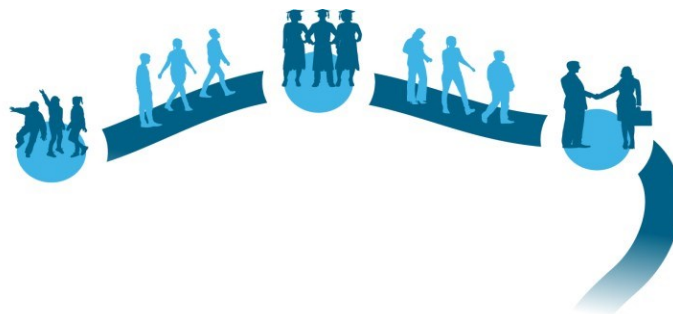# USAID
Advance Program

FHI 360

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

Quarterly Report 13
October 1 - December 31, 2018

Table of Contents

List of Acronyms

CBS   Capacity Building Strategy
CCCJ   Council of Community Colleges of Jamaica
COP   Chief of Party
USAC   University of San Carlos
HEART   Human Employment and Resource Training Trust
HQ   Headquarters
ICA   Institutional Capacity Assessment
ILA   Institutional Landscaping Analysis
IRTRA   Recreational Institute for Workers of the Private Sector in Guatemala
LAC   Latin America and the Caribbean
LMA   Labor Market Assessment
M&E   Monitoring & Evaluation
MOU   Memorandum of Understanding
NGO   Non-Governmental Organization
PPR
USAID   U.S. Agency for International Development
UCENM   Evangelical Christian University New Millennium
UNITEC-CEUTEC Technological University Center
UNAH   National Autonomous University of Honduras
UPANA   Pan American University
URL   Rafael Landívar University
USAC   University of San Carlos
UTECH   University of Technology
VTDI   Vocational Training Development Institute

I. INTRODUCTION

This quarterly report covers key activities and results implemented between October 1 and December 31, 2018 (Quarter 1 of Year 4), for the Advance Program in Jamaica, Honduras and Guatemala. During this quarter, the Advance teams in each country made significant progress in various technical areas in the following degree programs:

Table 1. Partner institutions and target degree programs by country

Jamaica	
University	Degree programs
University of Technology (UTECH)	• Fashion Styling & Image Consulting* • Design & Technology*
Council of Community Colleges of Jamaica (CCCJ)	• Health & Wellness Tourism • Agroprocessing & Business Management
Vocational and Technical Development Institute (VTDI)	• Entertainment & Events Management • Digital Media
Honduras	
University	Degree programs
Universidad Cristiana Evangélica Nuevo Mileno (UCEMN)	• Clinical Laboratory • Logistics & Port Operations*
Centro Universitario Tecnológico (CEUTEC)	• Auxiliary Nursing • Web Design & Development
Universidad Nacional Autónoma de Honduras (UNAH)	• Food & Beverage Management • Coffee Administration • Agriculture Production
Guatemala	
University	Degree programs
Universidad Panamericana (UPANA)	• Marketing & Sales • Business Administration
Universidad Rafael Landívar (URL)	• Hotel Management & Gastronomy • Physical & Occupational Therapy • Primary Care Nursing • Logistics & Transportation*
Universidad de San Carlos (USAC)	• Fruit Production • Forestry*
Total: 3 Countries, 9 Institutions, 21 Programs	

*No student support or Scholarships are being provided

The following sections describe the activities and achievements of this quarter in greater detail and summarize next steps and upcoming activities for Quarter 2 (Q2) of Year 4. The activities described correspond directly to the Year 4 Work Plan.

II.   ACTIVITIES AND ACCOMPLISHMENTS

Core Administrative Activities

Activity 2: Participate in university task forces

Honduras: The Program worked closely with UNAH's task force to finalize the selection of scholarship recipients who will receive awards the following quarter. CEUTEC and UCENM task forces have remained engaged through activities described in detail throughout this report in areas of curriculum development and labor bridging activities, for example.

Guatemala: The Program has streamlined interactions with committees and individuals from UPANA and URL from its different campus. As the Program has advanced, designated representatives are called upon when needed to provide support for design and implementation of activities for the Program. For example, to design and launch career fairs, faculty from the Business Administration technical degree program at UPANA were instrumental in developing and executing this labor bridging activity. At URL, staff and faculty from the Hotel Management & Gastronomy technical degree program provided support to motivate student participation in the guided visits for labor bridging.

The Program has provided extensive technical support to USAC while identifying personnel that accompany the Advance Team in the areas of curriculum development, students, staff and faculty events and activities. These individuals, such as Academic Directors, professors and the FAUSAC campus Director are invested in strengthening technical degree programs in the university and will serve as champions for the design and implementation of activities and tools in support of these degree programs. The Academic Director for the technical degree program in Fruit Production, for example, has been relieved of one of his courses so that he can dedicate that time to Advance Program activities.

Jamaica: Each institution in Jamaica has a unique model to determine the role and responsibilities of task forces that are dedicated to support the Advance Program activities. UTECH has included the head of admissions, recruitment and corporate communication in the development and implementation of general Advance-related activities. Professors, academic coordinators and administrative staff have remained involved in activities around curriculum development and scholarship management.   The CCCJ and VTDI task forces include curriculum, registrar, program coordinators and examination officers, as well as the executive directors of each institution This approach has led to improved feedback, greater institutional buy-in and responsiveness. The Advance Program has been instrumental in integrating various departments around activities in support of technical degree programs.

