

# Final Performance Evaluation

## Futuros Brillantes: Project to Reduce Child Labor and Improve Labor Rights and Working Conditions in Honduras

---

United States Department of Labor

Bureau of International Labor Affairs

Office of Child Labor, Forced Labor and Human Trafficking



Date: November 7, 2019

Evaluator: Michele González Arroyo

This report was prepared independently by Management Systems International, a Tetra Tech Company, for the U.S. Department of Labor (USDOL) under Contract Number 1605DC-18-F-00414. The views expressed are those of the authors and should not be attributed to USDOL, nor does mention of trade names, commercial products, or organizations imply endorsement of the same by the U.S. Government.

## Table of Contents

Acronyms .....	i
Executive Summary .....	ii
Introduction .....	1
Project Context and Description .....	1
Evaluation Objectives and Methodology .....	2
Findings.....	5
Project Design and Validity .....	5
Project Effectiveness .....	11
Sustainability .....	24
Lessons Learned and Promising Practices .....	30
Conclusions.....	31
Recommendations .....	33
Annex A: Evaluation Terms of Reference .....	35
Annex B: Final Evaluation Itinerary .....	47
Annex C: Master Interview Guide.....	48
Annex D: List of Documents Reviewed .....	51
Annex E: List of Persons Interviewed.....	52

## List of Tables

Table 1: Futuros Brillantes Results Framework .....	1
Table 2: Stakeholders Interviewed for Final Evaluation of Futuros Brillantes .....	4
Table 3: Validity of ToC During Implementation Period (September 2014 to March 2020) .....	6
Table 4: Project Strategies Addressing Stakeholder Needs .....	8
Table 5: Futuros Brillantes Project Progress Toward End-of-Project Targets.....	11
Table 6: Futuros Brillantes Project Activities and Outputs that Supported GOH MAP Commitments.....	15
Table 7: Actions Taken to Address Midterm Recommendations .....	16
Table 8: Comparison of Anticipated Outcomes (per Results Framework) and Unintended Results .....	19
Table 9: Strengths and Weaknesses of the Project's Management Information System.....	22
Table 10: Analysis of Sustainability of Project Activities / Initiatives.....	25
Table 11: Actions to Improve Sustainability of Project Activities / Initiatives .....	27

## List of Figures

Figure 1: Futuros Brillantes Target Regions .....	1
Figure 2: Alternative Education Programs for Students in Grades 7 to 9 .....	20
Figure 3: Youth Bank Committee Members.....	21
Figure 4: STSS Swearing-In Ceremony of CLC Members .....	21
Figure 5: Capacity-Building Activities for STSS Labor Inspectorate.....	29

## Acronyms

ADECAFEH	<i>Asociación de Exportadores de Café de Honduras</i> (Association of Honduran Coffee Exporters)
CASM	<i>Comisión de Acción Social Menonita</i> (Mennonite Social Action Commission)
CED	<i>Consejo Escolar de Desarrollo</i> (School Development Council)
CL	Child Labor
CLC	Child Labor Committee
CMEP	Comprehensive Monitoring and Evaluation Plan
DBMS	Direct Beneficiary Monitoring System
ECMS	Electronic Case Management System
GOH	Government of Honduras
ICT	Information Communication Technology
ILAB	USDOL Bureau of International Labor Affairs
ILO	International Labor Organization
IO	Intermediate Objective
LR	Labor Rights
MAP	U.S.-Honduras Labor Rights Monitoring and Action Plan
MIS	Management Information System
M&E	Monitoring and Evaluation
OCFT	ILAB's Office of Child Labor, Forced Labor and Human Trafficking
OSH	Occupational Safety and Health
OTLA	ILAB's Office of Trade and Labor Affairs
OTC	Outcome
OTP	Output
PMP	Performance Monitoring Plan
SEP	<i>Secretaría de Educación Pública</i> (Secretariat of Public Education)
SEDIS	<i>Secretaría de Desarrollo e Inclusión Social</i> (Secretariat of Development and Social Inclusion)
SO	Supporting Objective
STSS	<i>Secretaría de Trabajo y Seguridad Social</i> (Secretariat of Labor and Social Security)
ToC	Theory of Change
TOT	Training of Trainers
TPR	Technical Progress Reports
USDOL	United States Department of Labor
WRC	Workers' Rights Center
WV	World Vision

# Executive Summary

## Background

The United States Department of Labor (USDOL) awarded World Vision a five-year, USD \$8.75 million grant to implement the Futuros Brillantes (Bright Futures) project in Honduras from September 2014 to March 2020. The project's objective is to reduce child labor and improve labor rights in Honduras, particularly in the departments of Valle, Choluteca, Intibucá, Cortés (San Pedro Sula valley), La Paz and Atlántida. The Futuros Brillantes project is part of the technical cooperation initiatives of USDOL's Office of Child Labor, Forced Labor and Human Trafficking (OCFT) and the Office of Trade and Labor Affairs (OTLA) within the Bureau of International Labor Affairs (ILAB).

Project strategies are divided into two components. Component 1 comprises strategies to reduce child labor, which included educational, livelihood, and youth employment activities and initiatives. Component 2 focuses on strategies to improve labor rights enforcement, including specific strategies to complement efforts made by the Government of Honduras (GOH) to fulfill the actions outlined in the U.S.-Honduras Labor Rights Monitoring and Action Plan (MAP). To achieve project objectives, World Vision has partnered with two civil society organizations: Mennonite Social Action Commission (*Comisión de Acción Social Menonita*, CASM) and Caritas, a Catholic social service organization.

## Evaluation Approach

The final evaluation aims to assess the project design and validity, project effectiveness, and sustainability, as well as to document good practices and lessons learned. The data collection methodology is primarily qualitative in nature. The evaluator conducted field visits, interviews and focus groups to obtain qualitative information. Quantitative data were obtained from available M&E records and project reports and incorporated into the analysis. Quantitative and qualitative data were triangulated for many of the evaluation questions to strengthen the credibility and validity of the results.

The evaluator conducted interviews with a wide range of stakeholders in Tegucigalpa and in all six of the project's target regions. In total, 186 stakeholders participated in interviews, either individually or in small groups. These included Futuros Brillantes project staff; local, regional and national governmental representatives; teachers; children and adolescents benefiting from project educational and youth employment activities; parents benefiting from livelihood activities; and employer and worker representatives.

## Main Findings and Conclusions

The findings address the 11 evaluation questions approved in the Terms of Reference. This report organizes them by evaluation area: project design and validity, effectiveness and sustainability.

### Project Design and Validity

**Validity and Relevance of Project Design:** The implemented project strategies have closely adhered to the original project design throughout the five-year implementation period. Moreover, project strategies and related activities have addressed various needs that stakeholder groups identified. These stakeholder groups included government, employers and workers, as well as students, parents, teachers and community leaders, demonstrating the relevance of strategies implemented. These two factors, in conjunction with the demonstrated progress toward meeting most outcome and output targets, contributed to the validity of the project design to produce the desired changes.

## Effectiveness

**Project Achievement of Targets and Outcomes:** As of April 2019, the project had achieved or was close to achieving all output targets related to Intermediate Objective (IO) 1 (access to quality education); IO 2 (income generation and youth development); and IO 4 (awareness activities). For IO 3 (labor rights), at the time of this evaluation report's writing, the project has achieved all targets related to labor inspector training and the workers' rights centers (WRCs). However, the project has not met its output target on developing the electronic case management system (ECMS), mainly due to external delays, including the prolonged tripartite approval process of the proposed Labor Inspection Law regulations. It is too early to assess the achievement of all related outcomes—increased access to quality education, improved household income, improved labor rights enforcement and increased awareness of labor rights—until data are analyzed for the project's next reporting period (October 31, 2019), and until the ECMS is fully implemented.

**Project Support of the U.S.-Honduras Labor Rights Monitoring and Action Plan (MAP):** The Futuros Brillantes project effectively supports the GOH by providing technical assistance to help fulfill its MAP commitments. It has achieved this by (1) facilitating the process to develop and validate the regulatory framework for the Labor Inspection Law; (2) strengthening Secretariat of Labor and Social Security (STSS) strategic planning and institutional capacity to improve enforcement of labor laws; and (3) initiating the process to develop an ECMS, which is expected to increase transparency of the labor inspection process. Furthermore, the direct involvement of USDOL officials in the project's labor rights component helped maintain positive and active relations with high-level officials in the STSS, as well as employer and worker organizations. USDOL's active engagement with the Tripartite Commission in monitoring MAP progress provided a unique opportunity to respond to GOH's emerging needs through the Futuros Brillantes project activities. This increased the STSS's buy-in and support of project activities and its satisfaction of products and services delivered.

**Unintended Results:** The Futuros Brillantes project produced numerous results that were not part of the original Results Framework, including: (1) the replication of alternative education programs in neighboring communities; (2) private sector support to develop the Educational Bridges program; (3) highly successful youth-led and youth-managed community improvement initiatives; and (4) the increased confidence and commitment of community child labor committees (CLCs) as a result of the legal recognition that STSS provided. As a whole, the activities or processes that produced the unintended results were of great interest to project stakeholders and provided multiple examples of good practices for future projects with similar objectives.

## Sustainability

**Likelihood of Sustainability:** The project's educational activities and initiatives (IO 1) have a higher probability of sustainability than the livelihood initiatives (IO 2), which included income generation, vocational/technical training and Youth Banks. The likelihood of sustainability is higher when implementing programs and activities promoted by the GOH versus new initiatives that must first demonstrate results. The additional actions needed to increase the sustainability of educational activities are scaling-up interventions, while additional actions needed for income-generation and youth development activities will require a greater effort to divulge results and increase multi-stakeholder support during the early stages of implementation.

STSS is expected to maintain the ECMS that is under development. Allowing sufficient time to carry out the processes for piloting, making adjustments, training, rollout and technical support could strengthen its sustainability. Regarding the WRCs, Caritas volunteers have expressed a renewed commitment to maintain the operations of the centers, but in the absence of a built-in mechanism to become self-sufficient, the

WRCs are likely to continue to depend on external funding. Finally, the community CLCs have great potential for sustainability, following their formalization by the STSS Social Welfare Unit. This formalization greatly contributed to committee members' sense of empowerment and duty to continue in their roles as defenders of children's and workers' rights. While STSS officials at the national level have taken steps to ensure the sustainability of the CLCs, these committees are more likely to be sustainable if STSS regional offices provide the necessary follow-up to keep CLC members engaged.

**Capacity Building:** The project helped build the technical capacity of STSS through the development of STSS inspection protocols and the inspection procedures manual. These tools, which will be rolled into one "Labor Inspection Toolkit," will help systematize the labor inspection process. The trainings for labor inspectors helped build both technical skills and soft skills, and the training of trainers established a built-in strategy to provide continuous training for new employees. The ECMS is expected to build the secretariat's institutional capacity by facilitating the collection of standardized information from each inspection and providing real-time information on inspections and results. For local partners CASM and Caritas, the project provided extensive technical training and follow-up support, which resulted in each organization gaining the knowledge and experience to serve as a community resource in the areas of child labor and labor rights.

## Lessons Learned and Promising Practices

Following are key lessons learned:

- The need to complete and approve a regulatory process before moving forward with related project activities created a domino effect and compromised the once-feasible goal of completing the ECMS rollout and follow-up processes within the project timeline.
- The absence of a built-in sustainability strategy for the WRCs decreased the likelihood that they would become self-sufficient and fomented a pattern of reliance on external funding to operate at current capacity.
- Implementing a large number of educational and livelihood activities during the relatively short implementation period made it more difficult to ensure proper follow-up for each intervention. Reducing the number of activities and/or speeding up the CMEP development and approval process could provide the additional time and resources needed to provide closer follow-up of project activities and participants. This, in turn, could strengthen project outcomes and sustainability.
- Young leaders forming Youth Banks had high expectations that the selected community development proposal would be funded. From the initiation of the project, it is important for project implementers to make clear if funding limitations exist and if the project cannot fund all selected proposals. At the same time, youth should receive additional technical assistance to strengthen funding proposals to pursue other funding sources, including municipal funds and private donors.
- Income-generation activities might have been more successful by targeting beneficiaries who had already established micro-enterprises, instead of those who were starting new initiatives. In this way, beneficiaries could immediately apply the skills they acquired through the Entrelazos training program, which would increase the likelihood of achieving concrete results and forming model programs for future initiatives.
- The legal recognition of the CLCs by the STSS Social Welfare unit ("Previsión Social") should have been obtained at an earlier stage of the project. This would have enabled project staff to work with

STSS to provide follow-up and to document the results of the CLC actions to prevent child labor in their respective communities.

Following are key promising practices.

- The direct involvement of USDOL officials in the labor rights component helped maintain positive and active relations with high-level officials in the STSS. This increased the STSS's buy-in and support of project activities and their satisfaction of service delivery.
- Implementing educational activities that aligned with governmental programs increased support and participation from local education officials, teachers, and students.
- The Honduran-adapted Youth Bank methodology showed effective and sustainable results in developing youth leadership and management skills in youth-led, youth-managed community development initiatives.
- The WRC community outreach campaigns successfully raised awareness of worker rights and greatly increased the visibility of the WRC legal services.
- The project's role in facilitating tripartite input and validation of key labor inspection tools increased buy-in and transparency of the labor inspection process.

## Recommendations

The following recommendations are directed to World Vision, local implementing partners (CASM and Caritas) and USDOL to strengthen the outcomes of the Futuros Brillantes project before it ends, or to improve future programming of child labor and labor rights projects.

### Immediate Recommendations for World Vision:

- 1) **Develop an ECMS rollout plan:** World Vision, in conjunction with STSS, should develop an ECMS rollout plan that includes time for piloting, making adjustments, training personnel and providing the necessary follow-up to users. This plan should include training a group of STSS personnel, including information technology (IT) staff, in each region to serve as ECMS resources and establishing the proper channels of communication to address difficulties they encountered.
- 2) **Provide additional support to STSS IT staff:** World Vision should facilitate specialized training for STSS IT staff to bridge the technical and informational gap between IT staff and the ECMS contractor.
- 3) **Ensure the completion and distribution of the Labor Inspection Toolkit:** World Vision should finalize and publish all protocols, manuals and guides that are part of the Labor Inspection Toolkit by December 2019 to ensure that STSS has the necessary reference tools to comply with the new Labor Inspection Law.
- 4) **Ensure the proper application of labor inspection tools and protocols:** As part of an exit strategy, World Vision should enhance awareness among employer groups and worker organizations on the contents and proper application of the Labor Inspection Toolkit, so that these groups may hold STSS accountable for the consistent use of these tools during the labor inspection process.
- 5) **Divulge results with Secretariat of Public Education (SEP) officials as part of the project's exit strategy:** World Vision should divulge the results of alternative education strategies with high-level

officials from the SEP for their consideration in any future actions to increase educational access in rural areas. Furthermore, World Vision should share results of peer tutoring (Solidarity Tutor) activities for SEP to consider promoting and scaling up in similar public schools around the country.

#### **Recommendations for World Vision, CASM and Caritas (As Appropriate):**

- 6) Build on the Youth Bank experience:** World Vision and CASM should consider including the Honduran-adapted Youth Bank methodology for future projects that have a youth development component. The development and application of youth leadership, management and decision-making skills make this methodology a particularly effective approach to youth development. The project's pending implementation guidelines and lessons learned can be applied to strengthen future Youth Bank initiatives.
- 7) Evaluate alternatives for strengthening outcomes of vocational/technical training for youth:** World Vision and CASM should assess options for increasing the variety of vocational/technical training and internships so that no community experiences a glut of any skill type. This could include the development of multi-stakeholder alliances to diversify training programs offered and better ensure their sustainability.
- 8) Form alliances with community/rural savings groups:** World Vision should form alliances early in the project implementation period with community/rural savings groups so that these groups can manage the seed capital for project participants. In this way, participants may become members of savings groups or other micro-finance groups, which increases the likelihood of receiving future credit.
- 9) Strengthen the sustainability of the CLCs:** In conjunction with STSS, World Vision should develop a plan to strengthen the sustainability of the CLCs. The plan should include follow-up by STSS regional offices to actively engage CLC members in their roles as STSS sub-regional committees on child labor. Furthermore, World Vision should divulge the results of CLC activities and disseminate guidelines for scaling up CLCs to other regions of Honduras.
- 10) Develop a sustainability strategy for the WRCs:** Caritas should develop a sustainability strategy within the WRC model that promotes self-sufficiency. This may include developing formal agreements with Honduran law schools to place and supervise student interns, creating alliances with other labor defense organizations to leverage resources, and/or adding a fee-for-service strategy for specific legal services.

#### **Recommendations for USDOL:**

- 11) Promote USDOL policy and stakeholder engagement:** USDOL should consider replicating the model of USDOL officials playing an auxiliary role in projects that address labor enforcement issues in U.S. free trade agreements. The direct involvement of USDOL officials in the project's labor rights component can help maintain positive and active relations with high-level ministry officials, increase buy-in and support of project activities, and increase the usefulness of products and services delivered.
- 12) Strengthen the sustainability of vocational/technical training activities and entrepreneurships:** USDOL should consider additional design elements to strengthen the sustainability of adult and adolescent entrepreneurships and vocational/technical training activities. This may require multi-stakeholder support during the early stages of implementation and increased support and follow-up of adult and adolescent entrepreneurs.

## Introduction

The United States Department of Labor (USDOL) awarded World Vision a five-year, USD \$8.75 million grant to implement the Futuros Brillantes (Bright Futures) project in Honduras from September 2014 to March 2020. The project's objective is to reduce child labor and improve labor rights in Honduras, particularly in the departments of Valle, Choluteca, Intibucá, Cortés (San Pedro Sula valley), La Paz and Atlántida. The Futuros Brillantes project is part of the technical cooperation initiatives of USDOL's Office of Child Labor, Forced Labor and Human Trafficking (OCFT) and the Office of Trade and Labor Affairs (OTLA) within the Bureau of International Labor Affairs (ILAB).

This final performance evaluation aims to assess the project design and validity, project effectiveness, and sustainability, as well as to document good practices and lessons learned. The recommendations focus on actions to consider that would strengthen the sustainability of project outcomes and other actions that could enhance the effectiveness of similar projects or future programming in Honduras and similar environments elsewhere, as appropriate.

## Project Context and Description

### Project Context

**Child Labor in Honduras.** Between 2012 and 2018, child labor rates in Honduras have fluctuated between 13.5 and 16.5 percent of the country's total population of children and adolescents aged 5 to 17 (currently estimated to be 411,000).<sup>1</sup> Ongoing research by World Vision (WV) in Honduras indicates that child labor is heavily influenced by an attitude of acceptance, lack of quality educational alternatives, and a poverty-induced need for children to earn an income. However, most recently, the country's social, political and economic instability has negatively impacted child labor.

