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# EMPLEANDO FUTUROS

## QUARTERLY REPORT

January - March 2021

Contract No.: AID-522-16-TO-00003  
Submitted: April 30, 2021

This report is made possible by the generous support of the American People through the United States Agency for International Development (USAID). The contents are the responsibility of the contractor and do not necessarily reflect the views of USAID or the United States Government. It was prepared by Banyan Global for *Empleando Futuros*.

# *EMPLEANDO FUTUROS*

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**Submitted to:**

**Violeta Guillen  
Contracting Officer's Representative  
USAID Honduras**

### **DISCLAIMER**

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# PROJECT OVERVIEW

<b>Project Name</b>	<i>Empleando Futuros</i>
<b>Contract Number</b>	AID 522-16-TO-00003
<b>Activity Start Date</b>	June 2016
<b>Activity End Date</b>	June 2021
<b>Prime Implementer</b>	Banyan Global
<b>Subcontractor</b>	Education Development Center
<b>Geographic Coverage</b>	Tegucigalpa, San Pedro Sula, Tela, Choloma, La Ceiba, Villanueva, La Lima
<b>Reporting Period</b>	January 1, 2021 to March 31, 2021

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# ACRONYMS AND ABBREVIATIONS

<b>ANDI</b>	National Association of Industries
<b>ALE</b>	Asegurando la Educación (Ensuring Education)
<b>APS</b>	Annual Program Statement
<b>ARM</b>	Adult Resilience Measure
<b>CCIC</b>	Chamber of Commerce and Industry of Cortes
<b>CCICH</b>	Chamber of Commerce and Industry of Choloma
<b>CCIT</b>	Chamber of Commerce and Industry of Tegucigalpa
<b>CDE LEAN</b>	Center for Business Development in the Lean Valley
<b>CLA</b>	Collaborating, Learning, and Adapting
<b>COHEP</b>	Honduran Council of Private Enterprise
<b>CONEANFO</b>	National Commission for the Development of Alternative Non-Formal Education
<b>COP</b>	Chief of Party
<b>CNI</b>	National Investment Council
<b>CNA</b>	National Anti- Corruption Council
<b>DCOP</b>	Deputy Chief of Party
<b>DERS</b>	Difficulties in Emotion Regulations Scale
<b>DLAL</b>	USAID Honduras Reading Activity
<b>DO</b>	Development Objective
<b>DQA</b>	Data Quality Diagnostic
<b>EDC</b>	Education Development Center
<b>EFIS</b>	<i>Empleando Futuros</i> Information System
<b>EPI</b>	Employment for Indicator
<b>FAA</b>	Fixed Amount Award
<b>FEDECAMARA</b>	Federation of Chambers of Commerce and Industry
<b>FUNADEH</b>	National Honduran Development Foundation
<b>FUNDAHRSE</b>	Honduran Foundation for Corporate Social Responsibility
<b>FY</b>	Fiscal Year

<b>GBV</b>	Gender-Based Violence
<b>GIN</b>	Genere Su Idea de Negocio (Generate Your Business Idea)
<b>GOH</b>	Government of Honduras
<b>IMESUN</b>	Inicie y Mejore Su Negocio (Start and Improve your Business)
<b>INFOP</b>	National Vocational Training Institute
<b>ISDR</b>	International Self Delinquency Report
<b>ISUN</b>	Inicie su Negocio (Start your Business)
<b>LGBTQI</b>	Lesbian, Bisexual, Gay, Transgender, Queer, Intersex
<b>LOP</b>	Life of the Project
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MEL</b>	Monitoring, Evaluation, and Learning
<b>MESCLA</b>	Monitoring and Evaluation Support for Collaborative Learning & Adapting
<b>MESUN</b>	Mejore su Negocio (Improve Your Business)
<b>MoU</b>	Memorandum of Understanding
<b>MSME</b>	Micro, Small and Medium Enterprises
<b>NCE</b>	No Cost Extension
<b>OIT</b>	International Labour Organization
<b>PIRS</b>	Performance Indicator Reference Sheet
<b>PBS</b>	Place-Based Strategy
<b>PPR</b>	Performance and Plan Report
<b>Q1</b>	Quarter 1
<b>Q2</b>	Quarter 2
<b>Q3</b>	Quarter 3
<b>Q4</b>	Quarter 4
<b>R1</b>	Result 1
<b>R2</b>	Result 2
<b>R3</b>	Result 3
<b>RFA</b>	Request for Applications
<b>SBCD</b>	Small Business Development Center
<b>SEDUC</b>	Honduran Ministry of Education
<b>SENAEH</b>	Honduran Ministry of Labor's National Employment Service Office
<b>STSS</b>	Honduran Ministry of Labor and Social Security.

<b>TQEC,</b>	We Want You Studying at Home Campaign
<b>TVET</b>	Technical and Vocational Education and Training
<b>USAID</b>	United States Agency for International Development
<b>WFD</b>	Workforce Development
<b>VIP-RA</b>	Violence Involved Persons Risk Diagnostic



# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

On June 30, 2016, the United States Agency for International Development (USAID)/Honduras awarded Banyan Global a five-year task order to provide professional and technical services for the implementation of the USAID/Honduras Workforce Development (WFD) Activity that is part of USAID/Honduras' Country Development Cooperation Strategy under Development Objective (DO) 1, Sub-intermediate Result 1.1.2: "Quality services that protect against violence increased."

Through the WFD Activity, later named *Empleando Futuros* (Employing Futures), USAID/Honduras' broader objective is to increase citizen security for vulnerable populations in urban, high-crime areas in Honduras by supporting WFD that will increase income-generating opportunities for youth who are at risk of being perpetrators as well as victims of violence. The WFD Activity strengthens comprehensive workforce readiness services, including job linkages and self-employment, to benefit at-risk youth, including those who qualify for secondary and tertiary services.

In March 2019, the president of the United States announced his intention to cut foreign assistance to Guatemala, El Salvador, and Honduras in response to high rates of illegal migration from this region to the United States. That announcement triggered a series of Fiscal Year (FY) 19 and Fiscal Year (FY) 20 program cutbacks and adjustments recorded in the FY19 Workplan and Annual Report, the FY20 Workplan and Annual Report, and subsequently necessary adjustments to the FY21 Workplan.

Since March 15, 2020, the *Empleando Futuros* staff have been teleworking from home in COVID-responsive and economic recovery activities. The disruption in economic activities has caused hundreds of beneficiaries to temporarily lose their employment and the project has pivoted its activities and priorities to adjust to the country's response plan. Banyan Global has been implementing its COVID-19 response and recovery workplan approved by USAID in FY21 Q1, focusing on key areas: systems-level technical assistance to the Government of Honduras (GOH) and private sector groups such as chambers of commerce; development and distribution of biosafety training curriculum; workforce development trainings; job recovery; and other activities designed to support the safe and responsible return-to-work and return-to-school.

In November 2020, two category 5 hurricanes struck Honduras in a span of two weeks. Damage was extensive, particularly in the northern Department of Cortés where many *Empleando Futuros* activities were in progress. In addition to damaging businesses and homes, the hurricanes increased the spread of and the quantity of COVID-19 cases due to the thousands of displaced individuals. In the aftermath of the hurricanes, project activities were reoriented towards supporting beneficiaries with aid as well as providing biosafety measures and social-emotional support, including signage kits for education centers serving as temporary shelters for displaced hurricane victims; these efforts were successfully accomplished in collaboration with other USAID Education Implementing Partners. The hurricanes increased the severity of challenges faced by beneficiaries.

In January 2021, *Empleando Futuros* introduced business strengthening and youth entrepreneurship programming to provide Micro, Small and Medium Enterprises (MSME) and youth entrepreneurs with technical assistance and trainings to sustain and grow their businesses. These programs are assisting in the economic reactivation and the recovery of jobs lost as a result of the COVID-19 pandemic and the back-to-back natural disasters.

## 1.2 SUMMARY OF RESULTS AND KEY ACHIEVEMENTS

The FY21 Quarter 2 (Q2) activities focused on youth labor bridging activities, biosafety efforts in response to COVID-19, and businesses strengthening trainings and coaching services for early economic and job recovery. Details of each achievement are found throughout the report.

### Result 1:

- 630 youth strengthened their competencies in basic biosafety protocols, customer service, ethics and values, the use of online tools for job searching, and personal finance.
- Out of 2,281 recently graduated high school seniors from 42 schools in high migration municipalities enrolled in SEDUC's Youth Labor Bridging Pilot Program, 1,489 graduated from the program. Of these graduates, 385 (26%) either received employment or returned to education.
- *Empleando Futuros*, with the support of two other USAID/Honduras Education projects and the Ministry of Education (SEDUC), developed the online Return-to-School Biosafety Course to train teachers on how to control and prevent COVID-19 transmission in the classroom setting.
- As part of the Business Strengthening Program, 394 MSMEs were assessed, and intervention plans were co-developed through implementer partner efforts.
- 15 project graduates completed business administration technical trainings with the Chamber of Commerce of Tegucigalpa (CCIT) through *Empleando Futuros*' Youth Entrepreneurship Program.
- *Empleando Futuros* and implementing partners surveyed more than 190 MSMEs to collect information regarding gender equity in their businesses and how gender and socially inclusive practices can be incorporated into their intervention plans.

### Result 2

- INFOP and *Empleando Futuros* agreed on FY21 technical assistance that aligns with INFOP's 2021 priorities.
- The curriculum design of four *Empleando Futuros* signature courses (basic labor competencies, life skills, customer service and job skills) was approved by INFOP for incorporation into their online training offering.

### Result 3

- Work under Result 3 was completed and closed in Year 4.

### Other

- The project leveraged \$XXXX in private and public contributions in project activities.

- *Empleando Futuros*' International Women's Day social media posts featuring how the project supports women beneficiaries and women-led organizations reached more than 10,000 people on Facebook, Twitter, and Instagram.

### 1.3 CHALLENGES ENCOUNTERED AND LESSONS LEARNED

*Empleando Futuros* is a WFD Activity and learning project that provides evidence to USAID that can be used for future projects. To ensure knowledge is generated, it is important to recognize and document key challenges encountered and lessons learned.

Despite the significant challenges, depicted below, of the COVID-19 pandemic and the impact of hurricanes Eta and Iota, in Q2 the project continued adapting and effectively initiating new or modified interventions through learning and adaptive management strategies.

#### Challenges

- Ongoing public health management of COVID-19 and Hurricanes ETA & IOTA:
  - The uncertain timeline of public health restrictions has made it difficult to maintain a healthy and motivated workforce.
  - Staff members and beneficiaries have faced financial and emotional strains due to the pandemic.
  - There has been uncertainty as to when COVID-19 vaccines will arrive in Honduras and whether they will be distributed in an equitable manner.
  - Many youth beneficiaries lost their homes in the north of the country due to the hurricanes, causing beneficiaries and their families to suffer economically and psychologically.
- Competing Priorities/Lack of Resources:
  - As a result of ongoing shocks in country, potential implementing partners and collaborating institutions are faced with competing priorities limiting their ability to collaborate in project activities within its time-constrained period.
  - In general, the lack of access to technology such as a computers and internet connectivity remains a barrier for participation in the virtual labor orientation and job placement activities.
- Economic Impact:
  - The contraction of the Honduran economy due to the pandemic has created circumstances in which it is difficult to retain and replace lost jobs. The pandemic has caused over 60% of project beneficiaries to lose their jobs.
  - Many youth entrepreneurs have been hesitant to legalize their businesses due to the cost and amount of paperwork involved to start a business. This reluctance has resulted in low numbers of enrollment and completion of the project's Youth Entrepreneurship Program.
  - The MSME sector, which encompasses approximately 70% of Honduran jobs, continues to be severely affected by the shutdown and slow reopening of the economy due to the COVID-19 pandemic and the aftermath of hurricanes IOTA and ETA.

## Lessons Learned

- Continuous, comprehensive monitoring of project beneficiaries by labor coaches has been a key pillar of project success as it provides information from beneficiaries about what basic and social-emotional services they need as well as the barriers they are facing. It also serves to develop and strengthen a trusting relationship with youth.
- Information campaigns to keep current and potential beneficiaries in contact with the project have been beneficial for *Empleando Futuros*' recruitment efforts for various programs.
- In the SEDUC Pilot, the groups assisted by the teacher-tutors have demonstrated the best results in terms of retention and certification. In addition, the teacher-tutors gained valuable experience in learning how to manage virtual learning platforms and content. Consistent data-driven analysis of SEDUC workflow for virtual learning objectives allow for real-time process improvements.
- Now more than ever it is important to meet implementing partners and collaborating institutions where they are by engaging them from step one in reflection exercises and co-construction plans that consider implementing limitations due to competing priorities.
- The ability to adapt project priorities and activities based on local context monitoring has allowed *Empleando Futuros* to diversify its technical assistance offering for both the supply (youth candidates) and demand side (business strengthening) of the workforce equation.

## 2. ACTIVITY IMPLEMENTATION

### 2.1 SUBMISSION OF DELIVERABLES

As of March 2021, *Empleando Futuros* has submitted the following deliverables.

**Table 1: Submission of Deliverables**

	Deliverable	Submission Date
1	FY21 Q1 Report	January 30, 2021
2	FY21 Q1 Report Revision	February 15, 2021
3	Updated Performance Plan and Report FY2020	February 18, 2021

### 2.2 PROGRESS NARRATIVE

The following sections detail progress for the three project results over the past quarter.

#### 2.2.1 RESULT 1

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##### **Result 1**

Access to high quality, comprehensive workforce development.

COVID-responsive Youth Labor Bridging (Orientation, Intermediation, Job Placement) and strengthened relationships with key private sector actors and institution of the professional training system.

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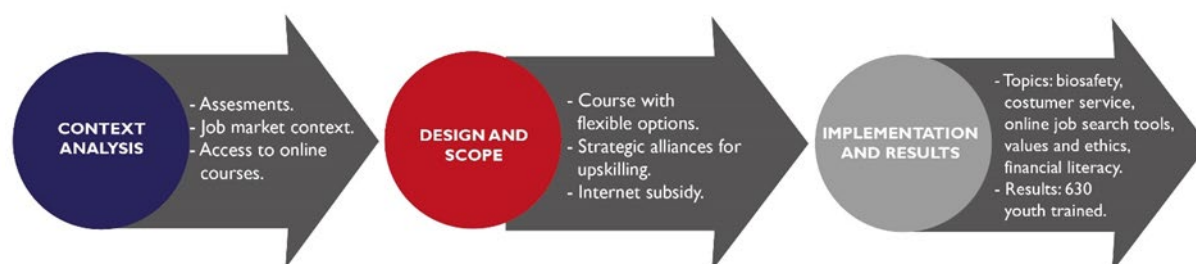
During Q2, *Empleando Futuros* prioritized carrying out the following technical activities: (1) The implementation of virtual trainings for upskilling and job/academic placement for project graduates; (2) The completion of trainings and job/academic placement for the first four cohorts of the Youth Labor Bridging Pilot; (3) The approval of the Biosafety Protocol for Schools and the development of the online Return-to-School Biosafety Course; and (4) The implementation of the Business Strengthening Program for 400 MSMEs.

##### **2.2.1.1 COVID-RESPONSIVE YOUTH LABOR BRIDGING (ORIENTATION, INTERMEDIATION, JOB PLACEMENT)**

###### **Upskilling for Project Graduates**

During Q2, 630 youth increased their knowledge on the topics of Biosafety Standards, Customer Service, Ethics and Values, Online Job Search Skills, and Personal Finances. Some of the noteworthy features of *Empleando Futuros*' upskilling trainings offered to youth include a flexible course design and training schedules, small subsidies offered to cover the costs of internet connectivity, and association with well-known institutions, including the National Anti-Corruption Council (CNA) and the financial group, BAC Credomatic.

