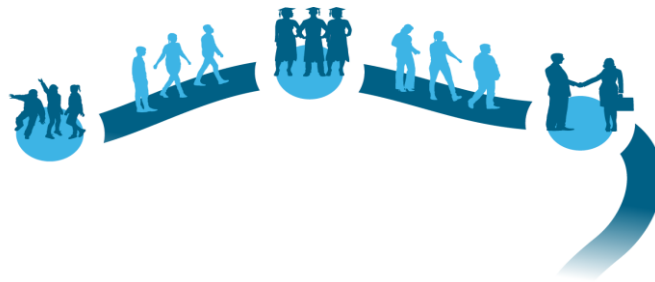




LAC Regional Workforce Development Program

FHI 360

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



Quarterly Report 7

April 1 – June 30, 2017

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Acronym List

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
CEUTEC	Centro Universidad Tecnológico
GU	Georgetown University
HEART NTA	Human Employment and Resource Training Trust, National Training Agency
ICA	Institutional Capacity Assessment
ILA	Institutional Landscaping Analysis
IR	Intermediate Result
J&A	Juarez & Associates, Inc.
LAC	Latin America and the Caribbean
LASP	Life of Agreement Strategic Plan
LDP	Local Partner Development
LINKAGES	Linkages across the Continuum of HIV Services for Key Populations Affected by HIV Project
LMA	Labor Market Assessment
M&E	Monitoring & Evaluation
SBAC	Study of Barriers to Access and Completion
SEED	Scholarships for Education and Economic Development
SRAS	Scholarship Recruitment and Selection Strategy
TOR	Terms of Reference
USAID	U.S. Agency for International Development
UCENM	Universidad Cristiana Evangélica Nuevo Milenio
UNAH	Universidad Nacional Autónoma de Honduras
UPANA	Universidad Panamericana
URL	Universidad Rafael Landívar
UTECH	University of Technology
VTDI	Vocation Training and Development Institute

I. INTRODUCTION

This quarterly report reflects the principal activities and results from April 1 through June 30, 2017 (Quarter 3 of Year 2), for the LAC Regional Workforce Development Program - Advance, in Honduras, Guatemala, and Jamaica.

On the administrative side, the Program hired additional staff in each country, finalized the Year 2 work plan and Program communications plan, and submitted a draft Program website for review by USAID.

On the technical side, the Program made key advancements with the remaining cross-cutting assessments, completing the institutional landscaping analysis (ILA) in Jamaica and progressing with the study of barriers to access and completion (SBAC) in each country. The Program also completed final drafts of the scholarship recruitment and selection manuals.

Additionally, Advance finalized selection of institutions for each country and began drafting memorandums of understanding to formalize partnerships with the nine selected institutions. The Program continued collecting data from institutions as part of the deep-dive institutional capacity assessment process to inform the development of eventual sub-agreements with the institutions.

The following sections describe the activities and achievements in greater detail and summarize next steps and upcoming activities for Quarter 4 of Year 2. Since the Year 2 Annual Work Plan (AWP) was approved this quarter, the Administrative Activities in this report correspond with those in both the Year 2 AWP and the Life of Agreement Strategic Plan (LASP). All other activities correspond only to the Year 2 AWP.

II. ACTIVITIES AND ACCOMPLISHMENTS

Administrative Activities (LASP)

Activity 1: Hire key personnel and local staff

Honduras: The Honduras team hired Olga Rosales Pineda as Specialist in Scholarships, Access, and Labor Bridging in June. With approval from USAID, Juan Carlos Rodriguez transitioned from his role as Regional Monitoring & Evaluation Manager to the role of Honduras Country Program Director due to the departure of Antonieta Harwood. Mr. Rodriguez and Ms. Harwood implemented a transition plan during the month of May to ensure a smooth and effective handover of responsibility in Honduras.

Guatemala: The Guatemala team hired Stephanie Williams as Finance Manager in April and Eduardo Moreira as Specialist in Scholarships, Access, and Labor Bridging in June.

Jamaica: The Program hired Kaydeen Miles-McLean as Technical Education Specialist in June. She will work directly with the selected institutions to strengthen areas such as curriculum and faculty professional development.

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

The Program participated in meetings with USAID/Washington and each of the USAID missions in Honduras, Guatemala, and Jamaica to finalize the pre-selection of institutions. The outcomes of these meetings are further described below under Result 1, Activity 2.

Activity 3: Establish country offices and local operations

Jamaica: Jamaica Country Program Director Ruth Chisholm met bi-weekly with FHI 360 project leads from the USAID Local Partner Development (LPD) and LINKAGES projects to discuss finance and administrative procedures, as well as opportunities for programmatic collaboration.

