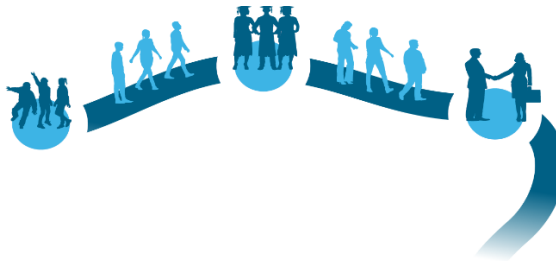




# USAID Advance Program

## FHI 360

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



---

### **Year 3 Annual Report**

October 1, 2017 – September 30, 2018

&

### **Quarterly Report 12**

July 1 – September 30, 2018

**Table of Contents**

List of Acronyms ..... 3

I. INTRODUCTION..... 4

II. ACTIVITIES AND ACCOMPLISHMENTS ..... 10

III. NEXT STEPS..... 27

IV. APPENDICES ..... 28

## 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
GIZ	German Agency for International Cooperation
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
LAC	Latin America and the Caribbean
LMA	Labor Market Assessment
M&E	Monitoring & Evaluation
MOU	Memorandum of Understanding
NGO	Non-governmental Organization
OEI	Organization for Iberoamerican States for Education, Science and Culture
SBAC	Study of Barriers to Access and Completion
SEED	Scholarships for Education and Economic Development
USAID	U.S. Agency for International Development
UCENM	Universidad Cristiana Evangélica Nuevo Milenio
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 a summary of the Advance Program’s accomplishments during its third year of implementation from October 2017 to September 2018 in Honduras, Guatemala, and Jamaica, and updates on the Program’s principal achievements during Quarter 4 of Year 3 (July 1 – September 30, 2018). The report is broken down into three main sections: (1) Administrative Activities and Crosscutting Assessments, (2) Result 1 Activities, and (3) Result 2 Activities. Each section begins with a summary of Year 3 annual accomplishments based on the Year 3 annual work plan (AWP), and then provides a summary of Year 3, Quarter 4 activities.

### Year 3 Overview

Over the course of Year 3, the Advance Program worked closely with 9 partner technical tertiary institutions and 21 corresponding degree programs to strengthen their capacity to better serve disadvantaged students.

**Table 1.** Institutions and Degree Programs

Jamaica	
Institution	Program
UTECH	Fashion Styling & Image Consulting
	Design & Technology
CCCJ	Health & Wellness Tourism
	Agroprocessing & Business Management
VTDI	Entertainment & Events Management
	Digital Media
Honduras	
UCEMN	Clinical Laboratory
	Logistics & Transportation
CEUTEC	Auxiliary Nursing
	Web Design & Development
UNAH	Food & Beverage Management
	Coffee Administration
	Agriculture Production
Guatemala	
UPANA	Marketing & Sales
	Business Administration
URL	Hotel Management & Gastronomy
	Physical & Occupational Therapy
	Primary Care Nursing
	Logistics & Transportation
USAC	Fruit Production
	Forestry

To accomplish this work, Advance maintained a strong operational foundation by implementing all core administrative activities and completing remaining cross-cutting assessments. Each country office hired staff to fill key technical positions, and the Program hired a regional M&E Specialist to form part of the Core Team. At

the start of Year 3, the Program launched the Advance website and Twitter account and used these platforms to communicate about Program activities throughout the year. The Program finalized Memorandums of Understanding with the remaining 4 institutions and completed subgrants with 7 partner institutions, incorporating detailed cost-share plans within each subgrant. Additionally, the Program established task forces to carry out Advance technical activities in each partner institution and finalized Study of Barriers to Access and Completion (SBAC) in each country, sharing the results at public dissemination events attended by hundreds of key stakeholders.

By the end of Year 3, the Program made significant progress toward improving the quality and relevance of technical degree programs (Result 1) and increasing access to technical tertiary education for disadvantaged youth (Result 2), by working on 92% (24 out of 26) of the activities included in the Year 3 workplan. Advance completed the deep-dive institutional capacity assessment (ICA) in each institution to measure technical and operational capacity in the Intermediate Result (IR) areas of curriculum development; faculty and staff professional development; recruitment, admissions and student support services; labor bridging services; and capacity to deliver student scholarships. The Program used the ICA results to develop and implement Capacity Building Strategy (CBS) activities within each target institution and degree program.

Under Result 1, the Program made significant advances in the areas of curriculum development, faculty and staff professional development, and labor bridging strengthening. The program conducted an asset mapping of curriculum across the nine institutions and revised and pilot-tested curriculum in Jamaica. The Program also evaluated faculty and staff skills and knowledge, developed and implemented professional development (PD) offerings in areas such as competency-based instruction and soft skills development, and hosted a study tour to Mexico. The private sector was engaged in both curriculum revisions and PD opportunities, as well as in on-demand career service opportunities for students, such as guided visits to local employers and career fairs.

The Program also had key achievements under Result 2 in the areas of recruitment, admissions, and scholarships. The highlight of Year 3 in Result 2 was the design and launch of the Advance scholarships program for disadvantaged youth in each country. After conducting rigorous and inclusive recruitment and admissions processes to identify scholarship recipients, the Program awarded full-scholarships to over 240 students that covered academic and incentives costs, such as food, lodging, and transportation. Depending on the needs of each institution, the Program developed support and monitoring strategies to ensure that students successfully completed their first year of studies.

### **Program Indicators Update**

In Year 3, the Program made significant progress toward 10 of the Program's 12 indicators, as well as several relevant progress indicators. Two indicators (Indicator 1, number of students with new or better employment, and Indicator 4, number of students who graduate) will not be reported until Year 4 as the first student cohorts will graduate during that year.

In Year 3 the Program began working with the first Partial Program Intervention (PPI) student cohorts. These are students who enrolled in 2017 and are benefitting from curriculum revisions and improvements in institutional processes as recommended by the ICA. The Program also worked with the first Full Program Intervention (FPI) student cohorts, who enrolled in 2018 and benefit from new and revised curriculum, improved institutional processes and scholarships.

As part of its Year 3 activities, the Program completed data processing, analysis and the final baseline report for two beneficiary institutions in Honduras (UCENM and CEUTEC), two institutions in Guatemala (URL and USAC), and two institutions in Jamaica (VTDI and CCCJ). The results of this baseline helped the program to revise target estimates for Year 3 and the life of the program.

Table 2 shows progress toward life-of-program indicator targets by the end of Year 3.

**Table 2.** Indicators – Results for Years 1, 2 and 3

Indicator	Achievement Year 3	Cumulative Achievement	Life of Program Target	Comments and Assumptions
1. Number of individuals [graduates] with new or better employment following completion of USG-assisted workforce development programs*	0	0	723	<p>We assume that 50% of graduates* will obtain new or better employment within 6 months of graduation. The 50% rate is based on data gathered from the initial Advance baseline study and the latest report from the ILO<sup>1</sup>, which lists similar or lower rates of employment for technical graduates (approximate unemployment rate of 55%).</p> <p>* We include all 2017 PPI cohorts (675) in this target and the first 2018 FPI cohorts (1,132), who are expected to graduate before the end of the program. The graduate follow-up survey will be applied in Jul-2019 and every six months after that until the end of the program. We assume an 80% graduation rate.</p> <p>The first FPI student cohort began in Year 3 and will graduate in Years 4 and 5.</p>
2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)*	72%	72%	50%	<p>The majority of the student beneficiaries in the selected degree programs are female, surpassing the 50% target established in the M&amp;E plan.</p>
3. Number of host-country tertiary institutions receiving capacity development support with USG assistance*	4	9	9	<p>The Program signed MOUs and/or subcontracts with 9 institutions in total, 4 in Year 3 and 5 in Year 2.</p>

<sup>1</sup> [https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/documents/publication/wcms\\_613957.pdf](https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/documents/publication/wcms_613957.pdf)

