

1. Project Outline

Project Title (Period/budget)	INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD 8,000,000
Outcomes/ Project Outputs	<p>Outcome 1: Enhanced capacity of 502 schools to enroll and retain children through the improvement of Water, Sanitation and Hygiene (WASH), Education, Child Protection, and Health services.</p> <p>Output 1.1: Improved climate-resilient WASH services in 80 schools (13 pre-schools, 67 basic and lower secondary schools)</p> <p>Output 1.2: Improved education services in 402 schools through the application of innovative approaches and alternatives to recovery learning, fundamental life skills</p> <p>Output 1.3: Improved child protection and health capacity in 502 schools through the application of health campaigns, comprehensive development of child protection and early childhood development, and the protection of children and adolescents against violence</p> <hr/> <p>Outcome 2: Enhanced capacity of 80 communities through the improvement of WASH, Child Protection, Health, and Social Protection services and enhanced multisector coordination of government institutions (Red Solidaria program and other key sectorial institutions)</p> <p>Output 2.1: Improved access to safe and climate-resilient WASH service in 80 communities</p> <p>Output 2.2: Improved child protection and health services in 80 communities</p> <p>Output 2.3: Improved quality of childcare services in 25 communities</p> <p>Output 2.4: Strengthened government coordination and technical capacity of Red Solidaria together with Ministry of Education, Ministry of Health, Ministry of Social Development, Ministry of Children and Adolescent and Municipality Association (AMHON) at municipality, department, and national level</p>

2. Summary of Project Output Description

Index	Project Output composition (Budget)	Quality Acceptance Criteria	Acceptance method	Quality Check point
1.1	Improved climate-resilient WASH services in 80 schools (13 pre-sch	80 Schools with WASH facilities improvements	school certificates of acceptance for WASH	End of physical improvements to

	ools, 67 basic and lower secondary schools) (890,000)	as designed through participatory diagnostic based on national standards 80 schools with key members of the educational community trained on Climate Resilient and gender focused WASH as per MoE official guidelines.	facilities improvements Positive trends from initial and final baselines for Climate resilient WASH knowledge applied to key members of the educational community	WASH facilities End of Climate Resilient and gender focused WASH trainings
1.2	Improved education services in 402 schools through the application of innovative approaches and alternatives to recovery learning, fundamental life skills (2,234,000)	Number of prioritized schools supported by the project to apply alternative, innovative and comprehensive teaching modalities	Jointly verification MoE/ UNICEF	Cumulative, annually at the end of school calendar (December)
		Number of teachers trained to apply alternative and innovative teaching methods	Jointly verification MoE/ UNICEF	Cumulative, annually at the end of school calendar (December)
		Number of children who access digital education in prioritized schools and surrounding communities (under UNICEF standards for Honduras)	Jointly verification MoE/ UNICEF	Cumulative, annually at the end of school calendar (December)
1.3	: Improved child protection and health capacity in 502 schools through the application of health campaigns, comprehensive development of child protection and early childhood development, and the protection of children and adolescents against violence (703,000)	Design and implementation of a capacity building program to Protect against Violence) for teachers in 402 schools	Review of implementation of capacity building program on prevention and protection from violence in schools	Quarterly, during 42 months of project implementation
		Implementation of the Child Development Care (CDI) resource package in 100 pre-schools	CDI implementation review	Quarterly, during 36 months of project implementation
		Implementation of health education campaigns for 502 schools	Review of education campaigns in schools	Quarterly, during 6 months of project implementation
2.1	Improved access to safe and climate-resilient WASH service in 80 communities (315,000)	80 Water systems with chlorination systems installed as per standard chlorination system using chlorine tablets	Community certificates of acceptance for WASH facilities improvements Water quality tests results comply with National standards	End of physical improvements to WASH systems Quarterly or bi-annual water quality control at sample points.

		80 Water systems with climate resilient water security plans as per official sector guidelines	Climate resilient Water security plans documents subscribed by local water boards	
2.2	Improved child protection and health services in 80 communities (755,000)	Mapping of services and community mechanisms validated by the community Implementation of outreach activities and referral protocols in the communities	Community members participate and validate mapping of community services and mechanisms Review of implementation of outreach activities and referral protocols in the communities	End of the mapping of services and community mechanisms Quarterly, during 30 months of project implementation
2.3	Improved quality of childcare services in 25 communities (640,000)	2000 caregivers reached by Early Childcare Service Improvement advisory program (sex)	Review of enrollment of caregivers reached by the early child care services improvement advisory program.	Quarterly, during 3.5 years of project implementation
		500 adolescent mothers reached by Cash Transfers Plus approach	Training, dispersal of cash transfers, monitoring,	Quarterly, Year 2 and 3 of project implementation
2.4	Strengthened government coordination and technical capacity of Red Solidaria together with Ministry of Education, Ministry of Health, Ministry of Social Development, Ministry of Children and Adolescent and Municipality Association (AMHON) at municipality, department, and national level (629,000)	Number of reports used to make adaptive management decisions within Steering Committee	Record of discussion in the committee and meetings minutes	Annually
		Number of alternative education modalities implemented by the project documented and included in the national curriculum or equivalent policy	Official records of MoE	Two times in the project, mid term and final

1. Project Output (POD Index/ Title of Project Output)	Output 1.1: Improved climate-resilient WASH services in 80 schools (13 pre-schools, 67 basic and lower secondary schools)	2. Project Title (Period/Budget)	INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD 8,000,000
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○ Detailed Project Output Description

