

Independent Interim Evaluation

- Futuros Brillantes -

Reducing Child Labor and Improving Labor Rights in HONDURAS

Implemented by:
World Vision

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Cooperative Agreement Number: IL-26259-14-75-K

Financing Agency: U.S. Department of Labor

Dates of Project Implementation: 30 Sept 2014 – 29 Sept 2018

Evaluation Fieldwork Dates: May 8-23, 2017

Total Project Funds from USDOL: US \$7,000,000



Sistemas, Familia y Sociedad
Consultores Asociados

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ACRONYMS

AHM	Manufacturers Association of Honduras
CAFTA	Central America Free Trade Agreement
CASM	Comisión de Acción Social Menonita [Mennonite Social Action Commission]
CED	Consejo Escolar de Desarrollo [School Development Council]
CFNI	Community Foundation of Northern Ireland
CL	Child Labor
CLC	Child Labor Committee
CMEP	Comprehensive Monitoring and Evaluation Plan
COHEP	Honduran Council on Private Enterprise
CSE	Commercial Sexual Exploitation
DBMS	Direct Beneficiary Monitoring System
FB	Futuros Brillantes
Funpadem	Fundación para la Paz y la Democracia [Foundation for Peace and
ICT	Information and Communication Technologies
IHER	Honduran Institute for Radio Education
ILO	International Labor Organization
IO	Intermediate Objective
IT	Information Technology
LR	Labor Rights
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NGO	Non-Governmental Organization
OCFT	USDOL Office of Child Labor, Forced Labor and Human Trafficking
OP	Output
OTC	Outcome Indicator
OTP	Output Indicator
POC	Project Outcome Indicator for Beneficiary Children
POH	Project Outcome Indicator for Households Receiving Livelihood Services
SEDIS	Secretaría de Desarrollo e Inclusión Social [Secretariat of Development and Social Inclusion]
SO	Supporting Objective
STSS	Secretary of Labor and Social Security
ToC	Theory of Change
TOR	Terms of Reference
ToT	Training of Trainers
TPR	Technical Progress Report
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WRC	Worker Rights Center
WV	World Vision

EXECUTIVE SUMMARY

On September 24, 2014, World Vision (WV) signed a four-year Cooperative Agreement worth US \$7 million with the United States Department of Labor (USDOL) to implement a project called Futuros Brillantes (FB) to reduce child labor and improve labor rights and working conditions in Honduras.¹ The purpose of the Cooperative Agreement is to support the reduction of child labor and improve labor rights in Honduras, particularly in agricultural areas of southern Honduras and in the San Pedro Sula area. Additionally, the project intends to work with the Honduran Government, industry, and other stakeholders to build the capacity of the Secretary of Labor and Social Security (STSS) to identify and use all available tools to help ensure remediation of labor law violations related to freedom of association and the right to organize and to bargain collectively. To achieve its objectives, World Vision is partnering with Mennonite Social Action Commission (Comisión de Acción Social Menonita, CASM) and Caritas. They also began the project with the Foreign Service Foundation for Peace and Democracy (Funpadem) as an intended partner, but terminated the relationship in 2015.

The project addresses child labor through an area-based approach in which children who are engaged in or at risk of child labor are targeted for intervention through a system of community, parent, school, government, and employer engagement. Workers' Rights Centers established by the project also educate workers and provide them with legal aid to more effectively claim their rights. The project aims to provide 5,150 children, 1,571 households and 10,000 workers with direct services. It works in 83 communities of the Valle, Choluteca, Intibucá and the San Pedro Sula valley.

The Interim Evaluation assesses and evaluates the project's implementation for the first two years, providing insight on what aspects are effective and determining whether the project is on track towards meeting its goals and objectives. The evaluation was conducted between May and June 2017.

Findings and Conclusions

The project is consistent with the Honduran Government's strategies to promote compliance with labor rights and prevention of child labor. The project arises as a cooperative response between the governments of the United States and Honduras to address Honduran compliance with national regulations on labor rights and child labor. One of the project objectives is precisely STSS capacity building in these areas.

The project design is very ambitious in terms of the number of beneficiary communities, households, and children. The relatively low number of facilitators offering a broad spectrum of

¹ The Cooperative Agreement also sets \$349,960.00 of cost sharing.

services to numerous beneficiaries has, in many communities, hampered the implementation of some services.

The project is contributing to a reduction in child labor, especially through the Educator program which enables children who have completed the sixth grade to return to their studies; the actions undertaken through Child Labor Committees (CLCs) to reduce absenteeism and increase enrollment; and the activities that the project facilitators carry out in the communities to increase awareness of the negative effects of child labor. The services provided by the project to prevent and reduce child labor are highly valued by communities and local officials.

The implementation of some methodologies to improve household income, such as Entrelazos and YouthBank, has not yet reached the stage in which they can show results. Other methodologies such as technical-vocational training, savings groups and house gardens are in the beginning stages of implementation and do not have results at the time of writing of this report (June 2017).

The project's monitoring and evaluation system shows that 26% of the output indicators have achieved more than 50% of the established targets, but 74% of the indicators have achieved less than 25% of their target. Additionally, as of the April 2017 financial report, implementing organizations have spent 31% of the costs associated with USDOL funds and 65% of the cost share funds, over a period of 31 out of 48 months (71% of the project period).

The delay in project implementation and spending is essentially due to two factors. The first one is the fact that the organization in charge of implementing Objectives 3 and 4 (Fundapem) withdrew from the project in November 2015. In its efforts to replace the organization, WV experienced difficulties beyond their control. The second factor is the imbalance between the project's human resources and the products they need to deliver in order to implement Objectives 1 and 2: there are few facilitators responsible for carrying out a large number of methodologies in many communities.

The activities geared toward improving education are expected to be more sustainable than those aimed at improving household income and youth employability. The nature and conditions needed for the sustainability of these activities are different. Whereas improving the quality of education relies heavily on the existing services, programs and resources (schools, teachers, Ministry of Education [MoE] programs, municipal and departmental MoE offices, etc.), improving household income depends largely on what the project can accomplish with the limited institutional resources available in the communities.

Recommendations

For World Vision and CASM (as appropriate)

High priority

- Hire additional facilitators for the income generation initiatives if resources permit.
- Guide parents so that they can support their children's performance at school.
- Maintain dialogue with national and local authorities regarding the project's statistical data.
- Document and systematize experiences with applying the project methodologies.

Other Recommendations

- Promote the use of Educatrachos as a source of didactic materials for teachers.
- Provide basic knowledge about using computers to the teachers that need it.
- Use the hazardous work regulations to inform and raise awareness about child labor.
- Implement instruments for follow-up on the Solidary Peer Tutoring methodology.
- Analyze the advisability of integrating the functions of the School Development Council (CED) and the CLC.
- Prepare a guide for the Entrelazos participants.
- Start house gardens only in viable areas.
- Coordinate activities with the PRONIÑEZ project of the Secretariat of Development and Social Inclusion.
- Use information from the M&E system thoroughly.
- Organize community dialogue regarding the project's statistical data.

Recommendations for Caritas

- Promote participation of workers' organizations in fostering the activities of the Worker Rights Centers (WRC).
- Create a mechanism to refer unsolved cases through WRC mediation (high priority).
- Use the hazardous work regulations to inform and raise awareness about child labor.

Recommendations for STSS and World Vision

- Review the timeline originally proposed for Objectives 3 and 4 so that future efforts will be in line with the new legal framework (Inspection Law) and the progress made by the STSS in the last years (high priority).

Recommendations for the Ministry of Education

- Promote coordination among the organizations that handle educational actions.
- Consider alternatives to improve the profile of the Educadores instructors, create standards and remove barriers to program access.

Recommendations for USDOL for Future Projects

- Encourage applicants to review carefully the coverage targets to which they will commit, by performing a rigorous review of the costs and standards for the goods and services that they will offer and the viability of their operational strategy.
- Perform a meta-evaluation of past USDOL funded projects that aimed to increase household income in order to examine the results, the obstacles, the lessons learned, and the good practices that previous interventions have generated.
- The organizations that propose grants need to be aware that the baseline studies, registration of beneficiaries and selection of communities practically consume the first year of the project, and take this into account when designing the implementation plan and budget.

I. CONTEXT AND PROJECT DESCRIPTION²

In 2014, 7.8% of children in Honduras were engaged in child labor (CL), including the worst forms of child labor (WFCL). Of these, over half (roughly 65%) were working in agriculture, including melon, coffee, sugarcane and okra, as well as in fisheries including diving for lobster. The next largest percentage (about 22%) were working in the service sector, including street begging, vending, working in repair shops, washing car windows, performing at traffic lights, scavenging in dumps, working in hotels and laundromats, and doing domestic work. Finally, around 12% worked in industry, including quarrying limestone, artisanal mining, construction and the production of fireworks.

The worst forms of child labor in Honduras include forced begging, commercial sexual exploitation (CSE) and illicit activities. Trafficking occurs in multiple forms; children are sometimes trafficked from rural areas into CSE in urban and tourist destinations or to other Central American countries and North America. Reports also indicate that gangs sometimes threaten families as a means to forcibly recruit children, where boys are used in extortion, drug trafficking and homicides. In 2015, Honduras continued to be a principle source of unaccompanied children migrating from Central America to the United States. Children often emigrate to escape violence and extortion by gangs, in addition to searching for economic opportunities and family reunification. Once in route, they become vulnerable to human trafficking and CSE.

Child labor represents a complex social problem caused by multiple, interrelated factors. The project has identified the following main causes of child labor in Honduras:

- Households with unemployment and low income;
- Children engaged in or at risk of CL with limited access to education;
- Limited enforcement of labor legislation and poor working conditions in vulnerable populations; and
- Lack of awareness and knowledge on CL and labor rights (LR) issues.

School completion rates in Honduras are low: according to 2011 national data, only 50.5% of girls and 37.5% of boys completed secondary school. In rural areas, access to education is limited due to a lack funding for schools, especially secondary schools. In urban areas, it is often hindered by violence and recruitment into gangs.

Honduras has ratified all key international conventions concerning child labor and has a legal framework in place related to child labor and the worst forms of child labor. The minimum legal age for work is 14 years, and the minimum age for hazardous work is 18 years. Using children in illicit

² Information provided in this section has been taken from Futuros Brillantes proposal.

activities, CSE, child trafficking, forced labor and hazardous occupations are all prohibited under law. Honduras offers free public education and the compulsory education age is 17 years. The Government has also established institutional mechanisms for the enforcement of laws and regulations on child labor and WFCL.

The Secretary of Labor and Social Security (STSS) has ratified Child Labor Regulations (STSS Agreement 097-2008, of May 2008), which, among other aspects, establish the guidelines for hazardous child labor. A Labor Inspection Law was also enacted in March 2017, and it will serve as the legal framework for the implementation of some of the project's intermediate objectives in the time remaining before the project ends. This new law eliminates the special CL inspectors and indicates that all inspectors are to be vigilant of compliance with the regulations in this regard.

Finally, most of the municipalities in Honduras –especially those in rural areas– do not have a network of services for children and their families. The State's limited institutional presence is partially covered by international non-governmental organizations (NGOs), but there are no institutionalized coordination mechanisms between the governmental and NGOs that work in the municipalities and departments. This leads to duplication of interventions, unequal attention to the different territories, and inefficient use of resources. Recently, with financial support from the Canadian Government, UNICEF and International Plan, the Secretariat of Development and Social Inclusion (SEDIS) launched a project to implement social protection systems in the municipalities (PRONIÑEZ). This project is expected to guide the actions of the governmental and non-governmental agencies and to promote coordination in order to achieve more orderly and efficient delivery of services to children and adolescents.

1.1 Project Objectives

On September 24, 2014, World Vision (WV) signed a four-year Cooperative Agreement worth US \$7 million with the United States Department of Labor (USDOL) to implement a project called Futuros Brillantes (FB) to reduce child labor and improve labor rights and working conditions in Honduras.³ The purpose of the Cooperative Agreement is to support the reduction of child labor and improve labor rights in Honduras, particularly in agricultural areas of southern Honduras and in the San Pedro Sula area. Additionally, the project intends to work with the Honduran Government, industry, and other stakeholders to build the capacity of the Secretary of Labor and Social Security (STSS) to identify and use all available tools to help ensure remediation of labor law violations related to freedom of association and the right to organize and to bargain collectively. To achieve its objectives, World Vision is partnering with Mennonite Social Action Commission (Comisión de Acción Social Menonita, CASM) and Caritas. They also began the project with the

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Foreign Service Foundation for Peace and Democracy (Funpadem) as an intended partner, but terminated the relationship in 2015.

The project addresses child labor through an area-based approach in which children who are engaged in or at risk of child labor are targeted for intervention through a system of community, parent, school, government, and employer engagement. Workers’ Rights Centers (WRCs) established by the project also educate workers and provide them with legal aid to more effectively claim their rights.

Table 1 presents the FB Results Framework, which depicts the project’s main objective and intermediate objectives (IOs), along with the corresponding supporting objectives (SOs) and related outputs (OPs).

Table 1. Futuros Brillantes Results Framework

Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula.

Intermediate Objectives	Supporting Objectives and Related Outputs
IO 1. Children engaged in or at high risk of child labor with access to quality education	<p>SO 1.1 Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor</p> <p>OP1.1.1 Target communities with enhanced access to basic education through the introduction of alternative programs or of grades 7 to 9 in target schools.</p> <p>OP1.1.2 Teachers from target schools with improved competencies in education management, use of Information and Communication Technologies (ICT) and education standards.</p> <p>OP1.1.3 Target schools with mechanisms for monitoring school attendance and child labor implemented.</p> <p>OP1.1.4 Target children receiving after-school pedagogical support.</p>
IO 2. Target households with increased income	<p>SO 2.1 Target households with improved livelihoods</p> <p>OP2.1.1 Target households with access to technical and financial services for income generation.</p> <p>OP2.1.2 Target households’ businesses with access to technical and/or entrepreneurial development services.</p> <p>OP2.1.3 Savings groups strengthened to provide financial services to target households.</p> <p>SO 2.2 Youth between 14 and 17 years with access to decent work</p> <p>OP2.2.1 Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor market.</p> <p>OP2.2.2 Youth between 14 and 17 years with access to productive inputs.</p>
IO 3. Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues	<p>SO 3.1 Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector</p> <p>OP3.1.1 Proposal on labor conflict resolution mechanisms (arbitration center) available.</p> <p>OP3.1.2 Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector.</p> <p>SO 3.2 Target workers with legal advice and information on labor rights.</p> <p>OP3.2.1 Worker Rights Centers established to give advice on labor rights.</p>

Intermediate Objectives	Supporting Objectives and Related Outputs
	<p>SO 3.3 STSS' capacities and competencies strengthened</p> <p>OP3.3.1 STSS Inspectorate staff trained on CL, LR, strategic planning and management.</p> <p>OP3.3.2 Information Technology (IT) tools for supervision, follow-up of cases, union formation and fines functioning.</p>
IO 4. Target groups aware and with increased knowledge on the issues of CL and LR	<p>SO 4.1 Target groups aware about CL and LR</p> <p>OP4.1.1 Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of CL.</p> <p>OP4.1.2 Workers, employers, government agencies and civil society aware about CL and LR.</p> <p>SO 4.2 Knowledge on CL and LR improved among the target population</p> <p>OP4.2.1 Mechanism for disseminating information on good practices regarding the issues of CL and LR implemented.</p> <p>OP4.2.2 Specialized studies on CL and LR available.</p> <p>OP4.2.3 Workers, employers, judges and attorneys trained on relevant issues related to CL and LR.</p>

1.2 Project Locations and Targets

Futuros Brillantes works in 83 communities in nine municipalities in the regions of Intibucá, Choluteca, Valle (Southern Honduras), San Pedro Sula and Choloma (Northern Honduras). World Vision (WV) leads education, youth and livelihoods work in Intibucá, Choluteca and Valle in 63 communities. CASM leads this work in San Pedro Sula and Choloma in 20 communities.

