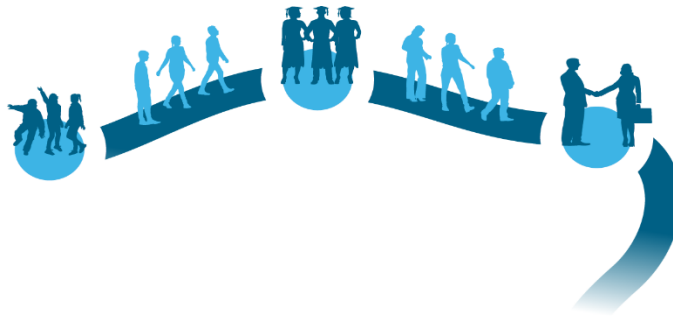


USAID/LAC/RSD Regional Workforce Development Program

FHI 360

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Quarterly Report 3

April 1 – June 30, 2016



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List of Acronyms

AOR	Agreement Officer Representative
AWP	Annual Work Plan
CASS	Cooperative Association of States for Scholarships
COP	Chief of Party
DES	Dirección de Educación Superior (Superior Education Department)
DFA	Director of Finance and Administration
HQ	Headquarters
HR	Human Resources
IBB	International Book Bank
ILA	Institutional Landscaping Analysis
ILO	International Labour Organization International
IR	Intermediate Result
IRB	Institutional Review Board
J&A	Juarez & Associates, Inc.
LAC	Latin America and the Caribbean
LMA	Labor Market Assessment
M&E	Monitoring & Evaluation
RSD	Office of Regional Sustainable Development
RWDP	Regional Workforce Development Program
SBAC	Study of Barriers to Access and Completion
SEED	Scholarships for Education and Economic Development
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	U.S. Agency for International Development

I. INTRODUCTION

This quarterly report highlights the main activities and results from April 1 to June 30, 2016 (Quarter 3 of Year 1) for the LAC Regional Workforce Development Program (henceforth referred to as RWDP or the “Program”). In this quarter, the Program made significant progress with administrative start-up activities and technical activities. On the administrative side, the Program hired local staff in all three countries, as well as the Director of Finance and Administration. The Program also took several steps to establish local offices and operations, finalized the Initial Annual Work Plan, held key introductory meetings with local USAID missions, and began to develop the Program’s communication plans.

On the technical side, the Program made significant advances with its crosscutting assessments, continuing to implement the labor market assessment (LMA) in Honduras and launching the LMA in Guatemala. At the same time, the Program began designing the institutional landscaping analysis (ILA) in both countries. Along with the crosscutting assessments, the Program made progress with the donation of books to Honduras and engagement of Georgetown University in Result 2 of the Program.

The sections below describe the activities and accomplishments in more detail and outline next steps and upcoming activities for the fourth quarter of Year 1. The activities described correspond directly with the activities outlined in the draft Initial Annual Work Plan (AWP). It is important to note that the report only references those activities that the Program made progress on this quarter.

II. ACTIVITIES AND ACCOMPLISHMENTS

Start-Up and Administrative Activities

Activity 1: Hire key personnel and local staff

In June, the Program hired Ruth Chisholm as Jamaica Country Program Director and Eduardo Munar as Regional Director of Finance and Administration Director. Mr. Munar relocated to Honduras in June and initiated the process to obtain residence and work permits.

In addition to these leadership positions, the local offices in Honduras and Guatemala hired the following staff:

Honduras	Guatemala
Isabel Pineda (Administrative and HR Coordinator)	Karina Gálvez (Administrative and HR Coordinator)
Gloria Garcia (Finance and Grants Officer)	Edgar Solórzano (Finance and Grants Officer)
Lenin Banegas (Technical Education Specialist)	Liliana Aldana (Technical Education Specialist)

The Program also hired local consultants in Honduras and Guatemala to assist with the LMA in each country. In the home office, the Program hired Roxana Mathew to serve as a program officer to support operations in the field.

An org chart of current Program full-time staff is included in Appendix A.

