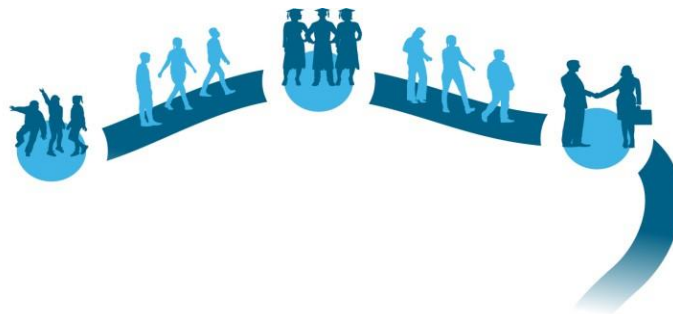# USAID
Advance Program

FHI 360

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Quarterly Report 10
January 1 - March 31, 2018

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List of Acronyms

AWP   Annual Work Plan
CBS   Capacity Building Strategy
CCCJ   Council of Community Colleges of Jamaica
COP   Chief of Party
FAUSAC   Faculty of Agronomy at the University of San Carlos
HEART   Human Employment and Resource Training Trust
HQ   Headquarters
ICA   Institutional Capacity Assessment
ILA   Institutional Landscaping Analysis
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
USAID   U.S. Agency for International Development
UCENM   Evangelical Christian University New Millennium
UNITEC-CEUTEC Technological University Center
UNAH   National Autonomous University of Honduras
UPANA   Pan American University
URL   Rafael Landívar University
USAC   University of San Carlos
UTECH   University of Technology
VTDI   Vocational Training Development Institute

I.   INTRODUCTION

This quarterly report covers the key activities and results between January 1 and March 31, 2018 (Quarter 2 of Year 3), for the Advance Program in Honduras, Guatemala, and Jamaica.

Each of the three countries made significant progress in various technical areas. The Program completed the Study of Barriers to Access and Completion in Jamaica, completed the institutional capacity assessment (ICA) in each country, and advanced curriculum development and local scholarships activities in each country. The Program also finalized subgrants with five institutions.

It is important to note that during the quarter, the project faced unexpected challenges related to the Country Program Director in Guatemala, and FHI 360 worked closely with USAID to ensure that activities in Guatemala continued as planned despite these challenges. Some activities were delayed while working toward a solution to the staffing situation – including delays with university capacity strengthening activities – but the Program expects to have this issue resolved by the start of Quarter 3.

The following sections describe the activities and achievements of this quarter in greater detail and summarize the next steps and upcoming activities for Quarter 3 of Year 3. The activities described correspond directly to the Year 3 Annual Work Plan, with a few references to ongoing activities from the Life of Agreement Strategic Plan.

II.   ACTIVITIES AND ACCOMPLISHMENTS

Core Administrative Activities
Life of Agreement Strategic Plan Activities

Activity 1: Hire key personnel and local staff
Honduras: In March, the Program hired Denia Nelson as Administration and Human Resources Officer to support local operations in Honduras. The Program also interviewed two candidates for the position of Regional Monitoring and Evaluation (M&E) Specialist in Honduras with plans to hire this role next quarter.

Guatemala: Chief of Party, Alejandro Paredes, filled in as Guatemala Country Program Director while the Program worked to resolve the situation with that position.

Jamaica: The Program did not make any staffing changes this quarter.

Activity 6: Initiate contact with USAID missions, local stakeholders and partner organizations
Honduras: The Country Program Director, Juan Carlos Rodriguez, participated in meetings convened by USAID/Honduras for both the education portfolio and workforce projects in order to coordinate and cooperate across projects.

Guatemala: The Advance Program participated in the event *"How to improve linkages between formal education and education for work and higher education?"*, which was hosted by the Foundation for the Development of Guatemala (FUNDESA) and the Private Council of Competitiveness (CPC). The event featured the release of the

third edition of the "Talent Gap Study," and a panel of experts discussed gaps between the labor market and education institutions. The Guatemala Country Program Director participated on the panel, which referenced many of the findings from the Guatemala Labor Market Assessment conducted by Advance.

Jamaica: The Program participated in USAID Jamaica events, including a dissemination event for the Latin American Public Opinion Poll administered in Jamaica, in partnership with Vanderbilt University. The Jamaica Country Program Director also attended a roundtable discussion with senior members of the Health and Wellness Tourism Linkages Network, which consists of representatives from the Ministry of Tourism and local tourism operators. The Country Program Director shared an overview of the Advance Program. Further collaboration is being discussed as this network is keen on partnering on training and education efforts based on the needs and skills gap members have observed within the industry. See Appendix A for a complete list of meetings held in Jamaica.

Year 3 Work Plan Activities

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

The Program finalized subgrants for the five Group 1 institutions (UCENM and CEUTEC in Honduras, URL and UPANA in Guatemala, and VTDI in Jamaica). Note that VTDI has replaced CCCJ as a Group 1 institution in Jamaica. The Program submitted subgrant documents to USAID for review and approval for these 5 institutions and expects to sign these subgrants at the start of Quarter 3, once approval has been granted. See Result 1, Activity 3 for additional information on this activity.

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

Once subgrants are signed with universities, the Program will work with each institution to finalize a tailored costshare plan. Universities are being asked to contribute 17% of the subgrant total in costshare. Costshare activity will accelerate once university cost share plans are finalized, but in the meantime, the Program made the following costshare advancements during the quarter:

Honduras: The Program held working sessions with staff from Centro Universitario Tecnológico (CEUTEC) and Universidad Cristiana Evangélica Nuevo Milenio (UCENM) to train financial and technical staff in cost-share guidelines. As part of this process, the Program shared examples of specific cost share activities with university representatives.

