



The New Generation of USAID Higher Education Programs: An Assessment of Possible In-Country Partner Institutions

July 2014

This report was produced by Dan O'Brien & Associates for review by the United States Agency for International Development.

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CONTENTS

CONTENTS	ii
LIST OF ACRONYMS	iii
I INTRODUCTION AND BACKGROUND	I
II PURPOSE AND METHODOLOGY	I
2.1. Purpose	I
2.2. Methodology	2
III FINDINGS	4
3.1. El Salvador	4
3.2. Guatemala.....	13
3.3. Jamaica	20
3.4. Mexico	27
IV CONCLUSIONS	32
4.1. Technical Education Options	32
4.2. Secondary Education Acceleration Programs	33
4.3. English Language Training	33
4.4. Private Sector Demand	34
V RECOMMENDATIONS	35
5.1. Complimentarily and Leverage	35
5.2. Alliances with U.S. Institutions	35
5.3. Semester Abroad	35
5.4. Teacher Continuing Education	35
5.5. Target Population Profile	36
5.6. Scholarship Financing	36
5.7. English Language Training	36
5.8. Soft Skills	36
5.9. Technical Degree Communication Strategy	37
ANNEXES	38

LIST OF ACRONYMS

ANUIES	Asociación Nacional de Universidades e Instituciones de Educación Superior, National Association of Universities and Higher Education Institutions
CALUSAC	Centro de Aprendizaje de Luengas de la Universidad de San Carlos, Linguistics Center at the University of San Carlos
CCCJ	Council of Community Colleges of Jamaica
CIDAC	El Centro de Investigación para el Desarrollo, Research Center for Development
CIEN	Centro de Investigaciones Económicas Nacional, National Economic Research Center
CONREDES	Consejo Regional de Desarrollo de Educación y Sustentabilidad, Regional Council for Educational Development and Sustainability
COPORMEX	La Confederación Patronal de la República Mexicana, Mexican Confederation of Trade Associations
CSR	Corporate Social Responsibility
DCA	Develop Credit Authority
EIJ	Educación Integral Juvenil, Fundamental Youth Education
ENA	Escuela Nacional de Agricultura, National School of Agriculture
ESMA	Escuela de Maestros, Teachers School
GED	General Education Development
IGA	Instituto Guatemalteco Americano, Guatemalan American Institute
INTECAP	El Instituto Técnico de Capacitación y Productividad, Technical Institute for Training and Productivity
ITCA	Instituto Técnico de Centro America, Technical Institute of Central America
JAMPRO	Jamaican Promotion Corporation
JFLL	Jamaica Foundation for Life Long Learning
LAC	Latin America and Caribbean
NVQ-J	National Vocational Qualification of Jamaica
MIS	Management Information Systems
MOA	Ministry of Agriculture
MINED	El Salvador Ministerio de Educación, El Salvador Ministry of Education
MINEDUC	Guatemala Ministerio de Educación, Guatemala Ministry of Education
MOE	Ministry of Education
PAES	Prueba de Aprendizaje para Egresados de Educación Media, Achievement Test for Secondary School Graduates
PROESA	Promoción de Exportaciones e Inversiones de El Salvador, Promotion of Exports and Investments of El Salvador
PROMACOM	Programa Nacional de Competitividad, National Competitive Program
SEED	Scholarships for Education and Economic Development
SEP	México Secretaria de Educación Publica, Mexico Secretary of Public Education

SOW	Scope of Work
TSU	Técnico Superior Universario, Higher Education Technical Degree
UDB	Universidad de Don Bosco, University of Don Bosco
UNES	Universidad Nacional de El Salvador, National University of El Salvador
UNI	Universidad InterNaciones, Internations University
UNICAES	Universidad Católica de El Salvador, Catholic University of El Salvador
UNITEC	Universidad Tecnológica, Technological University
UPA	Universidad Panamericana, Pan American University
U.S.	United States
USAC	Universidad de San Carlos, University of San Carlos
USAID	United States Agency for International Development
UTEC	Universidad Tecnológica de El Salvador, Technological University of El Salvador
UVG	Universidad del Valley Guatemala, University of the Valley Guatemala

I INTRODUCTION AND BACKGROUND

The United States Agency for International Development (USAID) has supported three generations of scholarship programs over the past 29 years. To date, 9,191 scholarships have been awarded to talented youth that come from disadvantaged backgrounds. Funding and in-kind resources supporting them amount to more than \$450,000,000, of which \$320,820,029 was provided by USAID through cooperative agreements.

The Scholarships for Education and Economic Development (SEED) is USAID's current generation scholarship program. It is a seven-year \$50 million program that is scheduled to end in December 2015. SEED is implemented Georgetown University's Center for Intercultural Education and Development (CIED) in collaboration with a network of approximately 18 community colleges based in the United States (U.S.). SEED targets individuals that show leadership potential from Mexico, Central America, and the Caribbean. These individuals come from economically disadvantaged and historically underserved populations, including women, Afro-Latino, and indigenous groups.

The SEED model currently includes a two-year scholarship for technical training and six and one-year scholarships for professional development. The two-year program requires students to take English language training so they are able to take standard coursework in the United States. They also live with U.S. host families as part of their curriculum. The professional development scholarships provide individuals with short-term specialization and skills upgrading in Spanish or French and do not include a host-family living arrangement.

USAID is in the process of designing a new generation higher education program. One of the primary purposes of this consultancy is to provide USAID with an in-depth analysis of key design options including potential in-country technical education options and costs, options and costs for providing English language training, trending job opportunities in the private sector, and the potential for building alliances with key private sector actors.

II PURPOSE AND METHODOLOGY

2.1. PURPOSE

The overall purpose of the research is to provide USAID with critical information that will be used in the design of a new generation higher education program. The research is intended provide information about technical education options including institutions and costs, secondary school degree acceleration programs, English language training options and costs, trends in labor market demand, and interest of the private sector to participate in the proposed project.

USAID developed a set of questions to guide the research. The questions address (1) mapping of technical institutions and costs; (2) English language training; (3) mapping of accelerated learning and General Education Development (GED) equivalency programs; and (4) the private sector. The research questions appear in the Scope of Work (SOW) in Annex A.

2.2. METHODOLOGY

The research used primarily qualitative data collection methods. Quantitative data were also obtained from key policy documents, studies, and reports, to the extent that they were available, and incorporated into the analysis. Qualitative data collection consisted of primarily individual and group interviews. The interview process incorporated flexibility to allow for additional questions, ensuring that key information was obtained. A consistent protocol was followed during each interview.

Research Schedule. The research was conducted between April 7 and July 4, 2014. The researcher reviewed key documents, developed data collection instruments, and prepared for the fieldwork during the week of April 7. Fieldwork was conducted in El Salvador from April 21 to May 2; in Mexico from May 26-30; in Jamaica from June 2-6; and in Guatemala from June 9-13. The fieldwork culminated with a presentation and discussion of the preliminary findings with the USAID Latin American and Caribbean (LAC) project design team on June 27. The bulk of the data analysis and report writing occurred from June 16 to July 4.

Data Collection and Analysis. As noted previously, USAID developed a list of questions that served as the basis for the research. The questions were used to develop guides and protocols for the key informant interviews and document reviews. The following methods were employed to gather primary and secondary data.

- *Document Reviews.* The researcher read a variety of key documents and other reference publications. These documents included a range of policy documents, studies, and other reports. Annex B shows the complete list of documents that were reviewed.
- *Key Informant Interviews.* The researcher conducted X individual and group interviews with USAID, USAID education projects, U.S. Embassy cultural affairs officers, education ministries, labor ministries, universities, technical institutions, English language training institutions, chambers of commerce, and businesses. A complete list of interviews appears in Annex C.

The document reviews and key informant interviews generated a substantial volume of raw qualitative data. The researcher used qualitative data analysis methods, including matrix analysis, to categorize, triangulate, synthesize, and summarize the raw data captured from the interview notes. The results of the data analysis provided tangible blocks of information, which the researcher used to develop power point presentation for each country and write the research report. The data analysis was driven by the research questions in the SOW.

Interviews. The researcher worked with the USAID offices to identify key education and education ministry officials as well as range of technical institutions, English language institutions, and private sector actors to interview. Table 1 summarizes the organizations interviewed and the number interviewed from each organization by country.

Table 1: Organizations and Number Interviewed

Organizations	El Salvador	Guatemala	Jamaica	Mexico	Totals
USAID/SEED	2	4	4	4	14
US Embassy	1	1	0	2	4
Education ministry	2	4	1	4	11

Labor ministry	0	0	2	0	2
Universities/Colleges	5	7	7	3	22
Technical Institutions	3	2	2	2	9
English institutions	5	5	0	0	10
Chambers of Commerce	1	2	3	1	7
Private Sector	2	2	4	1	9
NGOs/Others	5	6	3	3	17
Totals	27	33	27	20	105

The researcher interviewed 105 persons representing nearly 70 organizations. The bulk of the interviews, 30%, were with universities and technical institutions. The majority of the interviews were conducted in Guatemala while the fewest were conducted in Mexico due to logistical constraints discussed below under limitations.

Limitations. The scope of the research specifies four weeks of fieldwork (one week for each country), which was not enough time to visit the complete range of government officials, universities, technical institutions, English language training institutions and key private sector actors. In each country, several key institutions were not interviewed due to time constraints.

The time limitation was most significant in Mexico. Mexico is large and highly decentralized. Information about technical education institutions, English language training, labor markets, and career and employment opportunities differ considerably from state to state and information is generally only available at the state level, not at the federal level. The week of fieldwork in Mexico did not include travel to any of the potential target states where USAID would implement the project.

Another factor that affected the research in Mexico was traffic congestion that reduced the number of interviews. Often, the researcher would travel an hour and a half to conduct an hour interview and spend another hour and a half traveling to the next interview. As a result, the research was only able to conduct two to three interviews per day compared to five and six interviews per day in the other three countries.

III FINDINGS

The following findings are based on the review of key project documents and interviews conducted during the fieldwork phase of the research. The findings address the key questions listed in the SOW and are presented by country.

3.1. EL SALVADOR

The research findings for El Salvador are organized according to the following six areas:

- Technical Education Options
- Secondary Education Acceleration Programs
- Teacher Continuing Education
- English Language Training Options
- Private Sector Demand
- Conclusions and Design Considerations

3.1.1. Technical Education Options

According to the research, there are six primary options available in El Salvador for technical education:

- Government supported Megatecs
- Technology Institute of Central America (ITCA)
- University of Don Bosco (UDB)
- National School of Agriculture (ENA)
- Catholic University of El Salvador (UNICAES)
- Agape

Each option is described in more detail below.

Government Megatecs

A Megatec is a government supported education center that provides higher education degrees based on the labor market and employment opportunities in the area where the Megatec is located. For example, the Megatec in La Union offers a range of technical degrees focused on port management and tourism based on its close proximity to the country's newest and largest port and an array of beaches and hotels.

The Megatecs offer three and four-year technical degrees (tecnicos superiores) and five-year bachelor's degrees in (usually in an engineering related field). Secondary school students that are on a technical track (bachillerato tecnico vocacional) and attend a secondary school affiliated with a Megatec can continue studies at the Megatec and receive one year of credit towards a technical degree.