Activity 3: Develop and implement Communication Activities

Jamaica: Using the Advance Regional Communications Plan as a starting point, the Program in Jamaica developed an editorial calendar for communications materials to be created and shared in Q2. The Program also developed on-camera testimonials of Advance scholarship recipients that will be used to highlight how the Program is changing the lives of disadvantaged youth in Jamaica, helping to (1) Increase program visibility (2) Develop strategic partnerships and (3) expand reach to disadvantaged youth.

Monitoring and Evaluation Activities

Activity 1: Monitor subgrants with local universities

All countries: The Program developed and refined existing data collection tools for universities to track important information on admissions to technical degree programs that universities did not previously track. By collecting this information, it also provides support in student monitoring on a quarterly basis. The Institution Reporting Tool is used by Advance to monitor student enrollment data and faculty and staff information in technical degree programs. The Institution Reporting Tool was simplified for universities to collect all pertinent information needed for the Program's M&E purposes. This is an innovative tool for the universities therefore, the Program provided training to 32 university staff in Honduras and Jamaica for proper and consistent use of this tool. Institutions in Guatemala will be trained in this tool next quarter.

The Program finalized and rolled out the Country Office Tool to monitor program activities and events within the subawards for each institution. Progress on curriculum development and tracking of professional development activities are also being documented to monitor technical assistance provided by the Program. Country teams are updating information monthly.

Activity 2: Update M&E plan and indicators targets

All countries: The Program submitted an updated M&E Plan and Performance Plan and Report (PPR) indicators for Fiscal Year 2018. The Program worked to collect remaining 2018 data disaggregated by age and gender, which will be presented in early 2019. Both the M&E Plan and PPR report reflect numbers-to-date from Program partner institutions.

In Jamaica, the Program completed baseline data collection for the Agro-Processing and Business Management cohort of students enrolled in the three CCCJ member colleges.

Result 1 Activities

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

IR 1.1 Curriculum design and pedagogy improved

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

Honduras: In December, the Advance Program facilitated a curriculum development workshop to build capacity in this area for 26 faculty from CEUTEC and 6 staff from the technical degree programs Auxiliary Nursing and Web Design & Development. At CEUTEC the Directors of Curriculum Development previously developed and revised curriculum on their own without incorporating faculty in this process. The workshop was co-facilitated by the Director of Curriculum Development at UNITEC. This participatory workshop promoted participants to discuss and reflect on key topics such as students' profiles in technical degree programs and the differences between four-year degree programs and technical degrees. Applying backwards design to curriculum development, participants identified the jobs that their students would be applying for and listed the competencies required for those positions. The Coordinators of Curriculum Design had never held a participatory session such as this where such a large group of professors provided direct input into curriculum revisions. Each participant was

asked to work on 2-3 concrete action items that will impact curriculum development, in the short term, at their institution. Faculty were tasked to map out their individual courses taught and analyze the content of each. This mapping exercise allows departmental coordinators to compile individual course reviews and collectively analyze the results by degree program. Faculty and staff will then come together to discuss and agree on the scope of the curriculum improvement. Similar workshops will be conducted at UCENM and UNAH. A final workshop will bring the three universities together to discuss similarities and differences experienced throughout the process.

Guatemala: Advance is working closely with the Academic Vice-Presidency department of the URL on the design of a new program on Logistics & Transportation. Two consultants, a specialist in curriculum development and a specialist in logistics, have been working together to the coursework of 40 courses. Desk research and interviews with representatives from the private sector and faculty were conducted to develop the three-year, competency-based degree program. In a follow up meeting, the Academic Vice-Presidency department of URL along with the Dean of Social Sciences provided their evaluation on the new degree program. A suggestion to change the degree name to Logistics and Supply Chain Management was made. The curriculum will now go through validation from the private sector for final approval to launch in 2020. As in previous experience, Advance will convene representatives from the private sector and university personnel in 2-hour sessions to present the degree program and together discuss course content, flow and balance between practical and content in the program, and to agree on the final curriculum.

The Program held an initial meeting to review the study program of USAC's Fruit Production and Forestry technical degree program. This study program has not been reviewed in the last 42 years. After this meeting, it was agreed to update the curriculum with the support of the Program.

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

Jamaica: The Program held three curriculum strengthening meetings for 54 participants at the CCCJ member colleges that offer the Agro-Processing and Business Management program: Montego Bay Community College, Knox Community College and College of Agricultural Science and Education. The Program presented degree program structure and course descriptions to participants for feedback to ensure collaboration, consensus and buy-in. It was agreed that there should be a strong focus on the application of knowledge, emphasis on the development of soft skills/ transferable skills, the inclusion of field trips for modules related to food processing and strong engagement with industry to share resources and for labor bridging.

The Program also completed curriculum validation of UTECH's Image Consulting and Fashion Styling degree program. A total of seven lecturers participated in the validation process, which included review and analysis of curriculum for content validity, alignment of assessment as competence based, and alignment with international trends and best practices, level of difficulty, sequencing and formatting. The final curriculum document was accepted by all reviewers.