Activity 2: Hold initial meetings with USAID/LAC and key FHI 360 stakeholders, including kick-off event

In June, five RWDP field team members – Ruth Chisholm, Alejandro Paredes, Eduardo Munar, Gloria Garcia, and Edgar Solórzano - traveled to Washington, DC, to participate in a combination of onboarding and training activities. With support from Mr. Paredes, Ms. Chisholm and Mr. Munar both participated in orientation and onboarding activities to correspond with their June start dates. The entire team participated in training on FHI 360's GFAS system, the financial system that the offices in Honduras, Guatemala, and Jamaica will use throughout RWDP. The finance team – Mr. Munar, Ms. Garcia, and Mr. Solórzano – not only learned about GFAS but also worked on country-specific budgets. At the end of week, the team had the opportunity to meet with Megan Meinen of USAID/LAC to introduce themselves and to share outcomes from the week.

Activity 3: Establish country offices and local operations

The teams in Honduras and Guatemala continued to work with the other FHI 360 projects in country (LINKAGES in Honduras and FANTA in Guatemala) to establish procedures and systems for finance, procurement, accounting, banking, and human resources. The finance training mentioned above in Activity 2 helped staff in Honduras and Guatemala to gain a more concrete understanding of financial operations in each country office.

As for office space, the team in Honduras decided to move with their LINKAGES counterparts to another space that would better meet the needs of both teams. This move will take place next quarter. In Guatemala, the RWDP team moved into their office in Edificio Murano Center and outfitted the office appropriately.

FHI 360 registration was finalized in Jamaica. At the end of June, Ms. Chisholm began looking for possible office spaces in Kingston.

Activity 4: Develop and submit work plans and M&E plan

USAID/LAC approved FHI 360's Initial Annual Work Plan on June 2, 2016, and the Program submitted an updated draft of the Life of Agreement Strategic Plan on June 29 to USAID/LAC. It was agreed with USAID/LAC that the Program will submit the M&E Plan after receiving feedback, observations, and approval on the Life of Agreement Strategic Plan in order to ensure alignment and consistency among all plans.

Activity 5: Develop Program communications plan, project summary, and other relevant materials

The RWDP develop a program description uploaded in the FHI 360 website. In addition, the team developed an initial program description in Spanish that was used during introductory meetings with USAID/Guatemala. In addition, the technical education specialists in both Honduras and Guatemala began developing drafts of the RWDP communications plan this quarter. These drafts will serve as inputs to the overall program communications plan.

Activity 6: Initiate contact with USAID missions, local stakeholders, and partner organizations

During the week of May 2-6, USAID/LAC Agreement Officer Representative (AOR) Michael Lisman and FHI 360 US Program Director Ana Flórez traveled to Honduras and Guatemala to introduce LAC RWDP to the USAID missions in each country, to visit the FHI 360 offices and local teams, and to meet with other local stakeholders. Mr. Lisman and Ms. Flórez were accompanied by COP Alejandro Paredes throughout their visit.

Honduras: Mr. Lisman and Ms. Flórez team held introductory meetings with RWDP staff, representatives from the Universidad Nacional Autónoma de Honduras (UNAH), and Ana Carolina Rubí from the USAID/Honduras mission. The team also met with representatives from potential partner institutions, including the Instituto Nacional de Formación Profesional (INFOP), Universidad Tecnológica Centroamerica (UNITEC), and the Instituto Hondureño de Ciencia, Tecnología e Innovación (IHCIETI). Additionally, the team met representatives from the

Dirección de Educación Superior (DES), which is coordinating and leading the new technical tertiary normative enforced to all universities and technical institutions. Both sides agreed to continue working together to bridge the gap between higher education and the private sector.

During the discussions, the members of the DES requested technical assistance from the RWDP to ensure the findings from the LMA were linked with the overall strategy of the DES on connecting higher education with the private sector. The RWDP team agreed to support the DES by holding a small series of targeted stakeholder meetings with the four different economic sectors identified in the LMA and representatives of the key higher education institutions in the next quarter.

Guatemala: Mr. Lisman and Ms. Flórez met with Laura Villegas of the USAID/Guatemala mission, the Minister and Vice Minister of Education, and potential partners such as Instituto Técnico de Capacitación y Productividad (INTECAP), Universidad Rafael Landívar, and Asociación Guatemalteca de Exportadores (AGEXPORT) to introduce the Program.

