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ANNEX No. 8.1 Applicable Documents
NFO 720-522-18-RFA-00003
Improving Tertiary Violence Prevention

EMPLEANDO FUTUROS

Q1 QUARTERLY REPORT

OCTOBER 2017 – DECEMBER 2017

Contract No.: AID-522-16-TO-00003

January 30, 2018

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Submitted to:

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Contracting Officer Representative
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DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development (USAID) or the United States Government.

PROJECT OVERVIEW

Project Name	Empleando Futuros
Contract Number	AID 522-16-TO-00003
Activity Start Date	June 2016
Activity End Date	June 2021
Prime Implementer	Banyan Global
Subcontractor	Education Development Center
Geographic Coverage	Tegucigalpa, San Pedro Sula, Tela, Choloma, La Ceiba
Reporting Period	Life of the Project

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ACRONYMS AND ABBREVIATIONS

AOP	Participatory Occupational Analysis
CADERH	Human Resources Activity Council of Honduras
CBT	Cognitive Behavioral Therapy
CLA	Collaborating, Learning and Adapting
CLB	Competencias Laborales Básicas (Basic Labor Competencies)
COP	Chief of Party
COR	Contracting Officer's Representative
CIPREVI	Investigation Center for Violence Prevention
DO	Development Objective
DINIS	National Direction of Social Intervention
EDC	Education Development Center
EDO	Education Development Office
EFIS	Empleando Futuros Information System
GBV	Gender-based Violence
GIS	Gender Inclusion Strategy
INFOP	Instituto Nacional de Formación (National Vocational Training Institute)
INTUR	Industrias Turísticas (Tourist Industries)
IT	Information Technology
LMA	Labor Market Assessment
LOP	Life of Project
MEL	Monitoring, Evaluation and Learning

MESCLA	Monitoring and Evaluation Support for Collaborative Learning and Adapting
METAS	Mejorando la Educación para Trabajar, Aprender y Superarse (GOALS)
MoU	Memorandum of Understanding
NGO	Non-governmental Organization
PBS	Place-based Strategy
PIRS	Performance Indicator Review Sheets
R1	Result 1
R2	Result 2
R3	Result 3
RFA	Request for Application
SENA	Servicio Nacional de Aprendizaje (National Learning Service)
SITREP	Situation Report
TRUST	Trust for the Americas
USAID	United States Agency for International Development
WFD	Workforce Development
VIP-RA	Violence Involved Persons Risk Assessment

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

On June 30, 2016 the United States Agency for International Development (USAID)/Honduras and Banyan Global signed a five-year task order to acquire 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 workforce development that will increase income-generating opportunities for youth who are at risk of being perpetrators of violence. The activity will strengthen comprehensive workforce readiness services, including job linkage and self-employment, to benefit at-risk youth, including those who qualify for secondary and tertiary services.

The following report covers project activities from October 1, 2017 – December 31, 2017.

1.2 SUMMARY OF RESULTS AND KEY ACHIEVEMENTS

Project activities in Quarter 1 of FY18 continued to grow and expand in all areas. Key highlights and achievements in the quarter include the following:

- 210 new youth began Result 1 (R1) job training activities in 7 communities of Tegucigalpa, San Pedro Sula, Choloma and Tela.
- 281 program satisfaction surveys and 311 gender inclusion surveys were administered to youth participants.
- Refresher Training/Lessons Learned workshops were carried out for 52 Phase 1 facilitators and mentors; this was coupled with a recognition of the growing value of the Mentorship program within the Empleando Futuros model as an important support tool for youth.
- Three Participatory Occupational Analysis workshops were successfully implemented with the National Vocational Training Institute (INFOP) and the corresponding private sector representatives for each vocational area, and 46 instructors completed a vocational trainer's certification workshop. Both activities were jointly implemented with INFOP and are considered an innovation of the project.
- The project's Private Sector Engagement Strategy was completed and presented to USAID on December 14.
- 158 youth completed a test based on a vocational analysis tool to help chose their professional training tracks.
- Phases 1 and 2 of the Empleando Futuros Information System (EFIS) were completed; this has enabled greater use of data for programming decisions and supervision of implementing partners.
- A new Request for Application (RFA) was launched for Result 1 Phase 1 training, and Result 1 vocational training proposals were reviewed and revised.

- The third coaching sessions for the Result 2 Leaders for Workforce Development Change program were completed.
- Cooperative agreements with other WFD donors were developed, resulting in resource sharing to create curriculum modules to train INFOP instructors and youth on the inclusion of information technology (IT) within WFD training programs.
- An online webinar for the R2 leaders was implemented, which substituted for an in-person workshop that had to be cancelled due to civil unrest.
- A formal presentation of the Result 3 Methodology Plan was given to USAID that was followed by the distribution of the R3 RFA.
- The project participated in a USAID Gender-based violence (GBV) prevention workshop; supported the USAID/Honduras Mission during a USAID/Washington gender audit; and participated in the YouthPower GBV Twitter chat.
- The project's e-newsletter, "Tu Futuro" (Your Future), was successfully launched.

1.3 PROBLEMS ENCOUNTERED AND LESSONS LEARNED

The principal issue impacting all operations in Quarter 1 was the civil unrest in Honduras following the presidential elections on November 27. The protests, looting, road closures and tensions that were a result of the election process caused office closings, the inability to visit communities, temporary suspensions of training activities, delays in starting new training activities, the cancellation of a short term temporary assignment, the postponement of an R2 workshop, a loss of productivity, and a slower approval process with USAID, along with corresponding decreases in spending for the month of December. Project staff adapted with telework schedules and greater use of webinars and e-meetings, making adjustments to the daily work schedules as needed. While tensions continue into 2018, future adjustments and delays can also be expected. Banyan Global is taking steps to mitigate these impacts but they remain subject to safety/security conditions in the country.

Post-election tensions also impacted work with INFOP as over the past years, the institution has taken on an increasingly political nature. Uncertainties remain about the future INFOP's leadership and any changes that will take place in 2018. These issues will need to be addressed jointly with USAID in early 2018.

Early dropouts by youth in the period between orientation and registration and between registration and the first weeks of training is of concern and is being addressed. Efforts are being made to improve program recruitment and selection procedures by the implementing partners. In some cases, it is suspected that implementing partners have focused more on the number of youth in the program than on the quality of the commitment of youth in the program. Individual and group meetings have been held with struggling implementing partners. In Q2, staff will examine the timing of certain activities within the program that could impact retention and will review all materials given to youth in the recruitment and selection phases to better establish clear expectations.

Related to dropouts, the EFIS system is now providing data that is useful in the day-to-day management of training. Easily accessible statistics on male/female ratios; ages of participants; education levels of participants; and dropouts by age, sex, education level, implementing partner,

and community and time of training are all being analyzed and shared with the implementing partners. Project staff has noted that these statistics register with implementing partner staff differently and better than simply discussing program challenges in more general terms.

As demonstrated in the data, (see Annex 1) the project needs to increase the percentage of male participants and secondary prevention participants. Strategies to improve in both areas are being implemented in Quarter 2.

Although not unexpected, the project noted challenges with the implementing partners in submitting quality information and reports on a timely basis. This is despite numerous training sessions and is likely an indicator of the broader challenges facing non-governmental organizations (NGOs) in Honduras regarding data collection and reporting. Discussions with other USAID contractors indicate similar challenges with their implementing partners. Empleando Futuros conducts spot-checks of documents submitted to assure their quality and will provide increased training of implementing partner staff in the coming weeks.

Project staff noted a high usage of inclusive language and attempts to apply gender issues in facilitation and mentoring activities. This is attributed to the focus on gender inclusion in training and it is recommended that this type of training be increased in the future.

2. ACTIVITY IMPLEMENTATION

2.1 SUBMISSION OF DELIVERABLES

Empleando Futuros has submitted the following deliverables between October and December 2017.

Table 1: Submission of Deliverables

	Deliverable	Submission Date
1	Methodology Plan - Result 3	December 13, 2017
2	Annual Report	October 31, 2017

2.2 PROGRESS NARRATIVE

The following sections detail progress for the three project results.

2.2.1 RESULT 1

Result 1

At least 7,500 at-risk youth will have benefited from comprehensive workforce development services with improved job placement and self-employment rates; and,

At least 50 percent of youth who received services from the WFD Activity will have obtained new or improved employment, including self-employment.

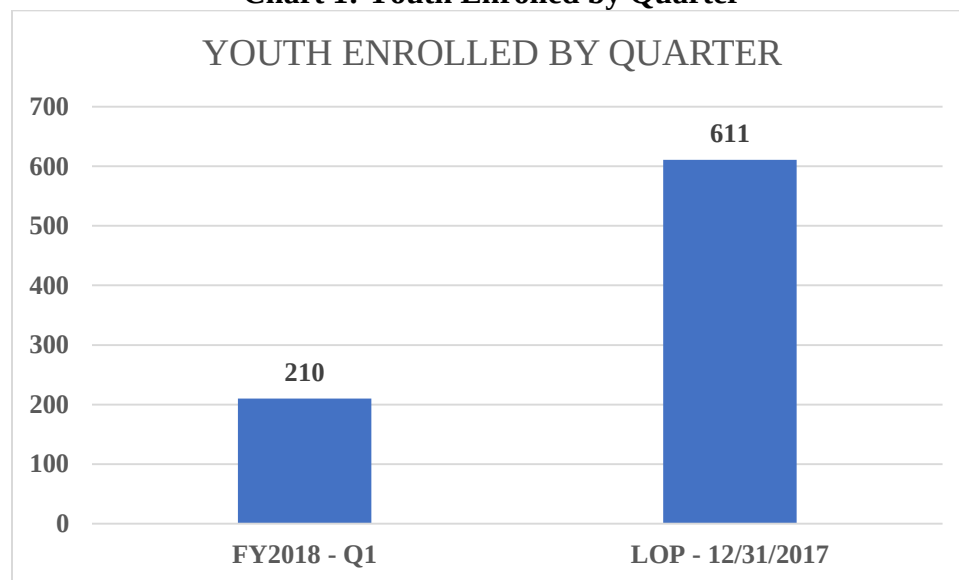
Activities for Quarter 1 focused on starting and supporting new Phase 1 training programs in at-risk communities of Tegucigalpa, San Pedro Sula, Choloma and Tela; development of the Cognitive Behavioral Therapy (CBT) model; development of the Private Sector Engagement Strategy; vocational/technical training curriculum development; and development of the CAPSTONE course.¹ Summaries of these activities are provided below:

¹ Youth training for R1 is divided into three distinct phases. Phase 1 is conducted within the communities and focuses on Life Skills, Basic Labor Competencies and CBT. Mentoring begins during Phase 1 and continues throughout all phases of training. Phase 2 is conducted at vocational centers and focuses on vocational/technical training and the CAPSTONE course. Phase 3 focuses on follow-on and job insertion activities.

Summary of Youth Training Activities

At this time, four organizations, Proyecto Aldea Global (PAG), SOMOS CDC, ReTe and the Fundación Nacional para el Desarrollo de Honduras (FUNADEH) lead recruitment and selection, host training and provide mentors for Phase 1 training. Two other organizations, the Centro Asesor para el Desarrollo de Recursos Humanos (CADERH) and CESAL, lead Basic Labor Competencies (CLB) and Life Skills trainings, respectively. A total of 210 youth registered or formally began training activities in the quarter raising the life of project total of registered youth to 611 and (see chart 1 below) extending the project's presence into seven new communities: Las Ayestas and Los Pinos, Tegucigalpa; San Antonio, San Juan, and Zona Central Didactico, San Pedro Sula; Lopez Arrellano, Choloma; and, San Juan, Tela.

Chart 1: Youth Enrolled by Quarter



* LOP – Life of Project

An in-depth analysis of R1 results and issues is included in Monitoring, Evaluation and Learning section.

Facilitator and Mentor Refresher Workshops

In coordination with the implementing partners, project staff conducted two refresher workshops for Phase 1 facilitators and mentors. San Pedro Sula, Choloma and Tela facilitators and mentors participated in two afternoon sessions conducted on October 25 and 26. The Tegucigalpa workshop was held on November 16. The workshops reviewed sessions in the training curricula, and identified best practices and lessons learned from initial weeks of training. A total of 52 facilitators and mentors participated in the workshops. Issues and lessons identified included:

- Mentoring has been recognized by youth, implementing partner staff and project staff as a successful innovation. Mentors are gaining the trust of the youth and are the window into the daily issues and challenges youth face. They listen to youth and encourage them to remain in training and take full advantage of the opportunities given. At the same time, the project needs to increase support activities to mentors so that they are better equipped to deal with the challenges they face.

- Implementing partners are assigning mentors with additional tasks beyond their scope. While the mentors are eager to support training activities as much as possible, they need sufficient time and space for their individual sessions with youth. Project staff have been discussing this issue with implementing partner coordinators.
- Additional attention needs to be given to providing trainers with spaces for their individual meetings with youth.
- There is a quality gap between some facilitators and mentors. The project is addressing how to provide more follow-on training, supervision and support to facilitators and mentors so that they can improve the qualities of their sessions.
- Additional attention needs to be placed on coordination issues between the facilitators and mentors. This is particularly evident when a facilitator or mentor is not able to attend classes or when there needs to be adjustments in the schedules due to safety or weather conditions. By July 2018, all Phase 1 services, with the exception of CBT, will be implemented by the same implementing partner, decreasing the need for inter-institutional cooperation.

Training Satisfaction Surveys

Project staff administered 281 program satisfaction surveys with youth during their fourth and fifth weeks of training. General conclusions from the survey are quite positive:

- The general perception of the services given to youth by the project and the implementing partner is positive (between 82-93% positive ratings on general satisfaction factors).
- Regarding training methodology, youth are less satisfied with discipline and order in the classroom (83%) and most satisfied with the skill of their facilitators (93%).
- When asked about materials and logistics, youth rate the quality of the snacks the lowest (66%) and the utility of the training materials the highest (95%).
- The role of the facilitator, mentor and local coordinator are all ranked high (between 92-94%).
- When asked why some youth have left the program, the majority (57%) of the respondents said, “To find work.” with personal/family problems being the second highest reason (30%).

These results are being shared with IPs and used by staff to constantly monitor program progress and success. Additional surveys will be conducted in Q2 to determine if there are any changes in perceptions.

Youth Vocational Analysis Instrument

Before completion of Phase 1 training, each youth completes a vocational analysis tool developed by Empleando Futuros staff in consultation with vocational training specialists and IP representatives. Once the instrument is completed by youth, they discuss the results with their mentor and Empleando Futuros staff to determine which vocational courses they will select for Phase 2. During the quarter, 158 youth (129 in Tegucigalpa and 29 in San Pedro Sula) completed their vocational analysis. Phase 2 training will begin for them in Q2.

Vocational Instructors Evaluation, Selection and Training

In coordination with INFOP, staff completed the selection process for 46 vocational trainers who will be certified to lead Empleando Futuros training and other training programs in Honduras under the certification. The evaluation/selection process included individual interviews and

pedagogical and psychological diagnostics. The 46 trainers completed a five-day “Competency Based Training” workshop held from November 20-24 and led by Empleando Futuros and INFOP staff. Those instructors are now the initial members of the project Instructor Bank to be used in Phase 2 training.

Curriculum Development – Participatory Occupational Analysis

With the goal of developing market-driven curricula, Empleando Futuros successfully completed three two-day Participatory Occupational Analysis (AOP in Spanish) workshops with curriculum specialists from INFOP. An internationally recognized methodology developed in the United States, Canada and Peru, AOP is a methodology to gain market-driven feedback, guidelines and a list of occupational skills and capacities for different professions. Curriculum specialists at INFOP then convert the AOP information into a certified curriculum that is available to Empleando Futuros and its training implementers. The first AOP focused on curriculum development for Retail Sales Agents and was conducted October 18 and 19. Participants included retail sales agents, supervisors and human resource specialists from different retailers based in Tegucigalpa. The second AOP focused on Pharmaceutical Sales Assistants and was supported by pharmacists, pharmacy owners and pharmacy sales staff. It was conducted on October 24 and 25. The third AOP developed curriculum material for a Restaurant Operator training program and was conducted on November 8 and 9. This AOP was supported by staff from Industrias Turisticas (INTUR), representing restaurant staff from eight different fast food and convenience store chains. Collectively, INTUR staff brought over 200 years of retail restaurant experience to this AOP. Several of the participants were youth from at-risk communities, including several from other USAID funded WFD activities.

CAPSTONE – Social/Labor Orientation

In the early stages of the project, Banyan Global decided that a CAPSTONE project would be integrated into the vocational training curriculum. In previous quarters, Empleando Futuros staff conducted workshops with private sector representatives to determine the critical elements for this course and began the process of curriculum development. In November, staff conducted a validation workshop to review the specific training modules of the proposed 24-hour course: (1) Review and Update for the Employment Search; (2) Labor Rights and Responsibilities; (3) Occupational Safety and Health; and, (4) Financial Literacy. The workshop was conducted jointly with Banyan Global’s subcontractor Education Development Center (EDC) and included participation of youth, facilitators, implementing partners, private sector representatives, the Secretary of Labor, and the National Banking and Insurance Commission. The CAPSTONE training curriculum will be finalized in early Q2, training implementers will receive manuals and be trained how to implement the activities, and the course will be implemented during Phase 2 training.