**Social, Political and Economic Instability:** Honduras, with a total population of 9 million, has been plagued by what some experts describe as "crisis upon crisis."<sup>2</sup> These crises include damage by Hurricane Mitch in 1998, the 2009 military removal of President Zelaya and allegations of fraud in the 2017 presidential election. Deep economic divides exist, as do political polarization, and widespread distrust of the government.

Exacerbating the social unrest are high rates of poverty, with an estimated two-thirds of the population living at or below the poverty level, and a lack of opportunities for young people that make it even more difficult to break poverty's vicious cycle.<sup>3</sup> With few options available, many young people have joined gangs, which are often involved in drug trafficking, extortion and murder. This leads to another social crisis: endemic violence. In Honduras, violence reached its peak between 2011 and 2014, giving it the world's highest homicide rates.<sup>4</sup> Although Honduras's homicide rate has fallen every year since 2015, migration rates have steadily climbed.

---

<sup>1</sup> Instituto Nacional de Estadísticas (INE) de Honduras, Encuesta Permanente de Hogares de Propósitos Múltiples, 2018. Retrieved from <https://www.ine.gob.hn/V3/>

<sup>2</sup> Linthicum, K. (2018, December 18). "Homicides have fallen dramatically in Honduras. So why are people still fleeing?" *Los Angeles Times*. Retrieved from <https://www.latimes.com/world/mexico-americas/la-fg-honduras-violence-20181214-story.html>

<sup>3</sup> The World Bank in Honduras. (2019, April 4). Overview. Retrieved from <https://www.worldbank.org/en/country/honduras/overview>

<sup>4</sup> Congressional Research Service. (2019, June 13). Central American Migration: Root Causes and U.S. Policy. Retrieved from <https://fas.org/sqp/crs/row/IF11151.pdf>

Hondurans, faced with poverty, corruption, violence and a lack of opportunity, are searching for a better life. High migration rates have exacerbated other social problems that stem from children growing up without one or both parents; or children migrating with their parents and facing a range of uncertainties at the border, including separation from their parents.

**Labor Rights in Honduras.** Ongoing violations of workers' rights came to the forefront in March 2012 following a submission presented by U.S. and Honduran labor organizations to USDOL, an action stipulated in the Labor Chapter of the U.S.-Dominican Republic-Central America Free Trade Agreement. The submission alleged that the Government of Honduras (GOH) had failed to effectively enforce its labor laws, highlighting examples from the manufacturing, agriculture, and port sectors.

In response to the submission, USDOL issued a public report in February 2015 that raised serious concerns about the protection of internationally recognized labor rights and the enforcement of labor laws in Honduras. The report recommended that the United States Government engage the GOH in developing a monitoring and action plan that would address specific concerns identified in the report. As a result, the U.S. and Honduran governments signed the U.S.-Honduras Labor Rights Monitoring and Action Plan (MAP) in December 2015.<sup>5</sup> The MAP established concrete benchmarks, with the GOH's agreement, to improve Honduran government's application of its labor laws. As part of the MAP, the GOH committed to:

- Enhance policy, legal, and regulatory frameworks to strengthen labor standards;
- Strengthen strategic planning and improve institutional capacity for better labor law enforcement;
- Intensify targeted enforcement actions against violators; and
- Increase transparency, outreach, and engagement with workers, employers, and the public on labor law enforcement and labor rights.

To assist the GOH in fulfilling the MAP commitments, USDOL has provided a range of technical assistance activities and programs, including those that are part of the Futuros Brillantes project. More specific project information follows.

## Project Description

In September 2014, USDOL awarded World Vision a four-year USD \$7 million grant to implement the Futuros Brillantes project in Honduras, with the principal goal of reducing child labor and improving labor rights in Honduras, particularly in the departments of Valle, Choluteca, Intibucá, and San Pedro Sula (Cortés). An additional USD \$1.75 million was added to the project budget in July 2017, bringing the total award amount to USD \$8.75 million. World Vision and private sector partners added USD \$573,996 in matching funds. The additional funding allowed the project to expand its activities to include two more departments: La Paz and Atlántida. Subsequent modifications extended the project end date to March 31, 2020, which allowed time to carry out project activities in the two new regions and to strengthen the technical assistance and capacity-building activities with the Secretariat of Labor and Social Security (STSS) labor inspectorate at the national and regional levels. Figure 1 highlights the Futuros Brillantes target regions.

---

<sup>5</sup> U.S.-Honduras Labor Rights Monitoring and Action Plan (2015), [https://www.dol.gov/sites/dolgov/files/ILAB/legacy/files/Honduras\\_MAP.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/legacy/files/Honduras_MAP.pdf)

Project strategies are divided into two components. Component 1 included strategies to reduce child labor, which included educational, livelihood, and youth employment activities. Component 2 focused on strategies to improve labor rights enforcement, including specific strategies to complement efforts by the GOH to fulfill actions outlined in the MAP. Table 1 presents the Futuros Brillantes Results Framework, which depicts the project's main objective and intermediate objectives (IOs), along with corresponding supporting objectives (SOs) and related outputs.



**Figure 1: Futuros Brillantes Target Regions**

*The target regions include Valle, Choluteca, Intibucá, Cortés (San Pedro Sula Valley), La Paz and Atlántida.*

**Table 1: Futuros Brillantes Results Framework**

Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá, San Pedro Sula, La Paz and Atlántida	
Intermediate Objectives	Supporting Objectives and Related Outputs
<p><b>IO 1</b> Children engaged in or at high risk of child labor with access to quality education</p>	<p><b>SO 1.1</b> Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor</p> <p><b>Output 1.1.1</b> Target communities with enhanced access to basic education through the introduction of alternative programs for grades 7 to 9 in target schools</p> <p><b>Output 1.1.2</b> Teachers from target schools with improved competencies in educational management, use of ICT and education standards</p> <p><b>Output 1.1.3</b> Target schools with mechanisms for monitoring school attendance and child labor implemented</p> <p><b>Output 1.1.4</b> Target children receiving after-school pedagogical support</p>
<p><b>IO 2</b> Target households with increased income</p>	<p><b>SO 2.1</b> Target households with improved livelihoods</p> <p><b>Output 2.1.1</b> Target households with access to technical and financial services for income generation</p> <p><b>Output 2.1.2</b> Target households' businesses with access to technical and/or entrepreneurial development services</p> <p><b>Output 2.1.3</b> Savings groups strengthened to provide financial services to target households</p> <p><b>SO 2.2</b> Youth between 14 and 17 years with access to decent work</p> <p><b>Output 2.2.1</b> Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor market</p> <p><b>Output 2.2.2</b> Youth between 14 and 17 years with access to productive inputs</p>
<p><b>IO 3</b> Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues</p>	<p><b>SO 3.1</b> Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector</p> <p><b>NOTE:</b> SO 3.1 and related outputs were removed at project midterm.</p> <p><b>SO 3.2</b> Target workers with legal advice and information on labor rights</p>

Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá, San Pedro Sula, La Paz and Atlántida	
Intermediate Objectives	Supporting Objectives and Related Outputs
	<p><b>Output 3.2.1</b> Workers' rights centers established to give advice on labor rights</p> <p><b>SO 3.3</b> STSS capacities and competencies strengthened</p> <p><b>Output 3.3.1</b> STSS Inspectorate staff trained on child labor (CL), labor rights (LR), strategic planning and management</p> <p><b>Output 3.3.2</b> IT tools for supervision, follow-up of cases, union formation and fines functioning</p>
<p><b>IO 4</b> Target groups aware and with increased knowledge on the issues of child labor and labor rights</p>	<p><b>SO 4.1</b> Target groups aware about CL and LR</p> <p><b>Output 4.1.1</b> Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of CL</p> <p><b>Output 4.1.2</b> Workers, employers, government agencies and civil society aware about CL and LR</p> <p><b>SO 4.2</b> Knowledge on CL and LR improved among the target population</p> <p><b>Output 4.2.1</b> Mechanism for disseminating information on good practices regarding the issues of CL an LR implemented</p> <p><b>Output 4.2.2</b> Specialized studies on CL and LR available</p> <p><b>Output 4.2.3</b> Workers, employers, judges and attorneys trained on relevant issues related to CL and LR</p>

Source: *Futuros Brillantes CMEP, November 2015*

To achieve the project objectives, World Vision partnered with Mennonite Social Action Commission (*Comisión de Acción Social Menonita, CASM*) and Caritas. In the San Pedro Sula Valley region, CASM took a lead role in implementing all activities related to IO 1 and IO 2. In Valle, Choluteca, Intibucá, La Paz and Atlántida, World Vision was responsible for implementing all activities related to IO 1 and IO 2. World Vision also was responsible for implementing all activities associated with IO 3 and IO 4, with the exception of activities related to workers' rights centers (WRCs). In all six target regions, Caritas was responsible for implementing all activities related to the WRCs that provided legal advice and information on labor rights (SO 3.2). World Vision also was responsible for providing the local implementing partners—CASM and Caritas—with technical tools and training to implement corresponding activities and carry out the required data collection and reporting processes.

## Evaluation Objectives and Methodology

The evaluation will assess whether the project's interventions and activities achieved project objectives and will describe the factors driving project results. The evaluation also will document lessons learned, good practices, and models of intervention that can inform future similar projects and policies in Honduras and similar environments elsewhere, as appropriate.

### Evaluation Questions

The final evaluation questions focus on four areas: (1) project design and validity, (2) effectiveness, (3) sustainability, and (4) good practices and lessons learned, as follows:

#### Project Design and Validity

1. To what extent was the theory of change valid after five years of project implementation?

2. Were the project strategies relevant to the specific needs of project stakeholders (i.e., local and national government representatives; private industry; and employers' and workers' organizations)?

### **Effectiveness**

3. To what extent has the project achieved its targets and outcomes at the time of the evaluation and is the project likely to achieve them by the end of the project? Specifically:
  - a) Was the project able to meet the expectations of the OTLA at USDOL to complement GOH efforts to carry out MAP activities? If so, which ones?
4. To what extent were the recommendations from the midterm evaluation implemented and what were the results?
5. Did the project cause unintended results on its target communities and participants? If so, what were they?
6. What are the strengths and weaknesses of the Futuros Brillantes monitoring system? How is Comprehensive Monitoring and Evaluation Plan (CMEP) data being used to make adjustments to implementation and decision-making? This includes implementation of the CMEP, the Direct Beneficiary Monitoring System (DBMS) and other data collection and reporting processes. What improvements can be made to strengthen monitoring?
7. How did the project benefit from USDOL's policy and stakeholder engagement?

### **Sustainability**

8. Which project activities/initiatives are most likely sustainable and transferable to the communities and relevant local institutions (i.e., local government authorities or non-government agencies) before the project ends? What factors contributed to this sustainability?
9. How could the project have improved their sustainability efforts?
10. To what extent has Futuros Brillantes been able to build technical capacity to address child labor and other labor violations issues within the implementing agencies and other stakeholder agencies (i.e., workers, child labor, STSS)?

### **Good Practices and Lessons Learned**

11. What are promising practices and lessons learned that could benefit similar projects or future programming in Honduras? This can include efforts made by the project to adapt activities in a challenging implementing environment.

## **Methodology**

**Approach.** The data collection methodology was primarily qualitative in nature. The evaluator conducted field visits, interviews and focus groups to obtain qualitative information. Quantitative data were obtained from available M&E records and project reports and incorporated into the analysis. Quantitative and qualitative data were triangulated for many of the evaluation questions to strengthen the credibility and validity of the results.

The evaluator conducted field visits and interviews with direct project beneficiaries (children, adolescents, parents and workers) and stakeholders representing tripartite sectors in Honduras (government, employer and worker representatives), as well as civil society organizations. The evaluator followed a semi-structured

interview protocol, with adjustments for each person’s background knowledge and level of involvement in project activities.

**Evaluation Schedule.** The evaluation took place in August and September 2019. Prior to its initiation, the evaluator reviewed project documents, developed data collection instruments, and collaborated in the determination of fieldwork interviews. The evaluator conducted field visits and interviews between August 11 and August 22 and presented preliminary findings at a tripartite stakeholder meeting on August 23. The evaluator held a debriefing discussion with representatives from USDOL on September 5. Most of the data analysis and report writing occurred between August 26 and September 27. The complete schedule of evaluation activities is in Annex B.

**Data Collection.** USDOL developed the evaluation questions with input from project staff and the evaluator. These questions served as the basis for the guides and protocols used during key informant interviews and document reviews (see Master Interview Guide in Annex C). Following is a description of the methods employed to gather the primary and secondary data.

- *Document Review:* The evaluator reviewed and referenced numerous project documents, including the project document, grant modifications, CMEP, technical progress reports and other supporting project materials obtained during the fieldwork component. Annex D contains a complete list of the documents reviewed.
- *Key Informant Interviews:* The evaluator conducted interviews with a wide range of stakeholders in Tegucigalpa and in all six project target regions. In total, 186 stakeholders participated in interviews, either individually or in small groups. These included Futuros Brillantes project staff; local, regional and national governmental representatives; teachers; children and adolescents benefiting from project educational and youth employment activities; parents benefiting from livelihood activities; and employer and worker representatives. Table 2 summarizes the stakeholder groups interviewed and their characteristics, as well as the number of interviews conducted and number of persons interviewed. A complete list of individuals interviewed is in Annex E.

**Table 2: Stakeholders Interviewed for Final Evaluation of Futuros Brillantes**

Stakeholder Group	Number of Interviews Conducted	Number of Persons Interviewed	Sample Characteristics
Futuros Brillantes project staff from World Vision	2	8	Project staff from World Vision in Tegucigalpa, and the six target regions
Futuros Brillantes project staff from Caritas	1	4	Project staff from Caritas in La Ceiba and Tegucigalpa implementing WRCs
Futuros Brillantes project staff from CASM	1	5	Project staff from CASM in San Pedro Sula
STSS Labor Inspectorate	9	18	STSS labor inspectors and supervisors (central and regional offices)
GOH representatives from national, departmental/ regional and municipal levels	5	23	STSS ministry officials, legal advisors and information technology
Teachers	4	9	Sugar sector: chamber representatives, producer organizations, sugar mill operators
Private Sector	3	6	Employer organizations
U.S. Government	1	1	USDOL representative

Stakeholder Group	Number of Interviews Conducted	Number of Persons Interviewed	Sample Characteristics
Direct beneficiaries – children and adolescents in target communities	10	56	Children and adolescents participating in educational activities, and youth employment preparation
Direct beneficiaries – parents of children at risk of participating in child labor	3	17	Parents in target communities participating in livelihood activities
Child Labor Committee (CLC) members	7	21	Community leaders and parents that form part of the local child labor committee. CLC members actively participate as promoters and advocates of children and worker rights.
Workers and worker organizations	4	17	Volunteers and workers providing or receiving services at workers' rights centers
Consultants/Technical Assistance	4	12	Consultants developing STSS labor inspectorate protocols and manuals and consultants developing the electronic case management system (ECMS)
World Vision, Honduras	1	1	WV Country Director, Honduras
<b>TOTAL</b>	55	186	

**Data Analysis.** The document review and stakeholder interviews generated a significant amount of raw qualitative data that were then categorized, synthesized and summarized for an analysis driven by the evaluation questions.

**Stakeholder Meeting.** The evaluator conducted a debriefing with key project staff and tripartite stakeholders representing government, employer and worker sectors. The meeting provided an opportunity to present preliminary findings, solicit clarification, and gather further input on areas of opportunity or concern that could impact project outcomes and their sustainability.

**Limitations.** The findings presented in this evaluation are based on information collected from background documents, interviews with project staff and stakeholders, and field observations. Stakeholder responses were triangulated with quantitative data, to the extent possible, to strengthen the accuracy and reliability of the interview data. However, the accuracy and usefulness of these findings relies on the integrity and relevance of the information provided to the evaluator from these sources.

## Findings

The findings address the 11 evaluation questions approved in the Terms of Reference (see Annex A). They are organized by evaluation area: project design and validity, effectiveness and sustainability.

### Project Design and Validity

#### Question 1: To what extent was the theory of change valid after five years of implementation?

The Futuros Brillantes theory of change (ToC) states that a reduction in child labor and improved labor rights in Honduras will be achieved through the implementation of four key strategies corresponding to the four intermediate objectives:

- (1) **Education:** Promote educational opportunities for children engaged in or at high risk of child labor;
- (2) **Livelihood/Income Generation:** Create more sustainable livelihoods for the households of children engaged in or at high risk of child labor;
- (3) **Labor Compliance:** Improve compliance with labor legislation and workers' conditions.
- (4) **Awareness-Raising:** Increase the knowledge and awareness of child labor and labor rights among parents, communities, government institutions, employers and workers, including youth.

To assess the validity of the ToC after five years of implementation, strategies outlined in the project's Results Framework were assessed against the strategies that were actually implemented. Adherence to the original project design in conjunction with the relevance of these strategies (discussed in Question 2) and their progress in meeting targets and outcomes (discussed in Question 3) helps determine the validity of the project's ToC.