In addition to Mr. Lisman's and Ms. Flórez's visit, COP Alejandro Paredes visited Guatemala on May 12 and 13 to present LAC RWDP to USAID/Guatemala implementing organizations, together with Guatemala Country Director Ana de Molina. The team in Guatemala also held additional meetings with Universidad de San Carlos, Universidad Rural, Universidad Panamericana, FUNDAP, and FUNDAP in Quezaltenango to explore potential partnerships.

Crosscutting Assessments

Activity 1: Labor Market Assessment (LMA)

Honduras: The team in Honduras concluded phases 1 and 2 of the LMA. The first phase consisted of desk research and quantitative analysis of secondary data, including the private sector analysis conducted by McKinsey and Company in Honduras. This research led to a rapid analysis of the country's economic landscape and a matrix summarizing industry competitiveness and identifying prioritized sectors in which Honduras possesses a comparative advantage. The team identified 18 potential sectors and subsectors using a variety of instruments, techniques, sources, and criteria, including the Harvard Atlas, MIT Atlas, past and future export projections, employment data, economic variables, potential growth projections, spillover analysis, complexity and space variables, and opportunity gains analysis.

In phase 2, the team conducted interviews with employers and private sector stakeholders to obtain information needed to develop value chains maps and to better understand the economic sectors with greatest employment potential in Honduras. Using this information, along with data on recent and future economic performance in Honduras; national development priorities; and criteria from established exporters, fledging exporters, and domestic industries and services, the team identified four priority sectors from the initial list of 18: coffee, health (medical devices and pharmaceuticals products and services), apparel, and tourism. The final two sectors (apparel and tourism) are consistent with the Honduras National Plan 2020, which is based on the McKinsey Study results. These four sectors will be the focus of RWDP in Honduras.

With the four priority sectors selected, the team worked to identify relevant technical positions in the value chains for each sector. To help develop value chains, the team reviewed positions and salaries defined by the

International Labour Organization (ILO) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). At the same time, the team analyzed the role of stakeholders and entry channels to better understand links between employment supply and demand for different sectors. The team validated the first four value chains with private sector actors and academics in order to fine-tune initial findings, preparing them for an eventual second round of verification. This applied participatory methodology informed and engaged key actors in the LMA process to ensure sound Program implementation and successful job placement for students in the future.

The LMA in Honduras was supported by several consultants and FHI 360 staff, who provided short-term technical assistance throughout the quarter. Local consultants Oscar Orellana, Francinet Hernandez, and Darwin Rivera contributed to Phases 1 and 2 of the Program and concluded their consultancies in June. Alec Hansen and Eleanor Sohnen of FHI 360 traveled to Honduras the first week of June to support the sector selection, value chain mapping, and validation of the economic sectors and initial value chain designs. International consultant Julie Sellers and local consultant Olga Tinoco began their consultancies at the end of June, continuing the work of phase 2.

Guatemala: The team in Guatemala launched and concluded phase 1 of the LMA this quarter. To begin the LMA process, Regional M&E Manager Juan Carlos Rodriguez traveled to Guatemala to meet with the local technical team, including Ms. Molina, Ms. Aldana, and local consultant Vivian Guzman. As task manager of the LMA in all three countries, Mr. Rodriguez shared initial lessons learned from the LMA in Honduras and coordinated launch activities and meetings between the Guatemala office, the regional office, and the headquarters office in Washington, DC.

Over the course of the quarter, the Guatemala team conducted desk research and a quantitative analysis of secondary data, including a market analysis previously conducted by Juárez & Associates. Through this work, the team analyzed the overall economic context and employment trends in Guatemala; briefly reviewed relevant labor and education policies; and selected preliminary broad economic growth sectors. The team generated a stakeholder map and gathered data on exports, foreign direct investment, consumption, GDP, and number of businesses and workers by department and economic sector to include in the competitive matrix analysis in preparation for Phase 2 interviews (completed next quarter).

Activity 2: Institutional Landscaping Analysis (ILA)

The Program took several steps to prepare for data collection efforts for the ILA in Honduras and Guatemala. First, the local teams, in coordination of the HQ team, developed the terms of reference for an international consultant to conduct the ILA next quarter in Honduras and Guatemala. Staff from both offices began gathering various sources of information related to the national educational context of each country to inform the consultants' work. Additionally, in preparation for the ILA, the local teams began identifying and outlining key technical degrees within local technical institutions, as well as the key contacts within each institution. In the case of Honduras, the Program worked with the DES to confirm initial information gathered. In addition to this data, the teams in Honduras and Guatemala summarized the methods and techniques these education institutions are implementing to teach competencies to students. In addition to informing the ILA consultant, this work lays the groundwork for future capacity building and sustainability efforts.

