing My Community - CDJ

Y5Q1.1H.11.4.10-IN Construction: Phase 2 CAK

Y5Q1.1E.12.1.1 Distribution of school supplies - before school starts

Y5Q1.1E.12.4.2-IN Repair school infrastructure -after evaluating school's existing infrastructure

Y5Q1.2L.3.2.2.1 Knowledge Assessment and Reinforcement - Law 722 Training - 1 - CAPS

Y5Q1.2L.3.10.2 Knowledge Assessment and Reinforcement - Community Management Training - 1 - CDJ

Y5Q1.2H.11.4.11-IN Quality Check: Phase 2 CAK

Y5Q1.3H.11.4.12-IN Project Delivery: Phase 2 CAK

Year 5 Quarter 2

Y5Q2W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)

Y5Q2E.13.2.1 Student Attendance Evaluation - quarterly

Y5Q2E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y5Q2E.13.4.1.1 Incentive Program - Educational Activities

Y5Q2E.14.5.13 Leadership Network - quarterly

Y5Q2ED.15.6.1.1 Training: Garden Establishment and Management

Y5Q2ED.15.6.3.1 Garden monitoring

Y5Q2ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y5Q2ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y5Q2ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y5Q2.1L.3.2.3.1 Training 2 - Topic: Functions - CAPS

Y5Q2.1L.3.10.3 Training 2 - Topic: Identification of Alliances; External and Internal - CDJ

Y5Q2.1H.11.5 Kitchen Use Training: After Phase 2 of Kitchen Installation

Y5Q2.2L.3.2.4.1 Knowledge Assessment and Reinforcement - Law 722 Training - 2 - CAPS

Y5Q2.2L.3.10.4 Knowledge Assessment and Reinforcement - Community Management Training - 2 - CDJ

Y5Q2.2H.11.6 Eliminate the Open-Flame Stove: After Phase 1 of Kitchen Project

Year 5 Quarter 3

Y5Q3L.1.3.1 Visit to establish confidence/comprehensive visit

Y5Q3L.4.1.1 Annual Project and Impact Evaluation

Y5Q3E.13.2.1 Student Attendance Evaluation: quarterly

Y5Q3E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y5Q3E.13.4.1.1 Incentive Program - Educational Activities

Y5Q3E.14.4.1 Leadership Training: quarterly

Y5Q3ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y5Q3ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Plan 7 Timeline Continued

Y5Q3ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y5Q3.1L.3.2.5.1 Training 3 - Topic: Basic Controls - CAPS

Y5Q3.1L.3.10.5 Training 3 - Topic : Managing New Community Projects - CDJ

Y5Q3.1ED.15.6.2.1 Garden harvest delivery

Y5Q3.2L.3.2.6.1 Knowledge Assessment and Reinforcement - Law 722 Training - 3 - CAPS

Y5Q3.2L.3.10.6 Knowledge Assessment and Reinforcement - Community Management Training - 3 - CDJ

Y5Q3.2ED.15.6.3.1 Garden monitoring

Year 5 Quarter 4

Y5Q4L.4.2.1 Annual exchange of experiences

Y5Q4W.5.7.1-IN Evaluate system functionality (Clorinator, tank, tank cleaning, house connections)

Y5Q4E.13.2.1 Student Attendance Evaluation - quarterly

Y5Q4E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y5Q4E.13.4.1.1 Incentive Program - Educational Activities

Y5Q4E.14.3.1 Vocational and Technical Fair

Y5Q4ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y5Q4ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y5Q4ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y5Q4.1L.3.3.1.1 Training 1 - Topic: Technical Management of the Water System I - CAPS

Y5Q4.2L.3.3.2.1 Knowledge Assessment and Reinforcement of System Operation and Management - 1 - CAPS

Y5Q4.3E.12.4.1-IN Evaluate school's existing infrastructure - at the end of the school year

Y5Q4.3E.13.1.1 House visits to families with unregistered kids

Year 6

Year 6 General to Plan

Y6ED.16.1.2.1 Administer funds for microcredit loans and investments

Y6.1H.7.1 Urine and fecal exams (a sample of 20% of the population)

Y6.2H.10.1.1 Focus visit for respiratory health

Y6.3H.8.2.1 Follow-up visit to health exams - kidney health

Y6.3H.9.1.1 Follow-up visit to health exams - hygiene

Y6.3H.10.2.1 Follow-up visit for respiratory health - after focus visit for respiratory health

Y6.4H.8.3.1 Follow-up visit to micro-destinations - kidney health

Y6.4H.9.2.1 Follow-up visit to micro-destinations - hygiene

Year 6 Quarter 1

Y6Q1L.1.3.1 Visit to establish confidence/ comprehensive visit

Y6Q1W.5.7.2 Responsibility Transfer

Y6Q1E.13.2.1 Student Attendance Evaluation: quarterly

Y6Q1E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y6Q1E.14.1.1 Enrollment Promotion

Y6Q1E.14.2.1 Youth Empowerment: quarterly

Y6Q1ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y6Q1ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y6Q1ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y6Q1.1L.3.2.7.1 Training 4 - Topic: Administration and Accountability - CAPS

Plan 7 Timeline Continued

Y6Q1.1E.12.1.1 Distribution of school supplies - before school starts

Y6Q1.1E.12.4.2-IN Repair school infrastructure - after evaluating school's existing infrastructure

Y6Q1.2L.3.2.8.1 Knowledge Assessment and Reinforcement - Law 722 Training - 4 - CAPS

Year 6 Quarter 2

Y6Q2E.13.2.1 Student Attendance Evaluation - quarterly

Y6Q2E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y6Q2E.13.4.1.1 Incentive Program - Educational Activities

Y6Q2E.14.5.17 Leadership Network - quarterly

Y6Q2ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y6Q2ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y6Q2ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y6Q2.1L.3.3.3.1 Training 2 - Topic: Technical Management of the Water System II - CAPS

Y6Q2.2L.3.3.4.1 Knowledge Assessment and Reinforcement of System Operation and Management - 2 -CAPS

Year 6 Quarter 3

Y6Q3L.1.3.1 Visit to establish confidence/comprehensive visit

Y6Q3L.4.1.1 Annual Project and Impact Evaluation

Y6Q3W.5.7.3-IN Evaluate system with CAPS

Y6Q3E.13.2.1 Student Attendance Evaluation - quarterly

Y6Q3E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y6Q3E.13.4.1.1 Incentive Program - Educational Activities

Y6Q3E.14.4.1 Leadership Training - quarterly

Y6Q3ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y6Q3ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y6Q3ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y6Q3.1L.3.3.5.1 Training 3 - Topic: Customer Service - CAPS

Y6Q3.2L.3.3.6.1 Knowledge Assessment and Reinforcement of System Operation and Management - 3 -CAPS

Year 6 Quarter 4

Y6Q4L.4.2.1 Annual exchange of experiences

Y6Q4E.13.2.1 Student Attendance Evaluation - quarterly

Y6Q4E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y6Q4E.13.4.1.1 Incentive Program - Educational Activities

Y6Q4E.14.3.1 Vocational and Technical Fair

Y6Q4ED.16.2.1.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 1

Y6Q4ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y6Q4ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y6Q4.3E.12.4.1-IN Evaluate school's existing infrastructure - at the end of the school year

Y6Q4.3E.13.1.1 House visits to families with unregistered kids

Plan 7 Timeline Continued

Year 7

Year 7 General to Plan

Y7ED.16.1.2.1 Administer funds for microcredit loans and investments

Y7.1H7.1 Urine and fecal exams (entire community)

Y7.2H.8.1.1 Intervention Visit - after health exams (kidney and hygiene)