There are no updates to report for VTDI in this activity.

Activity 2: Assess and adopt revised curricula

Honduras: There are no updates to report for this quarter, as curriculum is currently in the revision phase in Honduras.

Guatemala: The Program met with the Executive Director of the International Transport Users Council, part of the Guild of Exporters from Guatemala, to review the curriculum developed for the Logistics & Transportation

degree program at URL. Participants of this curriculum review agreed that the work done is strong and on a great track for launch. The Academic Director of URL conducts monitoring of curriculum implementation of all degree programs through monthly meetings with teaching staff. This information is then shared with Advance on a monthly to bimonthly basis.

Program staff visited two campuses of UPANA to monitor the implementation of the Business Administration degree program. The monitoring visit also served to inform Program staff of educator training needs for future professional development activities in areas such as soft skills trainings.

There are no updated to report for USAC, as both degree programs are currently in the revision process.

Jamaica: In October, the Program began piloting of the Agroprocessing and Business Management degree programs at three community colleges of CCCJ. Advance made recommendations on including video editing and motion graphics modules in the Animation degree program at VTDI to provide stronger employment opportunities for graduates of this degree program. Curriculum revisions for this program will continue in Q2.

The Program also participated in validation meetings and classroom observations for curriculum development and assessment at CCCJ. The Program used these visits to prepare a monitoring schedule and the appropriate tools to track and evaluate the work happening in the classrooms in the next quarter. A couple of challenges identified include: (1) Poor communication between the Exams Department and the CCCJ secretariat and member colleges on writing exams for new courses and (2) No formal structure to facilitate continued communication on curricula and course content among lecturers across the different colleges. Next steps in this process include: create a virtual working group to facilitate on-going conversation among lecturers, conduct a page by page review of the curricula with the Principal and Program Coordinators to guide budgetary planning, and host an exam writing workshop and follow-up meetings for the new programs.

The Program will hold similar meetings for monitoring curricula at VTDI and with the Agro-Processing and Business Management program at CCCJ during Year 4 Quarter 2.

There are no updates to report for this activity for UTECH.

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

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

Jamaica: The Advance Program began discussing this program component with all three universities to understand the current state of each institution. UTECH has an existing research agenda. They have conducted preliminary work on research related to disadvantaged youth and the need to create pathways to higher education. The institution has a direct focus on community engagement as a part of its mandate. This is an opportunity for Advance to provide further support to this area by helping them to refine this work and share it with wider stakeholders.

Two of CCCJ's member colleges, Knox and Excelsior, are conducting research focused on pedagogy and student engagement. The Advance Program will engage a local consultant to help them refine this research in preparation for possible publication. CCCJ plans to highlight the importance of a strong research culture during its upcoming professional development conference in January 2019.

VTDI has expressed a commitment to focusing on this Program component in Q2.

IR 1.2 Teacher, faculty, and staff development refined

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

Honduras: In October 2018, the Program held a work session with the Department of Human Resources at UCENM to develop a menu of professional development options for this group of staff working in three different campuses.   The Advance Program designed the instrument for evaluation and analyzed the data collected to develop the menu of professional development activities.   The areas identified for training include: job onboarding and overview of the university, development of processes and procedures for the workplace, effective communication, relationship building, effective supervision, teamwork, task management and delegation, achieving goals and objectives, Microsoft Office (Word, Excel and Power Point) for decision making and creation of reports. The product of this session forms part of a report called Plan for Professional Development of Administrative Staff which includes general results of participants' performance evaluation, average schooling and competencies of the individuals.   This Plan for Professional Development is being structured with objectives, targets and types of trainings needed according to each group of university employees along with a tentative calendar and budget for proposed activities.

In conjunction with the National Center for Training in Biosecurity of the UNAH, the Advance Program facilitated a training for 19 professors and 10 staff students from the Clinical Laboratory technical degree program of UCENM covering areas of Norms on Biosecurity, Management, Storage and Transport of hazardous chemical substances as well as safe use and management of material that contains mercury and its future prohibition. The training served as a professional development opportunity that also allowed participants to fulfill the international norms of health and security, which complimented their academic work.

Guatemala: The Business and Economics Academic Department of URL organized a conference titled, "Innovation as a tool for competitive business." Advance sponsored registration costs for six faculty from the Academic Department of Business Sciences from URL. Participants complemented their knowledge from the classroom with new knowledge gained on innovative ways of working using technological tools in the workplace. Participants of this conference heard presentations from companies such as Toyota and IRTRA. Advance Program staff also hosted a booth where they highlighted information on the work being done with technical degree programs and the labor bridging support to private sector companies such as IRTRA who previously collaborated with the Advance Program on a guided visit.

At UPANA, the Program conducted a short course on Tools and Methodologies for learning, in which 31 participants from 6 campuses convened for 40 hours over two weekends. Participants explored areas including, 1) Creativity and Innovation in the classroom, 2) Collaborative Learning, 3) Observational Learning, 4) Design Thinking and 5) Bloom's taxonomy. A topic of importance discussed was evaluation as competencies are being developed. Observations and recommendations for UPANA faculty will be share on Q2.

There are no updates to report for USAC.

