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# DATA ANALYSIS, EVALUATION, AND OTHER ASSISTANCE FOR USAID/LAC BUREAU

## FINAL REPORT



June 2014

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# **Data Analysis, Evaluation, and Other Assistance for USAID/LAC Bureau**

## **FINAL REPORT**

**Period of Performance July 6, 2010 – March 9, 2014**

GLOBAL EVALUATION & MONITORING (GEM) II  
GEM II BPA No. EDH-E-39-08-00003-00  
Task Order No: AID-OAA-BC-10-00001

Submitted by:  
JBS International, Inc.

Submitted to:  
USAID/LAC/DSR/EHR

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### **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development of the United States Government.

**Aguirre Division Activities for the Task Order AID-OAA-BC-10-00001, LAC  
Data Analysis and Evaluation to LAC/RSD/EHR  
End of Project Report  
July 6, 2010 – March 9, 2014**

This final report describes the activities for the Global Evaluation and Monitoring Task Order AID-OAA-BC-10-00001, LAC Data Analysis and Evaluation, in which JBS International (JBS) provided technical assistance to the USAID Bureau for Latin America and the Caribbean, Office of Regional Sustainable Development Education team (LAC/RSD/EDU). The task order was established to provide expert technical assistance to strengthen the design and management of USAID's regional and bilateral education programs in Latin America and the Caribbean. Activities and deliverables for each task are described in this report.

**Scope of Work: Tasks and Deliverables:**

**TASK 1: ANALYZE EDUCATION TRENDS AND ISSUES.**

- 1.1 *Education Trends in the LAC Region*
- 1.2 *At-risk Youth in Latin America and the Caribbean*
- 1.3 *Country and Issue Briefs: LAC Region*
- 1.4 *Database of LAC At-risk Youth Programs*
- 1.5 *Translation of USAID Education Strategy*

***Deliverables for Year 1:***

- i. Developed PowerPoint slides of LAC education trends
- ii. Developed PowerPoint slides of LAC education trends in youth
- iii. Developed an Electronic database of at-risk youth programming in the LAC region
- iv. Issued a brief on at-risk youth in the LAC region
- v. Issued country briefs that discuss education trends and how USAID is responding to them in nine countries
- vi. Issued briefs of synergies between education and other topics of interest

***Deliverables for Year 2:***

- i. Issued country briefs that described the status of access and quality of education in each of the nine LAC countries.
- ii. Issued briefs on how education may prevent and mitigate youth violence in the LAC region
- iii. Continued development of an Electronic database of at-risk youth programming in the LAC region
- iv. Began translation of the USAID Education Strategy into Spanish

***Deliverables for Year 3:***

- i. Finalized the translation of the USAID Education Strategy document

***Deliverables for Year 4:***

- i. Finalized and submitted "A Summary Analysis of Education Trends in Latin America and the Caribbean"
- ii. Finalized the PREAL Lessons Learned Document

## **Scope of Work: Tasks and Deliverables, continued**

### **TASK 2: Sector Assessments and Program Design Support.**

- 2.1 *Literature Review of Effective Programming for At-Risk Youth in LAC*
- 2.2 *Other sector assessments as needed*
- 2.3 *Program design support*
- 2.4 *Desk Study: White Papers to Support At-Risk Youth in LAC*

#### ***Deliverables for Year 1:***

- i. Provided a Desk study of effective programming for at-risk youth in the LAC region
- ii. Provided technical assistance to the LAC team on the program design of 2-3 new regional education programs

#### ***Deliverables for Year 2:***

- i. Completed and submitted a white paper on *Education's Role in Preventing Youth Crime and Violence in LAC*
- ii. Completed and submitted the Nicaragua At-Risk Youth Assessment report: Assessment of Security and Crime Prevention Activities, with a Focus on Youth at Risk, on the Caribbean Coast of Nicaragua
- iii. Assisted PREAL to identify the steps it needs to take to develop and implement a sustainability plan
- iv. Provided activity design support for USAID/Guatemala

#### ***Deliverables for Year 3:***

- i. Completed and submitted a white paper on Education's Role in Preventing Youth Crime and Violence in LAC
- ii. Completed and submitted the Nicaragua Youth Assessment
- iii. Provided technical assistance to USAID/Guatemala on program design
- iv. Provided technical assistance to USAID/Nicaragua Office of Health and Education
- v. Provided technical assistance to USAID/Dominican Republic on program design
- vi. Provided technical assistance to USAID/Haiti on program design

#### ***Deliverables for Year 4:***

- i. Completed Sector Assessment in Honduras
- ii. Provided technical assistance on program design to USAID/Haiti, the Dominican Republic, and Nicaragua

