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USAID/EMPLEANDO FUTUROS

USAID/HONDURAS COVID-SPECIFIC GENDER ANALYSIS

USAID Empleado Futuros Activity

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EXECUTIVE SUMMARY

The United States Agency for International Development (USAID)/Honduras hired Banyan Global to carry out a COVID-19–specific activity-level gender analysis¹ for a short-erm remote labor bridging pilot program under the Empleando Futuros Project. The pilot concentrates on better positioning project participants for economic reactivation and recovery through labor orientation, intermediation, and job placement for high school seniors who must choose a pathway into the workforce or continue their education. The report structures its findings and recommendations on gender² equality, women’s empowerment, and social inclusion around the pilot’s key objectives and crosscutting themes, with an eye toward several socially relevant categories (see Table I). (see Annex B for the scope of work.)

TABLE I. STRUCTURE OF COVID-SPECIFIC GENDER ANALYSIS

ACTIVITY OBJECTIVES	CROSSCUTTING THEMES	OTHER KEY VARIABLES/SOCIALLY RELEVANT CATEGORIES
Objective 1: Increased level of services provided for labor orientation specific to the pilot	Gender-based violence (GBV) risk Women’s economic empowerment	Urban and peri-urban at-risk youth (female and male, 16-30) Garifuna
Objective 2: Increased job placement rate (hiring practices) specific to the pilot	Virtual training and coaching strategies Private-sector hiring strategies	Lesbian, gay, bisexual, and transgender persons Persons with disabilities
Objective 3: Increased return to education rate specific to the pilot		

Banyan Global consultants Charla Britt and Maritza Guillen, and Banyan Global staff Victoria Rames and David Morgan, carried out this analysis using qualitative and quantitative data from primary and secondary sources collected over a three-week timeframe. To increase the number of stakeholders consulted, the research team conducted seven focus group discussions (FGDs) with a total of 29 key stakeholders, including representatives from the private and public sectors, Empleando Futuros’ project beneficiaries and staff, and USAID/Honduras staff. Project beneficiaries were divided into male and female groups, with some Garifuna and transgender representatives, to capture different perspectives and disparities in experiences. Focus groups were conducted in January 2021, which merits recognizing that Honduras was not only amid the COVID-19 pandemic but also recovering from back-to-back hurricanes, Eta and Iota, which had devastating effects on the northern part of the country and major production sectors. See Annex C for the detailed methodology and Annex D for a list of key documents.

The following section summarizes key findings and recommendations from the gender analysis. Recommendations related to women’s economic empowerment have been given a **WEE** tag to facilitate the Mission’s tracking of investments in that area, as required in the Women’s Entrepreneurship and Economic Empowerment Act of 2018. Table 2 provides a summary of findings and recommendations, which are further evidenced in Section 3.

TABLE 2. COVID-SPECIFIC FINDINGS AND RECOMMENDATIONS ON GENDER EQUALITY, BY ACTIVITY [INTERMEDIATE RESULT/KEY THEME]

FINDINGS	RECOMMENDATIONS
Key Objective 1: Increased level of services provided for labor orientation specific to the pilot	
<ul style="list-style-type: none"> As the pandemic continues, young people are experiencing increased feelings of sadness and anxiety, and their sense of well-being and mental health are deteriorating. As physical, social, and economic tolls compound, expanding emotional-social and behavior change support will be critical, including counseling to process experiences of trauma. This is affecting male and female youth, with a greater impact on women and girls. The workloads of women, female youth, and girls have intensified with the lockdown, school closures, and reduced capability of hospitals and health centers to care for the sick, as noted in FGDs. Before the pandemic, women spent nearly four times as much time on unpaid work within the home than men (30.2 hours and 7.8 hours). Girls who are home from school are more likely than boys to do domestic work, including caring for younger siblings. As a result, they miss out on home-based learning. Women are also more likely to be encouraged or coerced to take leave from paid work to provide unpaid care and support homeschooling. Economic recovery will be likely slow and prolonged and younger workers may be hired only after the recovery is well underway. Prolonged periods of inactivity increase risks of dangerous or precarious work and exclusion from labor markets—reducing levels of educational attainment and earnings and limiting employment and career options. Forms of discrimination in the labor market remain widespread and have become more accentuated due to the pandemic because of imbalances in supply and demand of workers, with increased unemployment and reduced demand for labor. Some employers discriminate against women and lesbian, gay, bisexual, transgender, and intersex (LGBTI) applicants, based on their appearance or the possibility of pregnancy and, in some cases, the belief that women are not capable of carrying out certain functions. Many employers require women to take pregnancy tests as a condition for applying for a job, and all applicants (male and female) must submit an approved, negative COVID-19 test, which is prohibitively expensive, since free tests provided through social security medical coverage do not meet private sector standards for documenting negative results. Implementing partners also mentioned that some businesses refused to consider project participant candidates for employment based on their addresses in “bad neighborhoods” known for crime and violence and the lack of a mutual social connection who could serve as a reference. The pandemic has accentuated already existing gender inequalities and harmful social norms that perpetuate occupational segmentation, limiting the scope of talent and career options, increasing wage gaps for equal work, which affects worker performance, and normalizing GBV, which threatens worker safety, 	<ul style="list-style-type: none"> Continue existing labor orientation services, with mental health components to enable project participants to process their feelings about pandemic and work-related aspirations and frustrations. Addressing the traumas experienced before and during the pandemic will strengthen emotional well-being and resilience and help to facilitate the reintegration of youth into the workforce. This is important for male and female youth, including those who identify as LGBTI, given reports of increases in domestic violence and unequal burdens of care placed on women and girls, the heightened inactivity and disengagement by male youth, including a dramatic decline of participation in online learning and trainings, and the feelings of exclusion and isolation among LGBTI youth, which has sometimes led to homelessness and suicides, as highlighted in FGDs. (WEE) Support positive behavior change training for project participants that unpacks the ways in which discrimination and gender stereotypes inhibit employment and self-employment options for men and women, and the benefits of positive masculinities and sharing care in transforming relationships with partners, spouses, and children. Life skills training and counseling should include modules that explain how and why gender equity, positive masculinities, and behavior change in shared-care responsibilities are beneficial for all. (WEE) Support gender equality, diversity, and inclusion training for businesses and employers based on the business case for integrating gender-responsive and socially inclusive policies, codes of conduct, and other protocols to improve worker performance and productivity and increase business profitability. These trainings should take place among all decision-making levels, starting with senior-level managers and directors, to build support and change mindsets at the highest levels of management while realizing changes among human resources personnel, general managers, and immediate supervisors and in policies and practices. (WEE) Support trainings for companies on results-based worker performance. This was highlighted in an FGD by a key informant from the private sector. These trainings could benefit youth of both genders and women, as results-based performance focuses on performance (not hours worked) and could lead to more equal workforce participation and increased productivity. (WEE) Provide economic empowerment and personal initiative training for women to boost confidence and capabilities, including their capacity to transition from education to employment or self-employment and pioneer jobs opportunities in new growth sectors and male-dominated occupations. (WEE) Identify companies with strong gender equality and diversity policies. Acknowledge and promote the achievements. Also, private-sector partners could be encouraged to sign a gender equality and inclusion pledge, which outlines best business practices for gender equality and diversity. (WEE)

productivity, and mobility—especially for women.

- Collaborate with private-sector partners to establish a gender equity and inclusion index for comparatively scoring companies' commitment to equality based on standardized indicators of performance, including numbers of women on the board and in management positions, and evidence of gender-aware worker codes of conduct, gender-responsive policies, anti-sexual harassment trainings and pledges among workers, and gender and inclusion sensitivity seminars or trainings. This initiative could be kick-started with a targeted study to identify key indicators for the index and/or seeking commitment from private-sector partners and/or "business case" assessment of the impact of gender equality and inclusion policies on their economic bottom lines (profits) and in staff retention and productivity (WEE)

Key Objective 2: Increased job placement rate (hiring practices) specific to the pilot

- Even before the pandemic, the Honduran labor market had extreme disparities in employment and unemployment. In 2019, the unemployment rate for women was nearly double that of men (8.1 percent and 4.2 percent, respectively), and nearly triple among youth (15 to 24 years old) at 11.3 percent as compared with 4.1 percent for 25 years and older. And nearly one-third of youth (28.11 percent) were not in employment, education, or training programs (NEET).
- Post-pandemic patterns of employment or self-employment will likely be based on flexibility, local proximity, and response capabilities, including the ability to produce new products and services, scale up capacity, and optimize performance through investing in research and development and training and/or retraining (reskilling and upskilling).
- The pandemic has accelerated digitization and demand for digital literacy. Private-sector key informants noted that businesses want workers who have capabilities with information and communications technologies (ICT), including Word and Excel, as well as soft skills (i.e., inter -and intrapersonal communication, time and stress management, emotional intelligence, and diligence or perseverance).
- Containment measures and dramatic declines in available jobs have led to a surge in opportunity—and necessity—driven entrepreneurship or e-commerce as the unemployed seek alternative ways to make a living through online platforms.
- Accelerated use of new technologies and digital platforms due to lockdown and changes in consumer behavior are creating opportunities that can be seized by youth of all genders. Some suggest that online work is "ungendered" in that it is not about the gender of an individual, but the skills and ability to meet performance standards remotely.
- The pandemic has affected business changes that will influence the demand for hiring young people in the labor market: (1) accelerated use of technologies that require less labor but higher levels of qualification and experience; and (2) increased use of new technologies and new forms of employment associated with digital platforms. While the former puts youth at a competitive disadvantage, the latter positions youth with the training, knowledge, skills, and connectivity at an advantage for gaining employment or self-employment. This may, however, disadvantage women and girls, because they tend to lack access to and
- Leverage the power of digitization as a comparative advantage for youth employment and self-employment, including for those who are mobility impaired—currently and in the post-pandemic world of work. Online learning and training should support workforce readiness competencies and skills that are aligned with this new growth area (based on education levels of candidates), including: (WEE)
 - Digital technologies and platforms, information on employment and self-employment opportunities, including e-commerce and potential crowdwork opportunities.
 - E-commerce entrepreneurship opportunities, including information on marketing and branding to reach consumers whose needs, priorities, and behaviors have changed.
 - Computer program use and applicability in businesses, including improved typing skills and increased use of standard programs (e.g., Microsoft Word, Excel, and PowerPoint).
 - Communication skills, including online and social media etiquette and safety, and intra- and interpersonal communication and negotiation skills.
 - Support for online talent databases that can match the skills sought by businesses and employers with project participants to boost job placements and give candidates a place to showcase their achievements, qualifications, skills, and personal goals and aspirations. The Activity could work with Chambers of Commerce to strengthen and improve existing databases to better match skills sets. While a platform may not immediately change the different forms of discrimination faced by project participants of all genders and identities, it provides an entry-point modality for assessing the skills, aspirations, and characteristics of potential candidates. Combined with the business-case trainings on gender equality, diversity, and inclusion for employers, it will build support for realizing changes in mindsets and employment practices. (WEE)
- Capitalize on reconstruction of infrastructure damaged by hurricanes Eta and Iota to immediately secure job placement "matches" for project participants, especially young women already trained, and with internship and formal job experience in drywall, electrical, and iron work. (WEE)
- Provide support subsidies to enable participation in online learning and trainings and pay for COVID-19

control over use of the Internet and devices (phones, tablets, and computers).

tests. (WEE)

- Provide data credits for project participants to pursue online learning opportunities independently, including strengthening English language skills through language apps (such as Duolingo).
 - Provide subsidies for approved COVID-19 tests, which can be prohibitively expensive.
-

Key Objective 3: Increased return to education rate specific to the pilot

- School closures have precipitated the need for home schooling and online learning. However, not all students have connectivity and some simply stopped attending virtual classes. Key informants offer that this has increased school dropout rates, which were high before the pandemic. Data from 2019 indicate that only 48 percent of youth were enrolled in secondary school and as few as 25 percent were in upper secondary school. Moreover, persons with disabilities have continued to face constraints in accessing education, although access may have increased for some through online education. Dropping out of school increases vulnerabilities, including a propensity to engage in crime and violence. Honduras has the fifth-highest crime rate in the world.
 - While the pool of available jobs has shrunk due to measures taken to prevent the spread of COVID-19, the workforce development services continued (virtually) will better position candidates for employment as the economy reactivates and begins to recover. This will increase opportunities for income generation and help to build protective factors for project participants, reducing vulnerabilities and the likelihood of violence.
 - Key informants note that women's and girl's burdens of care have increased due to social norms, which disproportionately place burdens of care on women and female youth. Girls who are home from school are more likely than boys to do domestic work and thereby miss out on home-based learning. This impacts school performance and perceived options in choices of study and occupational segmentation. Female students with disabilities also tend to be doubly stigmatized and disadvantaged, based on their gender and disability.
 - The importance of aligning training with skills building for employment or self-employment was emphasized in almost all FGDs. Vocational education programs do have business classes and discussions on marketing and entrepreneurship as part of the prescribed curriculum, but these need to be updated to better reflect emerging opportunities in the labor market that have been accelerated due to COVID-19.
 - Digitization (i.e., using computers, smart phones, and digital technologies to change business models) is likely to continue and expand post-pandemic. This underscores the need to strengthen instruction in growth sectors. Key informants note that platform work has boomed, especially delivery services, and teleworking continues to grow. This has generated opportunities for entrepreneurs, including male and female youth.
 - Although not identified in FGDs, studies indicate that the pandemic has also exposed weaknesses in human resources within health systems in Honduras (and elsewhere). This is due to the pandemic and
 - Continue and expand support to strengthen the capacity of local institutions to deliver market-driven vocational training that responds to transformations in business models and emerging opportunities for entrepreneurship, combined with follow-up coaching and mentorship matches to support enterprise development, and e-commerce opportunities. (WEE)
 - Address challenges in the labor market due to skill mismatches and talent shortages that have become even more pronounced with the onset of the pandemic and subsequent acceleration of digitization and technology adoption. This heightens the importance of aligning education and vocational training in new growth sectors and the need to scale up opportunities for reskilling and upskilling, including: (WEE)
 - Update education curricula and expand vocational training investments in the skills needed for employment or self-employment in new growth sectors, including skills needed to support and sustain digital platforms, promote e-marketing, and train in green economy opportunities.
 - Improve coordination and course content in alignment with the private sector, focusing on identified knowledge and performance gaps, and market analysis of current and post-pandemic skills and worker demand.
 - Support trainings in specialized niche activities or skills, such as sign language and forklift operation, especially for women who face discrimination in saturated labor markets.
 - Improve instruction in information and communications technology, English language fluency, and soft skills (reliability, communication, teamwork) as well as technical skills.
 - Incorporate basic numeracy and literacy instruction in trainings and monitor performance to improve learning outcomes.
 - Learning modalities have changed with the closure of schools and the shift to online instruction. As distance learning will likely continue post-pandemic and yield demonstrable benefits, particularly with the increased participation of women, taking stock of what has worked (or not) is needed, including these steps: (WEE)
 - Provide support to evaluate impacts and better understand student learning outcomes and how teaching techniques and digital technologies could be improved, including exploring alternate options for reaching students remotely (e.g., radio or television programs).
 - Explore opportunities for introducing adaptive technologies to support learning for persons with disabilities for remote and post-pandemic in-person instruction.
-

population increases, including aging populations, and creates an area of potential new growth for training and study in education that should be emphasized and strengthened.

