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## Year 6 Annual Report

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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 |
| EFPEM | Escuela de Formación de Profesores de Enseñanza Media |
| 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 |
| ISFODOSU | Instituto Superior de Formación Docente Salomé Ureña |
| ITLA | Instituto Tecnológico de las Américas |
| ITSC | Instituto Técnico Superior Comunitario San Luis |
| 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 | Pontificia Universidad Católica Madre y Maestra |
| 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 |
| UASD | Universidad Autónoma de Santo Domingo |
| 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 combined Annual and Quarterly report provides a summary of the Advance Program's accomplishments during its sixth year of implementation from October 2020 to September 2021 in Honduras, Guatemala, Jamaica and the Dominican Republic, and updates on the Program's principal achievements during Quarter 4 of Year 6 (July 1 - September 30, 2021). 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 6 annual accomplishments based on the Year 6 Annual Work Plan, and then provides a summary of Year 6, Quarter 4 activities.

## Year 6 Overview

Over the course of Year 6, despite the challenges posed by the COVID-19 pandemic across the region, the Advance Program made great progress towards most indicators measuring access, retention and employment status of the majority of our students, working closely with 11 partner technical tertiary institutions and 27 corresponding degree programs to strengthen their capacity to better serve disadvantaged students in Jamaica, Honduras, and Guatemala and the Dominican Republic.

In Year 6 the Program successfully closed all operations in Honduras and most activities in Guatemala, concluding efforts with two final virtual final events with participation from over 300 key stakeholders. During these events, Advance shared lessons learned and achievements throughout the life of the Program in both countries which were widely disseminated in multiple communication channels. Leveraging a newly revamped website and Instagram and YouTube accounts, the Program expanded communication efforts to disseminate key activities, including scholarship announcements in the Dominican Republic and business competitions in Jamaica. Advance also leveraged its new communication channels to reach a wider audience and share learnings with the higher education community, including publishing technical products on the new website such as white papers and practical guides that were developed in Honduras to document and systematize best practices for universities. In the Dominican Republic, Advance secured signed partnership agreements with two education institutions and finalized cross-cutting assessments to inform the selection of degree programs and plan activities for Year 7 work planning. In Jamaica, Advance continued to pivot its support to adjusting to the new dynamics of distance learning through the conversion of in-person courses to e-courses and training faculty in digital skills. The Program was also officially extended in Jamaica and the Dominican Republic to continue implementing all planned activities in the Dominican Republic as some activities were delayed due to the COVID-19 pandemic, as well as allow more time for all scholarship holders in both countries to graduate. In Year 6, the Program reported an additional \$161,297 in cost share, reaching a total of $\$ 3,212,084$ across all countries.

While the Program hoped that Year 6 would mean the pandemic would have been under more control and that the consequences would have subsided, limitations to in-person events, curfews and mandatory no-movement days were still in place as distance learning continued across all partner education institutions. With so much uncertainty, planning became exceedingly difficult and plans to fully re-open university campuses were few and riddled with problems. Businesses continued to operate with uncertainty and were mainly focused on trying to stay afloat, while layoffs persisted. In Jamaica, conditions were further exacerbated by increases in crime including gang-related homicides, which affected residence areas where some students live. Despite all these challenges, the Program continued to work closely with partner institutions to ensure those students who still needed to graduate could do so by accessing online classes, gain as much work and practical experience as possible in these conditions to fulfill their graduation requirements. Especially in these difficult circumstances, the support that the Advance Program provided to students through formal coaching as well as informal
conversations was critical to understand the unique challenges they were facing, help them identify solutions and encourage them to complete their programs. Through these efforts in Year 6, the Program supported 455 students to complete their studies or graduate, for a total of 1,070 through the life of the Program.

Other relevant results over the course of Year 6 under result 1 include:

- Completing all curriculum revisions in Jamaica, Honduras and Guatemala by finalizing the last degree program, Primary Care Nursing at URL in Guatemala and including key recommendations to adjust to the current needs of the health sector that pivoted during the pandemic.
- To respond to COVID-19 in Jamaica and Guatemala, supporting universities to convert content originally designed for strictly face-to-face delivery to virtual and blended modalities, including incorporating industry specialists' inputs in course content and supporting teacher training workshops on digital skills.
- Designing and implementing a virtual course for over $\mathbf{3 0 0}$ participants in Guatemala, including technical advisors at the Ministry of Education, by leveraging the excellent results from the pre-service teaching training pilot in socioemotional learning (SEL) in Guatemala.
- Supporting the professional development of 410 faculty and university staff, including webinars on relevant subject-matter expertise for selected industries in Jamaica and a workshop on competencybased approaches to use during curriculum revisions for 220 teaching professionals and administrators in the Dominican Republic.
- Supporting students' transition to the workforce through innovative ways to replace in-person labor bridging activities, entrepreneurship support and practical components of courses. A few highlights include supporting the opening of the Agroprocessing learning lab at CCCJ's Knockalva Polytechnic campus in Jamaica, which allows students to make their own products with guidance from industry specialists and delivering two virtual training certificates (diplomados) for over 30 students on entrepreneurship skills and local economic development in Guatemala. To date through these activities, 221 students have found jobs or started their own businesses after graduation.
- Delivering the first virtual job fair for technical degree programs in close collaboration with partner university, UPANA and its job board by leveraging relationships with private sector partners, such as Dooply in Guatemala. Over 200 participants attended the fair and registered in a platform that allowed them to create profiles highlighting for potential employers their technical and soft skills. A total of 32 businesses participated in the fair which highlighted over 300 job posts.

Other relevant results under result 2 include:

- Supporting Guatemalan and Honduran scholarship holders to graduate using the recommendations provided in the study of barriers to completion in Honduras and Guatemala. The support included designing guides that better explain to students the administrative steps to complete graduation requirements and providing additional materials and tutoring so they could better prepare for their final examinations. The Program also provided individual coaching and support to scholarship holders in Jamaica to mitigate dropout rates especially as students were coping with additional challenges faced due to the global pandemic. To date, 291 scholarship holders have graduated across Jamaica (95), Honduras (81) and Guatemala (115).
- Seeing the graduation of 1,070 students from Advance supported degree programs.
- Designing a scholarship program and disbursing 51 scholarships for disadvantaged students in the Dominican Republic.
- Running a media campaign in Jamaica during National Career Awareness Week reaching approximately 80 youth interested in supported careers.

For reference, Table 1 shows all higher education institutions and the degree programs supported in each institution per country.

Table 1. Partner institutions and target degree programs by country

| Jamaica |  |
| :---: | :---: |
| University | Degree programs |
| Vocational and Technical Development Institute (VTDI) | - Entertainment \& Events Management <br> - Animation |
| Council of Community Colleges of Jamaica (CCCJ) <br> - College of Agriculture, Science and Education <br> - Excelsior Community College <br> - Knox Community College <br> - Portmore Community College <br> - Montego Bay Community College <br> - Knockalva Polytechnic College | - Health \& Wellness Tourism <br> - Agro-processing \& Business Management |
| University of Technology (UTECH) | - Fashion Styling \& Image Consulting <br> - Entertainment Design, Production and Technology |
| Honduras |  |
| University | Degree programs |
| Universidad Cristiana Evangélica Nuevo Mileno (UCEMN) <br> - Tegucigalpa Campus <br> - La Esperanza Campus <br> - San Pedro Sula Campus | - Clinical Laboratory <br> - Logistics, Transportation \& Port Operations* |
| Centro Universitario Tecnológico (CEUTEC) | - Auxiliary Nursing <br> - Web Design \& Development |
| Universidad Nacional Autónoma de Honduras (UNAH) <br> - Tegucigalpa Campus <br> - Santa Rosa de Copan Campus <br> - Tela Campus | - Food \& Beverage <br> - Coffee Administration <br> - Agriculture Production |
| Guatemala |  |
| University | Degree programs |
| Universidad Panamericana (UPANA) <br> - Quetzaltenango Campus <br> - Jacaltenango Campus <br> - Nebaj Campus <br> - Uspantan Campus | - Marketing \& Sales <br> - Business Administration |
| Universidad Rafael Landívar (URL) <br> - Quetzaltenango Campus | - Hotel Management \& Gastronomy <br> - Physical \& Occupational Therapy** <br> - Primary Care Nursing <br> - Logistics \& Transportation* |
| Universidad de San Carlos (USAC) <br> - CUNOROC Campus in Huehuetenango <br> - CUNOROC Campus in Jacaltenango | - Fruit Production <br> - Forestry* |
| Dominican Republic |  |
| University | Degree programs |
| Instituto Tecnológico de las Américas (ITLA) | - Software development <br> - Medical devices manufacturing |
| Instituto Técnico Superior Comunitario San Luis (ITSC) | - Gastronomy <br> - Logistics |


|  | $\bullet \quad$ Events production |
| :--- | :--- |
|  | $\bullet \quad$ Nursing |
| Universidad Autónoma de Santo Domingo (UASD)*** | N/A (partnership will focus on basic education activities) |
| Total: $\mathbf{4}$ Countries, $\mathbf{1 2}$ Institutions, $\mathbf{2 7}$ Programs |  |

*No student support or scholarships are provided
**No curriculum development or revision support provided
*** The Program is in the process of preparing and signing a MOU

## Quarter 4 Overview

During Quarter 4 of Year 6, the Advance Program was officially extended until July 2023. The extension allows for more time for students to complete their degree programs in the DR and Jamaica; to conduct full curricular revisions and tweaks for Advance-supported technical degree programs in the DR; to formalize a partnership with a third partner institution and implement work in improving competencies in SEL, PYD and career readiness with pre-teachers and in-service in the DR; and to support partner institutions with online course conversion in Jamaica. This quarter Advance continued planning for needs assessments of medical and COVID-19 relief equipment across all countries to finalize negotiations with Project CURE, which will bring additional cost share. The Program also closed most operations in Guatemala extending limited staff to complete basic education activities and all data collection in country. To close data collection processes in Guatemala the Program administered the last set of Graduate Surveys to assess the employment status of graduates from all three universities. In addition, the Program also completed data collection of student enrollment data in the Dominican Republic and continued to receive graduation data from partner universities in Jamaica. With these data collection activities, Advance completed data analysis to inform Year 6 reporting, and set the stage for work planning of Year 7. To inform work planning, Advance used the data to coordinate learning sessions for each country team to discuss lessons learned, challenges to meet certain indicators and prioritize activities for Year 7. Advance completed the work planning process which was approved by USAID this quarter.

Given COVID-19 and improvements in vaccination rates in Advance countries, the Program continued to adapt and design activities via online modalities or when feasible limited in-person activities across the five IR areas and basic education activities. Advance also opened its offices to 50\% capacity in Jamaica and the Dominican Republic. This quarter, Advance focused efforts on supporting students to complete their studies and graduate in Jamaica and Guatemala, and secured an agreement with the Escuela de Formación de Profesores de Enseñanza Media (EFPEM) at USAC to transfer and sustain the e-course on SEL for pre-service and in-service teachers in Guatemala. Advance also advanced thought leadership activities to share knowledge and lessons learned with external audiences, including organizing webinars such as the final event in Guatemala with participation from over 200 people and a bilingual webinar to disseminate findings on the impact of COVID-19 on technical tertiary education institutions in the region with participation from approximately 30 people from Guatemala, Jamaica, Honduras, the Dominican Republic, and El Salvador.

In the area of scholarship management, the Program continued to fund academic and incentives costs for scholarship holders, including data plans so students can connect to the internet to complete their online courses, and provided coaching and referrals to tutoring so that students could cope with academic and personal challenges. In the Dominican Republic, Advanced disbursed an additional 36 scholarships for a total of 51 disbursed to date.

## II. ACTIVITIES AND ACCOMPLISHMENTS

## Core Administrative Activities

## ANNUAL SUMMARY

In Year 6, the Program continued to ensure sound project management across all countries, supporting closeout activities in Honduras and Guatemala and continuing operations in Jamaica and the Dominican Republic. Advance closed operations in Honduras, while continuing limited operations remotely in Guatemala to secure the transfer and sustainability of the e-course on SEL to partner university, USAC. While closing out most subawards in Honduras and Guatemala, Advance extended subawards with VTDI and CCCJ in Jamaica to accommodate scholarship holders' delays in completing their degrees due to COVID-19; the Program also terminated its subaward with UTECH and decided to pursue technical activities through an MOU instead. Advance also finalized MOUs with two partner institutions in the Dominican Republic and selected all degree programs based on crosscutting assessment results. The Program worked closely with partner institutions and private sector partners to submit cost share reports, totaling $\$ 3,212,084$ in cost share to date, including subsidized partial scholarships from universities.