Y7.2H.10.1.1 Focus visit for respiratory health

Y7.3H.8.2.1 Follow-up visit to health exams - kidney health

Y7.3H.9.1.1 Follow-up visit to health exams - hygiene

Y7.3H.10.2.1 Follow-up visit for respiratory health - after focus visit for respiratory health

Y7.4H.8.3.1 Follow-up visit to micro-destinations - kidney health

Y7.4H.9.2.1 Follow-up visit to micro-destinations - hygiene

Year 7 Quarter 1

Y7Q1L.1.3.1 Visit to establish confidence/comprehensive visit

Y7Q1E.13.2.1 Student Attendance Evaluation: quarterly

Y7Q1E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y7Q1E.14.1.1 Enrollment Promotion

Y7Q1E.14.2.1 Youth Empowerment: quarterly

Y7Q1ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y7Q1ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y7Q1.1E.12.1.1.1 Distribution of school supplies - before school starts

Y7Q1.1E.12.4.2-IN Repair school infrastructure -after evaluating school's existing infrastructure

Year 7 Quarter 2

Y7Q2E.13.2.1 Student Attendance Evaluation: quarterly

Y7Q2E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y7Q2E.13.4.1.1 Incentive Program - Educational Activities

Y7Q2E.14.5.2.1 Leadership Network - quarterly

Y7Q2ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y7Q2ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Year 7 Quarter 3

Y7Q3L.1.3.1 Visit to establish confidence/comprehensive visit

Y7Q3L.4.1.1 Annual Project and Impact Evaluation

Y7Q3W.5.7.4-IN Evaluate system with CAPS

Y7Q3E.13.2.1 Student Attendance Evaluation: quarterly

Y7Q3E.13.3.1 Intervention visit with parents with low attendance - quarterly

Y7Q3E.13.4.1.1 Incentive Program - Educational Activities

Y7Q3E.14.4.1 Leadership Training - quarterly

Y7Q3ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y7Q3ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Year 7 Quarter 4

Y7Q4L.4.2.1 Annual exchange of experiences

Y7Q4E.13.2.1 Student Attendance Evaluation: quarterly

Y7Q4E.13.3.1 Intervention visit with parents with low attendance - quarterly

Plan 7 Timeline Continued

Y7Q4E.13.4.1.1 Incentive Program: Educational Activities

Y7Q4E.14.3.1 Vocational and Technical Fair

Y7Q4ED.16.2.2.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 2

Y7Q4ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Year 8

Y8Q1L.4.4 Final Impact Evaluation (entire community)

Y8Q1ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y8Q2ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y8Q3ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3

Y8Q4ED.16.2.3.7.1 Follow-up visits for microcredit loans - talks, controls, and exchanges (monthly) - Phase 3



ESTIMATED BUDGET

The total cost to successfully carry out Plan 7 in a rural community is a combination of human resources, building materials, teaching materials, technology, and various other expenses. To ensure the maximum impact per dollar investing in a Plan 7 partnership, Amigos estimates and tracks project budgets. The following section outlines the estimated costs for a Plan 7 partnership with a community based on an average community size of 89 families.

Plan 7 Cost/Expenses by Project

The cost estimates for Plan 7 are based on our average community size of 89 families.

LEADERSHIP

L.1	Establish Relationship and Assess Community Needs	\$25,565.06
L.2	Formation of Community Development Committees	\$2,602.61
L.3	Leadership Development of Community Committees	\$16,394.43
L.4	Continual Impact Evaluation	\$10,709.13
	Leadership total	\$55,271.23

WATER

W.5	Water System	\$118,642.19
W.6	Modern Bathrooms	\$125,822.34
	Water total	\$244,464.53

HEALTH

H.7	Health Exams	\$19,592.17
H.8	Kidney Health Education	\$14,244.02
H.9	Hygiene Education	\$11,730.37
H.10	Respiratory Health Education	\$11,582.75
H.11	Clean Air Kitchen	\$36,066.35
	Health total	\$93,215.66

EDUCATION

E.12	Improve School Environment	\$17,084.56
E.13	Incentivize and Encourage Attendance	\$16,820.48
E.14	Pre-professional Development (for Secondary School)	\$16,429.27
	Education total	\$50,334.31

ECONOMIC DEVELOPMENT

ED.15	Family Finance Education	\$4,110.27
ED.16	Business Development	\$98,928.43
	Economic Development total	\$103,038.70

Plan 7 total

\$546,324.44

ESTIMATED BUDGET

Plan 7 Costs/Expenses by Year

The cost estimates for Plan 7 are based on our average community size of 89 families.

Year	Leadership	Water	Health	Education	Economic Development	Year Total
1	\$18,252.96	\$118,642.19	\$10,230.21	\$267.16	\$252.40	\$147,644.93
2	\$6,547.87	\$113,379.91	\$6,614.67	\$10,848.51	\$14,406.27	\$151,797.23
3	\$7,043.68	-	\$33,664.44	\$6,864.67	\$18,852.77	\$66,425.55
4	\$7,972.59	\$12,442.43	\$10,230.21	\$12,589.17	\$23,195.05	\$66,429.45
5	\$5,928.40	-	\$15,631.26	\$6,864.67	\$14,069.18	\$42,493.51
6	\$4,441.35	-	\$6,614.67	\$6,864.67	\$15,226.00	\$33,146.70
7	\$3,326.07	-	\$10,230.21	\$6,035.45	\$11,112.42	\$30,704.15
8	\$1,758.31	-	-	-	\$5,924.61	\$7,682.92
Total	\$55,271.23	\$244,464.53	\$93,215.66	\$50,334.31	\$103,038.70	\$546,324.44

Plan 7 Cost/Expenses per Family

Cost per family for Plan 7.

Cost per Family per Year

Year	Year Total
1	\$1,658.93
2	\$1,705.59
3	\$746.35
4	\$746.40
5	\$477.46
6	\$372.43
7	\$344.99
8	\$86.32
Total	\$6,138.48