Jamaica: A total of 17 lecturers from the Agro-processing and Business Management Program at CCCJ participated in an externship at the Scientific Research Council to increase their knowledge of food processing, product development and biotechnology. The lecturers acquired subject-specific training to teach this content in upcoming semesters. For example, food chemistry will be offered in semester two and product development will be offered in semester four.

There are no updates to report for VTDI and UTECH.

Activity 2: Institutionalize professional development programs for faculty and staff

Honduras: The Advance Program is working with universities to develop a Plan for Professional Development based on experience in developing a menu of options for each university as part of the Program. Currently, the Program is working towards prioritizing professional development activities that will roll out during the life of the Program and which of those should be continued on by the universities themselves.

Guatemala: During this quarter, the Program is working with the universities on a university-wide plan for professional development. Technical assistance is defined to include trainings on new areas such as legal start-up for the three universities and an epidemiology workshop for URL.

Jamaica: The Program has identified the need to strengthen assessment of teaching and non-teaching staff to go hand-in-hand with professional development. The process will be further strengthened in upcoming quarters and institutionalized to accompany PD processes within the Jamaican institution.

Activity 3: Conduct study tours for faculty and staff

All countries: The Program selected 24 faculty and staff to participate in the second international study tour to Mexico. Drawing from the previous application and selection processes, 16 participants from Guatemala, 5 from Honduras and 3 from Jamaica were chosen to form part of this professional exchange. In November, the selected faculty and staff traveled to Queretaro, Mexico for a week-long visit to five technical education universities: Universidad del Valle de México, Universidad Tecnológica de El Retoño, Universidad Tecnológica de Aguascalientes, Universidad Tecnológica de San Miguel de Allende, Universidad Aeronáutica en Querétaro. Study tour participants learned about the technical degree programs offered at these universities, their institutional history, their recruitment and admissions practices, scholarship programs, student support services offered, curriculum development and private sector partnerships. Each participant proposed a project that they will implement in their home universities to adapt knowledge and ideas learned on this study tour. There were 10 projects related to curriculum and pedagogy, 3 related to teacher and staff professional development, 8 linked to labor market bridging, and 3 connected with recruitment and admissions strengthening.

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

All countries: The Program hired a regional private sector consultant who is working with universities in each country to identify partnership opportunities and work with institutions on developing and implementing plans to expand partnerships.

Honduras: The Program hosted a workshop to implement a labor bridging strategy that brought together 5 professors and 7 staff from UCENM's Clinical Laboratory technical degree program to develop a plan that will strengthen linkages between the university and potential employers for this degree program. Next steps

include, incorporating labor bridging activities in each academic semester for students to gain exposure to potential employers including guided visits and internships.

The Program designed and implemented 7 guided visits in partnership with UCENM to private and public entities in the health sector to develop required competencies for students in the Clinical Laboratory degree program at UCENM. Organizations visited include: Hospital Mario Catarino Rivas, Laboratorios Express, Hospital San Felipe, amongst others. Through these visits, 140 students had the opportunity to visit potential employers, become familiar with the equipment used at each location and learn from professionals through a question and answer panel with employees.

At CEUTEC, the Advance Program registered and sponsored 37 students, 4 professors and 2 staff from the Web Design & Development technical degree program to attend the conference, "Synergy Business Innovation." Participants learned about topics of entrepreneurship and career management from national and international speakers. The Program also designed and offered a workshop for 15 professors and 6 staff from CEUTEC to discuss the Program's component of labor bridging. The event provided participants with the space to analyze the current partnerships the university has with employers and the existing career services offerings. The results of this discussion led the group to agree on the need to improve and tailor these components for students in technical degree programs. CEUTEC currently has a Global Career Center and will work on developing a report on this event for university leadership to convene the appropriate departments of the university that will work on strengthening career services in 2019.

Advance plans on replicating the activity mentioned above with key personnel at UNAH.

Guatemala: A total of 29 students from the Hotel Management & Gastronomy degree program at URL completed 100 hours of service in a professional internship program with *Housekeeping* departments of the hotel industry*.* This is a requirement to complete their degree program as a key component that complements in-classroom learning. The Advance Program visited a variety of hotels in the country to propose they host student interns in their housekeeping department and provided URL support in establishing agreements with 5 hotels in 5 different cities of the country. The Program met with students to review the required component of their degree program and to help organize students' schedules for availability.

The Program designed and executed a guided visit for students, faculty and university staff from the Hotel Management & Gastronomy degree program at URL to visit family owned and community based gastronomic businesses in the Gastronomy Route of Tecpan. Participants included 29 students in their second year of the degree program, 4 professors and 2 academic coordinators. The Program designed a second guided visit to the touristic city of Antigua, Guatemala for 29 students, 10 professors and 1 academic coordinator from the Hotel Management & Gastronomy degree program at URL. The visit provided participants with a look into the administration of boutique hotels and highlighted innovative agro-touristic offerings at resorts.

The Advance Program met with representatives from UPANA to discuss labor market bridging strategies which encompassed three models: Triple helix (academia-business-government); National model for innovation (private sector-government-academia) and the government model Sabato and Botano (government-business-academia). An initial and draft proposal was made to build strategic alliances in the following areas: i) Development of Human Capital through In-Company Programs; a Corporate University; University Programs; and Student Scholarships ii) Knowledge transfer through internships, fieldwork, guided visits, big data, research and/or innovation, contests and events iii) Business Branding and Networking; iv) Outreach and attraction of talent through a job search database, career fairs and practice interviews.