### **TASK 3: Monitoring and Evaluation of Education Programs.**

- 3.1 *Monitoring & Evaluation for LAC Regional Education Programs*
- 3.2 *Monitoring & Evaluation for Mission Programs*

#### ***Deliverables for Year 1:***

- i. Finalized CETT white papers and CETT impact study 2008-2009
- ii. Provided technical assistance to LAC missions as needed

#### ***Deliverables for Year 2:***

- i. Finalized a paper related to the CETT White Papers series: Cost Effectiveness
- ii. Began conducting the LAC Regional Education Policy Assessment
- iii. Designed and initiated the Evaluation of LAC Higher Education Scholarships Program
- iv. Provided technical assistance to USAID/Guatemala for the design of a Goal 1 activity

*Scope of Work: Tasks and Deliverables, continued*

***Deliverables for Year 3:***

- i. Developed the Testing and Assessment Paper
- ii. Drafted and submitted the LAC Regional Education Policy Assessment
- iii. Completed the Education and Social Policy Briefing: Fourteen Lessons for Improving Learning

***Deliverables for Year 4:***

- i. Completed the CETT Testing White Paper
- ii. Finalized the LAC Regional Education Policy Assessment
- iii. Completed the Evaluation of LAC Higher Education Scholarships Program
- iv. Completed the Nicaragua Alliances Evaluation and translated it into Spanish
- v. Completed the Nicaragua Education for Success Evaluation

**TASK 4: PREPARE FOR EDUCATION SKILL-BUILDING WORKSHOPS.**

*4.1 LAC Regional Education Workshop*

***Deliverables for Year 1:***

- i. Provided technical assistance for pre-workshop logistics
- ii. Assisted the LAC team with session planning
- iii. Provided on-site logistics and session note taking
- iv. Transcribed workshop proceedings and submitted the workshop report

***Deliverables for Year 2:***

- i. Provided technical assistance for pre-workshop logistics

***Deliverables for Year 3:***

- i. Planned and provided assistance to the Virtual Workshop
- ii. Compiled Workshop report

***Deliverables for Year 4:***

- i. No activities were conducted under this task during Year 4

**Year 1 (July 6, 2010 – June 30, 2011)**

Under Task Order 30 in Year One, JBS focused on providing research assistance in two main areas: researching education trends in the LAC region and researching at-risk youth in the region. JBS produced a number of deliverables with this information as detailed below. JBS also conducted sector assessment and provided project design support, such as producing a literacy review for at-risk youth. JBS also worked on the CETT impact study and white papers, in addition to providing support to the LAC team to prepare for a LAC regional education workshop.

**Task 1: Analyze Education Trends and Issues of Importance in the LAC Region**

The materials created under this task were intended to inform USAID personnel and other stakeholders interested in education activities, whether supported by USAID or other donor agencies, in the region.

### *Activity 1.1, Education Trends in the LAC Region*

In preparation for the LAC regional workshop, October 2010, JBS researched education trends and statistics in the region. This information was used to prepare PowerPoint slides presenting education trends in the LAC region that the LAC team could use in responding to requests for trend data. The slides presented secondary data from various sources such as the UNESCO Institute for Statistics and World Bank EdStats, and included statistics such as: School-age populations by region; pre-university gross and net enrollment rates; primary dropout, repetition, and graduation rates; primary and secondary transition rates; youth completion and equity rates; secondary net enrollment rates; primary and secondary transition rates; secondary completion rates; and adolescent performance results on the Program for International Student Assessment (PISA).

### *Activity 1.2, At-risk Youth in Latin America and the Caribbean*

JBS assisted the LAC team in updating the At-risk Youth Programming database by preparing a preliminary electronic database of LAC programs. The region faces large numbers of out of school youth, many of whom are at-risk of, or have joined gang activity. JBS supported the LAC team in preparing materials related to youth research in the region. This information provided an important foundation for a draft white paper on educational programming for at-risk youth mid-way through the year (see task 2.1). The information also contributed to subsequent youth-oriented reviews and white papers described below which contributed to an understanding of issues related to youth and how USAID is responding to the challenges facing youth in the LAC region.

### *Activity 1.3, Country and Issue Briefs: LAC Region*

JBS conducted in-depth research on each of the nine countries in the region to prepare country briefs to succinctly describe the education system and education challenges in each of the LAC countries where USAID has education programming. The objective of these briefs was to provide an overview of the USAID/LAC Mission education portfolios to inform USAID officers, other U.S. government officials, and the public. JBS began work on the country briefs in Year 1, responding to Bureau needs.

