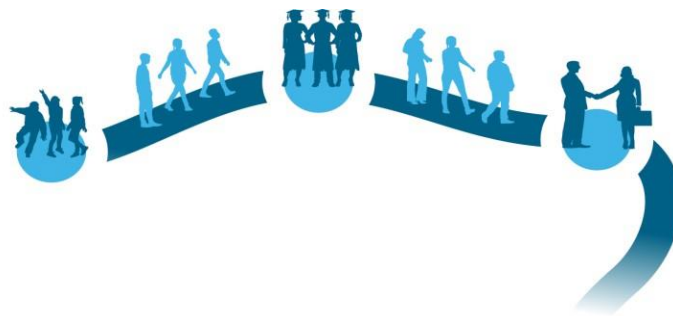# USAID
Advance Program

FHI 360

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Quarterly Report 14
January 1 - March 31, 2019

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List of Acronyms

BSJ	Bureau of Standards of Jamaica
CUNOROC	Centro Universitario de Noroccidente
CCCJ	Council of Community Colleges of Jamaica
DAFT	Academic Technological Training Directorate
LAC	Latin America and the Caribbean
M&E	Monitoring & Evaluation
MOU	Memorandum of Understanding
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 key activities and results implemented between January 1 and March 31, 2019 (Quarter 2 of Year 4), for the Advance Program in Honduras, Guatemala and Jamaica. During this quarter, Advance made progress in various technical areas in each country, despite limited university schedules and availability of faculty and staff due to vacation periods observed during the month of January. Below is the list of universities, degree programs and campuses that the Advance Program supports in each country:

Table 1. Partner institutions and target degree programs by country

Jamaica	
University and campuses	Degree programs
Vocational and Technical Development Institute (VTDI)	• Entertainment & Events Management • Digital Media
Council of Community Colleges of Jamaica (CCCJ) • College of Agriculture, Science and Education • Excelsior Community College • Knox Community College • Portmore Community College • Montego Bay Community College	• Health & Wellness Tourism • Agroprocessing & Business Management
University of Technology (UTECH)	• Fashion Styling & Image Consulting* • Design & Technology*
Honduras	
University and campuses	Degree programs
Universidad Cristiana Evangélica Nuevo Mileno (UCEMN) • Tegucigalpa Campus • La Esperanza Campus • San Pedro Sula Campus	• Clinical Laboratory • Logistics & Port Operations*
Centro Universitario Tecnológico (CEUTEC) • Tegucigalpa Campus, Prado • Tegucigalpa Campus, Centroamerica	• Auxiliary Nursing • Web Design & Development
Universidad Nacional Autónoma de Honduras (UNAH) • Tegucigalpa Campus • Santa Rosa de Copan Campus • Tela Campus	• Food & Beverage Technical Degree • Coffee Administration • Agriculture Production
Guatemala	
University	Degree programs
Universidad Panamericana (UPANA) • Quetzaltenango Campus • Huehuetenango Campus • Jacaltenango Campus • Nebaj Campus	• Marketing & Sales • Business Administration
Universidad Rafael Landívar (URL) • Quetzaltenango Campus	• Hotel Management & Gastronomy • Physical & Occupational Therapy • Primary Care Nursing

	• Logistics & Transportation*
Universidad de San Carlos (USAC) • CUNOROC Campus in Huehuetenango • CUNOROC Campus in Jacaltenango	• Fruit Production • Forestry*
Total: 3 Countries, 9 Institutions, 21 Programs	*No student support or scholarships are being provided

The following sections describe the activities and achievements of this quarter and summarize next steps and upcoming activities for Quarter 3 (Q3) of Year 4. The activities described correspond directly to the Year 4 Work Plan unless otherwise noted.

II.   ACTIVITIES AND ACCOMPLISHMENTS

Core Administrative Activities
Life of Program Work Plan Activities
Activity 1: Hire key personnel and local staff

Honduras: The Program hired a Data Quality Assurance Specialist to provide support collection and analysis of data for partner institutions in Honduras. The Program also hired a Private Sector Engagement Specialist to work with universities in developing partnerships with private sector representatives as part of the Program's labor bridging efforts.

Guatemala: The Program hired a Data Quality Assurance Specialist to support collection and analysis of data from partner institutions in Guatemala. The Program also a Technical Education Specialist in Secondary Education to provide support for the Program's basic education activities at the upper secondary level and a Private Sector Engagement Specialist to support partnership development within universities and labor bridging activities.

Year 4 Work Plan Activities

Activity 1: Conduct necessary administrative processes for cost-share activities

Honduras: The Program received supporting documentation for cost-share from UCENM for October to December 2018 and from CEUTEC for January 2018 - December 2018 for activities including donated space, staff time, and donated scholarships. The Program will report this cost-share information next quarter. Advance will also work with UNAH to compile information for cost share reporting in Q3.

Guatemala: The Program received supporting documentation from URL for cost-share activities in 2018 and has requested additional information for final reporting in Q3. The Program will work with UPANA and USAC on compiling information for cost share reporting in Q3.

Jamaica: The Program continues to monitor cost share reporting at CCCJ and VTDI and obtain appropriate supporting documentation for cost share activities from 2018. Since this is an entirely new process for VTDI and CCCJ, the Program will a hire a program assistant to ensure more timely reporting and detailed monitoring of institution cost share activities. UTECH does not have cost share obligations.

Activity 2: Participate in university task forces

Honduras: The Advance Program worked in close collaboration with 2 campus heads at UNAH in Tela and Santa Rosa de Copan, and with the Academic Vice President of UCENM who oversees all three campuses, to identify faculty and staff that will participate in curriculum revisions led by Advance, as well as representatives to work on labor bridging services and on student support services. For the latter, Advance will lead the design and development of career services trainings with select individuals at each campus. The Program will also work with task forces to develop mentoring programs as a student support service on campus. A total of 4 committees of 37 people began working during this quarter in these two universities.

The Program held a workshop with 54 professionals (14 teachers and 40 staff members representing the three technical degree programs) at UNAH in February to strengthen the creation of advisory committees and clarify their role on the Advance Program. The workshop encouraged integration across departments and services and (1) presented UNAH faculty and staff with an overview of Advance, (2) explained administrative and financial procedures for the management of scholarships, and (3) identified 17 points of contact within UNAH for each of the 5 intermediate results (IR). These committees will meet every month to work on concrete actions such as syllabi revision (as a part of the curricular mapping), training of trainers for career services activities and follow-up on student support services activities, among others.

Task forces at all three universities, CEUTEC, UCENM and UNAH, include key individuals who will work closely with the Program to institutionalize the work being implemented through Advance. Due to national mandate, CEUTEC and UCENM have recently created a new position on campus, the Director of Technical Degree Programs. Advance staff members are working closely with this new position to assure that this role can maintain the types of interventions created or strengthened by the Advance Program across the five IR areas.

