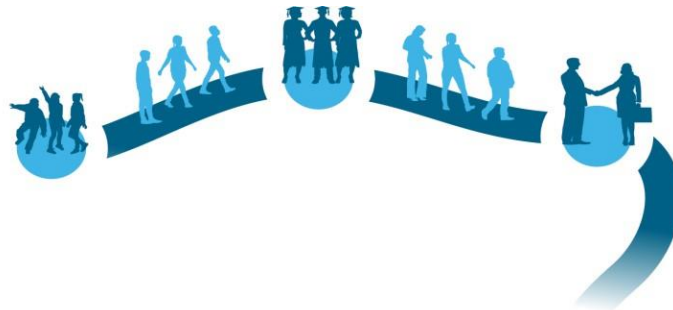




USAID Advance Program

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Year 5 Annual Report

October 1, 2019 –
September 30, 2020

Quarterly Report 20

July 1 - September 30, 2020

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List of Acronyms

AWP	Annual Work Plan
CBS	Capacity Building Strategy
CCCJ	Council of Community Colleges of Jamaica
EDPT	Entertainment Design, Production and Technology
FG	Focus Group
FPI	Full Program Implementation student cohorts
FY	Fiscal Year
HQ	Headquarters
ICA	Institutional Capacity Assessment
ICT	Information and Communications Technology
ILA	Institutional Landscaping Analysis
ITLA	Technological Institute of the Americas
ITSC	San Luis Technological Institute
LMA	Labor Market Assessment
MINEDUC	Ministry of Education of Guatemala
M&E	Monitoring & Evaluation
MOU	Memorandum of Understanding
PIRS	Performance Indicator Reference Sheet
PPI	Partial Program Implementation student cohorts
PUCMM	Mother and Teacher Pontifical Catholic University
PYD	Positive Youth Development
Q3	Quarter 3
Q4	Quarter 4
SBAC	Study of Barriers to Access and Completion
SEL	Social and Emotional Learning
SINAGER	National Risk Management System
SME	Small and Mid-size Enterprises
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 AND PROJECT HIGHLIGHTS

This combined Annual and Quarterly report provides a summary of the Advance Program’s accomplishments during its fifth year of implementation from October 2019 to September 2020 in Honduras, Guatemala, Jamaica and the Dominican Republic, and updates on the Program’s principal achievements during Quarter 4 of Year 5 (July 1 – September 30, 2020). The report is broken down into three main sections: (1) Core Administrative Activities; (2) Result 1 Activities; and (3) Result 2 Activities. Each section begins with a summary of Year 5 annual accomplishments based on the Year 5 Annual Work Plan, and then provides a summary of Year 5, Quarter 4 activities.

Year 5 Overview

Over the course of Year 5, despite the challenges posed by the COVID-19 pandemic across the region, the Advance Program made progress towards all of the 12 indicators measuring the personal and professional transformation of program beneficiaries, working closely with 9 partner technical tertiary institutions across 21 campuses and 21 corresponding degree programs to strengthen their capacity to better serve disadvantaged students in Jamaica, Honduras, and Guatemala. Institutions supported by Advance finalized five new curriculum revisions, and the Program supported the professional development of 81 university staff, pivoting to virtual activities after the outbreak. Advance’s activity adaptations allowed 661 students to participate in in-person and, as necessary, virtual labor bridging activities, including virtual job search trainings, both general and customized by degree program. The Program supported nearly 500 students to complete their studies or graduate, including for the first time in virtual ceremonies. Five new private sector partnerships were formed, further building the capacity of institutions to connect students to practical and employment opportunities – particularly crucial in the current difficult economic climate. In its 5th year, the Program scaled-up activities to better reach disadvantaged students, such as visiting secondary schools, engaging with community organizations, and hosting targeted events, and later supported universities to adapt these strategies to virtual modalities. One hundred new scholarships for disadvantaged students in Jamaica and stipends for internet data plans across all countries allowed beneficiaries to enroll, continue, and complete their studies during an unprecedented school year; two-thirds of beneficiary students were young women.

The Program expanded startup activities in the Dominican Republic as the country responded to health and economic shocks and a political transition, establishing an office, hiring technical and administrative staff and conducting cross-cutting assessments. As the Program finalized the Labor Market Assessment (LMA) and Institutional Landscape Assessment (ILA), Advance used the results to identify promising sectors for technical tertiary graduates, taking into account the effects of the pandemic on the economy and higher education institutions, and select three partner institutions shown in Table 1 below. Table 1 shows the degree programs supported in each institution per country. Please note that the Program is in the process of selecting degree programs in the Dominican Republic. As selection is finalized, the Program will update this table.

Table 1. Partner institutions and target degree programs by country

Jamaica	
University	Degree programs
Vocational and Technical Development Institute (VTDI)	<ul style="list-style-type: none"> • Entertainment & Events Management • Animation
Council of Community Colleges of Jamaica (CCCJ) <ul style="list-style-type: none"> • College of Agriculture, Science and Education • Excelsior Community College • Knox Community College • Portmore Community College • Montego Bay Community College 	<ul style="list-style-type: none"> • Health & Wellness Tourism • Agroprocessing & Business Management
University of Technology (UTech)	<ul style="list-style-type: none"> • Fashion Styling & Image Consulting • Entertainment Design, Production and Technology
Honduras	
University	Degree programs
Universidad Cristiana Evangélica Nuevo Mileno (UCEMN) <ul style="list-style-type: none"> • Tegucigalpa Campus • La Esperanza Campus • San Pedro Sula Campus 	<ul style="list-style-type: none"> • Clinical Laboratory • Logistics, Transportation & Port Operations*
Centro Universitario Tecnológico (CEUTEC)	<ul style="list-style-type: none"> • Auxiliary Nursing • Web Design & Development
Universidad Nacional Autónoma de Honduras (UNAH) <ul style="list-style-type: none"> • Tegucigalpa Campus • Santa Rosa de Copan Campus • Tela Campus 	<ul style="list-style-type: none"> • Food & Beverage • Coffee Administration • Agriculture Production
Guatemala	
University	Degree programs
Universidad Panamericana (UPANA) <ul style="list-style-type: none"> • Quetzaltenango Campus • Jacaltenango Campus • Nebaj Campus • Uspantan Campus 	<ul style="list-style-type: none"> • Marketing & Sales • Business Administration
Universidad Rafael Landívar (URL) <ul style="list-style-type: none"> • Quetzaltenango Campus 	<ul style="list-style-type: none"> • Hotel Management & Gastronomy • Physical & Occupational Therapy** • Primary Care Nursing+ • Logistics & Transportation*
Universidad de San Carlos (USAC) <ul style="list-style-type: none"> • CUNOROC Campus in Huehuetenango • CUNOROC Campus in Jacaltenango 	<ul style="list-style-type: none"> • Fruit Production • Forestry*
Dominican Republic***	
University	Degree programs
Pontificia Universidad Católica Madre y Maestra (PUCMM)	TBD
Instituto Tecnológico de las Américas (ITLA)	TBD

Instituto Técnico Superior Comunitario San Luis (ITSC)***	TBD
Total: 4 Countries, 12 Institutions, 21 Programs	

*No student support or scholarships are provided

**No curriculum development or revision support provided

*** While institutions have been selected, the Program is in the process of signing official MOUs with each partner university

+ Degree programs that are still in the process of design/revision as of Year 6, Quarter 1

Throughout Year 5, Advance implemented all core administrative activities, including planning and implementing close out plans for Guatemala and Honduras and startup activities for the Dominican Republic. Due to the COVID-19 outbreak in mid-March and the preventive measures adopted by the Honduran, Jamaican, Guatemalan and Dominican Republic governments, Advance strategically pivoted to adapt work with partner institutions, as well as private sector businesses that have supported the Program’s activities to date. Universities in Honduras and Jamaica officially closed their campuses on March 13 until further notice, universities in Guatemala closed their campuses and limited their operations officially on March 15, and academic institutions in the Dominican Republic also closed in March. The four countries imposed limitations on in-person activities, gatherings, and travel, restrictions which have required Advance to retool activities. To respond to the fluid and evolving situation, the Program reviewed the Year 5 Work Plan and developed country-level contingency plans for activities that were pending completion. These plans outlined adaptations made to continue using remote and virtual methodologies to engage partner institutions, identified activities that would be delayed, and analyzed the overall level of risk that each activity adjustment had on the Program. This plan was shared with USAID for their review and approval.

Even in the face of the challenges posed by COVID-19, Advance continued to work with institutions to implement cost share plans in Jamaica, Honduras and Guatemala and submitted cost share reports from five of the eight institutions with subawards. In addition, the Program leveraged public private partnerships and additional cost share from two private sector partners, including Santillana and Editorial Oceano, for a total of \$3,039,806 reported in cost share to date (\$268,130 in Year 5).

As Advance started closeout planning in Honduras and Guatemala, the Program focused on capturing outcomes from partner universities, documenting the achievements and lessons learned throughout the five years of implementation and used this information to increase communications activities on the Program’s Twitter account and project website, including showcasing students and faculty members’ written testimonies and videos. The Program also continued to implement a robust set of monitoring and evaluation activities that were adapted to the COVID-19 context, such as shifting from in-person surveys to online surveys to continue collecting data on scholarship holders’ experience, student services, and employment outcomes.

By the end of Year 5, the Program made 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). Activities in the five intermediate result (IR) areas continued to support the needs and goals of the nine partner institutions and their target degree programs and to ensure the sustainability of processes and outcomes. Several activities were scalable across multiple institutions, such as a labor intermediation services guide, career services courses, and a set of student work readiness activities and tools. Other activities were tailored to institutional needs, including curriculum revisions, professional development activities, and industry engagement.

Key Year 5 advancements under Result 1 include:

- Completion of five curricular revisions and rolling out revisions for six degree program in Honduras and Jamaica.
- Development and implementation of professional development (PD) offerings in private sector

engagement, externships, and training in subject-matter and industry-relevant content.

- Strengthened capacity of teaching staff to use new teaching strategies in the classroom, effectively deliver subject-matter content with greater time spent on practical activities in the classroom, and provide labor bridging support in and out of the classroom.
- Piloted, systematized and expanded a pre-service teacher training program on socioemotional learning (SEL) for future basic education teachers in Guatemala.
- Implemented activities to systematize and support sustainability of professional development activities, including piloting and systematizing a faculty externship pilot with UCENM in Honduras.
- Provided a variety of labor bridging opportunities, including exchanges between students, university staff and industry specialists, industry tours and seminars, networking, and entrepreneurship training; in-person and virtual career services courses with a focus on project-based learning and soft skills; design and development of learning labs in Jamaica; and internship placements.
- Adapted activities to virtual modalities as necessary and engaged with students, staff, and employers to discuss and address the challenges and opportunities presented by the COVID-19 pandemic.

Key Year 5 advancements under Result 2 include:

- Carried out, shared, and reflected on the results of rapid qualitative studies of barriers to completion of technical degree programs in Guatemala and Honduras, allowing for more strategic targeting of activities with universities.
- Provided scholarship holders across all three countries with internet data plans to allow them to continue their studies virtually to support the adaptation of students to distance learning.
- Worked with universities to organize virtual graduation ceremonies and provide support services to ensure on-time graduation of students.
- Awarded 100 new scholarships to disadvantaged youth in Jamaica.

Quarter 4 Overview

During Quarter 4 of Year 5, the Advance Program reported \$101,143 in cost share from seven institutions and private sector partners and completed the analysis of M&E results from each country to inform Year 5 reporting.

Given COVID-19, the Program adapted and implemented virtual or limited in-person activities across the five IR areas, focusing efforts on activities related to labor bridging and strengthening career services, as well as providing close support to student scholarship holders at partner universities. The Program teams worked closely with universities to complete systematization processes and institutionalization reports on curriculum revisions and faculty professional development activities, including the SEL pilot with USAC's School of Secondary Teachers (EFPEM) as part of preparation for closing out both programs. Despite the advances made, it was a challenging process with the competing priorities of the universities due to the pandemic.

In the area of scholarship management, the Program continued to fund academic and incentives costs for student scholars, including data plans so students can connect to the internet to complete their courses as they shifted to virtual and/or distance learning. The Program also worked closely with partner universities to provide additional tutoring, as well as socio-emotional and psychosocial support strategies to help students cope with deaths of family members and economic hardships they are facing due to the pandemic. The Program continues to support students enrolled in target degree programs to complete their courses, internships, and graduate.

II. ACTIVITIES AND ACCOMPLISHMENTS

Core Administrative Activities

ANNUAL SUMMARY

In Year 5, the Program continued to ensure sound project management across all countries, supporting closeout activities in Honduras and Guatemala, continuing operations in Jamaica, and supporting startup in the Dominican Republic. In Year 5, Advance closed its office in Honduras, while continuing operations remotely and secured a new office space in the Dominican Republic despite facing challenges of government closures due to the global pandemic. In addition, the Program closed two subawards in Honduras; extended one subaward in Honduras and two in Guatemala, to accommodate scholarship holders' delays in completing their degrees due to COVID-19; and extended three subawards in Jamaica to accommodate the program extension. The Program worked closely with partner institutions and private sector partners to submit cost share reports, totaling \$3,039,806 in cost share to date. Cost share contributions included meeting space, donated staff time, and subsidized partial scholarships. The Program also selected three partner institutions in the Dominican Republic.