Indicator	Achievement Year 3	Cumulative Achievement	Life of Program Target	Comments and Assumptions
4. Number of individuals [students] who complete [graduate from] USG-assisted workforce development programs*	0	0	1,981	<p>We estimate that 80% of students will graduate*.</p> <p>* We include all 2017 PPI cohorts (675) in this target and all FPI cohorts (1,802), who are expected to graduate before the end of the program.</p> <p>The first cohort of PPI students (enrolled in 2017) are expected to graduate in the first semester of year 4. The first FPI cohort of students (enrolled in 2018) is expected to graduate in the second semester of Year 4.</p>
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	9	9	21	<p>The program completed curriculum revision and implementation of 9 new programs in Year 3 and started revision with 12 other programs that will be completed in Year 4.</p>
6. Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through a USG-supported workforce development program	75	210	371	<p>We assume that the Program will work with 199 teaching faculty and 172 non-teaching staff, including specializing in professional development, career services, admissions, recruitment, administration, financial aid, etc.).</p> <p>To date, 210 university faculty/staff have participated in trainings lasting 8 hours or more (135 in Year 2, and 75 in Year 3).</p>
7. Number of partnerships formed in support of labor market bridging as a result of US Government (USG) assistance	0	0	18	<p>We assume that each institution will form approximately 2 partnerships (or 6 per country).</p>
8. Number of students in selected institutions receiving labor bridging support	282	282	3,389	<p>*We assume that all FPI students receive labor bringing support and that 50% of PPI 2017 cohort and all 2019 and 2020 PPI cohorts receive this type of support.</p> <p>In Year 3, The Program provided career service support to 282 students through</p>

Indicator	Achievement Year 3	Cumulative Achievement	Life of Program Target	Comments and Assumptions
				guided visits, career fairs, and conferences.
9. Number of host-country individuals [faculty, staff and students] completing USG-funded [international] exchange programs conducted through higher education institutions*	28	28	45	<p>We estimate that 15 faculty and staff per country will complete USG-funded short-term exchanges programs outside their country of origin. Students will no longer participate in international exchanges.</p> <p>In Year 3, The Program designed and completed a study tour to Mexico \ with 28 faculty and staff from Honduras and Jamaica.</p>
10. Number of individuals [students] from underserved and/or disadvantaged groups enrolled in target fields in selected institutions	393	393	1,526	<p>We assume that half of the 2018, 2019 and 2020 Cohorts, will be disadvantaged students.</p> <p>2017 PPI Cohorts are not included in this target, as they will not be surveyed about their disadvantage status</p> <p>Out of the 466 FPI Cohort 1 2018 students who completed the baseline survey in Year 3, 393 are underserved/disadvantaged.</p>
11. Number of individuals enrolled in USG-assisted workforce development programs	629	1,304	3,726	<p>This target includes students enrolled in 2017 PPI Cohorts 1, 2 and 3 and 2018 FPI Cohort 1 . We assume 1,924 students for the PPI cohorts and 1,802 for the FPI cohorts.</p> <p>In Year 3, 675 PPI students and 629 FPI students were enrolled.</p>
12. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance (U.S.-based study and In-country study)	244	244	318	<p>We assume that the Program will award scholarships to 100 students in Honduras and Jamaica, and 118 in Guatemala.</p> <p>244 scholarships were awarded by the end of Year 3.</p>

During Year 3, the Program continued to interact with local stakeholders in each country through meetings and public events. These encounters were key ways of establishing connections between universities, community organizations, and the private sector, so it is important to highlight process indicators from these activities on an annual basis. Table 3 in Appendix 1 highlights key process indicators, focused on dissemination of cross-cutting study results, and capacity building activities held with representatives from education communities at each partner institution over the Life of the Program and during Year 3.



In Year 4, the Program will see an increase in the number of faculty and staff with strengthened skills and qualifications due to training and support received through the Advance Program (Indicator 6). The Program will also report on student graduates (Indicator 4) and number of graduates with new or better employment (Indicator 1) for the first time, and the number of students enrolled in technical degree programs will increase. Table 4 in Appendix 1 for Year 4 targets.

#### **Quarter 4 Overview**

During this Quarter, the Program finalized subaward modifications with partner institutions across all three countries in addition to completing costshare plans.

On the technical side, the Program implemented CBS activities across the 5 IR areas. Program teams worked closely with university committees in the design and improvement of curricula in each country, and implemented faculty and staff professional development sessions, including soft skills training and an international study tour to Mexico. The Program strengthened labor bridging strategies by implementing guided visits to potential employers for students, faculty and staff, and hosting career outreach events.

In the area of scholarship management, the Program continued funding academic and incentives costs while also working closely with partner universities to monitor scholars' performance to prevent attrition from the Program.

## II. ACTIVITIES AND ACCOMPLISHMENTS

### A. Core Administrative Activities & Cross-Cutting Assessments

#### ANNUAL SUMMARY

In Year 3 the Advance Program worked to maintain key operational and administrative activities for all three countries. The Program hired additional staff, including a Scholarships, Access, and Labor Bridging Specialist in Jamaica, an Accounting & Finance Officer in Guatemala, an Administration and Human Resources Officer in Honduras, and a Regional Monitoring and Evaluation Specialist. The team also completed regional communications activities by launching the Advance Program website ([www.advanceprogram.org](http://www.advanceprogram.org)) and Twitter account ([@AdvancePrgm](https://twitter.com/AdvancePrgm)) at the start of Year 3.

The Program also signed MOUs with four remaining institutions (UNAH in Honduras, USAC in Guatemala, and UTECH and VTDI in Jamaica) and executed subgrants with 7 institutions. As part of these subgrants, the Program developed a tailored costshare plan for each institution, including contributions such as subsidized scholarships, donated rooms and meeting space, and donated staff time. To help manage activities delineated within the subgrants, the Program worked with university task forces at each institution to support project activities related to the different IR areas.

To round out the administrative activities for Year 3, the Program's core team participated in two key convenings. In March 2018, the Chief of Party, Country Directors, and members of the DC team presented on Advance's cross-cutting study results at the Comparative and International Education Society Conference in Mexico City. In August, the core team held a Year 4 work planning session in Washington, DC.

In addition to completing key administrative activities, the Program completed the Study of Barriers to Access and Completion (SBAC) and held public events in each country to present the results of the study and to hold symbolic agreement-signing ceremonies with the three selected institutions in Honduras and Guatemala. More than 100 representatives from academic institutions, the private sector, civil society organizations and government agencies attended the SBAC dissemination event in each country.

#### YEAR 3, QUARTER 4 ACTIVITIES

##### Life of Agreement Strategic Plan Activities

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

**All countries:** In Jamaica, the Program hired an Accounting & Finance Officer to support subaward activities and selected a Quality Assurance Specialist to be engaged as of October 1. The offices in Honduras and Guatemala did not make changes in key personnel.

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

**Honduras:** On September 12, Juan Carlos Rodriguez, Honduras Country Program Director, attended a working group hosted by the Minister of Education, with representation from various international organizations including USAID, the Organization for Iberoamerican States for Education, Science and Culture, and the German

Agency for International Cooperation to highlight the coordinating institution *Empresarios por la Educación*, create a mechanism for dialogue and collaboration across the education sector and private sector in Honduras, and establish working groups to promote collaboration around priority areas to be defined in upcoming meetings.

**Guatemala:** The Program met with representatives from the USAID-funded *Proyecto Puentes* to explore ways to collaborate in upcoming strengthening access for secondary students to technical tertiary education. As a next step, Advance and Puentes will discuss a collaboration around developing *diplomado* courses for secondary teachers.

**Jamaica:** Ruth Chisholm, Jamaica Country Program Director, attended the USAID-funded LAC Reads conference, which modeled media and communications activities and private sector engagement approaches that Advance can incorporate into its Year 4 work plan to elevate Program visibility in the country and with diverse stakeholder groups.