For communications, the Program redesigned and launched a new version of the website working with designers to revamp the look and feel of the content displayed and increase traffic and engagement. Advance expanded its social media channels in addition to Twitter and created Instagram and YouTube accounts to diversify the type of content and reach that the Program shares on a weekly and monthly basis. To date, the Advance Instagram page has 153 followers, and 27 YouTube subscribers. Advance prioritized the use of Instagram to reach more youth, especially in the Dominican Republic, to share scholarship and career related information as the Program started the scholarship selection process. The Program also continued to post tweets related to strategic Program activities live tweeting during key events such as the Honduras closeout event and Jamaica's opening of the CCCJ's learning lab to ensure
 engagement and broad dissemination of information.

This year, Advance participated and coordinated multiple international and local virtual events, including the Comparative and international Education Society (CIES) conference in April 2021. The Jamaica country program director joined panelists from USAID, World Vision,
 Mathematica and DAI to lead the virtual discussion entitled: Workforce Development in Changing Context and Private Sector Engagement for Youth. Advance highlighted the complexities of technical tertiary transformation, particularly in the context of the pandemic. It was an opportunity to share the program's regional response, and ongoing attempts to prepare institutions and students for rapidly changing workforce demands.

## YEAR 6, QUARTER 4 ACTIVITES

Start-Up Activities (only Dominican Republic)

Start-up Activities in the Dominican Republic

## Recruitment \& Office Set-up

The Program recruited a procurement officer to assist in purchasing and administrative tasks in the office and started the recruitment for a basic education officer to support planning for the training program on SEL, PYD and career guidance. With the new regulations in country and higher vaccination rates, the Program also opened its offices again to $50 \%$ capacity to accommodate staff who feel comfortable returning to in-person activities adjusting to social distancing and Government mask mandates.

## Signing of agreements with institutions

Advance formalized the inclusion of the nursing degree program at ITSC through the signing of an addendum to the MOU previously signed with this institution. In addition, Advance continued discussions and formal presentations to UASD to set the stage for the signing of an MOU to start basic education activities. Due to delays in convening with the Rector in order to present the program and come to a final agreement on the partnership, discussions still continue, and the Program will finalize them next quarter.

## Core Administrative Activities

## Work Plan Year 7

Regional: The Program led learning sessions using M\&E data with each country team to assess outcomes and gaps in fulfilling targets for a few indicators and prioritize activities going forward for the new year. These sessions helped to inform the work planning process in each country and regionally. The Program completed the process, coordinating closely with partner universities in Jamaica and the Dominican Republic. The Program also included targeted activities for Guatemala related to closing the e-course on SEL, transferring it to EFPEM at USAC and assessing results. The work plan was submitted and approved by USAID this quarter.

Activity 1: Conduct necessary administrative processes for cost share activities
Regional: While there was no cost share reported by universities this quarter, Advance received approval from USAID of the revised cost share plan, which includes Project CURE donations of medical and COVID-19 relief equipment to Advance partner universities, and their affiliated hospitals and clinics, as well as hospitals and clinics that serve the beneficiary populations. The Program started planning for needs assessments in each county to identify areas of greater need, select recipients and detail out lists of equipment to be donated. Advance also continued discussions with Project CURE and planned for signing of an MOU at the beginning of Year 7. The Program continued work with IEET in the DR to account for cost share opportunities as they are committing time from their employees and providing technical support in study on the perception of private sector on technical education. This support will be accounted for in future cost share reporting.

Guatemala: In addition, as a final cost share opportunity in Guatemala, Advance secured cost share from private sector partner Dooply, a business focused on software and digital transformation of organizations, UPANA and REHUSILSA, a private sector job board established in partnership with UPANA, as they committed time and resources to facilitate the successful virtual job fair for students and graduates in Guatemala (detailed in activity 2 under IR 1.3). The Program also invested time in guiding partners on how to properly document cost share reporting and these figures will be included next quarter.

## Activity 2: Develop and implement communication activities

Regional: Advance conceptualized and led a campaign for International Youth Day (August 12) to highlight the importance of youth and encourage the participation and engagement of youth in nation-building. Content included graphics and videos of students, in both Spanish and English. With the final event for Guatemala and a couple of webinars with happening this quarter, communications played a key role. For example, the Program prepared invitations, designed key messaging and gave dissemination support for the regional event " 18 Months in: How are Technical Tertiary Programs in LAC Responding to COVID-19?". For the event, Advance produced a video and designed visually appealing graphic to encourage participation. Advance continued to maintain the Program's website by making updates and regular checks. Viewership for the website fluctuated, increasing during webinar and seminars that were heavily promoted on the website. The Program also finalized a total of 90 videos showcasing student testimonials in Guatemala which highlighted the impact of the Program on student's personal and academic trajectories, and the impact of Advance with partner institutions, including basic education activities. These testimonials and impact video were showcased at the final event and will continue to be shared on Advance's website and social media channels.

For this quarter, content contributed to Advance's social media pages included videos and graphics. These contributions helped to increase the pages' followers and engagement. On Instagram, the number of followers increased by 44, increasing the number of followers to $46 \%$ of the target followers for 2021. On Twitter, the number of followers increased by 11. The Program's YouTube page increased to 27 followers, gaining 9 new followers.

Jamaica: Advance successfully executed two virtual events: a Learning Forum on Positive Youth Development through Social \& Emotional Learning, and Get Ready to Startup!, an event at which the winners of the Advance Entrepreneurship Coaching Program pitch competition were announced. Communication pieces such as graphics \& videos were developed to raise awareness about the event and the impact of Advance's entrepreneurship coaching program. Both events were streamed via YouTube and Zoom and production included testimonial videos. In addition, other graphics were designed to raise awareness about an event or activity, highlight a celebration, beneficiary, or event and encourage individuals to attend/participate in events. To increase reach, Advance Jamaica used graphics to share information with stakeholders as they attract attention and encourage individuals to learn more about a specific subject, which also helps to create Advance "brand" recognition.


Other written pieces included articles, transcripts, advertorials, and a testimonial sheet. These pieces were created to raise awareness about the Program and the work it is doing to help prepare students for the workplace. Advertorials were shared in the local newspapers and on social media as these were strategically placed in local newspapers to reach a wider audience and more stakeholders to achieve the Program's communication goals.


Dominican Republic: Taking lessons learned from the first scholarship disbursement last quarter, the Program designed a communications campaign to attract more students to respond to the call for applications for scholarships this time around. As a result of this campaign, Advance had over 260 applicants at both ITLA and ITSC and was able to select 51 scholarship holders. To carry out this campaign, the Program planned feedback sessions with students who applied to the first call of applications who provided suggestions to improve infographics and flyers such as making photographs reflect the diversity of youth in the country and to include all information pertaining to the stipends that students receive as part of the scholarship package. The Program used social media, WhatsApp and partner institution's Facebook pages to disseminate this information.

## Activity 3: Conduct Program closeout activities

Guatemala: To complete closeout in Guatemala, the Program prepared for the virtual final event, which included designing invitations, event materials and producing video testimonials from students, private sector partner and university staff who have worked with Advance during the life of the Program. The event was held on September $9^{\text {th }}$ and had the participation of 285 participants including students, their parents, faculty and university staff from USAC, URL and UPANA as well as representatives from the Ministry of Education who participated in the SEL ecourse. The live event had presentations from Derek Sedlacek, USAID- Guatemala Director of the Health and Education office, as well as a pre-recorded panel with students on their personal reflections of their academic and personal journeys pursuing technical education and how the Program played a role in their lives. As part of the event's agenda, Advance's Country Director in Guatemala, Juan Carlos Rodriguez, presented on the impact that Advance had during the last six years of implementation and reflected on lessons learned and recommendations for future investment in technical higher education in the country. In addition to hosting the final event, the Program phased almost all technical staff, extending only a few administrative personnel and the basic education specialist to complete the last pending activities for Year 7. In addition, the Program started to develop final reports for both Honduras and Guatemala and will complete them in Year 7.

## Activity 4: Monitor subgrants with local universities

Guatemala: The Program prepared the close out modification to end the subaward with URL, ensuring that all deliverables have been submitted, including disaggregated student data for reporting purposes.

Jamaica: Advance continued monitoring subawards with CCCJ and VTDI and maintained close collaboration with UTECH. CCCI requested support to develop a bachelor's degree program in agro-processing, to build on the existing associate degree program implemented at some of its member colleges. VTDI requested support to convert selected face-to-face courses to online courses as that institution is also seeking to expand remote learning offerings and support for teacher training specifically in the context of teaching remotely. Despite all the challenges facing the institutions which have been worsened by the pandemic, they continue to show signs of growth. The requests are strategic, and especially for VTDI, signal more dedication to improving institutional capacity to offering more diverse and accessible programs. Further, the support Advance provided to the CCCJ to help develop its financial capacity bolstered the confidence of the institutional leadership that it could withstand any scrutiny in the current environment of a crackdown on corruption within the Ministry of Education.

According to the CCCJ Director: " $[t]$ his program collaboration really helped us. The level of monitoring and financial reporting required made us ready for anything."

## Activity 5: Purchase equipment

Jamaica: With Knockalva's lab already established, the learning labs at two other CCCJ member colleges (Montego Bay Community College and Portmore Community College) are underway. Montego Bay Community College leads this next phase, which will continue into the next fiscal year. The learning labs support students in rural, urban and peri-urban spaces. The purchasing of equipment for the lighting lab at UTECH is also in progress. This lab will complement the Entertainment Production Design and Technology Associate Degree Program.

## Monitoring and Evaluation (M\&E) Activities

## ANNUAL SUMMARY

During Year 6, the Program continued using the Program's SharePoint-based online standardized tools for tracking activities and key outputs in each country. As in the previous year, Advance continued to face challenges to obtain timely data from universities on a bi-annual basis as universities are still facing challenges related to COVID-19, which had a direct impact on receiving student information and resulted in the inability to report accurately on Indicator 1 (employment) and Indicator 4 (graduation) in Guatemala, Honduras and Jamaica. In the Dominican Republic, Advance made significant progress in collecting student data to report on enrollment and enrollment-related indicators.

Advance also finalized- Student and Graduate Survey administration in Honduras and Guatemala. In the former country, response rates improved by $6 \%$ and $97 \%$, respectively for students and graduates' surveys. To improve response rates in Honduras and Guatemala the Program continued to work with focal points at partner universities and assigned an Advance staff member or consultant to support tracking efforts and followed up directly with students on social media, email and phone. More detailed information on each survey is provided below.

- Graduate Survey: This survey collects data on students' employment status after graduation (Indicator 1). As noted above, delays in institutional data, challenges in coordination with institutions and difficulties reaching students resulted in lower response rates from students. Of those that responded, 152 indicated that they had obtained new or better employment since graduating in Year 6.
- 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 3,181 students asked to respond, we
received responses for 1,166 ( $37 \%$ ). The total number of students enrolled during FY6 who were flagged as vulnerable across all countries was 859 ( $71 \%$ of the FY6 target).

The Program prepared detailed university reports with tables, graphics, and key findings based on analysis of data provided in each of these surveys. These were shared with universities in Honduras and Guatemala to improve their own use of student and graduate data, especially to track employment status and career pathways after graduation. Taking lessons learned from the other countries to raise the relevance of the data collection process with partner institutions, the Program held multiple meetings with the two institutions in the Dominican Republic. These meetings were designed to raise awareness about the data needs for M\&E activities, share tools and gather feedback, and plan data collection processes that align with the academic calendar year and the internal processes for each partner institution.

In addition, the Program conducted a qualitative study in Honduras and Guatemala to assess the influence of the Advance program on the institutional capacity of partner universities to improve access and the quality of tertiary education programs. The M\&E team worked closely with the technical teams in the process of developing the study design and methodology, connecting with universities, conducting interviews and focus groups with university staff in Guatemala and Honduras, and interpreting and understanding results. Along with study reports, Advance presented the findings to all countries to discuss findings and lessons learned and also made a formal presentation to USAID and DevTech, the firm that will conduct an external evaluation of Advance. In Jamaica, the Program conducted a rapid assessment to better understand on how students were managing their studies within the time of COVID-19 and concurrently, how the pandemic was impacting enrollment rates across partner institutions. Some challenges that students mentioned that are affecting current and future enrollment in technical programs include shifts to online learning, cost of enrollment and tuition without scholarship support and uncertainties related to the labor market.