Private Sector Strategy

Empleando Futuros staff developed a Private Sector Engagement Strategy which was presented to USAID in December. The strategy is a comprehensive and integrated plan focused on obtaining sustainable youth employment through four specific goals: (1) workforce development training based on market demand; (2) knowledge of needs and niches of specific sectors/markets; (3) participation of key stakeholders such as business owners, supervisors, and business

associations, in training processes; and (4) willingness to hire at risk youth. A copy of the PowerPoint presentation given to USAID is included in Annex 4.

Private Sector Outreach of Job Insertion and Market-Driven Training

As part of the above-mentioned strategy, project staff continually meet with private sector representatives to determine their upcoming labor needs and how to respond to them. During Q1, staff met with three employers that have the potential to hire large numbers of beneficiary youth. Larach y Cia is a large hardware retailer planning an expansion in San Pedro Sula and will need staff to fill newly created positions, especially those trained in Retail Sales. Grupo Mendels is a department store and owner of several fast food chains; they also manufacture much of the clothing they sell. Mendels is interested in hiring youth trained to run sewing and clothes manufacturing equipment. GILDEN is a large clothing manufacturer based in Choloma and has expressed interest in hiring youth who have completed Empleando Futuros Phase 1 training and who can complete their technical training on-site at their soon-to-be expanded manufacturing plant.

2.2.2 RESULT 2

Result 2

INFOP will have strengthened their institutional capacity to provide quality services and to effectively align services with the needs of the private sector.

Quarter 1 activities focused primarily on the Leaders for Workforce Development Change program, developing and furthering cooperation with other WFD donors in Honduras as well as supporting the AOP processes that focus on Result 1 but that are led jointly with INFOP and increase the institution's ability to develop and lead market-driven training.

Leaders for Workforce Development Change

The leadership program which began in May 2017 conducted several activities while also making adjustments due to the post-election civil unrest in Honduras. Activities completed in Q1 included:

- **Macro-competency model.** Development of the competency models frameworks for the four leadership roles linked to vocational training in Honduras, as identified by the program participants:
 - tactical role (managers, heads and/or coordinators of departments and divisions);
 - strategic role (general managers, executive directors, presidents);
 - board member role (members of boards and boards of directors); and,
 - cooperating role (staff of non-governmental organizations for development and of national and international cooperation, multilateral organizations, collaborators of ministries and other governmental entities).

To our knowledge this is the first competencies model of its type developed in a Central American country, and thus we expect it to be used as reference by the Network of

Vocational Training Institutes of Central America, Panama and the Dominican Republic for the future development of a regional framework.

- **Review and adjustment of the set of sub-indicators** that will be used to assess the impact of R2, partially based on the frameworks of the competencies models developed for the tactical and strategic roles of INFOP.
- **Certification of the macro-competency.** UNITEC, a highly respected private university, was contracted by Banyan Global in September 2017 to lead the process of certifying the macro-competencies that are being developed by the leadership program participants. During this quarter, UNITEC completed the following activities:
 - Design of the certification methodology and of the criteria for the certification of the different roles within the macro-competency.
 - Presentation in a webinar of the work that it will execute for R2, to the participants of the leadership program.
- **Coaching for Leadership Participants.** Consultants Jorge Restrepo and Ana Maria Galeano successfully completed the third coaching session with each of the program participants. While the specific content in each session is confidential, our consultant reports that they have made significant progress with the majority of the participants including the Secretary of Education, Dr. Rutilia Calderon. For most of the participants, this is their first opportunity to work with a coach and to take time to reflect on their situations and their individual leadership styles and roles. Participants have reported their satisfaction at having this opportunity and the value they perceive as leaders.
- **Webinar for WFD Leaders.** The third and final leadership workshop for cohort 1 was scheduled to take place in Tegucigalpa on December 8. Due to the post-election civil unrest, the workshop was postponed and instead the team led a half-day webinar for the participants. Objectives for the webinar were:
 - Strengthen the link between the program and the leaders in preparation for the next steps.
 - Orient the leaders regarding the individual projects and how they should be implemented.
 - Present the mechanics for the certification of competencies to be led by UNITEC and receive feedback from the group.
 - Present information on how WFD leaders can improve social inclusion outcomes through their programs/organizations.

Nineteen of the 25 WFD leaders participated in the webinar along with two USAID staff, two UNITEC staff and six Empleando Futuros staff. The event was quite successful, especially when considering the circumstances within which it needed to be planned and executed.

Development of Common Agenda with other Donors

Empleando Futuros continued the goal of developing a common agenda and activities between and among WFD donors in Honduras. In September 2017, the project led a workshop with INFOP and multiple donors to identify common goals and activities. During Q1, Empleando Futuros staff met numerous times with staff from the Organization of Ibero-American States and the COSUDE/ProJoven project. As a result of those meetings, the three organizations agreed to co-finance the costs of developing a curriculum for teaching INFOP instructors and participants

how to include/increase/improve the use of IT within classroom activities/learning environments, and to apply this knowledge in the development of an on-line training course in soft skills for both trainers and students. Empleando Futuros plans to build on this cooperation in Q2 and beyond by including additional donors such as the European Union's Euro+Labor program. Details of the digital inclusion program are provided in the following paragraph.

Development of Competencies for IT Training

As a result of the coordination meetings, the Organization of Ibero-American States and Empleando Futuros determined to jointly fund the development of curriculum for INFOP instructor courses on how to include/increase/improve the use of IT in learning activities. Robert Mudget, a local IT expert and consultant for Empleando Futuros, was chosen to lead content design for the curriculum development. His work was presented to INFOP in November and then subsequently completed the certified curriculum design in mid-December. A copy of the curriculum design document is included in Annex 5.

INFOP Graduation Ceremony

Chief of Party (COP) Paul Teeple was honored to be selected to serve at the “godfather” of the annual INFOP graduation ceremony and deliver the keynote address to over 600 youth on November 10. The event was attended by the INFOP Director, several INFOP Board of Directors members, INFOP staff and instructors.

2.2.3 RESULT 3

Result 3

At least 400 youth identified as in need of tertiary prevention services will have received services leading to improved rates of legal income generation; and,

There will be increased evidence and knowledge about effective strategies in providing comprehensive workforce development services to youth in conflict with the law and/or ex-gang members.

Result 3 training activities are scheduled to begin in late Q2 of FY18. Activities for this quarter focused on the completion of pre-training research with local organizations, discussions with USAID, and the submission of a Result 3 Methodology Plan. Major activities included the following.

Meetings with Local Organizations

Project staff met with officials of several organizations including the following:

- **National Direction of Social Intervention (SDEP)** – Recruits young people to participate in life skills training, entrepreneurship and drug detox programs. Working through community contacts, SDEP identifies at-risk youth who are no longer in school and are not working in 31 communities in Honduras' largest cities. These youth receive life skills training, technical training and job insertion support.

- **Casa Alianza** – Provides educational services from teams of educators for youth who have been in conflict with the law. Casa Alianza Honduras has an active roster of youth who have been in the justice system. Youth who receive alternative sentences are referred to Casa Alianza where they participate in crime and violence prevention activities as part of the organization's alliance with *Proponte Mas*.
- **National Commission of Non-Formal Education (CONEANFO)** – Provides technical training in multiple education centers to young people who have been detained by the criminal justice system. This government organization is working in the juvenile detention centers along with Orphan Helpers to provide technical training to youth along with psychological support services.
- **Fundacion OSOVI** – Conducts detoxification programs for youth and serves as a potential reference source.
- **Fundación Unidos por la Vida (United for Life Foundation) and FUNADEH (National Foundation for the Development of Honduras)** – Provide technical training, life skills training, psychological support and entrepreneurship training. In the last three years, these centers have provided technical training to 994 at-risk youth, both males and females. The Foundation offers opportunities for youth to learn a trade to become a barber, hair stylist, baker, electrician, refrigerator technician, or computer technician. They have worked closely with FUNADEH and INFOP on a program that provides 320 hours of certified technical training.
- **Orphan Helpers** – Works inside the juvenile detention centers, through their program named Academia del Éxito (Success Academy), providing technical and spiritual training. They work in four Honduran juvenile detention centers serving a combined population of 400 youth per year through a mentoring program offering hope and a chance at a better future. Through the Success Academy, they offer basic education, emotional and spiritual support. Youth develop a life plan that includes spiritual guidance and addresses issues and relations with family and friends.
- **Interpeace** – Work on violence prevention and cultivating a culture of peace with at-risk youth primarily through soccer fan clubs located in at-risk communities.
- **National Institute of Attention to Minor Offenders (INAMI)** – Manages juvenile detention centers at the national level and the implementation of rehabilitation and social reintegration programs. This is a recently created institution by the Honduran government. It does not have a full-time director, nor an internal structure established, but is hoping to manage the juvenile justice system for minor offenders. They also plan to propose an alternative justice system.
- **Center for Investigation for the Prevention of Violence** – Offers research on violence in Honduras as psychological support for violence victims.
- **The Trust for the Americas** – An Organization of the American States program that promotes entrepreneurship programs for youth, including tertiary prevention youth, in several Latin American countries.
- **UN Peace University** – Trains judges, prosecutors and lawyers to promote new policies for judicial reform.

Planning Meeting and Presentation to USAID

On November 6, COP Paul Teeple and R3 Coordinator Marcial Mercado met with USAID staff including the Empleando Futuros Contracting Officer's Representative (COR) and the GENESIS

project COR; in addition, CARSI, the DO1 and USAID Program Office staff also attended. This meeting presented the project's research findings and offered an opportunity to discuss potential implementation plans. Empleando Futuros presented a PowerPoint showcasing its plans to launch a pilot project for Result 3, summarizing the lessons learned from other projects, and the differentiation of three distinct groups within the tertiary population. Empleando Futuros' pilot project recognizes these differences and will be supporting local organizations to deliver tailored services to each group. Service delivery will be developed in collaboration with Empleando Futuros staff. Based on this presentation, USAID approved the R3 plan and the project is moving forward with an RFA process to identify and fund local organizations to implement the pilot project.

Methodology Plan

On December 13, Banyan Global submitted the Result 3 Methodology Plan to USAID for approval. The plan included details from the above-mentioned research, examples of international best practice programs and a request to move forward with three pilot programs. The pilots, pending approval, will target three distinct tertiary prevention populations:

1. **Referred youth.** This will include youth referred through community organizations or identified through the Violence Involved Persons Risk Assessment (VIP-RA). This population comprises young people who are in the communities of intervention of the project referred through community organizations, patronages, churches or other USAID projects. Project staff will ensure that youth in this group no longer belong to criminal groups and wish to have an opportunity to enter the labor market.
2. **Currently incarcerated youth.** Young people who are in prison are confronted by a series of social, economic and personal challenges which tend to complicate their social reintegration in important ways. Some of these challenges are direct consequences of their imprisonment and others include the attitude of community members towards former prisoners.
3. **Youth involved with the legal system.** This includes youth who have either served a prison sentence or undergone mandatory community service as a result of their actions.

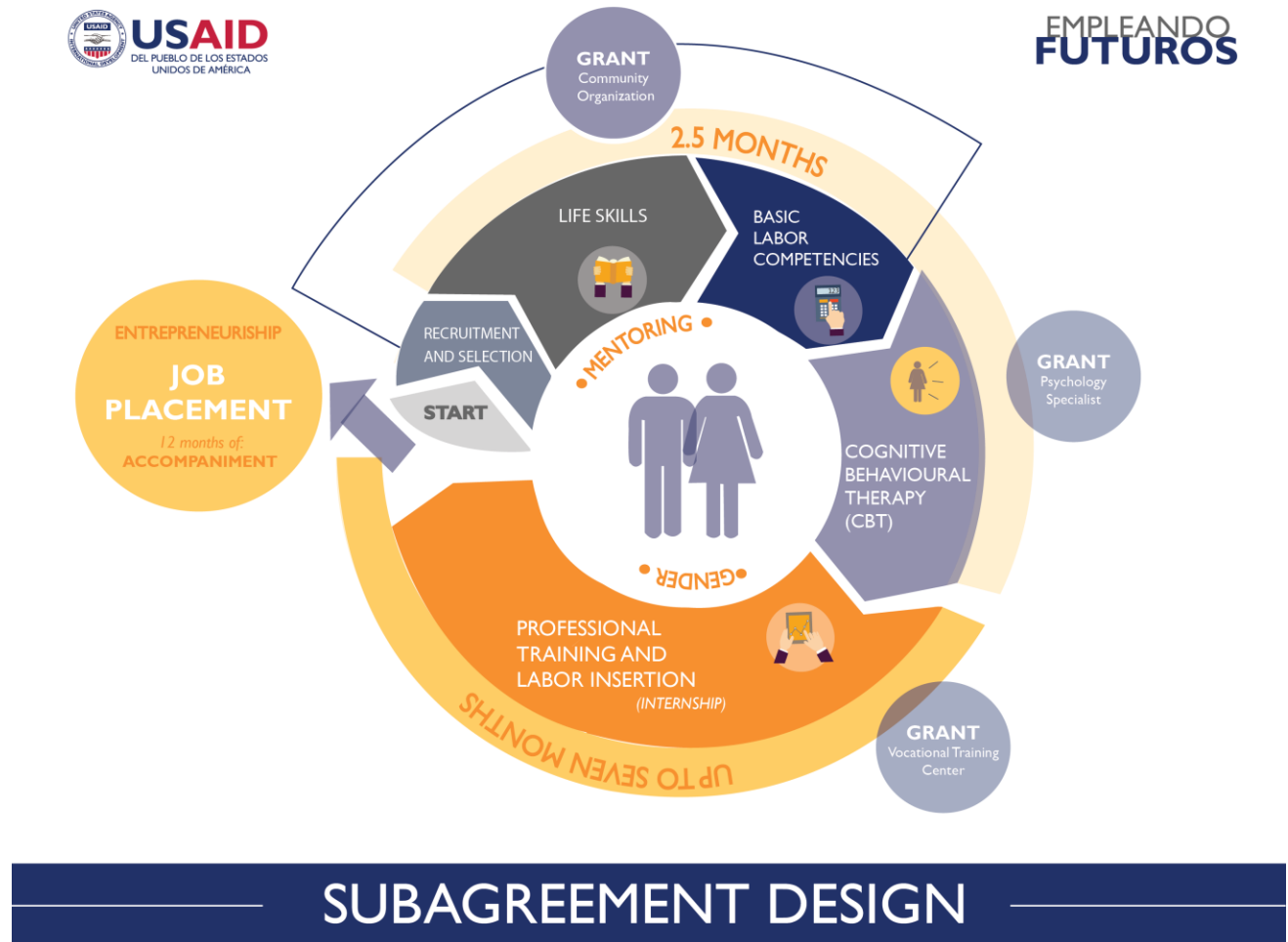
Upon approval by USAID (obtained on January 3, 2018) the project is releasing a request for letters of expression. A thorough process of vetting and selection will take place to ensure that the implementing partners have the skills, capacity and resources necessary to successfully implement the pilot project. Once the organizations have been chosen, Empleando Futuros will work closely with each to develop an intervention targeting one of the three populations. Activities are scheduled to begin in late Q2.

R3 Consultant

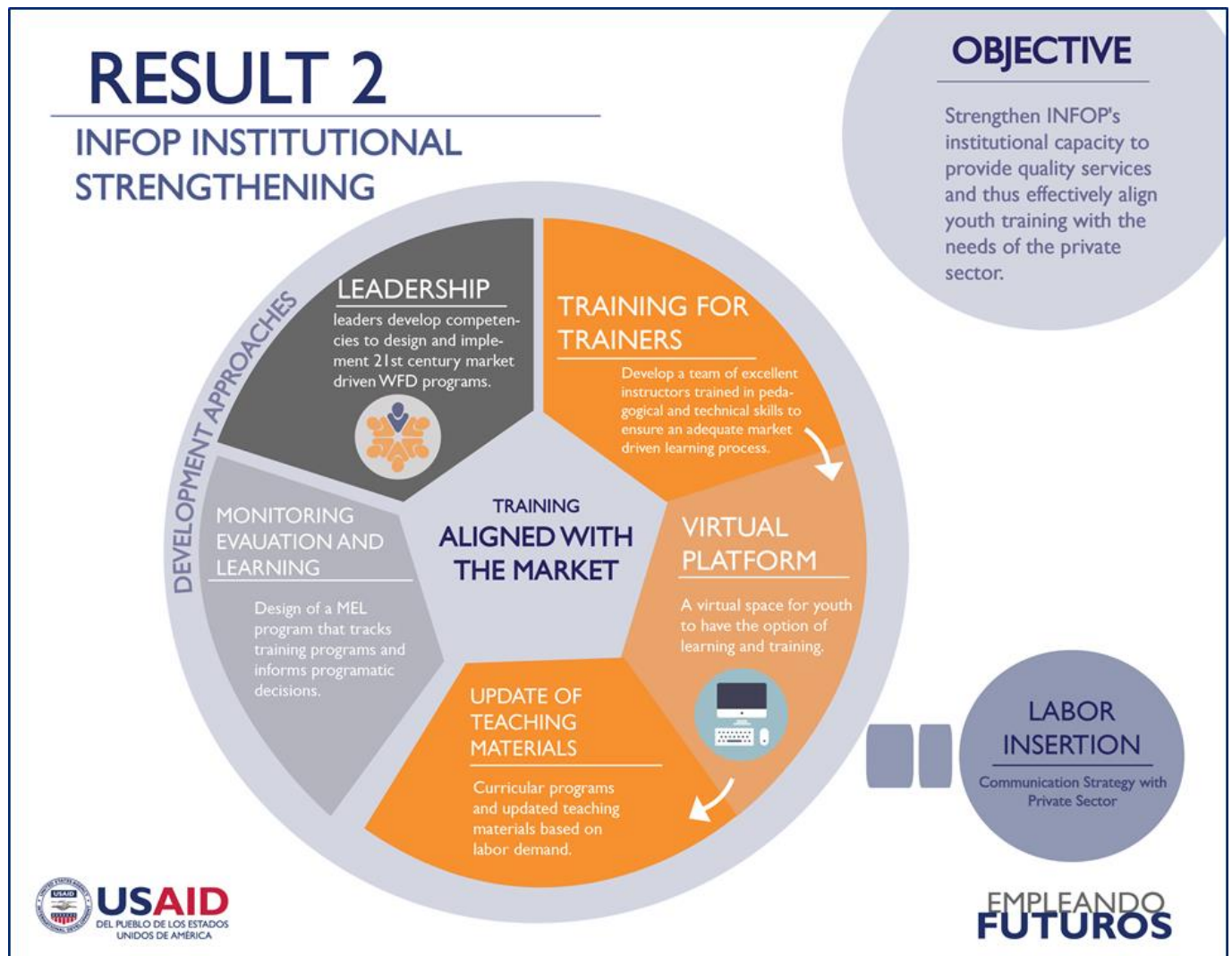
Banyan Global identified an R3 expert to travel to Honduras in Q2 to work with project staff and to support the selected implementing partners in the delivery of the training and psycho-social support. The Terms of Reference for the consultancy are being submitted to USAID for approval in early Q2 and the consultant is expected to travel before the end of that quarter.