In the case of UNAH, the Program is working closely with the Academic Technological Training Directorate (DAFT) of the Academic Vice Presidency. This is a 7-person team on UNAH's Tegucigalpa campus who are responsible for designing the curriculum for technical degree programs. They have traditionally conducted this work with support from external consultancies and have never involved faculty in the design and monitoring of curriculum implementation. However, once the subgrant was signed between UNAH and Advance this quarter, the Program began working with the DAFT to involve faculty from all three campuses in the curriculum design process, which will help to ensure holistic representation on the team charged with curriculum design at UNAH.

Guatemala: The Program works with key individuals and existing teams from each institution to effectively implement the different activities related to each component of the Program. At UPANA, Dra. Alba de González, Academic Vice President, is the liaison overseeing all Advance activities and Economic Sciences Dean Ronaldo Girón and Online Education Director Miguel Angel Franco participate in the design of professional development activities and the implementation of labor market bridging services. For URL, Padre Mynor Pinto, President of the Quetzaltenango campus, oversees and approves all Advance activities. This university has an extensive team that works with the Advance Program across all activities including, Coordinators of Academic Departments, who are part of curriculum discussions and codesign labor market bridging services such as the guided visits for students and faculty. There is dedicated staff to student support services, a team that conducts recruitment and admissions and the person hired specifically to monitor Advance scholarship students. At FAUSAC the Program works with Juan Carlos Galvez, CUNOROC Director in Huehuetenango, as the primary liaison to the Program. Coordinators of the technical degree programs and select faculty actively participate in curricular revisions, student scholarship monitoring and co-design of labor market bridging services.

Jamaica: The Program is finalizing the identification of a core group of lecturers and department heads that will

participate in an ongoing curriculum review of the new degree programs recently launched at CCCJ and will follow a similar approach with UTECH and VTDI. For CCCJ, in a particular, this team will include lecturers and non-teaching staff from different campuses who support curriculum implementation. These groups will support the monitoring, adoption and assessment of the new curriculum and will promote knowledge sharing among colleagues and across campuses. These groups will include several of the persons engaged during the initial curriculum strengthening and validation, as well.

Activity 3: Develop and implement Communication Activities

Region: The Program developed a regional communications calendar for the remainder of Year 4. This calendar operationalizes the program's life of program communications plan and identifies key communications activities per quarter for each country, including success stories and news stories for the Program website and regular posts on Program activities through Twitter. The final product will be shared with USAID for comments.

Honduras and Guatemala: The Program began identifying activities and individuals, such as scholarship students, that can be highlighted through success stories on the Program website and on social media platforms.

Jamaica: Responding to USAID Jamaica's request to prioritize communications, the Program implemented an editorial calendar for January through April for communication activities in Jamaica. A key goal of this calendar is to increase traffic to the Advance social media pages. Additionally, the program continued developing videos to highlight program impact, including interviews with staff members who attended the 2018 study tour to Mexico, an interview with CCCJ's executive director sharing results of the partnership with Advance, and testimonials from six scholarship students. The Program plans to highlight these videos on Advance digital media platforms in the coming quarter.

Monitoring and Evaluation Activities

Activity 1: Monitor subgrants with local universities

The Program continued to use the Country Office Tool, which is updated by Advance Program staff on a monthly basis to track activities and indicators related to each of the 5 IR areas. The Program also continued rolling out the Institution Reporting Tool, which is used by university representatives to update and report on student enrollment and faculty/staff data. Below are more details on the use of these tools at the country level to monitor subawards with partner universities.

Honduras: In January and February, the Program conducted monthly visits to universities and bi-weekly calls to monitor and follow-up on technical and financial progress of each Subgrantee. This included: (1) updating M&E data in the Country Office Tool to track event activity, professional development activities, progress on curricular changes and information on scholarship holders of the Program; and (2) monitoring, reviewing and processing financial disbursements to universities based on the financial reports of the academic scholarships in CEUTEC and of the scholarships and incentives at UCENM.

UCENM and CEUTEC continued to use the Institution Reporting Tool and provided updated student data. The Program reviewed the data for consistency and provided tailored technical assistance to the institutions based on the inconsistencies found related to student enrollment status and gender, which have now been resolved. This is a new tool for universities, and although it is useful, they are encountering issues with their admissions forms and their internal processes to track enrollment. Helping them with this tracking tool is an important

contribution towards institutional strengthening.

At UNAH, the Program visited the campuses in Tela and Santa Rosa de Copan to train staff on implementing the Institution Reporting Tool to collect data for 2019-2020. The data for 2017 and 2018 will be collected from UNAH's central campus. As part of its monitoring efforts, the Program coordinated a campus visit for the two project managers from the USAID Honduras Education Office to visit UNAH in Tela. The visiting team met with the Director of the UNAH Tela campus and the Coordinator of the Food and Beverage Management technical degree program. USAID representatives had the opportunity to see the university campus and to hear from four faculty members and students enrolled in this degree program and were particularly impressed with Advance's work in developing private sector partnerships. The university representatives shared the positive experience they are having collaborating with the Advance Program, and the students shared their stories and the impact the Program scholarship has had on their lives. USAID Honduras congratulated the Advance Team for the work being done with UNAH and the support the Tela campus has received to strengthen technical education. As a follow-up to this visit, USAID asked Advance for a quarterly report on private sector alliances with partner institutions. The Program will share this report with USAID Washington, as well

Guatemala: The Program continued to collect ongoing monitoring data through the Country Office Tool and rolled out the Institution Reporting Tool in Guatemala. To support this effort, the Program's Regional Monitoring and Evaluation (M&E) Specialist visited the USAC campus in Jacaltenango and Huehuetenango and the URL campus in Quetzaltenango to socialize the tool with key staff in these universities. University representatives received guidance and instructions on how to report student enrollment and staff data using this tool and will report their data next quarter. Additional preventive measures were put in place in Guatemala to ensure monitoring of subgrant activities with the universities. These measures included a detailed review of costs reported by universities both by FHI 360's finance and internal audit teams.

Jamaica: The Program continued to update the Country Office Tool on a monthly basis. The Program shared and implemented the Institution Reporting Tool with CCCJ and VTDI, who began filling out the tool this quarter with data from 2017 and 2018. The Program encountered a few challenges in rolling out this tool, including challenges in obtaining information on non-scholarship students enrolled in Advance degree programs. However, Advance staff has clarified the need for information on all students in targeted degree programs as well as on faculty/staff. The Institution Reporting tool will be used to track faculty and staff information for UTech as of Q3.

The Program also conducted sub-grant monitoring and cost share training with staff in the selected institutions. A total of 11 teaching and non-teaching staff from five CCCJ member colleges participated in meetings that reiterated the incentive process and reporting tools, partner institution cost share documentation, and the reimbursement procedures. As a result of these meetings, CCCJ identified key points of contact to ensure proper and efficient reporting. Additionally, and as example of sustainability and capacity building, at Montego Bay Community College, CCCJ hired a new staff member who would support subgrant monitoring and reporting as a part of his role at.