## **Task 2: Sector Assessments and Program Design Support**

Task two of the work plan outlined activities related to sector assessments and program design support. The objective of sector assessments is to assist USAID in program planning and implementation to ensure that the education sector is effective, efficient, and relevant to broader contextual issues. In Year 1, most of this work was related to at-risk youth. JBS also provided logistical support to the LAC team in this first year as they developed new activities related to basic education, higher education, and youth.

### *Activity 2.1, Literature Review of Effective Programming for At-risk Youth in LAC*

Information collected from LAC education officers who participated in an E3-initiated mission survey and at the LAC regional workshop indicated an interest in more research and knowledge-sharing about at-risk youth issues and related programming. In an effort to respond to this need, in September 2010, JBS was tasked with preparing a literature review of effective programming for at-risk youth in the LAC region. The youth white paper included:

1. Data on at-risk youth populations in the LAC region;
2. Summary of indicators linked to assessing risk factors;
3. Review of key USAID interventions for at-risk youth and how they relate to themes such as education, health, economic growth, and civic life and national security; and
4. Recommendations for future programming.

The first draft of the youth white paper was submitted to the LAC team in December 2010. Upon further review, JBS and the LAC team shifted the purpose of this paper to a series of white papers on key issues of interest. The revised white papers included three topics:

1. **Youth's vulnerability towards crime/violence and the role of education and youth development programming: The evidence.** This paper focused on the role that education and cross-sectoral youth development programming can play in mitigating (or fueling) crime and violence in the LAC region
2. **Targeting at-risk youth in LAC.** This paper analyzed the key characteristics of at-risk youth populations in LAC and examined their implications in the design of youth programs.
3. **Achieving scale of at-risk youth programs.** The paper provided an analysis of the benefits and pitfalls of achieving scale of at-risk youth programs, many of which are at the heart of local community development programs.

Research related to these three white papers continued into Year 2 of this task order, when research was consolidated into a single paper entitled *Education's Role in Preventing Youth Crime and Violence in LAC* (see below).

#### *Activity 2.3, Program Design Support*

During the 2010 regional workshop, the JBS team provided technical and logistical support for three sessions related to program design: basic education, higher education, and youth. JBS worked with the LAC team to facilitate discussions between USAID Washington and mission staff to discuss what types of programs would be most useful. JBS compiled the notes for these sessions and included the discussions in the workshop evaluation report.

Additional technical assistance to the LAC team on the program design of the regional basic education program included logistical support for a USAID staff retreat to discuss options for the new program. This retreat was held on March 17, 2011. In preparation for the retreat, JBS prepared short briefers related to the context for the program design and how it related to USAID's new education strategy. The team also prepared two short documents on the legacy of the Centers for Excellence in Teacher Training (CETT) program and CETT achievements in student literacy. JBS took notes at the retreat and provided a synthesis of the discussion to the LAC team.

#### **Task 3: Monitoring and Evaluation of Education Programs**

Monitoring and evaluation assistance to education programs, both bilateral and regional, was minimal in Year 1 of the task order. The only activity under task three included the wrap-up of activities under the previous CETT MOBIS task order, which included the white paper series and the CETT impact study.

### *Activity 3.1, Monitoring and Evaluation of LAC Regional Education Programs*

The JBS team finalized three publications related to the CETT white paper series and the CETT impact study during Year 1 of the task order. The purpose of these publications was to understand the lessons learned from the CETT experience, as well as changes in teacher and student behaviors and performance as a result of the CETT program. All publications were reviewed by a professional editor before being submitted to the LAC team for final approval.

In order to promote these publications and the lessons learned of the CETT program, JBS organized a session at the Comparative and International Education Society (CIES) annual conference in May 2011 and, together with USAID, presented findings from the CETT white papers.

The CETT impact study (2008-2009) providing results on changes in teacher behavior and student achievement in reading was also finalized and published in Year 1.

#### **Task 4: Workshops**

In Year 1 of the task order, JBS provided technical and logistical support for the LAC regional education workshop, which was held on October 17 – 29, 2010, in Miami, Florida.