**Table 3: Validity of ToC During Five-Year Implementation Period**

Original Project Strategies	Actual Project Strategies
<b>IO 1. Children engaged in or at high risk of child labor with access to quality education</b>	
<p><b>Education Strategy:</b> Promote educational opportunities for children engaged in or at high risk of child labor. To this end, the project will use an integrated or <b>area-based approach</b> to implement a variety of educational activities. This requires the participation of an array of key actors to implement educational activities.</p>	<p>The project adhered to the proposed area-wide approach to promote the various educational activities implemented by incorporating the support and participation of the following stakeholders:</p> <ol style="list-style-type: none"> <li>(1) <b>Education authorities:</b> Local and regional education authorities supported the expansion of coverage for grades 7 to 9, which is a national priority.</li> <li>(2) <b>Parent associations and community leaders</b> (Child Labor Committees) helped identify children engaged in or at high risk of child labor, who are the beneficiaries of the alternative education programs.</li> <li>(3) <b>Parent associations, community leaders, teachers and educational authorities</b> helped incorporate or reincorporate children engaged in or at high risk of child labor into alternative education programs.</li> <li>(4) <b>Educational authorities</b> trained teachers and school directors through a certificated Educational Management course ("Diplomado") to improve the quality of education in target schools.</li> <li>(5) <b>Teachers</b> trained <b>students</b> to provide after-school tutoring support for lower-achieving students.</li> </ol>
<b>IO 2. Target households with increased income</b>	
<p><b>Livelihood/Income-Generation Strategies:</b> Create more sustainable livelihoods for target households by providing (1) access to technical and financial services for income generation based on WV's "Entrelazos" program; and (2) vocational/technical training for youth ages 14 to 17 years in target households.</p>	<p>The project adhered to both of the livelihood strategies proposed by implementing both income-generation activities and activities that prepared youth for future employment. The project expanded on youth employment skills by implementing strategies that developed youth leadership and decision-making skills. Project strategies implemented include:</p> <ol style="list-style-type: none"> <li>(1) <b>Training</b> for adult participants focused on technical and financial services for income generation ("Entrelazos" program, Levels I, II);</li> </ol>

Original Project Strategies	Actual Project Strategies
	<ul style="list-style-type: none"> <li>(2) <b>Training</b> and seed capital in the form of essential goods for adult participants to establish entrepreneurial initiatives (“Entrelazos” Level III);</li> <li>(3) <b>Vocational/Technical Training</b> for adolescents between 14 and 17 years from target households to increase access to decent work.</li> <li>(4) <b>Training/Technical Assistance</b> for adolescents to establish Youth Banks, which develops youth leadership, management and decision-making skills.</li> </ul>
<b>IO 3. Labor rights enforcement agencies improve services to resolve complaints and labor rights issues</b>	
<p><b>Labor Compliance Strategy:</b> Improve compliance with labor legislation and improve workers’ conditions. To this end, project strategies will focus on (1) developing mechanisms for labor conflict resolution in the maquiladora sector; (2) strengthening the technical capacities and capabilities of STSS; and (3) establishing workers’ rights centers to provide labor rights information for workers.</p>	<p>Strategies implemented adhered to the original project design by largely focusing on strengthening the capacity of the STSS labor inspectorate and providing labor rights information. The strategy to establish a mechanism for labor conflict resolution in the maquiladora sector was deleted at project midterm. Labor compliance strategies implemented include the following:</p> <ul style="list-style-type: none"> <li>(1) <b>STSS capacities and competencies strengthened</b> by providing tools and training to inspectors focusing on child labor, labor rights, and labor inspection procedures.</li> <li>(2) <b>ECMS developed</b> for STSS to enable standardized data collection from each inspection in accordance with the new Labor Inspection Law (2017) and regulations.<sup>6</sup></li> <li>(3) <b>Employers</b> trained on labor law compliance and worker rights, particularly freedom of association and collective bargaining.</li> <li>(4) <b>WRCs established</b> to provide social services to workers, including advice, information and assistance on labor rights.</li> </ul>
<b>IO 4. Target groups aware and with increased knowledge on the issues of CL and LR</b>	
<p><b>Awareness-Raising Strategy:</b> To increase knowledge and awareness of child labor and labor rights, the project design included (1) conducting awareness campaigns and forums targeting parents, communities, government institutions, employers and workers, including youth, and (2) establishing a coalition against child labor.</p>	<p>The project adhered to the awareness-raising strategy by implementing outreach activities on issues of CL and LR as an integral part of all project activities under IO 1, IO 2 and IO 3 targeting parents, communities, government institutions, employers and workers, including youth. The project established <b>child labor committees</b> (CLCs) in each of the targeted communities and trained committee members to serve as ongoing community resources on child labor and labor rights issues.</p>

Source: *Futuros Brillantes CMEP, November 2015.*

**Discussion:** The key project strategies implemented closely adhered to the strategies described in the project’s Results Framework throughout the five-year implementation period. In assessing the validity of the ToC—that is, the validity of these strategies to produce the desired change—one must also look at effectiveness, which is discussed in Question 3. The strategies proposed under IO 1, *improved access to quality education*, were implemented with an area-wide approach and required the support and participation

<sup>6</sup> The new Labor Inspection Law took effect in March 2017—the first such change to the Honduran Labor Code since 1959. The new law promotes and monitors and is designed to ensure that workplace standards, safety and health provisions and social security requirements are upheld. It includes financial penalties for violations of worker rights, including the right to form unions.

of parent associations, community leaders, teachers, students and educational authorities in order to improve access to quality education in target communities. These two factors have held true during the implementation of these activities as drivers of change in the ToC.

Strategies pertaining to IO 2, *improved household income*, emphasized a systematic approach to livelihood/income-generation activities and, importantly, required participants to demonstrate their interest and commitment before accessing financial support. One assumption was that the support of the community/rural savings groups for this effort was assured; however, this support did not materialize. The livelihood/income-generation strategies that targeted youth emphasized the importance of strengthening technical skills for greater access to dignified work and developing youth leadership and decision-making skills. Both of these approaches remained valid project strategies throughout the five-year implementation period.

Project strategies related to IO 3, *improved labor rights enforcement and labor rights information*, shifted slightly to provide greater support to the Honduran government in fulfilling labor obligations established in the MAP. The underlying assumption, however, remained constant: strengthening the capacity of the labor inspectorate and raising workers' awareness on labor rights issues would lead to improved labor law enforcement and labor rights information.

Finally, project strategies pertaining to IO 4, *increased awareness on CL and LR*, emphasized an integrated approach to raising awareness on CL and LR issues. Awareness-raising activities were part of all project strategies throughout the five-year implementation period. What was not anticipated, however, was the central role that the child labor committees would play in raising awareness on both CL and LR at the community level.

**Question 2: Were the project strategies relevant to the specific needs of project stakeholders (i.e., local and national government representatives; private industry; and employers' and workers' organizations)?**

The project conducted several diagnostic assessments, including a baseline study<sup>7</sup> and stakeholder training needs assessments, which enabled it to identify stakeholders' needs early on and align project strategies to address those needs. The project assessed the needs of tripartite stakeholders: 1) government, 2) employers and workers/workers' organizations, and 3) direct beneficiaries, including teachers, parents and children/adolescents. Table 4 outlines the specific needs identified through the various assessment tools, along with specific project strategies that were implemented to address those needs for each stakeholder group.

**Table 4: Project Strategies Addressing Stakeholder Needs**

Needs identified	Project strategies addressing stakeholder needs
<b>Government / STSS</b>	
<ul style="list-style-type: none"> <li>• Improved competencies to enforce labor laws</li> <li>• Improved communication and outreach to employers and workers</li> <li>• Improved mechanisms to increase efficiency, effectiveness and transparency throughout the labor inspection process</li> <li>• Technical assistance to improve strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>• Technical training for STSS labor inspectors in each targeted region focusing on child labor, labor rights, labor inspection procedures and soft skills</li> <li>• ECMS designed for STSS to improve efficiency, effectiveness and transparency of labor inspection process</li> <li>• Protocols for labor inspection developed on child labor, freedom of association and collective</li> </ul>

<sup>7</sup> Baseline Survey for the Bright Futures Project, June 2016.

Needs identified	Project strategies addressing stakeholder needs
<ul style="list-style-type: none"> <li>• Basic material resources to carry out labor inspections, e.g., computers, desks, chairs, transportation, etc.</li> <li>• Inspection protocols based on new Labor Inspection Law</li> <li>• Improved inter-agency coordination on child labor and labor rights issues</li> </ul>	<ul style="list-style-type: none"> <li>• bargaining, and occupational safety and health (OSH)</li> <li>• Financial resources provided to STSS to make infrastructure improvements in the labor inspectorate and transportation provided to facilitate the inspection process</li> </ul>
<b>Employer Organizations</b>	
<ul style="list-style-type: none"> <li>• Greater knowledge of labor rights, particularly freedom of association and collective bargaining</li> <li>• Improved labor law compliance, particularly freedom of association and collective bargaining</li> </ul>	<ul style="list-style-type: none"> <li>• Employers trained on labor law compliance and worker rights, particularly freedom of association and collective bargaining</li> </ul>
<b>Workers and Workers' Organizations</b>	
<ul style="list-style-type: none"> <li>• Greater awareness of labor laws protecting workers</li> <li>• Greater awareness of the rights on freedom of association and collective bargaining</li> <li>• Increased access to legal aid to obtain information and/or assistance with legal procedures</li> </ul>	<ul style="list-style-type: none"> <li>• WRCs established to provide social services to workers, including advice, information and assistance on labor rights.</li> <li>• The project implemented awareness activities on issues of CL and LR as an integral part of all project activities under IO 1, IO 2 and IO 3 targeting parents, communities, government institutions, employers and workers, including youth. A key part of the project's awareness-raising strategy focused on the establishment of CLCs in each of the targeted communities and strengthening their capacity to serve as ongoing community resources on child labor and labor rights issues.</li> </ul>
<b>Teachers / Educators</b>	
<ul style="list-style-type: none"> <li>• Greater opportunity to participate in teacher training workshops to continually improve quality of education</li> <li>• Greater integration of ICT in classroom teaching</li> <li>• Increased knowledge and support of alternative education programs</li> <li>• Increased understanding of child labor issues and obstacles faced by children engaged in CL</li> <li>• Increased awareness of the proper authorities to alert in cases of child labor and the process to restore children's rights</li> <li>• Improved parent education programs to strengthen parental support</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and school directors in target schools provided the opportunity to participate in a certificated Educational Management course ("Diplomado") to improve the quality of education in target schools.</li> <li>• Teachers in target communities trained on (1) child labor issues, (2) alternative education methodologies, (3) School for Parents methodology, and (4) ICT in the classroom</li> </ul>
<b>Parents and Community Leaders</b>	
<ul style="list-style-type: none"> <li>• Greater awareness of child labor and children's rights to education</li> <li>• Greater participation and support of parents for their children's education</li> <li>• Greater economic opportunities for families to decrease reliance on child labor</li> <li>• Greater community involvement to protect children's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Parents given technical training in business skills and income-generation activities ("Entrelazos" I and II)</li> <li>• Parents given additional technical training and access to financial support provided for the establishment of entrepreneurial activities.</li> <li>• Parents and community leaders organized into CLCs and provided training on dissuading child labor, preventing school dropout and increasing awareness about child protection and labor rights</li> </ul>

Needs identified	Project strategies addressing stakeholder needs
<b>Children and Adolescents</b>	
<ul style="list-style-type: none"> <li>• Improved access to basic education (particularly grades 7 through 9)</li> <li>• Improved skills to enter the workforce for adolescents, including technical training, life skills and business skills</li> <li>• Improved access to decent work for adolescents</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative education programs established to provide access to middle grades 7 through 9 within the target communities</li> <li>• Vocational/technical training provided to adolescents aged 14 to 17 years to increase awareness of labor rights and develop technical skills to obtain decent work</li> <li>• Youth Banks established to develop youth leadership skills and promote youth-led community improvement initiatives</li> <li>• Students in upper grades provided the tools and training to serve as peer tutors for students in lower grades (“Solidarity Tutors”)</li> </ul>

**Discussion:** The project strategies and related activities addressed several needs identified by each stakeholder group. Labor inspectors mentioned some of the most basic needs to facilitate their work, including computers, desks, chairs and transportation to inspection sites. The electronic case management system (ECMS) was the most clearly articulated need of STSS officials. This electronic tool, once completed and implemented, will give STSS the ability to collect standardized data from each inspection and will increase the efficiency, effectiveness and transparency of the labor inspection process. While the ECMS is being developed for the labor inspectorate, employer and worker organizations also mentioned its importance in guaranteeing a transparent labor inspection process.

Workers had little awareness of their labor rights, including the right to join a union. Employers demonstrated gaps in knowledge related to freedom of association and collective bargaining. To address these needs, the project conducted trainings and forums for employers, while reaching workers (mostly non-union) through targeted outreach campaigns and through the WRCs. Representatives of worker organizations commented that the project was not directly serving organized workers, with needs such as with training or legal advice; however, these types of activities that strengthen the effectiveness and efficiency of STSS are in the interest of all workers.

Teachers, especially in rural areas, have few opportunities to participate in any type of continuing education or training workshops to improve teaching methodologies and gain additional skills to work with parents. The certificated educational management course (“Diplomado”) provided teachers and school directors from target communities with an extraordinary opportunity to improve competencies in educational management, use of ICT and education standards.

Alternative education and vocational/technical training addressed the limited access to education and training for adolescents in rural areas and for children and adolescents who want to resume studying or develop a vocation. The Secretariat of Public Education (SEP) formally recognizes the alternative education programs supported by the project, EDUCATODOS and IHER, giving students the opportunity to complete grades 7, 8 and 9 from their communities. Parents of students participated in parent education classes and/or livelihood training to gain skills that they could apply to a microenterprise.

## Project Effectiveness

**Question 3: To what extent has the project achieved its targets and outcomes at the time of the evaluation, and is the project likely to achieve them by the end of the project? Specifically, was the project able to meet the expectations of the OTLA at USDOL to complement GOH efforts to carry out MAP activities? If so, which ones?**

Project performance is reported to USDOL on a semi-annual basis as a part of the Technical Progress Report (TPR). The report includes data on USDOL's common indicators related to education, livelihood, and labor rights (E1, L1 and LR1), and project-specific indicators contained in the Performance Monitoring Plan (PMP). Specific target values are established for each output (OTP) and outcome (OTC) indicator are reported in the data reporting form.

Table 5 presents the project's outcome and output indicators, end-of-project target values, actual values and percentage of achievement, as of April 2019.

**Table 5: Futuros Brillantes Project Progress Toward End-of-Project Targets**

#	Outcome and Output Indicators	End-of-Project Target	Actual	Progress (%) as of April 2019
<b>IO 1: Children engaged in or at high risk of child labor with access to quality education</b>				
<b>SO 1.1</b> Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor				
OTC 1	Percentage of beneficiary children who regularly attended any form of education during the past six months, with 80% attendance in their education program	90%	85%	94%
E.1	Number of children engaged in or at high risk of entering child labor provided education or vocation training services	5,850	5,361	92%
OTP 1	# of target communities with access to alternative education programs or where schools incorporate 7th to 9th grade as result of project intervention	26	29	112%
OTP 2	# of teachers from target schools trained	380	324	85%
OTP 3	# of target schools with mechanism for monitoring school attendance and child labor	95	95	100%
OTP 4	# of target children receiving peer tutor support	1640	1613	98%
<b>IO 2: Target households with increased income</b>				
<b>SO 2.1</b> Target households with improved livelihoods				
OTC 2	% of target households that improve their livelihoods	30%	Pending analysis	N/A
L.1	# of households receiving livelihood services	1787	1802	101%
OTP 5	% of target households in which at least one member completed levels I or II of the <i>Entrelazos</i> Program	80%	100%	125%
OTP 6	# of target households' businesses receiving technical and/or entrepreneurial development services	570	458	80%
OTP 7	# of savings groups strengthened or established	25	16	64%

#	Outcome and Output Indicators	End-of-Project Target	Actual	Progress (%) as of April 2019
OTP 8	# of target households that accessed credit at least once during the project life	570	146	26%
<b>SO 2.2</b> Youth between 14 and 17 years with access to decent work				
OTC 3	% of target youth accessing decent work	570	Pending analysis	N/A
OTP 9	# of target youth completing a technical and vocational training program with support from the project	996	1,100	110%
OTP 10	# of target youth completing the employment services program	1660	1641	99%
OTP 11	# of Youth Banks established	37	41	111%
<b>IO 3: Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues</b>				
<b>SO 3.1</b> Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector ( <i>Note: SO 3.1 and corresponding performance indicators were eliminated at project mid-term</i> )				
<b>SO 3.2</b> Target workers with legal advice and information on labor rights				
OTC 5	% of cases submitted to the WRC that reach an administrative resolution, or alternative resolution mechanism, in a timely manner	70%	89%	127%
OTP 14	# of main, satellite and school-based WRC providing ongoing services	5 main, 15 satellite, 95 centers	Pending analysis	N/A
OTP 15	# of individuals who have either received information services or legal advice on workers' rights, freedom of association and child labor from a WRC	15,000	15,249	102%
<b>SO 3.3</b> STSS' capacities and competencies strengthened				
OTC 6	% of labor inspection resolutions disputed on technical or legal grounds	80%	Pending ECMS	N/A
LR 1	% of cases addressed by labor inspection that receive a final administrative decision in a timely manner	Target not provided	Pending ECMS	N/A
OTP 16	# of labor inspectors and supervisors in the areas of influence trained in topics like CL, LR, strategic planning and management, that show an improvement in their technical skills after receiving project support	80%	28%	35%
OTP 17	# of project areas of influence with a Labor Inspection Strategic Plan prepared and implemented by the STSS	7	16	229%
OTP 18	% of new active cases registered in the ECMS every 6 months	80%	Pending ECMS	N/A
<b>IO 4: Target groups aware and with increased knowledge on the issues of CL and LR</b>				
<b>SO 4.1</b> Target groups aware about CL and LR ( <i>Note: Performance indicators related to increased awareness will be reported in the October 2019 TPR</i> )				
OTC 7	% of heads of target households that improve their awareness of the negative aspects of child labor	60%	Pending analysis	N/A

#	Outcome and Output Indicators	End-of-Project Target	Actual	Progress (%) as of April 2019
OTC 8	% of workers receiving legal advice from WRC aware of their rights as laborers	60%	Pending analysis	N/A
OTP 19	National Coalition against child labor in place	1	1	100%
OTP 20	# of people reached by awareness raising campaigns on CL and LR (workers, employers, parents, public servants, civil society)	450,000	Pending analysis	N/A
<b>SO 4.2</b> Knowledge on CL and LR improved among the target population				
OTC 9	# of people accessing information generated by the project on LR and CL	1,500	Pending analysis	N/A
OTP 21	# of knowledge sharing events implemented by the project	10	2	20%
OTP 22	# of specialized studies on CL and LR completed by the project and disseminated to relevant stakeholders	2	In progress	N/A
OTP 23	# of stakeholders who improve their knowledge on CL and/or LR after completing the training	175	Pending analysis	N/A

Source: *Futuros Brillantes Technical Progress Report, Annex A, April 2019*

**Discussion:** The Futuros Brillantes project will conclude all project activities by December 2019, except those related to strengthening the capacity of STSS (SO 3.3), which will continue until March 31, 2020. The actual results that are noted as “pending ECMS” depend on the completion of the ECMS, expected by December 2019. Other outcome and output indicators, particularly those related to increased knowledge and awareness (SO 4.1 and 4.2) will be reported in the October technical progress report (TPR). A more detailed assessment of project achievements for each intermediate objective follows.

**IO 1 (children with access to quality education):** As of April 2019, the project had achieved or was close to achieving all outputs related to educational activities for children and adolescents in target communities (Outputs 1, 3 and 4). Output 2, *numbers of teachers trained*, fell short of its target; however, the numbers are based on teachers who completed all three modules of the six-month certificated teacher-training course, which in some cases is still underway. The anticipated outcome, *beneficiary children’s regular attendance of any form of educational program in the last six months*, may fall short of the target due to a number of factors outside the control of the project, including internal and external family migration and increased violence in the target regions.

**IO 2 (target households with increased income):** The project achieved its training target for households completing Entrelazos I and II (OTP 5), but fell short of achieving its target for households completing Entrelazos III (OTP 6). The purpose of Level III was to further prepare beneficiaries to establish a microenterprise before receiving seed capital, in the form of essential goods provided by the project. According to beneficiaries who completed the three-level Entrelazos course, the non-completion rate was attributable to the strong commitment required of participants to complete all training courses before gaining access to seed capital in the form of essential goods. OTPs 7 and 8 were related to the integration of community savings groups as sources of credit for households’ micro-businesses. The low achievement of these two outputs was reflective of the difficulties the project experienced in working with the community savings groups, including their unwillingness or inability to accept or support new initiatives other than those generated by their savings group members. It is unlikely that the project will meet targets for these two outputs before it ends.

