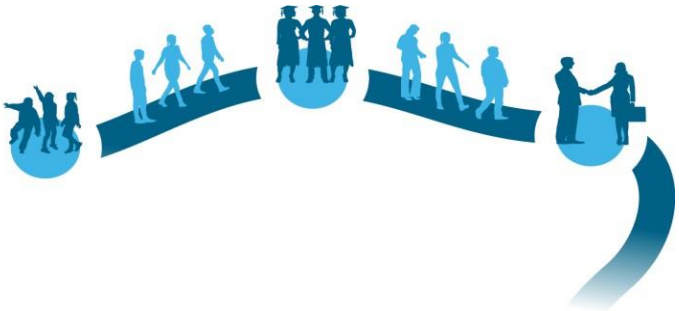
USAID
Advance Program

FHI 360

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



Quarterly Report 27

April 1 - June 30, 2022

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List of Acronyms

AWP	Annual Work Plan
CBS	Capacity Building Strategy
CLA	Collaborating, Learning and Adapting
CCCJ	Council of Community Colleges of Jamaica
CIES	Comparative International Education Society
CSEC	Caribbean Secondary Education Certificate
FG	Focus Group
FDGs	Focus Group Discussions
FPI	Full Program Implementation student cohorts
FUNDAPEC	APEC Educational Credit Foundation
FY	Fiscal Year
HQ	Headquarters
ICA	Institutional Capacity Assessment
IEET	Entrepreneurship for Technical Education
ILA	Institutional Landscaping Analysis
ITLA	Instituto Tecnológico de las Américas
ITSC	Instituto Técnico Superior Comunitario San Luis
KII	Key Informant Interviews
LMA	Labor Market Assessment
LMS	Learning Management System
MESCYT	Higher Education, Science and Technology Ministry
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
PPR	Annual Foreign Assistance Performance Plans and Report
PSS	Psychosocial support services
PYD	Positive Youth Development
Q3	Quarter 3
Q4	Quarter 4
SBAC	Study of Barriers to Access and Completion
SEL	Social and Emotional Learning
SME	Small and Mid-size Enterprises
SNS	Servicio Nacional de Salud
UASD	Universidad Autónoma de Santo Domingo
USAID	U.S. Agency for International Development
UTECH	University of Technology
VTDI	Vocational Training Development Institute

I. INTRODUCTION

This quarterly report covers key activities and results implemented between April 1st and June 30, 2022 (Quarter 3 of Year 7), for the Advance Program (or "the Program") in Jamaica and the Dominican Republic. The Program made significant progress in technical activities aligned with the Program's five intermediate results, core administrative activities, and monitoring and evaluation activities. Below are the key highlights in each result area that were achieved this quarter.

Curriculum and pedagogy & faculty and staff professional development:

- In **Jamaica**, Advance continued work with VTDI to convert five of the Advance-supported courses into an online format.
- The Program wrapped up specialized training for staff in Health and Wellness Tourism and Agro-processing & Business Management degree programs.
- In the **Dominican Republic**, Advance finalized the ITSC Educational Model, which was developed together with the institution through an important collaborative exercise with the entire academic community.
- The Program completed the curricular review of five subjects of ITLA's Medical Device Manufacturing program and six subjects of their Software Development program and continued the curricular revisions for ITSC's Gastronomy and Events Production programs.
- A webinar was held with eight employers of the Medical Device Manufacturing career with the aim of coordinating support for this career to strengthen the curriculum of this program and others through possible alliances with ITLA.
- The Program completed the rapid assessment of the Advance-supported degree programs at UASD to identify the integration of content and materials in social-emotional learning (SEL) and concluded the adaptation of materials and other inputs for the introductory workshops on SEL that will be taught in the faculty of education of the primary, secondary and psychology schools at UASD.

Labor bridging:

- In **Jamaica**, the Program continued private sector engagement and facilitated two students starting internships in their industry.
- Advance Jamaica hosted its third learning forum to discuss and highlight the importance of labor bridging activities in preparing students for the workplace with 88 virtual attendees and 131 views of the recording.
- In the **Dominican Republic**, Advance and its partner institutions created a matrix of recommendations and suggestions to address the findings of the Study of Barriers to Access and Completion (SBAC).
- The Program presented the plan of partnerships strategies to the partner institutions with the private sector, including coaching sessions on how to develop partnerships. Seven visits were made to private sector companies to seek alliances and job placements for students.
- A total of 38 workshops were held for 531 students of the Advance-supported degree programs at ITSC and ITLA on job placement issues and employability.
- Advance presented a plan for labor bridging strategies to the partners. As a result, over 400 student resumes were referred to different companies in their career sector and more tha 60 students and graduates of the different Advance-supported degree programs entered the labor market.
- The Program continued the activities of the trainer of trainers module for career services and labor bridging and provided a reinforcement on module 1 for teachers. In addition, the pilot of module 1 began in each institution with 71 students participating.

Graduations, student support and scholarships:

- In **Jamaica**, the new scholarship students attended an orientation session where they signed the Scholarship Terms and Conditions and shared their expectations with the Advance team.
- The Program concluded reach back activities in collaboration with CCCJ, focusing on sharing career and training information with secondary schools on the Agribusiness industry.
- In the **Dominican Republic**, the Program carried out two promotional fairs of the Advance-supported degree programs aimed at high school seniors, with the objective of increasing the recruitment and admission of disadvantaged youth to technical programs; 278 students attended these meetings.
- The Program finalized the development of the self-training guides in Spanish Language and Mathematics for the remedial programs for ITLA and ITSC.
- Advance began the second phase of the development and implementation of the early warning system according to the findings and particular needs of each institution.
- Advance placed five scholarship holders in internships in Software Development, and three scholarship holders in Events Production jobs through connections with the private sector.

Below is the list of universities, degree programs and campuses that the Program currently supports:

Table 1. Partner institutions and target degree programs by country

Jamaica	
Institution	Degree programs
Vocational and Technical Development Institute (VTDI)	• Entertainment & Events Management • Animation
Council of Community Colleges of Jamaica (CCCJ) • College of Agriculture, Science and Education • Excelsior Community College • Knox Community College (KCC) • Portmore Community College • Montego Bay Community College • Knockalva Polytechnic College (KPC)	• Health & Wellness Tourism • Agro-processing & Business Management
University of Technology (UTECH)	• Fashion Styling & Image Consulting • Entertainment Design, Production and Technology
Dominican Republic	
Institution	Degree programs
Instituto Tecnológico de las Américas (ITLA)	• Software development+ • Medical devices manufacturing+
Instituto Técnico Superior Comunitario San Luis (ITSC)	• Gastronomy+ • Logistics+ • Events production+ • Nursing+
Universidad Autónoma de Santo Domingo (UASD)	• Bachelor's Degree in Basic Education* • Bachelor's Degree in Language Studies*
Total: 2 Countries, 6 Institutions, 12 Technical Programs	

+Degree programs that are still in the process of design/revision as of Year 7, Quarter 3

*Degree programs that are part of basic education activities. The work is only focused on integrating socioemotional learning into practicum courses.

The following sections describe the activities and achievements of this quarter in greater detail and summarize next steps and upcoming activities for Quarter 4 of Year 7. The activities described correspond directly to the Year 7 Work Plan.

II. ACTIVITIES AND ACCOMPLISHMENTS

Core Administrative Activities

Activity 1: Conduct necessary administrative processes for cost share activities

Regional: There is no cost share to report this quarter. Advance continued to coordinate closely with Project CURE to plan the COVID-19 relief shipments to Jamaica and the DR and a customized medical supply shipment to the DR. Shipping for Project CURE COVID-19 relief containers to Jamaica started in this quarter. The remaining items are projected to be delivered to Jamaica in the next quarter with distribution scheduled for August.

Dominican Republic: The *Iniciativa Empresaria para la Educación Técnica* (IEET) submitted a cost-share report, which is under review. In relation to the online job board platform, *De Par en Par*, the planning and timeline for the development of the modules has been developed and is expected to be completed in the next period. Also, the Program is exploring a donation of Microsoft Surface Hubs for the institutions to strengthen their teaching and learning processes, educational quality and institutional strengthening by creating interactive spaces with their students. The cost share of this donation will be reported next quarter.

Activity 2: Develop and implement communications activities

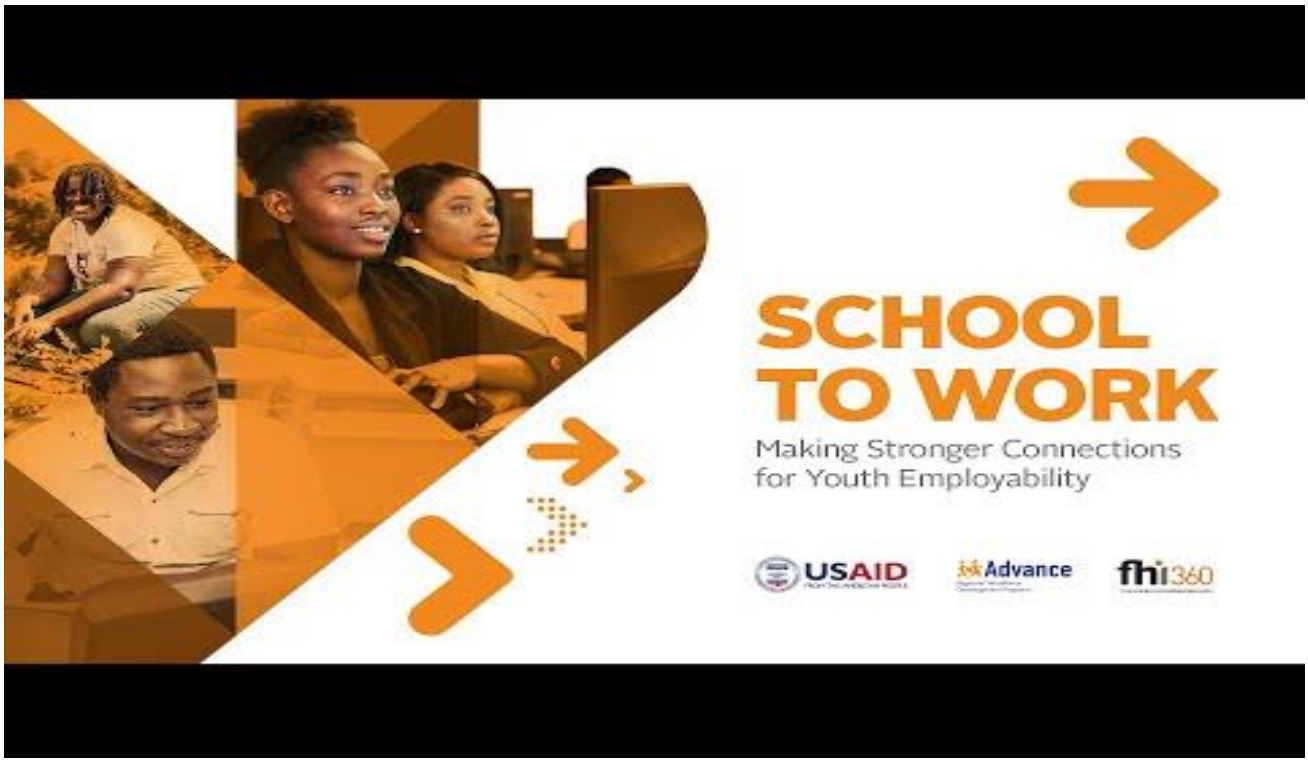
Jamaica: Advance Jamaica continued to develop and share integrated media content to achieve the Program's communications goals. Highlights for this quarter include hosting two special events (a learning forum and the scholarship orientation), coverage of key Program activities (Student Creative Showcase and learning labs) and participating in external events (the Council of Community College of Jamaica Conference 2022, USAID Higher Education Global Evidence Summit, Comparative International Education Society (CIES) 2022 and the soft launch of Knockalva Polytechnic College's resource center).