Activity 3: Study of Barriers and Access and Completion (SBAC)

The FHI 360 team discussed the scope of the SBAC in Honduras and Guatemala with the Program's partner Juárez & Associates with implementation scheduled for next quarter. The SBAC will analyze barriers from three perspectives to ensure a comprehensive analysis of challenges that disadvantaged youth face in accessing and completing technical education. FHI 360 will lead the student perspective and J&A will develop the community and gender perspectives in close coordination with the local teams in each country.

Result 1 Activities

Result 1: Students in target academic units demonstrating market relevant skills increased

IR 1.3 Labor market bridging enhanced

Activity 3: Pilot on-demand career service offerings, focusing on books and online courses for specific content and soft skills

The donation of books and materials to Honduras from the International Book Bank (IBB) continues according to schedule. Books were selected and packaged this quarter, and the team in Honduras is in the process of finalizing local preparations so that the books can arrive in the next quarter.

The HQ team spoke again with representatives from ALISON to discuss RWDP project updates and to review an initial proposal of online course options for Honduras. The Program also began conversations about cost share requirements with ALISON.

Result 2 Activities

Result 2: Equitable access for marginalized and disadvantaged individuals to target fields increased.

IR 2.2 Scholarships

Activity 1: Engage with Georgetown University to learn from best practices of the CASS and SEED scholarship programs

The HQ team, along with Mr. Paredes and Ms. Chisholm, met with Paul Silva and Christopher Shirley from Georgetown University on June 20, to further discuss Georgetown's possible involvement with the scholarship component of RWDP. At the end of the meeting, FHI 360 requested a proposal from Georgetown that outlined potential contributions to RWDP in three main areas: alumni networks and relationships, recruitment and selection processes, leadership and soft skills development. The Georgetown team submitted a proposal at the end of June, which will be reviewed and considered as FHI 360 moves closer to a formal agreement with Georgetown in the next quarter.

III. NEXT STEPS

During the fourth quarter of Year 1 (July – September 2016), the Program plans to conduct the following activities.

Start-Up and Administrative Activities

Hire staff and establish country offices: The Program may hire an additional staff member in Jamaica before Year 1 ends. Additionally, the Program hopes to lease and establish office space in Jamaica in quarter 4. The Honduras team will also move to their new office during the final quarter.

Finalize work plans and communications plans: After receiving feedback and approval of the Life of Agreement Strategic Plan from USAID/LAC, the Program will submit its M&E Plan for review and approval. The Program will also submit the RWDP communications plan for review and approval.

Organize USAID/LAC visit to Jamaica: AOR Michael Lisman and Megan Meinen from USAID/LAC, Ana Florez and Alejandro Paredes will travel to Jamaica to meet with the USAID/Jamaica mission and other local stakeholders.

Crosscutting Assessments

Labor Market Assessment: The Program plans to finish the LMA in Honduras and Guatemala, providing a report to USAID of results from each LMA.

Institutional Landscaping Analysis: The Program will hire an international consultant to conduct and complete the ILA in Honduras and Guatemala. The consultant will work closely with the local teams in each country and will make several trips to the region to collect data.

Study of Barriers to Access and Completion: The Program will finalize a contract with J&A to conduct the community and gender components of the SBAC in Honduras and Guatemala. The SBAC will initiate and complete the SBAC in Honduras by the end of quarter 4 and will initiate the SBAC in Guatemala by the end of the quarter.

Result 1 Activities

Pilot Institution Selection: The Program will select an initial pilot institution in Honduras and Guatemala by the end of quarter 4 based on results of the LMA and ILA, as well as initial results of the SBAC.

Book donation and online course initiative: The office in Honduras will receive, classify and prepare books to be distributed to local institutions. The Program will work with the USAID/Honduras mission to select recipient institutions.

Result 2 Activities

Agreement with Georgetown University: The Program will finalize and sign an agreement (such as a contract or a memorandum of understanding (MOU)) with Georgetown University related to Georgetown's role with the RWDP scholarship component.