2.3 STATUS OF ACTIVITY LEVEL LOGIC MODELS

The following infographic demonstrates the revised model for Phase 1 grants unifying recruitment/selection, mentoring, life skills and basic labor competencies under one agreement. The model is referenced in the R1 section and again in the section on Grants.



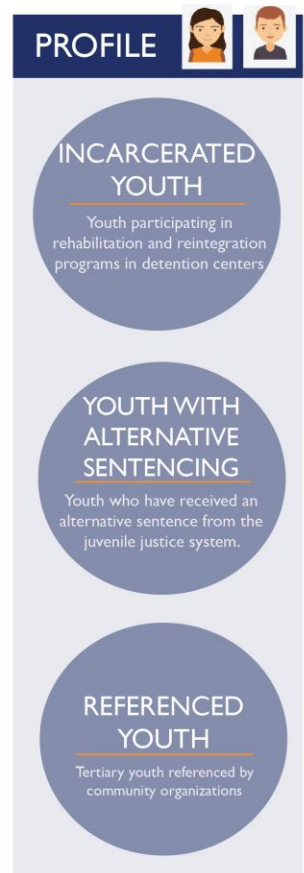
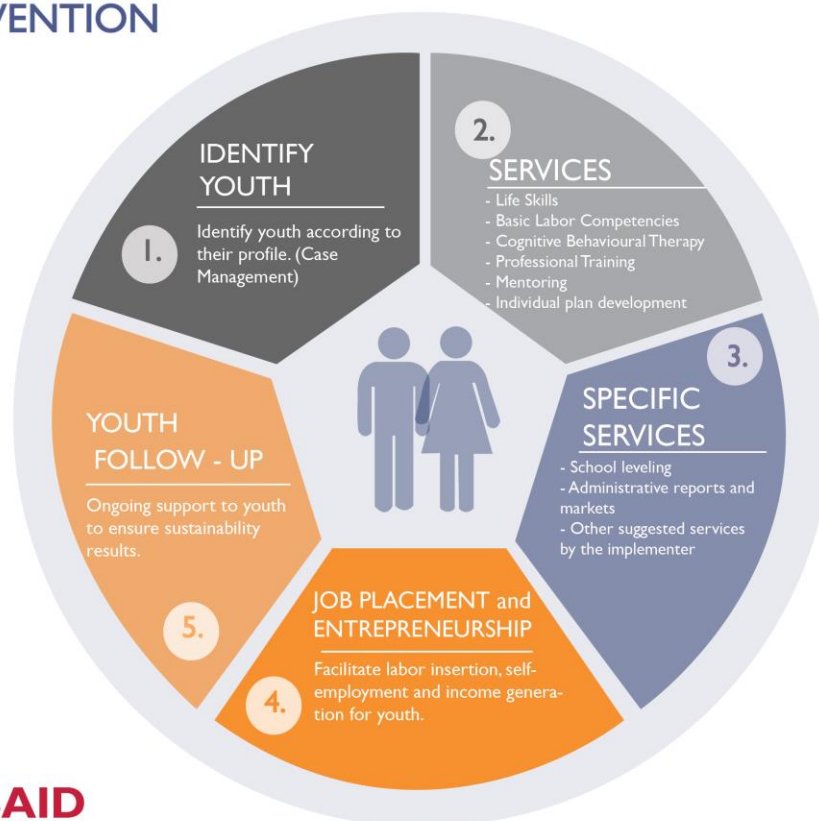
The following infographic explains the Result 2 objective and major areas of activity/influence.



The infographic below outlines the model for the R3 pilot.

RESULT 3

SERVICES FOR TERTIARY PREVENTION



EMPLEANDO FUTUROS

2.4 IMPLEMENTATION CHALLENGES AND OPPORTUNITIES

Two overarching challenges are being addressed in Result 1: improving recruitment/selection activities and overcoming delays caused by the civil unrest. Empleando Futuros staff is working closely with implementing partner staff to analyze and improve their recruitment and selection strategies and processes. In the rush to fill training slots, some IPs have not been screening applicants thoroughly enough to both meet their numerical goals and have youth in the program who are fully committed to it. This has resulted in a higher than expected dropout rate. More emphasis is being placed on screening as the project moves forward. Delays from the civil unrest

have resulted in being behind schedule for new program start-ups. Implementing partners have reworked their program start-up dates in order to fulfill their contractual requirements in 2018.

A new opportunity exists for R1 to align training with specific job opportunities. For example, Larach y Cia. is planning an expansion of operations in San Pedro Sula and has shown interest in hiring Empleando Futuros youth. To meet these types of specific opportunities, this may require considering alternative training models that can be completed more quickly thus allowing youth to take advantage of these opportunities.

For Result 2, the major challenge centers around what happens with INFOP in 2018. Prior to the election, INFOP leaders had spoken publicly about a large-scale overhaul of the institution. This plan may continue but it may also be more difficult to achieve with the added tensions created by the election process and results. Related to this will be INFOP's ability to contribute to the joint initiatives created with Empleando Futuros. The COP will be meeting with the Deputy Secretary of Labor, who oversees the work of the INFOP Director, to discuss these issues.

For Result 3, the principle issue is meeting the challenge of selecting implementing partners, developing the pilot programs and getting training started by the end of Q2. Plans are currently on track but any delays caused by civil tensions or government shutdowns could impact that schedule.

3. COLLABORATION AND KNOWLEDGE SHARING

3.1 LINKAGES WITH OTHER USAID ACTIVITIES

Empleando Futuros is part of USAID's place-based strategy (PBS) and is cooperating with other projects to share lessons and encourage synergies. Examples of linkages/cooperation with other USAID activities for the quarter include:

- Among the sites being used to host R1 training are five USAID-funded outreach centers in Tegucigalpa, San Pedro Sula and Choloma.
- On October 17 and 18, Empleando Futuros participated in a two-day "Joint Revision of Education Sector Projects" organized by the Education Development Office (EDO). On October 17, the project hosted a delegation of approximately 30 people including the Secretary of Education and other Education Secretariat staff, INFOP staff, Secretariat of Labor staff, Secretariat of Security staff, USAID project staff and others to visit a R1 Phase 1 training in Villafranca. The visitors participated in Life Skills and Basic Labor Competencies activities alongside project youth. Following the visit, Empleando Futuros' hosted a lunch for the delegation to review the morning's visits and discuss ways to collaborate more. In the afternoon, COP Paul Teeple accompanied the group to La Paz to visit other education projects.
- Empleando Futuros staff has met with the Honduras Reading Project staff to share administrative and safety information relevant for their start-up.
- Empleando Futuros and GENESIS have worked together to address a safety issue in Los Pinos.
- Staff is meeting regularly with Proponte Mas and Unidos por la Paz staff in La Ceiba to coordinate activities for the Atlantic Coast region. Unidos has offered office space to host meetings for Empleando Futuros.
- USAID staff from several DO1 projects have participated in meetings regarding the development of the Result 3 plan.
- Empleando Futuros and Proponte Mas have regular meetings to discuss references and ways to cooperate with the R3 training program.
- During the civil unrest, Empleando Futuros, School-Based Violence Prevention and Proponte Mas COPs regularly communicated and shared safety information that influenced decisions about office closings and travel.

3.2 COLLABORATION AND KNOWLEDGE SHARING WITH PARTNER ENTITIES IN HOST GOVERNMENT AND OTHER DONOR AGENCIES

As outlined in the above sections on Result 2 and Result 3, Empleando Futuros conducted numerous activities with local government and other donor agencies in Q1 including:

- The Secretary of Education, along with staff from INFOP, the Secretariat of Labor, CENET, and CONEAMFO participated in the Leaders for Workforce Development Change program.
- Cooperation with INFOP on the implementation of three AOPs, vocational/trainer certification, the INFOP graduation ceremony and development of curricula for IT inclusion.
- Cooperation with the Organization of Ibero-American States and ProJoven to jointly plan and pay the consultant for the IT inclusion curriculum development activities.
- Numerous planning meetings for R3 with Honduran government offices working on security, crime prevention and training activities for at-risk youth.

3.3 COLLABORATION CHALLENGES

While no new challenges have arisen, on-going challenges continue to be a part of collaboration including the following:

- Different timetables and different objectives of programs. The two new projects in the EDO office are still in start-up and refining their program activities. They also focus on in-school activities while Empleando Futuros focuses on out-of-school activities. While there are and will be opportunities for collaboration, the new projects may need time to get started and gain more clarity regarding their plans and relationships.
- Leadership for collaboration. While each of the USAID-funded projects are implemented by different organizations with different cultures and different leaders, these differences can at times lead to varying degrees of commitment to collaboration depending on their contractual requirements, timeline and major milestones that must be met.
- Between USAID and the US Department of Labor, there are at least four programs that have WFD components. Some of these programs focus on the same communities and all have different time requirements of youth. At times, youth compare one program to another and opt for shorter term/less technical options versus the more complete/integrated Empleando Futuros option. Likewise, the same programs tend to court the same private sector representatives which has in some instances created competition.

4. INTEGRATION OF CROSS-CUTTING ISSUES

4.1 GENDER

Following recommendations from the Empleando Futuros Gender Inclusion Strategy, project staff focused on the following activities: follow-up to training activities for facilitators and mentors, youth beneficiaries and INFOP; a workshop for LGBTI youth to better understand their rights; and revision of project documents and proposals for technical training. In addition, staff attended gender focused workshops and helped host USAID/Washington staff conducting a gender audit of the Honduras Mission. Activity details are included below.

Pre-training Surveys for R1 Beneficiary Youth.

Between August and November, 311 youth participating in R1 Phase 1 completed gender focused surveys. The objective of the surveys was to get to know youth's initial opinions regarding the concept of gender equity between men and women plus their level of tolerance towards gender-based violence. Both concepts are the basis of the project's gender indicators. The surveys are currently being reviewed and analyzed to develop the project baseline for the project indicators and to refine the elements of the intervention strategy based on the findings.

Facilitators and Mentor Trainings.

During the facilitator and mentor workshops, mentioned in Result 1, the Social Inclusion Specialist conducted training sessions to further develop youths' skills and knowledge regarding gender and social inclusion. Additionally, the specialist has been monitoring the use of the Life Skills activities to ensure that a proper gender lens is used in those activities. During the training updates, staff, facilitators and mentors discussed the following:

- The vision that beneficiaries have regarding leadership of women within the classroom activities;
- Traditional attitudes with respect to sexual diversity; and,
- Traditional attitudes regarding occupations and women.

As a result of these discussions, the following recommendations have been given to the facilitation and mentoring teams:

1. Include more examples/activities in the Life Skills manual regarding the different life stages for women and men, the differences between the two and how those differences impact women's and men's academic and professional lives.
2. Identify the single fathers and single mothers in the program to learn about the challenges they face and ways to better support them.
3. Expand the amount of time given to gender training activities during facilitator and mentor certification training.

Self Esteem and Human Rights Workshop with LGBTI Participants.

During Q1, there were four R1 groups led by SOMOS CDC, an NGO that focuses primarily on LGBTI issues in Honduras. Many of the youth in the SOMOS CDC programs are members of

the LGBTI community. On November 21 and 22, the Gender Inclusion Specialist conducted workshops with 47 participants from the SOMOS CDC programs with the goal of helping youth better understand their rights, the history of the LGBTI movement in Honduras and in the world, and ways to better combat the stigma of discrimination.

Social Inclusion for R2 INFOP Leaders.

On December 8, the Social Inclusion Specialist conducted a short training session on gender inclusion as part of the R2 Leaders webinar. During this time, the specialist also shared a survey to ascertain opinions of the R2 WFD Leaders regarding gender inclusion with the goal of better targeting future activities with them and similar groups. The survey is currently being analyzed.

Gender Revision for CAPSTONE Curriculum Development.

The Social Inclusion Specialist participated in the revision of the four CAPSTONE curriculum modules to ensure a proper gender focus, inclusive language, a proper cultural context, and the inclusion of activities focused on workplace sexual harassment. This document will be complete in Q2.

Technical Training Proposal Review.

The Social Inclusion Specialist served as a member of the proposal review committee for vocational/technical training proposals. The focus of her participation was to ensure that the competing organizations included information (even if only basic) about how they planned to have inclusive training processes and address the needs of the most vulnerable youth.

USAID Gender Audit Visit.

Empleando Futuros was asked to support activities related to the USAID/Honduras Gender Audit led by USAID/Washington staff members Yolande Miller and Lisa Blonder during the week of November 13. On November 14, the visitors met with the Empleando Futuros' Social Inclusion Specialist and Communications Specialist regarding gender inclusion in activities and the project's communications strategy. That same day, project staff led the auditors on a visit to SOMOS CDC to meet with youth beneficiaries. On November 17, the auditors presented their findings and recommendations to staff from the different USAID projects that had participated in their audit. For example, the auditors recommended ways to increase parental and community participation in gender activities in schools and other projects to expand their knowledge and increase support for gender inclusion, and ways to improve physical conditions of learning environments to be more inclusive and friendly for all youth.

GBV Training Workshop.

The Social Inclusion Specialist and the Monitoring, Evaluation and Learning (MEL) Specialist were among 60 people who participated in the USAID sponsored GBV Training workshop from October 31 – November 1. The training was led by USAID/Washington staff members Amena Chenzaie and Derek Simon. During the workshop, the Empleando Futuros team presented an overview of the project's Gender Inclusion Strategy (GIS) as best practice.

Outreach Activities.

With the goal of increasing the project's participation of vulnerable populations, Empleando Futuros continues to conduct outreach activities to organizations servicing these populations.

During Q1, project staff met with members of the Association of Families of Persons with Mental Disabilities, Ropiendo Cadenas (Breaking Chains) and the National Union of the Blind of Honduras to encourage them to participate in the grant process that was launched in late Q1.

4.2 SAFETY AND SECURITY

Safety and Security models and protocols were thoroughly tested in Q1 due to the post-election civil crisis. In addition, the project continued its regular activities to train and prepare staff to be able to address whatever situation might occur.

Throughout the quarter, the Security Officer continued his regular visits to communities as part of the normal procedures. In mid-November, classes were temporarily suspended in the Tegucigalpa community of Los Pinos due to concerns of gang-related activity around the training group. One female participant in the group was apprehended by police and remains in a detention center. Another participant in that group was apprehended during the post-election civil unrest period. One of the training sites in San Pedro Sula was ransacked by vandals during the civil unrest period. Following visits to the community by the Security Officer, meetings with community leaders, police and with USAID, training resumed in mid-December.

The tensions created by the elections caused several programming and administrative adjustments to be made in late November and throughout December. During the days of highest tension, the offices in Tegucigalpa and San Pedro Sula were closed and staff were asked to telework. On other days, the offices closed early due to concerns about protests and their impacts on traffic and staff safety as they commuted home. During the curfew period, the project modified its regular hours to allow staff to comply with curfew restrictions. Throughout the month, staff were told that they had the option to telework if conditions in their community or along their commute made it unsafe for them to come to the office.

Training activities were suspended in all communities during the heat of the disturbances but quickly resumed as conditions improved within the communities. In some cases, some facilitators were not able to travel to training activities and adjustments were made to continue work with youth. Staff visits to communities were cancelled for most of December and only resumed under close supervision by the Security Officer and without the use of USAID magnets on the vehicles.