Guatemala: The Program will wait to develop cost share plans with universities until subgrants have been signed.

Jamaica: The Program developed a draft private sector strategy, which includes costshare opportunities and an accompanying implementation plan through the remainder of the life of the program.

Activity 3: Involvement in committee(s) and university task forces

Honduras: Based on the needs identified in the institutional capacity assessment, the Program continued to work with task forces at each institution, including curriculum teams and recruitment, admissions, and scholarships teams. See sections on IR 1.1, IR 2.1, and IR 2.2 below for more information on task team involvement.

Guatemala: The Program is not engaging with task forces in Guatemala but instead works with consultants and individual university staff members on institutional strengthening activities.

Jamaica: The Program helped to establish a curriculum review task force in each of the three institutions. These teams consist of department heads, lecturers, students, industry specialists, administrators, and a representative from FHI 360. They are responsible for reviewing curriculum proposals and recommending content for curriculum at each institution.

Activity 4: Hold Annual Advance Core Team Meeting

Members of the Advance Core team, including the Regional Chief of Party, Honduras Country Program Director, Jamaica Country Program Director, US Project Director, and US Project Manager, attended the 2018 Comparative and International Education Society (2018) conference in Mexico City. The team presented a regional analysis of results from the Advance LMAs and subsequent implications for institutional strengthening in a presentation entitled "Strengthening Higher Education within Latin America and the Caribbean: Implementing Change Within Academic Programs." Marlon Breve, Rector of UNITEC-CEUTEC in Honduras, participated in this presentation, along with Barbara Knox-Seith of USAID, to present a case study of how Advance is working to improve technical degree programs and opportunities for disadvantaged students in CEUTEC.

In addition to this presentation and participation in other conference sessions, the Advance core team met to discuss progress-to-date on Program activities, reflect on successes and challenges, and discuss next steps for implementation in each country for the remainder of Year 3.

Crosscutting Assessments

Activity 3: Study of Barriers to Access and Completion (SBAC)
Honduras and Guatemala: The SBAC is completed in Honduras and Guatemala.

Jamaica: The Program completed the draft SBAC in Jamaica, which included data from 892 youth ages 15-25 in 6 parishes and identified several main barriers to access and completion of technical tertiary education for disadvantaged youth in Jamaica. Regarding barriers to access, the study identified awareness of technical education options, parent schooling attainment and family examples of achievement, and presence of violence in the community as pressing barriers. Additionally, young people's attitudes towards their education and life aspirations were significantly related to their access to technical tertiary education. For example, as compared to youth who stopped their education after secondary school, students studying at the technical tertiary level report having higher professional career aspirations.

The main barriers to completion are related to financial difficulties. This included difficulty covering tuition fees and non-tuition expenses related to education, and the need to work to earn wages. Pregnancy was also a reason for degree program attrition. The Program will finalize the SBAC report next quarter and will host a public dissemination event to share results.

Monitoring and Evaluation Activities

Activity 1: Baseline data collection
Honduras and Guatemala: This quarter the Program completed the design and implementation of baseline data collection activities at selected institutions in Honduras and Guatemala with the support of an international consultant and FHI 360 headquarters M&E staff. This included designing and validating data collection instruments, conducting a training for enumerators, and establishing criteria for quality control and

guidelines for data processing.

In Honduras, the Program trained 6 enumerators, including two technical officers from CEUTEC, and piloted instruments with 20 students. The Program collected data from 104 students, 22 teachers, 13 non-teaching staff, and 13 graduates associated with priority degree program in UCENM (Clinical Laboratory) and 95 students, 11 teachers, 10 non-teaching staff, and 10 graduates associated with priority degree programs at CEUTEC (Web Design and Development and Nursing Assistant).

In Guatemala, the Program gathered baseline data from Universidad Rafael Landívar (URL) including 143 students, 30 teachers, 8 non-teaching staff, and 9 graduates associated with degree programs in Hotel Administration and Gastronomy, Nursing, and Physical and Occupational Therapy degree programs. The Program also collected data from Universidad de San Carlos (USAC) from 59 students, 14 teachers, 11 non-teaching staff, and 8 graduates associated with the Fruit Production degree program. See Appendix B for photos from baseline data collection activities in Guatemala.

Jamaica: The Program will conduct the baseline for Jamaican institutions next quarter.

Result 1 Activities

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

Activity 1: Conduct a partnership building exercise for representatives from selected institutions and private sector stakeholders

Honduras: The Program previously completed the partnership building exercise in Honduras.

Guatemala: The Program held two meetings in Huehuetenango and Quetzaltenango, with representatives from USAC and local entrepreneurs, non-governmental organizations, and governmental organizations. The aim of these meetings was to present the Fruit Production technical degree program to local business stakeholders and to present a proposed Labor Bridging Strategy to local employers to partner with USAC's North-West Campus (CUNOROC). As a result of these meetings, Advance compiled a database of organizations and businesses interested in participating in future labor bridging activities. See Appendix B for photos from this event.