- Address a key need highlighted by the pandemic: health systems are not keeping up with health care needs, not only because of the pandemic but also because of aging populations and population growth. Vocational education should examine opportunities for further education in medical fields, including support positions in gerontology for homecare or assisted living residences and as assistants to medical professionals and at health centers, such as lab technicians and phlebologists who are trained to draw blood and give vaccinations. (WEE)
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I INTRODUCTION

I.1 BACKGROUND AND PURPOSE OF THE USAID/COUNTRY COVID-SPECIFIC GENDER ANALYSIS

This gender analysis will support USAID/Honduras’ Empleando Futuros Project to integrate gender-responsive programming and mitigate the impact of COVID-19 on its workforce development and economic recovery activities. Focusing on ongoing and expected social and economic changes due to COVID-19, the report analyzes and identifies opportunities to ensure that Empleando Futuros disseminates evidence-based information to other workforce development (WFD) stakeholders as well as appropriately integrates gender equality, women’s empowerment, and social inclusion, and *does no harm* in tailoring workforce skills building and expanding opportunities through job placement and return to education in the context of COVID-19 (see Annex B for the Scope of the Work).

Findings and recommendations are presented in alignment with the activity’s key objectives, incorporating the crosscutting themes and socially relevant categories identified as outlined in Table 3. Each objective takes into account a short-term remote labor-bridging pilot program designed under the Empleando Futuros Project to respond to COVID-19 impacts and to better position project participants for economic reactivation and recovery. Given the precarious status of job opportunities and access to continuing education due to the pandemic, back-to back hurricanes, and limited connectivity, the pilot focuses on labor orientation, intermediation, and job placement for high school seniors who must choose a pathway into the workforce or continue education and who meet the following criteria: (1) are at least 16 years old and (2) are living in the identified communities within the municipalities of Tegucigalpa, San Pedro Sula, Choloma, La Ceiba, Tela, Villanueva, La Lima, El Progreso, Santa Cruz de Yojoa, and Puerto Cortes. The aim is to enroll and train 2,000 project participants.

TABLE 3. STRUCTURE OF COVID-SPECIFIC GENDER ANALYSIS

ACTIVITY KEY OBJECTIVES	CROSSCUTTING THEMES	OTHER KEY VARIABLES/SOCIALLY RELEVANT CATEGORIES
Objective 1: Increased level of services provided for labor orientation specific to the pilot	Gender-based violence (GBV) risk Women’s economic empowerment	Urban and peri-urban at-risk youth (female and male, 16-30) Garifuna
Objective 2: Increased job placement rate (hiring practices) specific to the pilot	Virtual training and coaching strategies Private sector hiring strategies	Lesbian, gay, bisexual, and transgender persons
Objective 3: Increased return to education rate specific to the pilot		Persons with disabilities

I.2 OVERVIEW OF THE EMPLEANDOS FUTUROS ACTIVITY, COVID SPECIFIC

The USAID/Honduras’ Workforce Development Activity, later named Empleando Futuros (Employing Futures, or “EF”), aims to increase citizen security for vulnerable populations in urban/peri-urban and

high-crime areas³ in Honduras. The objective is to increase income-generating opportunities and comprehensive workforce readiness services, including job linkages and self-employment, for youth at risk of being perpetrators as well as victims of violence.

To limit the spread of COVID-19, the Government of Honduras (GOH) in March 2020 closed all international borders and businesses that were not essential. In response, Empleando Futuros closed activity offices and cancelled all in-person activities with youth, implementing partners, and collaborators, and staff shifted to telework. In April 2020, Banyan Global submitted a COVID-19 response plan to USAID/Honduras (which was approved), focusing on the following key interventions:

- Providing systems-level technical assistance to the GOH and private-sector groups, such as the Chambers of Commerce, to increase the development and distribution of biosafety training curriculum and other activities designed to support early economic recovery actions
- Engaging out-of-work youth for job recovery and placement, including surveying youth to understand the impact of the crisis on them and their families, and providing targeted subsidies to youth to help cover costs as they return to work
- Launching communication campaigns for youth, staff, and implementing partners to promote safety, resilience, and emotional well-being and to share information on educational resources available during the pandemic

I.3 METHODOLOGY AND LIMITATIONS OF THE COVID-SPECIFIC GENDER ANALYSIS

This COVID-19-Specific Gender Analysis (CSGA) draws on qualitative and quantitative data from primary and secondary sources collected over a three-week timeframe. To increase the number of stakeholders consulted, a four-person research team conducted seven focus group discussions (FGDs) with a total of 30 key stakeholders, including representatives from the private and public sectors, Empleando Futuros' project participants and staff, and USAID/Honduras staff. Project participants were divided into male and female groups, with some Garifuna and transgender representatives, to better capture different perspectives and disparities in experiences.

To the extent possible, the team accessed the most reliable and up-to-date data and information in the compressed timeframe given for this research and analysis, drawing on the methodology outlined in the USAID COVID-Specific Gender Analysis Job Aid Tool. However, unfortunately, disaggregated data (both nationally and for departments) are lacking, particularly at the granular level of socially relevant categories and age groups. This complicated the challenge of analyzing how the gender landscape has (and is) changing due to COVID-19 in relation to Empleando Futuros' key objectives and targeted groups. To address data gaps and strengthen estimates or projections about the impacts of COVID-19 as it pertains to workforce readiness and prospective employment opportunities—currently and post-pandemic—data and information were drawn from comparable analyses for the Latin American and Caribbean (LAC) region.

2 COVID-SPECIFIC GENDER EQUALITY AND SECTOR CONTEXT

2.1 COVID-SPECIFIC SECTOR DATA ON GENDER EQUALITY

MAP: COVID-19 cases, recoveries, and fatalities in Honduras, as of January 1, 2021



The impact of COVID-19 on the Honduran economy and citizens has been devastating. The virus has spread to all 18 departments of the country, and positive cases and deaths continue to trend upward, despite repeated lockdowns and national curfews that were strictly enforced by the national police. On top of this challenge, in November 2020, Category 4 and 5 hurricanes (Eta and Iota) arrived just two weeks apart, bringing disastrous flooding and destroying homes, property, and businesses. These hurricanes left at least 94 dead,⁴ affecting more than 4 million people (out of a total population of 9.9 million) and causing an estimated US\$10 billion in damages.⁵ The GOH responded quickly to the pandemic with social protections and economic subsidies for businesses. With the arrival of vaccines, the country is expected to build back better and stronger.

Table 4 provides an overview of COVID-specific data related to gender and economic growth, as relevant for the USAID/Honduras’ Empleando Futuros Activity.

TABLE 4. SNAPSHOT OF COVID-SPECIFIC STATISTICS ON GENDER EQUALITY AT THE SECTOR LEVEL

- COVID-19 Infection and Mortality Rates (as of January 12, 2021)**
- The prevalence of positive COVID-19 cases stands at 128,701, with 59,301 reported recovered and 3,285 deaths. While most of those testing positive for COVID-19 are female (53 percent), most fatalities are male (58 percent).⁶ Men are over-represented in fatalities in most countries, and this trend may have gendered implications, as women and girls left behind face further difficulties, including loss of income, increased workloads, and security-related concerns.
 - The departments most affected are Cortes and Francisco Morazán, with 36,250 and 36,024 cases, and 961 and 785 deaths, respectively. These two departments account for 53 percent of all deaths and 56 percent of all cases since the onset of the pandemic.⁷ The breakdown in the number of cases, recoveries, and fatalities is provided in the map above, disaggregated by departments and sex.
 - Starting with 804 cases at the end of April 2020, the number of cases in Honduras has risen steadily and dramatically. To better understand this speed of growth and the number of days required for slowing infections, the World Health COVID-19 Explorer offers that the doubling time for new daily cases from early March to late July 2020 was only 15.25 days, with the “halving time” amounting to an estimated 188 days.⁸

Government Management of COVID-19 Response

- Containment of COVID-19 and the policies promulgated to mitigate the resulting health and economic crises remain moving targets in Honduras, as in most countries around the world. The GOH responded quickly to the situation, declaring a Sanitary State of Emergency on February 10, 2020, citing COVID-19 and dengue fever concerns. The first case of COVID-19 was confirmed on February 18, 2020, and by early March 2020, the government began an informational campaign to promote hygiene and good practices to prevent the spread of the virus, including social distancing measures, use of disinfectants, and regular handwashing. A series of measures to reduce transmissions and face-to-face interactions and stabilize access to essential goods for families and health care providers were introduced starting in mid-March 2020, including closing maritime, aerial, and land borders; suspending school classes at all levels of education nationwide; ordering a national mandatory curfew and lockdown; and regulating prices for basic foods and some medical supplies and equipment.⁹ As of December 14, 2020, Honduras scored 81.48 (out of 100) on the government stringency index for the COVID-19 response, based on performance measures enforcing school and workplace closures, restrictions on public gatherings, transport restrictions, and stay-at-home requirements.¹⁰
- GOH economic policy responses focus on protection for workers in workplaces, support for economic activities to increase employment and demand for labor, and provisions to maintain employment and income. These are not targeted at specific groups and largely (although not entirely) benefit formal-sector employers and workers. Key examples include:
 - Authorizing remote or distance work for public- and private-sector workers
 - Strengthening Occupational Health and Safety measures by issuing biosafety and hygiene protocols for factories and offices, and in workplaces nationwide
 - Allowing private firms to reassign holiday and vacation days for workers
 - Giving tax subsidies and extensions to small and medium enterprises, independent professionals, and individuals
 - Providing a special deduction for gross income for businesses that retained employees through December 2020
 - Providing a guarantee fund of between 65 to 90 percent of loans requested by micro, small, and medium enterprises from banks, cooperatives, and other financial institutions to resume activities

Moreover, Decree 178 enabled companies for reasons of force majeure to suspend employee contracts for up to 120 days. While these are important measures for mitigating economic impacts on firms and businesses, they do little to address the income and employment losses experienced by the more than two million working in the informal sector—82.4 percent of all employed Hondurans.¹¹ Focus group discussions highlighted how women and youth (especially females) were the first to be laid off and, in cases of reopening, less likely to be rehired. The already existing preference for hiring men has become even more pronounced and widespread post-pandemic. Key informants also expressed that employers prioritize hiring men because they believe that men are not needed for household responsibilities and childcare, and have a harder time staying home and being unemployed.