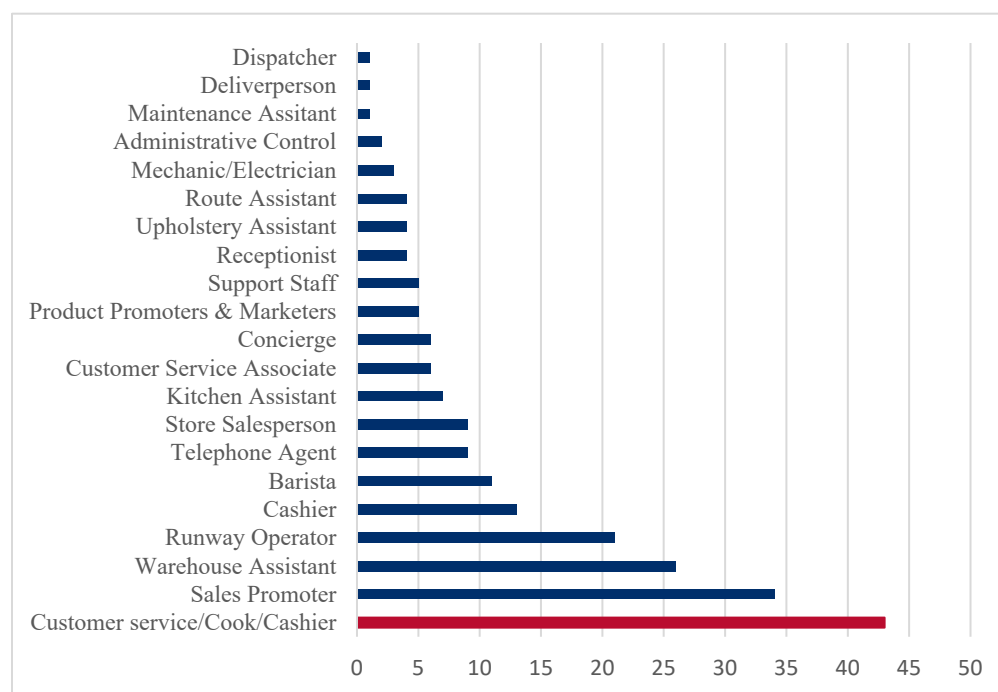
The training program's design is based on: (1) A private sector assessment of training needs, prepared in conjunction with CCIT, ANDI, CCICH and FEDECÁMARAS; (2) a youth training needs assessment; and (3) *Empleando Futuros*' evidence based approach to promote young peoples' autonomy in job searching. The most important phases are:



### Job/Academic Intermediation for Project Graduates

Despite the current state of the job market in Honduras, during Q2 215 young people were profiled for business groups, of which 6 obtained employment. Candidate matches by job vacancies are shown below in Figure 1.

**Figure 1: Candidates by Job Vacancy<sup>1</sup>**



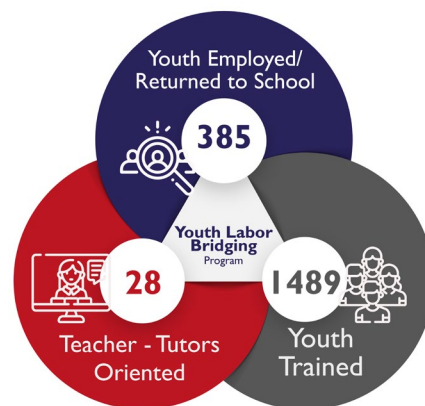
### Labor Bridging Pilot Program with SEDUC

During Q2, *Empleando Futuros* focused on completing training components, initiating coaching or follow-on services, and job/academic placement for the first four cohorts of the Labor Bridging

<sup>1</sup> Note that the combined "Customer Service/Cook/Cashier" position at the bottom of the graph represents is a job vacancy at Coco Baleadas (fast food restaurant) therefore it is represented separately from similarly titled positions.

Pilot with the Secretary of Education (SEDUC) offered to recent high school graduates. The Pilot is one aspect of the institutional strengthening objective with both SEDUC's High School Division and the Professional Development Department, specifically the Technology Department. During the quarter, SEDUC and *Empleando Futuros* further defined parameters for to transfer project technological tools and methodologies.

Program results as depicted in the infographic can be attributed to the following: (1) access to the extensive database of high school graduates from participating schools; (2) the commitment of the SEDUC teacher-tutors and their pre-established relationship with youth participants; (3) the dedication of the technical staff of the High School Division and the Professional Development Technology Department; (4) the guidance the youth participants receive from the program coaches; and (5) *Empleando Futuros*' adaptability and quick ramp up of adaptations and digitalization of its courses.



Despite the fact that females are disproportionately impacted by the pandemic by bearing more household responsibilities<sup>2</sup>, females have made up a large proportion of the participants in all facets of the program; enrollment at 67 percent, graduates at 66 percent, and jobs/academic placements at 58 percent. In addition, 86 percent of the program's facilitators are female.

### Return-to-School Biosafety Course

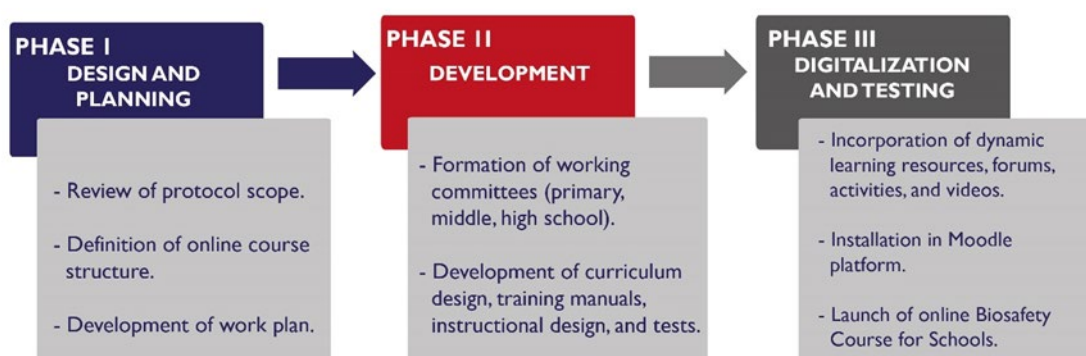
The second aspect of the institutional strengthening objective with SEDUC is technical assistance provided in the development of the Return-to-School Biosafety Course for teachers and administrators. During Q2, *Empleando Futuros*, with the support of other USAID Education projects, *Asegurando la Educación, De Lectores a Lideres*, and the technical staff of the SEDUC, finalized the online Return-to-School Biosafety Course. The development of the course was based on the Biosafety Protocol for Schools, also developed with support of *Empleando Futuros* and publicly approved by the Ministry of Labor on January 19. The course is hosted on SEDUC's access-controlled learning management platform, Moodle<sup>3</sup>.

The online course considers the following parameters in its development: (1) a low-tech design, to assure accessibility; (2) 100% autonomous, asynchronous training, to allow for flexibility in the course schedule; (3) the ability to take up to two differentiated courses based on the education level of the teachers' students; and (4) the ability to attempt the course exams up to two times. The design and development of the online course followed the phases presented below:

<sup>2</sup> Britt, C, & Morgan, D. (2021). *USAID/Honduras COVID Specific Gender Analysis*. Banyan Global. <https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDhmY2Uy&rID=NTgwMjA0>

<sup>3</sup> SEDUC Moodle: Learning Management System [https://ibertel.se.gob.hn/cv\\_dgdp/](https://ibertel.se.gob.hn/cv_dgdp/)





The structure of the course requires that all teachers complete the same coursework from the Introduction through Unit Three. In Unit Four, the teachers learn specialized biosafety measures based on the educational levels of their students. Table 2 below demonstrates the contents and resources of the course.

**Table 2: Units, Content, and Resources**

Unit	Name	Content
Unit 0	Introduction	<ul style="list-style-type: none"> <li>• Welcome video</li> <li>• Course objectives</li> <li>• Methodological guide</li> <li>• Forums</li> <li>• Reading review of general measures</li> <li>• Introductory Reading</li> <li>• Self-assessment test</li> <li>• Copy of the Protocol</li> </ul>
Unit 1	Strategic Cross-cutting Themes	<ul style="list-style-type: none"> <li>• Unit objectives</li> <li>• Forums</li> </ul>
Unit 2	Cleaning and disinfection program	<ul style="list-style-type: none"> <li>• Summary reading</li> <li>• Videos</li> </ul>
Unit 3	Technical and Administrative Controls	<ul style="list-style-type: none"> <li>• Evaluation test</li> </ul>
Unit 4*	Specialized Measures	
*Unit 4 is separated by education levels: primary, middle, and high school		

## 2.2.2.2 STRENGTHENING RELATIONSHIPS WITH KEY PRIVATE SECTOR PROFESSIONAL TRAINING SYSTEM STAKEHOLDERS

*Empleando Futuros* continues coordination and implementation efforts with key private and public sector stakeholders in the workforce development arena in an effort to strengthen service delivery and capacity development. As previously described, both SEDUC and Libre Expression are key actors in providing labor bridging services to youth participants. Due to a delay of internal coordination on the part of the Honduran Ministry of Labor's National Employment Service (SENAH, initials in Spanish) the project was not able to move forward with their anticipated workplan and has closed that workstream officially. In Q2, an agile ramp up of direct business strengthening activities with MSMEs and youth entrepreneurs was initiated with several business associations across Honduras.



## Business Strengthening Program for MSMEs

During Q2, *Empleando Futuros* initiated the Business Strengthening Program to provide technical assistance and trainings over a period of six months to strengthen business operations of MSMEs and assist in the early economic reactivation in Honduras. To date, the implementing partners for this program are the Chamber of Commerce of Tegucigalpa (CCIT), the Chamber of Commerce of Choloma (CCICH), the Center for Business Development in the Lean Valley (CDE Lean), and the National Association of Industries (ANDI). The grants awarded are designed to support 400 businesses located in Tegucigalpa, San Pedro Sula, Choloma, La Ceiba, and Tela. The embedded table below shows the early results of business participants.

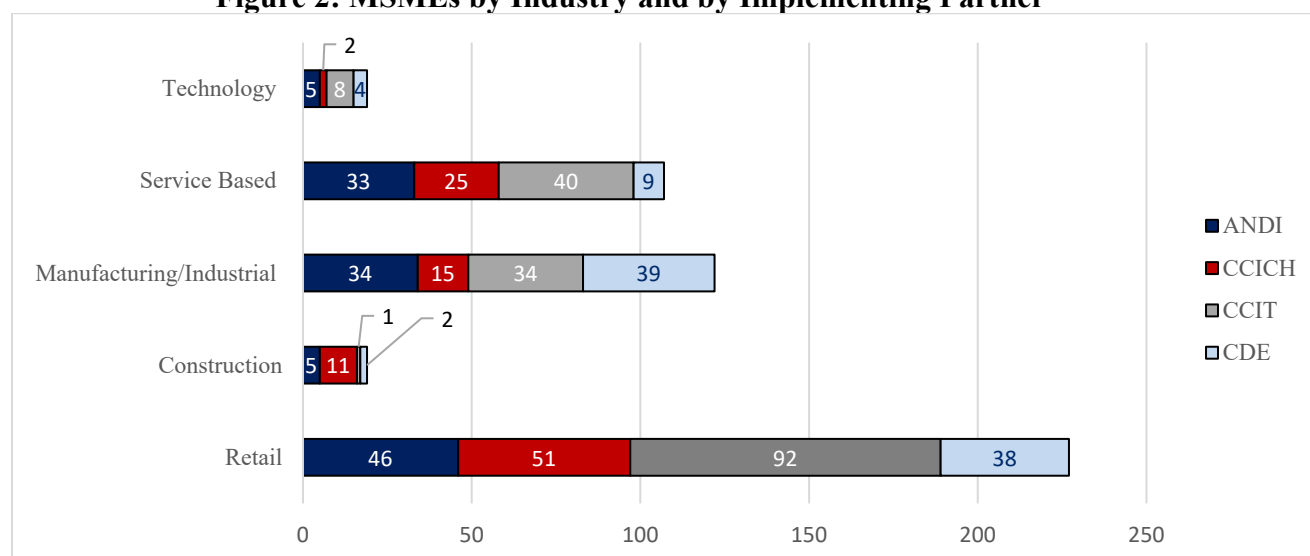
Partner	MSMEs Served	
	Assessed	Intervention Plans
CCIT	150	122
ANDI	120	116
CCICH	96	96
CDE Lean	60	60
<b>Total</b>	<b>426</b>	<b>394</b>

## Program Coverage and Industries Served

The department of Francisco Morazán accounts for 50 percent of all project MSMEs and where ANDI and CCIT have *Empleando Futuros* interventions. Followed by the department of Cortes with 32 percent and have interventions from CCICH and ANDI. The remaining MSMEs are in the Department of Atlántida, where they receive assistance from CDE Lean and ANDI. ANDI has nationwide coverage.

Ninety-two percent of participating MSMEs work in the retail, services, and manufacturing industries. Figure 2 below shows the distribution of partner businesses by industry and implementing partner.

**Figure 2: MSMEs by Industry and by Implementing Partner**



## Development of MSMEs Action/Improvement Plans

The Business Strengthening Program begins with a baseline diagnostic that determines the operating status and training needs of each business. The baseline serves as the building blocks to develop a customized action/improvement plan that includes a combination of business administration trainings, generalized technical assistance, and specialized business advisory

services, which *Empleando Futuros*' implementing partners and business beneficiaries generate together. Business practices are measured at the 60-day mark and at endline to measure overall results and impact. Consolidated results of baseline diagnostic will be available in FY21 Q3. The following graphic summarizes the diagnostic process:

**Figure 3: Business Strengthening Process for MSMEs**



### Business Advisory/Coaching Services

Based on previous business strengthening experience for member businesses, each implementing partner uses their own evidence-based methodologies to offer the training and advisory services to MSMEs. CCIT uses the International Labour Organization's "Start and Improve Your Business Programme" methodology; ANDI utilizes a combination of "Business Model CANVAS" tools and tools developed by *Empleando Futuros*; CDE Lean uses tools from the "Small Business Development Center Program" (SBDC) of the University of Texas; and CCICH uses the methodology of "Núcleos Sectoriales" that consists of linking businesses in the same sectors to form collaborative work groups. Despite varying methodologies, the quality standards of providing technical assistance and business advisory services to MSMEs remains the same across all partners and are summarized in two categories: (1) Execution of assistance with defined products according to the plan, in the areas of (Strategic Management, Administration and Finance, Production and Operations, Marketing and Sales, and Human Resources), and (2) Follow-up, monitoring, and evaluation of compliance in management controls and technical actions in progress.

The Program offers trainings on up to 14 topics as depicted in the embedded table, some of which are mandatory for the participating businesses to take and others are optional depending on the individual action/improvement plan. Generalized and specialized business advisory services support MSMEs to not only improve sustainable business practices but to sustain current and create new jobs.

Training Topics and Contents
<b>Digital Transformation</b>
<ul style="list-style-type: none"> <li>• Creativity and innovation</li> <li>• E-commerce for microenterprises</li> <li>• Digital transformation</li> <li>• Practical e-commerce tools</li> <li>• Digitization of production processes</li> </ul>
<b>Safe Reopening</b>
<ul style="list-style-type: none"> <li>• Basic Biosafety Standards</li> <li>• Biosafety Standards for MSMEs</li> </ul>
<b>Business Competitiveness</b>
<ul style="list-style-type: none"> <li>• Opening new markets</li> <li>• Decision making and conflict resolution</li> <li>• Finance management</li> <li>• Productivity indicators</li> <li>• Resilient teams</li> </ul>
<b>Legalizations</b>
<ul style="list-style-type: none"> <li>• 12 steps to legalize a business</li> <li>• Legal and tax updates</li> </ul>

## Gender Equity in COVID-19 Times

*Empleando Futuros* and the Business Strengthening implementing partners surveyed 191 of the program's MSMEs to collect information regarding gender equity in their businesses. The survey also asked the businesses about if they would be interested in participating in trainings to learn how they could integrate gender equity and inclusion into their work. Key survey results are indicated in the embedded text box.

The survey results demonstrate that despite the participating businesses not having policies on gender, equity, and prevention of gender-based violence and/or harassment, they maintain a reasonable balance in terms of gender equity. Further investigation and analysis is necessary to have a more complete understanding of issues regarding gender in the MSMEs. The large interest in gender equity training demonstrates the opportunity to expand the portfolio of courses offered in the Business Strengthening Program to include gender equity.

**Business Ownership**  
60% female  
**Managerial Positions**  
59% female  
**Terminated Employees**  
**due to COVID**  
57% female, 39% male, 4% other  
**Gender Equity Training**  
78% of businesses are interested

## Youth Entrepreneurship

In addition to supporting more seasoned MSMEs in the early economic recovery efforts, *Empleando Futuros*' Youth Entrepreneurship component responds to the demand for entrepreneurship training and business advisory services for youth that are just starting or considering opening a business. Although the project anticipates expanding the Youth Entrepreneurship component, to date CCIT is the sole implementing partner with a target of training 50 youth entrepreneurs and formalizing operations of at least 20 businesses.

CCIT follows a similar process as their MSMEs program (indicated above) using the evidence-based signature methodologies of "Generate Your Business Idea" and "Start and Improve Your Business" from the International Labour Organization. These services include:

1. **Training:** synchronous and asynchronous training to enhance entrepreneurial capacity and to close skills gaps.
2. **Business Coaching:** Generalized and specialized business advisory sessions that supply the entrepreneur with practical tools that facilitate business operations, including business formalization.
3. **Promotion:** Support for beneficiary businesses to publicize their product portfolio through diversified channels. Additional detail of Youth Entrepreneurship process can be found in Annex 3

Early results of the program are providing valuable lessons in the importance of helping youth understand the reality of starting a new business and what support they can expect from *Empleando Futuros*. Entrepreneurship is a naturally challenging undertaking for the level of risk involved, which is evident in comparing the number of youth participants who have enrolled in and completed the program. Of the 133 young people who demonstrated interest in the program,

only 32 started the training and only 47%, or 15, completed the program as of the end of Q2. This stark contrast in the number of interested youth versus the number of young people who enrolled and completed the program may be explained by the perception that starting a business is costly, requires extensive paperwork for legalization, and has a high probability of failing.