Cost per Family per Goal

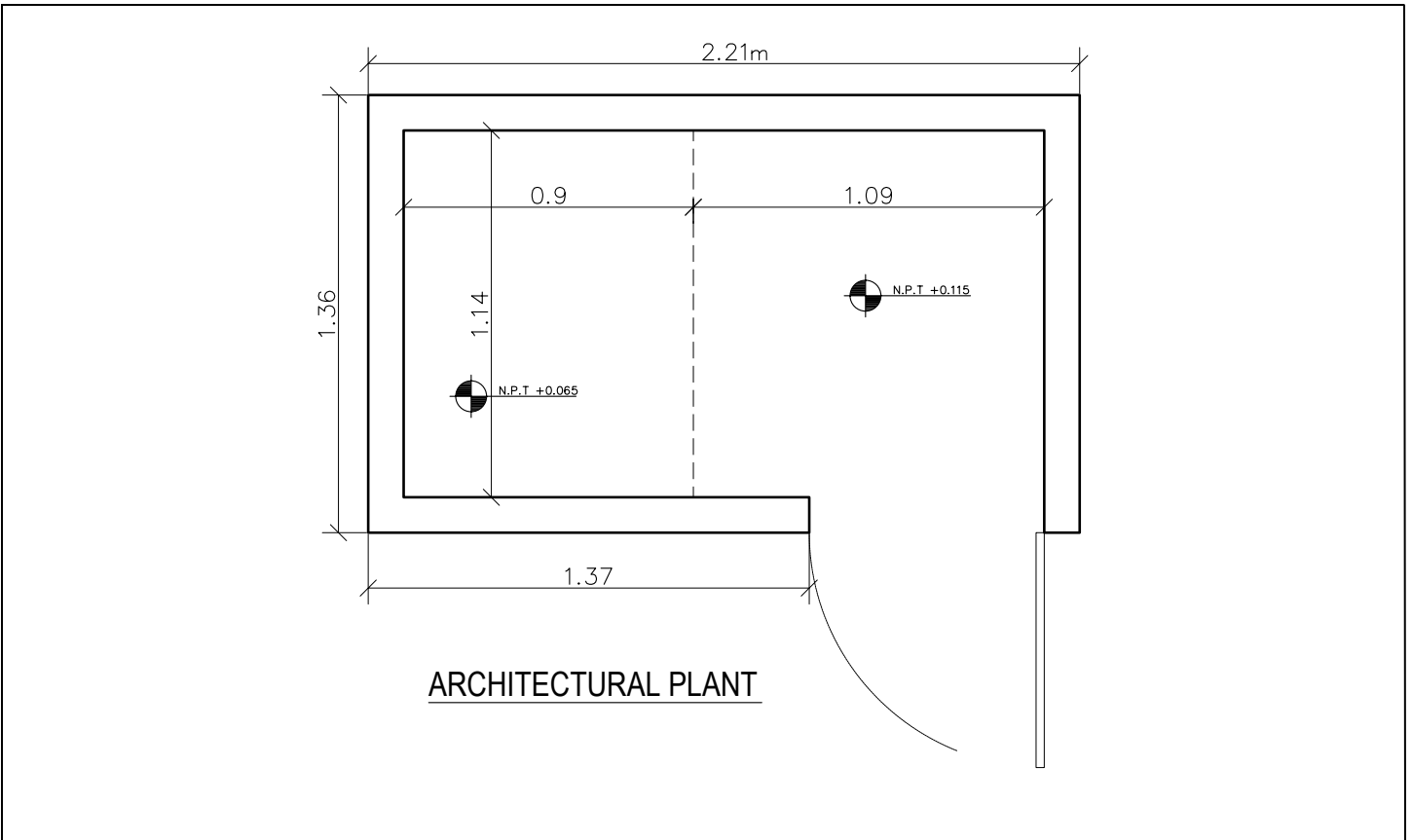
Goal Area	Total
Leadership	\$621.03
Water	\$2,746.79
Health	\$1,047.37
Education	\$565.55
Economic Development	\$1,157.74
Total per family cost	\$6,138.48



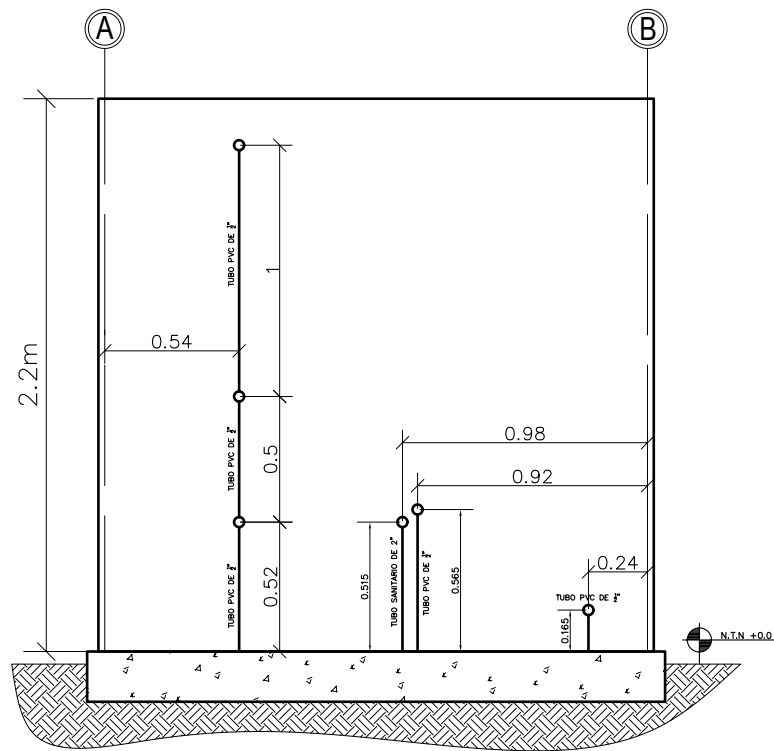
INFRASTRUCTURE DESIGNS

Infrastructure projects are the construction components of Plan 7 that change the physical state of a community. These material changes allow family routines and habits to evolve, creating healthy futures and new opportunities for Plan 7 communities. The success of Plan 7 infrastructure projects is dependent on user-friendly designs that are functional and sustainable. This section details the standard infrastructure designs used in Plan 7.