- GOH gender-aware responses concentrate on initiatives to combat and address GBV, including information dissemination campaigns to promote services offered to female survivors of violence and to raise awareness about the importance of co-responsibility within the household and the care economy as well as efforts to strengthen data for monitoring and measuring violence in the context of the pandemic. The GOH has decreed that services for female survivors of violence are “essential” and not subject to closure or mobility restriction. This applies to any person accreditation as a “Defender of Women’s Rights,” including members of shelter houses and organizations dedicated to care and accompaniment in cases of VAW, and survivors of violence and their companions, relatives, or friends. Also, the National Institute for Women and the National 911 Emergency System are working in coordination in training the national police to deal with gender violence during the lockdown, focusing on issues of human rights and how to provide care for women victims/survivors. The government has also launched a virtual program, “Strategic Alliance for Female Entrepreneurship in Honduras,” to strengthen new and existing micro enterprises led by Honduran women in response to the pandemic and for post-pandemic economic reactivation and recovery. This program offers women access to low-interest financing, and training in digital or e-commerce to improve their access to national and international markets. It is financed by the Central American Bank for Economic Integration and executed by the Ministry of Foreign Relations and International Cooperation.¹²
 - GOH social protection responses or programs largely center on cash and food transfers, including compensation bonuses for transportation workers, and rice subsidies to address food insecurity. However, the government has also increased coverage of social protections through the Comprehensive Public Health Services Network (RJPSS), as translated from Spanish) to expand access to essential services, especially for the most vulnerable. Furthermore, the “Better Life Program” is targeting low-income families with support for income-generation, and the “Opportunities for All” initiative is likewise aimed at creating opportunities and promoting business entrepreneurship for persons with disabilities to counteract the economic impacts of COVID-19. In October 2020, the GOH and United Nations Development Programme (UNDP) launched “Bono Unico” (Single Voucher), a social program aimed at supporting the most vulnerable, providing a one-time subsidy of US\$82 (2,000 Lempiras) through an electric voucher that could be exchanged for food, medicine, and/or medical supplies for up to 260,000 people.¹³ Moreover, operators of landline and mobile phone services as well as Internet providers have pledged to ensure the uninterrupted provision of these services, including for those who are in debt and reconnections for those whose services were suspended.¹⁴
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2.2 COVID-SPECIFIC SECTOR CONTEXT ON GENDER EQUALITY

Similar to previous infectious disease outbreaks, COVID-19 is likely to amplify existing inequalities in class, ability, age, and gender and have long-term ramifications on social well-being and economic opportunities for years to come. Table 5 presents a summary of the COVID-specific findings on gender equality related to USAID’s Automated Directives System (ADS) 205 gender analysis domains that are most pertinent to USAID/Honduras’ Empleado Futuros Activity.¹⁵

TABLE 5. COVID-SPECIFIC FINDINGS ON GENDER EQUALITY AT THE SECTOR LEVEL

Laws, policies, regulations, and institutional practices that influence the context in which men and women act and make decisions	<ul style="list-style-type: none"> • Honduras has a solid legal framework for gender equality.¹⁶ The Constitution states that all are equal, with discrimination based on sex and other grounds punishable under law.¹⁷ Equality of spouses is recognized in Article 112 of the Constitution and Articles 2 and 7 of the Family Code. Also, Article 367 of the Labor Code prohibits sexual harassment and requires equal pay for equal work. However, these provisions are not effectively enforced or implemented, and national human and women’s rights institutions and organizations lack resources.¹⁸ • The Domestic Violence Law includes psychological and economic violence. The 1997 Domestic Violence law was amended in 2006 to address forms of coercion and violence caused by psychological and economic abuse.¹⁹ It also established specialist domestic violence courts in Tegucigalpa and San Pedro Sula. However, outside of these cities, awareness about the law among the judiciary remains low, and the new Penal Code decreases penalties for domestic violence.²⁰ • Laws requiring paid maternity leave and protecting pregnant women from being fired are rarely implemented. It is illegal to fire women who are pregnant or nursing, or during the three months following childbirth. However, key informants note that if a woman becomes pregnant during a short-term contract, she will most likely not be rehired. Employers have also requested women take a pregnancy test before being hired. These situations have increased during the pandemic, as businesses do not want to pay for maternity leave.²¹
Cultural norms and beliefs	<ul style="list-style-type: none"> • COVID-19 has reinforced patriarchal cultural norms and beliefs. Sexism and “machismo” influence gender stereotypes and perceived roles of men and women in the family and society. Women are expected to be responsible for unpaid care economy work, as the primary caregivers for children, the elderly, and the sick during working and non-working hours.²² This skewed distribution of household work and unpaid care impacts their labor elasticity and productive potential. Women’s care economy responsibilities have increased with children schooling at home and expectations that female household members are responsible for supervising remote learning.²³ • Exclusion for individuals with intersecting identities has become more acute.²⁴ Lesbian, gay, bisexual, transgender, and intersex (LGBTI) persons, indigenous people, Afro-descendants, human rights defenders, persons with disabilities, victims of human trafficking, migrants and their families, and women with medical needs remain among the most vulnerable and disadvantaged groups in Honduras.²⁵ For LGBTI experiences, project participants note that LGBTI persons are discriminated against within the labor market; they also express that this discrimination starts within the home, with family members demonstrating levels of intolerance that force many LGBTI youth to leave their homes or, sometimes, commit suicide.²⁶ • Violence is “normalized” in Honduras.²⁷ Even before COVID-19, a pandemic of violent crime and gang violence had disrupted Honduran society and the economy, pushing many people to flee for their safety. Human Rights Watch’s 2021 World Report notes that journalists, environmental activists, LGBTI individuals, and people with disabilities are among the groups most targeted for violence.²⁸ In 2019, as many as 247,000 people were internally displaced due to conflict and violence.²⁹ The Mara Salvatrucha-13 and Calle 18 gang activity is primarily in Tegucigalpa, Choloma, La Ceiba, Tela, and San Pedro Sula, and victims of the violence are mostly members of rival gangs, small

business owners who resist gang extortion, passengers on public transportation, and those involved in land tenure disputes.³⁰ Although rates of male intentional homicides have declined by more than half since the 2011 peak of 156 (per 100,000 males), this remains high (70 per 100,000 males).³¹ Also, Honduras is considered one of the most dangerous places in the world to be a woman, and fear of violence inhibits women's mobility, autonomy, and employment options. Data from 2019 reveal that 6.2 women were killed per 100,000 in Honduras—the highest rate of femicide based on official information from 15 countries in Latin America and four countries in the Caribbean.³² This situation has worsened during the pandemic. The number of registered domestic and intrafamily violence complaints increased by 4.1 percent during the lockdown.³³ Key informants express that isolation within homes, combined with heightened financial and emotional stress, has exacerbated tensions and increased incidents of domestic violence, with victims being forced to isolate with their abusers.³⁴

- **Early marriages or unions and adolescent pregnancies are high.** While Honduras has legislation strictly prohibiting marriage under the age of 18, the proportion of women between ages 20 and 24 who were married or maintained a stable union before reaching age 18 is one of the highest in the LAC region at 34 percent.³⁵ Moreover, among countries in the LAC region, Honduras' adolescent pregnancy rate ranks fourth (out of 31 countries) at 17.2 percent.³⁶ Early unions are associated with teenage pregnancy, school dropout, lower rates of labor force participation as adults, greater risk of suffering domestic violence, and reduced autonomy or agency in decision-making. These factors have detrimental lifelong and intergenerational consequences on health, nutrition, fertility rates, gender violence, employment, and women's economic agency and empowerment.

Gender roles, responsibilities, and time use

- **Patriarchal norms perpetuate an unequal division of labor within the home and care economy.** Despite strong patriarchal norms that privilege men as the main "bread winner" within the home, acceptance is growing for women working outside the home as an economic necessity. However, this has not resulted in changes in the distribution of workloads within the household. Even before the pandemic, women spent nearly four times as much time on unpaid work within the home than men (30.2 hours and 7.8 hours, respectively).³⁷ These demands have intensified with the lockdown and school closures, as well as the reduced ability of hospitals and health centers to care for the sick due to the rising numbers of critically ill COVID-19 patients. Key informants note that women's and girl's burdens of care have increased with the need for homeschooling and household chores to ensure increased hygiene and cleanliness, and girls who are home from school are more likely than boys to do domestic work, including caring for younger siblings, and thereby miss out on home-based learning. Women are also more likely to be encouraged or coerced to take leave from paid work to provide unpaid care and support homeschooling.

Access to and control over assets and resources

- **Sexism and machismo permeate the workforce.**³⁸ Women face a more hostile business environment than men and are often not taken seriously for non-business reasons, discriminated against, and treated unfairly.³⁹ Men are twice as likely to be employed, and women (77.3 percent) are more likely than men (71.1 percent) to have informal jobs. Informal-sector work tends to be services jobs that are lower paid and unregulated,⁴⁰ providing few growth opportunities, job security, or benefits.⁴¹ These types of jobs are more vulnerable to closure and bankruptcy due to the pandemic,⁴² and less likely to be sustained through telework.⁴³
- **Gender gaps in wage and employment opportunity persist.** Women must work twice as hard to get a traditionally male-held job and are paid less than their male counterparts for the same job.⁴⁴ In 2020, the average wage gap was 41 percent.⁴⁵ These discrepancies have worsened since the onset of the pandemic, due to gender discrimination in prioritizing male employment.
- **Decreased access to resources and services have disproportionately impacted women, girls, and LGBTI persons.** The lockdown has limited access to services, resulting in increased labor exploitation and abuse; skewed care burdens on women, negatively impacting their psychosocial, physical, and emotional health; and increased teenage pregnancies, xenophobia toward migrants and refugees, and food insecurity.⁴⁶
- **Women's access to credit is limited and Honduran micro-finance institutions lack gender-responsive policies and tools.** Women's access to credit, capital, and financing is restricted because many are unable to prove

their creditworthiness and are viewed as less “bankable.” Loan products are typically not adapted to the collateral constraints faced by female borrowers, with some requiring spousal approval. This undermines women’s decision-making, economic agency, and autonomy.⁴⁷

Patterns of power and decision-making

- **Men decide how assets are used and distributed among household members.** Confiscation of income and control over assets by husbands is widespread.⁴⁸ FGD participants consistently responded that men control disposable income, transportation, and phones. As male household members’ needs are prioritized, access to opportunities for women and girls in employment, self-employment, and online education and training is restricted.
 - **Despite girls’ higher educational attainment, women’s labor force participation remains low.** In 2018, 24.32 percent of females 25 years or older completed upper secondary school compared with 21.57 percent of men.⁴⁹ In 2020, the labor force participation rate for men (85.8 percent) was significantly higher than for women (52 percent).⁵⁰
 - **Women remain significantly underrepresented in leadership positions.** In 2020, women held just 21 percent of seats in the national parliament.⁵¹ In 2019, only 28 percent of formal private-sector firms had women among their top managers.⁵²
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3 FINDINGS AND RECOMMENDATIONS ON GENDER EQUALITY AND COVID, BY ACTIVITY KEY OBJECTIVES

Containment measures to prevent the spread of COVID-19 focused on the suspension of non-essential economic activities and confinement (or lockdowns) of people. Many jobs have been lost, furloughed, or otherwise put “on hold,” resulting in a sudden and sustained transition from work to inactivity. This has had a disproportionate effect on young people and women, who are concentrated in the informal and services sector. Labor market repercussions are likely to be transitory, but there will be lasting generational as well as gender impacts on labor force participation rates, employment and education options, and income levels.

3.1 ECONOMIC OUTLOOK

The COVID-19 health emergency and measures applied for containment have sharply curtailed productive activities, causing high rates of unemployment, inactivity, and precarious employment in most countries throughout the LAC region, including Honduras. The Honduran economy grew at 3.7 percent in 2018 and 2.7 percent in 2019.⁵³ While initial projections for 2020 suggested an increase, this was revised downward due to the pandemic, with the economy estimated to have contracted by at least—6.1 percent.⁵⁴ The percentage of Hondurans projected to fall into extreme poverty and poverty in 2020 increased by 3.5 percent and 4.2 percent, respectively.⁵⁵ This means that nearly one-quarter (22.2 percent) of the population are living in conditions of extreme poverty and nearly two-thirds (59 percent) have fallen below the poverty line.

A November 2020 report by the International Labour Organization notes that labor markets in Latin America and the Caribbean have “regressed by 10 years” with an unprecedented transition towards inactivity by people who have given up looking for work due to the scarcity of options and opportunities.⁵⁶ This report cautions that employment will be “in intensive care” for much of 2021, and that the situation could worsen.

A study of Honduran jobs at risk concluded that 40.2 percent of total employment was at high risk due to COVID-19, with 1.6 million jobs concentrated in sectors highly affected by the pandemic, lockdown, and economic crisis.⁵⁷ Even before the pandemic, nearly half of those employed (47.8 percent) were considered vulnerable workers, with increasing gaps in employment for women and youth (both male and female). These divides are expected to widen.

3.2 VULNERABLE SECTORS AND WORKERS

Informality is the defining feature of the Honduran labor market, with 82.4 percent of the working population engaged in the informal sector.⁵⁸ The informal economy is characterized by small-scale economic activities that are not registered, regulated, or taxed, and generally not eligible for social protections. This is especially worrisome during a pandemic, because workers in the informal economy are often the most vulnerable to infection, the first to lose their jobs, and the least likely to have access to social security and health care services. Over three-quarters of working women (77.3 percent) have informal jobs.⁵⁹

The ILO's annual labor overview for the LAC region offers that the decline in women's labor force participation in 2020 was proportionally higher than that for men (–10.4 percent and –7.4 percent, respectively), and that unemployment increased 2.5 percentage points, from 8.1 percent in 2019 to 10.6 percent.⁶⁰ Youth unemployment rose by 2.7 percentage points to an unprecedented 23.2 percent, implying that nearly one in four young people was unemployed in 2020. Although these data are not disaggregated, given the low rates of women's labor force participation, the percentage for female youth (relative to population) is likely even higher. The report also warns unemployment rates tell only part of the story, since in such an abrupt crisis this figure does not reflect inactivity by individuals who have given up looking for work due to the lack of opportunities.

Based on the experience of the 2008 recession and other infectious disease outbreaks, most analysts expect that in Honduras the groups hardest hit will be workers in the informal sector, particularly women and youth. Young people, both male and female, face challenges in obtaining employment due to lack of work experience and decreasing demand for workers in labor markets. This has especially impacted women, including young women, as they are concentrated in sectors with the greatest job losses and most affected by the pandemic. Nearly three-quarters (72.5 percent) of women work in the services sector as compared to men (34.4 percent).⁶¹ Women are also concentrated in the education and health sector (66.7 percent), and in jobs that increase the risk of infection through face-to-face interactions.⁶²

Another vulnerable group is returning migrants. From January to May 2020, 20,192 people returned to Honduras mostly from Mexico (10,869) followed by the United States (8,800).⁶³ The return of migrants not only adds to the pool of unemployed searching for work but also affects the economy and the availability of disposable income. Remittances amounted to US\$5.5 billion in 2019 and account for 20 percent of Honduras' GDP.⁶⁴ Migrants send, on average, US\$542.70 to their families.⁶⁵ Over half of Honduran households (54.7 percent) state that remittances are their primary income source, and that this money is used to cover basic needs, such as food, housing, education, and health.⁶⁶ According to key informants, Garifuna receive high amounts of remittances, which creates a disincentive for them to participate in trainings and seek employment.