School to Work: Making Stronger Connections for Youth Employability (3rd learning forum). Advance Jamaica hosted its third learning forum on May 26, 2022. The purpose of this forum was to discuss and highlight the importance of labor bridging activities in preparing students for the workplace. This event presented an opportunity for the Program to highlight its labor bridging activities in Jamaica, share the needs of students with employers and discuss what private sector actors look for when hiring an employee. The event was live streamed on YouTube and Zoom. A total of 123 people registered to attend the event; 60 attended via Zoom and 28 via YouTube.

After the event, a recording of the event was placed on the Program's YouTube page to allow individuals who missed the forum to watch it at their own convenience (video link**:** School to Work: Making Stronger Connections for Youth Employability). As of July 8, the video had received 131 views. To date, this forum not only has the most views on the page but also has received these views in a short period of time. Examples below of lessons learned from the previous forum were employed to execute a smoother event:

- A team member was designated the sole responsibility of monitoring Zoom; as a result, the Advance team did not miss any questions.
- A floor manager (a team member) was assigned to ensure that the host knew what to do, and which camera to look into. As a result, the host was always aware of what to do and when questions were available for her to read.

Feedback shared: “Great session! Thanks again for all the great work you do!” and “Thank you for hosting this very useful session.”



Venue setup	Panel discussion

<u>Scholarship Orientation.</u> Advance Jamaica hosted a scholarship orientation to welcome the new scholarship recipients of the Agro-processing and Business Management program at Knox Community College and Knockalva Polytechnic College. This was held on May 13, 2022. The orientation provided an opportunity for Advance to meet the new students, share information about the Advance Program, hear the thoughts and concerns of the students and share what is expected of each student. Additionally, the students got an opportunity to meet and network

with a representative from the agro-processing industry who shared information on the sector. Students were also engaged in a labor bridging activity. The new scholars enjoyed the event and were happy to learn about the Program and meet with other students. They shared that they know where to find more information about the Program if they need to and were happy to meet the Advance team.

Feedback shared:

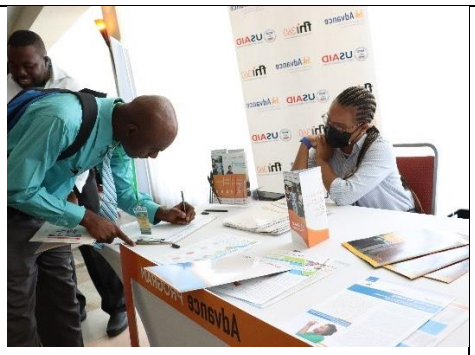
- "We appreciate the emphasis placed on our education. We thank you a million FHI 360 and USAID, Advance."
- "The presenter for Mel's Sticky Jam is inspirational. I think they should always incorporate a successful entrepreneur in each event."
- "Well prepared and organized event. Logistic was very good. Very hospitable and warm."
- "I loved the resume building experience and activities."

Students, faculty, parents and Advance team members at the scholarship orientation on May 13, 2022.	Quality Assurance Officer, Garry McLean, facilitates a labor bridging activity focused on resume writing with the students.

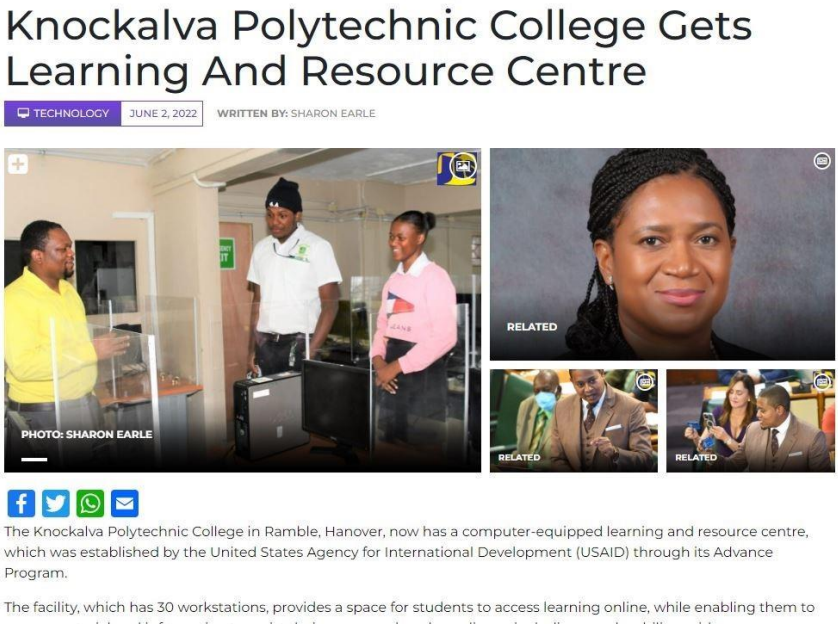
Participation in External Events. Members of the Jamaica team participated in four external events: the CIES 2022 conference, The Council of Community College of Jamaica Conference 2022, the USAID Higher Education Global Evidence Summit, and the Knockalva Polytechnic College (KPC) resource center soft launch. The CIES 2022 conference (April 18) and the USAID Higher Education Global Evidence Summit (May 10) presented an opportunity to share with international education stakeholders the work Advance is doing, how the Program has pivoted during COVID-19 to continue to prepare students for the workplace, and strategies other institutions can employ to continue to serve students during the COVID-19 pandemic and beyond. Additionally, the USAID conference presented an opportunity to highlight one of Advance's beneficiaries, Roshane Bartley. He shared his experience with the Program, the Advance scholarship and highlighted his internship and what it means to him and his family. Roshane's participation highlighted the Program's goal: new or better employment for disadvantaged youth.

The Council of Community Colleges of Jamaica hosted its annual conference on June 21-22, 2022. Members of the Jamaica team participated in this event. In addition to hosting and facilitating a workshop, the team had a booth at the conference where Advance materials were displayed and disseminated. Advance was able to raise awareness about the Program and network with higher education stakeholders. Resources shared included articles, brochures, testimonials, Student Employability Guide, research studies and career awareness materials.

Approximately 50 people visited the booth. Thirty-eight signed up for the Program's mailing list to stay updated and informed about the Program's activities and achievements. Visitors were interested in the Program, some wanted to know if there is a possibility for other partnerships and others commented that they are grateful for the work Advance is doing.

Booth setup	 Conference participants sign up for Advance's mailing list	Communications Specialist, Cait-Amoi Goulbourne, shares Advance resource folder with a conference participant

Additionally, the Jamaica team attended KPC's soft launch for their resource center. The Advance team participated in the event's activities and captured content. A feature was written by the Jamaica Information Service about the launch. The feature included Advance, acknowledging the Program and its contribution.



Knockalva Polytechnic College Gets Learning And Resource Centre

TECHNOLOGY JUNE 2, 2022 WRITTEN BY: SHARON EARLE

PHOTO: SHARON EARLE

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The Knockalva Polytechnic College in Ramble, Hanover, now has a computer-equipped learning and resource centre, which was established by the United States Agency for International Development (USAID) through its Advance Program.

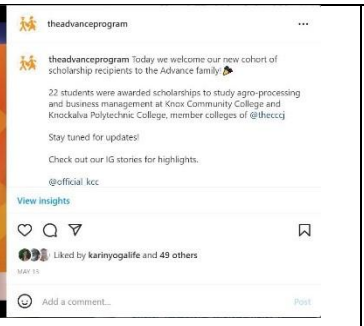
The facility, which has 30 workstations, provides a space for students to access learning online, while enabling them to

Content. Advance captured, developed and shared content related to the Program's activities to disseminate information about the Program to keep stakeholders informed and highlight the Program's activities. Content developed and shared focused on events. Additionally, content was captured and scheduled to be released next quarter.

Event Promotion & Highlights. Advance Jamaica developed and shared content to promote both internal and

external events via email and social media. During this period, Advance Jamaica promoted five events (learning forum, scholarship orientation, CCCJ Conference 2022, USAID Higher Education Global Evidence Summit and CIES 2022) to encourage participants to attend the events and highlight the Program's activities. Graphics, photographs, and videos were shared to achieve this goal. As a result, events had participants, stakeholders were aware of these activities and the Program's social media pages received engagement. For example, on Instagram a post congratulating our students received 18 comments. The stories also received interactions.

Social media snippets:



MailChimp snippet:

Spark Day. On April 28, Advance Jamaica released content produced from the Program's Spark Day that was hosted at Hydro-Gardens of Jamaica. These were shared via traditional and non-traditional media. The package included an advertorial, highlight video and photographs. Content was placed in both local newspapers and on the Program social media pages and website. Through this activity, Advance was able to share how the Program is helping to prepare students for the workplace and how students have benefitted from this activity. Followers commented: "I like how informative this presentation is 👏" and "Thank you all for such an amazing opportunity." The video was also retweeted by the Minister of Agriculture and Fisheries.

Spark Day

By Cait-Amoi Goulbourne & Ruth Chisholm

April 28, 2022

Some students from Knox Community College participated in Advance's Spark Day hosted at Hydro-Gardens of Jamaica. The students set off on the trip to learn about modern technologies in agriculture and the use of local raw products in the exciting field of agro-processing.

Hopeton Singh, owner of Hydro-Gardens of Jamaica, explains to agro-processing students from Knox Community College, how he cultivates tomatoes in his hydroponics greenhouse.

Hopeton Singh, owner of Hydro-Gardens of Jamaica, welcomed these future players in the agro-processing sector to his greenhouses to share knowledge on their operations and the techniques he uses to grow and cultivate his tomatoes. These students, who are pursuing an associate degree in Agro-processing and Business Management, could connect what they are learning in the classroom with what Singh did in the greenhouse.

Creative Expo. Advance Jamaica facilitated a student showcase for students enrolled in the Entertainment Design, Production and Technology program and Fashion Styling and Image Consulting program at the University of Technology, Jamaica. Content (videos and photographs) captured from this event will be shared via traditional and non-traditional media next quarter. A similar strategy used to disseminate information about Spark Day will be used for this package; however, the Program hopes to gain earned media (i.e., unpaid coverage or promotion).

Venue set-up for the Creative Expo	Creative Expo's production team and participants

Learning Labs. Footage was captured of three of the learning labs that Advance has helped its partner institutions to establish (the UTECH lighting lab, the Vocational Training Development Institute learning lab and the Knockalva Polytechnic learning lab). Footage recorded will be edited and aired on YouTube. The release date is scheduled for next quarter.