This training was completed with VTDI in the previous quarter. The Program will begin monitoring UTech activities in Q3.

Activity 2: Update M&E plan and indicators targets

Region: To complement M&E efforts, Advance has developed a new tool to collect data about the experiences of scholarship holders and will support monitoring and strengthening of student retention. The Program also began designing a survey for all students enrolled in Advance target degree programs to collect information on

their level of vulnerability (in response to indicator 10) and the labor bridging and career services support received (related to indicator 8).

Result 1 Activities

Result 1: Students in target academic units demonstrating market relevant skills increased.
IR 1.1 Curriculum design and pedagogy improved

Activity 1: Finalize curriculum revisions for each new or updated degree program

Honduras: The Program worked with faculty and staff to conduct joint curricular revisions of all Advance supported technical degree programs. As noted in Core Administrative Activities, Activity 2, historically at the partner institutions in Honduras, academic directors and non-teaching staff have been in charge of developing curriculum and proposing revisions despite not having direct experience teaching the material. Advance has encouraged faculty to become involved in this process by organizing working groups for each degree program to collaborate on the process and timeline described in the table below. In this quarter, the Food and Beverage technical degree program at UNAH began their discussion on the curricular revision process, laid out guidelines for the working group, and initiated curriculum mapping and identification of improvements.

Building on work initiated the previous quarter, faculty and staff at CEUTEC conducted curricular mapping of the Web Design & Development degree program. For this process, the Advance Program utilized a curriculum mapping methodology to review course content and syllabi along with tools to guide the process that can be institutionalized for future processes of curriculum revisions. A key part of the process was convening 10 faculty members from the Web Design program to understand and analyze the connections between their different courses. They had previously been unaware of material covered in each class and lacked an understanding of how a student navigated between courses in this degree program. An important curricular improvement identified by the Web Design faculty in this process was the need to train students in advanced web programming, as the labor market requires knowledge in automation of information systems in web applications across various industries. As a next step, faculty established working days to continue reviewing their courses to finalize the curriculum mapping. The same activity will be replicated with faculty from the Nursing degree program next quarter.

Below is the process of curricular revision process mapped out for all degree programs:

University	Degree Program	Curricular Revision Phases			
		Discuss key principles of curriculum revisions & share thoughts amongst participants	Curricular Mapping Conducted, Identification & Proposal of Curriculum improvement	Curriculum validations with the private sector to finalize curriculum design/improvements	Launch Curriculum improvements, Monitoring and Evaluation
CEUTEC	Web Design & Development	Completed Q1 Y4	In progress Q2 Y4	Scheduled for Q4 Y4 & Q1 Y5	Programmed for Q1-Q2 Y5
	Auxiliary Nursing	Completed Q1 Y4	In progress Q2 Y4	Scheduled for Q4 Y4 & Q1 Y5	Programmed for Q1-Q2 Y5
UNAH	Food & Beverage Management	Completed Q2 Y4	In progress Q2 Y4	Scheduled for Q4 Y4 & Q1 Y5	Programmed for Q1-Q2 Y5

	Coffee Administration	Completed Q2 Y4	Scheduled for Q3 Y4	Scheduled for Q4 Y4 & Q1 Y5	Programmed for Q1-Q2 Y5
	Agriculture Production	Completed Q2 Y4	Scheduled for Q3 Y4	Scheduled for Q4 Y4 & Q1 Y5	Programmed for Q1-Q2 Y5
UCENM	Clinical Laboratory	Scheduled for Q3 Y4	Scheduled for Q3 Y4	Scheduled for Q4 Y4 & Q1 Y5	Programmed for Q1-Q2 Y5
	Logistics & Port Operations	Scheduled for Q3 Y4	Scheduled for Q3 Y4	Scheduled for Q4 Y4 & Q1 Y5	Programmed for Q1-Q2 Y5

Guatemala: At USAC, the Program held four curricular review workshops with faculty and staff of the Fruit Production degree program, 2 in the Huehuetenango campus and 2 in the Jacaltenango campus. A total of 16 teachers and 3 technical-administrative professionals participated in these 10-12 hour workshops where a comparative matrix was developed between Advance and USAC to compare the current curriculum and discuss changes suggested for its improvement. Using the Tuning framework to build a competency-based curriculum, all 58 courses of the degree program were reviewed and updated following a participatory discussion amongst faculty who traditionally are not involved in curricular design and revisions.

The Program also held two curriculum revision workshops with 11 faculty and a staff person from the Forestry technical degree program in Huehuetenango at USAC. Curricular improvements included the addition of an internship midway through the degree program and the incorporation of coursework using Geographic Information Systems (GIS). The curricular revision workshops included the participation of 6 teachers from the ESTEFFOR, a forestry technical school for upper secondary students. USAC is interested in working with ESTEFFOR as a feeder institution to the Forestry technical degree program, so "reaching back" to include upper secondary teachers in this process is a key step in strengthening this relationship.

In February, the Program visited URL for a final review of the newly developed Logistics and Transportation degree program. A total of 4 faculty members, 17 staff and the Director of the URL campus in Quetzaltenango participated in this internal review of the new degree program in order to prepare for validating the curriculum with private sector representatives in Q3.

There are no updates to report for UPANA on curriculum revision as both curricula have been implemented.

Jamaica: The Program concluded curriculum design at VTDI and CCCJ in previous quarters. Advance will work with UTech on this in Q4.

Activity 2: Assess and adopt revised curricula

Honduras and Guatemala: There are no updates to report for this activity this quarter.

Jamaica: The Program convened a meeting between CCCJ and the Bureau of Standards of Jamaica (BSJ), a regulatory body that promotes higher standards in commodities, processes and practices. The meeting highlighted opportunities for a partnership between CCCJ and BSJ to support the Advance-supported degree programs at CCCJ in terms of content and pedagogy.

The Program also conducted activities with faculty and students to assess the rollout of piloted curricula. For example, the Program met with a lecturer from the Health and Wellness Tourism to discuss suggestions related content overlaps and a need for more practical activities within the Spa Techniques module. The Program will meet with and work with CCCJ to address these recommendations in the coming quarter. Anecdotally, lecturers teaching the Agro-Processing and Business Management have commended the involvement of industry experts

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in the development of the curriculum and are keen on the industry relevant skills being included as part of course delivery.

The Program also met with a total of 55 students from CCCJ studying Agro-processing & Business Management and Health and Wellness Tourism, as well as students from VTDI studying Animation, to collect qualitative data on their experiences with the revised curricula. In general students indicated that they became more adjusted to the curricula as the semesters went by and expressed that their courses were practical and relevant to the real-world. As part of a related feedback survey, 90 percent of students from a sample of 93 said they were enjoying their degree.