Finally, the Advance Program in Guatemala held two meetings with the Ministry of Economy in Quetzaltenango, Guatemala to present to representatives from the Vice Ministry of Micro, Small and Medium Enterprises a timeline of activities and plan for an entrepreneurship contest that will involve students from URL, UPANA and USAC. Students will be encouraged to present entrepreneurial ideas for business ideas that are economically viable and socially useful.

Jamaica: Eight VTDI students participated in a guided visit to the Jamaica Musical Theatre Company. These students are enrolled in the Entertainment and Events Management Program. As a part of their coursework, the students learn how to coordinate and manage a variety of events including theatre productions. During this guided visit they helped with back stage activities such as props and costume arrangement, and front-of-house activities such as a box office coordination. The guided visits are designed to give students practical industry experiences that complement what they learn in class.

At CCCJ, Advance partnered with Excelsior Community College to host a student event highlighting local entrepreneurs. The event was held in November during Global Entrepreneurship Week. There is a greater focus on entrepreneurship in Jamaica, as it serves as one of the strategies to tackle youth unemployment and stagnant economic growth. The objectives were to: inform students about what it takes to be a successful entrepreneur; facilitate one-on-one discussions between students and entrepreneurs who were CCCJ alumni; help participants understand the process, challenges, risks and rewards of starting up a business. The entrepreneurship event was attended by Advance Program students and was also extended to the wider student population, culminating with 88 students in attendance, including 7 from Advance-supported programs. Feedback received from the post-event survey showed that students felt the event was informative and interactive, and the majority said they were inspired by hearing from alumni who are entrepreneurs and interested to learn more.

The Program also met with the Tourism Enhancement Fund (TEF), which yielded interest in supporting curriculum strengthening for the wellness tourism program at CCCJ and providing linkages to industry experts. TEF is planning several sensitization events on registered spas and wellness sites in 2019 and Advance has been invited to partner on hosting and giving intuitions platforms to support recruitment and outreach for their wellness tourism programs. The Bureau of Standards sits on the TEF committee in its capacity as the agency responsible for the development, adaptation, revision and adoption of standards for goods or services. The Bureau is revising spa standards and other elements under wellness tourism and has offered to work with CCCJ by reviewing and monitoring the curriculum delivery beginning with the spa management modules.

The Program also facilitated a partnership between CCCJ and the Scientific Research Council (SRC) was for the Agroprocessing & Business Management degree program. The SRC expressed interest in signing an MOU with the CCCJ to offer internships for students and externships for teachers. They have already committed to offering the student(s) who receive the highest scores in the capstone project the opportunity to receive support for product development and marketing of product.

The Program also hosted the first of a resource mobilization series for partner institutions to prepare universities for private sector engagement. The approach is to encourage more strategic thinking to build partnerships and improve universities' marketing and public relations platforms to better tell their stories. The 23 participants at the first workshop held in December included marketing and communication officers, lecturers, students, senior administrative staff and program coordinators from all three institutions. The aim was to sensitize participants on integrated marketing communication (IMC) tactics that can be used for successful partnership building, including raising visibility among key audiences. An output of the workshop was a message matrix tool that participants were encouraged to use in their daily operations to develop key messages. A majority of participants indicated via a post-session survey that they felt better able to develop key messages for their departments and

stakeholders and to create social media content to communicate with stakeholders. The resource mobilization series will continue in Q2.

In an effort to form private sector partnerships for costshare, the Program met with three financial institutions: Jamaica National Bank, National Commercial Bank (NCB) and Western Union Caribbean to present the Advance Program and discuss partnerships for 2019. All three have shown interest in supporting direct scholarships for students, while two have expressed interest in enrichment opportunities for students such as mentoring and coaching, as well as doing professional seminars at their offices and at the institutions. The next steps include formalizing the collaboration, which could contribute to cost-share from direct cash contributions for scholarships.

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

Honduras: The Program provided support in developing the workshop called, *Volunteering as a Strategy to build Employer contacts,* in which 20 scholarship recipients from CUETEC's Web Design & Development technical degree program of CEUTEC participated. The coordinator of the Honduras Volunteers Network facilitated the workshop. Participants learned about the 30 organizations in the network and the type of volunteer work they could complete. Half of the students participating in the event signed up to be part of a fair where they would have the opportunity to learn more about the organizations first hand and to find a volunteer opportunity as a strategy to gain work experience in their field. Advance served as the initial contact for the Volunteers Network and provided support in the logistics of the initial workshop. There are plans to extend this workshop, along with other workshops as part of a series of workshops and trainings, to all students enrolled in technical degree programs supported by Advance in 2019.

The Program hosted a workshop called, *Emotional Intelligence*, for 25 scholarship recipients from the Auxiliary Nursing technical degree program at CEUTEC. Informed by the results of the psychometric exams applied during the student admission process, the event was designed to teach students how to detect their emotions, to practice self-control and teamwork. Participants learned how emotional intelligence can also impact their personal relationships with family and the impact it will have in their work environment.