	Urban	Rural	Total
North	15	14	29
South	15	39	54
Total	30	53	83

The project provides direct services to at least 5,150 children aged 5-17 engaged in or at high risk of child labor. At least 1,571 households of child laborers or children at risk receive livelihood interventions.

Through the work of the WRCs, the project also aims to reach 10,000 workers that are susceptible to child labor, violations of other labor rights, or exploitative working conditions.

Finally, Futuros Brillantes is targeting the country's labor inspectors to improve their ability to identify, fine, and use all available tools to help ensure remediation of violations of the rights to freedom of association and collective bargaining in the maquiladora sector. The project is also establishing a center for conflict resolution to resolve labor disputes in the maquiladora sector; the center will hear a minimum of 30 cases during the life of the project.

II. EVALUATION OBJECTIVES AND METHODOLOGY

2.1 Evaluation Objectives

The Interim Evaluation assesses and evaluates the project's implementation for the first two years, providing insight on what aspects are effective and determining whether the project is on track towards meeting its goals and objectives. The evaluation objectives are:

- Assess the relevance of the project's Theory of Change (ToC), as stated in the Futuros Brillantes Comprehensive Monitoring and Evaluation Plan (CMEP), to the issues of child labor and labor rights in Honduras and determine whether activities are being implemented in accordance with the project design.
- Evaluate the project's progress made so far, and whether it is likely to complete all activities and results as delineated in the project document. Analyze the factors that may be contributing to successes and challenges. Assess what is currently happening on the ground and, if necessary, make recommendations to ensure the project will meet the agreed-upon outcomes, goals and timeline.
- Describe the results of the project by the date of the evaluation, at institutional and community level, especially those relating to the lives of beneficiary households and children.
- Assess the steps taken by the project to mainstream project activities and recommend actions to increase sustainability before project phase-out.

2.2 Methodology

Document Review

Pre-field visit preparation included extensive review of relevant documents. Among others, the following documents were reviewed:

- CMEP document
- Baseline and endline survey reports
- Project document and revisions
- Cooperative Agreement
- Work plans
- Technical Progress and Status Reports
- Correspondence related to Technical Progress Reports
- Management Procedures and Guidelines
- Research and reports undertaken by the project
- Project files (including school records) as appropriate and
- Laws and regulations regarding child labor and labor rights.

Before beginning the fieldwork, a question matrix (Annex 5) was created to outline the source of data from where the evaluator would collect information for each question displayed in the Terms of Reference (TOR). A complete list of evaluation questions can be found in the TOR, in Annex 6. Additionally, a list of stakeholders to be interviewed was prepared in coordination with USDOL and WV.

Data Collection Tools

The methods used for collecting information are summarized in Table 2 below.

Table 2. Data Collection Tools

Method	Tools / Target Groups / Products
Interviews with Key Informants	Questionnaires/interview forms used with project management teams, implementing agencies, and representatives of relevant local, regional and national institutions.
Focus Group Discussions (FGDs)	FGD guidelines and forms addressed to key stakeholders, and other target groups as needed (government and community leaders, beneficiaries, etc.).
Project Performance Analysis	Comparison of planned/actual achievements per project indicator. Analysis of emerging trends and identification of factors that favor or hamper project success in each case. Assessment of project's effects in specific target populations. Review of guidelines and training materials supported by the project.
Direct Observation	Visit to communities, municipalities and institutions to carry out direct observation, assessment of beneficiaries' satisfaction with the project, contrast of the validity of project strategies used in the field, appraisal of the quality of services delivered, and identification of unexpected effects of project activities as well as other relevant features of project implementation.
Assessment of the Quality of Monitoring System Data	Review of the project's Comprehensive Monitoring and Evaluation Plan and data.

Field Visits and Interviews with Stakeholders

Beneficiaries, national, regional and municipal officials, implementing partners and other stakeholders were interviewed collectively or individually in Tegucigalpa, Choluteca, San Pedro Sula, and six urban and rural communities. The criteria for selecting the communities were:

- Inclusion of northern and southern communities;
- Inclusion of urban and rural communities;
- Inclusion of communities where most of the services and intervention models have been implemented; and
- Inclusion of communities where the project has experienced successes and challenges.

The following matrix shows the composition of the selected communities and municipalities.

Table 3. Communities and Municipalities Visited

	Urban	Rural
North	Nueva Esperanza (San Pedro Sula) El Limonar (San Pedro Sula)*	La Jutosa (Choloma)
South	El Edén (Choluteca)	Ojochalito (Marcovia) Nagarejo (Nacaome)*

* Communities experiencing challenges.

The interviews were carried out between May 8 and May 23, 2017. The chart below displays a summary of the stakeholders interviewed –individually or through focus groups– during fieldwork. A complete list of the interviewees can be found in Annex 4.

Table 4. Stakeholders Interviewed

Stakeholder Group	Number of Individuals Interviewed
National government officials	7
Local government officials	10
Implementing agencies staff	24
Employer and worker associations	5
Teachers	35
Beneficiaries (children)	47
Beneficiaries (parents)	82
Beneficiaries (WRCs)	8
Total	218

Stakeholder Workshop

Once the information gathering process was finished, a workshop was held in Tegucigalpa on May 24, 2017 to present the preliminary findings of the evaluation.

2.3 Evaluation Limitations

The main limitation for this evaluation report is the scant analysis that it can provide on the activities foreseen under the project’s Objectives 3 and 4, which were originally the responsibility of Fundapem. For reasons that will be further explained in this report, Fundapem withdrew from the project, and the process to replace that organization has been difficult. In addition, due to budget constraints, the evaluator could only visit 6 of the 83 communities involved in the project, so the data collected can only provide a limited, but in the evaluator’s view sufficient, view of project implementation.

III. EVALUATION FINDINGS

The evaluation findings described in this section are organized around the ten questions provided by the Evaluation Terms of Reference. Each question is used as a subheading and followed by the respective findings.

3.1 Project Design and Relevance

1. Is the project’s design and Theory of Change, as stated in the CMEP, valid given the context of child labor and labor rights violations in Honduras? If not, please suggest revisions.

The project’s objective (to reduce child labor and improve labor rights in Honduras) involves two areas that, though related, form part of different spheres: on the one hand, child labor occurs mainly in the urban informal sector and on family farms; and on the other, the violation of labor rights occurs in the formal sector. The CMEP does not indicate the relationship between these two spheres or explain the need to combine them in a single project.

The CMEP analyzes the main causes of the various issues that the project objectives aim to address: education, low household income, the application of labor legislation, and the scant awareness and knowledge about child labor. It proposes an objective for each of those issues and a series of outputs to achieve the objectives. The outputs and the intermediate objectives are logically sequenced and respond to the needs observed in the country and in the communities.

The analysis of the causes related to children’s limited access to quality education does not sufficiently address the Ministry of Education’s (MoE) institutional capacity at local level. Addressing these issues would have been important in designing sounder project sustainability strategies.

The analysis of the causes related to low household income emphasizes the limitations of household members (the families’ low educational levels; lack of access to production inputs and services; scant technical and vocational training; limited opportunities for entrepreneurship). The CMEP thus proposes that the main solution is to support the families so that they can create microenterprises. However, the general characteristics of the local economies in the areas involved in the project are not analyzed in order to justify the adopted strategy.

a. Are the project services responding to the needs and expectations of beneficiaries?

The services provided by the project in order to achieve the first intermediate objective (access to quality education) are highly valued by students, parents, teachers, community leaders and local officials. Furthermore, the project encourages the coordinated action of these stakeholders with the aim of improving education, which is leading to a high degree of appropriation of the services offered in the communities visited. No other governmental or non-governmental organization in

the communities visited offers such a broad array of solutions to the different problems affecting the education system. These solutions are summarized in Table 5.

In general, the project is responding to the expectations of the beneficiaries interviewed. They consider the holistic nature of the project approach to be particularly satisfactory; in other words, the actions taken to cover a broad spectrum of issues (awareness, education, livelihoods) with several stakeholders (children, parents, teachers, community leaders). However, some community leaders and teachers believe that the project needs to accelerate the pace of implementation.

Table 5. Educational Services and Products

Issue / Objective	Service / Methodology	Recipient	Service Provider
The third cycle of education is not offered (grades 7 to 9). Over-aged adolescents do not enter the third cycle.	The Educator program and corresponding school materials	Over-aged adolescents outside the school system	Volunteers trained by the project facilitators
Need for support to low achievers.	Solidary peer tutoring	Low achievers students	Students with outstanding achievement (peer tutors) guided by a teacher
Scant awareness of the harmful aspects of child labor among the members of the educational community.	Schools for Parents	Parents	Teachers trained by the project facilitators using the training of trainers (ToT) approach
Necessity of collective action to improve the quality of education and prevent child labor	Child Labor Committees (CLCs)	Parents and community leaders	Project facilitators
Use of ICT to improve the quality of education	Educatrachos	Teachers	Teachers trained by MoE personnel using the ToT approach
Improve school management	To be determined (TBD)	Teachers	TBD

The services provided by the project to achieve Objective 2 (households with increased income) were also designed to cover needs both among parents and among adolescents and youth, as can be seen in Table 6. In principle, these initiatives have been well received by some of the families participating in the project, even though the most important one (Entrelazos) has still not reached the stage in which the businesses are in place.

Table 6. Services to Increase Household Income

Issue / Objective	Service / Methodology	Recipient	Service Provider
Low parent income	Support to the generation of microenterprises through the Entrelazos methodology	Parents of the project's beneficiary children	Basic instruction
Little access to credit	Creation of savings groups in the communities where	Parents of the project's beneficiary children that	Project facilitators

Issue / Objective	Service / Methodology	Recipient	Service Provider
	they do not exist and strengthen them where they do	complete the third stage of Entrelazos	
Reduce reliance on child labor to meet basic food needs	Household gardens	Parents of the project's beneficiary children	Project facilitators
Promote entrepreneurship among adolescents and youth	YouthBank	Adolescents and youth (15 to 25 years)	Project facilitators
Training in computer literacy	Basic instruction in computer literacy	Students in grades 7 to 9 from 27 schools that received at least four computers	Volunteers
Guidance on obtaining decent work	Vocational training 1	Ninth-grade students	Project facilitators
Link youth to employment opportunities	1) linking beneficiary youth to employment fairs; 2) developing a module providing guidance and tips on job hunting skills	Adolescents older than 15 that have completed the ninth grade	This service has not yet been provided. The provider has not been identified yet.

Most of the products and services shown in Tables 5 and 6 are offered to the 2,218 families that are project beneficiaries living in 83 communities in 9 municipalities. The project's facilitators (67 from WV and 3 from CASM) are responsible for implementing these services. They include, among other things, organizing and coordinating training events, providing training, follow-up on the implementation of services, and coordinating the follow-up surveys conducted among beneficiaries, etc. Each facilitator works in approximately nine communities.

The combination of offering a broad spectrum of services to numerous beneficiaries in a large number of communities through only a few facilitators has had some negative consequences: (1) some methodologies, such as Entrelazos and YouthBank, have had to be implemented in an abbreviated form; (2) implementation of some services has not yet started and others are in an initial phase in several communities; and (3) beneficiaries must wait three months or more between each phase of Entrelazos for the next phase to start.

In addition, the teacher training takes place through the Trainer to Trainer (ToT) approach in information and communication technology (ICT) and parent association training methodologies. All of the teachers interviewed indicated that this approach is inadequate because, in general, the teachers who attended the training event do not have the experience and knowledge necessary to replicate it.

Some of the assumptions in calculating the number of beneficiaries proved wrong. For example, it was calculated that each household had 3.4 children and/or adolescents between the ages of 6 and 17 years. For that reason the target was set as 1,500 households and 5,150 children. The calculated ratio proved to be too high, however, and the error meant that the project had to invest

time in identifying more children in households that were not initially identified as beneficiaries. The project currently serves 5,347 children from 2,218 households.

These aspects of a methodological and operational nature were defined in the project design without adequately taking into account the complexity of their application. A more cautious estimate of the number of communities to be served and the range of methodologies to be used, along with a better analysis of the human resources needed to conduct the field work, would probably have enabled more efficient and effective operation.

b. Are the interventions consistent with government policies and strategies to promote the compliance of labor rights and prevention of child labor?

The project is consistent with the government strategies to promote compliance with labor rights and the prevention of child labor, for the following reasons. First, the project emerged as a cooperative response between the United States Government and the Honduran Government, in order to address several challenges to the implementation of the Central America Free Trade Agreement (CAFTA) in the areas of labor union freedom and child labor. Thus, from the outset, the project's objectives were agreed upon with the government and the employer and worker associations. Second, the project's third objective targeted institutional capacity-building for the STSS, so that it could perform the functions assigned to it by law in the areas of Labor Inspection and supervision of compliance of labor rights. Third, the project uses various methodologies developed by Honduran government to improve the quality of public education; this is the case of Educadodos, Educatrachos and the School for Parents program. Fourth, the project coordinates its actions with the national, departmental and municipal governments with a view not only to facilitating the project's operations in the communities, but also to aligning the delivery of services with the work of public institutions, in particular that of the Ministry of Education and the Secretary of Labor.

Even though Objectives 3 and 4 continue to be pertinent to government policies and strategies, due to the late implementation it is necessary to review the activities and 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 the project's objectives.