Currently, the Ministry of Education (MINED) is supporting six Megatecs located at strategic points throughout the country. The MINED has contracted three institutions to operate the Megatecs. ITCA operates the Megatecs in La Union, Zacatecoluca, and Santa Ana while Agape operates the Megatecs in Chalatenango, and Sonsonate. UNICAES operates one Megatec in Cabañas.

The research discovered several issues with the effectiveness of the Megatecs. One problem is that the degree offerings in most of the Megatecs are limited and do not always respond to local labor markets and trending job opportunities. According to MINED, a weak job market has impeded the number of degrees initially envisioned. The other problem is that many students do not view technical degrees as desirable as traditional university degrees and do not view the Megatecs as true universities. These factors have affected demand for technical degrees from the Megatecs.

Table 2 shows the location and degree offerings for the six Megatecs. As noted previously, most offerings are designed as three and four-year technical degrees with an option of extending studies for an addition one to two years to acquire a bachelor's degree. As noted previously, students that graduated with a technical degree from a secondary school affiliated with a Megatec can earn a technical degree from the Megatec in two to three years.

Table 2: Location and Degree Offerings of the Megatecs

La Union	Zacatecoluca	Santa Ana	Chalatenango	Sonsonate	Cabañas
<i>ITCA</i>	<i>ITCA</i>	<i>ITCA</i>	<i>AGAPE</i>	<i>AGAPE</i>	<i>UNICAES</i>
Customs Admin. Port Operations Aquaculture Fishing Gastronomy Tourism Info. Systems	Logistics Electronics Computers Info. Systems	National Heritage Site Management	Civil Eng. Alt. Tourism Engineering Marketing Computers Agro-industry	Tourism Elec. Eng. Software Dev.	Dairy/Beef Tourism

MINED provides scholarships that cover nearly 100% of the tuition and administrative costs for degrees at the Megatecs in La Union, Zacatecoluca, and Cabañas. MINED provides 50% of the tuition and administrative costs for degrees at the Megatecs located in Santa Ana, Chalatenango, and Sonsonate. The costs associated with degrees at the Megatecs as well as the other institutions are discussed in more detail below.

Technical Institute of Central America (ITCA)

ITCA is considered the reference technical institute for El Salvador. MINED has provided a contract to FEPADE (Private Sector Foundation for Development in El Salvador) to administer ITCA for 25 years. The ITCA-FEPADE relationship represents a public-private partnership designed to ensure ITCA is meeting the demand of the private sector for technical jobs.

ITCA offers a range of two and four year technical degrees that require a secondary school diploma. In addition to operating the Megatecs in La Union, Zacatecoluca, and Santa Ana, ITCA operates institutions in Santa Tecla (San Salvador), San Miguel, and Santa Ana. Table 3 shows the degree offerings at these three ITCA locations.

Table 3: ITCA Degree Offerings at its Three Locations

Santa Tecla	San Miguel	Santa Ana
Civil Engineering Architecture Electrical Engineering Telecommunications Mechanical Engineering Industrial Engineering Gastronomy Automobile Engineering Information Systems Laboratory Technician Information Networks Computer Maintenance	Civil Engineering Electrical Engineering Information Systems	Electrical Engineering Information Systems Computer Maintenance

ITCA has a total enrollment of 5,800 students at its six education centers. The cost to attain a technical degree ranges from approximately \$2,000 to \$4,000 depending on the number of years it takes to acquire the degree. Most of ITCA's technical degrees take two to four years to complete and require a secondary school diploma.

University of Don Bosco (UDB)

UDB enjoys a strong reputation in El Salvador for the quality of its education offerings; especially those geared to technical degrees like aeronautics and robotics. UDB offers both two-year technical degrees and four-year bachelor's degrees in engineering, bio-medical, robotics, aeronautics, mobile technologies, and electronics. English language training is included in some of the technical degrees that require English such as aeronautics, robotics, and the bio-medical areas. Secondary school diplomas are required.

The average cost for the two-year technical degree at UDB is \$2,000. There are approximately 1,200 students currently enrolled in two-year technical degree programs, which account for about 17% of UDB's total enrollment.

Catholic University of El Salvador (UNICAES)

UNICAES operates a government Megatec in Ilobasco, Cabañas. The Megatec offers technical degrees in tourism and livestock. UNICAES has an English instruction center located at its primary campus in Santa Ana, which works closely with the Megatec in Ilobasco to incorporate English language instruction in the tourism courses. At present, there are 675 students enrolled in the Ilobasco Megatec. While the average cost of the technical degrees is estimated to be about \$1,800 per year, virtually all the students are receiving government scholarships to cover the costs of tuition. Students who live outside Ilobasco are required to cover commuting costs such as transportation and meals.

Agape

Agape is a charitable organization based in Sonsonate and is operated by Franciscan priests. Agape operates Megatecs in Sonsonate and Chalatenango. These Megatecs offer two-year technical degrees in

tourism, software development, electrical engineering, agro-industry, and marketing. English language training is included in some course work such as tourism and software development.

The Agape Megatecs have 1,120 students registered in technical courses. The total includes 620 in Sonsonate and in 500 Chalatenango. MINED provides partial scholarships and stipends that reduce the cost to \$1,300 for a two-year technical degree. According to Agape representatives, the non-subsidized cost is about \$3,200.

National Agriculture School (ENA)

ENA is the Ministry of Agriculture's (MOA) primary training center. It focuses on research, continuing education for MOA staff, and three-year technical degrees in the field of agriculture. There are approximately 350 students currently enrolled in ENA's technical degree program. The school graduates about 110 agronomists each year. ENA officials estimate that true cost of the degree is \$9,000 per year (including tuition and board). However, the MOA provides scholarships that reduce the actual cost to the student to about \$4,500 for the three-year program.

The following table summarizes key information for the five technical institutions. Key information includes the location of the center, enrollment, and estimated cost of the technical degree.

**Table 4: Location, Enrollment, and Degree Costs
For Five Technical Training Institutions**

Institution	Locations	Enroll.	Cost
ITCA	Santa Tecla Santa Ana (Megatec) San Miguel La Union (Megatec) Zacatecoluca (Megatec)	5,800	\$3,000
UDB	San Salvador	1,200	\$2,000
ENA	San Salvador	350	\$4,500
UNICAES	Cabañas (Megatec)	675	\$3,600
Agape	Sonsonate (Megatec) Chalatenango (Megatec)	1,120	\$3,200

3.1.2. Secondary Education Acceleration Programs

Under its Edúcame program, MINED sponsors a range of flexible programs designed for adults to earn secondary education degrees. These include night school, weekend school, distance learning (online), and a semi-presence option. However, the General Education Law allows anyone to take an adequacy test that places him or her at the appropriate educational attainment level. In theory, a person could take the adequacy test to attain a secondary education degree without having to participate in one of MINED programs noted above. However, according to MINED officials, this option is extremely rare.

3.1.3. Teacher Continuing Education Options

The primary mechanism for continuing education for teachers is the School for Teachers (ESMA). ESMA offers short and medium term courses to teachers on variety of subjects but does not offer degree programs. Several universities offer three-year teaching degrees called profesorados. According to officials from these universities, the three-year teaching degrees are not popular options. During an interview with ESMA, the director expressed interest in collaborating with USAID on a program that would help increase the capacity of its English teachers.

3.1.4. English Language Training Options

There are a number of English language training options available in El Salvador. The American School and the Salvador-American Culture Center (CCSA) appear to have the strongest reputations. The American School has a number of contracts with businesses including call centers to conduct English language training. It recently signed a large contract with the government (PROESA) to conduct English language training for young and aspiring professionals. CCSA, on the other hand, has a contract with the U.S. Embassy for the Access English program and has collaborated with the Embassy on other projects in the past. ITCA has the National English Center that had enjoyed a strong reputation several years ago. However, according the English language experts, the quality of the Center's English language instruction has deteriorated in recent years.

In addition to the English language institutions mentioned above, several universities that have relatively strong English language centers. These include the University of El Salvador (UES), the Technological University of El Salvador (UTEC), UNICAES, and UDB. UNICAES offers English training extension services and has one of the Access English contracts with the U.S. Embassy. UTEC, UES, and UDB do not offer extension services. A person has to be enrolled in these universities to be eligible to register for English language courses.

Table 5 shows the institution, an assessment of its reputation, and published cost of English courses. The table also notes whether the institution offers extension services and whether it is willing to negotiate prices below the publish rates.

Table 5: English Language Training Institutions, Reputation, Costs, and Availability of Extension Services

Institution	Reputation*	Full Cost	Exten.	Comments
American School	Very Strong	\$70 per month	Yes	Will negotiate
CCSA	Very Strong	\$65 per month	Yes	Will negotiate
ITCA	Weak	\$44 per month	No	Students only
UNICAES	Strong	\$35 per month	Yes	Will negotiate
UES	Strong	N/A	No	Will negotiate
UCA	Moderate	N/A	No	Students only
UTEC	Moderate	\$45 per month	No	Students only
UDB	Moderate	\$60 per month	No	Students only

* The reputation assessment is based on opinions of stakeholders interviewed during the research

English+ Programs

Several non-profit organizations offer English language training to high schools students to help prepare them for the labor market. In 2000, the Hilasal Textile Company pioneered the concept of offering a package of English, computer skills, and values (English+) to high school students that lived near the company's manufacturing facilities to prepare them to work in call centers. The Hilasal Company foundation, Sagrera Palomo, named the concept Supérate. Since its inception, several participating foundations have left Supérate and started similar programs. These include the Gloria Kriete Foundation, Uno Foundation, and the San Andres Foundation. In addition to these foundations, CCSA and UNICAES offers a package of English language training, computer skills, and values to high school students under the U.S. Embassy's Access English program.

Table 6 summarizes the English language training packages, the implementing institutions, funding sources, the length of training, and cost. It also shows the number of students that graduate from the English+ programs each year.

Table 6: English + Programs, Implementing Institutions, Funding Sources, Program Length, Costs, and the Number Annual Graduates

Program	Institution	Funds	Length	Total Cost	Annual Graduates
Access English	CCSA	US Embassy	2 years	\$1,000	140
Access English	UNICAES	US Embassy	2 years	\$1,000	100
Supérate	Sagrera Palomo Foundation	Business Sponsors/ USAID-Microsoft	3 years	\$3,600	250
Oportunidades	Gloria Kriete Foundation	Kriete Foundation/MCC	3 years	\$4,500	300
EIJ	San Andres Foundation	San Andres Foundation/American School	3 years	\$1,500	50
Talented Youth	Uno Foundation	Uno Foundation	3 years	\$3,000	115

The U.S. Embassy's Access English programs that are implemented by CCSA and UNICAES take two years to complete and cost \$1,000. CCSA estimates that it graduates about 140 students per year while UNICAES graduates 100. The Access English programs are designed to get high schools to an intermediate level of English before they graduate.