Also at CEUTEC, Academic Coordinators from technical degree programs were invited to provide examples of career services activities being implemented and monitored in their departments. This was a space to exchange ideas and best practices to strategize on implementing links to the employment sector. The Advance Team facilitated this discussion where current strategies in place were assessed and proposals for new activities were discussed. Currently, CEUTEC's career services are mainly geared towards students in four-year degree programs. Students approach staff in search of career guidance, psychometric exams and academic tutoring. Students in technical degree programs, especially those from disadvantaged communities, require additional individualized support that is incorporated to their program rather than having the students themselves take the initiative to seek this support. Advance will work with CEUTEC's Global Career Center in Q2 to create tailored activities for students in technical degree programs to be better equipped for labor insertion upon graduation.

To complement classroom learning and promote hard skills development, Advance organized a training on *Basic Norms for Biosecurity* for 150 students from the Clinical Laboratory technical degree program of UCENM. This event was hosted together with the faculty and staff professional development session mentioned above in Activity 1 of IR 1.2.

At UCENM, Advance worked with university officials to host a workforce engagement session for 222 students, 7 professors and 17 staff from the Clinical Laboratory technical degree program to improve rates of employability in graduates from this degree program. Organizations from the health sector, including Hospital CEMESA, Hospital Del Valle, Diagnosticos LIDSA, Cruz Roja Hondurena, amongst others, participated in this event to discuss the skills needed by these students to be best prepared for the workforce. The Advance team presented an FHI 360 study that speaks to the skills gap through reflections from employers, educators and youth and led a panel session on skills needed by graduates of the Clinical Laboratory technical degree program. The panel was made up of a representative from the employment sector, a professor and a student graduate. This was a space to exchange ideas and share advice for student to gain better employment upon graduation. UCENM's Coordinator on Curriculum Development presented results from work being done between academia and employers on the responsibilities and competencies that are required amongst studies in clinical laboratory, and employers were invited to showcase equipment that are currently being used in laboratory internships.

Guatemala: The Program hosted two career fairs this quarter. The first one was held at URL's campus in Quetzaltenango in October and was attended by 126 participants, who interacted with employers from 10 businesses representing the sectors of beverages, manufacturing, and banking, among others, which are relevant to technical degree programs at URL. The Program hosted a second fair at UPANA featuring 15 businesses and 50 student participants, of which 10 students were from Advance technical degree programs. A few of the companies represented at this event include, Banco Azteca, Telus and Ferromax. The Program plans to host a career fair at USAC in 2019.

The Advance Program provided USAC support in the implementation of an entrepreneurship fair for students from the Fruit Production degree program. The objective of the event was to highlight products and services that students in their second semester of this degree program have developed. 43 students along with a professor participated in this event which was tailored to a student audience and professors from this university.

Jamaica: The Program began designs for an enrichment program to be implemented in Q2, including establishing personal branding and digital media footprints, which will culminate with a leadership event for the students. Employers are increasingly doing social media searches on potential employees in Jamaica, and these enrichment trainings help students to ensure that their social media posts and general digital presence remain positive and promote their skills for employment.

Result 2 Activities

Result 2: Equitable access for marginalized and disadvantaged individuals to target fields increased.
IR 2.1 Increased Access

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

Honduras: The Advance team met with representatives from the three universities to analyze current recruitment and admissions practices and better understand what technical support the Program can provide to improve these practices in year 4. Key outcomes of these meetings include: (1) UNAH has a required admissions exam to decide who is admitted to the university. As a way for high schools to best prepare students for this exam, the university is sharing test results with respective institutions. (2) CEUTEC's outreach department and admissions department work closely together by sharing a database of potential candidates populated by the

outreach team. The admissions team calls candidates and communicates over email to match candidates with the different degree programs offered at the university. The marketing department visited secondary schools to promote academic degree programs. (3) UCENM currently has one staff member in the marketing department in charge of recruitment and admissions who has a list of institutions that are visited to promote the academic offering of the university.

Through this diagnostic, it was determined that all three institutions require technical support in developing recruitment strategies to increase enrollment to technical degree programs. A training on developing and executing an effective recruitment and admissions strategy is needed. UNAH does not traditionally conduct recruitment due to the overwhelming amount of applications the institution receives each year. Their need is to create more visibility of their technical degree programs and their admissions strategy must consider allotting enrollment to a larger number of their applications for these programs. CEUTEC has an existing structure and staff who must be trained on developing a recruitment strategy for technical degree programs. Their current process for recruitment is focused on visibility and brand awareness of the university with little to no detail on tailored recruitment specific to technical degree programs. UCENM lacks staffing, strategy and processes for recruitment. This institution requires the most support in building an effective structure for recruitment and admissions to their technical degree programs. Tools to document their work on recruitment is also needed to track and evaluate their most effective methods to increase enrollment to these programs.

Guatemala: In December, the Advance Program conducted a quick diagnostic on recruitment strategies at UPANA and USAC. Based on this information, Advance determined the need to work with partner institutions to develop an improvement plan at each university that will expand access for students to the technical degree programs. All universities will receive a training on developing and implementing a successful recruitment and admissions plan that includes activities such as admissions application workshops, parent information sessions and live current student online chats, amongst other innovative ideas tailored to technical degree programs. As part of the training, key personnel from each university will be provided with templates to track the number of recruitment activities implemented each month as well as a tracking tool for number of applications being received for each technical degree program part of Advance.

