

ADVANCE PROGRAM
**STUDENT
PROFILES**



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Advance is a workforce development program developed to strengthen the capacity of select two- and three- year tertiary education programs in the Dominican Republic, Guatemala, Honduras, and Jamaica. Advance partners with select tertiary institutions to provide market-relevant training to disadvantaged youth for increased employment.

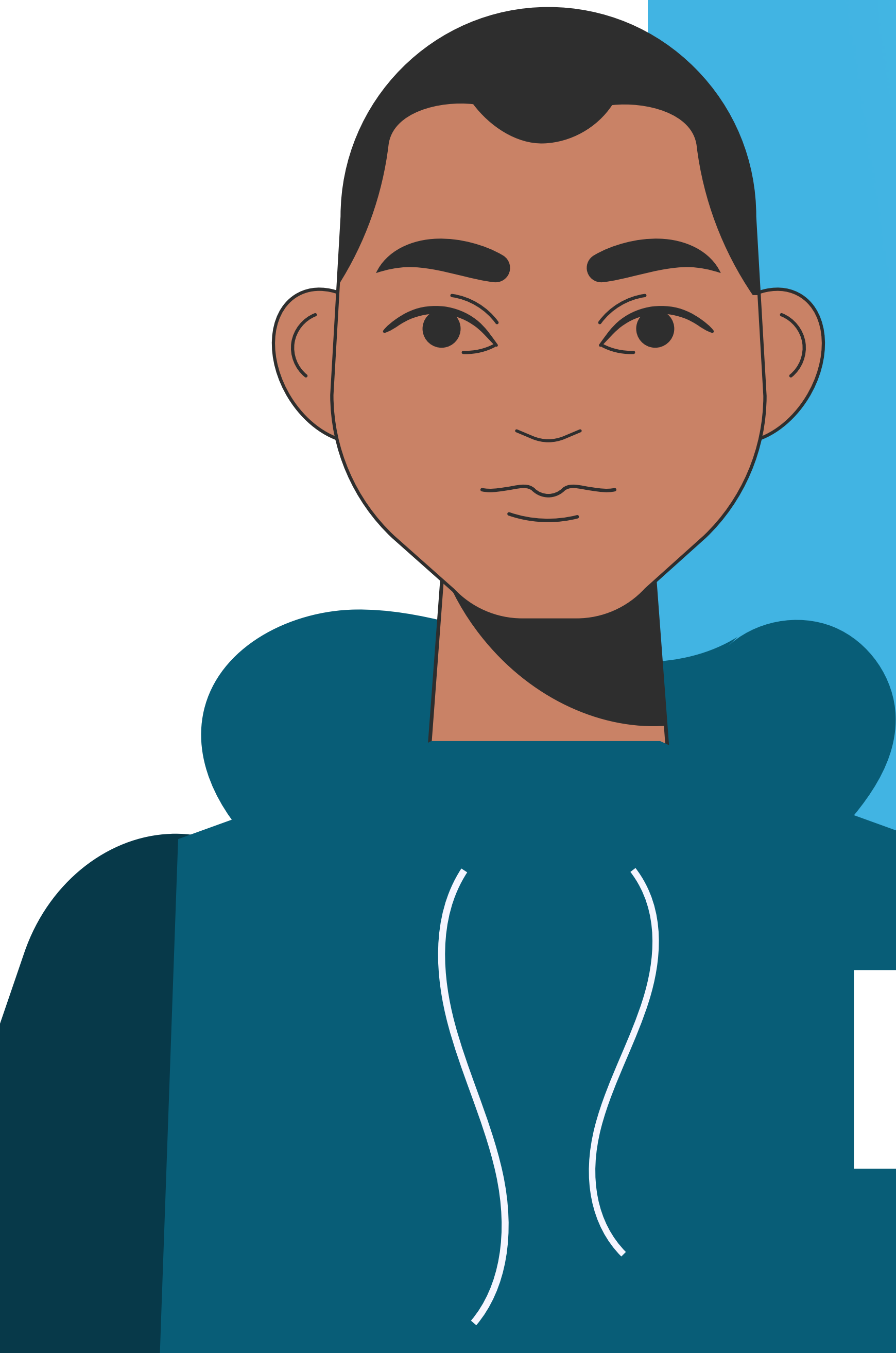
To better engage and support the students, Advance recognized the importance of understanding that each student had a different background and a variety of different needs. The program learned that in some instances, customized approaches were needed to help students complete their academic programs, while developing critical life and employability skills. Here are a few examples of student profiles.