On the other hand, the English+ programs implemented by the foundations take three years to complete and the cost varies depending on what the program offers. For example, the Supérate and Talented Youth programs offer a standard package of English, computer skills, and values that cost between \$3,000 and \$3,600 for the three-year program and graduate 115 and 250 student, respectively.

The Oportunidades program graduates nearly 300 high school students in areas of English, math, science, and leadership training. The additional training topics increase the cost of the Oportunidades program to nearly \$4,500 for the three years. EIJ, the San Andres Foundation's program, is significantly

smaller. It offers a basic English+ program with deep discounts from the American School for the English language training that keeps the price close to \$1,500.

The four foundations fund the majority of the English+ programs from their own budgets. Supérate receives some financial support from USAID and Microsoft while Oportunidades received grant funding under the Millennium Challenge Corporation's Fomilenio program. EIJ receives deeply discounted English language support services from the American School under its community services program.

3.1.5. Private Sector Demand

The research discovered that most of the technical education institutions are not using current labor market studies to determine degree offerings. The ICTA-FEPADE board of directors is comprised of representatives of the private sector that have the responsibility of ensuring that ICTA's educational offerings respond to labor market needs and opportunities. However, ICTA has not conducted a formal labor market survey. When the Megatecs were established, MINED assessed local labor market needs and opportunities to determine what degrees the Megatecs would offer. That process has not been repeated. UDB conducts an informal survey of the labor market every two years but the survey is not published. The fact that most of the educational institutions do not use current labor market studies to determine degree offerings was a criticism expressed by several education experts in El Salvador.

PROESA Survey

PROESA (Export and Investment Promotion Agency of El Salvador) conducted a labor market survey in 2014, which is the only current formal labor market study that the researcher could identify. Although the survey report has not been officially published, PROESA staff presented the preliminary findings to the researcher. The survey found that the lack of technical skills in certain areas is one of the primary reasons that foreign companies are reluctant to invest in El Salvador.

The PROESA survey examined the degrees that are currently offered by universities and compared them to what leading national companies and potential international investors said were the skill sets they require. The results are summarized in Table 7.

Table 7: Top Skills Required by Investors Compared to Top Degrees Offered by Universities in El Salvador

Top Skills Sets Required by Investors	Top Degrees Offered by Universities
Mechanical engineering	Business administration
Accounting with English	Law
Graphic design	Civil engineering
Telecommunications	Industrial engineering
Machine repair and maintenance	Agronomy
Web and software design	Accounting (no English requirement)

According to PROESA, universities continue to offer traditional degrees in business administration, law, engineering, agronomy, and accounting. On the other hand, the private sector is requiring new skills in mechanical engineering, graphic design, maintenance and repair of mechanized industry (i.e. textile factories), and information technologies such as website and software design. The one overlapping skill set was accounting. However, the private sector requires certified accountants with English so they can communicate with home offices located in the United States, Canada, Europe, or Korea. Universities are producing certified accountants but without a foreign language compliment.

3.1.6. Conclusions and Design Considerations

- The USAID regional program could compliment the new USAID El Salvador higher education program in several ways. These might include:

- Scholarships to technical institutions for disadvantaged youth, especially from rural areas, which included a semester abroad study component.
- Alliances between local technical institutions and US community colleges that included a faculty exchange component to build local capacity.
- An alliance with the MINED to build the capacity of its English language teachers.
- Alliances with local English institutions, especially CCSA, to improve the capacities of technical institutions to incorporate English with technical degree programs.
- Work with local banks to establish a student loan program, possibly using the Development Credit Authority (DCA) mechanism.
- Develop a secondary school degree acceleration program modeled after the GED in the United States.

- Modeled after the SEED program, the primary target population would be youth who meet the following criteria:

- Secondary school graduate (with degree)
- Attains at least a 7.5 on the Achievement Test for Secondary School Graduates (PAES)
- Below or near poverty line
- Recommended by teachers and community leaders

- Based on a preliminary analysis, the size of the target population is 5,310. To estimate the target population, the researcher estimated the number of secondary school students who took the PAES and scored in the superior category (top 17%). Of these, he estimated the number that comes from families that live at or below the poverty level, which according to the 2012 World Bank Poverty Report, is 35%. Table 14 shows this analysis.

Table 14: Estimated Size of the Target Population

Took PAES	Superior Score*	Poverty Line**	Total
89,246	15,172	5,310	5,310

* Scored in the superior range according to MINED statistics (top 17%)

** 35% living below poverty line based on 2012 World Bank Poverty Report

- Technical institutions would benefit from assistance with improving the quality of degree offerings and developing new offerings to respond to trends in the labor market (i.e. textile machine repair and maintenance).
- Building alliances between technical institutions in El Salvador and U.S. community colleges could be an effective strategy to build local capacity and create mutually beneficial linkages.
- ITCA-FEPDE appears to be the single best option for a USAID alliance. However, UDB and the Megatecs should be considered as potential alliance partners in the institutional capacity building strategy. The Megatecs would especially benefit from assistance to increase capacity.
- The CCSA, American School, and UNICAES appear to be the best English language training options. However, the English+ programs are highly effective and could be considered as alliance partners. The English+ graduates would make ideal candidates to receive technical degree scholarships.
- If the USAID regional program intends to provide scholarship assistance to teachers, an alliance with ESMA and CCSA to build the English language teaching capacity could be an effective strategy and one that MINED would welcome.
- The average two-year technical degree costs \$2,000 while the average English language training costs \$700 per year. The average value of a scholarship based on two-year technical degree is approximately \$9,000 (including English, room, board, and transportation). The average two-year SEED scholarship (i.e. associate degree at a U.S. community college) cost about \$45,000. See Table 8 for a breakdown in the line item expenses.

Table 8: Average SEED and El Salvador Based Costs for a 2-Year Degree

SEED Item	Cost	New Design Item	El Salvador Cost
Tuition/books	\$14,400	Tuition/books	\$ 2,000
Housing	\$12,000	Housing*	\$ 2,400
Meals	\$ 7,200	Meals*	\$ 2,400
Int. Travel	\$ 2,000	Transportation*	\$ 720
Insurance	\$ 3,500	Cost	\$ 7,520
Orientations	\$ 700	Additional English*	\$ 1,440
Total Cost	\$45,655	Total Cost	\$ 8,960
* Housing, meals, and transportation depend on where student attends school. English language may not be required if offered by institution.			

3.2. GUATEMALA

The research findings for Guatemala are organized according to the following six areas:

- Technical Education Options
- Secondary Education Acceleration Programs
- Teacher Continuing Education
- English Language Training Options
- Private Sector Demand
- Conclusions and Design Considerations

3.2.1. Technical Education Options

The research identified three institutions that provide two and three-year technical degrees. These include the Technical Institute of Training and Productivity (INTECAP), the University of San Carlos (USAC), and the Internations University (UNI). In addition to technical degrees, the research identified two universities that provide three-year teaching degrees called profesorados. These five institutions and degrees are discussed below.

Technical Institute of Training and Productivity (INTECAP)

INECAP is considered the reference technical institute for Guatemala. INECAP is a public institution that is supported primarily by an obligatory tax on private sector entities. The government levies a 1% tax on companies' payrolls. Once collected, the amount is allocated to INECAP as its annual operating budget. According to INECAP officials, the government allocation accounts for more than 85% of its annual operating budget.

INECAP focuses on non-academic "work ready" vocational education that ranges from typical vocational skills such as carpentry, masonry, and plumbing to more advance technical skills such a robotics and the information technologies. INECAP does not require its students of possess a secondary school degree for the vocational skills. Although INECAP does not offer traditional tertiary degrees, it has formed alliances with several universities that allow students to transfer credit from INECAP courses towards bachelor's degrees.

INECAP has a language center that offers English language training to students, especially those that require English to perform certain technical tasks (i.e. car mechanics, tourism, and the high technology areas). Table 9 shows the list of vocational certificates as well as more advanced technology certificates that the institution offers.

Table 9: Traditional Vocational Certificates and Advanced Technology Certificates Offered by INTECAP

Vocational Training	High Technology
Agriculture and Aquaculture Agro-mechanization Basic Automobile Mechanics Industrial Welding Construction Electrical Wiring Commercial Refrigeration Air Conditioning Carpentry, Masonry, Plumbing Sewing and Handicrafts Hotels and Tourism Gastronomy Industrial Equipment Maintenance	Automobile Electronics Electro-hydraulics Microbiology Textile Quality Control Industrial Automation Robotics ICT (web design, networking)

INTECAP has an extensive presence throughout Guatemala. It operates 23 training centers in 15 of Guatemala's 22 departments. In 2013, INTECAP trained more than 300,000 persons in vocational and technical skill areas. The total cost of a typical INTECAP certificate program costs \$4,000 to \$8,000 depending on the technical area and the length of the certificate program. However, INTECAP officials noted that most of the training is highly subsidized so students pay considerable less than the real costs.

University of San Carlos (USAC)

USAC is Guatemala's primary public university. It is one of the oldest public universities in Latin America enjoys a very good reputation in Central America. With an enrollment of 192,000, it is also one of the largest universities in Latin America. USAC has a presence throughout Guatemala with campuses or branches in the 22 departments.

USAC offers a range of three-year technical and profesorado degrees that require a secondary school degree. The university offers technical degrees in agriculture, agro-industry, mechanics, technologies, business, electronics, graphic design, tourism, manufacturing, sports, and social work. It also offers three-year profesorado degrees in psychology, journalism, pedagogy and teaching, and education. The complete list of technical and profesorado degrees are shown below in Table 10.

Table 10: List of Three-Year Technical and Profesorado Degrees Offered by USAC

3-Year Technical Degrees	3-Year Profesorado Degrees
Agriculture and Aquaculture Agro-industry Processes Automobile Mechanics Business Administration/Auditing Sports Food Processing Refrigeration and Air Conditioning Manufacturing Hotels and Tourism Graphic Design ICT (web design, networking) Industrial Equipment Maintenance Social Work Maya Language Furniture Restoration Geology	Journalism Psychology Pedagogy and Teaching Education • Multi-culture • Music • English • Science • Math • Administration • Literature • Art history

USAC also hosts a linguistics center that offers language training and degrees. USAC's language center is discussed in detail under the English Language Options section.

The cost of an education at USAC is virtually free. Students pay approximately \$15 per year for tuition, books, and board (if available). Like many public universities in Latin America, USAC's operational costs are highly subsidized by the government.

University of Internations (UNI)

UNI is a relatively new private university that focuses on innovation and a flexible approach to acquiring degrees. There are approximately 500 student currently enrolled in UNI. The university consists of a school focused on technology (Technology University) that offers two and three-year technical degrees that are designed to lead to five-year bachelor's degrees. Table 11 shows the current list of two and three-year technical degrees offered by UNI.

Table 11: Two and Three Technical Degrees Offered by UNI

2-3-Year Technical Degrees	
Gastronomy Art Graphic Design Animation Software Design Robotics Customs Operations Psychometrics	Enterprise Operations Municipality Administration International Commerce Community Development Interior Design Electronics Renewable Energy Networking

Unlike UNITEC and USAC, UNI does not have a language center and does not offer English language training to its students. A typical two-year technical degree at UNI costs about \$4,500.