As part of the Advance Communications Plan, the Program leveraged its online and digital platforms to highlight key activities across the region. The Program increased the number of Twitter followers for a total of 35 new users over the course of the year, and shared numerous photos and videos highlighting participant testimonials, for a total of 41,818 impressions (or number of people reached). Advance's social media content focused heavily on career awareness and workforce preparation to reach young people. In Jamaica, Advance prepared students' testimonials to highlight during International Youth Day. As the Program draws to a close in Honduras and Guatemala, Advance focused communications on documenting results over the past few years and sharing lessons learned and recommendations with the team in the Dominican Republic to inform its start-up and design. The Program facilitated interviews with students, faculty, and industry players to capture their perceptions on the impact Advance has had in their work and academic journey.

To round out the administrative activities for Year 5, the Program's core team, including all country directors and members of the US team, prepared a virtual presentation, "USAID Advance Program: Transforming Higher Education Institutions to Deliver Technical Degree Programs," and delivered it to the USAID Higher Education Working Group.

Advance shared lessons learned and best practices in working at the technical education level. The Program also prepared learning sessions with USAID to reflect on progress throughout the five years of implementation and areas to improve and continue for Year 6.



YEAR 5, QUARTER 4 ACTIVITIES

Start-Up Activities (Dominican Republic)

Activity 1: Hire local staff in the DR

Advance hired new staff to support technical activities. The Program selected Cintia Drullard Rodriguez as the new Student Services and Employment Specialist, and Bismar Galan as the new Teacher Training Specialist. This quarter, the Program continued recruitment efforts for three positions, the Higher Education Specialist, the Monitoring and Evaluation Officer, and the Communications Specialist. The Program also hired Laura Abreu, a local consultant, to support developing capacity building plans for each of the three selected institutions.

Program staff participated in virtual learning sessions with staff members in Guatemala, Honduras, and Jamaica as part of their orientation process. To further support their orientation, Advance developed a report incorporating key lessons learned and recommendations to be considered for implementation in the DR.

Activity 2: Develop and submit work plan

Please note that the Program developed and submitted a detailed implementation work plan for the DR as part of Activity 2. The workplan was approved by USAID.

Activity 3: Initiate contact and engage in consultations with USAID mission, local stakeholders and partner organizations

The Program presented initial results of the Labor Market Assessment (LMA) and Institutional Landscaping Analysis (ILA) to three universities shortlisted for selection in the Program including: Pontificia Universidad Católica Madre y Maestra (PUCMM), Instituto Tecnológico de las Américas (ITLA), and Instituto Técnico Superior Comunitario San Luis (ITSC). PUCMM is a private institution, while the latter two are public institutions. The Program initiated discussions with the three institutions to develop work plans, draft Memoranda of Understanding (MOUs), and to define clear roles and responsibilities.

The USAID/Dominican Republic representative accompanied the Advance Program's efforts with the three institutions and has collaborated in decision making, especially for public sector institutions. Due to a government transition, the work done in collaboration with USAID has been key around establishing initial relationships with local stakeholders.

To carry out the LMA, the technical team has held meetings with clusters which have educational programs and/or initiatives and are interested in continuing to invest to ensure that they have the employees required for their operations. These clusters include medical equipment, logistics, and Information and Communications Technology (ICT), among others. The Program will continue to be in touch with these clusters as well as others to link them to the selected institutions.

Additionally, the team has held meetings with organizations working with both the education sector and the private sector, including *Inicia Educación* and the Business Initiative for Technical Education (*Iniciativa Empresarial para Educación Técnica*, or IEET). The team also held two coordination meetings with the Universidad ISA, the implementer of the Triunfas project, to share the results of the LMA and the design of the SBAC, as Triunfas is also conducting a barriers study, which is more oriented to curriculum issues and can complement Advance's studies. These presentations are described in more detail in the Cross-cutting

Assessments section below.

Core Administrative Activities (Honduras, Guatemala and Jamaica)

Activity 1: Conduct necessary administrative processes for cost share activities

Honduras: While all partner universities have exceeded their cost share goals, the Program continued to work with them to report additional cost share. UNAH reported \$16,536, CEUTEC reported \$5,106, and UCENM reported \$9,223 in cost share contributions, which included scholarships for disadvantaged students and staff time. Advance also worked with private sector partner, Santillana, to include an additional \$16,200 in cost share, which includes industry specialists' time to deliver a professional development training for faculty members from all three partner universities.

Guatemala: The Program continued to work with URL and UPANA to report on cost share. The total reported from UPANA this quarter was \$19,475, which corresponds to staff time, office space and IT equipment. With this report, UPANA has completed 99% of its cost share commitment. URL already met its full cost share commitment, and the Program will continue to encourage additional cost share. The Program also completed cost share reporting from Editorial Oceano, for a total amount of \$23,707, which includes book donations to partner universities.

Jamaica: The Program continued to work with all three partner institutions to report cost share. The Program worked with CCCJ to report \$10,896 in cost share, including staff time and IT equipment. CCCJ and VTDI are at approximately 70% of their cost share targets. Although UTech submitted cost share reports, the institution needs more assistance with providing accurate supporting documentation, which the Program will continue to provide next quarter. Cost share reporting from universities and identifying new sources of cost share from the private sector continues to be a major focus for the Program going into Year 6.

Activity 2: Develop and implement communication activities

Regional: The Program published communications content on Twitter to disseminate Advance activities and results to date, including videos and testimonials from students and faculty members and how they are coping and adapting to distance learning since the global pandemic started.

Guatemala: The Program published tweets describing Advance's strategies to adapt to COVID-19, including the virtual monitoring and follow-up given to scholarship holders using social network platforms and Google Meet, Zoom, and Teams. The Program interviewed two scholarship holders from USAC/CUNOROC campus to capture their academic experience in which they highlighted the relevance of the Program's support in their academic performance and completion of their studies. These testimonies were shared on Twitter and the Program's website.

Jamaica: Advance continued to develop communications materials including feature articles and audio testimonials from program participants. This content was published on the website, the Program's Twitter account and in traditional media placements. These communications materials and technical notes will contribute to knowledge management efforts internally and externally to share lessons learned.

Activity 3: Conduct Program closeout activities

Honduras and Guatemala: Due to COVID-19 and as part of the contingency planning process, the Program will

extend limited operations in Honduras and Guatemala through March 2021 in order to ensure that scholarship cohorts are able to graduate since COVID-19 has delayed completion of internships and professional practicums. Based on this information, the Program updated its closeout plan and communicated the revised timelines to USAID with the Year 6 Work Plan submission. While the Program will continue operations in both countries, the Program closed the Honduras office in September 2020 and finalized distribution of inventory items to partner universities. While most technical staff ended their contracts this quarter, the remaining staff members will continue working remotely through March 2021. The Program continued to plan logistics to close out the Guatemala office early next quarter.

In addition, the Program continued working closely with universities to discuss the final event agenda and list of university staff required to participate in the final events planned for next quarter. The Program worked on communication materials and presentations to be shared at these events.

Activity 4: Purchase equipment

Jamaica: The Program strengthened VTDI’s capacity to deliver the Advance-supported Animation degree program at an additional VTDI campus, located in rural Jamaica. The Program delivered equipment, including 7 iMAC computers, and software to VTDI needed for roll-out the Animation degree program at the VTDI Mandeville campus. Additionally, the Program issued one-year subscriptions for two software packages, ToonBoom and TV Paint, to VTDI. The Program purchased and delivered a Vacuum Package Sealer machine to CCCJ, which is the first piece of equipment that will be a part of the food processing learning lab that will support the delivery of the Advance-supported Agro-processing and Business Management degree programs. Additionally, this learning lab will strengthen the capacity of CCCJ to deliver labor bridging support to students enrolled in the Agro-processing and Business Management degree program, providing more practical opportunities for students to learn by doing.

Monitoring and Evaluation (M&E) Activities

ANNUAL SUMMARY

During Year 5, the Program made considerable progress in strengthening the M&E system and adapting data collection tools to address changes in implementation due to COVID-19. The Program’s SharePoint-based online standardized tools for tracking activities and key outputs continue to serve each country, while in-person surveys were adapted to online surveys using Kobo Toolbox and Google forms. In addition, throughout Year 5, Advance continued to work with universities to use the Institution Reporting Tool, which promoted standardized reporting across all higher education institution partners for 10 of the Program’s indicators. Due to COVID-19, Advance faced new challenges to obtain timely data from universities on a bi-annual basis, which had a direct impact on receiving student information and resulted in the inability to report accurately on Indicator 10 (number of disadvantaged students), Indicator 11 (enrollment) and Indicator 1 (employment).

In Year 5, the Program implemented three program surveys – Graduate Survey, Student Survey and Scholarship Holders’ Survey. Both the Graduate and Student Surveys were administered online or by phone in all three countries using Google Forms and Kobo Toolbox, with the Scholarship Survey initially administered in-person, but moved virtually to Google Forms and mobile applications such as WhatsApp. Unfortunately, moving the survey to a virtual modality to address the COVID-19 pandemic negatively impacted our response rate. To mitigate these challenges, Advance implemented the following strategies: (1) providing data coverage to students so they could access internet service and respond to surveys; (2) advocating with universities to designate a staff member at

each campus to follow up directly with students through mobile applications such as WhatsApp groups; and (3) working directly with data management and information and technology departments at partner universities to place instructions and reminders to fill out the surveys in each universities' learning management system and official communications. Despite all these efforts, universities faced conflicting priorities while adapting to distance learning, which caused further delays in submitting student and graduate information to the Program and consequently delays in survey administration. Information on each survey and response rates are provided below.

- **Graduate Survey:** This survey collects data on students' employment status after graduation (Indicator 1). As noted above, the shift to virtual data collection resulted in lower response rates from students, and challenges in obtaining timely graduate information from universities. For example, in Guatemala, the Program was only able to gather data from graduates from two universities, even after various attempts to follow-up with URL. In 2020, we followed up with 491 graduates of the program, but were only able to reach 190 (39%) of the respondents.
- **Student Survey:** This survey seeks to collect detailed information on disadvantaged status (as required to measure Indicator 10) as well as the type of career services and labor bridging support students receive from their university (Indicator 8). Of the 630 students (404 new students and 226 students missing results from previous reporting periods), we received responses for 321 (51%).
- **Scholarship Survey:** This survey seeks to get a more in-depth understanding of scholarship holders' experiences and challenges. In total, 65 out of 100 new scholarship recipients from FY2020 responded to the survey in Jamaica. The Program prepared a detailed report to inform on key findings from the survey, which are reported as part of Quarter 4 activities. These findings were used to guide program design and program activities. A key finding was that several students indicated interest in starting their own microenterprises. As a result, the Program identified the need for entrepreneurship coaching, with some activities started in Year 5 and continuing into Year 6.

Concurrent to implementing the student and graduate survey, the Program prepared detailed university reports with tables, graphics and key findings. These were shared with universities to improve their own use of student and graduate data in Honduras and Guatemala.

In addition, the Program continued to conduct monthly in-person visits to universities up until university closures due to the pandemic situation. Beginning in Quarter 3, the Program made regular calls and virtual meetings to monitor and follow-up on technical and financial progress of each subaward. The Program also prepared modifications for all subawards in each country to revise end dates, increase obligated amounts, and adjust deliverables due to certain changes in implementation. Advance finalized a new subaward with UTech in Jamaica to provide new scholarships to students enrolled in Advance degree programs, and extended subawards in all three countries to allow time for scholarship holders to complete their studies due to delays caused by COVID-19.

Program Indicators Update

In Year 5, key progress on program indicators includes:

- Meeting or exceeding annual targets for five of the Program's 12 indicators.
 - Indicator 2, with 66% female participation in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment), representing 132% of the annual target.
 - Indicator 3, with nine host-country tertiary institutions receiving capacity development support with USG assistance, representing 100% of the annual target.

- Indicator 6, with 81 tertiary institution faculty or teaching staff with strengthened qualifications, reaching a total of 174% for the life of project target.¹
- Indicator 7, with five partnerships formed in support of labor market bridging as a result of US Government (USG) assistance, reaching a total of 133% for the life of project target.²
- Indicator 12, with 372 individuals attending tertiary education institutions with USG scholarship or financial assistance, representing 130% of the annual target.
- Significant advancement towards annual targets for four indicators:
 - Indicator 4, with 499 students having graduated or completed their studies from Advance-supported degree programs, with considerable improvements and focused activities to support universities to identify challenges students were facing to complete graduation requirements on time, and support to students to mitigate these challenges.
 - Indicator 5, with five new curriculum revisions finalized by Advance-supported institutions.
 - Indicator 8, with 661 students received labor bridging support through in-person and virtual activities, including virtual job search trainings.
 - Indicator 11, reaching 1,543 students enrolled in 12 technical degree programs across eight higher education institutions.

