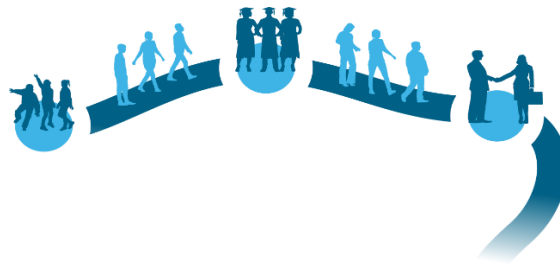




# USAID Advance Program

## FHI 360

Cooperative Agreement No. AID-OAA-A-15-00076



---

### Year 2 Annual Report

October 1, 2016 – September 30, 2017

&

### Quarterly Report 8

July 1 – September 30, 2017

---

# Table of Contents

Table of Contents .....	1
List of Acronyms .....	2
I. INTRODUCTION .....	3
II. ACTIVITIES AND ACCOMPLISHMENTS.....	8
A. Start-Up and Administrative Activities.....	8
B. Crosscutting Assessments .....	11
C. Result 1 Activities.....	13
D. Result 2 Activities.....	18
III. NEXT STEPS.....	19
Administrative Activities .....	19
Crosscutting Assessments.....	19
M&E Activities.....	20
Result 1 and 2 Activities.....	20
Appendix A: Honduras Meetings and Events.....	21
Appendix B: Jamaica Meetings and Events.....	23
Appendix C: Guatemala Meetings and Events.....	24
Appendix D: Honduras Success Story - Book Donation from IBB, USAID and FHI 360 through the Advance Program .....	26

## List of Acronyms

AWP	Annual Work Plan
CASP	Central American Scholarship Program
CASS	Cooperative Association of States for Scholarships
CBS	Capacity Building Strategy
CCCJ	Council of Community Colleges of Jamaica
COP	Chief of Party
HEART	Human Employment and Resource Training Trust
HQ	Headquarters
ICA	Institutional Capacity Assessment
ILA	Institutional Landscaping Analysis
INFOP	Instituto Nacional de Formación Profesional
IPC	Instituto Politecnico Centroamericano
J&A	Juarez & Associates, Inc.
LAC	Latin America and the Caribbean
LMA	Labor Market Assessment
M&E	Monitoring & Evaluation
MOU	Memorandum of Understanding
NGO	Non-governmental Organization
SBAC	Study of Barriers to Access and Completion
SEED	Scholarships for Education and Economic Development
SRAS	Scholarship Recruitment and Selection Strategy
USAID	U.S. Agency for International Development
UCENM	Universidad Cristiana Evangélica Nuevo Milenio
UNITEC-CEUTEC	Centro Universidad Tecnológico
UNAH	Universidad Nacional Autónoma de Honduras
UPANA	Universidad Panamericana
URL	Universidad Rafael Landívar
UTECH	University of Technology
VTDI	Vocational Training Development Institute

## I. INTRODUCTION

This combined Annual and Quarterly report provides (1) a summary of accomplishments for the Advance Program during its second year of implementation from October 2016 – September 2017, and (2) updates on the principal activities and results for Quarter 4 of Year 2 (July 1 – September 30, 2017). The report specifically addresses activities conducted in Honduras, Guatemala and Jamaica. Each of the four main sections below – Administrative Activities, Cross-Cutting Assessments, Result 1 Activities, and Result 2 Activities – begins with a summary of Year 2 annual accomplishments based on the Year 2 annual work plan (AWP) and then provides a summary of Year 2, Quarter 4 activities.

### **Year 2 Overview**

Over the course of Year 2, Advance successfully completed all core administrative and start-up activities, including hiring additional staff in each country office and establishing clear lines of communication and efficiency of resources with other FHI 360 projects in the same countries. At the close of Year 2, each country office was staffed with a team of administrative and technical experts, including seven people in Honduras, five in Guatemala, and three in Jamaica.

By the end of Year 2, the Program made progress in both Result 1 and 2 in the three countries and worked on 88% of the activities (23 out of 26) included in the Year 2 workplan. The major accomplishment of the year was the completion of the cross-cutting assessments. The Program concluded all three assessments in Honduras and Guatemala (with public presentations pending), and completed two of the three studies in Jamaica. Advance has been recognized in the three countries for the relevant contributions from the three studies that inform both the supply (education) and demand (employer) sides of technical tertiary education. In Year 2, the Program conducted 50 presentations in the three countries for nearly 1,600 stakeholders to share the results of the studies, which have helped to draw attention to the importance of technical tertiary education in the region.

As part of the accomplishments in Result 1, and based on the results of the cross-cutting studies, FHI 360 identified, selected, and formed partnerships with nine education institutions. FHI 360 signed memorandums of understanding (MOU) with five pilot institutions (as projected in the Year 2 work plan) and developed MOUs for the remaining four, which are pending signature by institutions. The MOUs were designed to allow FHI 360 to implement the deep-dive institutional capacity assessment (ICA) and elements of the capacity building strategy (CBS) in pilot institutions during the second half of Year 2. Advance used the MOUs and data gathered from degree program inventories to select the academic programs within the institutions that will be the focus of the Program's interventions. Advance is working with one or two degree programs per institution.

Once MOUs were signed, Advance began assessing institutional capacity in the Result 1 areas of curriculum, teacher profiles, and labor bridging services in pilot institutions. Activities included reviewing existing curriculum maps, forming task teams to begin curriculum revisions, and analyzing faculty and staff profiles. In Guatemala and Honduras, the Program supported labor bridging efforts by developing a

private sector stakeholder strategy and shared it with local institutions to review. The program also strengthened resource libraries in Honduras by donating books to five education institutions and mapped online courses from e-learning provider Alison to the Program’s priority sectors in Honduras and Guatemala in an effort to offer online labor bridging resources to students.

In addition to work on Result 1, the Program made significant progress on Result 2 in the areas of scholarships and access. Teams in Honduras and Guatemala work with Georgetown University to learn from the experiences of the CASS and SEED programs by developing a database of local CASS/SEED alumni and developing three scholarships recruitment and selection manuals to be adapted to selected institutions. The Program also gathered detailed scholarships cost data to inform the design of Advance scholarships programs in all three countries, and conducted additional viability studies on topics such as transportation costs to better understand how to improve access for disadvantaged youth to technical degree programs.

### Program Indicators Update

This section provides an update on the progress toward the Advance Program Monitoring & Evaluation Plan, with a focus on the 12 Program indicators and relevant process indicators. By the end of Year 2, the Program achieved a result for Indicator 3 (5 institutions received capacity development support) and Indicator 6 (135 university faculty/staff participated in trainings lasting 8 hours or more). The Program did not yet achieve quantifiable results for the other nine established indicators.