3.2 Effectiveness and Implementation

2. Are the various methodologies used in the project (Alternative Education Programs, peer tutoring, Child Labor Committees, Entrelazos, etc.) contributing to a decrease in child labor and improvement in labor rights? What are the factors influencing or driving the decrease or lack of decrease in child labor?

The ToC notes that the project will use three strategies to reduce child labor: (1) provide access to quality education for the children engaged in or at risk of working; (2) improve the income of these children's households; and (3) inform and sensitize the stakeholders involved about the

detrimental effects of child labor. These strategies are being implemented through methodologies, services and products offered to the children and their families. The ToC postulates that combining these elements, instead of taking isolated actions, will contribute to the reduction of child labor.

Tables 7 and 8 were compiled on the basis of data from the project M&E system in order to analyze changes in the labor situation among the project's beneficiary children in the years 2016 and 2017.⁴ The data indicate that: (1) the number of children that have shifted to a positive situation is significantly higher than the number of children that have shifted to a negative situation; (2) between 2016 and 2017 the number of children whose situation has worsened has decreased both in absolute numbers and percentages and in all age groups; (3) the reduction in the number of hours worked is the least visible change, regardless of whether the changes are positive or negative; (4) the highest proportion of children with positive changes is in the 14 to 17 year old age group; (5) the most notable positive changes are that the children moved from hazardous child labor to non-hazardous child labor and that they stopped working; (6) the proportion of positive changes is similar in 2016 and 2017; and (7) the most important negative changes are seen in the age group of 14- to 17 year olds in the three types of changes reviewed.

Table 7. Positive Changes for the Beneficiaries

Positive Changes	Total	Age Groups			
		5 to 9	10 to 13	14 to 15	16 to 17
	5,347	2,002	1,811	896	638
Cohort 1 (Nov 2015 – Nov 2016)					
Total N	718	117	307	198	96
Total %	13%	6%	17%	22%	15%
They began to work fewer hours	4%	0%	4%	8%	8%
They moved from hazardous work to non-hazardous work	9%	4%	12%	15%	8%
They stopped working	8%	6%	11%	11%	5%
Cohort 2 (Jan 2016 – Jan 2017)					
Total N	769	153	341	184	91
Total %	14%	8%	19%	21%	14%
They began to work fewer hours	0%	0%	0%	0%	1%
They moved from hazardous work to non-hazardous work	11%	5%	15%	17%	12%
They stopped working	12%	7%	17%	16%	10%

*The figures do not add up to 100% because one child can make several changes.
Total N: number of children with positive changes in each cohort

⁴ To make the data comparable, the registration surveys from both years were analyzed but only one follow-up survey was analyzed because the information was gathered on two cohorts: the first between November 2015 and January 2016, and the second between November 2016 and January 2017.

Table 8. Negative Changes for the Beneficiaries

Negative Changes	Total (N)	Age Groups			
		5 to 9	10 to 13	14 to 15	16 to 17
	5,347	2,002	1,811	896	638
Cohort 1 (Nov 2015 - Nov 2016)					
Total N	404	39	140	141	84
Total %	8%	2%	8%	16%	13%
They began to work more hours	3%	0%	2%	7%	6%
They moved from non-hazardous work to hazardous work	4%	1%	4%	7%	5%
They began to work	4%	2%	5%	7%	6%
Cohort 2 (Jan 2016 - Jan 2017)					
Total N	265	31	108	80	46
Total %	5%	2%	6%	9%	7%
They began to work more hours	0%	0%	0%	0%	0%
They moved from non-hazardous work to hazardous work	3%	1%	4%	7%	6%
They began to work	4%	1%	5%	7%	6%

*The figures do not add up to 100% because one child can make several changes.

Total N: number of children with negative changes in each cohort

From the foregoing it can be concluded that the project is contributing to a reduction in child labor, above all by reducing hazardous work and removing children from labor activities. Given that the services that the project is carrying out to increase household income are still not generating the expected economic benefits, it is plausible to think that the positive changes can be attributed to the educational actions. Three actions in particular seem have fostered the positive changes: (1) the Educatodos program, which has enabled students who had finished the sixth grade to continue studying; (2) the activities that the Child Labor Committee (CLC) members carry out to increase school attendance; and (3) the awareness-raising activities that the project facilitators conduct with the entire educational community. These converged actions have increased the school attendance and reduced the school absenteeism, which at the same time diminishes the time available to work and discourages the “working only” alternative.

The other educational methodologies and services implemented by the project seem to be affecting the reduction of child labor indirectly by improving the quality of education, which makes school activities more appealing to the children who work and encourages the ones who do not work to remain in school.

The project has not yet implemented methodologies and services aimed at facilitating the access of young people between 14 and 17 to decent work. The only methodology in place is training in computer literacy. Nonetheless, as it is currently being handled, this initiative is more geared toward improving the quality of the education provided by the schools (including basic instruction in computer usage) than toward training the students so that they can find employment. Significant obstacles are foreseen for the project’s ability to facilitate young people’s access to decent work. On the one hand, the size of the formal sector in both rural and urban areas is very limited and,

therefore, there is a great deal of competition for the few jobs available. In addition, the project's financial resources for training adolescents are insufficient to offer training activities that can truly contribute to helping young people find decent work.

The ways in which the services and methodologies that the project is implementing, or plans to implement, contributes to the elimination of child labor will be examined below. It is worthwhile to stress that the ToC suggests that achieving this objective calls for the confluence and complementarity of these elements in each community. The analysis that follows therefore highlights the role that each element plays and offers some observations about their functioning and effectiveness.

1. Educatodos

Objective: Educatodos is an official Ministry of Education (MoE) program that offers a flexible approach to education for grades 7 to 9, aimed at two types of students: (1) the adolescents that have left school and cannot go back because of their age, and (2) the children and adolescents living in communities where the school only offers education through the sixth grade. The Honduran Institute for Radio Education (IHER) offers an alternative program in some of the project's schools in San Pedro Sula based on radio distance learning.

Contribution to reducing child labor: This program contributes to providing schooling for adolescents and to decreasing the number of hours that they work. In the communities where there are schools with nine grades, it does not contribute directly to reducing child labor because the class schedules are designed so that they can continue working. Nonetheless, this program reduces the number of hours children work and is an important means for improving young people's future job opportunities. The program contributes to reducing child labor among children in the communities where the school only offers education through the sixth grade. In these cases the classes tend to be Monday through Friday afternoons and during the weekends.

Other observations: The program has didactic materials prepared by the MoE that usually entail a cost for the student. The classes are given during schedules that are convenient for the adolescents that work (Saturdays or Monday through Friday afternoons), by volunteers that have completed their secondary school education (high school). FB recruits volunteers and students, provides a small remuneration stipend to the volunteers (approximately US \$20 per month) and covers the cost of the didactic materials.

2. Solidary Peer Tutoring

Objective: This official MoE methodology aims to support low achievers. It consists of having high achievers from the upper grades (5 and 6) support children from the lower grades with the course contents with which they have difficulties. The support takes place during a weekly session held during the school day. Most of the time, both the peer tutors and their pupils are project beneficiaries.

Contribution to reducing child labor: This methodology does not contribute to reducing child labor directly, but it does indirectly because it encourages children to remain in school.

Other observations: At the schools visited, no instruments are being used to follow up on the pupils' (tutored students') learning. The peer tutors do not have enough didactic materials with which to work.

3. Use of ICT in the Classroom

Objective: Use ICT in the classroom to improve the quality of education. The project donated one laptop and one data show projector to each of the schools so that they could use the Educatrachos program produced by the MoE. This interactive program provides didactic materials for different subjects and different levels of education.

Contribution to reducing child labor: The contribution is indirect, through the improved quality of education.

Other observations: Using the Educatrachos program effectively requires that the schools install a computer and a data show projector in each classroom so that every teacher can use the program in keeping with his or her pedagogical plan. Since the schools have only one data show/laptop, they seldom use them for Educatrachos. Furthermore, not all the teachers know how to use computers. Nonetheless, the project introduced the Educatrachos program to the schools training one teacher per school. Teachers often use the data show/laptop for training activities, meetings, presentations, etc.

4. Schools for Parents

Objective: This is a MoE program that was made official in 2015. Its aim is to instruct the educational community (parents, teachers and community leaders) in four areas: families and school, sexuality, values, and a culture of peace. A module on child labor was also included in the schools that are participating in the project. This module was designed on the basis of the ILO's SCREAM methodology.

Contribution to reducing child labor: This methodology does not contribute directly to preventing child labor, but it does indirectly through activities geared to providing information and increasing awareness about child labor issues among parents and teachers.

Other observations: Teacher training is done using the ToT approach, which is not the most effective option.

5. Child Labor Committees (CLCs)

Objective: The committee's objective is to promote the eradication of child labor and ensure that all children in the community attend school. It is composed of parents, community leaders, and teachers.

Contribution to reducing child labor: This methodology contributes directly to reducing child labor by promoting the schooling of children that have not been enrolled or that have dropped out of school and, usually, are working. The committee members go to the children's homes and talk with the parents about the importance of attending school and the harmful effects of child labor. In the communities visited by the evaluator, it could be seen

that this mechanism has been effective.

Other observations: The committee does not have legal standing, and it co-exists with the School Development Council (CED), which is governed by the Law of Education and has similar functions, though restricted to education. The project is expanding the CLCs' field of action to include the promotion of labor rights, with advising from the Worker Rights Centers (WRCs).

6. Training in Computer Literacy

Objective: Provide basic instruction in computer usage to students in grades 7 to 9 in 27 schools.

Contribution to reducing child labor: Its contribution is indirect, by improving the quality of education.

Other observations: The project donated computers to some schools in order to teach students basic aspects of using computers. The fact that the instructors are volunteers limits the time and the quality of the young people's classes.

7. YouthBank

Objective: Foster entrepreneurship and leadership among adolescents and youth.

Contribution to reducing child labor: This initiative's contribution to reducing child labor can only be evaluated once the groups of young people begin to apply their skills. Nonetheless, an indirect contribution is expected because it does not act on the immediate causes of child labor. The initiative does have potential to improve young people's capabilities and skills for performing in the work world, and it also generates great enthusiasm and commitment among them. This is important in communities that are affected by the presence of gangs and have few (or no) after-school activities for young people.

Other observations: This methodology created by the Community Foundation of Northern Ireland (CFNI) is aimed at young people between the ages of 15 and 25 years. Due to time and human resources constraints, the project is implementing an abbreviated version of the methodology, reducing the time devoted to training and limiting its content. Teenagers and young people work together in the same group, which does not promote the development of leadership among teenagers because young people usually lead the groups.

8. Entrelazos

Objective: Support the creation of community microenterprises through the Entrelazos methodology. The methodology, developed by World Vision, has three stages in which those people who do not have business aptitudes are gradually weeded out, and only those who have managed to develop a viable business plan remain.

Contribution to reducing child labor: This methodology's contribution to reducing child labor can only be evaluated once the small businesses have been set up and start to generate

revenues. This analysis will be done in the final evaluation.

Other observations: The Entrelazos methodology was designed to be executed in a six-month period and to generate community businesses. Due to constraints of time and human resources, the project is implementing an abbreviated version of the methodology, reducing the time devoted to training and limiting its content. The time between implementation of stages 1 and 2 of Entrelazos has been very long (over three months), which has discouraged some participants. Furthermore, most participants do not agree with undertaking a group business and prefer individual businesses, which will make the phase of implementing and following up on the businesses more complex. If the mechanisms for implementing this methodology do not change, there will probably not be enough time to legalize the Entrelazos enterprises and conduct suitable follow-up.

9. Saving Groups

Objective: Improve access to credit for the families participating in Entrelazos, by creating savings groups in the communities where none exist and bolstering them in the communities that already have them.

Contribution to reducing child labor: It will only be possible to assess this initiative's contribution to reducing child labor once the small businesses have been installed and begin to generate resources. This analysis will be done in the final assessment.

Other observations: Rural Credit and Savings Groups have existed as community organizations in Honduras since 1996. The project has not implemented this initiative yet. Only the diagnostic study of the existence and operation of savings groups has been done in the communities in which the project is involved. It is worth questioning whether the savings groups will be useful for funding individual, not group, businesses as originally foreseen.

10. Household Gardens

Objective: Reduce reliance on child labor to meet basic food needs.

Contribution to reducing child labor: It will only be possible to assess this initiative's contribution to reducing child labor once the family gardens have been installed. This analysis can be done in the final assessment.

Other observations: The installation of family gardens seems unviable in some municipalities such as Choluteca (because of the dry climate and the lack of irrigation water) and in San Pedro Sula (because the families do not have access to farmland or even backyards).

3. What are the positive and/or negative effects of the project in the community and on the target beneficiaries (children, youth, households, employers and workers)?

The project's positive and negative effects are indicated in the following matrix.

Table 9. Positive and Negative Effects of the Project

Stakeholders	Positive Effects	Negative effects
Children	<ul style="list-style-type: none"> · Reduction of school absenteeism through CLC actions. · Peer tutors and pupils motivated to attend school. · Increasing of school enrollment. 	<ul style="list-style-type: none"> · None
Adolescents	<ul style="list-style-type: none"> · Schooling through the Educatodos program. · YouthBank participants satisfied with the initiative, mobilized by their community and expected to continue. · Participants from Educatodos and YouthBank informed about the negative consequences of child labor. · Reduction of hazardous child labor. · Reduction of time devoted to child labor. 	<ul style="list-style-type: none"> · None
Parents	<ul style="list-style-type: none"> · Members of the CLCs mobilized to provide schooling to all of the children in the community and avoid absenteeism. · Members of the CLCs informed about the negative consequences of child labor and the CL regulations. 	<ul style="list-style-type: none"> · Frustration in some communities due to the slow pace in implementing Entrelazos.
Teachers	<ul style="list-style-type: none"> · Teachers informed about the negative consequences of child labor and the CL regulations. · Teachers motivated by the training activities, materials and equipment provided by the project. · Teachers using the equipment provided by the project. · Teachers working jointly with the CLCs to school unenrolled children and reduce absenteeism. 	<ul style="list-style-type: none"> · Frustration of teachers that do not attend the training workshops.
Employers and Workers	<ul style="list-style-type: none"> · The components aimed to these stakeholders have not been implemented yet. 	<ul style="list-style-type: none"> · Frustration of the members of Manufacturers Association of Honduras (AHM) and RSM due to the delay in implementing the project.
Local Officials	<ul style="list-style-type: none"> · Officials participating in the project (MoE, STTS, mayors' offices) informed about the negative consequences of child labor and the CL regulations, and mobilizing support for the project. 	