## 2.2.2 RESULT 2

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### Result 2

Improve INFOPs institutional capacity to deliver market-driven, high quality services.

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During Q2, *Empleando Futuros* and INFOP officially agreed and initiated work on four technical assistance areas in addition to the ongoing co-branded biosafety courses housed on INFOP's virtual learning platform. The following four workstreams respond directly to INFOP's 2021 Prioritized Activities as shared in a December 2020 presentation:

- 1. Institutionalization of the adapted and digitalized *Empleando Futuros*' signature courses.** The project's technical team is collaborating directly with the Teaching Department in the development of a coordinated action plan. The following courses are expected to be launched on INFOP's e-learning platform as of mid Q3: Life Skills, Basic Labor Competencies, Customer Service, and Labor Orientation.
- 2. E-learning platform improvements.** *Empleando Futuros* is supporting INFOP in identifying viable options for housing services for virtual services for their e-learning platform - that has grown exponentially during the pandemic - as well as their future enterprise resource planning system.
- 3. Forecasting Department support.** Initial planning of two market demand analyses in high migration municipalities and capacity development activities were initiated in Q2. The analysis and training components will be performed by a project-financed consultancy which will be recruited and selected in Q3.
- 4. Endline evaluation of market-driven services.** As part of the ongoing measurement of INFOP's responsiveness to market needs, the project will initiate the self-evaluation of 64 parameters with INFOP staff starting in mid Q3. Results comparing baseline versus end line evaluation or measurement will be developed and share with INFOP.

## 3. COLLABORATION AND KNOWLEDGE SHARING

### 3.1 LINKAGES WITH OTHER USAID ACTIVITIES

*Empleando Futuros* cooperated with other USAID activities in the following ways in Q2:

#### **Creation of the online Return-to-School Biosafety Course: January-March 2021**

*Empleando Futuros* led the process in developing the Return-to-School Biosafety Course for Schools along with two other USAID activities, the *Honduras Reading Activity*, and *Asegurando La Educación* (Ensuring Education). The USAID activities also partnered with the public sector including the SEDUC.

#### **“We Want You Studying at Home” Campaign: January-February 2021**

The “We Want You Studying at Home” (Te Queremos Estudiando en Casa (TQEC)) campaign motivates students to continue their studies and maintain enrollment in school. *Empleando Futuros*, the *Honduras Reading Activity*, *Asegurando la Educación* (Ensuring Education), and SEDUC worked together to execute the TQEC campaign. More on *Empleando Futuros*’ role in this campaign can be found in the Communications section of this report.

#### **Placed-Based Strategy (PBS) Meetings with Other USAID Activities: January-March 2021**

Several USAID/Honduras activities convened monthly for PBS meetings. DO 1 activity coordinated providing biosafety trainings for police officers through the USAID-*Unidos Por la Justicia* Activity. The meetings also focused on planning actions to prevent risks of insecurity and analyzing the outcomes of Hurricanes ETA and IOTA and the COVID-19 pandemic.

#### **90-day Migration Plan: March 2021**

In an ongoing effort, *Empleando Futuros*, the *Honduras Reading Activity*, *Asegurando la Educación* (Ensuring Education) coordination efforts on joint migration mitigation activities as identified in the USAID Education office 90-day plan. Early collaborations include in-kind donations of on-hand inventory of school supplies for back-to-school kits for students, as well as the online biosafety course as indicated above.

### 3.2 COLLABORATION CHALLENGES

- *Empleando Futuros* has supported economic reactivation and job recovery by assisting businesses affected by the COVID-19 pandemic through the Business Strengthening Program. However, recovery has been slow, particularly in northern Honduras.
- During Q2, *Empleando Futuros*’ SEDUC Labor Bridging Pilot experienced delays due to the Ministry of Education’s lack of updated information on teachers and students and the difficulties in coordinating between the SEDUC’s different departments.
- The pandemic has significantly impacted INFOP’s ability to provide training services at their intended capacity. Due to budgetary constraints caused by the pandemic, INFOP is analyzing its capabilities to continue supporting their collaborating training centers. Additionally, bureaucratic issues within INFOP have made it difficult to craft a workplan

and deliver data on registered and certified beneficiaries in the biosafety courses in a timely manner.

- The impact of the pandemic has also negatively affected SENAETH's activities since job vacancies in businesses have been dramatically reduced. SENAETH's reduced staffing has created gaps in the transfer of methodologies and work plans resulting in internal coordination delays leaving *Empleando Futuros* with the inability to advance the designed workstream.
- Many of our institutional and implementing partner staff and family members have been personally impacted by COVID leading to inevitable delays in advancing workplans due to personal illness.



## 4. INTEGRATION OF CROSS-CUTTING ISSUES

### 4.1 GENDER AND SOCIAL INCLUSION

The project continues to support gender equity and women's empowerment, increased male participation, and the inclusion of traditionally marginalized groups such as persons with disabilities and members of the Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTQI) community. Gender and social inclusion lessons learned and tools for implementers continue to be used. As needed, the project also refers youth with emotional issues to professional counseling.

During March, *Empleando Futuros* celebrated International Women's Day by highlighting noteworthy statistics demonstrating the project's commitment to women's empowerment. The figures showcased the project's efforts to partner with women-lead organizations and to support women beneficiaries in finding employment and building their entrepreneurship and employability skills. These messages were shared on the *Empleando Futuros* and Banyan Global social media platforms with the #GenerationEquality hashtag that was used globally for International Women's Day 2021. They were also shared by staff on their personal social media accounts. Examples of two of the messages and statistics shared can be found below.

**Figure 4: International Women's Day Social Media Posts**



The posts shared for International Women's Day reached more than 10,000 people on Facebook, Twitter, and Instagram. The post featuring the project's women implementer leaders received the most interactions and likes.

### 4.2 SAFETY AND SECURITY

During Q2, the security department continued to monitor and collect information on the status of the COVID-19 pandemic. The security department ensured that the project staff received refresher talks on biosafety recommendations and all relevant updates pertaining to mobility restrictions, curfews, and statistics regarding COVID-19. In addition, the security department closely

monitored any incidents of violence against the project's youth beneficiaries and community members in the areas in which the project works.

### **Country Level Issues**

In Q2, Honduras continued to experience an increase in the number of COVID-19 infections. By the end of March, a total of 189,043 people had been infected, 72,763 people had recovered, and 4,605 people had died.

During Q2, violence and crime persisted in Honduras with violent incidents intensifying as mobility restrictions were gradually suspended. According to the National Autonomous University of Honduras' Observatory of Violence, January was one of the most violent months in Honduras in recent years, with a total of 50 homicides. In addition, between the months of January to March, 35 femicides of women under 30 years were reported.



## 5. MANAGEMENT AND ADMINISTRATIVE ISSUES

### 5.1 ACHIEVEMENTS, CONSTRAINTS, AND CRITICAL ISSUES

#### Major Management and Administrative Matters in FY21 Q2

Upon receiving the approval of incremental funding of \$XXXX on September 30, 2020, *Empleando Futuros* began ramping up procedures in both staffing and technical activities based on the USAID approved FY21 workplan, which continued through Q2.

*Empleando Futuros* staff continue to work from home with certain exceptions made based on programmatic needs. The pandemic in Honduras is continuously impacting staff members and their family members as multiple staff members have recovered from COVID-19 and many have lost family members to the disease during the quarter.

### 5.2 PERSONNEL

*Empleando Futuros* contracted the following positions to support the activities increase in Q2: Data collection, control, and verification support (short term) and Business Strengthening-Youth Entrepreneurship Specialist (staff).

*Empleando Futuros* completed an internal restructuring process to meet the demands of the FY21 workplan activities and to address the backfilling of the DCOP's responsibilities. The restructuring process proceeded with the following promotions of internal staff that were approved by USAID in FY21 Q2: Operations Director, Project & Systems Manager, Communications Manager, Business Strengthening Manager, Youth Labor Bridging Manager, and SEDUC Coordinator.

In response to the departure of *Empleando Futuros*' HQ Youth Practice Manager, the project utilized the partial support of HQ staff. The following roles were submitted for approval to USAID: Business Strengthening Technical Advisor, Project Coordinator, MEL Specialist, and Program Manager. The long-term MEL Advisor consultancy was also approved during Q2.

### 5.3 ADAPTATION OF THE ACTIVITY

No official adaptations to the activity occurred during FY21 Q2.

### 5.4 MODIFICATIONS AND AMENDMENTS

*Empleando Futuros*, in coordination with the USAID COR, developed and submitted a No Cost Extension (NCE) request and a contract modification request, with the final iterations of the requests submitted in February and March. These requests align with the financial and programmatic adjustments carried out by the project to support COVID-19 and economic response activities through beneficiary services that mitigate irregular migration. By the end of Q2, no fully executed contractual modifications were issued.

## 6. MONITORING, EVALUATION, AND LEARNING

Monitoring, evaluation, and learning (MEL) activities during FY21 Q2 focused on refining ongoing data collection and calculation methodologies for the activities approved in the program adaptations. The approval of the COVID-19 indicator in FY21 Q1 as well as the various new or modified FY21 workstreams required the *Empleando Futuros* to develop different processes for dataset management from various informal and formal partners. The adjustments require that the project differentiate between performance and impact indicators for clarity of reporting. The project considers the active PIRS as performance indicators, notably updated to include direct and indirect beneficiaries<sup>5</sup> reached through response and recovery efforts, supported by *Empleando Futuros*, to the global pandemic (COVID19). Impact indicators are simplified to consider the workstream specific results, as stated in each section. All workstream results flow into the overarching COVID-19 direct and indirect beneficiary indicators based on various assumptions and definitions, as noted.

### 6.1 PERFORMANCE MONITORING

During FY21 Q2 MEL performance monitoring activities were focused on overarching goal achievement as well as the following topics:

- Pre-COVID project graduates monitoring which includes quality jobs/education verification, intermediation, and upskilling activities.
- SEDUC Labor Bridging Pilot monitoring for training, job/education intermediation activities and application of adapted VIP-RA.
- Business Strengthening training and coaching services monitoring.

The following section summarizes *Empleando Futuros*' performance across R1, R2 and other context data on different MEL activities<sup>6</sup>. Please refer to the Progress Summary Report in Annex 1 for progress against the project's performance indicators and established targets. Additionally, refer to the MEL Performance Data Annex 2 for further detailed analysis on job insertion, employment performance data and SEDUC training data.

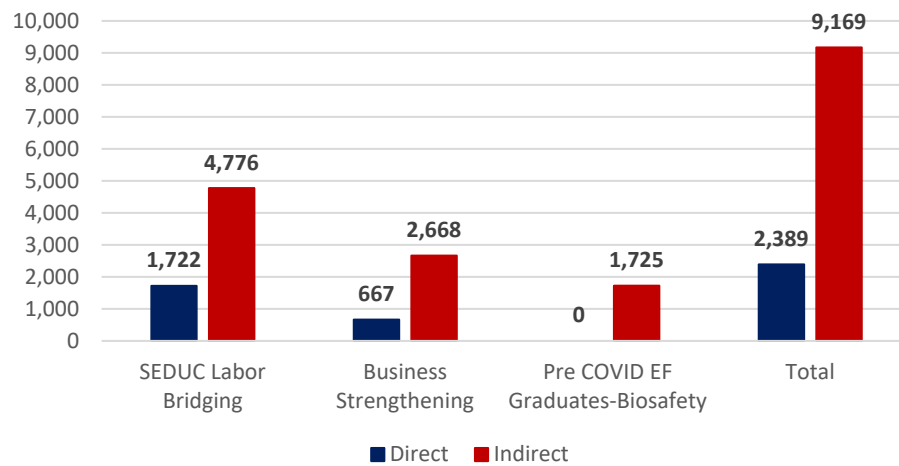
In FY21 Q2, *Empleando Futuros* registered an additional 2,389 direct beneficiaries and 9,169 indirect beneficiaries per the COVID-19 indicator per the respective workstreams, as depicted in Figure 5.

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<sup>5</sup> **Direct beneficiary:** refers to an individual or entity receiving or benefitting from one or more activity interventions that are directly implemented by the project or a formal collaborating partner of the project using a standard data collection methodology. **Indirect beneficiary:** refers to an individual or entity receiving, benefitting, or reached through one or more activity interventions implemented by a formal or non-formal collaborating partner. Those reached through an activity intervention can include indirect beneficiary that have received one or more activity interventions or be calculated using a multiplier effect, when deemed appropriate.

<sup>6</sup> Last Result 3 activities were implemented in FY20.

**Figure 5: FY21 Q2 COVID-19 Performance Data**

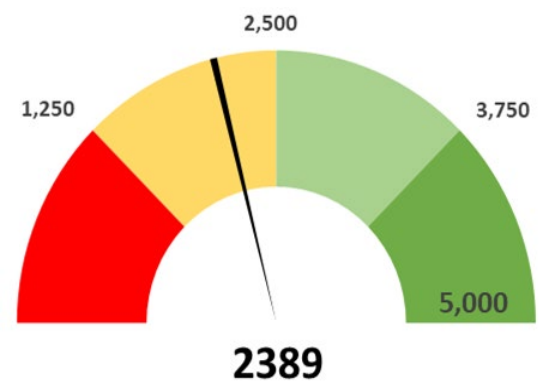


Bringing the LOP to 2,389 or 48 percent of direct beneficiary target and 350,044 or 70 percent of indirect beneficiary target. The embedded infographics provide an overview on goal achievement. Indirect beneficiaries

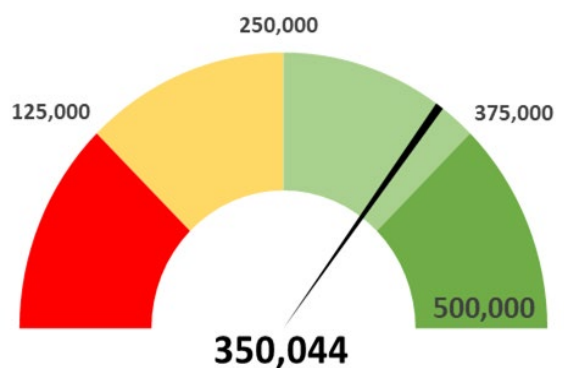
### 1.1.1 RESULT 1

#### PRE-COVID PROJECT GRADUATES FOLLOW-ON

Through *Empleando Futuros'* ongoing follow-on support for youth as they look for jobs or return to formal education, the project confirmed that an additional nine (9) youth Pre-COVID graduates were inserted into jobs or returned to education during FY21 Q2. Bringing the life of project (LOP) totals to 3,356<sup>7</sup> insertions (obtained employment/returned to education (RTE)) maintaining a 75 percent rate of project graduates prior to COVID. At the same time, 28 youth successfully maintained their jobs for at least a two-month period or RTE and have achieved the quality jobs/education indicator status, bringing the LOP total to 2,383. The quarter-over-quarter change in absolute insertion or quality jobs/education values are small due to the challenging landscape in the current job market. Even with these challenges, the positive trending



**COVID-19 Direct Beneficiaries**

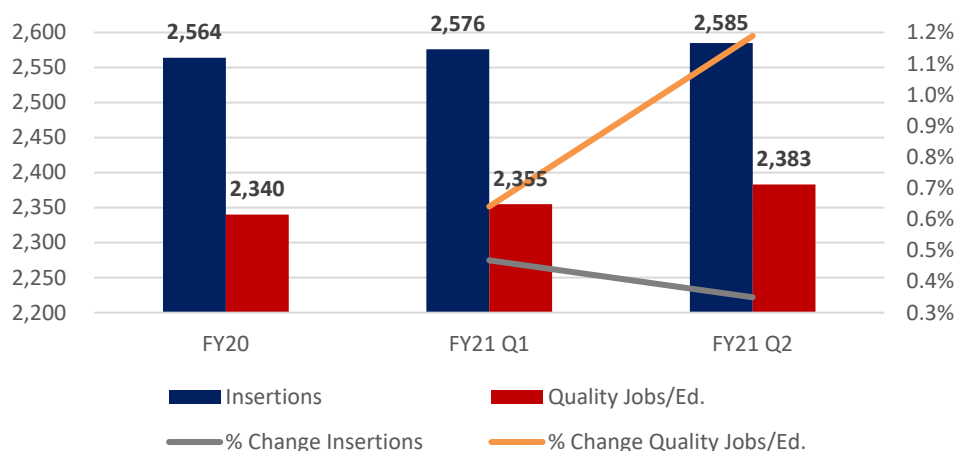


**COVID-19 Indirect Beneficiaries**

<sup>7</sup> 3,356 LOP insertions includes 771 youth that completed 75% of the training.

percent change in the quality jobs/education indicator from the end of FY20 to FY21 Q2 is promising and reflect that youth are maintaining their jobs as depicted in Figure 6 below.