Following the lockdown, the government recommended that workers pivot to telework. However, not all types of work can be translated to the virtual domain. Moreover, as mentioned in FGDs, not all workers have digital and computer skills, including know-how of Microsoft Office programs such as Word, Excel, and PowerPoint. The lack of “digital knowledge” spans multiple age ranges and overlaps with educational attainment and socioeconomic status. Key informants noted this lack of capacity as problematic for youth and, especially, individuals over the age of 50.⁶⁷

An August 2020 report by United Nations Economic Commission for Latin America and the Caribbean (ECLAC) estimates that telework is practical for only about 14 percent of workers in Honduras.⁶⁸ Telework feasibility depends on production structures, levels of informality, and access to the internet, which puts informal workers and those from low-income households most at risk of losing their jobs. Data from 2019 indicate significant disparities in connectivity, by wealth quintiles, worker attributes (formal or informal), and sector of employment—both at work and within homes.⁶⁹ Only 7.2 percent of informal-sector workers have Internet access at work, in comparison to 30 percent of workers in the formal sector.

Moreover, a mere 1.9 percent of individuals in the lowest-wealth quintile have Internet access at work, in comparison with 24.9 percent in the highest-wealth quintile. While Internet access in homes is a little better, there are large differentials. At home, only 17.9 percent in the lowest quintile have Internet access, in comparison with 67.3 percent in the highest-wealth quintile. Differences are also evident in economic sectors. The lowest levels of Internet access are in agriculture (3 percent at work and 25.2 at home), with the highest levels in services (17.7 percent at work and 54 percent at home) and manufacturing falling in-between (11.2 percent at work and 42.5 percent at home). Key informants also note that women and girls in socioeconomically disadvantaged households are less likely to have access to and control of the Internet and computers.⁷⁰

3.3 EMPLEANDO FUTUROS KEY OBJECTIVES: OPPORTUNITIES AND CONSTRAINTS

As Honduran youth seek post-pandemic opportunities, it is important to examine how different modalities of Empleando Futuros’ support can help to lay a foundation for a resilient “new normal” for at-risk youth and young women. If project participants are unable to secure work and earn an income, existing inequalities will be exacerbated and the risk of them engaging in dangerous work or resorting to violence will increase. The following subsections highlight pathways for improving labor orientation and intermediation to increase educational and job opportunities among young people. The focus is on identifying promising approaches for continuing education and training, generating employment or self-employment, and increasing earned incomes and job placements in the context of COVID-19 economic reactivation and recovery. The analysis and subsequent recommendations are grounded in principles for ensuring inclusivity, supporting at-risk youth and young women, and collaborating with the private and public sectors to align labor market supply and demand needs and expectations with workforce development services.

3.3.1 LABOR ORIENTATION SERVICES

“...[T]here is no dilemma between preserving health and economic activity. Without health, there is neither production nor consumption.”

--Vinicius Pinheiro, ILO Regional Director for Latin America and the Caribbean⁷¹

In Honduras, despite strong patriarchal norms that emphasize males as the main bread winners for the family, acceptance is growing of women working outside the home as an economic necessity. However, distribution of workloads within the household has not seen much change. Even before the pandemic, women spent nearly four times as much time on unpaid work within the home than men (30.2 hours and 7.8 hours, respectively).⁷² These demands have intensified with the lockdown and school closures, as well as the reduced ability of hospitals and health centers to care for the sick due to the rising numbers of critically ill COVID-19 patients. Key informants note that women's and girl's burdens of care have increased with the need for homeschooling and household chores to ensure increased hygiene and cleanliness. Girls who are home from school are more likely than boys to do domestic work and thereby miss out on home-based learning, including care for younger siblings. Women are also more likely to be encouraged or coerced to take leave from paid work to provide unpaid care and support homeschooling.

The limits of women's labor elasticity (due to unequal care burdens) and discriminatory social norms constrict labor markets, affecting productivity, wages, and income. A holistic approach to providing labor orientation services and reintegrating young people into the labor market should address social norms that inhibit options for males and females, and make an evidence-based case among private-sector partners for gender equality and diversity in the workforce. A McKinsey report elaborates on the "power of parity," noting that gender equality leads to improvements not only in the lives and livelihoods of women and girls, but also in human development, labor markets, productivity, and GDP.⁷³ Recent studies also offer evidence of the benefit of diversity in business performance. A 2020 report from The Carlyle Group found that companies with two or more "diverse" directors saw earnings grow by 12.3 percent in the past three years, compared to 0.5 percent among companies that lacked this diversity.⁷⁴

Youth Services Provision: The interconnection of the COVID-19 health crisis with the economic crisis underscores the importance of occupational health and safety, including mental health, for reactivating the economy. Empleando Futuros has invested in labor orientation services that offer traditional workforce readiness competencies and a Cognitive Behavioral Mentorship Model (CBMM) to help project participants improve resiliency, emotional intelligence, and communication skills. The work plan and pilot program build on these, adding back-to-school biosafety protocol training as well as one-on-one coaching and conversations to determine well-being and provide referrals to social services. As the pandemic continues and physical, social, and economic tolls compound, expanding emotional-social and behavior change support will be critical, including counseling for project participants to process any experiences of trauma and violence. The emotional toll of the pandemic compounded by the added care burdens shouldered by women and girls was emphasized in many FGDs, including as expressed by key informants from the private sector. This is important for male and female youth, given reports of increases in domestic violence and unequal burdens of care placed on women and girls and the heightened inactivity and disengagement by male youth, including a dramatic decline of participation in online learning and trainings as highlighted in FGDs.

Evidence is emerging that many young people are experiencing feelings of sadness and anxiety, and that their sense of well-being and mental health are deteriorating. A study conducted in Chile to assess feelings in response to the pandemic reveals that pessimism and feelings of fatigue, loneliness, fear, and distress are most prevalent in women and youth.⁷⁵ Among respondents, 45 percent of young women and 42 percent of young men (aged 18 to 29) felt "pessimistic or very pessimistic"—the most pessimism

expressed by all gender and age groups in the study. In contrast, feelings of hope and optimism were highest among men aged 45 to 69, and 69+ (36 percent and 44 percent, respectively).

Based on the experience of past crises, the economic recovery will likely be slow and prolonged and younger workers may be hired only after the recovery is well underway. This will affect the emotional well-being of project participants. Research studies caution that a prolonged period of inactivity increase risks of precarious work and exclusion from labor markets, by reducing levels of educational attainment and earnings, and limiting employment and career options.⁷⁶

Private-sector Engagement: Implicit bias and gender discrimination affect worker productivity, performance, and well-being as well as the economic bottom line—profits. Making the socioeconomic and business case for gender equality and diversity should be targeted at businesses and employers in the private sector as well as project participants. Gender inequalities and harmful social norms are bad for business because they perpetuate occupational segmentation that limits the scope of talent and career options; increase wage gaps for equal work, which affects worker performance; and normalize forms of GBV that threaten worker safety, productivity, and mobility.

Key informants expressed that some employers discriminate against young women and LGBTI applicants, based on their appearance or the possibility of pregnancy and, in some cases, the belief that women are not capable of carrying out certain functions. As reported in FGDs, many employers require young women to take pregnancy tests as a condition for applying for the job, and all applicants (male and female) must submit an approved COVID-19 test, which is prohibitively expensive. Implementing partners also mentioned that some businesses refused to consider project participant candidates for employment based on their addresses in “bad neighborhoods” known for crime and violence and the lack of a mutual social connection who could serve as a reference.

Private-sector discussions highlighted how changing mindsets among senior-level managers and directors as well as human resources personnel and general managers throughout the companies is essential for achieving change. Also in need of targeting are the immediate supervisors of youth who can make or break an employment relationship with youth in entry-level positions. The benefits and value of gender equality and diversity within a workforce also need to be integrated into messages and policies as well as training processes and content. Moreover, as noted by a private-sector key informant, trainings for companies on results-based worker performance may, by definition, allow youth of both genders and women to have higher levels of workforce participation and productivity.⁷⁷

Another point raised in FGDs was the importance of acknowledging companies that are making strides to support gender equality, diversity, and inclusion in their workforce policies and hiring practices. Private-sector key informants mentioned that a program for “gender seal” certification was experimented with in Honduras, but the requirements were so stringent that even companies connected with international corporations were unable to meet the standard. Reintroducing this idea through a more measured and obtainable approach would be worth revisiting. Instead of using a binary (approved/not approved) metric, a gender equity and inclusion index could be introduced. This would comparatively score companies’ commitment to equality based on standardized indicators of performance; for example, numbers of women on the board and in management positions, and evidence of gender-aware worker codes of conduct, gender-responsive policies, anti-sexual harassment trainings and pledges among workers, and gender and inclusion sensitivity seminars or trainings. These indicators could be modified over time as needed, including metrics for evaluating training content, objectives,

effectiveness, and impacts. A gender equality and inclusion pledge also could be introduced among private-sector partners. This could be promoted quickly and would be a more immediate way of recognizing and acknowledging companies that are making changes in policies and practice to advance gender equality and diversity. An example of content for this pledge is provided in the box below.

Gender Equality and Inclusion Pledge

We are a business committed to gender equality, diversity, and inclusion...

1. We recognize that diversity among employees and working in teams make businesses more competitive, and we value this diversity of thought for sparking improvements and innovation.
2. We ensure that women, men, LGBTI individuals, and people with disabilities have equal opportunity for advancement in the business.
3. We value the abilities of diverse teams who, when working together, create a stronger business.
4. We design our products and services with the needs of women and men in mind.
5. We consider the specific needs of our male and female team members.
6. We are a family in this business, and we say “no” to sexual harassment and discrimination based on gender identity or disabilities.
7. We promote equal compensation and fair treatment for women, men, LGBTI individuals, and people with disabilities based on job descriptions.
8. We encourage the professional development of our team by offering training to our male and female employees equally.
9. We are constantly improving our work environment to ensure the safety and well-being of our employees and customers.

Adapted from: Oscar Artiga. 2018. “Female Workforces can Revolutionize Latin American Businesses. Here’s How.” Central American Entrepreneurship Program Director, Technoserve.

Advancement in the world of work is fundamental to women’s social and economic empowerment. Given women’s low rates of labor force participation, the project should also invest in economic empowerment and behavior change training specifically for young women. These trainings could focus on personal initiative and confidence building, with the aim of addressing psycho-social factors that inhibit young women’s ability to fully participate in the transition from education to employment or entrepreneurship. The ability to overcome the fear of failure, low self-esteem, and other disempowering inhibitions is critical for gaining and retaining employment or self-employment, especially as women pioneer opportunities for employment or entrepreneurship in new growth sectors and in male-dominated occupations. A FGD with female project participants revealed thinking-outside-the-box initiatives. They expressed interest in learning uncommon niche skills, such as sign language and forklift

operation, to increase their competitive advantage in growing or less-saturated areas of work. They also expressed that they would like to prove their capabilities in sectors or occupations that are typically viewed as male domains.⁷⁸

TABLE 6. KEY FINDINGS AND RECOMMENDATIONS FOR ACTIVITY KEY OBJECTIVE 1: INCREASED LEVEL OF SERVICES PROVIDED FOR LABOR ORIENTATION

KEY FINDINGS AND RECOMMENDATIONS

Younger workers may be hired only after the economic recovery is well underway. Prolonged periods of inactivity increase the risk of accepting dangerous and precarious work, including susceptibility to using violence.

- Continue existing labor orientation services, with added mental health components to enable project participants to process their feelings about pandemic and work-related aspirations and frustrations. Addressing the traumas experienced before and during the pandemic will strengthen emotional well-being and resilience and help to facilitate the reintegration of youth into the workforce. This is important for female youth, given reports of increases in domestic violence and unequal burdens of care placed on women and girls, as well as male youth whose levels of inactivity have increased, including a dramatic decline of participation in online learning and trainings as highlighted in FGDs.

Harmful social norms that perpetuate inequalities and forms of discrimination or violence are bad for people and business. Discrimination in the labor market, gender stereotyping in subjects studied and jobs training, and unequal burdens of care constrict workforce opportunities for all.

- Support positive behavior change training for project participants that unpacks the ways in which discrimination and gender stereotypes inhibit employment and self-employment options for men and women, and the benefits of positive masculinities and sharing care in transforming relationships with partners, spouses, and children. Life skills training and counseling should include modules that explain how and why gender equity, positive masculinities, and behavior change in shared-care responsibilities are beneficial for all.
- Support gender equality, diversity, and inclusion training for businesses and employers based on the business case for integrating gender-responsive and socially inclusive policies, codes of conduct, and other protocols to improve worker performance and productivity and increase business profitability. These trainings should start with senior-level managers and directors, as building support and changing mindsets at the highest levels of management are essential to realizing changes among human resources personnel, general managers, and immediate supervisors.
- Develop a training for human resources personnel that would explore issues around social norms, implicit bias, and gender equality, and make the business case for diversity and inclusion in hiring youth, women, and LGBTI persons.
- Support trainings for companies on results-based worker performance. This could benefit youth of both genders and women as it focuses on performance (not hours worked) and could lead to more equal workforce participation and increased productivity.
- Provide economic empowerment and personal initiative training for women to boost confidence and capabilities, including their capacity to transition from education to employment or self-employment and pioneer job opportunities in new growth sectors and male-dominated occupations.
- Explore opportunities for introducing adaptive technologies to support learning for persons with disabilities.