Jamaica: The Program hosted a roundtable discussion with special needs stakeholders to discuss issues of access to tertiary technical education programs, and to better understand the social, political and psychological environment that support and/or deter special needs youth. Ten teachers and program managers for deaf youth and deaf students participated in this roundtable. USAID Jamaica's activity manager for education and special needs groups also attended as this is an area of great interest for the local mission. Less than ten deaf youth are confirmed in tertiary technical programs in Jamaica. The challenges include lack of interpreters, poor signage on campuses, non-deaf friendly course material, lack of special needs department at tertiary institutions, the demotivation and fatalism of deaf youth. The stakeholders in attendance were committed to working with Advance and partner institutions to guide basic changes in admissions such as wider online application processes, opportunities for face-to-face interviews or video interviews so the potential students can sign with an interpreter and improve the interactions with admissions officers, and development of teaching and learning aids.

Advance engaged the admissions and recruitment team at UTECH to schedule and plan interventions for the upcoming quarter. UTECH and Advance will participate in joint recruiting visits to secondary schools beginning in in Q2. In relation to these recruitment efforts, Advance met with the Ministry of Education and Youth representatives to discuss secondary school engagement. The youth division director committed to collaborating with Advance in Q2 by convening a meeting with youth empowerment officers to help to raise awareness about the academic programs supported by Advance as well as the career opportunities for disadvantaged youth. Heads of all three partner institutions participated in this meeting.

Activity 2: Review and strengthen support services within selected institutions

Honduras: The Program continuously works with university task forces on student support services for scholarship recipients to strengthen support for these students. During this quarter, the Advance Program monitored academic performance of all 75 scholarship students at UCENM and CEUTEC. The Program recommended a list of students to academic tutoring and complementary workshops to their academic courses. The Program supervised after school study and homework sessions. Although many of these activities began with scholarship recipients, Advance aims to expand access to these services to all students of the technical degree programs.

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

Jamaica: The Program disseminated a survey to look closer at the offering at each institution in the following areas: career and placement services, residential/housing services, clubs and societies; sports; student governance, professional development (Career planning, workshops, job search, resume writing, etc), student interpersonal development (soft skills, leadership), scholarship and financial support, alumni engagement, orientation and onboarding, health services; counselling; cafeteria and wellness, online services and resources, outreach and volunteerism and collaboration among institutions.

The survey revealed a need to create better synergies among CCCJ member colleges, especially in areas of professional and student interpersonal development. The institutions assessed all expressed willingness and desire to collaborate to share best practices on career planning for students. Additionally, the survey highlighted that online services and resources for students are lacking across all institutions. There is also low engagement with the resources that exist, such as inactive college website, no online courses offered, limited use of digital databases, limited social media use to promote programs and career guidance.

Advance determined that student services and career services units at partner institutions could capitalize more on using digital and online media to engage students. Advance therefore conducted two workshops for 36 representatives from student services, career services and IT department, to hear more about student services and online media engagement with student and career services staff from each institution. The workshop objectives included: sensitization on the use of social media to improve student engagement; problem-solving and developing online strategies for career services; creation of opportunities to collaborate across departments and institutions. Participants worked in groups to identify one to three social media-related activities that they could implement by the end of March 2019 to engage students.

Activity 3: Strengthen access for secondary students to technical tertiary education (Guatemala)

Guatemala: The Advance Program met with the Ministry of Education and USAID on several occasions to establish points of contact for this activity, scope and size of this intervention. Representatives from USAID, MCC, and Proyecto Puentes also formed part of these meetings.

IR 2.2 Scholarships

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

Honduras: The Advance team worked with UCENM and CEUTEC representatives to monitor the retention strategy being implemented for 75 scholarship students to prevent attrition. This strategy includes steps to react to red flags that may lead to student dropouts from their degree program. In the case that a student must abandon

his/her studies, careful documentation must be made with the reasons for dropout. This process provides lessons learned that should be considered by universities to better support disadvantaged students and the challenges they face on a day to day basis.

Guatemala: The Program conducted in-person visits to monitor students' experience in the Program. The team traveled to two different cities to meet with 7 scholarship recipients from the Business Administration degree program at UPANA. These visits served the Program to hear directly from the student on her/his experience and to observe classrooms and tutoring sessions to get a complete view on the scholarship recipient's experience.

The Program also completed monthly in-person visits to two different campuses of USAC to meet with 37 scholarship recipients on each occasion. Meetings with professors are also held to evaluate student performance and continued enrollment in the Program. The Program also reinforced the need to work toward completing volunteer hours as part of their scholarship agreements.

Student monitoring at URL is done through staff representatives who the Program team meets with to get an update on student performance.

Jamaica: The Advance Program worked strategically with CCCJ and VTDI to launch the start of the AgroProcessing and Animation degree programs this quarter. The Advance Program developed a scholarship manual outlining the recruitment and selection process as well as roles for Advance and the universities. Advance designed the scholarship application form and provided support in selecting semi-finalists to be interviewed by a panel. Advance developed the interview evaluation rubric and the selection criteria for finalists. The Program also assisted in writing content for communication materials for the scholarships such as email messages. Input was given for the development of digital and printed flyers which the universities produced. 30 students were awarded scholarships for CCCJ's Agroprocessing & Business Management program and 19 students were awarded scholarships for VTDI's Animation degree program.