**Figure 6: Insertion vs. Quality Job/Education Achievement**

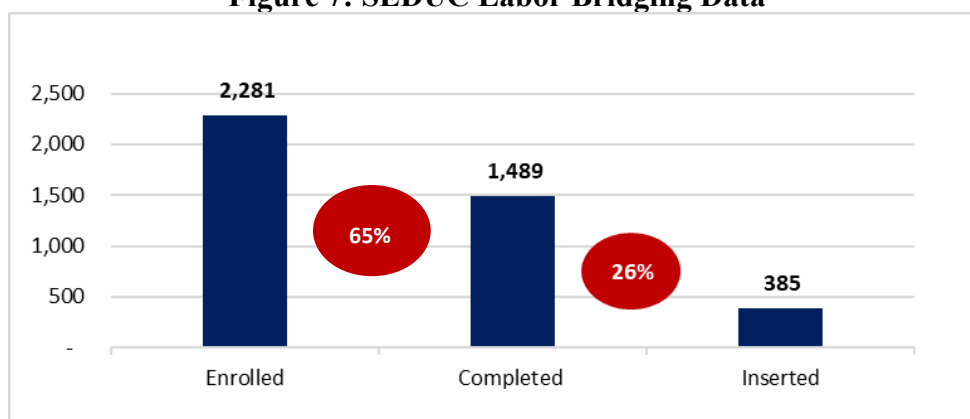


As part of *Empleando Futuros* upskilling efforts during the follow-on phase for Pre-COVID project graduates, the project has virtually trained 575 graduates in the Basic Biosafety Course. Although these youth cannot be counted as direct beneficiaries since they were previously reported to USAID, these youth can replicate this training withing their family and friends. The replication of knowledge is calculated with a 3<sup>\*</sup> multiplier effect of all certifications resulting in a total of 1,725 of indirect beneficiaries in this activity.

### SEDUC LABOR BRIDGING PILOT

During FY21 Q2, *Empleando Futuros* continued the labor bridging program that started in November 2020 in conjunction with SEDUC focused on youth finishing their formal high school education. Figure 7 summarizes the impact results achieved through the alliance between *Empleando Futuros* and SEDUC.

**Figure 7: SEDUC Labor Bridging Data**



<sup>\*</sup> A multiplier of 3 is used for certification of basic courses considering the influence on or practicing of biosafety measures with other members in the household. The project is using a conservative multiplier factor considering that the average members in the household is 4.2 (INE 2019).

During FY21 Q2, 1,003 youth were enrolled in the SEDUC Labor Bridging Pilot Program, resulting in the LOP total of 2,281 (66.5 percent / 1,516 female and 33.5 percent / 765 male). Early in the program, dropouts were higher than anticipated. After investigating the reasons for dropouts, Empleando Futuros can attribute the dropouts to the following reasons and have taken the respective actions for improvement:

- Inability to continue due to impacts of back-to-back hurricanes.
  - Within the possibilities of the staff voluntary donations, youth heavily impacted by the hurricanes were provided clothing and food donations to help their family. They were encouraged to inform the project staff once/if they would be able to return.
- Adaptation to the definition of “enrolled” to change from inscription to enrolled only once the youth have engaged in the online learning platform. This was implemented by the third cohort of students to more accurately reflect the status of the youth in the program.
- Inability to continue due to health reasons in the household, either with themselves or a family member.
  - The coaching follow-up services maintains them within the contact rotation and if their situation changes, we are providing the opportunity to retake the lost courses to graduate from the overall program.

Table 3 shows updates related to enrollment distribution of youth by municipalities and schools. It is important to mention, that Table 3 shows the city where the school is established, however, several youth comes from other cities or towns.

**Table 3: Enrollment by Department and Municipality**

Location	Enrolled	%
<b>Atlántida</b>	<b>118</b>	<b>5.2%</b>
La Ceiba	118	100.0%
<b>Cortes</b>	<b>833</b>	<b>36.6%</b>
Choloma	160	19.1%
Santa Cruz Yojoa	56	6.8%
La Lima	67	7.9%
Omoa	3	0.3%
Puerto Cortes	36	4.4%
San Francisco Yojoa	49	6.0%
San Pedro Sula	421	50.5%
Villanueva	41	4.9%
<b>El Paraíso</b>	<b>1</b>	<b>0.0%</b>
Moroceli	1	0.0%
<b>Francisco Morazán</b>	<b>1,230</b>	<b>53.9%</b>
Distrito Central	1,230	100.0%
<b>Yoro</b>	<b>99</b>	<b>4.3%</b>
El Progreso	99	100.0%
<b>Grand Total</b>	<b>2,281</b>	<b>100.0%</b>

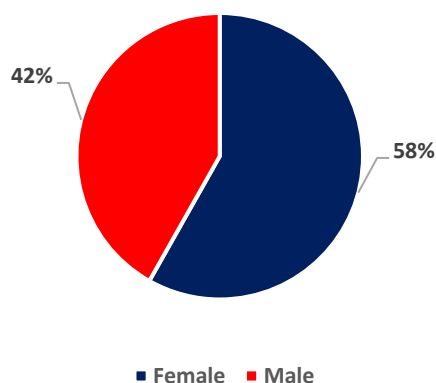
As of the close of FY21 Q2, a total of 2,281 youth enrolled during the life of the project, but for counting COVID-19 beneficiaries, *Empleando Futuros* will take only those youth who completed at least one of the five courses. A youth is considered a graduate of the entire training program if all courses are passed with satisfactory grades. According to this analysis 1,722 youth completed at least one of the five courses. In addition to those direct beneficiaries, 1,592 youth were certified in the basic biosafety course. As previously stated, the replication of knowledge is calculated with a x3 multiplier factor of all certifications resulting in a total of 4,776 of indirect beneficiaries in this activity.

Courses Completed	Total
1	85
2	54
3	48
4	46
5 (Graduates)	1,489
<b>Total Direct Beneficiaries (1+2+3+4+5)</b>	<b>1,722</b>

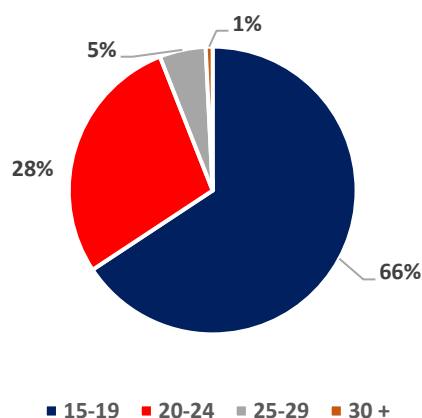
At the end of FY21 Q2, 1,489 youth have completed the training which represents 65% of enrollment of which 385 were successfully supported to obtain employment or return to formal education. Out of the 385, 52% (200) were inserted into the job market, and 48% (185) returned to formal education.

The following figures show youth employed (job and return to education) by gender and age groups. Of the 385 youth, women have been employed a little more (58%) than men. Age group comparison shows that most youth employed (66%) are in the 15-19 category.

**Figure 8: Employed by Gender**



**Figure 9: Employed by Age**



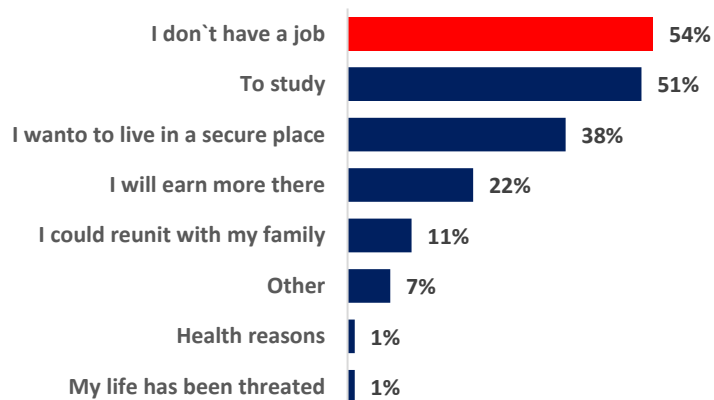
## VIP-RA ANALYSIS

The VIP-RA tool was originally designed to measure potential risks and assign a risk category for youth in the program in order to monitor and measure changes, specifically reductions in risk factors throughout the project youth cycle. During FY21 Q2, *Empleando Futuros* and *MESCLA* determined that the application of the entire VIP-RA instrument would not be possible nor extremely relevant considering the program adaptations that resulted in 100% virtual training and coaching services as well as a reduced project cycle with youth, down to six months from 12+ months. However, both projects agreed that an adapted VIP-RA tool could provide valuable information of the target population participating in the SEDUC Labor Bridging Pilot. The application of the adapted VIP-RA has been limited to date due to the time needed for the necessary

adaptation phase. In Q2 the adapted VIP-RA was administered to a total of 1,097 youth that entered the pilot and will continue to be used for new beneficiaries.

The adapted VIP-RA is administered through a self-directed online survey and is constrained to measuring four specific components of the complete instrument: (1) Migration Intentions, (2) Adult Resilience Measure (ARM), (3) Difficulties in Emotion Regulation Scale (DERS), and (4) International Self-Delinquency Report (ISDR). The limitations of the adapted VIP-RA is not able to identify beneficiary risk levels; primary, secondary, or tertiary, since the risk measurement is calibrated to the complete VIP-RA instrument inputs. More results about VIP-RA can be found in Annex 2.

**Migration.** *Empleando Futuros* learned that, 3 percent (35 youth) attempted to migrate to the United States at least once in the year. Furthermore, 22 percent (241 youth) indicated that they intend to migrate to the United States within the next three years. The number one reason youth provided for wanting to migrate is that they do not have a job. The embedded figure depicts more detail regarding the reasoning for wanting to migrate.



**Adult Resilience Measure (ARM).** *Empleando Futuros* learned that SEDUC youth that are in the process of training have a high resilience. Measurements show that youth have an average of 8.8 out of 10 in the ARM scale (closer to 10 is better), which is considered high by accepted standards. Results by gender are almost equal, with males scoring just 0.1 higher than females (8.9 male / 8.8 female).

**Difficulties in Emotion Regulation Scale (DERS).** *Empleando Futuros* also learned that SEDUC youth that are in the process of training have a good control to regulate their emotions. Measurements show that youth have an average of 3.4 out of 10 in the DERS scale (closer to 1 is better), which is considered high by accepted standards. Results by gender are almost equal, with females scoring just 0.08 higher than males (3.38 male / 3.46 female).

**International Self-Delinquency Report (ISDR).** *Empleando Futuros* also wanted to learn about violence and delinquency. According to the ISDR survey, 12 percent of youth have been a victim of general crime in the last 6 months. Results by gender are almost equal, with females scoring just 0.4% higher than males (11.20% male / 11.6% female).

## BUSINESS STRENGTHENING ACTIVITIES

During FY21 Q2, *Empleando Futuros* engaged in activities related to business strengthening, with the purpose of supporting the response and recovery efforts to the global pandemic (COVID-19).



As part of the initial business strengthening process, *Empleando Futuros* has entered formal collaborations with four partners: ANDI, CCICH, CCIT, and CDE Lean. Since December 2020, more than 300 MSMEs have been assessed and are receiving business administration trainings and coaching services are performed on a rolling basis and will continue to increase in certifications numbers. As seen in Table 4, during FY21 Q2, 667 people were reached as direct beneficiaries and 2,668 as indirect beneficiaries from *Empleando Futuros* business strengthening activities. The certified direct beneficiaries are multiplied by a 4<sup>9</sup> multiplier factor resulting in a total of 2,668 of indirect beneficiaries in this activity.

**Table 4. Business Strengthening Beneficiaries**

Organization	Registered	Certified	Direct Beneficiaries	Indirect Beneficiaries
ANDI	822	218	218	872
CCIT	281	269	269	1,076
CDE/Lean	287	117	117	468
CCICH	105	63	63	252
<b>Total</b>	<b>1,495</b>	<b>667</b>	<b>667</b>	<b>2,668</b>

### 1.1.2 RESULT 2

FY21 Q2 mainly focused on design and planning processes for Result activities with INFOP therefore there is no new data to report outside of corrections made to previous quarter biosafety numbers as indicated in Section 6.1 Performance Evaluation. In FY21 Q3, *Empleando Futuros*, in conjunction with INFOP, will initiate planning of the final evaluation of the INFOP Institutional Capacity Assessment approved by USAID. The assessments tool examines 64 market driven parameters corresponding to the institutional capacity INFOP thematic areas.

## 6.2 DATA QUALITY AND VERIFICATION

Throughout FY21 Q2, *Empleando Futuros* continued with data quality and verification activities focusing on the following key aspects:

- **Job insertion and employment by indicator verification process of the database.** *Empleando Futuros* continue with this ongoing process of reviewing the supporting documentation and data quality of the employment database. As mentioned at the beginning of Result 1 section, this verification process led to find that during the life of the project 2,585 youth have found a job or returned to formal education, of which 2,383 (92%) are considered quality employed and counted as the project's indicator.

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<sup>9</sup> A multiplier of 4 is used for specialized courses certifications considering that these individuals can influence more directly and specifically in business administration training with coworkers. The multiplier effect is applied to certifications considering that the formal partners use a standardized monitoring tool, the likelihood that if an individual is taking a specialized course reflects a level of commitment that results in knowledge replication. The multiplier factor of 4 is based on the average number of employees at MSMEs in the Business Strengthening program.

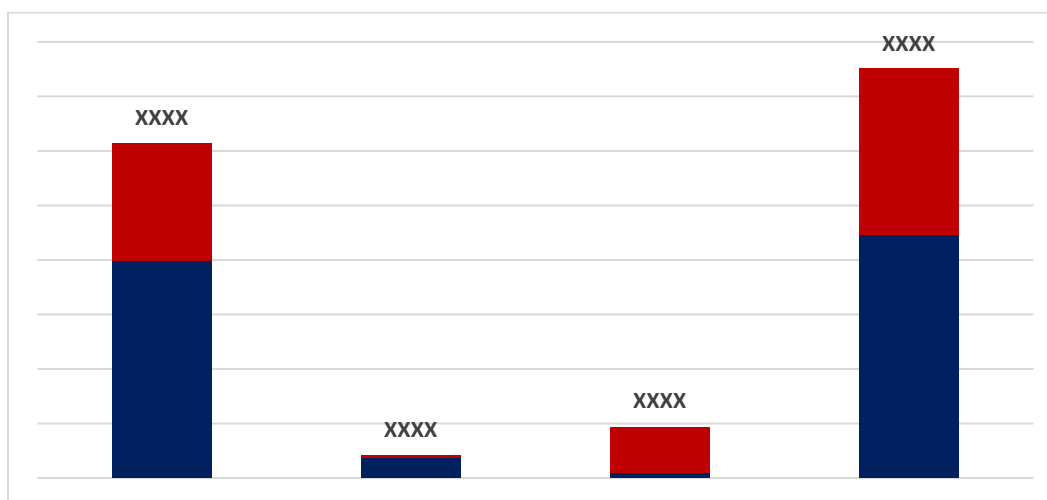


- **SEDUC training database.** The project checked youth database obtained from the SEDUC platform. This verification process consisted in reviewing youth basic information and the list of youth in the training program. At the end, the verification activities led to be able to count youth registered, youth completed and, direct and indirect beneficiaries of this activity.
- **DQA Analysis.** On March 11, 2021, USAID administered a Data Quality Assessment (DQA) of the *Empleando Futuros* project. The report received on March 26, 2021 stated that the “the quality of the data produced by *Empleando Futuros* is acceptable and just some minor improvements were suggested.”

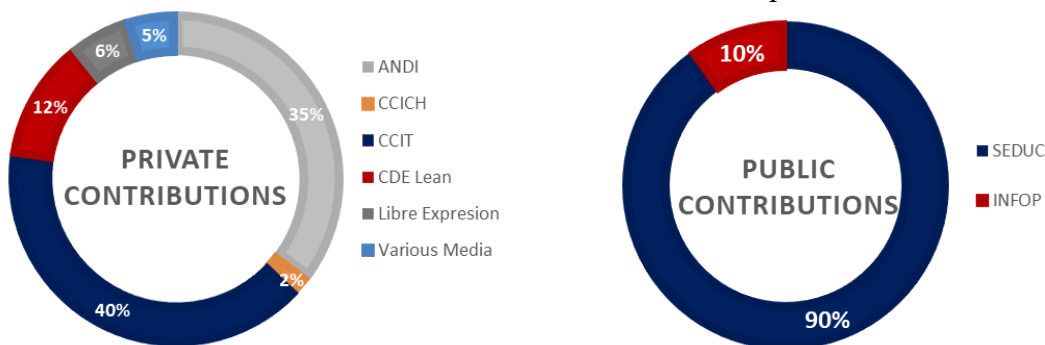
### 6.3 CONTRIBUTIONS TO THE PROJECT

In FY21 Q2, contributions totaled to \$XXXX (11% public / 89% private) bringing FY21 contributions total to \$XXXX (35% public / 65% private) and LOP contributions to \$XXXX (59% public / 41% private) as detailed in the Figure 10. Important to note that prior year edits have been made per updated reports provided by informal partners in basic and specialized biosafety courses.