Along with gathering direct feedback from faculty and students, Advance 's M&E team conducted six classroom observations of the following courses: Food Chemistry (Agro-processing, CCCJ); Small Business Management, Applied Math, and Spa Techniques (Health and Wellness Tourism, CCCJ); Script Development (Animation, VTDI); and Public Relations (Events and Entertainment Management, VTDI). The purpose of these observations was to ensure that curriculum implementation is aligned with the curriculum outline, identify gaps in delivery and content, and review the use of soft skills in the classroom. The observations revealed that students are engaged in relevant, real-world activities; teachers use diverse and engaging pedagogical strategies including individual and group work, case studies, and debates; and students are developing a wide range of soft skills including self-efficacy, communication, critical thinking and problem solving.

This classroom observation methodology will be scaled to degree programs in the other countries in the coming quarters.

Activity 3: Develop a research agenda aligned with partner institution priorities

Honduras: The Program developed a methodological framework to identify and prioritize research themes and generate related research questions to establish a research agenda. This framework will be used for implementing a research agenda with each partner institution. An initial step includes a workshop that follows a participatory and evidence-based method to create a research agenda that is related to the Program's objectives. This process began at UNAH with an initial meeting where a group of 46 faculty and staff from technical degree programs worked in 12 small groups to generate research themes. The main challenges identified include: (1) institutional barriers to increase enrollment in the Food and Beverages technical degree program, and (2) need for improved curriculum relevance and strengthened faculty teaching methods in Agriculture Production and Coffee Administration programs. From the themes previously mentioned, a research topic will be selected, and studies will be conducted.   This same process will be implemented at each partner institution next quarter.

Guatemala and Jamaica: There are no updates to report on this activity this quarter.

IR 1.2 Teacher, faculty, and staff development refined

Activity 1: Design and implement professional development (PD) programs for faculty and staff

Honduras: The Advance Program held a meeting with the DAFT and the Institute for Faculty Professional Development (IPSD) at UNAH to discuss the menu of professional development activities developed by the Program. The 15 participants of the meeting learned of the impact that the proposed professional activities are meant to have on faculty and staff of technical degree programs of UNAH. Together, UNAH and the Advance Program will select the areas for development which include (1) pedagogy, (2) technical knowledge content for

faculty and staff, and (3) externships for faculty. This joint-development process is key to eventually institutionalize these PD opportunities within each university. The Program will implement PD activities in the remaining quarters of Year 4 across all three institutions.

Guatemala: The Program met with the 16 participants of the international study tour for an update on the projects they developed as a follow-on to the study tour. These projects align with the 5 IR areas of the program. A total of 8 faculty and have projects related to curriculum development and improving the design of courses to give students more practice-based work rather than theory. Another 5 participants presented projects focused on labor market bridging services for students. Additionally, two projects focus on strengthening professional development opportunities for faculty and staff, and 1 participant is looking into the improvement of outreach and recruitment tools and activities. Advance will conduct quarterly check-ins to monitor project implementation and to identify how the Program can support these projects.

As noted in IR 1.1, Activity 1, faculty in the Fruit Production and Forestry degree programs at USAC received professional development support through the Advance-led curricular revision process. This is work that had not been conducted in over a decade at the university, and the Program has introduced a collaborative process inclusive of faculty and degree program coordinators to review course syllabi and discuss improvements following a competency-based framework that USAC will institutionalize due to their active participation in all steps of the curricular revision process.

The Program partnered with World Vision, which implements the Puentes Program, to coordinate a training (conducted by Puentes) on an Environmental Mitigation Plan for USAC faculty. This training will support the investments that will be carried out in support of educational strengthening through Puentes related to entrepreneurship and agriculture under controlled conditions (greenhouse). Through support from Puentes, faculty from the Fruit Production technical degree program will enhance their content knowledge to develop a greenhouse on campus with the support of students of the Fruit Production technical degree program.

Jamaica: The Program conducted a Grant Writing and Private Sector Engagement workshop for 23 staff members (9 faculty and 14 non-teaching staff) from the three partner institutions. This workshop is a part of a Resource Mobilization professional development series, which focuses on building the capacity of the institutions to coordinate and leverage resources to increase partnership. The Grant Writing and Private Sector Engagement workshop exposed participants to international best practices to engage private sector stakeholders and provided hands-on training in grant writing to engage external stakeholders. Each participant received a Resource Mobilization Manual, developed by the Advance Program, which included detailed tips and steps on how to mobilize resources, engage private sector stakeholders and write a grant proposal.

Through this workshop, participants identified several ways that their institutions can add value to the private sector, including provision of research and development support, training of current and future private sector employees, certification courses and training in industry relevant skills. Furthermore, participants learned how to appeal to the different needs of the private sector by using proposals, value statements, effective institutional branding and pitches. Additionally, participants identified projects they would like to accomplish within the next three months – many of these inspired by the international study tour to Mexico - and will write individual proposals as a follow-up to this workshop in as a first step to launching their projects.

The Program began working with CCCJ to develop and document standard operating procedures and strategies for professional development across CCCJ member colleges. This quarter, a technical working group was formed to support the development of these documents. The group consists of staff from the CCCJ secretariat and staff from CCCJ member colleges and will convene next quarter. The working group will identify each member

college's PD needs, how the CCCJ can provide centralized PD support, key components of an effective PD program, key PD implementation strategies, and capacity gaps that may affect implementation of these programs.

Activity 2: Institutionalize professional development programs for faculty and staff

Honduras: As described in IR 1.2, Activity 1 above, a key first step in institutionalizing PD opportunities in UNAH was meeting with the DAFT and promoting buy-in around PD topics to be implemented in the coming quarters and sustained in years to come. There are no updates to report for CEUTEC and UCENM for this activity.

Guatemala: There are no updates to report on this activity for URL, USAC and UPANA.

Jamaica: As a follow-on to the Grant Writing workshop, the Program identified champions at each school to support the development of grant proposals. This champion will lead and give on-the-ground oversight on proposal development. Currently the participants are being engaged virtual writing session, where they receive writing assignments and feedback from the Program. Each campus at the end of this writing process will have at least one grant proposal that can be institutionalized as a model template for developing future proposals.

As described above in IR 1.2, Activity 1, the Program's work in supporting the development of a working group to develop standard operating procedures and PD strategies at the CCCJ secretariat level is key to institutionalizing PD offerings within the network of community colleges.

There are no updates to report for VTDI and UTECH.

