



USAID
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EMPLEANDO FUTUROS

GENDER-INCLUSION STRATEGY

Contract No.: AID-OAA-1-15-00013

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ACRONYMS

CBO	Community-Based Organization
CBT	Cognitive Behavioral Therapy
EF	Empleando Futuros
GA	Gender Analysis
GBV	Gender-Based Violence
ILO	International Labour Organization
INFOP	Instituto Nacional de Formación Profesional
LMA	Labor Market Assessment
NGO	Nongovernmental Organizations
TT	Technical Team
USAID	United States Agency for International Development
WFD	Workforce Development

1. INTRODUCTION

1.1 WORKFORCE DEVELOPMENT, EMPLEANDO FUTUROS ACTIVITY IN HONDURAS

The United States Agency for International Development (USAID)-funded Workforce Development Activity, Empleando Futuros (EF), is a five-year project. It targets high-crime areas within the USAID/Honduras Development Objective 1 municipalities to increase employment and income-generating opportunities for youth who are the most at-risk of being violent. This flagship activity will strengthen comprehensive workforce-readiness services, via job linkage and self-employment for at-risk males and females (including those who are LGTBI, persons with disabilities and Garifuna populations) between 16 and 30 years old, including those who qualify for primary, secondary, and tertiary violence-prevention services. The activity will expand current opportunities for youth as well strengthen local workforce development (WFD) and youth-oriented programs and inputs through a series of integrated WFD best-practice support and interventions.

EF's goal is to increase employment and protective factors for at-risk youth living in Tegucigalpa, San Pedro Sula, Choloma, La Ceiba, and Tela. EF has three key desired results that focus on training and job placement for at-risk youth—including those in need of tertiary prevention-services—and capacity building of WFD institutions. Market-driven demands for skills and services, with an emphasis on sustainability, will drive all training and capacity building. EF also will focus resources on sharing lessons learned with the broader WFD community in Honduras. Anticipated results will be achieved working with and through Honduran partner organizations and are described herein.

- *Result 1:* At least 7,500 at-risk youth (60 percent of whom are male) will have benefitted from comprehensive WFD services with improved job placement and self-employment rates; and at least 50 percent of youth who received services from EF will have obtained new or improved employment, including self-employment.
- *Result 2:* Instituto Nacional de Formación Profesional (INFOP) will have strengthened its institutional capacity to provide quality services and to align those services with the private sector's needs.
- *Result 3:* At least 400 youth identified as in need of tertiary prevention services will have received assistance leading to improved income generation from legal sources, and there will be increased knowledge about strategies for providing comprehensive WFD services to youth who are in conflict with the law or ex-gang members.

To achieve the goal and results, Banyan Global has identified five crosscutting themes or sub-objectives for action:

- increase local institutions' capacity to deliver comprehensive, market-driven, vocational training programs for at-risk youth
- train youth from high-violence communities to increase their potential for employment and

protective factors

- deliver bridging, job insertion, and follow-on services focused on at-risk youth obtaining and maintaining new or improved employment or entrepreneurship opportunities
- create pilot employment or livelihoods programs for youth requiring tertiary prevention services
- disseminate lessons learned to stakeholders to improve the quality and sustainability of programs

1.2 GENDER AND EMPLEANDO FUTUROS

Addressing gender equality and female empowerment and mitigating gender-based violence (GBV) should be a common thread throughout all efforts to achieve EF's goals and results. Banyan Global, through EF, has the potential to be a thought leader in addressing and responding to gender concerns within Honduras's WFD arena. In 2016, a gender analysis was conducted in line with USAID's 2012 Gender Equality and Female Empowerment Policy. This policy's goal is to improve the lives of citizens around the world by advancing equality between women and men, including LGTBI populations, as well as empowering women and girls to participate fully in and benefit from the development of their societies. This policy is framed by three overarching outcomes for USAID:

- reduce gender disparities in access to, control over, and benefit from resources, wealth, opportunities and services - economic, social, political, and cultural
- reduce GBV and mitigate its harmful effects on individuals and communities
- increase the capabilities of women and girls to realize their rights, determine their life outcomes, and influence decision-making in households, communities, and societies

One of the seven guiding principles underpinning this policy include to: Pursue an inclusive approach to foster equality: This

Box 1

DEFINITIONS

Gender equality concerns women and men. It involves working with men and boys, women and girls to change attitudes, behaviors, roles, and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws; it means expanding freedoms and improving quality of life so that equality is achieved without sacrificing gains for males or females.

Female empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within and individuals can empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment.

Gender integration involves identifying and then addressing gender inequalities during strategy and project design, implementation, and monitoring and evaluation. As the roles and power relations between men and women affect how an activity is implemented, project managers must address these issues on an ongoing basis.

policy is inclusive of all women and men, girls and boys, regardless of age, sexual orientation, gender identity, disability status, religion, ethnicity, socioeconomic status, geographic area, migratory status, forced displacement or HIV/AIDS status.

This gender-inclusion strategy directly stems from the research and recommendations provided for the EF gender analysis (GA) completed in November 2016, followed by in-country interviews and discussions with the EF team the week of January 30, 2017.

The methodology used to conduct the GA included primary research through informant interviews with representatives of academia, civil society, community-based organizations (CBOs), government (national and municipal), international and national nongovernmental organizations (NGOs) (including U.S. government implementing partners), technical training institutions, United Nations and World Bank program staff, and women's and youth groups. A few informants, such as members of municipal committees, were interviewed in small groups. A secondary data analysis was conducted via a desk review of more than 30 documents (other project reports, publications, and existing data) published by Honduran, U.S., regional, and international stakeholders. An international consultant was contracted to conduct the analysis, with assistance from a local WFD consultant. Sixty informant interviews and discussions took place from August 10 through September 8, 2016.

The international consultant returned to Honduras the week of January 30, 2017 and presented the GA recommendations to the entire EF team. Joint meetings and individual interviews were held with the technical staff to discuss their areas of responsibility and the gender implications to achieving results. Interviews were held with the four EF specialists, as well as with the communications, life-skills, and monitoring and evaluation specialists. The international consultant then refined the recommendations and presented them to EF technical staff and the chief-of-party on February 3, 2017. Recommendations then were revised jointly during that presentation to reflect EF's refined design.

Those refined recommendations therefore are the basis of this gender-inclusion strategy and target five areas: the training package, coordination, implementing partners, special studies, and monitoring and evaluation. This document is divided into an introduction, contextual analysis, and recommendations, with annexes as well.