Throughout the month, Empleando Futuros successfully completed phone tree tests, compiled Situation Reports (SITREP) and used WhatsApp to share information between staff members regarding road and community safety.

5. MANAGEMENT & ADMINISTRATIVE ISSUES

5.1 ACHIEVEMENTS, CONSTRAINTS AND CRITICAL ISSUES

The following were the major management and administrative issues for Quarter 1:

Updates/Achievements

- The Honduran government released the guidelines for requesting VAT reimbursement in late 2017 and the project is currently compiling the documentation needed to submit the claim in FY18 Q2.
- Purchasing of two vehicles still in process:
 - One 4X2 sport utility vehicle. The legal permission to purchase the vehicle was obtained in November but when the corresponding paperwork was presented to the vendor an error was discovered. Somewhere between USAID and the US Embassy a date was not properly included in the paperwork thus preventing the vendor to sell the vehicle until the error is corrected. Banyan Global is working with USAID to resolve the issue.
 - One 4X4 sport utility vehicle was approved by USAID and is in the tax exemption approval stage with the Honduran government.
- Personnel
 - Performance reviews were completed for all staff and contractually allowed salary adjustments made as of January 1, 2018.
 - The project maintains the following pending hires/new start dates for FY18:
 - Drivers 2 and 3 for San Pedro Sula and Tegucigalpa (based on acquiring project vehicles)
 - IT Specialist
 - Replacement of the Grants Specialist for San Pedro Sula (recruitment was initiated and is anticipated to culminate in FY18 Q2).
 - Jasson Cerrato completed his four-month internship as a Communications Assistant in November. A search is underway for his replacement as well as other potential project interns.

Constraints

- High levels of integration and coordination among various actors (organizations providing community-level trainings, organizations providing vocational/professional training and actors providing CBT services) will continue to be a management consideration for the project as the number of youth-in-training increases and the geographic coverage of the project expands. As described in the annual report, the adjustment of the R1 Phase 1 model, unifying mentoring, life skills and basic labor competencies under the same organization, will allow the project to alleviate some of the coordination burdens while focusing on the quality of services provided to the youth and accountability of local partners.

5.2 ADAPTATION OF THE ACTIVITY

There are no adaptations to report at this time.

5.3 MODIFICATIONS AND AMENDMENTS

There are no modifications or amendments to report at this time.

6. EVALUATIONS AND ASSESSMENTS

6.1 EVALUATIONS

During Q1, MEL activities focused on the following areas: completion and implementation of the EFIS; administration of the Violence VIP-RA tool to prospective beneficiaries; data collection and analysis; pilot impact evaluation activities; and supporting INFOP related activities.

Completion and implementation of the Empleando Futuros Information System (EFIS).

EFIS is an electronic database management system for tracking all project youth activities that allows staff and implementing partners to analyze the project's goals and principal indicators. Banyan Global has worked with subcontractor EDC to develop the system in three phases that mirror the three phases of training: community-based; vocational center-based; and follow-on/job insertion. Phase 1 includes a comprehensive registry of youth, implementing partners and mentors and tracks their performance in the three training components that take place inside the communities. Phase 2 tracks youth and vocational center performance during vocational training. Phase 3 registers all activities related to follow-on and job insertion.

By the end of 2017, system development work and internal testing had been completed for Phases 1 and 2. The charts provided in Annex 1 and corresponding analysis are evidence of these advances.

Administering VIP-RA tool to prospective beneficiaries.

Working with the Monitoring and Evaluation Support for Collaborative Learning and Adapting (MESCLA) project and the implementing partners, more than 400 VIP-RAs were applied to youth during the quarter. This process allows the project to identify and quantify the risk level of each youth, forming a baseline from which to assess future progress and changes.

Data collection and analysis.

During the quarter the MEL team also continued analysis of the on-going programs to examine issues such as dropouts and education levels. Results of these analyses are included in Annex 1.

INFOP related activities.

MEL staff held numerous meetings with the Result 2 team to develop the framework for various baseline assessments related to that result's specific goals. Together they revised the list of all the parameters that will be used in forming the baseline. The application form is complete and has been approved by USAID. They also identified the members of the R2 leadership group who will be interviewed for that baseline. These activities will continue in January 2018.

6.2 MAJOR ASSESSMENTS

Pilot impact evaluation activities.

As stated in previous reports, Empleando Futuros is cooperating with the (MESCLA program to conduct a pilot impact evaluation. Based on the results of the pilot, MESCLA will determine needs for future impact evaluations.

The pilot includes three applications of VIP-RA with both a treatment and control group. Youth in the treatment group are those who have completed all three components of Phase 1 (life skills, basic labor competencies and cognitive behavioral therapy). Youth in the control group are those who were identified before Phase 1 began but to date have not participated in training activities. They will be given an opportunity to participate in training starting in September 2018.

In the Tegucigalpa communities of Villafranca and Campo Cielo, 49 youth have completed two components of Phase 1 (life skills and basic labor competencies) and will take the second application of VIP-RA once they complete cognitive behavioral therapy by early February. A group of 80 youth are part of the control group and will also complete the second application of VIP-RA in February. Both of these groups experienced delays in December due to the post-election tensions.

A third community, Los Pinos is also part of the pilot study. Before the election, training for this group had to be suspended due to concerns of gang presence around the training center. After training resumed, it was again suspended due to the post-election tensions. Phase 1 activities are now scheduled to be completed by the end of February and subsequent second applications of VIP-RA will take place at that time.

Performance Evaluation.

Plans continue for a project performance evaluation that will be implemented by MESCLA. Dates to begin this evaluation have yet to be established.

6.3 LABOR MARKET ASSESSMENT

As part of Empleando Futuros' market driven strategy, a Labor Market Assessment (LMA) has been designed and implemented to identify employment opportunities for at-risk youth living in the five priority municipalities. In early 2017, Banyan Global completed a competitive bidding process and selected JBS International to lead the LMA. The LMA's objectives are to:

- Identify high growth sectors and employment opportunities for at-risk youth.
- Provide quantitative data regarding the number of jobs to be created through projected private sector growth.
- Identify the constraints faced by businesses in hiring youth and analyze the existing gaps between the skills of at-risk youth and the ones sought by employers.
- Summarize constraints facing Honduran at-risk youth in obtaining jobs due to perceived risks by hiring managers and provide insight into how to address these attitudes. Assess regulations and policies that impact hiring of youth by the private sector and recommend policy areas requiring further analysis and dialogue with the government of Honduras.

- Provide recommendations to Empleando Futuros to design and implement its training, psychosocial support, and employment support programs for at-risk youth to take advantage of projected private sector growth opportunities.

JBS began work in April 24, 2017 and to date has submitted a Work Plan and the Inception Report to Banyan Global. The LMA field work is now almost complete; a draft report is expected in January 2018 followed by a presentation to USAID in February followed by a major launch event.

6.4 COLLABORATING, LEARNING AND ADAPTING

Continual learning and adapting is a necessary element to successful project management and Empleando Futuros conducts numerous activities in collaboration with implementers to achieve this outcome. In Quarter 1 these activities included:

- **Improved recruitment and selection.** Increased use of data from the EFIS system to analyze training performance from different perspectives. As a result of those activities, adjustments and improvements have been made to the recruitment and selection process and an article addressing recruitment and selection was included in the program's newsletter. The data review found in Annex 1 also points to project adjustments and enhancements that will be discussed with USAID in Quarter 2.
- **Improved facilitator training.** Refresher training with facilitators and mentors provides opportunities to hear first-hand about the day-to-day challenges in the classroom activities. For example, the refresher training in November provided new insights into the challenges faced by mentors and also revealed new ideas to improve collaboration between facilitators and mentors.
- **Improved solicitation processes.** A review of the Phase 1 implementation model in late FY17 led to the project adjusting releasing an RFA in Q1 that unifies more services in Phase 1.

7. PLANNED ACTIVITIES FOR QUARTER 4

Result 1 Activities	Completion Date
1. Technical assistance to local organizations on the recruitment and selection process.	January - March
2. Training of facilitators and mentors for life skills and basic labor competencies.	February
3. Develop technical norm of certification together with INFOP for the program of basic labor competencies.	March
4. Validation and update to life skill manual.	March
5. Review, validate, and publish the three curricular designs elaborated with the participation of the productive sectors and INFOP.	February
6. Develop at least two AOPs.	March
7. Technical assistance for the training centers in the process of enrollment, induction and youth training.	February - March
8. Sign memorandums of understanding (MoUs) with private sector for internship and job insertion support.	February - March
9. Transfer CAPSTONE methodology to Job Insertion Specialist and training centers.	March
10. Implement Cognitive Behavioral Therapy in the first 20 groups of the project.	January - March
Result 2 Activities	
1. Third leadership workshop. Participants develop their individual work plans for 2018.	February
2. Travel to Professional Training Center (SENA) in Colombia with cohort 1.	March
3. Revision and analysis of activities with INFOP.	February - March

Result 3 Activities	
1. Analysis of the expressions of interest for development of three pilot programs to begin in Q2.	February
2. Choose facilitators and mentors team according to different criteria.	February
3. Co-development of pilot training programs with implementing partners.	March
MEL Activities	
1. Continued support of recruitment/selection efforts using VIP-RA.	January - March
2. Provide information to staff based on the goals and indicators of the project.	January - March
3. Finish the baseline survey of Result 2.	February
Gender Inclusion Activities	
1. Follow up of the labor market study.	January
2. Creation of a directory of experts and key organizations for gender issues.	March
3. Training in masculinities for facilitators and mentors team, youth and staff.	January - March
4. Development of surveys for the measurement of indicators 4.1 and 4.2.	January
Safety Activities	
1. Security protocols update training.	February - March
2. First aid training.	March
Communication Activities	
1. Training for implementing partners and staff, to follow the branding guidelines of the project and USAID.	February
2. Creation of youth spotlights for Empleando Futuros social media.	January - March

3. Creation of short videos of youth and projects methodologies.	February - March
4. Publish second edition of “Tu Futuro” bulletin.	March
Labor Market Assessment	
1. Receipt and review of final draft.	January
2. Presentation of draft to USAID.	February
3. Finalize Spanish version of LMA.	March
Consultants and Upcoming International Travel	
1. Jorge Restrepo – INFOP Specialist.	January - February
2. Pamela Huerta – Tertiary Prevention Consultant.	February - March
3. Sheila Maak – Entrepreneurship and Private Sector Development Specialist.	February - March

8. FINANCIAL INFORMATION

8.1 CASH FLOW CHART

The following table indicates cash flow status as of the end of FY18.

Table 2: Cash Flow Status

Obligation to Date (as of June 2017)	Actual Expenditures (June 2016-December 2017)	Projections FY18 Q2-4	Balance through FY18 End
\$10,500,000	\$4,103,338	\$4,325,241	\$2,071,421

8.2 BUDGET DETAILS AND NOTES

The project burn rate was significantly impacted by the political unrest in country from late November 2017 through year end. The monthly burn rate for FY18 Q1 averages out at approximately \$286,000 due to various suspensions of most December 2017 activities. Alongside USAID, the project has identified opportunities to not only recuperate the slow spending at the end of the quarter but also to increase the average burn rate over the next 3-6 months.

The increased burn rate is a natural progression for the project as more grantees and subcontractors are engaged for Phase 2 and Phase 3 services being provided to youth and as additional organizations are engaged to increase the number of youth in the project. Also, the use of fixed price grants with monthly milestones for future granting is anticipated to allow the project to maintain a more consistent burn rate in future quarters.

8.3 SUB-AWARD DETAILS

8.3.1 GRANTS

The first quarter of 2018 moved forward engagement opportunities with various local partners and used the new granting model shown in Section 2.4 above. On October 18, 2017 the project closed the open RFA# HON-2-001 for Professional/Vocational Training (Phase 2) and Labor Insertion (Phase 3) services that was published on September 21, 2017 and the negotiations with local organizations remained active through the end of 2017. The second round of the open competition for grantees providing recruitment/selection, life skills and basic labor competency training, and mentorship services (RFA# HON-1-002) was launched on December 22 and is scheduled to close in late January 2018 when the project will proceed with evaluations and negotiations with viable local partners.

The following table reflects the execution of funds of the cost reimbursable grants. Execution in terms of youth entering the program is described in Section 2.2.1

Table 3 Active Cost Reimbursable Grants

Organization Name	# Retained Youth Goal	Execution of Funds (as of 9/30/17)
Somos CDC	320	14%
Re.Te ONG	1000	13%
FUNADEH	520	13%
PAG	480	19%
TOTAL	2320	

8.3.2 SUBCONTRACTING

The following fixed price subcontracts for the indicated services are currently active:

Table 4: Active Fixed Price Subcontracts

Organization Name	Activity	Approx. Award Total (USD)
CADERH	Basic Labor Competency Training Services	\$ 98,540
CESAL	Life Skills Training Services	\$ 85,112
JBS	Labor Market Assessment	\$274,251
UNITEC	Macro Competency Leadership Certification	\$11,974
FUNDAUNAH-IIS	Cognitive Behavioral Therapy- Short term intervention	\$32,211

CADERH and CESAL continue supporting the Phase 1 training efforts through the basic labor competencies training services and life skills training services. With the change in model design, the community NGOs will absorb the responsibility of housing the Basic Labor Competencies and Life Skills facilitators (trained by the project) in future agreements.

JBS continues activities on the LMA through FY18. More details on the advancements on the LMA can be found in Section 6.3 of the report.

UNITEC continues providing services to carry out the certification of the Macro Competency Leadership program that the project is currently implementing in country.

FUNDAUNAH-IIS initiated the short-term intervention of the model development and implementation of the CBT services provided to the youth during Phase 1 training. The project anticipates analyzing the model during the short-term intervention to determine the appropriate local partner(s) to implement the long-term CBT services.

EDC, a cost plus fixed fee subcontract, continues to support the project with three field staff integrated with the Banyan Global Empleando Futuros staff in Tegucigalpa. Budget adjustments have been identified and negotiations are anticipated to finalize in FY18 Q2.

9. BRANDING, COMMUNICATION AND DISEMINATION

9.1 KEY COMMUNICATION ACTIVITIES

As project implementation activities grow and expand, the importance of communication activities also increases. In Quarter 1, major activities focused on promoting advances of new training groups on social media and preparing external products such those mentioned in the following sections.

Mentoring Video

In recognition of the growing value of our innovative mentoring program, the project created English and Spanish versions of a “whiteboard” video with the goal of showing how the program works and promoting its use. The video was created and developed by staff and local Honduran youth at a relatively low cost. The video has been shared with USAID, implementing partners and other external audiences and has received positive feedback. The process of creating the video also serves as a model to create new low cost/high impact communications tools in the future.

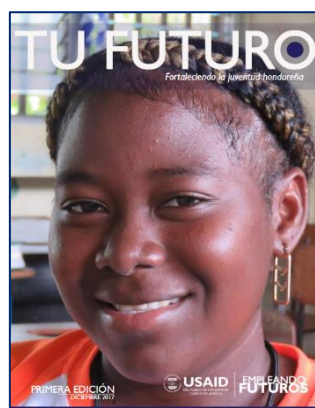
Video of *Mentoring Innovation: A Work in Progress*.

<https://www.youtube.com/watch?v=yhPhhvLmavM>

Empleando Futuros E-newsletter

The first edition of Empleando Futuros e-newsletter *Tu Futuro* was published and distributed in December. The goal of *Tu Futuro* is to share timely program information and guidance to implementing partners with the aim of encouraging them and helping to continually improve performance. Each edition will include programming focused articles, a spotlight on youth and implementing staff, a photo gallery, a list of upcoming events, and a section dedicated to program statistics and lessons learned. .

The first edition included articles on “The Challenge of Recruiting Youth” and “Listening to the Private Sector.” “*Tu Futuro*” is planned as a quarterly publication and will adjust and grow based on feedback received from its readers.



YouthPower Outreach

Project staff in Honduras and in Washington actively participated in several YouthPower outreach activities. On December 6, the Social Inclusion Specialist and the Communications Specialist worked with Banyan Global staff to host one hour of a day-long GBV Chat held on Twitter. The event, organized and led by YouthPower, focused on the positive steps needed to end GBV in education and through education. In addition to Banyan Global and Empleando Futuros, other participants included Chemonics, The Asia Foundation, and PEPFAR. photograph of Empleando Futuros youth was used as the cover shot for the December 2017 YouthPower Newsletter.

Mass Media Event

Project staff worked closely with INTUR and the Tegucigalpa Chamber of Commerce and Industry to publicize INTUR's participation for the AOP of Restaurant Operators that took place on November 8 and 9. The event was covered by numerous major national media outlets through television (HCH, Telecentro, Hoy Mismo); radio (HRN) and newspaper (*La Tribuna* and *El Heraldito*).

**Para el desarrollo de la juventud hondureña
Empleando Futuros une esfuerzos
con Grupo Intur**

Empleando Futuros tiene como objetivo principal brindar oportunidades de desarrollo a los jóvenes hondureños para conectarse con el mercado laboral.

La agencia de los Estados Unidos para el Desarrollo Internacional, USAID, y su proyecto "Empleando Futuros" junto con Intur, une esfuerzos con Grupo Intur para el desarrollo del análisis ocupacional participativo AOP de operario de restaurantes, que apoyará la formación técnica profesional de los jóvenes beneficiarios del proyecto.