## Program Indicators Update

In Year 6, key progress on program indicators includes:

- Meeting or exceeding annual targets for seven of the Program's 13 indicators.
- Indicator 1, with 152 students with new or better employment following completion of USG-assisted workforce development programs, representing $115 \%$ of the annual target.
- Indicator 2, with 53\% female participation in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment), representing $106 \%$ of the annual target.
- Indicator 5, with 1 additional curriculum revision the Program finalized all curriculum revisions in Guatemala, meeting the annual target and resulting in an achievement of $100 \%$ for this indicator.
- Indicator 6, with 410 more faculty or teaching staff with strengthened qualifications, exceeding the annual target at $455 \%$.
Indicator 7, with 3 new partnerships formed in support of labor market bridging as a result of US Government (USG) assistance, exceeding the annual target at $300 \%$.
Indicator 11, with 4,928 student students enrolled in 27 technical degree programs across 11 higher education institutions in Year 6, exceeding the annual target at $228 \%$.
- Indicator 12, with 302 individuals attending tertiary education institutions with USG scholarship or financial assistance, representing $117 \%$ of the annual target
- Significant advancement towards annual targets for four indicators:

Indicator 4, with 455 students having graduated or completed their studies from Advancesupported degree programs. The Program focused support on student services and made considerable improvements to identify challenges students were facing to complete graduation requirements on time, and pivoted activities to mitigate these challenges. The achievement represents meeting $53 \%$ of the annual target.

- Indicator 10, with 859 students from underserved and/or disadvantaged groups enrolled in target fields in selected institutions, representing 71\% of the annual target.
- Indicator 13, with 69 pre-service teachers completing professional development activities related to basic education, representing $53 \%$ of the annual target. Advance saw an incredible uptake in basic education activities; however, the Program fell slightly short of the annual target as the majority of participants in Guatemala were not pre-service teachers, but ranged in background from in-service teachers, technical advisors and other education professionals at the Ministry of Education. In total at least 139 participants have completed basic education activities in Guatemala, but only 39 of those participants were pre-service teachers, while the rest could not be counted towards the indicator as currently defined. In addition, basic education activities in the DR were delayed due to due to the departure of the PUCMM which was the selected partner to implement the pre-service teacher training program. The Program continued discussions with another institution UASD to continue implementation of the training program, but those discussions will continue onto Year 7.

Indicator 9, the number of host-country individuals (faculty, staff and students) completing USG-funded (international) exchange programs conducted through higher education institutions was completed the year before.

Indicator 8, number of students in selected institutions receiving labor bridging support, fell short of the target due primarily to delays with activities planned within the Dominican Republic (DR). The delays in the DR were a result of COVID-19 which led to delays in signing MOUs with partner institutions.

Table 2 shows indicator performance in Year 6 against the 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 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 1. Number of individuals (graduates) with new or better <br> employment following completion of USG-assisted workforce <br> development programs. <br> darget | 152 | Achieved | 221 |  |
|  | 132 | Target | 761 |  |
|  |  | 115 | $\%$ | 29 |

Comments and Assumptions: During Year 6, the effects of the COVID-19 pandemic on the labor market continued to create challenges for Advance graduates as they looked to acquire new or better employment. During Year 6, the economies of Guatemala, Honduras and Jamaica remained stagnant due to continued restrictions on mobility, decreases in economic investment, and a slow and limited roll out of COVID-19 vaccines. In addition to challenges in the labor market, in both Honduras and Guatemala, university staff
members faced challenges supporting the implementation of Graduate Survey as campuses continued to| require staff to work from home and to limit in-person meetings.

Despite the numerous difficulties, significant progress was made this year, with 152 students in total reporting new or better employment on the Advance Graduate Survey. In Jamaica, 5/30 surveyed graduates reported new or better employment, 72/189 in Guatemala, and 75/139 in Honduras. The project achieved higher than usual response rates due to solutions the Program implemented in Honduras and Guatemala. In each country, the assigned point person dedicated significant time assisting in the deployment, follow-up, and monitoring of responses to surveys. Given the positive impact these efforts had in Honduras and Guatemala, the Dominican Republic has already made plans to follow a similar model to help ensure improved responses next year when the team deploys the first rounds of Graduate Surveys three to six months after the first cohorts of students graduate in Q1 of Year 7.

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 2. Percentage of female participants in USG-assisted programs <br> deshieved <br> designed to increase access to productive economic resources <br> (assets, credit, income, or employment). | 53 | Achieved | 55 |  |
|  | $\%$ | 50 | Target | $\mathbf{5 0}$ |

Comments and Assumptions: Fifty-three percent of students enrolled in degree programs supported by Advance, have been female, surpassing the 50\% LOP target set for the program. Per country, Honduras, Guatemala and Jamaica surpassed their target, but the Dominican Republic was a bit behind with $42 \%$ of the total students enrolled being female students as ITLA had a higher rate of males enrolled in targeted degree programs.

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 3. Number of host-country tertiary institutions receiving capacity <br> development support with USG assistance. | Achieved | $\mathbf{2}$ | Achieved | $\mathbf{1 1}$ |
|  | Target | $\mathbf{3}$ | Target | $\mathbf{1 2}$ |
| $\%$ | 67 | $\%$ | 92 |  |

Comments and Assumptions: Advance had expected to begin work with three universities in the DR during the first year of the Program. However, one university (PUCMM) did not sign the MoU with Advance before the end of the FY and the Program pursued another institution (ISFODOSU), which also did not move forward. The Program is currently pursuing a partnership with UASD. Those discussions are still ongoing, and a final MOU will be signed next year, leaving this indicator short by one institution. Before the expansion to the $D R$, the program had fully achieved the target for this indicator.

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 4. Number of individuals (students) who complete (graduate from) | Achieved | 455 | Achieved | 1,070 |
| USG - assisted workforce development programs. | Target | 864 | Target | 2,612 |
|  | $\%$ | 53 | $\%$ | 41 |

Comments and Assumptions: In Year 6, 455 new graduates were reported: 87 in Jamaica, 202 in Honduras and 166 in Guatemala. This performance does not account for any graduates from the Dominican Republic, provided that the first wave of graduates within Advance in that country will not be reported by institutions until Q1 of Year 7. The Program has originally planned to count graduates who have received partial interventions for FY2021 (PPI cohorts), but due to delays in starting activities with partner institutions Advance will only start counting graduates in Year 7. In addition, other factors in Honduras, Jamaica and Guatemala continued to affect graduation rates including the COVID-19 pandemic which impacted time and availability of university staff members to share enrollment and graduation data on time. Many staff continued to work from home resulting in delays between Advance's data requests and submissions from universities. In Jamaica pandemic-related circumstances delayed the start of the classes in the new semester, which in turn delayed
graduation dates, thus reducing the number of newly graduates.

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 5. Number of USG-supported tertiary programs with curricula <br> revised whith private and/or public sector employer's input or on <br> the basis of market research. | $\mathbf{1}$ | Achieved | 20 |  |
|  | $\%$ | 1 | Target | $\mathbf{2 7}$ |

Comments and Assumptions: During Year 6, Advance completed 1 curriculum revision in Guatemala, reaching $100 \%$ of the year's target. Changes in University leadership led to delays and the Program could not complete curriculum revisions for one of the degree programs in Guatemala. Since the Program had already revised 19 curricula in previous years, the total number of USG supported tertiary programs with curricula revised in Year 6 increased to 20. Please note that LOP target has been modified to include the additional six degree programs from the Dominican Republic, which will continue into Year 7.

| Indicator | Year 6 |  | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 6. Number of tertiary institution faculty or teaching staff whose <br> qualifications are strengthened through a USG-supported <br> workforce development program. | 410 | Achieved | 991 |  |  |
|  |  | $\%$ | 455 | $\%$ | 194 |

Comments and Assumptions: In Year 6, the Program had a regional goal for this indicator to work with 90 faculty or university staff, across all Advance countries. During Year 6, the Program reached 38 staff in Jamaica, 71 in Guatemala and 301 staff in the DR with professional development activities. Advance has already surpassed the LOP target for this indicator but expects to see continued progress as the DR and Jamaica engage in additional activities in Year 7.

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 7. Number of partnerships formed in support of labor market <br> bridging as a result of US Government (USG) assistance. | Aarget | $\mathbf{1}$ | Achieved | 27 |
|  | $\%$ | $\mathbf{3 0 0}$ | $\%$ | $\mathbf{1 2 9}$ |

Comments and Assumptions: The Program had set a goal for this indicator during Year 6 of one alliance with private sector and academia. However, Advance surpassed its Year 6 goal, achieving three new partnerships. one in Jamaica, one in Guatemala and one in the DR. Over the life of the program, the Program has formed 27 partnerships (129\%), surpassing the 21 LOP target (including the DR).

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 8. Number of students in selected institutions receiving labor <br> (Achieved <br> bridging support. | $\mathbf{5 7 4}$ | Achieved | 2,652 |  |
|  | Target | $\mathbf{2 , 1 8 5}$ | Target | 5,069 |
|  | $\%$ | $\mathbf{2 6 \%}$ | $\%$ | $52 \%$ |

Comments and Assumptions: In Year 6, 574 students received labor bridging support (105 in Jamaica, 371 in Guatemala, and 98 in Honduras). 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 2,652 students with labor bridging support. The Program was unable to reach the FY 2021 target due to multiple challenges, including delays signing MOUs with partner institutions in the DR and COVID-19 related circumstances. Given the high target set for this set of activities in the DR, an expected 1,833 students to participate in labor-bridging activities, the lack of labor-bridging activities in this country had a large impact on Advance's ability to achieve the Year 6 goal. The DR team is boosting efforts and will prioritize labor bridging activities in Year 7.

| 9. Number of host-country individuals (faculty, staff and students) | Achieved | $\mathbf{0}$ | Achieved | 52 |
| :--- | :--- | :--- | :--- | :--- |
| completing USG-funded (international) exchange programs <br> conducted through higher education institutions. $\operatorname{Target~}$ | - | Target | $\mathbf{4 5}$ |  |
|  | $\%$ | - | $\%$ | 116 |

Comments and Assumptions: In Year 6 the Program did not set an annual goal for this indicator as it achieved its LOP goal previously and no additional study tours were planned for the DR.

| Indicator | Year 6 | Life of Project |  |
| :--- | :--- | :--- | :--- | :--- |
| 10. Number of individuals (students) from underserved and/or <br> disadvantaged grouped <br> institutions. | $\mathbf{8 5 9}$ | Achieved | 2,315 |

Comments and Assumptions: In Year 6, the Program reached 859 disadvantaged students including 210 in Honduras, 102 in Guatemala, 140 in Jamaica and 407 in the Dominican Republic. The Program defines "disadvantaged" as a student who is living below each country's poverty line, living in communities with high crime or violence, indigenous or ethnic minorities, having a disability and identifying as Lesbian, gay, bisexual, transgender and intersex (LGBTI). Advance has faced challenges collecting the data needed to compute this indicator due to the delays in the submission of enrollment data from universities and lower response rates for Student Surveys, which Advance uses to compute this indicator. Despite these challenges, Advance identified solutions such as assigning staff in Honduras and Guatemala to follow-up directly with students to improve the response rate, which helped increase performance. Over the life of the Program, Advance has reached 2,315 underserved students, which represent a $106 \%$ level of achievement respective to the regiona goal $(2,179)$. In the DR, out of the 637 students who responded to the Student Survey, $64 \%$ identified as disadvantaged.

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 11. Number of individuals (students) enrolled in USG-assisted <br> workforce development programs. | Achieved | 4,928 | Achieved | 7,278 |
|  | Target | 2,165 | Target | 5,517 |
| $\%$ | 228 | $\%$ | 132 |  |

Comments and Assumptions: In Year 6, the Program reached 4,928 students enrolled in 27 technical degrees across 11 higher education institutions, in four countries (now including the DR). Data collection efforts for this indicator continued to be impacted by the COVID-19 pandemic as university staff members juggled additional tasks and greater challenges. In the DR the Program was able to gather enrollment data and reported 2,683 enrolled students in the six degree programs at ITLA and ITSC, surpassing the country target by $146 \%$. Over the life of the program, Advance has reached 7,278 students, reaching a level of achievement of $132 \%$.

| Indicator | Year 6 |  | 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 | 302 | Achieved | 482 |
|  | Target | 258 | Target | 472 |
|  | \% | 117 | \% | 102 |

Comments and Assumptions: 51 new scholarships have been awarded in the DR in Year 6 and 4 partia scholarships in Jamaica. During Year 6, the Program also continued supporting 118 scholarship holders in Guatemala, 20 in Honduras and 109 scholarship holders in Jamaica. Over the life of the Program, Advance has granted a total of 482 scholarships: 109 in Honduras, 118 in Guatemala, 204 in Jamaica and 51 in the DR.

| Indicator | Year 6 | Life of Project |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 13. Number of pre-service teachers who complete professional <br> development activities with USG assistance | 69 | Achieved | 69 |  |
|  | Target | $\mathbf{1 3 0}$ | Target | $\mathbf{2 1 4}$ |



## YEAR 6, QUARTER 4 ACTIVITES

## Activity 1: Collect, process and analyze survey data <br> Student Survey

This 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.