3. Project output (Purpose and function)	Improve access to WASH services for students at target schools through physical improvements to WASH facilities at schools and training of the educational community in WASH climate resilient and WASH gender focused practices
4. Composition and Activities	<p>1.1.1. Identification of 80 schools that require climate-resilient WASH service upgrade: Joint MoE identification of 80 schools in the most precarious conditions regarding safe access to WASH services with the MoE, based on MoE official databases and field visits, out of the 502 schools in the area prioritized by Red Solidaria. The identification criteria combine the conditions in the facilities and the number of students by school.</p> <p>1.1.2. Final participative assessment of level of access to WASH services in the school, technical proposal for addressing gaps on safe access, production of bill of materials, implementation of WASH facilities improvements: water supply facilities improvement: water pipe in schools, water tanks(storage capacity) , (ceramic) filters to use water, etc. sanitation facilities improvement: improvement of toilets, menstrual hygiene management modules, bio filters or septic tanks, hygiene facilities improvements: improvements of hand-washing stations etc</p> <p>1.1.3. Capacity building trainings on Climate-resilient and gender focused WASH services in 80 schools: Training the educational community (parents, teachers, students, staff) on integrating climate-resilient and gender-sensitive WASH into school plans as per MoE official materials, including initial and final baselines for WASH behavioral change. The training includes how schools can maintain and manage the provided WASH infrastructure.</p>

<p style="text-align: center;">5. Format and Presentation (ex: CD, handouts etc.)</p>	<p>(Activity 1.1.1)</p> <ul style="list-style-type: none"> ▪ List of 80 schools prioritized and type of intervention at each school (Excel, language) <p>(Activity 1.1.2)</p> <ul style="list-style-type: none"> ▪ Design of WASH facilities improvement of 80 schools (Project file describing WASH services diagnostic, improvement activities and budget) ▪ Improved WASH facilities of 80 schools (pictures) ▪ 80 School certificate of acceptance for WASH facilities improvements (Subscribed PDF or JPG file, Spanish) <p>(Activity 1.1.3)</p> <ul style="list-style-type: none"> ▪ Learning materials for teachers (TBD as per the number of teachers per school, at least 1,600 printed copies of the Integrated Risk Management Manual of MoE, Spanish) ▪ Learning materials for children (TBD as per the number of students per school, at least 2,400 posters for healthy WASH habits, Spanish) ▪ Capacity building program report (Excel file detailing number of community members trained in key Climate resilient WASH subjects, Spanish) ▪ Constitution of the School WASH Committee and its workplan (Word file) Production of the School Safety Plan (word format, Spanish)
<p style="text-align: center;">6. Development Skills Required (Key Requirement)</p>	<ol style="list-style-type: none"> 1. WASH sector partner <ul style="list-style-type: none"> - (Required) 5 years experience - (Preferred) Working experience with UN organizations 2. Project Manager <ul style="list-style-type: none"> - (Required) At least 5 years of experience, administrative or technical university degree related to Sanitary engineering, architecture, civil or environmental engineering, - (Preferred) Additional training on community led projects, grassroots organizations, local development, Prevention of sexual harassment and abuse 3. WASH Specialist <ul style="list-style-type: none"> - (Required) At least 5 years of experience, university degree related to Sanitary engineering, architecture, civil or environmental engineering, - (Preferred) Additional formation : Additional training on community led projects, climate change, WASH, Prevention of sexual harassment and abuse 4. Project social promoter / Education Specialist <ul style="list-style-type: none"> - (Required) At least 3 years of experience, Technical degree on social promotion, education, community management, social projects management

	<p>- (Preferred) Additional formation on WASH and climate change, Prevention of sexual harassment and abuse</p> <p>5. Field WASH technician:</p> <p>- (Required) At least 5 years of experience, technical degree related to Sanitary engineering, architecture, civil or environmental engineering,</p> <p>- (Preferred) Additional formation : Additional training on community led projects, climate change, WASH, Prevention of sexual harassment and abuse</p> <p>6. Administration team: accountant, driver, supply and logistics</p> <p>- (Required) Administrative technical degree, at least 3 years of experience each</p> <p>- (Preferred) Training on Prevention of sexual harassment and abuse</p>	
7. Effort Estimates (man/day)	<p>2. Project Manager (240 M/D)</p> <p>3. WASH Specialist (450 M/D)</p> <p>4. Project social promoter / Education Specialist (480 M/D)</p> <p>5. Field WASH Technician (480 M/D)</p> <p>6. Administration (160 M/D)</p>	
8. Estimated period(Month)	August 2024 – July 2028 (48 months)	
9. Expense (USD)	900,000	
10. Quality Acceptance Criteria 1	11. Acceptance method 2	12. Quality Check point
<p>Quantitative standard</p> <p>80 Schools with WASH facilities improvements as designed through participatory diagnostic based on national standards</p>	<p>80 school certificates of acceptance for WASH facilities improvements as per initial diagnostic and participative definition of improvements, based on <u>national standards available here:</u> chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://planning.maestro.se.gob.hn/media/multimedia/descargas/Manual_Planificacion_y_Disenno_Centros_Educativos_2.pdf</p>	<p>End of physical improvements to WASH facilities (July 2028)</p>

¹ To what quality specification must the project output be produced, and what quality measurements will be applied by those inspecting the finished project output? This might be a simple reference to one or more common standards that are documented elsewhere, or it might be a full explanation of some yardstick to be applied. If the project output is to be developed and approved in different states (e.g. dismantled machinery, moved machinery and reassembled machinery), then the quality criteria should be grouped into those that apply for each state

² The kinds of Acceptance method - for example, design verification, pilot, test, inspection or review - that are to be used to check the quality or functionality of the product

	Acceptance authority: Local department MoE	
<p>Quantitative standard</p> <p>80 schools with key members of the educational community trained on Climate Resilient and gender focused WASH as per MoE official guidelines.</p>	<p>Increase in the percentage of adequate answers between the initial and final assessment of climate resilient WASH knowledge applied to key members of the educational community</p> <p>Acceptance authority: Local MoE representative</p>	<p>End of Climate Resilient and gender focused WASH trainings (July 2028)</p>

Date: 00.00.2024

1. Project Output (POD Index/ Title of Project Output)	Output 1.2: Improved education services in 402 schools through the application of innovative approaches and alternatives to recovery learning, fundamental life skills.	2. Project Title (Period/Budget)	INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD 8,000,000
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○ Detailed Project Output Description