Tecle director del proyecto expresó que, "para mejorar el enfoque de empleando futuros se están realizando acercamientos con el sector privado para identificar las necesidades de contratación, los perfiles laborales y habilidades esperadas por los empresarios del país esto con el objetivo de que jóvenes beneficiarios de Empleando Futuros sean trabajadores calificados en sectores específicos dentro de los municipios de Tegucigalpa, San Pedro Sula, Choloma, La Ceiba y Tela".

Por esta razón se han coordinado durante este año tres talleres de AOP, para el diseño curricular de las diferentes ocupaciones demandadas en el sector privado se han desarrollado talleres en temáticas como: ventas de productos farmacéuticos y ventas de productos al detalle.

Gracias al apoyo de Intur se desarrolló el taller de operario u operaria de restaurante donde participaron colaboradores, especialistas de calidad y gerentes de las diferentes marcas Burger King, Little Caesars, Church's Chicken, Popeyes, Dunkin Donuts & Baskin Robbins, Campero, Chili's y Circle K.

Olga Frech, gerente de Responsabilidad Social Empresarial de Intur dijo que, "como parte de nuestra estrategia de responsabilidad social en Grupo Intur, estamos comprometidos con la generación de empleo, con la educación y

formación de cientos de hondureños para generar oportunidades".

Grupo Intur desde sus comienzos ha estado comprometido con sus colaboradores y han sido conscientes de la responsabilidad que tiene como empresa.



Empleando Futuros tiene como objetivo principal brindar oportunidades de desarrollo a los jóvenes hondureños para conectarse con el mercado laboral.



Gracias al apoyo de Intur se desarrolló el taller de operario u operaria de restaurante donde participaron colaboradores, especialistas de calidad y gerentes de las diferentes marcas.

RFA Campaign

RESERVA LA FECHA PARA:

PRÓXIMA LICITACIÓN DE APLICACIONES!



Impulsa tus planes de aprendizaje de Ciencias y TICs. ¡Nuestro futuro es Muevete! ¡Es el desafío por el que los estudiantes de Física-Química van a "sumarse" nuevamente a EASA TICs y a recorrer caminos que a finales de noviembre 2017 pondrán en marcha los dispositivos de la nueva generación. Así como el mundo cambia, tú y tu familia también lo hacen. Así como el mundo cambia, tú y tu familia también lo hacen. Así como el mundo cambia, tú y tu familia también lo hacen.

La promoción de aplicaciones utilizadas con los dispositivos

1. **Elaborar un registro de las aplicaciones utilizadas en los dispositivos.**
2. **Reservar un espacio en la nube para almacenar los datos.**
3. **Reservar un espacio en la nube para almacenar los datos.**
4. **Reservar un espacio en la nube para almacenar los datos.**
5. **Reservar un espacio en la nube para almacenar los datos.**
6. **Reservar un espacio en la nube para almacenar los datos.**

ENMI FANANDO FUTUROS



The project's social media (Facebook, Twitter, and Instagram) has been creating information for youth, social organizations and all stakeholders for a period of nine months. Following are statistics on social media reach and use:

- Empleando Futuros FY18 Quarter 1 Report, October 2017 – December 2017

10. SUSTAINABILITY AND EXIT STRATEGY

As mentioned in previous reports, the majority of the project's sustainability and exit strategy activities will take place in years 4 and 5. The basis of the sustainability strategy is centered on strengthening local organizations, both public and private, and implementing activities at costs that can be replicated. This is especially the case as the project continues development of the R3 model and the Cognitive Behavioral Therapy model. It is also true with the Macro-Competency Certification program for the R2 Leaders for Workforce Development Change program. This certification model will be administered by UNITEC and later certified by the Honduran government for greater replication within the country. We are pleased that it is also gaining interest from WFD programs in other countries for its innovative approach to bringing change at the leadership level.

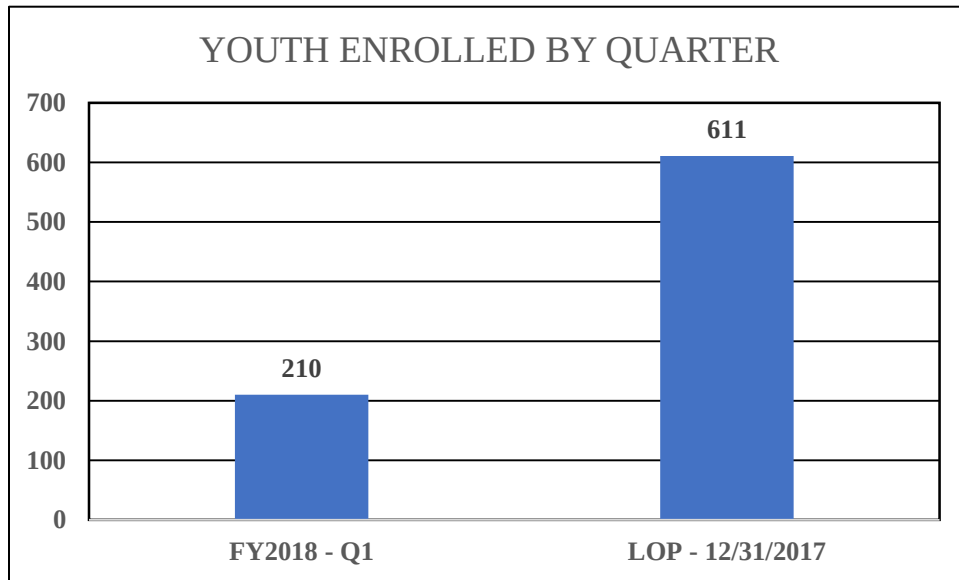
The WFD leaders program has made strides in improving senior leadership abilities of key WFD leaders across major Honduran cities. Gender inclusion activities can and will lead to stronger and more inclusive organizations. Successful outreach to SOMOS CDC, the partner organization serving LBGTI youth, gives the project a platform to expand opportunities for this community and address discrimination with technical training and job opportunities. Cost sharing between the Organization of Ibero-American States, ProJoven and Empleando Futuros demonstrates a cost-effective path for achieving sustainable changes at INFOP. Sustainable tools and models that have been developed and can be easily replicated include the Mentorship program, CAPSTONE, and the revisions of the Life Skills and Basic Labor Competencies manuals, as well as the VIP-RA and the evolving uses of EFIS.

ANNEXES

ANNEX 1: DATA REVIEW

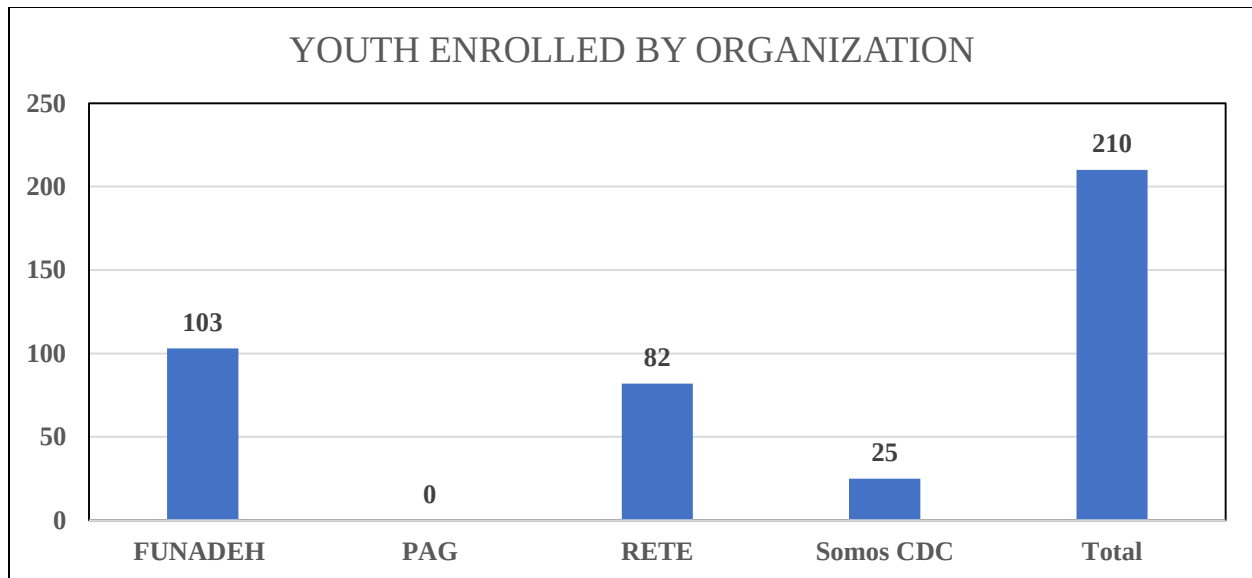
EMPLEANDO FUTUROS MEL DATA REVIEW and ANALYSIS

FY18 – QUARTER 1



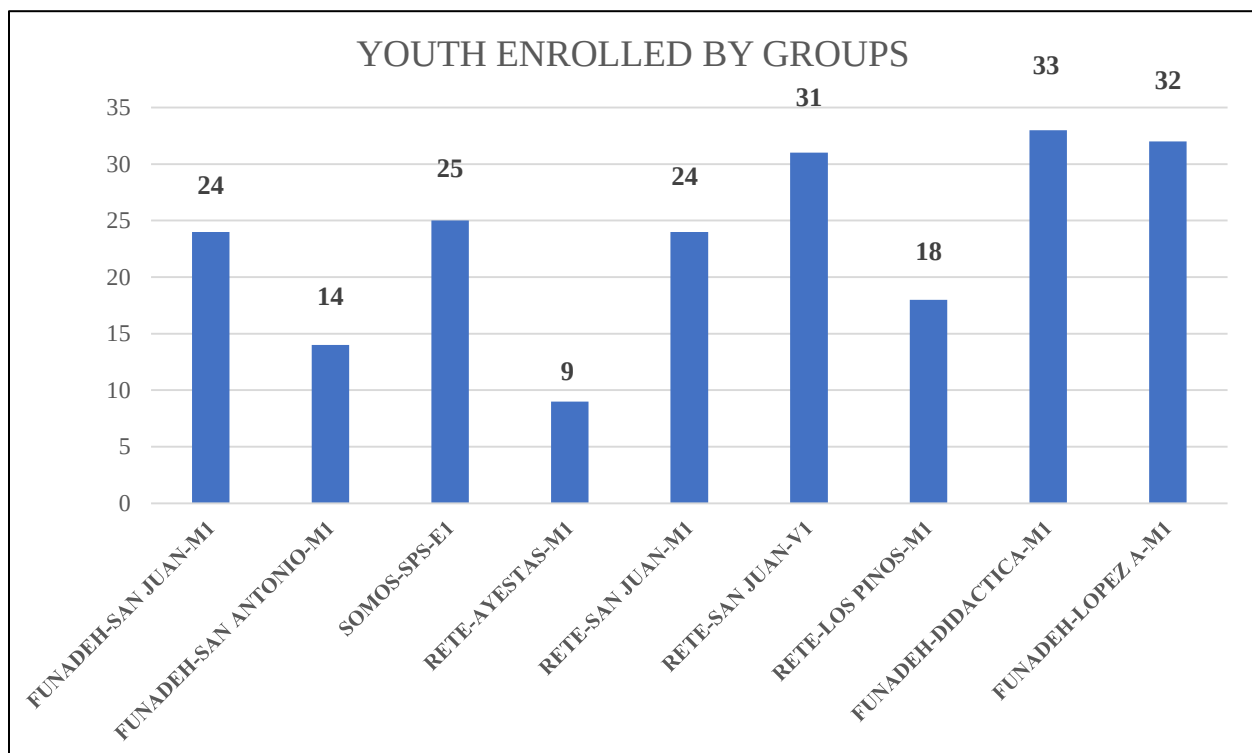
*LOP – Life of Project

Analysis: 210 youth enrolled in training during FY18 Q1, bringing the life of project total to 611 youth. Enrolled refers to the number of youth still in the program after three weeks (one week of orientation + two weeks of training sessions). Up until that point, implementing partners are permitted to add participants to the program. After the official enrollment date, classes are closed to new participants.



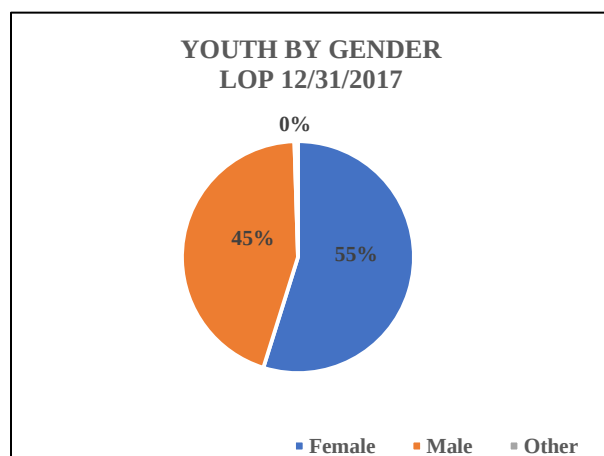
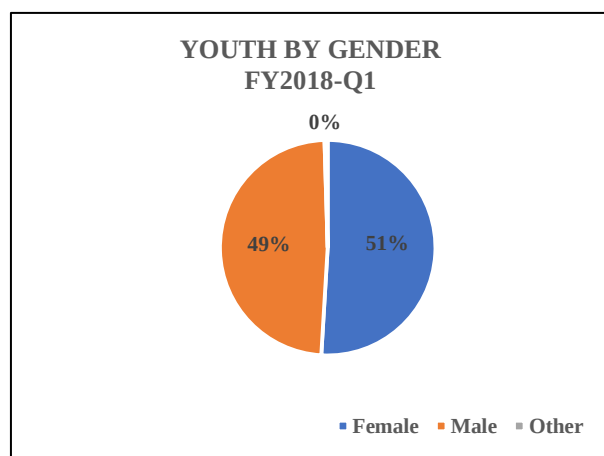
Analysis: FUNADEH improved their recruitment and new groups will start this quarter. Some programs were not able to start in December as planned due to the post-election civil unrest.

Number of Groups by Organization with Number of Youth per Group

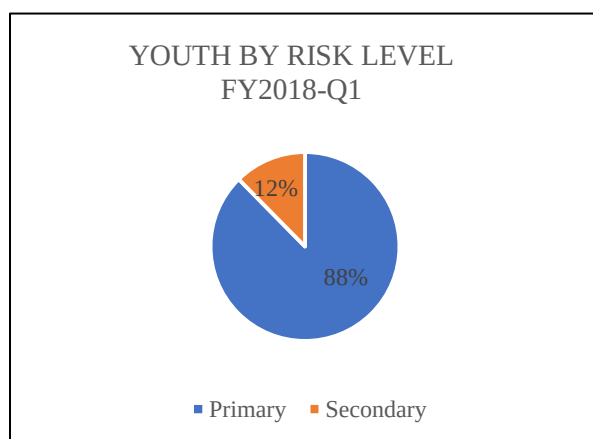


Analysis: This chart identifies the number of youth at the point of enrollment per group. The average group size is 23, but as this chart demonstrates there are three groups that fell below 20 youth. FUNADEH San Antonio-M1 had a high number of dropouts (14) as youth were attracted to part-time employment during the Christmas shopping season. With ReTe Ayestes-M1, some

youth left the program because a stipend was not provided. The conditions of the program were explained to the youth prior to the start of training, but some youth maintained this expectation. For ReTe-Los Pinos-M1, higher dropouts can be attributed to security concerns because two participants were suspected of having close ties to the gangs. Training activities for this group were suspended twice in Q1 which also contributed to the number of dropouts.

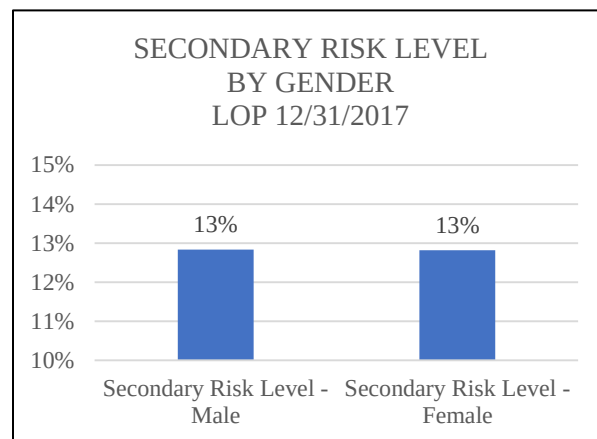
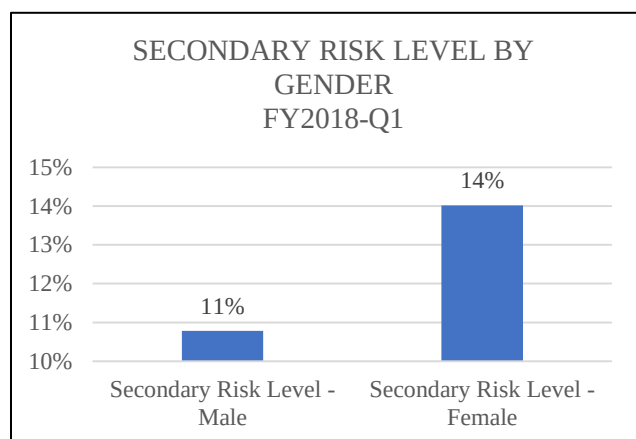


Analysis: USAID has specified a minimum of 60% males in this Result. The 49% males/51% females in Q1 is an improvement from 42% males/57% females (1% other) in FY17. More male targeted recruitment efforts are taking place with each of the IPs.