Knowledge Pieces. Advance Jamaica has completed one knowledge piece focusing on its labor bridging activities in Jamaica and is currently in the process of completing another knowledge piece regarding curriculum adaptation; both pieces are videos. The labor bridging video was aired at the May learning forum and will also be shared via YouTube and the Program's website. Additionally, the pieces are a part of the Program's knowledge management packages and will be shared at the final Program event.

Social Media Analytics. Advance Jamaica continued to contribute content to the Program's social media pages and monitor activities. Content was shared via wall posts and Instagram stories. New videos were uploaded to YouTube.

Instagram: Instagram followers grew by 17.7% pushing the number of followers from 349 to 412. Content reached both followers and non-followers.

Insights	Analytics
Accounts engaged	May was the best month for this insight, reporting a 129% increase in comparison to April. For April, 44 accounts were engaged. 101 accounts were engaged in May, and 26 accounts were engaged in June.
Accounts reached	For this quarter, there has been a 144% increase in accounts reached; of that percentage, 293 are followers and 1091 are non-followers.
Content interactions	This insight recorded a 0.8% overall decrease in comparison to the second quarter. However, it should be noted that there has been a 10% increase in story interactions and 173% in video interactions for the third quarter.
Impressions	Impressions continued to increase throughout this quarter with a 15.5% increase in comparison to the second quarter.

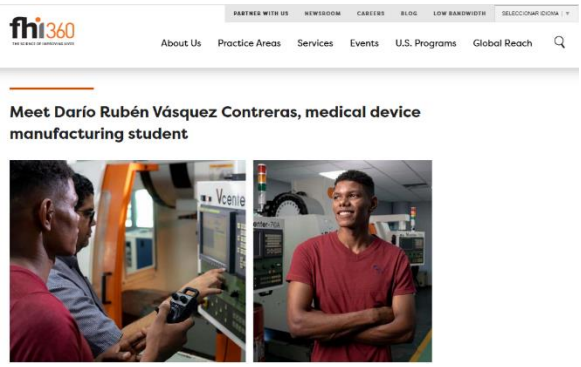
Twitter: The twitter account gained five new followers during this period.

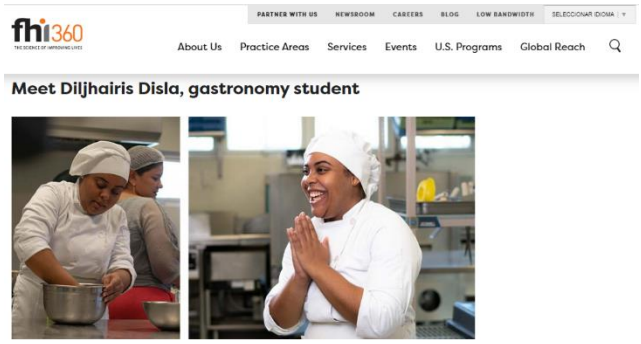
Insights	Analytics
Tweet impressions	Impressions increased throughout this quarter. May recorded an all-time high in tweet impressions with 5,675, while June saw a decrease. June reported tweet impressions at 828.
Profile visits	May reported the highest value 1,688 for profile visits for this quarter. In total there were 3,276 profile visits made to the Program's twitter page.

YouTube: The Program's YouTube page grew by 24 new subscribers, pushing the total to 79 subscribers.

Insights	Analytics
Views	YouTube received 605 views for this quarter. April reported 88 views, May reported 306 views and June recorded 211 views. A total of 90.8 watch time hours was recorded.
Impressions	April reported 1,000 impressions, May reported 2,200 impressions and there were 1,200 impressions for the month of June. For this quarter, 4,400 impressions were recorded with a 3.7% click through rate.

Dominican Republic: FHI 360 published an article on its website, telling the stories of four young scholarship holders in the partner institutions supported by Advance, including the young people's assessment of the Program and the institutions. The article was published under the title ('Get going': In the Dominican Republic, FHI 360 helps young adults prepare for career success) and is available in the Newsroom (News) section of the website. The article was the product of FHI 360's corporate communications team working with local communications support through a site visit to the institutes in the Dominican Republic.





Activity 3: Sign MOU with partner institutions and monitor activities (only Dominican Republic)

Dominican Republic: During this quarter, Advance signed Addendum 1 of the Cooperation Agreement with the IEET in order to extend the activities and the period of cooperation until May 2023. The main activities to be coordinated with the IEET include support for the development of the *De Par en Par* platform, so that Advance partner institutions can use it to strengthen their internship processes for their students and job placement of their graduates.

Activity 4: Monitor subgrants with local universities

Jamaica: A total of 22 students are enrolled in the accelerated Associate Degree in Agro-processing and Business Management at CCCJ member colleges Knox and Knockalva. All students are on track to complete their studies by March of 2023. Advance continued to focus on institutionalization activities, including handover of training materials, manuals and templates.

Activity 5: Purchase equipment

Jamaica: Advance continued procurement for equipment for the Knox College Agro-processing lab. A table is provided in the annex showing equipment purchased and items remaining (see Appendix B).

Monitoring and Evaluation (M&E) Activities

The M&E teams in Jamaica and the Dominican Republic continued to make progress across all monitoring, evaluation, and learning activities. Both teams focused on gathering data from current students and graduates and worked closely with partner institutions to continue strengthening data capacity.

At a regional level, Advance team members from Jamaica and the home office, along with a staff person from an Advance-supported institution in Guatemala, collaborated with external experts from the World Bank and Laspau to present virtual panel sessions at upcoming high-level education conferences. The first set of panels, at the CIES 2022 conference on April 18 and the USAID Higher Education Global Evidence Summit on May 10, centered on short-cycle higher education programs in the LAC region, the challenges and opportunities that the pandemic has presented, and how institutions, teachers, staff, and students have adapted and innovated, with a particular focus on employability. M&E and home office technical Program staff members also presented a virtual CIES panel and presentation on *Integrating Social and Emotional (SEL) Learning into Pre-Service Mathematics Teacher Education: Lessons from a Formative Study in Guatemala* which featured experts from Inclusive Development Partners and World Learning and discussed lessons learned from the formative study Advance conducted on incorporating SEL into pre-service teacher training in Guatemala.

Activity 1: Monitor activities and collect institutional data by monitoring and updating the institution reporting tool on a semiannual basis and/or as needed

Jamaica: Through the accelerated Agro-processing and Business Management (APBM) program, Advance Jamaica saw 22 newly enrolled students from the Knox Community College and Knockalva Polytechnic College. All students are scholarship recipients and should complete their studies by March 2023.

Dominican Republic: Institutional data was not collected in the DR for this quarter.

Activity 2: Administer surveys, and process and analyze data

Student Survey

Jamaica: This quarter, the Jamaica team deployed the student survey to newly enrolled students, of whom there were a total of ten. After a process of individual outreach, the team received responses from six students, four of whom are from disadvantaged backgrounds. There are currently 35 disadvantaged students enrolled in Advance supported programs in Jamaica, bringing the project total to 198. The next round of data collection for the student survey will take place in January 2023.

Dominican Republic: During this quarter, the team initiated the student survey for students newly enrolled in Advance supported programs at ITLA and ITSC. Data collection was ongoing up to the end of the quarter and results will be available for the next quarterly report.

Graduate Survey

Jamaica: The Jamaica team deployed the graduate survey to 20 graduates for the first time and redeployed it to 18 graduates who had yet to complete it. Only 13 individuals responded to the survey, translating into a response rate of 34%. Advance participants have noted survey fatigue when asked to complete another form, even when offered an incentive of $500 JMD (US$3) in phone credit. Additionally, several graduates were unreachable via all forms of communication available, such as email, phone, and WhatsApp. From the analysis, it was found that 3 graduates received new or better employment. The next round of data collection related to this instrument will take place in January 2023.

Dominican Republic: During this quarter, the team finalized the implementation of the graduate survey for the October and November 2021 cohorts in both ITLA and ITSC. No new responses were gathered from this effort. To date, 115 graduates were surveyed, of which 56 (48.7%) obtained a new or better job.

Due to overall low response rates, the team reflected on the main challenges for survey implementation and reviewed the data collection tool. To mitigate the low response risk, the team streamlined the data collection tool to make it more agile, and easier to complete by the graduate.

Activity 3: Integrate Collaborating, Adapting and Learning (CLA) throughout the Program cycle

Dominican Republic: The Dominican team concluded the 2021 annual Program Process Review (Sistematización anual). The objective of this activity was to analyze the sustainability of program activities, socialize major findings, and systematize lessons learned. The methodology entailed a desk review of key program documents as well as interviews with internal and external stakeholders. Major findings were presented to the Dominican Republic team and its partners.

The COVID-19 pandemic and the high turnover of partner staff, mainly in the public sector, were mentioned as key challenges. This resulted in delayed activities and connections with the new public authorities. This heavily

impacted intermediate results 1.1. of curriculum development, and 1.2. of professional development. Both activities relied heavily on face-to-face interactions. To face these challenges, the Program adapted most of its activities to a virtual modality. I.R 2.1 was the most heavily affected by internal turnover rates.

IR.2.2 of scholarships was identified as one with the biggest findings for both the technical team and stakeholders. Lessons learned were identified and the institutions demonstrated their interest in improving their selection process to include the criteria introduced by Advance DR such as vulnerability. The joint effort by Advance DR and partners during the scholarship enrollment generated trust among the partners as they valued the integrity and transparency of the process.

Activity 4: Conduct a qualitative study to assess Program's outcomes in institutions' capacity to increase access and better serve the needs of disadvantaged students *(only Jamaica)*

Jamaica: During this quarter, the Advance team completed the data collection exercise for the qualitative study with field visits to six institutions to conduct interviews with current and past students. In total, the team interviewed 29 current and past students including six graduates, nine current students, and 14 students who had dropped out of the Program. Twenty-two of the students interviewed were scholarship recipients and 24 had participated in labor bridging activities implemented by the Advance Program. The team also interviewed program coordinators at each institution for a total of seven.

In June the team presented preliminary findings to USAID. Early analysis of the data found that students had an overall positive educational experience and reported participation in the Programs brought both personal and academic growth. Across institutions, students reflected on the challenges they encountered with the institutions' management of the various programs. In particular, students were affected by institutions' management of scholarships, in which delays in disbursal and limited communication directly impacted their success as students. When facing financial, academic, or personal challenges, students leveraged informal support but had a limited understanding of institutional structures that might have been available to support them. Relationships with trusted adults, the ability to ask for support, confidence, and determination to continue past setbacks, and access to funding when scholarship payments were delayed were all key enablers of student success.

Overall data coding and analysis will continue during the next quarter.

Activity 5: Monitor basic education activities in Jamaica and the Dominican Republic by assessing pre-service or in-service teachers' progress in the Positive Youth Development (PYD), Socioemotional Learning (SEL), and Career Guidance teacher training program

Jamaica: During this quarter, ten in-service teachers from VTDI were trained as trainers in PYD/SEL. This represents a 125% achievement as the target was set for eight new trainers to increase the pool of trainers in PYD/SEL. No pre-service teachers were trained this quarter. Additionally, 386 guidance counselors and work experience coordinators were introduced to PYD and SEL during a set of training sessions held across the island. The team conducted a total of 20 sessions, each lasting approximately six hours. The number of guidance counselors and work experience coordinators who participated in the sensitization session represents 77% of the target set by the Ministry of Education.