Jamaica: As noted above in Core Administrative Activities, Activity 6, the Program and representatives from the Council of Community Colleges of Jamaica (CCCJ) attended a spa standards workshop hosted by the Tourism Linkages Network and the Ministry of Health. The workshop was the first of many activities to strengthen the spa industry and bring it under the broader theme of health and wellness. An initial mapping of spa facilities was presented, and participants offered feedback to refine the database of spa practitioners. The next steps for this group are to align the local health and wellness regulatory frameworks with international standards and eventually to define certification and training requirements, which will be connected to Advance's work in Health and Wellness Tourism at CCCJ.

Activity 2. Conduct a Deep-Dive Institutional Capacity Assessment (ICA) for selected institutions

Honduras: The Honduras team implemented and finalized the ICA at the two campuses within the Universidad Nacional Autónoma de Honduras (UNAH) that will be supported by the Program: the Tela Higher Education Technical Institute (ITST) and Regional Center of the West (CUROC). The ICA study methodology included surveys, focus groups, and interviews with students, faculty, staff, graduates and employers connected to the technical

degree programs in Food and Beverages (ITST), and Coffee Administration (CUROC). Prior to the ICA, the institutions in Honduras regularly conducted self-evaluations of degree programs in order to update curriculum, but the ICA presented an opportunity to assess the quality of degree programs in an integrated manner, extending beyond curriculum. Institutions particularly valued the combination of quantitative and qualitative data used to identify capacity needs. Key findings from ITST include the fact that 80% of students in the Food and Beverages technical degree program reported a lack of confidence that the program is fulfilling its learning objectives. Several ITST faculty and staff also highlighted that adjustments need to be made to the degree program so that graduates are better prepared to respond to the current requirements of the food and beverages sector. Program graduates reported a lack of relevant technical experience in cocktail and pastry skills, and a need for soft skills in the areas of personal development, professional communication, and conflict resolution.

At CUROC, the ICA found that the Coffee Administration curriculum is based on learning objectives rather than work-place competencies. On the positive side, the curriculum is characterized by having a high practical content, and teachers are required to have professional experience in the field. However, half of teachers interviewed for the ICA reported they do not know if the current curriculum adequately prepares graduates for the challenges and context they will face in the workplace.

For both campuses, some of the Program's recommended next steps include: design a program to prepare teachers to better use innovative teaching strategies to work more effectively with disadvantaged youth; improve teacher training in syllabus development, student competency assessment, and innovative teaching strategies; design and implement a Comprehensive Remedial and Student Accompaniment Program; and establish a monitoring and follow-up system for graduates.

Prior to this quarter, the Program completed ICAs for CEUTEC and UCENM.

Guatemala: The Guatemala team completed draft versions of the ICA for USAC and URL, focusing on degree programs in Hotel Management and Gastronomy (URL) and Fruit Production (USAC). Before the Advance Program, the institutions in Guatemala had not conducted a similar deep-dive assessment, so the ICA has provided important insights and data on institutional capacity needs for each institution.

At URL, the ICA analyzed capacity at both the Central and Quetzaltenango campuses and was conducted in coordination with the university's academic units. The methodology included interviews with students, graduates, teachers and administrative staff connected with the Hotel Management and Gastronomy degree program. Key findings include a need to strengthen continuous teacher professional development and effectively integrate and encourage collaboration of teaching and administrative faculty and staff; a current lack of appropriate systems to monitor graduates' employment outcomes; insufficient systematization of academic, administrative and research processes; low capacity in evaluating student learning; and the lack of a clear plan to foster institutional collaboration with the external environment. As a result of this analysis, the ICA proposed recommendations regarding improving institutional management, pedagogy and connections with the private sector. LL:

At USAC, the ICA focused on assessing capacity within the Faculty of Agronomy of the University of San Carlos (FAUSAC). The analysis was carried out in coordination with academic faculty, the director of the University Center of the Northwest in Huehuetenango (CUNOROC) and the Career Coordinator of the University Extension in Jacaltenango. Key findings include the need to improve capacity to respond to poor academic preparation of first-year students, the need to strengthen career guidance, a lack of integration between academic knowledge and professional training within degree programs, and the need to empower and build capacity of staff providing student counseling. Additionally, the ICA highlights the need to strengthen linkages between students and the

workplace earlier on in the degree program cycle.

Prior to this quarter, the Program completed the ICA for UPANA.

Jamaica: The Program completed a draft of the ICA for the University of Technology (UTECH) and the Vocational Training Development Institute (VTDI), and is in the process of finalizing a draft ICA for CCCJ. Initial findings illustrate similar capacity challenges in all three institutions to varying degrees. All institutions struggle with a lack of educational resources such as books and learning aids and require support in intentional integration of social and emotional skills in academic offerings. Furthermore, all three institutions report the need to track graduates' employment outcomes and must improve institutionalization and measurement of labor bridging activities. All institutions in Jamaica are currently required to complete a self-study as part of their accreditation process, and representatives from the institutions expressed that the ICA was useful since it complimented existing self-studies and provided up-to-date information on institutional capacity.

At UTECH, key ICA findings include a need to systematize and include key stakeholders in the program design and curriculum review processes. Additionally, the university needs to gather more comprehensive information regarding student socioeconomic status and ensure that degree programs are responsive and sensitive to disadvantaged students. There is also a need to streamline and simplify access to student services, improve graduate tracking capacity, and improve targeted marketing to raise awareness of specific degree programs.

At VTDI, the ICA highlighted a need for the institution to acquire appropriate equipment such as lighting, sound and videography equipment, and computer software, for students to practice technical skills. There is also a need to strengthen the institution's work/study program to allow for alternative financing options for students who are struggling due to financial barriers. Recommendations to improve the work/study program include developing external partners, raising the rate of pay, and removing restrictions on the number of hours that student can work. The ICA also highlighted a lack of institutional awareness of issues such as equality, diversity and inclusion, and a need develop relevant policies to ensure equity for students with diverse needs.