3. Project output (Purpose and function)	Develop capacities to recover learning based on innovative approaches to ensure the improved capacity of 502 schools to enroll and retain children through cross-sectoral deployment.
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<p style="text-align: center;">4. Composition and Activities</p>	<p>1.2.1 With the Ministry of Education, design and implementation of an integrated training program modules on innovative and alternative education modalities for schoolteachers and municipality and department administrators: In coordination with MoE, we will implement a teacher training process to improve their capacity to develop innovations (design and implement). The main contents are formative assessment and teaching at the right level, innovative methodologies to leveling learners, and a repertoire of innovative strategies validated in Honduras (including learning bridges, and learner spaces, among others). All this process will be aligned with the reform of national curriculum which is underway and is expected to be fully completed by 2025.</p> <p>1.2.2 Mapping the schools by needs of each innovative and alternative education modalities and implementation of innovative and alternative education modalities in 402 schools (i.e., Educational Bridges, Tutorial Learning System (SAT), Safe space learning, Student council): In partnership with implementing partners, provide teacher training in specific methodologies and accompaniment to teaching practices, provide learning materials to students, and conduct community processes to extend innovative and flexible modalities in 402 schools. To ensure better supervision and monitoring of the implementation of these innovations, the project will provide specific technical assistance to officials of the education sector at the sub-national level the final selection of schools for each one modalities will be in the first quarter of project.</p> <p>1.2.3 Identification of 40 schools in coordination with Ministry of Education (MoE) for internet connectivity and equipment provision (implementation of internet connectivity with an one-year data usage guarantee): Educational centers will have access to virtual education with standard connectivity specifications between 20 and 40 Mbps, supported by the project for the first year, allowing connectivity to be a tool within the methodology of each learning space, developing digital skills in children and adolescents, teachers, and the educational community in general. The 40 selected educational centers present a self-sustainable business model to continue with the permanent connectivity program over time, offering connectivity as hotspots for their communities.</p> <p>1.2.4 Implementation of Learning Passports strategy in 200 schools where have internet connectivity: In coordination with the Ministry of Education, training sessions will be held for teachers at the 200 selected schools including: use of virtual educational platforms, especially the learning passport, content generation and Microsoft digital literacy. Children and adolescents pass the modules included in the learning passport according to their educational level.</p>
<p>5. Format and Presentation (ex: CD, handouts etc.)</p>	<p>(Activity 1.2.1)</p> <p>Syllabus of training program developed in coordination with MoE</p> <p>Educational material for the workshops</p> <p>Implementation plan of workshops</p> <p>(Activity 1.2.2)</p> <p>Mapping of scenarios and opportunities for develop alternative modalities in each school/ community</p> <p>Specific workshops related to alternative modalities</p>

	<p>(Activity 1.2.3)</p> <p>List of schools based on several criteria (access to fiber, level of previous experience with technology, distance to other schools involve in GIGA/ Learning Passport initiative)</p> <p>Manual of digitalization for each school</p> <p>Entrepreneurship training to develop a self-sustainable business model at each school</p> <p>Monitoring and coaching program to schools</p> <p>(Activity 1.2.4)</p> <p>Complete list of schools (including the previous 40)</p> <p>Improve the learning passport with MoE</p> <p>Seminar and workshops plan</p> <p>E monitoring platform based</p>
<p>6. Development Skills Required (Key Requirement)</p>	<ol style="list-style-type: none"> 1. Education Partner organization: <ul style="list-style-type: none"> Expertise in innovation to conduct the training process (design and develop) Knowledge of Honduras education system 10 year of experience as organization in the country capacity to offer a team with at least: coordinator, 4 trainers, 4 field officers 2. Education specialist as lead of education component in the project <ul style="list-style-type: none"> 10 years' experience, Expertise in management of projects Deep knowledge in education policies, innovation and flexible modalities. 3. Education officer as field coordinator <ul style="list-style-type: none"> 5 years experience Knowledge of Honduras Expertise in supervision of partners 4. Expert in digital Education. <ul style="list-style-type: none"> 5 year experience Expertise in technology and educations programs
<p>7. Effort Estimates (man/day)</p>	<ol style="list-style-type: none"> 2. Education specialist 520 M/D 3. Education officer 820 M/D 4. expert in digital education 220 M/D
<p>8. Estimated period(Month)</p>	<p>January 2025 – July 2028 (42 months)</p>
<p>9. Expense(USD)</p>	<p>2,310,136</p>

10. Quality Acceptance Criteria	11. Acceptance method	12. Quality Check point
<p>Quantitative standard</p> <p>402 prioritized schools supported by the project to apply alternative, innovative and comprehensive teaching modalities</p>	<p>Jointly verification MoE/ UNICEF</p>	<p>Cumulative, annually at the end of school calendar (December)</p>
<p>Quantitative standard</p> <p>1200 teachers trained to apply alternative and innovative teaching methods</p>	<p>Jointly verification MoE/ UNICEF</p>	<p>Cumulative, annually at the end of school calendar (December)</p>
<p>Quantitative standard</p> <p>12000 of children who access digital education in prioritized schools and surrounding communities (under UNICEF standards for Honduras)</p>	<p>Jointly verification MoE/ UNICEF</p>	<p>Cumulative, annually at the end of school calendar (December)</p>

<p>1. Project Output (POD Index/ Title of Project Output)</p>	<p>Output 1.3: Improved child protection and health capacity in 502 schools through the implementation of health campaigns, comprehensive development of child protection and early childhood development, and protection of children and adolescents from violence.</p>	<p>2. Project Title (Period/Budget)</p>	<p>INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD 8,000,000</p>
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○ Detailed Project Output Description

<p>3. Project output (Purpose and function)</p>	<p>Improve the capacity of schools to prevent and protect children from violence, as well as promote health and early child development, through a violence prevention and protection program, CDI resource package and health promotion campaigns implemented in 500 schools.</p>
<p>4. Composition and Activities</p>	<p>1.3.1. Design and implementation of a capacity building program (i.e., Protect against Violence) that includes violence prevention, peace building, and violence case detection and school to social service referral case methodology in training modules for teachers in 402 schools.</p> <p>Development of content and training of trainers for teachers and educational authorities in 400 schools to promote changes in attitudes and behaviors in students related to violence prevention and promotion of a culture of peace, as well as tools to detect and refer cases of violence against children, including GBV. Elaboration and dissemination of a content package on prevention and response to violence and promotion of a culture of peace to support training processes.</p> <p>For this purpose, UNICEF will carry out a capacity building program for the application of the model of prevention and response to violence against children and adolescents that includes the participation of teachers and students as trainers and peer to peer mentors. The activity contemplates a focused intervention in 100 schools in the application of the safe to learn model, and the implementation of the capacity building program through the train the trainers program in 300 schools.</p> <p>The main components of this activity are: (i) Teachers received training on positive discipline, child rights based approach, safeguarding and PSEA, but also in life skills related with resilience, protective factors, safe behavior, and equal relationships; (ii) School has Code of Conduct that is publicly posted and requires</p>