Crosscutting Assessments & Other activities

Activity 1: Complete Study of Barriers to Access and Completion (SBAC)

Dominican Republic: In April-June, two workshops were held in the framework of the Study of Barriers to Access and Completion (SBAC), which aimed to identify, prioritize and define strategies to compensate for the barriers identified at each partner institution. The Advance Program developed an executive summary of the barriers identified in the SBAC for each partner and created a table of recommendations and suggestions to address these barriers. During the workshops, the partners worked to prioritize the barriers and possible strategies to reduce them, while also seeking to ensure that the strategies could be sustainable. The workshops were attended by 74 participants from different administrative and academic areas of ITLA and ITSC.

As a result of the workshops, Advance created a matrix of the recommendations and suggestions to address the barriers prioritized by the partners, including the following:

- Articulate economic aids in the institution, subsidize transportation costs.
- Implement early warning systems, expand academic offerings with distance programs and train university staff in guidance, support and student development.
- Hold meetings with parents and school principals to ease the transition between the secondary and tertiary levels.
- Train students in stress management, resilience and work readiness.
- Offer vocational and professional guidance, employability activities and information on labor market trends and demands.

ITSC also recommended prioritzing flexibility in hybrid teaching models, blended learning, investment in new technological resources and training for university staff in the relationship between teacher and student. ITLA also recommended to redefine new admissions schemes for educational merit, and inclusive practices for gender and disability.

Activity 2: Support the definition and description of an educational model of the Instituto Técnico Superior Comunitario (ITSC)

Dominican Republic: Advance developed the ITSC Educational Model (MEI) document, which covers the institution's need to strengthen the curricular policy. The Program facilitated the development of the MEI with the participation of the different actors of the academic ecosystem providing. The MEI outlines the philosophical foundations that guide the institutional work and has become the frame of reference for planning, decision making and self-evaluation. The educational model is described in a MEI document, which will be shared with all members of the academic community and used as a main element in the processes of induction to the institution. The model includes general and transversal aspects, including actors such as students, academic staff, the community and the principles of ITSC's curricular and pedagogical work. The ITSC authorities requested this support from Advance in order to strengthen the curricular policy and incorporate key guiding principles into the educational process that promote the comprehensive development of achieving and strengthening their institutional capacities, promoting equity and expanding training opportunities for young people with limited resources.

Result 1 Activities

Students in target academic units demonstrating market relevant skills increased.

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 Republic

Dominican Republic: No updates to report this quarter.

Activity 2: Conduct and/or finalize curriculum revisions for each new or updated degree program

Jamaica: No updates to report this quarter.

Dominican Republic: During this period, the Program completed the curriculur revision of five subjects in Medical Device Manufacturing and six subjects in Software Development at ITLA with the support of the teachers who working with those subjects. Achieving the revision of the learning outcomes, competencies, bibliography and including some active methodologies in these programs will allow Advance to move to the next stage to conclude the curricular revisions of these two programs.

A webinar was held with eight employers of the Medical Devices cluster, whose purpose was to coordinate the needed support for strengthening the curriculum of this program as well as other supports. Employers gave very positive ratings and communicated their willingness to participate in the next activities and in the graduation of the first cohort of graduates of this career.

During this period, the ITSC has been developing various trainings for teachers and coordinators on how to use a competency-based approach in the classroom specifically for the preparation of the programs in Gastronomy and Events Production. It is important to highlight that these trainings were carried out hand-in-hand with the IR 1.2 training in the management of active methodologies to be applied in this redesign of subjects.

Advance began the training of teachers in the Nursing and Logistics degree programs on the use of a competency-based approach. With two face-to-face workshops and the participation of about 70 teachers, the Program initiated the drafting of the program of classes using the competency-based approach in both careers in the ITSC.

Activity 3: Rollout, assess, and adopt revised curricula, and systematize the process

Jamaica: One on One Educational Services Limited continued course conversion for courses offered by VTDI. There were delays in getting necessary content from VTDI, and this resulted in the courses being converted on a phased basis. The quarter saw content for all five courses being revised by the consultants in collaboration with VDTI staff. The content will be reviewed and approved by VTDI in the coming quarter and uploaded to their Learning Management System (LMS). The completion of this will allow VTDI to offer the degree programs on a hybrid basis, allowing them to reach more students. Courses being converted are shown in the table below:

Associate in Animation	Associate in Events Planning Management
Introduction to Script Writing	Introduction to Cultural and Entertainment Industries Fundamentals of Marketing Risk Management for Event Planners Introduction to Entrepreneurship

Dominican Republic: No updates to report this quarter.

Activity 5: Design and implement a pre-service and in-service teacher training in PYD, SEL, and Career Guidance in Jamaica and the Dominican Republic

Jamaica:

Track 1: Training practicing teachers in PYD/SEL. This quarter, 50 teachers who also function as work experience coordinators were introduced to PYD/SEL through a sensitization session held in collaboration with the Ministry of Education from May to June 2022.

Track 2: Training of Trainers. The intention was for additional training of trainers to increase the pool of trainers who could support CCCJ once they begin offering the PYD/SEL e-course. Two trainers from one CCCJ member institution had been trained in 2021, and more trainers were needed to ensure that CCCJ was equipped to cascade across its ten member colleges. However, CCCJ did not accept the opportunity to increase the pool of trainers and discussions stalled.

Due to CCCJ's non-response, Advance reengaged VTDI in a discussion on training of trainers in PYD/SEL. The opportunity was presented again to VTDI to have a pool of trainers who can train pre-service teachers and teachers in the Postgraduate in Education, B. Ed in Applied Technology, and Bachelor's of Science in Career Development programs. As a result, eight teachers and lecturers from Education and Career departments completed the full PYD/SEL course, and they will continue to receive coaching from Advance until July 15.

The SEL/PYD training is very rich and enlightening. As an educator, SEL/PYD has forced me to think more critically about the impact that my words and actions have on my students, and to be more intentional in the decisions that I make.

- VTDI Trainer Carrline Giscombe Parkes, Acting Programme Coordinator, Careers and Humanities

Trainers have started discussions on how to institutionalize the program at VTDI. During a meeting at the end of May, trainers indicated the following plan to institutionalize the course:

Description	Status
Phase 1: Pre-institutionalization • 3-hour information session with presentation from the consultant to all staff and administration to foster buy-in to the PYD/SEL program • Coaching sessions for eight trained participants • Onboarding on PYD/SEL e-course • Review of VTDI course evaluations to ensure that PYD/SEL learning is captured	Ongoing
Phase 2: Advance support • Access to e-course • Training toolkits, workbook and videos • Co-signature of the certificate attached to the e-course • Restructuring the content to support the reduction of training from 3	Pending

hours to 2 hours	
Phase 3: Institutionalization Using the professional development approach, lecturers in three programs will receive full PYD/SEL training and then cascade to their students • Programs: Post-grad in Education, Bachelors in Education in Applied Technology, and BSc in Career Development • Lecturers will be asked to commit at least 15 hours to complete course. Lecturers in these programs work with students who will end up at the pre-tertiary education level as teachers or career counselors • Through the centre of excellence, training will take place for 2 hours on Thursdays • After completion, lecturers will be offered a certificate	Pending

It should be noted that VTDI trainers embraced the PYD/SEL training and desire a school-wide implementation. However, there were varying opinions within the inistitution as to when and at what educational level SEL training should start and who should be responsible for promoting SEL. Outlining the plan above was an important step in ensuring institutionalization of the SEL/PYD course at VTDI.

Advance found that although the VTDI trainers are also lecturers, many struggled with topics such as emotional regulations and cognitive regulation. The trainers also lacked agency to make changes in their classrooms and the wider school. Thus, Advance will provide targeted coaching through mid-July to trainers who are struggling with teaching some of the PYD/SEL elements and who need greater post-training support to get them ready to institutionalize the program.

I feel empowered to make a positive impact on the lives of students enrolled at the Vocational Training Development Institute (VTDI) based on the instructive SEL/PYD training sessions in which I participated. These training sessions have enabled me to improve my teaching competencies and provided me with essential strategies to become the educator extraordinaire whom I envision.

● VTDI Trainer Talia Carter, Acting Programme Coordinator, Education and Training

VTDI trainers working on concept mapping during PYD/SEL training session

Track 3: Support for pre-trained teachers going on teacher training (Knox CC). Unfortunately, Knox Community College has not responded to the Program's three separate attempts to obtain the number of pre-service teachers who would be going on teaching practice or designate a responsible coordinator for the activity, so this activity has not been able to move forward.

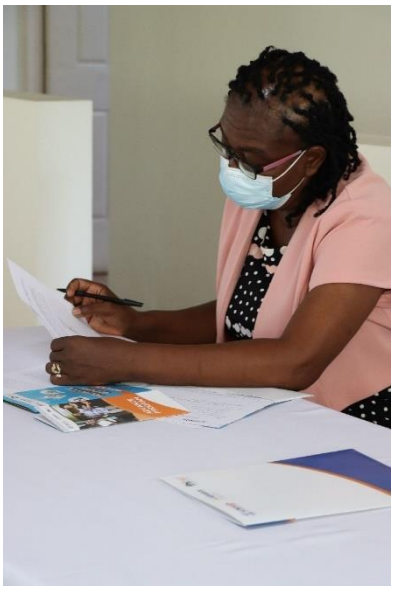
Track 6: MOEY PYD/SEL sensitization workshops for guidance counselors. From May 9 through June 24, Advance engaged guidance counselors, work experience coordinators, education officers, and social workers in sensitization sessions on PYD/SEL. The Program carried out 21 sessions in total, with a duration of one day each, for different cohorts of counselors and coordinators from secondary-level institutions in six regions across Jamaica. The purpose of the sensitization sessions was to highlight the importance of PYD/SEL in education, how it is related to career guidance as well as the school-wide positive behavior intervention and support framework that some schools are using. A total of 50 work experience coordinators and 286 guidance counselors participated.

Each sensitization session focused on theoretical parts of the introduction to PYD/SEL in the morning and coverig the following:

1. What is SEL?
2. Why is it important?
3. The research that shows its impact on institutions, educators, and students
4. Who is it for?
5. What is PYD?
6. The relationship between PYD/SEL

The afternoon portion demonstrated practical tools that show teachers how they can reflect on their SEL skills, and an identity and agency exercise.

Several guidance counselors and work experience coordinators verbally expressed enjoyment to the consultant and FHI 360 staff after the session. Many also asked how they could be supported by FHI 360 in developing PYD/SEL programs in their schools or in development sessions for career and guidance. Some participants expressed that they wanted a workshop to address career guidance directly. Several guidance counselors, as well as work experience coordinators, expressed burnout in their profession, lack of agency, and frustration with the Ministry of Education. Some even highlighted that the principles of PYD/SEL are not practiced by Ministry personnel even thought they are expected to utilize these principles in their jobs. This sometimes impacted their ability to process the SEL/PYD information. The Advance PYD/SEL sensitization efforts were valuable and laid a good foundation for interested guidance counselors and teachers.