#### *Activity 4.1, LAC Regional Education Workshop: October 2010*

##### Pre-workshop Logistics

The preliminary planning process for the LAC regional workshop included a thorough review of possible venues for the event; submitting proposal requests according to the workshop needs to over twenty hotels in the Miami metropolitan area and providing a comparison of offers to the LAC team. JBS signed a contract with the Conrad Miami Hilton on August 17, 2010 which included a guest room block for the first week of the workshop (October 17 - 22), details about food and beverage needs, as well as cancellation clauses. JBS worked with International Resources Group (IRG), JBS's counterpart during the second week of the workshop (October 23 - 29), to ensure they signed a similar contract and ensure a smooth transition to the second week of the workshop. In addition, JBS coordinated with the LAC team to prepare a "save the date" and a registration announcement for all LAC invitees. In addition, JBS designed a registration website for the workshop that included information about the workshop agenda, and all registration details.

##### Session Planning

JBS coordinated with the LAC team to prepare and finalize the workshop agenda and session details; compiled the necessary information from session speakers, including speaker bios, session materials, IT needs, and abstracts; and prepared information binders to be given to participants at the beginning of the workshop. Resources, session materials and descriptions, and other useful information were included in these binders.

##### On-site Logistics

JBS provided on-site support including registration, technical support, hotel liaison, and note-taking during the first week of the LAC workshop: October 17 - 22. Thirty-two participants attended the first week, and an additional eight participants served as support staff and

consultants. Seventeen participants represented ten LAC missions and fifteen participants attended from USAID Washington. Most of the Washington staff served as session presenters. These included staff from the Bureau of Economic Growth, Agriculture, and Trade's office of education (EGAT/ED, now E3/ED), the bureau of Policy, Planning, and Learning (PPL), and the office of the General Counsel (GC). Three participants represented the LAC bureau, including the Deputy Assistant Administrator and the Deputy Director of the RSD Office.

### Post Workshop

Following the LAC workshop, JBS transcribed all of the workshop proceedings for week one and provided an overall workshop evaluation to participants. In summary, workshop participants concluded that session content was most informative in the sessions related to Washington perspectives, program evaluation, and the TEST course; 100% were "pleased" or "very pleased" with the workshop site and organization; three-fourths of participants "strongly" agreed that they had gained new knowledge and/or skills during the workshop and TEST training; the other one-fourth agreed; over 80 percent of participants thought that the knowledge and/or skills gained from the workshop would assist them in their job. The final report was approved by the LAC team in January 2011.

### **Year 2 (July 1, 2011 – July 31, 2012)**

In Year Two, JBS continued supporting the LAC team by developing country and issue briefs, supporting the Youth Programs Database project, developing sector assessments and program design support. In addition, JBS continued the monitoring and evaluation of LAC Regional Education Programs by finalizing a fourth publication in the CETT white paper series, Cost Effectiveness, and continued work on the PREAL and SEED evaluations. JBS also provided logistical support for the upcoming LAC regional education workshop, held in Year Three.

#### **Task 1: Analyze Education Trends and Issues of Importance in the LAC Region**

##### *Activity 1.3, Country and Issue Briefs: LAC Region*

Early in Year 2, the JBS team began revising the nine country briefs (for the Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, and Peru) to include a description of the education context of each country, USAID programs, data on teacher quality, youth and violence, and information related to the new USAID education strategy in response to the LAC team's requests. Upon review, the LAC team determined that, while the more comprehensive briefs would be useful for internal use, a more concise two-page version would be more suitable for the public and useful for the Missions. The JBS team then developed new shorter versions of the briefs for each country, which were then presented to the LAC team.

In addition to the country briefs, JBS produced an analytical briefing paper on at-risk youth in the LAC region examining how USAID programming and policies have addressed youth issues in the region. The policy review paper was produced as an issue brief entitled *Education's Role in Preventing Youth Crime and Violence in LAC*. The paper was peer reviewed by five USAID youth specialists and finalized after the conclusion of the current reporting period.

#### *Activity 1.4, Database of At-risk Youth Programming in LAC*

Phase one of the LAC Youth Programs Database was an Excel database for the content backdrop while phase two was an interface for an internal LAC youth programs database. JBS supported and completed Phase one in building the components of the database which included over 90 youth program entries (with some programs entered multiple times due to activities in more than one country). Additionally, JBS worked with a USAID-based programmer to submit appropriate content for the database prototype. JBS and LAC also worked together to brainstorm ways in which USAID Missions would be able to submit content on a rolling basis in the future.

#### *Activity 1.5, Translation of USAID Education Strategy into Spanish*

During Year 2, JBS translated the USAID Education Strategy into Spanish for distribution to the USAID Missions in Spanish-speaking countries.

### **Task 2: Sector Assessments and Program Design Support**

Research on at risk youth continued into year 2 of the task order. Additionally, assessment support was provided to USAID/Nicaragua and Guatemala, and design support was provided to the regional program.