University of the Valley (UVG)

UVG is a prestigious private university located in Guatemala City with an enrollment of approximately 4,000 students. It has a long history of collaborating with USAID. UVG has faculties in humanities, sciences, engineering, social sciences, and education. UVG does not specialize in 2 or 3-year technical degrees but does offer a 3-year profesorado degree in education specialties. The average cost of the 3-year profesorado in education is \$3,900.

Pan-American University (UPA)

UPA is a traditional private university with faculties in economics, judicial sciences, social sciences, health, theology, and education. UPA operates three campuses and has a total enrollment of 1,700 students. The university does not offer two or three- technical degrees but does offer a 3-year profesorado degrees in pedagogy and teaching that costs about \$2,100.

Table 12 summarizes key information for the five institution discussed above. Information includes locations, enrollments, and costs for technical or profesorado degrees.

Table 12: Institutions, Degree Offerings, Locations, Enrollment, and the Cost of Two and Three-Year Degrees

Institution	Degree Offerings	Locations	Enroll.	Cost
INTECAP	2-3 year certificates in large range of low and high technologies	Centers in 15 of the 22 departments with strong presence in the 5 USAID priority departments	300,000 trained in 2013	\$4,000-\$8,000
USAC	2-3 year technical degrees and profesorados in range of areas (see list)	Strong presence through the country including in the 5 USAID priority departments	192,000	\$45
UNI	2-3 year technical degrees	Guatemala City	500	\$4,500
UVG	3-year profesorado in education	Guatemala City, Sololá	4,000	\$3,900
UPA	3-year profesorado in education	Guatemala City	1,700	\$2,100

3.2.2. Secondary Education Acceleration Programs

Guatemala does not offer a GED style program. However, the Guatemala Ministry of Education (MINEDUC) offers flexible study programs that allow adults to earn secondary school degrees. This is typically done through night or weekend courses. The adult learner has to take the courses and pass an exam at the end of the studies to graduate to the next level and eventually earn a secondary degree diploma.

3.2.3. Teacher Continuing Education

MINEDUC does not have a strong continuing education program for its teachers. During interviews, MINEDUC officials expressed appreciation to USAID for giving indigenous teachers the opportunity to study at community colleges in the United States. The same MINEDUC officials said they would like to collaborate with USAID to help teachers earn degrees in specialties (i.e. math, science, English). One possibility would be to collaborate with UVG and UPA to offer profesorados in education specialties to MINEDUC teachers.

3.2.4. English Language Training Options

The research discovered that there are few high quality options available in Guatemala for English language training. The Guatemala American Institute (IGA) appears to be the strongest English language option while the Linguistics Center at the University of San Carlos (CALUSAC) is a possibility. Some of the call centers, especially TELUS, have developed highly effective English language training capacities that provide another viable option. These three organizations and their English language training programs are discussed in more detail below.

Guatemala American Institute (IGA)

Based on the research, IGA is the most capable English language institution in Guatemala. IGA has contracts with a variety of organizations for English language training including the municipal government to train youth for jobs in call centers and with the U.S. Embassy to implement the Access English program. The typical IGA English training program includes instruction for four hours a day and lasts six months. It is designed get participants to an intermediate level of English. IGA charges approximately \$100 per participant or \$600 for the entire six-month program.

Linguistics Center at the University of San Carlos (CALUSAC)

As mentioned previously, USAC has a linguistics center that has a strong reputation. In addition to providing English training to USAC students, CALUSAC has a contract with the municipal government to train youth for jobs in call centers and used to have a contract with the U.S. Embassy to implement the Access English. However, the U.S. Embassy ended its contract with CALUSAC due to some supervision concerns that were possibly affecting quality. The CALUSAC English training program is similar to IGA's program. Students study four hours a day for six months, which aims to help them achieve an intermediate level of English. CALUSAC charges \$150 per month but is will to negotiate the price.

TELUS Call Center

TELUS is the largest call center in Guatemala. It employs nearly 4,000 employees and operates call centers in Guatemala City and Quetzaltenango. The TELUS corporate social responsibility (CSR) office runs the Hope English Center, which provides English language training for youth from disadvantaged backgrounds. The English training lasts for eight months and is designed to lead to jobs with TELUS. TELUS has trained and employed more than 100 youth over the past three years. According to the TELUS CSR director, the English language training costs TELUS \$2,700 of which the participants, once employed by TELUS, are required to reimburse the company \$900.

The CSR director told the researcher that TELUS would be interested in exploring an alliance with USAID to train disadvantaged youth for call center jobs as well as providing scholarships to current employees to acquire technical degrees.

3.2.5. Private Sector Demand

The research identified one recent labor market survey in Guatemala conducted by PRONACOM. PRONACOM is a national program that aims at increasing the competitiveness of Guatemala industries, especially small and medium sized businesses, to successfully compete and contribute to poverty alleviation. PRONACOM has recently conducted a market labor survey that prioritized sectors and jobs and careers that it believes will be trending over the next three to five years. The results of the survey are summarized in Table 13.

**Table 13: Priority Sectors and Trending Jobs and Careers
Identified by the PRONACOM Labor Market Survey**

Priority Sectors	Trending Jobs and Careers
Tourism	Marketing
ICT	Forest Products
Manufacturing	Energy/Renewable Energy
Forestry	Automation
Agro-industry	Animation
	Environment/Recycling
	Customer Service
	Food Processing/Nutrition

The Center for National Economic Research (CIEN) conducted a study entitled “Entrepreneurship and Rural Development” that examined entrepreneurship in rural areas as a strategy to address poverty. The study noted that a major obstacle to rural economic development was the lack of qualified technical advisors to help establish and support emerging rural enterprises. The CIEN study, however, did not specifically examine labor market demand and trending job opportunities.

3.2.6. Conclusions and Design Considerations

- A USAID regional program designed to provide economic opportunities for youth in Guatemala’s western highlands would complement the USAID Guatemala program strategy. A focus on helping MINEDUC teachers specialize would complement the USAID Guatemala education strategy.
- The primary target population would be youth living in one of the five USAID priority departments (Quetzaltenango, Huehuetenango, Totonicapán, Quiché, and San Marcos). Youth would meet the following criteria:
 - Secondary school graduate (with degree)
 - Passed the reading and math sections MINEDUC Reading and Math Competencies Test
 - Below or near poverty line
 - Recommended by teachers and community leaders

- Based on a preliminary analysis, the size of the target population is 1,832. To estimate the target population, the researcher estimated the number of secondary school students who passed both reading and math sections of MINEDUC's Reading and Math Competencies Test. Of these, he estimated the number that comes from families that live at or below the poverty level in the five USAID priority departments. Table 14 shows this analysis.

Table 14: Estimated Size of the Target Population

Took Exam	Passed Reading and Math Sections*	Poverty Line**	Total
31,724	2,036	1,832	1,832

* 6,288 passed the reading section and 2,036 passed the math section. This analysis assumes that the 2,036 that passed math also passed reading.

** According to 2012 World Bank Poverty Report, 54% of households in Guatemala live below the poverty line. However, USAID official estimates that nearly 90% of households in the five USAID priority departments live below the poverty line.

- Alliances with local technical institutions or universities would increase their capacity to develop and deliver new degrees that meet the demand from the labor market. Local technical institutions and universities would welcome alliances with U.S. community colleges to help build their capacity.
- Scholarships for indigenous youth from the target population to attend the partner technical institutions and universities are highly desirable components to help USAID achieve its social and economic objectives in the five priority departments. However, the scholarships should be accompanied with a mentoring and support mechanism to help the scholar be successful.
- USAID should consider an alliance with the Juan Bautista Gutierrez Foundation that has a similar scholarship program for talented youth from poor families. The alliance would leverage scholarship resources, experiences, and established relationships with UVG and Landever University.
- INTECAP and USAC appear to be the best options for two and three-year technical degrees. However, given UNI's focus on technical degrees and innovation, it could prove to be an effective partner institution.
- If USAID decides to focus on teacher education (i.e. helping MINEDUC develop specialized teachers), UVG appears to be the most appropriate partner institution. UVG would welcome an alliance with USAID and MINEDUC. UVG is willing to customize its profesorado degree program for MINEDUC teachers working in the western highlands and discount tuition costs for the scholarship recipients.
- IGA appears to be the most effective option for English language instruction. However, an alliance with TELUS and its Hope English Center could prove to be a highly effective approach to preparing and placing youth in call center jobs or in technical institutions.
- The average three-year technical degree costs approximately \$4,500 while the average English language instruction costs \$100 per month or \$1,200 per year. If the scholarship included housing, meals, and transportation, the full scholarship package would cost about \$14,100. The SEED scholarship for a two-year associate degree in a U.S. community college cost about \$45,000. See the table below for a breakdown of the costs and comparisons.

Table 15: Comparison of SEED and Guatemala-Based Scholarship Costs

SEED Scholarship Items	Cost	Guatemala Scholarship Items	Cost
Tuition/books	\$14,400	Tuition/books	\$ 4,500
Housing	\$12,000	Housing	\$ 3,600
Meals	\$ 7,200	Meals	\$ 3,600
Int. Travel	\$ 2,000	Transportation	\$ 1,200
Insurance	\$ 3,500	Cost	\$ 12,900
Orientations	\$ 700	Additional English	\$ 1,200
Total Cost	\$45,655	Total Cost*	\$ 14,100
* Cost is based on 3 year technical and professor degrees, which is the most common length in Guatemala. USAID partnerships with institutions could examine ways to decrease the time to 2 years, which is feasible.			

3.3. JAMAICA

The research findings for Jamaica are organized according to the following four areas:

- Technical Education Options
- Secondary Education Acceleration Programs
- Private Sector Demand
- Conclusions and Design Considerations

3.3.1. Technical Education Options

The range of technical education options available in Jamaica includes community colleges, technical institutions, and specialty colleges. These three options are discussed in more detail below.

Community Colleges

Jamaica is the only country covered by the research that has community colleges that offer two-year associate degrees. There are eight community colleges operating in Jamaica that provide an island-wide reach. Most of the community colleges offer both two-year associate degrees and four-year bachelor's degrees. The eight community colleges belong to the Council of Community Colleges of Jamaica (CCCJ).

All of the community colleges offer associate degrees in tourism business and most offer degrees in management information systems (MIS), environmental sciences, construction, and computer related topics. Other popular degrees include architecture, finance, engineering, and social work. Table 16 provides a summary of the community colleges, their locations, and associate degree offerings.

Table 16: Jamaican Community Colleges, Locations, and Associate Degree Offerings

Community Colleges	Location	Associate Degree Offerings
Bethlehem	Malvern	Tourism and business
Brown's Town	Brown's Town	Business, tourism, culinary arts, social work, MIS, architecture and construction
Case	Port Antonio	Science, agriculture, natural sciences, business, tourism, and environmental sciences
Excelsior	Kingston	Auto repair, computer science, MIS, ICT, psychology, performing arts, library science, architecture and construction, environment, finance, tourism, and business
Knox	Spalding	MIS, business, environmental sciences, tourism, accounting, architecture and construction, and engineering
Moneague	Moneague	MIS, business, tourism, environmental sciences, social work, and criminal justice
Montego Bay	Montego Bay	Humanities, business, natural sciences, paralegal, social work, MIS, computer science, library science, industrial systems, engineering, auto repair, agriculture, and architecture
Portmore	Portmore	Business, tourism, accounting, architecture and construction, engineering, plumbing, paralegal, and social work

Table 17 shows the enrollment and average cost for an associate degree for each of the community colleges. The enrollment ranges from 750 at CASE to 2,134 at Excelsior. In addition to CASE, Bethlehem and Portmore have enrollments less than 1,000 while the other community colleges have enrollments between 1,000 and 1,500. The average cost for a two-year associate degree is \$2,500.