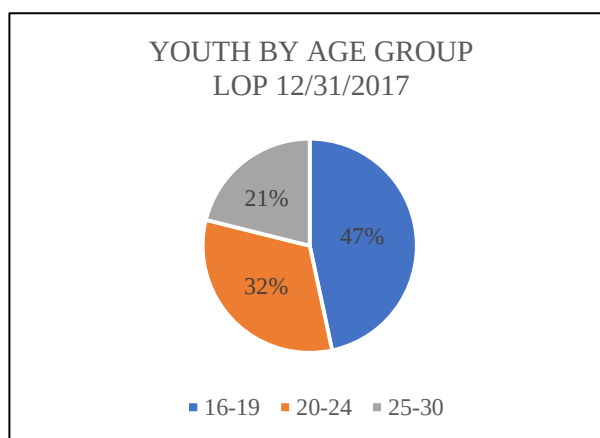
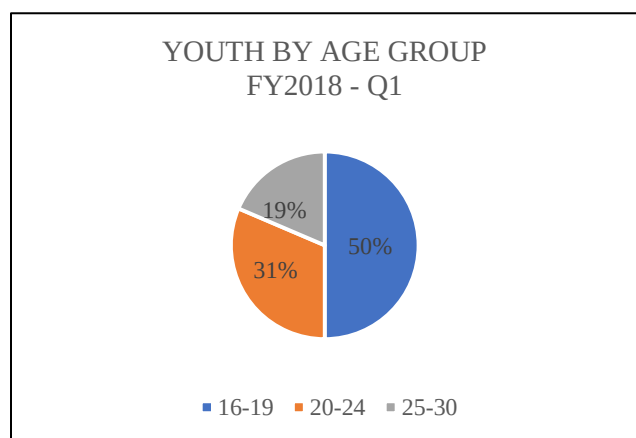


Analysis: The USAID established target is 30% secondary youth. For Q1, 12% of youth who entered the program were secondary youth. Factors to be considered: First, these are initial recruitment efforts in the communities and it is possible that youth with lower risk profiles are applying first. Second, IPs and project staff focused on recruitment efforts, but they are not privy to an individual's risk profile, as his/her information is confidential and is not determined until

after a youth takes VIP-RA as part of the orientation sessions. Third, the VIP-RA tool is new and as we gain experience with it, more data is available. Fourth, it is possible that the location of the dividing line between primary and secondary prevention should be re-examined. Empleando Futuros suggests that these subjects be addressed with USAID during the February 2018 Pause and Reflect session.

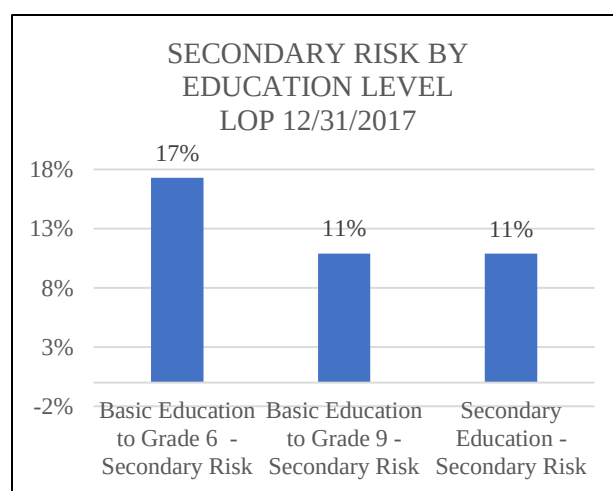
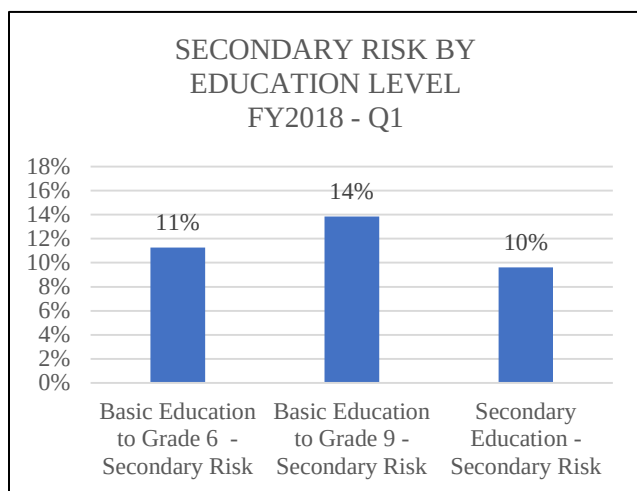


Analysis: There is currently no statistical difference in risk level between males and females.



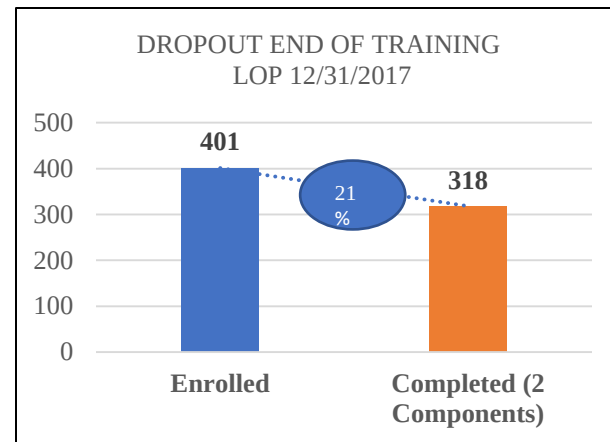
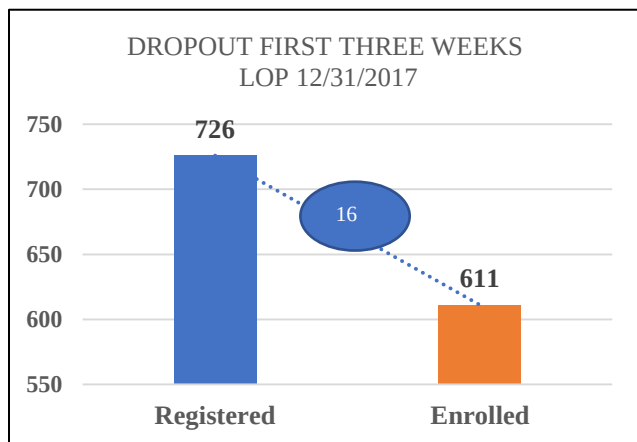
Analysis: The Project has been making efforts to decrease the numbers of very young people entering the program, i.e., between the ages of 16 and 19. It is expected that these efforts - begun at the end of the quarter - will improve overall percentages.

Analysis: While 47% of all youth so far are between 16-19 years old, 16-17-year-olds represent 23% of all youth. The project is working to reduce the percentage of 16-17-year-old youth as they face greater challenges for job insertion and are less certain about their motivation.



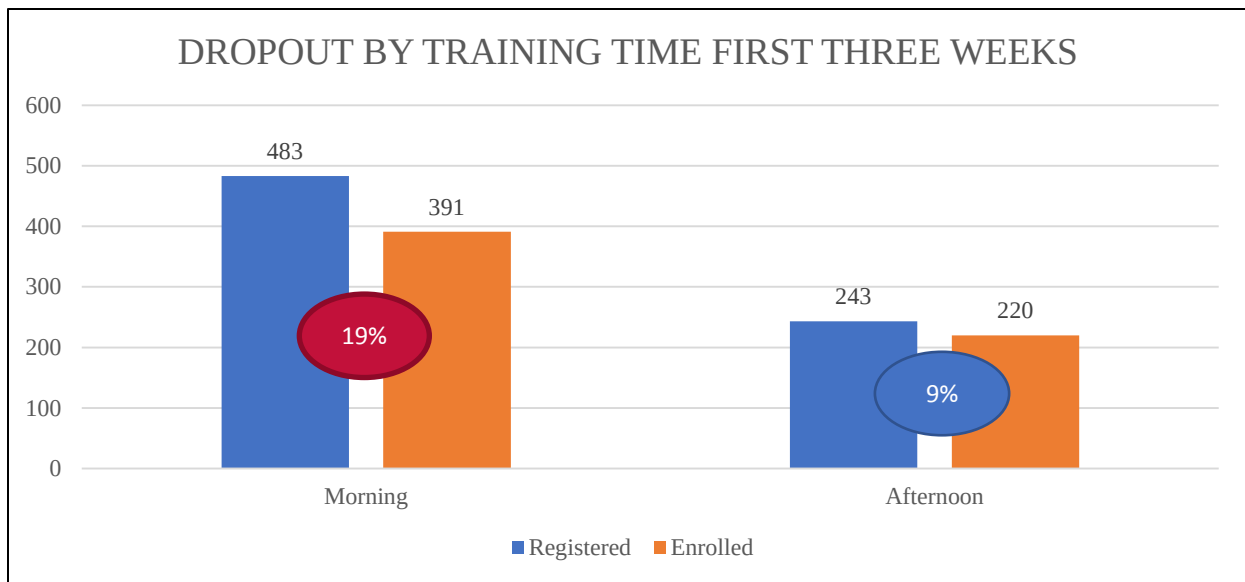
Analysis: At this moment, we are unable to find a direct correlation between risk level and education level.

Dropout Analysis

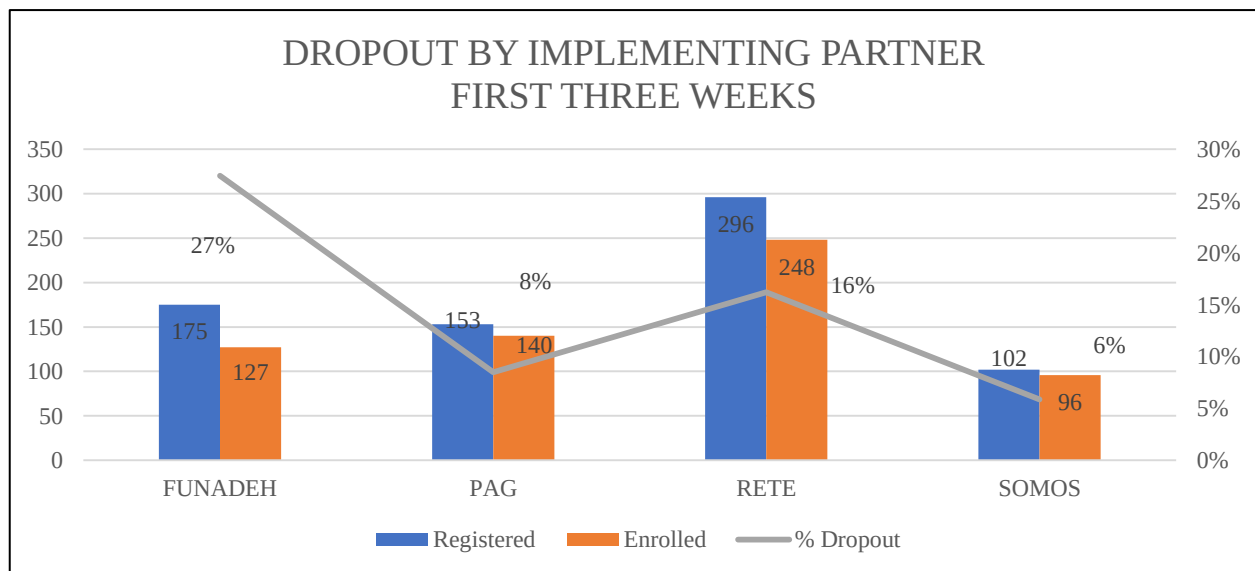


Analysis: Although not an official statistic in the Performance Indicator Review Sheets (PIRS), Empleando Futuros measures youth from the point of registration (attending orientation week and up to the first two weeks of training), enrollment (the official program registry after two weeks of training sessions) and throughout the different project phases.

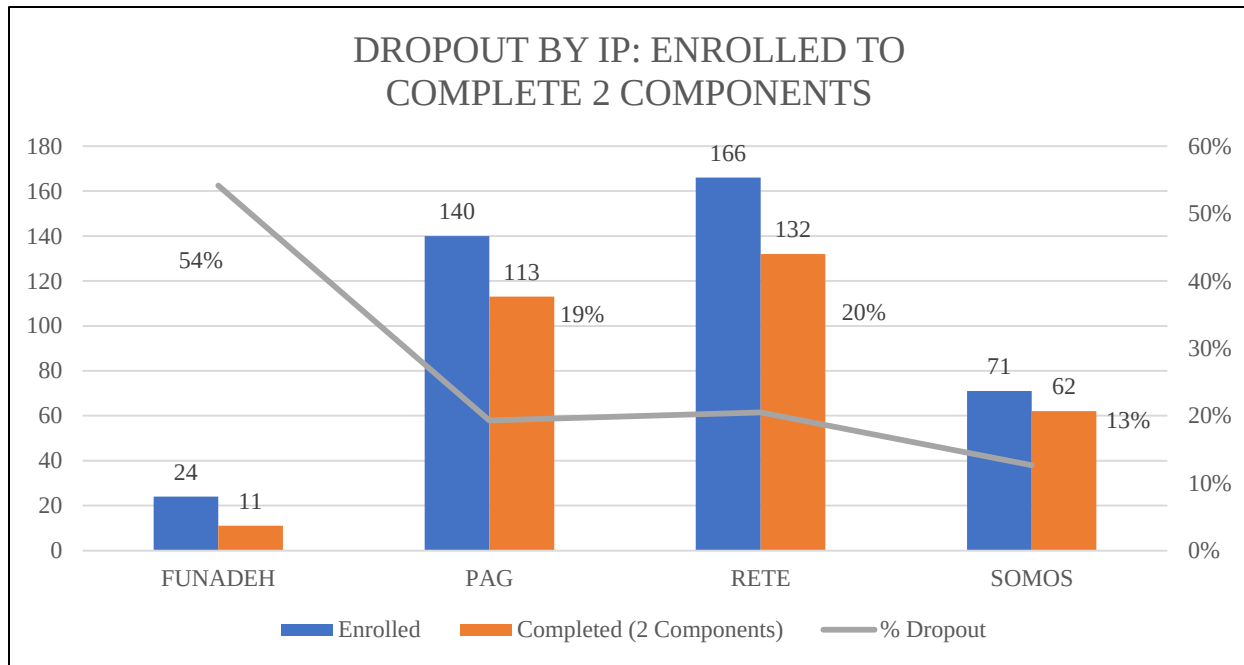
The Dropout First Three Weeks chart shows that 16 percent of youth who initially registered dropped out before being officially enrolled. The Dropout End of Training measures the number of youth who have enrolled vs. the number of youth who should have completed the first two components of training (life skills and basic labor competencies). That indicates a 21 dropout rate for this period. Note the difference between 611 enrolled in the first chart and 411 enrolled in the second chart. The 611 refers to all youth enrolled by December 31. The 411 refers only to those enrolled who have had the opportunity to complete life skills and basic labor competencies training. Others are still in that training process.



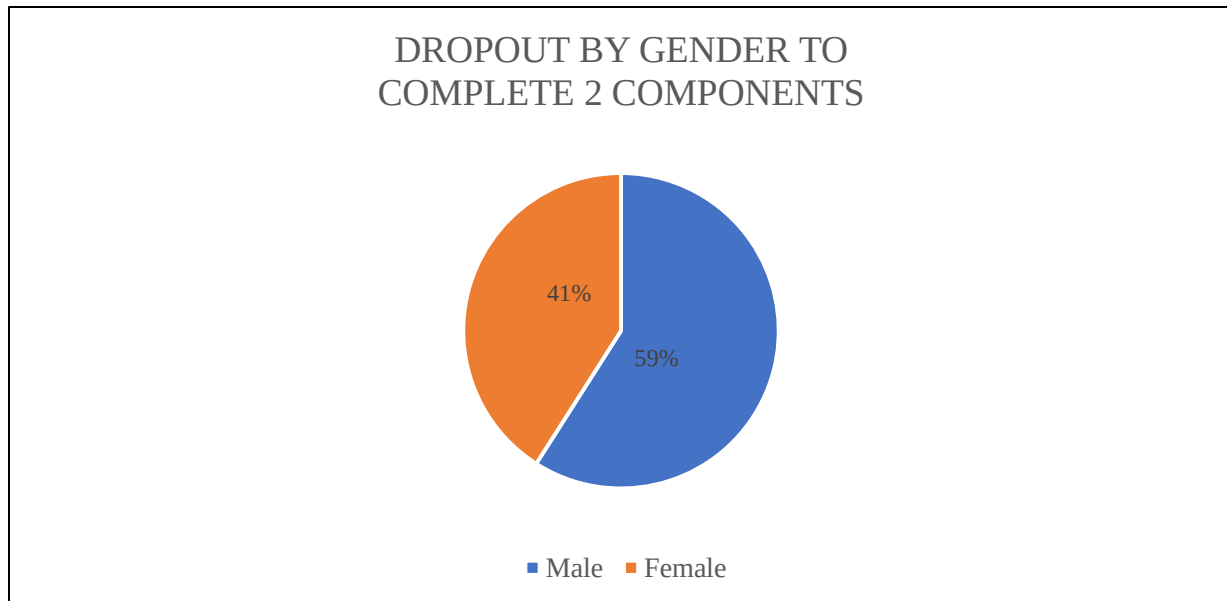
Analysis: Phase 1 activities are implemented in two sessions, one in the morning and one in the afternoon. The charts above indicate a higher dropout rate for morning sessions than afternoon sessions. It may be that some youth don't want to get early and start their sessions at 8 a.m. The sample sizes are small enough that the groups with larger than average dropout rates can have a large statistic impact.