Strengthen the commitment of businesses to gender equality, diversity, and inclusion by promoting related successes of firms and encouraging them to commit to and adopt gender-responsive and inclusive human resources practices and policies introducing an index for measuring gender and inclusion performance based on standardized metrics.

- Conduct a rapid analysis of the “business case” for gender equality and inclusion, drawing on experiences of private-sector companies whose performance and profitability have increased through equality and diversity. This should (1) identify indicators for success and (2) explore qualitative and quantitative impact, including levels of worker satisfaction, and rates of worker productivity and retention.
- Promote, acknowledge, and award partner organizations embracing gender equality and diversity, through

public relations events, podcasts, and other events that highlight what they have done and how it has affected their business.

- Collaborate with private-sector partners to introduce a gender equity and inclusion index that could score and rank different companies' commitment to equity based on standardized indicators of performance. This could be kick-started with a targeted study to identify key indicators for the index and an assessment of companies with strong gender equality and diversity policies to determine the impact of these on their bottom lines as well as staff retention and productivity.
- Encourage private-sector partners to sign a gender equality and inclusion pledge that enforces laws (e.g., equal pay, fair treatment when pregnant, not requiring pregnancy tests before hiring, and equal and fair treatment for LGBTI persons).

3.3.2 JOB PLACEMENT AND WORKFORCE READINESS

“The COVID-19 virus does not discriminate, but its impact does.”
--Committee for the Coordination of Statistical Activities (2020).
How COVID-19 is Changing the World:
A Statistical Perspective Volume II.

Options for decent/dignified jobs depend on skills and qualifications as well as the quantity and quality of available work. Even before the pandemic, disparities in employment and unemployment in the Honduran labor market were palpable. In 2019, the unemployment rate for women was nearly double that of men (8.1 percent and 4.2 percent, respectively), and nearly triple among youth (15 to 24 years old) at 11.3 percent as compared with 4.1 percent for those 25 years and older. Moreover, nearly one-third of youth (28.11 percent) were not in employment, education, or training (NEET).⁷⁹

Innovations for Job Intermediation: As the Honduran economy reactivates, job placement will need to adapt to new opportunities prompted by changes in the labor market and growth sectors that have emerged or accelerated due to the exigencies of COVID-19. Analysts offer that post-pandemic patterns of employment or self-employment will likely be based on flexibility, local proximity, and response capabilities, including the ability to produce new products and services, scale up capacity, and optimize performance through investments in research and development and training and/or retraining (reskilling and upskilling).⁸⁰

Key informants from the private sector emphasized this need for reskilling and upskilling, particularly in information and communications technology (ICT) skills (i.e., computer use and Microsoft Office programs) and soft skills (i.e., inter- and intrapersonal communication, time and stress management, emotional intelligence, and diligence or perseverance). There was also concurrence that internships or work-study opportunities are valuable in helping first-time job seekers secure employment, with the caveat that these should be paid or at least have stipends for food and transportation costs (because of the levels of poverty within the at-risk youth demographic targeted for the activity). Moreover, although the difficulties of balancing unpaid household and childcare responsibilities with paid remote work from home came up in almost all FGDs, many key informants appreciated the flexibility and reduced costs of telework, especially women (i.e., opening possibilities for working hours other than “9 to 5” and no transportation costs or time loss in commuting).

Another recommendation from the private sector was the idea of optimizing the searchable talent online databases to improve intermediation services and increase job placements. They have easy-to-use search functions for “matching” the skill requirements of prospective employers or businesses with candidates. Project participants can upload their verified profiles, with detailed information about their education, skills, trainings, certifications, references, and other attributes. The information provided should include, but not be limited to, Empleado Futuros’ trainings or certifications. For example: facility with Microsoft Word, Excel, and PowerPoint and other programs; language skills, including Garifuna, Miskito, Sumo, Pech, and Jicaque as well as LAC regional and international languages, such as English and Portuguese, among others; and personal statements by candidates that describe their personal goals or key character attributes. Achieving the differentiating factor for project participants in the talent databases could potentially transform job placement services even beyond the life of the project or activity. It might also help to address barriers faced by project participants who have difficulties getting connected to employers because, as key informants noted, many jobs are given largely based on references and recommendations from social connections—friends or current and former employees.

A recent article suggests that economic reactivation and employment will be led by the manufacturing, agriculture, and construction sectors—with construction propelled, in part, by reconstruction of infrastructure damaged by hurricanes Eta and Iota.⁸¹ Trainings already provided have included skills needed for working in construction, and this is a sector where “matches” could be readily identified, including job placement intermediation for trained female project participants. According to feedback from Empleado Futuros staff, they were able to promote women’s employment in construction by convincing firms to “test out” the skills of female trainees in drywall, electrical, and iron work. This created openings for women, as interns and in formal jobs. However, the contracts were job-specific and short-term, and the women hired were among the first to be laid off with the onset of the pandemic.

Workforce Readiness for New Growth Sectors and Skills: An August 2020 report by UN ECLAC discusses the importance of digital technologies for reactivating the economy and mitigating the socioeconomic impacts of COVID-19.⁸² It highlights how lockdowns and business closures have aggregated demand for goods and services to digital platforms—including for online education (courses and content), online shopping or e-commerce, e-banking, and online entertainment.

While digital platforms are not a panacea, for young people who have connectivity and computer skills, this is an arena of opportunity. Digital platforms are being introduced and/or expanding throughout the LAC region, with youth the primary demographic for employment. A 2020 study on labor market characteristics for digital platforms conducted in the Dominican Republic, for example, found that 69 percent and 68 percent of workers on local and global platforms, respectively, are young people (under 30 years old).⁸³ This finding is supported by studies from around the world that indicate aptitude with the Internet, computers, and digitization is higher among youth in comparison with any other age group.

Containment measures and dramatic declines in available jobs have led to a surge in opportunity- and necessity-driven entrepreneurship or e-commerce as the unemployed seek alternative means for making a living through online platforms. This was reaffirmed in FGDs, with many emphasizing the importance of having digital literacy, having access to the Internet, and optimizing e-commerce activities as central to rebuilding the economy and ensuring the future of work for Honduran youth. Staff of Empleado Futuros noted that they are building on past trainings by supporting project participants who have had

to experiment with entrepreneurship and digital platforms due to the unavailability of jobs. The aim is to support formalized operations of ventures started by youth, by connecting them with different companies and helping them in offering their skills, services, and products, including marketing, sales, and graphic design.

A November 2020 report on the employment situation in the LAC region identifies two likely changes that will influence the demand for hiring young people in the labor market:⁸⁴ (1) an acceleration of business transformations toward greater use of technologies that require less labor but higher levels of qualification and experience and (2) increased use of new technologies and new forms of employment associated with digital platforms. While the former puts youth at a competitive disadvantage, the latter gives youth who have the training, knowledge, skills, and connectivity an advantage for gaining employment or self-employment. However, it remains to be seen if female youth will be able to benefit from work opportunities on digital platforms, given unequal care burdens, security concerns, and a continuing propensity of companies to value “9 to 5” availability and male-bias preference in employment and hiring decisions. Moreover, young women are at a disadvantage, because they tend to lack access to and control over use of the Internet and devices (phones, tablets, and computers). Nevertheless, new technologies and digital platforms are creating opportunities that have the potential to be seized by youth of all genders. As one key informant noted, online work is “ungendered” in that it is not about the gender of an individual, but skills and ability to meet performance standards remotely.

Digital platforms link service providers with customers, mediating online work or services delivered. Typically, three parties are involved: the crowdsourcer (client or requester), the intermediary (platform), and the workers.⁸⁵ Platforms come in two main types, and they take on different forms, depending on whether they are based on “crowdwork” or work “on demand” via apps. Crowdwork usually comprises activities or services that are performed online, irrespective of the location, and may involve new tasks that permit the smooth functioning of web-based industries, such as content moderation on social media sites, the cataloguing of online products, and the transcription of YouTube videos. Work on-demand through apps refers to physical activities or services that are performed locally, typically including transportation, delivery, and home services, with the app used to match labor demand and supply.

Digital labor platforms create labor efficiencies by matching the supply of workers with the demand for services, and by providing a common set of tools and services that enable the delivery of work in exchange for compensation. These platforms also set “governance rules” whereby good actors are rewarded, and poor behavior is discouraged to ensure the smooth and safe functioning of the platform and provision of services. For on-demand apps these rules enable both providers and receivers (of services) to rate their experience and sanction misconduct. Key informants cautioned that delivery services are too dangerous for young women because of the risks of GBV. Governance mechanisms or rules are meant to alleviate safety concerns, by providing feedback about dangerous places or people. While this will not eliminate all bad actors or risks entirely, it does mitigate the possibility of this danger and increases agency in determining where, how, and to whom services are provided.

A key criticism of digital platform work is that it adds work in the informal or “gig” economy, providing no social protections or safeguards for workers. However, experiences from other countries suggest that it is possible to introduce regulations that help to ensure workers’ rights are safeguarded and they have access to some benefits and social protection.⁸⁶

TABLE 7. KEY FINDINGS AND RECOMMENDATIONS FOR ACTIVITY KEY OBJECTIVE 2: INCREASED JOB PLACEMENT RATE (HIRING PRACTICES)

KEY FINDINGS AND RECOMMENDATIONS

Digitization provides a comparative advantage for youth employment and self-employment, including for those who are mobility impaired—both currently and in the post-pandemic world of work. Empleando Futuros programming should support workforce readiness competencies and skills that are aligned with this new growth area, including training in the following:

- Digital technologies and platforms, information on digital employment and self-employment opportunities, including e-commerce and potential crowdwork opportunities.
- E-commerce entrepreneurship opportunities, including information on marketing and branding to reach consumers whose needs, priorities, and behaviors have changed.
- Computer programs use and applicability in businesses, including improved typing skills and use of widely used programs (e.g., Microsoft Word, Excel, and PowerPoint).
- Communication skills, including online and social media etiquette and safety, and intra- and interpersonal communication and negotiation skills.

Sluggish job growth and asymmetries in opportunity structures continue to disadvantage at-risk youth in Honduras. Moreover, social connections remain a key entry point for employment largely through references provided by current and/or former employees, which tends to disadvantage women who have less-developed networks and/or connections within the world of work. An online database that could match the skills sought by businesses and employers with project participants would help to boost job placements and give candidates a place to showcase their achievements, qualifications, skills, and personal goals and aspirations. While a platform may not immediately change the different forms of discrimination faced by project participants of all genders and identities, it provides an entry-point modality for assessing the skills, aspiration, and characteristics of potential candidates. Combined with the business-case trainings on gender equality, diversity, and inclusion for employers, it will build support for realizing changes in mindsets and employment practices.

- In collaboration with Chambers of Commerce and the private sector, invest in developing and/or strengthening an online “talent platform” with a search function for matching candidates for employment with skills sought by private-sector businesses.
- Explore ways to strengthen young women’s networks and networking abilities through virtual events that bring together businesswomen and female entrepreneurs (role models) with female project participants and facilitated discussions or stories about the achievements of these role models and how they did it.
- Capitalize on reconstruction of infrastructure damaged by hurricanes Eta and Iota by providing additional resources for women trained in construction to secure job placement “matches,” especially young women already trained with internship and formal job experience in drywall, electrical, and iron work.

Provide support subsidies to enable participation in online learning and trainings and pay for COVID-19 tests.

- Provide data credits for project participants to pursue online learning opportunities independently, including strengthening English language skills through language apps (such as Duolingo).
- Provide subsidies for approved COVID-19 tests, which can be prohibitively expensive.

3.3.3 RETURN TO EDUCATION

The pandemic has inspired us to look for solutions on how to get ahead and how to be better people.
 --Empleando Futuros Project Participant

Weaknesses in the quality of Honduran education were clear even before the onset of the pandemic and school closures nationwide. Even though the GOH spends 6.1 percent of its GDP on education (a rate significantly higher than the regional average of 4.8 percent), investments in education have not yielded expected returns in educational performance. According to the World Bank’s Human Capital

Index (HCI) for 2020, a child born in Honduras today will achieve less than half of his or her productive potential (48 percent) as an adult, in comparison with what could have been given complete education and full health. HCI measurements gauge the productivity of the next generation of workers based, in part, on expected years of schooling and quality of learning. On harmonized test scores, students in Honduras scored an average of 400, greater than the minimum score of 300 but well below the 625 that represents advanced attainment. Moreover, although the expected years of schooling for Honduran students is 9.6 overall, learning-adjusted years of schooling based on actual learning is only 6.1 years.⁸⁷

Education is linked with the employment and prospects for a more equitable post-pandemic recovery.⁸⁸ Education and employment are fundamental to reducing poverty, decreasing inequalities, and reactivating the Honduran economy, but failures in education and training continue to hinder the pool of employable workers. Even before COVID-19, Honduras faced a crisis of learning that disproportionately affected at-risk children and youth. School dropout rates are high, with only 48 percent of youth enrolled in secondary school and as few as 25 percent in upper secondary school.⁸⁹ Dropping out of school increases vulnerabilities, including the propensity of youth toward engaging in crime and violence. Honduras has the fifth-highest crime rate in the world.⁹⁰ Young urban males between the ages of 13 and 17 are the most targeted by criminal groups who coerce them into engaging in extortion, drug trafficking, and gang violence.⁹¹ Although boys are more vulnerable to being conscripted into gangs, girls are also pressured into joining. For every gang member, several act as collaborators—such as lookouts, drug dealers, drivers, messengers, family members, girlfriends, and friends.⁹²

Honduras' long-term education sector plan (2018–2030) promotes inclusive, equitable, and quality education as pivotal in reducing the cycle of violence that has plagued Honduras. Education can play a key role in reducing violence, by keeping children off the streets, fostering anti-violence values and attitudes, and providing them with the knowledge and skills needed to become productive workers and informed citizens. However, low rates of labor force participation and high rates of NEET among youth suggest inadequacies within the education system and a failure to equip students with the workforce readiness skills the private sector needs and expects.