**Figure 10: Private and Public Contributions by Year**



The increase in private contributions in FY21 Q2 can be contributed to the Business Strengthening Program’s in-kind contributions from partner’s staff time, use of the partner’s learning management platforms for virtual training activities, promotional/media coverage in launch and other related events, among other investments made directly by the implementing partners that contribute to the success of the activities. Most of the public contributions come



from SEDUC's contributions in the Youth Labor Bridging Pilot underway in the student's daily access to the learning management platform, as well as the respective administration and maintenance of the platform. Both the public and private contributions come from various direct and indirect partners sources as detailed in the following graphics.

## 6.4 COLLABORATING, LEARNING, AND ADAPTING

As part of the adaptive management approach embedded into the *Empleando Futuros*, all activities manage a monthly Key Performance Indicator Scorecard that is used as an internal quality control tool as well as external collaboration tool for more-in-depth data driven conversations with implementing partners. The different activities also conduct pause and reflect sessions internally as well as with project partners on a three-to-four-month basis. The sessions not only allow for the team to identify challenges and reflect on real-time solutions but also serve as a channel to perform ongoing context monitoring of the job market, the key stakeholders, and how the project can expand services provided to potential beneficiaries either impacted by COVID, the hurricanes or are vulnerable to migrating. The following is an illustrative example of how the program adapted in Q2 based on the collaboration and learning exercises:

- **SEDUC Labor Bridging Pilot.** An in-depth review of the performance metrics of the first four cohorts revealed that SEDUC's process flow for setting up accounts for youth in the Moodle virtual platform was resulting in inconsistencies with enrolled numbers versus completion rates. Adjustments were made both on the project side as well as SEDUC to make process improvements in the engagement and follow-up efforts with youth during the enrollment phase. These process improvement results will be measured in the fifth cohort metrics scheduled to initiate in early FY21 Q3.

## 6.5 WORKPLAN AND MEL PLANNING

The following summarize the main activities of this section:

- Revised submission of FY2020 Performance Plan and Report (PPR) to account for requests to adjust calculation basis per PPR fiscal years. These adjustments were also highlighted in the abovementioned DQA process. The final revised PPR report was submitted on February 22, 2021.

## 6.6 EXTERNAL EVALUATION

External evaluation conducted by MESCLA was completed in FY21 Q1.

## 7. PLANNED ACTIVITIES FOR FY21 QUARTER 3

**Table 5: Planned Activities for FY21 Q3**

No	Activities	Costed Work Plan Activity #	Month of Activity
<b>Result 1</b>			
<b>Global Objective 1</b>			
1	Referrals for or direct upskilling trainings for youth beneficiaries.	1.1.1	April-June
3	Ongoing activities for Labor Bridging Pilot with SEDUC (new enrollments)	1.2	April-June
4	Launching of mobile case management platform	1.2.3	April-May
5	Reflection and learning workshops with SEDUC and business network partners	1.2.6	April-June
6	Launch Return-to-School Biosafety virtual course	1.3	April
<b>Global Objective 2</b>			
1	Expansion of and ongoing activities for MSMEs and Youth Entrepreneurship Programing (midline evaluations)	1.1	April-June
<b>Result 2</b>			
<b>Global Objective 1</b>			
1	Recruitment/selection of consultancy: market demand analysis and forecasting capacity development	1.1.1	May-June
2	Launch of <i>Empleando Futuros</i> ' virtual courses on INFOP's e-learning platform	N/A	May
3	Submission of viable housing service virtual server options	N/A	May-June
<b>Global Objective 2</b>			
4	Initial planning for endline 64 parameter evaluation	1.2.1	May
<b>Cross Cutting Activities</b>			
1	COVID Specific Gender Analysis Publication	1.1	May
2	Communications: Project Newsletters, various communication campaigns	1.2	April-June
3	MEL: data collection/verification	1.3	April-June

## 8. FINANCIAL INFORMATION

### 8.1 CASH FLOW CHART

The following table indicates the cash flow status as of the end of FY21 Q2.

**Table 6: Cash Flow Status as of FY21 Q2**

Obligation to Date (as of March 2021)	Actual Expenditures (June 2016-March 2021)	Balance through quarter end
XXXX	XXXX	XXXX

The projected versus expenditures award budget detail breakdown can be found in Annex 4.

### 8.2 BUDGET DETAILS AND NOTES

Upon receiving the incremental funding of \$XXXX on September 30, 2020, *Empleando Futuros* focused efforts on ramping up both technical activities as well as the internal staffing structure and the identification of partners to complete the USAID approved FY21 workplan. A total of \$XXXX in costs was incurred in FY21 Q2 with an average monthly burn rate of \$XXXX, which represents an approximate 35 percent increase in monthly spending trends. The project continues to increase monthly expenditures in conjunction with increased technical activities.

### 8.3 SUBAWARD DETAILS

#### 3.3.1 GRANTS

During FY21 Q2, three additional Fixed Amount Awards (FAA) were granted to the following organizations. The grant agreements focus on providing business strengthening training and coaching services to youth entrepreneurs and micro, small, and medium enterprises (MSMEs) as part of the early economic recovery efforts in response to the impacts of COVID-19.

- Tegucigalpa Chamber of Commerce and Industry (CCIT),
- Choloma Chamber of Commerce and Industry (CCICH), and
- Center for Business Development in the Lean Valley (CDE Lean)

Modifications were made to the following active grant agreements as described:

- Libre Expresión's active FAA was expanded to include an additional 700 youth to the overall Labor Bridging pilot in conjunction with Secretary of Education (SEDUC). The grant targets related to the recruitment, training, and coaching of youth beneficiaries in the pilot program with SEDUC were adjusted to 3,000 youth enrolled, 2,100 youth trained in the five program courses, and 52 per cent of the trained youth who received intermediation services connected to a job opportunity or returned to formal education.

This grant continues to be supported with public contributions from SEDUC and is anticipated to be complemented by a formal in-kind grant to SEDUC that is focused on capacity development for monitoring and evaluating teaching and learning objectives utilizing technological platforms.

- La ANDI's active FAA targets were expanded to 120 MSMEs supported by business administration training and specialized business advisory services, 1,600 MSMEs employees trained, and 100 jobs generated.

In addition to the active grant agreements, *Empleando Futuros* accepted several concept notes submitted through the Annual Program Statement # HON-002, which officially closed on March 30, 2021. The project moved forward with the co-construction of both technical and cost proposals with the Cortes Chamber of Commerce and Industry as well as the identification of potential expansion opportunities with the active grantees. The following table reflects the status of the active grant processes.

**Table 7: Active Grant Processes**

Applicant/Partner Name	Status	Scope	Grant Amount
Libre Expresión	FAA	SEDUC Labor Bridging Pilot	\$XXXX
ANDI	FAA	Business Strengthening	\$XXXX
Chamber of Commerce-Tegucigalpa	FAA	Business Strengthening & Youth Entrepreneurship	\$XXXX
Chamber of Commerce-Choloma	FAA	Business Strengthening	\$XXXX
CDE Lean	FAA	Business Strengthening	\$XXXX
Chamber of Commerce-Cortes	Approval Review	Business Strengthening	TBD

### 3.3.2 SUBCONTRACTING

The fixed price subcontract with Dimagi, Inc. to develop and implement the mobile database collection and case management platform, CommCare, as part of the SEDUC Labor Bridging Pilot, remained active through Q2. A fixed price subcontract for the adaptation and digitization of the signature *Empleando Futuros* workforce training program was granted to a semi-consortium of local service providers. Both subcontract totals were below the standard threshold amount.

## 9. BRANDING, COMMUNICATION AND DISSEMINATION

### 9.1 KEY COMMUNICATION ACTIVITIES

Communications continues to be a key component in *Empleando Futuros'* COVID-19 responsive workplan which includes providing targeted, motivational messages to youth, staff, and other project stakeholders about virtual training opportunities and employment tips. Communications efforts also focus on disseminating project achievements to USAID and other principal collaborators. In Q2, the communications team engaged in high profile events with public and private entities and ensured the wide circulation of these events through social media. Major communications activities for Q2 are described below.

#### 9.1.1 VIRTUAL EVENTS WITH YOUTH

*Empleando Futuros* played an important role in organizing five high-profile in-person and online events to launch the Biosafety Protocol for Schools and the Business Strengthening Program. The table below depicts an overview of the events.

**Table 8: High Profile Events**

Name of the Organization	Date	Event and link	Impact
<b>Launch of Biosafety Protocol for Schools</b>			
Secretary of Education (SEDUC)	January 19	In person, live press conference and <a href="#">Facebook Live</a>	35,900 Views
<b>Launch of Business Strengthening Program</b>			
National Association of Industries (ANDI)	January 26	Webinar & <a href="#">Facebook Live</a>	63 participants 544 Views
Chamber of Commerce and Industries in Tegucigalpa (CCIT)	January 27	Webinar & <a href="#">Facebook Live</a>	123 participants 1900 views
Chamber of Commerce and Industry of Choloma (CCICH)	February 16	Webinar	75 participants
Business Development Center of MSMES Lean Valley Region (CDE Lean)	February 18	Webinar & <a href="#">Facebook Live</a>	23 participants 2,000 views

A USAID representative participated in each of the events. Below are short descriptions of the launch events for the Biosafety Protocol for Schools and the Business Strengthening program.

### Launch of Biosafety Protocol for Schools

On January 19, the launch of the Biosafety Protocol for Schools was carried out through an in-person event at the Secretary of Education. The event was also transmitted live through Facebook as well as two television channels. At the event, the Biosafety Protocol was presented as a necessary tool to ensure the health and well-being of students, teachers, and administrative staff upon returning to in-person classes. The Minister of Education, Mr. Arnaldo Bueso, the Vice Minister of Education, Ms. Gloria Menjivar, and the Vice Minister of Secretary of Labor, Mr. Mario Villanueva, as well as the members of the commission that developed the protocol were all in attendance at the event. 11 different media outlets covered the event and provided a total private contribution of \$XXXX.

Below are links to some of the coverage and photographs from the event:

- [Article 1](#)
- [Article 2](#)
- [Article 3](#)



### Launch of Business Strengthening Program

Each of *Empleando Futuros*' business strengthening partners, ANDI, CCIT, CCICH, and CDE Lean held a launch event for the Business Strengthening Program. The directors and technical teams of the partnering organizations participated in the events which were streamed through online webinars and Facebook Live. At the CDE Lean event, Luis Colindres, the Minister of Services for Entrepreneurs in Honduras (SENPRENDE), was in attendance. During the events, each of the organizations discussed their objectives and goals for the Business Strengthening Program. More information regarding these objectives can be found in Result 1.

### 9.1.2 BEHAVIORAL CHANGE AND COMMUNICATION CAMPAIGN - "WE WANT YOU STUDYING AT HOME"

In light of the COVID-19 pandemic, USAID activities designed the "Te Queremos Estudiando en Casa" (TQEC) or "We Want You Studying at Home" campaign. The purpose of this campaign was to maintain student enrollment by facilitating at-home learning during school closures caused by the pandemic. *Empleando Futuros* continued to contribute to the campaign in Q2 by distributing messages to remind parents and youth of basic biosafety measures. These messages for the enrollment campaign included an updated graphic design and photos of youth at work during the COVID-19 pandemic. Some examples of these messages are highlighted in the figure below.



Figure 11: “We Want You Studying at Home” Campaign Messaging



The campaign art was published once a week during January and February on the project’s social media pages and was shared with youth through more than 200 different WhatsApp groups used for follow-on activities. *Empleando Futuros* estimates that messages sent through the project’s different social media accounts (Facebook, Twitter and Instagram) reached more than 10,000 people during the quarter.

## 9.2 BRANDING

### 9.2.1 COVID-RELATED COMMUNICATIONS

Since March 2020, *Empleando Futuros* has sent COVID-19 related information to staff, youth, and private sector partners. In Q2 of Year 5, the project continued to distribute information regarding biosafety measures and employment information and tips to relevant stakeholders, such as youth and businesses. Examples of the project’s communications activities and materials related to COVID-19 are described below.

#### Biosafety Campaign

*Empleando Futuros* developed a biosafety campaign on social media to emphasize to the project’s stakeholders the importance of taking proper biosafety measures, especially during events such as elections and the Easter holidays. The four messages that were developed by the projected are estimated to have been viewed by over 6,000 people. Examples of two of the messages can be seen below.





### **Catrach@s Al Frente Campaign**

*Empleando Futuros* produced videos for the Catrach@s Al Frente campaign. This campaign recognizes the hard work of *Empleando Futuros* youth who have dedicated their time and energy to respond directly to the various emergency situations that Honduras faced during 2020. The campaign also acknowledges individuals such as teachers, school administrators, and businessmen and women who apply biosecurity measures in their communities, businesses, or homes. The campaign will be published in Q3.

### **Animated Videos**

During Q2, *Empleando Futuros* developed four animated videos that provided tips for in-person and online interviews, recommendations for using online employment search portals, and examples of how to be a resilient entrepreneur. The videos highlighted young people succeeding, despite the difficulties caused by the pandemic and presented themes of resilience and emotional intelligence. The links for these videos, which were shared on social media, can be found here: [Online Interviews \(Part 1\)](#), [Online Interviews \(Part 2\)](#), [Resilient Entrepreneurship](#), [Employment Search Portals](#).

### **March Bulletin**

To maintain ties with private sector partners and beneficiaries, *Empleando Futuros* prepared a quarterly newsletter during Q2, which included content to promote the Business Strengthening Program and to support and encourage youth to develop their employability skills. This newsletter also featured the accomplishments of the SEDUC pilot and the Business Strengthening Program. The newsletter will be promoted on social media and sent directly to more than 200 businesses at the beginning of Q3. The bulletin can be found in Annex 5.

## **9.2.2 SOCIAL MEDIA UPDATES**

*Empleando Futuros*' social media (Facebook, Instagram, and Twitter) regularly shares information for youth, social organizations, and stakeholders. There are the statistics regarding the status of social media at the end of Q2:

- The project's social media accounts have approximately 13,861 followers in total, which is 400 followers more than the previous quarter.
- The most "liked" messages were those that focused directly on training opportunities.
- The hours of the day when social media received the most visitors was between the hours of 6:00pm and 8:00pm, which is the same as last quarter.
- Seventy percent of the project's social media followers are women.
- The project continues to coordinate with USAID/Honduras, Banyan Global, and program implementers and stakeholders to increase the visibility of its social media platforms.

# 10. SUSTAINABILITY & EXIT STRATEGY

In addition to training youth to provide them with career and life skills, *Empleando Futuros* has supported early economic recovery efforts through the Business Strengthening Program and Youth Entrepreneurship Program to contribute to economic reactivation and job recovery. *Empleando Futuros* promotes the sustainability of its efforts by contributing to the implementing partners' institutional frameworks for professional training. Some contributions include:

## Result 1:

- **Adaptation and Digitalization of Courses.**
  - Investments made in the adaptation and digitalization of the signature workforce training curriculum to ensure workforce stakeholders have access to virtual-based trainings to offer to interested youth despite the restrictions on in-person instruction.
  - At least three of the four business strengthening implementing partners now can design online courses, based on market demand.
- **Management of New Learning Platforms.**
  - Investments and a focus on capacity development for SEDUC's technology department to support tracking of youth participants by integrating digital tools across trainings and follow-on methodologies allows SEDUC to consider how to reach learning and teaching objectives as they adapt to the e-learning landscape more effectively.
- **Early-on Economic Recovery Focus.**
  - A focus on supporting early economic recovery efforts through established private sector actors allows much needed support to MSMEs in the face of the COVID and hurricane crises. The additional support helps in the short-term recovery phase but also ensures that the MSME community is sustaining operations, which employs the majority of Honduran citizens.

## Result 2:

- **National Qualifications Framework.** *Empleando Futuros*, as part of the Donors Table, collaborates with the National Council of Education to update information in the Curriculum Designs and Technical Training Programs.
- Continued support on biosafety courses and/or tools that encourage a safe reopening of businesses. By controlling the spread of the COVID-19 virus through biosafety trainings, *Empleando Futuros* is contributing to a more sustainable and continued economic recovery which eventually leads to job recovery.