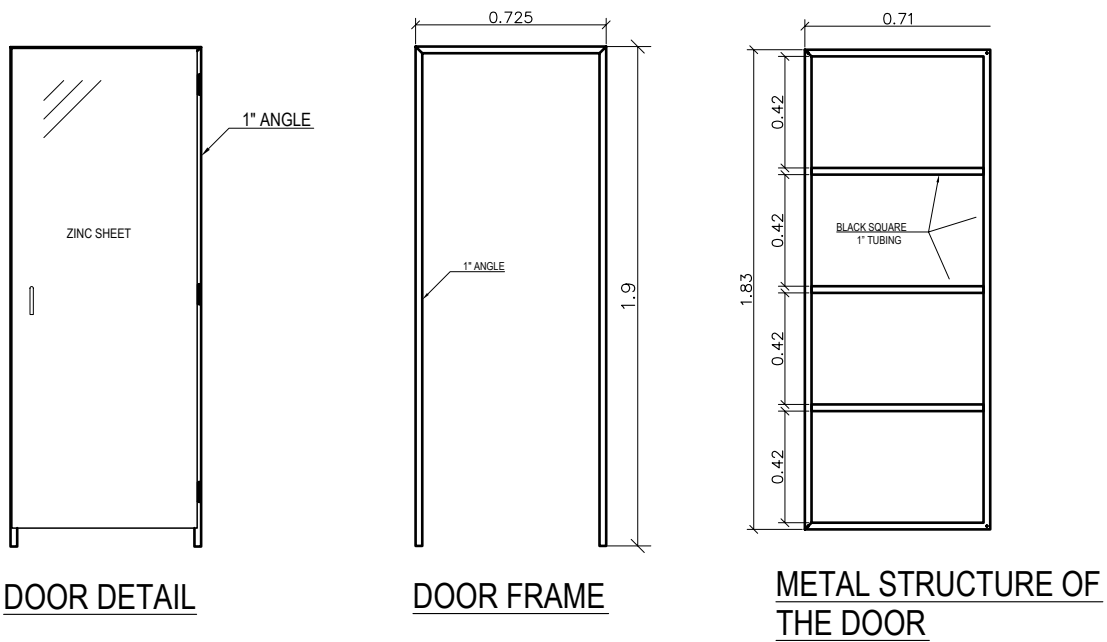
MODERN BATHROOM PLANS



Modern Bathroom Plans Continued

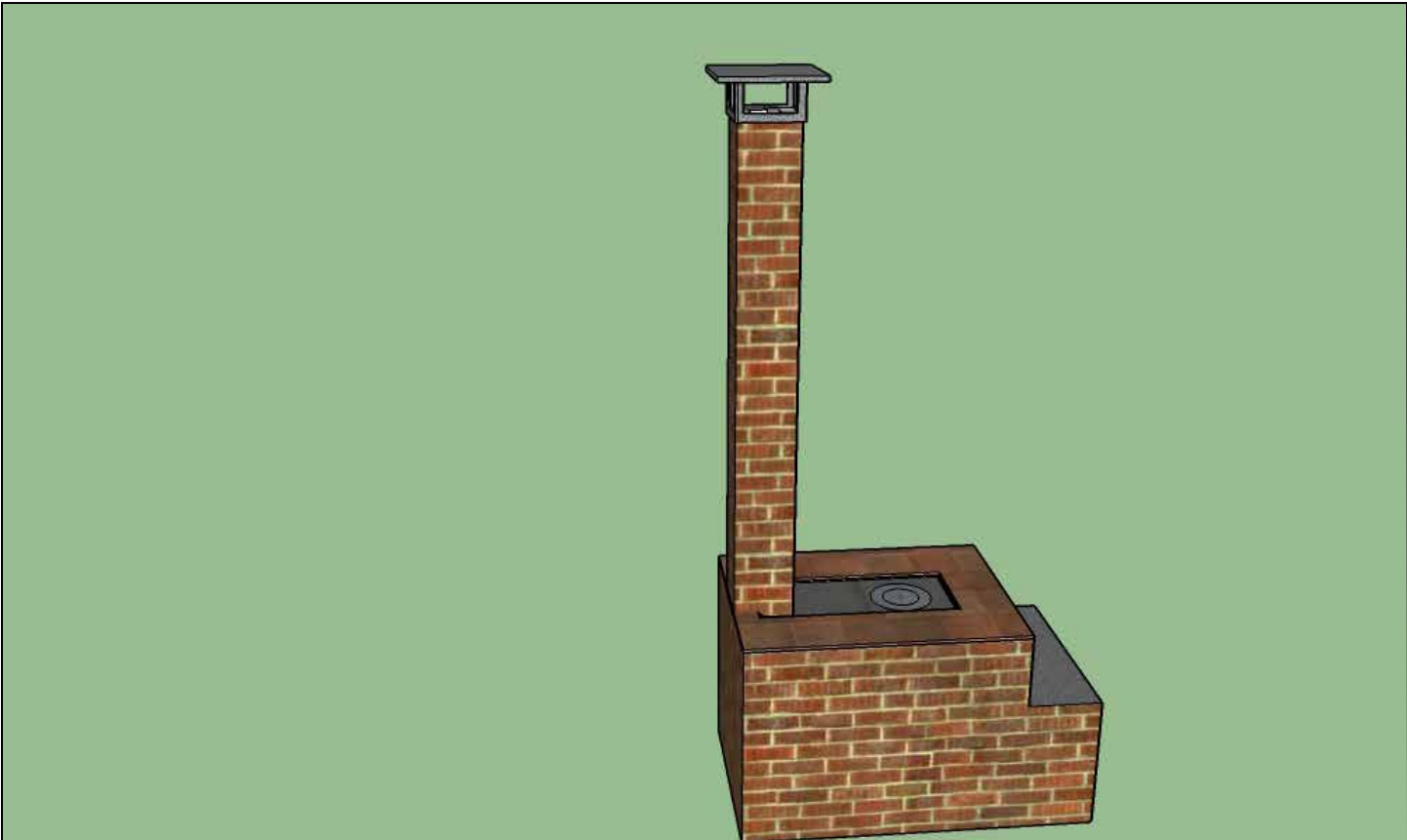
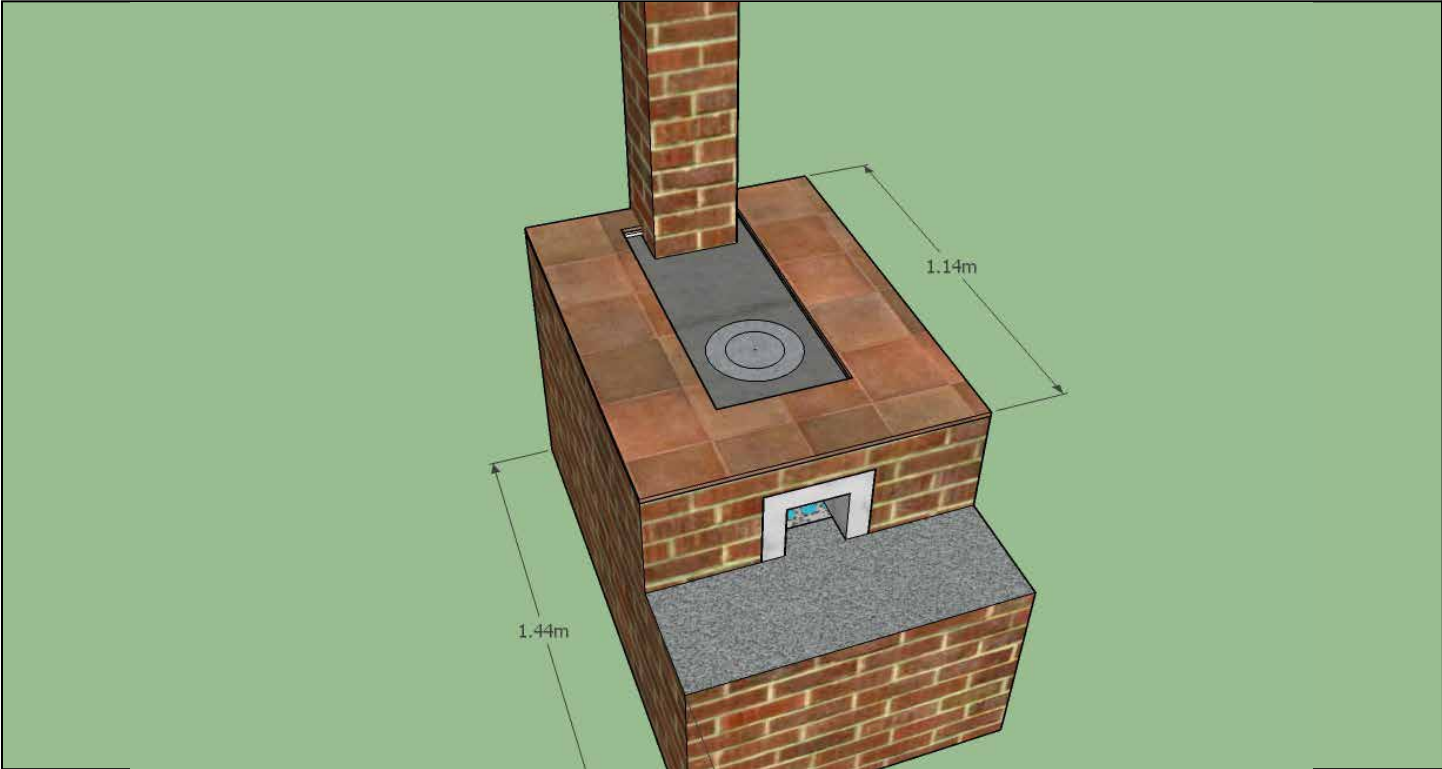


ELEVATION, BACK VIEW

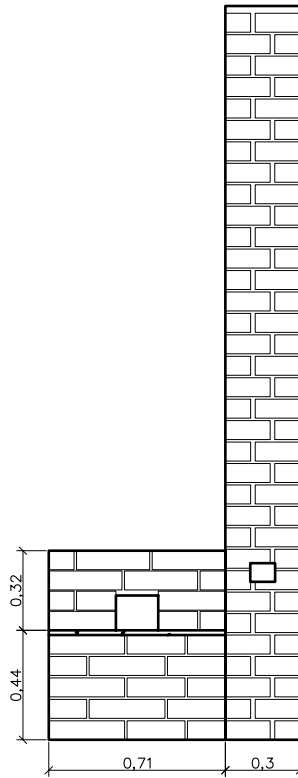


For the full set of Modern Bathroom plans, contact us at info@amigosforchrist.org.