Images of participants in the PYD/SEL Sensitization session on May 30 and 31 in Mandeville, Jamaica

Track 7: Career Guidance. Advance drafted the student workbook on career guidance, which is modeled on the student employability guide and the career guidance materials developed by Advance Guatemala. Outlined below is the content for the student workbook.

Table of Contents

Getting Started 2
How to Use This Workbook 2
Introduction 2
Purpose 2
UNIT 1: Who Am I? 4
My personality and interest 4
Positive Self 5
What are my values? 6
My Profile 8
UNIT 2: Career Interest 10
Career vs Job 10
Aptitude: What are my natural skills? 10
Choosing your subjects 11
Making the Connection 0
UNIT 3: After High School: World of Work 1
College or University 1
World of Work 2
Unit 4: Goal Setting 5
Conclusion 6
RESOURCES 7
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REFERENCE 22

A consultant was selected to develop videos to accompany the workbooks for career guidance. The videos will contribute to career awareness among parents, guardians and students. There will also be visual content for guidance counselors to help them to engage their students in the content.

Dominican Republic: Despite the election period for new authorities at UASD, which took place from February – July, the flexibility of the Advance technical team to work around competing priorities for UASD staff helped move along the implementation for this component. During this quarter, the Program completed the rapid assessment of the UASD selected degree programs for student teachers to identify ways to integrate the content and materials of SEL into their training programs. Specifically, Advance is working with the Secondary and Elementary Schools of the Faculty of Education Sciences at UASD, and the SEL course will be delivered to student teachers who will carry out their internships, or practice teaching, in state educational centers previously selected by the institution. The assessment team collected information through interviews and focus groups conducted both in person and virtually. The final assessment report highlighted the following recommendations:

- the need to improve the methodology used in teaching practices and to strengthen the relationship between UASD and the educational centers that receive pre-service teachers;
- the opportunity for the Advance SEL course to be integrated through online and face-to-face courses including coaching and appropriate materials.
- the opportunity to incorporate the SEL content into the practice classes or in parallel with different schedules so that teaching staff and teachers in training have different options of days and hours for their completion; and
- the need to focus on the topics of stress management, emotional intelligence, conflict management, attention to diversity in the classroom, interpersonal communication, motivation for learning, violence prevention, empathy and self-esteem in the SEL course.

In addition, Advance held three introductory curriculum mapping sessions with academic directors, practice teachers and the institutional psycho-pedagogy team at both Santo Domingo and San Francisco de Macorís sites. During these sessions, Advance introduced the proposed structure for the practice classes, suggestions for the integration of SEL and the proposed educational centers for the piloting the SEL practices. Specifically, the work teams agreed to first build the capacity and the structure of the pedagogical model at the Liceo Experimental from UASD headquarters in Santo Domingo for the implementation phase. The model would then be expanded through a cascade model to the San Francisco de Macorís site.

Advance also concluded the adaptation of materials and other inputs for the introductory workshops on SEL that will be held in the next period with the directors of the faculty of education, team of practice teachers and technical team of psycho-pedagogy of both sites in four full day sessions. The sessions will allow for co-design with teachers, ensuring the sustainability of the Program.

Activity 6: Develop 6- to 8-week certificate PYD/SEL course with CCCJ for continued offerings to member colleges and independent groups (blended approach i.e. e-course and face-to-face options)

Jamaica: Since January, a request was made for CCCJ to review the content of the PYD/SEL course. After several follow ups requesting feedback, CCCJ has provided no answer. The course material was put together along with the monitoring and evaluation tools and workbooks and shared with CCCJ for feedback. Advance will continue to

follow up next quarter.

IR 1.2 Teacher, faculty, and staff development refined

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

Jamaica: This quarter, Advance continued specialized training sessions with the agribusiness and wellness tourism faculty of respective CCCJ member colleges. Ten Agribusiness and 11 Wellness Tourism faculty members actively took part in face-to-face practical sessions, using the content garnered from the virtual sessions to create product prototypes. These sessions were designed to assist in strengthening faculty capacity to deliver both emerging and engaging content in agribusiness and wellness tourism. The faculty members created the following:

Agribusiness Practical Session	Wellness Tourism Practical Session
Product Prototype: Dry Spice Blend, Fruit Syrup and Flavored Cream Cheese	**Product Prototype:** Coffee-Based Hydrating Serum, Massage Oil and Emulsified Body Scrub

Dominican Republic: During this quarter, Advance developed five virtual training workshops at ITLA and ITSC on the competency-based approach with the participation of about 96 teachers from both institutions.

Advance also held two final workshops with the career coordinators of ITLA and ITSC to develop a protocol for forming communities of practice. The program also completed the induction training of new teachers at both institutions focusing on two topics - intrapersonal development and interpersonal relationships and didactic-pedagogical strategies at university level. The new teachers are encouraged to enter the self-training space in the virtual classroom of both institutions.

Coaching activities continued for teachers of ITLA and ITSC. During this period, a total of 27 coaching sessions were carried out (14 at ITLA and 13 at ITSC).

Activity 2: Institutionalize professional development programs for faculty and staff

Jamaica: Advance engaged a consultant to support the institutionalization of project activities including professional development.

Dominican Republic: During this period, Advance held follow-up meetings with ITLA and ITSC to institutionalize the induction strategy document for new teachers. The document was previously validated by the institutions and is expected to be used by both new teachers and teachers who have been with the institution for some time.

IR 1.3 Labor market bridging enhanced

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

Jamaica: This quarter, Advance continued its private sector engagement through internships. Students from the Agro-processing and Business Management program engaged in full-time internship opportunities with the CB Group, a local agribusiness company, and continued with MLR Technology and Innovation. Students are being exposed to both practical and theoretical aspects of agro-processing and business management where they are

able to apply knowledge from their program to the real world. These internships allow students to get valuable industry experience that will support them to be more employable. Internships also provide a pathway to introduce industry to graduates of the program and the competencies they possess.

An Entertainment Design, Production and Technology (EDPT) student completed his internship and was offered full-time employment by the company, Phase Three Productions.

Advance continues to create linkages between the private sector and Advance-supported programs to increase awareness and create opportunities for graduates of their respective fields. This quarter, Advance signed Letters of Intent with two companies, Hydro-Gardens of Jamaica and CB Group, both confirming their willingness to support students from the respective partner institutions with industry exposure to the daily operations of their companies through internships and Spark Days (see Appendix C).

Last quarter, as a prelude for the final showcase, EDPT and Image Consulting and Fashion Styling (ICFS) students executed a mini challenge. This quarter, the EDPT and ICFS program students executed a creative showcase. With assistance from UTECH faculty, 13 students applied theoretical skills gained throughout the program in a practical way, displaying lessons learned from the mini challenge, as well as improving their skills in stage design and management, wig creation, fashion styling, make up, videography, lighting and sound design. Students who participated in the showcase now have the experience of developing and executing an activity to show off their competencies. The experience also provided an opportunity for students to develop employability skills such as teamwork, collaboration and communication. They will now be able to add the experience to their resumes and portfolios to make themselves more marketable. Fashion Styling and Image Consulting spans multiple sub-sectors in the creative industries. These skills also apply across sectors. For example, these students can earn a living by styling musicians, athletes and events. With Jamaica's entertainment industry more open – following previous industry lockdowns due to the pandemic – several major film and production groups have returned with needs for image consulting and styling skills.

Picture showing Annakaye Jones, EDPT student and assigned stage manager, adjusting camera lenses at final creative showcase themed 'Jonkanoo & Dancehall'.

Picture showing Alexia Grandison, ICFS student, adding finishing touches to her model for the final creative showcase themed 'Jonkanoo & Dancehall'.

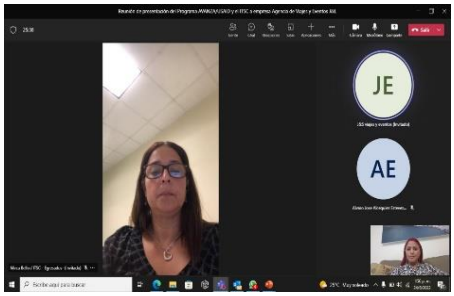
Dominican Republic: During the third quarter of Year 7 of the Advance Program, implementation continued for the creation and/or strengthening of partnerships between the private sector and ITLA and ITSC. The following activities were carried out:

Presentation of strategies for partnerships with the private sector. During the quarter, the plan of strategies for partnerships with the private sector was presented to the institutional partners, aiming to support and guide institutions in building a more strategic vision of partnerships with the private sector and to facilitate new opportunities aimed at prioritization with greater impact on institutional strengthening and student support. Key staff from ITLA and ITSC who will work on developing and formalizing partnerships with the private sector participated in the presentation meetings. The plan will support the development of the matrix of private sector entities with the needs and priorities for partnerships identified in the six Advance-supported degree programs, as well as the development of the action protocol for developing and/or strengthening partnerships.

Coaching meetings with partners on private sector engagement. The Program provided partners with a series of coaching sessions, including one with the Vice Rectors of Outreach and External Relations of both ITLA and ITSC and an additional session with each of the coordinators of the Advance-supported degree programs. These meetings guided the partners in a step-by-step approach to establishing alliances with the private sector.

Meeting with Vistas Golf & Country Club

Meeting with Logistics Cluster companies



Meeting with Viajes y Eventos J&S Company

Meeting with Chef's Association

Meetings with private sector companies. The Program accompanied partners to hold meetings with the private sector in order to initiate a process of rapprochement and show interest on the part of the institutes to establish alliances to support the selected degree programs, their students and graduates. Likewise, Advance presented the benefits of creating alliances with the institutes to the private sector.

Visits to companies for the purpose of partnerships and job placement. Advance conducted seven face-to-face visits and virtual meetings to companies in different economic sectors with the purpose of establishing partnerships for job placement of the beneficiaries of the Program (internships and jobs). The companies visited are interested in establishing formal agreements. The table below shows the companies visited and the corresponding economic sectors.

Companies	Economic sector
Logistics Cluster *(group including several logistics companies)*	Logistics
Chef's Association	Gastronomy
J&S Travel and Events Agency	Services
JC Fusion Technology	Services (Software)
Vistas Golf & Country Club	Gastronomy and services
H&J Services and Solutions	Services
Madame Employment Agency	Services

Project CURE: During the April-June quarter, the Advance Program held an initial meeting with the director of the National Health Service (Servicio Nacional de Salud, or SNS). As a result, SNS delegated a commission to oversee the different aspects of Project CURE including members of the Directorates of Planning and Development, Infrastructure and Equipment and the Legal Directorate. The Advance Program held the first

technical meeting with the operating committee of the SNS to present the objectives of the project and the next steps for sending and receiving the donations from Project CURE.