Indicator 1, number of students with new or better employment, fell quite short of the target for the following reasons:

- (1) *Lower number of graduates than originally projected:* Some students are still taking longer than expected to graduate and thus find employment, including further delays in completing coursework and professional practicums due to COVID-19. This resulted in 499 students graduating in FY20, as opposed to the 622 originally projected. While 499 students graduated, only 450 were eligible to the graduate survey at the time based on the Performance Indicator Reference Sheet (PIRS) definition for indicator 1.
- (2) *Low response rates to the Graduate Survey,* which seeks to collect information on the employment status of graduates to report towards Indicator 1. 256, out of 450 eligible graduates, completed the survey in Jamaica, Honduras, and Guatemala. Advance faced a few challenges in implementing the survey across the three countries, including delays by the universities to provide graduates data due to shifting university priorities to adapt to distance learning, incomplete or outdated contact information for some of the graduates, lack of stronger monitoring and tracking systems to connect universities with graduates and/or alumni networks, and graduates taking longer than expected to complete the online surveys. To mitigate these challenges, Advance assigned points of contact at the universities to follow-up directly with graduates using mobile communication applications such as WhatsApp groups, providing incentives to graduates, and also followed-up directly with youth through phone calls and emails. Despite these continued efforts, the Program was not able to overcome all the challenges. However, we made considerable strides achieving a 54% response rate regionally with each country reporting more than a 45% response rate.
- (3) *Employment rate lower than projected:* Among the graduates surveyed, approximately 40% were employed at the time of the survey, while Advance had estimated a 50% employment rate. This lower employment rate can be partially explained by the ongoing global pandemic and the related economic challenges facing local and international businesses due to government closures and the impact on local economies. 48% of survey respondents reported that their employment status was affected by COVID-19. COVID-19 has negatively affected the economy and workforce in all four Advance countries, including several industries that Advance supports such as tourism which has been particularly hard hit, and agriculture. In Jamaica, sectors such as tourism, events, entertainment, gastronomy are

¹ The Program met life of program (LOP) target for this indicator in previous years, so the annual target was set to 0.

² The Program met LOP target for this indicator in previous years so the annual target for Y5 was set to 0.

experiencing financial decline, high unemployment and miniscule creation of new jobs. In Honduras, the tourism industry and small and mid-size enterprises (SMEs) in tourism-dependent locations have been hit the hardest since the pandemic started, which is already impacting job prospects for Food and Beverage technical degree graduates. The agriculture sector will also experience a decline in growth as exports are likely to fall, impacting Coffee Administration and Agriculture Production degree program graduates. In Guatemala, the tourism and gastronomy industry and large and small businesses in these sectors have faced a similar situation as Honduras, with decreased employment opportunities available for graduates from the Hotel Management and Gastronomy and Business Administration degree programs. In addition, as most students graduating so far have been Partial Program Implementation (PPI) student cohorts, they have not benefited from all Program interventions, which might have played a role in lower employment outcomes.

- (4) *Employment that does not fulfill indicator 1 requirements:* While 111 graduates out of 256 surveyed reported being currently employed at the time of the survey, only 67 had an employment that was consider new or better, according to the revised indicator definition established, which includes working in the same industry as their degree programs or using the skillsets learned in their degree programs in the new job and starting the job at least one year before graduating or shortly after (within six months).

Indicator 10, number of students from underserved and/or disadvantaged groups enrolled in degree programs – fell quite short of the target for the following reasons:

- (1) *Low response rates to the Student Survey,* which seeks to identify students from disadvantaged groups to report towards Indicator 10. As part of the contingency plans to adapt to COVID-19 disruptions, the Program adapted in-person surveys to a virtual format using Google Forms and Kobo Toolbox, which affected response rates for those students who had a harder time accessing internet coverage to complete the surveys. At the close of Year 5, only 323 out of 630 new students completed the student survey in Jamaica, Honduras and Guatemala.
- (2) *Lack of enrollment information for five-degree programs:* While Advance collects information on disadvantaged status through the Student Survey, the Programs’ MEL team cross-checks the survey data against the enrollment database. This is to ensure that we only report disadvantaged students that are currently enrolled. However, because we do not have FY 20 enrollment data for five-degree programs, we are unable to cross-check survey data against enrollment and hence cannot reliably report the number of disadvantaged students enrolled for these five-degree programs. This has likely had a large impact on indicator 10 performance. In FY19, these five-degree programs had reported over 450 disadvantaged students combined.

Table 2 shows indicator performance in Year 5 against pre-established targets, as well as cumulative achievement for each indicator against life of program (LOP) targets. The comments and assumptions section provides greater detail on the challenges encountered with certain indicators this year.

Table 2: Indicator Performance Summary

Indicator	Year 5		Life of Project	
	1. Number of individuals (graduates) with new or better employment following completion of USG-assisted workforce development programs.	Achieved	67	Achieved
Target		235	Target	586
%		29%	%	12%

Comments and Assumptions: 51 of 151 graduates surveyed in Honduras, 12 of 94 in Guatemala and 4 of 11 in Jamaica obtained new or better employment 3 to 6 months following graduation in their degree program sector. Overall, due to COVID-19 and despite all efforts made with universities to reach more graduates, including providing incentives in Honduras and Guatemala, only 256 out of 450 eligible graduates have been surveyed to date. This greatly impacted performance on this indicator. In Jamaica, 35 students completed the program in August, so they were ineligible at this time for the survey. Additionally, the employment rate among survey respondents was lower than expected (approximately 40% were employed at the time of the survey, while Advance had estimated a 50% employment rate) partially explained by the ongoing global pandemic and the related economic downturn. Finally, 44 graduates are currently employed, but their employment does not fulfill the “new or better” employment criteria defined by the indicator PIRS so they could not be counted towards the indicator.

Indicator	Year 5		Life of Project	
	2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment).	Achieved	66%	Achieved
Target		50%	Target	50%
%		132%	%	128%

Comments and Assumptions: The majority of the student beneficiaries in the target degree programs are female, surpassing the 50% target.

Indicator	Year 5		Life of Project	
	3. Number of host-country tertiary institutions receiving capacity development support with USG assistance.	Achieved	9	Achieved
Target		9	Target	9
%		100%	%	100%

Comments and Assumptions: During Year 5, the Program continued to work with the initial institutions to provide capacity development support.

Indicator	Year 5		Life of Project	
	4. Number of individuals (students) who complete (graduate from) USG - assisted workforce development programs.	Achieved	499	Achieved
Target		588	Target	1430
%		85%	%	43%

Comments and Assumptions: In Year 5, 499 students graduated from Advance-supported degree programs: 46 in Jamaica, 110 in Guatemala and 343 in Honduras. The Program assumed that 80% of 675 students in 2017 PPI cohorts would graduate in FY 2019. However, students are taking 2.5 to 3 years (in some cases even more) to complete their 2-year degree programs in Honduras and Jamaica. Hence, the assumption that 80% of all students graduate in 2 years does not reflect the reality in Jamaica and Honduras. In Honduras, 133 students from 2018 FPI cohort graduated (74 of these are scholarship holders) and 109 students from 2017 PPI cohorts graduated. The remaining 101 graduates are from 2016 cohorts or prior. For Guatemala, 33 students from 2017 PPI cohort and 77 graduates from the 2016 PPI cohort or prior graduated. In Jamaica, 11 2017 PPI cohort students and 35 2018 FPI cohort students graduated; of these, a total of 32 graduates were scholarship holders.

The rapid qualitative study helped us to understand the barriers and reasons why students do not graduate on time. In Guatemala and Honduras Advance is currently supporting some recommendations that emerged from the study and will continue to support in Year 6, which include (1) build on alliances facilitated by Advance to continue leveraging incentives from businesses so they can finance scholarships, transportation and lodging stipends to attend classes and professional practicums or equipment to improve labs to mitigate some of the socioeconomic barriers students faced in completing their studies; and (2) develop virtual and hard-copy guides to better explain the steps and complexities of the administrative process that students must complete for graduation, including language and visualizations that are accessible and understandable to students and faculty members who can mentor them through this process

as a common barrier was students being delayed as some are not able to complete the complex administrative requirements for graduation.

Indicator	Year 5		Life of Project	
	5. Number of USG-supported tertiary programs with curricula revised with private and/or public sector employer's input or on the basis of market research.	Achieved	5	Achieved
Target		7	Target	21
%		71%	%	90%

Comments and Assumptions: In Year 5, the Program completed the revision of 5 curricula. Since the Program had already revised 14 curricula in previous years, the total number of USG supported tertiary programs with curricula revised in Year 5 increased to 19. One curriculum in Guatemala will be finished in early FY21. Changes in University leadership led to delays and the Program could not complete curriculum revisions for one of the degree programs.

Indicator	Year 5		Life of Project	
	6. Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through a USG-supported workforce development program.	Achieved	81	Achieved
Target		0	Target	371
%		-	%	174%

Comments and Assumptions: In Year 5, even though the Program did not have a specific goal, Advance reached 81 new university faculty and other staff through professional development activities. Over the life of the program, the Program has reached 646 faculty and other staff through capacity strengthening support and training, surpassing the 371 LOP target.

Indicator	Year 5		Life of Project	
	7. Number of partnerships formed in support of labor market bridging as a result of US Government (USG) assistance.	Achieved	5	Achieved
Target		0	Target	18
%		-	%	133%

Comments and Assumptions: Although the Program did not have a specific annual goal, it reached 5 new partnerships in Year 5. Over the life of the program, the Program has formed 24 partnerships, surpassing the 18 LOP target.

Indicator	Year 5		Life of Project	
	8. Number of students in selected institutions receiving labor bridging support.	Achieved	661	Achieved
Target		702	Target	2663
%		94%	%	92%

Comments and Assumptions: In Year 5, 661 students received labor bridging support. All students from target degree programs that receive labor bridging are counted towards this indicator, including students who enrolled in 2016 or before. Over the life of the program, Advance has reached 2,461 students with labor bridging support. The Program was unable to reach the FY 2020 target since it was necessary to convert all the planned in-person trainings or sessions into virtual environments, which required more time to implement, including sessions offered through universities' career services. However, Advance was successful in adapting virtual training and helping universities to continue virtual services, which the Program plans to continue next quarter.

Indicator	Year 5		Life of Project	
	9. Number of host-country individuals (faculty, staff and students) completing USG-funded (international) exchange programs conducted through higher education institutions.	Achieved	0	Achieved
Target		0	Target	45
%		-	%	116%

Comments and Assumptions: In Year 5 the Program did set an annual goal since the Program achieved the LOP target already and no additional study tours were planned for this activity.

Indicator	Year 5		Life of Project	
	10. Number of individuals (students) from underserved and/or disadvantaged groups enrolled in target fields in selected institutions.	Achieved	594	Achieved
Target		1176	Target	1510
%		50%	%	83%

Comments and Assumptions: In Year 5, the program reached 594 disadvantaged students. Disadvantaged is a term used for individuals or groups of people which include living below each country's poverty line, living in communities with high crime or violence, indigenous, people with disability and identifying as Lesbian, gay, bisexual, transgender and intersex (LGBTI). The performance of this indicator was negatively affected by 1) low response rates to the Student Survey and 2) lack of enrollment and consequently disadvantage data for five degree programs.

Indicator	Year 5		Life of Project	
	11. Number of individuals (students) enrolled in USG-assisted workforce development programs.	Achieved	1543	Achieved
Target		2352	Target	3021
%		66%	%	87%

Comments and Assumptions: In Year 5, the Program reached 1,543 students enrolled in 12 technical degrees across 8 higher education institutions. The results for Year 5 include students enrolled in 2017 PPI cohorts, 2018 FPI cohorts and the first 2019 FPI cohort, also 2019 PPI cohorts and 2020 PPI cohort. Reasons for not reaching the FY2020 target include: 1) lack of enrollment data for five degree programs in Honduras and Guatemala. In the reported numbers, there are five degree programs that did not report enrollment data for FY2020, which impacted indicator performance; and 2) due to setbacks because of COVID, schools have delayed the start of the academic year. In the past new enrollment in September for Jamaica and Honduras would be included in our enrollment calculations for a given fiscal year, but this will not occur until FY 2021 given the delays in school enrollment. It is possible that other contextual variables outside of the control of the program may affect this indicator, including the global pandemic. Over the life of the program, Advance has reached 2,624 students.

Indicator	Year 5		Life of Project	
	12. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance (US-based study and in country study).	Achieved	372	Achieved
Target		285	Target	285
%		130%	%	150%

Comments and Assumptions: 100 new scholarships have been awarded in Jamaica in Year 5, for a total of 143 scholarship holders enrolled in Jamaica in Y5. In Guatemala and Honduras, the Program continued supporting 227 scholarship holders. The Program has 427 scholarship holders total enrolled in target degree programs to date: 109 students in Honduras, 200 students in Jamaica, and 118 students in Guatemala

In Year 6, the Program will place emphasis on increasing the survey response rates to better reflect performance for the number of disadvantaged students enrolled in degree programs (Indicator 10), and the number of graduates with new or better employment (Indicator 1). In addition, the Program will continue to improve the number of students enrolled (Indicator 11), including adding enrollment data for the Dominican Republic, and the number of students receiving labor bridging support (Indicator 8) as this will have a direct impact on placing students in quality jobs. Please note that Advance will provide an updated M&E plan that will include updated Year 6, Year 7 and Life of Program targets by Quarter 1 Year 6.

YEAR 5, QUARTER 4 ACTIVITIES

Activity 1: Monitor subgrants with local universities

Regional: In Q4, the Program conducted bi-weekly calls to monitor and follow-up on technical and financial progress of the open subgrants in Honduras, Guatemala and Jamaica. This included: (1) updating M&E data in the Institutional Reporting Tool and Country Tool to track event activity, professional development activities, progress on curricular changes and information on scholarship holders; and (2) monitoring, reviewing and processing financial disbursements to universities based on the financial reports of the academic scholarships and incentives, as well as cost-share information.

Honduras: For UNAH, the Program completed an extension of the subaward with UNAH until December 31, 2020, to provide more time for graduates to complete their requirements due to delays caused by COVID-19.

Jamaica: The Program completed a subaward modification for UTech to extend the period of performance to December 31, 2021 and increased the subaward value to continue funding scholarships.

Activity 2: Collect, process and analyze survey data

Scholarship Holder Survey

The Scholarship Holder Survey seeks to collect information to understand scholarship holders' experiences and challenges.