Regional: The Program conducted follow-up activities for the administration of the Student Survey in Honduras and the Dominican Republic to increase response rates, while closing data collection in Guatemala. Response rates and results per country are summarized in table 3 below. The table does not include Jamaica, as there zero surveys administered. In Honduras Advance completed the last efforts to engage in follow-up activities with students across all partner universities to ensure the highest response rate possible. Through these efforts, Advance was able to increase the response rate in comparison with FY5. An additional 150 students completed the survey on account of this additional effort, 74 of which were disadvantaged.

Table 3: Student Survey Response Rate

|  | \# of students who <br> are eligible to <br> complete surveys | \# of students who <br> completed surveys |  | \# and \% of <br> students who <br> are considered <br> disadvantaged* |
| :--- | :--- | :--- | :--- | :--- |
| Country | 182 | 103 | $57 \%$ | 64 (62\%) |

*Relative to completed surveys // **No new students surveys were deployed in Jamaica during Year 6 Q4.

Guatemala: The Program did not directly deploy Student Surveys this quarter, yet still received responses from 33 students of whom 28 were considered disadvantaged. An analysis of the survey results from May 2021 through to October 2021 found that $94 \%$ of student respondents were classified as disadvantaged. More women (97\%) than men (90\%) fell into this category and $50 \%$ of students classified as disadvantaged lived in rural areas, and about $45 \%$ of students identified themselves as indigenous. About $49 \%$ of all respondents stated that they were currently working at the time they completed the survey. Also, around $42 \%$ of surveyed students envisioned themselves as becoming entrepreneurs, $24 \%$ said they wished to continue studying and $27 \%$ believed that they would look for a job once they finished their current studies.

Dominican Republic: The Program tracked down students one by one via telephone or other means of communication to ensure a good response rate for the Student Survey administered online through Google Forms. Survey administration is not that common in the country, so the Program had to assign a point person to continuously track response rates and follow-up with institutions and students to mitigate challenges that the Program faced in other countries. Other solutions that Advance implemented include planning meeting with institutions and the assigned focal points to think through dissemination efforts that would reach the highest number of students, including use of social media. Of the students who responded to the survey, $64 \%$ of students classified as disadvantaged. An analysis of survey responses showed that $66.5 \%$ of students who responded reside in an urban area and $75 \%$ of the respondents answered that they have seen or heard about robberies/assaults in the neighborhood where they live "sometimes or often". $18 \%$ of students have scholarships ( $32 \%$ of those are awarded by Advance and approximately $31 \%$ of those are awarded by the institution where they study). Of the students surveyed, $23 \%$ indicated they are financially responsible of their households and about $24 \%$ are currently employed while studying, and of those $76 \%$ who are not employed at least $83 \%$ are looking for employment, indicating socioeconomic factors as the most prominent in determining vulnerability. In relation to students' experience accessing career and student support services, about $60 \%$ responded that they have received some type of support from a department of student or career services (44\% at ITLA and $67 \%$ at ITSC) and $23 \%$ reported that they are not applying concepts taught in the classroom in a practical way.

## 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: During this quarter, the Program conducted Graduate Survey administration in Jamaica, Honduras and Guatemala. Response rates and results per country are summarized in Table 4, which does not include the Dominican Republic as there are no graduates to date. In Honduras during this quarter Advance completed the last efforts to ensure graduates from the program completed that Graduate Survey. Through these efforts, Advance was able to increase the response rate in comparison with FY5, and an additional 105 students completed the survey.

Table 4. Graduates Survey Response Rates by Country

|  | \# Of graduates <br> who are eligible <br> to complete <br> surveys | \# Of graduates who <br> completed surveys |  | Response rates <br> graduates who <br> have new or <br> better <br> employment* |
| :--- | :--- | :--- | :--- | :--- |
| Country | 105 | $67 \%$ | $29(28 \%)$ |  |
| Honduras | 156 | 103 | $29 \%$ | $2(41 \%)$ |
| Guatemala | 359 | 5 | $63 \%$ | $1(20 \%)$ |
| Jamaica | 8 |  |  |  |

*Relative to completed surveys // Note: No records for the DR are included provided that the first wave of graduates under Advance's work would be reported during Year 7 Q1.

Guatemala: Following the lessons learned in Honduras, in Guatemala the team also decided to assign a focal point to help in the process of deploying and following up on Graduate Surveys. These efforts resulted in an additional 103 surveys being completed.

As part of the Graduate Survey, students were asked about potential adverse effects of COVID-19 on their employment prospects; 49\% of the graduates surveyed reported that their employment status has been affected by COVID-19 and 25\% anticipate they might be affected in the near future. The survey showed that of those students who believed their employment status had been affected by the pandemic, $38 \%$ could find jobs because there were no available jobs to apply for, $14 \%$ had been laid off from their current jobs and 1\% had to close their own business. Only 41\% of graduates, or 32 students, who completed surveys reported having new jobs or better labor conditions. Within this total of $\mathbf{3 2}, \mathbf{2 9 \%}$ of them were men, and $\mathbf{7 1 \%}$ of them were women An additional 19\% of graduates were working, but their employment did not meet criteria for "new" or "better" employment (according to the Performance Indicator Reference Sheet), as they were working in an industry different than the sector of their degree program, may have been engaged in unpaid or volunteer work or may not have considered the new employment to be better compared to their previous one. Of the students with jobs, $\mathbf{2 4 \%}$ are completely satisfied and $\mathbf{7 1 \%}$ are somewhat satisfied with their job conditions (e.g. benefits, work environment, etc.). In addition, $12 \%$ of the graduates reported being currently enrolled in a bachelor's degree program.

Jamaica: Advance administered the survey to eight additional students. Five of these declared having gotten a new/better job. Of the students who did not have new/better jobs, one reported to be continuing their studies, while the others struggled to find work due to the lack of open positions, which they attributed to the effects of COVID-19 on the local economy.

## Activity 2: Monitor and update institution reporting tool on a semi-annual basis

Guatemala: The Program worked with all partner institutions to plan for and request institutional reports pertaining to the next fiscal year (Year 7). During Year 6 Q4 the program finally received pending data from a university in Guatemala (URL). This new data pertains to graduates originally to be reported as part of Year 6 Q1. In total, the Program got record of 57 new graduates from URL: Hotel Management \& Gastronomy (27 total; 20 female, 7 male), Physical \& Occupational Therapy ( 25 total; 19 female, 6 male) \& Primary Care Nursing (5 total; 4 female, 1 male).

Jamaica: The Program collected data on students enrolled at all partner institutions during Q4 which indicates that 87 students completed their academic studies in Year 6. A total of 29 graduates are either pursuing or are awaiting to be accepted in a bachelor's degree program. The pandemic has limited the Program in reporting on new or better employment as students have opted to pursue further studies as opposed to seeking employment during the economic downturn. This shift indicates that Advance has been impactful in creating opportunities for higher learning as students who were once unable to access higher education are now using associate degree level certification to pursue further studies.

Dominican Republic: The Program was able to get and validate enrollment data from both institutions, ITLA and ITSC, receiving the total enrollment figures for the nursing degree program at ITSC. Advance worked closely with institutions and provided feedback to improve future data collection efforts.

Activity 3: Conduct a qualitative study to assess Program's outcomes on: 1) changes in pedagogy and teacher practices, 2) changes in institutions' capacity to increase access and better serve the needs of disadvantaged students

Honduras and Guatemala: Advance finalized both reports in Honduras and Guatemala and shared final versions with USAID. The research team presented the findings internally to each country team to reflect on the findings and discuss ways that the research may help inform future work in Jamaica and the DR. It also served as a useful
example for teams on how formative studies may be incorporated into the project cycle for learning. Advance also made a formal presentation of the findings to USAID and DevTech.

A few findings from the Guatemala study include:

- Advance strengthened the institutional capacity of universities by defining best practices, accompanying during concrete change processes in universities and providing theoretical underpinnings that allow staff to understand the rationale behind the best practices discussed in each area of intervention. A few examples include:
- Pedagogy and technical knowledge: the guided visits and study tours attended by faculty within the framework of Advance managed to consolidate and update their knowledge and skills in their respective disciplines, strengthening their confidence in the classroom. Faculty members from partner universities were able to apply learnings from trainings on experiential methodologies and use tools and techniques to make the classroom experience more dynamic and focus on the autonomous participation of the student, especially in the context of distance learning.
- Curriculum redesign: Advance's influence in this area was to generate and define, together with the universities, proposals for curriculum redesign that emerged from orderly, systematic processes, focused on the relevance of the degree programs. Discussions with faculty and university staff highlighted Advance's continuous support during redesign processes. Staff also highlighted that Advance's activities led teaching and administrative staff to recognize the importance of soft skills as key to student success.
- Links to employers: the presentation of the triple helix model as part of the study tour to Mexico in which staff from the three partner universities participated, catalyzed internal discussions among staff about the potential that more and better partnerships with the private sector and other employers can have for student success. This methodology was put into practice by staff when convening and facilitating job fairs which sought to position graduates in jobs, and when organizing outreach activities with the private sector, such as guided tours to companies' facilities and other practical activities for students. See text box for a specific example of the impact Advance' support had on publicprivate sector engagement.

> Continuing Public-Private Sector Engagement after Advance UPANA's experience with the creation of the Internationalization Department which had the responsibility to be the focal point for relationships with firms in terms of job placement, scholarships funds, and managing their involvement in the curriculum revision process, emerges as a clear example of the influence that Advance's recommendations and technical guidance can have in promoting the systematization of this methodology in universities.

- The study also found evidence of barriers or limiting factors in staff's ability to translate the learning, tools and recommendations that emerged from work with Advance into concrete changes in the universities' internal processes. The existence of complex and slow bureaucratic processes within universities and the effects of the COVID-19 pandemic meant that important changes, such as curriculum redesign, can lose momentum and remain in limbo, with a limited capacity on the part of Advance to influence these processes.

Activity 4: Monitor basic education activities in Jamaica and the Dominican Republic by assessing preservice or in-service teachers' progress in the Positive Youth Development (PYD), Socioemotional Learning (SEL), and Career Guidance teacher training program
Jamaica: The Program designed a tracker to monitor participation of pre-service teachers in the teacher training program and designed a second pre-post test to measure knowledge and perception changes in teachers who
will be part of the planned training of trainers (TOT) sessions that will happen next quarter. The tracker will be used as an inventory to recommend trained teachers as coaches to support their peers who will be participating in future TOTs.

Dominican Republic: No updates to report this quarter.

## Regional Learning Activities

Activity 1: Capture and document learnings and reflections on transforming higher education institutions in Jamaica, Guatemala and Honduras to improve technical degree programs
Regional: This activity has been completed.

## Activity 2: Share these learnings internally and with wider external audience

Regional: Advance published a white paper to disseminate findings on the impact of COVID-19 on technical tertiary education institutions in the region (including the Advance partner institutions as well as several in El Salvador) in English and Spanish and held a bilingual webinar to discuss the results on September 13. The webinar continued a regional dialogue which began during the stakeholder consultations in March on how HEls are pivoting during the pandemic. The event was moderated by Juan Carlos Rodríguez, Advance Country Director for Guatemala and Honduras, and introduced by Michael Lisman, Education Lead, USAID/LAC Bureau. In addition to a presentation of the research results by Nora Sohnen, Technical Advisor with FHI 360, panelists included Dr. Donna Powell-Wilson, Executive Director of the Council of Community Colleges of Jamaica, who presented on the CCCJ's pivot to a shared virtual platform across member institutions; and José Luis Guzman, higher education specialist with UNESCO in El Salvador, who focused on the shared challenges the pandemic has posed for higher education institutions in the LAC region and ways forward. The webinar also featured a video narrated by Aisha Bailey, higher education innovation consultant in Jamaica. Approximately 35 attendees joined the webinar from the Dominican Republic, El Salvador, Guatemala, Honduras, Jamaica, and the United States. Dissemination and discussion of Advance's findings are also leading to new conversations and potential collaborations with external actors working in this space in the region including the World Bank, UNESCO's IESALC, and Harvard's LASPAU.

## Cross-cutting Assessment Activities (Dominican Republic)

## ANNUAL SUMMARY

In Year 6, the Program finalized and published the LMA in both English and Spanish. The Program also finalized full internal versions of the ILA and SBAC in Spanish. Advance hosted a presentation of the initial findings of the LMA and ILA studies and the methodology of the SBAC for the Dominican Republic on December 11, 2020 with the participation of representatives from USAID, the Ministry of Higher Education, Science and Technology (MESCYT), partner institutions ITLA and ITSC and Program leadership. A total of 72 representatives of higher education institutions, public and private organizations including the Ministry of Education and Higher Education, local businesses and other stakeholders attended the event. The findings of the three cross-cutting assessments have shaped the selection of institutions and degree programs, and design of activities. In addition, the LMA served as the basis for the preparation of an article published in a local newspaper of national circulation that addresses the high demand for technicians in the country that far exceeds the current supply, a finding that supports Advance's efforts to increase access and relevance of technical education in the Dominican Republic.