Regarding targets related to adolescents accessing decent work, training outputs (OTPs 9, 10, 11) were reached; however, achievement of the related OTC 3, *the percentage of youth applying their newly acquired technical and vocational skills to access decent work*, will be assessed and reported in the October TPR.

**IO 3 (improved labor rights enforcement and labor rights information):** The project achieved or surpassed its output targets regarding the establishment of WRCs and the number of workers receiving legal rights services and information (OTPs 14 and 15). The project also achieved the corresponding OTC 5, *percentage of cases submitted to the WRC that reached a resolution in a timely manner*.

Regarding strengthening the capacities of STSS, the project completed more than double the target for the number of strategic planning processes it supported for the labor inspectorate at the national and regional levels (OTP 17). Reaching targets for OTPs 16 and 18, as well as the associated OTC 6, *percentage of labor inspection resolutions that have been disputed on technical or legal grounds*, depends on successful development and implementation of the ECMS, which has stalled due to the delays in passing the regulations for the Labor Inspection Law. The measurements of outputs and outcomes that depend on the information generated by the ECMS may not be feasible, given the limited project time remaining.

**IO 4 (increased awareness and knowledge on CL and LR issues):** Performance indicators under IO 4 are primarily outcome-oriented; that is, they measure changes in knowledge, attitudes and behavior, and will be assessed and reported in the October TPR. Similarly, that TPR will determine the achievement of the related outputs (OTPs 20 and 23) and the three corresponding outcome indicators (OTCs 7, 8 and 9). One other achieved output, OTP 19, related to increased awareness and knowledge of CL and LR: *successful installation of the National Coalition Against Child Labor, made up of public, private and NGO stakeholders working together to reduce child labor*. However, the project has implemented only two of 10 knowledge-sharing events (OTP 21), with an additional seven outreach events planned for the final half of 2019. Regarding the specialized studies on CL and LR (OTP 22), both studies are in progress. One study focuses on child protection and the other concerns application of the new Labor Inspection Law. These studies will be disseminated to stakeholders by the end of 2019. In addition, the project has conducted numerous rapid assessments to gain a better understanding and awareness of child labor and labor rights in target regions.

**USDOL Common Indicators (E1, L1, LR1):** The common indicators used by OCFT relate to education (E1), livelihood (L1) and, in some projects, labor rights (LR1). For E1, *number of target children provided education or vocational training services*, the project had met 92 percent of its target of 5,850 children and adolescents as of April 2019. It is fully expected that this target will be met or exceeded by the end of the project. For L1, *number of households receiving livelihood services*, the project reached 1,802 households, which represents 101 percent of the target. For LR1, *percentage of cases addressed by labor inspection that receive a final administrative decision in a timely manner*, this measurement depends on a fully functioning ECMS, which may not occur during the remaining time left in the project.

### **Project Support of U.S.-Honduras Labor Monitoring and Action Plan (MAP)**

The MAP outlines commitments by the GOH to improve labor law enforcement and working conditions and to increase respect for labor rights in Honduras. Specifically, these commitments include strengthening labor protections through improvements to its laws and regulatory framework; undertaking institutional improvements; intensifying targeted enforcement; and improving transparency. The Futuros Brillantes project emerged as a cooperative response to support and complement the GOH's efforts to fulfill its MAP commitments. The project design included this support, as outlined in SO 3.2, *target workers with legal advice and information on labor rights*, and SO 3.3, *STSS capacities and competencies strengthened*. Table 6 outlines the Futuros Brillantes project activities and outputs that supported the GOH's MAP commitments.

**Table 6: Futuros Brillantes Project Activities and Outputs that Supported GOH MAP Commitments**

GOH MAP Commitments	Project Activities Supporting GOH MAP Commitments
Enhance policy, legal, and regulatory frameworks to strengthen labor standards	<ul style="list-style-type: none"> <li>➤ Futuros Brillantes played an important role in developing the regulations for the new Labor Inspection Law (March 2017). Specifically, the project provided STSS with technical assistance to develop a draft regulation and facilitate a tripartite validation process that reached approval in July 2019.</li> </ul>
Strengthen STSS strategic planning and institutional capacity for better labor law enforcement	<ul style="list-style-type: none"> <li>➤ Futuros Brillantes provided STSS with technical assistance and training:               <ul style="list-style-type: none"> <li>- Development and tripartite validation of three labor inspection protocols addressing child labor, freedom of association and collective bargaining, and OSH.</li> <li>- Development of updated labor inspection process manual to ensure compliance with the new Labor Inspection Law. The manual served as the basis for the development of the ECMS.</li> <li>- Training for labor inspectorate staff on CL, LR, strategic planning and management.</li> </ul> </li> </ul>
Intensify STSS targeted enforcement actions against violators	<ul style="list-style-type: none"> <li>➤ The ECMS that is under development is expected to facilitate the necessary inspection data to strengthen targeted inspections.</li> </ul>
Increase transparency, outreach and engagement with workers, employers, and the public on labor law enforcement and labor rights	<ul style="list-style-type: none"> <li>➤ The ECMS that is under development is expected to greatly increase the transparency of the labor inspection process.</li> <li>➤ Futuros Brillantes established WRCs to give information and advice on labor rights.</li> <li>➤ Futuros Brillantes conducted outreach and awareness campaigns, forums and workshops to raise awareness and knowledge on child labor and labor rights.</li> </ul>

Sources: *Futuros Brillantes Technical Progress Reports, October 2018 and April 2019*

**Discussion:** The Futuros Brillantes project supported the GOH by providing technical assistance to help fulfill its MAP commitments. To support the first commitment, *an enhanced regulatory framework*, the project took a lead role in facilitating a tripartite process to develop and validate the regulations for the new Labor Inspection Law. To support the second commitment, *strengthen STSS strategic planning and institutional capacity*, the project developed labor inspection tools, protocols and training programs to improve enforcement of labor laws. The project is supporting the third and fourth MAP commitments by developing an ECMS; however, the delays in passing the regulations for the Labor Inspection Law led to delays in completing the ECMS. There is a high probability that the project will complete the ECMS by December 2019; however, the system must be fully functioning to generate the necessary inspection data leading to (1) targeted enforcement actions against violators and (2) increased transparency of the labor inspection process. While it may be feasible for the project to complete the ECMS program by December 2019, enough project time may not remain to complete all of the necessary processes, including piloting the system, making adjustments and training STSS IT personnel. This must be completed before the ECMS system is fully functioning and generating the desired inspection data.

**Question 4: To what extent were the recommendations from the midterm evaluation implemented and what were the results?**

The midterm evaluation contained 17 recommendations for World Vision and implementing partners, CASM and Caritas. Table 7 summarizes the midterm recommendations, actions taken to address them, and the challenges encountered.

**Table 7: Actions Taken to Address Midterm Recommendations**

Midterm Recommendation	Actions Taken and Challenges Encountered
<p><b>1. Promote the use of “Educatrachos” as a source of didactic materials for teachers.</b> Although the data show that projectors and laptops delivered by the project to the schools are not sufficient for the teachers to use Educatrachos in the classroom, the project can encourage teachers to use the program as a source of didactic materials and activities for children. Some teachers indicated that they would like to install the program on their personal computers, which would help achieve this purpose.</p>	<p><b>Action:</b> The project prepared a detailed report for the Secretariat of Public Education (SEP) regarding the potential use of the Educatrachos software in classroom instruction.</p> <p><b>Challenge:</b> While some teachers have integrated the Educatrachos software, many of the tools and materials are outdated; more useful resources are available on the internet.</p>
<p><b>2. Provide basic knowledge of computer usage to teachers who need it.</b> The use of ICT in the classroom depends not only on the availability of equipment, but also on the teachers’ knowledge about the use of computers. If most teachers do not have a basic knowledge of computer usage, they will not generate demand for the acquisition of equipment, and if they do have equipment available at schools, they will not use it. It is necessary for the project to determine the extent of the teachers’ knowledge of this subject and to provide training in schools that have the necessary equipment.</p>	<p><b>Action:</b> In coordination with the SEP, the project conducted a certificated educational management course (Diplomado) for teachers and administrators in the target regions. The course included the use of ICT in the classroom and computer skills training.</p> <p><b>Challenge:</b> Many of the target schools do not have internet access, which limits the use of ICT resources.</p>
<p><b>3. Guide parents so they can support their children’s performance at school.</b> In addition to informing parents and making them sensitive to the detrimental aspects of child labor, it is necessary to support them in identifying the actions they can take to help children perform better at school. These actions could include giving children a specific place at home to do homework, establishing a daily homework schedule, establishing effective communication mechanisms with teachers, etc.</p>	<p><b>Action:</b> In coordination with the SEP, the project trained teachers on the “School for Parents” methodology, which promotes the exchange between parents and teachers as a mechanism to improve the relationship between parents, children and education.</p> <p><b>Action:</b> CLC members trained to engage parents in their children’s education.</p>
<p><b>4. Use the hazardous work regulations to inform and raise awareness about child labor.</b> The regulations’ list of hazardous work can be an invaluable instrument for promoting teachers’ and parents’ knowledge about the detrimental effects of child labor. The recommendation is that an appropriate version be prepared for community use and that it be disseminated at the awareness workshops.</p>	<p><b>Action:</b> The project developed materials to raise awareness, including the “flipchart” presentation on child labor and labor rights. This presentation was delivered by CLC members and included specific information on the detrimental effects of child labor and a clear explanation of national child labor laws.</p>
<p><b>5. Implement instruments for follow-up on the solidarity peer tutoring methodology.</b> It is necessary to provide instruments to help teachers follow up on the work done by the peer tutors and assess pupils’ progress. Didactic materials and guides are also required for peer tutors. In multi-grade schools, the model might not work as foreseen because the teachers do not designate a special time; rather, they include tutoring in the daily class schedule.</p>	<p><b>Action:</b> Project facilitators followed up with teachers of students receiving peer tutoring activities to track academic improvements. The project also delivered educational kits for use in tutoring sessions (dry-erase board, markers, paper, pencils, etc.).</p>

Midterm Recommendation	Actions Taken and Challenges Encountered
<p><b>6. Analyze the advisability of integrating the functions of the School Development Council (CED) and the CLCs.</b> The CLCs do not have legal standing, and they co-exist alongside the CED, which has a similar function (albeit restricted to education) and involves the same stakeholders. The Law of Community Participation in Education regulates the CED. SEP officials reported an intention to reform that law. That reform should be tapped to formalize the functions assigned to the CLCs.</p>	<p><b>Action:</b> Instead of integrating the SEP's CED, another route is being taken to ensure that STSS provides sustainability. The project linked the CLCs to the subcommission on child labor with the General Directorate of Social Welfare (<i>Previsión Social</i>) within the STSS.</p>
<p><b>7. Hire additional facilitators for the income-generation initiatives, if resources permit.</b> Additional facilitators are important for accelerating the implementation of initiatives aimed at improving income: savings groups, the third stage of Entrelazos and follow-up on small businesses. This will also enable current facilitators to concentrate on strengthening the education initiatives and the CLCs.</p>	<p><b>Action:</b> Instead of hiring additional facilitators for income-generation initiatives, the project hired one technical coordinator to help strengthen the implementation of all education, livelihood/income-generation, and youth technical training strategies (under IOs 1 and 2).</p>
<p><b>8. Prepare a guide for the Entrelazos program.</b> Entrelazos has a facilitator's guide, but not a participant's guide. The Futuros Brillantes facilitators provide copies of these guides to the participants, but this material is not appropriate for that audience. The project should be in charge of preparing a participant's guide to facilitate learning in third phase.</p>	<p><b>Action:</b> Entrelazos participant's guide was completed as recommended.</p>
<p><b>9. Start house gardens only in viable areas.</b> The marginalized communities (<i>bordos</i>) of San Pedro Sula and the arid communities of Choluteca are not suited for planting house gardens. This effort should focus instead on the communities that have suitable conditions.</p>	<p><b>Action:</b> The house gardens methodology was discontinued based on numerous challenges in its implementation.</p>
<p><b>10. Coordinate with the PRONIÑEZ project of the Secretariat of Development and Social Inclusion (SEDIS).</b> SEDIS recently began implementing the PRONIÑEZ project, which is aimed at implementing networks for the protection of children's rights in the municipalities. Futuros Brillantes should coordinate with SEDIS regarding that project's actions in overlapping areas of implementation.</p>	<p><b>Action:</b> The project was not able to coordinate efforts with the PRONIÑEZ project that was implemented by the International Bureau of Children's Rights and implementing partners from 2016 to 2018.</p>
<p><b>11. Tap information from the M&amp;E system.</b> The project's M&amp;E system has valuable information regarding the families and the children, and it could be tapped to better understand their characteristics and living conditions and thus improve the services the project provides. The monitoring information can be processed to know, in detail, about the effects the project is having in various localities, as a function of their characteristics, and make adjustments as needed.</p>	<p><b>Action:</b> Results obtained through the project's M&amp;E system were used to develop a graphic presentation for community stakeholders to explain the objectives of the project and inform them of progress to date. In addition, a concerted effort was made to send media press releases with statistical information. Additional information is provided under Question 6.</p>
<p><b>12. Maintain dialogues with national and local authorities regarding the project's statistical information.</b> The statistical information from the project's M&amp;E system can establish dialogues with national and local authorities regarding child labor, the progress the project is making and how actions are being monitored. Sharing information with</p>	<p><b>Action:</b> The project integrated statistical information in all communications on progress and achievements to tripartite stakeholders. National data were incorporated into presentations to raise awareness of child labor and labor rights issues in Honduras.</p>

Midterm Recommendation	Actions Taken and Challenges Encountered
<p>these stakeholders can help improve their understanding of the issue of child labor and provide incentives for them to be more proactive in dealing with it.</p>	
<p><b>13. Organize community dialogues regarding the project's statistical information.</b> Statistical data from the project's M&amp;E system can also support the establishment of dialogues with community organizations, parents, and teachers to bolster their knowledge about child labor and what the project is doing. Sharing the information with the community could help reduce the fatigue discussed previously.</p>	<p><b>Action:</b> The project conducted a training of trainers to build CLC members' facilitation and training skills and strengthen their knowledge of child labor and workers' rights issues. CLC members replicated child labor and labor rights awareness training using an illustrated flipchart as a guide. The presentation included statistical information to enhance understanding of child labor, labor rights and national child labor laws.</p>
<p><b>14. Document and systematize experiences with application of the methodologies.</b> Consultants should be hired to systematize the experiences with tutoring, CLCs, Entrelazos and Youth Banks to identify the processes that could be improved and generate implementation guides, if needed.</p>	<p><b>Action:</b> The project is systematizing or compiling actions carried out by WV, CASM, and Caritas to document good practices and lessons learned.</p>
<p><b>15. Promote participation of workers' organizations in fostering the activities of the WRCs.</b> The people who require legal aid services to exercise their labor rights are salaried workers, and the workers' organizations are the suitable vehicle for generating a culture of complaints and increasing the demand for such services. Furthermore, these organizations can offer these services on an ongoing basis, which would give them a high level of sustainability.</p>	<p><b>Action:</b> Efforts were made to gain the support of worker organizations, including one of the key union confederations in the maquiladora sector.</p> <p><b>Challenges:</b> Worker organizations were not receptive to supporting the WRCs for several reasons, including mistrust of WRC lawyers, who may not have specialized labor law knowledge.</p>
<p><b>16. Create a mechanism to refer cases unsolved through WRC mediation.</b> Cases not solved at the mediation stage facilitated by WRCs pass to the labor justice, where WRCs play no role. It is suggested that Caritas design a mechanism for referring these cases to organizations able to provide legal services to workers during that process.</p>	<p><b>NOTE:</b> All activities related to developing a mediation mechanism were dropped at midterm.</p>
<p><b>17. Review the activities and outputs</b> of the project's Objectives 3 and 4. The activities and outputs of Objectives 3 and 4 were designed over three years ago, and they may no longer be pertinent, either because the situation has changed or because the STSS has already taken responsibility for them. For that reason, an exhaustive review of these outputs should be conducted so that they can be adapted to the country's needs in the current context. Furthermore, the evaluator suggests reviewing the timeline originally proposed, so that future efforts will be in line with the new legal framework (Inspection Law) and the progress made by the STSS in this and other areas related to project objectives.</p>	<p><b>Action:</b> A comprehensive review of Objectives 3 and 4 took place, with participation from tripartite stakeholders. As a result, S.O. 3.1, <i>development of conflict resolution mechanism for the maquila sector</i>, was removed from the project strategies.</p>

Sources: *Futuros Brillantes Midterm Evaluation, May 2017; TPRs April 2018, October 2018 and April 2019; interviews with Futuros Brillantes staff and stakeholders.*

**Discussion:** In response to the Futuros Brillantes midterm evaluation, the project addressed 16 of the 17 recommendations, with no follow-through for Recommendation 10 due to the limited time to coordinate efforts with the two-year PRONIÑEZ project before its end date in 2018. In response to the

recommendations to strengthen the use of quantitative data (related to recommendations 11, 12, 13 and 14), project staff made a concerted effort to integrate quantitative data into outreach presentations. The graphically presented statistics enhanced understanding of child labor, labor rights, national child labor laws and project progress. The recommendation to review the activities and outputs for IOs 3 and 4 (Recommendation 17) and the activities related to household gardens (Recommendation 9) were considered by project staff with input from tripartite representatives. This resulted in the elimination of all activities and outputs related to SO 3.1, *development of conflict resolution mechanism for the maquila sector*, which gave project staff additional time to develop labor inspection protocols and the ECMS. The logistical challenges to implementing household gardens led to the elimination of related activities.

Actions that resulted in additional challenges included the integration of ICT resources into the classroom (Recommendation 2). While the project provided some target schools with computers and projectors, many of them did not have access to the internet, which made it difficult to integrate online resources into classroom teaching. The other recommendation that presented challenges involved the participation of workers' organizations in fostering the activities of the WRCs. Based on interviews with labor organizations, the project did not gain the level of trust needed to refer workers to the WRCs or collaborate on outreach activities. In response, Caritas representatives stated that unorganized workers were the WRC's primary target population.

**Question 5: Did the project cause unintended results on its target communities and participants? If so, what were they?**

Over the course of five years, the project experienced several results that were not anticipated within its Results Framework. Table 8 provides a comparison between the expected outcomes for each intermediate objective, based on the Results Framework, and any unintended results as a result of project activities. For educational, livelihood and youth employment/development activities (IOs 1 and 2), unintended results affected project beneficiaries and/or their communities. For activities related to improving labor rights enforcement (IO 3), the unintended results increased the role the project played in supporting the GOH to fulfill actions outlined in the MAP. For activities related to raising awareness on child labor and labor rights (IO 4), unintended results impacted the CLCs.