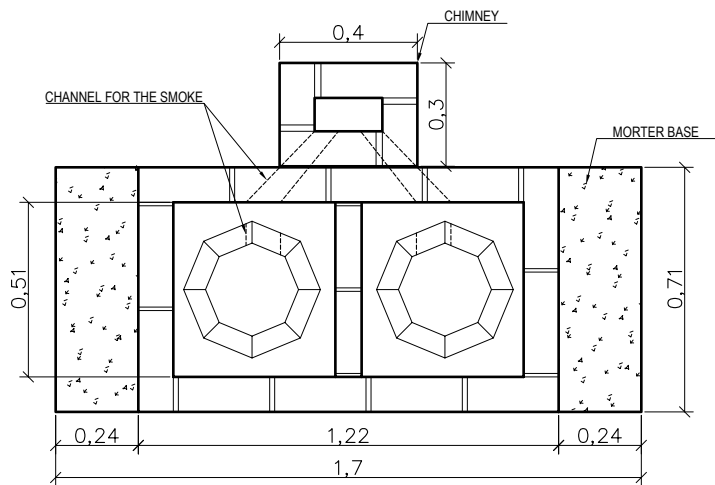
CLEAN AIR KITCHEN PLANS



Clean Air Kitchen Plans Continued



STRUCTURAL ELEVATION
RIGHT SIDE VIEW



STRUCTURAL ELEVATION, AERIAL VIEW

For the full set of Clean Air Kitchen plans, contact us at info@amigosforchrist.org.



IMPACT EVALUATION PROCESSES

The objective of Plan 7 is to facilitate community transformation, and this transformation is measured through impact. To ensure the highest level of success and the most accurate impact score, Amigos developed a standard evaluation process for each impact measure. This evaluation process examines the how, when, and who of each measure. The following section details each impact assessment process.

Leadership Evaluation Processes

COMMUNITY OWNS EVERYTHING

Destination #1: The Community Development Committee (CDC) facilitates advancement in their community

Impact measure: Score on Leadership Indicator Test

How: To measure the leadership development of the CDC and their ability to lead their community, Amigos developed a Leadership Indicator Test. The test objectively measures the effects of the committee's actions over the last year. The indicator test also subjectively assesses the leadership abilities of the CDC through the opinions of community members and affiliated Amigos Community Advocates. See the Checklist section for a copy of the Leadership Indicator Test.

When: The Amigos staff administers the Leadership Indicator Test to the CDC once each year throughout the Plan 7 partnership.

Who: The Strategy Team and the Community Advocate Team

Destination #2: Community Water and Sanitation Committee (CAPS) owns and manages their water system

Impact measure: Score on Water System Operation and Management Checklist

How: To ensure clean water 24/7 to each home in the community, Amigos uses the Operations Management Checklist to assess the leadership and operational skills of CAPS. The checklist details key water system functions and administrative actions the CAPS must take to provide water to their community. The checklist also measures the CAPS leadership ability through subjective surveys from community members and

affiliated Amigos staff. See the Checklist section for a detailed copy of the Operations Management Checklist.

When: The Amigos staff issues the Operation Management Checklist to the CAPS once a year for the duration of the Plan 7 partnership.

Who: The Strategy Team and the Community Advocate Team

Destination #3: Community Youth Committee (CDJ) develops the next generation of leadership

Impact measure: Score on Leadership Indicator Test

How: To measure the youth leadership capacity of the CDJ, Amigos created a Leadership Indicator Test specifically for youth. The test, similar to the Leadership Indicator Test for the CDC, measures the youth's ability to lead both objectively and subjectively. See the Checklist section for a copy of the Youth Leadership Indicator Test.

When: Amigos administers the Youth Leadership Indicator Test each year of the Plan 7 partnership starting in Year 2.

Who: The Strategy Team and the Community Advocate Team

Water Evaluation Processes

CLEAN WATER AND A BATHROOM

Destination #1: Clean water from a drilled well

Impact measure: Range of waterborne bacteria colonies (E coli) per 100/ml in water source

How: To ensure clean water for a community water system, Amigos tests the water source for the presence of E. coli. After chlorine treatment, the water is tested as it leaves the water storage tank and enters the distribution system. At this point, the water should be absent of E. coli. If E. coli or another harmful substance is found, Amigos will take a water sample to a certified lab for further testing. If the certified lab confirms the original test, Amigos will develop a plan to treat and monitor the water.

Amigos uses a DelAgua© Single Incubator to perform the test for E. coli. The kit employs the membrane filtration method, whereby 100ml of water sample passes through a semi-permeable paper filter with large enough for water molecules to pass through, but small enough to trap bacteria present in the water. Amigos performs this process twice per water sample producing two paper filters. The filters are then placed on a small metal plate, and 1 – 2ml of a liquid lauryl sulfate broth (LSB) solution is added to each filter. Finally, the filters are placed in an incubator set to 44°C and allowed to incubate for 18 hours. The LSB solution contains a molecule that specifically binds to an enzyme only found in thermotolerant coliforms (E. coli is the most common thermotolerant coliform) making the bacteria colonies appear bright yellow. The yellow color allows for easy identification as the paper filters leave the incubator.

When: Amigos performs the E. Coli test bi-annually for a community water system. This process begins in Year 2 of Plan 7 and continues for the duration of the Plan 7 partnership with a community.

Who: The Strategy and Innovation Team

Destination #2: Water distribution system supplying water to every home 24/7

Impact measure: Range of water born bacteria colonies (E coli) per 100/ml at each house spigot

How: As an additional approach, Amigos tests for E. coli at three to five randomly selected houses along the water distribution system. Each year, Amigos randomly selects one house located near the beginning of the distribution system, one to three located towards the middle, and one located near the end of the system. Water is then collected and tested from each spigot at each house. If E. coli or another harmful substance is found, Amigos will take a water sample to a certified lab for further testing. If the certified lab confirms the original test, Amigos will develop a plan to treat and monitor the water.

Amigos uses the same DelAgua© Single Incubator kit and same testing process for the DelAgua© Single Incubator described above in Destination #1 for Water for testing water at each home.

When: At the beginning of each year, Amigos randomly selects a set of houses to test for E. coli twice during that year. This process begins in the second year of Plan 7 and continues for the duration of the Plan 7 partnership with a community.

Who: The Strategy and Innovation Team

Water Evaluation Processes Continued

Destination #3: The construction of a Modern Bathroom at every home

Impact measure: Percentage of houses have eliminated their latrine

How: After Modern Bathroom construction is complete, the Amigos' team member in charge of quality control visits each bathroom to ensure the bathroom adheres to Amigos quality standards. The team member then enters the bathroom completion status and date into Amigos' Beneficiary Perfect System (BPS). After the data has been entered, the community member is responsible for eliminating their latrine. Once the latrine is eliminated, a Community Advocate enters the data into the BPS database. The Strategy and Innovation Team then verifies the data on BPS.

When: The Strategy and Innovation Team reviews the BPS data once a year before the yearly report.

Who: The Strategy and Innovation Team

Health Evaluation Processes

REDUCE PREVENTABLE DISEASE

Destination #1: Prevention of kidney disease through adequate hydration

Impact measure: Percentage of community members with a urine density less than 1020

How: As part of the Plan 7 partnership, Amigos conducts annual health exams in the partnering communities. The health exams consist of urine density test and fecal exams for pathogenic parasites. The level of test differs from year to year in the Plan 7 partnership. In Years 1, 4, and 7, all families participating in the Plan 7 partnership are tested. During Years 2, 3, 5, and 6, a random sample of 20% of the participating population are tested. Licensed health professionals conduct the health exams, collecting both urine and fecal samples from each member of selected families. The health professional records the data and submits the data to the Amigos team to enter into the BPS database.

When: Amigos performs health exams once a year for the duration of Plan 7. The scheduling of the test depends on the availability of team members or external clinics.