It took longer than expected to establish MOUs with institutions and to therefore make institutional changes that involve students, faculty and degree programs (part of Program’s indicators) due to the need to work within university timelines and approval processes, which differ for each of the 9 selected institutions. Establishing a strong relationship with institutions and laying the groundwork for deep institutional strengthening is a necessary part of the Program to ensure that changes are sustained and owned by the universities. None of the selected institutions have worked in a similar program before. It is also important to note that some indicators are not expected to have results until Years 3-5. Table 1 below shows indicator results through Year 2.

Table 1. Established Indicators – Year 2 Results

Indicator (* = Performance Plan and Report Indicators)	Result Through Year 2	Comments and Assumptions
1. Number of individuals [graduates] with new or better employment following completion of USG-assisted workforce development programs*	0	The first student cohorts will graduate in Years 4 and 5, so this indicator will not have results until then.
2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)*	0	Work with partial program intervention (PPI) cohorts was delayed due to challenges in signing MOUs with institutions.

<b>Indicator (* = Performance Plan and Report Indicators)</b>	<b>Result Through Year 2</b>	<b>Comments and Assumptions</b>
3. Number of host-country tertiary institutions receiving capacity development support with USG assistance*	5	The Program signed MOUs with 5 institutions.
4. Number of individuals [students] who complete [graduate from] USG-assisted workforce development programs*	0	First cohort of students is not expected to graduate until end of Year 3.
5. Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research	0	This result is 0 due to challenges in signing MOUs.
6. Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through a USG-supported workforce development program	135	135 university faculty/staff participated in trainings lasting 8 hours or more.
7. Number of partnerships formed in support of labor market bridging as a result of US Government (USG) assistance	0	The Program does not expect universities to form private sector partnerships until subawards are signed in Year 3.
8. Number of students in selected institutions receiving labor bridging support	0	Work with partial program intervention (PPI) cohorts was delayed due to challenges in signing MOUs.
9. Number of host-country individuals [faculty, staff and students] completing USG-funded [international] exchange programs conducted through higher education institutions*	0	Result is 0 due to challenges in signing MOUs with institutions.
10. Number of individuals [students] from underserved and/or disadvantaged groups enrolled in target fields in selected institutions	0	Work with full program intervention (FPI) cohorts will not begin until Year 3.
11. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance (U.S.-based study and In-country study)*	0	Scholarships for FPI cohorts will not begin until Year 3.
12. Number of individuals enrolled in USG-assisted workforce development programs	0	Result is 0 due to challenges in signing MOUs with institutions.

Now that MOUs have been signed and work has begun with universities, the Program expects to progress with all indicators in Year 3. Table 2 below reflects targets for Year 3 based on Year 2 implementation.

Table 2. Established Indicators - Year 3 Targets<sup>1</sup>

Indicator (* = Performance Plan and Report Indicators)	Year 3 Target	Comments and Assumptions
1. Number of individuals [graduates] with new or better employment following completion of USG-assisted workforce development programs*	0	The first FPI student cohorts will begin in Year 3 and graduate in Years 4 and 5.
2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)*	50%	The Program assumes that of the 920 student beneficiaries in Year 3 [18 Partial Program Intervention (PPI cohorts) and 5 Full Program Intervention (FPI) cohorts; 40 students per cohort x 23 cohorts = 920 students], 50% (or 460) will be female.
3. Number of host-country tertiary institutions receiving capacity development support with USG assistance*	9	The Program will work with all 9 selected institutions in Year 3.
4. Number of individuals [students] who complete [graduate from] USG-assisted workforce development programs*	576	Of the 720 student beneficiaries in the 18 PPI cohorts, the Program expects an 80% graduation rate. $720 \times 0.8 = 576$ graduates.
5. Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research	18	The program expects to work with curriculum for all 18 degree programs (2 programs per institution).
6. Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through a USG-supported workforce development program	180	The Program expects to meet half of the Life of Program target (360) in Year 3.
7. Number of partnerships formed in support of labor market bridging as a result of US Government (USG) assistance	9	The Program expects each selected institution to form one partnership in Year 3.
8. Number of students in selected institutions receiving labor bridging support	920	The Program expects to reach all student beneficiaries for Year 3 with labor bridging support.
9. Number of host-country individuals [faculty, staff and students] completing USG-funded [international] exchange programs conducted through higher education institutions*	45	The Program expects to conduct study tours for 45 faculty staff (5 from each of the 9 institutions) in Year 3.
10. Number of individuals [students] from underserved and/or disadvantaged groups enrolled in target fields in selected institutions	100	Of the 5 FPI cohorts in Year 3 (200 students), the Program assumes that 50% will be from disadvantaged groups.
11. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance (U.S.-based study and In-country study)*	150	The Program estimates that half of the Life of Program target (300 scholarships) will be awarded in Year 3.

<sup>1</sup> As implementation continues, the Program may adjust these targets.

<b>Indicator</b> <b>(* = Performance Plan and Report Indicators)</b>	<b>Year 3</b> <b>Target</b>	<b>Comments and Assumptions</b>
12. Number of individuals enrolled in USG-assisted workforce development programs	920	The Program plans to reach 720 students from 18 PPI cohorts and 200 students from 5 FPI cohorts.

During Year 2, the Program did interact with many local stakeholders through meetings and public events. These activities have been important steps toward preparing to work with the selected institutions. For this reason, it is important and relevant to report on process indicators from these activities and plans to incorporate these process indicators into a revised version of the M&E Plan. The process indicators will complement the existing Program indicators. Table 3 below shows several process indicators to date (both for the Life of the Program and Year 2) related to the cross-cutting assessments and initial work with partner institutions.

*Table 3. Process Indicators*

<b>Indicator</b>	<b>Honduras</b>	<b>Guatemala</b>	<b>Jamaica</b>	<b>Total</b>
<b>Life of Program (Years 1 and 2)</b>				
Number of presentations/meetings held to share cross-cutting assessment results	7	64	8	79
Number of people who attended presentations/meetings to share cross-cutting assessment results	273	1,249	378	1,900
<b>Year 2</b>				
Number of presentations/meetings held to share cross-cutting assessment results	3	39	8	50
Number of people who attended presentations/meetings to share cross-cutting assessment results	60	1,160	378	1,598
Number of planning and capacity building meetings with selected institutions	28	42	12	82
Number of university staff that participated in planning and capacity building meetings with selected institutions	199	188	39	426
Number of university teachers that participated in planning and capacity building meetings for selected institutions	0	0	14	14

**Quarter 4 Overview**

During this quarter, the program completed the final cross-cutting assessment – the study of barriers to access and completion (SBAC) – in Honduras and Guatemala. In Jamaica, the Program completed the design of the SBAC and selected a local firm to conduct the study.