#### *Activity 2.2, Sector Assessments*

##### Nicaragua At-Risk Youth Assessment report: *Assessment of Security and Crime Prevention Activities, with a Focus on Youth at Risk, on the Caribbean Coast of Nicaragua*

In February 2012, to support future program options, USAID/Nicaragua requested support from the LAC team for a Nicaragua At-Risk Youth Assessment. JBS organized an in-country assessment to gather, compile and analyze information on organizations and activities focused on the Caribbean (or “Atlantic”) Coast of the country that target at-risk youth or aiming to improve citizen security by limiting the expansion of crime in the eastern coastal areas of Nicaragua. The assessment team was also charged with providing recommendations for programming options to inform the design of a Mission Special Objective. The JBS team included experts in education and youth development who carried out fieldwork in multiple communities on the Atlantic Coast and in Managua.

##### Support for USAID/Guatemala Program Design

The LAC team facilitated a request from USAID/Guatemala to provide design support for a Goal 1 activity in education. JBS sent a program design expert who reviewed key documents, interviewed Mission staff in Guatemala, and then worked remotely to develop a design document for use by USAID/Guatemala.

#### *Activity 2.3, Program Design Support*

JBS assisted the Partnership for Educational Reform in Latin America (PREAL) to identify the steps it needed to take to develop and implement a sustainability plan and to determine what strategic actions would be of the highest priority to ensure programmatic continuity. PREAL has been largely funded by USAID since the 1990’s, and its current agreement was coming to an end. The support, provided by an expert consultant, was designed to identify the concrete steps PREAL might take to develop and implement a sustainability plan, including the skills that

would be required of individuals hired to do the sustainability planning work. JBS met with PREAL, worked with PREAL to identify the PREAL program priorities, and provided recommendation on courses of action and alternatives for PREAL to proceed on sustainability analysis and planning. After meeting with USAID to discuss the results, JBS prepared a final report *Options for Sustainability: PREAL*, suggesting five sustainability options, assessing their potential cost and likelihood of success, and recommendations for future steps.

### **Task 3: Monitoring and Evaluation of Education Programs**

#### *Activity 3.1, Monitoring and Evaluation of LAC Regional Education Programs*

##### CETT - White Paper Series

The JBS team finalized a fourth publication in the CETT white paper series, *Cost Effectiveness*, during Year 2 of the Task Order. Originally begun under a previous agreement with USAID, the CETT White Papers underwent an extensive set of reviews to provide the most relevant information for future programming at USAID. The purpose of this publication was to draw out the lessons learned from the CETT experience, and specifically examine the CETT model and cost factors.

##### LAC Regional Education Policy Assessment

The LAC Regional Education Policy Assessment had two objectives:

1. To update the 2006 evaluation of the Partnership for Educational Revitalization in the Americas (PREAL) by evaluating activities that are new since that evaluation, namely the Strategic Partnerships and the Business-Education Alliances; and
2. To inform design of future policy work focused on improved reading outcomes through careful contextual analysis of the benefits and limitation of different modalities of policy work, considering policy work by PREAL and others as well as drawing on data collected through interviews and surveys.

To achieve these objectives, the JBS team: (1) assembled a team to carry out in-country evaluation and research in three countries (Honduras, Guatemala, and the Dominican Republic) and an education policy reform specialist to work on a broader “taxonomy” effort; (2) drafted the methodology and a workplan and data analysis plan; and (3) drafted data collection protocols.

To provide quality assurance, JBS developed a review process that included multiple stages of review with peer review panel of education experts. The final report, *LAC Regional Education Policy Assessment*, was completed in July 2012.

##### Higher Education Scholarships Evaluation

The LAC team requested an evaluation of the regional higher education program supported by USAID in the region; the purpose of the evaluation was to assess the merit and value of USAID’s investment in higher education scholarships in the Latin America and the Caribbean (LAC) region over the past 25 years. The investments include the Scholarships for Education and Economic Development (SEED) program and its predecessors. JBS worked with the LAC team

and the holder of the SEED cooperative agreement, the Center for Intercultural Education and Development (CIED) at Georgetown University to determine design possibilities and constraints, given the availability of data.

The JBS evaluation team prepared a detailed work plan and timeline, data analysis and methodology plans, and questionnaires and others instruments for the evaluation. The contact strategy and primary interview instrument was piloted in Nicaragua. JBS also carried out field visits to three U.S. campuses that implemented the program. The JBS team mobilized in-country consultants and teams of fieldworkers in El Salvador, Guatemala, and Mexico to conduct the field research.