THE CHOSEN is the first one in their extended family to pursue tertiary education. Coming from a poor community where many youth dropped out of high school. None of their friends are in college. No one in the community can offer guidance or advice on how to navigate the tertiary space. The parents give their support, but they do not understand the realities of what is happening. The community does not understand what they are studying or basic college life as when they shares college stories they are confused and puzzled. Parents ensure that the tuition is paid and cover daily expenses but the Chosen still finds it hard to transition to the tertiary space. Feeling out of place, the Chosen suffer from low self-esteem and low self-efficacy. After graduation, they are not confident they will be able to get a job. The Chosen wants to make their parents proud but they constantly worry about being a failure. The Chosen feels a lot of family and community pressure about being the first to ever go to college. The Chosen often wonders if college really is for them.

THE CHOSEN



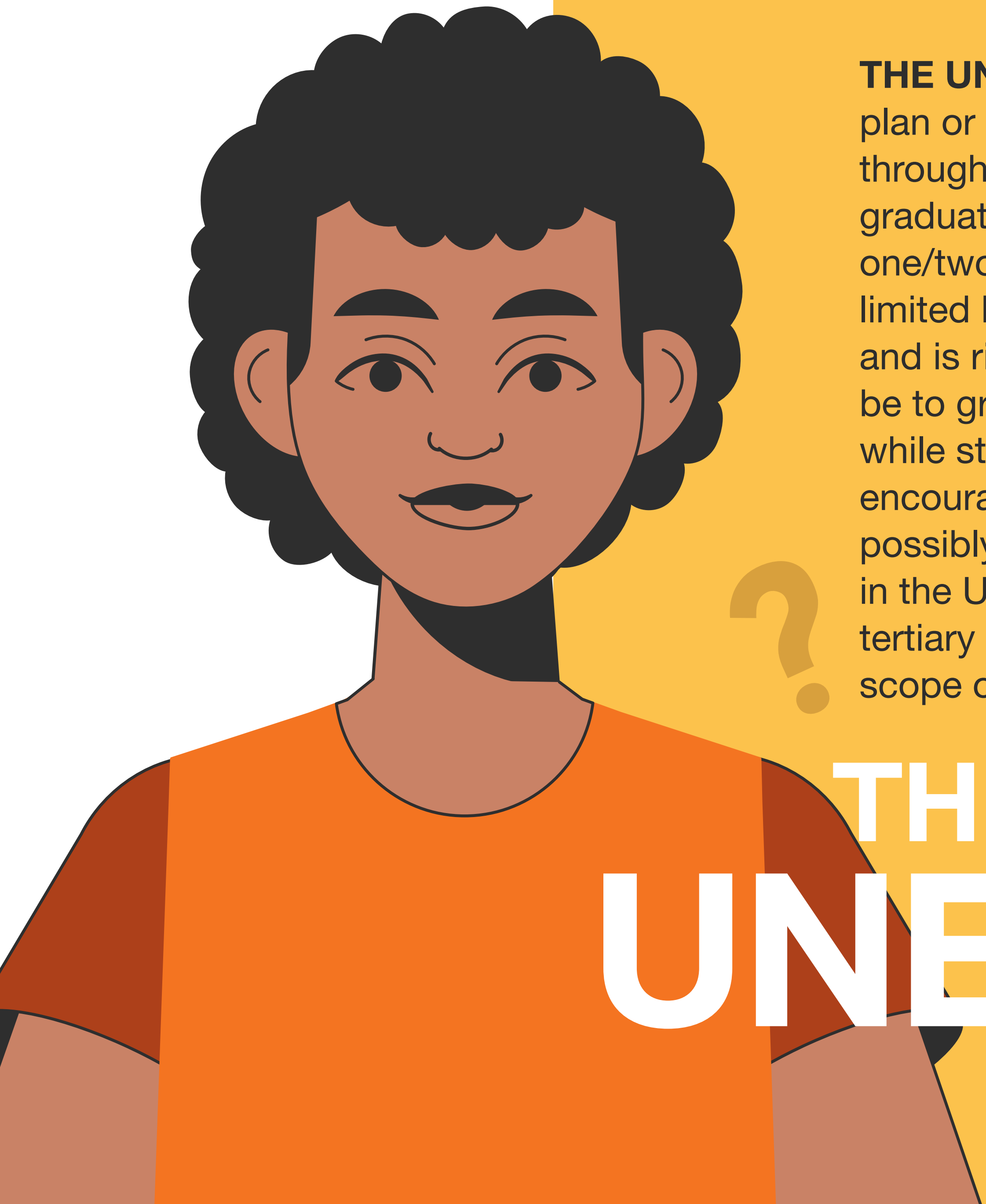
THE BEACON grew up in a volatile and highly-political community. Crime is the major income earner in the community – drugs, guns and scamming. The Beacon has been invited to take part in criminal activities by fiends but has decided to focus on school. They do well at school but sometimes can't attend because it is not safe to travel in and out of the community. The Beacon worries about future discrimination when applying for jobs, because of the community profile. The Beacon works hard but also sees friends getting rich out of the life of crime. The Beacon wants to be happy now too and is constantly resisting the urge of dropping out of school because they know they are also a light of hope to many mothers, fathers and children in the community. The Beacon is constantly fighting the need for immediate gratification, knowing it's possible through criminal activities. really is for them.