Activity 3: Finalize formal selection of target institutions

As described in Activity 1 of Core Administrative Activities, the Program completed subgrant packages for Group 1 institutions. This process involved multiple negotiation meetings and significant back-and-forth with each institution to finalize scopes of work and budgets, to conduct a financial management institutional capacity assessment, and agree upon terms and conditions of the subgrant. The Program submitted scopes of work, budgets, and memoranda of negotiation for each institution to USAID for approval. The Program also developed draft subgrant packages for Group 2 institutions (UNAH in Honduras, USAC in Guatemala, and UTECH and CCCJ in Jamaica) and plans to submit these to USAID for approval next quarter.

Activity 4: Develop and conduct a capacity building strategy (CBS) within each institution and degree program

Driven by the results of the ICAs in each country, the Program focused its efforts on the CBS in two main areas: curriculum and pedagogy and scholarships. These activities are described under sections IR 1.1 and IR 2.2 below and are denoted by (CBS).

IR 1.1 Curriculum design and pedagogy improved

Activity 1: Conduct asset mapping of selected degree programs to better align curricula with labor market demands (ICA)

Honduras: As part of Result 1, Activity 2 (the ICA), the Program conducted the asset mapping of the technical degrees prioritized in the UNAH: Food and Beverages (TUAB) and Coffee Business Administration (TUAEC).

For both degrees, the ICA found that changes must be made to respond to current requirements of the respective sectors. For example, for Food and Beverages, there is a need to strengthen competences in culinary production and attention to customer service. For Coffee Business Administration, the asset mapping showed that while the degree program already has a practical content, but that the faculty delivering the curriculum are unsure of how well the curriculum prepares students for the labor market. This shows a need to further train faculty in labor market expectations.

Prior to this quarter, the Program completed the asset mapping for the selected degree programs in universities of the group 1, UCENM and CEUTEC.

Guatemala: Asset mapping has already been completed for the Guatemala institutions (as part of the Institutional Landscaping Analysis).

Jamaica: As noted in Core Administrative Activities, Activity 3, the Program worked with each of the three institutions to establish a curriculum review task force, which is in charge of overseeing the curriculum strengthening process. The Program also engaged two local industry specialists to work with curriculum task teams at VTDI and CCCJ to strengthen the Entertainment and Events Management Program and the Health and Wellness Tourism Program, respectively. This quarter, both specialists completed a diagnostic of existing curricula, interviewed lecturers in each degree program, and observed classroom practices and teaching methods to inform the curriculum strengthening process.

Activity 2: Develop guidelines for curriculum revisions for each new or updated degree program (CBS)

Honduras: The Program implemented a day-long seminar for 14 stakeholders connected to the Clinical Laboratory degree program at UCENM on strategies for identifying job functions and labor competencies. The 14 participants included 9 human resources and clinical laboratory professionals from local hospitals and clinics, as well as 5 members of the curriculum development team at UCENM. In this seminar, participants worked together to develop a job description that mapped functions, responsibilities, and competencies needed for the role of Clinical Laboratory Technician. The job descriptors and competencies – developed jointly by academics and employers – allowed institutions to identify gaps in current curricula, particularly related to resources and development of skills and competencies. These gaps and the identified competencies will form the basis of learning assessments and updated class syllabi for the Clinical Laboratory degree program, thus helping to increase the relevance and pertinence of the program to the labor market. The program held a meeting to present the job description for the Clinical Laboratory Technician to 9 representatives of UCENM, including the Academic Vice Rector, members of the leadership team for curriculum development, and the Director of Teaching. See IR 1.3, Activity 4 below for additional information and Appendix C for photos from this seminar.

The table below highlights the type of curricular revision for reach selected degree program in Honduras and the current status.

University	Degree Program	Type of curriculum	Status (not started, in progress, completed)

		revision (tweak, revise, new)	
CEUTEC-UNITEC	Web Design & Development	Tweak	In progress: Initial asset mapping completed (ICA)
	Nursing Assistant	Tweak	In progress: Initial asset mapping completed (ICA)
UCENM	Clinical Laboratory	Tweak	In progress: Initial asset mapping completed (ICA)
	Logistics Operations	New	Not started
	Textile Production	New	Not started
UNAH	Coffee Farming Management	Tweak	In progress: Initial asset mapping completed (ICA)
	Food & Beverages	Revise	In progress: Initial asset mapping completed (ICA)
	Agriculture Production	Revise	Not started

Guatemala: The Program held curriculum validation meetings between representatives from UPANA, members of the municipal council of San Francisco El Alto Totonicapán, and local business representatives in Quetzaltenango to validate revised competency-based curriculum for the Sales & Marketing and Business Administration degree programs. Employers provided feedback on the learning strategy and competencies – knowledge, skills, and attitudes – that each technical degree program will promote in students. The validated curriculum was shared with the Dean of the Faculty of Economic and Business Sciences of UPANA and is now being used. See Appendix B for photos from these meetings.

The table below highlights the type of curricular revision for reach selected degree program in Guatemala and the current status.