Jamaica: This quarter the Program analyzed results from the Scholarship Holder Survey, previously administered to most scholarship holders enrolled in Advance technical degree programs in Jamaica. There were 100 new scholarship recipients in Year 5, however, only 65 students responded to the survey. A key finding is that satisfaction and personal feelings of accomplishment gained from completing studies was the most critical motivating factor for scholarship students to complete their degree program and graduate, as reported by 93.9% of survey respondents. Another key finding is that, despite any inconvenience, 96.9% of scholarship students intend to complete their degree program, showing their commitment and motivation to their technical careers. As most students receiving a scholarship come from lower socioeconomic households, lack of internet connectivity and technological resources continue to be a challenge for scholarship students despite having tuition, lunch, transportation, and accommodation support, as 50.8% percent of students reported these factors as difficulties in continuing to pursue their studies. In addition, students were asked about their plans after graduation, in which 64.6% of respondents plan to continue their education and pursue a 4-year degree, 46.2% have plans to find a job in a related field to their degree program, while 43.1% of respondents reported that they plan to start their own businesses. The Program will continue to use these findings to identify solutions to challenges students are facing and adapt activities to reflect students' aspirations and plans for their futures.

Student Survey

The Student Survey seeks to collect detailed information on students' vulnerability status to report towards Indicator 10, as well as the type of career services and labor bridging support students receive from their university to report towards Indicator 8.

Honduras and Guatemala: This quarter, the Program continued administering Student Surveys virtually as universities continue to limit in-person events due to COVID-19. To increase response rates Advance implemented multiple solutions as part of its strategy. The Program called students to follow up and explained the importance of obtaining the information so that the universities could use it to improve students' services

and their academic experience. In Honduras and Guatemala, the Program provided incentives so more students could respond to the survey. Despite the Program’s efforts, it was not possible to reach all students enrolled, as some of them were experiencing additional challenges with the pandemic and their shift to distance learning. In Honduras in particular, the Program had a lower response rate due to a larger number of students enrolled in targeted degree programs compared to Guatemala and Jamaica. As part of a strategy to increase response rates, the Program assigned points of contact at universities, however, due to a larger number of students to follow-up with and competing priorities due to COVID-19 and the shift to distance learning, staff had less time to contact all students. This was particularly difficult at UCENM and with students from the clinical laboratory degree program, which has one of the largest student cohorts in Honduras. Given that the Program was not able to reach all enrolled students and graduates from Advance-supported degree programs, it is possible that some disadvantaged students were not counted, directly impacting the performance of Indicators 10 and 8. The Program will continue to work with universities to strengthen its strategy and identify other possible solutions to improve response rates.

Jamaica: This quarter, the Program monitored response rates closely and conducted extensive follow-up with students through email, WhatsApp or text messages, and phone calls, working directly with faculty to send reminders. Due to these efforts, approximately 73% of those students enrolled in Advance-supported degree programs responded to the survey, however it was not possible to reach all students enrolled. Findings from the survey indicated that 96 students were disadvantaged, with some students reporting more than one category of vulnerability, including having a disability, and most of the students were disadvantaged because of socio-economic circumstances. Of those students from lower socio-economic households, more than half lived in large households, with 52.5% of the respondents reporting they live in households of more than five to 11 people, which has implications as students struggle to cope with distance learning and sufficient internet access to continue their courses.

Table 3 details the survey response rate by country.

Table 3: Student Survey Response Rate

Country	Total number of students to be surveyed based on new enrollment	Total number of students surveyed	Response rate
Jamaica	135	99	73%
Honduras	388	131	34%
Guatemala	107	93	87%

Graduate Survey

The Graduate Survey seeks to collect information on the employment status of graduates to report towards Indicator 1, as well as those situations that may affect job searching and employment.

Regional: This quarter the Program also administered the Graduate Survey to 256 graduates from all the three countries. These graduates include PPI cohorts in Guatemala and Jamaica and PPI and FPI cohorts in Honduras. While universities had competing priorities, the Program continued to advocate with designated staff at each campus to follow-up and send reminders to students to fill out the online surveys. As with the Student Survey, in Honduras and Guatemala, the Program provided incentives to those students who responded to the survey before the close of the fiscal year to try to improve response rates with better success in Guatemala. In Honduras as was the case with the student survey, the Program experienced delays in follow-ups due to assigned point of contact at universities facing competing priorities due to COVID-19 and the shift to distance learning, which contributed to them having less time to contact students. All three partner universities in Honduras lack a strong

monitoring and tracking systems to connect universities with graduates and alumni networks making the follow-up process quite challenging. In addition, as reported in the Program Indicators section, the Program conducted direct follow-up with students and provided incentives, but incomplete or outdated contact information for some graduates made it particularly difficult to contact students directly. Students that are working have less time to answer surveys despite offering incentives which could be negatively impacting the response rate and the employment indicator. At the close of this reporting period, the Program finalized survey administration for this reporting period and will proceed to analyze data to develop detailed reports for internal learning and to share externally with universities to improve their student and graduate tracking. These findings will be reported next quarter for all three countries.

Table 4 details the survey response rate by country.

Table 4. Graduates Survey Response Rates by Country

Country	Total number of graduates (who can be surveyed 3 to 6 months after completing their degrees)	Total number of graduates surveyed	Response rate
Jamaica	11	11	100%
Honduras	329	151	46%
Guatemala	110	94	85%

Activity 3: Monitor and update institution reporting tool on a quarterly basis

Honduras: The Program worked with all partner institutions to complete the Institution Reporting Tool to maintain a consistent tracking of students enrolled in Advance-supported technical degree programs, as well as faculty and staff who are directly involved in these programs. The reports received indicate 853 students enrolled and 343 students who have graduated or completed all requirements for graduation from supported degree programs in UNAH, CEUTEC and UCENM.

Guatemala: In Guatemala, reports indicate 449 students enrolled and 110 students who have graduated or completed all requirements for graduation from targeted degree programs at USAC and UPANA. s. URL did not report enrollment or graduation data in FY20 due to the university’s competing priorities related to the global pandemic. The Program followed-up multiple times with URL leadership and will continue to closely monitor communications with URL to report on enrollment and graduation data next quarter.

Jamaica: The Program collected data on students enrolled from all partner institutions during Q4, which shows 241 students enrolled. Data collected indicated that there are an additional 46 students who have completed their Advance-supported degree programs from CCCJ and VTDI. Students completed degrees in Health & Wellness Tourism, Agro-processing and Business Management, Animation, and Entertainment and Events Management.

Testimonial from an Advance scholarship holder

“I was [a] person who did not have a lot of opportunities and I did not think that I would have been considered for the Advance scholarship. It is very rewarding, especially now that I am finish[ed] and when I compare 2018 to now, I have learned so much. I have been more open to the world of science. The Advance Program really helped me to achieve some amount of personal development that I can use further in the future. I have learnt a lot of skills over the past two years. I really appreciate what Advance has done for us.”

--- Student from Agro-processing and Business Management degree program, ---

Cross-cutting Assessment Activities (Dominican Republic)

ANNUAL SUMMARY

In FY20, the Program planned, designed, and contracted consultants and a firm to carry out the three cross-cutting assessments: the Labor Market Assessment (LMA), the Institutional Landscaping Assessment (ILA), and the Study of Barriers to Access and Completion (SBAC). The assessment teams developed their respective data collection instruments, and the LMA and ILA teams carried out fieldwork in Q2-Q4. Initial results of the LMA and ILA were presented to USAID in Q3 as well as to potential partners through the remainder of Year 5. The LMA team identified sectors of potential employment opportunity for youth with technical tertiary degrees (high-value agriculture and food processing; light manufacturing; and the orange economy; as well as transportation and logistics), and carried out interviews with representatives of the sectors to determine human capital needs and partnership potential. The ILA team pre-selected four educational institutions to recommend for partnership engagement and began in-depth interviews with the institutions.

YEAR 5, QUARTER 4 ACTIVITIES

Activity 1: Labor Market Assessment (LMA)

Building on the initial findings and sector selection of the progress report approved by USAID, the Program continued drafting the LMA report, including the labor market context and analysis section, developing value chains, and mapping current educational offerings. This work continued to be informed by key interviews with representatives of clusters in the selected sectors, including the medical devices and logistics clusters. The team presented the initial LMA findings to the Triunfas implementation team at Universidad ISA to help inform that program's understanding of labor market dynamics and employer needs.

Activity 2: Institutional Landscaping Analysis (ILA)

The Program carried out in-depth interviews with four pre-selected institutions to make a final selection regarding institutions with which to partner. Based on the interviews and the information collected in the in-depth study, a proposal of institutions was made from the four that had been pre-selected. After an analysis that included a dialogue with the counterpart of the USAID mission in the Dominican Republic, the Program finalized a list of three institutions, concluding the information analysis phase of the study. The consultant has begun drafting the final report which will present the institutional context and selection recommendations.

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

The Program signed a confidentiality memorandum and contract with a local organization for the data collection to be done virtually, and the technical team began to work with the lead investigator and the local firm to adjust the sampling methodology and frame and the focus group approach.

Result 1 Activities

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

ANNUAL SUMMARY

The Program made key progress in all three IR areas of Result 1. Below is a summary of Year 5 highlights in each area:

- *IR 1.1 Curriculum design and pedagogy improved.* Working closely with curriculum task forces at partner institutions and industry specialists, the Program completed curricular revisions of five additional degree programs this year, according to 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.

In Table 5 below, completed degree programs are shaded in gray, while degree programs completed in Year 5 are marked with an asterisk (*). Due to a change in leadership in the curriculum development department at the end of 2019, URL decided to move forward with the curriculum revision for the Physical & Occupational Therapy degree program without Advance’s support in Guatemala. Advance will not complete this curriculum revision and this degree is shaded light gray. The one curriculum remaining to revise is not shaded.

Table 5. Curriculum Revisions by Degree Program

Jamaica				
Institution	Degree Program	Level	Rolled out with students during LOP	Credit hours
UTECH	Fashion Styling & Image Consulting	New	x	<ul style="list-style-type: none"> • 2 yr programs are 60-75 credits. In each program there are about 20-25 courses and most courses are worth 3 credits. Over two years there are 3 credits x 20 to 25 courses = 60 to 75 credits • Hours of instruction: 45 hours for theoretical content, 75 hours for both practical and theoretical content
	Entertainment, Design, Production & Technology*	New	x	
CCCJ	Health & Wellness Tourism	New	x	
	Agroprocessing & Business Management	New	x	
VTDI	Entertainment & Events Management	Revise	x	
	Animation	Revise	x	
Honduras				
Institution	Degree Program	Level	Rolled out with students during LOP	Credit hours
UCEMN	Clinical Laboratory	Tweak	x	<ul style="list-style-type: none"> • 7 academic periods of 15 weeks & 1 period of professional practice of 1,800 hours

				<ul style="list-style-type: none"> • 84 credits • Total hours: 3,945 (840 for theoretical content, 3,105 for theoretical and practical content)
	Logistics, Transportation, and Port Operations	New	x ⁺	<ul style="list-style-type: none"> • 6 academic periods of 15 weeks & 1 period of professional practice of 600 hours • 102 credits • Total hours: 1,995 (885 for theoretical content, 1,110 for theoretical and practical content)
CEUTEC	Auxiliary Nursing*	Revise	x	<ul style="list-style-type: none"> • 8 academic periods of 11 weeks & 1 period of professional practice of 480 hours • 111 credits • Total hours: 2,025
	Web Design & Development*	Revise	x	<ul style="list-style-type: none"> • 8 academic periods of 11 weeks & 1 period of professional practice of 400 hours • 88 credits • Total hours: 1,600
UNAH	Food & Beverage Management*	Tweak		<ul style="list-style-type: none"> • 5 academic periods of 18 weeks & 1 period of professional practice of 480 hours • 83 credits • Total hours: 2,965
	Coffee Administration	Tweak	x	<ul style="list-style-type: none"> • 6 academic periods of 15 weeks & 1 period of professional practice of 400 hours • 100 credits • Total hours: 2,455
	Agriculture Production	Tweak		<ul style="list-style-type: none"> • 7 academic periods of 15 weeks & 1 period of professional practice of 400 hours • 98 credits • Total hours: 2,320
Guatemala				
Institution	Degree Program	Level	Rolled out with students during LOP	Credit hours
UPANA	Marketing & Sales	Revise	x	<ul style="list-style-type: none"> • 1,323.95 hours (96 credits) and this includes 27.95 hours of professional practice. 1 credit = 12-15 hours of in-person classes & 30-50 hours of homework/independent study
	Business Administration	Revise	x	<ul style="list-style-type: none"> • 1,364.45 hours (99 credits) and this includes 27.95 hours of professional practice. 1 credit = 12-15 hours of in-person classes & 30-50 hours of homework/independent study.
URL	Hotel Management & Gastronomy	Revise	x	<ul style="list-style-type: none"> • 2,232 hours (136 credits) and this includes 600 hours of professional practice. 1 credit = 12 hours of in-person classes & 24 hours of homework/independent study
	Physical & Occupational Therapy**	Revise		<ul style="list-style-type: none"> • 3,744 hours (152 credits) and this includes 1,920 hours of professional practice. 1 credit = 12 hours of in-person classes & 24 hours of homework/independent study
	Primary Care Nursing	Revise		<ul style="list-style-type: none"> • 2,628 hours (109 credits) and this includes 1,320 hours of professional practice.