	<p>all teachers to understand and comply; (iii) Students and teachers are aware of and use reporting mechanism to report experiences of violence. Extra-curricular arts, drama, print documents, or other activities that promote awareness and collective action at the school and for parents and families.</p> <p>In relation with the referral mechanism: the methodology for the detection and referral of cases of school violence seeks to link the municipal protection offices and the regional child protection offices of SENAF with the cases of violence that occur in schools. UNICEF will ensure that schools have the knowledge to detect cases of violence, as well as a directory with competent authorities to refer cases.</p> <p>1.3.2. Implementation of the Child Development Care (CDI) resource package in 100 pre-schools</p> <p>UNICEF will coordinate with local education authorities to select pre-school teachers to enroll in the Child Development Care methodology (intervention model developed by WHO Global, PAHO/WHO and UNICEF). Pre-school teachers will be trained in the CDI resource package. The trained teachers will accompany families by providing play and communication activities to stimulate children's learning and promote loving and sensitive parental care.</p> <p>At the same time, a registration system for children and caregivers enrolled in the methodology will be implemented.</p> <p>1.3.3. Implementation of health education campaigns for 500 schools</p> <p>UNICEF will coordinate with local education authorities to select pre-school teachers to enroll in the Child Development Care methodology (intervention model developed by WHO Global, PAHO/WHO and UNICEF). Pre-school teachers will be trained in the CDI resource package. The trained teachers will accompany families by providing play and communication activities to stimulate children's learning and promote loving and sensitive parental care.</p> <p>At the same time, a registration system for children and caregivers enrolled in the methodology will be implemented.</p>
<p>5. Format and Presentation (ex: CD, handouts etc.)</p>	<p>(Activity 1.3.1)</p> <ul style="list-style-type: none"> ▪ Toolkit for school-based capacity building program for violence prevention, peace building and timely detection and referral of violence cases, which includes: guide for training teachers and trainers; methodology for the implementation of activities; guidelines for detection and referral of cases; guide for the development of peaceful conflict resolution mechanisms and dissemination and branding materials (digital format, Spanish). <p>(Activity 1.3.2)</p> <ul style="list-style-type: none"> ▪ List of selected preschool teachers to be enrolled in the Child Development Attention methodology (intervention model developed by WHO Global, PAHO/WHO and UNICEF).

	<ul style="list-style-type: none"> ▪ CDI resource package (100 learning kits, Spanish) ▪ Registry of families trained by teachers (internal document, Spanish) ▪ Implementation of a registration system for children and caregivers enrolled in the methodology (PowerBi platform, internal control). <p>(Activity 1.3.3)</p> <ul style="list-style-type: none"> ▪ Schedule for conducting campaigns in 502 schools (internal document, Spanish). ▪ Coordination with personnel from the Ministry of Health and Education to carry out health campaigns. ▪ Implementation of health campaigns in 500 schools.
<p>6. Development Skills Required (Key Requirement)</p>	<ol style="list-style-type: none"> 1. Qualified partner in child protection and school-based interventions for violence prevention and protection: <ul style="list-style-type: none"> - (Required): 5 years of child protection experience - (Preferred): 3 years of experience in school-based interventions to strengthen protection mechanisms. 2. Child Protection Officer specializing in child protection and monitoring of school and community violence prevention and protection initiatives. <ul style="list-style-type: none"> - (Required): 2 years of experience in child protection. - (Preferred): 3 years of experience in school and community-based child protection interventions. 3. Specialized consultant in the production and adaptation of culturally relevant contents and materials that will make up the Capacity Building Program for Violence Prevention and Peacebuilding. <ul style="list-style-type: none"> - (Required): 5 years of experience in child protection. - (Preferred): 3 years of experience in child protection in school settings. 4. Early Childhood Development Officer with experience in early childhood development and childcare services, capable of designing and implementing childcare improvement programs tailored to the specific needs of each community. <ul style="list-style-type: none"> - (Required): At least 5 years of experience in the implementation of Early Childhood Development programs in rural areas of the country and working in the field with Municipal, Education and Health authorities at the Municipality level on Early Childhood Development issues. - (Preferred): At least 5 years of experience in the implementation of communication strategies for social and behavioral change. 5. Community Social Worker <ul style="list-style-type: none"> - (Required): At least 3 years of experience in community work and social mobilization, capable of identifying and collaborating with local leaders and

	families to ensure the participation and acceptance of childcare improvements and violence prevention programs.	
7. Effort Estimates (man/day)	<p>2. Child Protection officer (792 M/D)</p> <p>3. Specialized consultant in the production and adaptation of culturally relevant contents and materials (150 M/D)</p> <p>4. Early Childhood Development officer (792 M/D)</p> <p>5. Community Social Worker (396 M/D)</p>	
8. Estimated period(Month)	<p>Violence prevention, peace building, and violence case detection component: January 2025 – July 2028 (42 months).</p> <p>Child Development Care (ECD) component: January 2025- December 2027 (36 months)</p> <p>Health education campaigns component: July 2025-December 2026 (18 months)</p>	
9. Expense(USD)	704,000	
10. Quality Acceptance Criteria	11. Acceptance method	12. Quality Check point
<p>Quantitative standard: Design and implementation of a capacity building program to Protect against Violence for teachers in 402 schools</p> <p>Quantitative standard Implementation of the Child Development Care (CDI) resource package in 100 pre-schools</p>	<p>The training program on prevention and protection against violence in schools contains methodologies and materials necessary for its implementation and scaling up. Acceptance authority: School Violence Prevention Unit of the Ministry of Education</p> <p>CDI implementation monitoring to ensure that training was carried out with the following standard</p> <ul style="list-style-type: none"> - five days duration - 4 field practices with children - 4 technical seminars - 1 facilitator for every 5 participants - 1 coordinator for every 4 facilitators <p>Acceptance authority: Ministry of Education</p>	<p>Biannually, during 42 months of project implementation</p> <p>Biannually, during 36 months of project implementation</p>