University	Degree Program	Type of curriculum revision (tweak, revise, new)	Status
UPANA	Marketing & Sales	Revise	Completed
	Business Administration	Revise	Completed
URL	Hotel Administration & Gastronomy	New	Completed
	Nursing	No intervention	N/A
	Physical Therapy	No intervention	N/A
	Logistics & Transportation	New	Not started
USAC	Fruit Production	Revise	Not started

Jamaica: As described in IR 1.1, Activity 1 above, the Program worked with curriculum task teams at CCCJ and VTDI to develop inputs for curriculum proposals for degree programs in Health and Wellness Tourism and Entertainment and Events Management, respectively. For CCCJ, the Program also developed a unit for the Introduction to Health and Wellness Module and engaged industry experts to review a program outline for the degree program in Agroprocessing and Business Management.

With UTECH, the Program developed a curriculum map for the Fashion Styling and Image Consulting degree program.

The table below highlights the type of curricular revision for reach selected degree program in Jamaica and the current status

University	Degree Program	Type of curriculum revision (tweak, revise, new)	Status (Not started, in progress, completed)
CCCJ	Applied Science in Health and Wellness Tourism	New	In progress: Completed asset mapping, preparation for initial validation sessions with institutions (including faculty, staff and students)
	Applied Science in Agro-processing and Business	New	In progress: Completed asset mapping
VTDI	Entertainment and Events Management	Revise	In progress: Completed asset mapping, preparation for initial validation sessions with institutions (including faculty, staff and students)
	Digital Media	Revise	Not started
UTECH	Design and Technology	New	Not started
	Fashion Styling and Image Consulting	New	In progress: Completed asset mapping

IR 1.2 Teacher, faculty, and staff development refined

Activity 1. Conduct an initial skills and knowledge assessment of teachers, faculty, and staff in selected institutions (ICA) As noted in Result 1, Activity 2 above, the results of the ICA highlight a lack of skill and knowledge in effective pedagogy, teaching soft skill development, learning assessment, and career guidance across the three countries. Results from the baseline data collection will further complement these initial findings next quarter.

Activity 2: Develop a menu of options to tailor professional development (PD) programs to educator needs (CBS)

Honduras: The Program developed a scope of work for an international consultant strengthen the professional development of teachers, based on the needs of the ICA. This consultant will help to develop and/or validate the menu of options for teacher professional development to close the gap between the current and desired teacher profile for each beneficiary degree program.

Guatemala: The Program does not have updates to report for Guatemala.

Jamaica: The Program does not have updates to report for Jamaica.

Activity 3: Implement tailored professional development programs for faculty/staff (CBS)

Honduras: See IR 1.1, Activity 2 for details on the professional development activity for faculty and staff at UCENM in Honduras.

Guatemala: The Program does not have updates to report for Guatemala.

Jamaica: The Program hosted a soft skills sensitization workshop for 31 staff from the three institutions, along with two industry soft skills specialists. At the workshop, participants received an introduction to the importance of soft skills development, received initial resource materials on softs skills, and shared information on existing soft skills training at their institutions. Participants began developing action plans to integrate soft skills into their degree programs. This activity is in direct coordination with IR 1.3, Activity 4 below. See Appendix A for photos from this event.

IR 1.3 Labor market bridging enhanced

Activity 1: Develop a private sector stakeholder strategy to contribute to work in the overall program offerings and bridging strategies (ICA and CBS)

Honduras: The Program has already developed private sector stakeholder strategies for institutions in Honduras.

Guatemala: As described above in Result 1, Activity 1 and IR 1.1, Activity 2, the Program engaged private sector stakeholders together with representatives from UPANA and USAC to validate curriculum (in the case of UPANA) and strengthen connections to the Fruit Production degree program (USAC). These meetings are key activities in the private sector stakeholder strategy in Guatemala.

Jamaica: The Program developed a draft private sector stakeholder strategy with input from representatives from the private sector, government and nongovernmental organizations. The draft strategy shows that the work of Advance is aligned with priorities of the government, particularly related to youth employment and training outcomes. There is also an opportunity for private sector entities to enhance their corporate social responsibility practices with the inclusion of on-the job training opportunities, participation in on-campus seminars and other labor-bridging activities.

Activity 4: To strengthen the capacity of the offices of career services and the professional orientation of the suppliers, contractors, and human resource specialists (part of ICA and CBS)

Honduras: As mentioned above in IR 1.1 Activity 2, the Program held a workshop for representatives from UCENM and human resources supervisors and clinical laboratory professionals from potential employers of graduates from the Clinical Laboratory degree program. In this workshop, participants developed a deeper understanding of the skills and competencies that graduates must have upon completing the clinical laboratory program, which will help them to adjust their practices for the recruitment, selection, hiring, and orientation of future laboratory technicians.

Guatemala: The Program developed scopes of work and began recruiting for consultants to support the development of a strategy to improve career services, recruitment, and admissions for the degree programs in Hotel Administration and Gastronomy, Physical and Occupational Therapy, Nursing, and Logistics and Transportation at URL, as well as the Fruit Production at USAC.

Jamaica: In addition to the soft skills workshop described above in IR 1.2, Activity 3, the Program hosted a career outreach event in Clarendon, Jamaica, in partnership with the Clarendon Youth Information Center and VTDI. The purpose of the event was to provide information on career pathways and post-secondary education opportunities to 40 youth participants between the ages of 17 to 27. Members of the Advance team presented on the Advance scholarship opportunity, and representatives from VTDI provided information and handouts about their degree programs, especially those being supported by Advance (Entertainment and Events Management, and Digital

Media). The event served as an important outreach opportunity with students to build awareness of potential career paths. See Appendix A for photos from this event.