### Year 3 Work Plan Activities

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

**All countries:** The Program completed the first subaward modifications to extend scholarship funding through the end of 2018 for the following six institutions: Universidad Cristiana Evangélica Nuevo Milenio (UCENM) and Centro Universitario Tecnológico (CEUTEC) in Honduras; Universidad Panamericana (UPANA) and Universidad Rafael Landívar (URL) in Guatemala; and the Council of Community Colleges of Jamaica (CCCJ) and the Vocational Training Development Institute (VTDI) in Jamaica.

The Program also took key steps related to the subawards with the remaining three institutions. The Program finalized the subaward documentation with Universidad Nacional Autónoma de Honduras (UNAH) and expects this award to be approved by USAID at the start of Year 4. Additionally, the Program executed 37 individual contracts with students at the Universidad de San Carlos (USAC) to provide scholarship funding for academic and incentives costs. Finally, the Program decided not to award scholarships to UTECH, as the university was unable to provide the required subaward documentation within the Program's expected timeframe. The scholarships that were originally allocated to UTECH were reallocated to students at VTDI and CCCJ.

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

**All countries:** The Program finalized costshare plans with all institutions, with the exception of UTECH in Jamaica, which does not have a costshare obligation since it will not have a subaward with the Advance Program. The 8 institutions with subawards have committed to approximately \$500,000 in total costshare contributions, which include scholarships for the target degree programs, subsidized enrollment fees for students in target degree programs, staff salaries for university personnel supporting the Advance scholarship, and the use of university facilities for Program activities.

#### Activity 3: Involvement in committees and university task forces

**All countries:** The Program continued working with university task forces in each country to ensure collaborative implementation Program activities at each partner institution. This includes 4 committees per institution in Honduras to cover curriculum, professional development, labor bridging, and access (including

scholarships); at least two committees per institution in Jamaica and Guatemala to manage curriculum revisions and scholarships. The level of formality of these committee varies by institution and country.

#### **Activity 4: Hold Advance core team meeting**

The Advance core team met in Washington, DC, for a week in August 2018 to reflect on lessons learned from Year 3, share best practices and clarify technical strategies across the Program's five IR areas, and develop the Year 4 work plan. As part of this meeting, the Program presented Year 3 results and initial Year 4 plans to Megan Meinen of USAID.

### **B. Result 1 Activities**

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

## **ANNUAL SUMMARY**

In Year 3, the Program began direct capacity building activities with the nine partner institutions in the areas of curriculum, teacher professional development, and labor bridging. To lay the foundation for this work, the Program completed partnership building meetings between universities and public and private sector representatives in Guatemala and Jamaica. For example, meetings between representatives from USAC and the private sector in Guatemala helped to develop labor bridging activities for students in the Fruit Production program, while partnership building between representatives from CCCJ and the Tourism Linkages Network in Jamaica helped to inform curriculum revisions for the Health and Wellness Tourism program in Jamaica.

Just as partnership building exercises helped to inform capacity building activities, the results of the deep-dive institutional capacity assessment (ICA) highlighted key focus areas within each institution. In general, the ICA identified a need to strengthen all five IR areas in nearly every institution, and several trends emerged across the three countries: a need to clearly define and systematize administrative processes for managing scholarships and curriculum revisions, a lack of effective graduate tracking systems, a need for innovative teacher professional development, and a need for improved student support services, such as academic monitoring and social-emotional support. While many commonalities exist, the ICA also revealed different priorities within each country. For example, the Jamaican universities noted a particular lack of educational resources and industry-relevant learning equipment, while the Guatemala ICAs emphasized a need for increased collaboration with external stakeholders.

With these capacity needs in mind, the Program supported institutions through the following capacity building strategy (CBS) activities in Year 3:

- **Curriculum revisions and piloting:** Working closely with curriculum task teams at partner institutions, the Program conducted an asset mapping of selected degree programs to determine the level of revision needed to align the curriculum with labor market demands using the following guidelines: *Tweak*: existing degree programs that require minor content or sequence revisions; *Revise*: existing degree programs that require substantive revisions, such as designing and developing new modules or making major structural changes; and *New*: completed new degree program that Advance designs in partnership with the institution.

As shown in Table 5 below, the Program identified 11 degree programs to revise, 4 programs to tweak, and 6 new programs to develop. The curriculum revision process involved engaging industry specialists who worked directly with university task forces to revise and/or develop curriculum. Updated or new curriculum was then validated with representatives of the private sector before being piloted with an initial cohort of students (in the case of UNAH in Honduras, the Program worked to establish a Quality Control System for curriculum). By the end of Year 3, the Program completed curriculum revisions for the 9 degree programs marked with an asterisk Table 3. The remaining curriculum will be completed in Year 4.

**Table 3. Curriculum Revisions by Degree Program**

Jamaica		
Institution	Program	Level
UTECH	Fashion Styling & Image Consulting	New
	Design & Technology	New
CCCJ	Health & Wellness Tourism*	New
	Agroprocessing & Business Management	New
VTDI	Entertainment & Events Management*	Revise
	Digital Media	Revise
Honduras		
UCEMN	Clinical Laboratory*	Tweak
	Logistics & Transportation	New
CEUTEC	Auxiliary Nursing	Revise
	Web Design & Development	Revise
UNAH	Food & Beverage Management*	Tweak
	Coffee Administration*	Tweak
	Agriculture Production*	Tweak
Guatemala		
UPANA	Marketing & Sales*	Revise
	Business Administration*	Revise
URL	Hotel Management & Gastronomy*	Revise
	Physical & Occupational Therapy	Revise
	Primary Care Nursing	Revise
	Logistics & Transportation	New
USAC	Fruit Production	Revise
	Forestry	Revise

- **Faculty and staff professional development:** As part of the ICA and baseline studies, the Program conducted an initial skills and knowledge assessment of faculty and staff at each of the 9 institutions. While these studies identified common needs such as training in pedagogical strategies, soft skills, and effective assessment techniques, the Program also identified specific training needs for faculty and staff such as technology use in Jamaica, conflict resolution and teamwork strategies in Guatemala, and individual professional development planning in Honduras. While these needs will continue to be addressed in Years 4 and 5 of the Program, all three countries began implementing tailored professional development programs for faculty and staff in Year 3.

For example, the Program trained more than 25 non-teaching faculty in how to conduct skills evaluations and identify gaps and areas for professional improvement. In Guatemala, the Program trained over 25 faculty in the Hotel Management & Gastronomy degree program in updated operational and commercial processes for hotel, food and beverage service industries based on semi-autonomous methodologies. The Guatemala team also implemented a 2-day soft skills training for over 85 faculty and staff from the three institutions. The Program also provided introductory soft skills training to more than 30 faculty and staff in Jamaica, as well as a curriculum strengthening training for more than 30 faculty and staff.

Year 3 professional development activities concluded with a 5-day study tour to Aguascalientes, Mexico, for 28 faculty and staff from partner institutions in Honduras and Jamaica. Participants visited 4 technological universities with degree programs in priority sectors such as tourism and agriculture and learned about the Mexican universities' approach to curriculum development, labor bridging, and recruitment and admissions.

- Labor bridging activities: In Year 3, labor bridging activities focused on building connections with the private sector and providing on-demand career service offerings for students and labor bridging for faculty. The Program finalized a private sector strategy in Jamaica and began implementing private sector strategies in all countries by engaging private sector representatives in curriculum and professional development activities (described above) and in labor bridging activities with students, faculty and staff (described below). In particular, the Program piloted several on-demand career service offerings and career services strengthening strategies, many of which involved private sector engagement.

For example, in Guatemala and Jamaica the Program conducted several guided visits for over 220 students and faculty to potential employers, providing students with connections to the labor market and staff with the opportunity to validate content and skills being taught in the classroom. In Honduras, 60 students participated in professional congresses relevant to the degree programs supported through Advance. Also, in Honduras, the Program delivered donated books to local institutions to support students' development of industry-specific knowledge and job preparation. In Jamaica, the Program hosted two career outreach events for over 100 students to enhance their knowledge on potential career pathways.