In July 2012, JBS traveled to each country to conduct intensive interviews of SEED program stakeholders and to train the data collectors in the use of the instruments. Data collection began immediately thereafter, consisting of in-person interviewers with scholarship alumni and with a comparison group.

#### **Task 4: Workshops**

In Year 2 of the Task Order, JBS provided technical and logistical support for the LAC regional education workshop to be held in October 2012, in Washington, DC.

*Activity 4.1, LAC Regional Education Workshop: to be held in October 2012*

##### Pre-workshop Logistics

The preliminary planning process for a LAC Regional Education Workshop included a thorough review of possible venues for the event. JBS contacted a number of hotels in Guatemala, where the workshop was initially planned to be held, to obtain quotes according to the workshop needs. In addition, the JBS team established a registration website for the event. However, in May 2012, it was determined that the workshop would be postponed; the date and location of the workshop were changed to October 2012 in Washington, DC. JBS cancelled previous arrangements, modified the registration website to indicate that the workshop had been postponed until October 2012 and assisted with developing and communicating detailed instructions for Mission staff to update their registration. JBS also assisted with venue search and options in Washington, DC.

#### **Year 3 (August 1, 2012 – July 31, 2013)**

In Year 3, JBS finalized the translation of the USAID Education Strategy into Spanish; continued assessments and program design support, completed evaluations and additional white papers and synthesis reports on lessons learned, and provided logistical support and planning for the LAC regional workshop.

#### **Task 1: Analyze Education Trends and Issues of Importance in the LAC Region**

*Activity 1.3, Country and Issue Briefs: LAC Region*

In Year 3, the LAC team asked JBS to put the task of updating the country briefs on hold.

*Activity 1.5, Translation of USAID Education Strategy*

JBS finalized the translation of the USAID Education Strategy into Spanish in Year 3.

## **Task 2: Sector Assessments and Program Design Support**

### *Activity 2.2, Sector Assessments*

#### Nicaragua At-Risk Youth Assessment report: *Assessment of Security and Crime Prevention Activities, with a Focus on Youth at Risk, on the Caribbean Coast of Nicaragua*

In Year 3, JBS completed the Nicaragua At-Risk Youth Assessment initiated in Year 2. This in-country assessment analyzed information on organizations and activities focused on the Caribbean (or “Atlantic”) Coast of the country that target at-risk youth and aim to improve citizen security by limiting the expansion of crime in the eastern coastal areas of Nicaragua. The assessment also provided recommendations for programming options to inform the design of a Special Objective.

The Nicaragua Mission expressed appreciation for the timely assessment and used key findings in its program design work. The Mission provided comments, and the report, *Assessment of Security and Crime Prevention Activities, with a Focus on Youth at Risk, on the Caribbean Coast of Nicaragua*, was finalized in November 2012.

### *Activity 2.3, Program Design Support*

#### USAID/Guatemala Program Design Support

JBS provided design support to USAID/Guatemala for a Goal 1 activity in education. JBS’s program design expert reviewed key documents, spent two weeks in Guatemala in discussions and interviews in the Mission, and then worked remotely to provide support as the Mission developed its draft design document in October 2012.

#### USAID/Nicaragua Program Design and Procurement

JBS assisted the USAID/Nicaragua Office of Health and Education in producing a series of program design and procurement documents. JBS’s program design expert traveled to the Región Autónoma del Atlántico Sur (RAAS) on the east coast of the country, met with key stakeholders including NGO’s and developed a report for use by USAID/Nicaragua as the Mission developed a design document. Technical assistance also technical assistance for upcoming reading projects in Nicaragua. The project was completed in July 2013.

#### USAID/Dominican Republic Design Support

JBS provided technical assistance to USAID/Dominican Republic as the Mission designed a new Goal 1 reading program by providing suggestions for potential revisions of the Country Development and Cooperation Strategy (CDCS), advising on the education components as Mission personnel prepared a Project Appraisal Document (PAD), and providing technical assistance on the development of a statement of work. Under this task a JBS consultant reviewed key documents and traveled to the Dominican Republic to work directly with the Mission.

#### USAID/Haiti Design Support

JBS assisted USAID/Haiti with the development of a reading expansion program by contributing to a draft concept paper and results framework supporting the new design and advising on elements of project components. The expert travelled to Haiti for one week and worked directly with the Mission on the initial aspects of the new program. She continued working with

USAID/Haiti remotely after the TDY, helping to lay out options for future programming, given projected funding for Goal 1 and Goal 3 of USAID's education strategy.