2. CONTEXTUAL ANALYSIS

Honduras continues to struggle in the post-2009 constitutional-crisis environment, especially in terms of addressing gender equality and female empowerment within government, the workplace, and society overall. While national-level efforts are weak, municipal and civil-society organizations continue to forge ahead and make their voices heard. The incorporation of masculinities in gender work has been limited with most of the focus on rural populations. As well, incorporating the topic of sexual identity within gender programming has been superficial at best.

A clear gender gap exists in terms of economic participation. The 2015 United Nations Human Development Report for Honduras reports that only 42.8 of women age 15 and older participate in the labor force while 62.6 percent of men in that same age range do so. The gap is even wider for the youth cohort as demonstrated by the International Labor Organization (ILO) youth employment gender-gap rate for Honduras—the difference between the share of employed young women (29 percent) and employed young men (68 percent) as a percentage of their respective populations (ages 15 to 24)—is 39 points.¹

Public and private training programs for youth who have completed primary school are available to males and females. As well, GA discussions with informants noted they did not have any challenges in recruiting boys or girls into programs. Yet, national training programs, such as INFOP, tend to provide young women with limited course offerings—such as baking or beauty-related training (like hairdressing). Neighborhoods often are saturated with young women providing the same services with limited income-generation prospects.

The EF GA examined—all within the context of EF—a number of the societal, cultural, and institutional root causes that lead to gender inequalities in Honduras, such as the disempowerment of women across society and the continued epidemic of GBV. The GA provided recommendations to inform the design and implementation of the EF project program—not only to contribute to the reduction of existing barriers, but also to foster dialogue among youth (particularly men), their families, and communities on reaching gender equality, empowering women and girls, and addressing GBV in the target municipalities.

In Honduras, violence is pervasive in daily life and places youth at risk for a myriad of issues, often hindering their ability to become active and productive citizens. Low rates of primary- and secondary-school completion, early marriage and pregnancy, migration, poverty, socioeconomic and gender inequality, and unemployment make matters worse for youth, leaving them with few

¹ International Labor Organization. World Employment and Social Outlook for Youth 2016. “In Which Countries is it Hardest for Young People to Find Work in 2016?” http://www.ilo.org/global/about-the-ilo/multimedia/maps-and-charts/enhanced/WCMS_514559/lang--en/index.htm.

options for success. In 2012, safety concerns led to the Peace Corps withdrawing volunteers after a presence of more than 45 years. Honduras boasts the largest criminal gang existence in the region, with an estimated 36,000 members belonging to as many as 100 local and transnational groups.² And high numbers of youth who are not in school or working, known as *ninis*, are at high risk for being conscripted into gangs and other criminal activity.

The GA identified a number of gender gaps and GBV issues that could impact the implementation and the results of the EF project:

- gender-stereotypical course offerings are the norm for women and girls in the majority of technical and vocational training programs
- a continued lack of an enabling environment across sectors to promote gender equality and female empowerment and to prevent GBV
- increasing violence, especially GBV, and the notion that it is just part of daily life
- high adolescent-pregnancy rates, no access to emergency contraception, and limited adolescent sexual and reproductive health programming for youth, both in and out of school
- existing gender programming or training tends to focus on women and girls while programming around males is nascent
- sexual harassment and discrimination continues in the workplace
- lack of knowledge around existing rights and responsibilities of citizens under Honduran law as well as a lack of enforcement, particularly in the workplace
- a dearth of official data, including sex-disaggregated data

The GA offers additional programmatic considerations for USAID, other donors and other stakeholders working on GBV and violence in Honduras. These include: ensuring balance between emphasis on gang violence and violence at the household level (GBV); explicitly building GBV components into all violence prevention programming; recognizing and addressing multiple victimization factors (e.g., disability, ethnic or racial discrimination, poverty, LGBTI); raising the awareness of the GOH on the risks of overloading teachers with responsibilities given their vulnerability to threats in the community

EF has the opportunity to stand out as the leading WFD activity in Honduras to fully address and respond to gender issues. The potential exists to design and implement innovative WFD activities so that a well thought out gender-inclusive approach becomes the new norm. EF is up to this challenge.

² Shifter, M., Council of Foreign Relations, Council Special Report No. 64, *Countering Criminal Violence in Central America*, April 2012.

3. STRATEGIC APPROACH

3.1 AUDIENCE

As EF engages a variety of audiences, the gender-inclusion strategy ensures that each one is reached with targeted activities, as a one-size-fits-all approach is not effective when conducting gender-inclusion activities. There are five audiences this strategy will target: EF staff, implementing partners (CBOs, NGOs, and technical training institutions), the private sector, project beneficiaries, and INFOP. Project beneficiaries will be reached through implementing partners and through trained EF staff.

3.1.1 EMPLEANDO FUTUROS STAFF

EF's gender specialist will work with EF staff members individually as well as with teams to build skills and understanding on how gender influences can affect the results of each of the EF project's components. For example, the EF gender specialist will work with the monitoring and evaluation team to integrate gender into the tools and instruments used to monitor EF activities pursuing an inclusive development approach. As well, the EF gender specialist will train the technical team on how to employ a gender lens when monitoring implementing-partner activities in addition to using the tools and instruments. The EF gender specialist then will collaborate with the monitoring and evaluation and technical teams to review and analyze the results of the monitoring efforts from a gender perspective. The objective here is that, over time, the EF staff will independently take ownership and imbed gender considerations into their work during the project. This way, the EF gender specialist eventually can serve in a proactive role rather than in a reactive role within the technical team to support gender integration.

EF's gender specialist will design and implement internal staff trainings on relevant gender topics and themes on a bimonthly basis.

3.1.2 IMPLEMENTING PARTNERS

EF has three types of implementing partners:

- CBOs that recruit youth; provide mentors; and supply venues to host life-skills, cognitive behavioral therapy (CBT), and basic labor-competencies training within the neighborhoods USAID selected, in the five municipalities
- local organizations that will conduct life-skills, CBT, and basic labor-competencies training within the communities
- Technical and alternative training organizations that will deliver assistance outside of the beneficiary communities.

EF also is considering working with a fourth type of institution: local organizations dedicated to providing follow-up and job-placement support to youth.