IR 1.3 Labor market bridging enhanced

Activity 1: Implement the private sector engagement strategy to encourage meaningful collaboration and partnership with relevant private sector stakeholders across Program activities

Honduras: The Program held a series of workshops with all three partner universities to analyze the current state of each university's private and public sector partnerships portfolio. In total, the Program conducted 5 sessions with 35 participants (7 on average in each university campus). The methodology included: a) analysis of the cycle of an alliance with the private sector, b) discussion and creation of a value proposition, c) a guide for data collection on institutional capacity for managing partnerships. The information collected for all three universities this quarter includes: a) a value-added proposal to present to potential private sector partners, b) procedure to establish partnerships for each university, c) list of current partnerships d) strengths, opportunities and weakness of those partnerships, and e) b) a prioritized list of partnerships to pursue.

The Advance Program participated in 2 workshops in Tegucigalpa and San Pedro Sula called "Partners for Education and Employment" organized by USAID Honduras and the Business Responsibility Foundation of Honduras (FUNDAHRSE), with the aim of promoting joint actions between the private sector, government, and international cooperation to improve the quality of education and employment in the country. The Advance Honduras Country Director presented to private sector representatives on the topic of developing strategic alliances across sectors, contributions that the private sector can make to academia, and the "win-win" results (for university and private sector partner) that come from each alliance. As part of this workshop, Advance identified at least 26 companies to visit and discuss the possibility of establishing alliances for the benefit of

technical tertiary education in Honduras. This will compliment potential partnerships identified with universities described above.

In coordination with the Director of Health Sciences at CEUTEC, the Advance Program designed and implemented 5 guided visits to the Honduran Institute of Social Security and the Specialties Hospital San Felipe for 53 students from the fourth semester of the Auxiliary Nursing degree program. Students observed and learned about the work being done in the departments of labor and delivery and gynecological service and completed a report on their experience for their class on Care for Women, Newborns, Children and Youth. As a result of the guided visits to the IHSS, 19 students and 5 faculty were invited to participate in the National Anti-Tuberculosis Fair and 31 students and 8 faculty were invited to the Educational Forum on Tuberculosis in Tegucigalpa. These events provided opportunities for students to apply knowledge and skills from their degree program.

Guatemala: The Advance Program in Guatemala approached a variety of private sector representatives to explore partnership opportunities and held meetings with the following companies and associations: The Association of Rural Entrepreneurship, Super Market grocery store chain, Association of Women Entrepreneurs of Quetzaltenango, Integrated Federation of Artisan Cooperatives (ARTEXCO), Chocolate Association of Guatemala (ASOCHOGUA), the National Institute of Basic Secondary Education with Occupational Orientation (INEMBOOH), National Institute of Secondary Education Alejandro Cordova, and the School of Agricultural Training (EFA). As part of these meetings, companies and associations expressed interest in working with Advance partner institutions to develop labor bridging courses related to entrepreneurship and partnering to create internships for students. The Advance Private Sector Engagement Specialist is following up with each company through in person visits and phone calls.

The Program also began working with the Ministry of Economy (MINECO) to develop a national seed fund that will facilitate and manage financial contributions to young entrepreneurs. In January, the Vice Minister of the Development of Micro, Small and Medium Enterprises of Guatemala's Ministry of Economy, representatives from the USAID Mission in Guatemala and the Advance Program held a meeting to discuss how academia could be linked to the employment sector in support of labor bridging services for youth. MINECO expressed an interest in helping strengthen business incubation in the region. The Advance Program began working with MINECO to develop a draft Memorandum of Understanding to support two of MINECO's initiatives: (1) an Entrepreneurship Program that promotes a competition for youth-led micro and small businesses to gain seed funding and incubation space for their start-ups and (2) an Innovation Club where academic and public and private sector companies come together to create partnerships, have spaces for open discussion and exchange ideas in support of youth development and self-employment initiatives.

As part of the private sector engagement strategy being developed with MINECO, in March, the Advance Program attended the meeting of the Bi-National Mexico / Guatemala Initiative on intra-border agro-food value chains within the framework of the Quetzaltenango Consensus Declaration, which seeks to unite cross-border efforts for regional development. This meeting included the Consul of Mexico and representatives from USAID and MINECO. As a result of this, a conference focused on private-academia-public partnerships will be held in May 2019 where Advance has been invited to participate with the representation of the Program's partner universities.

Jamaica: The Program hosted a Private Sector and Higher Education Forum for 42 private sector representatives, 11 staff members from all three partner institutions, 4 government representatives and 3 representatives from the local USAID mission. The event featured a keynote presentation on international best practices in private sector engagement by expert and Advance consultant Sheila Posas and a panel discussion about the importance of partnerships between industry stakeholders and technical tertiary institutions, focusing on priority sectors of

agribusiness, creative industries, and wellness tourism. Panelists included Jeffery Hall, CEO of Jamaica Producer; Solomon Sharpe, CEO of Main Event Production; and Andrea Dempster-Chung, Founder of Kingston Creative. During the Q & A session, participants discussed challenges to effective partnerships, identified feasible ways to incorporate industry in the training of students and new methods of forging partnerships. Twenty-three organizations/individuals submitted pledge cards, indicating their interest in partnerships for internships, mentorships, curriculum review etc. This resulted in meetings with Grace Kennedy Foundation and Victoria Mutual Foundation, who have shown interest in partnering with the Program and the select partner institutions.

The Program also conducted a Private Sector Engagement session with seven teaching and non-teaching staff from VTDI and CCCJ. The purpose of the session was to re-orient how the partner institutions viewed private sector partnerships and the institutions' value to private sector. Participants were able to identify and document different ways in which they can leverage their resources to engage private sector partners. One way identified was the use of information, communication and technology tools such as a website to promote the institutions' accomplishments, research focus and students' work.

The Program continued to roll out a series of guided student visits for students enrolled in the Entertainment and Events Management program at VTDI. The objectives of these visits are to increase experiential learning, improve students' readiness to enter jobs in entertainment and events planning, and build on the knowledge and skills that students develop in the classroom. Visits this quarter focused on two key areas: artiste (professional entertainer) management and live show engagements. Five students had an opportunity to interact with artiste manager, Mr. Ewan Simpson, who also has experience as an artist, entrepreneur and attorney-at-law in intellectual property and entertainment law. Through interactive and role play sessions, students were given real life scenarios to problem solve issues related to artiste management, such as understanding the difference between a booking manager and artiste managers, tips on brand management and, engaging with tour managers overseas. Students also got the opportunity to interview and interrogate how an entrepreneur organizes and strategizes within the creative and cultural industries to achieve goals. On two other visits with Jenny Jenny Productions and Cultural Sustainable Results, six students from VTDI participated in two live show engagements that offered them behind-the-scenes experiences in the set up and management of all phases of a live show. Specifically, students were able to see tasks and activities related to pre-production, engaging corporate sponsors at events, talent management, branding, execution of the events, and strategies to engage the public.

One key outcome of the guided visit series is an expression of interest in pursuing a long-term partnership with the VTDI by three organizations in the events and entertainment industry. Another outcome is that guided visits have led to additional opportunities for students to engage with industry actors; for example, the manager of Cultural Sustainable Results invited students to participate in the execution of other events outside of the planned guided visit.