The Program also made significant advances by signing memorandums of understanding (MOUs) with universities in Honduras (UCENM and CEUTEC), Guatemala (UPANA and URL) and Jamaica (VTDI). Teams



in each country began working the selected educational institutions to initiate activities as part of the deep-dive institutional capacity assessment (ICA).

Sections II and III describe the activities and achievements in greater detail and summarize next steps and upcoming activities for Quarter 1 of Year 3.

## II. ACTIVITIES AND ACCOMPLISHMENTS

### A. Start-Up and Administrative Activities

#### ANNUAL SUMMARY

In Year 2 the Advance Program successfully completed start-up activities for the Jamaica office and continued operations and administrative activities in Honduras and Guatemala, including hiring a Specialist in Scholarships, Access, and Labor Bridging to support Result 2 activities in both countries. The Program also completed various communications milestones, including selecting the Program name and designing a logo, submitting the Communications Plan, revising the Branding and Marking Plan, and developing a Program website.

In addition to staffing and communications activities, the Program designed a grants component with selected institutions. The grants include three main steps: a) develop an MOU to establish the relationship with each university and gain access to relevant information to inform program activities; b) conduct due diligence and pre-award assessments to understand and determine the financial capabilities of the institutions to receive and manage program funds and c) develop subgrants with institutions, including the scholarships component and its financial implications, with prior approval from USAID. During this year, the Program signed MOUs with five institutions and completed the pre-award assessment with seven institutions.

The Program also updated its cost-share strategy. This strategy included administrative processes for cost-share activities to comply with FHI 360 procedures, draft cost share plans for three selected institutions to be included as part of the subgrants, and specific cost-share activities, including donating over \$25,000 textbooks valued at US\$2.5 million to academic institutions in Honduras and establishing a working relationship with e-learning provider Alison to support selected degree programs.

#### YEAR 2, QUARTER 4 ACTIVITIES

The activities in this section are aligned with both the Year 2 AWP and the Life of Agreement Strategic Plan (LASP).

##### Activity 1: Hire key personnel and local staff

**Regional:** The Program began the recruitment and selection process for the Regional Monitoring and Evaluation (M&E) specialist, focusing on candidates from Honduras and Guatemala. It is worth noting that multiple job postings, applicants review, and interviews were conducted but a suitable candidate was not

identified in Honduras. A recruitment process for this vacant was started in Guatemala. This position will be filled in the next quarter.

**Jamaica:** The Program began recruitment and selection for a Specialist in Scholarships, Access, and Labor Bridging. This position will be filled next quarter.

### **Activity 2: Hold meetings with USAID/Washington and key FHI 360 stakeholders**

The Program held regular meetings with USAID in each country throughout the quarter to update them on the progress of Program activities. Specific details on these meetings are provided in Activity 6 on page 6 below.

### **Activity 3: Establish country offices and local operations**

**Guatemala and Jamaica:** The Program teams in Guatemala and Jamaica collaborated with other FHI 360 projects to ensure efficiency of resources and identify areas for program collaboration. In Jamaica, Country Program Director Ruth Chisholm continued to meet bi-weekly with the country directors for Linkages and the Local Partner Development projects to foster collaboration and coordination.

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

The teams in each country worked to develop the Year 3 annual work plan, including a regional level narrative, country-level Gantt charts, and country-level estimated costs. The Program will share a draft Year 3 work plan with USAID next quarter.

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

At the start of the quarter, FHI 360 submitted an updated Branding and Marking Plan to USAID for review and approval. USAID approved use of the Advance logo on Program materials, although approval of the Branding and Marking Plan and Communications plan is still pending.

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

**Honduras:** The Honduras team held four meetings with USAID Honduras. The first meeting took place on September 13 to present the main findings of the SBAC study to USAID representatives and implementing partners (see Cross-Cutting Assessment section below for more details). On September 19, the Program met with USAID at the Instituto Nacional de Formación Profesional (INFOP) to meet INFOP's new director and continue collaboration with USAID workforce development projects in Honduras.

The Program participated in a third meeting on September 21 with the USAID Honduras workforce development projects to initiate a strategic alignment of the workforce development portfolio. The fourth meeting took place on September 26 at INFOP to find ways to strengthen INFOP's institutional capabilities. This visit consisted of a guided tour of INFOP facilities, a presentation of Advance's cross cutting studies, and a discussion of how USAID programs could support INFOP. INFOP is interested in Avanza value chain methodology guide and the labor competency identification methodology among others.

The Honduras team also participated in virtual meetings with the Mathematica Policy Research team to inform the development of a regional study of USAID workforce development projects in Latin America. A complete list of Honduras meetings is found in Appendix A.

**Guatemala:** The Guatemala team held three meetings with USAID Guatemala. On July 6, the team met with Mario Von Ahn from USAID to discuss the signing of MOUs with institutions, as well the ILA results in preparation for the MOU signing event next quarter. The team participated in a second meeting on August 1 with representatives from other USAID Guatemala youth programs to find ways to collaborate across projects. The Advance team shared a brief presentation of the Program's objectives and status.

A third meeting took place on August 30 with Siena Fleischer and Mr. Von Ahn from USAID to discuss the education sector in Guatemala, focusing on tertiary education, and the status of the MOU signing event in October, including a document analyzing the results of the Program's three crosscutting studies and implications for higher education in Guatemala.

Finally, on September 28 in Quetzaltenango, the Program held a meeting with representatives from Universidad Rafael Landívar (URL) and local entrepreneurship and private sector actors to promote connections among those actors.

**Jamaica:** The Jamaica team met with USAID and its implementing partners monthly. The Jamaica team also attended two key external events related to workforce development and higher education in Jamaica. The first event - The Jamaica 55 Diaspora Conference - allowed the Jamaica team to learn about initiatives in education, job creation, employability, agriculture, tourism, and economic growth being spearheaded by Jamaicans in the United Kingdom, Canada and the United States. The team identified potential partners for cost share, including Farm Up Jamaica, which works with agriculture stakeholders and youth to expand opportunities in the agriculture sector and to create livelihoods. The team networked with industry specialists who could possibly support curriculum revisions and/or capacity building initiatives within selected institutions.