Result 2 Activities

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

IR 2.1 Increased Access

Activity 1: Review recruitment practices, admissions protocols, and support services (ICA)

Honduras: The Program held a work session with staff from UCENM to deepen and strengthen existing processes for supporting the successful completion of degree programs at the institution. The Program found that documented processes exist for supporting and tracking student progress, but that these processes can be strengthened to better identify students at risk of dropping out and supports to help them stay enrolled. This work session was not held at CEUTEC this quarter.

Guatemala: As noted in Result 1, Activity 2, the ICAs conducted at URL and USAC revealed a need to strengthen supports for incoming students.

Jamaica: As noted in Result 1, Activity 2, the ICAs conducted at UTECH and VTDI revelaed a need to strengthen outreach and marketing to build students' awareness of technical degree programs, and the need to streamline access to student services for disadvantaged students.

Activity 2: Revise recruitment practices, admissions protocols, and support services within selected institutions (CBS)

Honduras: As part of efforts to strengthen student services, the Program developed a Curriculum Proposal for a Remedial Support Program together with student support staff from UCENM and CEUTEC. Both universities accepted the proposed curriculum, which aims to ensure that students enrolled in their first academic period at each university will have the background skills and knowledge to successfully complete their coursework. The remedial course – which is new to both universities – consists of the following four modules (60 hours distributed over 5 weeks): General University Orientation, General Academic Skills (mathematics, reading comprehension, study skills), Degree Program Skills (overview of degree program content, computer skills), and Social Skills (bullying prevention, interpersonal skills, and intrapersonal skills). A more detailed syllabus for this course is included in Appendix C. While the remedial program is intended for all first-year students, both CEUTEC and UCENM began by piloting the course with Advance scholarship recipients: 20 students in the Web Design and Development program at CEUTEC and 30 students in the Clinical Laboratory program at UCENM.

Guatemala: As mentioned in IR 1.3 Activity 4, the Program developed scopes of work and began recruiting for consultants to support the strengthening of recruitment and admissions practices at URL and USAC.

Jamaica: The career outreach event described in IR 1.3, Activity 4, helped to build capacity of VTDI staff in effective recruitment practices. Results of the ICA have shown that recruitment efforts will not only need to be tailored by institution, but also according to the communities where the disadvantaged youth resides. For example, some communities have strong alliances with civil society groups and schools, while others have less formal and less reliable partnerships on the ground. In Jamaica the Advance Program will work with selected institutions to increase the engagement of secondary school students, youth clubs, national and community-based organizations, as well as parents and guardians.

IR 2.2 Scholarships

Activity 1: Design a local scholarship program for students in pilot institutions (CBS)

Honduras: In connection with IR 2.2, Activity 2 below, the Program designed a recruitment and selection strategy with CEUTEC to recruit students for the Nursing Auxiliary program, which is guided by a 20-member support committee, consisting of representatives from the university and community including the Red Cross and Green Cross. The Program conducted an orientation workshop for over 30 participants in preparation for recruitment and selection of nursing scholarship recipients. These participants distributed more than 135 initial applications to prospective students and received 118 completed applications (8 men, 110 women) by the end of the quarter.

The Program also completed the design of the scholarship program for disadvantaged students at UNAH as part of the scope of work included in UNAH's draft subgrants (Core Administrative Activities, Activity 1).

Guatemala: The Program has completed the design of the scholarship program in Guatemala.

Jamaica: The Program has completed the design of the scholarship program in Jamaica.

Activity 3: Implement a local and U.S. scholarships program for students in each country (CBS)

Building on the design of scholarships programs conducted during Quarter 1, the Advance Program completed selection processes for the first cohorts of scholarship recipients in Group 1 institutions in all three countries and students began their studies at the start of 2018. The Program compiled detailed individual files for each selected scholarship recipient, including scholarship interview evaluations, student applications, psychometric test results, etc. The sections below provide highlights from the implementation of Advance scholarships for each country.

Honduras: In connection with IR 2.1, Activity 1, the Program conducted 77 interviews with potential Advance scholarship recipients at UCENM (Clinical Laboratory program) and CEUTEC (Web Design and Development program). At the conclusion of the selection process, the Program held reflection workshops with members of the recruitment teams from each university to discuss lessons learned that can be applied to the next round of scholarship recruitment.

In January, the Program awarded 50 scholarships to disadvantaged students: 30 scholarships (6 men, 24 women) for the Clinical Laboratory degree program at UCENM and 20 scholarships (7 men and 13 women) for the Web Design and Development degree program at CEUTEC. The Advance Program conducted four Welcome Sessions with these scholarship recipients at multiple campuses for UCENM and CEUTEC, in order to introduce students to the Advance Program, share conditions and expectations for scholarship recipients, explain rules of the university, sign letters of acceptance into the scholarship program, and begin to build connections amongst the scholarship cohorts.

In coordination with scholarship focal points from each university, the Program has conducted follow-up visits with scholarship students and UCENM and CEUTEC to track their attendance, study habits, academic performance. Initial tracking data will be used to design student support supports and interventions.

Guatemala: The Program concluded the process of recruitment, selection and approval of student scholarship recipients in the three universities. See Appendix B for photos from the scholarship interview process. In January 2018, 115 Advance Scholarship recipients began their studies (39% men, 61% women). The Program awarded 42 scholarships (12 men, 30 women) for the Business Administration program at UPANA; 36 scholarships (8 men, 28 women) for degree programs in Hotel Administration and Gastronomy, Nursing, and Physical and Occupational Therapy at URL; and 37 scholarships (24 men, 12 women) for the Fruit Production program at USAC. The Program

facilitated orientation workshops for the scholarship recipients at URL and UNAH.