**Table 8: Comparison of Anticipated Outcomes (per Results Framework) and Unintended Results**

Anticipated Results	Unintended Results
<p><b>IO 1</b> Children engaged in or at high risk of child labor with access to quality education  <b>SO 1.1</b> Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor</p>	<p>The alternative education programs, EDUCATODOS and IHER, were implemented in neighboring communities after seeing results in target communities.  The coffee employer organization, ADEHCAFE, collaborated with the project to build and implement "Educational Bridges" to provide care for children during the coffee harvest season.</p>
<p><b>IO 2</b> Target households with increased income  <b>SO 2.1</b> Target households with improved livelihoods  <b>SO 2.2</b> Youth between 14 and 17 years with access to decent work</p>	<p>The Youth Bank strategy strengthened youth leadership and decision-making skills. Youth Bank participants progressively applied these skills, maturing to the point where all decision-making was made in a youth-led process.</p>
<p><b>IO 3</b> Labor rights enforcement agencies improve services to resolve complaints and labor rights issues</p>	<p>Based on the trust built between WV staff and tripartite stakeholders, WV staff provided technical support in all MAP review sessions. This participation contributed to an</p>

Anticipated Results	Unintended Results
<p><b>SO 3.2</b> Target workers with legal advice and information on labor rights.</p> <p><b>SO 3.3</b> STSS' capacities and competencies strengthened</p>	<p>improved mutual understanding between sector representatives and the project, resulting in greater cooperation and participation in project activities.</p>
<p><b>IO 4</b> Target groups aware and with increased knowledge on the issues of CL and LR</p> <p><b>SO 4.1</b> Target groups aware about CL and LR</p> <p><b>SO 4.2</b> Knowledge on CL and LR improved among the target population</p>	<p>CLCs achieved legal recognition by STSS as their official community liaisons. This legal recognition contributed to the confidence and commitment of CLC members to advocate for children's and workers' rights.</p>

Sources: *Futuros Brillantes CMEP*, November 2015; *TPRs (October 2018 and April 2019)*; evaluation interviews

For IO 1, *increased access to quality education*, the project supported the implementation of alternative education strategies in target communities. These strategies gave youth the opportunity to complete grades 7 through 9 in their own communities, rather than walking long distances to a school that offered the complete basic education cycle. The unexpected result was the replication of these alternative education strategies in the surrounding communities after learning of these programs from their neighboring communities. One alternative education instructor explained the significance of this replication, *“Having the IHER program here has helped change the culture in our community. Before, when students finished sixth grade, parents expected them to go help them in the agricultural fields. Now, they are encouraging their kids to go to school”* (see Figure 2).

Another unexpected outcome related to IO 1, stemmed from the partnership established with ADECAFEH, the largest association of coffee exporters in Honduras. According to a representative from ADECAFEH, their association was looking for practical solutions to the problem of child labor during the coffee harvest season. They approached World Vision and together they established five Educational Bridges, which provided comprehensive services to children and adolescents during the coffee harvest season. Parents working in the coffee harvest could now leave their children at one of the Educational Bridges knowing that they were receiving quality care from the community volunteer staff trained by World Vision.



**Figure 2: Alternative Education Programs for Students in Grades 7 to 9**

For IO 2, unexpected results involved the implementation of an adapted version of the Youth Bank<sup>8</sup> approach as part of its youth development strategies. The project design anticipated the need to access parent or teacher sponsors to support school Youth Bank committees in target communities (see Figure 3). The Youth Bank approach promotes the development of youth leadership and decision-making skills. In the case of Honduras, these skills would lead to their ability to become “donors” for community-improvement initiatives, using seed capital in the form of essential goods provided by the project. The unexpected result—from the point of view of the parent committee sponsors—was that adult participation soon became unnecessary. Youth Bank committee members matured to the point of managing the donor-recipient process of calling for proposals, reviewing

submitted proposals and disbursing, monitoring and evaluating resources.



**Figure 3: Youth Bank Committee Members**

For IO 3, the project staff played an unexpected central role in developing the draft regulations for the new Labor Inspection Law, and in facilitating the tripartite consensus process leading to the official approval of the regulation. This tripartite consensus process was also utilized for the approval of the labor inspection protocols and inspection processes manual. The relationship that the project staff built with tripartite stakeholders led to project staff being invited in an unofficial role to observe and facilitate tripartite discussions on progress made toward fulfilling MAP commitments. This demonstrates the confidence and trust that project staff have built with tripartite stakeholders.

Finally, the unexpected result related to IO 4—increased knowledge and awareness of CL and LR—impacts the CLCs. The project established a total of 95 CLCs in the target communities, representing approximately 595 local leaders (average of six per committee) who have an interest in reducing and preventing child labor within their communities. The unexpected outcome was the legal recognition of the CLCs by STSS according to Honduran Child Labor regulations.



**Figure 4: STSS Swearing-In Ceremony of CLC Members**

Specifically, the executive decree stated that at the local level, the STSS sub-regional committees may have local branches integrated by community members. The requirement is that STSS duly legalize them, specifically by the directorate of Social Welfare (*Previsión Social*). Project staff helped all of the CLCs with the legalization process, which included the certification and the approval by STSS of each CLC’s action plan. This legal recognition of each CLC included a swearing in ceremony conducted by the director of STSS Social Welfare (see Figure 4). This provided CLC members with additional confidence and sense of purpose as community defenders of children’s and worker’s rights.

**Question 6: What are the strengths and weaknesses of the project’s monitoring system? How is CMEP data being used to make adjustments to implementation and decision-making? This includes implementation of the CMEP, the DBMS and other data collection and reporting processes. What improvements can be made to strengthen monitoring?**

**Description of Monitoring System:** The Futuros Brillantes project designed and implemented a management information system (MIS) that included (1) a Direct Beneficiary Monitoring System (now referred to as Direct Participant Monitoring System) to track service provision, the work and education status of child beneficiaries, and the economic status of beneficiary households; (2) an indicator module to carry out performance-based project management; and (3) a reports module to generate required or extraordinary reports to disseminate information to project staff and stakeholders. Table 9 provides a summary of the strengths and weaknesses of the project’s MIS based on a review of the project’s CMEP, TPRs and interviews with project staff.

**Table 9: Strengths and Weaknesses of the Project’s Management Information System**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Designed to facilitate data collection, process and store data, and generate information to monitor project progress;</li> <li>• Data easily disaggregated for comparison to available national statistics;</li> <li>• Practical and easy to understand for users;</li> <li>• Information generated useful for decision-making processes to improve project outcomes;</li> <li>• Database information accessible by Implementing partners to measure their individual progress and make any necessary adjustments;</li> <li>• Information organized by service provision, characteristics of the beneficiary and geographical region;</li> <li>• Paper-based backup accessible to M&amp;E personnel to crosscheck information generated by the database.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety concerns prohibited the use of electronic tablets, which would have significantly increased the efficiency of the data collection process.</li> <li>• The large number of educational and livelihood activities implemented by the project increased the complexity of the management information system.</li> </ul>

*Source: Interviews with project staff*

**Application of Data:** The project used the information generated by the MIS to monitor project progress and guide implementation of project activities. During biannual reviews with project field staff, including local partners (CASM and Caritas), the M&E team discussed the quantitative data within the context of the qualitative results. For example, the project’s M&E team facilitated discussions to reflect on the relevance of project strategies, factors contributing to the success of project interventions, efficiency, effectiveness and sustainability. Specific questions addressed in discussions included:

- Are project activities meeting the needs and expectations of project beneficiaries?
- Which factors have contributed to the success of project interventions?
- Has the project made optimal use of resources to execute project activities?
- How has the project affected—both positively and negatively—the target communities and beneficiaries (children, teens, households, employers and workers)?
- Which project strategies or results have demonstrated potential for sustainability? What actions can be taken to strengthen sustainability?

The qualitative feedback from facilitators was analyzed in conjunction with the quantitative data to foster an understanding of project progress, barriers impeding progress, and potential actions to strengthen sustainability. The quantitative and qualitative assessments of progress led project staff to make adjustments to the project workplan to strengthen project outcomes. In some cases, adjustments required a formal project modification, such as the elimination of the household garden strategy.<sup>9</sup> In other cases, informal adjustments were made to strengthen the strategies that demonstrated results and to phase out those not producing results. For example, finding that the adult literacy program was similar to a government program led project staff to place a greater emphasis on the School for Parents strategy.

**Suggestions for Improving Project Monitoring:** The Futuros Brillantes MIS offers an exemplary model for organizing the complex process of data collection, processing, and storage and the dissemination of information generated. Its success, in part, can be attributed to the proper execution of the roles and responsibilities outlined in the project’s CMEP. The periodic opportunities to analyze and discuss project progress among project field staff and M&E staff also contributed to the successful execution of project monitoring. Nevertheless, interviews with project staff yielded a few observations and suggestions for improvement of the system:

- The project did not carry out the lengthy process of designing an MIS specifically for the project’s monitoring needs. Instead, it used a collection of open source software with client-server architecture. This required users to have sufficient computer skills to access the desired information or to generate the necessary monitoring reports. This proved challenging for implementing partners who wanted to focus on certain aspects of the project or geographical regions but who lacked the advanced computer skills.
- A data dashboard that displayed real-time analytics of project progress would have provided a solution for MIS system users lacking advanced computer skills. A data dashboard could have presented a precise and quick overview of measures of ongoing progress and facilitated the production of reports containing graphic information on project progress or other specific project characteristics.

**Question 7: How did the project benefit from USDOL’s policy and stakeholder engagement?**

USDOL has worked closely with the GOH to support the successful implementation of the MAP commitments. One of the obligations outlined in the MAP is that the U.S. and Honduran governments will have “regular communication” on progress on MAP commitments.<sup>10</sup> This regular communication provides USDOL with up-to-date information on the implementation of strategies addressing MAP commitments.

<sup>9</sup> The household garden activity (1.2.5) was removed in Modification request No. 4 due to the complex implementing environment.

<sup>10</sup> USDOL, Statement on the Status of the Implementation of the U.S.-Honduras Labor Rights Monitoring and Action Plan, October 12, 2018, <https://www.dol.gov/sites/dolgov/files/ILAB/legacy/files/MAP%20Status%20Update%202018.pdf>

As outlined in Table 6, the Futuros Brillantes project included specific project strategies and activities to support the GOH's implementation of MAP commitments. The strategies to support GOH in addressing its MAP commitments were found under IO 3—labor rights enforcement agencies improve their services to resolve complaints and labor rights issues. The specific project activities were defined throughout the five-year implementation period through regular communication between USDOL and STSS representatives.

USDOL's active engagement with the GOH and the Tripartite Commission in monitoring MAP progress provided a unique opportunity to respond to GOH's emerging needs. Follow-up discussions on priority issues were held with Futuros Brillantes staff and USDOL officials in order to rapidly respond to changing conditions on the ground. One priority issue that emerged was the need to facilitate a tripartite process to develop the regulations for the new Labor Inspection Law. These regulations were needed before developing the electronic case management system for the labor inspectorate.

This tripartite process to reach agreement on the new regulations for the Labor Inspection Law was challenging, and project staff described the importance of USDOL presence in pushing it forward. They stated that the USDOL representative interceded to explain the time limitations inherent in USDOL's technical cooperation projects, and that without the final regulations, the available financial and technical support for the ECMS could have resulted in a missed opportunity. Fortunately, tripartite stakeholders responded and worked together to approve the new regulations, and the project proceeded with the development of the ECMS within a shortened timeframe.

A representative of a Honduran employer organization stated that tripartite stakeholders had built trust with the USDOL representative who attended the quarterly Tripartite Commission meetings that were focused on progress made in fulfilling MAP commitments. Three high-level STSS officials also mentioned the positive nature of increased USDOL presence, and in particular the manner in which the USDOL representative worked in an impartial manner with tripartite sectors to agree on concrete actions contributing to GOH MAP commitments.

## Sustainability

**Question 8: Which project activities/initiatives are most likely sustainable and transferable to the communities and relevant local institutions (i.e. local government authorities or non-government agencies before the project ends? What factors contributed to this sustainability?**

The Futuros Brillantes project implemented a wide range of activities and initiatives to reduce child labor and improve labor rights in Honduras. The project developed a sustainability strategy during the first year of project implementation, as per USDOL OCFT guidelines,<sup>11</sup> which served as a tool to monitor sustainability efforts. Table 8 provides an analysis of ten of the key project activities and initiatives for each supporting objective and the factors contributing to their sustainability.

---

<sup>11</sup> USDOL OCFT, *Management Procedures and Guidelines for Cooperative Agreements*, 2019. <https://www.dol.gov/sites/dolgov/files/ILAB/MPG%202019%20OCFT%20FINAL%2002142019.pdf>

**Table 10: Analysis of Sustainability of Project Activities / Initiatives**

Project Activities / Initiatives	Factors Contributing to Sustainability
Alternative Education Programs (IHER and <i>Educatodos</i> )	<ul style="list-style-type: none"> <li>• Both alternative education programs are formally recognized by the SEP.</li> <li>• GOH has prioritized access to basic education for children, particularly grades 7-9. These alternative programs present an opportunity to expand access to education at this level.</li> <li>• Alternative education programs have strong support of teachers, parents, the CLCs, former students and other community volunteers.</li> </ul>
Solidarity/Peer Tutors	<ul style="list-style-type: none"> <li>• The SEP promotes the Solidarity Tutors methodology and training for peer tutors in public schools.</li> <li>• Quantitative and qualitative evidence demonstrate improved academic performance of participant pupils, particularly in rural multi-grade classrooms.</li> <li>• Directors and teachers are trained to train future peer tutors.</li> <li>• Project is developing guidelines for implementing the Solidarity Tutor program in future school-based interventions.</li> </ul>
Teacher Training	<ul style="list-style-type: none"> <li>• The SEP has the necessary tools, materials and expertise to conduct future teacher training courses such as the certificated course on Educational Management to Combat Child Labor (<i>Diplomado</i>).</li> </ul>
Income-generation Activities for Households	<ul style="list-style-type: none"> <li>• World Vision and CASM have gained valuable tools and experience with income-generation activities and are prepared to train other NGOs or government institutions on the Entrelazos program.</li> <li>• Project developing detailed implementation guide to promote the transfer of the Entrelazos program to other civil society organizations.</li> </ul>
Vocational/ Technical Training for Youth	<ul style="list-style-type: none"> <li>• Youth participants have gained employable skills to earn income in a dignified way.</li> <li>• Life skills training provided adolescents with soft skills to enhance future employability.</li> <li>• Project developing detailed implementation guide to promote the transfer of vocational/technical training programs.</li> </ul>
Youth Bank	<ul style="list-style-type: none"> <li>• Youth ownership and commitment to initiatives that are youth led/managed.</li> <li>• Youth Bank participants gained skills to initiate fund raising events or pursue other funders.</li> <li>• Youth Bank leaders have the capacity to bring in new members.</li> <li>• Support from adult sponsors serving in advisory roles.</li> <li>• Project is currently developing a detailed implementation guide to replicate the adapted Youth Bank program.</li> </ul>
Workers' Rights Center (WRC)	<ul style="list-style-type: none"> <li>• Commitment of trained community volunteers to staff the main WRCs in each of the target regions, conduct awareness events, and train new volunteers.</li> <li>• Support of local Catholic Diocese to continue to support WRC volunteers and provide office space, if available.</li> <li>• Support of volunteer lawyers who may serve in an advisory role to WRC volunteer staff</li> <li>• Possible internship placements at WRCs for university law students.</li> </ul>
Labor Inspector Training on CL, LR and Strategic Planning	<ul style="list-style-type: none"> <li>• Effective involvement of STSS throughout planning and implementation of training program.</li> <li>• Training of trainers (TOT) conducted with a select group of inspectors and other civil servants so that the training program can be replicated in the future.</li> <li>• Labor inspection manuals and protocols updated to reinforce and systematize labor inspection practices.</li> <li>• Training plan developed to support the implementation of the ECMS.</li> </ul>

Project Activities / Initiatives	Factors Contributing to Sustainability
Development of the ECMS	<ul style="list-style-type: none"> <li>• Sustainability cannot be assessed since the ECMS has yet to be finalized and implemented.</li> </ul>
Child Labor Committees (CLC)	<ul style="list-style-type: none"> <li>• CLC members are trained community leaders committed to preventing child labor by raising awareness, monitoring cases of child labor or absences detected in school, and providing the necessary follow-up with parents or heads of household.</li> <li>• CLC members are often part of the community WRCs; therefore, they have expertise on both child labor and workers' rights issues.</li> <li>• CLCs gained legal recognition by STSS as sub-regional committees on child labor</li> <li>• CLC members have been trained to train new members.</li> <li>• Linkages have been promoted between the CLCs and CEDs, as well as linkages to municipal initiatives for the protection of children.</li> <li>• Project documenting process for establishing CLCs in other communities.</li> </ul>

Source: Sustainability Strategy for Futuros Brillantes, October 2018 (TPR Annex F), and Evaluation Interviews

**Discussion:** The educational activities and initiatives under IO 1 have a high likelihood of sustainability due to their alignment with programs and services that the SEP already promotes. Other factors contributing to their sustainability include broad community support from parents, teachers, community leaders and students. The teacher training activities were carried out in collaboration with the SEP, which resulted in the transfer of knowledge, tools and training curriculum to scale up the implementation.

The livelihood initiatives under IO 2, *income-generation activities, vocational/technical training, and Youth Banks*, are less likely to be sustainable due to their dependence on outside funding sources. At the same time, each of these methodologies had positive results for participants who gained valuable technical skills and soft skills that could be applied to future employment opportunities and/or provide additional income for youth to pursue their educational goals. The Youth Bank participants have demonstrated extraordinary leadership, management and decision-making skills, and were exploring the possibility of scaling up the program or merging with other youth-led community development groups. The project is developing detailed guidelines to replicate the Honduran-adapted Youth Bank methodology. Project staff report that these guidelines should be available by December 2019.

The continuation of WRCs, under IO 3, has not been successful in past USDOL projects. Caritas, however, has expressed a renewed commitment to support the sustainability of the WRCs through its extensive network of community volunteers. The training program for STSS, also under IO 3, included a training of trainers to facilitate ongoing training of new inspectors. Furthermore, the updated inspection protocols and manuals are expected to reinforce and systematize the proper labor inspection procedures.

Finally, the CLCs organized in each of the 95 target communities have great potential for sustainability. The formalization of the CLCs by the STSS Social Welfare unit greatly contributed to committee members' sense of empowerment and duty to continue in their roles as defenders of children's and workers' rights. The Futuros Brillantes project is in the process of documenting the process for establishing CLCs in other communities.

**Question 9: How could the project have improved its sustainability efforts?**

Numerous factors created barriers to achieving sustainability. Some were beyond the project's control, such as limited governmental resources to provide follow-up support, while others might have been overcome

with additional efforts to improve conditions for sustainability. Table 11 outlines the factors impeding sustainability for each of the 10 key project activities/initiatives, and actions suggested by project staff and stakeholders to improve sustainability.