The second event - a career integration meeting hosted by the Ministry of Education - is a quarterly effort that now includes Junior Achievement Jamaica, due to its focus on work readiness. Ms. Chisholm attended this meeting and learned about the Human Employment and Resource Training Trust's (HEART) draft career development policy, which is aligned with Advance's upcoming activities related to labor bridging and career guidance. A complete list of Jamaica meetings and events for this quarter is found in Appendix B.

### **Activity 7: Design and implement a grants component with selected institutions and local organizations**

FHI 360 finalized MOU templates for all selected institutions and signed five by the end of the quarter. It is important to note that while each MOU contains similar activities, the negotiation process and final formats of the MOUs for each of the nine institutions has been unique. In general, the MOU process has

taken significantly longer for public institutions (3-4 months) compared to private institutions (1-2 months). See Activity 4 on page 12 for specific details about the status of the MOUs.

### **Activity 8: Conduct necessary administrative process for cost-share activities**

Teams in each country teams continued conversations with universities to identify possible cost share activities. The Program also developed a draft cost share template that will be included with university subgrants to outline cost share activities.

## **B. Crosscutting Assessments**

### **ANNUAL SUMMARY**

The Advance Program completed all remaining cross-cutting assessments in Honduras and Guatemala, and two out of three studies in Jamaica. The program finished the labor market assessment (LMA) in Jamaica early in the year and shared results at public events in Kingston and Montego Bay. Teams in Honduras and Guatemala disseminated LMA findings throughout the year to local academic institutions, businesses, and NGOs. The Guatemala team presented LMA results at a total of 39 meetings to 1,160 participants over the course of the year.

All three countries completed the institutional landscaping analysis (ILA), and final reports were reviewed and approved by USAID. The Program determined that due to the sensitive nature of ILA data related to capacity of specific academic institutions, the reports would be treated as internal documents and only general, country-level takeaways would be shared publicly. Findings from both the ILA and LMA helped to inform the selection of 3 partner institutions in each country.

The Honduras and Guatemala teams completed the third study – the Study of Barriers to Access and Completion. International partner Juárez and Associates supported the Guatemala SBAC, while FHI 360 led the Honduras SBAC with the support of local and international consultants. In Jamaica, the Program selected a local firm – Hope Caribbean Company – to conduct the SBAC and initiated Phase 1 of the study. The Program will complete the Jamaica SBAC, finalize SBAC reports, and share general ILA takeaways and SBAC results at public events in all three countries in Year 3.

### **YEAR 2, QUARTER 4 ACTIVITIES**

#### **Activity 1: Labor Market Assessment:**

**Honduras:** The Program distributed hard copies of the final LMA report to key labor market actors. Additionally, building on the LMA report and methodology, the Honduras and headquarters (HQ) teams adapted an LMA methodological guide developed by FHI 360's Workforce Connections Program for use in Honduras. This guide will allow local stakeholders to update the LMA in the future and will be used as part of the institutional strengthening process with selected institutions. The guide will also be shared with the Higher Education Directorate so that other higher education institutions in the country can benefit from the LMA methodology.

**Guatemala:** The Guatemala team continued to disseminate LMA results at the request of local stakeholders. The team presented the LMA findings at four separate meetings attended by a total of 225 people. These included meetings with the German-Guatemala Chamber of Commerce, Universidad Panamericana (UPANA), Universidad de San Carlos (USAC), and the National Congress of Competitiveness. See Appendix C for a complete list of meetings and photos from these events.

**Jamaica:** The Jamaica team finished printing 200 copies of the LMA report and plans to disseminate them to over 30 local organizations next quarter, including public and private sector entities as well as libraries and selected academic institutions.

### **Activity 2: Institutional Landscape Analysis**

**Honduras and Guatemala:** The Program made final updates to the ILA for Honduras and Guatemala based on the feedback from USAID. The Program agreed with USAID that (1) the full version of the final ILA report will be used only for internal purposes to protect the privacy of institutions, and (2) general, country-level takeaways from the study may be shared publicly without revealing information about specific institutions.

**Jamaica:** The ILA in Jamaica was instrumental for the selection of the technical degree programs and institutions and has served as a key input to design the SBAC.

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

**Honduras:** The Honduras team completed Phase 2 of the SBAC – data collection – by conducting over 1,150 interviews with youth and 12 focus groups in the communities of the selected institutions. The Honduras team also analyzed the data and initiated Phase 3 – Final Report – by developing a draft SBAC report and sharing it with USAID for review. On September 13, Chief of Party Alejandro Paredes and Honduras Country Program Director Juan Carlos Rodriguez presented the results of the SBAC to USAID Honduras and USAID implementing partners. This presentation included an overview of the youth population in the target region of Honduras, as well as a discussion of the four categories of barriers that the SBAC identified: situation, institutional, epistemological, and dispositional. The Program will complete the SBAC report next quarter and will disseminate it to local stakeholders.

**Guatemala:** The Program extended Juárez and Associates' (J&A) subgrant through the end of August to allow time to complete the data analysis and draft report for the SBAC in Guatemala. The delay on this report was due to a serious illness of the J&A lead researcher. After receiving final inputs from J&A, the Program identified gaps in the report and had to hire a consultant to review and clean the SBAC data, strengthen the quantitative analysis, and assist in finalizing the SBAC report. This report will be completed next quarter, and the main findings will be presented in a public event.

**Jamaica:** The Jamaica team worked closely with Hope Caribbean Company – the local firm selected to conduct the Jamaica SBAC – to gather inputs needed for a subcontract. FHI 360 submitted the subcontract

to USAID, and it was approved. Hope Caribbean initiated Phase 1 activities, which consisted of developing an initial work plan and methodology for the study. The Program expects to complete the SBAC in the first quarter of Year 3 and will build on the SBAC methodology and results from Honduras and Guatemala.