In addition to these on-demand career services activities, the Program began working to strengthen career services offices and guidance providers, recruiters, and human resource specialists. In Honduras, the Program developed a workshop for 14 staff, faculty and healthcare industry representatives to identify job profiles and identify competencies of student graduates in the Clinical laboratory program. This allowed participants to develop a better understanding of the skills and competencies that graduates from this degree program should have when they finish their studies. University representatives also gained insight for their recruitment and selection practices and career guidance needs for future students in this degree program.

In Year 4, Advance will focus heavily on career service strengthening by building capacity of career services offices and personnel and developing resources that students and staff can use to prepare for employment.

The Program was unable to start work on one CBS activity this year: develop a detailed research agenda aligned with research interests of selected programs (IR 1.1, Activity 3). This activity will carry over to Year 4 in all countries. A second CBS activity: pilot on-demand career services offerings through online courses for content and soft skills (IR 1.3, Activity 3) will be rephrased to include on-demand in person activities that will complement the online course offerings. Examples of these activities are depicted in Quarter 4 activities below.

## YEAR 3, QUARTER 4 ACTIVITIES

### 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

**Honduras & Guatemala:** The Honduras and Guatemala teams do not have any updates to report for curriculum asset mapping.

**Jamaica:** The Program completed the curriculum asset mapping at UTECH utilized the asset mapping results for Image Consulting and Fashion Styling (UTECH) to analyze, map, and plan for upcoming curricula revisions.

#### Activity 2: Develop guidelines for curriculum revisions for each new or updated degree program

**Honduras:** The Program developed an internal system of quality assurance (SIAC in Spanish), to support UNAH's capacity to conduct internal, ongoing analysis and improvement of technical degree programs. The development of this tool, which was conducted in close partnership with UNAH's Academic Directorate of Technical Training (DAFT), consisted of an in-depth analysis of the university's baseline capacity for analyzing and monitoring degree program quality (building on general findings in the ICA) and a review of international best practices. The team then conducted two workshops with 44 UNAH representatives from all 3 of Advance's target degree programs to collaborate on co-designing the tool and contextualize, validate, and build the capacity of relevant UNAH faculty and staff to effectively utilize it. The SIAC's value is that it can be applied autonomously by UNAH to internally ensure that degree programs are adhering to external quality standards.

In Year 4, Advance will work with UCENM and CEUTEC to develop guidelines for curricular revisions, ensuring that these be institutionalized to guide future curricular revisions.

**Guatemala:** The Program continued developing the new degree program in Logistics and Transportation with URL and initiated the curricular revision process for the Fruit Production and Forestry programs at USAC. The team is applying a backward design revision process to ensure that program graduates have the knowledge and competencies required to secure employment upon graduation. Therefore, this quarter, the team developed and presented an ideal *profile* for graduates from the Logistics and Transportation program and worked to research innovative technical degree programs similar to URL's Logistics program across the LAC region that will inform the upcoming curriculum work.

In Year 4, Advance will work with UPANA to ensure that guidelines for curricular revision are developed and

institutionalized for continued application.

**Jamaica:** The Program focused its curriculum revision work on Agroprocessing and Business Management (CCCJ) and Image Consulting and Fashion Styling (UTECH). For each program, the team developed a revised Curriculum Map, delineating the sequence of courses throughout the duration of the program, and revised and wrote for modules. Of the 22 modules offered through the Image Consulting and Fashion Styling, the Jamaica team and the HEART School of Beauty Services revised the curriculum map and developed 12 new modules. For Agroprocessing and Business Management, the team revised the curriculum map and developed 16 new modules and revised the remaining 6 modules. The new modules in both programs provide students with applicable industry-specific, practical skills, rather than only theoretical knowledge.

As described below, the focus at VTDI in quarter 4 was piloting curriculum.

### **Activity 3: Pilot-test and adopt revised curricula**

**Honduras, Guatemala:** The Program did not pilot test any curriculum in Honduras or Guatemala this quarter.

**Jamaica:** The Program began piloting the Health and Wellness Tourism degree at CCCJ, and Entertainment & Events Management degree at VTDI. After the completion of the curriculum validation process, the program and courses were offered at the institutions. Currently for both programs, students are enrolled in the 2nd semester.

The Program will pilot all new curriculum as revisions are completed. The majority of piloting will take place in Year 4.

## **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**

**Honduras:** In July, the Program conducted a competency evaluation for 17 non-teaching staff of UCENM at the university's campuses in La Esperanza and San Pedro Sula, in close collaboration with UCENM's Teaching Directorate. The evaluation was developed and conducted specifically for UCENM, as the university previously did not have a tool to evaluate non-teaching staff. To conduct the assessment, the Honduras team developed an evaluation instrument, identified the group of staff to be evaluated, socialized the objective of the evaluation and established buy-in from UCENM, and conducted the evaluation. The results of the evaluation indicate that UCENM's non-teaching staff require capacity building in areas such as leadership, decision-making, results-orientation, and supervisory skills. Staff also tend to lack of a clear understanding of their role and functions, which lowers quality of their work.

UNAH and CEUTEC have previously conducted their own internal evaluations of non-teaching staff skills stock and shared with the advance team. The results of the UCENM evaluation, and UNAH and CEUTEC's own internal evaluations are being utilized to tailor professional development programming for non-teaching staff.

**Guatemala:** In August, the Program complemented previous faculty and staff assessments conducted during



the ICA by implementing an in-depth faculty skills analysis of with the target degree programs at URL. The results of this assessment will be used to develop tailored PD activities for faculty and staff.

Based on the results of the ICA, the Program will develop tailored PD activities for faculty and staff from UPANA and USAC to implement in Year 4.

**Jamaica:** The Program analyzed the baseline faculty and staff skills assessment conducted during quarter 3 of a Year 3. The results show that the majority of lecturers at partner institutions lack adequate technical and theoretical knowledge in the subject areas they teach, and lecturers are particularly deficient in knowledge relating to current or cutting-edge trends in their industries. To address this issue, Advance’s partner institutions recruit part-time lecturers with relevant industry experience. However, this solution provides its own challenges, as these part-time lecturers tend to lack formal teaching skills. The Jamaica team is using the results of this skills assessment to develop dual faculty professional development programs that address the technical and pedagogical skills and knowledge gaps in partner institutions. For example, the Advance Program is supporting the development of a dual PD program in Health and Wellness Tourism that includes technical training in areas such as touch therapy, along with pedagogical strategies such as coaching techniques.

### **Activity 2: Develop a menu of options to tailor professional development programs to educator needs**

**Honduras:** The Program worked with UNAH to define and clarify UNAH’s framework and current programming for faculty and staff professional development, which focuses on didactic planning, knowledge of technical disciplines, and command of teaching techniques. Advance’s faculty professional development programming will adhere to and complement this general framework. Based on this work and the initial analysis during the ICA, the Honduras team developed a scope of work for an external expert to design professional development programming for UNAH. This consultant will work to operationalize Advance’s initial menu of professional development opportunities within the UNAH framework.

The Program has also developed a menu of options for professional development programs for faculty and staff from UCENM and CEUTEC for implementation in Year 4. The professional development options available for faculty and staff will revolve around teaching and learning practices as well as enhancing professional skills in relevant topics to the Advance Program. A few of the areas to cover include: understanding students’ learning, encouraging student motivation, teaching and learning in small groups, enhancing professional experience in curriculum mapping, enhancing professional experience in career services, and student recruitment and admissions

**Guatemala:** The Guatemala team previously identified priority options for professional development and focused this quarter on implementation of PD activities rather than designing additional PD options. See Activity 3 for more details.