3.1.2.1 COMMUNITY-BASED ORGANIZATIONS

CBOs located in the five municipalities are the first point of entry for EF beneficiaries. These organizations are responsible for recruiting youth, providing mentors, and hosting the life-skills, CBT, and basic labor-competencies training. The EF gender specialist and technical staff will work with CBOs to build their capacity to ensure an enabling environment to foster gender integration within an inclusive development approach: gender equality and female empowerment, as well as preventing GBV within the training setting and organization. Mentors, life-skills, and WFD trainers also should receive support and be trained to understand and appreciate that the needs of male and female youth are different and require a differentiated response.

Masculinities

The study of masculinity is an interdisciplinary field of cultural, social, historical, political, psychological, economic, and artistic analysis that interrogates the constructions of masculinity in communities across the world at various times in history. It also looks at the tense and complex relationship between hegemonic masculinities (that is, the idea of a “real man” in a given time and place) and subordinate masculinities (masculinities that, in a given time and place, fall short of that “real man” ideal). For example, being involved in sports and being a provider are the examples of hegemonic masculinity, while shunning sports and being a stay-at-home dad are examples of subordinate masculinities. Usually, hegemonic masculinities have power and meet with social approval, while subordinate ones do not. Throughout history, men have paid a steep price for not adhering to, or consciously resisting, hegemonic models.

Source: *Masculinity Studies: What Is It, and Why Would a Feminist Care?* Helena Gurfinkel, Women’s Studies webpage, Southern Illinois University at Edmond, December 2012. <https://siuewmst.wordpress.com/2012/12/06/masculinity-studies-what-is-it-and-why-would-a-feminist-care/>

3.1.2.2 LOCAL TRAINING ORGANIZATIONS

Local training organizations, such as the Centro Asesor para el Desarrollo de los Recursos Humanos (CADERH) and Centro Nacional de Educación para el Trabajo (CENET), will deliver the life-skills, computer-based, and basic work-competencies training within the CBOs. The EF gender specialist and technical staff will work with CBOs to build their capacity to ensure an enabling environment to foster gender equality and female empowerment within an inclusive development approach, as well as prevent GBV within the training setting and the organization. For example, local training organizations can ensure that training design is flexible enough so that it considers the needs of both single and married youth, as well as both adolescent mothers and fathers. The facilitators will need to be trained in instructional strategies that promote learning opportunities for both male and female youth.

3.1.2.3 TECHNICAL AND ALTERNATIVE TRAINING PROVIDERS

Larger or national organizations, such as the Centro de Formación Profesional San Juan Bosco and the Instituto Politécnico Centroamericano (IPC), will provide technical or alternative training to beneficiaries. These partners will be briefed on the importance of integrating gender equality and female empowerment within an inclusive development approach as well as preventing GBV in their programming. For example, providers may need EF’s assistance in developing tactics to

promote and encourage youth to enroll in no stereotypical training programs, as well as creating a parent-outreach program on the benefits of young women enrolling in welding. Instructors will need additional onboarding, training, and support, particularly if they have been only training young men. Another example would be to assist providers in managing their data using a gender lens, such as sex disaggregating job-placement data.

3.1.3 PRIVATE SECTOR

With an understanding of the sensitivities around the topic, EF's gender specialist and technical team may work with human-resources teams (where applicable) at provider sites to outline the gender dimensions of EF, particularly around GBV prevention. If the sites do not have a GBV policy or reporting mechanisms in place, the EF gender specialist may help develop one. The EF gender specialist also can provide technical assistance to the human-resource department on how to integrate gender with an inclusive development approach and GBV prevention into existing employee trainings. In addition, EF could collaborate with Vital Voices Honduras participants and alumni. Alumni from the Vital Voices Honduras program may be able to provide internships or could serve as role models for EF youth seeking entrepreneurship opportunities, or facilitate EF youth in serving on a sectoral-skills workforce council.

3.1.4 BENEFICIARIES

EF beneficiaries will be trained on gender equality, female empowerment, GBV prevention, and other gender-related issues under the frame of inclusive development approach throughout all stages of the activity. During the life-skills and basic work-competencies component, all youth will begin to understand and learn the fundamentals of gender equality, female empowerment, and GBV and how they impact them daily. Once beneficiaries complete the first training component, they may begin to apply their new skills as they navigate through the technical training phase. As young men and women go through the continuum of training and learn to coexist respectfully, their knowledge and skill-levels will deepen as they focus on gender issues under a frame of inclusiveness within the workplace. These skills will assist in their transition to adulthood as they enter the workforce and become productive members of society. Young men especially will begin to examine their concept of masculinity and how it impacts their interactions at home, in the community, and within the workplace. The more that youth, training providers, and the private sector, begin to understand the root causes of GBV and power relations, the more they can do to prevent it.

3.1.5 INFOP

As noted previously, Result 2 of the EF project strengthens INFOP's institutional capacity to provide quality services and align those services with the needs of the private sector. Between October and December 2016, a formal assessment of INFOP was conducted.

The evaluation is summarized into four major improvement impact indicators:

- Level of INFOP's institutional capacity to deliver market- driven and high quality services

- Number of new or revised training curricula (with market relevance) developed with USG support.
- Number of instructors and master trainers who are verified to be using market-driven curriculum.
- INFOP has implemented and is using a graduate tracking system to inform institutional decision-making.

Moving forward, a gender lens should be used when designing tools to assess these four impact indicators.

3.2 INTERNAL COORDINATION

The EF gender specialist will implement the gender-inclusion strategy over the life of the project. She/he will report to the chief of party and serve as the point of contact for the USAID mission for all matters pertaining to gender and social inclusion. She/he will work closely with the monitoring and evaluation team and communications officer, as well as be integrated the technical team. Throughout the project, she/he will conduct training sessions and other activities with EF staff in Tegucigalpa and San Pedro Sula on different gender topics under the framework of inclusiveness and themes to build their capacity. In addition, any gender issues that arise will be discussed within the larger group. And as resolutions are formulated and implemented, she/he will document them to keep a running list of lessons learned. In year three, a GA will be conducted and serve as a touch point to assess the internal scope and responsiveness to gender-integration in the EF project. A workshop on the findings and recommendations of the year three GA subsequently will take place with all EF staff. The goal is for the technical staff to internalize and take on the issue of addressing and responding to gender issues under the framework of inclusiveness within their technical areas so that the EF gender specialist may ultimately serve in an advisory capacity.

The EF gender specialist also will lead the development of a project and activity-wide effort to understand how to mitigate and respond to sexual harassment within the context of EF activities and implementing partners. This work may include developing training tools, disseminating information on laws and policies in Honduras, and distributing a checklist of behaviors for use within the training environment and workplace with EF staff, beneficiaries, implementing partners, and within the private sector.