Gender constraints limit opportunities, particularly in subjects studied, employment pathways, and connectivity. Girls and boys, women and men are affected by prevailing social norms and gender stereotypes that shape choices and decision-making from an early age. This impacts school performance and perceived options in choices of study and occupational segmentation. All students should be encouraged to pursue non-traditional and non-stereotypical educational and career pathways, based on aptitude and interests. Also, girls and women are more likely not to have access to the Internet and devices needed for online learning, as male use is prioritized and technology is not equitably shared among household members.

School closures and other containment measures have exacerbated what was an already tenuous situation. To expand opportunities for male and female youth in the context of a post-pandemic economic recovery, it will be important to rethink the current education system, particularly in improving student competencies in growth sectors. The importance of aligning training with skills building for employment or self-employment was emphasized in almost all FGDs. Vocational education programs do have business classes and discussions on marketing and entrepreneurship as part of the prescribed curriculum, but these need to be scaled up and updated to reflect emerging opportunities. Business trends and employer expectations also indicate the need for a workforce with basic numeracy

and literacy, including English language fluency, as well as soft skills (reliability, communication, teamwork) and technical skills.

The pandemic is transforming the world of work with an acceleration of digitization. Demand for workers in informal- and service-sector jobs that require physical interaction or presence are likely to decline over the long term, jeopardizing these workers' incomes and employment. Poorer households whose Internet connectivity is limited will also be disadvantaged, further demotivating young people who have fallen behind or dropped out of school. Lack of access to the Internet or computers was cited by one implementing partner as a factor in a decline in numbers of trainees, which dropped from about 5,000 to 900 in 2020. However, other implementing partners noted increases, particularly among female trainees who were more readily able to participate virtually because of the increased time flexibility and reduced costs (no transportation) that this afforded. All project participants mentioned that prepaid data were important for facilitating online participation, but this was most important to young women because they have less control over household budget allocations and available money.

Educational reform is needed to increase the relevancy and quality of education, especially for students in secondary and vocational education. A 2018 report by the GOH highlights an ongoing effort to increase coordination between different educational institutions, the private sector, and representatives of workers to better prepare Hondurans for the world of work in an increasingly competitive global economy.⁹³ Different institutions that offer technical and vocational education and training have come together to form an inter-institutional commission comprised of the Directorate of Higher Education, Secretariat of Education, National Institute of Professional Training (INFOP), the Advisory Center for the Development of Human Resources (CADERH), National Center of Education for Work (CENET) and the Commission National Non-formal Alternative Education (CONEANFO). The aim of the Commission is to create and implement a national qualifications framework for education and technical professional training in Honduras designed to enhance the qualifications and competitiveness of the Honduran workforce. The framework strengthens links with the private sector in the transition from education to employment and facilitates more lifelong learning opportunities.

Support should continue and be expanded to strengthen the capacity of local institutions to deliver market-driven and lifelong vocational training programs for at-risk youth that respond to the transformations in business models and emerging opportunities for employment and self-employment. The emphasis on lifelong learning should include "second-chance" learning opportunities, focused on developing skills and increasing the employability of school dropouts, the unemployed, and the underemployed. These should be combined with follow-up services that coach at-risk youth in obtaining and retaining employment and/or in enterprise development or entrepreneurship opportunities, particularly as they pertain to e-commerce and digital platform opportunities and innovations.

Digitization is likely to continue and expand post-pandemic. This underscores the need to strengthen instruction in growth sectors, including green economy jobs and opportunities for e-commerce and entrepreneurship. Vocational training on digital technologies and ICTs would improve employment prospects.⁹⁴ Key informants note that platform work has boomed, especially delivery services, and the use of teleworking continues to grow. This has generated opportunities for entrepreneurs, including male and female youth, who are tapping into new opportunities and/or realigning their business to cater to new consumer behavior and local or global needs and demands.

Although not identified in FGDs, the pandemic has also exposed weaknesses in human resources within health systems in Honduras (and elsewhere). This problem is due not only to the pandemic but also is a result of population increases, including aging populations. A recent WHO briefing highlights gaps in health systems exposed by the impacts of COVID-19 and shortages of trained health care workers, especially in low- and middle-income countries, noting that demand for nurses in the Americas is likely to increase by 43 percent by 2030.⁹⁵ Vocational education should examine opportunities for training and further education in medical fields, including support for positions in gerontology for homecare or assisted living residences and as assistants to medical professionals and at health centers, such as lab technicians and phlebologists who are trained to draw blood and give vaccinations.

TABLE 8. KEY FINDINGS AND RECOMMENDATIONS FOR ACTIVITY KEY OBJECTIVE 3: INCREASED RETURN TO EDUCATION

KEY FINDINGS AND RECOMMENDATIONS

Challenges in the labor market due to skill mismatches and talent shortages have become even more pronounced with the onset of the pandemic and subsequent acceleration of digitization and technology adoption. This heightens the importance of aligning education and vocational training in new growth sectors and the need to scale up opportunities for reskilling and upskilling. INFOP, which is responsible for governing, directing, controlling, supervising, and evaluating the vocational training activities at the national level, is a partner of the Empleando Futuros Project. Plans to conduct job market demand analysis as well as ongoing competency modeling/job analysis provide broader insights into workforce skills and training needs.

- Further hone and adapt vocational trainings to the skills identified as expected and needed, based on the findings of the INFOP market survey (once these become available).
- Collaborate with WFD stakeholders to expand online entrepreneurship training for senior high school students.
- Encourage digital knowledge and skills, which are in demand and can help job seekers to find employment. Microsoft Digital Literacy programs are available online and designed for anyone with basic reading skills who wants to learn the fundamentals of using digital technologies. Explore opportunities to partner with Update education curricula and expand vocational training investments in the skills needed for employment or self-employment in new growth sectors, including skills needed support and sustain digital platforms, promote e-marketing, and train in green economy opportunities.
- Improve coordination and course content in alignment with the private sector, focusing on identified knowledge and performance gaps, and market analysis of current and post-pandemic skills and worker demand.
- Continue and expand support to strengthen the capacity of local institutions to deliver market-driven vocational training that responds to transformations in business models and emerging opportunities for entrepreneurship, combined with follow-up coaching and mentorship matches to support enterprise development and e-commerce opportunities.
- Support trainings in specialized niche activities or skills, such as sign language and forklift operation, especially for women who face discrimination in saturated labor markets.
- Improve instruction in ICTs, English language fluency, and soft skills (reliability, communication, teamwork) as well as technical skills.
- Strengthen instruction to improve learning outcomes in basic numeracy and literacy.

Learning modalities have changed with the closure of schools and the shift to online instruction. As distance learning will likely continue post-pandemic and brings demonstrable benefits, particularly with the increased participation of women, taking stock of what has worked (or not) is needed.

- Provide support to assess students' learning outcomes and how teaching techniques and digital technologies could be improved, including exploring alternate options for reaching students remotely (e.g., radio or television programs).
- Consider opportunities for introducing adaptive technologies to support learning for persons with disabilities for remote and post-pandemic in-person instruction.
- Explore opportunities for continuing and expanding access to online and distance learning modalities, especially for

young women who find the flexibility and reduced transport costs beneficial.

The pandemic has highlighted how health systems are not keeping up with health care needs, not only because of the pandemic but also due to aging populations and population growth. Vocational education should examine opportunities for further education in medical fields, including support positions in gerontology for homecare or assisted living residences and as assistants to medical professionals and at health centers, such as lab technicians and phlebotomists who are trained to draw blood and give vaccinations. To address gaps in services and expand opportunities for project participants in different fields of work and study, provide training in health services with increasing demand through these steps:

- Undertake a market assessment of health care needs and demand for services, including what is currently available in the market.
- Based on the market assessment, introduce certifications and training programs in growth areas of work and sectors (e.g., in gerontology and/or lab technicians and health care assistants). Collaborate with partners to promote vocational education and careers in eldercare, childcare, and administrative or other support-related services within the health care system and industry.

3.4 3.4 USAID/HONDURAS EMPELANDO FUTUROS GENDER ANALYSIS NEXT STEPS

Table 9 identifies steps for advancing gender equality and mitigating GBV risks in the context of different COVID-19 scenarios in the immediate and longer term. The aim is to ensure that Empleado Futuros and other key stakeholders can adapt the findings to address inequalities and do no harm in response scenarios.

TABLE 9. PROPOSED GENDER EQUALITY AND GBV RISK MITIGATION NEXT STEPS	
SCENARIOS	WHAT TO DO
Short- to Medium-Term (within one year)	<ul style="list-style-type: none"> • Support equal opportunities for online learning by continuing to provide data credits, which enables women’s participation. • Enhance the socioemotional support already provided with remote counseling for project participants whose emotional well-being and mental health are deteriorating based on do-no-harm principles. • Continue to align online trainings with the skill sets and knowledge needed for prospering in new growth sectors for employment and self-employment (e.g., e-commerce) without compromising the health, safety, and well-being of project participants. • Support online economic empowerment and personal initiative trainings for women to boost self-confidence, especially in pioneering job opportunities in new growth sectors and male-dominated occupations. • Continue to provide biosafety training for all project participants and partner organizations in anticipation of the gradual lifting of restrictions and potential for surges in infections that this might trigger. • Provide behavior change training and reflection along with life skills training that explain how and why gender equality, positive masculinities, and shared-care responsibilities within households and for childcare are beneficial for all. • Support the private sector in activities that promote gender equality, diversity, and inclusion based on the business case for integrating gender-responsive and socially inclusive policies, codes of conduct, and other protocols that will help to reduce gender-based violence (including sexual harassment), and increase worker performance and productivity as well as business profitability.

Mid- to Long-Term (+1 year to pandemic conclusion)

- Continue online training and learning activities aimed at preparing project participants for their transition to employment or self-employment to reduce their risk of engaging in violence and/or becoming demotivated because of inactivity, which undermines employability and interest in continuing education.
- Continue supporting activities 2–7 mentioned in Short- to Mid-Term.
- With the economy reactivating, collaborate with partner organizations for strengthening effectiveness of an online “talent platform” with search functions for matching project participants to private-sector businesses to increase job placements and employment opportunities.

Long-Term (post-pandemic)

- Continue training and learning activities as identified in previous terms, resuming in-person instruction but retaining options for online learning. The flexibility and reduced transport costs can be beneficial to diversify the opportunities for different demographics when certain subsidies for data connectivity are considered.
 - Undertake a post-pandemic stock-taking to capture lessons learned and update recommendations to guide future investments in workforce development trainings and employment or self-employment amidst crises.
 - Collaborate and support companies with the interest to strengthen or that have strong gender equality and diversity policies and assess the impact of these policies on their bottom lines as well as staff retention and productivity.
-

4 RISKS AND ASSUMPTIONS

This section highlights the known risks and assumptions that will affect implementation of the above recommendations for USAID/Honduras’ Empleado Futuros Activity.

- Even with vaccinations on the horizon, the pandemic will continue to negatively affect the labor market demand, impacting job placements and the transition from education to employment or self-employment. This will remain a critical factor for implementing the activity in the near term, and will likely be a critical factor throughout the remaining timeframe for this activity (July 2021).
- The ability to access services and resources will remain challenging and likely exacerbate existing inequalities, including among at-risk project participants who come from the low-wealth quintiles and are among those most at-risk and vulnerable to violence.
- Online training and activities will continue, with support for data credits to enable participation among project participants who have connectivity.
- The project will be able to introduce proposed changes to training programs and activities in the short term, with medium- and longer-term recommendations proposed to support changes in the focus, approach, and strategy of any future workforce development activity.

ANNEX A: ACRONYMS

ADS	Automated Directives System
ASEGERH	Asociación de Ejecutivos y Gerentes de Recursos Humanos de Honduras (Association of Executives and Human Resource Managers of Honduras)
CADERH	Centro de Desarrollo de Recursos Humanos (Center for Human Resources Development)
CBMM	Cognitive Behavioral Mentorship Model
CDCS	Country Development Cooperation Strategy
CONEANFO	Comisión Nacional para el Desarrollo de la Educación no Formal en Honduras (National Commission for the Development of Non-Formal Education in Honduras)
COP	Chief of Party
COR	Contracting Officer Representative
COVID-19	Coronavirus disease 2019
CSGA	COVID-specific gender analysis
DEC	Development Experience Clearinghouse
ECLAC	Economic Commission for Latin America and the Caribbean
EF	Empleando Futuros (Employing Futures)
FGD	Focus group discussion
GBV	Gender-based violence
GDP	Gross domestic product
GOH	Government of Honduras
HCI	Human Capital Index
HR	Human resources
ICT	Information and communications technology
ILO	International Labour Organization
INE	Instituto Nacional de Estadística (National Institute of Statistics)
IPC	Infection prevention and control
IR	Intermediate result
LAC	Latin America and Caribbean
LFP	Labor force participation
LGBTI	Lesbian, gay, bisexual, trans, intersex and queer
LMS	Learning Management System
MSME	Micro small and medium enterprises
NEET	Not in employment, education, or training
NGO	Non-governmental organization
OECD	Organisation for Economic Cooperation
PPE	Personal protective equipment
PSEA	Protection from sexual exploitation and abuse
SEDUC	Secretaría de Educación (Secretary of Education)
SOW	Scope of work
SURF	Step Up for Rights of Females
TVET	Technical and vocational education and training
UN	United Nations
UNDP	United Nations Development Programme

UNESCO	United Nations Education, Scientific, and Cultural Organization
USAID	United States Agency for International Development
USG	United States Government
VAW	Violence against women
WAGE	Women and Girls Empowered
WASH	Water, sanitation, and hygiene
WEE	Women's economic empowerment
WFD	Workforce development
WHO	World Health Organization

ANNEX B: SCOPE OF WORK

I. PURPOSE

Banyan Global will carry out a coronavirus disease 2019 (COVID-19)–specific activity-level gender analysis to identify opportunities for USAID/Honduras to ensure that the Empleando Futuros project integrates gender equality and women’s empowerment, and does no harm to its respective remaining activities in the context of COVID-19.