Table 17: Enrollment and Average Associate Degree Cost for Each Community College

Community Colleges	Enrollment	Cost
Bethlehem	815	
Brown's Town	1,162	
CASE	750	
Excelsior	2,134	\$2,800
Knox	1,090	
Moneague	1,449	\$2,400
Montego Bay	1,450	\$2,600
Portmore	872	\$2,550

Technical Institutions and Specialty Colleges

The research identified four technical institutions and specialty colleges that offer two or three-year technical degrees. These include Heart Trust, the Caribbean Maritime Institute, University College of Caribbean, and Edna Manley College of the Arts. These four institutions would be interested in

collaborating with USAID on developing two-year technical degree programs that respond to emerging labor market opportunities.

Heart Trust is the reference technical institution in Jamaica. It is public institution supported by a 3% obligatory tax levied on the payrolls of businesses operating in Jamaica. The government collects the tax from businesses and allocates the funds to Heart Trust for its vocational education programs. Heart Trust's training programs are designed to prepare the workforce for employment. Its current enrollment is 1,123.

The Heart Trust certification program is called the National Vocational Qualifications-Jamaica (NVQ-J). Heart awards certificates of competence to participants who successfully complete a series of performance-based assessments. The NVQ-J certification is proof that participants possess the skills, knowledge and understanding necessary to perform in the workplace. The NVQ-J is offered at the following five levels:

- Level 5: Managerial, Professional Worker
- Level 4: Supervisory, Specialist Worker
- Level 3: Independent/Autonomous, Skilled Worker
- Level 2: Supervised Skilled Worker
- Level 1: Directly Supervised Worker

According to Heart Trust managers, Level 4 consists primarily of two-year technical degrees. Table 18 lists the Level 4 technical offerings.

Table 18: Heart Trust Level 4 Technical Certificate Offerings (NVQ-J)

2-Year Certificate Offerings	2-Year Certificate Offerings
ACCOUNTING	HOUSEKEEPING
AGRICULTURE EXTENSION	INTERIOR DECORATING
AUTOMOTIVE SERVICE	MASSAGE THERAPY
BUILDING & CONSTRUCTION	NETWORK ENGINEERING
BUILDING CONTRACTING	PLANT MAINTENANCE
BUSINESS ADMINISTRATION	PROFESSIONAL MAKE-UP ARTISTRY
COMMERCIAL FOOD PREPARATION	RENEWABLE ENERGY
EARLY CHILDHOOD DEVELOPMENT	SALON MANAGEMENT
ELECTRICAL INSPECTION	SMALL BUSINESS MANAGEMENT
EVENTS PLANNING & MANAGEMENT	TRAVEL AGENCY OPERATIONS
HAIR DRESSING	WELDING
HOTEL & RESTAURANT MANAGEMENT	WELLNESS PROGRAM

The true average cost of these Level 4 technical certificates (about two years in duration) is about \$2,500. However, due to financial assistance from the government, the actual cost to students is \$680.

The *Caribbean Maritime Institute (CMI)* is a private institution responsible for preparing the workforce for the maritime industry. Its 2014 enrollment is about 3,500. CMI offers a range of four-year bachelor's degrees in engineering, maritime, shipping, and security. CMI also offers a limited number of two-year associate degrees in industrial systems operations and maintenance as well as international shipping and logistics. The average cost of the associate degree is \$6,500.

CMI has recently taken the lead to develop and offer technical degrees and vocational training to prepare youth for work related to the Jamaican government's logistics hub strategy. With the expansion of the Panama Canal, Jamaica believes it is strategically located to provide transportation services (air and freight handling) that will require new workforce skills. According to CMI's executive director, logistics-related technical degrees should be in high demand.

The *University College of the Caribbean (UCC)* is a medium sized private college with an enrollment of 1,600 students (primarily working professionals). UCC offers a broad range of four-year bachelor's degrees and two-year associate degrees. The two-year associate degrees are in the fields of accounting, business, production, paralegal services, and tourism. In addition, UCC has a foundation that is active in community education programs. The average cost of an associate degree is about \$7,000. During interviews, the director said that that UCC could be highly flexible in working with USAID to offer an array of technical degrees at discounted rates to disadvantaged youth.

Edna Manley College of the Arts is a public institution supported with government funds. It focuses on the arts and offers four-year bachelor's degrees and two-year associate degrees. The associate degrees are in the areas of visual arts, dance, music, theatre, and arts management. The estimated cost of an associate degree from Edna Manley is \$5,000. Edna Manley would be a strong candidate for offering an associate degree in animation.

Table 19 provides a summary of each institution including its key characteristics, enrollment, associate degree offerings, and estimated costs for the associate degrees.

Table 19: Characteristics, Enrollment, Associate Degree Offerings, and Costs for each Technical Institution and Specialty College

Name	Characteristics	Enrollment	2-Year Degree Offerings	Cost
Heart Trust	-Government institution -Support from business tax -TVET accredited -Vocational focused -Youth at risk	1,123	See Table 18 for comprehensive listing of 2-year technical degree offerings under Level 4.	\$680
CMI	-Private -Maritime services -Limited 2 year degrees -Logistics hub leader	3,500	Industrial systems operations and maintenance, international shipping and logistics	\$6,500
UCC	-Private, flexible -4 and 2 year degrees -UCC Foundation (CSR work)	1,600	Accounting, business, production, paralegal, MIS, and tourism	\$7,000
Edna Manley	-Government supported -Focus on the arts -4 and 2 year degrees	1,000	Visual arts, dance, theatre, music, and arts management	\$5,000

3.3.2. Secondary Education Acceleration Programs

The Jamaica Foundation for Life Long Learning (JFLL) is a Jamaica Ministry of Education (MOE) agency responsible for the execution of adult and youth learning and lifelong learning interventions from basic

literacy to the secondary level including secondary education acceleration programs. JFLL has recently launched a new program modeled after the GED that is called the *High School Diploma Equivalency Program*. It consists of the following three levels:

- Basic for grades 1-6
- Intermediate for grades 7-9
- Professional for grades 10 and 11

Jamaicans are required to take a certified exam that determines their level. JFLL then provides flexible courses designed to help participants move to the next level until they pass the professional level exam and receive their high school diploma from the program.

3.3.3. Private Sector Demand

The research identified four relatively recent labor market studies, which are noted below:

- Ministry of Labor and Social Security Labor Market Study 2012
- Heart Trust Sector Assessments 2013
- PROJAM Labor Market Analysis 2013
- The Planning Institute of Jamaica Labor Market Forecast 2014

The researcher met with each of the agencies to discuss the highlights and findings from the labor market studies. The most important sectors and specialties that emerged from the studies are summarized in Table 20.

**Table 20: Important Sectors and Specialties
Identified by the Labor Market Studies**

Sector	Specialty
<i>Logistics Hub</i>	Engineering, Construction
	Manufacturing
	Port Management, Logistics
	Port Maintenance
	Automation, Robotics
<i>Business Process Outsourcing</i>	Animation
	Value Added Call Centers
	Legal Services
	Medical Transcriptions
	Finances, Data Analysis
<i>Information Technologies</i>	Networking
	Computer Repair
	Webpage design
	Software design
<i>Other</i>	Renewable Energy
	Agro-processing
	Event Management

Logistics Hub. As discussed previously, the Jamaican government has developed a logistics hub strategy designed to take advantage of business opportunities created by the expansion of the Panama Canal. Government officials envision new investment in freight storage and transfer services, aviation-related maintenance repair and overhaul and ship repair and dry-docking. It also intends to develop tax-advantaged mechanisms to attract investment such as economic zones, free zones, and logistics parks.

Business Process Outsourcing (BPO). There are quite a few call centers located in Jamaica given its close proximity to the United States (time zones) and English language. The labor market studies identified opportunities to add value to the call centers by providing technical services as well as taking advantage of other BPO opportunities. These included animation, legal services, medical transcription services, financial services, and knowledge (database management and analysis). Interestingly, a Jamaican company recently won an outsourcing contract from Disney for animation services and intends to bring animators from the Philippines because animation artists and technicians are not available in Jamaica.

Information Technologies. The labor market studies also identified a variety of emerging opportunities in the area of information technologies. These include networking services, computer repair, webpage design, and software design. Information technologies are critical to the logistics hub strategy as well as BPO opportunities.

Other. Several other important sectors and specialties emerged from the studies. These include renewable energies (given the cost of traditional fuels and the solar and wind conditions on the island), agro-processing (especially Jamaican flavors), and event management of international conferences and meetings held in Jamaica.

3.3.4. Conclusions and Design Considerations

- A USAID regional program would complement USAID Jamaica's youth programs, especially Comet II and the Junior Achievement program. The Junior Achievement program could prove to be an effective feeder mechanism by nominating talented youth for scholarships.
- The logistics hub strategy and BPO should provide opportunities in information technologies, logistics, and legal and medical services. Entrepreneurship (starting businesses related to these opportunities) as well as soft skills should be included with technical training.
- A scholarship component for talented youth from disadvantaged backgrounds seems important and necessary to compliment and increase the impact of the other USAID Jamaica youth programs. The profile for a scholarship candidate should include the following:
 - High school graduate with diploma
 - Passed 5 subjects including Math and English on Caribbean Secondary Education Certification (CSEC) Exam
 - Score a Grade 1-3 on CSEC
 - Socio-economic status at or near poverty line
- Based on the scholarship profile described above, the target population of scholarship candidates is 360. Table 21 shows the analysis. According to MOE statistics, of the 14,112 high school

seniors who took the CSEC exam for 5 subjects, only 7,200 passed 5 subjects including Math and English. However, only 25% or 1,800 scored a Grade 1, 2, or 3 on the exam. Based on PIOJ poverty statistics, 20% of Jamaicans live below and near the poverty line. Therefore, 360 graduating high school seniors would be eligible for scholarships.