The EF gender specialist will support the technical team in working with implementing partners, their facilitators, mentors, and instructors on the gender-related components of the training. She/he will participate in monitoring activities and provide gender-focused technical assistance when requested. She/he also will work with the technical team to ensure that gender is addressed within bridging efforts and job-placement activities under a framework of inclusiveness.

She/he will represent EF in national, departmental, and municipal forums on gender and GBV and report back to the technical team on information obtained related to EF's efforts. As other EF staff participates in forums on WFD, they can integrate a gender perspective into the discussion when

appropriate and report back to the EF gender specialist on any discussion points that arise regarding gender.

The EF gender specialist will collaborate with the communications officer on including gender-inclusive language and images in communications materials, including EF's website and social-media accounts. The gender components of the quarterly and annual reports are also the EF gender specialist's responsibility. She/he will ensure that a gender and inclusive lens is incorporated into the design of the INFOP assessment and reports and ensure that gender is part of the analysis, as well as review the draft and final reports.

3.3 IMPLEMENTING-PARTNER SUPPORT

Implementing partners (that is, community, technical training organizations and private sector entities) will need different levels of technical assistance on gender. The request for applications format for selecting implementing partners has been designed so that applicants must demonstrate their experience in addressing gender within their programming. EF's gender specialist and technical team will assess the needs of each implementing partner to determine the type and length of technical assistance as well as set priorities. Throughout the project, the EF gender specialist and technical team will build the capacity of implementing partners to address gender issues since an inclusiveness lens faced by both male and female beneficiaries addressing multiple victimization factors (e.g., disability, ethnic or racial discrimination, poverty, LGBTI) within their programs and institutions.

3.4 TIMELINE

As noted in Table 1, all gender-related activities will be included and integrated into EF's overall calendar of activities to meet the targeted numbers of beneficiaries. The bulk of training on gender will occur in the first two years of EF. Gender is not a stand-alone training component, but rather it will be woven throughout the curriculum and ancillary materials, such as the student guide.

In year one, efforts will focus on training community facilitators and mentors from all five municipalities in the training package. The EF technical team and implementing partners also will be trained in supervision techniques. In year two, the training will expand to include instructors from the vocational and alternative training providers and the private sector, as well as incorporate lessons learned from year one. These trainings will continue, but at a reduced level of effort during year three for any new facilitators. There will be no additional facilitator training in years four and five, as facilitators should be well versed in the curriculum at this point. The EF gender specialist will participate in these training activities by leading the specific sessions within the curriculum. She/he will also monitor implementing partners' capacity in years two through five. Finally, work with INFOP also will begin in year two and run through year five.

EF's gender specialist will develop targeted sessions for community, technical training providers, and the private sector in years two through four based on their specific needs. For example, the EF

gender specialist may need to provide technical assistance to a private sector human-resources team on integrating gender into its existing training package.

Table 1

ACTIVITY	Year 1 FY 2017	Year 2 FY 2018	Year 3 FY 2019	Year 4 FY 2020	Year 5 FY 2021	TOTAL
Enrolled	1,500	5,000	5,500	-	-	12,000
Graduates	-	2,488	3,288	1,725	-	7,501
Placed	-	-	1,244	1,644	863	3,751

4. RECOMMENDATIONS FOR IMPLEMENTATION

This section contains recommendations for the aforementioned audiences and EF focus areas. Suggestions have been grouped together for readability and accessibility; however, a more-detailed breakdown of recommendations, associated costs and resources, strategic approaches, and resource groups is in Annex A. Where helpful, this section includes snapshot human-resource and financial costs for select recommendations.

The bulk of the recommendations under this gender-inclusion strategy focus on the training package. As youth move through the continuum of training, they will increase their knowledge and skills to address gender issues that will, in turn, strengthen their protective factors.

4.1 EMPLEANDO FUTUROS TRAINING PACKAGE

4.1.1 RECOMMENDATION: ADDRESS GENDER-RELATED ISSUES ACROSS ALL PHASES OF EF TRAINING PACKAGE

EF will modify or create training materials to address and integrate gender equality, female empowerment, GBV, and other gender-related issues into the EF training package. Existing curricula, student handbooks, and materials developed under other training programs such as, the METAS (Mejorando La Educacion Para Trabajar, Aprender y Superarse) project might be used as references. A number of activities can support this recommendation:

- review existing materials and revise the text to present gender-balanced examples and illustrations, avoiding gender stereotypes
- identify gaps in the existing materials based on the GA and integrate or develop new modules for the training package
- review existing evidence-based life-skills programs, such as Program H and Program M from Promundo, for replicability and inclusion into different stages of EF's training package
- ensure that gender topics are integrated into the trainings with the 180 facilitators, 30 mentors, and 50 instructors across the training package
- conduct facilitator and instructor training on standard instructional strategies for gender-equitable learning
- train EF technical staff and implementing partners on techniques for supportive supervision of facilitators and instructors with a gender-sensitive approach in mind
- conduct a gender 101 training session with implementing partner (such as CBOs, training center, and the private sector) staff to support gender equality and female empowerment
- when needed, conduct refresher trainings on gender

- Recognize and address multiple victimization factors (e.g., disability, ethnic or racial discrimination, poverty, LGBTI)

In addition, informants noted during the GA that many Hondurans are unaware of their rights and responsibilities under the law. Existing labor laws, as well as laws on women's and children's rights also should be integrated into the EF training package, as beneficiaries need to fully understand their rights and responsibilities. The Center for Women's Rights in San Pedro Sula has been working on the labor issue for many years and can be used a resource in conducting workshops with staff or providing printed materials for distribution among beneficiaries. As beneficiaries enter the final stage of the training continuum (internship and job placement), it will be important to review the laws, rights, and responsibilities for both the beneficiaries and employers prior to starting internships. As well, incorporating a question related to these laws into the reflection component of the internship design would provide valuable feedback.