<p>Quantitative standard</p> <p>Implementation of health education campaigns for 502 schools</p>	<p>Review of health campaigns in school following the <u>national standard</u> corresponding to Ministry of Health Care Protocols</p> <p>Acceptance authority: Ministry of Health</p>	<p>Biannually, during 6 months of project implementation</p>
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Annex 2	(OD) Output Description
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Date: 00.00.2024

<p>1. Project Output (POD Index/ Title of Project Output)</p>	<p>Output 2.1: Improved access to safe and climate-resilient WASH service in 80 communities</p>	<p>2. Project Title (Period/Budget)</p>	<p>INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD 8,000,000</p>
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○ **Detailed Project Output Description**

<p>3. Project output (Purpose and function)</p>	<p>Improve access to safe water for 80 communities of the 80 target schools through physical improvements to chlorination facilities to WASH systems, production and implementation of strategic elements of Climate Resilient Water Security Plans.</p>
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<p>4.Composition and Activities</p>	<p>2.1.1. Identification of 80 communities and its health centers require safe and climate-resilient WASH access improvement: Participative technical assessment of water quality in community water systems serving selected schools and health centers with improvements to WASH facilities, to determine gaps in water quality.</p> <p>2.1.2. Installation of safe and climate-resilient water infrastructure in 80 communities and its health centers: Implementation of critical infrastructure improvements for water quality at selected community water systems and health centers, including water quality initial and final testing.</p> <p>2.1.3. Capacity building trainings on safe and climate-resilient WASH service in 80 communities and its health centers: Production of climate resilient water security plans, training of water community boards on basic principles for continuous chlorination and administrative skills for water management, and implementation of a wash healthy habits community campaign, initial and final assessment of WASH behavioral change baseline.</p>
<p>5. Format and Presentation (ex: CD, handouts etc.)</p>	<p>(Activity 2.1.1)</p> <ul style="list-style-type: none"> ▪ List of 80 communities and its health centers (excel format, Spanish) , water quality test results (photos) <p>(Activity 2.1.2)</p> <ul style="list-style-type: none"> ▪ Description of WASH critical infrastructure improvements and its budget (excel format, Spanish) <p>(Activity 2.1.3)</p> <ul style="list-style-type: none"> ▪ Climate Resilient Water Security Plan (word format, Spanish) ▪ List of community members trained on basic principles for continuous chlorination and administrative skills for water management (word format, Spanish) ▪ 2400 posters with healthy wash habits risk communication messages (Spanish)

<p>6. Development Skills Required (Key Requirement)</p>	<p>1. WASH sector partner</p> <ul style="list-style-type: none"> - (Required) 5 years experience - (Preferred) Working experience with UN organizations <p>2. Project Manager</p> <ul style="list-style-type: none"> - (Required) At least 5 years of experience, administrative or technical university degree related to Sanitary engineering, architecture, civil or environmental engineering, - (Preferred) Additional training on community led projects, grassroots organizations, local development, Prevention of sexual harassment and abuse <p>3. WASH Specialist</p> <ul style="list-style-type: none"> - (Required) At least 5 years of experience, university degree related to Sanitary engineering, architecture, civil or environmental engineering, - (Preferred) Additional formation : Additional training on community led projects, climate change, WASH, Prevention of sexual harassment and abuse <p>4. Project social promoter / Education Specialist</p> <ul style="list-style-type: none"> - (Required) At least 3 years of experience, Technical degree on social promotion, education, community management, social projects management - (Preferred) Additional formation on WASH and climate change, Prevention of sexual harassment and abuse <p>5. Field WASH technician:</p> <ul style="list-style-type: none"> - (Required) At least 5 years of experience, technical degree related to Sanitary engineering, architecture, civil or environmental engineering, - (Preferred) Additional formation : Additional training on community led projects, climate change, WASH, Prevention of sexual harassment and abuse <p>6. Administration team: accountant, driver, supply and logistics</p> <ul style="list-style-type: none"> - (Required) Administrative technical degree, at least 3 years of experience each - (Preferred) Training on Prevention of sexual harassment and abuse
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<p>7. Effort Estimates (man/day)</p>	<p>2. Project Manager (240 M/D) 3. WASH Specialist (450 M/D) 4. Project social promoter / Education Specialist (480 M/D) 5. Field WASH Technician (480 M/D) 6. Administration team (160 M/D)</p>	
<p>8. Estimated period(Month)</p>	<p>August 2024 – July 2028 (48 months)</p>	
<p>9. Expense(USD)</p>	<p>315,000</p>	
<p>10. Quality Acceptance Criteria</p>	<p>11. Acceptance method</p>	<p>12. Quality Check point</p>
<p>Quantitative standard 80 Water systems with chlorination systems installed as per standard chlorination system using chlorine tablets</p>	<p>Community certificates of acceptance for WASH facilities improvements Water quality tests results comply with <u>national standards</u> of 0 total and fecal coliforms for treated water going into the distribution system. Up to 3 total coliforms and 0 fecal coliforms in water within the distribution system. Acceptance authority: Water Board/Water service provider and Ministry of Health if locally represented.</p>	<p>End of physical improvements to WASH systems (July 2028) Bi-annual water quality control at sample points.</p>
<p>Quantitative standard 80 Water systems with climate resilient water security plans as per official sector guidelines</p>	<p>Climate resilient Water security plans documents subscribed by local water boards Increase in the percentage of adequate answers between the initial and final assessment of climate resilient WASH knowledge applied to key members of the community Acceptance authority: Water Board/Water service provider and Ministry of Health if locally represented.</p>	<p>End of project implementation (July 2028)</p>

Date: 14.05.2024

1. Project Output (POD Index/ Title of Project Output)	Output 2.2: Improved child protection and health services in 80 communities.	2. Project Title (Period/Budget)	INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD 8,000,000
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○ Detailed Project Output Description