Table 21: Estimated Target Population of Scholarship Candidates

Took Exam*	Passed Exam**	Grade 1-3***	Poverty Line****	Total
14,112	7,200	1,800	360	360

* Took exam for 5 subjects

** Passed at least 5 subjects including Math and English

*** Scored a Grade 1, 2, or 3 (25%)

**** Based on PIOJ estimated percent living below the poverty line (20%)

- Heart Trust, CMI, and the community colleges are best 2-year degree options. Edna Manley is the best option for animation associate degree. All of the institutions that were interviewed expressed the need for assistance to improve the quality and relevance to the labor market of their current offerings. These institutions would welcome alliances with U.S. community colleges and technical institutions to help build capacity, offer new courses, and strengthen linkages to the private sector.
- The Jamaican Chamber of Commerce, the Private Sector Organization of Jamaica, Scotiabank, and several other businesses are interested in establishing partnerships with USAID. The objectives of the alliances would be to leverage scholarship funds, provide internships and mentoring opportunities, and provide private sector input to the design of new degrees and courses. Scotiabank is especially interested in a partnership to leverage its tertiary scholarship program.
- Ministry of Youth and Culture/National Center for Youth Development can be an important partner to support the identification and selection of scholars as well as a community service component of the project.
- The average cost for a two-year associate degree or technical certificate is \$4,000. If boarding is required, the estimated cost is \$300 per month for 24 months for housing. Meals are expected to cost the same. An additional \$1,000 is estimated for transportation. The complete package is estimated to be \$12,200. It should be noted that in most cases full boarding would not be required. Table 22 shows the breakdown of expenses for both SEED and Jamaica-based scholarships.

Table 22: Comparison of SEED and Guatemala-Based Scholarship Costs

SEED Items	Cost	Jamaica Scholarship Items	Cost
Tuition/books	\$14,400	Tuition	\$ 4,000
Housing	\$12,000	Housing*	\$ 3,600
Meals	\$ 7,200	Meals*	\$ 3,600
Int. Travel	\$ 2,000	Transportation*	\$ 1,000
Insurance	\$ 3,500		
Orientations	\$ 700		
Total Cost	\$45,655	Total Cost	\$12,200
* Housing, meals, and transportation are usually not required for community colleges. Actual costs depend on where student attends school.			

3.4. MEXICO

The research findings for Mexico are organized according to the following five areas:

- Technical Education Options
- Secondary Education Acceleration Programs
- English Language Training Options
- Private Sector Demand
- Conclusions and Design Considerations

3.4.1. Technical Education Options

According to officials from the Secretary of Public Education (SEP) and the National Association of Universities and Institutions of Higher Education (ANUIES), the most viable options for acquiring technical degrees are from technological universities and private technical institutions. An official from ANUIES noted that some state universities offer two and three-year technical degrees. However, the researcher was unable to identify reputable private technical institutions or state universities that offered two-year technical degrees through internet-based research and interviews in Mexico City. Therefore, this section focuses on the technological universities.

Technological Universities

There are 109 technological universities located in 31 states. The research of the technological universities assumes a USAID regional education project would focus on the three USAID priority states of Baja California, Chihuahua, and Nuevo León. There is one technological university in Baja California, four in Chihuahua, and another four in Nuevo León. The technological universities offer two-year technical degrees called *Tecnico Superior Universitario* (TSU).

The technological universities are funded by a combination of federal and state funds. Technological universities in northern Mexico are required to integrate English language instruction with the TSU

degree. Tuition is moderately priced with financial assistance available from SEP and other sources. Table 23 summarizes key information (location, TSU offerings, and cost) for the following nine technological universities located in the three USAID priority states.

- Technological University of Tijuana (UTT)
- Technological University of Juarez City (UTCJ)
- Technological University of (UTCH)
- Technological University of Parral (UTP)
- Technological University of Tarahumara (UTT)
- Technological University of (UTE Nuevo León)
- Technological University of Santa Catarina (UT Santa Catarina)
- Technological University of Linares (UT Linares)
- Technological University of Cadereyta (UT Cadereyta)

Table 23: Technological University, Location, TSU Offerings, and Cost

Name	Location	TSU Offerings	Cost
<i>Baja California</i>			
UTT	Tijuana	Accounting, industrial engineering, industrial processes, automation, ICT, environment, business development, global logistics, and food processing	\$2,800
<i>Chihuahua</i>			
UTCJ	Juarez	Physical therapy, paramedic, automation, industrial processes, finances, ICT, renewable energy, international logistics, nana technology, business development	\$2,600
UTCH	Chihuahua	Business development, renewable energy, industrial processes, ICT, industrial maintenance, business innovation	\$2,700
UTP	Parral	Information not available on website	N/A
UTT	Guachochi	Information not available on website	N/A
<i>Nuevo León</i>			
UTE Nuevo León	Nuevo León	Business development, business innovation, English language, industrial maintenance, industrial automation, automation, nana technology, environment, ICT, information technologies	\$2,950
UT Santa Catarina	Santa Catarina	Productive systems, ICT, industrial maintenance, automation, English language instruction, business development and innovation	\$2,900
UT Linares	Linares	ICT, business development, sustainable agriculture, English language instruction, and industrial maintenance	\$1,200
UT Cadereyta	Cadereyta	ICT, business development, automation, English language instruction, and industrial chemistry	\$1,150

The SEP's Subsecretary of Higher Education has an office that coordinates the technological universities. According to its officials, the TSU offerings are based on the industries and employment opportunities in the different states. They also explained that federal and state governments subsidize tuition, which ranges from \$1,500 to \$3,000. The specific TSU offerings and costs appear in Table 23.

3.4.2. Secondary Education Acceleration Programs

SEP has a secondary education acceleration program very similar to the GED. It is called ACREDITA-BACH (Acuerdo 286 Bachillerato). ACREDITA-BATCH is designed to allow individuals who did not have the opportunity to complete secondary school a chance to attain a secondary school diploma. The program provides a series of self-study guides to help prepare for the exam. Anyone over the age of 21 years can take the ACREDITA-BATCH exam, which is offered at SEP approved testing centers in Mexico and parts of the United States. The cost of the exam is \$2,300.

3.4.3. English Language Training Options

There are a multitude of options for English language training in Mexico including the three USAID priority states. These include private language institutions, technical institutions, and private and public colleges and universities including the technological universities in northern Mexico. However, due to time constraints, the researcher was not able to interview institutions offering the English language training to assess interest, capabilities, and costs. It is worth noting that the U.S. Embassy has contracts with 18 organizations to deliver the Access English program in 22 sites. However, the only Access English site that overlaps with any of the three USAID priority states is in Monterey, Nuevo León. The average cost for the Access English program is \$1,250.

3.4.4. Private Sector Demand

The only recent labor market study the research was able to identify was the Professional Competencies Survey. The survey was conducted in 2012 by the Research Center for Development (CIDAC) under a contract with USAID. The survey aimed to identify gaps in the supply and demand of professional competencies. CIDAC interviewed more than 200 companies.

Based on the survey findings, CIDAC estimated the gap between supply and demand of professional competencies to be 26%. While the survey found gaps in technical skills such as information technologies, it found that the private sector opined that gaps in soft skills were much more significant. Companies participating in the survey noted written and verbal communication skills, teamwork, problem solving, and constructive attitudes were serious competency deficiencies in their recruiting process. Companies also identified English language and the lack of work experience as important gaps. It should be noted that the CIDAC survey did not examine emerging skill gaps as related to emerging trends in employment opportunities.

The Borderplex Alliance, based in El Paso, has initiated an education program called the Regional Council for the Development of Education and Sustainability (CONREDES) that aims to align the educational offerings at the post-secondary level with regional industry along the U.S. and Mexico border. The objective is to assist recent college graduates find work and add value to the regional economies along the U.S. and Mexico border states. Borderplex has a rich network of businesses and educational institutions involved in CONREDES that USAID could leverage. The researcher spoke briefly to the Borderplex Alliance director who would be interested in discussing an alliance with a USAID.

3.4.5. Conclusions and Design Considerations

- A USAID regional program would complement the USAID Mexico Rutas program in the three USAID priority states of Baja California, Chihuahua, and Nuevo León. A USAID regional program could leverage the Rutas project's relationships with the private sector (i.e. advisory groups and internships).
- The profile of potential scholarship recipients could include the following:
 - Lives in Baja California, Chihuahua, or Nuevo León
 - Secondary school graduate with degree
 - Average GPA of 3.0 or B
 - Socio-economic status at or near poverty line

Based on the profile, there is an average of about 5,000 youth per state that would be eligible for scholarships. Table 24 shows the number of youth enrolled in secondary school, the number that SEP anticipates will graduate in 2014, the number that will likely achieve a B grade average, and those that live near the poverty line.

Table 24: Potential Target Population by State

State	No. Enrolled	Anticipated Graduates	B GPA	Poverty Line	Total
Baja California	123,495	70,392	10,559	4,751	4,751
Chihuahua	129,985	75,391	11,309	5,089	5,089
Nuevo León	150,192	82,605	12,391	5,576	5,576
Total	403,672	228,388	34,259	15,416	15,416

Note: The number of enrolled and anticipated secondary school graduates comes from the Secretary of Public Education database 2013. The estimated B GPA (10%) comes from interviews with education experts. The poverty line (45%) is taken from an economic report published in the Huffington Post.

- The technological universities in the three states appear to be the best options for two-year degrees designed to meet the needs and demands of local businesses and industries. State-level private technical institutions and universities might also be viable options. However, the researcher was unable to adequately assess their potential due to time constraints.
- SEP would welcome alliances between the technology universities and community colleges or technical institutions in the United States. The alliances could help build the capacities for the technological universities to offer new degrees or courses that meet labor market demand, offer training in soft skills (i.e. communication, teamwork) and include exchanges of students and professors.
- According to SEP officials, the TSU degree is not considered prestigious, which makes it a less attractive option for secondary school graduates.
- A USAID regional program would have the opportunity to build alliances with a multitude of private sector actors that could leverage resources and other assets to help increase both impact and sustainability. For example,
 - Santander Bank has a large scholarship program in Mexico and would welcome a partnership with USAID to pool scholarship funds to reach more youth with affordable education, including two-year technical degrees.

- The Mexican Chamber of Commerce (COPORMEX) has an education program that targets secondary school students with English and technical skills. COPORMEX is interested in an alliance with USAID that might provide its youth scholarships to further their education in technological universities.
 - Laureate Education, Inc. owns the Technological University of Mexico (UNITEC), which is a private university that offers a range of bachelor's and postgraduate degrees in technological areas. UNITEC markets to the middle and upper-middle class. However, Laureate has a strong reputation for its CSR programs and would be willing to collaborate with USAID on models to provide two-year technical degrees to disadvantaged youth.
 - The Borderplex Alliance recently implemented an education program in the U.S. and Mexico border states to help prepare youth to work in local industries. An alliance with Borderplex would allow USAID to leverage Borderplex resources and relationships with educational institutions and industries investing in the region.
- The technological universities in the three USAID priority states have English language programs that are probably the best option if USAID decides to partner with the technological universities. The research was unable to ascertain other English language options in the target states due to time constraints.
 - The average TSU degree costs \$2,500. If boarding is required the total scholarship package would cost approximately \$8,300, which is nearly six times less expensive than an average SEED scholarship for a two-year associate degree at a U.S. community college. Table 25 shows the line item amounts for SEED scholarships and potential Technological University scholarships.

Table 25: Line Item Amounts for SEED Scholarships and Potential Technological University Scholarships

SEED Item	Cost	Scholarship Item	TSU Cost
Tuition/books	\$14,400	Tuition*	\$ 2,500
Housing	\$12,000	Housing*	\$ 2,400
Meals	\$ 7,200	Meals*	\$ 2,400
Int. Travel	\$ 2,000	Transportation*	\$ 1,000
Insurance	\$ 3,500		
Orientations	\$ 700		
Total Cost	\$45,655	Total Cost	\$8,300
* Cost estimates are based on interviews with the Secretary of Public Education and limited information available on websites. These costs have not been corroborated with the universities.			