THE BEACON



THE BELIEVER has clear life aspirations but has insufficient resources to make aspirations a reality. The Believer is not on scholarship but knows the value of tertiary education. The Believer upon ending high school applied for college. The parents are poor but saw the need for the child to have a tertiary education. The Believer had no clear path of financing college, the Student Loan Bureau rejected their application because no one in the family has sustainable incomes. Aunts, uncles, friends, older siblings and church brethren all pitch in to help pay the first semester's tuition so the Believer could start college. The Believer struggles to pay for food and transportation throughout the semesters, while constantly worrying about where the next semester's fees are coming from. The Believer is demotivated at times, tired, worried, financially stressed and guilt-ridden, due to the desire to help family. Determination is what keeps the Believer in school.

THE BELIEVER



THE UNEXPECTANT is currently enrolled in tertiary programs but did not plan or expect to access tertiary education. The unexpectant struggled through high school because of a lack of resources but was still able to graduate. This student is from a poor family, with siblings in a single-mother one/two-bedroom household. The Unexpectant had limited life aspirations, limited knowledge of the world – except for what was in immediate reality – and is riddled with low self-efficacy. The Unexpectant’s expectations would be to graduate high school, find a low-income job so to assist the parent, while still living at home. If the Unexpectant is female, she may have been encouraged to pursue a man who would be able to take care of her, and possibly get pregnant during her teenage years. Tertiary education was never in the Unexpectant’s future ambit. The Advance Scholarship made accessing tertiary education possible but the Unexpectant still struggles with a limited scope of their potential, finding it hard to trust what is happening.

THE ? UNEXPECTANT



THE STRIVER is mid-20s working a low-income low-level job. With a secondary level education, the Striver lives at the childhood home with parents and siblings. The Striver's income is important to the household's ability to buy food, pay bills, pay rent, take care of the elderly and send the younger ones to school. The Striver has decided to go back to school to further their education. Existing income can't support the basic needs and pay for college. The Striver sacrifices and works long hours in an intense and demanding job, while going to school in the evenings. The Striver is frustrated, wants a change, but it still feels like a dream. The psychosocial reality affects the Strivers's academic performance.

THE STRIVER