4. Have strategies been implemented to allow optimum use of resources?

The project has used several strategies to optimize the use of resources. The first of these has been the alliance among organizations with long traditions of working in the country. This alliance has allowed the project to enter the communities with no difficulty, thus avoiding a loss of time and resources in the process of project implementation. Likewise, it has facilitated the logistics required for working with 83 communities in different regions of the country.

Another strategy has been the use of educational methodologies already existing in the country, which has saved resources for the tasks of designing and piloting proposals and producing

materials. This strategy has also facilitated the schools' acceptance and adoption of the methodologies without any issues.

The project has also obtained support from the mayors' offices, which have assigned the promoters office space from which they can conduct their coordination activities and desk work. In addition to the resources saved under this item, this strategy enables closer contact with the local governments and projects a good image to other institutions.

5. At midterm, is the project on track in terms of meeting its intermediate objectives and the CMEP performance indicator targets? Have some sites experienced successes, while others encounter challenges? Assess the various factors contributing to (1) delays, and how far behind are they in terms of target numbers and objectives; and (2) successes and challenges?

The project's monitoring and evaluation (M&E) system yields the information on outcome indicators provided in Table 10.⁵ It can be seen that the POH.2 indicator has met the target, and POH.1 and POC indicators are not too far off from meeting them as well considering the project will be operating for another one and half years. Of the nine outcome indicators, only two are close to the established target: the percentage of beneficiary children who regularly attended any form of education during the past six months (Intermediate Objective 1), and the percentage of cases submitted to a WRC for which an administrative resolution was issued or an alternative resolution mechanism was found (Intermediate Objective 3).

Table 10. Indicators for Project Outcomes (April 2017)

Project Outcome Indicators	Target	Actual
POH.1 Percentage of livelihood beneficiary HHs with at least one child engaged in child labor	30.0%	35.5%
POH.2 Percentage of livelihood beneficiary HHs with at least one child engaged in hazardous child labor	20.0%	21.7%
POH.4 Percentage of livelihood beneficiary HHs with all children of compulsory school age attending school regularly	20.0%	77.8%
POC.1 Percentage of beneficiary children engaged in child labor	35.0%	25.2%
POC.2 Percentage of beneficiary children engaged in HCL	25.0%	16.9%
Outcome Indicators (Immediate Objectives)		
OTC 1. Percentage of beneficiary children who regularly attended any form of education during the past six (6) months	90.0%	79.2%
OTC 2. Percentage of target households that improve their livelihoods	30%	0.0%
OTC 3. Percentage of target youth accessing decent work	30%	0%

⁵ Detailed information can be found in Annex 1.

OTC 4. Number of cases resolved in a timely manner using the conflict resolution mechanisms in the maquiladora sector	30	0
OTC 5. Percentage of cases submitted to the WRCs that reach an administrative resolution, or an alternative resolution mechanism	70%	64%
OTC 6. Percentage of labor inspection resolutions disputed on technical or legal grounds	80%	0%
OTC 7. Percentage of heads of target households that improve their awareness of the negative aspects of child labor	60%	n.a.
OTC 8. Percentage of workers receiving legal advice from WRCs aware of their rights as laborers	60%	n.a.
OTC 9. Number of people accessing information generated by the project on LR and CL	1,500	0
POH	Project Outcome Indicator for Households Receiving Livelihood Services	
POC	Project Outcome Indicator for Beneficiary Children	
OTC	Outcome Indicator	
LR	Labor Rights Indicator	
CL	Child labor	

The indicator for the Worker Rights Centers implemented by Caritas (OTC 5) shows a high level of implementation (64% of the target of 70%), corresponding to the resolution of 58 cases in one year. Nevertheless, the target for this output seems low considering that Caritas had already implemented this service in previous years and therefore already had the necessary methodology and instruments. Additionally, the WRCs are experiencing low levels of demand due to the potential users' lack of knowledge about the services they offer. According to Caritas staff, prior to the project one attorney handled an average of 15 cases per month. Currently, no more than five are being handled. The low level of demand might be due to the absence of a service dissemination strategy. The project is intended to expand the demand for WRC services by informing and training members of the CLCs so that they can also provide advisory services. This strategy could have limited results, since most of the workers in the population served by the project are not salaried workers. Moreover, it is necessary to perform an in-depth analysis on the advisability of putting the CLCs in charge of the work of the WRCs, since the matters handled by the latter entail some degree of social conflict, which could affect the prestige of the CLCs in the communities.

The services to improve household income (Objective 2) are in an early or intermediate stage of implementation and are still not yielding the expected outcomes. Slow pace was observed in the implementation of this objective, primarily because of the numerous services and methodologies to be implemented by the project and the small number of field staff available to handle this.

The indicators for Objectives 3 and 4 show a 0% achievement of targets because these have not yet been implemented. Except for the Worker Rights Centers by Caritas, all of the activities under these objectives fell to the Foreign Service Foundation for Peace and Democracy (Fundadem), the entity that partnered with WV to implement the project. However, in November 2015, with consent from USDOL and WV, Fundadem resolved to terminate the cooperation agreement. In mid-2016, a call was made for an international competition to select an institution that could implement Objectives 3 and 4. However, the process was not successful due to factors beyond control of WV. USDOL agreed that WV implement those objectives directly in June 2017.

This setback has had several consequences. It has delayed the implementation of the activities foreseen under Objectives 3 and 4 by more than two years. In addition, it has limited the impact of the activities under Objectives 1 and 2 because Objective 4 foresees communication campaigns about child labor that might have created a more propitious climate for implementing the project in the communities. It has also created frustration among the governmental and non-governmental agencies involved in implementing these objectives.

A new Inspection Law was recently enacted, and the STSS institutional capacity-building activities foreseen in the project will have to be adjusted to its framework, which is a window of opportunity to delivery relevant training products and technical assistance. This process will also be an opportunity to reestablish trust among the parties. However, it should be taken into account that in November 2017 there will be presidential elections, which will lead to deceleration of ministry activities and changes in high-level authorities and technical experts during the first quarter of 2018.

Table 11 shows the percentage of achievement of the output indicators associated with each supporting objective. Thus, for example, Objective SO 1.1 has four output indicators, of which one has achieved less than 25% of the target and three have achieved more than 75%. Overall, 26% of the project's output indicators have achieved more than 50% of the targets, while 74% of the indicators have not gone beyond 25%.

Table 11. Achievement of Output Indicators

Supporting Objectives (SO)	Percentage of Achievement of Output Indicators				
	< 25	25 - 50	50 - 75	> 75	Total
SO 1.1 Target schools strengthened and adapted to the needs of children engaged in or at high risk of CL	1	0	0	3	4
SO 2.1 Target households with improved livelihoods	3	0	0	1	4
SO 2.2 Youth between 14 and 17 years with access to decent work	3	0	0	0	3
SO 3.1 Mechanisms for labor conflict resolution implemented by the three-party panel of the maquiladora sector	2	0	0	0	2
SO 3.2 Target workers with legal advice and information on labor rights	0	0	1	1	2
SO 3.3 STSS' capacities and competencies strengthened	3	0	0	0	3
SO 4.1 Target groups aware about CL and LR	2	0	0	0	2
SO 4.2 Knowledge on CL and LR improved among the target population	3	0	0	0	3
Total (N)	17	0	1	5	23
Total (%)	74%	0%	4%	22%	100%

The low level of project implementation is also reflected in the budget spending on direct costs (US\$ 4,513,865) according to project accounting data. In total, the institutions that are

implementing the project have spent 31% of the direct costs associated with USDOL funds and 65% of the cost share, over a period of 31 out of the 48 months that the project was scheduled to last, as can be seen in Table 12 below. More information on budget spending can be found in Annex 2.

Table 12. Budget Spending (Direct Costs Only)

Objectives	Percentage of Spending						Total Spending	
	2015		2016		2017		Grant	Match
	Grant	Match	Grant	Match	Grant	Match		
IO 1. Children engaged in or at high risk of child labor with access to quality education	0%	0%	6%	0%	12%	23%	18%	23%
IO 2. Target households with increased income	2%	68%	6%	31%	2%	0%	10%	99%
IO 3. LR enforcement agencies improve their services to resolve complaints and LR issues	7%	100%	14%	0%	2%	0%	23%	100%
IO 4. Target groups aware and with increased knowledge on the issues of CL and LR	0%	-	1%	-	0%	-	1%	-
Administration	16%	37%	17%	15%	10%	9%	42%	62%
Monitoring	5%	0%	9%	1%	6%	6%	21%	8%
Total	11%	40%	13%	17%	7%	7%	31%	65%

The implementation of some activities under Objectives 1 and 2 is expected to be less successful in San Pedro Sula than in the other regions in which the project is involved. The characteristics of some of this city's neighborhoods (*bordos*⁶) are more complex than those of the other communities. This leads to barriers and challenges that either do not exist, or that exist in an attenuated form in the others. For example, not only are the inhabitants' degree of social integration low, but there is also a high degree of social conflict due to the presence of gangs, land disputes, and other city residents' discrimination against those living in the *bordos*. This shapes a scenario that is not very propitious for the implementation and sustainability of initiatives such as the CLCs and Entrelazos, which require a certain degree of social integration.

All of the foregoing points raise the need to formulate strategies to ensure suitable project implementation, aimed at developing sustainable achievements. Some ideas are offered in the chapter on recommendations.

⁶ "Bordos" is the name given to the informal settlements that, since the reconstruction that began after Hurricane Mitch (1998), were built along the banks of the rivers that run through San Pedro Sula and other cities in Honduras, forming strips that are completely differentiated from surrounding neighborhoods. These precarious settlements usually lack basic services, and their population is engaged mostly in informal activities. Gangs also have a widespread presence there, which makes them dangerous territories.

6. What other unexpected results have been generated during project implementation?

Project implementation and spending has not been as planned, and the activities that have yielded results are concentrated in the area of education. The activities for objectives related to labor rights have not been implemented yet, except for the WRCs. No unexpected results have been seen in any area of project implementation. However, one undesired effect has been the frustration among the governmental and non-governmental agencies involved in implementing Objectives 3 and 4.

7. What are the strengths and weaknesses of Futuros Brillantes' monitoring system? Is it adequately measuring the project's expected outputs and results? 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?

The project's M&E system is based on a soundly designed CMEP that improved the logic of project implementation by contributing a well-conceived ToC and well-conceived objectives and indicators. In addition, the system-management and data-validation mechanisms are clear and detailed, as are the reporting instruments. All of this provides validity to the system.

The baseline information-gathering instruments, as well as the beneficiary registration and follow-up instruments, contain detailed information that is sufficient for project management and accountability. In addition, the processes for gathering information guarantee its reliability.

The beneficiary registration and follow-up system is supported by a well-conceived system for documenting and creating files for the activities carried out during the project. The cross-referencing of information among administrative records and beneficiary databases make the system more valid. In addition, the system generates information in a timely manner because it has met the implementation timeline and provided on-time reports.

Since the system produces valid, reliable, and timely information, it is deemed to provide credible, quality data to measure project performance. This is without doubt one of the project's most well-developed outputs and a contribution to future interventions.

One of the challenges for the project's M&E system is the population's fatigue at responding to follow-up questionnaires in the communities that are experiencing difficulties. This is the result of the frustration felt by some families participating in Entrelazos whose expectations have not been met. This phenomenon is worse during electoral campaigns because a variety of organizations (e.g., political parties, consulting firms, and media) conduct surveys and registrations for election purposes. The project has not measured the phenomenon of consultation fatigue, so there are no data on its extent and intensity.

While USDOL conceives the use of the monitoring system as a tool to support project management and learning from implementation, the evaluator found evidence that the grantee was using it merely as a tool for reporting/measurement of effectiveness. No periodic analysis of project efficiency (use of resources, alternative interventions available) was being carried out. Likewise,

little or no analysis of data was carried out by field staff or specialists. Monitoring is done mainly for the sake of accountability and compliance with reporting to the donor.

Another important issue is that WV staff tend to see the targets in the CMEP and the budget agreed with USDOL as something cumbersome to modify, that may entail complex and long procedures that is better to avoid. Thus, they tend to view targets as “unmodifiable,” even if implementation starts to show that some of these may be unrealistic (e.g. the number of youth to obtain decent employment).

3.3 Coordination and Sustainability

8. To what degree 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?

The FB project’s contribution to improving WV’s institutional capacity has been significant. It has enabled WV to gain experience in the fight against child labor and has positioned it as a relevant player in this area throughout the country. Likewise, the intense coordination with governmental and non-governmental agencies, which is not typical of most of the projects undertaken by WV, has served to expand its area of institutional action. The development of the M&E system now provides a model for application in other projects. For CASM, the project has also meant broadening its horizons and gaining experience in the eradication of child labor in places where it has been working for some years now. The same degree of capacity building has not been seen in the case of Caritas, because it implements limited actions more or less autonomously.

The capacity-building activities for governmental organizations are circumscribed to Objectives 3 and 4, which have not yet been implemented, so the project’s contribution in this aspect has not yet materialized.

The project design did not include capacity building in Objectives 1 and 2 beyond training for educators. This is a significant omission since implementing the components of education and improved household income could contribute to strengthening the actions of the MoE and the mayors’ offices in support of the reduction of child labor.

9. How has Futuros Brillantes coordinated activities with key stakeholders such as the Government of Honduras, the private sector, and worker organizations? Assess the project’s success in engaging with key stakeholders, including at the local level.

The project’s inter-institutional coordination has centered on local government institutions: mayors’ offices and the departmental and municipal offices of the Ministry of Education. The mayors’ offices provided office space so that the project facilitators could have centers of operations. Although in practice having this space was not important because the facilitators spend more of their time in the communities, it was useful in forging closer ties with the mayors’ offices and promoting project activities in support of the elimination of child labor.

FB coordinated with the departmental and municipal offices of the Ministry of Education regarding all of the training activities carried out with teachers at the schools, and some training workshops were given by Ministry staff members. In addition, FB coordinated with the municipal offices of the MoE to identify and select the schools that would participate in the project.

At the national level, coordination was less intense and it centered on the MoE, in order to arrange for the inclusion of several Ministry programs in the schools that are participating in the project: Educadores, Schools for Parents and Solidary Peer Tutoring.

The relationship with the STSS was limited to dialogue related to Objectives 3 and 4, which, as noted before, have not yet been implemented. The same thing has occurred with the employer and worker organizations.

10. 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 contribute to this sustainability? Are there actions the project could take now to enhance sustainability of certain project aspects?