**Table 11: Actions to Improve Sustainability of Project Activities / Initiatives**

Project Initiatives / Factors Impeding Sustainability	Actions to Improve Sustainability
<p><b>Alternative Education Programs:</b></p> <ul style="list-style-type: none"> <li>The cost of materials and books may be too high for students with limited resources.</li> </ul>	<ul style="list-style-type: none"> <li>Secure access to student materials and books through private sector support or the purchasing of hardbound, durable and reusable workbooks and texts.</li> <li>Train CLC members on the procedures for establishing alternative education programs so that they can serve as resources for neighboring communities.</li> </ul>
<p><b>Solidarity Tutors:</b></p> <ul style="list-style-type: none"> <li>The program is not a requirement for public schools, although it is promoted by the Secretariat of Public Education (SEP)</li> </ul>	<ul style="list-style-type: none"> <li>Increase the visibility of results demonstrating effectiveness of Solidarity Tutors program.</li> <li>Train participant teachers to train in neighboring schools in order to expand the Solidarity Tutors program.</li> </ul>
<p><b>Teacher Training:</b></p> <ul style="list-style-type: none"> <li>Resources may not be available within the SEP to conduct future <i>Diplomado</i> courses.</li> </ul>	<ul style="list-style-type: none"> <li>Provide follow-up with teacher training participants to document improvements/changes in the classroom as a result of training; present results to education authorities.</li> <li>Promote the development of an online training platform for teachers' continuing education needs.</li> </ul>
<p><b>Income Generation for Households:</b></p> <ul style="list-style-type: none"> <li>Rural savings groups not open to project participants</li> <li>More time, resources and follow-up are needed to see any significant increase in household income</li> </ul>	<ul style="list-style-type: none"> <li>Form alliances early in the project implementation period with community/rural savings groups so that they can manage the seed capital for project participants. In this way, participants may become savings group members and increase the likelihood of future credit from rural savings groups.</li> </ul>
<p><b>Vocational / Technical Training for Youth:</b></p> <ul style="list-style-type: none"> <li>The limited types of vocational and technical training offered in the rural communities resulted in an overabundance of adolescents with similar skills and reduced the marketability of the skills acquired.</li> <li>Inadequate training facilities and shortage of trained qualified teachers</li> <li>No mechanism in place to support future vocational/ technical trainings</li> </ul>	<ul style="list-style-type: none"> <li>Assess options for increasing the variety of vocational/technical training and internships so that any given community does not experience a glut of one skill type.</li> <li>Promote multi-stakeholder alliances to diversify vocational/technical training programs offered and better ensure their sustainability.</li> </ul>
<p><b>Youth Bank:</b></p> <ul style="list-style-type: none"> <li>Largely dependent on donations, which may not be available in all municipalities.</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate results of Youth Bank activities to increase future interest in replicating and/or supporting the adapted Honduran Youth Bank model</li> </ul>
<p><b>Workers' Rights Centers:</b></p> <ul style="list-style-type: none"> <li>Absence of a built-in sustainability strategy so the centers can work toward self-sufficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Develop alliances with STSS labor inspectorate, worker organizations or other labor defense organizations to coordinate or leverage efforts; follow up with university law schools to explore the possibility of law student internships at the WRCs.</li> </ul>

Project Initiatives / Factors Impeding Sustainability	Actions to Improve Sustainability
<p><b>STSS Labor Inspector Training:</b></p> <ul style="list-style-type: none"> <li>• Future training needs, especially as they relate to the ECMS, may exceed the capacity of STSS trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the application of skills acquired in training in a sample group of inspectors.</li> <li>• Develop a more permanent solution to provide inspectors with ongoing training.</li> </ul>
<p><b>ECMS:</b></p> <ul style="list-style-type: none"> <li>• It is not possible to know what factors may inhibit the sustainability of the ECMS since it has not yet been completed or implemented; however, without the proper rollout and follow-up, sustainability could be compromised.</li> </ul>	<ul style="list-style-type: none"> <li>• Take the necessary time to train a core group of labor inspectors to serve as resources during the piloting and rollout of the ECMS.</li> <li>• Make the necessary adjustments to the ECMS after using the system on a small scale before rolling out nationwide.</li> <li>• Provide support to STSS IT staff to help bridge the technical gap between IT staff and the ECMS contractor.</li> </ul>
<p><b>Child Labor Committees:</b></p> <ul style="list-style-type: none"> <li>• STSS has limited time and resources to provide periodic follow-up of CLCs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a plan in conjunction with STSS regional offices to provide periodic follow-up in each target region.</li> </ul>

**Discussion:** Project staff and stakeholders identified several actions to improve sustainability and transferability of project activities/initiatives. The additional actions needed to increase the sustainability of educational activities focus on scaling-up interventions, while additional actions needed for income-generation and youth development activities require a greater effort to divulge results and increase multi-stakeholder support during the early stages of implementation. The livelihood activities under IO 2 were all new initiatives with potential to strengthen over time.

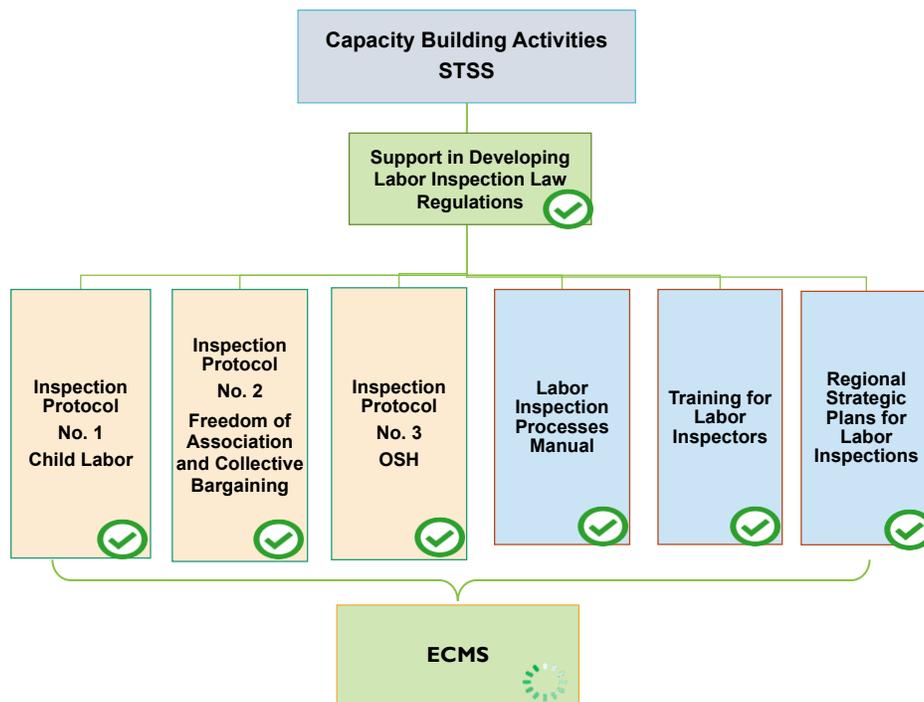
Actions to improve the sustainability of initiatives to strengthen the labor inspectorate focus on follow-up measures to ensure application of skills and knowledge gained and ensuring training programs for inspectors can be offered on a continual basis. Regarding the ECMS, the sustainability of the system is expected with the proper processes for piloting, adjustments, training, rollout and follow-up. Finally, actions to strengthen the sustainability of the CLCs focus on strengthening STSS regional offices to provide the necessary follow-up to keep CLC members engaged.

**Question 10: To what extent has Futuros Brillantes been able to build technical capacity to address child labor and other labor violations issues within the implementing agencies and other stakeholder agencies (i.e., workers, child labor, STSS)?**

Capacity-building activities largely focused on strengthening the technical capacity of the STSS labor inspectorate, but project training and activities also strengthened the technical capacity of local partners, CASM and Caritas.

**STSS Labor Inspectorate:** Capacity-building activities for the STSS Labor Inspectorate aimed to increase the efficiency, effectiveness and transparency of inspections. Project activities included (a) development of inspection protocols and manuals; (b) training on technical issues and soft skills; and (c) development of the ECMS. Futuros Brillantes also took a lead role in developing a draft Labor Inspection Law regulation and facilitating a tripartite validation process (see Question 3, Project Support of Labor Monitoring and Action Plan). The final regulation was needed before developing and implementing any of the other capacity-building activities and products. Figure 5 illustrates the project’s principal capacity-building activities for STSS that have been completed, with the exception of the ECMS, which is still under development.

**Figure 5: Capacity-Building Activities for STSS Labor Inspectorate**



*Inspection protocols:* Labor inspection protocols were developed for child labor, OSH, and freedom of association and collective bargaining. These were designed to be practical tools to improve the operations, controls and overall inspection procedures of the Labor Inspectorate. The protocols contain information to help inspectors perform work that is orderly and systematic and is executed in a sequential manner.

*Labor Inspection Processes Manual:* The project updated STSS’s manual on labor inspection processes to comply with the new Labor Inspection Law and promote compliance with labor legislation. The manual includes the processes to carry out general and targeted inspections, as well as those regarding legal and operational matters of STSS. The processes manual as well as the protocols will be part of the “Labor Inspection Toolkit,” expected for delivery by December 2019.

*Training for Labor Inspectors:* The project worked with STSS officials to develop and implement a training program for labor inspectors. The process began with a training needs assessment to identify knowledge gaps in inspection procedures, national and international laws and regulations, soft skills, and other competencies. Results of the assessment showed knowledge gaps in technical areas including child labor, the Labor Inspection Law, freedom of association and collective bargaining, and OSH. Based on the results of the assessment, a comprehensive training plan was developed and implemented, and is expected for completion by December 2019. Additional training will occur after the ECMS is completed, time permitting.

*Regional Strategic Planning:* In coordination with STSS and the International Labor Organization (ILO), the project provided technical assistance in developing regional strategic plans that specifically address child labor and freedom of association violations. Ten strategic plans were expected to be completed by December 2019.

*Electronic Case Management System:* The development of the ECMS was delayed repeatedly, including a long lag while waiting for the final Labor Inspection Law regulations. When completed, the ECMS is expected to give inspectors the ability to collect standardized data from each inspection. This will create a

centralized database of child labor and labor rights cases, enabling STSS to have real-time information regarding inspections and results. The system was still under development at the time of the final evaluation, and this setback reduced the time available to provide the necessary training and follow-up.

**Local partners—CASM and Caritas:** World Vision partnered with CASM and Caritas to implement project activities. In interviews, representatives from each of these organizations discussed the skills gained from their participation in the Futuros Brillantes project. While CASM had previously participated in projects focusing on human rights issues, the project expanded the work of this organization to include child labor, education, and labor rights issues. One CASM representative proudly stated, *“We are experts in all of these methodologies now.”*

For Caritas, this is the second opportunity to implement the WRC model, presenting the organization the rare opportunity to build on the good practices of a previous project. One example is the emphasis placed on building the capacity of community volunteers to remain as resources for community members seeking information on their labor rights.

Both organizations mentioned that they gained a greater understanding and respect for project monitoring. One local partner representative stated, *“We learned to give the necessary time to M&E to help us clearly define our progress; we also learned about the importance of having a baseline. This was all new for us.”* Interestingly, volunteers from the WRCs trained CLC members on labor rights issues, and members of the community CLCs trained WRC volunteers on child labor topics.

## Lessons Learned and Promising Practices

**Question 11: What are promising practices and lessons learned that could benefit similar projects or future programming in Honduras? This can include efforts made by the project to adapt activities in a challenging implementing environment.**

### Lessons Learned

- The need to complete and approve a regulatory process before moving forward with related project activities created a domino effect and compromised the once-feasible goal of completing the ECMS rollout and follow-up processes within the project timeline.
- The absence of a built-in sustainability strategy for the WRCs decreased the likelihood that they would become self-sufficient and fomented a pattern of reliance on external funding to operate at current capacity.
- Implementing a large number of educational and livelihood activities during the relatively short implementation period made it more difficult to ensure proper follow-up for each intervention. Reducing the number of activities and/or speeding up the CMEP development and approval process could provide the additional time and resources needed to provide closer follow-up of project activities and participants. This, in turn, could strengthen project outcomes and sustainability.
- Young leaders forming Youth Banks had high expectations that the selected community development proposal would be funded. From the initiation of the project, it is important for project implementers to make clear if funding limitations exist and if the project cannot fund all selected proposals. At the same time, youth should receive additional technical assistance to strengthen funding proposals to pursue other funding sources, including municipal funds and private donors.

- Income-generation activities might have been more successful by targeting beneficiaries who had already established micro-enterprises, instead of those who were starting new initiatives. In this way, beneficiaries could immediately apply the skills they acquired through the Entrelazos training program, which would increase the likelihood of achieving concrete results and forming model programs for future initiatives.
- The legal recognition of the CLCs by the STSS Social Welfare unit (“Previsión Social”) should have been obtained at an earlier stage of the project. This would have enabled project staff to work with STSS to provide follow-up and to document the results of the CLC actions to prevent child labor in their respective communities.

## Promising Practices

- The direct involvement of USDOL officials in the labor rights component helped maintain positive and active relations with high-level officials in the STSS. This increased the STSS’s buy-in and support of project activities and their satisfaction of service delivery.
- Implementing educational activities that aligned with governmental programs increased support and participation of local education officials, teachers, and students.
- The Honduran-adapted Youth Bank methodology showed effective and sustainable results in developing youth leadership and management skills in youth-led, youth-managed community development initiatives.
- The WRC community outreach campaigns successfully raised awareness of worker rights and greatly increased the visibility of the WRC legal services.
- The project’s role in facilitating tripartite input and validation of key labor inspection tools increased buy-in and transparency of the labor inspection process.

## Conclusions

The following conclusions are based on the key findings pertaining to the project design and validity, project effectiveness, and sustainability.

### Project Design and Validity

**Validity and Relevance of Project Design:** The implemented project strategies have closely adhered to the original project design throughout the five-year implementation period. Moreover, project strategies and related activities have addressed various needs that stakeholder groups identified. These stakeholder groups included government, employers and workers, as well as students, parents, teachers and community leaders, demonstrating the relevance of strategies implemented. These two factors, in conjunction with the demonstrated progress toward meeting most outcome and output targets, contributed to the validity of the project design to produce the desired changes.

### Effectiveness

**Project Achievement of Targets and Outcomes:** As of April 2019, the project had achieved or was close to achieving all output targets related to IO 1 (access to quality education); IO 2 (income generation and youth development); and IO 4 (awareness activities). For IO 3 (labor rights), at the time of this evaluation

report's writing, the project has achieved all targets related to labor inspector training and the WRCs. However, the project has not met its output target on the development of the ECMS, mainly due to external delays in passing the regulations for the Labor Inspection Law. It is still too early to assess the achievement of all related outcomes—increased access to quality education, improved household income, improved labor rights enforcement, and increased awareness of labor rights—until data are analyzed for the project's next reporting period (October 31, 2019), and until the ECMS is fully implemented.

**Project Support of the MAP:** The Futuros Brillantes project effectively supports the GOH by providing technical assistance to help fulfill its MAP commitments. It achieved this by (1) facilitating the process to develop and validate the regulatory framework for the Labor Inspection Law; (2) strengthening STSS strategic planning and institutional capacity to improve enforcement of labor laws; and (3) initiating the process to develop an ECMS, which is expected to increase transparency of the labor inspection process.

**Follow-up on Midterm Evaluation Recommendations:** The project successfully implemented 16 of 17 recommendations generated by the midterm evaluation. The recommendations provided the project with important information regarding strategies that were no longer feasible and strategies that offered additional opportunities.

**Unintended Results:** The Futuros Brillantes project produced numerous results that were not part of the original Results Framework, including (1) the replication of alternative education programs in neighboring communities; (2) private sector support to develop the Educational Bridges program; (3) highly successful youth-led and youth-managed community improvement initiatives; and (4) the increased confidence and commitment of community CLCs as a result of the legal recognition that STSS provided. As a whole, the activities or processes that produced the unintended results were of great interest to project stakeholders and provided multiple examples of good practices for future projects with similar objectives.

**Strengths and Weakness of Project's Monitoring System:** The Futuros Brillantes management information system offers an exemplary model for organizing the complex process of data collection, processing, storage and dissemination of information to guide the project implementation process. Its success is partly attributable to the proper execution of roles and responsibilities outlined in the project's CMEP.

**USDOL Policy and Stakeholder Engagement:** The direct involvement of USDOL officials in the project's labor rights component helped maintain positive and active relations with high-level officials in the Secretariat of Labor and Social Security. USDOL's active engagement with the Tripartite Commission in monitoring MAP progress provided a unique opportunity to respond to GOH's emerging needs through the Futuros Brillantes project activities. This increased ministry buy-in and support of project activities and STSS's satisfaction of products and services delivered.

## Sustainability

**Likelihood of Sustainability:** The project's educational activities and initiatives (IO 1) have a higher probability of sustainability than the livelihood initiatives (IO 2), which included income generation, vocational/technical training and Youth Banks. The likelihood of sustainability is higher when implementing GOH-promoted programs and activities instead of new initiatives that must first demonstrate results. The additional actions needed to increase the sustainability of educational activities are scaling-up interventions, while additional actions needed for income-generation and youth development activities will require a greater effort to divulge results and increase multi-stakeholder support during the early stages of implementation.

The ECMS that is under development is expected to be maintained by STSS. Its sustainability could be strengthened with sufficient time to carry out the processes for piloting, making adjustments, training, rollout and technical support. Regarding the WRCs, Caritas volunteers expressed a renewed commitment to

maintain the operations of the centers, but in the absence of a built-in mechanism to become self-sufficient, the WRCs are likely to continue to depend on external funding. Finally, the community CLCs have great potential for sustainability, following their formalization by the STSS Social Welfare Unit. This greatly contributed to committee members' sense of empowerment and duty to continue in their roles as defenders of children's and workers' rights. While STSS officials at the national level have taken steps to ensure the sustainability of the CLCs, these committees are more likely to be sustainable if STSS regional offices provide the necessary follow-up to keep CLC members engaged.

**Capacity Building:** The project helped build the technical capacity of STSS through the development of STSS inspection protocols and the inspection procedures manual. These tools, to be rolled into a Labor Inspection Toolkit, will help systematize the labor inspection process. The trainings for labor inspectors helped build both technical skills and soft skills, and the training of trainers established a built-in strategy to provide continuous training for new employees. The ECMS is expected to build the institutional capacity of STSS by facilitating the collection of standardized information from each inspection and providing real-time information on inspections and results. For local partners CASM and Caritas, the project provided extensive technical training and follow-up support, which resulted in each organization gaining the knowledge and experience to serve as community resources in the area of child labor and labor rights.

## Recommendations

The following recommendations are directed to World Vision, local implementing partners (CASM and Caritas) and USDOL to strengthen the outcomes of the Futuros Brillantes project before it ends, or to improve future programming of child labor and labor rights projects.