3. Project output (Purpose and function)	<p>Improve the capacity of communities to prevent violence and to identify and refer children to protection and health services when needed.</p> <p>Communities, through social networks, collectives, committees or community-based organizations can contribute to the prevention of violence and identify and refer children in need of protection and health services in a timely manner.</p>
4. Composition and Activities	<p>2.2.1. Identification of communities related to 80 priority schools: Based on information from the epidemiological surveillance system of the health Regions, communities with low coverage of child development assessment, high prevalence of diarrhea, pneumonia and other prevalent childhood diseases will be identified. In addition, this health information will be compared with available indicators of violence in childhood, mistreatment, abuse and will also be compared with communities prioritized by the Solidarity Network program, in order to select a group of 80 most vulnerable communities.</p> <p>2.2.2. Identification of existing child protection and health services including its criteria in 80 communities</p> <p>Once the 80 prioritized communities have been selected, an analysis will be carried out to determine the existing health and protection services: access to services, supply of services, level of complexity, level of referral and response. Through various field interventions, UNICEF has developed municipal and community-based mapping and routing of care and support services, and can access other mappings that have been done by CSOs and CBOs. Once the intervention communities are confirmed, UNICEF will be able to take stock of existing mappings and those yet to be developed. In the first half of the year, a community mapping methodology will be used to develop the service mappings. Existing community mechanisms will also be mapped, such as social networks, committees, collectives, churches or community-based organizations, which in turn will contribute to complementing the mapping of services in their respective communities, so that they can take ownership of the methodology and gradually build networks of reference to existing services.</p> <p>2.2.3. Capacity building training of child protection outreach services and</p>

technical support provision in 80 communities

A team of volunteers will be formed at the community level who, in coordination with municipal authorities, will be trained in the prevention of violence and in the detection and referral of children and adolescents in need of protective services.

In addition, UNICEF has developed methodologies for the development of outreach activities with different partners and different characteristics according to the modality of intervention. Community members will be trained in outreach methodologies so that they can accompany children and adolescents in their processes of resilience in the face of violence, as well as identify specific needs for care and support.

2.2.4. Design and implementation of child and adolescent referral protocol among health centers, child protection service providing organizations, and schools

With the support of the community and local authorities in selected municipalities, an action protocol will be developed for the identification, referral and attention of children with protection or health needs. The training and accompaniment of the communities, as well as the protocol will be the basis for strengthening the communities' capacity to prevent and respond to the protection and health needs of children.

As a result of the first project with Koika, a referral protocol has been developed for cases of violence identified in the school to be referred to protective services. This protocol will be refined and adapted for implementation in selected schools, linking with health centers as well.

2.2.5. Capacity building training of health centers on health promotion for schoolteachers

A multidisciplinary task force will be formed at the community level, composed of representatives of health, education, protection, municipal authorities and community organizations (churches, NGOs community committees) present, this team will implement a protocol for referral and response of care for children and adolescents, so that when they are captured by any of the three institutions, they are able to attend or refer them to the institution they need at that moment.

The health activities in schools are going to be implemented in a coordinated manner among health-education-Red Solidaria. These will support the strengthening of coordination by promoting an integrated model where all sectors have a specific role.

<p>5. Format and Presentation (ex: CD, handouts etc.)</p>	<p>(Activity 2.2.1)</p> <ul style="list-style-type: none"> ▪ Working document with the selection of intervention communities (digital format, Spanish) <p>(Activity 2.2.2)</p> <ul style="list-style-type: none"> ▪ Methodology for participatory mapping of care and support services and identification of organizations and community protection mechanisms (digital format, Spanish). ▪ Mapping of available care and support services, and identification of organizations and other community protection mechanisms (digital format, Spanish). <p>(Activity 2.2.3)</p> <ul style="list-style-type: none"> ▪ Training guide for trainers and volunteers to strengthen community protection mechanisms in selected communities (Printed format, Spanish). <p>(Activity 2.2.4)</p> <ul style="list-style-type: none"> ▪ Guidelines and protocol for identification and referral of children with health and protection needs (digital format, Spanish). <p>(Activity 2.2.5)</p> <ul style="list-style-type: none"> ▪ Registry of the multistakeholder task force, with at least one member of each relevant sector (health, education, social protection) (digital format, Spanish). ▪ Registry of health activities carried out per school (digital format, Spanish)
<p>6. Development Skills Required (Key Requirement)</p>	<ol style="list-style-type: none"> 1. Qualified partner in child protection and school-based interventions for violence prevention and protection. <ul style="list-style-type: none"> - (Required): 5 years of child protection experience - (Preferred): 3 years of experience in school-based interventions to strengthen protection mechanisms. 2. Child Protection Officer specializing in child protection and monitoring of school and community violence prevention and protection initiatives. <ul style="list-style-type: none"> - (Required): 2 years of experience in child protection. - (Preferred): 3 years of experience in school and community-based child protection interventions. 3. 10 Community Social Workers as part of implementing partner <ul style="list-style-type: none"> - (Required): 2 years of social work experience. - (Preferred): 2 years of development or child rights experience. <p>Experience in community work and social mobilization, capable of identifying and collaborating with local leaders and families to ensure the participation</p>

	and acceptance of childcare improvements and violence prevention programs.	
7. Effort Estimates (man/day)	2. Child Protection officer (792 M/D)	
8. Estimated period(Month)	September 2024 – April 2027 (32 months)	
9. Expense(USD)	755.00.00	
10. Quality Acceptance Criteria	11. Acceptance method	12. Quality Check point
<p>Quantitative standard Mapping of services, organizations and community mechanisms validated by each of the 80 communities.</p> <p>Quantitative standard Implementation of outreach activities and referral protocols in at least 50 communities</p>	<p>Community members participate mapping of community services and mechanisms Acceptance authority: Person in charge of child protection in the municipal government</p> <p>Report of outreach activities and referral protocols in the communities Acceptance authority: Person in charge of child protection in the municipal government</p>	<p>End of the mapping of services and community mechanisms (May 2025)</p> <p>Bi annually, during 32 months of output implementation</p>