Advance held a virtual meeting on Project CURE with representatives of the Program, ITSC, Project CURE, and the National Health Service committee. The main purpose of this meeting was to learn about the institutional procedures of Project CURE for sending the donations as well as the requirements necessary to carry out the needs assessment of the seven hospitals where the donations will be delivered. A representative of Project CURE will visit the Dominican Republic during the months of July and August to carry out the needs assessment, with a focus on the donation of medical equipment. At the meeting, the parties agreed to draft a Memorandum of Understanding between Project CURE, the National Health Service and FHI 360. The MOU was drafted and sent to the National Health Service for review.

Virtual meeting to launch Project CURE. May 24, 2022

Study on the perception of technical higher education. During the quarter, Advance launched the study on the perception of technical higher education among businesses in the Dominican Republic. This study aims to help the Program and partner institutions ITLA and ITSC to define the right messaging to position technical education as an attractive option for youth and their families. Coordinting closely with IEET, the Program defined the work plan for the study and prepared a report with the study's conceptual framework. The three preliminary data collection instruments for the collection of information were also developed.

Activity 2: Strengthen the capacity of career services offices

Jamaica: This quarter, Advance provided student-centered customer service training and developed onboarding toolkits for student services staff at UTECH, Jamaica. A two-day interactive customer service workshop was hosted for non-academic faculty of the Enrollment and Admissions department at UTECH during this quarter. This department interacts with prospective and current students and handles queries from other university departments about students' academics. The training gave staff the chance to create practical, actionable strategies to allow for the improvement of positive engagement between themselves and students. The next phase of the work includes collaboration with UTECH administration to find ways to implement these steps.

Dominican Republic: Career Services: Advance implemented 38 employability training workshops aimed at students of the Advance-supported degree programs at ITLA and ITSC. The workshops lasted 2.5 hours and were delivered both virtually and in person. Topics addressed included job search techniques, writing, resume tailoring, successful job interviewing and job retention techniques. As a result, 531 students from the Advance-supported degree programs have already received advice and training in job placement issues. This represents progress towards meeting the goal of increasing the number of students who have received job placement support. In addition, the Program provided follow-up to these young people through the creation of instant messaging groups such as WhatsApp in order to stay updated with these issues and answer questions from students and coordinators of the Advance-supported degree programs.

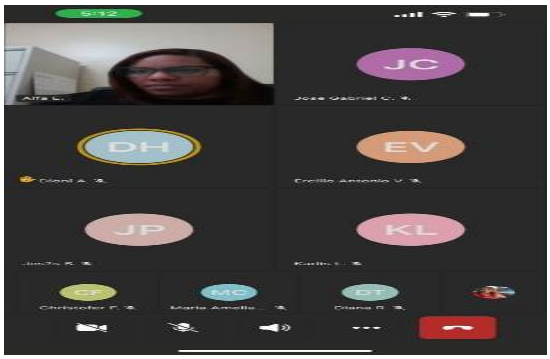
Labor bridging: The labor bridging strategies plan and protocol was presented to partner institutions. During the implementation of the protocol, potential companies were contacted, identifying vacant positions for job placement for end-of-year students and graduates. The workshops given to students on job placement issues increased their skills in the preparation and presentation of their resumes. As a result, about 400 resumes were referred to four different companies in the sectors of the Advance-supported degree programs and more than 60 students and graduates obtained jobs.

Training modules for career services and labor bridging: Advance continued to strengthen student career support services through the development of career services and employability modules. The following activities were implemented:

- After the workshop for trainers of the soft skills module and the project-based learning methodology given last quarter, the teachers who attended the refresher training reinforced their knowledge to prepare them for the implementation of the same module with the pilot groups of students. Eight ITLA teachers and 11 ITSC teachers participated in these refresher sessions.
- The Program adjusted Modules 1 and 2 of career services for students for the context of the Dominican Republic and validated the changes with the teachers of the subjects at ITLA and ITSC. These materials will serve as a guide for both facilitators and students in the development of the

content of the modules, with material for facilitators and a workbook for students.

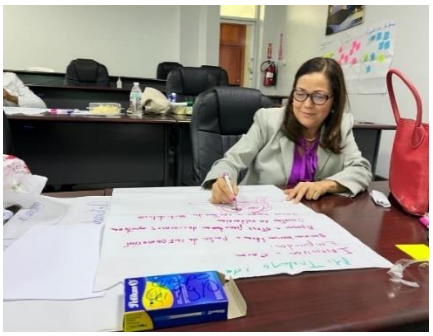
- Continuing with the trainer of trainers, the Program initiated four pilots, of which two were virtual at ITLA and two in person at ITSC. At ITLA, 15 students participated in group 1 and 21 students participated in group 2. At ITSC, pilot group 3 includes 15 students and group 4 includes 20 students. The Module 1 *Who am I?* is impacting 71 students total.



ITLA Pilot of Module 1: *Who Am I?*

ITSC Pilot Module 1: *Who am I?*

- In order to give continuity to the development and strengthening of partners, the Program implemented the trainer of trainers Module 2 (*Let's Get a Job*) to generate learning that served to develop soft skills including the following: critical thinking and problem solving (higher order thinking skills), collaborative skills and social skills, communication, positive self-concept, self-control, empathy and goal orientation. A total of 13 teachers participated, one coordinator, one person from student welfare, the person in charge of employability and three administrative people, with a total of 19 participants from ITLA.



ITLA train the trainer workshop for employability Module 2: *Let's Get a Job*

Result 2 Activities

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

IR 2.1 Expanded access

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

Jamaica: Advance continued "reach back" activities from the last quarter in collaboration with CCCJ aimed at increasing the awareness of the Agro-processing and Business Management degree program as well as career opportunities available in this field.

This quarter, Advance provided detailed program information on the agribusiness industry to 20 secondary school guidance counselors and Caribbean Secondary Education Certificate (CSEC) teachers in Agricultural Studies, Science, and Home Economics at two sessions across the island. These teachers were selected, as the students that they teach often have some interest in the content of the Agro-processing degree. The Marketing Officer from CCCJ provided attendees with information on the degree program requirements for each college.

Attendees were also provided with career awareness materials as well as copies of the Student Employability Guide. Teachers were able to see the connection between the subjects they teach and the Agro-processing program and were excited to bring the information to their students. Feedback from the sessions highlighted that there is additional work that needs to be done to effectively market and promote Advance-supported programs to ensure that prospective students and other stakeholders, such as teachers and parents, are made aware of growing career and training opportunities in agribusiness.

Dominican Republic: The Program conducted a qualitative assessment to identify the key aspects of the registration, admission and recruitment practices used by the partners. The methodology used for the assessment included the participation of the departments of admission and marketing, career coordinators and the director of Curriculum Approval. It also included focus groups of incoming students. From ITSC, 21 students from Advance-supported degree programs participated. From ITLA, five students and four people from the departments of admission, student welfare and graduates participated.

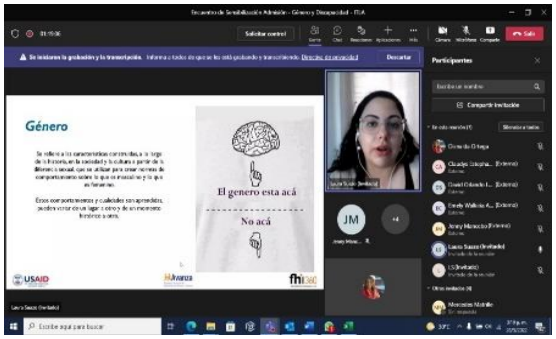
The findings at ITSC included the following:

- most enrolled students come to the center through personal referrals,
- there are difficulties in the interdepartmental coordination of the institute that generate a greater investment of time in admissions procedures and documentation for new applicants,
- the location of the school and the traffic in the area are factors to be considered for admissions.

The findings at ITLA included the following:

- the target number of enrollments per term is determined by the number of graduates of each degree course in question,
- the students interviewed exhibit cultural beliefs that indicate clear attitudinal barriers to women's access to careers in technology,
- the aim is to look for options and adaptations that allow the vulnerable population to enter the careers of study.

Under this same activity, the Program provided sessions on gender and disability awareness and inclusion with the purpose of increasing actions focused on integrating this vulnerable population in recruitment and admissions practices, so that they have the same access opportunities as the rest of the youth.



ITLA Gender and Disability Awareness Workshop

ITSC Gender and Disability Awareness Workshop

Advance also held two meetings aimed at students in their final year of secondary school at educational centers located within the geographical area of the partners. The purpose of the meetings was to promote the Advance-supported degree programs from the partner institutions with the objective of sharing information about these technical careers to generate interest and increase enrollment of youth after they finish their secondary education. The meetings were led by the departments of admissions, scholarships and student welfare of the partner institutions with the support of Advance. The partner institutions will carry out these meetings on an ongoing basis. Specifically, ITSC held the orientation meetings for three consecutive days, and the institution plans to hold the meetings at least twice a year.

At ITLA, 99 high school seniors participated from the Eugenio Maria de Hostos Educational Centers and the ITLA Polytechnic in the community of Boca Chica. The representative of the Medical Devices Cluster participated in this meeting to present the benefits of the Medical Devices degree program and the opportunities that are present in the current labor market for all the graduates of this technical program. Similarly, a graduate of the Software Development degree program presented the employment benefits of being a graduate of this program. At the end of the meeting, the students toured the ITLA Mechatronics and Virtual Reality workshops.

Technical degree program promotion with students from ITLA schools

Technical degree program promotion with students from ITSC schools

At ITSC, 179 high school seniors participated from the Francisco del Rosario Sanchez and Los Girasoles high schools. At this meeting, the coordinators of the Advance-supported degree programs offered students context on the study plan of each program. Successful graduates of the degree programs presented on benefits that the labor market has to offer. At the end of the meeting, the students visited the Gastronomy and Nursing workshops, where they were able to observe the practical work done by the students of these technical degree programs.

Activity 2: Implement and strengthen services to support disadvantaged students within selected institutions

Jamaica: This quarter, Advance issued a call for a consultant to work collaboratively with a partner school to design and implement psychosocial support services (PSS). Advance's qualitative research pointed to the need for institutions to increase offerings and awareness of PSS for students. Candidates will be interviewed in the next quarter.

Dominican Republic: During the quarter, the Program finalized the design of the self-training guides for Spanish Language and Mathematics for ITLA and ITSC, with the purpose of strengthening the remedial course through a participatory methodology based on competencies in which the students are the protagonists of their learning and the teaching team is facilitates their learning. The evaluation rubrics were also developed and will be used to evaluate the students' performance levels on the learning acquired and skills developed according to the learning outcomes. Through the remedial course, the Program is contributing to the strengthening of student services through the contribution of innovative and flexible processes.

Advance also began the process of requesting information for the development and implementation of an application for the provision of information to develop an early warning system at ITSC. The Program also requested data to design a statistical model for an early warning system for ITLA to help identify students at risk of dropping out. Prior to the above, Advance developed a work plan and a document with the strategy to be implemented at each institution and carried out the validation with each institution. However, ITSC is in the process of acquiring a new academic information system and this has led to a modification of the strategy that was originally proposed. Thus, the characteristics of the new informationsystem are in the process of being aligned with the objectives and scope of the development and implementation of the Program's early warning system proposal.