### Immediate Recommendations for World Vision:

- 1. Develop an ECMS rollout plan:** World Vision, in conjunction with STSS, should develop an ECMS rollout plan that includes time for piloting, making adjustments, training personnel and providing the necessary follow-up to users. This plan should include training a group of STSS personnel, including information technology (IT) staff, in each region to serve as ECMS resources and establishing the proper channels of communication to address difficulties they encountered.
- 2. Provide additional support to STSS IT staff:** World Vision should facilitate specialized training for STSS IT staff to bridge the technical and informational gap between IT staff and the ECMS contractor.
- 3. Ensure the completion and distribution of the Labor Inspection Toolkit:** World Vision should finalize and publish all protocols, manuals and guides that are part of the Labor Inspection Toolkit by December 2019 to ensure that STSS has the necessary reference tools to comply with the new Labor Inspection Law.
- 4. Ensure the proper application of labor inspection tools and protocols:** As part of an exit strategy, World Vision should enhance awareness among employer groups and worker organizations on the contents and proper application of the Labor Inspection Toolkit, so that these groups may hold STSS accountable for the consistent use of these tools during the labor inspection process.
- 5. Divulge results with SEP officials as part of the project's exit strategy:** World Vision should divulge the results of alternative education strategies with high-level officials from the SEP for their consideration in any future actions to increase educational access in rural areas. Furthermore,

World Vision should share results of peer tutoring (Solidarity Tutor) activities for SEP to consider promoting and scaling-up in similar public schools around the country.

#### **Recommendations for World Vision, CASM and Caritas (As Appropriate)**

- 6. Build on the Youth Bank experience:** World Vision and CASM should consider including the Honduran-adapted Youth Bank methodology for future projects that have a youth development component. The development and application of youth leadership, management and decision-making skills make this methodology a particularly effective approach to youth development. The project's pending implementation guidelines and lessons learned can be applied to strengthen future Youth Bank initiatives.
- 7. Evaluate alternatives for strengthening outcomes of vocational/technical training for youth:** World Vision and CASM should assess options for increasing the variety of vocational/technical training and internships so that no community experiences a glut of any skill type. This could include the development of multi-stakeholder alliances to diversify training programs offered and better ensure their sustainability.
- 8. Form alliances with community/rural savings groups:** World Vision should form alliances early in the project implementation period with community/rural savings groups so that these groups can manage the seed capital for project participants. In this way, participants may become members of savings groups or other micro-finance groups, which increases the likelihood of receiving future credit.
- 9. Strengthen the sustainability of the CLCs:** In conjunction with STSS, World Vision should develop a plan to strengthen the sustainability of the CLCs. The plan should include follow-up by STSS regional offices to actively engage CLC members in their roles as STSS sub-regional committees on child labor. Furthermore, World Vision should divulge the results of CLC activities and disseminate guidelines for scaling up CLCs to other regions of Honduras.
- 10. Develop a sustainability strategy for the WRCs:** Caritas should develop a sustainability strategy within the WRC model that promotes self-sufficiency. This may include developing formal agreements with Honduran law schools to place and supervise student interns, creating alliances with other labor defense organizations to leverage resources, and/or adding a fee-for-service strategy for specific legal services.

#### **Recommendations for USDOL**

- 11. Promote USDOL policy and stakeholder engagement:** USDOL should consider replicating the model of USDOL officials playing an auxiliary role in projects that address labor enforcement issues in U.S. free trade agreements. The direct involvement of USDOL officials in the project's labor rights component can help maintain positive and active relations with high-level ministry officials, increase buy-in and support of project activities, and increase the usefulness of products and services delivered.
- 12. Strengthen the sustainability of vocational/technical training activities and entrepreneurships:** USDOL should consider additional design elements to strengthen the sustainability of adult and adolescent entrepreneurships and vocational/technical training activities. This may require multi-stakeholder support during the early stages of implementation and increased support and follow-up of adult and adolescent entrepreneurs.

# Annex A: Evaluation Terms of Reference

## Background and Justification

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). ILAB's mission is to promote a fair global playing field for workers in the United States and around the world by enforcing trade commitments, strengthening labor standards, and combating international child labor, forced labor, and human trafficking.

OCFT works to combat child labor, forced labor, and human trafficking around the world through international research, policy engagement, technical cooperation, and awareness-raising. Since OCFT's technical cooperation program began in 1995, the U.S. Congress has appropriated funds annually to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects in more than 90 countries around the world. Technical cooperation projects funded by USDOL support sustained efforts that address child labor and forced labor's underlying causes, including poverty and lack of access to education.

This evaluation approach will be in accordance with USDOL's Evaluation Policy.<sup>12</sup> OCFT is committed to using the most rigorous methods applicable for this qualitative performance evaluation and to learning from the evaluation findings. The evaluation will be conducted by an independent third party and in an ethical manner and safeguard the dignity, rights, safety and privacy of participants. OCFT will make the evaluation report available and accessible on its website.

## Project Context and Information

### Project Context

Approximately 379,600 children and adolescents ages 5-17 in Honduras (15.3 percent) engage in child labor. Of these, approximately 75 percent are boys. Ongoing research by World Vision (WV) in Honduras indicates that child labor is heavily influenced by an attitude of acceptance, lack of quality educational alternatives, and a poverty-induced need for children to earn an income. This poverty is magnified by adult workers' lack of awareness of their rights, and inability to exert their right to freedom of association and collective bargaining.

The violation of workers' rights came to the forefront in March 2012 following a submission presented by labor organizations to USDOL as stipulated in the Labor Chapter of the U.S.-Dominican Republic-Central America Free Trade Agreement. The submission alleged that the Government of Honduras failed to effectively enforce its labor laws, highlighting examples from seventeen worksites spanning the manufacturing, agriculture, and port sectors. In response to the submission, USDOL issued a public report in February 2015 that raised serious concerns regarding the protection of internationally recognized labor rights and enforcement of labor laws in Honduras. The Public Report recommended that the Government of the United States engage the Government of Honduras (GOH) to develop a monitoring and action plan that would address the concerns identified in the Public Report. As a result, the U.S. and Honduran governments signed the U.S.-Honduras Labor Rights Monitoring and Action Plan (MAP) in December 2015. This established concrete benchmarks agreed to by the Government of Honduras to improve the application of its labor laws. As part of the MAP, the GOH committed to:

---

<sup>12</sup> For more information on DOL's Evaluation Policy, visit <https://www.dol.gov/asp/evaluation/evaluationpolicy.htm>

- Enhance policy, legal, and regulatory frameworks to strengthen labor standards;
- Strengthen strategic planning and institutional capacity for better labor law enforcement;
- Intensify targeted enforcement actions against violators; and
- Increase transparency, outreach, and engagement with workers, employers, and the public on labor law enforcement and labor rights.

USDOL has provided a range of technical assistance activities and programs to assist the GOH in fulfilling the MAP commitments, including those that are part of the Futuros Brillantes project. More specific project information follows.

### Project Information

On September 24, 2014, World Vision (WV) signed a four-year Cooperative Agreement with USDOL (subsequently extended to five years) worth US \$8.75 million to implement the Futuros Brillantes project. The project aims to reduce child labor and improve labor rights and working conditions in Honduras, particularly in Valle, Choluteca, Intibucá, Cortés, La Paz, and Atlántida. The project will provide direct services to 5,850 children, 1,787 households, and 10,000 workers.

The Futuros Brillantes project is addressing child labor through an area-based approach in which children engaged in or at risk of child labor are targeted through a system of community, parent, school, government, and employer engagement. The project is working with the Honduran Government, industry, and other stakeholders to strengthen the capacity of the Secretariat of Labor (STSS) to ensure remediation of labor law violations related to freedom of association and the right to organize and bargain collectively in the maquiladora sector. Workers' rights centers were established to educate workers and provide them with legal aid to more effectively claim those rights. The project's four intermediate outcomes (IO), with corresponding sub-outcomes (SO) and outputs, are listed below.

### Futuros Brillantes Results Framework

<b>Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula</b>
<b>IO 1. Children engaged in or at high risk of child labor with access to quality education</b>
<b>SO 1.1</b> Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor
<b>Output 1.1.1</b> Target communities with enhanced access to basic education through the introduction of alternative
<b>Output 1.1.2.</b> Teachers from target schools with improved competencies in education management, use of ICT and education standards
<b>Output 1.1.3</b> Target schools with mechanisms for monitoring school attendance and child labor implemented
<b>Output 1.1.4</b> Target children receiving after-school pedagogical support
<b>IO 2. Target households with increased income</b>
<b>SO 2.1</b> Target households with improved livelihoods
<b>Output 2.1.1</b> Target households with access to technical and financial services for income generation
<b>Output 2.1.2</b> Target households' businesses with access to technical and/or entrepreneurial development services
<b>Output 2.1.3</b> Savings groups strengthened to provide financial services to target households
<b>SO 2.2</b> Youth between 14 and 17 years with access to decent work
<b>Output 2.2.1</b> Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor market
<b>Output 2.2.2</b> Youth between 14 and 17 years with access to productive inputs
<b>IO 3. Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues</b>
<b>SO 3.1</b> Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector.
<b>Output 3.1.1</b> Proposal on labor conflict resolution mechanisms (arbitration center) available.
<b>Output 3.1.2</b> Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector.

<b>Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula</b>
<b>SO 3.2. Target workers with legal advice and information on labor rights.</b>
<b>Output 3.2.1</b> Workers Rights' Centers established to give advice on labor rights
<b>SO 3.3 STSS' capacities and competencies strengthened</b>
<b>Output 3.3.1</b> STSS Inspectorate staff trained on child labor, labor rights, strategic planning and management
<b>Output 3.3.2</b> IT tools for supervision, follow-up of cases, union formation and fines functioning
<b>IO 4. Target groups aware and with increased knowledge of child labor and labor rights</b>
<b>SO 4.1 Target groups aware about child labor and labor rights</b>
<b>Output 4.1.1</b> Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of child labor
<b>Output 4.1.2</b> Workers, employers, government agencies and civil society aware about child labor and labor rights
<b>SO 4.2 Knowledge on child labor and labor rights improved among the target population</b>
<b>Output 4.2.1</b> Mechanism for disseminating information on good practices regarding the issues of child labor and labor rights implemented
<b>Output 4.2.2</b> Specialized studies on child labor and labor right available
<b>Output 4.2.3</b> Workers, employers, judges and attorneys trained on relevant issues related to child labor and labor rights

## Purpose and Scope of Evaluation

### Evaluation Purpose

The main purposes of the final performance evaluation are:

- Assessing if the project has achieved its objectives, identifying the challenges encountered in doing so, and analyzing the driving factors for these challenges;
- Assessing the intended and unintended effects of the project;
- Assessing lessons learned and emerging practices from the project (e.g., strategies and models of intervention) and experiences in implementation that can be applied in current or future projects in the focus country and in projects designed under similar conditions or target sectors; and
- Assessing which outcomes or outputs can be deemed sustainable.

The evaluation will assess whether the project's interventions and activities achieved the overall goals of the project, and the reasons why this has or has not happened, including an assessment of the factors driving the project results. The evaluation will also document lessons learned, potential good practices, and models of intervention that will serve to inform future similar projects and policies in Honduras and similar environments elsewhere, as appropriate.

The scope of the final evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with World Vision. All activities that have been implemented from project launch through the time of evaluation fieldwork should be considered.

### Intended Users

The evaluation will provide OCFT, the grantee, other project stakeholders, and stakeholders working to combat child labor more broadly, an assessment of the project's performance, its effects on project participants, and an understanding of the factors driving the project results. The evaluation findings, conclusions and recommendations will serve to inform any project adjustments that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects as appropriate. The evaluation report will be published on the USDOL website, so the report will be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

## Evaluation Questions

USDOL and World Vision drafted evaluation questions, which were then refined by MSI. The evaluation questions focus on four areas: project design and validity, effectiveness, sustainability, and good practices and lessons learned.

### Project Design and Validity

1. To what extent was the theory of change valid after five years of project implementation?
2. Were the project strategies relevant to the specific needs of project stakeholders (i.e. local and national government representatives; private industry; and employers and workers' organizations)?

### Effectiveness

3. To what extent has the project achieved its targets and outcomes at the time of the evaluation and is the project likely to achieve them by the end of the project? Specifically:
  - b) Was the project able to meet the expectations of the Office of Trade and Labor Affairs (OTLA) at USDOL to complement GOH efforts to carry out MAP activities? If so, which ones?
4. To what extent were the recommendations from the midterm evaluation implemented and what were the results?
5. Did the project cause unintended results on its target communities and participants? If so, what were they?
6. What are the strengths and weaknesses of the Futuros Brillantes monitoring system? How is CMEP data being used to make adjustments to implementation and decision-making? This includes implementation of the CMEP, the Direct Beneficiary Monitoring System (DBMS) and other data collection and reporting processes. What improvements can be made to strengthen monitoring?
7. How did the project benefit from USDOL's policy and stakeholder engagement?

### Sustainability

8. Which project activities/initiatives are most likely sustainable and transferable to the communities and relevant local institutions (i.e. local government authorities or non-government agencies) before the project ends? What factors contributed to this sustainability?
9. How could the project have improved their sustainability efforts?
10. To what extent has Futuros Brillantes been able to build technical capacity to address child labor and other labor violations issues within the implementing agencies and other stakeholder agencies (i.e. workers, child labor, STSS)?

### Good Practices and Lessons Learned

11. What are promising practices and lessons learned that could benefit similar projects or future programming in Honduras? This can include efforts made by the project to adapt activities in a challenging implementing environment.

## Evaluation Methodology and Timeframe

The evaluation methodology will consist of the following activities and approaches:

### A. Approach

The evaluation approach will be qualitative and participatory in nature and use project documents including CMEP data to provide quantitative information. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from stakeholders and project participants

will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation with the involvement of DOL and World Vision during the design of the evaluation and the participation of other key stakeholders during the debriefing workshop will contribute to the sense of ownership among the stakeholders.

To the extent that it is available, quantitative data will be drawn from the CMEP and project reports and incorporated in the analysis. The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children ([http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.
4. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

## **B. Evaluation Team**

The evaluation team will consist of the international evaluator. One or two members of the project staff may travel with the evaluator to project sites and make introductions. These persons will not be involved in the evaluation process.

The international evaluator, with MSI, will be responsible for developing the methodology in consultation with USDOL and the project staff; collaborating with project staff to finalize the field work itinerary and logistics; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting; and preparing the evaluation report.

## **C. Data Collection Methodology**

1. **Document Review:** The lead evaluator will review key project documents.
  - Pre-field visit preparation includes extensive review of relevant documents
  - During fieldwork, documentation will be verified, and additional documents may be collected
  - The evaluator will also review the Routine Data Quality Assessment (RDQA) form completed by the grantee. The evaluator shall assess whether findings from the RDQA were used by the project to formulate and implement measures to strengthen their data management and reporting system and improve data quality. The evaluator's analysis will be included in the evaluation report.
  - Documents may include:
    - CMEP documents and data,
    - RDQA form, as appropriate,
    - Baseline survey report,

- Project document and revisions,
- Project budget and revisions,
- Cooperative Agreement and project modifications,
- Technical Progress and Status Reports,
- Project Results Frameworks and Monitoring Plans,
- Work plans,
- Correspondence related to Technical Progress Reports,
- Management Procedures and Guidelines,
- Research or other reports undertaken, and,
- Project files (including school records) as appropriate.

## **2. Field Work:**

The lead evaluator will spend two weeks in Honduras (August 12 – 23). Upon arrival, the lead evaluator will meet with the Grantee to confirm the schedule, evaluation approach and expectations, and review the Project's activities. The evaluator will conduct key informant interviews (KIIs) in Tegucigalpa and San Pedro Sula and travel to sites in Choloma, La Ceiba, San Juan, Marcovia, Choluteca, and Nacaome to conduct additional KIIs and group interviews, per the agreed itinerary. During the visits, the evaluator will also observe the activities and outputs developed by the project. Each day, the evaluator will write up notes and formulate findings from cumulative data collection efforts.

## **3. Interviews with Stakeholders**

Semi-structured interviews will be held with as many project stakeholders as possible. The evaluation questions listed above will serve as the basis for the data collection tools and interview guides. The interview guides will take into account the interviewees' background knowledge and degree of involvement in project activities.

The evaluator will use a purposeful, non-random sampling methodology to select the interviewees across a wide range of relevant stakeholders, including children, youth, community members in areas where awareness-raising activities occurred, parents of project participants, teachers, government representatives, employers and private-sector actors, legal authorities, union and NGO officials, the action program implementers, and program staff. These stakeholders will be inquired on the project's accomplishments, program design, sustainability, and the working relationship between project staff and their partners, where appropriate. Meetings will be held with:

- OCFT staff responsible for this evaluation and project prior to the commencement of the field work;
- Implementers at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations;
- Project staff in Tegucigalpa and San Pedro Sula, Country Director, Project Managers, and field staff of World Vision and partner organizations;
- Government ministry officials and local government officials who have been involved in or are knowledgeable about the project;
- Community leaders, members, and volunteers;
- School teachers, assistants, school directors, education personnel;
- Project participants (children withdrawn and prevented and their parents)
- International NGOs and multilateral agencies working in the area;
- Other child protection and/or education organizations, committees and experts in the area;
- U.S. Embassy staff member.

Depending on the circumstances, these meetings will be one-on-one or group interviews. The evaluator will develop interview guides prior to the start of fieldwork.

To maximize the efficiency of interviews with project stakeholders, the selection of the visits and interviews was made collaboratively with World Vision. Visits and interviews will be carried out in Tegucigalpa and San Pedro Sula and project sites in Choloma, La Ceiba, San Juan, Marcovia, Choluteca, and Nacaome. Efforts were made to include some sites where the project experienced successes and others that encountered challenges, as well as to include a wide cross-section of relevant stakeholders across the project activities.

#### 4. Question Matrix

The question matrix outlines the TOR questions and corresponding data sources, data collection methods, and analytical approach to the evaluation. The question matrix guides the evaluator and Futuros Brillantes project team in decisions related to time allocation in the field and ensures that multiple sources of data are collected and cited in the analysis.