1. Project Output (POD Index/ Title of Project Output)	Output 2.3: Improved quality of childcare services in 25 communities	2. Project Title (Period/Budget)	INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD 8,000,000
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○ Detailed Project Output Description

3. Project output (Purpose and function)	<p>This output aims to boost early childhood development and quality childcare services through targeted initiatives and support mechanisms. It focuses on enhancing childcare services in 25 communities by implementing tailored programs. It begins with selecting communities based on their early childhood needs and then designs and executes programs to improve childcare services. This involves creating implementation plans, mobilizing volunteers, and launching behavioral change campaigns. Additionally, the output includes providing cash transfers to vulnerable adolescent mothers to overcome economic barriers to education and child schooling. Measures are in place to mitigate risks, ensuring the effective and safe utilization of resources.</p>
4. Composition and Activities	<p>2.3.1. Identification of 25 communities for the implementation of Early Childcare Service Improvement approach and Cash Transfer Plus approach</p> <p>Together with the country's Early Childhood Program, 25 communities will be selected based on available information on the state of early childhood in the communities. It will be in these same selected communities where the Early Childhood Development Care methodology will be implemented.</p> <p>2.3.2. Design and implementation of an Early Childcare Service Improvement program in 25 communities.</p> <p>Based on the country's Public Policy for Early Childhood Development and the community diagnosis of the state of Early Childhood, an Implementation Plan for the community early childhood program will be developed, organizing work teams in each community. Volunteers and community leaders will support these work teams, who will be involved with the municipal authorities in the training process in competencies for developing children as caregivers. This process will accompany a behavioral change communication campaign aimed at caregivers of children under six.</p> <p>The selection of beneficiaries will be carried out once the field information is verified, mainly considering the dispersion of the population. Where it is possible to establish an Early Childcare Service,</p>

	<p>cash delivery will not be necessary. The idea is to reach those adolescent girls in dispersed rural areas with the cash to encourage/support their school attendance and educational and life path.</p> <p>Regarding the risk of exposure to violence, we have studied the existing evaluations worldwide on this topic. It has been shown that where transfers have been carried out to adolescents, there has not been an increase in violence. Still, the key to success is adding a PLUS to the delivery of cash, based on social behavioral change, to procure the correct use of this cash, can be monitored and which can even be conditioned.</p> <p>2.3.3. Design and implementation of Cash Transfer Plus approach for 500 adolescent mothers who have children under 5 in 25 communities</p> <p>Through the work of the solidarity roundtables and volunteers, adolescent mothers with greater vulnerability conditions will be identified to receive unconditional multipurpose cash transfers. It is expected that the use of these resources will help eliminate the economic barriers that limit mothers from continuing their education or their children under 5 years of age from attending school.</p>
<p>5. Format and Presentation (ex: CD, handouts etc.)</p>	<p>(Activity 2.3.1)</p> <ul style="list-style-type: none"> ▪ List of 25 selected communities ▪ List of participants trained with the Early Childhood Development methodology in 25 communities (UNICEF approved methodology, Spanish) <p>(Activity 2.3.2)</p> <ul style="list-style-type: none"> ▪ Implementation Plan for the community early childhood program, including work teams, capacity strengthening schedule, SBC plan. ▪ Organization of work teams in each community (internal plan, Spanish). ▪ Training in competencies for the development of children as caregivers. ▪ Implementation of a communication campaign for behavioral change aimed at caregivers of children under six years of age. ▪ List of adolescents targeted to receive cash transfers in dispersed rural areas to encourage/support their school attendance and educational and life trajectory. <p>(Activity 2.3.3)</p> <ul style="list-style-type: none"> ▪ Identification of adolescent mothers with greater vulnerability conditions to receive unconditional multipurpose cash transfers.

<p>6. Development Skills Required (Key Requirement)</p>	<p>1. Early Childhood Development Officer with experience in early childhood development and childcare services, capable of designing and implementing childcare improvement programs tailored to the specific needs of each community.</p> <ul style="list-style-type: none"> - (Required): At least 5 years of experience in the implementation of Early Childhood Development programs in rural areas of the country. <p>At least 5 years of experience working in the field with Municipal, Education and Health authorities at the Municipality level on Early Childhood Development issues.</p> <ul style="list-style-type: none"> - (Preferred): At least 5 years of experience in the implementation of communication strategies for social and behavioral change. <p>2. Community Social Worker</p> <ul style="list-style-type: none"> - (Required): At least 3 years of experience in community work and social mobilization, capable of identifying and collaborating with local leaders and families to ensure the participation and acceptance of childcare improvement programs. <p>3. Consultant for design of cash transfers for adolescent mothers or caregivers</p> <ul style="list-style-type: none"> - (Required): At least 5 years of experience in the design and implementation of monetary transfer programs or similar social programs. - (Preferred): Specific experience working with adolescents, preferably in vulnerable contexts and experience in projects and knowledge of best practices in monetary transfer programs. <p>4. Logistics and Distribution Coordinator responsible for coordinating the distribution of resources and materials necessary for the successful implementation of childcare improvement programs and cash transfers in the 25 selected communities.</p> <ul style="list-style-type: none"> - (Required): At least 3 years of experience in logistics and distribution management, preferably in humanitarian or development sectors. <p>Proven track record in coordinating resource distribution for community-based programs.</p> <ul style="list-style-type: none"> - (Preferred): Experience in managing supply chains in challenging environments and working with diverse teams.
<p>7. Effort Estimates (man/day)</p>	<p>1. Early Childhood Development Officer (792M/D) 2. Community Social Worker (396 M/D) 3. Consultant for design of cash transfers for adolescent mothers or caregivers (30 M/D) 4. Logistics and Distribution Coordinator (350 M/D)</p>
<p>8. Estimated period(Month)</p>	<p>August 2024 – July 2028 (48 months)</p>