### C. Result 1 Activities

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

#### ANNUAL SUMMARY

Using results from the cross-cutting assessments, as well as detailed inventories containing data on institutional size, indicators, and academic offerings, the Advance Program selected the following nine partner institutions and degree programs across the three countries:

Country	Institution	Degree Program(s)
Honduras	Universidad Cristiana Evangélica Nuevo Milenio (UCENM)*	<ul style="list-style-type: none"> <li>Clinical Laboratory</li> </ul>
	Centro Universitario Tecnológico (CEUTEC)*	<ul style="list-style-type: none"> <li>Web Design</li> </ul>
	Universidad Nacional Autónoma de Honduras (UNAH)	<ul style="list-style-type: none"> <li>Business Administration for Coffee-Growers</li> <li>Food and Drink</li> </ul>
Guatemala	Universidad Panamericana (UPANA)*	<ul style="list-style-type: none"> <li>Business Administration</li> <li>Marketing and Sales</li> </ul>
	Universidad Rafael Landívar (URL)*	<ul style="list-style-type: none"> <li>Hotel Administration and Gastronomy</li> </ul>
	Universidad de San Carlos (USAC)	<ul style="list-style-type: none"> <li>Fruit and Vegetable Farming</li> </ul>
Jamaica	Council of Community Colleges of Jamaica (CCCJ)*	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Wellness Tourism</li> </ul>
	Vocational Training Development Institute (VTDI)	<ul style="list-style-type: none"> <li>Creative Industries</li> </ul>
	University of Technology (UTECH)	<ul style="list-style-type: none"> <li>Design and Technology</li> </ul>

*\*Pilot Institutions*

Once these institutions were approved by USAID, the Program developed MOUs for all of them and signed MOUs with the following pilot institutions: UCENM and CEUTEC in Honduras, UPANA and URL in Guatemala, and CCCJ in Jamaica. The Program hosted a symbolic MOU signing event in Jamaica and is scheduled to host similar events in Honduras and Guatemala in Year 3. The MOUs outlined specific activities related to assessing and strengthening institutional and academic capacity, including activities related to the Program’s five intermediate results. Result 1 activities focus on curriculum, faculty/staff professional development, and labor bridging services. Result 2 Activities focused on access and scholarships.

The activities contained in the MOUs comprised the Deep-Dive Institutional Capacity Assessment (ICA), which the Program initiated in the five pilot institutions to varying degrees during the final two quarters

of Year 2. Some of the MOU activities were also related to capacity building strategy (CBS) activities defined in the Year 2 workplan. The program completed the following Result 1 activities in Year 2:

- Partnership Building Exercise: The Program conducted multiple meetings with public and private sector partners in the Guatemala and representatives from selected institutions.
- Curriculum review: In Guatemala, UPANA and URL universities used inputs from the Advance LMA to make curricular adjustments to existing technical degree programs (Marketing and Sales and Hotel Administration and Gastronomy), including updating their names. To support other work with curriculum, the Program hired consultants in Honduras and Guatemala to conduct the deep-dive ICA. Activities related to curriculum validation specifically began in UPANA in Guatemala for the Business Administration and Marketing and Sales programs. In Jamaica, the Program developed a curriculum task force with CCCJ and evaluated existing curriculum for degree programs in tourism. Advance worked with CCCJ to develop a proposed curriculum for a new associates degree in Health and Wellness Tourism.
- Faculty and staff profiles: All country teams collected preliminary statistics on faculty and staff as part of degree program inventories that accompanied the ILA. The Guatemala team developed a tool to evaluate faculty and staff profiles in selected institutions, and the Jamaica team conducted a cursory survey of CCCJ teacher/professor profiles to inform teacher professional development options.
- Labor Bridging Activities: The Program drafted private sector stakeholder strategies in Honduras and Guatemala and shared them with local institutions in each country. In all three countries, Advance engaged representatives of the private sector in meetings to explore possible costshare commitments and labor bridging partnerships to support disadvantaged students. In Honduras, the Program successfully strengthened the capacity of resource libraries in five educational institutions, including the three selected institutions for Advance, by donating over 25,000 textbooks valued at over US\$2.5 million in partnership with the International Book Bank. The Program also explored options to enhance academic and career service offerings through online content by mapping courses from e-learning provider Alison onto LMA priority sectors for Honduras and Guatemala. The Program assessed technological capacity of the three institutions in Honduras to support online courses through Alison and found a high level of existing capacity in this area.

The Program was unable to start work on three CBS activities this year: develop a detailed research agenda aligned with research interests of selected programs (IR 1.1, Activity 3), develop a menu of options to tailor professional development program to educator needs (IR 2.2, Activity 2), and conduct a study tour for pilot institution faculty and staff (IR 2.2, Activity 3). These activities will carry over to Year 3 once ICA activities are further advanced or completed.

## **YEAR 2, QUARTER 4 ACTIVITIES**

### *Result 1*

### **Activity 3. Develop and Conduct a Deep-Dive Institutional Capacity Assessment (ICA) for selected institutions**

**Honduras and Guatemala:** The Program initiated the ICA with UCENM and CEUTEC in Honduras and UPANA and URL in Guatemala. The ICA activities were based on activities outlined in the MOUs for each institution. In Honduras, the Program hired two consultants – one to support the curriculum asset mapping, skills and knowledge assessment of teachers, and review of recruitment and admissions practices, and the second to develop a private sector stakeholder strategy. In Guatemala, the Program first developed ICA workplans with each institution and hired four consultants to support ICA work in UPANA and URL. The Program also completed its work with Georgetown University in both countries to learn about best practices in scholarships programs for disadvantaged students. More details on specific ICA activities are provided in the Result 1 and 2 sections below.

**Jamaica:** The Jamaica team engaged selected institutions to gather further insights on their institutional capacity, including faculty profiles, admissions processes and specific needs in curriculum development. Specifically, the Jamaica team held meetings with the Council of Community Colleges of Jamaica (CCCJ) and the University of Technology to initiate curriculum development discussions. The CCCJ has indicated interest in partnering with UTECH for selected aspects of this program. In anticipation of ICA activities next quarter once MOUs have been signed, the Program began recruitment for a consultant who will support the Jamaica ICA.

### **Activity 4: Formal selection of target institutions**

**Honduras:** FHI 360 signed an MOU with UCENM on July 12, 2017, and with CEUTEC on July 14, 2017. The Program worked with UNAH to develop a Letter of Intention (similar to an MOU). The contents of this letter were agreed upon by both parties by the end of the quarter. The letter is currently with UNAH for signature but there have been delays in signing due to upcoming political transitions within the university leadership. The Honduras team will host a public MOU signing ceremony next quarter in coordination with USAID.

**Guatemala:** The Guatemala team signed an MOU with UPANA on June 13, 2017 (Quarter 3) and with URL on July 19, 2017. The Program conducted several meetings with USAC and finalized the contents of their MOU, which will be signed next quarter.

**Jamaica:** Having signed an MOU with the Council of Community Colleges of Jamaica (CCCJ) at the end of the previous quarter, the Jamaica team finalized negotiations and the contents of the MOUs for the University of Technology (UTECH) and the Vocational Training and Development Institute/HEART (VTDI). Before the end of the quarter, final drafts of the MOUs for both UTECH and VTDI were submitted to university leaders for review and approval, and both will be signed next quarter.