A matrix has been prepared to analyze the sustainability of the 11 methodologies and initiatives implemented by the project (Table 13), such as the likelihood that there will be lasting effects once the project has ended and there is no longer an inflow of external resources. Of the 11 methodologies and initiatives implemented by the project, three are considered to have a high level of sustainability; three, a medium level of sustainability; four, a low level of sustainability; and two, mixed sustainability. The alternatives for improving sustainability are offered in the chapter on recommendations.

Table 13. Sustainability of the Methodologies Implemented by the Project

Methodology	Implementation Status	Sustainability and Associated Factors
Educadores	This is completely installed and fully functional. The project contributes resources so that students can receive books and didactic materials free of charge.	This is an official MoE program. However, it is not clear which institution will later be in charge of covering the expenses now covered by the project. The sustainability level is medium.
Tutoring	This is completely installed and fully functional.	Continuation depends on the schools' teachers and it will likely occur. The sustainability level is high.
Use of ITCs in the classroom	The laptops and data show projectors are not being used to implement the Educadores program. They are being used for meetings, training and classes.	Implementation of the Educadores program requires one data show projector per classroom. This initiative is not sustainable.
Schools for Parents	These are completely installed and fully functional. They work better in some schools than in others.	This is an official MoE program. FB should institutionalize the incorporation of the child labor module. The sustainability level is high.

Methodology	Implementation Status	Sustainability and Associated Factors
Child Labor Committees (CLCs)	These are completely installed and fully functional. They work better in some schools than in others.	There is no legal basis for their functioning. In some cases it competes with the CED. In urban communities with little social integration, the sustainability level is low. In the others, it is high.
Technical training in computer literacy	Implementation of this initiative is just beginning.	The instructors are volunteers. Not all the schools have the necessary facilities and equipment. The sustainability level is low.
YouthBank	This initiative is halfway through its implementation.	The facilitators are the linchpin for the initiative. Who will perform this function after the project ends has not been determined. The sustainability level is medium because it depends on the young people.
Entrelazos	This initiative is halfway through its implementation.	The probability that businesses will be started and maintained is low with the current implementation model. Little time is expected to be available for legalizing and following up on the businesses.
Saving Groups	Implementation of this initiative is just beginning.	It is likely that the savings groups will be sustainable only in the locations in which Entrelazos functions well.
Household Gardens	Implementation of this initiative is just beginning.	In some communities, this initiative is not viable.
Worker Rights Centers	These are completely installed and fully functional.	Given the way they are functioning, it is not very likely that the WRCs will be sustainable, but it is likely that these efforts can be transferred to labor organizations.

In general, the activities geared toward improving education are more sustainable than those geared toward improving household income and youth employability. The nature and sustainability conditions of these activities are different. Whereas improving the quality of education relies heavily on the existing services, programs and resources (schools, teachers, MoE programs, municipal and departmental offices of the MoE, etc.), improving household income depends largely on what the project can accomplish, because very few institutional resources are available in this field.

In addition, the socioeconomic situation of most of the beneficiary families is very precarious. Increasing their income requires more intense and lasting interventions than what the project can handle with the resources and time it has available. More effective and sustainable interventions will require more time and resources or a significant reduction of the target population. The following factors make addressing income generation complex, and they must be taken into account for sustainable interventions:

- The local economies of most of the communities in which the project is involved are not very active. The supply and demand for goods and services are weak, and the possibilities of starting and growing small businesses are therefore very limited.
- The families to be served are heterogeneous and therefore it is not advisable to offer everyone the same alternative for improving income; most of the families live in rural areas, combining family agriculture, animal husbandry and farm working, while the rest live in urban areas and are self-employed or salaried workers. Furthermore, not all the people have the characteristics needed to start small businesses, so this is not an appropriate alternative for everyone.
- The heterogeneity of the beneficiary population is in itself a complex element when taking on projects whose core purpose is not to improve household income but rather to prevent and reduce child labor. To this must be added the fact that the methodology used by the project (Entrelazos) was designed to implement longer, more intensive support processes for the families than what FB can provide due to its limited resources and high targets. The project has implemented an abbreviated version of Entrelazos, with very long periods of inactivity between the three stages of the methodology. This has also affected its sustainability.

It is also important to analyze the non-economic contribution of Entrelazos to the child labor prevention and reduction model that the project has proposed. Entrelazos is the most important means that the project has to relate to the families, and therefore the best vehicle for affecting their perception about the harmful nature of child labor and the advisability of having children attend school and perform well academically. This contribution is important for the sustainability of the progress made in the child labor and education indicators.

IV. LESSONS LEARNED AND GOOD PRACTICES

A lesson learned is the relevant and helpful knowledge that emerges from an experience where causes and effects are clearly identified. A lesson learned can become a good practice when there is evidence of the results and benefits and it is established that the experience should be replicated.⁷ The following lessons learned and good practices can be drawn from the implementation of this project.

4.1 Lessons Learned

Implementing more methodologies is not always better. During project design, it is necessary to consider the economic and human resources carefully, as well as the time available, in order to establish the appropriate number of methodologies and interventions that can be undertaken. A greater number of interventions does not necessarily mean a better design or lead to a more successful project.

The existing methodologies for increasing household income need to be adapted for child labor projects. The implementation of Entrelazos shows that, before implementing a methodology to increase household income, it is necessary to analyze whether the objectives and the target population for which that methodology was created coincide with those of the project. Likewise, it is necessary to analyze whether the resources and the time required for implementing the methodology match those of the project, and whether it is necessary to adjust them so that they work well in the context of the project.

Support for higher household income should consider a wide array of alternatives suitable for the characteristics of the beneficiaries. The project chose entrepreneurship as the primary way to increase household income, but this was not advisable for two reasons: (1) the success rate in this type of intervention is low because only people with certain characteristics manage to implement and sustain an economic activity; and (2) most of the project's beneficiary population live in areas without a vigorous supply and demand for goods and services.

There are three keys to educational intervention for reducing child labor. Increasing school enrollment, reducing absenteeism, and making teachers, parents and community leaders aware of the detrimental effects of child labor are three basic and effective interventions for reducing child labor. The more successful these interventions are, the more sustainable their achievements will be.

⁷ ILO. (2012). Checklist 5. *Policy Guidelines for Results-Based Evaluation: Principles, Rationale, Planning and Managing for Evaluations*. ILO. Geneva.

4.2 Good Practices

Even though there is no concrete evidence of the results or benefits for most of the lessons learned and the way they function – and therefore of the advisability of replicating them– it is still possible to identify some promising practices developed by the project.

A comprehensive approach to preventing and reducing child labor: The project was designed with an approach that included a variety of initiatives to: ensure that children attend school, combat school absenteeism, support students with low academic achievement, train teachers, provide vocational education to adolescents, and increase household income. This combination increases the possibility that a project can effectively contribute to preventing and reducing child labor.

A robust follow-up and evaluation system: The project has developed a robust M&E system that produces valid, reliable, and timely information to measure project performance. This is one of the project's most well-developed outputs and internationally recognized good practices.

V. CONCLUSIONS

Project Design and Relevance

The project is consistent with the government's strategies to improve compliance with labor laws and prevent child labor, for the following reasons: (1) The project arose as a cooperative response between the governments of the United States and Honduras to address several challenges in the implementation of the Central America Free Trade Agreement (CAFTA) in areas related to labor unions and child labor; (2) one of the project's objectives is to strengthen the institutional capacities of the STSS in order to enforce national regulations regarding labor rights and child labor; and (3) the project uses several methodologies developed by the Honduran Government to improve the quality of public education.

The project design was very ambitious in terms of its geographical coverage and the target population. The combination of providing a broad spectrum of services offered to numerous beneficiaries in many communities through only a few facilitators has had some negative consequences: some methodologies have had to be implemented in an abbreviated form, and there have been delays in the implementation of some services.

The services provided by the project to prevent and reduce child labor are highly appreciated by students, parents, teachers, community leaders, and local officials. In addition, the project is bolstering the coordinated action of these stakeholders for the purpose of improving education. This is helping the communities to appropriate the services offered.

Effectiveness and Implementation

The project's M&E system measures young people's labor activity, the increase or reduction in the number of hours they work, and the type of work they perform. The data indicate that, considering these three factors, the percentage of children whose situation improved was 13% in 2016 and 14% in 2017.

The project is contributing to a reduction in child labor mainly through educational actions since the services that the project offers to improve household income have not yet generated the expected benefits.

Based on the interviews conducted by the evaluator, three actions in particular have fostered the positive changes: (1) the Educator program, which has enabled the students who had finished the sixth grade to continue studying; (2) the activities that members of the Child Labor Committees (CLCs) carry out to increase school attendance; and (3) the awareness-raising activities that the project facilitators conduct with the entire educational community.

The implementation of some methodologies such as Entrelazos and YouthBank is moving slowly, and they have not yet reached the stage in which they will yield results. Other methodologies, such

as technical-vocational training, savings groups, and house gardens are still in a very early stage of implementation.

Overall, 26% of the project's output indicators have achieved more than 50% of the established target. However, 74% of the indicators have not reached more than 25% of the target, which indicates a low level of project implementation.

Budget spending for direct costs is also low. In total, the institutions that are implementing the project have spent 31% of the direct costs associated with USDOL funds and 65% of the counterpart funds, over a period of 31 of the 48 months that the project was scheduled to last.

The low implementation is primarily due to the fact that the organization in charge of implementing Objectives 3 and 4 (Fundapem) withdrew from the project in November 2015. Another factor that has contributed to the delay in implementation is the large number of methodologies that the project proposed to implement in many communities with only a small number of facilitators.

The project's follow-up and evaluation of the system is based on a soundly designed CMEP that improved the logic of project implementation by contributing a well-conceived ToC and well-conceived objectives and indicators. In addition, the system-management and data-validation mechanisms are clear and detailed, as are the reporting instruments. All of this provides the system with validity.

Coordination and Sustainability

The FB project's contribution to improving WV's institutional capacity has been significant. It has enabled WV to gain experience in the fight against child labor and has positioned it as a relevant player in this area throughout the country. For CASM, the project has also meant broadening its horizons and gaining experience in the eradication of child labor in zones where it has been providing other services for some years now.

FB has centered its inter-institutional coordination actions on local government institutions: mayors' offices and the departmental and municipal offices of the Ministry of Education. The mayors' offices have provided office space to serve as the centers of operations for project facilitators, while the MoE's departmental and municipal offices have participated in identifying and selecting the schools that would participate in the project and in determining the teacher training activities. At the national level, coordination was less intense, and it centered on the MoE, in order to include various Ministry programs that the project promotes. The coordination activities with the STSS were limited because the labor rights components have not been implemented.

The activities geared toward improving education will be more sustainable than those to improve household income and youth employability. The nature and conditions required for the sustainability of these activities are different. Whereas improving the quality of education relies heavily on existing services, programs and resources (schools, teachers, MoE programs, municipal and departmental offices of the MoE, etc.), improving household income depends largely on what the project can accomplish because very few institutional resources are available in this field.

VI. RECOMMENDATIONS

Recommendations for World Vision and CASM (as appropriate)

Promote the use of Educatrachos as a source of didactic materials for teachers. 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 that 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 to achieve this purpose.

Provide basic knowledge of computer usage to the teachers that need it. The use of ICT in the classroom not only depends 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 would not use it. It is necessary for the project to determine the extent of the teachers' knowledge about this subject and to provide training in the schools that have the necessary equipment.

Guide parents so that they can support their children's performance at school. 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 their children perform better at school. These actions could be to try to give children a specific place at home to do homework, to establish a daily homework schedule, to establish effective communication mechanisms with teachers, etc.

Use the hazardous work regulations to inform and raise awareness about child labor. 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.

Implement instruments for follow-up on the solidary peer tutoring methodology. It is necessary to incorporate instruments to help teachers follow up on the work done by the peer tutors and assess the 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 but rather include the tutoring within the daily class schedule.

Analyze the advisability of integrating the functions of the CED and the CLCs. The CLCs do not have legal standing, and they co-exist alongside the School Development Council (CED), which has a similar function, though restricted to education, and involves the same stakeholders. The CED is regulated by the Law of Community Participation in Education. MoE officials reported that there is an intention to reform that law. That reform should be tapped to formalize the functions assigned to the CLCs.

Hire additional facilitators for the initiatives to generate income. 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 the current facilitators to concentrate on strengthening the education initiatives and the CLCs.

Prepare a guide for the Entrelazos participants. Entrelazos has a facilitator's guide but not a participant's guide. The FB facilitators provide copies of these guides to the participants, but this material is not appropriate for that public. The project should be in charge of preparing a participant's guide in order to facilitate learning in third phase.

Start house gardens only in viable areas. The *bordos* of San Pedro Sula and the arid communities of Choluteca are not apt for planting house gardens. This effort should only focus on the communities that have suitable conditions.

Coordinate with the PRONIÑEZ project of the Secretariat of Development and Social Inclusion: MIDIS recently began implementing the PRONIÑEZ project, which is aimed at implementing networks for the protection of children's rights in the municipalities. FB should coordinate with SEDIS regarding that project's actions in FB areas of implementation.

Tap information from the M&E system. FB's M&E system has valuable information regarding the families and the children, and it could be tapped in order to better understand their characteristics and living conditions and thus improve the services provided by the project. The monitoring information can be processed in order to know, in detail, about the effects that the project is having in the different localities, as a function of their characteristics, and make adjustments as needed.

Maintain dialogues with national and local authorities regarding the project's statistical information. The statistical information from the project's M&E system can serve to establish dialogues with national and local authorities regarding child labor, the progress that the project is making, and the way in which actions are being monitored. Sharing information with these stakeholders can help to improve their understanding of the issue of child labor and provide incentives for them to be more proactive in dealing with it.

Organize community dialogues regarding the project's statistical information. The statistical information from the project's M&E system can also serve to establish dialogues with community organizations, parents, and teachers in order to bolster their knowledge about child labor and what the project is doing. Sharing the information with the community could help to reduce the fatigue discussed previously.

Document and systematize experiences with application of the methodologies. Consultants should be hired to systematize the experiences with tutoring, CLCs, Entrelazos and YouthBank, in order to identify the processes that could be improved and to generate guides for their implementation if needed.

Recommendations for Caritas

Promote participation of workers' organizations in fostering the activities of the Worker Rights Centers The people who require legal aid services in order 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.

Use the hazardous work regulations to inform and raise awareness about child labor. The regulations' list of hazardous work can be an invaluable instrument for promoting workers' 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.

Create a mechanism to refer cases unsolved through WRC mediation. 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.

Recommendations for STSS and World Vision

Review the activities and outputs 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 suggest to review 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 the project's objectives.