4.1.2 RECOMMENDATION: OPPORTUNITY TO ADDRESS MASCULINITIES IN THE TRAINING PACKAGE

Given that 60 percent of EF beneficiaries are expected to be male, EF has an opportunity to delve into issues surrounding masculinity and how they impact the lives of Honduran young men and women, as well as young men and women's opportunities in their communities and the workplace. Potential focus areas for EF activities to explore include the concept of masculinity in the context of violence in the home, community, and the workplace. Pending EF staff capacity and resources, there is also the option for EF to explore the possibility of revitalizing the Honduran Masculinities Network in conjunction with local organizations. Other activities include the following:

- meet with organizations, such as PLAN International Honduras and Proponte Mas, and consultants who are working on masculinities within programming to discuss lessons learned, challenges encountered, and solutions
- review the results of masculinity programs conducted in the region, such as the 2014 Centro San Bartolomeo de las Casas (El Salvador) project in Olancho
- identify and work with male champions to speak out against violence within EF activities
- review and determine which existing evidenced-based programs on masculinities, such as Program H, could be utilized within the context of EF
- include a specific question on the pre- and post-tests with beneficiaries such as "Do you believe that men can prevent physical and sexual violence against women and girls?"
- meet with organizations such as ECOSALUD, CASM and la Liga de la lactancia Materna who are working on masculinity focused on Garifuna population.
- meet with organizations such as Comunidad Gay Sampedrana and Asociacion de Jovenes en Movimiento (AJEM) who are working on masculinity focussed on LGTBI community.
- meet with organizations such as PASMO who is working on masculinity on youth. LGTBI community and Garifuna population
- meet with Comision Nacional de Migrantes Retornados who is working with entrepreneurship for returnees with disabilities

4.2 COORDINATION

This section focuses on coordination both at internal (among the EF team) and external (among, for example, EF and implementing partners, other stakeholders, and donors) levels. As EF begins to build its integrity as related to gender inclusion, the communications officer will continue to play a vital role in shaping EF's image among the WFD community.

4.2.1 RECOMMENDATION: WEAVE GENDER THROUGHOUT EF'S EXTERNAL COMMUNICATIONS STRATEGY

Recommendations include:

- ensure that gender is addressed within communications' products, such as success stories, monthly bulletins, and talking points for USAID and U.S. embassy staff
- guarantee the EF website and social-media activities are gender balanced and do not reinforce gender stereotypes
- utilize a gender lens when taking EF photos and development videos and producing media materials

4.2.2. RECOMMENDATION: PARTICIPATE IN EXISTING MUNICIPAL AND OTHER LOCAL FORUMS RELATIVE TO WFD AND YOUTH

The GA revealed that there are several external coordination opportunities for EF with other U.S. government implementing partners, local government committees, and other stakeholders. Recommendations (dependent on the bandwidth of EF staff and the resources of the EF project) include the following:

- identify and map existing forums relative to EF in each municipality, such as community-security and violence-prevention committees, employment roundtables, and youth and WFD groups
- represent EF at these forums when possible and introduce the gender perspective to the conversation
- use these groups as a resource for EF efforts

4.2.3 RECOMMENDATION: RECRUIT WOMEN INTO THE SECTORAL-SKILLS WORKFORCE COUNCILS

The sectoral-skills workforce councils EF established will play an important role in EF's overall activities. Given that approximately 40 percent of EF's beneficiaries will be female youth, it will be important to reflect that ratio within active sectoral-skills workforce councils. Recommendations, therefore, include the following:

- strive for a balance, when possible, that is representative of the project: 40 percent women on the council, as these women can serve as role models for female empowerment
- recruit women for participation from women's organizations that represent fields identified in the labor-market assessment (LMA)

4.3 IMPLEMENTING PARTNERS

4.3.1 RECOMMENDATION: GENDER LENS TO BE USED WHEN RECRUITING COMMUNITY, TECHNICAL TRAINING PROVIDERS AND PRIVATE SECTOR EMPLOYERS FOR PARTICIPATION

A number of activities can support this recommendation, such as including language and examples in requests for applications on how gender equality, female empowerment, and GBV prevention are crosscutting themes throughout EF that applicants are expected to address. For example, the community-training RFA can include the following under the illustrative activities section:

- recruitment activities targeting disadvantaged and marginalized populations
- GBV prevention with families of youth, as well as community and religious leaders
- community-outreach activities on gender equality and GBV prevention
- facilitator training on gender-responsive pedagogy³ (that is, facilitators promote learning opportunities for both males and females within the classroom)
- activities to meet the needs of single mothers and fathers, such as providing child care and training in responsible parenthood

The request for applications' institutional-capacity requirements section will include gender-specific language under the section that notes that applicants must offer evidence of their technical and managerial resources and expertise (or their ability to obtain) in program management. Information in this section should include the following:

- institutional strength, as represented by breadth and depth of experienced personnel in program disciplines and complimentary areas, such as a holistic life-skills package that includes gender equality, female empowerment, and GBV
- existing institutional policies regarding child protection, discrimination, gender, and GBV

Finally, language should be inserted as related to organizational past performance, such as “special attention will be paid to applicants who...”

- “demonstrate experience in delivering basic life-competencies programming that addresses gender equality (including the topic of sexual identity), female empowerment, and GBV prevention, including service-referral information since an inclusiveness lens”
- “demonstrate experience in incorporating the theme of masculinity into programming, particularly within the context of violence in the home, community, and workplace”
- “engage beneficiaries in non-traditional training programs (for example, enrolling, training, and placing women in carpentry, upholstery, welding, or similar jobs)”
- “ensure that training beneficiaries are not tracked to gender-specific programs or discouraged from taking nontraditional courses”
- “include complimentary training to inform beneficiaries on their rights and responsibilities, especially about existing labor laws”
- “recruit marginalized youth such”

³ Gender-responsive pedagogy refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys. Gender-responsive pedagogy calls for teachers to take an all-encompassing gender approach in the processes of lesson planning, teaching, classroom management, and performance evaluation.

This language can be modified to reflect the specific requirements of any other requests for applications.

4.3.2 RECOMMENDATION: GENDER MUST BE INTEGRATED INTO THE DUE DILIGENCE PROCESS WITH PRIVATE SECTOR PARTNERS

Potential private sector partners engaged in bridging and job-placement efforts must be aware from the beginning that EF is serious about addressing gender equality, female empowerment, GBV prevention, and protecting beneficiaries through the training to internship phases of EF. Activities under this recommendation include the following:

- expand the existing USAID due diligence guidance section under corporate responsibility to include whether or not the potential partner has a sexual-harassment policy, training module, or reporting mechanisms
- incorporate the EF policy and any pertinent language on sexual harassment into any memorandums of understanding that are signed with partners during the project

4.3.3. RECOMMENDATION: PROVIDE IMPLEMENTING PARTNERS WITH VARIED LEVELS OF TECHNICAL ASSISTANCE

Depending on their experience addressing gender within their organization and programs, implementing partners may require technical assistance in several areas. Activities to provide this support include the following:

- provision of additional support on supervision techniques to ensure that facilitators are using gender-responsive pedagogy
- assistance in identifying and collaborating with Honduran entrepreneurs and men and women working in nontraditional areas to interact with youth to model entrepreneurial or nontraditional employment examples (for example, EF can arrange for Vital Voices program alumni to participate)
- support setting up systems such as a suggestion box to obtain beneficiary feedback on the utility of gender trainings or for reporting incidents of sexual harassment

Related costs

Staff time, travel, per diem, transport costs for role models, lock box for suggestions

4.4 SPECIAL STUDIES

There are two special studies planned related to EF: the LMA and the INFOP assessment.