The Jamaica Country Program Director presented Advance activities and results at two public events focused on private and public sector engagement. At the Council of Community Colleges 2019 conference *Forging Pathways for Future Empowerment*, she presented on "Resource Mobilization: External Partnerships in Higher Education". The aim was to sensitize approximately 250 teaching and non-teaching staff members from CCCJ member colleges on how to leverage resource mobilization efforts to engage external partners. The Country Program Director also shared activities and accomplishments from the Advance Program at the Growth Inducement Forum, hosted by the Planning Institute of Jamaica. She shared highlights of how the Advance Program is promoting growth in high-potential sectors through improved educational training at the technical level. The event was an opportunity to increase program visibility with private sector actors and nongovernmental organizations.

Activity 2: Strengthen the capacity of career services offices by piloting online and in-person career services offerings

Honduras: In response to the results of the Study of Barriers to Access and Completion (SBAC) in which several dispositional and attitudinal barriers were identified, the Program hosted a workshop called *Responsible Leadership* for 43 scholarship recipients in the Auxiliary Nursing technical degree program and Web Design and Development program at CEUTEC. The workshop's objective was for participants to realize their potential through development of core soft skills related to leadership. Using a participatory methodology, participants discussed various topics, including the definition and characteristics of a leader, the difference between *Being a boss and Being a leader*, the difference between motivation and influence*,* the importance of communication and teamwork, and the characteristics and behaviors of a leader. This workshop is part of the concrete actions in support of scholarship students, who must strengthen their understanding of why they are pursuing a university degree to redefine their goals and aspirations. The Program has plans to expand these career services to all students in technical degree programs.

There are no updates to report for UCENM and UNAH.

Guatemala: The program held a workshop on the use of technology for business development to provide support for students in technical degree programs who are interested in self-employment as a career option. The content of the workshop included a review of digital platforms for entrepreneurs, developing brand presence in networks, defining Search Engine Optimization for website, and building a landing page. A total of 106 students participated in this activity, 39 from UPANA, including 25 from Advance degree programs; 50 from URL, including 16 are from Advance degree programs; 19 from USAC; and 8 teachers from the three institutions. Students from all technical degree programs receiving support from Advance were represented at the event.

Jamaica: The Program had a meeting with the Placement and Career Service Officer at UTECH to discuss working with UTECH's Career Services Unit to augment the delivery of the Career Service Unit's Employment Empowerment (EE) program with a weekly webinar on a career guidance topic. Currently the Career Services Unit coordinates the EE program, which aims to prepare students in their final year of studies for the workforce by equipping them with skills and knowledge to improve their school-to-work transition. The EE program is delivered in weekly one-hour sessions across the academic year by professionals across different industries and culminates in a job fair where students participate in mock interviews. UTECH would like to have this program delivered online through a webinar that can be accessed during and after the in-person sessions, giving access to students who are not able to be on campus during the slated time.

The Program coordinated a professional development event – Enrichment for Employability – for 93 of the 116 students enrolled in Advance-supported degree programs from CCCJ and VTDI, along with 10 staff members from these institutions. The aim of Enrichment for Employability was to provide students with know-how to gain a competitive edge in today's job market and to motivate them to use develop their personal and professional brand to take control of their career paths. As part of the event, students were engaged in several labor bridging activities to improve their marketability and employability skills. They listened to Guest Speaker Andre Burnett, CEO of MUSE, share tips for developing a personal brand and how to become an entrepreneur. They also participated in an activity called *Who Am I?* aimed at exploring their personal identify and increasing their positive self-concept and self-awareness by identifying strengths, core values, and areas for continued growth. Students concluded the session by learning about features of LinkedIn and applied their learning about personal and professional branding by developing their own LinkedIn account to market themselves to potential employers.

Result 2 Activities

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

IR 2.1 Increased Access

Activity 1: Revise recruitment and admissions practices to attract prospective students to technical degree programs

Honduras and Guatemala: The Program designed and delivered a training to all six partner universities in Honduras and Guatemala on how to develop an effective outreach and recruitment strategy for technical degree programs. In Honduras 25 representatives from partner universities attended the trainings, including representatives from marketing departments, communications teams, and admissions and marketing teams, as well as faculty who are involved or interested in being involved in this university process. The training began by discussing the current state of university recruitment for technical degree programs and the possible barriers that could interfere with the design and implementation of increased outreach and recruitment activities. A few of those barriers include, (1) limited staff and faculty available for student recruitment, (2) little to no funding for recruitment activities, and (3) uncoordinated internal processes that limit or prevent the university from developing and executing a successful outreach and recruitment strategy. University representatives then explored best practices in outreach and recruitment for disadvantaged youth and learned a step by step approach to developing an effective outreach and recruitment strategy to more effectively reach potential students for their programs. Universities received tools and templates, including a data collection instrument to collect prospective student data and conduct follow up with prospects for the technical degree application process, as well as templates to build an annual outreach and recruitment plan following a multi-channel approach and a recruitment budget.

Jamaica: The Program accompanied UTECH on outreach and recruitment activities at two secondary schools - Manchester High and Central High. The objective was to review the recruitment process and practices of UTECH, particularly the promotion of technical degrees to secondary students. On this visit, the Program noted that UTECH only collects the contact information of students who express a clear interest in degree programs rather than information of all students with whom they engage. The program will help UTECH to implement a general register to capture contact information of all students who approach them at school visits or career fairs, so they can follow-up with a greater pool of students after outreach events.

The Program also facilitated a meeting between partner institutions and 13 Youth Empowerment Officers (YEO) from western Jamaica in St. James, representatives from UTECH, student representatives from a secondary school and representatives from the youth-based organizations from rural and peri-urban communities. The objectives of the meeting were to identify opportunities for collaboration to improve community outreach of the select partner institution; and identify best practices to reach, mobilize, engage and recruit youth and to disseminate career resources including posters and brochures that promote the Program's three key industries. The meeting helped technical institutions gain access to the network of the YEOs, including industry thought leaders, civil society organizations, and secondary schools, which will all be key in scaping up outreach and recruitment activities.

Another key outcome of the meeting with YEOs was that the Program and partner institutions were invited to promote its three key industries and related professions at a career day at Hopewell High School, a secondary school located in western Jamaica in the parish of Hanover. A lecturer from the VTDI and a dean from Montego Bay Community College (CCCJ) were present to promote the technical degree programs. A total of 103 prospective students attended the event, and all received fliers and information on careers and degrees in the

creative industries, health and wellness tourism, and agribusiness. At the end of the session, 18 student expressed interest in pursuing the degree programs by signing up to receive more information on the Advance-supported technical degree programs, and Advance will work with partner institutions to link these students to degree program applications.