IV CONCLUSIONS

The following conclusions represent what the researcher has “concluded” from the analysis of the findings and are organized according to the following four areas related to the SOW: technical education options, secondary education acceleration programs, English language training options, and the private sector demand.

4.1. TECHNICAL EDUCATION OPTIONS

- The redesigned SEED program would complement and create synergies with existing USAID programs in each country. In El Salvador, it would complement and add value to the new USAID El Salvador higher education project. In Guatemala, it would help increase the impact of USAID’s economic development and education projects in the western highlands. A redesigned SEED program would complement Comet II and Junior Achievement projects in Jamaica and the Rutas project being implemented in northern Mexico.
- There exist viable technical institutions, universities, and colleges in each country. The academic institutions require secondary school degrees while the government vocational training centers (Heart Trust and INTECAP) do not require secondary school degrees for most certificate programs. Most of these institutions have a relationship with the private sector but would benefit from stronger linkages that could be used to adjust degrees and courses to labor market demands as well as to help facilitate internships, mentoring, and job placement.
- The technical institutions, universities, and colleges would benefit from and welcome collaboration with USAID and U.S. technical institutions and community colleges. Alliances with US-based institutions could be structured in a mutually beneficial way to facilitate technical assistance to design new degrees or course offerings as well as teacher and student exchange programs. In addition, most of the institutions have a mandate and interest in educating disadvantaged youth.
- Teacher continuing education and teacher scholarships are important for Guatemala and El Salvador. They appear to be less important for Jamaica and Mexico. The education ministries in Guatemala and El Salvador would like to collaborate with USAID on teaching specialties like science, math, and English. Teacher continuing education did not surface as a priority in Jamaica and Mexico.
- Scholarships are an important component to a broader institutional strengthening approach. According to the SEED final evaluation and interviews with SEED managers, the opportunity for scholarship recipients to study in the United States was transformational. Many believe that an element of studying in the US, such as a semester abroad, should form part of the new project’s strategy.
- Each country possesses opportunities to build effective alliances to leverage resources and achieve sustainable impact. Alliances with private sector actors can leverage scholarship funds, internships, mentoring, and jobs. Alliances with the private sector can also leverage input into the design of new degrees and courses. Mexico has the most vibrant private sector and the most alliance potential, especially along the border states of Baja California, Chihuahua, and Nuevo León.
- The profile of a SEED scholar was a secondary school degree holder with good grades and who came from a disadvantaged background. A similar profile appears appropriate for scholarship candidates

under the next generation of a SEED program. However, this profile drastically limits the number in the target population, especially for small countries like Jamaica or countries that have a limited geographic focus like Guatemala. Apparently, only 20% to 25% of 11th grade students pass the final exam. Of these, only about 20% maintain a grade average of a B or its equivalent. The criterion of living at or below the poverty line further decreases the number in the target population. Based on the profile, the sizes of the target populations are: El Salvador X, Guatemala 832, Jamaica 360, and Mexico 15,416.

- The estimated average cost of a scholarship under a new project is approximately \$12,000, which includes tuition, books, English language training (in Spanish speaking countries), housing, meals, and transportation. The average cost of a two-year SEED scholarship to acquire an associate degree at a U.S. community college was about \$46,000; making it almost four times more expensive. However, as noted previously, boarding costs will not be necessary for many of the technical institution and community college options given their close proximity to communities where potential scholarship recipients live. Without the boarding costs, the average scholarship cost would be reduced to \$3,000 to \$4,000 (tuition, books, transportation, and possibly English language training).

4.2. SECONDARY EDUCATION ACCELERATION PROGRAMS

- Mexico and Jamaica have secondary education acceleration programs that appear to be highly effective and modeled after the U.S. GED program. On the other hand, El Salvador and Guatemala have more traditional secondary education programs where individuals are required to take and pass courses to eventually acquire their degrees. These courses are generally offered on weekends and at nights to accommodate working schedules. The El Salvador program offers courses online.

- Technical institutions, universities, and colleges recognize secondary degrees earned through the various acceleration programs. However, secondary education acceleration programs will likely not be an important factor if USAID maintains a target population similar to the SEED program. As discussed previously, the profile of the proposed target population are disadvantaged youth who hold secondary school degrees and who have earned good grades and graduation test scores. The research suggests that talented youth graduate from secondary school and do not require an acceleration program to attain a degree.

4.3. ENGLISH LANGUAGE TRAINING

- Low cost and effective English language training options exist in the Spanish speaking countries. The English language training options include private language institutions, technical institutions, universities, and call centers. Most of the English language programs are designed to get students to an intermediate language level after about six to eight months of instruction.

- The selection of the technical institutions, universities, and colleges will determine the most appropriate English language training options. If USAID selects institutions that have in-house English language centers, these should be the primary mechanism to deliver English training. However, they may need to be strengthened. On the other hand, if USAID chooses institutions that do not have English language centers, it will have to choose a private institution to provide English language instruction.

- El Salvador, Guatemala, and Mexico have U.S. Embassy funded Assess English programs. USAID could leverage these in El Salvador and Guatemala. However, the Access English locations in Mexico do not coincide with the proposed target states for the new USAID education project (i.e. Baja California, Chihuahua, and Nuevo León).

- The average cost of English language training is \$125 per month. This includes four hours per day of instruction. As noted above, most English language courses last for six to eight months and are designed to get students to an intermediate level of English.

4.4. PRIVATE SECTOR DEMAND

- Relatively recent labor market studies have been conducted in each country. The studies demonstrate significant gaps between the demand and supply of professional skill sets and competencies. In general, colleges and universities continue to produce lawyers, doctors, nurses, engineers, business administrators, and accountants even though the labor market is saturated with these skill sets. Investors and emerging national companies, on the other hand, require skill sets in information technologies, graphic design, electronics, automation, animation services, renewable energy, agro-processing, and accounting with English.
- The Mexico Professional Competency Survey and interviews with labor and private sector representatives in the other countries noted that gaps in soft skills are a major weakness. A focus on the capacity building of technical institutions, universities, and colleges would allow the opportunity to address soft skills such as verbal communication, written communication, working in teams, problem solving, and positive attitudes.
- Two and three-year technical degrees or associate degrees are not popular options in most countries. According to education experts, parents encourage their children to pursue traditional bachelor's degrees in business, law, medicine, engineering, and finance. Youth view two-year technical degrees as less prestigious and desirable. In addition, some employers prefer traditional bachelor's degrees in business or engineering even though the job may be of a more technical nature such as information technologies.

V RECOMMENDATIONS

The following recommendations are based on the findings and flow from the conclusions. They are intended to help the USAID LAC project design team make decisions regarding the design of the next generation of higher education programs.

5.1. COMPLIMENTARILY AND LEVERAGE

The USAID design team should make complementarily and leverage the theme of the new project design. The new project should complement and add value to the current portfolio of USAID projects in the target countries. The new project design should also provide the mechanism and expectation that the implementing organization make public private alliances a priority. The alliances should leverage resources for scholarships, provide internships and mentoring opportunities, and facilitate job placement. They should also create strong linkages between USAID partner institutions and the private sector to ensure the institutions are offering degrees and courses that respond to labor market demand and opportunities.

5.2. ALLIANCES WITH U.S. INSTITUTIONS

In addition to the public private alliances described above, USAID should build mechanisms and expectations into the new project design to establish alliances with US community colleges or technical institutions. One of the principle objectives of these alliances would be to help build the capacity of host country institutions to design and offer new degrees and courses that respond to labor market opportunities. Another important objective would be to facilitate a semester abroad study program between the partner institutions where students could study a semester in the other institution and receive credit towards their degrees. A mutually beneficial teacher exchange program might also be considered as part of the partnership.

5.3. SEMESTER ABROAD

The new project design should include a semester abroad study program where scholarship recipients have the opportunity to travel to a US partner institution and study for one semester as part of their technical or associate degree program. According to the final SEED evaluation, one of the most effective parts of the program was the experience of living and studying in the US. The experience was described as transformational because it opened the scholars to new ideas and possibilities while building their level of confidence, which was cited by employers as an important attribute. If possible, the new project should maintain this experience by including an option for students to study at a US partner institution. Although the semester abroad study program would increase the cost of the degree, it could be partially defrayed through private sector contributions and student financing schemes.

5.4. TEACHER CONTINUING EDUCATION

USAID should consider incorporating teacher continuing education in the new project design for El Salvador and Guatemala. The education ministries in El Salvador and Guatemala have requested assistance in specializing public school teachers. The El Salvador education ministry would like to

increase the capacity of its English teachers while the education ministry in Guatemala would like to specialize teachers in areas of math, science, English, etc. In El Salvador, USAID might consider establishing alliances between the MINED's Teacher's School (ESMA) and the Salvador American Culture Center (CCSA). In Guatemala, USAID could form alliances between UVG and MINED to offer profesorados in specialties. The alliances in both countries could incorporate situational teaching strategies and soft skills.

5.5. TARGET POPULATION PROFILE

During the project design process, USAID should precisely define the profile of the intended target population. The research assumed the profile would be similar to the SEED scholarship candidates: talented secondary school graduates from disadvantaged backgrounds that might not otherwise have the opportunity to pursue a tertiary level degree. If USAID intends to maintain this profile, it would be helpful to define and list the characteristics and criteria that will guide the selection process. Furthermore, the new project should use the SEED support network to help identify candidates. The SEED support networks consist of schools, churches, community organizations, and NGOs that have been mobilized under SEED to identify scholarship candidates.

5.6. SCHOLARSHIP FINANCING

The USAID design team should consider requiring scholarship recipients to finance a portion of the cost to attain their degree. Oportunidades, an NGO in El Salvador that provides scholarships to disadvantaged youth to attend technical schools and universities, has discovered that their scholarship recipients value the degree more if they are required to help finance it. Oportunidades has made arrangement with several banks to provide student loans that has a guarantee mechanism from Oportunidades. The call center company TELUS Guatemala has made a similar observation. Under the Hope English Center, the company requires its English students to repay approximately 30% of the cost of English training once employed by TELUS. The experience seems to suggest that partial student financing increases ownership of the degree while reducing the cost of the scholarship.

5.7. ENGLISH LANGUAGE TRAINING

USAID has a variety of effective options for English language training in Spanish speaking countries. In countries with Access English or English+ programs (El Salvador), the new project should try to recruit its scholarship candidates from these programs since they will have at least an intermediate level of English as well as computer skills. Alliances with call centers might also provide an opportunity to recruit scholarship candidates that meet the profile criteria and have good English. Where the project partners with institutions that have English language centers, it should work with and, where necessary, strengthen them so they are providing high quality English instruction. If the project partners with institutions that do not have English centers, it has the option of helping the institution develop an English language center or contract a private organization that provides English training. The Access English contractors would be strong candidates.