<p>9. Expense(USD)</p>	<p>640,000</p>	
<p>10. Quality Acceptance Criteria</p>	<p>11. Acceptance method</p>	<p>12. Quality Check point</p>
<p><u>Quantitative standard</u> 2000 caregivers reached by Early Childcare Service Improvement advisory program</p>	<p>Review of enrollment of caregivers reached by the early child care services improvement advisory program. National standards: implementation Guide for the Child Development Care Methodology Acceptance authority: Red Solidaria</p>	<p>Bi annually, during project implementation</p>
<p><u>Quantitative standard</u> 500 adolescent mothers reached by Cash Transfers Plus approach</p>	<p>Training, distribution of cash transfers, post monitoring on the use of the cash following the following the Red Solidaria guidelines as <u>national standard</u> Adolescent caregivers receive complementary services in addition to the monetary transfers provided by the Red Solidaria's social protection program Acceptance authority: Red Solidaria</p>	<p>At the end of year 2 and 3 of project implementation (December 2026 and December 2027)</p>

1. Project Output (POD Index/ Title of Project Output)	Output 2.4: Strengthened government coordination and technical capacity of Red Solidaria together with Ministry of Education, Ministry of Health, Ministry of Social Development, Ministry of Children and Adolescent and Municipality Association (AMHON) at municipality, department, and national level	2. Project Title (Period/Budget)	INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS 48 months/ USD7,535,000
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○ Detailed Project Output Description

3. Project output (Purpose and function)	Improve the coordination skills and mechanisms for a cross-sectoral approach, and strength capacities in key sectors
4. Composition and Activities	<p>2.4.1 Technical support to Red Solidaria for capacity improvement in ministry coordination Ministry of Education, Ministry of Health, Ministry of Social Development, Ministry of Children and Adolescent and Municipality Association (AMHON) at municipality, department, and national level To achieve it UNICEF will share international experiences, develop specific tools, and provide coaching to key officials in Red Solidaria and of the sectors involved, and with staff of the departmental and local level</p> <p>2.4.2 Implementation of the monitoring and evaluation system on the school-based multisector approach aligned with public policies. Together with Red Solidaria and the Ministry of Education, a monitoring system will be designed and implemented on the schools and communities benefitted by the project and it will allow timely information to make the necessary adjustments and at the same time have data that accounts for the progress of the indicators proposed in the results framework. In the same way, an attempt will be made to generate evidence in a similar group of non-intervened schools and communities to enable the construction of a counterfactual in order to carry out a comparative assessment and/or evaluation. The system will have the potential of being replicated given the</p>

	<p>scaling of the initiative</p> <p>2.4.3 Develop a dissemination strategy based on the monitoring and evaluation results of the school-based multisector approach. This activity implies defining the audiences and spaces to disseminate findings, conclusions, and recommendations from the project's monitoring or evaluation process and elaborating on different communication materials.</p> <p>2.4.4 Advocacy for scalability of educational bridges strategy as part of the comprehensive approach to learning recovery in educational centers. Incorporate the Smart School initiative in the development of the national educational curriculum, with standard connectivity specifications between 20 and 40 Mbps.</p> <p>In coordination with the Ministry of Education, certification of the learning passport as a flexible learning model for migrant children and adolescents, displaced by violence and returnees.</p>
<p>5. Format and Presentation (ex: CD, handouts etc.)</p>	<p>(Activity 2.4.1)</p> <ul style="list-style-type: none"> ▪ At least 8 Committee meetings carried out ▪ List of participants to each of the meetings ▪ 8 meeting minutes (PDF format in Spanish) <p>(Activity 2.4.2)</p> <ul style="list-style-type: none"> ▪ 1 dashboard developed showing the monitoring information at municipal level ▪ 1 evaluation report (PDF format in Spanish, accompanied by a 5 pages summary in English) <p>(Activity 2.4.3)</p> <ul style="list-style-type: none"> ▪ 4 annual progress reports based in part from the monitoring activities to be discussed at the Technical and Steering Committee meetings (pdf format in Spanish and an English version for KOICA) ▪ At least 4 Factsheets or brochures based on monitoring data aimed especially at decision makers (pdf format in Spanish) ▪ 1 infographic based on the evaluation process to be discussed among key stakeholders (PDF format in Spanish and English) ▪ At least 2 workshops/events to socialize main learnings and good practices derived form the project implementation <p>(Activity 2.4.4)</p> <ul style="list-style-type: none"> ▪ At least 4 meetings with education authorities to advocate for the adoption

	<p>and replication at national level of approaches and education modalities consolidated during the project implementation</p> <ul style="list-style-type: none"> ▪ National educational curriculum updated with the incorporation of Smart School principles and connectivity specifications 	
6. Development Skills Required (Key Requirement)	<p>1. Education Specialist (Project Coordinator)</p> <ul style="list-style-type: none"> - (Required) 10 years of experience in education policy and programs - (Preferred) Working experience with UN organizations <p>2. M&E Expert/Specialist</p> <ul style="list-style-type: none"> - (Required) 10 years of experience in monitoring and evaluation initiatives - (Preferred) Working experience with UN organizations <p>3. Field Monitor</p> <ul style="list-style-type: none"> - (Required) 3 years of experience monitoring and facilitating projects in the field - (Preferred) Working experience with ONGs in the field <p>4. Curriculum Expert</p> <ul style="list-style-type: none"> - (Required) 5 years of experience in designing curriculums for public education - (Preferred) Working experience with public education sector 	
7. Effort Estimates (man/day)	<p>1. Education Specialist (Project Coordinator) (720 M/D)</p> <p>2. M&E Expert/Specialist (360 M/D)</p> <p>3. Field Monitor (945 M/D)</p> <p>4. Curriculum Expert (90 M/D)</p>	
8. Estimated period(Month)	August/2024 – July/2024 (48 months)	
9. Expense(USD)	\$625,309	
10. Quality Acceptance Criteria	11. Acceptance method	12. Quality Check point

<p>Quantitative standard</p> <p>4 annual reports used to make adaptative management decisions within Steering Committee</p>	<p>Record of discussion in the committee's meetings and meetings minutes</p> <p>List of agreements and/or actions to adjust the projects implementation</p>	<p>Annually during the project implementation</p>
<p>Quantitative standard</p> <p>3 of alternative education modalities implemented by the project documented and included in the national curriculum or equivalent policy</p>	<p>Official records of MoE</p>	<p>Mid-term and ending of the Project</p>