2. BACKGROUND

Since the outbreak of COVID-19, the U.S. Government has committed more than \$900 million in State Department and U.S. Agency for International Development (USAID) emergency health, humanitarian, economic, and development assistance to 120 countries aimed at helping governments, international organizations, and non-governmental organizations (NGOs) fight the pandemic.⁹⁶

USAID-pledged assistance in the global fight against COVID-19 as of May 1, 2020, has included \$99 million in emergency health assistance from USAID’s Global Health Emergency Reserve Fund for Contagious Infectious-Disease Outbreaks, \$100 million in Global Health Programs account funds, nearly \$300 million in humanitarian assistance from USAID’s International Disaster Assistance account, and nearly \$153 million from the Economic Support Fund. As part of the response, USAID assistance is supporting rapid public-health information campaigns; water, sanitation, and hygiene (WASH) activities; and infection prevention and control (IPC), including providing cleaning and disinfection protocols, educating staff on personal protective equipment (PPE) use, establishing isolation areas, and implementing triage mechanisms. USAID assistance is also mitigating and responding to the social, economic, and governance-related impacts, including through assistance for families and small- and medium-sized businesses, support for free media and civil society, emergency services for survivors of gender-based violence (GBV), and support for distance learning.⁹⁷

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

In response to the COVID-19 pandemic, the Empleando Futuros project has shifted focus to support the response and recovery plans for economic recovery focusing on the impacts on the workforce. The project’s response and recovery efforts focus on the following key areas: systems-level technical assistance to the Government of Honduras (GOH) and private-sector groups, such as chambers of commerce; focusing on the development and distribution of biosafety training curriculum and other activities designed to support a safe and responsible return-to-work; engaging youth in labor-bridging services for job recovery insertion activities; surveying youth to understand impacts of the crisis on them and their families; as well as developing a communications campaign aimed at youth, staff, and implementing partners to promote safety, resilience, emotional well-being, and sharing of information on educational resources available during the pandemic.

Under this activity, Banyan Global is carrying out a six-month pilot program in partnership with the Government of Honduras’ Secretary of Education (SEDUC) focused on labor orientation, intermediation, and job placement for high school seniors as they finish school and choose their pathway into the workforce or continue their education. The pilot will enroll and remotely train 2,000 beneficiaries from the Tegucigalpa and San Pedro Sula municipalities.

The support for labor orientation will use Empleado Futuros training components (life skills, basic labor competencies, labor orientation, and customer service) as well as the general biosafety protocol training. The process of adapting, digitizing, and installing the courses on an open-source Learning Management System (LMS) for course management is underway.

The support for labor intermediation will pilot a mobile data collection platform with automated case management functionality to support the outreach strategy with high school seniors and that is supported by the coaches. In some cases, and based on a rapid needs analysis, beneficiaries will be provided with a small internet stipend to facilitate access to necessary trainings and maintain connection with their coach.

3. OBJECTIVES

Banyan Global will analyze and propose recommendations to ensure that Empleado Futuros integrates gender equality and women’s empowerment, and does no harm. To those ends, the COVID-19 gender analysis will:

- Identify how the gender⁹⁸-specific landscape has changed and will change due to COVID-19 with respect to the objectives listed in Table 10 below, and in consideration of the following crosscutting themes: GBV risk, women’s economic empowerment, virtual training and coaching strategies, and private-sector hiring practices as priority crosscutting themes across all intermediate results.
- Address socially relevant categories related to gender equality, including urban and peri-urban at-risk youth (female and male, age groups: 16–19, 20–24, 25–29, 30+), and Garifuna.⁹⁹
- Provide recommendations on how to address the evolving gender-related impact of COVID related to the objectives below.

TABLE 10. KEY ELEMENTS OF THE ACTIVITY-LEVEL COVID-SPECIFIC GENDER ANALYSIS

OBJECTIVES	CROSSCUTTING THEMES	SOCIALLY RELEVANT CATEGORIES
Objective 1: Increased level of services provided for labor orientation specific to the pilot	GBV risk Women’s economic empowerment	Urban and peri-urban at-risk youth (female and male, 16–30) Garifuna
Objective 2: Increased job placement rate (hiring practices) specific to the pilot	Virtual training and coaching strategies Private sector hiring strategies	
Objective 3: Increased return to education rate specific to the pilot		

4. METHODOLOGY

The COVID-19–Specific Gender Analysis will include the following key deliverables:

- In-briefing with Empleado Futuros activity staff.
- Remote Data Collection and Draft COVID-19–specific activity gender-analysis report.
- Validation workshop with activity and USAID/Honduras staff, to validate the draft report (if time constrained, the activity may forgo this workshop and simply provide written feedback on the draft).
- Final COVID-19–specific activity gender-analysis report, which incorporates the discussion in the validation workshop and written feedback on the draft report.

The following section provides more details on each deliverable.

- 1. In-briefing:** On the first day of the assignment, the Banyan Global research team will hold an in-briefing with the activity staff to:
 - Ensure agreement on the scope of work (SOW) and methodology for secondary (and any limited primary) data collection and analysis
 - Review the structure and presentation of findings and recommendations in the COVID-19 gender-analysis report
- 2. Remote Data Collection and Draft COVID-19–Specific Gender Analysis:** Preparation of the draft COVID-19–Specific Gender-Analysis report will include an analysis and interpretation of secondary (and any limited primary) data, in line with USAID’s global gender and social-inclusion strategies, policies, and regulations, including but not limited to:
 - [USAID Automated Directives System \(ADS\) 201 \(2020\)](#)
 - [USAID Automated Directives System \(ADS\) 205 \(2017\)](#)
 - [USAID 2012 Gender Equality and Female Empowerment Policy \(2012\)](#)
 - [U.S. Strategy to Prevent and Respond to Gender-based Violence Globally \(2016\)](#)
 - [USAID Vision for Ending Child Marriage and Meeting the Needs of Married Children \(2012\)](#)
 - [USAID Policy Framework \(2019\)](#)
 - [USG Women’s Entrepreneurship and Economic Empowerment Act of 2018](#)
 - [U.S. Global Strategy to Empower Adolescent Girls \(March 2016\)](#)
 - [Counter-Trafficking in Persons Policy \(2012\)](#)
 - [USAID’s Youth in Development Policy \(2012\)](#)
 - [USAID Disability Policy Paper \(1997\)](#)
 - [Advancing Disability-Inclusive Development](#)
 - [LGBTI Vision for Action \(2014\)](#)
 - [Promoting Nondiscrimination and Inclusive Development in USAID- Funded Programs - A Mandatory Reference for ADS Chapter 200 \(2016\)](#)
 - [Equal Employment Opportunity, Diversity and Inclusion \(2011\)](#)
 - [Presidential Memorandum on International Initiatives to Advance the Human Rights of LGBT Persons \(2011\)](#)

- [USAID and State COVID-19 Response Strategy Framework \(2020\)](#)
- [USAID Policy on Promoting the Rights of Indigenous Peoples \(2020\)](#)
- [United States Government Action Plan on Children in Adversity: A Framework for International Assistance: 2012–2017 \(2012\)](#)
- [U.S. Government Action Plan on Children in Adversity \(2017\)](#)
- [USAID Digital Strategy 2020-2024 \(2020\)](#)
- [USAID Private-Sector Engagement Strategy \(2019\)](#)
- [USAID Protection from Sexual Exploitation from Abuse \(PSEA\) Policy \(2020\)](#)

The review of secondary data will also include a review of pertinent Mission or Activity reports or documentation that the Mission will make available. Documents may include:

- Previous Mission Country Development Cooperation Strategy (CDCS) gender analyses or assessments
- The Mission’s current CDCS
- The Mission’s current strategic results framework
- Project appraisal document (and gender analysis) for the sector or area to which the activity pertains
- Activity gender and social-inclusion analysis and strategy
- Activity monitoring, evaluation, and learning plan
- Activity 2020 annual report

The research team will gather, analyze, and interpret other reports and data related to the activity sector, activity, and COVID-19. These may include:

- Studies, analyses, and assessments concerning gender equality conducted by donors, NGOs, national governments, regional organizations, and academia
- National statistics from the Demographic and Health Survey, the UN Development Programme’s Human Development Index Reports, and the World Economic Forum’s Global Gender Gap Index
- Recent literature that addresses gender equality and women’s empowerment issues related to the activity and COVID-19

To support the process of gathering secondary data, Banyan Global will create a Google Drive Folder for the gender analysis to serve as a central repository for all key secondary documents and data for use by the USAID Mission and the research team.

The research team will carry out a maximum of seven to nine stakeholder interviews or focus groups to support or nuance the findings and recommendations from the secondary data. All interviews will be held virtually and in accordance with the current local biosafety restrictions. During the In-briefing, activity staff should provide support to the process of gathering primary data as well as provide the research team with the names and contact information for the stakeholders, along with a letter of introduction. This information should be provided to Banyan Global and the research team no later than after the day of the In-Briefing.

An international and national consultant will analyze and interpret the primary and secondary data in the initial draft of the report. The report will present sector-level COVID-19 findings on gender

equality and women’s empowerment by USAID ADS 205 domain, followed by findings and recommendations by objective, as defined in the SOW for each gender analysis (see Section 5.2 for details on the report structure). The recommendations may include alternative or additional indicators to measure progress against the objectives.

3. **Validation Workshop—Draft COVID-19–Specific Gender-Analysis Report:** The research team will submit a draft COVID-19–specific gender analysis report to the activity. The activity staff, and possibly Mission representation, will have the option of participating in a one- to two-hour session to discuss and validate the findings and recommendations or provide written feedback on the draft. Both options will include building a consensus on how and when the activity will need to update the gender analysis based on different scenarios, related to the country’s phase of reopening or other key variables.
4. **Final COVID-19–Specific Gender Analysis Report:** The research team will finalize the report by incorporating written feedback from the Activity and Mission on the draft report, as well as the discussions from the workshop.

For all deliverables, Banyan Global’s home-office technical staff will provide technical guidance to the research team to ensure deliverables meet USAID and Banyan Global’s quality standards.

5. DELIVERABLES AND GUIDELINES

KEY DELIVERABLES

The associated work will include the deliverables in Table 11.

TABLE 11. KEY ELEMENTS OF THE GENDER ANALYSIS		
DELIVERABLE	CONTENT	PERIOD OF IMPLEMENTATION
CONDUCT INTERVIEWS AND DATA COLLECTION	Research and conduct key informant interviews with selected stakeholders, which include Empleando Futuros beneficiaries.	December 18, 2020–January 15, 2021
In-briefing with activity and Mission staff	Conduct in-briefing with designated activity staff to discuss the purpose of the COVID-19–specific gender analysis and the proposed research questions, methodology, and structure of gender-analysis report findings and recommendations	January 5, 2021
Draft COVID-19–specific gender analysis report	Prepare the draft report, including the national consultant’s (virtual) review.	Due to Banyan Global HQ: Jan 22, 2021 Due to Empleando Futuros Project: Jan 26, 2021

Validation workshop for the draft COVID-19-specific gender analysis report	Hold a workshop (one to two hours) with Activity and Mission staff to validate the draft's findings and recommendations, and to reach consensus on next steps needed to update the gender analysis (at different stages of country's reopening)	Jan 28, 2021
Final COVID-19-specific gender analysis report	Deliver a final gender analysis report that incorporates feedback in writing and from the validation workshop on the draft	Due to Banyan Global HQ: Feb 5, 2021 Due to Empleado Futuros Project: Feb 8, 2021

REPORTING GUIDELINES

The gender-analysis report (25 pages excluding executive summary, table of contents, acronyms, and annexes) should follow the following format and be submitted electronically in Microsoft Word and PDF formats:

- Table of contents (1 page)
- Executive summary (2 pages)
- Section 1: Introduction (1 page)
- Section 2: COVID-19 country context at the sector level, by ADS 205 gender-analysis domain (2 pages)
- Section 3: Findings and recommendations on gender equality regarding COVID-19 (up to 15 pages, 10 pages recommended) by objective (separate sub-section for each objective).
- Section 4: USAID/Honduras Empleado Futuros next steps on updating the gender analysis (2 pages)
- Annexes
- Acronyms (1 page)
- Gender analysis SOW
- Methodology (0.5 pages)
- List of key documents

Note: The recommendations in Section 3 will point to linkages with women's economic empowerment (using a **WEE** tag).