*Empleando Futuros'* periodic reflection and lessons learned sessions held with the various implementing and institutional partners provide insights into best practices for service provision by partners as well as future USAID projects focused on workforce development, business and job recovery, and youth entrepreneurship.

# ANNEXES

# ANNEX 1. PROGRESS SUMMARY REPORT<sup>10</sup>

This annex includes all project indicators which are to be reported quarterly and annually as indicated in the observation column. Percentage measures are considered cumulative as indicated considering the ongoing nature of youth cycles in the program. Important to note that certain indicators are no longer actively measured nor monitored due to project adaptations and addition of COVID-19 indicator approved by USAID in October 2020 as a result of funding uncertainty, COVID-19 emergency response and recovery efforts.

INDICATOR	BASELINE	PROPOSED LOP TARGET	ACHIEVEMENT FY2017 - 2020	FY 2021 QUARTERLY ACHIEVEMENT				CUMULATIVE FY21 ACHIEVEMENT	CUMULATIVE LOP ACHIEVEMENT TO DATE	% OF LOP TARGET ACHIEVED TO DATE	OBSERVATIONS
				Q 1	Q 2	Q 3	Q 4				
GOAL: INCREASED EMPLOYMENT AND REDUCE RISK FACTORS FOR AT-RISK YOUTH LIVING IN HIGH CRIME MUNICIPALITIES OF TEGUCIGALPA, SAN PEDRO SULA, CHOLOMA, LA CEIBA, TELA, LA LIMA Y VILLANUEVA.											
G1. Percent of individuals employed or who have returned to formal education within 12 months following participation in a USG-assisted workforce development program. (Result 1 and Result 3)	N/A	50%	65%	65%	66%			66%	66%	130%	Quarterly. Cumulative percentage.
G2. Percent of individuals with reduced risk factors following completion of USG-assisted workforce development program.	N/A	50%	10.4%	10.4%	10.4%	-	-	0%	10.4%	21%	Quarterly. Cumulative percentage. No longer updated due to abbreviated youth cycle in program adaptation
G5. Number of youth at risk of violence trained in social or leadership skills through USG-assisted programs. (Result 1 and Result 3)	N/A	8,400	5,560	0	0	-	-	0	5,560	66%	Quarterly. No longer updated due to abbreviated youth cycle in program adaptation.
G6. Number of beneficiaries indirectly benefiting from Empleando Futuros, a USG-	N/A	TBD		-	-	-	-	-	-	-	Quarterly. This indicator was updated as a COVID-19

<sup>10</sup> Annex 1 reflects the revisions to the program's indicators approved in October 2020 by USAID Honduras.

INDICATOR	BASELINE	PROPOSED LOP TARGET	ACHIEVEMENT FY2017 - 2020	FY 2021 QUARTERLY ACHIEVEMENT				CUMULATIVE FY21 ACHIEVEMENT	CUMULATIVE LOP ACHIEVEMENT TO DATE	% OF LOP TARGET ACHIEVED TO DATE	OBSERVATIONS
				Q 1	Q 2	Q 3	Q 4				
assisted workforce development program. <sup>11</sup>											indicator which is reported below.
<b>RESULT 1 AND 3: ACCESS TO HIGH QUALITY, COMPREHENSIVE WORKFORCE DEVELOPMENT SERVICES FOR AT-RISK YOUTH INCREASED, WITH AN EMPHASIS ON YOUTH WHO QUALIFY FOR SECONDARY PREVENTION SERVICES AND RESULT 3: ACCESS TO WORKFORCE-RELATED SERVICES, INCLUDING INCOME GENERATING ACTIVITIES, INCREASED FOR YOUTH THAT HAVE BEEN IN CONFLICT WITH THE LAW, INCLUDING EX-GANG MEMBERS.</b>											
R1-3.1 Percent of individuals who complete USG assisted workforce development program. (Result 1 and Result 3)	0%	50%	51%	51%	51%			51%	51%	102%	Quarterly. Cumulative percentage. Note that no new comprehensive trainings since FY20-Q1.
R1-3.2 Percent of individuals with new employment following participation in USG-assisted workforce development programs. (Result 1 and Result 3)	N/A	50%	52%	52%	52%			52%	52%	104%	Annual. Cumulative percentage. Project continues to track graduates progress as part of program adaptations.
R1-3.3 Percentage of individuals with improved soft skills following participation in USG assisted workforce development program.	N/A	60%	66%	66%	66%	-	-	-	66%	110%	Quarterly. Cumulative percentage. No longer updated due to abbreviated youth cycle in program adaptation.
R1-3.5 Percent of secondary and tertiary prevention level individuals enrolled in	N/A	30%	31%	31%	31%	-	-	-	31%	103%	Quarterly. Cumulative percentage. No

<sup>11</sup> Empleando Futuros is showing G6 indicator as it is stated in the PIRS, however the new COVID-19 indicator includes indirect beneficiaries. As of March 2020 all indirect beneficiaries are captured under the COVID-19 indicator.

INDICATOR	BASELINE	PROPOSED LOP TARGET	ACHIEVEMENT FY2017 - 2020	FY 2021 QUARTERLY ACHIEVEMENT				CUMULATIVE FY21 ACHIEVEMENT	CUMULATIVE LOP ACHIEVEMENT TO DATE	% OF LOP TARGET ACHIEVED TO DATE	OBSERVATIONS
				Q 1	Q 2	Q 3	Q 4				
Empleando Futuros workforce development program.											longer updated due to abbreviated youth cycle in program adaptation & adapted VIP-RA.
R3 Percent of tertiary level individuals receiving tertiary services who engage in criminal behavior within 12-months after completion of a USG-assisted workforce development program.	N/A	<25%	1.3%	1.3%	1.3%	-	-	-	1.3%	<b>1.3%</b>	Annual. Cumulative percentage. Result 3 activities ended in FY20-Q1.
<b>RESULT 2<sup>12</sup>: INFOP'S INSTITUTIONAL CAPACITY TO DELIVER MARKET-DRIVEN, HIGH QUALITY SERVICE IMPROVED</b>											
2.1 Level of INFOP's institutional capacity to deliver market-drive and high-quality services	.85	-	1.85	-	-	-	-	-	1.85		Annual. Plans to administer INFOP Institutional Capacity Assessment in FY21-Q3.
2.2 Number of new or revised training curricula with market relevance developed with USG support	N/A	-	35	0	5	-		5	40		Annual. Five <sup>13</sup> curricula were updated in alliance with Tegucigalpa Chamber of Commerce.
2.3 Number of instructors who have been trained within the last two years in market driven curriculum.	N/A	-	110	0	-	-	-	-	110		Annual. This INFOP activity was put on hold.
2.4 INFOP has implemented and is using a graduate tracking system to inform institutional decision-making	No	-	No	No	-	-	-	-	No		Annual. This INFOP activity was put on hold.

<sup>12</sup> Due to funding uncertainty and program adaptation for COVID 19-responsive recovery efforts, most activities with INFOP (Result 2) were put in hold and redirection of efforts were confirmed in FY21-Q2 with INFOP therefore results remain the same.

<sup>13</sup> The five updated design curriculums in Spanish are: Toma de decisiones y solución de conflictos, creatividad e innovación para MIPYMES, administración de las finanzas personales y del negocio, actualización legal empresarial, e indicadores de productividad para las MIPYMES.

INDICATOR	BASELINE	PROPOSED LOP TARGET	ACHIEVEMENT FY2017 - 2020	FY 2021 QUARTERLY ACHIEVEMENT				CUMULATIVE FY21 ACHIEVEMENT	CUMULATIVE LOP ACHIEVEMENT TO DATE	% OF LOP TARGET ACHIEVED TO DATE	OBSERVATIONS
				Q 1	Q 2	Q 3	Q 4				
<sup>14</sup> RESULT 4: CROSS-CUTTING											
4.1 <sup>15</sup> Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities.	0		48%						48%		Annual. To be reported in FY21-Q4.
4.2 Percentage of target population that views Gender-Based Violence (GBV) as less acceptable after participating in or being exposed to USG programming.	0		25%						25%		Annual. To be reported in FY21-Q4.
R4.5 Dollar value of contributions from local and international public-private stakeholders to support Empleando Futuros activities.	N/A	N/A	\$XXXX	\$XXXX	\$XXXX			\$XXXX	\$XXXX	N/A	Annual but being reflected per quarter per the contributions achieved in partner contributions. Corrections have been made to prior periods as appropriate.
4.6 Percentage of individual beneficiaries who reported have attempted to live or work in the US in the past 12 months.	N/A	N/A	8%	-	3%	-		3%	5%	N/A	Quarterly. 35 youth attempted /1,097 SEDUC beneficiaries with adapted VIP-RA.
4.7 Percentage of beneficiaries who express intention to migrate in the US in the next three years	N/A	N/A	25%	-	22%	-		22%	23%	N/A	Quarterly. 241intend /1,097 SEDUC

<sup>15</sup> Gender indicator were measured until FY18 using customized project surveys. In FY19-FY21 gender activities were integrated into programmatic activities due to funding considerations, gender specialist resignation and then COVID-19 pandemic.

INDICATOR	BASELINE	PROPOSED LOP TARGET	ACHIEVEMENT FY2017 - 2020	FY 2021 QUARTERLY ACHIEVEMENT				CUMULATIVE FY21 ACHIEVEMENT	CUMULATIVE LOP ACHIEVEMENT TO DATE	% OF LOP TARGET ACHIEVED TO DATE	OBSERVATIONS
				Q 1	Q 2	Q 3	Q 4				
											beneficiaries with adapted VIP-RA.
COVID19-1: Number of beneficiaries (direct & indirect) reached through the response and recovery efforts to the global pandemic (COVID19) supported by Empleando Futuros	-	-	-	-	-	-	-	-	-	-	Quarterly. Previous quarters numbers have been updated due based on ongoing verification processes.
• Indirect Beneficiaries	0	500,000	268,739	72,136	9,169	-	-	81,305	350,044	70%	
• Direct Beneficiaries	0	5,000	0	0	2,389			2,389	2,389	48%	
YOUTHPower INDICATOR											
Number of youth at risk of violence trained in social or leadership skills through USG assisted programs	0	0	5,560								Annual. To be reported in Q4.



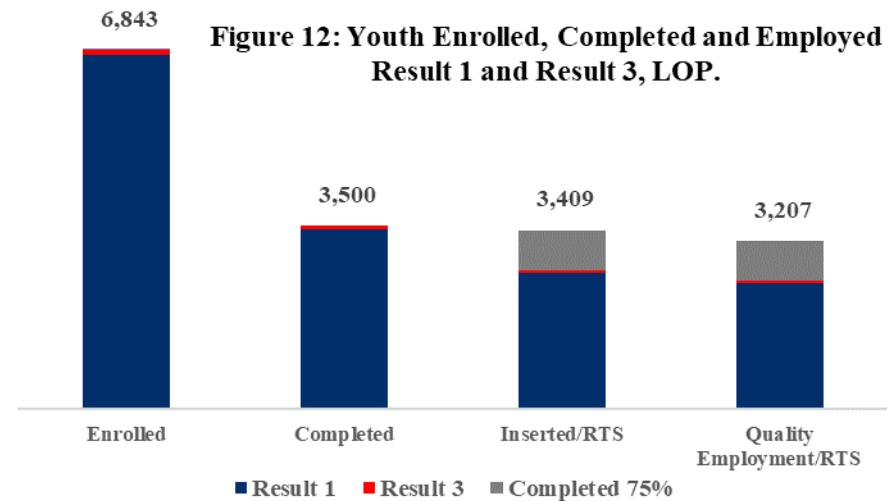
## ANNEX 2: DESCRIPTIVE PERFORMANCE DATA ANALYSIS

### Pre COVID-Graduates Follow-on

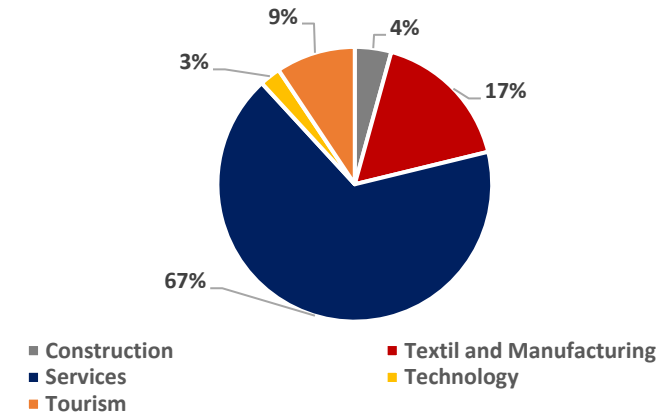
In FY21 Q2, employment updates are relatively small considering the difficult context of the job market impacted by COVID and the two hurricanes. Nine *Empleando Futuros* youth that graduated prior to the pandemic registered insertions in the quarter. Although small in comparison to previous quarters, it is important to note that all targets regarding WFD training completion, job insertion, improvement of soft skills, enrollment of youth with secondary-risk level and reduction of tertiary-risk participants involved in new criminal events have been met as shown in Annex 1.

At the conclusion of FY21 Q2 and during the life of the project, as seen in Figure 12 below, *Empleando Futuros* successfully enrolled 6,843 youth (6,750 from R1 and 93 from R3), effectively graduated 3,500 youth from the program (3,425 from R1 and 75 from R3), and successfully inserted 3,409<sup>16</sup> youth either enter into the labor market, return to formal education, or through the launch of an entrepreneurial activity. A total of 3,260<sup>17</sup> of the insertions achieved the quality employment/education indicator status throughout the youth cycle with the program.

Most jobs fall within the service industry at 67%, 17% in textile/manufacturing, 9% in tourism; the remaining 7% can be seen in Figure 13.



**Figure 13. Job Insertion by Sector - LOP**



<sup>16</sup> 2,585 from result area 1 + 53 from result area 3 all who completed 100 percent of the training + 771 youth who completed 75 percent of the training. These 771 youth are those who completed at least 75% or more (over 186 hours from a total of 248 hours) of the training program. According to approved PIRS, the project surveyed a statistic sample of youth participants who gained employment or returned to education following participation in the program.

<sup>17</sup> 2,383 from result area 1 + 53 from result area 3 all who completed 100 percent of the training + 771 youth who completed 75 percent of the training.

**Job insertion of Pre-COVID Graduates.** Table 9 and following figures present the total number of insertions of youth into the labor market or return to formal education across four levels of disaggregation: sex, age, municipality, and prevention level. During the life of the project, Empleando Futuros supported 2,638 (2,585 from result 1 and 53 from result 3) youth who completed 100% of training in their journey either through the insertion into the labor market or return to formal education.

**Table 9: Job Obtained and/or Return to Education, LOP<sup>18</sup>**

Type of Insertion	Total Number	Sex				Age Group				Municipality							Prevention Level			
		Male	Female	Other	Unknown	16 - 18	19 - 24	25 - 30	Other	Choloma	La Ceiba	La Lina	San Pedro Sula	Tegucigalpa M.D.C.	Tela	Villanueva	Primary	Secondary	Tertiary	Unknown
Job	2,370	1,166	1,200	4	0	878	994	493	5	221	212	40	467	1,324	76	30	1,305	367	228	470
Return to Education	268	137	130	1	0	154	99	15	0	20	24	4	34	180	4	2	143	42	28	55
<b>Total</b>	<b>2,638</b>	<b>1,303</b>	<b>1,330</b>	<b>5</b>	<b>0</b>	<b>1,032</b>	<b>1,093</b>	<b>508</b>	<b>5</b>	<b>241</b>	<b>236</b>	<b>44</b>	<b>501</b>	<b>1,504</b>	<b>80</b>	<b>32</b>	<b>1,448</b>	<b>409</b>	<b>256</b>	<b>525<sup>19</sup></b>
% of Total	-	50%	50%	0%	0%	39%	42%	19%	0%	9%	9%	2%	19%	57%	3%	1%	55%	15%	10%	20%

<sup>18</sup> The project also supported the successful insertion of 771 youth who completed 75% of their training, for a cumulative total of 3,409 youth inserted/return to education. Those are not included in this analysis since the project doesn't want to disaggregate using extrapolation approximations.

<sup>19</sup> Unknown refers to those youth enrolled in the program, that did not successfully complete the initial VIP-RA testing due to various reasons which may include limited number of tablets to administer survey, connectivity challenges, and attendance.

**Quality Employment and Return to Education.** Table 10 and following figures below present the total number of insertion of youth with **quality employment** into the labor market and youth's return to formal education across four levels of disaggregation: sex, age, municipality, and prevention level. According to indicator definition, quality employment includes a youth that is enrolled in a formal education program. During the life of the project, Empleando Futuros supported 2,436 (2,383 from result 1 and 53 from result 3) youth who completed 100% of training and that meet the requirements of quality employment/education in their journey either through the insertion into the labor market (2,160) or return to formal education (276).