As noted above in IR 1.2, Activity 2, the Program facilitated a strategic planning session for 13 members of the CCCJ secretariat to assist them with developing an institutional strategic plan, which also incorporates student outreach and recruitment. As part of this plan, Advance has hired a consultant who is assisting CCCJ in this plan to define a network-wide recruitment and outreach strategy, as well as a professional development strategy and labor bridging strategy.

Activity 2: Review and strengthen support services within selected institutions

Honduras: In January, the Program developed and implemented an *Academic Mentors* pilot program with CEUTEC. A total of 13 teachers and 25 Advance scholarship students in the Auxiliary Nursing program make up the mentoring team for 69 new non-scholarship enrollees. The mentors' responsibilities include providing guidance and orientation to incoming students through their transition and adaptation to university life. The Program held Introductory seminars (3 hours each) with both groups of mentors and organized an introductory session for new mentors and mentees. Through this pilot program, the Program expects new students to report improvements in the student performance indicators, including retention rates, compared to previous cohorts. Advance will work with CEUTEC to conduct this analysis for Q3 and Q4.

There are no updates to report for UNAH and UCENM.

Guatemala: There are no updates to report.

Jamaica: Based on SBAC results, two barriers that students face to successfully complete degree program in Jamaica are (1) low level of motivation and self-esteem, and (2) economic factors. To address these barriers, the Program worked with universities to conduct two student support activities with 93 students from CCCJ and VTDI. As described above in IR 1.3 Activity 2, the Program designed and conducted the soft skills workshop *Who Am I?*, aimed at increasing students' positive self-concept by increasing self-awareness, self-confidence and social emotional support. A post-survey feedback indicated that approximately 92% of participants were able to identify their strengths and 90% were able to identify their personal goals and values. The Program will continue to use face-to-face and digital contact to reinforce the students' positive self-concept.

To address economic factors and building on the premise that one key barrier may be poor financial management, the Program designed and conducted a session on setting financial goals and budgeting with 93 CCCJ and VTDI students enrolled in Advance-supported programs. The aim of session was to foster financial self-control and literacy among students. The students identified long-term, medium-term and short-term financial goals and engaged and participated in a discussion on budgeting and saving. The students were given a budget template as a part of their welcome package to guide their future budgetary planning.

The Advance Program will not work on implementing student support services at UTech as curriculum is just now being developed for the two technical degree programs at this institution.

Activity 3: Strengthen access for secondary students to technical tertiary education (Only Guatemala. Other countries report on this under Activity 1)

Guatemala: In January, the Program held two meetings with the Ministry of Education to define next steps in building the capacity of educators at the upper secondary level. Participants included the Director of Curriculum Development, the sub-Director of the General Directorate of Educational Quality and the advisor to the Technical Vice-Minister of Education. The meeting defined the criteria that would be used to select the institutions from where upper secondary teachers will be selected to participate in Advance's capacity building efforts. This criterion includes (1) degrees offered, (2) teacher profiles, and (3) school location. The Program visited Ministry of Education Departmental Directorates in Huehuetenango, Totonicapán, Quiché and Quetzaltenango, to obtain updated information on all upper secondary schools in the department, including degrees offered, director contact information, and addresses. Although preparatory work was conducted to initiate teacher training, there are some challenges related with the political situation in Guatemala that has affected the definition of this activity with the Ministry.

IR 2.2 Scholarships

Activity 1: Implement a local scholarships program for students in selected institutions

Honduras: The Program designed and administered a survey with the Advance scholarship students to measure the satisfaction with the food incentive during school days at CEUTEC and UCENM. The goal was to evaluate the services provided by the meal vendors selected by the Program. The results showed that at the CEUTEC Prado campus, students dissatisfied with the food items and overall service. The CEUTEC Centro America campus and all UCENM campuses, students reported being satisfied with current vendors. Nonetheless, it was decided to launch a new competitive process at both CEUTEC campuses to find new meal vendors where the current vendors could participate. UCENM uses a centralized system in which the university services provide the meals, and a competitive bidding process is not required. At CEUTEC, a new supplier was selected for the Prado campus, and at the Centro America campus the Program kept the current vendor.

In February, the Program and a team of specialists from UNAH's Office of Guidance and Student Affairs completed a second selection process for scholarship recipients in the Food and Beverage technical degree program. A total of 14 youth were nominated for the scholarship, and 13 were selected. Adding this group of scholars to the first group identified, a total of 26 individuals have been selected to receive a full Advance scholarship. Advance and UNAH held a new scholar orientation for the 26 students where they learned of their responsibilities for participating in the program and their responsibilities as scholars.

The Program also carried out two follow-up meetings with scholars from the Web Design and Development program (18 scholars) and Auxiliary Nursing program (23 scholars) at CEUTEC. These 3-hour sessions provided the opportunity for the Program to hear scholars' experience and challenges faced during their first academic semester. The scholars highlighted that the volunteering opportunity, 10 hours per month, with local nongovernmental organizations (NGO) was very enriching for their careers because of the applied knowledge from the classes was completed by practical volunteer experience and the ability to develop a network of professional contacts. One of the challenges mentioned by the scholars was that some classes required them to have previous knowledge on subjects they had not acquired in previous courses offered in their curriculum. Academic performance monitoring was also done during this session, which involved checking the performance of the scholar on homework assignments and exams.

Guatemala: The Program held follow up meetings with URL staff to monitor student academic performance and to discuss the departure of one of the students who left the Hotel Management and Gastronomy degree program due to low academic performance. Despite receiving tutoring, psychological and emotional support, makeup

exams and extended study periods, the student was unable to maintain grades to keep a seat in the program.

The Program met with the student support services team at URL which provides students enrolled in technical degree programs support in areas of student volunteer programs, university sports and cultural activities. Technical degree programs at this university experience little to no attrition due to the focused support they receive in student life activities to complement their academic life. URL is seeking support from the Advance Program to design and implement a leadership development retreat for scholarships students to develop a sense of belonging in the university community and to promote teamwork amongst these students from disadvantaged backgrounds.

The Program conducted follow up visits to UPANA to discuss scholars' performance for the last academic quarter of 2018 as two students dropped out of the Business Administration technical degree program. The Program worked with UPANA to identify two substitute students to receive scholarships for this degree program.

The Advance Program also had follow-up meetings at the two USAC campuses in Huehuetenango and Jacaltenango, to discuss academic performance of the scholarship students, to plan student support activities such as their participation in a volunteer program, and to identify ways that faculty could become more involved in student monitoring with support from the Advance Program.

Three Advance scholarship students from the USAC CUNOROC campus graduated from the five-month Agricultural Certificate Program led by USAID Puentes Program, and another nine Advance scholarship students at CUNOROC in Huehuetenango initiated the same 5-month program. Puentes is offering this course to Advance scholarship students and non-scholarship students from USAC (free of charge) to acquire knowledge needed for the revised curriculum for the Fruit Production technical degree program.