IR 2.2 Scholarship Program

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

Jamaica: Twenty-two students enrolled in the accelerated Agro-processing and Business Management program at Knockalva and Knox Colleges attended an orientation session in May. The session provided an opportunity for the Advance team to formally meet all scholarship students. Students discussed and signed the Scholarship Terms and Conditions and were able to share their expectations of the scholarship journey. Students also got the chance to interact with a local business owner in the agribusiness industry, Melissa Taveres of Mel's Sticky

Jams, who shared her entrepreneurship journey and provided advice and insights into the local industry space.

Dominican Republic: During this period, two ITSC scholarship recipients from the Events Production and Gastronomy programs graduated with honors (cum laude) at the Twelfth Ordinary Graduation held in May. Four additional scholarship recipients completed their studies and will graduate in the coming months of this year. The remaining scholarship recipients are completing their internships and others are in their last four-month academic periods.

In addition, Advance provided individualized follow-up and coaching to the scholarship holders in the areas of emotional, academic and employability support. Follow up was carried out continuously through WhatsApp, emails and phone calls. Students are referred to the corresponding department at their respective institutions depending on the case addressed.

In order to provide scholarship holders with the tools and strategies for employability, the Program developed six training workshops, four virtual and two in-person workshops, covering the the following topics:

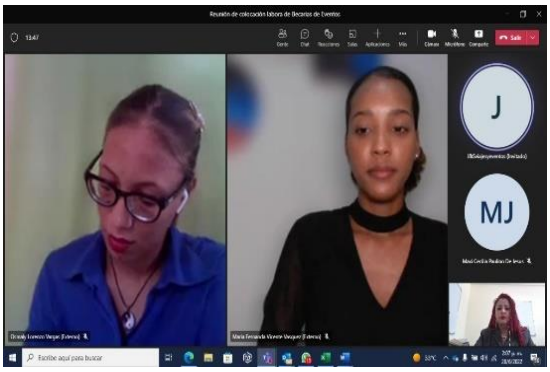
- Self-knowledge, writing and tailoring the curriculum vitae;
- Techniques for a successful job interview and job retention techniques;
- Techniques of assertive communication focused on employability.

Follow-up meeting with ITSC scholarship recipients

Meeting with ITLA scholarship recipients

In coordination with the partner institutions, the Program continued managing and supervising the attendance records of the scholarship holders, as well as ensuring they receive their monthly stipend payments.

Connections with the private sector for internship placements. The Program and partner institutions conducted five meetings with private sector companies for the employment of scholarship holders. As a result, five students from the ITLA Software Development program were placed in internships and three ITSC students from the Events Production program were placed in jobs.



ITSC Events Production Job Placement Meeting

ITLA Software Development Internship Placement Meeting

III. NEXT STEPS

Core Administrative Activities

Administrative processes for cost-share activities

Jamaica: The remaining Project CURE items are projected to be delivered the next quarter with distribution scheduled for August.

Dominican Republic: In relation to Project CURE, the signing of a cooperation agreement between the SNS, Project CURE and FHI 360 is expected. After the acceptance of the SNS, the first delivery of COVID-19 protection materials and 200 emergency beds would be managed. This donation would be distributed to hospitals where the ITSC nursing students do their rotations and to the ITSC. Following the COVID-19 relief donation, Advance will coordinate with Project CURE and SNS to complete a the needs assessment for the second delivery of customized equipment.

IEET will continue to support the development of the study on the perception of higher technical education in terms of general supervision of the study. Advance is also working with IEET to support the development of the three modules of the *De Par en Par* internship and job board platform, and the related cost share is expected to be reported in the next quarterly report.

Communications activities

Jamaica: Advance Jamaica will continue to implement and execute communications activities to achieve the Program's communications goals. Next quarter's activities will include coordinating and executing two special events (a learning forum featuring industry conversations on workforce development, and handover of COVID-19 relief supplies to member colleges of CCCJ), highlighting Advance's program activities, and developing and producing communications and knowledge pieces.

Dominican Republic: Next quarter, the Program plans to carry out a communications assessment of the Program's partner institutions and to produce the short testimonial videos of Advance beneficiaries. The Program conducted the interview process for the communications coordinator position, and hope to hire the person during the next quarter.

Monitor subgrants & MOUs with local universities

Jamaica: CCCJ's subaward ends August 2022 and VTDI's subaward ends June 2022. VTDI's subaward will be modified so that it ends March 2023 to facilitate final PYD and other curriculum-related activities.

Dominican Republic: Signing of addenda to the cooperation agreements with ITLA and ITSC will be completed with the purpose of extending the dates of the MOUs due to the extension of the Advance Program until 2023.

Purchase equipment

Jamaica: Additional items will be sourced for the Knox learning lab.

Monitoring and Evaluation Activities

Monitor and update the institution reporting tool on a semi-annual basis

Jamaica: The Jamaica team intends to deploy the institutional reporting tool next quarter (in August), to collect updated data on student enrollment status. This data will report on students that will continue to enroll in their respective programs, those that have completed their courses, and those that have discontinued. The reporting tool will also seek to gather the enrollment status of those students whose current status is unknown.

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

Dominican Republic: During the next quarter, the team will use additional strategies to increase survey response rates. This will include phone reminders, schedule-guided survey completion, and the overall support of the institution for survey reminders.

Jamaica: The next round of data collection for the graduate and student surveys will take place in January 2023. To capture students' enrollment status, the institutional report will be deployed in August 2022. To capture new students for the upcoming academic year, a second deployment will take place in October 2022. Lessons learned from the beginning of the last fiscal year indicate that new student data was not available until the beginning of the fiscal year.

Conduct a qualitative study to assess Program's outcomes

Jamaica: Next quarter, the team will complete the analysis of the qualitative study data. The findings will then be presented to key external stakeholders including the partner institutions. Once completed, the final report will also be disseminated among stakeholders across the Advance program.

Monitor basic education activities by assessing pre-service or in-service teacher training programs in PYD, SEL, and career guidance

Jamaica: For the next quarter, the Program will be tracking the enrollment of pre-service teachers in the UTECH "Becoming a Teacher" course. The course was modified to include a unit on SEL. Advance is also looking to re-engage CCCJ regarding pre-service teacher support for Knox Community College. Additionally, the Program will conduct onboarding of the Moodle platform with VTDI trainers so that they can provide blended learning techniques to teach PYD/SEL.

Result 1 Activities

Curriculum and pedagogy (including Basic Education Activities)

Jamaica: Next quarter, the online course conversion for VTDI will be completed, with courses uploaded to VTDI's LMS and ready for use.

For the next quarter, Basic Education activities will be focused on completing two of three career guidance workbooks (the students' and parents' workbooks). Completion of two of five accompanying career guidance videos will also be a priority

Dominican Republic: Next quarter, Advance will hold three in-person workshops with teachers from the Nursing program and two virtual workshops for teachers and the coordination team in the Logistics program to continue with the revision of the programs of classes using a competency-based approach. The Program will also hold an event for ITSC's academic community to launch the ITSC Educational Model. Advance will hold working sessions with institutional teams at UASD to co-design the integration of SEL into the practicum curriculum, including online or blended learning methodologies. Advance will also hold working sessions for the adaptation of training materials in the SEL modules for weekly classes with trainee teachers. Advance will validate the overall study plan and strategy with the UASD teams.

Teacher, faculty, and staff professional development

Jamaica: Onboarding kits developed from specialized training for Agro-processing and Business Management and Health and Wellness Tourism degree programs will be shared with partner schools for integration into their systems.

Dominican Republic: Next quarter, Advance will hold a meeting on the formation of communities of practice by degree program as well as the internalization and implementation at ITSC and ITLA. The Program will meet with both institutions to evaluate the coaching process and plan its implementation in the following period. The Program will provide follow-up and coaching for new teachers at the institutions and work on the institutionalization of the coaching strategy. In the Gastronomy program, Advance will plan and initiate training courses on technical topics relevant to the degree program. The Program will also validate the models and proposals of the practical guides with the partner institutions.

Labor market bridging and career services

Jamaica: Advance will continue engagement with the private sector to secure additional internship and Spark Day opportunities for students. The ongoing consultancy to support UTECH student services staff will also continue.

Dominican Republic: Advance will conduct a workshop at ITSC on the Trainer of Trainers Module 2 (*Let's get a job*) and Module 3. The Program will start pilot groups for Modules 2 and 3 at both ITLA and ITSC. Advance will also conduct a pilot of the Mathematics and Spanish Language Guides at both institutions. The Program will accompany partner institutions to sign alliances with the private sector, as a result of meetings and visits to companies from this quarter. The Program will support ITSC to hold two job fairs with final-year students and graduates. Specifically, Advance will support the logistics and and provide guidance to the department on labor bridging and graduates. Advance will carry out a communications assessment of the partner institutions. The Program also intends to sign the cooperation agreement with SNS and Project CURE to confirm the donation related to COVID-19 and begin the needs assessment for the customized containers donations. The Program will continue facilitating job placement events for students of Advance-supported program, so that they continue to

develop employability skills. In coordination with IEET, Advance will carry out the design of the instruments and data collection for the study on perceptions of higher technical education in conjunction.

Result 2 Activities

Recruitment and admissions practices and student services support

Jamaica: Advance will engage a consultant to work collaboratively with VTDI to design and implement a psychosocial support program.

Dominican Republic: Next quarter, Advance will design the strategy for supporting the admissions offices based on recommendations from the assessment, as well as design the content of the communications materials for the admissions offices. The Program will proceed with the training for the remedial program focusing on how to use the newly developed teacher and student guides in Spanish Language and Mathematics. Advance will present on strategies for admissions, recruitment, and retention.

Scholarships and Scholarship Holders Monitoring

Jamaica: Advance will continue to monitor the progress of scholarship students and continue to provide labor bridging opportunities for students.

Dominican Republic: Advance will continue workshops for scholarship recipients on topics of interest and continue the follow-up and individualized coaching of scholarship recipients. The Program will maintain up-to-date attendance records for scholarship recipients and stipend payments. Advance will deliver the materials necessary for scholarship recipients' internships, such as the uniforms, personal protective equipment and medical instruments needed to carry out their work.

Appendix B: Equipment list for Knox Community College Agro-processing lab

#	Quantity	Description	Status
1	2	Laptops	Collected on June 30, 2022
2	2	Optoma Projectors	
3	5	Graphic Tablets	
4	3	Exhaust Fans	Ordered- August delivery
5	1	Refrigerator	
6	1	Commercial Blender	
7	1	Large Electronic Scale	
8	1	Stove	Ordered- July delivery
9	1	Freezer	
10	1	Food Slicer	
11	1	Industrial Meat Cutter	
12	2	Blenders	
13	2	Immersion Blenders	
14	1	Commercial Food Processor/ Vegetable cutter	
15	2	Food Dehydrator	
16	2	Commercial Mixer	

17	3 sets	Stainless steel pots and pans	
18	2	Sausage Maker	
19	2	Packaging Machine	
20	2	Electronic Scales - Medium	
21	2	Electronic Scales (Gram)	
22	3	Stainless Steel Tables	
23	2	Ice cream maker	
24	1	Canner	
25	1	Brix refractometer	
26	1	Food Salinometer	
27	1	Pasta and noodle extruder	
28	1	Volumetric Filler	
29	1	Small Fitz Mill	
30	1	Electric Fruit Pulper	
31	1	Commercial Vegetable Chopper	
32	1	Commercial Electric Meat Grinder	
33	1	Deep Fryer	

Appendix C: Letters of Intent

Below is a letter of intent/partnership with a private sector company (CB Group):

Imagination Farms

IMAGINATION FARMS LIMITED

FARM

ACCOUNTS OFFICE

Ms. Ruth Chisholm
Country Program Director
Advance Program
FHI 360
1 Phoenix Avenue
Kingston 10

Dear Ms. Chisholm,

The CB Group is pleased to inform you that we wish to partner with your organization to offer internship placements for students in the Agro-processing and Business Management associate degree programme offered by Council of Community Colleges of Jamaica (CCCJ).