Who: The Strategy and Evaluations Team with a laboratory team (either internal or external)

Destination #2: Prevention of intestinal parasites through habit changes in hygiene

Impact measure: Percentage of the community members without pathogenic parasites

How: As part of the Plan 7 partnership, Amigos conducts annual health exams in the partnering communities. The health exams consist of urine density test and fecal exams for pathogenic parasites. The level of

test differs from year to year in the plan 7 partnership. In years one, four, and seven, the all families participating in the Plan 7 partnership are tested. During years two, three, five, and six, a random sample of 20% of the participating population are tested. Licensed health professional conducts the health exams collecting both urine and fecal samples from each member of selected families. The health professional records the data and submits the data to the Amigos team to enter into the BPS database.

When: Amigos performs health exams once a year for the duration of Plan 7. The scheduling of the test depends on the availability of team members or external clinics.

Who: The Strategy and Evaluations Team with a laboratory team (either internal or external)

Destination #3: Prevention of respiratory disease through the construction and use of a Clean Air Kitchen

Impact measure: Percentage of houses with a Clean Air Kitchen that have eliminated their open fire stove.

How: For houses that cook over an open stove, Amigos' goal is to influence the family towards a healthier cooking option. To show the impact of cooking over an open flame stove and measure a kitchen's environmental change after a Clean Air Kitchen is installed. To measure the impact in a community, Amigos measures the percentage of houses with a Clean Air Kitchen that have eliminated their open fire stove. If the number of houses in a community with a healthy kitchen is greater than 15, Amigos will measure a ran-

Health Evaluation Processes Continued

dom sample of 50% of the participating population.

After Clean Air Kitchen construction is complete, the Amigos' team member in charge of quality control visits each Clean Air Kitchen to ensure the kitchen is complete and the kitchen adheres to Amigos quality standards.

The team member then enters the kitchen completion status and date into Amigos' Beneficiary Perfect System. After the data has been entered, the community member is responsible for eliminating their open fire stove. Once the open fire stove is eliminated, a community advocate enters the data into the BPS database.

The Strategy and innovation team then verifies the data on BPS.

When: The Strategy and Innovation team reviews the BPS data quarterly before the quarter report.

Who: The Strategy and Evaluations Team

Education Evaluation Processes

EVERY CHILD IN SCHOOL

Destination #1: Innovative learning environment

Impact measure: Percentage of kids registered for primary school

How: Before the beginning of each school year, Amigos works with the local primary school to establish the list of unregistered kids then documents the data in BPS. Amigos then visits each family to verify to information.

When: Starting in Year 2, Amigos collects the enrollment data before the beginning of each school year.

Who: The Strategy Team and the Community Advocate Team

Destination #2: Increased family commitment

Impact measure: Percentage of students that finished the school year

How: Each year, the Community Advocate Team collects this information during comprehensive visits with each family in the community. The information is then entered into the BPS database.

When: Amigos performs this data collection annually starting in Year 2.

Who: The Strategy Team and the Community Advocate Team

Destination #3: Advancement in secondary studies

Impact measure: Percentage of students registered for secondary school

How: Each year, the Community Advocate Team collects this information during comprehensive visits with each family in the community. The information is then entered into the BPS database.

When: Amigos performs this data collection annually starting in Year 2.

Who: The Strategy Team and the Community Advocate Team

Economic Development Evaluation Processes

INCREASE INCOME BY 10% ANNUALLY

Destination #1: Effective family finance management

Impact measure: Percentage of families with zero consumer debt

How: To measure the impact of Amigos' efforts to reduce family consumer debt, Amigos selects either all or a portion of the families participating in the Family Finance Education project to evaluate their finances. If less than 15 families participate in the project, Amigos will evaluate all the families. If the number of participants is greater than 15 families, Amigos will select a random sample of 50% of the participating families to evaluate their finances.

When: Amigos performs the Family Finance Evaluation once a year starting in Year 2 and then continuing for the duration of Plan 7.

Who: The Strategy Team and Community Advocate Team

Destination #2: Access to low interest capital leading to zero debt after 5 years

Impact measure: Percentage of families with 10% increase in annual income compared to the previous year

How: Amigos assesses how access to capital impacts the livelihoods of Microcredit Loan Program participants. All microcredit loan recipients are required to track their income and expenses and participate in finance evaluations. Through these evaluations, Amigos measures family income, debt, and savings and documents the results in BPS.

When: Amigos performs the finance evaluation once a year starting in year 2 and then continuing for the duration of Plan 7.

Who: The Strategy Team and the Community Advocate Team

Destination #3: Small business development

Impact measure: Percentage of beneficiaries comply with savings of 10% of each credit cycle

How: Amigos assess how access to capital impacts the livelihoods of Microcredit Loan Program participants. All microcredit loan recipients are required to track their income and expenses and participate in finance evaluations. Through these evaluations, Amigos measures family income, debt, and savings and documents the results in BPS.

When: Amigos performs the finance evaluation once a year starting in year 2 and then continuing for the duration of Plan 7.

Who: The Strategies and Innovation team and the Community advocate team



EVALUATION CRITERIA

This section is a compilation of the various evaluation criteria used throughout the Plan 7 partnership with a community. The criteria allow project managers to verify the desired correlation between projects and impact. The criteria also enable project managers to follow standardized processes increasing project success within a Plan 7 partnership.

Leadership Evaluation Criteria

COMMUNITY OWNS EVERYTHING

Comprehensive Leadership Evaluation: CDC

How would you rate the honesty and integrity of CDC leaders in this community?	Very high, high, low, or very low
How would you rate the role or effectiveness of CDC leaders in this community?	Very high, high, low, or very low
Are you satisfied with the work of the CDC leaders?	Very satisfied, satisfied, not very satisfied, or dissatisfied
Do you feel involved in the decisions of your community?	Yes or no
Has a CDC member visited your family in the last 3 months to discuss projects or hear your opinion?	Yes or no
The CDC presents at least three action plans executed at the end of each year of Plan 7?	Yes or no
In their minute book, the CDC shows that they have held meetings every month?	Yes or no
The CDC presents different monthly work plans?	Yes or no
The CDC demonstrates the proper record of committee finances?	Yes or no
More than 30% of CDC members have remained on the committee for the past two years?	Yes or no

Leadership Evaluation Criteria

COMMUNITY OWNS EVERYTHING

Comprehensive Leadership Evaluation: CAPS

How would you rate the honesty and integrity of the CAPS members in the community?	Very high, high, low, or very low
How would you rate the role or effectiveness of the CAPS members in the community?	Very high, high, low, or very low
Are you satisfied with the work of the CAPS members?	Very satisfied, satisfied, not very satisfied, or dissatisfied
Do you feel involved in the decisions for the community water system?	Yes or no
Has a CAPS member visited your house this month to collect the monthly water bill?	Yes or no
The CAPS shows that they have carried out operational activities for the water system?	Yes or no
The CAPS shows that they have carried out administrative activities each month?	Yes or no
More than 30% of CAPS members have remained on the committee for the past two years?	Yes or no
The CAPS renders account on a quarterly basis?	Yes or no
The CAPS have finalized the committee legalization process (#RUC and all water system assets are in the name of the CAPS)?	Yes or no

Leadership Evaluation Criteria

COMMUNITY OWNS EVERYTHING

Comprehensive Leadership Evaluation: CDJ

How would you rate the honesty and integrity of CDJ leaders in this community?	Very high, high, low, or very low
How would you rate the role or effectiveness of CDJ leaders in this community?	Very high, high, low, or very low
Are you satisfied with the work of the CDJ leaders?	Very satisfied, satisfied, not very satisfied, or dissatisfied
Has a member of the CDJ visited the youth of your house to include, invite, ... etc.?	Yes or no
The work and members of the CDJ give me hope for the future of the community.	Yes or no
More than 20% of CDJ members have remained on the committee for the past two years?	Yes or no
In their minute book, the CDJ shows that they have held meetings every month?	Yes or no
The CDJ demonstrates the proper record of committee finances?	Yes or no
The CDJ presents different monthly work plans?	Yes or no
The CDJ presents at least five action plans executed at the end of Plan 7?	Yes or no