4.4.1 RECOMMENDATION: LABOR-MARKET ASSESSMENT MUST BE CONDUCTED USING A GENDER LENS

The LMA will examine employment in both the formal and informal sectors that can be accessed by youth in at-risk communities. The LMA should employ a gender lens when looking at constraints and opportunities for female youth as well as address sexual harassment and discrimination issues. The overarching objective of the LMA is to determine how EF can close the gap between labor-market needs and existing skills while providing insight on expanding value chains, areas for self-employment, and recommendations for private sector driven interventions.

Recommendations center around ensuring that the final LMA report includes a section on gender-related findings, conclusions, and recommendations for EF moving forward:

- the EF gender specialist, monitoring and evaluation specialist, and staff overseeing the LMA can ensure that the scope of work includes a review of available private sector hiring policies based on sex, ethnicity, or neighborhood of residence
- review private sector participants' policies (if available) on sexual harassment as well as reporting and resolution mechanisms
- include representatives from the ILO, the Ministry of Labor, unions, Vital Voices alumni and participants, and the Centro de Derechos de la Mujer as participants

4.4.2 RECOMMENDATION: INFOP ASSESSMENT MUST ADDRESS GENDER AND PROVIDE RECOMMENDATIONS FOR IMPROVEMENT

EF is assisting INFOP in two phases. During phase one (October through December 2016), EF conducted an organizational assessment to determine its ability to train at-risk youth. Recommendations for strengthening INFOP were developed and three options were presented to USAID, each requiring different levels of support from the government of Honduras. Of these three, USAID chose the option requiring, “A presidential decree establishing a High Commission on Professional Development and the establishment by law of an ‘Alliance’ of partners—private and public—working with INFOP to ensure a demand-driven approach to job training. Prioritization of INFOP by USAID as a major policy focus for reform of workforce development in Honduras. Presidential commitment to conduct an organizational and personnel study to clearly identify and address staffing needs at INFOP.”⁴

EF is at the beginning of phase two of strengthening INFOP. This phase includes training of trainers, establishing monitoring and evaluation procedures to ensure that curricula and teacher training is in line with current market demands, consolidating the organizational-development strategy and implementation process with senior staff and INFOP leadership, and establishing a competency-based teacher-training curriculum. The EF gender specialist, monitoring and evaluation, and other EF staff overseeing the process of strengthening INFOP shall ensure that the following is interwoven throughout the process:

- review existing INFOP data—enrollment, completion, and job-placement data by sex, age, and training location
- determine if existing INFOP partners are addressing gender and if so, identify if efforts can be combined with EF
- use the GA and other donor reports to develop gender-related questions focusing on the four areas of EF assistance
- ensure that the final assessment report includes a section on gender-related findings, conclusions, and recommendations for EF moving forward
- prioritize recommendations related to gender and determine which actions are feasible under the terms of the EF contract (at the minimum, EF should work with INFOP on its

⁴ Restrepo, J., Strengthening INFOP's Demand-Driven Training Based Upon Its Human Resources. Subproject: Future Activities – January to September 2017. p.1, Dec 2016.

management-information system to determine where sex disaggregation of data can be applied)

- ensure that the gender findings, conclusions, and recommendations are included if a presentation is made to INFOP and partners on the assessments' results
- determine if partners can assist in implementing gender-related recommendations where EF cannot

5. MONITORING AND EVALUATION

EF is required to disaggregate data by sex and it will integrate gender into monitoring tools, such as pre- and post-tests and classroom-observation forms. Two gender indicators will be collected:

- percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities
- the percentage of target population that views GBV as less acceptable after participating in or being exposed to U.S. government programming

The monitoring and evaluation specialist will design and incorporate a gender-activities reporting section into implementing partners' regular reporting requirements. This section will include a narrative on progress toward the two required and other indicators, challenges and resolutions, unintended consequences, and anticipated activities for the next reporting period.

Quarterly indicator-analysis reports will include a narrative, which EF's gender specialist will review and share with the technical team. The EF gender specialist will follow up on any gaps in data or reporting with implementing partners. The GA will use this information to develop the gender narrative required in EF quarterly and annual progress reports to the mission. Where possible, during the project's life the EF gender specialist and monitoring and evaluation team can work with implementing partners to build their capacity to conduct a gender analysis of their own data to inform their programming.

6. CONCLUSION

EF has strategically positioned itself as a leader in youth WFD in Honduras, committed to gender inclusion throughout all phases of the project. By dedicating resources to one full-time gender specialist, EF will ensure that a gender lens is incorporated in the project design, implementation, and follow-through of its WFD activities.

The previous GA revealed gender gaps in the lives of at-risk youth in Honduras. Yet, by focusing efforts on specific and measurable interventions over the project's life, EF will demonstrate the value of addressing gender equality and female empowerment and preventing GBV within the context of WFD. EF will:

- enhance the holistic nature of WFD interventions by integrating gender equality, female empowerment, and GBV prevention throughout the continuum of training for youth
- provide implementing partners with the skills and tools to embrace and take ownership of this approach
- support external coordination with stakeholders, including communities and the private sector, on gender issues as related to youth WFD (pending staff bandwidth and EF resources)

EF's gender specialist will lead the implementation and monitoring of this gender-inclusion strategy. As gender inclusion is a cross cutting theme across the entire project, however, it is the entire EF team's duty to ensure that gender is addressed within each area of responsibility. The EF team will document lessons learned, challenges encountered, and solutions reached over the life of the project and share these findings with stakeholders, WFD colleagues in the field, other donors, and youth WFD program implementers.