				1 credit = 12 hours of in-person classes & 24 hours of homework/independent study
	Logistics & Transportation	New		• 124 credits
USAC	Fruit Production	Revise		• 3,190 hours (130 credits) and this includes 1,110 hours of professional practice. 1 credit = 16 hours of in-person classes & 32 hours of homework/independent study
	Forestry	Revise		• 3,648 hours (122.5 credits) and this includes 1,688 hours of professional practice. 1 credit = 16 hours of in-person classes & 32 hours of homework/independent study

**Completed in Year 5*

*** Due to a change in leadership in the curriculum development department at the end of 2019, URL decided not to move forward with Advance's support to curriculum revisions for the Physical & Occupational Therapy degree program.*

By the end of Year 5, the Program had completed a cumulative total of 19 curricular revisions. Of these 19 curricula, 12 have been implemented with students to date (revisions for six degree programs were rollout in Year 5). The other curricula will not be implemented with students during the LOP due to lengthy approval processes within partner institutions and/or university calendars. The Program continued to monitor rollout through classroom observations and interview with faculty members and students. By collecting this data, the Program use it to make further tweaks or adapt activities accordingly. For example, Advance worked with UTech to make further revisions to the Entertainment Design, Production and Technology (EDPT) program. Both local and international companies recruit and employ from the local workforce as professionals in the industry seasonally travel and work in other countries, but there are small variations between local and international practices. These additional tweaks will ensure the curriculum prepared students for this reality. Further assessment of curriculum revisions across all countries demonstrates that students are acquiring market-relevant skills as a part of revised courses, as faculty are giving students more practical opportunities to emulate the roles and responsibilities of the professionals in the industry.

The Program also completed the institutionalization of curriculum revision processes within partner institutions in Honduras and Guatemala. For instance, in Honduras the Program worked with a key departmental unit at UNAH sharing final systematization reports of the curriculum revision process and building capacity of their staff so they are able to lead the process and provide coaching and support to faculty going forward.

To round up curriculum activities for Year 5, Advance also finalized the social emotional learning (SEL) pilot for pre-service teachers in Guatemala and worked with other universities and the Ministry of Education to replicate and expand resources and materials from the pilot. Overall, pre-service teaching students were highly satisfied with the SEL program and reported learning perspectives and pedagogy that will shape their teaching practices moving forward. The Program will replicate a similar pre-service and/or in-service teacher training Program in the Dominican Republic and Jamaica, starting planning and design in Year 5 and continuing implementation into Year 6.

- *IR 1.2 Teacher, faculty, and staff development refined.* The Program continued to design and implement tailored professional development programs for faculty and staff at each partner institution in Year 5 reaching 81 additional faculty members and university staff this year and adapting these activities to virtual trainings since the pandemic started. While professional development opportunities have been implemented across all IR areas, most Program activities engaged and built capacity of faculty

and staff in three key areas: (1) pedagogy & curriculum design/revision, including working to institutionalize curriculum revision processes, as well incorporating guidance and support for university staff as they adapted to distance learning and faced challenges due to COVID-19; (2) subject matter expertise, including institutionalizing faculty externships; and (3) private sector and student support services, including providing training and resources on career orientation, admissions and recruitment strategies and virtual labor bridging support.

Earlier in Year 5, the Program engaged academic staff in professional development activities that: (1) immersed them in the industry aligned with their degree program, exposing them to industry roles, responsibilities and competencies; and (2) built their capacity to deliver curriculum content by using new teaching strategies and incorporating labor bridging and practical activities in the classroom through new lesson planning approaches. An example of a key faculty training in Jamaica includes a concert set-up training, in which eighteen UTech staff set up and disassembled a simulated concert event. This training built their capacity to deliver content on the EDPT degree program and intricately exposed them to many of the hard and soft skills students will need to learn to work in the creative industry. In Honduras, Advance piloted a successful faculty externship program to connect faculty members with logistics and transportation businesses to better understand key soft and technical skills needed for entry-level positions, learn about technological advancements in the industry, and establish close working relationships with these businesses to open up employment opportunities for students.

As the Program concluded activities and shifted to the closeout phase in Honduras and Guatemala, the Program focused its efforts on institutionalization of activities and providing recommendations for universities to consider moving forward. For instance, in Honduras, the Program encouraged UCENM's leadership to continue replicating future externship programs based on promising results from the pilot experience and strong engagement from faculty members and participating businesses. In Guatemala, Advance completed the systematization of PD activities with UPANA, which included learnings from training sessions that the Program supported, templates for guided visits to businesses, and methods and other tools to serve as a structure for future professional development programs specific to faculty and staff supporting the technical education level.

- *IR 1.3 Labor market bridging enhanced.* The Program continued to implement private sector strategies in all countries by engaging public and private sector representatives in curriculum and professional development activities (described above) and in labor bridging activities with students, faculty and staff (described in this section). After training faculty and university staff in private sector engagement techniques, Advance worked with them to facilitate five new partnerships between universities and businesses in Year 5.

COVID-19 has negatively affected the economy and workforce in all four Advance countries, including several industries that Advance supports in tourism and agriculture. In Jamaica, sectors such as tourism, events, entertainment and gastronomy are experiencing financial decline, high unemployment, and miniscule job creation. In Honduras, the tourism industry and small and mid-size enterprises (SMEs) in tourism-dependent locations have been hit the hardest since the pandemic started, which is already impacting job prospects for Food and Beverage technical degree graduates. The agriculture sector will also experience a decline in growth as exports are likely to fall, impacting Coffee Administration and Agriculture Production degree program graduates. In Guatemala, the tourism and gastronomy industry and large and small businesses in these sectors have faced a similar situation as Honduras, with decreased

employment opportunities available for graduates from the Hotel Management and Gastronomy and Business Administration degree programs. As part of the Graduate Survey the Program administers to report on employment outcomes, Advance probed on potential adverse effects of COVID-19; over 40% of students surveyed in Guatemala and Honduras reported that their employment status has been affected by COVID-19. Advance anticipates that over the next six to nine months this new economic reality will continue to adversely affect almost all graduates' transition to employment. To respond to this challenge, the Program worked to adapt labor bridging activities to reflect this new reality, including anticipating less jobs available in local businesses and more opportunities for entrepreneurship.

This Year, as PPI cohort students continued to graduate and FPI 2018 cohorts started to graduate, Advance focused heavily on student work-readiness and supporting their transition to the workforce. This year Advance reached 661 students through labor bridging activities, including industry seminars, employability and soft skills training, career fairs (prior to COVID-19) and other virtual events with industry. The Program also worked to strengthen the capacity of partner institutions to deliver career and work-readiness support by first developing an in-person career services training for universities to deliver direct employability and soft skills sessions with students and then working to adapt those trainings to e-courses, modules or other virtual modalities to accommodate for universities' closures due to COVID-19. In Jamaica, Advance collaborated with faculty in all partner universities to deliver industry-specific *World of Work* content and sessions to students about to graduate and preparing to look for jobs in their sectors. Once COVID-19 started, the Program engaged with partner universities to adapt this *World of Work* content to an e-course to allow students to continue to receive labor bridging support and minimize disruptions to their transition to the workforce. The Program also supported UTech Career Services Department to develop content for an online career services course that will be accessed by students from UTech's online learning platform.

Similarly, in Guatemala, the Program developed employability and soft skills e-modules and a self-paced labor intermediation guide to support career services department and students in job preparation activities. Advance also worked with university staff to continue providing ongoing virtual career guidance, entrepreneurship training and job preparation support to students. As part of these efforts, the Program also works with faculty to strengthen their engagement and relationship with industry professionals to support sustained student labor bridging efforts, as well as internship and job placement across all countries. While COVID-19 has slowed down in-person engagement with businesses, the Program continued to advocate and engage virtually with industry specialists to facilitate webinars that focus on linking students to industry professionals to network and to learn more about the ins and outs of industries, providing entrepreneurship and freelance coaching to students to support them in creating new or better employment, and providing guidance to students on creating sustainable and responsive employment during COVID-19.

In Honduras, the Program facilitated a series of in-person training of trainers' workshops for faculty and career and student support services staff at all partner universities on career services, soft and employability skills, and project-based learning. Participants learned how to facilitate practical activities to replicate with their students, such as simulating job recruitment processes (e.g. conducting mock interviews and giving feedback on CVs and cover letters), learning strategies to strengthen their work with young people (which included recognizing youth's sense of agency in developing their own career and professional development goals), and understanding how to build on students' strengths while guiding them through the job search. As part of the workshops, the Program also prioritized supporting university staff to adapt these in-person activities to virtual modalities to continue helping students

through the pandemic. Through these activities, students are getting the opportunity to put into practice such soft skills as flexibility, resilience, critical thinking and social skills, which are critical as they embark on their job search process in challenging times.

YEAR 5, QUARTER 4 ACTIVITIES

IR 1.1 Curriculum design and pedagogy improved

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

Guatemala: The Program continued the process of curriculum revision of the Primary Care Nursing degree program at URL. To continue the curriculum mapping process, Advance administered an online survey to 15 faculty members in collaboration with the Academic Coordinator for this degree program and the Academic Coordinator of the Faculty of Health at the Quetzaltenango Campus. After completing data collection and analyzing survey results, the Program did a first selection of those courses that were most feasible to revise within the time left and that were critical to modify to incorporate more practical elements based on private and public sector inputs. The selected courses include health education, comprehensive care of children and adolescents, comprehensive care of children, research techniques, epidemiology, and biostatistics. The Program will present a proposal for revision of these courses for URL's approval to continue these revisions next quarter.

Honduras and Jamaica: There are no updates to report for this quarter, as all curriculum revisions have been completed.

Activity 2: Rollout, assess, and adopt revised curricula

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

Guatemala: Due to the challenges facing the local economy as a result of the global pandemic, small and medium enterprises have had to adapt their operations to virtual spaces, making use of e-commerce. With this in mind, UPANA's leadership, including the academic coordinator for the Business Administration degree program, wants to expand their digital course offerings to make this degree fully virtual. The degree will open for enrollment in 2021 and will be called Digital Business Administration, putting more emphasis on the importance of e-commerce and adaptation strategies for businesses to shift their operating models. As of the close of this reporting period, UPANA is in the process of final approval with full approval expected next quarter. While the approval process continues, the Program will contribute as a reviewer of the degree program structure since this new degree will be based on the Business Administration degree program that Advance supported and revised with private sector inputs. In addition, the Program worked on a proposal with UPANA faculty to design and disseminate relevant communication materials to youth to raise awareness of the importance of this new degree program considering the current challenges, and that work will continue next quarter.

Jamaica: After initial rollout of the Entertainment Design, Production and Technology (EDPT) degree program at UTech, the Program recognized the need to make additional tweaks to the curriculum, incorporating local industries' inputs. This quarter, the Program worked with UTech to tweak four courses in the EDPT curriculum to include content that highlights local industry practices and modes of operation. As professionals who work in the industry work locally and seasonally travel to other countries for work, they need to understand both local as well as international practices. Therefore, the Program ensured the curriculum prepared students to work locally

and internationally to increase their post-graduation employment opportunities. These tweaks, which will be rolled out during the next academic semester, included suggestions for course assignments and assessments that leverage private sector events that could provide practical experiences. For example, one course assignment suggested having the students observe and participate in the production set-up and pull-down of Jamaica's annual independence celebration events as an opportunity to get actual practice as part of coursework.

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

Honduras: There are no updates to report this quarter.

Activity 4: Design and/or modify specialized curriculum modules for pre-service teacher training programs for technical education in Jamaica

Jamaica: The Program identified specialized modules to include in a pre-service teacher training degree program at UTech. The specialized modules will prepare pre-service teachers to deliver content relevant to the creative industries, specifically the entertainment and production subsector. Specialized modules include: Introduction to Lighting Design, Theater and Production, Electrical Wiring, and Intro to Audio Production. Additionally, with CCCJ the Program built out the outline for a product development course to be included in a pre-service teacher training program. The course explores product innovation for agribusiness and wellness tourism degree programs. The course will prepare pre-service teachers to deliver content related to scientific development of products and the process of bringing a product to market, including developing a business model and sales. The Program will work with CCCJ and UTech to complete the integration of modules in the pre-service teacher training program in Year 6.

Activity 5: Design and implement modules in social emotional learning (SEL) for pre-service teachers in Guatemala (Basic Education Activities)

Guatemala: As part of with the systematization process for the SEL pilot with USAC's School of Secondary Teachers (EFPEM), Advance conducted an additional focus group with key university leadership and other faculty who participated in the pilot. During the focus groups, Advance asked for their perspective on the design, implementation and coaching of the pilot, as well as their perceptions on the impact the pilot had on their teaching practices and classes. Overall, all participants reported that they were satisfied with the Program's approach and performance throughout the teaching practicum. They also commented on the quality of the content and its positive influence on pre-service teachers' performance compared to those pre-service teachers who did not take the course. They recognized that EFPEM leadership needed to be more involved in the pilot and that it would be necessary and enriching to replicate the pilot, integrating it as part of their standard offering so that all pre-service teachers are required to take it in the future. In addition, Advance conducted six interviews with five tenured teachers from the schools where the pre-service teachers' participants did their teaching practicum. In these interviews, the teachers expressed their satisfaction with the participants' performance and SEL knowledge. The teachers noted that the SEL pilot contributed to their professional practice, as they were exposed to more experiential pedagogy that was more student-centered than a traditional approach. While they recognized positive aspects, they also recommended that future pilots or programs need to include them from the design, so they can be more familiar with the content and practices.