CB Group will offer an internship to a one student over a three-month period to support their work experience in the industry.

Advance will work with CCCJ member colleges to identify students for these internships and share implementation, monitoring, and assessment guidelines. Advance will also cover the cost for student stipends for the duration of their internship.

We look forward to meeting with you or your representatives to discuss next steps in the process.

Sincerely,

Janieze Mitchell

Asst. Manager (Shipping and Logistics)

Below represents a letter of intent/partnership with a private sector company (Hydro-Gardens of Jamaica):

Hydro-Gardens of Jamaica

Letter of Intent for Spark Days

Ms. Ruth Chisholm
Country Program Director
Advance Program
FHI 360
1 Phoenix Avenue
Kingston 10

Dear Ms. Chisholm:

Hydro-Gardens of Jamaica is pleased to inform you that we wish to partner with your organization to host Spark Days for students in the Agroprocessing and Business Management associate degree programme offered by Council of Community Colleges of Jamaica (CCCJ).

Hydro-Gardens of Jamaica will offer a minimum of three Spark Days to support student exposure to the agribusiness industry.

Advance will work with CCCJ member colleges to identify student cohorts as well as provide a Spark Days curriculum to be used as guide.

We look forward to meeting with you or your representatives to discuss next steps in the process.

Sincerely,

Hopeton Singh
Owner/ Operator

MIDDLESEX DISTRICT, MIDDLESEX P.A., ST. ELIZABETH
T 876.322 9145 E HOPETON.SINGH@AOL.COM

Appendix D: Results from PYD/SEL pre-post assessment

Reason(s) for participating

Prior to the commencement of activities related to workshops, participants were asked, "Why did you decide to participate in today's workshop?" Based on the analysis that was conducted, the Program learned that participants came to reinforce or learn new information on Career Guidance, to bolster their professional development and to help students. Participants wanted to be in a better position to help their students in developing their emotional intelligence and to make good career choices. Also, a number of participants expressed that they participated because they received an invitation.

Prior training in PYD/SEL

The pre-test revealed that the majority of participants (62%) were not previously trained in PYD/SEL. However, some had prior training in SEL only (19%); PYD only (5%) and in both PYD and SEL (14%).

Expectations of Workshop (Pre- and Post-Test)

To garner participants' expectations of the workshop and to deduce whether these expectations were met, participants were asked what their expectations were prior to the workshop. They were then asked if these expectations were met. The responses to the questions were open-ended and therefore analyzed qualitatively. For the expectations of participation, this theme was dubbed "Pre-expectations", and the categories are "Gain knowledge to help youths"; learn about "SEL/PYD"; enhance "Professional Development" and to learn about/reinforce knowledge of "Career Guidance".

A post-test was then deployed to deduce if these expectations were met. The theme that emerged was "post-Reflection" and the categories are "Career development"; "SEL implementation"; "Learning"; "PYD/SEL content" and "Time". The category "Career development" speaks about the discontent of participants with not being edified on this concept. Participants stated that they were of the impression that the session would incorporate activities/lessons on career guidance/development. Participants can be quoted as saying, "thought more emphasis would be placed on career education" and "I was looking forward to the career guidance aspect." Participants also expressed their discontent with not having more emphasis being placed on "SEL implementation." Participants wanted more emphasis to be placed on activities for development lessons on SEL and generally more information regarding implementation. There was also mention of the duration of the training and number of sessions, in that they were somewhat insufficient.

The categories "Learning" and "PYD/SEL content" spoke to participants' fulfilled expectations. Participants spoke generally about the concepts that they learned and how they received the awareness and reinforcement of information that they needed. One participant was quoted as saying "Expectations met regarding learning how to better help my students." As it relates to the "PYD/SEL content" category, participants spoke to how much they learned, relating to the concepts and their ability to apply the knowledge in the classroom. A participant was quoted as saying, "I was exposed to more knowledge about SEL and PYD and is better able to apply it to academic instructions." Another said, "Expectations met, learned a great deal about SEL and PYD." Comments were also made regarding the quality of instruction given, a participant said the "content was comprehensively delivered and augmented."

Belief in SEL concept (Pre- and Post-Test)

To garner participants' level of belief in the SEL concept, a pre- and post-test was deployed to gather whether the educators:

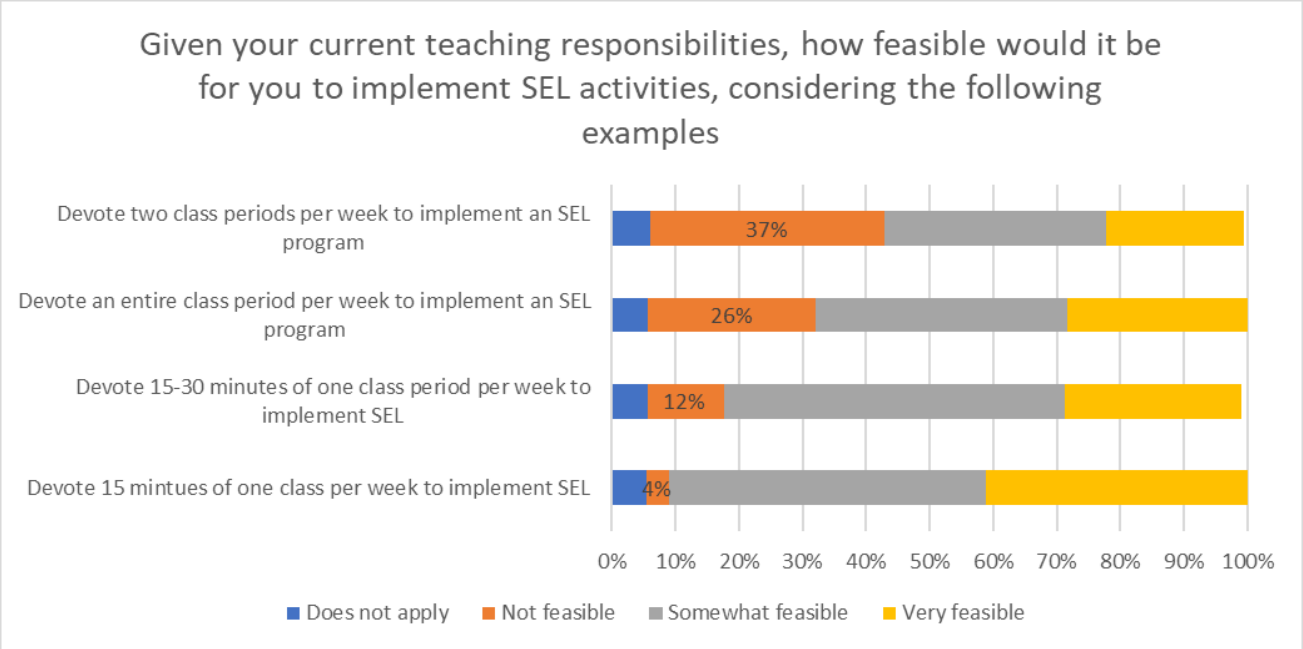
- Incorporated informal lessons in SEL as part of their regular teaching practice

- Want to learn more about developing their own SEL skills and that of their students
- Improved their ability to teach SEL skills to students
- Believe all teachers should learn how to teach SEL skills to their students

The feedback was largely positive, with at least 89% of participants (pre/post-test) believing in SEL and having an interest in developing their students' skills or that of their own.

Feasibility of implementing SEL in the classroom (Pre- and Post-Test)

The diagram below shows the amount of time educators are able/willing to dedicate in implementing SEL in the classroom. A trend can be seen in the diagram, when educators are asked how much time they are able to dedicate to implementing SEL, the higher the duration, the less feasible it was.



Barriers to implementation of SEL

Participants were asked, "What were some of the barriers to implementation of SEL in the classroom and what factors may contribute to overcoming some of those challenges?" As it relates to barriers, the most prevailing that somewhat/very much applied were:

- Resources to implement SEL in the curriculum (91%)
- My current level of training regarding SEL (75%)
- Time available to teach lessons (76%)
- Time available to prep for lessons (66%)
- The number of children in the classroom makes it difficult (55%)

The challenge that was least applicable, according to participants (84%) was "prior negative experiences in implementing SEL."

Participants then expressed that the following were the most needed in navigating the challenges associated with implementation:

- Observed noticeable changes in students' behavior (81%)
- Receiving support from administration (77%)
- Belief that SEL concepts are important for students to know (73%)
- Receiving useful help or consultation (72%)
- Observed noticeable changes in students' academic performances (69%)

Feedback on training activities

At the end of the workshop, participants were asked to provide feedback on the activities that took place along with the materials used. The feedback provided was predominantly positive. When asked if the activities were appropriate and reasonable for the time allowed, 50% agreed and 48% strongly agreed. Additionally, all participants agreed that the training materials provided were appropriate and helpful, that is, 62% strongly agreed and 38% agreed.

Knowledge exhibited by participants in SEL/PYD

At the end of the workshops, the level of knowledge participants hold in SEL/PYD was assessed using the post-test. Based on the responses given, it was found that most of the participants grasped most of the prevailing concepts of PYD/SEL. At least 81% of respondents showed that they understood SEL concepts. Participants were however undecided as to whether SEL focuses only on skills that make children and youth better students. 45% stated that the statement was true while 55% said it was false. Most participants also grasped PYD concepts, with at least 86% of participants providing correct responses. However, participants were undecided as to whether PYD focus is on fixing problem youth. 47% said this was true while 53% said it was false. In future workshops, the focus of PYD/SEL can be brought to the fore to quell any doubts.

As it relates to the level of comfort of participants in their knowledge of PYD/SEL and their ability to provide instruction on the topics, over 90% participants were either somewhat confident/very confident, or somewhat satisfied/satisfied.

Recommendations

Based on the findings of the pre- and post-tests, the following are recommendations for future workshops on PYD/SEL, which are aimed at satisfying the expectations of participants and increasing the efficacy of the workshop:

1. In terms of the content of the workshop, participants indicated that lessons on SEL implementation were lacking. For future workshops, the presenter can see how best this can be included at a higher level.
2. Increase attention on what are the focal points of PYD/SEL, as there are doubts among participants where this is concerned.
3. Assess how the workshops were promoted, so that participants are as clear as possible as to what the sessions will be about. This recommendation was made considering a few participants' misconception of the content of the sessions.