6. TEAM COMPOSITION

TEAM LEADER (INTERNATIONAL)

This position seeks an international consultant with core experience working with and knowledge of USAID programs. This consultant must be an experienced social scientist with expert knowledge in conducting gender analyses, with preference given for relevant experience in Honduras. Other qualifications include:

- Minimum of 10 years of experience in research, policy formulation, and program design in gender or social inclusion.
- At least six years of experience in carrying out gender analyses—including a focus on GBV risk assessments
- Familiarity with USAID’s strategic planning and program management strongly desired
- Excellent English language speaking and writing skills are required
- Exceptional interpersonal and intercultural skills
- Excellent leadership skills
- Expertise in one or more of the priority gender analysis intermediate results
- Full professional fluency in Spanish and English.
- Master’s degree in sociology, anthropology, economics, or other relevant social science field
- Experience with other donors desirable
- U.S. nationality or third-country national

NATIONAL GENDER EXPERT (I)

The team must include one national gender expert with complementary skills to the team lead and core experience in conducting thorough, evidence-based research on gender equality in Honduras.

Qualifications include:

- Minimum of 10 years of professional experience with a Bachelor’s degree, and seven years of experience with a Master’s degree.
- Experience in conducting evidence-based research and expert knowledge on gender and women’s empowerment issues in Honduras.
- Expertise in one or more of the activity’s priority sectors.

- In-depth knowledge of the government of Honduras gender-mainstreaming programs, development partner engagement in the gender space, and a sound relationship with national government ministries.
- Excellent writing skills in native language.
- English and Spanish language writing fluency.

7. ANALYSIS MANAGEMENT

SCHEDULING

The expected period of performance for the analysis will be approximately three to four weeks for an activity-level COVID-specific gender analysis, with one week of preparation required before beginning each analysis.

This work order includes a six-day work week. Level of effort and salaries are calculated accordingly.

BUDGET

The total estimated cost of this analysis is in a separate budget, subject to the availability of funds. The Empleado Futuros Activity fully funds this analysis.

SUBMISSION TO THE USAID DEVELOPMENT EXPERIENCE CLEARINGHOUSE

The final approved report must be a public document, unless otherwise specified, submitted to the Development Experience Clearinghouse (www.dec.org) (DEC) following the required GenDev format (see Annex II). The contractor must make the final COVID-19-specific gender-analysis report publicly available on the DEC within 30 calendar days of final approval of the formatted report.

BRANDING AND MARKING

The contractor will comply with the requirements of the policy directives. Required marking shall comply with USAID’s Graphic Standards Manual available at <http://www.usaid.gov/branding> or any successor branding policy and in accordance with Section D of Honduras Workforce Development Activity Task Order: AID-522-TO-16-00003.

WORK ORDER PREPARATION

The activity agrees to the following commitments to facilitate the research and preparation of the COVID-19-specific gender analysis report.

TABLE 12. WORK ORDER PREPARATION AND COMMITMENTS

COMMITMENT	DUE DATE
Activity to designate at least two staff to coordinate with the research team on the analysis	One week before research begins

Activity to propose three national gender-expert consultants candidates	One week before research begins
Activity to provide a list of seven to 10 individuals (including contact information) for key stakeholders that the research team will interview (See Section 8)	One week before research begins
Activity to hold a remote in-briefing with the research team	First day of work (select date three days before work start date)
Activity to schedule the validation workshop	Select date three days before work start date
<p>Activity to upload all necessary resource documents to a secured Google Drive and include the following:</p> <ul style="list-style-type: none"> • The Mission’s current or previous CDCS • Previous CDCS gender analyses/assessments • The Mission’s current draft strategic results framework • Activity-level gender and social-inclusion analyses and strategy; monitoring, evaluation, and learning plan; results framework; and last annual and quarterly report • Project appraisal document-level gender analysis corresponding to the activity • Any current COVID-19–sector analyses, in particular, at the national and subnational levels 	Three days before work start date

ANNEX C: LIST OF KEY DOCUMENTS

Artiga, Oscar. 2018. “Female Workforces can Revolutionize Latin American Businesses. Here’s How.” ([Link](#))

Atlantic Council. 2020. Covid-19 has Revealed the Cost of Disrupted Education and Child Care Inequality. ([Link](#))

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Instituto Nacional de Estadística (National Statistics Institute). n.d. “Indicadores Cifras de País 2019 (Country Indicator Figures 2019).” ([Link](#)).

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ANNEX D: LIST OF KEY STAKEHOLDERS CONSULTED

TABLE 13. KEY STAKEHOLDERS CONSULTED		
FOCUS GROUP DISCUSSION	INTERVIEW DATE	KEY STAKEHOLDER NAME & TITLE
<i>Empleando Futuros</i> Staff	January 8, 2021	Linsey Jaco – Chief of Party, <i>Empleando Futuros</i> Carlomagno Amaya – Technical Director, <i>Empleando Futuros</i> Ana Perdomo – Program Officer, <i>Empleando Futuros</i> Paola Ponce – Professional Training Specialist, <i>Empleando Futuros</i> Maria Candelaria – Labor Competencies Specialist, <i>Empleando Futuros</i>
<i>Empleando Futuros</i> Beneficiaries - Males	January 9, 2021	Names not provided to protect identity.
<i>Empleando Futuros</i> Beneficiaries - Females	January 9, 2021	Names not provided to protect identity.
Technical Vocational Education and Training (TVET) Center Directors	January 13, 2021	Martha Ivonne Romero – TVET Director, CADERH Perla Casco – TVET Director, Libre Expresión Karol Patricia Silva Matute – Labor Insertion Coordinator, CADERH Olga Diaz del Valle – Strategic Alliances, Libre Expresión
USAID/Honduras	January 14, 2021	Violeta Gullen – Project Management Specialist and <i>Empleando Futuros</i> Contracting Officer Representative, USAID/Honduras Ana Rubi – Project Management Specialist and Alternate Contracting Officer Representative, USAID/Honduras Dr. Ritza Avilez – Project Management Specialist (Social Inclusion), USAID/Honduras
Public Sector	January 15, 2021	Fanny Valeriano – Technical Assistant, Ministry of Education Alana Dominguez – Technical Assistant, Ministry of Education Elana Cristina – Technical Assistant, Ministry of Education TBC – Deputy Director of Social Security, Ministry of Labor and Social Security
Private Sector	January 15, 2021	Luis Caballero – Human Resources Director, Diunsa Karla Ruiza – Gender Manager, Tegucigalpa Chambero of Commerce and Industry Candida Marroquin – Organizational Development Manager, Grupo Monge

ENDNOTES

¹ *Gender analysis* is an analytic, social science tool that is used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries, and the relevance of gender norms and power relations in a specific context. Such analysis typically involves examining: differences in the status of women and men, and their differential access to assets, resources, opportunities and services; the influence of gender roles and norms on the division of time between paid employment, unpaid work (including subsistence production and care for family members), and volunteer activities; the influence of gender roles and norms on leadership roles and decision-making; constraints, opportunities, and entry points for narrowing gender gaps and empowering females; and potential differential impacts of development policies and programs on males and females, including unintended or negative consequences. (USAID. 2021. *Automated Directives System 205*.)

² *Gender* is a social construct that refers to relations between and among the sexes based on their relative roles. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. As a social construct, gender varies across cultures, is dynamic, and is open to change over time. Because of the variation in gender across cultures and over time, gender roles should not be assumed but investigated. Note that “gender” is not interchangeable with “women” or “sex.” (USAID. 2021. *Automated Directives System 201*.)

³ Namely, Tegucigalpa, San Pedro Sula, Choloma, La Ceiba, and Tela. Banyan Global (2017), *Empleando Futuros: Gender and Inclusion Strategy*.

⁴ Tucker, Duncan, and Encarni Pindado. 2020. *When it Rains it Pours: The Devastating Impact of Hurricanes Eta and Iota in Honduras*.

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⁷ Republic of Honduras. n.d. *Coronavirus Covid-19 en Honduras*.

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⁹ United Nations Development Programme. 2020. “Social and Economic Impact of the COVID-19 and Policy Options in Honduras.” *COVID-19 Policy Documents Series*, no. 4.

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¹¹ International Labour Organization (ILO). 2020. *COVID-19 y el Mundo del Trabajo: Punto de Partida, Respuesta, y Desafíos en Honduras*. (COVID-19 and the World of Work: Starting point, response, and challenges in Honduras).

¹² United Nations (UN) Economic Commission for Latin America and the Caribbean (ECLAC), COVID-19 Observatory in Latin America and the Caribbean. 2020. “Follow-up of the Evolution of COVID-19 Measures, Honduras, Social Protection.”

¹³ UNDP. n.d. Honduras Launches Innovative Transfer Program in Response to COVID-19.

¹⁴ UN ECLAC, COVID-19 Observatory in Latin America and the Caribbean. 2020. “Follow-up of the Evolution of COVID-19 Measures, Honduras, Social Protection.”

¹⁵ USAID. 2021. *USAID Automated Directives System 205*.

¹⁶ Women and Girls Empowered (WAGE) Consortium. 2019. *Women’s Economic Empowerment in Honduras: Barriers Opportunities, and a Path Forward. Key Findings and Recommendations*. Washington, D.C.

¹⁷ WAGE Consortium. 2019. *Women’s Economic Empowerment in Honduras: Barriers Opportunities, and a Path Forward. Key Findings and Recommendations*. Washington, D.C.

¹⁸ *Ibid.*

¹⁹ Organisation for Economic Cooperation and Development (OECD) Centre. 2014. “Social Institutions and

Gender Index – Honduras.”

²⁰ Ibid.

²¹ Focus group discussions.

²² CARE International, United Nations (UN) Women. 2020. *Latin America and The Caribbean Rapid Gender Analysis for COVID-19*.

²³ Atlantic Council. 2020. *Covid-19 has Revealed the Cost of Disrupted Education and Child Care Inequality*.

²⁴ Scalabrini International Migration Network. 2020. “Two Viruses Threaten Honduran Migrants: COVID-19 and Social Exclusion.”

²⁵ Women and Girls Empowered (WAGE) Consortium. 2019. *Women’s Economic Empowerment in Honduras: Barriers Opportunities, and a Path Forward. Key Findings and Recommendations*. Washington, D.C.

²⁶ Focus group discussions.

²⁷ WAGE Consortium. 2019. *Women’s Economic Empowerment in Honduras: Barriers Opportunities, and a Path Forward. Key Findings and Recommendations*. Washington, D.C.

²⁸ Human Rights Watch. 2021. *World Report 2021: Honduras Events of 2020*.

²⁹ World Bank. 2021. *Internally Displaced Persons by Conflict and Violence*.

³⁰ Overseas Security Advisory Council (OSAC). 2020. *Honduras 2020 Crime and Safety Report*.

³¹ World Bank. 2021. *Internally Displaced Persons by Conflict and Violence*.

³² UN ECLAC, Gender Equality Observatory for Latin America and the Caribbean. “Child Marriage.” n.d. Accessed January 25, 2021.

³³ Instituto Nacional de la Mujer/Observatorio Nacional de la Violencia-UNAH-Honduras. 2020. *Boletin-Especial-COVID-19*.

³⁴ Focus group discussions.

³⁵ CEPAL. n.d. *Gender Equality Observatory for Latin America and the Caribbean. Child Marriage*.

³⁶ Ibid,

³⁷ UN ECLAC, Gender Equality Observatory for Latin America and the Caribbean. “Total work time.” n.d. Accessed January 25, 2021.

³⁸ Women and Girls Empowered (WAGE) Consortium. 2019. *Women’s Economic Empowerment in Honduras: Barriers Opportunities, and a Path Forward. Key Findings and Recommendations*. Washington, D.C.

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Erasmus+, Step Up for Rights of Females (SURF) Project. n.d. “Situation of Women in Honduras.”

⁴² ILO. 2020. *COVID-19 y el Mundo del Trabajo: Punto de Partida, Respuesta, y Desafíos en Honduras*. (COVID-19 and the World of Work: Starting point, Response, and Challenges in Honduras).

⁴³ CARE International, United Nations (UN) Women. 2020. *Latin America and The Caribbean Rapid Gender Analysis for COVID-19*.

⁴⁴ Erasmus+, Step Up for Rights of Females (SURF) Project. n.d. “Situation of Women in Honduras.” Accessed January 25, 2021.

⁴⁵ Statista. 2020. “Gender Gap Index in The Area of Economic Participation and Opportunity in Honduras in 2020, by Category.” Accessed January 25, 2021.

⁴⁶ CARE International, United Nations (UN) Women. 2020. *Latin America and The Caribbean Rapid Gender Analysis for COVID-19*.

⁴⁷ WAGE Consortium. 2019. *Women’s Economic Empowerment in Honduras: Barriers Opportunities, and a Path Forward. Key Findings and Recommendations*. Washington, D.C.

⁴⁸ Ibid.

⁴⁹ World Bank, and UNESCO Institute for Statistics. n.d. “Educational Attainment, at Least Completed Primary, Population 25+ Years, Female (%) (Cumulative) – Honduras.” Accessed January 25, 2021.

⁵⁰ Ibid.

⁵¹ Ibid.

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- ⁵² WAGE Consortium. 2019. *Women's Economic Empowerment in Honduras: Barriers Opportunities, and a Path Forward. Key Findings and Recommendations*. Washington, D.C.
- ⁵³ Bárcena, Alicia, and Mario Cimoli. 2020. "Addressing the Growing Impact of COVID-19 with a View to Reactivation with Equality: New Projections." *Special Report COVID-19*, no. 5. UN ECLAC.
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⁹⁹ Data collection on these socially relevant categories will focus in Tegucigalpa, San Pedro Sula, Choloma, and possibly La Ceiba, depending on availability of time and resources.