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

The Program completed and submitted the Year 2 Annual Work Plan, and it was approved by USIAD. The Program also submitted an updated version of the Monitoring and Evaluation Plan for review by USAID, incorporating feedback previously received.

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

The Program submitted the Communications Plan to USAID for review and approval and expects to finalize the plan next quarter, along with an updated Branding and Marking Plan.

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

Honduras: The Honduras team held two meetings with USAID/Honduras. The first took place on May 23 to (1) share the proposal for the distribution of donated books, (2) discuss the selection process for technical degree programs, and (3) report on the progress made in developing agreements with selected universities. The second meeting took place on June 14, and the purpose was to explore ways to better coordinate with and compliment other USAID workforce projects in Honduras. The result of this meeting was the creation of a self-managed working group consisting of USAID workforce project representatives.

In addition to meetings with the USAID mission, the Honduras team participated in a meeting convened by the Ministry of Education and the French technical mission to discuss technical education in Honduras. The Ministry of Education is particularly interested in technical and professional education at the secondary level, so the Advance team shared results from the Honduras LMA, focusing on gaps that need to be filled to match the demand for technical jobs with the supply of technical degree holders. See Appendix A for a complete list of Honduras meetings.

Guatemala: On May 18, the Guatemala team met with Laura Villegas of USAID/Guatemala to (1) discuss progress made in presenting the LMA results to various local stakeholders, (2) discuss progress made with the study of barriers to access and completion (SBAC), (3) share updates and plans for developing agreements with partner universities, and (4) share progress with developing a Program database of local institutions and individuals to be used to promote linkages between the academic and business sectors.

The Guatemala team also met with the Chamber of Tourism and Universidad Rafael Landívar (URL) to initiate contact with the Faculty of Economic and Business Sciences to explore the start of a new technical degree program in Hotel and Restaurant Administration in Quetzaltenango and its area of influence in the Western Highlands.

Jamaica: Ms. Chisholm met monthly with Bridget Fong-Yee at the USAID/Jamaica mission to share updates on Program activities. She also attended and participated in various events hosted by USAID Jamaica's implementing partners.

Additionally, Ms. Chisholm met with several local organizations to explore potential partnerships for the Program. Meetings were held with representatives from the following organizations: (1) Digicel Foundation to discuss potential collaboration on the Jamaica SBAC; (2) youth information centers, which serve in-school and out-of-school youth in each parish in Jamaica and could support community outreach and recruitment efforts for the selected institutions for Advance; (3) Grace and Staff Foundation, which operates computer and homework centers for students who live in some of the most volatile communities in Kingston; and (4) Fight for Peace, which is a program open to all young people, ages 7 to 29, living in communities affected by violence and supports them through education, employability, and youth leadership initiatives.

Finally, Ms. Chisholm attended technical career and youth-related events hosted by the Inter-American Development Bank, HEART National Training Agency, the British Council and Junior Achievement. See Appendix B for a complete list of Jamaica meetings and events.

Administrative Activities (Year 2 AWP)

Activity 1: Design and implement a grants component with selected institutions and local organizations

This quarter FHI 360 determined the need to develop and sign memorandums of understanding (MOUs) with pre-selected institutions to formally establish relationships with them. The MOUs will allow the Program to gather information for the due diligence process with pre-selected institutions and to initiate the deep-dive institutional capacity assessment (ICA). Data collected through due diligence and the deep-dive ICA will inform the development of eventual sub-grants with institutions, which will replace the MOUs.

To ensure consistency among countries, the Program developed an MOU template that will be adapted and tailored to each university in all three countries. The template summarizes (1) a set of institutional strengthening activities related to the deep-dive ICA and aligned with the 5 intermediate results (IR) and (2) a set of expected deliverables.

Activity 2: Conduct necessary administrative processes for cost-share activities

Honduras and Guatemala: The Honduras and Guatemala team developed initial draft cost-share estimates for work with two pilot institutions in each country. The Program will confirm these estimates in the coming quarter once additional cost data has been gathered.

Jamaica: Several private sector stakeholders in Jamaica have expressed an interest in providing scholarships and/or in kind-support to the Program. As mentioned above, the Program is exploring a possible partnership with Digicel Foundation on the SBAC in Jamaica, which could result in a cost-share contribution.

Crosscutting Assessments

Activity 1: Labor Market Assessment (LMA)

The Program submitted final, copy-edited versions of the LMA reports for each country to USAID. Specific LMA country activities are described below:

Honduras: The Honduras team printed copies of the final LMA report and will distribute them to all key labor market actors from the private sector, the government, and academia, including selected institutions.