Area	Questions	Data Source(s)	Data Collection Methods	Data Analysis Methods
Relevance	1. To what extent was the theory of change valid after five years of project implementation?	<ul style="list-style-type: none"> <li>• Project Document</li> <li>• CMEP</li> <li>• TPRs</li> <li>• Stakeholder interviews: Project staff, national and local government officials (STSS labor inspectorate, SE), employer representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews with stakeholders (individual and group)</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of the qualitative data to assess the degree of relatedness between the project design and the current project context</li> </ul>
	2. Were the project strategies relevant to the specific needs of project stakeholders (i.e. local and national government representatives; private industry; and employers' and workers' organizations)?	<ul style="list-style-type: none"> <li>• Project Document</li> <li>• TPRs</li> <li>• Stakeholder interviews: Project staff, national and local government officials (STSS labor inspectorate, Sec. Ed); employer and labor organizations; child labor and worker rights committees; educators; community leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews with stakeholders (individual and group)</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>
Effectiveness	3. To what extent has the project achieved its targets and outcomes at the time of the evaluation and is the project likely to achieve them by the end of the project? Specifically: c) Was the project able to meet the expectations of OTLA at USDOL to complement GOH efforts to carry out MAP activities? If so, which	<ul style="list-style-type: none"> <li>• M&amp;E data</li> <li>• MAP implementation status/ updates</li> <li>• Stakeholder interviews: Project staff, national and local government officials (STSS labor inspectorate, Sec. of Education); employer and labor organizations; child labor and worker rights committees; educators; community leaders; direct beneficiaries (children,</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>

	ones?	families/households, workers), • USDOL representatives		
	4. To what extent were the recommendations from the midterm evaluation implemented and what were the results?	<ul style="list-style-type: none"> <li>• Midterm evaluation report</li> <li>• Project Document</li> <li>• TPRs</li> <li>• Stakeholder interviews: Project staff, national and local government officials (STSS labor inspectorate, Sec. of Education); employer and labor organizations; child labor and worker rights committees; educators; community leaders; direct beneficiaries (children, families/households, workers, teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>
	5. Did the project cause unintended results on its target communities and participants? If so, what were they?	<ul style="list-style-type: none"> <li>• Project Document</li> <li>• TPRs</li> <li>• Stakeholder interviews: Project staff, local government officials; employer and labor organizations; child labor and worker rights committees; educators; community leaders; direct beneficiaries (children/adolescents, families/households, workers, teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>
	6. What are the strengths and weaknesses of the Futuros Brillantes monitoring system? How is CMEP data being used to make adjustments to implementation and decision-making? This includes implementation of the CMEP, the DBMS and other data collection and reporting processes. What improvements can be made to strengthen monitoring?	<ul style="list-style-type: none"> <li>• Performance monitoring data</li> <li>• CMEP</li> <li>• Stakeholder interviews: Project staff including the project director, M&amp;E specialist, M&amp;E support team, and field staff</li> <li>• USDOL OCFT program and monitoring officers</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>
	7. How did the project benefit from USDOL's policy and stakeholder engagement?	<ul style="list-style-type: none"> <li>• MAP documents</li> <li>• Stakeholder interviews: Key project personnel; national government officials; employer and labor organizations</li> <li>• USDOL representatives (OCFT and OTLA) overseeing and supporting project</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>

<b>Sustainability</b>	<p>8. Which project activities/initiatives are most likely sustainable and transferable to the communities and relevant local institutions (i.e. local government authorities or non-government agencies) before the project ends? What factors contributed to this sustainability?</p>	<ul style="list-style-type: none"> <li>• TPRs</li> <li>• Sustainability plan</li> <li>• Stakeholder interviews: Project staff; national and local government officials (STSS, Sec. of Education); employer and labor organizations; child labor and worker rights committees; educators; NGOs; community leaders</li> <li>• WVI representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>
	<p>9. How could the project have improved their sustainability efforts?</p>	<ul style="list-style-type: none"> <li>• TPRs</li> <li>• Sustainability plan</li> <li>• Stakeholder interviews: Project staff; national and local government officials (STSS, Sec. of Education); employer and labor organizations; child labor and worker rights committees; educators; NGOs; community leaders</li> <li>• WVI representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and corroborate the findings</li> </ul>
	<p>10. To what extent has Futuros Brillantes been able to build technical capacity to address child labor and other labor violations issues within the implementing agencies and other stakeholder agencies (i.e. workers, child labor, STSS)?</p>	<ul style="list-style-type: none"> <li>• TPRs</li> <li>• Stakeholder interviews: Project staff; FB consultants; national and local government officials (STSS labor inspectorate, Sec. of Education, others); employer and labor organizations; child labor and worker rights committees; educators; NGOs; community leaders</li> <li>• USDOL OCFT program officer</li> <li>• WVI representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of quantitative and qualitative data to identify trends and patterns</li> </ul>
<b>LL and GPs</b>	<p>11. What are promising practices and lessons learned that could benefit similar projects or future programming in Honduras? This can include efforts made by the project to adapt activities in a challenging implementing environment.</p>	<ul style="list-style-type: none"> <li>• TPRs</li> <li>• Project staff, national and local government officials (STSS labor inspectorate, Sec. of Education); employer and labor organizations; child labor and worker rights committees; educators; community leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of qualitative data and progress reports to glean LL and GPs</li> </ul>

#### **D. Ethical Considerations and Confidentiality**

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. All interviews and discussions will include an informed consent form and will not proceed unless consent is given. Interviewees will remain anonymous unless clear permission is granted to the team to include qualitative information that will identify the respondent. The evaluation team will apply youth-sensitive and gender-sensitive interviewing approaches as per standard guidelines, such as the ILO- International Programme on the Elimination of Child Labour and the UNICEF guidance.

To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

#### **E. Stakeholder Meeting**

Following the field visits, a stakeholder meeting will be organized by the project and led by the evaluator to bring together a wide range of stakeholders, including the implementing partners and other interested parties to discuss the evaluation findings. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork. ILAB staff may participate in the stakeholder meeting virtually.

The meeting will be used to present the major preliminary findings and emerging issues, solicit recommendations, discuss project sustainability and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders may be prepared to guide the discussion and possibly a brief written feedback form.

The agenda is expected to include some of the following items:

1. Presentation by the evaluator of the preliminary main findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners not met to present their views on progress and challenges in their locality
4. If appropriate, Possible Strengths, Weaknesses, Opportunities and Threats (SWOT) exercise on the project's performance
5. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

A debrief call will be held with the evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback as needed.

#### **F. Limitations**

Fieldwork for the evaluation will last two weeks so the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating their findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and project participants. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

### **G. Timetable**

The timeframe for implementation of this final evaluation is based on a launch date of June 18, 2019. The original dates for fieldwork were revised; fieldwork is now scheduled for August 12 – 23, 2019. The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

<b>Task</b>	<b>Responsible Party</b>	<b>Date</b>
Evaluation launch call	DOL/OCTF	June 18
Background project documents sent to MSI	DOL/OCTF	June 21
Logistics call-Discuss logistics and field itinerary	DOL/OCFT, MSI, WV	July 11
Interview call with DOL/OCFT	MSI	July 17
Evaluation Questions finalized	DOL/OCFT, MSI, WV	August 1
Finalize field itinerary and stakeholder list for workshop	DOL/OCFT, MSI, WV	August 1
Draft TOR sent to DOL/OCFT and WV	MSI	August 5
Final TOR sent to DOL/OCFT and WV	MSI	August 7
Approval of TOR by DOL/OCFT	DOL/OCFT	August 9
Fieldwork	MSI	August 12 - 23
Post-fieldwork debrief call	MSI	Week of Sept 2
Draft report to DOL/OCFT and WV for 48-hour review	MSI	September 27
DOL/OCFT and WV comments due to MSI (48-hour review)	DOL/OCFT and WV	October 2
Revised report to DOL/OCFT and WV for 2-week review	MSI	October 9
DOL/OCFT and WV comments due to MSI after full 2-week review	DOL/OCFT and WV	October 23
Final report to DOL/OCFT	MSI	November 6
Approval of final report by DOL/OCFT	DOL/OCFT	November 11
Draft one-pager infographic sent to DOL/OCFT	MSI	November 18
DOL/OCFT comments on draft infographic due to MSI	DOL/OCFT	November 25
Final one-page infographic sent to DOL/OCFT	MSI	November 29
Approval of final infographic by DOL/OCFT	DOL/OCFT	December 4
Final 508 compliant report and infographic sent to DOL/OCFT	MSI	December 4

## Expected Outputs/Deliverables

Fifteen working days following the evaluator's return from fieldwork, a first draft evaluation report will be submitted to the Contractor. The report should have the following structure and content:

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (no more than five pages providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Evaluation Questions
  - A. Answers to each of the evaluation questions, with supporting evidence included
- VII. Findings, Recommendations and Conclusions
  - A. Findings – the facts, with supporting evidence
  - B. Conclusions – interpretation of the facts, including criteria for judgments
  - C. Key Recommendations - critical for successfully meeting project objectives – judgments on what changes need to be made for future programming
  - D. Lessons Learned and Best Practices
- VIII. Annexes - including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The key recommendations must be action-oriented and implementable. The recommendations should be clearly linked to findings and directed to a specific party to be implemented. It is preferable for the report to contain no more than 10 recommendations, but other suggestions may be incorporated in the report in other ways.

The total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and the grantee individually for their review. Comments from grantee/key stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

## Evaluation Management and Support

During the planning stage, the lead evaluator will work with ILAB and other team members to develop the TOR, the work plan and data collection instruments. The evaluation team will also coordinate with the Grantee to develop the list of stakeholders and interview schedule.

MSI will support the lead evaluator in the field, as well as with the development and review of all technical products. MSI will finalize and submit all required travel documents and estimated costs for evaluation for the lead evaluator to ILAB no later than two weeks prior to the desired departure date (schedule permitting). This will help ensure that country clearance from the DOS is obtained in a timely fashion.

## **Annex B: Final Evaluation Itinerary**

This page has been left intentionally blank in accordance with Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.

## Annex C: Master Interview Guide

TOR	Cuestionario Maestro	Project Staff	Local sub-partners	GOH officials	Employers and associations	Workers and their organizations	Educators	Community leaders CLCs	Parents and Households	Children and youth	Others
<b>Relevance</b>	<b>Relevancia</b>										
<p>1. To what extent was the theory of change valid after five years of project implementation?</p> <ul style="list-style-type: none"> <li>• Promoting educational opportunities for children</li> <li>• Creating more sustainable livelihoods for households of children engaged in or at high risk of child labor;</li> <li>• Increasing the knowledge and awareness of child labor and labor rights among parents, communities, government institutions, employers and workers, including youth;</li> <li>• Improving compliance with labor legislation and workers' conditions</li> </ul>	<p>1. Después de cinco años de implementación, ¿todavía son válidas las estrategias del proyecto para lograr la reducción de TI y para promover los derechos laborales?</p> <ul style="list-style-type: none"> <li>• Promover las oportunidades educativas para los NNA</li> <li>• Mejorar la sustentabilidad económica de los hogares de los NNA participando en trabajo infantil o en riesgo de participar</li> <li>• Difundir información sobre trabajo infantil y derechos laborales a las comunidades, instituciones gubernamentales, empleadores, y trabajadores (incluyendo jóvenes)</li> <li>• Promover el cumplimiento con las leyes laborales y las condiciones de trabajo</li> </ul>	X	X	X	X	X	X	X	X		
<p>2. Were the project strategies relevant to the specific needs of project stakeholders?</p> <ul style="list-style-type: none"> <li>• Local and national government reps</li> <li>• Private industry</li> <li>• Employer organizations</li> <li>• Workers and Worker organizations</li> <li>• Children and adolescents</li> <li>• Parents/households</li> </ul>	<p>2. ¿Cómo fueron relevantes las estrategias del proyecto a las necesidades específicas de los actores clave?</p> <ul style="list-style-type: none"> <li>• Gobierno nacional y local</li> <li>• Industria privada</li> <li>• Organizaciones de empleadores</li> <li>• Trabajadores y Organizaciones de trabajadores</li> <li>• NNA</li> <li>• Padres de familia / hogares</li> </ul>	X	X	X	X	X	X	X	X		
<b>Effectiveness</b>	<b>Eficacia</b>										
<p>3. To what extent has the project achieved its targets and outcomes at the time of the evaluation, and is the project likely to achieve them by the end of the project? Specifically:</p>	<p>3. ¿Ha logrado el proyecto las metas y resultados establecidos? ¿Cuál es la probabilidad de lograrlos antes de que se termine el proyecto? Específicamente:</p>	X	X	X	X	X					

<p>a) Was the project able to meet the expectations of OTLA at USDOL to complement GoH efforts to carry out MAP activities? If so, which ones?</p> <ul style="list-style-type: none"> <li>• Enhance policy, legal, and regulatory frameworks to strengthen labor standards;</li> <li>• Strengthen strategic planning and institutional capacity for better labor law enforcement;</li> <li>• Intensify targeted enforcement actions against violators; and</li> <li>• Increase transparency, outreach, and engagement with workers, employers, and the public on labor law enforcement and labor rights.</li> </ul>	<p>a) ¿Logró el proyecto las expectativas de USDOL de poder complementar los esfuerzos del GdH para ejecutar las actividades del MAP? ¿Cuáles?</p> <ul style="list-style-type: none"> <li>• Fortalecer los marcos normativos, jurídicos, y reglamentarios laborales.</li> <li>• Fortalecer la planificación estratégica y capacidad institucional para mejorar la aplicación de las leyes laborales.</li> <li>• Tomar medidas específicas e intensificadas para aplicar la ley.</li> <li>• Mejorar la transparencia, divulgación y compromiso con trabajadores, empleadores y el público sobre derechos laborales y la aplicación de las leyes laborales.</li> </ul>									
<p>4. To what extent were the recommendations from the midterm evaluation implemented and what were the results?</p>	<p>4. ¿Fueron implementadas todas las recomendaciones de la evaluación de medio término? ¿Cuáles fueron los resultados?</p>	X	X	X						
<p>5. Did the project cause unintended results on its target communities and participants? If so, what were they?</p>	<p>5. ¿Hubo resultados del proyecto inesperados que afectaron a las comunidades o los beneficiarios del proyecto? ¿Cuáles?</p>	X	X	X		X	X	X	X	
<p>6. What are the strengths and weaknesses of the FB monitoring system? How is CMEP data being used to make adjustments to implementation and decision-making? This includes implementation of the CMEP, the DBMS and other data collection and reporting processes. a) What improvements can be made to strengthen monitoring?</p>	<p>6. ¿Cuáles son las fortalezas y debilidades del sistema de monitoreo del proyecto? ¿Cómo se está utilizando los datos para la toma de decisiones y para hacer ajustes en la implementación? Esto incluye la implementación del plan de monitoreo (CMEP), el sistema de monitoreo de los beneficiarios directos (DBMS) y otros procesos para la recolección y reportaje de datos. a) ¿Cómo se podría mejorar o fortalecer el sistema de monitoreo?</p>	X	X							
<p>7. How did the project benefit from USDOL's policy and stakeholder engagement?</p>	<p>7. ¿Hubo algún beneficio para el proyecto debido a las políticas de USDOL y su participación activa?</p>	X	X	X	X	X				

Sustainability	Sostenibilidad										
8. Which project activities/initiatives are most likely sustainable and transferable to the communities and relevant local institutions (i.e. local government authorities or non-government agencies) before the project ends? What factors contributed to this sustainability?	8. ¿Cuáles actividades/iniciativas del proyecto FB esperan que sean sostenibles y transferibles a las comunidades e instituciones locales relevantes (gubernamental o no gubernamental) a la conclusión del proyecto?	X	X	X	X	X	X				
9. How could the project have improved their sustainability efforts?	9. ¿Cómo podría haber mejorado el proyecto sus esfuerzos para promover la sostenibilidad?	X	X	X	X	X					
10. To what extent has Futuros Brillantes been able to build technical capacity to address child labor and other labor violations issues within the implementing agencies and other stakeholder agencies (i.e. workers, child labor, STSS)?	10. ¿Cómo fortaleció el proyecto la capacidad técnica de los socios locales y otros actores clave para que puedan seguir trabajando sobre asuntos laborales como trabajo infantil y derechos laborales dentro de sus organizaciones o agencias (ej. de trabajadores, de trabajo infantil, o de STSS)?	X	X	X	X	X					
GPs and LL	Buenas prácticas y lecciones aprendidas										
11. What are promising practices and lessons learned that could benefit similar projects or future programming in Honduras? This can include efforts made by the project to adapt activities in a challenging implementing environment.	11. ¿Existe alguna buena práctica o lección aprendida del proyecto FB que se pueda aplicar a otros proyectos similares o a la futura programación en Honduras? Esto puede incluir esfuerzos hechos por el proyecto para adaptar actividades a un ambiente de implementación difícil.	X	X	X	X	X	X	X			

## Annex D: List of Documents Reviewed

### Futuros Brillantes Project Documents

1. Comprehensive Monitoring and Evaluation Plan, Nov. 2015
2. IL-26259-14-75-K, Grant Award, Notice of Obligation, Sept. 24, 2014
3. IL-26259-14-75-K, Project Modification No. 1, Nov. 30, 2016
4. IL-26259-14-75-K, Project Modification No. 2, May 5, 2017
5. IL-26259-14-75-K, Project Modification No. 3, July 31, 2017
6. IL-26259-14-75-K, Project Modification No. 4, Feb. 13, 2018
7. IL-26259-14-75-K, Project Modification No. 5, May 21, 2019
8. Project Document, May 21, 2019
9. Technical Progress Report, April 2016
10. Technical Progress Report, October 2016
11. Technical Progress Report, April 2017
12. Technical Progress Report, October 2017
13. Technical Progress Report, April 2018
14. Technical Progress Report, October 2018
15. Technical Progress Report, April 2019
16. Baseline Survey for the Bright Futures Project, June 2016
17. Futuros Brillantes Midterm Evaluation, May 2017

### USDOL Reference Documents

18. USDOL OCFT, *Management Procedures and Guidelines for Cooperative Agreements*, 2019. <https://www.dol.gov/sites/dolgov/files/ILAB/MPG%202019%20OCFT%20FINAL%2002142019.pdf>
19. USDOL, Statement on the Status of the Implementation of the U.S.-Honduras Labor Rights Monitoring and Action Plan, October 12, 2018, <https://www.dol.gov/sites/dolgov/files/ILAB/legacy/files/MAP%20Status%20Update%202018.pdf>

### Additional Reference Documents

20. Instituto Nacional de Estadísticas (INE) de Honduras, Encuesta Permanente de Hogares de Propósitos Múltiples, 2018. Retrieved from <https://www.ine.gob.hn/V3/>
21. Linthicum, K. (2018, December 18). "Homicides have fallen dramatically in Honduras. So why are people still fleeing?" *Los Angeles Times*. Retrieved from <https://www.latimes.com/world/mexico-americas/la-fg-honduras-violence-20181214-story.html>
22. Eulich, W. (2019, July 16). "Honduras coup: Why the 10-year anniversary matters today." *The Christian Science Monitor*. Retrieved from <https://www.csmonitor.com/World/Americas/2019/0716/Honduras-coup-Why-the-10-year-anniversary-matters-today>
23. Malkin E. (2017, December 17). "Honduran President Declared Winner, but OAS Calls for New Elections." *The New York Times*. Retrieved from <https://www.nytimes.com/2017/12/17/world/americas/honduran-presidential-election.html>
24. The World Bank in Honduras. (2019, April 4). Overview. Retrieved from <https://www.worldbank.org/en/country/honduras/overview>
25. Congressional Research Service. (2019, June 13). Central American Migration: Root Causes and U.S. Policy. Retrieved from <https://fas.org/sgp/crs/row/IF11151.pdf>

## **Annex E: List of Persons Interviewed**

This page has been left intentionally blank in accordance with Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.