Analysis: This chart shows dropouts by implementing partner between Registered and Enrolled. FUNADEH is the program with the highest dropout rate which we believe is an indicator of the need to improve their program recruitment and screening activities.



Analysis: This analysis points to specific challenges by the implementing partner. While this points to differences by implementing partner, when looking at performance by group, this appears to be the greater challenge at this time. This is a small sample size but a guide to look closer at both the recruitment/selection activities as well as the quality of the individual facilitators and mentors.



Analysis: Males make up 49% of program participants; males are 59% of the dropouts.

Conclusions and Recommendations:

- This is a small sample size from which to make firm conclusions and even smaller when looked at from the group or community perspective. Therefore, caution should be used in drawing conclusions.
- Two statistics draw attention and require more investigation: the percentage of dropouts by sex vs. percentage of participants by sex; and dropout rates by training time. We believe that males may be subject to more family pressures to find immediate work versus taking the time required for developing more marketable skills. We will also work with our mentors to see how we can increase support and encouragement to males. The higher level of dropouts attributed to morning training needs further research; this could be related to the fact that some “unattached” youth in the communities are having difficulties adjusting to a schedule that requires them to be present for training at 8 a.m. For staff safety, the earlier programs are better as our safety protocols require us to leave the communities by no later than 3 p.m. Because of the small sample size, the three groups with the highest dropout rates, mentioned above, may also have a disproportionate impact on this statistic.
- While the sample size is very small, the project will continue to track any relation to dropouts and facilitator/mentor quality.
- More emphasis is being placed on pre-program screening to determine a youth’s level of motivation and commitment before training starts. This will have a positive impact on participant retention rates in the future.
- The overall percentage of males is below the target. However, the first programs did not use specific male-targeted recruitment strategies. The lessons from the first cohorts are now being used to develop and implement those targeted strategies.
- Likewise, the number of secondary prevention youth is below the target, but this also reflects the results of a more generalized recruitment strategy. As discussed in the chart focused on secondary youth, this issue requires more discussion with USAID.
- The most important takeaway at this time is that the project has an information management system in place now that is producing solid statistics and charts that can lead to in-depth analysis and program adjustments per our Collaborating, Learning and Adapting (CLA) plans. R1 training began in August 2017 and only 611 youth had begun training by the end of 2017. The sample sizes are small, but some trends have been identified and are now being analyzed, and some program adjustments are already being implemented based on these findings.

ANNEX 2: PIRS REPORT

Table 5: MEL Plan Indicator progress

Goal: Increased employment and reduce risk factors for at-risk youth living in high crime municipalities of Tegucigalpa, San Pedro Sula, Choloma, La Ceiba and Tela.												
Indicator Number	Indicator Name	Baseline data		Status FY 2017	Quarterly Status – FY 2018				FY 2017-2018		Annual Performance Achieved to Date (in %)	Target Justification for Fiscal Year of this Annual Report
		Year	Value		Q1	Q2	Q3	Q4	Annual Cumulative Planned target	Annual Cumulative Actual		
Intermediate Result (IR1.1): Resilience of communities and individuals to crime increased.												
IRR1.1.2: Quality services that protects against violence increased.												
General Indicators:												
G1	Percentage of at-risk youth employed (including self-employment) 12 months after a supported job placement intervention.	2016	0	0	0				0	0	0	To be accounted for as early as possible in FY19
G2	Number of at-risk youth with reduced score on the risk of violence following completion of USG-assisted workforce development program.	2016	0	0	0				0	0	0	To be accounted for as early as possible in FY19
G3	Job placement: rate of workforce development institutions targeted by USG.	2016	0	0	0				0	0	0	To be accounted for as early as possible in FY19
G4	Number of at-risk youth enrolled in comprehensive workforce development services.	2016	0	401	210				6500	611	9%	An update of the 2017 data was made, from 397 to 401.
R1 Indicators:												
1.1	Number of at-risk youth who complete USG-assisted workforce development programs	2016	0	0	0				0	0	0%	To be accounted at ending of FY18
1.2	Number of individuals with new or better employment following completion of USG-assisted workforce development programs	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY19
1.3	Percentage of at-risk youth with improved skills following completion of USG-assisted workforce development program.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18

1.4	Percentage of at-risk youth enrolled who qualify for secondary services.	2016	0	13%	12%				30%	12%	40%	Percentage has remained in a range of 12% and 13%.
R2 Indicators:												
2.1	Level of INFOP's institutional capacity to deliver market- driven and high-quality service	2016	N/A	N/A	N/A				N/A	N/A		To be accounted for as early as possible in FY18
2.2	Number of new or revised training curricula (with market relevance) developed with USG support.	2016	0	3	0				TBD	3	TBD	Targets will be determined following the completion of the LMA.
2.3	Number of instructors and master trainers who are verified to be using market-driven curriculum.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18
2.4	INFOP has implemented and is using a graduate tracking system to inform institutional decision making.	2016	N/A	0	0				N/A	N/A		To be accounted for as early as possible in FY18
R3 Indicators:												
3.1	Number of at-risk youth who qualify for tertiary prevention services and who complete the individual integrated development plan.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY19
3.2	Number of tertiary level at-risk youth receiving tertiary services who engage in criminal behavior within 12-months after completion of a USG-assisted workforce development program.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY19
3.3	Percentage of at risk youth with improved skills following completion of USG-assisted workforce development program.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18
Cross-cutting Factors												
4.1	Percentage of participants reporting increased agreement with concept that males and females should have equal access to social, economic, and political opportunities.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18
4.2	Percentage of target population that views (GBV) as less acceptable after participating in or being exposed to USG programming.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18
4.3	Number of out of school youth enrolled in formal and non-formal education programs.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18

4.4	Number of EF at-risk youth participants, graduates and non-graduates, with positive outcomes beyond the standard employment indicators.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18
4.5	Dollar value of contributions from local and international public-private stakeholders to support Empleando Futuros activities.	2016	0	0	0				0	0	0%	To be accounted for as early as possible in FY18

ANNEX 3: TRAINING REPORT

#	TRAINING NAME	DATE	FACILITATOR	NUMBER OF PARTICIPANTS
1.	AOP Retail Sales Agent	October 18-19, 2017 (Tegucigalpa)	Staff of Empleando Futuros and INFOP Staff	10
2.	Gender Training for Somos CDC Youth	October 18-20, 2017 (San Pedro Sula)	Liena Isaula	24
3.	AOP Pharmaceutical Sales	October 24-25, 2017 (Tegucigalpa)	Staff of Empleando Futuros and INFOP Staff	18
4.	Refresher Workshops for Phase 1 Facilitators and Mentors	October 25-26, 2017 (San Pedro Sula) November 16, 2017 (Tegucigalpa)	Technical Staff of Empleando Futuros	13 20
5.	Training follow- up in gender for facilitation and mentoring team	October 25-26, 2017 (San Pedro Sula) November 16, 2017 (Tegucigalpa)	Liena Isaula	13 20
6.	Gender-based Violence Training	November 1, 2017 (Tegucigalpa)	Liena Isaula	30

7.	AOP Restaurant Operator	November 8-9, 2017 (Tegucigalpa)	Staff Empleando Futuros	24
8.	Validation Workshop (CAPSTONE)	November 13-17, 2017 (Siguatepeque)	Staff Empleando Futuros &	32
9.	Competency Based Training for instructors of Tegucigalpa, San Pedro Sula, Tela and La Ceiba	November 20-24, 2017 (Siguatepeque)	Staff of Empleando Futuros and INFOP staff	46
10.	Training for Self Esteem and Human Rights	November 21-22, 2017 (Tegucigalpa)	Liena Isaula	43
11	Webinar for WFD Leaders	December 8 (Tegucigalpa)	Staff Empleando Futuros and consultant	19

ANNEX 4: PRIVATE SECTOR STRATEGY

PRIVATE SECTOR ENGAGEMENT STRATEGY



EMPLEANDO
FUTUROS



EMPLEANDO
FUTUROS

STRATEGY GOALS

Empleando Futuros seeks to meet or exceed its job insertion targets through alliances with the private sector that ensure the following:

- **Workforce Development Training** based on market demand.
- **Knowledge of needs & niches** of specific sectors/markets.
- Participation of **key stakeholders** in training processes.
- **Willingness to consider and hire** at-risk youth.



EMPLEANDO
FUTUROS

STRATEGY APPROACH

Empleando Futuros uses a multi-pronged approach to engage members of the business community:

- **Wrap-Around Activities** contribute to all individual strategies.
- **Incentives** influence how the project approaches and recognizes private sector support in all individual strategies.
- **Individual Strategies** are more specific, but also impact other strategies.

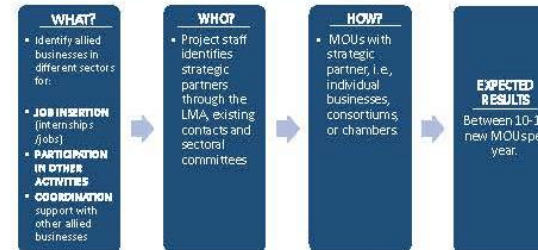


EMPLEANDO FUTUROS



STRATEGIC ALLIANCES

EMPLEANDO FUTUROS



STRATEGIC ALLIANCES

EMPLEANDO FUTUROS

BENEFITS

- Formal structures for cooperation and collaboration
- New and increased opportunities for youth
- Quality improvements in training processes via greater private sector involvement

ACHIEVEMENTS TO DATE

- Initial alliance targets identified
- Informal agreements with key actors for cooperation

NEXT STEPS

- Sign MOUs with priority businesses and organizations – 3 each by January, March and August



PRIVATE SECTOR COMMITTEE

EMPLEANDO FUTUROS



PRIVATE SECTOR COMMITTEES

BENEFITS

- Established vehicle for validation of curricula
- Open channels for consults and private sector information
- Creation of program champions

ACHIEVEMENTS TO DATE

- Consultant identified and SOW complete
- Relationships established with key organizations

NEXT STEPS

- Complete consultancy – Q1 FY18
- Launch committees – Q2 FY18

COMMUNICATION & INFORMATION

WHAT?

- Communication strategy to provide incentives for businesses and promote project.
- Maintain clear and open communication with private sector

WHO?

- Project communications staff

HOW?

- Social Media
- TV, Radio and Newspaper Stories
- Project newsletters
- Events

EXPECTED RESULTS

Knowledge of project success.
Greater buy-in by private sector.

COMMUNICATION & INFORMATION

BENEFITS

- Addresses priority incentives identified by private sector.
- Maintains stakeholders informed and motivated.
- Motivates other businesses to get involved.
- Develops and promotes project champions.

ACHIEVEMENTS

- Publication of events in social media and mass media.
- Project materials developed.
- Established connections with press and USAID communications teams.

NEXT STEPS

- Revised project communication strategy linked to incentive plan.
- Public participation in LMA and other events.

INCENTIVES







LABOR MARKET ASSESSMENT

EMPLEANDO FUTUROS

BENEFITS

- Active participations of business associations, chambers and individual businesses in process.
- Greater opportunities to share project information and deepen engagement with participants in LMA.
- Opportunities to publicly thank, and address incentives of participants.
- Project credibility and benefits beyond the project.

ACHIEVEMENTS TO DATE

- Over 300 businesses participated in LMA surveys
- Database, analysis and initial follow-up of businesses expressing interest in project
- Support from Chambers in target communities

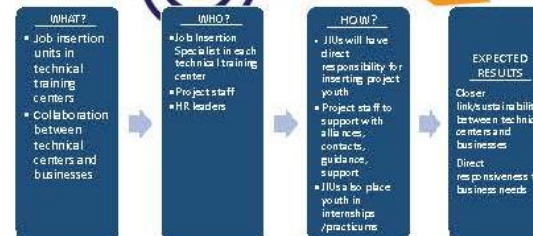
NEXT STEPS

- Public events to share LMA results – Q2 FY18
- Continued follow-up with businesses – on-going
- Use of LMA for technical decisions – on-going



JOB INSERTION UNITS

EMPLEANDO FUTUROS



JOB INSERTION UNITS

EMPLEANDO FUTUROS

BENEFITS

- Closer linkages between training centers and businesses
- Greater accountability for training results
- Better opportunities for businesses to comment on training quality
- Closer and longer-term relations between businesses and training centers
- Higher job insertion rates

ACHIEVEMENTS TO DATE

- Methodology developed for linking centers to businesses
- ID private sector leaders interested in developing relations with centers

NEXT STEPS

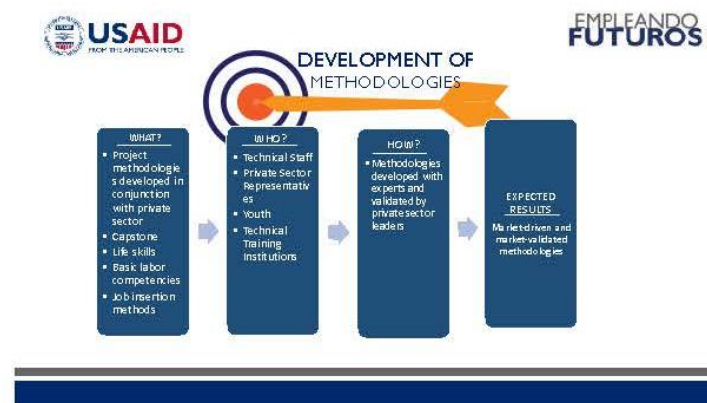
- ID sectors for training Q1 & Q2 FY18
- Training of Specialists – Q2 FY18



POA

EMPLEANDO FUTUROS







ANNEX 5: SAMPLE CURRICULUM – DEVELOPMENT OF I.T. COMPETENCIES

IV. ESTRATEGIAS METODOLÓGICAS PARA EL PLANEAMIENTO DIDÁCTICO

1. Estrategias de enseñanza aprendizaje:

Las estrategias de enseñanza aprendizaje recomendadas para contenidos del área cognoscitiva son:

- Método constructivista
- Elearning

2. Ambiente de Formación:

- Aula virtual

REQUERIMIENTO DE RECURSOS

3. Lista Maestra de recursos (Herramientas y Utillería)

- Computadora
- Parlantes
- Audio

Medios didácticos

- Internet
- Documentos en PDF descargables
- Recursos interactivos
- Recursos multimedia
- Apps
- Juegos

Código del Módulo: 01		Título del Módulo de Aprendizaje: HERRAMIENTAS TIC PARA DOCENTES.				
Unidad Didáctica 03:		Herramientas y aplicaciones móviles para mejorar la experiencia de aprendizaje				
Objetivo de la Unidad Didáctica:		Al finalizar la unidad didáctica los participantes serán competentes en: aplicar herramientas móviles (apps) gratuitas para agregar creatividad, conocimiento, habilidades e interacciones con estudiantes.				
Tiempos Propuestos: 8:00		Horas Teóricas:3:00		Horas Practicas:5:00		
CONTENIDOS					HORAS	
OBJETIVOS DE APRENDIZAJE	SABER	SABER HACER	SABER SER	CRITERIOS DE EVALUACIÓN	T	P
Gestionar herramientas móviles (apps) gratuitas para agregar creatividad, conocimiento, habilidades e interacciones con estudiantes.	- Votaciones en tiempo real. - Aplicación de exámenes y acertijos - Descifrado de ecuaciones matemáticas - Cálculos de laboratorio científico - Creación de videos animados en minutos - Organización de ideas en minutos - Diagramas tecnológicos - Kahoot - Tiny Cards - Trello - Khan Academy - Otras herramientas para el mejoramiento del aprendizaje y dinamismo en el aula.	- Gestionar votaciones, acertijos o exámenes en tiempo real. - Descifrar ecuaciones matemáticas y científicas. - Organizar ideas y contenido en tiempo real. - Utilizar Kahoot para agregar dinamismo al aula. - Utilizar Tiny Cards para hacer mini cursos. - Organizar proyectos utilizando Trello. - Establecer contacto con Khan Academy y otras escuelas similares para expandir el aprendizaje.	- Proactivo: iniciativa y capacidad para anticiparse a las necesidades. - Colaborativo: aprende en un entorno social y a trabajar en equipo. - Creativo: capacidad de generar nuevas ideas o conceptos.	- El examen es aplicado en un app móvil. - La respuesta científica compleja es encontrada. - El tablero de ideas en tiempo real es elaborado. - La dinámica de juego con Kahoot es gestionada. - El mini curso es creado utilizando Tiny Cards - La sesión de una clase es planificada utilizando Trello. - Demuestra creatividad y proactividad en su trabajo.	3	5