III.   NEXT STEPS

During Quarter 2 of Year 4, the Program plans to carry out the following activities:

Core Administrative Activities
Grants component:
The Program expects to sign a subaward with USAC in Guatemala and to make modifications to the other institutions' subawards to increase funding for scholarships for the 2019 academic year. The Program will continue monitoring technical and financial activities for each subgrant.

Administrative processes for cost-share activities:

The Program will complete initial costshare reports from partner universities and will explore costshare opportunities through private sector engagement in each country.

Monitoring and Evaluation Activities
Baseline study and regional data collection

The Program will implement the Institution Reporting Tool and student online survey in UNAH and for the Agroprocessing and Business Management at CCCJ. These institutions have been trained on data collection with this tool. Additionally, the Program will train the Guatemala institutions on use and data reporting with the Institution Reporting Tool to begin collecting data for all three universities in Q2. The three countries will continue the reporting progress of all activities under Results 1 and 2 with the Country Office Tool.

Result 1 Activities

Curriculum and pedagogy

Honduras: In CEUTEC, the Program will continue to execute the curricular mapping to establish the scope of the changes that are needed (tweaks, deep-revision) of both degree programs. The Program will work with UCENM to complete the new curriculum for the technical degree program in Logistics and Port Operations. The private sector will continue to be involved throughout the curriculum revision process. Also, in coordination with each university, the Program will determine a research agenda aligned with the intermediate results of the Program.

Guatemala: The Advance team will continue working on curriculum revision of the two USAC majors of Fruit Production and Forestry. At URL, the Program will share a draft curriculum for the Logistics & Transportation degree with university officials, who will begin their approval process for program launch in 2020. The Program will also begin and curriculum revision of Physical & Occupational Therapy as well as Primary Care Nursing.

Jamaica: The Program will assist UTECH with content writing for Design and Technology modules. Across institutions, the Program will develop and implement PD activities to sensitize teachers on the preparation and delivery curricular activities that appeal to different learning styles and will support teachers in the design and use of non-traditional assessment methods.

Teacher, faculty, and staff professional development

Honduras:
The menu of professional development activities will be reviewed with each institution to prepare and implement a series of professional development options for teaching staff. These activities will focus on the pedagogical areas (instructional design, learning strategies and evaluation by competencies), content needs (the key competencies for graduates aligned with the need for the employers) and key soft skills that the teachers need to promote in their students. Teaching staff will also be involved with career services activities.

Guatemala: The Program will host a training for USAC professors targeted at managing different tools and methodologies for learning. Results from the ICA will be reviewed with URL and USAC to finalize and implement a professional development plan for the year while Advance continues implementation of the activities previously identified with UPANA.

Jamaica: The Program will co-host workshops and implement externships to enhance subject-matter knowledge among faculty and ensure key non-teaching staff are included in industry-related workshops. The Program will also explore and implement faculty soft skills development activities, focusing on the acquisition of soft skills in young adults and the importance of key soft skills in the workplace. Additionally, the Program will Facilitate Online Media Training to increase the use of Online and Digital Media to enhace awareness and uptake of student services.

Labor Market Bridging

Honduras: The Program will finalize the design of and will implement the Skills Development training to strengthen career services offering at each university. The Skills Development program will consist of 3 blocks and 15 training spaces related to life skills, employability and entrepreneurship. With the inclusion of national consultants and teaching and administrative staff from the universities, a series of training sessions will be held for students of the technical degree programs part of Advance.

Guatemala: The Program will implement the entrepreneurship program mentioned earlier in this report, with incentive funding provided by the Ministry of Economy.

Jamaica: The Program will work to integrate digital platforms in student and career services to expand student access to these services and enhance student understanding of career options and pathways. The Program will also explore piloting a career services curriculum in partner institutions. and career services because students are now limited to walk-ins only when they need support.

Result 2 Activities

Enhanced recruitment, admissions, and student services

Honduras: The Program will work with universities to enhance current outreach and recruitment strategies to connect with secondary schools and students to promote technical degree programs. This work will build on existing recruitment mechanisms.

Guatemala: Continue strengthening universities' outreach and recruitment strategies to connect youth from secondary schools to technical degree programs. The program will begin developing a methodology to develop an access expansion plan with institutions in Guatemala and will later expand this methodology to the other countries.

Jamaica: The Program will coordinate a Best Practice Sharing Forum for all institutions to share student and career best practices, facilitating knowledge sharing and resource mobilization for each institution. The output of the forum will ideally be the adaptation of best practices in each institution and re-strategizing at an institution/school level. The Program will also help to standardize CCCJ's soft skills first year course across all member colleges and will work with all partner institutions on implementing on-demand career services such as career fairs, leadership training, and field trips.

Scholarships

The Program will continue scholarship monitoring and follow-up activities in each institution with scholarships recipients. Efforts will focus on reducing attrition by monitoring student performance. In Honduras, scholarship awards at UNAH will be distribute