The Program used this data to complete the systematization report. This report presents a description of design and implementation of this pilot, including successes, challenges, lessons learned, conclusions, and recommendations. This report was shared with EFPEM leadership this quarter.

Advance continued working with the Consortium of Universities supporting their process to adapt the SEL pilot content to 12 working guides that will be part of an online course hosted in the Universidad Mariano Galvez's own learning management system. The Program provided feedback and conducted quality control on the 12 working guides and offered recommendations on areas for improvement. Advance also discussed with the university the instructional design and offered suggestions based on best practices on adapting SEL content to virtual modalities. This course will be used by consortium members, currently eight universities, and offered to their faculty members and students. This could have ripple effects even larger than the pilot, since more pre-service teachers will have access to this content. The adaptation will be finalized next quarter.

The Program continued working with the Ministry of Education (MINEDUC) and presented to the Vice-Minister, other advisors, and USAID Guatemala, the technical proposal and work plan to adapt SEL pilot materials for teachers and students at the lower secondary level. The proposal includes SEL teacher training, development of instructional and student materials, and communications activities. The Vice-Minister expressed his commitment to continue this work and delegated a point of contact at the Ministry to continue implementation. The Program continued to meet with advisors and technical directors and presented initial documents for their internal review and initial feedback. However, the Ministry recently faced staff turnover and changed key personnel assigned to this proposal, which has caused delays in implementation.

Activity 6: Design and implement a pre-service and in-service teacher training in PYD, SEL, and Career Guidance in Jamaica and the Dominican Republic

Jamaica: The Program held initial meetings with partner institutions which will serve as a basis to develop a detailed plan of activities in the coming quarter.

Dominican Republic: The Program selected PUCMM as the institution that will implement the in-service training in positive youth development (PYD) and SEL and identified a local consultant that will develop the plan. The local team reviewed materials from the SEL pilot in Guatemala and strategies developed in other countries, such as El Salvador, to obtain lessons learned and find ways to adapt the materials to the local context.

IR 1.2 Teacher, faculty, and staff development refined

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

Honduras: While the Program tried to coordinate virtual sessions for representatives from CEUTEC and UCENM to share details about how to replicate the technical education professional development program developed with UNAH, unfortunately this was not possible due to universities' competing priorities. Instead, to continue planning, the Program prepared a written proposal for both universities to review. The Program hopes to continue conversations and plan follow-up sessions next quarter.

Guatemala: There are no updates to report this quarter.

Jamaica: The Program led two professional development activities with four UTech staff to build their capacity to deliver content in the Entertainment Design, Production and Technology (EDPT) degree program. The activities

focused on: (1) building the staff's awareness about the operations of the local industry, including challenges and opportunities; (2) strengthening the staff's ability to assess local industry opportunities for their students to have hands-on experiences that would contribute to course assignments; and (3) building the staff capacity to design course assessments that evaluate not only hard skills needed for the industry but also soft skills. Senior administrators requested these activities, which relayed that the guidance and training provided has increased the staff's understanding of the industry and their ability to deliver course content, specifically assessment components.

Aligned with activities under IR 1.2 and with a focus on shifting lesson planning approaches of academic staff to create more labor bridging support in the classroom, the Program engaged CCCJ university leadership to involve 14 faculty in product development training over four days. The training focused on the development of wellness tourism and agro-processing products. The Program delivered the training using online and face-to-face methods, with one day of the training dedicated to practical components. COVID-19 precautions were observed including wearing masks, social distancing at six feet, provision of hand sanitizer, constant access to running water, and access to soap.

The Program achieved several objectives with the training which includes: (1) building the awareness of all business components, including marketing and sales, that are important aspects of product development; (2) increasing lecturers' theoretical and practical knowledge on product development, including new trends in the local market; (3) providing the lecturers with practical experience of productive development as they developed coffee scrubs and soap; (4) networking with industry professionals; and (5) strengthening the capacity of lecturers to design course activities that allowed students to emulate the operations of the product development in the wellness tourism and agro-processing industries. Participating lecturers expressed that the training was extremely beneficial to them professionally and saw how lessons learned in the training would equip them to better deliver content in the classroom. When surveyed, 100% of the participants indicated that training was informative and relevant to their work. The Program has presented CCCJ leadership with an outline for the training, and has had discussions about this type of staff professional development becoming institutionalized, including identification of possible pathways for this institutionalization. Feedback is pending from CCCJ on how they envision leading the process that Advance can support.

Participant in the Product Development Training

"With the growing demand for nutritious, tasty, convenient foods and products that cater to the health and wellness of the whole man, being able to innovate and develop new products is essential. The training in product development was a necessary and welcomed experience. It opens avenues to new ideas that can be readily incorporated within the teaching and learning process in the classroom. The training gave clarity to questions and misconceptions, which propagated a new way of thinking. The training was very interactive, engaging, and thought-provoking. My takeaway is to get my students to understand that each product that we develop is a prospective business venture. As we seek to facilitate our students during this trying period, the training also provided us with insights into engaging our students online and still being able to incorporate the practical aspects. I must say this was four days well spent and much appreciated."

-Faculty member at CCCJ

Activity 2: Institutionalize professional development programs for faculty and staff

Honduras: There are no updates to report this quarter.

Guatemala: The Program continued the systematization process with USAC to institutionalize professional development activities for teaching and non-teaching staff at the technical education level. As with the systematization report previously completed for UPANA, the document provides a summary of learnings from

teacher training activities previously implemented with USAC faculty, evidence-based approaches based on a review of literature, learnings from entrepreneurship workshops targeted to students and faculty of the food production degree program, templates for industry-guided visits, as well as a template agenda, methods, and other tools to serve as a structure for future professional development programs specific to faculty teaching at the technical education level.

Preliminary recommendations include: (1) ensure authorities' buy in when integrating different or more innovative approaches to teacher training, as their approval and commitment to training is key for sustainability; (2) adapt content of the degree programs and teacher training to the new challenges youth face due to COVID-19, including more support to faculty and support staff on distance learning and strategies to overcome limited internet connectivity; (3) build on existing infrastructure to further engage alumni as part of labor intermediation support services to connect future graduates with opportunities for employment, internships, and mentorship from alumni who are employed in similar fields, as these alumni can also provide opportunities for industry seminars, career talks or sessions for specific courses and participate in virtual job fairs; and (4) build on USAC's quality instruction and strengthen the processes for continuous in-service training offered to staff assigned to working in recruitment and student support services, monitoring and data tracking, and career services.

Jamaica: There are no updates to report this quarter.

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: There are no updates to report this quarter

Guatemala: The Program developed proposals to implement two training certificates (*diplomados*) to strengthen students' business management and entrepreneurship, targeted to students enrolled in degree programs across all three universities. One training will focus on providing students with an introduction on the business development process, helping youth develop an idea into a business plan, incorporating content on design thinking, effective management and key soft skills. Through discussions and group work, students will receive support as they develop a business plan. The other training will target students who completed coursework from targeted degree programs at UPANA and USAC/CUNOROC, have to do their professional practicums and plan to start their own microenterprise and those students that have their own businesses but that are in the incubation phase. The training will explore incorporating faculty from UPANA and USAC that can provide support to students during their business development or expansion process, as well as local employers in industries that can engage and provide opportunities to microentrepreneurs, and also provide coaching and mentoring to students. The Program designed the proposals in close coordination with partner universities and will implement them in Year 6.

In addition, Advance facilitated meetings to continue following-up on commitments made via the MOU between private sector partners Dooply, Quetzaltenango Women's Business Association and UPANA. The Program coordinated with all partners to implement the business analysis training for business administration students. Due to COVID-19, there were delays with implementation as this training will need to be conducted virtually next quarter.

Jamaica: Advance identified the need to provide students and lecturers with a space to have conversations on

COVID-19 and the workforce, which were delivered by the Program team along with guest presenters. For lecturers, the conversations and the guidance focused on preparing students' transition into a workforce that is heavily driven by remote work and/or where the access to several services have declined. For the students, the conversation and the guidance focused on transitioning into the workforce during a pandemic, and how to innovate and increase employability in transforming markets. The conversations focused on all three Advance-focused industries – wellness tourism, agribusiness, and creative industries. The Program engaged 9 lecturers and 12 students enrolled in the Advance-supported programs across the three partner institutions to participate in these virtual conversations. During the session, students asked questions about responding to the changes in their industry caused by the pandemic. For example, one student who studied Health and Wellness Tourism highlighted that, since the pandemic, the number of clients visiting the physical space for cosmetology treatment has declined significantly and asked how she could re-engage her clientele despite the pandemic. Guest presenters encouraged her to make Do-It-Yourself (DIY) videos, demonstrate that her services can be delivered safely with protocols, provide small group services at a location convenient to the client, and offer house-call services. Outcomes of the sessions include: (1) lecturers identifying ways to re-purpose existing curriculum content to build students' capacity to transition into the workforce during a pandemic; (2) lecturers receiving tips on how to assess learning outcomes and industry-competencies virtually; (3) graduates/students identifying innovative ways to deliver services despite the pandemic; (4) graduates/students recognizing the value of branding and customer service to remain economically viable; and (5) questions and concerns raised by lecturers and students were addressed to better help them to navigate their work during the pandemic.

The Program also collaborated with all three partner institutions to identify, coach, and place students for internships – an important work readiness activity that provides relevant experience in the workforce. The Program was successful in initiating internships with two private sector organizations: 1) Jamaica Producers Ltd, who in Year 4 signed an MOU with CCCJ and indicated their willingness to accept students to intern at their agro-processing plant in August and 2) Branson Centre for Entrepreneurship, an organization that works with a network of entrepreneurs across various industries that indicated a willingness to place students as interns who could work with entrepreneurs who are in need of additional support. The partner institutions recommended and selected students to be part of the internship process. Once selected, the students were contacted and engaged in one-on-one sessions where they were prepared for possible internship opportunities. These sessions included editing resumes, interview preparation and setting goals for internships. Overall, 16 students participated in these sessions, and three Agro-processing and Business Management students started their internships this quarter. Internships last between two weeks to eight weeks.

Activity 2: Strengthen the capacity of career services offices

Honduras: The Program worked closely with participants from the second training of trainer's workshop on career services, soft and employability skills, and project-based learning (PBL) at UCENM to support their workplans to replicate job preparation and workplace and employability skills activities with students. Due to COVID-19, these activities needed to be adapted to virtual modalities. In collaboration with UCENM faculty, the Program facilitated a 16-hour virtual training for 47 students from the Clinical Laboratory degree program who are in the last semester of studies. This training included content related to aligning career goals with the local market opportunities, job search preparation strategies and interview preparation practice.

The Advance Program also worked with CEUTEC student support staff to develop and implement a similar 16-hour virtual training for 15 CEUTEC graduates from the Web Design and Development and Auxiliary Nursing degree programs. The Program emphasized job search preparation strategies, including highlighting relevant job boards for their sectors.

Guatemala: After finalizing the Labor Intermediation Guide last quarter, Advance facilitated virtual sessions with universities on the use of this content with seven career services staff and faculty at UPANA and USAC. University staff expressed interest in adapting these strategies to their current offering, including implementing virtual job fairs, which the Program will support next quarter. Due to universities' competing priorities as they continue to face challenges with COVID-19 and other time constraint commitments from private sector partners, the Program could not implement virtual job fairs this quarter. The Program will implement a similar session with URL in October.

The Program finalized the development of the four e-modules to strengthen career services and labor bridging. These modules seek to develop soft and employability skills in students to help them prepare for their job search and understand the workplace setting. These self-guided e-modules are hosted on the platform of private sector partner, Dooply, and will be open to all students from Advance-supported degree programs. Advance will engage with all universities on implementation next quarter.

Testimonial from a student at USAC-CUNOROC:

"The Program has been significant in my university career, supporting me at all times with financial and emotional support. Motivating me during my classes. I have shared experiences and acquired knowledge in workshops and training sessions facilitated or supported by the Program"

--Student from the Fruit Production degree program at USAC-CUNOROC

Jamaica: Building on the work done in Q3, and in collaboration with the UTech Career Services Department, the Program completed the development of an online career services course that students will access via UTech's online learning platform, Moodle. The self-paced career development e-course will help students to enter the world of work by equipping them with skills and knowledge needed to identify a career, gain and maintain employment. The course will be rolled out in Year 6.

The Program developed two labor bridging guides specific for Advance degree programs in collaboration with academic staff from UTech and CCCJ. The Program recognized the need to institutionalize labor bridging practices for technical degree programs, so that future cohorts can benefit from the same type of labor bridging support that students have had access to during Advance. The guides outline different types of labor bridging activities that a lecturer may implement, clear steps on how to implement the activities, learning outcomes of each activity, and names and contacts for resource private sector personnel. These guides are aligned with the curriculum and are meant to assist current and future lecturers to identify additional labor bridging activities beyond those mandated in the curriculum, design course assignments and industry-relevant assessments, and implement activities that are relevant to and provide students with in-field experience. Labor bridging guides have been developed for CCCJ's Agro-processing and Business Management program, and for UTech's EDPT program.