*Activity 2.4, Desk Study: White Papers to Support At-Risk Youth*

JBS finalized a briefing paper on at-risk youth in the region started in Year 2 that looked at how USAID programming and policies have addressed youth issues in the region. This paper, *Education's Role in Preventing Youth Crime and Violence in LAC*, was finalized in September 2012 following peer review by five USAID youth specialists.

**Task 3: Monitoring and Evaluation of Education Programs**

*Activity 3.1, Monitoring and Evaluation of LAC Regional Education Programs*

CETT - White Paper Series

During Year 3, the White Paper, *Testing and Assessment*, underwent final review and revision.

LAC Regional Education Policy Assessment

During Year 3, the LAC Regional Education Policy Assessment was submitted and went through several iterations. The final version was completed in Spring 2013.

Fourteen Lessons for Improving Learning

JBS supported the PREAL program director and an education expert in the final editing and production of a document, *Finalized Education and Social Policy Briefing: Fourteen Lessons for Improving Learning*, which drew lessons from the work of PREAL over nearly twenty years of effort to improve educational quality and equity under USAID funding.

Higher Education Scholarships Evaluation

At the beginning of Year 3, JBS had put in place an evaluation team and completed planning and design of an evaluation of the LAC regional higher education scholarships program. The purpose of the evaluation was to assess USAID's investment in higher education scholarships, specifically its long-term support for the Scholarships for Education and Economic Development (SEED) scholarship program and its predecessors. The evaluation was intended to inform future LAC higher education program design.

Following the July 2012 data collection trips that began at the end of Year 2, data was analyzed and an initial report was submitted to USAID in October 2012. Several reviews took place with a final draft of the report submitted in February 2013. The report was accepted in March 2013. JBS presented findings for USAID staff and external stakeholders in May 2013 and September 2013 respectively.

*Activity 3.2, Monitoring & Evaluation for Mission Programs*

USAID Nicaragua Alliances Evaluation

The LAC team tasked JBS with providing evaluation services to USAID/Nicaragua for the final evaluation of the "Nicaragua Strategic Alliance for Social Investment Project: Alliances2 para la Educación y la Salud (Alliances2)" activity. The overall purpose of the Alliances2 program was

to create public-private partnerships that lead to lasting increases in investments in social sector programs consistent with USAID/Nicaragua's strategic priorities. Activities implemented under Alliances<sup>2</sup> were expected to increase the impact of new and expanded development activities in the health and education sectors in Nicaragua. During Year 3, JBS began researching possible team members for the evaluation team with an anticipated evaluation report to be completed in Year 4.

#### USAID Nicaragua Education for Success Evaluation

Also in Year 3, JBS was asked to provide evaluation services to USAID/Nicaragua for the mid-term evaluation of the USAID/Nicaragua-supported Education for Success (EFS) program. The main goal of the EFS project was to develop and implement an integrated program for At-Risk Children and Youth in targeted municipalities in the RAAS that would provide opportunities for formal and non-formal education, education for life skills and work force competencies. EFS became USAID/Nicaragua's main mechanism for supporting the Central America Regional Security Initiative (CARSI), which is a partnership among the governments of the United States and Central America to improve citizen security and rule of law in the region. JBS began researching team members for the evaluation team with an anticipated evaluation report completion in Year 4.

#### **Task 4: Workshops**

In Year 3 of the Task Order, JBS provided technical and logistical support for the LAC regional education workshop.

##### *Activity 4.1, LAC Regional Education Workshop: October 2012*

The LAC team conducted the LAC Regional Education Workshop as a virtual workshop on October 16 - 19. JBS supported the virtual workshop by researching potential venues in DC with necessary technical capacity, arranging logistics, securing hotel space for Mission staff, updating the workshop website, providing note-takers and compiling a summary of the workshop sessions into a final workshop report.

#### **Year 4 (August 1, 2013 – March 9, 2014)**

The final year of the LAC task order, a little over seven months, consisted of completing several evaluations, a sector assessment, and further program design activities as well as undertaking several targeted activities to support the LAC office, including an extensive trends analysis.

#### **Task 1: Analyze Education Trends and Issues of Importance in the LAC Region**

##### *Activity 1.1, Education Trends in the LAC Region*

In Year 4, JBS finalized and submitted *A Summary Analysis of Education Trends in Latin America and the Caribbean* to the LAC team. This report provided a summary of selected and relevant education trends and focused on countries in the LAC region to which USAID delivers both bilateral and regional education assistance. The report prioritized trends and data relating to basic education, higher education, vocational and technical training, and at-risk youth. The report also included analysis of broader and crosscutting topics including literacy, indicators of learning for both public and privately financed education, labor and employment trends, and gender

issues. Additionally, JBS developed a PowerPoint summary presentation of the document's major components for the LAC team's use.