Jamaica: The Program met with several representatives from VTDI, including the Principal, three non-teaching staff and 4 teaching staff, to discuss retention strategies, subgrant monitoring and management of the scholarship program, with particular emphasis on incentives reimbursement and improving communication channels. By the end of the meeting, the Program and VTDI had a clear plan of action regarding the retention and reimbursement of incentives to students, including monthly on-the -ground check-ins with students and increased efforts to submit incentive forms on a timely basis.

The Program continued to conduct monitoring visits to meet with and talk to all scholarship recipients at CCCJ and VTDI. Feedback from recipients received indicated that they have been able to adjust to the routine of tertiary education and are enjoying their program of study. One cohort of scholarship recipients, enrolled in the Health and Wellness Tourism program at Excelsior Community College, mentioned that they see the value of the degree that they are pursuing, and they are grateful for the opportunity via the scholarship to receive the training.

The Program visited the Knox Community College of CCCJ to conduct monitoring activities. During the feedback session, a lecturer committed to provide additional support services for Advance's 10 scholarship students in Agro-Processing and Business Management programs. The lecturer gave the students general feedback on the previous semester's exams, identifying that it was clear that students had knowledge but there were different challenges in students' ability to adequately transfer that knowledge on the exam. As a result, the faculty at Knox Community College will conduct study sessions and exam preparation sessions to help scholarship students improve their study skills, develop improved strategies for writing exams, and improve their overall academic performance.

III.   NEXT STEPS

During Quarter 3 of Year 4, the Program plans to carry out the following activities:

Core Administrative Activities

Grants component:

The Program will continue monitoring each subgrant with partner universities to receive financial reports, and the quarterly data report by established deadlines. The Program will continue to track progress on technical activities outlined in each subgrant. Finance team members will visit each country to conduct internal reviews of local subgrants.

Monitoring and Evaluation Activities

The Program will implement the scholarship holders and student online survey in all three countries. Also, the Program will design the graduate survey and plans for its implementation. The three countries will continue reporting progress of all activities under Results 1 and 2 with the Country Office Tool and collecting student data with the Institution Reporting Tool.

Result 1 Activities

Curriculum and pedagogy

Honduras: During the next quarter, the Program will make significative progress with the majority of curricular mapping in each technical degree programs, validating these maps with teaching staff and the private sector, and making curriculum updates and revisions.

Guatemala: At URL, the Program will follow-up on the revision and approval process for the Logistics and Transportation degree, which can be a lengthy process since it involves analyzing the feasibility of the degree program prior to launch. The Program will also review the Nursing and Hotel Management & Gastronomy at URL. At USAC, the Program will monitor the process of final approval of the curriculum revisions for a Q4 implementation of the Fruit Production and Forestry curricula.

Jamaica: The Program will continue observing classes for curriculum design and pedagogical skills being imparted by faculty team members in technical degree programs. The Program will also develop a lighting design course for UTECH's design and technology program. For VTDI, the Program will conduct an intensive review of the Animation degree program following the Kingst00n animation conference scheduled for April, with the aim of making adjustments by September 2019. At CCCJ, the work currently done with BSJ will result in an MOU between both organizations where BSJ agrees to provide training to faculty and revisions to curriculum in spa standards as part of the Health and Wellness Tourism degree program.

Teacher, faculty, and staff professional development

Honduras: In coordination with each partner university, the Program will design and execute training sessions to strengthen faculty pedagogy skills, provide methodological resources and practical strategies for teaching, including a training in Competency Based Education (CBE). The Program will also work with institutions to develop

communities of practice for continued PD and learning outside of formal workshops

Guatemala: The Program will support faculty and staff in attending conferences and workshops to strengthen content knowledge in their fields. Professors from FAUSAC will attend a Forestry conference, professors from URL will attend conferences in tourism and occupation therapy. The Program also plans to host joint conference with the MINECO on partnerships between the private sector, academic, and the government, and faculty from all three universities will attend.

Jamaica: Advance Jamaica faculty and non-teaching staff will participate in the Caribbean Technical and Vocational Education Conference to highlight careers and current work being done in creative industries, agroprocessing, and health and wellness tourism. The program will also work with partner institutions to plan and implement various PD workshops, including workshops in product development for wellness tourism and agribusiness at CCCJ, and a workshop series on trends in creative industries for UTECH and VTDI.

Labor market bridging

Honduras: The Program will hold in-person meetings with companies to facilitate the development of private sector partnerships with partner institutions. Under the framework of the career services, the Program will be implementing a Skills Development training of trainers with non-teaching staff from the partner universities, so that they can replicate workshops for students on topics such as life skills, employability and entrepreneurship. This will strengthen career services offerings at each university to have designed and implemented between Q3-4.

Guatemala: The Program hopes to sign a memorandum of understanding with MINECO to launch the Entrepreneurship Program and an Innovation Club Program. The Program will also support URL in planning a career fair.

Jamaica: The Program will design and implement two guided visits for the Agroprocessing and Business Management and Health and Wellness Tourism degree programs in April. The Program will also pilot a career service training for university staff using a curriculum that incorporates a project-based-learning methodology.

The Advance Program will provide technical assistance to build out a framework and design the elements of the webinar and/or purchase the learning/webinar platform for the Employment Empowerment program. There is also an opportunity for the Program to support a research paper/concept note that explores the impact on the program on graduates of UTECH.

Result 2 Activities

Recruitment and admissions practices and student services support

Honduras and Guatemala: As a follow-on to workshops on recruitment strategies conducted this quarter, the Program will work with partner institutions to implement strategic recruitment activities, including outreach visits to secondary schools and on-campus events for secondary school guidance counselors.

In Honduras, the Program will work with staff from all three universities to host breakfasts or events with secondary school counselors, to create awareness of the technical degree programs and the application process to these. The Program will support universities to develop recruitment materials specific to technical programs.

UNAH's recruitment needs differ slightly, particularly since they already receive more applications than they can accept. Therefore, the Advance team will work to improve their admissions process to ensure that they have a more robust approach to candidate screening.

In Guatemala, the Program plans to work with universities to host secondary school counselors on campus visits to better guide students through the application process for technical degree programs. While URL and UPANA already have dedicated recruitment teams, they will need to develop specific recruitment strategies for technical education, and UPANA will explore ways to engage satellite campuses more directly in the recruitment process. At USAC, the Program identified faculty who will conduct recruitment activities for the Forestry and Fruit Production technical degree programs, focusing on targeted visits to possible feeder high schools.

Jamaica: The Program will conduct a training on developing an effective outreach and recruitment strategy for technical degree programs for all partner institutions. The Program will hire a Recruitment Officer who will work with partner universities in implementing activities and strategies learned to impact application numbers for these degree programs.

Scholarships and Recipient Monitoring

Through monthly visits to universities, the Program will continue monitoring scholarship students' academic performance, daily life situations and any circumstance that may impede the completion of their studies.