Guatemala: The Guatemala team continued to disseminate LMA results to local stakeholders. In May, the Program presented the LMA in Colotenango, a municipality of Huehuetenango, at the request of *Todos Juntos* Youth Association. An audience of 125 people attended the LMA presentation, including youth, students, teachers, and parents. See Appendix C for photos from the event. In June, the Program planned two additional LMA presentations: one with the Office of the Human Rights Ombudsman and Universidad de San Carlos (USAC) and the other with the Guatemalan-German Chamber of Commerce and Industry. These presentations will be held next quarter.

Jamaica: Printing began for the final LMA report Jamaica, and the Program will distribute copies to key stakeholders in academia, the private sector, and government ministries next quarter. USAID/Jamaica requested that the document name be changed to *Labor Market Sectors Review* as it focused on certain sectors rather than assessing Jamaica's entire labor market.

Activity 2: Institutional Landscaping Analysis (ILA)

Honduras y Guatemala: The Program revised and submitted the ILA report for Honduras and Guatemala to USAID for review. This report was based on the final report of the ILA consultant with inputs and additions from the FHI 360 teams in Honduras, Guatemala, and Washington, DC.

Jamaica: The Jamaica team completed Phase 3 (Data Analysis) and Phase 4 (Final Report) of the ILA and submitted the report to USAID for review. The ILA contained recommendations for target institutions, which are discussed below in Result 1, Activity 2.

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

The Program advanced with the SBAC in all three countries this quarter. It is important to note that each country team is using a slightly different approach for the SBAC to account for contextual factors and availability of resources for the study in each country. However, the overall SBAC design, methodology, and tools are being adapted to each study to ensure consistency across the three countries.

Honduras: The Honduras team developed and began implementing a plan to conduct the SBAC in Honduras. This plan builds upon methods and strategies developed for the Guatemala SBAC but also makes key adjustments to the data collection process and instruments in order to maximize efficiency and tailor the study to the Honduras context. The Honduras SBAC includes three phases, including (1) design and planning, (2) data collection and analysis, and (3) final report. This quarter, the team initiated Phase 1, which involved tailoring the SBAC methodology to Honduras, updating instruments and the data analysis strategy, and assembling and training a local working group consisting of data collectors, transcribers, and a data analyst.

Guatemala: The Guatemala team coordinated with Juarez & Associates (J&A) on Phase 2 (Data Collection) and Phase 3 (Data Analysis) of the SBAC. J&A completed hundreds of interviews and over 25 focus groups with youth in the Western Highlands. J&A initiated the data analysis process, but it was delayed due to challenges encountered with coding the qualitative data and serious illness of key J&A team members. Therefore, FHI 360 extended J&A's sub-grant through the end of Quarter 3, but an additional extension will likely be needed to complete the data analysis and final report.

Jamaica: Through a competitive process, the Jamaica team selected a local research firm to conduct the SBAC in Jamaica. The study will build upon lessons learned in Honduras and Guatemala and will begin next quarter.

To inform the SBAC in Jamaica, the Advance Jamaica team participated in a Gender and Social Inclusion Training facilitated by FHI 360 gender specialists in Kingston. This training was spearheaded by the LPD project, which conducted a Gender and Social Inclusion Analysis that will be used as a secondary data source for the Jamaica SBAC.

Result 1 Activities

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

Activity 2: Pre-selection of target institutions

The Program held separate meetings with each USAID mission and Ms. Meinen of USAID/Washington to discuss pre-selected institutions, which were chosen based on preliminary results of the LMA and ILA. USAID approved the pre-selection of the following institutions:

Honduras: Centro Universitario Tecnológico (CEUTEC-UNITEC), Universidad Cristiana Evangélica Nuevo Milenio (UCENM), and Universidad Nacional Autónoma de Honduras (UNAH),

Guatemala: Universidad Rafael Landívar (URL), Universidad Panamericana (UPANA), and Universidad de San Carlos (USAC).

Jamaica: University of Technology (UTECH), Council of Community Colleges of Jamaica (CCCJ), and Vocational Training and Development Institute (VTDI).

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

Honduras y Guatemala: The teams in Honduras and Guatemala developed terms of reference (TOR) for consultants to initiate and carry out deep-dive ICA activities in collaboration with FHI 360 teams and pilot institutions. The TORs are aligned with the five IRs of the Program, and work will begin next quarter.

Jamaica: The Jamaica team engaged the pre-selected institutions in meetings to gain further insights on their capacity, including faculty profiles, admissions processes, and specific needs in degree program development. This information will serve as key inputs for the deep-dive ICA in Jamaica.