## YEAR 6, QUARTER 4 ACTIVITES

Activity 1: Complete Labor Market Assessment (LMA) and Institutional Landscaping Analysis (ILA)
Dominican Republic: The Program finalized the ILA, however, as it is not meant for external publication, Advance is in discussions to identify elements that can be shared externally for a wider audience.

## Activity 2: Complete Study of Barriers to Access and Completion (SBAC)

Dominican Republic: The Program completed the full SBAC, incorporating the comments of USAID. Advance began preparing and reviewing the institution-specific reports in preparation to share them with the partner institutions.

## Result 1 Activities

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

## ANNUAL SUMMARY

The Program made progress in all three IR areas of Result 1. Below is a summary of Year 6 highlights in each area:
IR 1.1 Curriculum design and pedagogy improved (includes Basic Education activities). Working closely with university staff at URL, the Program completed curricular revisions for the last degree program in Guatemala. This concluded all 20 curriculum revisions in Jamaica, Guatemala, and Honduras. In addition, as the Program continued to assess the rollout of curricular changes, it identified further areas of support. This support included working with UPANA to review the new digital Business Administration degree program since it is based on the similar Business Administration degree that Advance supported and revised. In Jamaica, due to the impact of the COVID-19 pandemic on Jamaica's education sector, the Program worked with CCCJ to convert 23 specialized courses in Agroprocessing \& Business Management and Health and Wellness Tourism originally designed for face-to-face delivery, to online delivery. The course conversion process included participatory activities focused on lecturers such as engaging them on existing course content and garnering their feedback on online course delivery and validated the adaptations with them. The pandemic was the impetus for this activity and will serve current and future students, as it also means CCCJ will have more accessible programs. CCCJ has committed to more blended content delivery approaches to expand its offering to all six participating member colleges.
In the Dominican Republic the Program used the cross-cutting assessments to select six degree programs to support and formed curriculum task forces with key leadership from both partner institutions and faculty form targeted careers. With the task forces, the Program started the initial curriculum mapping sessions and identified the levels of revision needed from all six degree programs at ITSC and ITLA. Based on these initial sessions, Advance proposed the same guidelines previously used in the other countries: Tweak: existing degree programs that require minor content or sequence revisions; and Revise: existing degree programs that require substantive revisions, such as designing and developing new modules or making major structural changes.

In Table 5 below, completed degree programs are shaded in gray, while degree programs completed in Year 6 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 did
not complete this curriculum revision and this degree is shaded light gray. All degrees in the DR are pending completion and 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 <br> Entertainment, Design, <br> Production <br> Technology | New New | $x$ $x$ | - 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 $\times 20$ to 25 courses $=60$ to 75 credits <br> - Hours of instruction: 45 hours for theoretical content, 75 hours for both practical and theoretical content <br> Revised curricula: 13 Agro-processing and Business Management, 10 Health \& Wellness Tourism. |
| CCCJ | Health \& Wellness Tourism | Revised | X |  |
|  | Agroprocessing \& Business <br> Management | Revised | X |  |
| VTDI | Entertainment \& Events <br> Management | Revise | X |  |
|  | Animation | Revise | x |  |
| Honduras |  |  |  |  |
| Institution | Degree Program | Level | Rolled <br> out with <br> students <br> during <br> LOP | Credit hours |
| UCEMN | Clinical Laboratory | Tweak | $\times$ | - 7 academic periods of 15 weeks \& 1 period of professional practice of 1,800 hours <br> - 84 credits <br> - Total hours: 3,945 (840 for theoretical content, <br> 3,105 for theoretical and practical content) |
|  | Logistics, <br> Transportation, and Port Operations | New | $\mathrm{x}^{+}$ | - 6 academic periods of 15 weeks \& 1 period of professional practice of 600 hours <br> - 102 credits <br> - Total hours: 1,995 ( 885 for theoretical content, <br> 1,110 for theoretical and practical content) |
| CEUTEC | Auxiliary Nursing | Revise | x | - 8 academic periods of 11 weeks \& 1 period of professional practice of 480 hours <br> - 111 credits <br> - Total hours: 2,025 |
|  | Web Design \& Development | Revise | x | - 8 academic periods of 11 weeks \& 1 period of professional practice of 400 hours <br> - 88 credits <br> - Total hours: 1,600 |


| UNAH | Food \& Beverage Management | Tweak |  | - 5 academic periods of 18 weeks \& 1 period of professional practice of 480 hours <br> - 83 credits <br> - Total hours: 2,965 |
| :---: | :---: | :---: | :---: | :---: |
|  | Coffee <br> Administration | Tweak | x | - 6 academic periods of 15 weeks \& 1 period of professional practice of 400 hours <br> - 100 credits <br> - Total hours: 2,455 |
|  | Agriculture Production | Tweak |  | - 7 academic periods of 15 weeks \& 1 period of professional practice of 400 hours <br> - 98 credits <br> - Total hours: 2,320 |
| Guatemala |  |  |  |  |
| Institution | Degree Program | Level | Rolled out with students during LOP | Credit hours |
| UPANA | Marketing \& Sales | Revise | x | - 1,323.95 hours ( 96 credits) and this includes 27.95 hours of professional practice. <br> 1 credit $=12-15$ hours of in-person classes \& 30-50 hours of homework/independent study |
|  | Business Administration | Revise | x | - 1,364.45 hours ( 99 credits) and this includes 27.95 hours of professional practice. <br> 1 credit $=12-15$ hours of in-person classes \& 30-50 hours of homework/independent study. |
| URL | Hotel <br> Management \& Gastronomy | Revise | x | - 2,232 hours ( 136 credits) and this includes 600 hours of professional practice. <br> 1 credit = 12 hours of in-person classes \& 24 hours of homework/independent study |
|  | Physical <br> Occupational <br> Therapy** | Revise |  | - 3,744 hours ( 152 credits) and this includes 1,920 hours of professional practice. <br> 1 credit = 12 hours of in-person classes \& 24 hours of homework/independent study |
|  | Primary Care Nursing* | Revise |  | - 2,628 hours (109 credits) and this includes 1,320 hours of professional practice. <br> 1 credit = 12 hours of in-person classes \& 24 hours of homework/independent study |
|  |   <br> Transportation  | New |  | - 124 credits |
| USAC | Fruit Production | Revise |  | - 3,190 hours (130 credits) and this includes 1,110 hours of professional practice. <br> 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. <br> 1 credit $=16$ hours of in-person classes $\& 32$ hours of homework/independent study |
| Dominican Republic |  |  |  |  |
| Institution | Degree Program | Level | Rolled out with | Credit hours |


|  |  |  | students <br> during <br> LOP |  |
| :--- | :--- | :--- | :--- | :--- |
|  | Software <br> Development | Tweak | TBD | Duration: 7 quarters <br> 150 credits |
|  | Medical Devices <br> Manufacturing | Revise | TBD | Duration: 7 quarters <br> 154 credits |
|  | Nursing | Revise | TBD | Duration: 2 years and 1 quarter <br> 113 credits |
|  | Events Production | Revise | TBD | Duration: 6 quarters <br> 101 credits |
|  | Gastronomy | Tweak | TBD | Duration: 2 years and 4 months <br> 85 credits |
|  | Logistics | Revise | TBD | Duration: 2 years and 1 quarter <br> 102 credits |

*Completed in Year 6
** 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

The Program also completed the institutionalization of curriculum revision processes within partner institutions in Honduras and Guatemala. For instance, in Honduras Advance developed a practical guide to be shared with university staff, including faculty from the Advance-supported degree programs on how to conduct curriculum mapping and a revision process. The purpose was to provide universities with a documented process based on evidence, best practices, and Advance's experience on how to conduct a comprehensive curriculum mapping and revision process incorporating the private sector's knowledge on specific hard and soft skills needed in the workforce. The guide includes suggestions for university staff as well as lessons learned based on areas of strength and gaps that Advance faced during the curriculum revision activities with all three universities. One of the recommendations highlighted was the importance of continuing future revisions and tweaks as an ongoing process as technical content, private sector, as well as faculty and staff needs change over time. Curriculum mapping and subsequent revisions based on the mapping are not simply a one-time exercise but living documents and planning that should be regularly updated and assessed (preferably annually) to ensure that the curriculum is continually aligned with learning objectives and private sector needs.

To round up curriculum activities for Year 6, Advance also finalized the design for the adaptation of the SEL pilot to an e-course with six modules registering over 300 participants from faculty from technical programs, more cohorts of pre-service teachers, faculty from the pedagogy department at USACCUNOROC and other universities members of the Consortium, in-service teachers, as well as technical advisors from the Ministry of Education. To sustain this course Advance secured an agreement with EFPEM to transfer and host the online modules in their own learning management system to offer it to new cohorts of teachers. In Jamaica, Advance hosted its first TOT on SEL and PYD with the participation from faculty from all three universities who will be responsible to train future pre-service teachers. The Program provided coaching to participants and asses their challenges and successes as they completed the training sessions and a practicum. Also, to close the year, Advance facilitated a virtual forum on SEL and PYD in Jamaica. The forum was held to raise awareness on PYD and SEL concepts, while sharing lessons learned. The learning forum attracted education stakeholders and international and local nongovernmental organizations, and Advance hopes to leverage this momentum to attract more participants for future TOTs to expand the reach of basic education activities in the new year.

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 6 reaching 410 additional faculty members and university staff and continued to offer most of these through online modalities as the pandemic continued. 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 institutionalizing curriculum revision processes in Guatemala and Honduras, providing training on using a competency-based model to faculty in charge of curriculum revisions in the Dominican Republic, as well incorporating guidance and support for university staff in Jamaica as they adapted to distance learning and faced challenges due to COVID-19; (2) subject matter expertise, including webinars from targeted industries in Jamaica such as new product development for the Agroprocessing degree program and training on the use and maintenance of protective biosecurity suits for the Primary Care Nursing degree in Guatemala; and (3) career and student support services, including providing online training and resources on virtual labor bridging support, and employability and entrepreneurship skills development for students in Jamaica and Guatemala.

Earlier in Year 6, the Program finalized the systematization process with the last pending university, USAC in Guatemala to institutionalize professional development activities for teaching and non-teaching staff at the technical education level. The Program shared the final report with university leadership and academic coordinators from the Forestry and Fruit Production degree programs who are committed to continue implementing these learnings and recommendations. They expressed that their priorities will be on engagement of private sector in professional development activities for faculty and the curriculum revision process. In Honduras, Advance completed practical guides on curriculum mapping and revision processes and private sector engagement strategy and alliance consolidation, which will be published and shared with universities.

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 professional development activities (described above) and in labor bridging activities with students, faculty and staff (described in this section). Advance facilitated three new partnerships between universities and businesses in Year 6 in Guatemala, Jamaica and the DR.

In Jamaica, the Program pursued one new private sector alliance and worked to build on existing partnerships from years before. Although companies were reluctant to sign MOUs due to the persistent uncertainty brought on by the pandemic, they did, however, express willingness to sign letters of intent. Previous partners like GraceKennedy and Jamaica Producers took interns, while new partners like JMMB Joan Duncan Foundation found other ways to support the Program such as collaborating on the entrepreneurship training and competition. Advance also established the Program's first learning lab to help strengthen youth work readiness. Advance hosted a virtual opening ceremony featuring the ministers of education and agriculture who

On learnings labs:
"[These are] state of the art facilities contributed by USAID"
--Minister of Agriculture of Jamaica endorsed the use of learning labs (see text box). Based at Knockalva Polytechnic, the agro-processing learning lab is a miniature learning space that mirrors realworld agro-processing facilities.

Similarly, in Guatemala, the Program leveraged the shift to distance learning and used digital platforms to continue to provide labor bridging support to students. With limited jobs available in the Western Highlands region, the Program prioritized entrepreneurship training to encourage students who want to start their own businesses after graduation. Advance designed and coordinated two virtual 40 -hour training certificates (diplomados) on entrepreneurship skills and on entrepreneurship for local economic development. Students learned about pricing, sales and marketing including digital marketing strategies and had the opportunity to practice their elevator pitch of their business plans to find funding or investment for their business ideas. The Program also invited senior entrepreneurs who provided practical advice and supported students during the training. Fifteen students received individualized coaching and support as they put into practice their business ideas. Additionally, the Program secured cost share from UPANA, its job board REHUSILSA and private sector partner Dooply to facilitate the first of its kind virtual job fair leveraging on online platform. With participation from over 30 businesses, at least 200 students registered in the platform and participated in the 3 -day activities related to the job fair. The businesses shared over 300 job posts available for students to apply to.


## YEAR 6, QUARTER 4 ACTIVITES

## IR 1.1 Curriculum design and pedagogy improved

## Activity 1: Prepare for and conduct asset mapping of selected institutions to better align curricula

 with labor market demands in the Dominican RepublicDominican Republic: The program concluded the initial asset mapping and started planning in-depth curriculum mapping sessions based for all six degree programs in close collaboration with the task forces at ITLA and ITSC. Some relevant findings from this initial diagnostic include that degree programs at ITSC have not been revised or reviewed since its inception, such as the events production degree program, which will require an in-depth review to assess its alignment with market needs.