Health Evaluation Criteria

REDUCE PREVENTABLE DISEASE

Personal and Family Health (survey mother of a family)

In your opinion, how many liters of water do you drink daily?	< 1 liter, 1-2 liters, > 2 liters
Where do you get your family's drinking water?	Water system, purified water, other (hand-dug well, river, etc.)
Is water for drinking stored in a suitable container?	Yes or no
When do you wash your hands with soap and water?	Don't know, never, before preparing food, before eating, after using the bathroom, after changing a diaper, other
At what points do family members wash their hands?	Yes or no
Is there soap for washing hands in the sink in the bathroom?	Yes, no, no modern bathroom

Home Hygiene Evaluation

How often do you wash your modern bathroom?	< 1 time per week, 1-2 times a week, > 3 times a week
Is the modern bathroom clean?	Yes or no
Is all the bathroom trash in a trashcan?	Yes or no
Does the kitchen have allow animal access?	Yes or no

Education Evaluation Criteria

EVERY CHILD IN SCHOOL

Necessary Conditions for Education Checklist

Infrastructure	The school is built out of which material?	Blocks, bricks, or covitec	
	Does the school have a roof over all classrooms?	yes	no
	What kind of floor does the school have?	Tile, cement, or dirt	
	Do the classrooms have desks for the teachers?	yes	no
	Are there chairs for the teacher's desk?	yes	no
	Are there shelves in the classroom?	yes	no
	Are there desks and chairs for the elementary students?	yes	no
	Are there tables and chairs for preschool students?	yes	no
Innovative environment	Do the classrooms have learning murals (alphabet, numbers, vowels, etc.)	yes	no
	Are the classrooms equipped with educational toys?	yes	no
	Are the classrooms equipped with chalkboards?	yes	no
	Are the classrooms painted?	yes	no
	Are the hallways painted?	yes	no
	Does each classroom have a functioning door?	yes	no
	Are the windows in each classroom in good shape?	yes	no
	Are the window blinds in good shape?	yes	no



QUALITY STANDARDS

To ensure sustainable project functionality, Amigos follows an established set of quality standards for specific projects in the Plan 7 partnership. The standards define the level of quality of project components and desired outcomes. The standards are non-negotiable and are applied to every installation, construction and execution of the specified projects.

Subterranean Well

Well Site Area Restrictions

Contaminants: Table 1 identifies the restrictions of well and well field locations with respect to non-centralized wastewater treatment systems.

Treatment components	Distance from treatment components to individual wells or well fields for public supply or domestic consumption
Septic tank	More than 20 meters
Imhoff tank	More than 15 meters
Absorption well	More than 30 meters
Stabilization pond for aerobic and facultative anaerobic bacteria	More than 200 meters
Activated sludge	More than 100 meters
UASB reactor	More than 100 meters
Anaerobic filter	More than 100 meters
Oxidation trenches	More than 100 meters
Biofilters	More than 100 meters
Wetlands	More than 200 meters
Aerobic lagoon	More than 200 meters
Soil infiltration in general	More than 200 meters

The minimum distance between a service station (gas stations) and an individual well for public drinking water supply must be one thousand meters (1000 m) measured from the center of the well to the nearest fuel tank in accordance with Law No. 742, Art. 27, Law of Reform and Additions to Law No. 277, Law of Hydrocarbon Supply.

The minimum distance between a service station (gas stations) and a well for use other than that of drinking water supply whose extraction volume is greater than or equal to 3000 m³ / month must be five hundred meters (500 m) measured from the center of the wellhead to the nearest fuel tank.

In accordance with TON 05-015-01, the minimum horizontal distance between a well intended for human consumption and a site for the final disposal of hazardous solid waste must be one thousand five hundred meters (1,500 m), and the well must be located upstream with respect to the direction of groundwater flow.

In accordance with TON 05-015-01, the minimum horizontal distance between a field of wells intended for human consumption and a site for the final disposal of hazardous solid waste must be two thousand five hundred meters (2,500 m), and the well must be located upstream with respect to the direction of groundwater flow.

Subterranean Well Continued

When the static level of a well intended for human consumption is more than forty meters (40 m) deep, a minimum horizontal distance of thirty meters (30 m) must be kept between the and the following potentially polluting sources:

- Sewer pipes
- Wastewater channels
- Human waste systems containing absorption beds or absorption tanks
- Rainwater infiltration beds and wells
- Latrines

When the static level of a well-intended for human consumption is less than forty meters (40m), a minimum distance of sixty meters (60m) must be kept between the with respect to the previous potentially polluting sources.

The following is a list of other potentially polluting activities that should be considered or studied before siting a well:

- Sites with contaminated soils
- Contaminated bodies of water
- Abandoned wells
- Polluted rivers and willows
- Saline water bodies (surface or underground)
- Roads for automotive transportation of polluting substances
- Aerodromes for agricultural use
- Agricultural areas with intensive use of agrochemicals
- Areas of intense livestock activity
- Warehouses for agrochemical products
- Industries that handle hazardous substances
- Municipal solid waste dumps – controlled and uncontrolled
- Industrial effluent discharge points
- Slaughterhouses and slaughterhouse pens
- Hydrocarbon storage tanks

Floodplains: The well should not be built in a flood prone or flood risk area. When installation in a flood prone area, the bottom of the well must be raised at least fifty centimeters (50 cm) above the site's historical maximum flood level, or the well must be built in embankment.

To determine well placement, the driller must consider the historic maximum registered flood level and the morphology and the topographic elevation of the well emplacement site. This information must then be presented in the hydrogeological study to be delivered to the ANA or INAA prior to well construction.

Specifications for well construction

Preparation: The parts and substances used in the construction of wells must be of standardized quality.

The tools to be used for drilling the well must be disinfected before drilling commences. Before disinfection, it is necessary to remove grease, oils and other substances adhering to the tools.

Subterranean Well Continued

Drilling fluids with a base of water or clay must not contain any substance that degrade the chemical and microbiological characteristics of groundwater.

The water used in the preparation of drilling fluid must have physical-chemical characteristics such that they do not inhibit the properties of the fluid and do not degrade the groundwater. The preparation water must be free of pathogenic organisms and have a pH between 6 and 10. Under no circumstances is the use of gray or brown water permitted.

All permanent equipment, pipes, pumps, pumping column and accessories installed inside the well will be disinfected prior to installation.

Drilling: When drilling fluid additives are necessary to control the loss of circulation during drilling, other, mechanisms or additives must be used to recover the hydraulic properties of the well.

Drilling mud will not be released freely into the environment without proper management. It should not be dumped into streams, roads, gutters, bodies of water and drainage systems. Depending on the original conditions of the land and the surrounding environment, the excess mud may be deposited in an absorption pit; in this case the surface of the pit will be restored with a fifteen centimeter (15 cm) layer of organic soil in order to facilitate revegetation to avoid water erosion in the area. Another option, with prior authorization from the landowners, is to spread this mud on low-slope sites.

Before the well casing process, all pipes, gravel filters, filter gravel, the pipe to measure well depth, and the pipe used to install gravel must be disinfected. All foreign substances, such as grease, pastes used in the joints, sediment, metal residues, welding residues or slag, must also be removed before casing installation.

Site and project cleanup: After completion of the well, the work area should be cleaned and restored to its original condition. The well contractor must remove all residues from cleaning, disinfection of tools, debris and excess construction materials from the drill site.

Containers of lubricants, fuels, disinfectants and chemical additives used during the construction of the well must be properly disposed of as to cause no harm to the environment. No surplus of the above substances may be spread on the grounds.