ANNEX A: RECOMMENDATIONS, ASSOCIATED COSTS & RESOURCES, & OTHER CONSIDERATIONS

As noted earlier, a number of gender gaps and GBV issues were identified in the GA that could impact the implementation and the results of EF. These findings serve as the basis of the table in Annex A which provides a series of recommendations for this strategy. The recommendations are grouped by the training package, coordination, implementing partners and special studies. Each recommendation is accompanied by budget and resource considerations, a related strategic approach, and list of potential support organization.

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
RECOMMENDATION 1: TRAINING PACKAGE		
1.1 ADDRESS GENDER ISSUES ACROSS ALL PHASES OF THE EF TRAINING PACKAGE. (Curriculum: Life Skills, Basic Work Competencies - 3 manuals, Technical Training, Bridging Course Materials, Psychosocial Support/CBT)		
<p>Labor & Other</p> <ul style="list-style-type: none"> ● <i>Gender Specialist (GS):</i> existing LOE ● <i>Technical Team (TT):</i> Year 1: 5 days each x 6 staff for curriculum review and update ● <i>Consultant:</i> Year 1: 60 days, Year 2: 45 days, Year 3 – 4: 20 days at \$300 ● Printing ● Travel & per diem for GS, TT, Consultant 	<ul style="list-style-type: none"> ● Use of existing curriculum and /or development of new curricula ● Review relevant curriculum for use and ensure that drawings, text, examples, etc. are gender sensitive and do not reinforce gender stereotypes ● Gender integrated throughout training package, not a stand-alone component ● Identification & review of evidence-based life skills and livelihood skills such as Promundo’s Program H and 	<ul style="list-style-type: none"> ● METAS, PLAN Honduras, Promundo UNFPA ● CDM and other women’s rights, youth and civil society groups

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<p>Resources</p> <ul style="list-style-type: none"> ● Adaptation, translation, and integration of external curricula into EF package (GS/TT or Consultant) ● Training of Trainers (ToTs) on gender component of EF training package (GS or Consultant) ● ToTs on use of standard instructional strategies for gender equitable learning (GS/TT or Consultant) ● ToTs with implementing partners on supportive supervision of facilitators within context of gender (GS/TT) ● Refresher trainings (GS/TT) 	<p>Program M that incorporate gender equality, GBV, female empowerment, masculinities, etc. into curriculum for replicability into EF training package</p> <ul style="list-style-type: none"> ● Integrate existing labor, women’s and child rights laws into training package 	

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
1.2 OPPORTUNITY TO ADDRESS MASCULINITIES IN THE TRAINING PACKAGE.		
<p>Labor & Other</p> <ul style="list-style-type: none"> ● <i>Gender Specialist:</i> Existing LOE ● <i>Technical Team:</i> Year 1: 3 days for training ● <i>M&E staff (ME):</i> Year 1: 5 days ● <i>Consultant:</i> Year 1: 30 days at \$300 to integrate training package and train EF staff ● Printing 	<ul style="list-style-type: none"> ● Review work already done in country ● Use of evidence-based programming on masculinities such as Promundo’s Program H ● EF potential participation in the revitalization of the Honduran Masculinities Network 	<ul style="list-style-type: none"> ● Proponte Mas, PLAN Honduras Promundo
<p>Resources</p> <ul style="list-style-type: none"> ● Meet with organizations such as PLAN Honduras and Proponte Mas as well as consultants who are currently working on masculinities within programming to discuss lessons learned, challenges encountered, and solutions. Review results of masculinity programs conducted in Honduras such as the 2014 Centro San Bartolommeo de las Casas (El Salvador) project in Olancho ● Review existing evidenced-based programs on masculinities such as Program H to determine what can be 		

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<p>integrated into context of EF</p> <ul style="list-style-type: none"> Jointly, with implementing partners, develop roster of male champions to collaborate with EF 		
RECOMMENDATION 2: COORDINATION		
2.1 WEAVE GENDER THROUGHOUT THE EF EXTERNAL COMMUNICATIONS STRATEGY		
<p>Labor & Other</p> <ul style="list-style-type: none"> <i>Gender Specialist</i>: existing LOE <i>Communication's Specialist (CS)</i>: Year 1: 24 days GS and CS travel and per diem for specific events Printing 	<ul style="list-style-type: none"> Gender balance reflected in all communications pieces Eliminate use of gender stereotypes. GS to conduct monthly sessions on gender with EF staff 	
<p>Resources</p> <ul style="list-style-type: none"> Address gender across all communications' products such as success stories, monthly bulletins, and talking points for USAID or U.S. embassy staff 		

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<ul style="list-style-type: none"> Gender balanced EF website and social media efforts Gender lens to be utilized when taking EP photos, and in development of video and media materials 		
2.2 RECOMMENDATION: PARTICIPATE IN EXISTING MUNICIPAL AND OTHER LOCAL FORUMS RELATIVE TO WFD AND YOUTH		
<p>Labor & Other</p> <ul style="list-style-type: none"> <i>Gender Specialist:</i> Year 1: 2 days per month, existing LOE <i>Tech Team:</i> Year 1 – 5: 1 day per month, existing LOE Local travel costs: Year 1: \$300 (taxis) 	<ul style="list-style-type: none"> EF staff to introduce the gender perspective to conversation at appropriate forums EF participation in forums in all 5 municipalities 	<ul style="list-style-type: none"> SPS Committee to Prevent Violence, La Ceiba Network against GBV, etc.
<p>Resources</p> <ul style="list-style-type: none"> Identify and map existing forums relative to EF in each municipality such as Community Security and Violence Prevention committees, Employment Roundtables, and Youth and WFD groups EF representation at forums when appropriate 		

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
2.3 ACTIVELY RECRUIT WOMEN INTO THE SECTORAL SKILLS WORFORCE COUNCILS		
<p>Labor & Other</p> <ul style="list-style-type: none"> • <i>Gender Specialist:</i> Year 1: 15 days • <i>Technical Team:</i> Year 1: 10 days 	<ul style="list-style-type: none"> • Strive for a balance that is representative of the number of EF female beneficiaries: 40 percent women on the council 	
<p>Resources</p> <ul style="list-style-type: none"> • Recruit women for participation from the Vital Voices alumni and other professional women’s organizations that represent fields identified in the LMA 		