Result 2 Activities

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

ANNUAL SUMMARY

The Program progressed in both IR areas of Result 2 to expand access to technical tertiary education for disadvantaged students. Below is a summary of Year 5 highlights in each area:

IR 2.1 Expanded Access

- **Recruitment and admissions practices:** In Year 5, the Program continued to work with partner universities to increase disadvantaged youths' access to technical tertiary education and access and support to complete their studies and join the workforce in supported industries. Focusing on the "reach back" element of the Program's theory of change, the Program scaled-up reach back activities this year building from the strategies introduced in Year 4 in the recruitment and outreach trainings to better reach disadvantaged students. Advance has learned that recruitment and outreach to disadvantaged youth requires a triangulated effort and cannot simply focus on reaching secondary schools in certain contexts (see textbox). In Year 5, the Program reached 25 secondary schools, 52 guidance counsellors and 271 community-based organizations and groups in Jamaica, while also continuing to incorporate innovative activities with secondary schools, including facilitating a Secondary School Luncheon that reached approximately 500 secondary school students. Ultimately, the Program reached approximately 3,500 disadvantaged youth in Jamaica during Year 5.

Reaching disadvantaged youth in different context:

In Jamaica, to reach disadvantaged youth who are outside of the formal education system but have a high school diploma, Advance incorporated a community-based approach to its strategies. The Program engaged with neighborhood associations, churches, youth groups, community service organizations, grassroot organizations, and parent associations to access young people that are facing a greater level of vulnerability.

Facing different contexts in Honduras and Guatemala, with more semi-urban and rural target regions, the Program continued conducting outreach visits to both urban and rural secondary schools to promote



technical careers to disadvantaged youth, sharing information on admission processes, supporting the development of promotional videos for Advance-supported degree programs, and developing centralized databases to track prospective students. In Honduras, Advance collaborated with UNAH's Tela campus to hold the 2019 Vocational Fair to promote and expand access to technical education among high school students from disadvantaged communities. A total of 471 high school students

from rural areas in Atlántida attended the event. This was a large number of attendees compared to previous events held on this campus, and students had the opportunity to tour university facilities, learn about the admission process, receive information about preparing for the aptitude test required for graduation, as well as about scholarships available and the corresponding application requirements. Part of the Program's strategy was to reach young people and their families, so they understand the benefits and return on investment of continuing education. In Guatemala, the Program reviewed the Ministry of Education's databases to develop a tailored list of secondary schools to share with partner universities for them to use for future recruitment and outreach visits. The Program selected secondary schools based on the number of students, proximity of the schools to partner institution campuses in the Western Highlands, and alignment of academic offerings with Advance priority sectors. The Program plans to incorporate learnings in all three countries and apply them to recruitment and outreach strategies in the Dominican Republic.

With COVID-19 and the resulting closure of universities, schools and organizations, Advance could no longer implement in-person outreach and recruitment, and supported universities to adapt these strategies to virtual modalities. The Program supported universities to engage with secondary schools

and community-based organizations through virtual recruitment and outreach sessions in Jamaica and Honduras, while identifying other ways to continue to disseminate relevant career information to youth in Guatemala using social networks and universities' other approved platforms. With project closeout approaching in Honduras and Guatemala, the Program prioritized promoting these virtual strategies with partner universities, especially in the Atlántida department in Honduras, where Advance continued to support UNAH in the design of their outreach and recruitment plan with an emphasis on incorporation of virtual strategies. By Year 5, the Program also learned that despite these efforts and the universities' own improvements in disseminating career guidance information, emerging technical industries technical careers are not well known by the general public. Therefore, the recruitment and outreach strategies had to be adjusted to take the lack of public knowledge of these technical industries into consideration when implementing activities. For example, in Jamaica, Advance used radio, digital, and newspaper media to execute a career awareness campaign about the emerging economic sectors and related careers at the technical level. Disseminated information highlighted the economic viability of the industries, aligned careers, local market dynamics for these industries, and job and career advancement opportunities. In addition, across all countries, the Program worked with the partner institutions to shift their outreach approach from primarily promoting their institution to an approach of promoting the technical industry and technical careers. In Jamaica, Advance saw significant changes in the outreach strategies used by partner institutions as they focused more on highlighting the key features of industry, career pathways and local trends in the industry as compared to more traditional approaches of highlighting their own university and career offering. In Guatemala, a recruitment staff at UPANA led a survey to capture disadvantaged students' perspectives on the value of technical education. This initiative resulted from an assignment from the study tour to Mexico that required each participant to develop their project. The survey found that students value their technical degrees and see it as useful in terms of accessing better opportunities later in life. Advance supported the staff to disseminate these findings to peers and to strategize on how to incorporate these findings into their current recruitment and outreach practices to better promote the value of technical degrees.



Advance's outreach and recruitment work with partner universities has been effective in increasing disadvantaged youths' interest in project supported industries and technical degree programs, as most youth were able to envision how they aligned these opportunities with their aspirations, values and strengths, as well as encouraging youth to become champions to promote these opportunities with their peers.

- Student Support Services:** It is important to note that although the performance of Indicator 10 (number of students from underserved and/or disadvantaged groups enrolled in degree programs) is lower than expected for Year 5 due to lower Student Survey response rates, the majority of students enrolled in the partner institutions are considered to be disadvantaged, as they come from rural communities with high levels of poverty and/or violence. Therefore, all activities are designed to meet the needs of this student population. In Year 5, the Program continued close support to scholarship holders, while trying to scale-up student support services for all students enrolled in target degree programs (see textbox). As part of the COVID-19 response and to support universities to adapt and respond to COVID-19 challenges, the Program worked with partners to ensure continuation of support services to students struggling during the pandemic, including identifying peers who could provide tutoring services to scholarship holders who are struggling academically, connecting students with psychosocial support offered through psychology departments or clinics in certain university campuses, or identifying additional online resources and ensuring internet connectivity for students to cope with distance learning. As part of labor bridging activities (IR.13), but with a focus on supporting those students closer to completing their studies and in their last academic semester, the Program worked with academic coordinators of degree programs and career services departments to continue virtual coordination of internship or professional practicum preparations, and internship interviews and placements to avoid disruptions due to COVID-19. For students in Honduras and Guatemala who faced delays in graduating since they were unable to complete their internships due to government and business closures the Program advocated on their behalf working with universities to identify additional opportunities in place of internships. As a result, in both countries, some universities will allow development of business plans or having students work in their microenterprises in place of professional practicum hours to avoid delaying students in completing their degree programs.

Addressing socioeconomic challenges in partnership with Banco Davivienda:

In Honduras, the Program identified the need for financial literacy as students facing economic challenges delayed paying their registration for some courses because they could not afford books and other education materials even though the scholarships cover these costs. The Program partnered with Banco Davivienda to offer financial education sessions for 58 students from Advance degree programs at UNAH and UCENM. The workshops served to improve students' ability to manage their finances and savings, strengthen their financial literacy skills, and identify scholarship, grant and credit opportunities. Better financial management will help students manage scholarship funding and ensure financial issues do not delay their studies.

In Year 4, the Program identified that students in Honduras and Guatemala were not graduating on time per their degree programs' timelines (2 years in Honduras and 3 years in Guatemala). To mitigate this challenge, the Program designed and implemented a qualitative study on barriers to on-time completion and graduation for students enrolled in target degree programs. This study analyzed the prevalent institutional, academic and situational barriers faced by students in targeted degree programs, the strategies universities currently use to mitigate some of these barriers, and recommendations to improve these strategies or to introduce new ones to effectively support students. In Guatemala and Honduras, examples of institutional

Testimonial from students at UPANA on delays with administrative processes for graduation:

" [There] are delays in the administrative processes because we don't know how to complete them or what are the steps to get your official diploma... We don't know the timing to complete certain documents for graduation or deadlines"

-- Student from UPANA, Jacaltenango

barriers include complex administrative processes required for graduation. As the last step required after completion of coursework and professional practicums at all partner universities, these graduation requirements vary by university and degree program and may include processes such as validating course grades and other certificates, and notarizing documents for graduation ceremonies. These administrative processes can take students an additional three months or up to a year after completing coursework to complete these administrative procedures. There is also a lack of clear and organized information on requirements, due dates, and the steps students must take to complete these requirements (see textbox). Other barriers include financial constraints, especially for those students with from lower socioeconomic households. They are at a disadvantage to completing their degree on time, as socioeconomic problems underpin other key barriers to on-time completion such as delays in course registration for more practical courses as these tend to have a higher cost compared to more theory-oriented courses, and needing to work while studying which can delay degree completion. In Year 5, the Program delivered virtual workshops with over 70 faculty and staff from universities in both countries to share results, reflect on findings and how they impact students' academic trajectory, and to jointly design or improve strategies to mitigate these barriers. The Program supported a prioritization of these solutions with universities that Advance will continue to support in Year 6. These solutions include designing guides and infographics to describe the administrative process for graduation to provide students with clear information and support the academic coordinators of degree programs to guide students through the process. To reduce common individual financial constraints, the Program recommended that institutions continue building on alliances with the private sector facilitated by Advance to continue leveraging incentives from businesses so they can finance scholarships, stipends, and/or work-study programs with flexible schedules. Advance completed the study and will share with USAID next quarter.

Although Jamaica was not part of the qualitative study, as students were not expected to graduate until much later than in Honduras and Guatemala, students faced similar challenges. Academic readiness from previous schooling is a significant determining factor in students' ability to perform and successfully finish their technical degree program. With many students lacking sufficient foundational knowledge and career orientation, students start their technical degree programs at a severe disadvantage, and the Program's activities under IR 2.1 have played a key role addressing this disadvantage. Advance worked closely with partner universities to strengthen career guidance services and integrate orientation sessions that better frame the relevance of technical degrees, explain support services such as tutoring and peer-to-peer support, define requirements for graduation, and set clear expectations for students.

To date, over 600 students have graduated or completed requirements for graduation from Advance-supported degree programs in all three countries.

IR 2.2 Scholarships

By Year 5, the Program distributed an additional 100 scholarships to disadvantaged students in Jamaica, as part of the expansion activities in the country. The Program prepared official introductions to the scholarship program and provided students with detailed information, including incentives and other administrative procedures. In addition, in all three countries, the Program continued to provide regular and rigorous monitoring of scholarship holders' attendance, academic performance, and overall wellbeing, as well as regularly analyzing student data (grades and attendance), and – until the start of the global pandemic – conducting monthly or quarterly in-person visits to meet with university staff and directly with student scholarship holders. Once COVID-19 forced universities to close and students to shift to distance learning, the Program adapted the monitoring and support

to be conducted virtually.

As COVID-19 brought new challenges to scholarship holders and their families, including deaths of family members, unemployment and economic hardships, as well as risk of failing classes and falling behind due to lack of internet connectivity, the Program worked with universities to jointly identify solutions to better support scholarship holders. In all three countries, the Program is covering costs of additional Internet data so students can access their online courses, and in Guatemala, the Program is working with university staff to identify additional tutoring resources and socioemotional and psychosocial support to help students face the pandemic.

In light of COVID-19, universities had to cancel or delay graduation ceremonies for some scholarship holder students' cohorts. In Honduras, to avoid further delays and to support students to obtain their official degree titles, Advance worked closely with CEUTEC and UCENM to organize and implement the first virtual graduation ceremony and/or helped coordinate limited and restricted in-person ceremonies. To date, 107 scholarship holders have graduated or completed requirements for graduation from partner universities in all three countries.

YEAR 5, QUARTER 4 ACTIVITIES

IR 2.1 Expanded access

Activity 1: Conduct rapid study of barriers to graduation.

Honduras: The Program hosted two virtual participatory workshops with the three partner universities in Honduras to share results of the study on barriers to on-time completion of technical education. Over 40 faculty and staff members attended both sessions, which included breakout rooms to provide a joint space for universities to reflect on barriers found and to design solutions to mitigate those barriers. As part of the sessions, the Program facilitated a prioritization exercise with each working group per university to identify areas that the Program can support next quarter.

Guatemala: There are no updates to report on this activity as it was completed last quarter. The support given to universities based on recommendations in the study is described as part of IR 2.1 Activity 3.

Activity 2: Revise recruitment and admissions practices to attract prospective students to technical degree programs

Honduras: The Program continued to identify approaches to adapt “reach back” activities to virtual modalities. This quarter, the Program coordinated with CEUTEC’s technology center to design and implement a “webcamp” style seminar to reach 152 secondary school students and provide them with relevant career information for technical degrees, labor market information for these sectors, and information of the different phases of the admission process.

Guatemala: Due to limitations of in-person “reach back” events since the global pandemic started, Advance consulted partner universities on a few virtual adaptations to outreach and recruitment efforts. As part of these, the Program worked closely with UPANA and USAC on the design of communication materials focused on promoting technical education and strategic economic sectors aligned with Advance-supported degree programs. These materials will be finalized next quarter.

Jamaica: The Program faced challenges coordinating reach back activities during Quarter 4. Secondary school and community-based collaborators expressed difficulty mobilizing secondary school youth to engage online in a virtual session. With secondary school closed for the summer break and no in-person activity to attract them, it became more challenging to reach and mobilize youth to attend sessions. The partner institutions and the Program continued to share digital content and material with the secondary schools and community-based organizations already engaged, which shared it virtually with youth.

Activity 3: Implement and strengthen services to support disadvantaged students within selected institutions

Honduras: There are no updates to report this quarter.

Guatemala: Following the presentation of findings from the qualitative study of barriers to graduation and the prioritization that universities did on the most urgent challenges, Advance provided support to all partner universities to develop virtual and hard-copy guides to better explain the steps and complexities of the administrative process that students must complete for graduation, including language and visualizations that are accessible and understandable to students and faculty members who can mentor them through this process. The guides will be finalized next quarter.