The number of scholarships awarded increased from estimates[1] provided in Quarter 1 for various reasons. In the case of UPANA, the Business Administration Program was expanded to two additional satellite campuses that were able to achieve a cohort size of 15-20 students. The degree program now operates across four campuses: Nebaj (Quiché), Uspantan (Quiché), Quetzaltenango (Quetzaltenango), and Jacaltenango (Huehuetenango). The additional offerings in Quiché reduce transportation, food, and lodging costs for scholarship recipients living near those campuses.

In the case of URL, the number of enrolled students in the Hotel Administration and Gastronomy program was less than expected (26 students), so the Program is now offering scholarships to two additional degree programs in the health sector [2]- Nursing and Physical and Occupational Therapy. There are five scholarship recipients in each of these programs.

In the case of USAC, the Program conducted an additional budget analysis of rural, urban, and peri-urban students and found that it was possible to select up to 36 scholarship recipients – 23 grantees in Jacaltenango (Huehuetenango) and 14 in Huehuetenango – while remaining within the original budgeted amount for scholarships.

Jamaica: The Program completed the recruitment and selection processes for scholarship recipients at CCCJ and VTDI, awarding 38 total scholarships: 26 to students in the Health and Wellness Tourism program at CCCJ and 12 to students in the Entertainment and Events Management Program at VTDI. The Program participated in the scholarship student orientation process at VTDI, giving a brief presentation and distributing letters announcing selected scholarship recipients. The Program also attended the orientation process at two CCCJ institutions (Port more Community College and Montego Bay Community College).

Through the recruitment and selection process, the Program generated important lessons learned on the need to tailor the scholarship recruitment and selection processes to each institution. For example, most of scholarship applicants to VTDI applied online while most students applying to CCCJ submitted hard copies directly to the universities. CCCJ also used Whatsapp to target potential scholarship recipients. The Program will continue using a blended approach of online and manual applications, as well as outreach through community organizations, to target future potential scholarship recipients.

III.   NEXT STEPS

During Quarter 3 of Year 2, the Program plans to carry out the following activities:

Core Administrative Activities
Grants component: The Program will sign subgrants for Group 1 institutions upon receiving USAID approval and will submit subgrants for Group 2 institutions to USAID for approval. Once grants are signed, the Program will begin managing day-to-day tasks associated with tracking scholarships costs.

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[1] The Program estimated 35 scholarships for UPANA, 35 for URL, and 30 for USAC.
[2] The health care services sector was ranked 14 out of 29 priority economic sectors as part of the Guatemala labor market assessment.

The Program will recruit and select local organizations in Honduras and Guatemala to help manage scholarships incentives costs at CEUTEC and USAC, respectively.

The Program will also conduct outreach to potential US university partners to support activities in all three countries, as well as the international study exchange component for students and university faculty/staff.

Administrative processes for cost-share activities: The Program will finalize cost-share plans with institutions once subgrants are signed. The Program will also continue to pursue cost share opportunities with private sector stakeholders.

Involvement in committees and task forces: The Program will continue to coordinate with university task forces on technical activities outlined in the subgrants.

Monitoring and Evaluation Activities
Baseline study and regional data collection
The Program will finalize data analysis activities for the baseline in Honduras and Guatemala. The Program will report on M&E activities for Advance at the USAID regional workforce development meeting in Honduras. In preparation for this activity, the Program will finalize the hiring of the Regional M&E Specialist and will develop and roll out regional data collection and tracking tools.

Additionally, the Program expects to gather baseline M&E data for the remaining institutions, including those in Jamaica.

Cross-cutting Assessments
Study of Barriers to Access and Completion
The Program will host a public event in Honduras to share the results of the SBAC with local stakeholders and to hold a symbolic signing of agreements with the three selected institutions in Honduras.

The Program will also complete the final SBAC report in Jamaica and will host a public event to share the results with local stakeholders.

Result 1 Activities
Curriculum and pedagogy
The Program will complete asset mapping for Group 2 institutions, and will continue engaging industry experts to revise and/or develop curricula for all institutions. The Program will identify local and international consultants to work closely with the institutions on the curriculum revision process. Institutions in each country will begin pilot testing updated/new curricula once updated curricula is approved by curriculum task forces. The Program will also consider adding additional degree programs such as Forestry Technician at USAC.

In addition to curriculum work, the Program will work with each institution to develop draft research agendas.

The tables below explain the target dates for completion and implementation of pilot curriculum for each of the selected degree programs.

Honduras

University	Degree Program	Target completion date for pilot curriculum (month, year)	Target implementation date for pilot curriculum (month, year)
CEUTEC-UNITEC	Web Design & Development	November 2018	April 2019
	Nursing Assistant	November 2018	April 2019
UCENM	Clinical Laboratory	October 2018	April 2019
	Logistics Operations	July 2018	January 2019
	Textile Production	July 2018	January 2019
UNAH	Coffee Farming Management	September 2018	January 2019
	Food & Beverages	September 2018	January 2019
	Agriculture Production	September 2018	January 2019

Guatemala

University	Degree Program	Target completion date for pilot curriculum (month, year)	Target implementation date for pilot curriculum (month, year)
UPANA	Marketing & Sales	January 2018	January 2018
	Business Administration	January 2018	January 2018
URL	Hotel Administration & Gastronomy	November 2018	January 2018
	Nursing	N/A	N/A
	Physical Therapy	N/A	N/A
	Logistics & Transportation	September 2018	January 2019
USAC	Fruit Production	September 2018	January 2019