### **Jamaica**

The Program began designing a 3-day local study tour for 12 of CCCJ’s Health and Wellness Tourism faculty and staff at the Jewel Grand Hotel and Spa. The study tour emerges from the results of the faculty and staff skills assessment, which indicate that full time faculty at CCCJ lack professional technical skills and expertise in their field. The local study tour is intended to equip lecturers with a basic understanding of the health and wellness tourism field, the various sub-sectors and employment opportunities existing within each sub-sector; offer

practical and hands on learning experiences; and build a collaborative learning community between CCCJ, its member institutions and the private sector.

The Jamaica team also continued to build out its menu of faculty and staff professional development courses for faculty and staff in the Agroprocessing and Business Management program at CCCJ, the Entertainment and Events Management program at VTDI, and the Image Consulting and Fashion Styling program at UTECH. Courses in development include: Innovative Food and Beverage Management, Financial and Human Resources Management, and Building Industry Monitoring Acumen.

### **Activity 3: Implement tailored professional development programs for faculty/staff**

**Honduras:** In this quarter, 7 faculty from UCENM in Honduras received training along with 8 potential employers and Human Resources specialists from private and public clinical laboratories, in identifying skills and functions required for positions sought by graduates in the Clinical Laboratory degree program. Staff from CEUTEC received training in curriculum development and in identifying skills and functions required for students in technical degree programs. Faculty and staff from UNAH participated in two workshops to develop the guide for quality assurance review of technical degree programs.

**Guatemala:** In late September, the Guatemala team hosted a one-day Soft Skills Workshop for 86 teachers from all three partner institutions. Forty-seven participants from URL, 20 from UPANA, and 19 from USAC attended the workshop. The workshop was primarily developed by international soft skills specialists and facilitated by Dr. Paredes. The Program used a training-of-trainers model to train the Guatemala Advance team, external consultants, and representatives from each university to facilitate active participation and lead small group discussions.

The workshop was developed to socialize core concepts and build teachers' understanding of social emotional skills, generate buy-in around the importance of social emotional development in teachers and their students, and generate ideas for effectively teaching soft skills to students in technical tertiary programs. The workshop was an important opportunity for teachers from all three universities to collaborate, share best practices, and challenge each other over a topic that is relevant across all technical areas.

**Jamaica:** The Program has no professional development activities to report for Jamaica, as the focus of quarter 4 was the design of upcoming trainings (see Activity 2 above) and participation in the study tour (see Activity 4 below).

### **Activity 4: Conduct a study tour for pilot institutions faculty and staff**

**Honduras and Jamaica:** In August, the Program developed application and selection manuals and implemented the selection process to select viable candidates to participate in the Program's first international study tour in Mexico. The manuals were designed to ensure a broad, competitive and transparent selection process. The Program initially received 70 applications in Honduras, and 27 in Jamaica. After reviewing applications and conducting interviews with potential participants, the Program selected fifteen representatives from each country to attend the tour.

In September, the selected faculty and staff traveled to Aguascalientes, Mexico for one week to visit four technical education universities: Universidad Tecnológica El Retoño, Universidad Tecnológica del Norte de

Aguascalientes, Universidad Tecnológica de Aguascalientes and Universidad Tecnológica de San Miguel de Allende. Study tour participants learned about the technical degree programs offered at these Universities, their institutional history, their recruitment and admissions practices, scholarship programs, curriculum development, and private sector partnerships. To complement the in-person university tours, study tour participants also participated in various videoconferences with representatives from the nonprofit sector, national and regional educational associations, and Universidad del Valle de Mexico, a leading private university in Mexico. Study tour participants engaged meaningfully with international professionals in their respective fields and proposed application projects that they will implement in their home universities to adapt knowledge and approaches learned on the study tour.

**Guatemala:** Faculty and staff in Guatemala will participate in a study tour in Year 4.

### **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**

**Honduras:** The Honduras team socialized the Program's employment competency-mapping methodology with CEUTEC's curricular design team to establish university buy-in for using the methodology to identify and analyze employment opportunities in relevant economic sectors, support private sector engagement, and revise curriculum based on market demand. CEUTEC will utilize the competency-mapping methodology to prepare for a workshop with employers from the tourism sector to collaboratively review a first draft the Bilingual Tourism technical degree program.

The Program team met with UCENM to develop a calendar of activities for Quarter 1-2 of Year 4 that will allow students to work closely with the private sector. Because Advance was finalizing the subaward signing with UNAH at the end of Year 3, the Program will work to develop their private sector stakeholder strategy in Year 4.

**Guatemala:** The Program conducted multiple visits to public and private sector institutions to give students, faculty, and staff a better understanding of the labor market. At URL in July, 29 students and 11 faculty and staff from URL's Hotel Management and Gastronomy program participated in a 2-day guided tour of the IRTRA Workers' Recreation Institute which included a visit to hostels and the theme parks, as well as a visit to the national park Takali'k Abaj. The guided tour provided an opportunity for students, faculty and staff to learn about IRTRA culture and its emphasis on guest-oriented quality service, particularly relating to accommodation and food services. In August, 33 students and 12 faculty and staff from URL's Primary Care Nursing program participated in a guided visit to the Universidad Mariano Galvez to hear of the institutions' work in the health sector and tour their state of the art facilities and laboratories. The guided visit included a stop in the shelter Hermano Pedro, a private institution that cares for 65 people between the ages of 4 years to 50 who have severe cerebral palsy and children with mental and physical problems. URL faculty will incorporate lessons learned from the guided tours to their curriculum and students had the opportunity to gain first-hand experience in potential areas of employment.

At UPANA, 50 students and 10 faculty and staff from the Business Administration degree program participated in a 2-day guided visit to private sector companies, from small sized bakeries and restaurants to a large-sized automobile company, Marsa. A second group of 33 students and 2 faculty had the opportunity visit the multi-

national company Nestle and also spent time in a small family run business, Rincon Suizo Farm. The visit also included a stop at the Ixoqi' Women's Training Center, part of the Foundation for Integral Development, which is a non-profit institution that seeks to improve the quality of life of the rural communities facing socio-economic challenges. Providing a view into different sized employers across different sectors gave students and faculty the ability to experience business administration in different contexts.

At USAC, the Program conducted a guided visit for 62 students and faculty of the Fruit Production degree program. They visited the Utz'Samaj Agricultural School, where the participants were introduced to the Learning by Doing methodology used by the school to train farmers and community interest groups in agricultural techniques. This guided visit provided participants with opportunities to continue expanding skills and knowledge for employment in a relevant sector.

**Jamaica:** In July, the Program hosted an animation roundtable discussion with 10 private sector representatives, students, and policymakers to share knowledge regarding the current state of the animation industry in Jamaica, assess employment and training opportunities, and come to a consensus on critical skills necessary for students to succeed in the animation industry. The consensus from the discussion highlighted that key skills such as video editing, motion graphics, digital media marketing and graphic design are highly demanded by local employers in the industry.

After the animation roundtable, the Jamaica team explored potential collaboration with EMedia, a production company specializing in digital media, to provide complementary training in video production and editing—two key skills that emerged from the round table as critical to improving the employability of graduates from technical tertiary degree programs in animation. The Jamaica team held initial meetings with representatives from EMedia's iCreate Institute to discuss training and complementary certification for students enrolled in the animation associate degree program at VTDI. Follow-up discussions with VTDI, iCreate and Advance are scheduled for Year 4 to further discuss the details of this potential partnership.

In addition to work in the animation sector, the Program engaged private sector stakeholders to discuss current satisfaction with the performance of recent technical tertiary graduates, identify gaps in technical skillsets, discuss potential internship collaborations, and review revised curriculum maps and modules. For example, to aid the Agroprocessing revisions, the team engaged 6 agronomists and industry practitioners from the Ministry of Agriculture and Fisheries, the Scientific Research Council, Imagination Farms, and the Rural Agricultural Development Authority.

### **Activity 3: Pilot on-demand career services offerings**

**Honduras:** The Program worked with UCENM to co-design and prepare for an Employability Forum, which is to be implemented at the start of Year 4. The purpose of the forum is to strengthen the connection between the university and private sector employers relevant to the Clinical Laboratory program and discuss skills and knowledge that are critical to success in the labor market. The Program has already secured the participation of at least four local healthcare employers to participate and provide trainings at the event. Advance's technical assistance in collaboratively developing this forum with UCENM is intended to build university capacity to hold similar events in the future.