5.8. SOFT SKILLS

The USAID project design team should build clear mechanisms and expectations into the project that ensures that soft skills are incorporated in the technical or associate degree programs. USAID could

include soft skills as part of its institution strengthening strategy since many of the candidate partner institutions do not include soft skills as part of their curriculum. These might include verbal communication, written communication, working in teams, and problem solving.

5.9. TECHNICAL DEGREE COMMUNICATION STRATEGY

The USAID design team should build a communication strategy into the project that aims to change prevailing attitudes of youth, parents, and employers about the desirability of a technical or associate degree. The research discovered that parents encourage their children to pursue traditional degrees even though the labor market is saturated with these degrees. In addition, many employers value traditional bachelor's degrees in business or engineering over highly specialized technical degrees. Therefore, the two and three-year technical degrees offered at technical institutions, universities, and colleges are not as desirable as the four and five year bachelor's degrees. The communication strategy should strive to improve the image of the technical degrees so they are viewed as desirable alternative to a traditional bachelor's degree.

ANNEXES

ANNEX A: SCOPE OF WORK

SCOPE OF WORK

A. Background

USAID's Bureau for Latin America and the Caribbean has funded the implementation of higher education scholarships programs for Latin America and the Caribbean for nearly 30 years beginning in 1985. The current program, Scholarships for Education and Economic Development (SEED), will end December 2015, and the Bureau for Latin America and Caribbean is currently designing a new higher education program, which will build on the SEED model but be more focused on building institution capacity of vocational training institutions in country. This consultancy will provide inputs into the new program design by researching the scope and interest of partner country vocational institutions, link to USAID bi-lateral programming, and interest of the private sector.

B. Activities

The Senior Education Consultant will assist the Education Team in the Office of Regional Sustainable Development in the Bureau for Latin America & Caribbean (LAC/RSD/EDU), with the following four primary tasks in four select countries in the region:

1. Mapping of Vocational Training Institutions & Training Costs

- a.) Provide a list of institutions providing technical training degrees and the sectors they are training in (institutions may include universities with technical degrees, quasi-government vocational training institutions, private technical training etc.)
- b.) What is the cost of training for different certificate/degree programs of differing lengths?
- c.) What are the minimum education and other requirements to access these institutions?
- d.) What is the target population of these institutions? Is there an interest in reaching more at-risk students who may not have a secondary degree?
- e.) What is the reach of these institutions in terms of urban versus rural? Do they have extension campuses in smaller cities, etc.?
- f.) What are their connections to the private sector?
- g.) Is there an interest in partnering with a U.S. institution or another regional institution to strengthen training and share experiences? Are they currently partnering with anyone?
- h.) Do these institutions see any value in exchanges with U.S. community colleges or universities? Exchanges may include student exchange, faculty exchange, information exchange etc.
- i.) Do these institutions also emphasize and/or offer computer training?

2. English Language Training

- a.) Are there institutions in-country that could provide English language training to facilitate an exchange component with U.S. community colleges/universities?
- b.) Are there English language training programs that connected to the U.S. Embassy that we could leverage?
- c.) What is the cost of English language training in country?

3. Mapping of Accelerated Learning Programs/GED equivalent programs

- a.) What types of bridge programming exists (i.e. accelerated learning or GED equivalent) for non-secondary degree holders that want to go back to school?
- b.) What type of reach do these programs have?
- c.) Are these equivalency degrees recognized by the vocational training institutions for entrance?

4. Private Sector

- a.) What labor market assessments have already been completed in country?
- b.) What areas do private sector companies see a need for training in?
- c.) Would the private sector be interested in partnering with USAID and local vocational training institutions to develop a program to strengthen identified training sectors?
- d.) What are the essential skills beyond vocational training that you require?
- e.) Is a U.S. based exchange/internship important?

C. Deliverables:

The consultant will be responsible for providing a PowerPoint to LAC/RSD/EDU and written report. The draft format for the written report would be as follows:

- A. Purpose & Methodology
 - a. Purpose & Scope of Consultancy
 - b. Methodology
- B. HE Program Design
 - a. Institution Building – Partnering local institution with U.S. Institution or another institution in the region to strengthen training
 - b. Access to training for marginalized - secondary degree or GED equivalent holders to train locally; perhaps exchange component with U.S. Institution built in for limited time period
- C. Design Input
 - a. Local Institutions – Current Status, Opportunities & Challenges
 - i. Vocational Training Programs
 - ii. English Language Training Programs
 - iii. Accelerated Learning/GED
 - b. Private Sector
 - i. Interest in working with local institutions/U.S. community colleges/universities
 - ii. Sectors
- D. Design Opportunities and Challenges
- E. Conclusions & Recommendations

ANNEX B: LIST OF DOCUMENTS REVIEWED

General

1. An Evaluation of USAID LAC Higher Education Scholarship Program, 2013 (Aquirre)
2. Next Generation USAID Higher Education Programs, 2014 (Aguirre)

El Salvador

3. University of Don Bosco 2014 Catalog of Degrees and Courses
4. University of Francisco Gavidia ICTI (tech lab) Syllabus
5. ICTA-FEPADE Catalog and Course Guide 2014
6. Megatecs: What is a Megatec
7. Megatec Catalog of Course Offerings 2014

Guatemala

8. Entrepreneurship in Rural Development (CIEN)
9. INTECAP Certificate Offerings and Course Guide 2014-2015
10. INTECAP Professional Formation Programs

Jamaica

11. Caribbean Maritime Institute Catalog of Courses and Degrees 2014
12. Jamaican Foundation for Lifelong Learning High School Diploma Equivalency Program Description (MOE)
13. Jamaica Labor Market Forecast 2014 (Planning Institute of Jamaica)
14. Jamaica Labor Market Sector Survey 2014 (Heart Trust)
15. Jamaica Labor Market Survey 2012 (Ministry of Labor and Social Service)
16. Jamaica Logistics Hub Strategy: Leveraging the Power and Speed of Connectivity
17. University College of the Caribbean Programs Brochure 2014-2015

Mexico

18. Mexican Dual Education Model (COPORMEX)
19. Mexican Professional Competencies Survey (CIDAC)
20. USAID Mexico Rutas Program Description (IYF)

ANNEX C: LIST OF PERSONS INTERVIEWED

Interviews Conducted

Organization	Person Interviewed	Position	Contact
<i>El Salvador</i>			
Ágape	Dinora Arias	Vice Rector	educacion @agape.com.sv
Ágape	Gabriel Landaverde Calderón	General Director	gabriel_landaverde@yahoo.com
AmCham	Carmen Aída Munoz	Executive Director	amchamsal.com
American School	Mariah Elisa Valladares Evans	Extension Director	valladares.malisa@amschool.edu.sv
American School	Lucia Nasser	Sales and Marketing	nasser.lucia@eaextension.edu.sv
American School	Max Hernández	Community Services	hernandez.max@eaextension.edu.sv
Centro Cultural Salvadoreño Americano	Marta Carranz	Director Education USA	stadvisor@hotmail.com
Centro Cultural Salvadoreño Americano	Silvio Avendaño	Dean	savend1@umbc.edu
Escuela Nacional de Agricultura	Luis Alonso Ibarra	Secretary General	luisibarra1964@hotmail.com
Escuela de Maestros	Álvaro Darío Lara	Assistant Director	alvaro.lara@mined.gob.sv
FEDISAL	Héctor Quiteño	Executive Director	quitenog@gmail.com
Fundación Uno	Miriam Zablah de Blandes	Regional Director	mblandes@fundacionuno.org
Fundación San Andrés	Anabel Tinaca de Meza	President	anabel@picacho.com.sv
ITCA-FEPADE	Elsy Escolar Santo Domingo	Rector	eescolar@itca.edu.sv
MINED	Héctor Samour	Vice Minister	hector.samour@mined.gob.sv
Oportunidades	Juana Jule	Director	juana.jule@oportunidades.org.sv
PROESA	Camila Parada de López	Aftercare Advisor	cparada@proesa.gob.sv
PROESA	Yolanda Martínez de Medrano	Investment Advisor	ymartinez@proesa.gob.sv
SEED	José Alfredo Bonilla Esquivel	National Coordinator	becasemilla.sv@gmail.com
Supérate	Eduardo Cader	Executive Director	eduardo.cader@superate.org.sv
Universidad Católica de El Salvador	Cristian E. Meléndez	Director English Center	melendezcristian@msn.com
Universidad de Don Bosco	José Humberto Flores	Vice Rector	hflores@udb.edu.sv
Universidad de Don Bosco	Yesenia Xiomara Martínez Oviedo	Secretary General	ymartinez@udb.edu.sv
Universidad Francisco Gavidia	Oscar Picardo Joao	Director	opicardo@ufg.sv
Universidad Tecnológica	Wilfredo Marroquín Jiménez	Director English Center	wilfredo.marroquin@utec.edu.sv
USAID	Michele Davenport	Project Director	mdavenport@usaid.gov
US Embassy	Stacy Session	Cultural Affairs Officer	sessionssm@state.gov
<i>Guatemala</i>			
Alianzas Project	Tere Ligorria	Director	tereligorria@gmail.com
AmCham	Carolina Castellanos	Executive Director	director@amchanguate.com
Empresas por La Educación	Verónica Spross de Rivera	Executive Director	verospross@cen.org.gt
Fundación Juan Bautista Gutiérrez	Cristina Díaz	Executive Director	cristina@fundacionjbg.org
Fundación Juan Bautista Gutiérrez	Mayra Monzón H.	Special Programs	mayra@fundacionjbg.org
FUNDAP	Eunice Martínez	Director	
Guatemala Chamber of Commerce	Guillermo Castillo	Executive Director	gcastillo@ccg.gt
Instituto Guatemalteco Americano	Ana Sylvia Ramírez	Executive Director	aramirez@iga.edu
INTECAP	Edgar Barrios López	Chief Technical Division	ebarrios@intecap.org.gt
INTECAP	Jorge Gallardo Flores	Director	jorge.gallardo@intecap.edu.gt
Life Long Learning Project	Fernando Rubio	Director	frubio@juarezassociates.com
MINEDUC	Evelyn Ortiz de Rodríguez	Director of Quality	eortizh@mineduc.gob.gt
MINEDUC	Wendy Melina Rodríguez Alvarado	Assistant Project Director	wrodriguez@mineduc.gob.gt
MINEDUC	Patricia Zuleta	Director English Program	rzuleta@mineduc.gob.gt
MINEDUC	Silvia Lorena Paz Sandoval	Bilateral Programs Advisor	spaz@mineduc.gob.gt
PRONACOM	Aimee Rivas de Palma	Coordinator	adepalma@pronacom.org
PRONACOM	María Isabel Cifuentes	Business Climate Advisor	micifuentes@pronacom.org
Universidad Internaciones	Jorge Enrique Vargas M.	General Secretary	enriquevargasm@uni.edu.gt
Universidad Panamericana	Dinno Zaghi	Coordinator	dinnozaghi@upana.edu.gt
Universidad de San Carlos	Danielo López Pérez	Academic Secretary	dany147@yahoo.com
Universidad de San Carlos	José Calderón	Director English Center	calderon.2000@gmail.com
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