Jamaica

University	Degree Program	Target completion date for pilot curriculum (month, year)	Target implementation date for pilot curriculum (month, year)
CCCJ	Applied Science in Health and Wellness Tourism	June 2018	September 2018
	Applied Science in Agro-processing and Business	August 2018	September 2018
VTDI	Entertainment and Events Management	June 2018	September 2018
	Digital Media	December 2018	January 2018
UTECH	Design and Technology	December 2018	January 2018
	Fashion Styling and Image Consulting	August 2018	September 2018

Teacher, faculty, and staff professional development

The Program will use results from the ICA and baseline study to complete skills and knowledge assessments of teachers, faculty and staff in Group 1 and Group 2 institutions and will use results to develop proposed menus of professional development options with task teams from each institution. The Program will specifically develop plans for training in soft skills for all countries, and will design study tours for faculty and staff to the U.S. and/or Latin America. This process will include the establishment of criteria to select faculty and staff participants from each institution for study tours and other professional development opportunities.

Labor market bridging

The Program will implement and operationalize private sector stakeholder strategies with Group 1 institutions, focusing on engaging faculty in curriculum development, teacher/faculty professional development, career guidance strengthening, and outreach/recruitment. The Program expects to implement strengthening activities for career services and job placement by September 2018.

Result 2 Activities

Recruitment and admissions practices

The program will build on recommendations for recruitment and selection of scholarship recipients to strengthen general recruitment and admissions practices for selected degree programs. In Honduras and Jamaica, this will include recruitment for the next round of scholarship recipients at selected institutions.

The Program will also increase engagement with community and school-based groups to foster greater awareness among youth about career pathways and post-secondary education opportunities.

Scholarships

The program will increase monitoring of scholarship recipients to foster retention and support sustainable approaches to manage the scholarship program within selected institutions. This work will involve direct coordination with local firms in Honduras and Guatemala to support scholarship recipients at CEUTEC and UNAH.

Appendix A: Jamaica Highlights

Meetings and Events, January-March 2018

Date	Meeting/Event	Host Organization	Attendees
January 26	JAMPRO Film Commission Open House 2018	JAMPRO	Members of the private and public sector
February 5 and 6	SCALE Workshop	FHI 360	Local Partner Development project, Riley Abbott
February 8	VTDI's scholarship orientation	The Vocational Training Development Institute	HEART Trust NTA representatives, VTDI staff, Advance scholarship recipients
February 24	FHI 360 career outreach activity	FHI 360 Advance Program	Clarendon youth, including deaf youth, Clarendon's youth empowerment officer, Rotary Club of May Pen representatives, Scientific Research Council representative
February 28	FHI 360 Soft Skills Workshop	FHI 360 Advance Program	Student leaders, faculty and administrative staff members from partner institutions
February 22	Health and Wellness Tourism Linkages Network monthly meeting	Health and Wellness Tourism Linkages Network	Health and Wellness Tourism Linkages Network board
March 27	The presentation of the 2017 Political Culture of Democracy in Jamaica	Latin American Public Opinion Project	USAID, Ministry of Justice, representatives from tertiary institutions, media, other members of the private and public sector
March 28	Spa Standards Workshop	Ministry of Tourism and the Ministry of Health	Ministry of Tourism, various NGO, private and public-sector members

Appendix C: Honduras Highlights

Remedial Program Syllabus

CONTENIDO MODULAR		
Módulo	**Programa Propedéutico**	**Tiempo (hrs)**
IU-001	**Inducción a la Universidad**	**3**
IU-001-1	Modelo educativo de la universidad	1
IU-001-2	Reglamento académico	1
IU-001-3	Calendario académico	1

CONTENIDO MODULAR		
Módulo	**Programa Propedéutico**	**Tiempo (hrs)**
NA-002	**Nivelación académica**	**27**
NA-002-1	Matemática Aplicada	6
NA-002-2	Lógica y análisis matemático	6
NA-002-3	Lectura comprensiva	4
NA-002-4	Análisis de información	4
NA-002-5	Organización personal y control del tiempo	2
NA-002-6	Motivación, autocontrol y concentración	2
NA-002-7	Técnicas de estudio y búsqueda de información	3

CONTENIDO MODULAR		
Módulo	**Programa Propedéutico**	**Tiempo (hrs)**
NC-003	**Inducción a la carrera**	**18**
NC-003-1	Perfil del egresado y de la carrera	0.5
NC-003-2	Recorrido curricular de la carrera	0.5
NC-003-3	Introducción a la computación	4
NC-003-4	Ambientes Windows y Office 2016	6
NC-003-5	Ambientes Android e iOS	2
NC-003-6	Representación de algoritmos	3
NC-003-7	Diagramas de procesos y flujos	2

CONTENIDO MODULAR		
Módulo	**Programa Propedéutico**	**Tiempo (hrs)**
NS-004	**Nivelación social**	**12**
NS-004-1	Conceptos generales del Bullying y Ciberbullying: ¿Qué es? Y ¿Cómo afecta?	2
NS-004-2	Detección, prevención y control del Bullying y Ciberbullying	2
NS-004-3	Percepción y expresión de sí mismo	2
NS-004-4	Relaciones interpersonales	2
NS-004-5	Toma de decisiones	2
NS-004-6	Manejo del estrés	2