In September, the Program supported the participation of 61 students from the Auxiliary Nursing program—including 25 scholarship recipients—to attend the 3rd Conference of Burn Injury Treatment, hosted by the

Christian Foundation for Assistance to Burns (CRISAC). Students who participated in the conference's panel discussions and workshops gained complementary job readiness training on the role of nursing, physiotherapy, and therapeutic exercise in the treatment and rehabilitation of acute burn injuries.

The Program does not have updates to report for CEUTEC and UNAH in this activity.

**Guatemala:** During the third week of July 58 first-year Fruit Production students from two USAC campuses participated in the 6th National Congress of Agronomy Students, organized by the Federation of Students of Agronomy and Related Careers of Guatemala (FEAG). The congress focused on sustainable agriculture and new production trends, livestock production chains, agroforestry and environmental services. During the event there were lectures, cultural activities, practices and field trips, which allowed young people to develop practical knowledge related to work in the agriculture sector.

The guided visits conducted with students from USAC, URL, and UPANA also served as on-demand career service offerings (see Activity 1 above for more details).

**Jamaica:** The Program hosted its second creative industry careers event, with an emphasis on digital media, fashion styling and image consulting. Approximately 100 youth ages 16 to 29 attended the event, participating in workshops, networking with industry experts and engaging with VTDI, CCCJ and UTECH to learn about the application processes and scholarship opportunities. As a result of this event, three youth applied to VTDI's Digital Media program.

#### **Activity 4: Strengthen the capacity of the offices of career services and the professional orientation of the suppliers, contractors, and human resource specialists**

**Honduras:** In addition to the capacity building activity held with employers and Clinical Laboratory representatives described in Activity 3 of IR 1.2, the Program met with stakeholders from UNAH to explore the University's current private sector engagement strategy and career services strengthening. As a result of this meeting, the team identified several areas for career services strengthening at UNAH, including an online portal that manages information on graduates' employment outcomes, and serves as a forum where students and graduates can learn about vacancies in their field. The Advance team will continue to work with UNAH to provide technical assistance to strengthen this platform in Year 4.

Advance is working with CEUTEC to continue strengthening its Global Career Center after the Director of this department was invited to participate in the international study tour to learn of capacity building strategies in this area. In Quarter 1 of Year 4, Advance will begin working with UCENM on implementing a capacity building strategy to build career services provided to students at this institution. UCENM's Director of the Department of Student Guidance also participated in the first international study tour while a second representative from this area will participate in the second study tour, to learn of best practices being implemented in career guidance for students in technical degree programs.

**Guatemala:** Advance provided technical assistance to UPANA to develop a new department which includes staff dedicated to student support services such as career guidance. Representatives from UPANA, USAC and URL also participated in guided visits to potential employers to be informed of the skills and profile that companies and organizations are looking for in graduating students (see Activity 1 above for details). On these visits,

university staff responsible for student career guidance had the opportunity to meet with human resource specialists at local businesses to better understand the profile of skilled labor that employers seek.

**Jamaica:** A representative from CCCJ and from UTECH who provide career guidance to students were participants of the international study tour, which offered sessions on student guidance and labor bridging support.

The Program shared a labor bridging strategy with universities that focused on the two key aspects of (1) establishing private sector alliances and (2) capacity building for university career services. In Year 4, Advance will focus on providing career guidance staff with training on areas such as how to offer professional coaching, interview and resume advising, graduate employment monitoring and alumni engagement.

## C. Result 2 Activities

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

### ANNUAL SUMMARY

As previously mentioned, the Program completed the deep-dive ICA in Year 3 to outline the capacity building strategy for each institution. Result 2 activities focused on reviewing admissions and recruitment strategies (IR 2.1) and fully implementing and monitoring the Program's scholarship component (IR 2.2).

- Revising recruitment practices and admissions protocols: As part of the ICA, the Program conducted extensive reviews of recruitment and admissions protocols of partner institutions. The research revealed the need to strengthen existing processes to promote technical degree programs that would attract, and support students enrolled in target degree programs. The work in this area in Year 3 focused heavily on reviewing and revising recruitment practices and admissions protocols to attract scholarship applicants to Advance's selected degree programs. In particular, the Program used scholarships recruitment and selection guides throughout the entire selection process to encourage greater transparency and effectiveness in identifying and selecting the targeted individuals.

To recruit and admit scholarships recipients, all three counties developed and implemented scholarships application processes using both paper-based and online applications. In Jamaica, the team provided support in recruitment by promoting the scholarship program to civil society organizations, service clubs and city-wide organizations that work with youth using innovative recruitment tools such as Whatsapp. The Program also began providing technical assistance to strengthen recruitment by hosting career fairs with recruitment staff in Jamaica. In Guatemala, universities largely followed their own internal selection processes but were guided by criteria established by Advance and conducted candidate interviews with Program staff. In Honduras, universities designed a three-phased approach to their selection process and implemented it with the support of Advance Program staff.

To strengthen admissions and support services for students, the Program provided induction and onboarding programs for scholarship recipients in each of the countries. Additionally, in Honduras team worked with CEUTEC and UCENM to develop a preparatory course which consists of four modules (60 hours distributed over 5 weeks) for new students enrolled in their first academic period that would help them gain the necessary skills and knowledge to successfully complete their first semester. The course, which covers areas of general skills development in math, reading comprehension, study skills and an overview of university orientation, was piloted with Advance scholarship recipients in Honduras.

In Year 4, the program will work with each university to ensure that recruitment practices are revised and expanded to attract a wide variety of students to selected technical degree programs. Advance will work with staff to provide guidance and training on how to implement new recruitment strategies and monitor activities for effectiveness in target and reach. The Program will also work with all partner institutions to institutionalize admissions protocols that are easy and inclusive of all potential applicants to technical degree programs. The Program will identify staff at each institution to provide them training on data collection that will track the impact of recruitment activities on number of applications to the selected degree programs and the conversion of these applications to admissions and final enrollment.

- Implementing a local scholarship program: Building on lessons learned from the CASS/SEED scholarship program, the Program worked with partner institutions to inform the design of their local scholarship programs. As noted above, the Program provided technical assistance to tailor recruitment and selection processes according to each university’s capacity and experience in this area.

In all, the Program awarded 241 scholarships were awarded to students enrolled in 7 partner institutions by the close of Year 3, summarized in Table 4 below. Advance is working closely with partner institutions to monitor student progress and provide support to scholarship recipients that prevent attrition from the Program.

**Table 4: Scholarships in Year 3**

Jamaica		
Institution	Program	# of Scholarships by end of Year 3
UTECH	Fashion Styling & Image Consulting*	
	Design & Technology*	
CCCJ	Health & Wellness Tourism	39
	Agroprocessing & Business Management	
VTDI	Entertainment & Events Management	12
	Digital Media	
Honduras		
UCENM	Clinical Laboratory	30
	Logistics & Transportation*	

<b>CEUTEC</b>	Auxiliary Nursing	25
	Web Design & Development	20
<b>UNAH**</b>	Food & Beverage Management	
	Coffee Administration	
	Agriculture Production	
<b>Guatemala</b>		
<b>UPANA</b>	Marketing & Sales*	
	Business Administration	42
<b>URL</b>	Hotel Management & Gastronomy	26
	Physical & Occupational Therapy	8
	Primary Care Nursing	5
	Logistics & Transportation*	
<b>USAC</b>	Fruit Production	37
	Forestry*	

244

\* Degree program does not provide scholarship support

\*\* Scholarship recipients have been selected but support will be distributed in Year 4

The Program did not work on one CBS activity this year: design a U.S. scholarship component for students in selected institutions (IR 2.2, Activity 2).