The Program also identified the level of changes that it will support per degree program using the same principles as in other countries:

Table 6: Levels of revision by degree program and institution in the Dominican Republic

| Degree Programs | Level of revision |
| :--- | :--- |
| Instituto Técnico Superior Comunitario (ITSC) |  |
| Nursing | Revise |
| Events Production | Revise |
| Gastronomy | Tweak |
| Logistics | Revise |

Technological Institute of the Americas (ITLA)

| Software Development | Tweak |
| :--- | :--- |
| Medical Devices Manufacturing | Tweak |

Activity 2: Conduct and/or finalize curriculum revisions for each new or updated degree program Honduras, Guatemala and Jamaica: All curriculum revisions have been completed.

Dominican Republic: To plan for in-depth curriculum mapping sessions, Advance is reviewing alignment of learning objectives of specialized courses to the occupational standards in each corresponding industry the Program is working on. To further validate this review, the Program coordinated initial engagements with members of business clusters who had been previously identified to participate in these sessions. As part of these initial engagements the Program held discussions with key industry experts and human resource managers to better comprehend their needs, requirements and start to review if each career's learning objectives and entry and exit profile of graduates align with those occupational standards and needs per sector. Through these discussions the Program also started to foster ongoing collaboration between business clusters and institutions as the mapping and revision process starts for each career and selected courses. These sessions will be held next quarter.

## Activity 3: Rollout, assess, and adopt revised curricula

Honduras and Guatemala: Advance completed all planned activities for Year 6.
Jamaica: Advance converted an additional 13 face-to-face courses to online modality for CCCJ. Advance supports six member colleges, which are poised to benefit from this activity. Ten courses were previously converted. These courses are under the Agro-processing and Business Management and Health and Wellness Tourism Associate Degree programs. The online courses all include original and YouTube videos, PowerPoint presentations and assessment activities. A sample curriculum map and lesson plan are included (see graphic).

Advance planned to continue training faculty on imparting and using the online resources, however, due to the various challenges faculty experienced for the upcoming academic year, training was not feasible. Therefore, the Program provided a tool kit for current and future faculty to accompany the converted courses. The toolkit serves as a guide on how to deliver the online content to

their students.

Dominican Republic: No updates to report this quarter as this activity will happen after the Program concludes curriculum revisions explained in activity 2.

Activity 4: Develop specialized modules based on target industries for pre-service teachers training programs for technical education in Jamaica
Jamaica: While discussions have stalled with UTECH, the focus remains on training faculty on how to deliver specific technical content for the degree programs, specifically in the Fundamentals of Stagecraft and Intro to Lighting Design. Advance will also help CCCJ to develop an onboarding package for new lecturers with content from trainings provided by the Program, so that the institution will be able to sustain the use of tools and resources in this area when Advance closes.

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

## Design of asynchronous e-course on SEL

The Program completed the adaptation of content and materials for the primary education level. The design is the same as the current course with six modules with slight adaptations on the activities for the appropriate grade levels at the primary education level. While the Program could not implement these modules, Advance completed the full transfer of the e-modules to EFPEM's platform who will launch these modules next Year. As a final step the Program will conduct training sessions for EFPEM faculty to deliver and facilitate these modules for future cohorts.

## Implementation of the asynchronous e-course on SEL

The Program continued to monitor and provide assistance to the 214 participants from each target group taking the e-course. To date 145 participants have completed one or all modules, and at least 66 have completed all six modules. The Program planned multiple check-ups to ensure completion and conducted a mid-point qualitative study to assess how the course was working and if the content and platform were useful to the participants. Per the results of the study, the Program adjusted certain functionalities and activities across all six modules to make them more user-friendly and allow participants to have a greater interaction with the content. For example, participants reported confusion with certain functionalities of the platform and the instructions of certain activities, thus the Program created additional demonstration videos to help navigate the platform and a video responding to the most frequently asked questions to explain and troubleshoot technical difficulties. The Program will finalize all adaptations next quarter as the e-course closes.

## Assessment and institutionalization of the e-course

The Program also secured an agreement with EFPEM to transfer the full e-course at both levels of education (primary and secondary) to their own learning management system as the discussions with the Ministry of Education stalled due to the lack of assigned staff that could coordinate and facilitate the course going forward. After the good results of the pilot, EFPEM expressed their commitment and interest to own the course and continue to offer it going forward to their pre-service teachers at the primary and secondary levels of education. The Program started the process to fully transfer the e-course to their own platform and will finalize it next quarter. As part of the transfer, the Program is planning training sessions for EFPEM faculty who will be facilitating the course going forward and will also leave a full report documenting results and lessons learned from the first 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 continued to provide coaching and follow-up to the faculty members who participated in the first round of training of trainers (TOTs) that Advance facilitated last quarter. As of the end of this quarter, five participants had completed the program, one dropped out and one has not completed the final practical assessment. During the training sessions and coaching the Program experienced some challenges including competing training time with lecture hours, COVID-19 restrictions, which led to all training being virtual, and difficulty for all participants to be available at the same time. These issues have also affected the timeline and the preparation of pre-service teachers to go into teaching practice and use the tools and skills learned to train future cohorts of pre-teachers. Given the issues identified, discussions are ongoing with CCCJ to host another round of TOTs and to encourage VTDI to increase their pool of trainers for the next round of TOTs.

As additional solutions to mitigate some of these challenges and encourage more participation in future TOTs, Advance coordinated a learning forum on PYD and SEL to raise awareness and shared understanding of the importance of incorporating SEL and PYD in the classroom. The forum targeted stakeholders from UTECH, VTDI and CCCJ, as well as the private sector. Presentations included an introduction to PYD and SEL, lessons learned from initial training sessions as well as best practices from regional and US-based programs. The dean of the Faculty of Education and Liberal Studies at UTECH presented on reflexive teaching practice and its relationship to PYD and SEL. Immediately following the forum there was renewed interest across all partner institutions. UTECH has specifically requested support to strengthen their Becoming a Teacher module, which is a requirement for pre-service teachers to integrate elements of Advance's PYD and SEL training.

In addition, the Program continued the development of the toolkit for trainers to use during the next round of TOTs. The toolkit contains a list of activities and tips to use to help trainers while they train, along with activity sheets. In addition to the toolkit, Advance is also designing a workbook for pre-service and in-service teachers to use in the classroom which will give them a bank of activities that they can adapt and use in their own classroom with students. The toolkit and workbooks will be finalized next quarter.

Dominican Republic: Advance continued discussion with UASD to sign an MOU and begin activities. While the MOU could not be signed this quarter, Advance facilitated working meetings to delineate the work plan and timing for the training program with UASD directors of the schools of education for the primary and secondary education levels. The Program also reviewed assessments and indicators and presented those to UASD leadership to dig deeper into the integration strategy for the training. In addition, and while waiting for the MOU, Advance also facilitated a seminar to raise awareness and a shared understanding of the theoretical concepts on SEL, PYD and career guidance. The seminar was attended by 219 participations, about 27 faculty from UASD. The seminar had 10 international speakers, including the Chief of Cabinet of Advisors of the Vice Minister of Pedagogical Management of the Ministry of Education of Peru, the former Vice Minister of Education and Coordinator of UNESCO's Rural Secondary Education Program in Peru, the Director of the Alianza Institute in Brazil, and staff from Advance in Guatemala who presented on the pilot results. As a result of the seminar, the Program had further exchanged with UASD directors and included the director of the school of psychology in the planning process.

## IR 1.2 Teacher, faculty, and staff development refined

Activity 1: Implement professional development (PD) programs for faculty and staff Jamaica: There are no activities to report this quarter.

Dominican Republic: The Program concluded the design of the integrated professional development program for faculty from technical degree programs, which integrates actions on teaching-learning strategies, classroom
coaching and observation system, induction processes and preparation for virtual teaching. The Program also concluded the design of the scripts, videos and activities to be included in the asynchronous self-guided course for faculty at both partner institutions. This course was developed as a response to requests from institutions to support them on strengthening their competency-based approach and will incorporate spaces for professional learning communities for teachers to come together and provide peer-to-peer support.

The Program continued the coaching and classroom observation strategy to observe changes in pedagogy and curriculum revisions for the supported degree programs at ITSC and ITLA. The Program also continued to prepare an instructional guide to document this process and leave a toolkit behind for universities to continue it after the Program closes. Advance held validation sessions with faculty from both institutions and received positive feedback on the strategy and instructional guide.

## Activity 2: Institutionalize professional development programs for faculty and staff

Jamaica: Institutions were actively focused on reverting to virtual classes after implementing measures for having face-to-face classes in the new school term. The pandemic impacted this change, which in turn affected the delivery of professional development training. Notwithstanding this, the Program is working closely with CCCJ to digitize training videos and develop a toolkit to build the capacity of six of the CCCJ's member colleges. The toolkit and training videos will not only guide faculty and staff on maneuvering the learning management system but will also institutionalize curricula development and delivery of the Health and Wellness Tourism and the Agroprocessing and Business Management programs.

Dominican Republic: Advance continues to work on the systematization of professional development activities which it has been carrying out since the beginning of implementation. This quarter the Program finalized the outline and sections that will be included in the guides for the curriculum mapping and revisions process, as well as coaching and classroom observation process. Faculty have shared feedback on the process and consider these guides to be a valuable contribution for the continuity of the work Advance is doing even long after the Program ends.

## 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
Guatemala: As a follow-up to the virtual training certificates (diplomados) on entrepreneurship and entrepreneurship for local economic development, the Program concluded the coaching experience for the 15 students in the implementation of their business plans to start or continue their own small ventures. To assess the impact of the coaching experience, the Program conducted a quick vulnerability survey to assess how much had changed in terms of risks for each of their ventures. Based on these surveys, the Program was able to help the students develop improvement plans based on the level of risk found for each venture and action plans to mitigate those risks. Most of the ventures were agribusinesses or direct services and had better results in the surveys after the coaching experience.

Jamaica: Advance continued work with private sector partners to foster opportunities for work experience. Two students studying Agro-processing and Business Management did internships with Grace Foods, a subsidiary of the GraceKennedy Group. Students were engaged in mixed modality internships including both virtual and face-to-face components. They were assigned to factories across the island and worked with staff on product development. They also worked with the Grace team to develop products using local agricultural inputs. This gave students the chance to use skills developed in the classroom in the real world.

During this quarter, 10 students who completed the entrepreneurship coaching sessions participated in a pitch competition in which they were able to showcase their communication skills and become more comfortable talking about their businesses. Students pitched to a panel of judges who scored them mainly on their ability to convey clear information on their business idea. The top three students were awarded prizes including start-up equipment for their businesses. Advance also developed a relationship with the Jamaica Money Market Brokers (JMMB), a local financial institution, through their foundation, the JMMB Joan Duncan Foundation. A representative led a financial planning session for the entrepreneurship student activity, and a cash donation was also made toward the top three winners of the business pitch competition.

Dominican Republic: The Program continued with the development of private sector engagement strategies for each institution based on previous discussions with them about their needs and areas of opportunity in relation to private sector engagement. In addition, the Program used the LMA as the basis to plan for an in-depth study on the perception of technical higher education among businesses in the country. This study will be co-led with IEET as part of the MOU signed with them. The study will help the Program and ITLA and ITSC to define the right messaging that will help adequately position technical education as an attractive option for youth, their families and employers during recruitment, admissions and labor bridging processes.

As part of the work with Project CURE, Advance initiated quick assessments by visiting the ITSC campus and collecting data to inform the full needs assessment that will happen next quarter. During the visits, Advance learned about the needs and priorities of the hospitals in which ITSC nursing students do their practices and internships and used this information to flesh out the possible donations that could be sent for medical equipment and COVID-19 relief materials.

## Activity 2: Strengthen the capacity of career services offices

Guatemala: The Program finalized the participation of students who were taking the self-guided e-modules on labor bridging and employability skills. A total of 81 students completed the modules as seen in the following table.

Table 7: Students' completion of employability skills e-modules

| University | Number of Students <br> who completed all <br> modules |
| :--- | :--- |
| UPANA | 27 |
| USAC- CUNOROC | 37 |
| URL | 17 |
| TOTAL | $\mathbf{8 1}$ |

In addition, the Program completed the negotiations to transfer the e-modules to UPANA and its job board, REHUSILSA to host in their own platform. A job board staff will manage access and registration to the e-modules going forward so that more students can access them. In USAC-CUNOROC, the Program transferred the emodules to their website where they will be managed by a faculty member. These transfers will support ongoing access to these modules to serve and support students as they get closer to graduation and their transition to the workforce.