**Table 10: Quality employment per the project's definition, LOP<sup>20</sup>**

Implementing Partners	Total Number	Sex				Age Group				Municipality							Prevention Level			
		Male	Female	Other	Unknown	16 - 18	19 - 24	25 - 30	Other	Choloma	La Ceiba	La Lima	San Pedro Sula	Tegucigalpa M.D.C.	Tela	Villanueva	Primary	Secondary	Tertiary	Unknown
Job	2,160	1,076	1,080	4	0	800	907	448	5	207	210	32	404	1,216	64	27	1,187	329	213	431
Return to Education	276	140	135	1	0	157	104	15	0	20	24	4	38	183	4	3	149	42	29	56
<b>Total</b>	<b>2,436</b>	<b>1,216</b>	<b>1,215</b>	<b>5</b>	<b>0</b>	<b>957</b>	<b>1,011</b>	<b>463</b>	<b>5</b>	<b>227</b>	<b>234</b>	<b>36</b>	<b>442</b>	<b>1,399</b>	<b>68</b>	<b>30</b>	<b>1,336</b>	<b>371</b>	<b>242</b>	<b>487<sup>21</sup></b>
% of Total	-	50%	50%	0%	0%	39%	42%	19%	0%	9%	10%	2%	18%	57%	3%	1%	55%	15%	10%	20%

<sup>20</sup> The project also supported the successful insertion of 771 youth who completed 75% of their training, for a cumulative total of 3,207 youth in quality jobs/education. Those are not included in this analysis since the project doesn't want to disaggregate using extrapolation approximations.

<sup>21</sup> Unknown refers to those youth enrolled in the program, that did not successfully complete the initial VIP-RA testing due various reasons which may include limited number of tablets to administer survey, connectivity challenges, and attendance.

### SEDUC Descriptive Analysis.

The following summarizes Empleando Futuros' SEDUC training data in the areas of enrollment, completion and employment during FY21 Q2. Figure 14 shows that 2,281 youth enrolled in the training of which 1,489 (65%) completed their 5-course training. At the end of FY21 Q2, 385 youth can be counted with employment, whether they obtained a job or returned to formal education, which represents 26% of the 1,489 that completed the entire training program. Of the 385, 52% (200) found a job and 48% (185) returned to formal education. According to COVID indicator, 1,722 youth that completed at least one of the five courses of the SEDUC program can be counted as direct beneficiaries. The following summarizes *Empleando Futuros'* SEDUC direct beneficiary data.

Courses Completed	Total
1	85
2	54
3	48
4	46
5 (Graduates)	1,489
<b>Total Direct Beneficiaries (1+2+3+4+5)</b>	<b>1,722</b>

**Figure 14: SEDUC Labor Bridging Data**

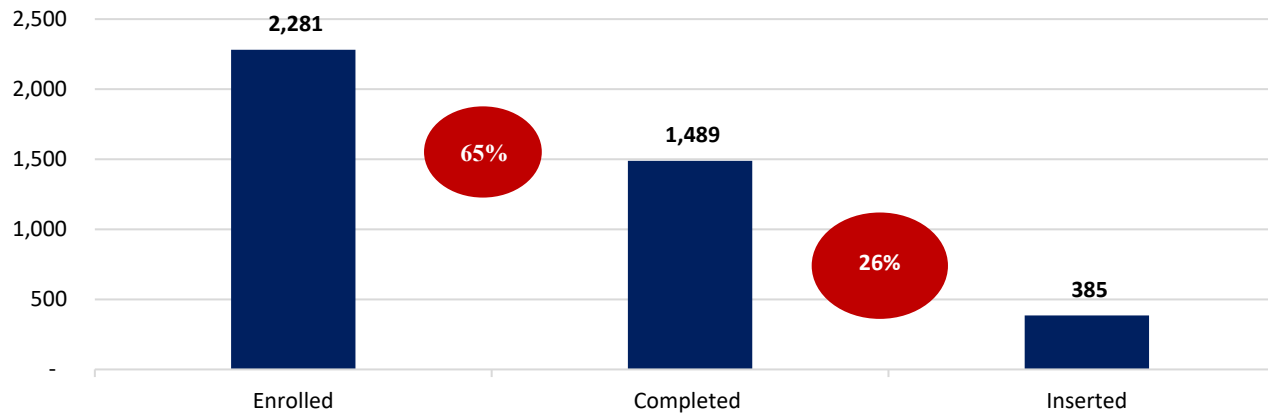


Figure 15: SEDUC Youth Beneficiary, Gender

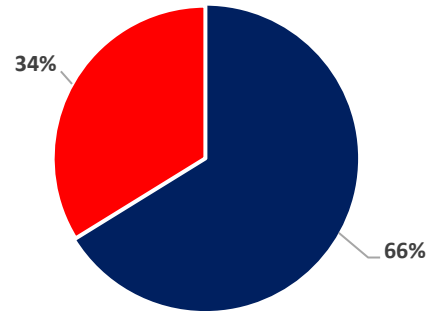


Figure 16: SEDUC Youth Beneficiary, Age

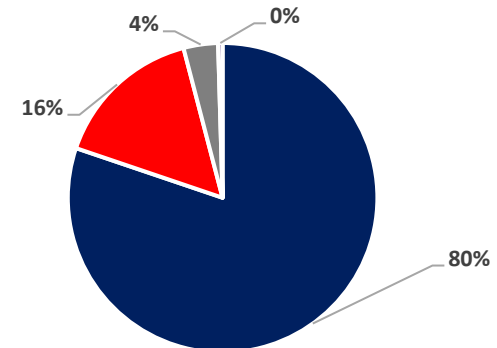


Figure 17: SEDUC Youth Beneficiary, Department

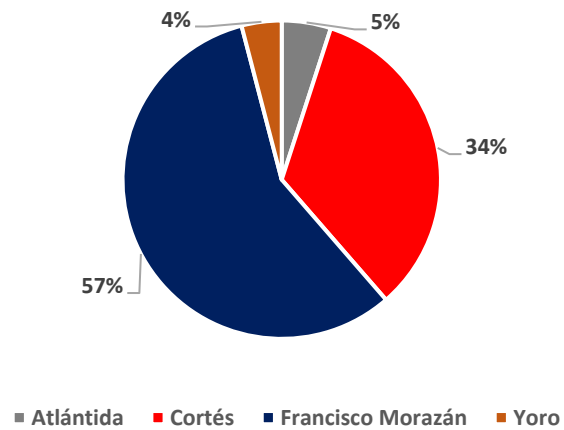
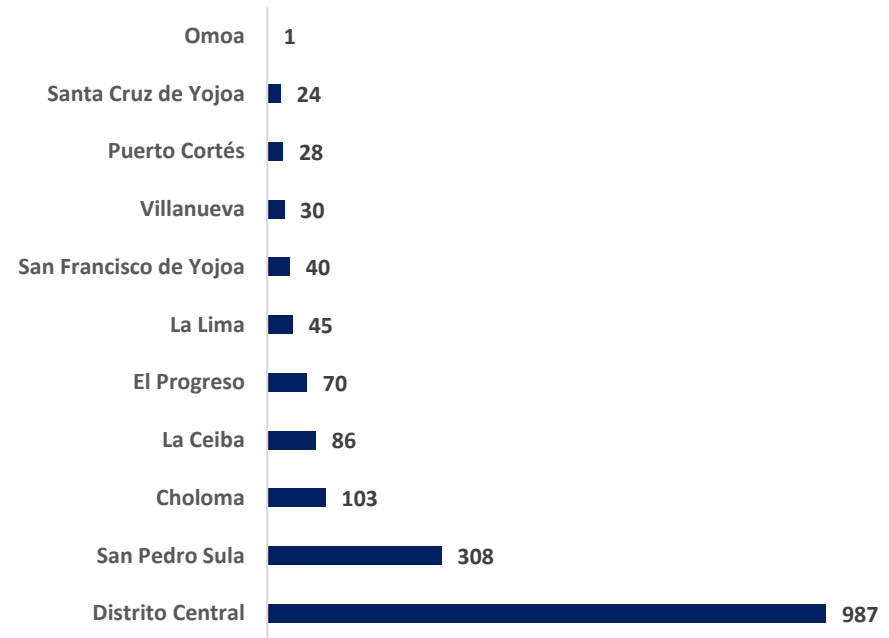
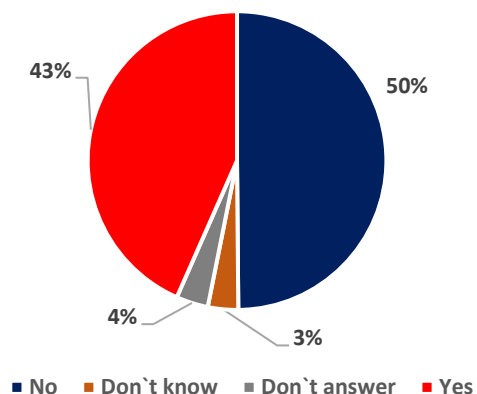


Figure 18: SEDUC Youth Beneficiary, Municipality



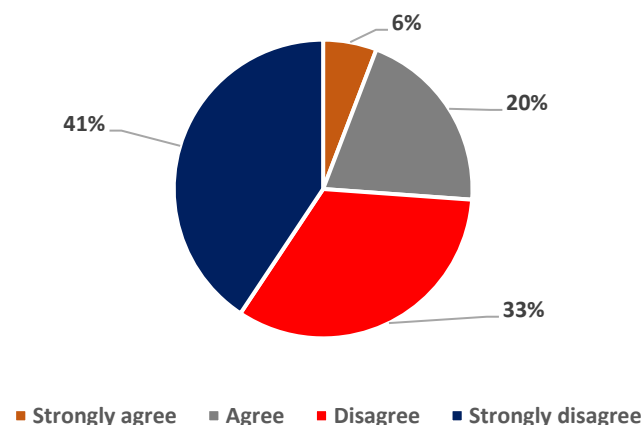
In order to know the characteristics of SEDUC youth population, the project carried out an adapted VIP-RA descriptive analysis which is focused in 4 areas: Migration, Adult Resilience Measure (ARM), Difficulties in Emotion Regulation Scale (DERS), and International Self-Delinquency Report (ISDR). VIP-RA was administered to 1,097 youth at the beginning of training between January and February 2021. See the following figures and notes regarding the findings.

Figure 19. Family member has migrated



49% of 880 former youth answered that a family member has migrated, while 43% of 1,097 SEDUC youth answered that a member has migrated to the United States.

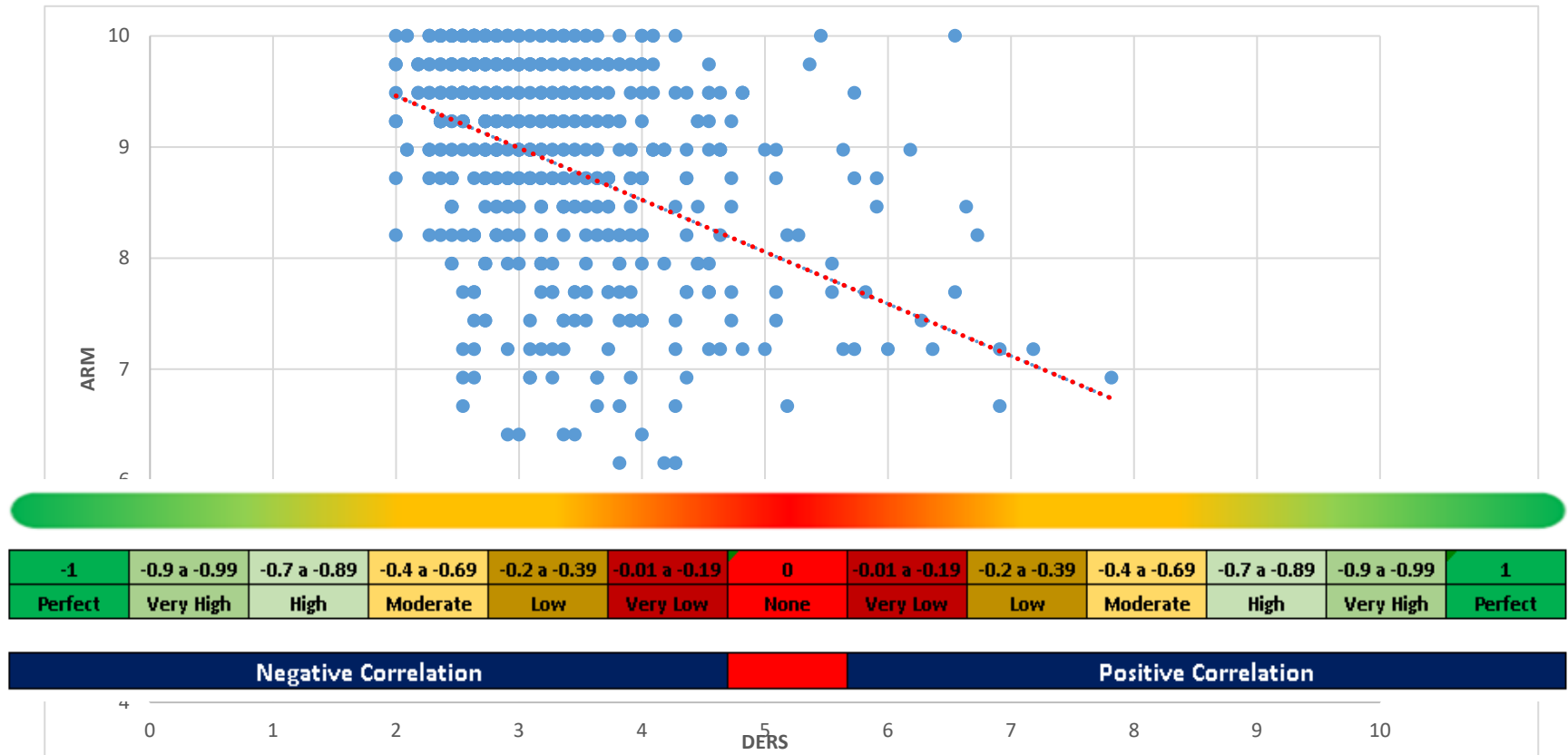
Figure 20. Do you see a good future in Honduras?



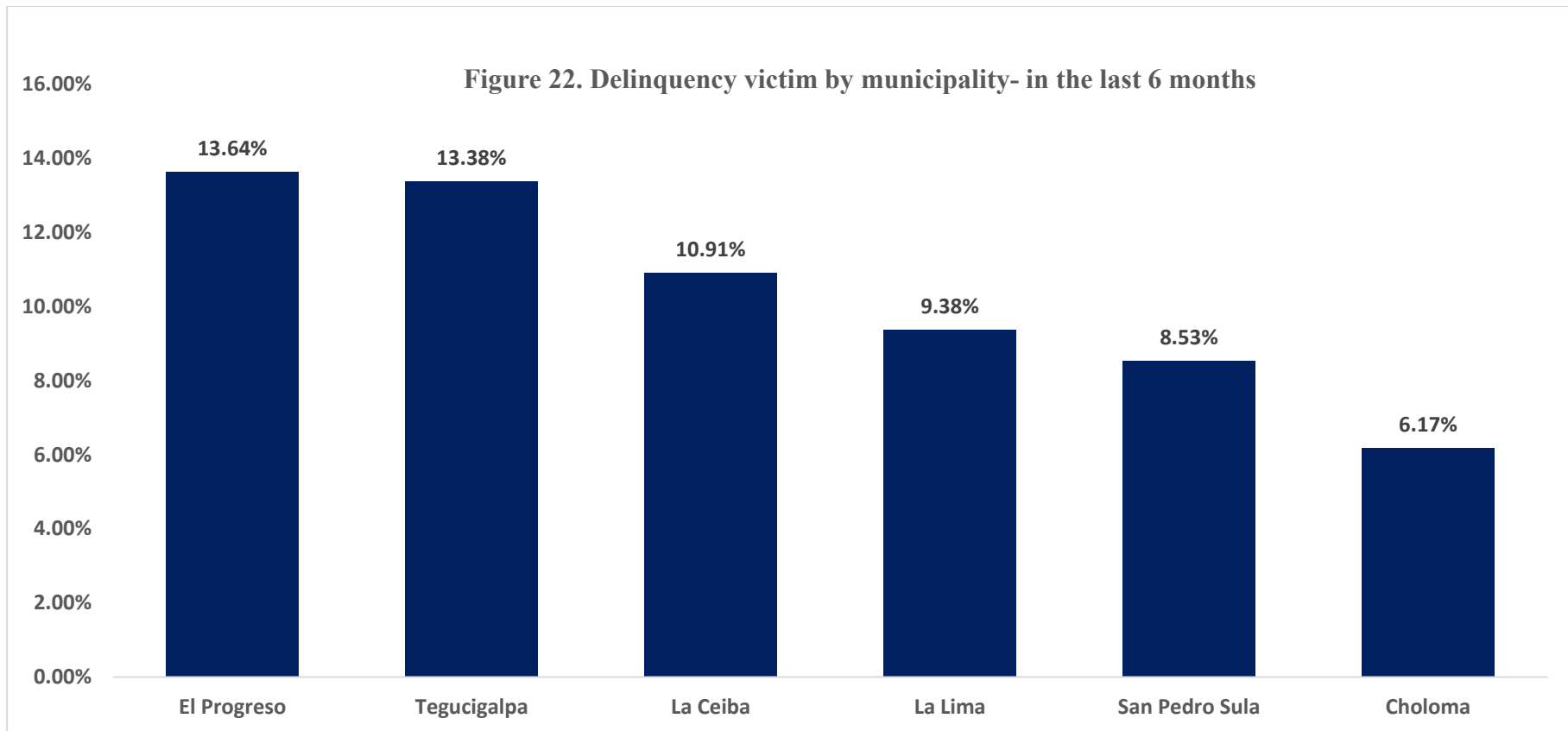
64% of 880 former youth answered that they see a good future in Honduras, while 26% of 1,097 SEDUC youth answered they see a good future in Honduras.