## YEAR 3, QUARTER 4 ACTIVITIES

### IR 2.1 Expanded access

#### Activity 1: Review recruitment practices, admissions protocols, and support services

**Honduras:** The Program worked with UCENM to develop a consensus on the need to improve the design and implementation of multidisciplinary student support programs to promote inclusion, retention, and student academic success. The team agreed with UCENM to support the university in assessing early warning signals, and analyzing student needs each trimester when student grades become available.

The Honduras team worked with CEUTEC to use recent student grades to analyze current student academic performance. Results of this analysis show that students need tutoring, academic guidance, and psychosocial support.

**Guatemala:** The Program worked with URL professors to analyze and improve the university's current student performance assessments, which analyze academic and non-academic factors that influence student performance. This assessment measures the transition between secondary school and university and analyzes how well students can and will adapt to university life. Co-analyzing this assessment with URL allowed the Program to leverage URL's existing institutional structure to gain insight on students' biggest challenges and obstacles once they are at university and develop student support programs and strategies to help them



overcome these obstacles.

The Program completed a review of recruitment and admissions processes at UPANA and FAUSAC earlier in Year 3 through the ICA. The Program team focused deeply on reviewing recruitment and admissions processes to attract scholarship candidates to these universities. In Year 4, the Program will consider how lessons learned from scholarship recruitment and admissions can be applied for all applicants for technical degree programs at these institutions.

**Jamaica:** The Program does not have new activities to report, as efforts focused on implementation of revised recruitment, admissions and student support activities. See Activity 2, below.

### **Activity 2: Revise recruitment practices, admissions protocols, and support services within selected institutions**

**Honduras:** The Honduras team continued the implementation of the preparatory course designed earlier in the year (see Annual Summary) along with close student monitoring according to tailored personal development plans created for the scholars in CEUTEC and UCENM. The Program provided technical assistance in the student monitoring advising university representatives to involve parents in scheduled check-ins to better understand what type of support students need at home.

The Program will conduct work with UNAH in this area in Year 4 once the UNAH subaward is complete.

**Guatemala:** The Guatemala team is reviewing and revising recruitment admissions and student support services that considers all applicants and students in the selected technical degree programs. This process will continue into Year 4.

**Jamaica:** The Program worked with the communications and marketing staff at CCCJ, UTECH and VTDI to develop marketing materials to promote Advance's target programs at each of these institutions. Throughout this process, the universities have created digital marketing fliers with guidance from the Jamaica team. The team has worked with each university to review content and give design recommendations. As a result of these marketing campaigns, each institution has seen an upward trend in the number of applicants for Advance-supported degree programs. Approximately 90% of scholarship applicants indicated that they became aware of the scholarship through marketing materials developed in collaboration with Advance.

The Jamaica team also supported a recruitment and public relations event with Montego Bay Community College (MBCC), to promote awareness of the Agribusiness, Health and Wellness Tourism programs offered at MBCC. Prospective students were invited to the event (25 attended) to gain information on the contents and structure of the three programs, application processes, and scholarships.

Additionally, the team worked with the information technology (IT) department at CCCJ to create an online application form for the Agroprocessing degree program, which removes barriers such as transportation costs which were identified in the Jamaica SBAC. The development of the online application has encouraged both CCCJ and VTDI to continue to explore ways to offer online services to students.

## **IR 2.2 Scholarships**

### **Activity 1: Design a local scholarship program for students in pilot institutions**

**Honduras:** The Honduras team finalized the recruitment and selection processes for scholarship recipients at UNAH, in preparation for the beginning of classes in September 2018. The team compiled detailed individual files for each selected recipient, including interview evaluations, applications, and results of psychometric tests, among others.

**Guatemala & Jamaica:** The Guatemala and Jamaica teams previously finalized the design of the local scholarship program.

### **Activity 3: Implement a local scholarship program for students in each country**

**Honduras:** The Program continued providing financial support to scholarship recipients, supervising their academic performance, and providing support to encourage academic success and student retention. In July, the team held regular meetings with UCENM and CEUTEC scholarship recipients to ascertain academic progress, identify challenges, review attendance, and monitor the food and transportation incentive, and encourage positive attitudes and commitment to improve grades.

Both universities worked with the Honduras team to implement student support activities, including tutoring sessions that provided academic reinforcement in subjects that presented difficulty for students. Specifically, at UCENM, the team developed workshops for scholarship recipients in study techniques, stress management and discipline. At CEUTEC, the team designed and led workshops in social inclusion and writing skills.

**Guatemala:** The Program continued to implement the local scholarships program this quarter, providing support to 37 scholarship recipients at USAC, 36 recipients at URL, and 42 at UPANA. This quarter, 11 scholarship recipients left the program for personal, and academic reasons. The Program has been analyzing the reasons for early drop out to provide reinforcement to teachers and students. Advance worked with URL to develop a tutoring program made up of academic tutoring by professors and guidance offered by a student counselor. Student volunteers from departments of engineering and accounting are also serving as tutors. The 11 students that have dropped out have been replaced in the scholarship program by other eligible students, so the total number of scholarships awarded in Guatemala has not changed.

**Jamaica:** In August, the Program initiated the final scholarship recruitment and selection effort at VTDI and CCCJ. 70 scholarships had been awarded by the end of September 2018. The Program determined that it will no longer provide scholarships to UTECH students, and these 24 scholarships have been distributed amongst CCCJ and VTDI. Advance hosted and co-facilitated an event for scholarship recipients focused on boosting student morale and academic self-confidence. The day-long event included motivational speakers and time to work on a vision board and personal journals. Scholarship recipients are also invited to activities hosted by the Program such as Career Days and the SBAC conference.

### **III. NEXT STEPS**

During Quarter 1 of Year 4 (October-December 2018), the Program plans to carry out the following activities:

#### **Administrative Activities**

The Program will finalize a subgrant with UNAH, renew the MOU with UTECH and establish a subgrant with FAUSAC to provide scholarship funding directly to the university. The Program will also document and report on its first university cost share activities and will seek to increase private sector partnerships to bolster cost share contributions in each country.

The Program will also update the regional and country communications plans to develop and disseminate content on Program achievements such as blogs and success stories, domestically and internationally. This will help to increase project activities in each country.

#### **M&E Activities**

The Program will finish the baseline data validation process in Jamaica and complete the data entry and analysis to complete the final report. Additionally, the Program will implement the Institutional Technical Report as a monitoring tool in Guatemala and Jamaica and will implement the Scholarship Holders Online Survey across beneficiary institutions.

#### **Result 1 and 2 Activities**

Country teams will plan and implement the CBS for each institution. CBS activities already underway – such as those in IR 1.1, 1.2, 1.3 and IR 2.1 – will continue. The Program expects to engage more heavily with teacher professional development and enhancing the labor market bridging strategy in the coming quarter, while also completing pending curriculum revisions in each country.

In Guatemala, the Program will initiate basic education activities by meeting with the Ministry of Education to select target secondary schools and launching the design of training programs for secondary school teachers.

## IV. APPENDICES

### APPENDIX 1: Indicator Tables

**Table 5.** Process Indicators

Indicator	Honduras	Guatemala	Jamaica	Total
<b>Life of Program (Years 1 ,2 and 3)</b>				
Number of presentations/meetings held to share cross-cutting assessment results	12	67	23	102
Number of people who attended presentations/meetings to share cross-cutting assessment results	560	1,291	876	2727
<b>Year 3</b>				
Number of presentations/meetings held to share cross-cutting assessment results	5	3	15	23
Number of people who attended presentations/meetings to share cross-cutting assessment results	287	42	498	827
Number of planning and capacity building meetings with selected institutions	92	69	20	181
Number of university staff that participated in planning and capacity building meetings with selected institutions	434	217	159	810
Number of university teachers that participated in planning and capacity building meetings for selected institutions	139	35	96	270

**Table 6.** Established Indicators - Year 4 Targets<sup>2</sup>

Indicator	Year 4 Target	Comments and Assumptions
1. Number of individuals [graduates] with new or better employment following completion of USG-assisted workforce development programs*	135	To begin reporting this indicator, the Program will report on the 2017 PPI cohort, who will graduate in Dec 2018 (1/2 of the total PPI cohort = 337). The program assumes that 80% of the 2017 PPI cohort 1 expected to graduate in December will actually graduate (270 students) and 50% of them will obtain a new or better employment in Year 4.
2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)*	50%	At least 50% of the student beneficiaries will be female.
3. Number of host-country tertiary institutions receiving capacity development support with USG assistance*	9	The Program will continue working with all 9 selected institutions.