Código del Módulo: 01		Título del Módulo de Aprendizaje: HERRAMIENTAS TIC PARA DOCENTES.				
Unidad Didáctica 02:		Herramientas para la creación de contenido y presentaciones multimedia				
Objetivo de la Unidad Didáctica:		Al finalizar la unidad didáctica los participantes serán competentes en: administrar herramientas para la creación y edición de documentos, hojas de cálculo, presentaciones, encuestas y producciones audiovisuales.				
Tiempos Propuestos: 8:00		Horas Teóricas:3:00		Horas Practicas:5:00		
CONTENIDOS					HORAS	
OBJETIVOS DE APRENDIZAJE	SABER	SABER HACER	SABER SER	CRITERIOS DE EVALUACIÓN	T	P
Crear y editar documentos, hojas de cálculo, presentaciones, encuestas y producciones audiovisuales.	- Documentos de texto, hojas de cálculo y presentaciones. - Encuestas y evaluaciones - Videos tutoriales - Canales y listas de reproducción en YouTube - Otras herramientas de creación y edición de contenidos. - Otras herramientas de producción audiovisual.	- Gestionar un documento de texto. - Gestionar una hoja de cálculo. - Gestionar una presentación. - Crear un video tutorial. - Crear un video animado. - Crear encuestas y evaluaciones y gestionar los resultados. - Crear listas de reproducción en You Tube.	- Proactivo: iniciativa y capacidad para anticiparse a las necesidades. - Eficiente: profesional y competente realizando labores impecable. - Colaborativo: aprende en un entorno social y a trabajar en equipo. - Creativo: capacidad de generar nuevas ideas o conceptos.	- El documento de texto es creado y compartido. - La hoja de cálculo es creada y compartida. - La presentación es creada y compartida. - El video tutorial es creado y compartido. - El video animado es creado y compartido. - Los datos de la encuesta son creados y compartidos. - La lista de reproducción en You Tube es creada. - Demuestra ser eficiente y proactivo.	3	5

Código del Módulo: 01		Título del Módulo de Aprendizaje: HERRAMIENTAS TIC PARA DOCENTES.				
Objetivo General del Módulo:		Al finalizar el módulo, los (las) participantes serán competentes en: aplicar competencias digitales básicas utilizadas en la educación que le permitan comunicar y colaborar con estudiantes para la creación y edición de trabajos mediante herramientas y aplicaciones móviles.				
Prerrequisitos:		Haber cursado herramientas TIC para Estudiantes, acceso a internet mediante un navegador, disponer de una cuenta de correo electrónico en Gmail y tener un perfil en la red social Facebook.				
Duración del Módulo:24:00		Horas Teóricas:9:00		Horas Practicas:15:00		
Unidad Didáctica 01:		TIC, trabajo en equipo y comunicación efectiva				
Objetivo de la Unidad Didáctica:		Al finalizar la unidad didáctica los participantes serán competentes en: crear espacios o grupos de trabajo virtuales para la colaboración y comunicación con los estudiantes.				
Tiempos Propuestos:8:00		Horas Teóricas:3:00		Horas Practicas:5:00		
CONTENIDOS						HORAS
OBJETIVOS DE APRENDIZAJE	SABER	SABER HACER	SABER SER	CRITERIOS DE EVALUACIÓN	T	P
Crear espacios o grupos de trabajo virtuales para la colaboración y comunicación con los estudiantes.	▪ Correo, agenda y calendarios. ▪ Wikis y foros ▪ Webinars y conferencias en línea ▪ Google drive para gestionar una clase ▪ Google Sites ▪ Google groups ▪ Facebook groups ▪ Metodologías para colaborar y trabajar en la nube ▪ Otras herramientas para el trabajo colaborativo y comunicación.	▪ Gestionar una clase con correos y calendarios. ▪ Diferenciar entre una conferencia virtual para un grupo pequeño y un grupo grande ▪ Utilizar un wiki para colaborar ▪ Gestionar google drive para trabajar eficientemente en la nube. ▪ Hacer páginas web rápidas y gratuitas. ▪ Gestionar grupos en Google y Facebook aplicados al aula.	▪ Dispuesto: demuestra actitud y disposición en su trabajo, acata órdenes y cumple con lo requerido. ▪ Colaborativo: aprender en un entorno social y trabajar en equipo. ▪ Analítico: capacidad de reflexión que le permite visualizar a fondo un tema y a partir del análisis tomar decisiones.	▪ El calendario y agenda compartida son gestionados. ▪ La conferencia virtual es abierta. ▪ La wiki es gestionada. ▪ Los folders son creados en Google Drive y compartirlos. ▪ La página web es elaborada y publicada. ▪ El grupo de Google es formado para usar el foro. ▪ El grupo es formado en Facebook para compartir proyectos de aula.	3	5

PROGRAMA MODULAR DE LA CALIFICACIÓN			
DATOS GENERALES DE LA CALIFICACIÓN			
Código: C:3511001		Título: HERRAMIENTAS TIC PARA DOCENTES.	
Objetivo de la calificación: Aplicar competencias digitales básicas utilizadas en la educación que le permitan comunicar y colaborar con los estudiantes en la creación y edición de trabajos mediante herramientas y aplicaciones móviles.		Perfil de salida: utilizar las herramientas digitales aplicadas a la educación para la realización de búsquedas avanzadas, colaboración y trabajo en equipo, gestionando herramientas de productividad aplicadas al aula y manejando las aplicaciones móviles gratuitas para avanzar el aprendizaje de sus estudiantes.	
Requisitos de entrada: Haber cursado herramientas TIC para estudiantes, acceso a internet mediante un navegador, disponer de una cuenta de correo electrónico en gmail y tener un perfil en la red social Facebook.			
Duración: 24:00		Horas Teóricas: 9:00	Horas Prácticas: 15:00
Fecha de aprobación: Diciembre, 2017	Tiempo de revisión: Indefinido		
Fecha de publicación: Diciembre, 2017	No. de revisión: 1era		
Tipo de calificación: Nacional		Sector: Comercio y Servicios	Grupo Primario: Técnicos en Operaciones de TIC
Código:	Módulos que conforman la calificación:		
M-01	Herramientas TIC para Docentes.		

III. CUADROS PROGRAMAS MODULARES

	II. CONTENIDO MODULAR	
MODULO	HERRAMIENTAS TIC PARA DOCENTES	TIEMPO HORAS
M-01	- TIC, trabajo en equipo y comunicación efectiva	8:00
	- Herramientas para la creación de contenido y presentaciones multimedia	8:00
	- Herramientas y aplicaciones móviles para mejorar la experiencia de aprendizaje	8:00
	TOTAL	24:00

I. INTRODUCCIÓN

La División Técnico Docente presenta el Programa Modular de Herramientas TIC para Docentes, elaborado para dar respuesta a las necesidades de capacitación de los docentes, que atiende el INFOP.

El documento dentro de su estructura describe la introducción, cuadro programa, anexos, disposiciones didácticas de aplicación y lista de equipo, herramientas y materiales.

Su planteamiento obedece al quehacer profesional de esta ocupación, presentándose los contenidos en forma modular, siguiendo los procesos de formación, facilitando al participante su rápida incorporación al mercado laboral.

Se considera este programa de aplicación institucional y de carácter oficial a partir de su publicación por parte del INFOP, siendo validado por un período de tiempo indefinido.

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Agradecemos a **USAID**, quien a través del Proyecto Empleando Futuros, fomentado por el Gobierno de los Estados Unidos de América, a la **COOPERACIÓN SUIZA EN AMÉRICA CENTRAL**, quien a través del proyecto **PROJOVEN** y a la **ORGANIZACIÓN DE ESTADOS IBERO-AMERICANOS** quien a través del Proyecto **OEI** han brindado el apoyo necesario para la elaboración del Programa Modular Herramientas TIC para Docentes.

Esperamos seguir contando con su valiosa y oportuna cooperación, para el desarrollo y engrandecimiento del país.



AUTORIZACIÓN

El Instituto Nacional de Formación Profesional a través del Departamento de Docencia de la División Técnico Docente, por medio de la presente AUTORIZA la emisión y uso del presente **PROGRAMA MODULAR “HERRAMIENTAS TIC PARA DOCENTES”** cuyo contenido técnico cuenta con los conocimientos de los expertos y técnicos de la ocupación y con los elementos que señala la metodología del diseño curricular, dándole una vigencia de tiempo indefinida, ya que esta dependerá de la demanda del mercado laboral.

En fe de lo cual firmo y sello a los cinco días del mes de diciembre del dos mil diecisiete.

EDGARDO VALENZUELA TORRES
Jefe Depto. Docencia

PROGRAMA MODULAR
DE
“HERRAMIENTAS TIC PARA
DOCENTES”

Honduras, INFOP

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Por ser un documento didáctico, es recomendable comprender el uso e interrelación de los elementos que lo
integran

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**PROGRAMA
MODULAR
DE
“HERRAMIENTAS TIC
PARA DOCENTES”**



**GRUPO PRIMARIO: TÉCNICOS EN OPERACIONES DE
TIC.**

C: 3511001

Tegucigalpa, M.D.C.
Diciembre, 2017
Honduras, C.A.

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LISTA DE MATERIALES, EQUIPO Y HERRAMIENTAS A USAR

MODULO: “HERRAMIENTAS TIC PARA DOCENTES”

NOMBRE	ESPECIFICACIONES	UNIDAD	CANTIDAD		USO		TOTAL
			INST.	CURSO	IND.	COL.	
Computadora	Portatil o de escritorio	c/u	1	20	X		21
Internet		c/u					
Audifonos		c/u	1	20	X		21
Parlantes		c/u	1	20	X		21
Documentos descargables		c/u					

GLOSARIO DE TERMINOS DESCONOCIDOS

K

Kahoot: es un sistema de respuestas en el aula basado en el juego para escuelas, universidades y empresas.

T

Trello: herramienta de manejo de proyectos y tareas en línea.

W

Wiki: sistema de trabajo informático utilizado en los sitios web que permite a los usuarios modificar o crear su contenido de forma rápida y sencilla.

Webinars: Es la combinación de las palabras **Web** y **Seminario**. Es decir, Webinar es un seminario impartido en línea.

DISPOSICIONES DIDACTICAS DE APLICACIÓN

7. Para la evaluación del aprendizaje, los instructores del área en forma conjunta y con suficiente anticipación a la práctica de las pruebas, deberán elaborar los instrumentos necesarios y reales de acuerdo al tema a evaluar.
8. Para que se realice correctamente el proceso de enseñanza aprendizaje y se logren los objetivos propuestos, los instructores deberán contar con todos los recursos didácticos como: computadoras, internet, manuales de instrucción, cartilla, etc.,
9. El instructor preparara un Plan de Trabajo en base al contenido del programa, así como un presupuesto de los materiales necesarios para la ejecución de los trabajos prácticos de los participantes.
10. El instructor debe llevar un registro individual del avance de cada participante, por módulo, para efectos de promoción al módulo siguiente y para la certificación.
11. Los contenidos modulares sujetos a cambio o sustitución de los temas por otros, serán factibles siempre y cuando no cambie su contenido operacional y conocimientos, al efectuarse la permuta.
12. En primera instancia el jefe inmediato será el responsable de la supervisión de actividades que los instructores realicen, en la aplicación de éste programa.
13. Para fines de control y certificación, los instructores están obligados a utilizar correctamente toda la documentación Técnico Docente, y presentarla en forma de carpeta del instructor, cuando sea requerido para ello por la autoridad competente.

DISPOSICIONES DIDÁCTICAS DE APLICACIÓN

1. El Instituto Nacional de Formación Profesional (INFOP) debe capacitar a sus instructores para implementar en todo su contenido éste programa de formación, especialmente en aquellas áreas que no son de su dominio. Este entrenamiento estará basado en un estudio de necesidades de Capacitación previamente realizado.
2. Por su organización el programa podrá ser utilizado en los diferentes modos y modalidades de formación en el INFOP, sin que se pierdan los objetivos finales.
3. Para la implementación del programa preferiblemente se deberá realizar un diagnóstico zonal, a fin de detectar las necesidades reales de capacitación existentes, y en base a esto hacer la planificación de actividades y así asegurar el desarrollo y éxito del programa.
4. Con el fin de formar un programa acorde con el conocimiento y grado de experiencia que posee una persona o grupo de ellas, se practicará una prueba diagnóstico que permita utilizar los módulos completos o parte de ellos, de acuerdo con el principio de flexibilidad que posee el programa.
5. Este programa puede ser sujeto a modificaciones y ampliaciones en su contenido de acuerdo con los avances de la tecnología, pero éstas no podrán hacerse en forma unilateral por los instructores, sino de común acuerdo con la División Técnico Docente.
6. El instructor responsable de desarrollar este programa, debe asegurarse de que todo el contenido de cada tema sea comprendido y dominado en forma correcta por los participantes, antes de pasar al tema siguiente y así hasta concluir el programa.

ANNEX 6: SUCCESS STORY 1



AN EXAMPLE FOR HONDURAN YOUTH

In a country with a high unemployment rate, finding an intern is not easy. After publishing an advertisement for a communications intern, it was several days before a local school, Fundación Taular, sent the Empleando Futuros project the resume of a youth who fulfilled all the requirements. Taular is a private institution in Tegucigalpa that promotes personal improvement and academic success to students with limited economic resources. Its director, Carlos Espinoza, submitted the resume of Jasson Abdiel Cerrato, a dynamic young man with a love of literature and design and an unparalleled work ethic.

At just 21 years old, Jasson is a communications intern with the project and is three months away from graduating with his bachelor's degree in literature at a private university in Tegucigalpa. He lives in Luis Andrés Zúniga in the Flor del Campo region, one of the communities involved in the project, with his parents and four younger brothers, with the responsibility to support them both morally and financially.

"I am proud to say: I can do it. I learned, and I am using what I learned. I saw an opportunity to learn, make mistakes, and learn from them."

—Jasson Cerrato



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In addition, he will be the first in his family to graduate from university, and he has his own company: Serendipia is dedicated to the creation of bookmarks with unique designs, all made by Jasson. Jasson is definitely the pride of his family and an example to follow for Honduran youth.

On the first day that Jasson came to Empleando Futuros, he said, "I had never done so many things on the first day of work, I did not expect it." At Empleando Futuros, having an intern is a requirement. However, it is more than an additional member of the team. An internship position with Empleando Futuros is an opportunity for Honduran youth to learn about the current job environment. Although the first few days were difficult, Jasson adapted very well and felt welcomed by the project, forgetting his fears to gain experience doing tasks he had never done in a job environment before.

Among the activities Jasson performed as a communications intern were designing and editing text; creating social media content; supporting the recruitment and selection campaign; developing designs for different activities; and creating a database of advertising materials, in addition to specific support in other areas. Jasson has always been characterized by the great support he provides his colleagues.

Jasson is a youth full of enthusiasm and responsibility, and he knows how to maximize processes for communications support. He is an example for young people who have the desire to have a better future despite difficulties. Everyone at Empleando Futuros will miss him.



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ANNEX 7: SUCCESS STORY 2



PROUD TO BE GARIFUNA

Buiti Binafi!, which is “Good Morning!” in the Garifuna language, were the first words we heard from the youth of Tornabé in Tela when Empleando Futuros staff arrived at their training centers. According to the Honduran Black Fraternal Organization, the Garifuna population of Honduras numbers approximately 200,000 inhabitants in 47 communities located in the country’s northern zone.

Several of the young people in the Empleando Futuros project come from the Garifuna community, including Wilmer Javier Castillo. Wilmer is married and is responsible for a family of three children. He is also an electrician, and does electricity work for his neighbors when given the opportunity. He loves to participate in activities to support his Garifuna community since he considers them to have great potential but he feels people have forgotten this ethnic group. Wilmer is the current rescue coordinator supporting his community, and he is also in charge of looking for new opportunities for the youth. Because of this, he decided to enter Empleando Futuros, promoting it in his community as well as benefiting from its training.

“To be in Empleando Futuros is an excellent opportunity that will help the youth of Tela to learn about a lot and get away from bad habits.”

- Wilmer Castillo



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“Simply being Garifuna makes me feel excluded from society.”

Wilmer believes that very few projects have been developed for the Garifuna community, and that those that have are unhelpful since they mostly focus on providing training for a few days and not on what comes after those trainings. As such, Wilmer is happy that Empleando Futuros is targeting the youth in his community.

Wilmer is currently completing his training in the community and is ready to enter professional technical training. "I am very happy with the training and technical occupation that I chose. I currently have eight more youth within the community who are already enrolled in the next cycle. This is an opportunity that can't be missed." One of Wilmer's greatest challenges has been his character, which he has learned to control thanks to the support of his mentor and facilitators. Before joining the project, he was a very explosive young man with a very strong character. Part of his explosive character had been forged by the few job opportunities existing in his area, and more than once he had been rejected for being Garifuna and had to fight to support his family. Now, though, Wilmer smiles, accepts jokes and avoids being defensive.

Wilmer's journey has served as an example for his classmates, including his wife, who is now enrolled in the project and is enthusiastic to learn new skills and seek a better future. Wilmer is willing to face any job environment regardless of his origin, because he knows the Garifuna culture is an ethnic group full of enthusiasm and a desire to work, despite its struggles.



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