Recommendations for the Ministry of Education

Promote coordination among the organizations that handle educational actions. The MoE's departmental and municipal offices should foster the coordination of the educational actions carried out by non-governmental organizations in their territories, in order to achieve greater efficiency in the use of resources and better, more organized support to the schools.

Consider alternatives to improve the profile of the Educados instructors, create standards and remove barriers for program access. Being an Educados instructor requires having finished high school. This is not a suitable profile for working with the adolescents that are participating in the program. Some teachers suggested the optimal situation would be for teachers to take on this role and receive a bonus for it. In addition, the program has not established the rules by which young people have right to access Educados or the regular education that the school provides. This creates uncertainty among children, parents and teachers. Finally, the MoE sells books to Educados students, and this is a barrier to access and a risk factor for sustainability.

Recommendations for USDOL for Future Projects

Encourage grant proposers to review carefully the coverage targets to which they will commit. Grant proposers should be asked to analyze the viability of meeting coverage targets, by performing a rigorous review of the costs and standards for the goods and services that they will offer and the viability of their operational strategy.

Perform a meta-evaluation of past USDOL funded projects aimed to increase household income. A meta-evaluation should be done of the existing evaluations and studies regarding the methodologies, projects, and initiatives geared to increasing household income as a strategy to prevent and reduce child labor. Projects often run into stumbling-blocks in implementing this type of services, so it would be advisable to conduct a study to examine the results, the obstacles, the lessons learned, and the good practices that previous interventions have generated.

For projects that provide services, have the timelines include enough time for the implementation of the M&E system. The design and implementation of the CMEP and, especially, the performance of baseline studies, registration of beneficiaries and selection of communities take practically the first year of the life of the project. It is important for the organizations that propose grants to be aware of this requirement and to take it into account when designing the implementation plan and budget.

ANNEX 1: Overview of Project Progress

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula	POH.1 Percentage of livelihood beneficiary HHs with at least one child engaged in child labor	Target	30.0%
		Actual	35.5%
	POH.2 Percentage of livelihood beneficiary HHs with at least one child engaged in hazardous child labor	Target	20.0%
		Actual	21.7 %
	POH.4 Percentage of livelihood beneficiary HHs with all children of compulsory school age attending school regularly	Target	20.0%
		Actual	77.8%
	POC.1 Percentage of beneficiary children engaged in child labor	Target	35.0%
		Actual	25.2%
	POC.2 Percentage of beneficiary children engaged in HCL	Target	25.0%
		Actual	16.9%
LR.1 Percentage of cases addressed by labor inspection that receive a final administrative decision in a timely manner	Target	70.0%	
	Actual	0	
Supporting Objective 1.1 (SO 1.1) Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor	OTC 1. (POC.4) Percentage of beneficiary children who regularly attended any form of education during the past six (6) months	Target	90.0%
		Actual	79.2%
	E.1 # of children engaged in or at high-risk of entering CL provided education or vocational training services.	Target	5150
		Actual	2672
Output 1.1.1 Target communities with enhanced access to basic education through the introduction of alternative programs or of grades 7 th to 9 th in target schools	OTP 1. Number of target communities with access to alternative education programs or where schools incorporate 7 th to 9 th grade as result of project intervention	Target	20
		Actual	17
Output 1.1.2 Teachers from target schools with improved competencies in education management, use of ICT and education standards	OTP 2. Number of teachers from target schools trained	Target	332
		Actual	622

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
Output 1.1.3 Target schools with mechanisms for monitoring school attendance and child labor implemented	OTP 3. Number of target schools with mechanism for monitoring school attendance and child labor	Target	83
		Actual	71
Output 1.1.4 Target children receiving after-school pedagogical support	OTP 4. Number of target children receiving peer tutor support	Target	1,640
		Actual	238
SO 2.1 Target households with improved livelihoods	OTC 2. Percentage of target households that improve their livelihoods	Target	30.0%
		Actual	0%
	L.1 Number of households receiving livelihood services	Target	1,571
		Actual	1171
Output 2.1.1 Target households with access to technical and financial services for income generation	OTP 5. Percentage of target households in which at least one member completed levels I or II of the Entrelazos Program	Target	80.0%
		Actual	86.7%
Output 2.1.2 Target households' businesses with access to technical and/or entrepreneurial development services	OTP 6. Number of target households' businesses receiving technical and/or entrepreneurial development services	Target	498
		Actual	0
Output 2.1.3 Savings groups strengthened to provide financial services to target households	OTP 7. Number of savings groups strengthened or established	Target	83
		Actual	0
	OTP 8. Number of target households that accessed credit at least once during the project life	Target	498
		Actual	0
SO 2.2 Youth between 14 and 17 years with access to decent work	OTC 3. Percentage of target youth accessing decent work	Target	30.0%
		Actual	0%
Output 2.2.1 Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor	OTP 9. Number of target youth completing a technical and vocational training program with support from the project	Target	1,000
		Actual	160

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
market			
Output 2.2.2 Youth between 14 and 17 years with access to productive inputs	OTP 10. Number of target youth completing the employment services program	Target	3,000
		Actual	0
	OTP 11. Number of Youth Banks established	Target	25
		Actual	9
SO 3.1 Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector	OTC 4. Number of cases resolved in a timely manner using the conflict resolution mechanisms in the maquiladora sector	Target	30
		Actual	0
Output 3.1.1 Proposal on labor conflict resolution mechanisms (arbitration center) available	OTP 12. Proposal on labor conflict resolution mechanisms (arbitration center) for the maquiladora sector submitted to and discussed in the three-party panel	Target	1
		Actual	0
Output 3.1.2 Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector	OTP 13. Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector	Target	1
		Actual	0
SO 3.2 Target workers with legal advice and information on labor rights	OTC 5. Percentage of cases submitted to the WRC that reach an administrative resolution, or an alternative resolution mechanism, in a timely manner	Target	70.0%
		Actual	64.0%
Output 3.2.1 Workers' Rights Centers established to give advice on labor rights	OTP 14. Number of main, satellite and school-based WRC providing ongoing services	Target	3 Main, 9 Satellite and 83 school based centers
		Actual	2 Main and 6 Satellite
	OTP 15. Number of individuals who have either received information services or legal advice on workers' rights, freedom of association and child labor from a WRC	Target	10,000
		Actual	5,720
SO 3.3 STSS' capacities and competencies strengthened	OTC 6. Percentage of labor inspection resolutions disputed on technical or legal grounds	Target	80.0%
		Actual	0%

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
Output 3.3.1 STSS Inspectorate staff trained in CL, LR, strategic planning and management	OTP 16. Percentage of labor inspectors and supervisors in the areas of influence trained by the project in topics like CL, LR, strategic planning and management, that show an improvement in their technical skills after receiving project support	Target	80.0%
		Actual	0%
	OTP 17. Number of project areas of influence with a Labor Inspection Strategic Plan prepared and implemented by the STSS	Target	5
		Actual	0
Output 3.3.2 IT tools for supervision, follow-up of cases, union formation and fines functioning	OTP 18. Percentage of new active cases registered in the ECMS every 6 months	Target	80.0%
		Actual	0%
SO 4.1 Target groups aware about CL and LR	OTC 7. Percentage of heads of target households that improve their awareness of the negative aspects of child labor	Target	60.0%
		Actual	
	OTC 8. Percentage of workers receiving legal advice from WRC aware of their rights as laborers	Target	60.0%
		Actual	
Output 4.1.1 Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of CL	OTP 19. Coalition against child labor in place	Target	1
		Actual	0
Output 4.1.2 Workers, employers, government agencies and civil society aware about CL and LR	OTP 20. Number of people reached by awareness raising campaigns on CL and LR (workers, employers, parents, public servants and civil society)	Target	400,000
		Actual	0
SO 4.2 Knowledge on CL and LR improved among the target population	OTC 9. Number of people accessing information generated by the project on LR and CL	Target	1,500
		Actual	0
Output 4.2.1 Mechanism for disseminating information on good practices regarding the issues of CL and LR implemented	OTP 21. Number of knowledge sharing events implemented by the project	Target	8
		Actual	0
Output 4.2.2	OTP 22. Number of specialized studies on CL and LR	Target	2

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
Specialized studies on CL and LR available	completed by the project and disseminated to relevant stakeholders	Actual	0
Output 4.2.3 Workers, employers, judges and attorneys trained on relevant issues related to CL and LR	OTP 23. Number of stakeholders who improve their knowledge on CL and/or LR after completing the training	Target	140
		Actual	0

ANNEX 2: Budget Spending

WORLD VISION	Spending						Budget	
	2015		2016		2017			
	Grant	Match	Grant	Match	Grant	Match	Grant	Match
IO 1. Children engaged in or at high risk of child labor with access to quality education			8,612		8,540	6,844	110,121	30,399
IO 2. Target households with increased income	8,602	70,057	32,252	32,056	8,469		384,641	102,924
IO 3. Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues							94,688	
IO 4. Target groups aware and with increased knowledge on the issues of CL and LR	137		996				81,713	
Administración	280,191	55,906	329,059	16,394	172,600	3,163	1,745,111	94,044
Monitoreo	30,499		71,422	393	47,287	1,977	691,445	31,264
Total	319,430	125,963	442,340	48,842	236,896	11,984	3,107,719	258,631

CASM	Spending						Budget	
	2015		2016		2017			
	Grant	Match	Grant	Match	Grant	Match	Grant	Match
IO 1. Children engaged in or at high risk of child labor with access to quality education			5,714		18,872		119,934	
IO 2. Target households with increased income			4,026		2,697		177,349	
IO 3. Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues								
IO 4. Target groups aware and with increased knowledge on the issues of CL and LR					61		10,650	
Administración	22,169		40,994		26,604		231,009	
Monitoreo	7,311		3,158		3,066		74,807	
Total	29,480	0	53,892	0	51,300	0	613,749	0

CARITAS	Spending						Budget	
	2015		2016		2017			
	Grant	Match	Grant	Match	Grant	Match	Grant	Match
IO 1. Children engaged in or at high risk of child labor with access to quality education								
IO 2. Target households with increased income								
IO 3. Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues			8,374		4,925		98,086	
IO 4. Target groups aware and with increased knowledge on the issues of CL and LR							7,229	
Administración			51,197	6,271	42,931	11,047	423,779	56,788
Monitoreo			4,238		1,601		71,081	
Total	0	0	63,809	6,271	49,457	11,047	600,175	56,788

FUNPADEM	Spending						Budget	
	2015		2016		2017			
	Grant	Match	Grant	Match	Grant	Match	Grant	Match
IO 1. Children engaged in or at high risk of child labor with access to quality education								
IO 2. Target households with increased income								
IO 3. Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues	15,216	512	24,674				39,890	512
IO 4. Target groups aware and with increased knowledge on the issues of CL and LR								
Administración	103,798	660	4,133	180			145,131	840
Monitoreo	6,406		795				7,201	
Total	125,420	1,172	29,602	180	0	0	192,222	1,352

TOTAL	Spending						Budget	
	2015		2016		2017			
	Grant	Match	Grant	Match	Grant	Match	Grant	Match
IO 1. Children engaged in or at high risk of child labor with access to quality education	0	0	14,326	0	27,412	6,844	230,055	30,399
IO 2. Target households with increased income	8,602	70,057	36,278	32,056	11,166	0	561,990	102,924
IO 3. Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues	15,216	512	33,048	0	4,925	0	232,664	512
IO 4. Target groups aware and with increased knowledge on the issues of CL and LR	137	0	996	0	61	0	99,592	0
Administración	406,158	56,566	425,383	22,845	242,135	14,210	2,545,030	151,672
Monitoreo	44,216	0	79,613	393	51,954	1,977	844,534	31,264
Total	474,330	127,135	589,643	55,293	337,653	23,031	4,513,865	316,771

ANNEX 3: Positive Changes for the Beneficiaries by Municipality

	Total (N)	Positive changes cohort 1 (Nov 2015 – Nov 2016)				Positive changes cohort 2 (Jan 2016 - Jan 2017)			
		Total 2016	They began to work fewer hours	They moved from hazardous work to CL	They stopped working	Total 2017	They began to work fewer hours	They moved from hazardous work to CL	They stopped working
Total municipalities	5,347	13.4%	3.6%	9.0%	8.4%	14.4%	0.2%	11.5%	12.2%
San Pedro Sula	1,016	7.9%	1.9%	5.5%	5.4%	7.2%	0.0%	5.5%	6.1%
Choloma	1,030	11.9%	1.7%	10.9%	7.5%	11.0%	0.1%	9.9%	9.5%
Choluteca	425	15.1%	5.2%	9.4%	7.8%	20.5%	0.2%	14.8%	10.4%
El Triunfo	492	1.8%	1.2%	0.0%	0.6%	5.9%	0.0%	3.0%	5.3%
Marcovia	475	9.9%	2.7%	4.0%	6.7%	10.9%	0.6%	5.9%	10.1%
Namasigue	511	17.6%	5.7%	11.9%	9.6%	34.6%	0.0%	29.5%	34.2%
San Juan	456	39.7%	9.2%	26.8%	27.0%	25.4%	0.4%	20.2%	21.5%
Nacaome	459	10.7%	4.4%	6.5%	6.1%	12.2%	0.2%	11.3%	10.9%
San Lorenzo	483	15.7%	5.6%	8.9%	10.1%	13.7%	0.4%	11.4%	11.0%
Total regions	5,347	13.4%	3.6%	9.0%	8.4%	14.4%	0.2%	11.5%	12.2%
North	2,046	9.9%	1.8%	8.2%	6.5%	9.1%	0.0%	7.7%	7.8%
West	456	39.7%	9.2%	26.8%	27.0%	25.4%	0.4%	20.2%	21.5%
South	2845	11.8%	4.1%	6.8%	6.8%	16.4%	0.2%	12.8%	13.9%

*The figures do not add up to 100% because one child can make several changes.

Total (N): number of children with positive or negative changes in each cohort.