<sup>2</sup> As implementation continues, the Program may adjust these targets. These represent the cumulative Program target by the end of Year 4.

Indicator	Year 4 Target	Comments and Assumptions
4. Number of individuals [students] who complete [graduate from] USG-assisted workforce development programs*	540	Of the 675 student beneficiaries in the first PPI cohort, the Program expects an 80% graduation rate. $675 \times 0.8 = 540$ 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	21	The program expects to complete 12 of the remaining curriculum that are currently under revision for a total of 21 programs
6. Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through a USG-supported workforce development program	371	The Program assumes that at least 161 additional faculty and staff members will be trained. When we add this to the total trained by the end of Year 3 (210), the cumulative Year 4 target is 371.
7. Number of partnerships formed in support of labor market bridging as a result of US Government (USG) assistance	9	The Program assumes that each selected institution will form at least 1 partnership with private sector companies by the end of Year 4 (this includes partnerships related to scholarships).
8. Number of students in selected institutions receiving labor bridging support	2,408	We assume that all FPI students receive labor bringing support and that 50% of PPI 2017 cohort and 2019 PPI cohorts receive this type of support.
9. Number of host-country individuals [faculty, staff and students] completing USG-funded [international] exchange programs conducted through higher education institutions*	53	The Program assumes that 25 faculty and staff members (17 from Guatemala, 3 from Jamaica, and 5 from Honduras) will complete a study tour in addition to the 28 who completed a study tour in Year 3
10. Number of individuals [students] from underserved and/or disadvantaged groups enrolled in target fields in selected institutions	1,041	In addition to the 393 individuals from previous years, the Program assumes that 50% of the second 2018 FPI cohort and 2019 FPI cohort will be from disadvantaged groups
11. Number of individuals enrolled in USG-assisted workforce development programs	2,436	Along with the 1,304 students from previous years, the Program plans to reach 566 students from 2018 FPI Cohorts 2 and 3 and 566 students from 2019 FPI Cohort 1 in Year 4
12. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance (U.S.-based study and In-country study)	318	A total of 318 scholarships will be awarded by the end of Year 4.

## APPENDIX 2: Success Story and Quarter Highlights

### Success Story: Advance Study Tour

#### Overview and Objectives

A total of twenty-eight participants from Honduras and Jamaica participated in a five-day study tour from September 23 to 29 in the state of Aguascalientes, Mexico. The international exchange was designed and delivered to provide capacity building to faculty and staff working across the five IR areas. The study tour had the following core objectives:

- Establish a positive collaborative working relationship between all Advance university representatives
- Learn best practices from host institutions in the areas of curriculum development, professional development, recruitment, admissions, student retention and labor bridging strategies for students in technical degree programs
- Develop a project to take back to home institutions, relevant to the objectives of the Advance Program

#### Participants and Host Institutions

Representatives from the following institutions participated in the exchange: 5 representatives from VTDI, CCCJ, and UTECH in Jamaica, 5 representatives from CEUTEC, and 4 representatives from both UCENM and UNAH in Honduras. The Advance Program identified and selected faculty and staff with strong leadership skills and the ability to cascade new knowledge and skills to their colleagues gained from their participation in PD offerings.

During the study tour, participants visited the following four institutions: Universidad Tecnológica El Retoño, Universidad Tecnológica del Norte de Aguascalientes, Universidad Tecnológica de San Miguel de Allende, and Universidad Tecnológica de Aguascalientes. All four universities are *Universidades Tecnológicas* (UTs), which offer a two-year technical degree program called *Tecnico Superior Universitario* (TSU).

Each host university was selected to highlight innovative programming and processes that would contribute to the groups' learning and impact their professional development. The Universidad Tecnológica El Retoño (UTR) is the only 100% bilingual university in Mexico, which has attracted students across the region to pursue studies at this institution. The university is relatively new – just 8 years old – and the employability rate of their graduates is above 90% due to bilingual skills in majors that are relevant to the region's industry needs.

The Universidad Tecnológica de Aguascalientes (UTAgS) offered participants a deep dive into curriculum development, cementing into participants' the importance of the 70/30 model; for a technical degree to be successful, its curriculum must be designed as 70% practical and 30% theoretical work. A participant from Honduras felt this was helpful to inform her work in curriculum development because, "*What we currently have are mini-bachelor degrees disguised as two-year degree programs at my institution.*" UTAgS also offered participants a unique approach to increase employability through an on campus small business incubator.

The Universidad Tecnológica del Norte de Aguascalientes (UNTA) and the Universidad Tecnológica de San Miguel de Allende (UTSMA) allowed participants to explore majors in labor market priority sectors that are shared amongst participant universities and key for the region. Participants learned about degrees such as sustainable agriculture, gastronomy, and tourism, which are all closely connected. Host universities have

ventured into unique areas such as wine production, which is allowing them to tie in all three majors at the TSU degree level, providing participants with the opportunity to think outside of the box and explore this possibility in their own countries.

### **Learning and Outcomes**

Participants put their skills to practice in the degree programs of Gastronomy, Health and Wellness Tourism and Sustainable Agriculture as they shadowed students and professors for a day in these three degree programs. The study tour provided participants with a space to come together and find ways to continue effective collaboration for the improvement of their technical degree offering. *“We have more similarities that unite us more than differences that separate us,”* a participant from Honduras mentioned at the close of Day 1.

The 28 participants had the opportunity to work in teams, lead discussions and refine presentation skills as they collaborated across countries to learn from one another and leverage their own experiences that were beneficial to the groups’ learning. Prior to this trip, many participants had never met their peers from other institutions in their own country. In a few cases, the participants mentioned that before the study tour, they had never had the opportunity to get to know colleagues from their own home institution.

Faculty learned and experienced:

- The importance of thorough research that must be done prior to opening a degree offering and continuous follow-up to decide if a degree offering should remain open after two years.
- The need to involve the private sector in curriculum development. A TSU degree is not effective without the voice of future employers.
- The 70/30 model, which allowed them to analyze the skillset students at the host institutions have to better understand what competencies, hard skills and soft skills must be further developed amongst students in their home institutions.

Staff gained information on:

- The structure of teams in recruitment and promotion of TSU degree programs and the responsibilities of each team member.
- The importance of building a brand to attract private sector involvement.
- Student retention strategies (such as tutoring) and how these should be implemented as part of the prospect stage or outreach, for all applicants and future students of TSU degree programs.

And most importantly, professors and staff learned that to be successful in their jobs, they must work together. For example, retention strategies are designed by staff, but implementation involves professor. Similarly, curriculum development is developed by professors but communicated by recruitment staff to attract students to their program. Additionally, the strength of the branding and the positioning of 2-year degree programs is key to increasing student enrollment, attracting collaborations with potential employers and cross sector support. As one participants from Jamaica exclaimed, *“Mexico has taken the high road in branding their programmes in a way that makes them superior to other academic programmes. Amazing!!!”*

### **Next Steps**

All participants were asked to define a project that could be implemented at their home institutions based on their learning from the study tour. Project ideas were collected and will be reviewed by the Advance Program to provide guidance on implementation. Currently, there are 20 project ideas being reviewed for

implementation. Additionally, upon their return, participants shared their experience with their respective university departments so that the valuable information gained cascades to key personnel and colleagues and can be adapted to home institutions.