At the LAC team's request, JBS finalized the PREAL Lessons Learned Document and provided 40 copies to the LAC team and 10 to PREAL.

## **Task 2: Sector Assessments and Program Design Support**

### *Activity 2.2, Program Design Support*

#### USAID/Nicaragua Program Design and Procurement

In Year 4, JBS assisted the USAID/Nicaragua's Office of Health and Education with technical assistance on design issues as the Mission continued the development of several program design documents initiated in Year 3.

#### Project Design Consultancy in Honduras

JBS was tasked with conducting a summative sector assessment for education in six departments of western Honduras. The objectives of the assessment were to:

1. Describe the current status of access to and quality of basic education in the selected areas;
2. Conduct an inventory of the activities that support education in the selected areas; and
3. Identify opportunities to introduce initiatives for improvement of education at the local level.

JBS mobilized two basic education experts from the region to conduct the three-week assessment. The assessment was completed and delivered to USAID/Honduras along with the data sets collected and an executive summary in English.

#### Project Design Consultancy in Haiti and the Dominican Republic

JBS's design consultant completed her consultancy in program design with the USAID Missions in Haiti and the Dominican Republic.

#### SEED Program

Given the positive evaluation of the SEED program's success in reaching targeted populations and its impact on leadership and workforce skills, and the approaching completion of the cooperative agreement, USAID charged JBS with providing expert assistance to assist Georgetown/CIED and USAID to plan for sustainability of academic training programs. JBS contracted with a strategic planning expert to provide CIED with guidance on developing a plan for diversification of funding to increase the longer term viability of the SEED program and to provide USAID with relevant analysis.

## **Task 3: Monitoring and Evaluation of Education Programs**

### *Activity 3.1, Monitoring and Evaluation of LAC Regional Education Programs*

#### CETT - White Paper Series

During Year 4, a revised version of the CETT Testing White Paper was provided, subsequently approved by the LAC team.

#### LAC Regional Education Policy Assessment

During Year 4, the LAC Regional Education Policy Assessment was formally approved and distributed to interested parties and collaborators.

#### Higher Education Scholarships Evaluation

This report was finalized and accepted in Year 3 along with a presentation of findings review with USAID Staff. In Year 4, JBS gave a presentation for an external audience with over 50 people in attendance.

#### *Activity 3.2, Monitoring & Evaluation for Mission Programs*

#### USAID Nicaragua Alliances Evaluation

Fieldwork for the Alliances2 evaluation was carried out from late August to mid-September by a team of three evaluators, who visited a range of local Alliances2 projects and activities. A debrief was held with the Mission on September 26, 2013 and a draft report submitted. Final feedback from the Mission was received and changes were made and sent as requested on December 12, 2013. The report was translated into Spanish and was sent to USAID/Nicaragua at the conclusion of Year 4. The evaluation findings showed that the Alliances 2 project's goal of establishing 15 partnerships with for-profit entities, was exceeded, and by the end of project relationships with some 56 partners had been developed. The project also surpassed its goal for cash and in-kind counterpart contributions. Several varieties of alliances or partnerships were identified in the course of the evaluation. While Alliances2 experienced stumbling blocks, it is clear that the alliance approach to supporting the development of education and health sectors was successful and the evaluation team recommended that it be continued and expanded.

#### USAID Nicaragua Education for Success Evaluation (EFS)

Also in Year 4, JBS conducted a mid-term evaluation of the EFS project, sending an evaluation team of four persons to visit sites on the Atlantic Coast and conduct interviews there and in Managua with stakeholders. Fieldwork was conducted from mid-September to early October. The team found that EFS has successfully generated youth development opportunities in the RAAS. More specifically, it has contributed to increased positive attitudes, such as greater self-confidence in youth; transferrable work readiness skills; and more engaged family and community members. As EFS begins its second phase, the evaluation team recommended that the Foundation for the Autonomy and Development of the Atlantic Coast of Nicaragua (Fundación para la Autonomía y Desarrollo de la Costa Atlántica de Nicaragua, FADCANIC) increase its staff expertise in non-formal education strategies, gender-sensitive programming, and community development approaches. Certain improvements to FADCANIC's organizational, technical and management systems were also suggested to strengthen and prepare the project's core staff as they move to the next stage. The report, submitted to the Mission in mid-September, was reviewed and a final version was forward to USAID/Nicaragua in December, 2013. The report was subsequently translated into Spanish and sent to USAID/Nicaragua in February 2014.

**Task 4: Workshops**

During Year 4, the LAC team did not conduct any activities under this task.