### **Activity 5: Develop a capacity building strategy (CBS) within each target institution and program**

While ICA activities were the main focus of work with selected institutions, the Program made progress with CBS activities in two key areas: labor bridging (IR 1.3) and scholarships (IR 2.2). Details on these CBS activities are described below under IR 1.3, Activities 1, 3, and 4; and IR 2.2, Activity 2.

#### *IR 1.1 Curriculum design and pedagogy*

### **Activity 1: Prepare for and conduct asset mapping of selected institutions to better align curricula with labor market demands (ICA)**

**Honduras:** The Program began developing a work plan jointly with the institutions and with the assistance of the ICA international expert on higher education for curriculum asset mapping activities to be implemented in UCENM and CEUTEC in Year 3.

**Guatemala:** The Marketing and Sales Program in UPANA and the Hotel Administration and Gastronomy program in URL were updated by university staff based on inputs from the Advance Program LMA. These changes were made to comply with academic timelines. Although, the updated programs are based on the institutions' procedures, the FHI 360 team accompanied the process. The changes included curriculum revisions based on competencies identified in the LMA, as well as updated degree program names to reflect priority skills and sectors identified in the LMA. Additionally, the Program recruited local consultants to support continued curricular revisions in the two degree programs in UPANA.

**Jamaica:** The Jamaica team has gathered curriculums and inputs from institutions that will be used to host a workshop with university partners next quarter to conduct asset mapping of degree programs in tourism, creative industries, and agriculture and to establish collaboration among the three institutions.

### **Activity 2: Develop guidelines for curriculum revisions for each pilot degree program (CBS)**

**Jamaica:** The Jamaica team worked with the CCCJ to form a curriculum task force consisting of four officers from CCCJ (2 curriculum specialists, examination officer, registrar) and the FHI 360 technical education specialist. The task force evaluated two degree programs - Hospitality Management and Spa and Salon Management – and made the decision to repurpose Spa and Salon Management into a new degree program called Health and Wellness Tourism, which will draw content from six other existing associates degree programs. The Program developed a draft curriculum outline for this new degree, currently under review.

#### *IR 1.2 Teacher, faculty, and staff development refined*

### **Activity 1: Conduct an initial skills and knowledge assessment of teachers, faculty, and staff (ICA)**

**Honduras:** The Honduras team began developing a work plan with the ICA international consultant to develop an assessment of faculty and staff knowledge and skills activities to be implemented in UCENM and CEUTEC in Year 3. This activity is developed in close coordination with Activity 1 from Result 1.1.

**Guatemala:** The Guatemala team developed an instrument to map teacher knowledge and skills. This instrument will be shared with other countries to adapt for the ICA.

**Jamaica:** The Jamaica team conducted a cursory survey of teacher skills for the CCCJ network. This initial analysis will be complimented by the ICA next quarter, adapting tools from Guatemala and Honduras.

### *IR 1.3 Labor market bridging enhanced*

#### **Activity 1: Develop a private sector stakeholder strategy to contribute to labor bridging offerings and Program overall strategies (ICA and CBS)**

**Honduras:** The Honduras team began implementing the pilot private sector stakeholder strategy with the help of a local consultant. The main goals of this process are to create partnerships with the private sector that will lead to costshare contributions, faculty and staff professional development opportunities, and labor bridging opportunities for disadvantaged students. The Honduras team validated a draft of the strategy with UCENM.

#### **Activity 2: Develop Program website**

USAID approved use of a program website by Advance. The Program made final content updates to the draft website, which will be approved by USAID next quarter. During the quarter, country teams began preparing communications pieces to post on the website in preparation for its launch. The Program expects the website to go live next quarter.

#### **Activity 3: Pilot on-demand career service offerings through book donation(s) to institutions' libraries/learning centers (CBS)**

**Honduras:** On July 20 in Tegucigalpa, the Honduras team hosted a symbolic handover ceremony with representatives from 5 local institutions that received donated books from the Advance Program and the International Book Bank (IBB). The donation totaled 25,000 books valued at US\$2.5 million. The institutions include UNAH, CEUTEC, UCENM, INFOP, and Instituto Politécnico Centroamericano (IPC). The event gathered 34 participants from these institutions, USAID, and staff that helped to classify and package the books. Appendix D includes a detailed description of the event and photos.

After the event, the Program distributed books to IPC on September 14 and UCENM on September 29. INFOP will receive the books in October, and UNAH and CEUTEC requested additional time before receiving the books to comply with internal processes required for receiving donated materials. The Program will eventually distribute remaining books to additional education institutions identified by the Ministry of Education. The books for those new recipients are being classified, organized and packed.

#### **Activity 4: Pilot on-demand career service offerings through online courses for content and soft skills (CBS)**

**Honduras and Guatemala:** In preparation for a partnership with e-learning provider Alison, the Honduras and Guatemala teams conducted an analysis to map existing Alison courses to selected degree programs. Additionally, the Honduras team analyzed the technological capacity of selected institutions to support online learning. The analysis found that all three Honduran institutions have strong existing capacity for online learning and currently use platforms such as Blackboard, EdX, and Moodle for online courses.

CEUTEC and UNAH are particularly strong in this area. The Alison course maps and analysis of university technological capacity will inform the scope of work that the Program develops for Alison.

## **D. Result 2 Activities**

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

### **ANNUAL SUMMARY**

In Year 2, the Program focused its work in Result 2 on IR 2.2 (scholarships). Activities related to IR 2.1 – admission and recruitment – will be directly addressed as the ICA unfolds in each institution.

The Program established a formal partnership with Georgetown University to learn from their experience with the CASS/SEED Program and to specifically support activities in Honduras and Guatemala. Through this partnership, Advance developed a database of over 530 CASS/SEED alumni in Honduras and Guatemala who will be engaged throughout the Program to supporting recruitment and admissions processes and provide labor bridging opportunities for students. The Program also developed three scholarship recruitment and selection (SRAS) manuals based on Georgetown’s experience and validated these manuals with CASS/SEED alumni and selected institutions in Honduras and Guatemala. The Georgetown team made two technical assistance visits to each country, and engaged in over 10 in-person and virtual working sessions with the FHI 360 team and university partners over the course of the year to develop and finalize the manuals.

In addition to working with Georgetown, the Program conducted a thorough review of existing scholarships in Honduras and Guatemala institutions, developing internal documents with detailed breakdown of scholarship structure and institutional capacity to administer scholarships. A similar exercise began in Jamaica. Using existing scholarships data as a starting point, the Program developed proposed Advance scholarships packages for each institution in all three countries country. These packages include expenses for both academics and other incentives, such as transportation, lodging, food, and school supplies. The proposed packages are discussed with USAID to obtain approval.