Activity 4. Formal selection of target institutions

As stated in Activity 1 on page 6, the Program began developing MOUs to formalize partnerships with pre-selected institutions. The Program made the following progress in each country:

Honduras: The Honduras team met with the two pilot institutions, UCENM y CEUTEC-UNITEC, to develop the SOW for MOUs and gather information for the due diligence process. The Program expects to sign MOUs with these institutions in July.

Guatemala: The Guatemala team held several meetings with the three pre-selected institutions and developed draft MOUs for UPANA and URL. The Program expects to sign these MOUs in July.

Jamaica: The Jamaica team hosted an event at the end of June in Kingston to formally announce selection of CCCJ, UTECH, and VTDI. As part of this event, the Program shared activity updates with stakeholders

and held a symbolic MOU signing between FHI 360 and CCCJ. The Minister of State in the Ministry of Education, Youth and Information, the Honorable Floyd Green, expressed the timely nature of the Advance Program given Jamaica's national focus on job creation and workforce readiness for youth.

In addition to signing an MOU with CCCJ, the Program initiated conversations with UTECH and VTDI to draft MOUs, which will be signed next quarter.

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

Honduras: The Honduras team worked with a local consultant to develop 4 key inputs as part of a pilot private sector stakeholder strategy: (1) an inventory of best practices for academic financing, (2) a feasibility analysis to inform the creation of local scholarships programs, (3) a strategy for inter-sectoral partnerships, and (4) a communications strategy for the Honduras office. The Program will analyze these inputs and use them to inform the development of private sector stakeholder strategies in Guatemala and Jamaica.

Activity 2: Develop Program website

The Program submitted a draft Advance Website to USAID for review. The website contains information on Program objectives, staff, activities, and expected results, and will house country-specific resources, including success stories, links to selected institutions, and Program materials.

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

Honduras: The Program shared a book distribution proposal with USAID that outlined plans for donating books to five education institutions in Honduras. USAID approved the plan. The Program began planning a symbolic handover ceremony with recipient institutions and USAID to be held in July 2017.

Result 2 Activities

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

IR 2.2 Scholarships

Activity 2: Design a local scholarships program for students in pilot institutions

Honduras and Guatemala: Georgetown University (GU) completed drafts of the scholarship recruitment and selection (SRAS) manuals, and a representative from GU visited Honduras and Guatemala to validate the manuals with the FHI 360 team. In each country, the Program also hosted meetings with former

scholarship recipients of the CASP, CASS, and SEED Programs to review and provide feedback on the two manuals.

All countries: The teams in each country began gathering data from selected institutions and communities on the cost of target degree programs. This cost data will inform the development of scholarship packages for each institution.

III. NEXT STEPS

During Quarter 4 of Year 2 (July-September 2017), the Program plans to carry out the following activities:

Administrative Activities

Design and implement grants component: The Program will sign MOUs with selected institutions in each country and will develop and sub-grants for two pilot institutions per country, as well. 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 develop cost-share plans with each pilot institution and will initiate a formal partnership with e-learning provider Alison.

Crosscutting Assessments

Labor Market Assessment: The Program will complete dissemination of the final LMA report with stakeholders in each country and will prepare a regional working paper that compares outcomes and lessons learned from the three LMAs.

Institutional Landscaping Analysis: The Program will review feedback from USAID on the ILA for each country and will submit final, updated reports to USAID. The Program will also summarize high-level takeaways from the ILA in each country to share at future Program events.

Study of Barriers to Access and Completion: The Program will complete the SBAC in Honduras and will jointly share SBAC and ILA takeaways at an event in September. In Guatemala, the Program will finalize the SBAC with J&A and will summarize findings jointly with the ILA results in preparation for an event in October. In Jamaica, the Program will initiate the SBAC and share interim findings with USAID by the end of the quarter.

Result 1 & 2 Activities

Institution selection and deep-dive institutional capacity assessment: Once MOUs are signed with institutions, the Program will initiate deep-dive ICA activities, beginning with pilot institutions. This will include activities related to curriculum, faculty/staff professional development, labor bridging services, recruitment and admissions, and scholarships.

Capacity Building Strategy: The Program will initiate CBS activities in pilot institutions once sufficient data has been gathered through the deep-dive ICA. Like the ICA, the CBS activities will include all 5 IR areas. The Program expects to complete some CBS activities – such as assessing skills and knowledge of faculty/staff – in Honduras and Guatemala pilot institutions next quarter. However, other activities – such as revising curriculum – will be initiated in Quarter 4, Year 2 but not completed until Year 3. In Jamaica, the Program will initiate CBS activities in pilot institutions, and they will extend into Year 3.

Scholarships: The Program will complete scholarship recruitment, selection, and facilitation manuals and will validate the content with stakeholders at selected institutions in each country. The Program will use the manuals to begin designing local and US scholarships programs for selected pilot institutions in each country.