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
RECOMMENDATION 3: IMPLEMENTING PARTNERS		
3.1 RECOMMENDATION: A GENDER LENS TO BE USED WHEN RECRUITING COMMUNITY, TECHNICAL TRAINING PROVIDERS AND PRIVATE SECTOR EMPLOYERS FOR PARTICIPATION		
<p>Labor & Other</p> <ul style="list-style-type: none"> ● <i>Gender Specialist</i>: Existing LOE ● <i>Technical Teams</i>: Existing LOE ● <i>Contracts Team</i>: Existing LOE ● <i>Reviewers</i>: Existing LOE ● Training of 260 facilitators, mentors and instructors: \$60,000 	<ul style="list-style-type: none"> ● Special consideration given to organizations with experience in addressing gender equality, female empowerment, and/or GBV within their programming ● Implementing partners demonstrate flexibility to consider the needs of adolescent mothers as well as fathers ● Ensure that training beneficiaries are not tracked to gender-specific programs or discouraged from taking non-traditional courses 	
<p>Resources</p> <ul style="list-style-type: none"> ● Incorporate gender throughout RFAs for CBOs, technical training, and private sector partners. For example, request training provider applicants if they have successfully engaged females and to provide lessons learned, challenges, and solutions within the RFA application ● Conduct ToTs with CBOs, technical training, and private sectors partners’ trainers on 		

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<p>how to integrate gender, female empowerment, and GBV, particularly in the workplace, into existing training packages</p>		
<p>3.2 RECOMMENDATION: GENDER MUST BE INTEGRATED INTO THE DUE DILIGENCE PROCESS WITH PRIVATE SECTOR PARTNERS</p>		
<p>Labor & Other</p> <ul style="list-style-type: none"> ● <i>Gender Specialist</i>: Existing LOE ● <i>Technical Teams</i>: Existing LOE ● <i>Consultant</i>: Year 1: 3 days at \$300 ● <i>Contracts Team</i>: Year 1: 5 days per year ● <i>Reviewers</i>: Year 1: 10 days per year 	<ul style="list-style-type: none"> ● Protection of beneficiaries throughout all phases of EF training ● Sexual harassment integrated within due diligence efforts 	
<p>Resources</p> <ul style="list-style-type: none"> ● Expand the USAID Due Diligence Guidelines to include whether or not the potential partner has an existing sexual harassment policy and reporting mechanisms. This will assist in partner selection 		

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<ul style="list-style-type: none"> ● Incorporate any pertinent language on sexual harassment into any Memorandums of Understanding (MOU) that are signed with partners throughout the LOP 		
3.3 RECOMMENDATION: PROVIDE IMPLEMENTING PARTNERS WITH VARIED LEVELS OF TECHNICAL ASSISTANCE		
<p>Labor & Other</p> <ul style="list-style-type: none"> ● <i>Gender Specialist</i>: Existing LOE ● <i>Technical Teams</i>: Existing LOE ● <i>Travel and Per Diem</i> 	<ul style="list-style-type: none"> ● Review implementing partner applications for experience in addressing gender within application ● Develop implementing partner gender technical assistance plans ● Collaboration with Vital Voices program alumni 	
<p>Resources</p> <ul style="list-style-type: none"> ● Provision of additional support on supervision techniques to ensure that facilitators are using gender-responsive pedagogy ● Assistance in the identification and collaboration with both Honduran entrepreneurs or those men and women working in non-traditional areas to interact with youth in the program to model entrepreneurial or non-traditional employment examples. For example, EF 	<ul style="list-style-type: none"> ● Development of beneficiary feedback mechanisms 	

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<p>can arrange for Vital Voices program alumni to participate</p> <ul style="list-style-type: none"> Assistance setting up feedback mechanisms for beneficiaries on the utility of gender trainings or for reporting incidents of sexual harassment 		
RECOMMENDATION 4: SPECIAL STUDIES		
4.1 LABOR MARKET ASSESSMENT LABOR MARKET CONDUCTED USING A GENDER LENS LOOKING		
<p>Labor & Other</p> <ul style="list-style-type: none"> <i>Chief of Party (COP):</i> Existing LOE <i>Technical Team:</i> Existing LOE <i>Gender Specialist:</i> Existing LOE <i>LMA team:</i> Existing Contract 	<ul style="list-style-type: none"> Use GA results to formulate questions Review existing LMAs done in Honduras Collect quantitative and qualitative data Interviews with employers and employees (male and female) Gender section included in overall LMA final report 	<ul style="list-style-type: none"> Key informant employers, employees, union reps, training organizations, Vital Voices program alumni ILO, Labor Ministry, CDM, others
<p>Resources</p> <ul style="list-style-type: none"> Review any available private sector hiring policies based on sex, ethnicity or neighborhood of residence 		

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<ul style="list-style-type: none"> Review private sector respondent's policies (if available) on sexual harassment as well as reporting and resolution mechanisms Include representatives from the ILO, Ministry of Labor, unions, Vital Voices alumni/participants, and the Centro de Derechos de la Mujer (CDM) as respondents Develop section on gender-related findings, conclusions, and recommendations 		
4.2 INFOP ASSESSMENT MUST ADDRESS GENDER AND PROVIDE RECOMMENDATIONS FOR IMPROVEMENT		
<p>Labor & Other</p> <ul style="list-style-type: none"> <i>Chief of Party:</i> Existing LOE <i>Technical Team:</i> Existing LOE <i>Gender Specialist:</i> Existing LOE 	<ul style="list-style-type: none"> Use the Gender Assessment and other donor reports to develop key gender-related questions focusing on the four areas of EF assistance Quantitative and qualitative data collected 	<ul style="list-style-type: none"> INFOP, their partners Key informant employers, employees, union reps, training organizations, Vital Voices program alumni
<p>Resources</p> <ul style="list-style-type: none"> Review of existing INFOP data: enrollment/completion and job placement data by sex, age, training location Ensure that final assessment report includes a section on gender-related findings, 	<ul style="list-style-type: none"> IDIs with administration, staff, current students, graduates, and employers Gender analysis component of final report 	<ul style="list-style-type: none"> ILO, Labor Ministry, CDM, others

Associated Costs & Resources Needed	Strategic Approach	Resource Groups
<p>conclusions, and recommendations for EF moving forward</p> <ul style="list-style-type: none"> ● Prioritize recommendations related to gender and determine which recommended actions are feasible under the terms of the WFD Activity contract ● Minimally, EF should work with INFOP on their management information system to determine where sex disaggregation of data is applicable ● If presentation is made to INFOP, ensure that the gender findings, conclusions, and recommendations are included ● Determine if other partners can assist in the implementation of the gender-related recommendations where EF cannot ● Develop section on gender-related findings, conclusions, and recommendations as related to for EF in final report. 		

ANNEX C: ORGANIZATIONAL CHART