CL: Child labor

ANNEX 4: List of Interviewees

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ANNEX 5: Evaluation Question Matrix

#	TOR Question	Methodology, suggested indicator(s) to answer question if applicable	Stakeholders/ Proposed Sample per group of stakeholders	Data Source(s) /Means of Verification
	Project Design and Relevance			
1	Is the project’s design and theory of change (ToC) as stated in the CMEP valid, given the context of child labor and labor rights violations in Honduras? If not, please suggest revisions. A) Are the project services responding to the needs and expectations of beneficiaries? B) Are the interventions consistent with government policies and strategies to promote the compliance of labor rights and prevention of child labor?	<ul style="list-style-type: none"> ·Interviews / Group interviews ·Revision of project's documents 	<ul style="list-style-type: none"> ·Project staff · National government representatives ·Implementing partners ·US Embassy . Beneficiaries . Employers’ and workers’ organizations 	<ul style="list-style-type: none"> ·Project proposal ·TPRs
	Effectiveness and Implementation			
2	Are the various methodologies used in the project (Alternative Education Programs, peer tutoring, Child Labor Committees, Entrelazos, etc.) contributing to a decrease in child labor an improvement in labor rights? What are the factors influencing or driving the decrease or lack of decrease in child labor?	<ul style="list-style-type: none"> ·Interviews / Group interviews ·Revision of project's documents .Site visits .CMEP analysis 	<ul style="list-style-type: none"> · Project staff · National government representatives Local government representatives · Implementing partners . Beneficiaries . Employers’ and workers’ organizations 	<ul style="list-style-type: none"> ·Project proposal ·TPRs . CMEP

#	TOR Question	Methodology, suggested indicator(s) to answer question if applicable	Stakeholders/ Proposed Sample per group of stakeholders	Data Source(s) /Means of Verification
3	What are the positive and/or negative effects of the project in the community and on the target beneficiaries (children, youth, households, employers and workers)?	<ul style="list-style-type: none"> ·Interviews / Group interviews .Site visits .CMEP analysis 	<ul style="list-style-type: none"> · Project staff . Local government representatives · Implementing partners . Beneficiaries . Teachers . Employers' and workers' organizations 	<ul style="list-style-type: none"> ·TPRs . CMEP
4	Have strategies been implemented to allow optimum use of resources?	<ul style="list-style-type: none"> ·Interviews / Group interviews . CMEP analysis . Project spending analysis 	<ul style="list-style-type: none"> · Project staff · Implementing partners 	<ul style="list-style-type: none"> ·TPRs . CMEP . Project records
5	At midterm, is the project on track in terms of meeting its intermediate objectives and the CMEP performance indicator targets? Have some sites experienced successes, while others encounter challenges? Assess the various factors contributing to (1) delays, and how far behind are they in terms of target numbers and objectives; and (2) successes and challenges?	<ul style="list-style-type: none"> ·Interviews / Group interviews ·Revision of project's documents .Site visits .CMEP analysis 	<ul style="list-style-type: none"> · Project staff · National government representatives Local government representatives · Implementing partners . Beneficiaries . Teachers . Employers' and workers' organizations 	<ul style="list-style-type: none"> ·Project proposal ·TPRs . CMEP
6	What other unexpected results have been generated during project implementation?	<ul style="list-style-type: none"> ·Interviews / Group interviews ·Revision of project's documents .Site visits .CMEP analysis 	<ul style="list-style-type: none"> · Project staff · National government representatives Local government representatives · Implementing partners . Beneficiaries . Teachers . Employers' and workers' 	<ul style="list-style-type: none"> ·TPRs . CMEP

#	TOR Question	Methodology, suggested indicator(s) to answer question if applicable	Stakeholders/ Proposed Sample per group of stakeholders	Data Source(s) /Means of Verification
			organizations	
7	What are the strengths and weaknesses of Futuros Brillantes' monitoring system? Is it adequately measuring the project's expected outputs and results? 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?	<ul style="list-style-type: none"> ·Interviews / Group interviews · CMEP analysis · Site visits 	<ul style="list-style-type: none"> · Project staff · Implementing partners · Personnel implementing CMEP tools 	<ul style="list-style-type: none"> ·TPRs · CMEP tools and data
Coordination and Sustainability				
8	To what degree 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?	<ul style="list-style-type: none"> ·Interviews / Group interviews ·Revision of project's documents · Revision of official records · Revision of technical reports · Site visits 	<ul style="list-style-type: none"> · Project staff · National government representatives Local government representatives · Implementing partners · Employers' and workers' organizations 	<ul style="list-style-type: none"> ·Project proposal ·TPRs · Official records · Technical reports
9	How has Futuros Brillantes coordinated activities with key stakeholders such as the Government of Honduras, the private sector, and worker organizations? Assess the project's success in engaging with key stakeholders, including at the local level.	<ul style="list-style-type: none"> ·Interviews / Group interviews ·Revision of project's documents · Revision of official records · Revision of technical reports · Site visits 	<ul style="list-style-type: none"> · Project staff · National government representatives Local government representatives · Implementing partners · Employers' and workers' organizations 	<ul style="list-style-type: none"> ·Project proposal ·TPRs · Official records · Technical reports

#	TOR Question	Methodology, suggested indicator(s) to answer question if applicable	Stakeholders/ Proposed Sample per group of stakeholders	Data Source(s) /Means of Verification
10	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 contribute to this sustainability? Are there actions the project could take now to enhance sustainability of certain project aspects?	<ul style="list-style-type: none"> ·Interviews / Group interviews ·Revision of project's documents . Revision of technical reports . Site visits 	<ul style="list-style-type: none"> · Project staff · National government representatives Local government representatives · Implementing partners . Employers' and workers' organizations . Beneficiaries . Teachers 	<ul style="list-style-type: none"> ·Project proposal ·TPRs . Technical reports . CMEP

ANNEX 6: Evaluation Terms of Reference

TERMS OF REFERENCE

for the
Independent Interim Evaluation
of
Futuros Brillantes
Reducing Child Labor and Improving Labor Rights
in
HONDURAS

Cooperative Agreement Number: IL-26259-14-75-K

Financing Agency: U.S. Department of Labor

Grantee Organization: World Vision, Inc.

Dates of Project Implementation: 30 September 2014 - 29 September 2018

Type of Evaluation: Independent Interim Evaluation

Evaluation Field Work Dates: May 8-23, 2017

Preparation Date of TOR: March 2017

Total Project Funds from USDOL Based

on Cooperative Agreement: US \$7,000,000

Vendor for the Evaluation Contract:



Sistemas, Familia y Sociedad
Consultores Asociados

Dwight Ordoñez: [dwightor@gmail.com](mailto:dwrightor@gmail.com)

Azure Maset: azure.maset@gmail.com

ACRONYMS

CASM	Comisión de Acción Social Menonita
CL	Child Labor
CMEP	Comprehensive Monitoring and Evaluation Plan
CSE	Commercial Sexual Exploitation
DBMS	Direct Beneficiary Monitoring System
FB	Futuros Brillantes
FY	Fiscal Year
HCL	Hazardous Child Labor
HH	Household
ILAB	USDOL Bureau of International Labor Affairs
ILO	International Labour Organization
IO	Intermediate Objective
IT	Information Technology
LR	Labor Rights
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
OCFT	USDOL Office of Child Labor, Forced Labor and Human Trafficking
OTP	Output Indicator
RF	Results Framework
SFS	Sistemas, Familias y Sociedad – Consultores Asociados
SO	Supporting Objective
STSS	Ministry of Labor and Social Solidarity
SWOT	Strengths, Weaknesses, Opportunities, Threats Analysis
ToC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
UNICEF	United Nations Children’s Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WV	World Vision, Inc.

I. BACKGROUND AND JUSTIFICATION

USDOL - OCFT

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). OCFT activities include research on international child labor (CL); supporting U.S. government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$900 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 90 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitative child labor, especially the worst forms (WFCL) through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;
2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;
3. Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and
5. Ensuring the long-term sustainability of these efforts.

The approach of USDOL child labor elimination projects – decreasing the prevalence of exploitive child labor through increased access to education and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

USDOL-funded child labor elimination projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from

leaving school and entering child labor. The projects are based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work.

In Fiscal Year (FY) 2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects expand income generation and address poverty more effectively. The addition of this livelihood focus is based on the premise that if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

The approach of USDOL child labor elimination projects – decreasing the prevalence of exploitive child labor through increased access to education and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

Project Context⁸

In 2014, 7.8% of children in Honduras were engaged in child labor, including WFCL. Of these, over half (roughly 65%) were working in agriculture, including melon, coffee, sugarcane and okra, as well as in fisheries including diving for lobster. The next largest percentage (about 22%) were working in the service sector, including street begging, vending, working in repair shops, washing car windows, performing at traffic lights, scavenging in dumps, working in hotels and laundromats, and domestic work. Finally, around 12% worked in industry, including quarrying limestone, artisanal mining, construction and the production of fireworks.

Worst forms of child labor in Honduras include forced begging, commercial sexual exploitation (CSE) and use in illicit activities. Trafficking occurs in multiple forms; children are sometimes trafficked from rural areas into CSE in urban and tourist destinations or to other Central American countries and North America. Reports also indicate that gangs sometimes threaten families as a means to forcibly recruit children, where boys are used in extortion, drug trafficking and homicides. In 2015, Honduras continued to be a principle source of unaccompanied children migrating from Central America to the United States. Children often emigrate to escape violence and extortion by gangs, in addition to searching for economic opportunities and family reunification. Once in route, they become vulnerable to human trafficking and CSE.

Child labor represents a complex social problem caused by multiple, interrelated factors. The project has identified the following main causes of child labor in Honduras:

⁸ Adapted from the Futuros Brillantes CMEP and USDOL 2015 Findings on the Worst Forms of Child Labor in Honduras, Available at <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/honduras>

- Households with unemployment and low income;
- Children engaged in or at risk of CL with limited access to education;
- Limited enforcement of labor legislation and poor working conditions in vulnerable populations; and
- Lack of awareness and knowledge on CL and labor rights (LR) issues.

School completion rates in Honduras are low: according to 2011 national data, only 50.5% of girls and 37.5% of boys completed secondary school. In rural areas, access to education is limited due to a lack funding for schools, especially secondary schools. In urban areas, it is often hindered by violence and recruitment into gangs.

Honduras has ratified all key international conventions concerning child labor and has a legal framework in place related to child labor and the worst forms of child labor. The minimum legal age for work is 14 years, and the minimum age for hazardous work is 18 years. Using children in illicit activities, CSE, child trafficking, forced labor and hazardous occupations are all prohibited under law. Honduras offers free public education and the compulsory education age is 17 years. The Government has also established institutional mechanisms for the enforcement of laws and regulations on child labor and WFCL.

The Futuros Brillantes Project

On September 24, 2014, World Vision (WV) received a four-year Cooperative Agreement worth US \$7 million from USDOL to implement a project called Futuros Brillantes (FB) to reduce child labor and improve labor rights and working conditions in Honduras. The purpose of the Cooperative Agreement was to support the reduction of child labor and improve labor rights in Honduras, particularly in agricultural areas of southern Honduras and in the San Pedro Sula area, as well as to work with the Honduran Government, industry, and other stakeholders to build the Ministry of Labor and Social Solidarity's (STSS) capacity to identify and use all available tools to help ensure remediation of labor law violations related to freedom of association and the right to organize and to bargain collectively. To achieve its objectives, World Vision is partnering with Comisión de Acción Social Menonita (CASM), and Caritas. They also began the project with Funpadem as an intended partner, but are working to secure a partnership with the International Labour Organization (ILO) instead.

FB addresses child labor through an area-based approach in which children engaged in or at risk of child labor were targeted for intervention through a system of community, parent, school, government, and employer engagement. Workers' Rights Centers established by the project also educate workers and provide them with legal aid to more effectively claim their rights. The project aims to provide 5,150 children, 1,571 households and 10,000 workers with direct services. It works primarily in the Valle, Choluteca, Intibucá and the San Pedro Sula areas.

The Futuros Brillantes Theory of Change (ToC) seeks to reduce child labor and improve labor rights through the following strategies:

- Promoting educational opportunities for children and creating more sustainable livelihoods for the households of children engaged in or at high risk of child labor;
- Increasing the knowledge and awareness of child labor and labor rights among parents, communities, government institutions, employers and workers, including youth; and
- Improving compliance with labor legislation and workers' conditions.

Together with USDOL and other international and national partners, as part of the Comprehensive Monitoring and Evaluation Plan (CMEP) FB has identified four Intermediate Objectives (IO) that constitute the cornerstone of the project's ToC:

- **IO 1:** Children engaged in or at high risk of child labor with access to quality education;
- **IO 2:** Target households with increased income;
- **IO 3:** Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues; and
- **IO 4:** Target groups aware and with increased knowledge on the issues of CL and LR.

Below is the FB Results Framework, which depicts the project's main objective and intermediate objectives, along with the corresponding supporting results and related outputs.

Futuros Brillantes Results Framework

Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula

IO 1 Children engaged in or at high risk of child labor with access to quality education

Supporting Results:

SO 1.1 Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor

Output 1.1.1 Target communities with enhanced access to basic education through the introduction of alternative programs or of grades 7th to 9th in target schools

Output 1.1.2 Teachers from target schools with improved competencies in education management, use of ICT and education standards

Output 1.1.3 Target schools with mechanisms for monitoring school attendance and child labor implemented

Output 1.1.4 Target children receiving after-school pedagogical support

IO 3 Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues

Supporting Results:

SO 3.1 Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector

Output 3.1.1 Proposal on labor conflict resolution mechanisms (arbitration center) available

Output 3.1.2 Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector.

SO 3.2 Target workers with legal advice and information on labor rights.

Output 3.2.1 Worker Rights' Centers established to give advice on labor rights

SO 3.3 STSS' capacities and competencies strengthened

Output 3.3.1 STSS Inspectorate staff trained on CL, LR, strategic planning and management

Output 3.3.2 IT tools for supervision, follow-up of cases, union formation and fines functioning

IO 2 Target households with increased income

Supporting Results:

SO 2.1 Target households with improved livelihoods

Output 2.1.1 Target households with access to technical and financial services for income generation

Output 2.1.2 Target households' businesses with access to technical and/or entrepreneurial development services

Output 2.1.3 Savings groups strengthened to provide financial services to target households

SO 2.2 Youth between 14 and 17 years with access to decent work

Output 2.2.1 Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor market

Output 2.2.2 Youth between 14 and 17 years with access to productive inputs

IO 4 Target groups aware and with increased knowledge on the issues of CL and LR

Supporting Results:

SO 4.1 Target groups aware about CL and LR

Output 4.1.1 Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of CL

Output 4.1.2 Workers, employers, government agencies and civil society aware about CL and LR

SO 4.2 Knowledge on CL and LR improved among the target population

Output 4.2.1 Mechanism for disseminating information on good practices regarding the issues of CL and LR implemented

Output 4.2.2 Specialized studies on CL and LR available

Output 4.2.3 Workers, employers, judges and attorneys trained on relevant issues related to CL and LR

II. PURPOSE AND SCOPE OF EVALUATION

As per USDOL Management Procedure Guidelines, OCFT-funded projects are subject to external interim and final evaluations. The interim evaluation of the FB project is due in mid-2017.