As a final labor bridging activity, the Program negotiated support from UPANA, REHUSILSA and Dooply to collaborate and put resources (documented as cost share) to coordinate the first virtual job fair targeting industries supported by the Program. As part of the implementation process Advance worked with UPANA and Dooply to host orientation sessions for students and participating businesses on the platform and the different activities available. The virtual job fair lasted three full days and used a virtual interactive platform, Pypol which also allowed students to register and create individual profiles that helped them highlight their key technical and soft competencies for employers. Other functionalities of the platform included communication channels that allowed for direct communication between students and employers while being monitored by university faculty and job board staff. As part of the fair, there were also five webinars available for participants on topics such creating an effective CV and leveraging Pypol as a tool to format it, which had a total of 145 registered participants. A total of 219 participants across the departments of Guatemala, Quetzaltenango and Huehuetenango registered in the platform to access the fair throughout the three days, and of those approximately a third of them were students from technical degree programs. Also, 32 businesses registered to participate and provided information on over 300 job posts available. UPANA conducted follow-up on some of these job posts to monitor the number of students and graduates applying after the fair and until the close of this reporting period at least four were employed as a result of the job fair, such as Eurotiendas hiring three participants. Through this experience, it was evident that virtual platforms
 can increase the linkages between human resource managers and the available talent from universities. The platform also allows for employers from more than just one department to participate as it cuts down on costs for transportation and lodging. The follow-up post-event is critical to ensure that students and graduates take advantage of the information and secure interviews after applying for available positions.

Jamaica: Advance completed the distribution of multimedia resources in the employability guide to CCCJ and UTECH as well as youth and community groups. The Program finished over 1,000 physical copies of videos to include in the employability guide. This resource will improve labor bridging services offered by the career and student services departments. Partner institutions such as the Portmore Community College (PCC) at CCCJ have shared the resources with students, with physical copies distributed to the library as well as student services department. The Placement Officer at PCC plans to use the guide as a resource for final year students about to enter the workforce, as well as students preparing for work experience.

Dominican Republic: As part of the initial diagnostics to understand the career and student services departments at ITLA and ITSC, the Program used Student Survey data to triangulate information collected during the past quarter. Per survey results, more than $90 \%$ of the students know about career services, student services or orientation; $60 \%$ of the students have attended these departments and have received some type of support from them.

## Result 2 Activities

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

## ANNUAL SUMMARY

While COVID-19 greatly limited in-person activities related to increasing access to technical education, 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 6 highlights in each area:

## IR 2.1 Expanded Access

Recruitment and admissions practices: In Year 6, with the Program closing in Honduras and Guatemala and limitations to in-person activities, Advance pivoted to support universities to continue the promotion of their technical degree programs using online tools and social media. In Guatemala, Advance supported recruitment and outreach offices at UPANA and USAC-CUNOROC in the design and dissemination of informational materials for Advance-supported degree programs, including the newly updated and revised digital business administration degree program at UPANA. These informational materials showcase the skills learned and job prospects of these degree programs and have been posted in universities' websites and related social media. The Program also worked with universities to ensure that they also share these materials with secondary schools in their recruitment and outreach databases to reach disadvantaged youth. The key audience were teachers and vocational guidance staff in secondary schools as they play a key role in sharing information and encouraging high school youth to pursue higher education.

In Jamaica, the Program continued to work with outreach and recruitment departments at our partner universities to improve their practices. Working with CCCJ, Advance hosted a Career Awareness webinar that was attended by secondary school teachers and students. The webinar focused on career opportunities in the agribusiness and health and wellness tourism industry and the training opportunities available through CCCJ member colleges. There was also a media campaign during Jamaica's National Careers Week in February with information about Advance-supported industries shared via traditional and nontraditional media.

While the Program concluded activities in Honduras and Guatemala with the development and dissemination of career awareness materials for Advance supported sectors, universities in these countries are facing additional challenges to recruit and enroll new students in technical careers due to financial and economic constraints exacerbated by the pandemic. This finding was further validated through the stakeholder consultations that Advance led to develop a technical paper on the impact of the pandemic in technical higher education in Central America and the Caribbean. In general, the findings of the consultation indicate that higher education institutions are hopeful about the possibilities for continued expansion of technical tertiary education. More investment in higher technical education in their countries offers more access and employment opportunities to disadvantaged populations including indigenous people, youth with disabilities, and new opportunities for women in traditionally male-dominated technical fields, as there has been an increase in acceptance from employers. There are also unforeseen expenses related to the pandemic. Institutions anticipate future challenges in safely reopening their institutions to effective in-person learning and maintaining and/or increasing enrollment. They are also facing new competition in the virtual technical education market, and the low demand for their virtual programs is also a concern for the future. Many teachers and students have been under increased stress and have lost income over the last year, which further impacted enrollment numbers. Through these findings and studies such as this one, Advance is committing to supporting partner institutions in Jamaica and the Dominican Republic to face these new challenges, helping them to strengthen distance learning and to leverage technology to improve outreach, recruitment and student support services.

Student Support Services: Over the life of the program, Advance has reached 2,315 underserved students across all degree programs in all four countries which means that the majority of students enrolled in partner institutions are considered to be disadvantaged as they come from rural communities with high levels of poverty, violence, or identify with an ethnic minority group, as having a disability or as part of the LGBTI community. Therefore, most activities are designed to meet the needs of these student populations. In Year 6, as students in Honduras and Guatemala got closer to graduation, Advance focused its student support activities on helping them to graduate despite the multiple challenges brought by the global pandemic. For example, in Honduras, as students from partner universities faced delays in completing virtual graduation requirements due to lack of internet connectivity, the Program provided them with data plans so they could complete requirements such as the virtual national anthem exam. Advance also worked with UNAH and Grupo Terra, the investment conglomerate committed to providing support to students from the Food and Beverage degree program by including them and their businesses in their catalog of entrepreneurs. The joint work was to design and implement a virtual certificate in entrepreneurship with a focus in gastronomy to replace professional practicums that students were not able to continue due to the pandemic. This support placed most students on track to graduate in 2021.

In Guatemala, as a result of the recommendations on the qualitative study on barriers to completion, Advance worked with UPANA and USAC to finalize digital and hard-copy guides that better explain the steps and complexities of the administrative steps that students must complete for graduation to make the process easier to follow for students. With USAC-CUNOROC and UPANA, the Program also completed a rapid assessment of the current information on their student portal building on what was already available. Taking this into consideration, Advance consulted student support staff and faculty to ensure that the information laying out the completion of coursework and graduation process was correctly explained, included the appropriate designated points of contact for each degree program and was portrayed in a reader-friendly format that is easy to print and download from the student portal. This was first time that UPANA had a guide documenting their completion and graduation process for technical careers.

In Jamaica, Advance provided various resources to assist with student support services to partner universities. Resources included the converted World of Work e-course and the Employability Guide. These resources will allow partner school staff to provide support to students face to face or virtually and allow them to reach larger numbers. Additionally Advance procured equipment for the Knockalva Polytechnic College to develop a Career Corner. This will provide a dedicated space for staff to provide job readiness support for students.

To date, 1,070 students have graduated or completed requirements for graduation from Advance supported degree programs in all three countries, 455 of those in Year 6.

Taking lessons learned from these three countries, Advance used SBAC findings in the Dominican Republic to target its support to student support services departments at ITLA and ITSC. As part of this targeting, Advance hopes to strengthen their services, especially to attend to the unique personal and academic challenges students with a more vulnerable profile may face as they start their degree programs. For example, Advance discovered that that students in technical careers that graduate from public schools tend to have poor academic performance due to a lack of strong foundational skills such as mathematics and literacy, which makes them fall further behind in their subject-matter courses. To overcome this academic barrier, the Program started discussions with ITLA and ITSC to develop a remedial self-guided course for students to take during their degree programs, and materials for faculty so they can support
these students as they take the program.

## IR 2.2 Scholarships

By Year 6, the Program distributed an additional 51 scholarships to disadvantaged students in the Dominican Republic through two successful calls for applications reaching youth from more vulnerable communities. In Jamaica, the Program distributed four additional scholarships to students in the Animation program at the VTDI, Mandeville campus. A total of 62 scholarship holders completed their degree programs in Year 6, for a total of 95 scholarship holders who have graduated to date in Jamaica. During the year, the Program adjusted the way it disbursed scholarship and stipend payments to accommodate for students who were facing delays in their disbursements that impacted their ability to finish courses and graduate. To mitigate the high dropout rate, the Program changed the disbursement process and decided to make payments directly to scholarship holders. The new payment arrangement allowed some of the students to continue their programs and provided a financial relief in difficult times further exacerbated by the pandemic.

In addition, across all 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 and conducting monthly or quarterly virtual calls to meet with university staff and directly with student scholarship holders. In all countries, the Program continues to cover the costs of additional Internet data so students can access their online courses, and in Honduras and Guatemala, the Program worked with university staff to identify additional tutoring resources and reading materials to better prepare scholarship holders for their final examinations. To date, 81 scholarship holders have graduated or completed requirements for graduation from partner universities in Honduras, 115 in Guatemala, for a total of 291 scholarship holders across Jamaica, Guatemala and Honduras.

## YEAR 6, QUARTER 4 ACTIVITES

## IR 2.1 Expanded access

Activity 1: Revise recruitment and admissions practices to attract prospective disadvantaged students to technical degree programs
Guatemala: Advance completed all recruitment and outreach activities planned for Year 6.
Jamaica: During this quarter, Advance distributed over 1,200 career awareness posters. This was done in collaboration with all three partner institutions, which will use these materials during outreach activities. The Program also distributed posters to Youth Innovation centers across the island which were used in their "Empowerment/Jam Sessions". The Program has collaborated with these centers and partner institutions to share information about the industries and admissions opportunities available.

Dominican Republic: As part of recruitment activities, the Program will conduct an in-depth study on the perception of technical higher education among businesses in the country (further described in activity 2 under IR 1.3). This study will help the Program and ITLA and ITSC to define the right messaging that will help adequately position technical education as an attractive option for youth and their families, carefully reviewing the options for quality employment to attract those from more vulnerable communities.

Activity 2: Implement and strengthen services to support disadvantaged students within selected institutions
Guatemala: Advance completed all student support activities planned for Year 6. While the Program tried to get all six USAC- CUNOROC faculty at the technical level to complete the e-course for SEL, most were not able to complete all six modules. After multiple communications and encouragement efforts from the Program, at least four of them completed the introductory module, which will serve faculty as they engage with students who are also facing additional challenges brought by the pandemic.

Jamaica: The Program conducted a survey to learn more about requests for psychosocial support for students. The survey revealed that remaining students and recent graduates are struggling due to personal problems that arose with the COVID-19 pandemic and need support to ensure they complete their classes. Some personal problems students are facing include worsened home situations due to family loses, and difficulties accessing remote classes consistently. The Program will work with selected campuses to enhance existing psychosocial support activities next year.

Dominican Republic: To Program continued the needs assessment to identify specific gaps that exist in the IT systems of both educational institutions to identify the gaps and areas for improvement in areas related to student support. In doing this analysis, Advance seeks to strengthen their IT systems, so institutions are able effectively track students' information and academic progress such as enrollment numbers and student information, grades, attendance, etc., and implement an early warning system to identify students who are at risk of dropping out. While the Program planned to finish this assessment this quarter, there were delays in submitting student data as there are gaps in the existing information systems. The needs assessment will be finalized next quarter and findings will be shared with both partner institutions.

Advance continued the design of the remedial program on language and mathematics for students at supported degree programs at ITLA and ITSC. The program will be self-guided and will include online didactic resources so that students can manage their own learning process and receive support and guidance from teachers at ITSC and ITLA. To help with the design, the Program looked into exams and test results from both institutions in the areas of language and mathematics, including results of the Academic Orientation and Measurement Tests (POMA). Results revealed that students at both institutions struggle in both areas, but there is a greater gap in mathematics scores. Advance will use this information to target the program to address these gaps. ITLA and ITSC staff have expressed great interest and commitment to this program, especially for their first-year students as they see it as fundamental to avoid excluding youth who might not have strong performance scores finishing high schools.

## IR 2.2 Scholarship Program

Activity 1: Implement a local scholarships program for students in selected institutions
Regional: Advance continued to monitor scholarship holder's academic performance and their progress towards completing their studies and graduating. To date in Honduras, all 30 students from UCENM have graduated and/or completed their studies. A total of 44 scholarship holders from CEUTEC graduated, except for one student who had to retake an entire semester of courses. In UNAH, 24 scholarship holders graduated from all degree programs, and there are still 10 students pending graduation from the Food and Beverage degree. Although the Program made several efforts to follow-up until the end of this reporting period, UNAH did not provide the updated data on these students.