Jamaica: UTech faced challenges identifying the different phases of their student management system development process. Currently, UTech has a student management system that does not support student tracking from enrollment to graduation and it is not connected to an e-learning platform. As the system does not have the functions that a learning management system does, it is not currently connected to student services and career services department. The Program’s improvements include having a central and more comprehensive learning management system that can be used by students, faculty, and staff across all departments, especially incorporating content and services from career and student support. While UTech has an existing student management system, it is not fully operational or cannot deliver all the aspects required to services. As a key initial phase, the Program continued to work with UTech to define and target these improvements to areas related to admissions, student and career services, and student tracking. This includes having functionalities that allow career services staff to have a comprehensive tracking system of a student from admissions to graduation and post-graduation phases with academic and non-academic information synched and available on each student’s profile.

IR 2.2 Scholarship Program

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

Honduras: Advance worked with CEUTEC to plan a graduation ceremony for 21 scholarship holders from the Web Design and Development and Auxiliary Nursing degree programs. The event took place on September 11 with limited in-person attendance to take precautionary measures and allow for social distancing among attendees. At the event, the University’s Dean, Dr. Marlon Breve, the USAID-Honduras Acting Mission Director, and Advance’s Country Director in Honduras provided congratulatory remarks. The Program also worked with CEUTEC to ensure that students receive their

Testimonial from Scholarship Holder Graduate at UCENM:

“ Thanks to the Advance Program and USAID I have received support with transportation and food stipends, education materials, lab equipment and books. This has been crucial to finish my degree program. This scholarship has changed my life”

--Student from Clinical Laboratory degree program at UCENM

diplomas on time as most of them are starting to apply for jobs.

Guatemala: The Program continued to provide virtual follow-up and support to scholarship holders. COVID-19 has affected those families from lower socio-economic status the most, including scholarship holders who come from more economically-disadvantaged households. Most of them have lost their jobs or have experienced a family member facing unemployment or even the death of a family member due to the pandemic. As a result of these hardships, students are showing signs of stress, anxiety and depression, including sleep disorders and an inability to focus on their studies. To respond to this, the Program is working with faculty at all partner universities to provide additional socioemotional and psychosocial support and ensure that there are no further delays distributing students' incentives and access to data plans for internet connectivity.

Advance supported six scholarship holders from USAC, Jacaltenango campus who did not pass all their courses for the academic year. The Program worked with faculty to coordinate virtual tutoring sessions so students could practice for their remedial exams (for students who fail courses) to avoid delays in graduation. Due to this tutoring support, all six students passed the remedial exams and are on track to continue their studies. Thus, 37 scholarship holders from USAC have completed all required coursework and will start their professional practicums next semester. In addition, the Program worked with USAC faculty to provide support to scholarship holders who were doing their professional practicums from the Fruit Production and Forestry degree programs but had to hold on completing them due to the pandemic. To avoid delays in the graduation, USAC agreed to let these students finish these practicum requirements working from their own communities or households in family orchards, gardens, or fruit plantations. The idea is that students will apply similar concepts learned in their degrees in terms of management of land and techniques for harvesting produce. The Program has worked with faculty to provide virtual support to these students to adapt to these new requirements. The Program also supported virtual graduation ceremonies for 50 PPI student cohorts from the Fruit Production degree program.

The Program worked with faculty at UPANA to provide virtual support to students from the Business Administration degree program. This quarter, students took final exams to complete their coursework and were under pressures and constant stress. The Program ensured students had access to virtual tutoring services if needed and socioemotional support from faculty to keep students engaged and motivated until the day of final exams. UPANA will share the number of students who passed the exams next quarter and the Program will support the university to plan for a virtual graduation ceremony.

For URL, students from the Primary Care Nursing degree program had to postpone their professional practicums as working in public or private hospital or medical centers puts them in danger of getting COVID-19. URL will let them postpone their practice until early next year so they can graduate in April or May. Those students from the Hotel Management and Gastronomy and Physical and Occupational Therapy degree programs have continued their classes virtually and the Program continues to monitor their progress virtually.

Jamaica: The Program followed-up virtually with universities to receive updates on the performance and the attendance of scholarship holders. Thirty-two of the original 100 scholarship holders have completed their coursework and are now eligible for graduation. Those who completed are from Animation, Agro-processing & Business Management, Events & Entertainment, and Health & Wellness Tourism degree programs at CCCJ and VTDI. As students completed the academic year at the end of Q3, universities reported that students had challenges with internet connectivity and access to technology. All partner institutions requested that mobile internet data be a part of the incentives given to students to support their shift to distance learning as low connectivity resulted in low attendance at virtual classes and low completion of courses. The Program will prioritize this support to students as without access to technology students are at risk of dropping out.

III. NEXT STEPS

During Quarter 1 of Year 6, the Program plans to carry out the following activities:

Start Up Activities in the DR

Hire staff, meet key stakeholders, and establish operations

Dominican Republic: The Program will finalize the recruitment and hiring process for the three pending positions. Additionally, Advance will hire local and international consultants to complete the rapid assessment basic education activities.

Core Administrative Activities

Administrative processes for cost-share activities

Regional: The Program will complete all cost share reporting for UPANA, URL and UNAH as the Program closes the subawards in Honduras and Guatemala and will continue to work with university partners in Jamaica on documenting and reporting cost share. The Program will work closely with UTech to properly document cost share to avoid further delays. The Program will continue to explore additional sources of cost share from the private sector.

Closeout activities

Honduras and Guatemala: The Program will continue to implement closeout plan activities next quarter, including closing offices in Guatemala and ensuring documentation is stored properly. The Program will also complete distribution of all inventory items with all three universities in Guatemala and close all subawards in both countries. The Program will host final events sharing Program outcomes and lessons learned.

Monitoring and Evaluation Activities

Monitor subgrants with local universities

Regional: The Program will close subawards with UPANA, URL and UNAH in Guatemala and Honduras ensuring all technical and financial reports are completed. The Program will continue to conduct subaward monitoring for open subawards by engaging virtually with faculty and staff.

Collect, process and analyze survey data and update institution reporting tool

Regional: The Program will continue to administer student and graduate surveys in Jamaica, Honduras and Guatemala. The Program will analyze surveys results to complete reports and share them with partner universities to inform their student support and career services strategies, promote learning and foster evidence-based decision-making. The Program will continue to work closely with universities across all three countries to update institutional reporting tools and obtain enrollment and graduation data. The Program will also continue to collect baseline enrollment student data from new partner institutions in the DR. Advance will provide an updated M&E plan that will include updated Year 6, Year 7, and Life of Program targets, including the DR.

In addition, the Program will conduct a qualitative study to assess the Program's outcomes on: (1) changes in

pedagogy and teacher practices; and (2) changes in institutions' capacity to increase access and better serve the needs of disadvantaged students in Guatemala and Honduras.

Crosscutting Assessments

LMA, ILA, and SBAC

Dominican Republic: The Program will finish the LMA and ILA reports and hold virtual presentations to share the results. It is envisioned that USAID, private sector and selected partner institutions will be participating in these presentations. The Program will complete the work plans and sign formal Memoranda of Understanding (MOU) with at least two partner institutions and select target degree programs aligned with priority sectors. The data collection and analysis (interviews, focus groups, surveys) will be completed by the local-hired entity and the final SBAC report and presentations will be finalized.

Result 1 Activities

Curriculum and pedagogy

Guatemala: The Program will continue curriculum revisions for the Primary Nurse Care degree program at URL and will present a proposal for revision of selected courses for URL's approval. Advance will contribute as a reviewer of UPANA's new digital business administration degree program since this new degree will be based on the business administration degree program that Advance supported and revised with private sector inputs. In addition, the Program will support the university to design and disseminate relevant communication materials with youth to raise awareness of the importance of this new degree program. Building on the SEL pilot, Advance will explore supporting EFPEM to replicate introductory SEL workshops with a new cohort of pre-service teachers and simultaneously explore the opportunity to include the Consortium of Universities. In addition, the Program will continue working with the Consortium of Universities to provide guidance and ongoing support during adaptation and implementation of the virtual SEL course. Once a new a point of contact at the Ministry of Education is assigned, the Program will continue to work on adapting the SEL pilot content and materials to a distance (or virtual) learning program for lower secondary teachers.

Jamaica: The Program will continue monitoring the rollout of tweaks to the Entertainment Design, Production and Technology (EDPT) degree program at UTech and work with CCCJ to adapt 11 in-person specialized courses to online courses for the Health and Wellness Tourism and Agro-processing and Business Management degree programs. The Program will work with CCCJ and UTech to complete the integration of the product development modules in the pre-service teacher training program. The Program will continue the rapid assessment and focus groups with students, teachers, pre-service teachers, and guidance counselors to design the curriculum for the PYD, SEL and Career Guidance program.

Dominican Republic: The Program will conduct a rapid assessment with partner institution's schools of education, including teachers, guidance counselors, and students to inform scope of the pre-service and in-service teacher training in PYD, SEL and Career Guidance. After this assessment is completed, the Program will incorporate the three topics in the curriculum design, define the specific target group population, and adapt content to the needs to these groups. In addition, the Program will continue to review strategies and tools used for curriculum revision in other Advance countries to adapt them for degree programs in the DR and, once degrees are selected, Advance will organize, train and establish curriculum task force teams per university to support curriculum revisions.

Teacher, faculty, and staff professional development

Honduras: The Program will follow-up with representatives from CEUTEC and UCENM on the proposal presented to replicate the technical education professional development program developed with UNAH.

Jamaica: The Program will provide specific faculty training sessions to help faculty members assigned to Advance-supported degree programs to develop effective assessment methods for distance learning.

Dominican Republic: Once degree programs are selected, Advance will conduct a rapid assessment with curriculum task force teams to identify the areas to be strengthening by the program, and the training needs of the university staff and faculty of the selected degree programs to prepare professional development plans.

Labor market bridging and career services

Honduras: Advance will continue to explore opportunities for cost share with private sector partners, as well as look for job-placement or internship placement of graduates in their vacancies and funding contributions for new scholarships or equipment donations. The Program will also facilitate virtual industry-seminars with employers related to Advance-supported degree programs and explore the opportunity to adapt and integrate the self-guided e-learning labor bridging modules for students developed in Guatemala.

Guatemala: The Program will implement two virtual training certificates (*diplomados*) to strengthen students' business management and entrepreneurship, targeted at students enrolled in degree programs across all three universities. Advance will continue to coordinate the virtual business analysis training with UPANA, Dooply and the Quetzaltenango Women's Business Association. Advance will conduct the virtual training with URL on the use of the Labor Intermediation Guide and work with all three universities to implement the four self-guided e-modules on labor bridging and employability skills with students in targeted degree programs. The Program will also coordinate virtual job fairs with all three partner universities.

Jamaica: The Program will continue to work with all three partner institutions to identify, coach, and place students in in-person or virtual internships, and to foster additional partnerships with private sector partners to provide internships, employment opportunities and equipment for learning labs. Advance will work with career services staff at all three partner universities to develop industry-related videos with HR managers, senior and junior staff at companies to highlight real-life work activities and design an entrepreneurship training and coaching series for students.

Dominican Republic: The Program will assist and train institutions to develop a private sector partnership strategy to support activities across all five IRs, especially supporting selected technical degree programs as the private sector will be asked to collaborate with curriculum task force teams, among others.

Result 2 Activities

Recruitment and admissions practices and student services support

Honduras: As a follow-up to the webinars on the qualitative study on barriers to on-time completion of technical education, the Program will work with universities to implement a few recommendations that can facilitate students' graduation. Prioritized recommendations include developing graduation guides and sharing resources to further align private sector alliances to fund additional scholarships, stipends, or equipment for labs.

Guatemala: The Program will work closely with UPANA and USAC to finalize communication materials focused on promoting technical education and strategic economic sectors aligned with Advance-supported degree

programs. Advance will finalize virtual and hard-copy guides to better explain the steps and complexities of the administrative process that students must complete for graduation.

Jamaica: To continue the process of supporting UTech with phased improvements to their student management system, Advance will lead a rapid assessment of UTech's current system to better identify the phases and specifications that the Program will be able to support. It will require a phased approach, including strengthening the learning management platform that will also offer more online courses such as the work readiness e-course supported by the Program. With all three partner universities the Program will continue to disseminate career awareness campaign materials for all degree programs, including additional support to VTDI's rural campus. In addition, Advance will continue to support universities to incorporate more digital strategies for applications and supporting admissions processes and promote wider student engagement. This includes fostering web-based applications and/digital uploads for students not able to travel long distances to reach university campuses to complete their applications.

Dominican Republic: To complement the SBAC, Advance will continue to collect data on youth and their families' perception of technical education, as well as the challenges disadvantaged students face as a result of the pandemic, which will inform the outreach, recruitment and admissions strengthening plans in each institution, as well as "reach back" activities in the DR.

Scholarships and Scholarship Holders Monitoring

Honduras: Advance will continue to monitor scholarship holders at UNAH by following-up with students and university staff through phone and virtual sessions to check on students' academic progress. Virtual or limited-in person graduations are expected for December 2020. The Program will also plan and host an alumni network event with scholarships holders.

Guatemala: The Program will support UPANA to plan for a virtual graduation ceremony for students from the Business Administration degree program and continue to conduct phone and in-person visits to check on scholarship holders' academic progress.

Jamaica: Advance will continue to follow-up virtually with universities to receive updates on the performance and the attendance of scholarship holders and will continue to support scholarship recipients with data plans so they can have internet connectivity for distance learning.

Dominican Republic: Incorporating elements from other countries, the Program will define elements of a partial scholarship program with selected partner institutions based on results of cross-cutting assessments, including the application and selection process.