The result of the following correlation analysis between ARM and DERS, Figure 21, is -0.409616524. This first means that there is a negative correlation, second that the correlation is moderate. Third, **the meaning is that as there is better emotional control, levels of resilience increase**. This is an initial characteristic of SEDUC population. Finally, it is important to consider that since the relationship coefficient is neither high nor very high, this analysis should be taken cautiously.

Figure 21: Correlation DERS\_ARM



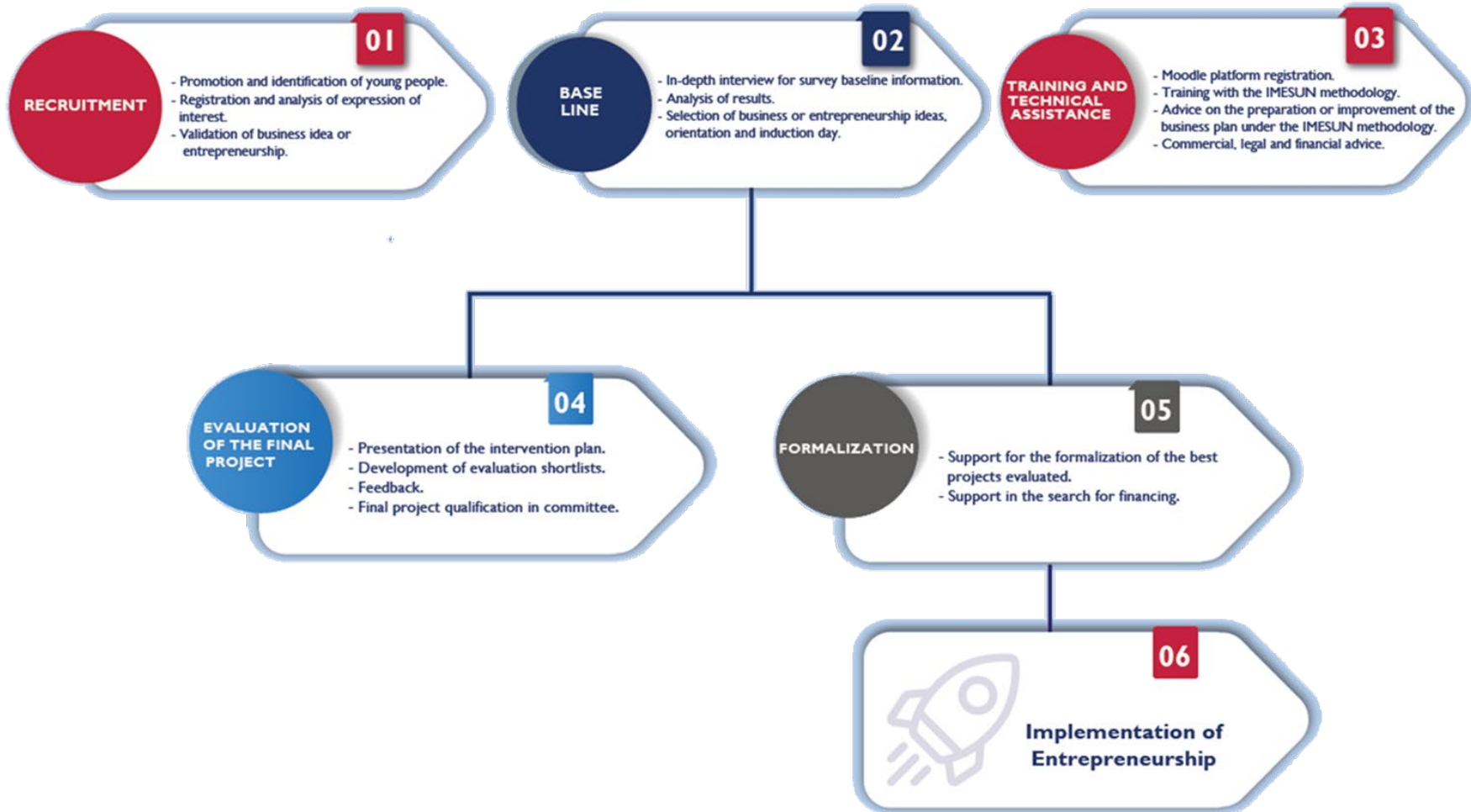
\*Note that the ARM scale, (y-axis) is 1-10 but for visual purposes in the graph it starts at 4, no data points fell below 4 in the results.



Overall, 12% of youth have been a victim of general crime in the last 6 months. Note the populations per the municipalities with most of the population with VIP-RA. El Progreso (n=44), Tegucigalpa (n=583), La Ceiba (n=55), La Lima (n=32), San Pedro Sula (n=129), Choloma (n=81).



## ANNEX 3: YOUTH ENTREPRENEURSHIP



# ANNEX 4: FINANCIAL INFORMATION

**Table 11: Financial Information**

Line Item	TEC / Award Budget (5 year)	Actuals (thru Mar21)	Balance	% Spent
Salaries & Wages	\$XXXX	\$XXXX	\$XXXX	85%
Fringe Benefits	\$XXXX	\$XXXX	\$XXXX	89%
Consultants	\$XXXX	\$XXXX	\$XXXX	84%
Travel	\$XXXX	\$XXXX	\$XXXX	87%
Subcontracts	\$XXXX	\$XXXX	\$XXXX	83%
Grants	\$XXXX	\$XXXX	\$XXXX	83%
Allowances	\$XXXX	\$XXXX	\$XXXX	64%
ODCs	\$XXXX	\$XXXX	\$XXXX	98%
Total Indirects	\$XXXX	\$XXXX	\$XXXX	86%
Fee	\$XXXX	\$XXXX	\$XXXX	73%
<b>TOTAL</b>	<b>\$XXXX</b>	<b>\$XXXX</b>	<b>\$XXXX</b>	<b>85%</b>

\*TEC Projections remain the same since Mod#9 to the prime contract since it was not fully executed in FY21 Q2.

# ANNEX 5: MARCH BULLETIN



**USAID**  
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**EMPLEANDO  
FUTUROS**

## INFORMATIVE BULLETIN

### MARCH 2021

#### LINSEY JACO

CHIEF OF PARTY, EMPLEANDO FUTUROS



In this informative bulletin for the month of March, you can learn more about our project's activities and achievements over the last three months in partnership with our private and public sector partner organizations.

Despite the past's years challenges of the COVID-19 pandemic and Hurricanes Eta and Iota, we remain committed to working with young people to support the improvement of their employability skills. Providing the productive sector with youth with skills that allow them to perform with quality, contributing to the development of the country. In addition, we continue to strengthen the business sector to aid in the recovery of the economy and the generation of new jobs.

We are achieving these objectives with our **Business Strengthening Program, Socio-labor Orientation Program** and by continuing to monitor and support our youth beneficiaries. Where we estimate to reach more than 500,000 people and more than 400 companies nationwide.

#### STRENGTHENING EMPLOYABILITY COMPETENCIES FOR HONDURAN YOUTH

Due to the COVID-19 pandemic, there have been many challenges in education in Honduras. The Ministry of Education together with USAID through its projects have sought to support the reduction of the existing digital gap between students and teachers. Given this context, USAID, through the Empleado Futuros project, has provided support to the educational sector through the virtualization of the Labor Bridging Program. The goal of this program is to train 3,000 youth in competencies that provide the skills necessary to enter the workforce or return school to pursue further education. This program is being implemented in 42 schools in the departments of Cortés, Atlántida, Yoro y Francisco Morazán, and so far more than 2,200 youth have enrolled.

In the program, the role of the teacher-tutors from the Secretary of Education is very important in the development of the program, since they play a key part in motivating and supporting the youth participants. Currently, the program has 28 teacher-tutors, all of which have acquired skills in virtual teaching, as a component of the institutional strengthened to Ministry of Education for the follow-up of youth and the intervention in their virtual classrooms.

The team made up of job coaches, facilitators, and teacher-tutors, to provide personalized learning activities and continuous support and follow-up to the program youth has resulted in positive outcomes. In a short period of time from November to date, 385 of the program's youth participants have gotten a job or returned to education thanks to the support they received through the Labor Bridging Program.



## PROMOTING BUSINESS STRENGTHENING

Businesses have had to adjust their practices in response to the effects of the COVID-19 pandemic. Within this context, in 2020 Empleando Futuros redirected activities to support the economic reactivation of MSMEs. The demand in the market for digital transformation and dynamized services led to the creation of Empleando Futuros' Business Strengthening Program, which has the objective to develop and support MSMEs and entrepreneurs by offering technical advisory services and business trainings that aid in market dynamization.



The Business Strengthening Program supports its partners the Chamber of Commerce of Tegucigalpa (CCIT), the Chamber of Commerce of Choloma (CCICH), the Business Development Center for Micro, Small, and Medium Enterprises of the Valle de Leán Region (CDE Leán), and the National Industrial Association (ANDI), to provide services to MSMEs and entrepreneurs in their respective areas. The program is expected to train 5,000 collaborators and 450 businesses and contribute to the generation of jobs and entrepreneurship ventures.

The program includes trainings on a series of priority topics for MSMEs, including administrative and financial management, production processes, the ability to negotiate with providers, product quality assurance, sales strategies, and learning and innovation. These trainings aid in MSMEs' access to new markets, growth in sales, and generation of jobs.

Over the course of a month, Empleando Futuros and our partner organizations have benefitted 350 businesses and have trained over 730 people through 6 courses on various online platforms.



### Are you looking for a star employee?

*Empleando Futuros continues strengthening youths' knowledge of employability skills so that they can use them in your businesses. **If you are interested in searching for new employees**, you may contact the project's Director, Linsey Jaco.*



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[ljaco@banyanglobal.com](mailto:ljaco@banyanglobal.com)



# ANNEX 6: SUCCESS STORY 1



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## YOUNG HEROES IN TIMES OF CRISIS

The global outbreak of the COVID-19 pandemic has caused Honduras to experience a rapid spread of the disease at the community, regional, and national levels. In addition, in November 2020, Honduras was struck by two hurricanes, Eta and Iota, that left massive damage in northern Honduras. These situations, which have generated a social and economic crisis in Honduras, have caused 60% of the Empleando Futuros youth beneficiaries to lose their jobs.

Despite these difficult circumstances, Empleando Futuros has continued to support the development of resilient and dedicated youth who are committed to working hard for the betterment of themselves, their families, their communities, and their country. One of these dedicated young individuals is Pablo Oviedo. Pablo graduated from Empleando Futuros with training to become a cashier and currently works at Import Fruit, where he is in charge of taking inventory and stocking products in La Colonia Supermarkets.

In addition, for over six months Pablo volunteered as a packer with the "Doing Good, Does You Good" program at the Food Bank of Honduras, which serves over 20,000 people. In his role, Pablo performed various tasks such as sorting foods and personal care supplies, classifying inventory, and packing products. Pablo's efforts in this program helped to distribute food and supplies to the most vulnerable people in the country.



Pablo Oviedo, beneficiary of the project Empleando Futuros

*"USAID has helped me in many circumstances. My coach always talks to me to find out if I am unemployed or employed and they have helped me to learn how work in a team and express myself with people in a work environment."*

During Hurricanes Eta and Iota, Pablo dedicated his time and energy to serving those most affected by the hurricanes. Pablo has become a hero in his community by being of service to others in times of crisis.

Joseline Moreno is another project beneficiary who is committed to helping others in difficult situations. Joseline is a COPECO Nursing Assistant who works at the COVID-19 clinic at the National Autonomous University of Honduras (UNAH). In this position, Joseline assists the medical and nursing staff to provide care to patients with COVID-19. Joseline changes the patients' oxygen tanks and always makes herself available to tend to the patients' needs.



Joseline Moreno giving nursing assistance during COVID-19 pandemic.

*"I thank USAID for the biosafety courses they taught me which I consider to be very important during the pandemic, especially in my case where I am working directly with patients with COVID-19."*

Pablo and Joseline have demonstrated acts of heroism in their efforts to help those affected by COVID-19 and Hurricanes Eta and Iota. They have done this through the support of Empleando Futuros coaches who support and monitor youth employment and guide young people in strengthening their employability skills. In response to the COVID-19 pandemic, the project's coaches have developed a series of activities for youth beneficiaries to build their resilience and motivate them to continue to stay committed to their goals to support themselves and their families despite the adversity that they face.

# ANNEX 7: SUCCESS STORY 2



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## MY FUTURE IS IN HONDURAS

When analyzing the subject of migration, it is important to consider various economic, social, political, cultural, and environmental variables that cause people to emigrate from their countries. Among these, one pertinent social variable is education. The COVID-19 pandemic has caused in-person classes to be suspended in Honduras, leaving the need for a dynamic, online approach to providing education to young people across the country. Within this context, USAID's Empleando Futuros project partnered with the Ministry of Education to implement online educational programming through the Youth Labor Bridging Program.

This program aims to train more than 3,000 young people in skills that will strengthen their abilities to find employment, pursue technical training, and/or continue to university studies. The Youth Labor Bridging Program offers beneficiaries online courses in the following subjects: Basic Biosafety Standards, Customer service, Life Skills, Basic Labor Competencies, and Socio-Labor Orientation. Thus far, the program has yielded many positive results. Of the over 2,400 young people have participated in the program, more than 380 have either found employment or returned to their studies. One of the youth beneficiaries, Estefany Sánchez, a 17-year-old girl from Barrio Buenos Aires, Tegucigalpa, was finishing up her last year of her Bachelor's Degree in Accounting and Finance at the Technological Institute of Business Administration (INTAE), when the pandemic hit. Like many others, Estefany had to adapt to the new online learning environment.

*"In this new era of the pandemic, while technology can be a challenge, it has also offered the opportunity to create change and continue to advance in our studies by learning from home," says Estefany.*

Estefany is not only a beneficiary of Empleando Futuros, but she is also a participant in the U.S. State Department's English Access Microscholarship Program (Access). She is a dedicated student who is committed to her education and personal growth.

In the Empleando Futuros Youth Labor Bridging Program, Estefany took the Basic Biosafety Standards course in which she learned the importance of wearing a mask, proper hand washing, the use of hand sanitizer and social distancing in order to protect herself, her family, and their community. *"Each place has its own brightness. Let's make Honduras shine."*



*Estefany Sanchez obtaining her Bachelor's Degree in Accounting and Finance*

Another young Empleando Futuros beneficiary who has demonstrated perseverance during the pandemic is Dener Herrera, 22-year-old resident of Colonia San Miguel de Tegucigalpa who, like Estefany, pursued his Bachelor's Degree in Accounting and Finance from INTAE. Dener joined Empleando Futuros as a beneficiary in January 2021 and began learning new job skills that he has already been able to put into practice.

Initially, the situation of the high unemployment in Honduras due to the pandemic affected Dener economically. Dener was unemployed and was considering joining a caravan towards the United States in order to seek better economic opportunities. However, Dener heard about the support that Empleando Futuros offers and decided to join the program. With support and guidance from his Empleando Futuros coach, Dener made the decision to remain in Honduras and work with the project staff to search for temporary jobs. Dener eventually moved to the Department of Ocotepeque, where he works to harvest coffee beans.

Dener stated, *"You have to look to build a life here in the country".*

Dener has decided that he no longer has plans to migrate, and he plans to continue working in Honduras rather than taking the dangerous trek to the United States. Investing in education plays a key role in the development of a country. Empleando Futuros has prioritized supporting education in Honduras by partnering with the Ministry of Education and working with young people to train them in valuable employability and entrepreneurial skills. These efforts provide youth, like Estefany and Dener, with opportunities to better their lives while remaining in Honduras.