### **YEAR 2, QUARTER 4 ACTIVITIES**

*IR 2.2 Scholarships*

#### **Activity 1: Engage with Georgetown University to learn from best practices of the CASS and SEED scholarship programs (ICA)**

**Honduras:** Georgetown University finished the scholarship recruitment and selection (SRAS) manuals at the beginning of this quarter. The Honduras team validated the manuals with UCENM and CEUTEC personnel through a series of six working sessions and video-conferences (supported by Georgetown) to better understand current scholarships recruitment and selection practices and to share and explain the proposed processes included in the SRAS manuals.

**Guatemala:** The Guatemala team shared the SRAS manuals with representatives from USAC, UPANA, and URL. The universities started the process of validating and adapting the manuals for their own use, and as part of this process, the Guatemala team hired a consultant to specifically support the scholarship recruitment and selection process for UPANA, which has the least experience with scholarships of the three Guatemalan institutions.

### **Activity 2: Design a local scholarships program for students in pilot institutions (CBS).**

In all three countries, the Program gathered detailed information on existing scholarships within selected institutions to inform the design of a local scholarships program. Through working sessions and meetings with university representatives, country teams collected information on amount of current scholarship offerings, structures of existing scholarships, and capacity of selected institutions to manage scholarships. The Program also gathered data on other incentives costs – such as lodging, meals, transportation, and school supplies – that could be included in an Advance scholarship program. The results of this analysis were documented in internal program reports.

## **III. NEXT STEPS**

During Quarter 1 of Year 3 (October-December, 2017), the Program plans to carry out the following activities:

### **Administrative Activities**

**Design and implement grants component:** The Program will submit sub-grants to USAID for review and approval before signing with institutions.

**Conduct necessary administrative processes for cost share activities:** The Program will finalize cost-share plans to include in each institutions' subgrant. The Program will also initiate a formal partnership with e-learning provider Alison.

### **Crosscutting Assessments**

**Institutional Landscaping Analysis:** The Program will summarize and share country-level takeaways and trends in institutional capacity from the ILA in each country at future Program events, beginning with the MOU signing event in Guatemala.

**Study of Barriers to Access and Completion:** In Honduras, the Program will finalize, print, and disseminate the final SBAC report and schedule a public presentation of SBAC results in coordination with USAID once national elections have taken place. In Guatemala, the main findings of the SBAC will be presented as part

of the MOU event in October, and the report will be finalized, printed, and disseminated. The Jamaica team will complete data collection activities for the SBAC and will prepare a draft SBAC report for USAID to review.

## **M&E Activities**

**Baseline and M&E Specialist:** The Program will gather data from institutions as part of the baseline for M&E related tasks. The Program will also hire an M&E specialist to support this work.

## **Result 1 and 2 Activities**

**Formal Selection of Institutions:** The Program will sign MOUs with UNAH in Honduras, USAC in Guatemala, and VTDI and UTECH in Jamaica.

**Deep-dive institutional capacity assessment:** Teams in each country will engage consultants and university stakeholders to conduct the ICA in each selected institution, focusing on review of curriculum, faculty professional development, labor bridging services, admissions and recruitment, and scholarships capacity.

**Capacity Building Strategy:** Once the ICA is complete, country teams will develop and implement the CBS for each institution. CBS activities already underway – such as those in IR 1.3 and IR 2.2 – will continue. The Program expects to engage more heavily with curriculum design, teacher professional development, and scholarships in the coming quarter in preparation for the start of the school year in Guatemala and Honduras in January of 2018.

## Appendix A: Honduras Meetings and Events

Date	Meeting/Event	Host Organization(s)	Attendees
July 12, 2017	Signing of Memorandum of Understanding with UCENM	UCENM, FHI 360	UCENM Rector, Honduras Country Program Director and technical team
July 14, 2017	Signing of Memorandum of Understanding with CEUTEC	CEUTEC, FHI 360	CEUTEC Vice-Rector, Honduras Country Program Director and technical team
July 21, 2017	Symbolic IBB book donation handover ceremony	USAID, FHI 360	UCENM Rector; representatives from CEUTEC, UNAH, IPC and INFOP; teams from all represented entities
July 21, 2017	Initial meeting with UNAH Academic Directorate of Technological Formation (DAFT)	UNAH, FHI 360	UNAH: Director and technical team of the DAFT  FHI 360: Honduras Country Program Director, Technical Education Specialist, Scholarship Specialist
July 27, 2017	Meeting for analysis of technical degree programs at UNAH	UNAH, FHI 360	UNAH: Director and technical team of the DAFT, technical head of the Vice-rector of Guidance and Student Affairs (Vicerrectoría de Orientación y Asuntos Estudiantiles, VOAE)  FHI 360: Honduras Country Program Director Honduras and Scholarships Specialist
August 11, 2017	Interview with team from the VOAE	UNAH, FHI 360	UNAH: Director and technical team of the DAFT, technical head of the VOAE  FHI 360: Country Director Honduras and Scholarships Specialist
August 22, 23, 24, 28 and 30, 2017.	Validation of scholarship recruitment and selection manuals	CEUTEC, FHI 360	CEUTEC: Vice-rector, Director of Student Accompaniment, Director of Technical Training Programs TEC-VOC.  FHI 360/Advance: Scholarships Specialist; Coordinator of the

Date	Meeting/Event	Host Organization(s)	Attendees
			CASS, CASP and SEED Scholarship Program in Honduras; and Georgetown University Manager of Evaluation and Technology
August 25, September 1, 4, 5 and 20, 2017.	Validation of scholarship recruitment and selection manuals	UCENM, FHI 360	UCENM: Director of Student Development, Director of Distance Education, Academic Vice-Chancellor and Financial Vice-rector.  FHI 360/Advance: Scholarships Specialist; Coordinator of the CASS, CASP and SEED Scholarship Program in Honduras; and Georgetown University Manager of Evaluation and Technology
September 13	Meeting with Vice-Rector of International Relations	UNAH, FHI 360	UNAH: Rector of International Relations and DAFT Director  FHI 360: Regional Director and Honduras Country Program Director
September 19, 2017	Meeting with implementers of workforce development projects	USAID, INFOP	USAID, French cooperation, German cooperation, Spanish cooperation and directors of USAID workforce development projects
September 21, 2017	Second meeting with implementers of workforce development projects	USAID	USAID workforce specialist, youth specialist, and project managers from the workforce development projects
September 26, 2017	Field visit, presentation of cross-cutting studies, and participation in institutional strengthening of INFOP	USAID, INFOP	USAID, French cooperation, German cooperation, Spanish cooperation and directors of workforce development projects