Essential elements of the well:

Sanitary Seal: A sanitary seal is installed in the first six meters (6m) of well depth. For the sanitary seal, a cement slurry is poured between the well casing and the natural wall of the well. Thin seal prevents surface water from entering the well.

Subterranean Well Continued

An evaluated well head: The well head must be encased in cement and elevated above the ground level a minimum of 50 cm. If the well is in a floodplain, see the above section of contaminants for specifications.

Superficial cement well head skirt: If the design of the well requires the construction of a superficial cement skirt around the well head, the surface of the skirt should be built with a slope of 2%, so any water exposure sheds away from the well head. The skirt must be a minimum of three times the total diameter of the well casing. The skirt must have a thickness of 15cm, five of which must be below ground level.

Gravel for the gravel filter: The gravel must be a natural round stone free of organic matter and any substance that alters or modifies its physical or chemical properties. Crushed gravel or corned/flat gravel is prohibited.

Contra-casing: The contra-casing is generally made of steel and is an added protection against collapse in the case of unstable terrain. The contra-casing is typically installed to depths of six meters. The contra-casing should be the same height as the well casing in the well head. The space between the contra-casing and the well casing must be filled with a cement grout to protect the well against surface contaminants.

Well head base: A well head base must be installed at the well head. The base is a concrete square that incases the well casing, gravel install pipe, and the water level measuring pipe 30cm above ground level.

Isolation of undesirable strata: In the event that a well is drilled in an aquifer stratum with an undesirable quality water, the driller must perform the necessary measures to isolate the undesired water from mixing with the clean aquifer below.

Well disinfection: Well disinfection is performed after the development stage and before the permeant installation of pumping equipment. The driller must ensure a proper mix of disinfectant to avoid over exposure of chemicals in the well.

After the disinfectant is applied, the driller must well agitate the water to achieve a good mix and allow the water-disinfectant mixture to come in contact with the walls of the casing, screen, filter and formations of the aquifer adjacent to the casing. Subsequently, the mixture must be circulated inside the casing and then extracted by pumping. After the well has been disinfected, the driller must ensure that there is no residual residue from the disinfectant.

To disinfect a well with chlorine, the driller must use a chlorine solution concentration ranging between fifty and two hundred milligrams per liter (50 and 200 mg / l). After adequate mixing and chlorine exposure, the driller must leave the chlorine solution in the well for 24 to 48 hours. After disinfection, the driller will pump water from the well until the well is free of residual chlorine.

Submersible Water Pump system

Submersible water pumps: Submersible water pumps for Amigos water systems are design to adequately supply water to all points in a water system. Amigos uses Franklin Electric water pumps due to their pumping efficiency and availability in Nicaragua.

Pumping column: The diameter of the pumping column is calculated according to Table 6.2 of the NTON 09001-99 standards or in accordance with the 5% friction limit the standard provides. In addition, a vertical check valve is installed in the pumping column twenty above the submersible pump. The column pipe is specified by the ASTM A57 quality standard grade A.

Well head pipe series: The diameter of the discharge pipe is calculated using either the NTON 09001-99 standard or by the North American AWWA standard depending on installation environment. The diameter of the pipe in the pipe series and the other components of the series is specified by the ASTM A57 quality standard, grade A. The series contains the following components: air relief valve, spigot, chlorine injection valve, pressure switch (if applicable), pressure gauge, master water meter, horizontal check valve, flush valve, and two malleable pipe unions. The unions allow maintenance or post-installation work. The following components are isolated using a shutoff valve to provide uninterrupted service when maintenance is needed: chlorine injection valve, air relief valve, pressure switch, and pressure gauge.

Galvanized Fittings: All galvanized fittings used in the system follow the ASTM A-197 specifications.

Electric installations of submersible pumps: For electrical pump installations, Amigos uses the Franklin Electric Pump Tech Plus control box to control pump functionality. The Pump Tech Plus contains a magnetic starter and a timer for A metal control box is required in the pump house for electrical pump installations. The size and shape of the control box depends on the submersible pump type. The control box is to contain a magnetic starter, a breaker for the starter, and a timer for pump activation. The control box is protected by an additional breaker for a second layer of protection against lightning or power surges. Any other electrical component added to the system will also have a dedicated breaker for added protection.

Main Water Line

Conduction pipes: The conduction pipes are the pipes that carry water from the well to the water storage tank. The tubes are designed according to pumping conditions and other elevation and flow considerations and in compliance with NTON 09001-99 standards. Main water line pipes are PVC unless pressure or flow conditions do not permit and are governed by ASTM D – 2241 specifications.

Distribution pipes: The distribution pipes are the pipes that distribute water from the water storage tank to the community. The pipes are designed to last twenty years and are governed by the NTON 09001-99 standards. The pipes are PVC and adhere to the ASTM D-2241 specifications.

Pipe joints: The pipe joints are cleaned with a cloth to ensure the absence of debris, then connected using pipe cement.

Vertical and horizontal accessories: The vertical and horizontal accessories used in the water system are type SH-40.

Air release valves: Air release valves are installed at predetermined critical points to release captured air that prohibits the flow of water through the pipes.

Pressure gauges: Pressure gauges are installed roughly every two and a half kilometers accompanied with a shutoff valve. The specific location is determined by the design engineer during the design process. The pressure gauges allow identification of leaks in the main water lines.

House Connections

House connection to the main water line: The house connection pipes from the main water line are ½ inch diameter ASTM D-2241 type tubes when the house is less than fifteen meters from the main water line. In the event of an extended connection, the tube diameter will increase depending on the distance from the main water line and the associated NTON 09001-99 standards.

House water meter: House water meters are of the plastic type and installed with a shutoff valve between the main water line and the water meter. The water meter is secured by a plastic water meter protection box.

House spigots: Each house receives two water spigots: one inside the home and one outside the home. The homeowner determines the exact position of the water spigots. The outside spigot is installed with a ½ inch galvanized pipe embedded in a 3"x3"x3' concrete post for durability.

Water Storage Tank

Water storage tank: Water tank storage is calculated taking into consideration storage volumes and fluctuation volumes specified by the NTON 09001-99. The height of the water storage tank is determined according to pressure and ground conditions. Tanks are either made of metal or concrete.

Metal tanks: Metal tank designs comply with the following standards:

- Norma API 650
- Norma ANSI/AISC 360-10 4.2.3
- AWS D1.1
- AWS D1.8
- AW/WA D100-II

Concrete tanks: Concrete tank designs comply with the following standards:

- CR-001
- ACI 318 – 19
- ACI 301 – 10
- ACI 350.

Seismic analysis and loads: Due to earthquake conditions, all tanks follow the national construction regulations or RNC-07. The structural engineer determines the type of seismic analysis, static or spectral dynamic, in accordance with project requirements. In addition, loads that affect the structure, are governed by the ASCE 7 – 10 codes.

Water Quality

Water quality: For water to be considered potable, the water must pass a water quality exam administered by a qualified Nicaraguan laboratory. The exam evaluates the bacteriological, organoleptic, physical-chemical, inorganic substances of significance, unwanted substances, pesticides, and disinfectant parameters of the water identified in the NTON 09001-99 standard for the rural sector of Nicaragua.

Thanks for reviewing Plan 7, our community development model. Every goal, evaluation measure, and project strategy included in Plan 7 is a culmination of our best efforts to make Christ more visible by transforming life in Nicaragua. As we grow, we will continue improving our plans and strategies so we can better serve our Nicaraguan brothers and sisters. To walk alongside one another is to love one another. We believe, if Jesus were here today, he would do the same. Thank you for partnering with us to share the love of Christ.

Juntos,

The Amigos Team