In Guatemala, the Program concluded its monitoring support with 40 scholarship holders graduating from UPANA. Of the four students from the Business Administration degree program who were pending graduation,
the Program was able to support at least two to complete all coursework. The two other students faced health problems which prevented them from finishing their courses, but at least one of them expressed his commitment to retake them next semester. All 37 scholarship holders from USAC- CUNOROC completed all requirements for graduation and graduated from all supported degree programs. While at URL 38 scholarship holders graduated, except for one who had to retake courses next semester and will graduate next year.

In Jamaica, Advance continued to monitor scholarship holders from the Health and Wellness Tourism and the Agroprocessing and Business Management degree programs at CCCJ's Montego Bay Community College who were close to graduation. At least 78 scholarship holders from CCCJ have graduated to date, While the Program faced a relatively high dropout rate from scholarship holders due to the challenges many of them have been facing since the pandemic, Advance continues to identify solutions including providing psychosocial support next year.

Table 8 shows the number of scholarship holders who have graduated and are still pending graduation by university across Jamaica, Guatemala and Honduras.

Table 8. Number of scholarship holders who have graduated or are pending graduation

| University | Number of scholarship holders who graduated or completed studies | Number of scholarship holders pending graduation (in progress) | Number of scholarship holders who dropped out | Number of scholarship holders whose studies are delayed ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: |
| Honduras |  |  |  |  |
| UNAH | 24 | 10 | - | - |
| CEUTEC | 44 | 1 | - | - |
| UCENM | 30 | - | - | - |
| TOTAL | 81 | 11 | - | - |
| Guatemala |  |  |  |  |
| UPANA | 40 | 2 | - | - |
| USAC- CUNOROC | 37 | - | - | - |
| URL | 38 | 1 | - | - |
| TOTAL | 115 | 3 | - | - |
| Jamaica |  |  |  |  |
| VTDI | 9 | 3 | 9 | 14 |
| CCCJ | 78 | 15 | 30 | 6 |
| UTECH | 8 | 13 | 4 | 15 |
| TOTAL | 95 | 31 | 43 | 35 |

## Activity 2: Design and implement a local partial scholarship program only in the Dominican Republic

[^0]Dominican Republic: The Program coordinated the second call for applications for scholarships at both ITLA and ITSC and awarded 36 new scholarships, for a total of 51 scholarships in the DR as one of the previous 16 students dropped out due to medical conditions. The Program followed-up with the student and his family, but personal challenges prohibited the student from retaking classes. Out of the total 51 scholarship holders, 22 are enrolled at ITLA and 29 at ITSC. Table 9 shows the breakdown by degree program.

Table 9. Number of scholarship holders who have graduated or are pending graduation

| University |  | Degree Program |
| :--- | :--- | :--- |
| ITLA | Software Development | 21 |
|  | Medical Devices Manufacturing | 1 |
| ITSC | Nursing | 14 |
|  | Events Production | 3 |
|  | Gastronomy | 10 |
|  | Logistics | 2 |
| TOTAL | 51 |  |

To successfully award the scholarships, and as described in the communications section, the Program developed a communications campaign to attract more students from disadvantaged groups and gathered feedback from youth from the first call of applications. Through this feedback, the Program was able to modify the application and selection process, including lowering the academic performance scores at ITLA to accommodate for students who are graduating from public high schools and might have lower performance scores compared to peers from private schools. Another difference to the previous call that also highlighted the success of this one was the 18day period provided to students to apply as more time gave the Program the opportunity to re-post and disseminate the call for applications every two days through social media. The Program received over 200 applications. These good results with the communications and dissemination campaign also serve both institutions for future scholarship disbursements. The Program also worked with both institutions to establish continuous monitoring and follow-up to scholarship holders through students support services departments.

## III. NEXT STEPS

During Quarter 1 of Year 7, the Program plans to carry out the following activities:

## Core Administrative Activities

## Administrative processes for cost-share activities

Regional: The Program will finalize the MOU with Project CURE, continue the needs assessments in each country and coordinate support for the donations, including for shipping logistics. The Program will also report on cost share from UPANA, REHUSILSA, and Dooply for their participation in the virtual job fair in Guatemala and continue to assess and account for IEET's support as a potential for cost share in the Dominican Republic. In Jamaica, Advance will also continue to encourage partner institutions to report cost share, even though they exceeded their targets. Discussions will be held with Barita Foundation/Barita Investments, JMMB Group and VM Foundation/VM Group - all finance organizations with foundations - for possible cash contributions. JMMB Foundation has already contributed $\$ \$ 100,000$ (US $\$ 641.39$ ) to the entrepreneurship competition and there is an
interest in further support.

## Communications activities

Regional: Advance will update the Program's communication strategy to reflect the activities for Year 7 and will continue to work on increasing engagement and followers on the Program's social media pages, especially Instagram to achieve the target followers for 2021. In Jamaica, the Program will also plan a communications campaign to celebrate National Youth Month in November 2021. Advance will also continue to showcase the videos and student testimonials from Guatemala as a part of the Program's effort to celebrate the work completed in the country.

## Monitor subgrants with local universities

Regional: The Program will finalize the closeout modification with URL in Guatemala. In Jamaica, Advance will conduct several site visits to monitor subaward activities and deliverables. Most of these visits will be done with CCCJ to review progress and prepare university leadership for closeout.

## Closeout activities

Guatemala and Honduras: The Program will complete final reports for Honduras and Guatemala.

## Monitoring and Evaluation Activities

Collect, process and analyze survey data and update institution reporting tool
Regional: Advance will continue to follow-up with universities in Jamaica and the Dominican Republic to submit enrollment and graduate student data through the institution reporting tool. In the Dominican Republic, Advance will administer the Scholarship Holders Survey and analyze results and continue to administer the Graduate Surveys in Jamaica as more students continue to graduate. In Jamaica, Advance will start to design a qualitative study to assess institutional strengthening outcomes as it did for Honduras and Guatemala.

## Crosscutting Assessments

## ILA \& SBAC

Dominican Republic: The Program will identify elements of the ILA that can be shared with partner institutions as well as externally for a wider audience. The Program will also continue the institution specific SBAC reports in preparation to share them with the partner institutions. Advance will share reports with each institution in collaborative sessions to discuss findings and collaboratively identify solutions and areas where the Program can support.

## Result 1 Activities

## Curriculum and pedagogy (including Basic Education Activities)

Guatemala: The Program will finalize implementation of the e-course on SEL and deliver the training sessions with EFPEM faculty to so they can deliver and facilitate the e-course in the future. The Program will also leave a full report documenting results and lessons learned from the first implementation.

Jamaica: Advance will ensure that all newly converted online courses are uploaded to CCCJ's learning management system. For basic education activities, the Program will finalize the toolkit on SEL and PYD and
deliver more TOTs with new faculty cohorts and the accompanying workbooks. To increase the pool of training participants, the program will include practicing teachers from other CCCJ member colleges (in addition to working with Knox Community College). These teachers will be trained so that the Program can observe and assess their use of the PYD and SEL concepts over the coming semesters. The Program will also work on strengthening UTECH's Becoming a Teacher module.

Dominican Republic: The Program will continue the curriculum mapping activities planned for each degree program as per the agreed guidelines and will facilitate working sessions with business clusters for each industry. Advance will also seek to sign the MOU with UASD to start coordinating the training program on SEL, PYD and career readiness.

## Teacher, faculty, and staff professional development

Jamaica: Advance will complete a training kit on delivery of modified e-courses to faculty at CCCJ, including video and training manuals, and these will be handed over to CCCJ to institutionalize professional development training to build on strengthening cohesiveness in content creation and digital skills.

Dominican Republic: Working with ITLA and ITSC, the Program will validate the design of the integrated professional development program for faculty from technical degree programs. Advance will also plan the delivery of the asynchronous self-guided course for faculty at both partner institutions and will continue the coaching and classroom observation strategy to observe changes in pedagogy and curriculum revisions. Advance will also develop subject-matter workshops specific for each industry according to the needs requested by institutions.

## Labor market bridging and career services

Jamaica: The Program will continue to partner with JMMB Foundation to deliver Conversations for Greatness workshops for students. These workshops will help students develop soft skills that will be crucial to their personal and professional development and serve as an asset as they transition to the workforce. Ten students from the entrepreneurship activities will receive additional support from Advance through direct coaching from industry experts. Advance will also obtain letters of intent from the companies that indicated readiness to take interns or confirm other ways of collaboration. The Program will coordinate a showcase for students in the Entertainment Design Production and Technology and Image Consulting and Fashion Styling programs. The showcase will provide students with the opportunity to use skills learned in their programs in a simulated environment. The COVID-19 pandemic has had drastic negative impacts on the entertainment industry, including periods of complete shutdown, and this showcase will give students practical experience using skillsets gained through their degree programs.

Dominican Republic: The Program will continue to develop private sector engagement strategies for ITLA and ITSC and foster alliances with businesses clusters as opportunities emerge. After validating strategies, the Program will train staff who are focal points of alliances with private sector in engagement and monitoring of alliances and commitments. The Program will also continue the study on the perception of technical education with employers working closely with IETT. Advance will also plan to design a TOT on career services and employability skills previously done in Honduras with both ITLA and ITSC staff.

## Result 2 Activities

Recruitment and admissions practices and student services support
Jamaica: The program will continue to work with partner universities to strengthen the relevant recruitment and
outreach and student services departments. Various resources have been provided to all three universities throughout the life of the Program and Advance will finish these activities strong by ensuring that these resources are being used and supporting faculty when needed. continue to ensure staff to ensure that resources are sustainable. This includes having discussions on best practices and re-sharing resources as needed. The Program will also continue to support students to graduate and identify challenges they might be facing in advance to mitigate dropouts.

Dominican Republic: The Program will continue the study on the perception of technical higher education among businesses in the country (further described under IR 1.3) and use this findings and SBAC findings and discussion with both institutions to define the right messaging that will help adequately position technical education as an attractive option for youth and their families, carefully reviewing the options for quality employment to attract those from more vulnerable communities. The Program will also continue the self-guided leveling course for students in mathematics and language studies and present on results of the diagnostic exams as the learning objectives of the course are defined in collaboration with ITLA and ITSC. The Program will also finalize the final report on the diagnostic of information systems at both institutions, to define the recommendations for implementing an Early Warning System to identify students at risk of dropping out.

## Scholarships and Scholarship Holders Monitoring

Jamaica: Advance will continue working closely with the academic coordinators VTDI, UTECH and CCCJ to track and monitor scholarship holders and their progress towards graduation. The program will continue to use university's data and trackers to capture student attendance on a bi-weekly basis and will provide direct support to the scholarship holders when needed if they are not attending courses.

Dominican Republic: The Program will continue to monitor scholarships' holders' academic performance and attendance to identify areas of support as needed in close collaboration with the focal points at each institution.

## Appendix D. Revised Year 8 Targets

Table 10. Revised Year 8 Targets

| Indicator | Jamaica Year 8 Targets | Dominican Republic Year 8 Targets | Regional Year 8 Targets |
| :---: | :---: | :---: | :---: |
| 1. Number of individuals [graduates] with new or better employment following completion of USG-assisted workforce development programs | 7 | 68 | 75 |
| 2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment) | 50\% | 50\% | 50\% |
| 3. Number of host-country tertiary institutions receiving capacity development support with USG assistance | 3 | 3 | 6 |
| 4. Number of individuals [students] who complete [graduate from] USGassisted workforce development programs | 7 | 423 | 430 |
| 5. Number of USG supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research | 0 | 0 | 0 |
| 6. Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through a USGsupported workforce development program | 0 | 50 | 50 |
| 7. Number of partnerships formed in support of labor market bridging as a result of US Government (USG) assistance | 0 | 1 | 1 |
| 8. Number of students in selected institutions receiving labor bridging support* | 0 | 1,000 | 1,000 |
| 9. Number of host country individuals [faculty, staff and students] completing USG-funded [international] exchange programs conducted through higher education institutions* | 0 | 0 | 0 |
| 10. Number of individuals [students] from underserved and/or | 13 | 158 | 171 |


| disadvantaged groups enrolled in target <br> fields in selected institutions* |  |  |  |
| :--- | :--- | :--- | :--- |
| 11. Number of individuals enrolled in <br> USG-assisted workforce development <br> programs* | 59 | 2,118 | 2,177 |
| 12. Number of individuals attending <br> tertiary education institutions with USG <br> scholarship or financial assistance (U.S.- <br> based study and In-country study)* | 5 | 49 | 54 |
| 13. Number of pre-service teachers <br> who complete professional <br> development activities with USG <br> assistance | 35 | 30 | 65 |

*These are non-cumulative targets


[^0]:    ${ }^{1}$ Delays include students who do not enroll in courses during as academic year due to multiple reasons, but who have not dropped out of the program. Delayed students include, among others, those who have deferred studies for a year or for whom the university has temporarily suspended courses needed to continue in their degree.