## Appendix B: Jamaica Meetings and Events

Date	Organization	Attendees
July 4, 2017	Fight for Peach (Jamaica)	Kellie Magnus, Country Lead
July 24 - 26, 2017	Diaspora Conference	Private and public sector groups, Jamaicans based in the United States, Canada and United Kingdom who returned to Jamaica to participate in the conference.
July 25, 2017	Junior Achievement Jamaica	Alphie Mullings Aiken
	Council of Community Colleges of Jamaica	CCCJ director and other school representatives
	University of Technology	Dean of the Faculty for Education and Liberal Studies and representatives from the School of Technical Education.
September 13, 2017	Ministry of Education, Youth and Information – Career Integration Meeting	Representatives from the Ministry, HEART/NTA and Junior Achievement Jamaica

**Photo (July 25, 2017)**



Kaydeen Miles McLean, FHI 360 technical education specialist, shares program objectives with representatives from the Council of Community Colleges of Jamaica.



## Appendix C: Guatemala Meetings and Events

Date	Meeting/Event	Host Organization(s)	Attendees
July 12, 2017	Labor Market Assessment Presentation	Guatemala-Germany Chamber of Commerce, FHI 360	Country Program Director, FHI 360; Ministry of Education; INTECAP; Eduvida Program – GIZ; URL, Colegio Alemán; other German and Guatemalan institutions
July 14, 2017	Labor Market Assessment Presentation	Attorney General’s Office for Human Rights and Universidad de San Carlos	Country Program Director, FHI 360; Professors from the Universidad de San Carlos
September 9, 2017	Labor Market Assessment Presentation	UPANA, FHI 360	Country Program Director and Scholarships Specialist, FHI 360; Regional Coordinators and Site Coordinators for UPANA
September 27, 2017	Third National Congress of Competitiveness	National Network of Advisory Groups (Red Nacional de Grupos Gestores)	Country Program Director, Scholarships Specialist, and Technical Education Specialist, FHI 360; members of the National Network of Advisory Groups and Member of Competitiveness Tables
September 28, 2017	Meeting to present the new technical degree program in Hotel Administration and Gastronomy in Quetzaltenango	Universidad Rafael Landívar, FHI 360	Country Program Director, Scholarships Specialist, and Technical Education Specialist, FHI 360; business representatives from the tourism sector; and authorities from the Quetzaltenango Campus of URL

**Photos from LMA Presentations and Quarter 4 Meetings**

**Guatemala-Germany Chamber of Commerce**



**UPANA Regional Coordinators**



**Third National Congress of Competitiveness**



**Private sector and Landívar University in Quetzaltenango**



## **Appendix D: Honduras Success Story - Book Donation from IBB, USAID and FHI 360 through the Advance Program**

### **USAID, INTERNATIONAL BOOK BANK AND FHI 360, CONDUCT SYMBOLIC ACT TO DONATE BOOKS TO STRENGTHEN TECHNICAL DEGREES IN EDUCATIONAL INSTITUTIONS**

Tegucigalpa, July 21, 2017

"The best students and teachers who are constantly seeking to grow do not depend solely on the hours of instruction and professional development designated by the institution as their vehicle to learn new concepts and methodologies. One way to continue to grow as an educator and as a student is to infuse learning environments with books that are aligned with both academic and professional/workplace perspectives." With these words, Juan Carlos Rodríguez, the Honduras Country Program Director for the Advance Program, initiated the Symbolic Donation Ceremony for books donated by USAID, the International Book Bank, and FHI 360 to educational institutions in Honduras.

The event was attended by 34 participants, one third of them representing educational institutions including Universidad Cristiana Evangélica Nuevo Milenio (UCENM), Centro Universitario Tecnológico (CEUTEC), Universidad Autónoma de Honduras (UNAH), National Vocational Training Institute (INFOP) and Central American Polytechnic Institute (IPC). The Honduras Advance program staff also attended the event, including the group of young people who helped to classify, package and organize the books so the donation could be carried out.

In opening remarks, Dr. Alejandro Paredes, Regional Director of the Advance Program, emphasized that "When a writer, publisher, school or institute starts ordering knowledge and shapes it in a book, methodology or educational system, then the behavioral and transformational changes start in their readers. The Advance Program is rooted in carrying out activities based on evidence and research-based practices, including institutional strengthening efforts, scholarships and now this donation of high quality books."

USAID/Honduras representative, Ana Carolina Rubí, then pointed out that the donation consists of 25,000 books, with an estimated value of US \$ 2.5 million, and is intended to strengthen the libraries of educational institutions in Honduras that offer tertiary and non-tertiary education programs. She also indicated that the donation includes more than 150 book titles in areas such as marketing, health, business management, engineering, physics, accounting, finance, economics, sociology, psychology, mathematics and pedagogy, among others.

The ceremony continued with the symbolic delivery of the books to the representatives of UCENM, CEUTEC, UNAH, INFOP and IPC. Through close coordination with these institutions, the distribution will be scheduled during the second semester of 2017. Finally, the Rector of the UCENM, Attorney María Antonia Fernández de Suazo, gave an effusive thank you message, including several transcendental messages, among them, that "the donation has a cultural nature, given that books have been and will be the universal source of knowledge" and that "in the contemporary world strategic partnerships are tools to advocate for human and institutional development."



The recipient Institutions will develop strategies to promote the effective use of books, which could include the design of campaigns to publicize the contents to students, as well as teachers, to be used as a reference to support regular coursework.

**Photos from the Donation Ceremony (July 21, 2017)**



Event opening: Alejandro Paredes, Advance Chief of Party



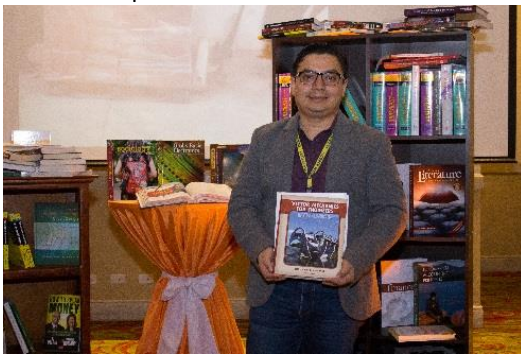
Key Message: Ana Carolina Rubí, USAID Honduras



Representatives from UCENM



Representatives from CEUTEC-UNITEC



Representative from UNAH



Representative from IPC



Representatives from INFOP



Representatives from all institutions and FHI 360