Interim Evaluation Purpose and Scope

The scope of the interim 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 time of evaluation fieldwork should be considered. The Interim Evaluation will assess and evaluate the project's implementation for the first two years, providing insight on what aspects are effective and determining whether the project is on track towards meeting its goals and objectives. The evaluator may also identify further points of importance during the mission that may be included in the analysis as appropriate.

The evaluation will address the following issues:

1. Assess the relevance of the project's Theory of Change (ToC), as stated in the Futuros Brillantes CMEP, to the issues of child labor and labor rights in Honduras and determine whether activities are being implemented in accordance with the project design.
2. Evaluate the project's progress made so far, and whether it is likely to complete all activities and results as delineated in the project document. Analyze the factors that may be contributing to successes and challenges. Assess what is currently happening on the ground and if necessary, make recommendations to ensure the project will meet the agreed-upon outcomes, goals and timeline.
3. Describe the results of the project by the date of the evaluation, at institutional and community level, and especially, on the lives of beneficiary households and children.
4. Assess the steps taken by the project to mainstream project activities and recommend actions to increase sustainability before project phase-out.

The evaluation will identify any specific implementation areas that may benefit from adjustments to ensure the project can be as successful as possible during its remaining period of performance. It should provide recommendations for enhancing the achievement of project objectives and addressing limitations in order to improve the project's ability to achieve results by the end of project.

Intended Users

The intended users are OCFT, WV, its project partners, and other stakeholders working to combat child labor in Honduras and more broadly. The evaluation findings, conclusions and recommendations will serve to inform the project and USDOL on any adjustments that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future child labor and labor rights projects as appropriate.

The evaluation report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background for readers who are unfamiliar with the details of the project.

Evaluation Questions

Specific questions that the evaluation should seek to answer are found below. The evaluator may add, remove, or shift evaluation questions, but the final list will be subject to approval by USDOL.

Project Design and Relevance

1. Is the project's design and theory of change (ToC) as stated in the CMEP valid, given the context of child labor and labor rights violations in Honduras? If not, please suggest revisions.
 - a. Are the project services responding to the needs and expectations of beneficiaries?
 - b. Are the interventions consistent with government policies and strategies to promote the compliance of labor rights and prevention of child labor?

Effectiveness and Implementation

2. Are the various methodologies used in the project (Alternative Education Programs, peer tutoring, Child Labor Committees, Entrelazos, etc.) contributing to a decrease in child labor an improvement in labor rights? What are the factors influencing or driving the decrease or lack of decrease in child labor?
3. What are the positive and/or negative effects of the project in the community and on the target beneficiaries (children, youth, households, employers and workers)?
4. Have strategies been implemented to allow optimum use of resources?
5. At midterm, is the project on track in terms of meeting its intermediate objectives and the CMEP performance indicator targets? Have some sites experienced successes, while others encounter challenges? Assess the various factors contributing to (1) delays, and how far behind are they in terms of target numbers and objectives; and (2) successes and challenges?
6. What other unexpected results have been generated during project implementation?
7. What are the strengths and weaknesses of Futuros Brillantes' monitoring system? Is it adequately measuring the project's expected outputs and results? 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?

Coordination and Sustainability

8. To what degree 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?
9. How has Futuros Brillantes coordinated activities with key stakeholders such as the Government of Honduras, the private sector, and worker organizations? Assess the project's success in engaging with key stakeholders, including at the local level.
10. 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 contribute to this sustainability? Are there actions the project could take now to enhance sustainability of certain project aspects?

III. EVALUATION METHODOLOGY AND TIMEFRAME

A. Approach

The evaluation fieldwork will be qualitative and participatory in nature. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Quantitative data will be drawn from project documents including the CMEP, TPRs and other reports to the extent that it is available, and incorporated in the analysis. As an annex, the report will also include a table showing an overview of the project progress by listing indicators, targets and achievements to date (please see a template for this table in Annex 1 of this TOR). For those indicators where the project is experiencing challenges, a brief analysis will be included in the results.

The following 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/ipeinfo/product/viewProduct.do?productId=3026>) and UNICEF

Principles for Ethical Reporting on Children
(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.

Before beginning fieldwork, the Evaluator will meet with key project personnel in Tegucigalpa to learn more about the project implementation strategy and results, as well as contextual information and updates about the project. This meeting will also allow for the final revisions to the fieldwork itinerary and other needs that the Evaluator may have at that time.

B. Interim Evaluation Team

Mauricio García Moreno is the international evaluator who will be conducting the fieldwork for this evaluation.

One member of the project staff may accompany him to make introductions. This person will not be involved in the evaluation process and will not attend the evaluators' meetings or interviews with key informants.

The international evaluator will be responsible for developing the methodology in consultation with Sistemas, Familias y Sociedad (SFS), USDOL, and the project staff; directly conducting interviews and facilitating other data collection processes; analyzing the evaluation material gathered; presenting feedback on the initial findings of the evaluation during the national stakeholder meeting; and preparing the evaluation report.

C. Evaluation Milestones

1. Document Review

Pre-field visit preparation includes extensive review of relevant documents. During fieldwork, documentation will be verified and additional documents may be collected. Documents may include:

- CMEP document
- Baseline and endline survey reports,
- Project document and revisions,
- Cooperative Agreement,
- Work plans,

- Technical Progress and Status Reports,
- Correspondence related to Technical Progress Reports,
- Management Procedures and Guidelines,
- Research or other reports undertaken by or related to the project, and
- Project files (including school records) as appropriate.

2. [Question Matrix](#)

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where he plans to collect information for each TOR question. This will help the evaluator make decisions as to how he is going to allocate his time in the field. It will also help the evaluator to ensure that he is exploring all possible avenues for data triangulation and to clearly note where the evaluation findings are coming from. The question matrix shall be forwarded by the evaluator to SFS before start of fieldwork and shared with USDOL and project staff.

3. [Interviews with Stakeholders](#)

Focus groups and/or informational interviews will be held with as many project stakeholders as possible. The evaluator will solicit the opinion of children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, the action program implementers, and program staff regarding the project's accomplishments, program design, sustainability and the working relationship between project staff and their partners, where appropriate.

Depending on the circumstances, these meetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, as for example, implementers, direct and indirect beneficiaries, community leaders, donors and government officials. Thus, it is anticipated that conversation will be held with:

- OCFT staff responsible for this evaluation and the project prior to the commencement of the field work;
- Implementers at all levels, including child labor committees involved in assessing whether children have been effectively prevented or withdrawn from child labor situations;
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee 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;
- Workers' Rights Centers staff, volunteers and beneficiaries;
- Employers' Organizations and Workers' Organizations;
- Education personnel including school teachers, assistants and school directors;

- Project beneficiaries (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.

4. [Field Visits](#)

The evaluator will visit a selection of project sites, and the final selection of field sites to be visited will be made by the evaluator. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites across targeted CL sectors. During the visits, the evaluator will observe the activities and outputs developed by the project.

[D. Sampling, Site Selection and Data Collection Methodology](#)

Criteria for selecting communities, beneficiaries and other sources:

Given the numerous services implemented by the project in each municipality, the evaluator will visit six out of nine intervention zones. The criteria for selecting the municipalities will be:

1. Inclusion of northern and southern municipalities.
2. Inclusion of urban and rural municipalities.
3. Inclusion of municipalities where most of the services and intervention models have been implemented.
4. Inclusion of communities where the project has experienced successes and challenges.

This matrix shows the composition of the selected municipalities.

	Urban	Rural
North	2	1
South	1	2

Criteria for sampling interviewees/beneficiaries:

National and local government, implementing partners and other stakeholders:

1. Key staff of actual and former implementing partners (WV, CARITAS, CASM, ILO, FUNPADEM⁹) who have key implementation responsibilities under the project.

⁹ In the case of Funpadem, the evaluator will attempt to interview someone in Honduras; however if this is not possible, a representative from Costa Rica will be interviewed.

2. National government representatives from sectors involved in the project: Labor, Education Secretary, EDUCATODOS.
3. Municipal government representatives.
4. *Defensorías Municipales de la Niñez*
5. Employers' and workers' organizations.

Public authorities and officials (national and local) will be interviewed individually, unless they desire otherwise.

Beneficiaries:

Educational services

6. Educatodos facilitators
7. Educatodos students
8. ICT users (students and teachers)
9. Peer tutors
10. Students from tutoring program
11. Teachers trained on child labor and peer support
12. Teachers trained on ICT

Livelihoods support

13. Beneficiaries Entrelazos Level 1 and 2
14. Beneficiaries Technical Vocational Training
15. Saving groups

Awareness activities

16. Child Labor Committees
17. Parents Associations

Legal advice services

18. Worker Rights Centers associates
19. Worker Rights Centers customers

Given time constraints a small number of specific representatives and beneficiaries will be selected for interview in consultation with the Project. All interviews in the municipalities (children, teachers, parents) will be group interviews. The groups will be composed of individuals receiving the same service (e.g. students from the tutoring program), representing the same sector (e.g. workers' unions) or belonging to the same organization (e.g. parents' associations, Caritas staff).

Data Collection Methods:

As described above, the data collection methods will comprise a combination of document analysis, individual interviews, group interviews and visits to the field.

Document analysis. Among other, the following documents will be reviewed: Project Document and project revisions, Cooperative Agreement, Solicitation of Grant Applications, progress reports, Comprehensive Monitoring and Evaluation Plan (CMEP), workplan, municipal plans against Child Labor, radio or other spots and material developed for awareness campaigns at local level and, project files (research reports, training materials, outreach products, baseline studies, tools developed during the project implementation, and other background documents).

Individual and group interviews. Interviews will be carried out in order to collect information regarding the following topics:

- Beneficiaries' satisfaction with project
- Quality of services delivered
- Achievement of products and objectives
- Completion of targets
- Unexpected effects of project activities
- Validity and sustainability of project strategies used in the field
- Social awareness on child labor
- Electronic Case Management System (ECMS) for STSS
- Aspects that made achieving the objectives difficult
- Aspects that facilitated the achievement of objectives
- Coordination among implementing partners
- Institutional alliances
- Lessons learned and emerging good practices

Field Visits. The evaluator will visit a sample of the sites where the project is carried out. During the visits the evaluator will observe the activities and outputs the project has developed to provide educational services, livelihood support, awareness activities and legal advice services.

E. Ethical Considerations and Confidentiality

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. 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.

F. Stakeholders Meeting

Following the field visits, a stakeholders meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. 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. Stakeholders from all municipalities served by the project will be invited, though it is understood that some may not be able to attend due to travel related challenges.

The meeting will be used to present the major preliminary findings and emerging issues, solicit recommendations, 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 previously 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.

G. Limitations

Fieldwork for the evaluation will last two weeks, and 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 his 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.

Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

H. Timetable

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

Task	2017 Date(s)
Input received from USDOL and WV on Draft TOR	Mon, Mar 13

Task	2017 Date(s)
Draft TOR submitted to USDOL and WV	Wed, Mar 15
Evaluator submits Methodology/Sampling Plan to SFS	Fri, Mar 17
Evaluator submits List of Stakeholders/Interviewees for WV feedback	Fri, Mar 17
Evaluator submits Question Matrix and Suggested Itinerary	Fri, Mar 24
TOR Finalized	Mon, Mar 27
Logistics Call	Tues, Mar 28
Finalize Field Itinerary and Stakeholder List for Workshop	Fri, Mar 31
Cable Clearance Request sent to USDOL	Mon, Apr 3
Contract signed by Evaluator	Mon, Apr 3
Evaluator interviews USDOL	Fri, Apr 28
Fieldwork	May 8-22
Stakeholders Meeting	Tues, May 23
Post-fieldwork Debrief Call with USDOL	Wed, May 31
Draft Report sent to SFS for quality review	Fri, Jun 16
Draft Report to USDOL and WV for 48 hour review	Thurs, Jun 22
Draft Report sent to USDOL, WV and stakeholders for comments	Tues, Jun 27
Comments due to SFS	Tues, Jul 11
Revised Report sent by Evaluator to SFS for quality review	Mon, Jul 17
Revised Report sent to USDOL and WV	Wed, Jul 19
Approval from USDOL to Copy Edit/Format Report	Wed, Jul 26
Final Report sent to USDOL and WV	Wed, Aug 9

IV. EXPECTED OUTPUTS/DELIVERABLES

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

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary - providing a brief overview of the evaluation including sections IV-IX and key recommendations (5 pages)
- IV. Background and Project Description, including Context (1-2 pages)
- V. Evaluation Objectives and Methodology- including the list of Evaluation Questions, identifying the respective Report section where each question is answered (3-4 pages)

- VI. Evaluation Findings, including answers and supporting evidence for each of the evaluation questions. (15 pages)
- VII. Main Conclusions - a summary of the evaluation's overall conclusions (1-2 pages)
- VIII. Lessons Learned and Good Practices (1-2 pages)
- IX. Recommendations - identifying in parentheses the stakeholder to which the recommendation is directed (1-2 pages)
 - Key Recommendations – critical for successfully meeting project objectives and judgments on what changes need to be made for future programming
 - Other Recommendations – as needed
- X. Annexes, including but not limited to:
 - An overview of project progress (see template in Annex 1 below)
 - TOR
 - Question Matrix
 - List of documents reviewed
 - List of interviews, meetings and site visits
 - Stakeholder workshop agenda and participants

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 WV for a 48-hour review. This initial review serves to identify and correct potentially sensitive information and/or inaccuracies before the report is released for formal, detailed comments. Then the draft report will be officially submitted to OCFT, WV, partner organizations and relevant stakeholders for a full two-week review. Comments from stakeholders will be consolidated and incorporated into the final report 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. **All reports, including drafts, will be written in English.**

V. EVALUATION MANAGEMENT AND SUPPORT

SFS has contracted with Mr. Mauricio García Moreno to conduct this evaluation. Mr. García Moreno is an Ecuadorian evaluator resident in the US, who has wide experience in the evaluation of child labor projects in Latin America. Mr. García Moreno has carried out several evaluation assignments for USDOL-funded projects, as well as ILO projects in Ecuador, Panama, Peru, Bolivia, El Salvador and Mexico. The evaluator's topics of expertise are institutional capacity, project design, public management, and the development and implementation of monitoring and evaluation systems within programs and government agencies. Mr. García Moreno is fluent in English and Spanish.

Mauricio García Moreno will work with OCFT, SFS and relevant WV staff to evaluate this project.

SFS will provide logistical and administrative support to the evaluator, including travel arrangements (e.g. plane and hotel reservations, purchasing plane tickets, providing *per diem*) and all materials needed to provide all deliverables. SFS will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.