

Project Document
Project Executive Summary

Project executive summary		
Project Outline	Title	INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS
	Partner country, location(s)	Honduras, Departments: Intibucá, Lempira, Francisco Morazán and El Paraíso
	Recipient organization	UNICEF Honduras
	Duration/ budget	· Duration: Apr. 2024-Mar.2028 (Total 48 months) Budget: USD 8,490,490 - KOICA contribution: USD 8,000,000 - UNICEF Honduras co-funding: USD 510,000
	Target group	· Direct beneficiaries: 51,500 children (0- 14 years) and 43,800 adults (teachers, health servants, parents, community leaders, local authorities) · Indirect beneficiaries: 231,800 children
	Sector	<input checked="" type="checkbox"/> Education <input type="checkbox"/> Health <input type="checkbox"/> Food, Agriculture, Forestry, and Fisheries <input type="checkbox"/> Governance <input type="checkbox"/> Transportation <input type="checkbox"/> Energy <input type="checkbox"/> Industry <input type="checkbox"/> Environment <input type="checkbox"/> ICT <input type="checkbox"/> Water, Sanitation and Hygiene <input type="checkbox"/> Humanitarian assistance <input type="checkbox"/> Others (Child Protection)
	Goals/ Objectives	To improve school access and retention of the most vulnerable children and adolescents in Honduras through a school-based multisector approach
	Contact person	· Full name, Eduardo Enrique Reina García · Position: Minister of foreign affairs · Organization: MFA · Email despachoministerial@sreci.gob.hn · Full name Bastiaan Van't Hoff · Position: Representative · Organization: UNICEF · Email: bvanthoff@unicef.org
Policy Alignment	Partner country's development needs identification Date of Project Concept Paper (PCP) and official project request letter received from a partner country/organization(s): 09/20/2022 · Main contents of PCP <ul style="list-style-type: none"> • The proposal was defined for 48 months (2024-2026) • Five hundred schools (400 elementary and middle schools and 100 pre-basic schools, including non-formal education centers and community-based experiences) mainly in Atlántida, Cortés, Intibucá, and Lempira departments and complemented by other municipalities in the Bay Islands and Francisco Morazán. These municipalities are selected based on a) the Red Solidaria/Presidential Cabinet list of prioritized localities suffering extreme poverty in the country and b) areas already intervened by UNICEF with KOICA support in the 2017-2022 cooperation cycle, developing alternative and innovative modalities in education based on intersectoral articulations (wash, protection, local governments)	

<p>Feasibility study</p>	<p>1. Feasibility Study (1ST.)</p> <p>Date: 01/09/2023 to 20/09/2023</p> <p>Participants:</p> <p>KOICA Guatemala Office: Sangjin Dong – Country Director, Myeongil Kim – International Project Coordinator, Andrea Hernández – National Project Coordinator</p> <p>KOICA HQ: Doa Kim – Latin America Planning Department</p> <p>Experts: Hanho Jeong – Education Expert – University of Yongho Ahn – Water and Sanitation Expert, Eunkyo Seo – Monitoring and Evaluation Expert, Eunyoung Oh – Logistics and Interpretation Support.</p> <p>UNICEF: Bastiaan Van’t Hoff – Representative, Mr. César Villar - Deputy Representative, Mr. Daniel Contreras - Chief Education, Miss. Kerlyn Membreño – Education in Emergencies Officer, Mr. Eliezer Oliva – Security officer, Mr. Mauricio Ramirez Arita - ECD officer, Mrs. Carolina Carias – WASH officer</p> <p>Main findings of the study Definition of logframe Adjust in localization</p> <p>2. Feasibility Study (Final)</p> <p>Date: 11/13/2023 to 11/24/2023</p> <p>Participants:</p> <p>KOICA Guatemala : Sangjin Dong / Estéfano Dong - Country Director, . Dajung Lim - Project Coordinator, . Andrea Hernández - Project Coordinator</p> <p>Feasibility Study Korean Experts Seonghye Hyeon, Yongho Ahn, Eunkyo Seo, Sujin Kim, . Eunyoung Oh</p> <p>UNICEF: Bastiaan Van’t Hoff – Representative, Mr. César Villar - Deputy Representative, Mr. Daniel Contreras – Chief Education, Mr. Hernan Torres Education officer, Miss. Kerlyn Membreño – Education in Emergencies Officer, Mrs. Luci Escobar - Health Specialist, Mr. Mauricio Ramirez Arita – ECD officer, Mrs. Carolina Carias – WASH officer, Mr. Leonardo Mier- Child Protection Specialists, Mr. José Velez – M&E Specialist, Mr. Eliezer Oliva – Security officer</p> <p>Main findings of the study Improvement in log framework: improvement in definitions of activities, alignment of indicators, discuss of localization. Final definition of timeline the project</p>
<p>Relevant policies and strategy(ies)</p>	<p>Its main objective is to improve human development, focusing on children and adolescents in Honduras. It focuses on strengthening the State's capacity to promote the rights of children and adolescents, for the provision of safe and protective environments, for access to essential services and quality education, to ensure a life in a healthy environment, for access to social protection services; promoting resilience to climate change and natural disasters; and protection against violence, abuse, and exploitation; while developing capacities for humanitarian preparedness and response. The project will reach 51,500 children (0- 14 years) with improved quality education services in 402 schools (innovation in teaching, better conditions in WASH, connectivity for part of these schools)and 100 preschool (ECD package) and 43,800 adults (teachers, health servants, parents, community leaders, local authorities) strengthening their capacities for providing education, support coordination with health and child protection services and improve their our services. Indirectly, 231,800 children will be beneficiaries. Additionally, the Honduran government will be available to a compressive model for development based in schools for the most vulnerable communities.</p> <p>KOICA CPS/CP:</p> <p>The project is aligned with the KOICA 2021-2025 strategies for education, health, water, climate action, gender equality and Human Rights especially and they fully</p>

	<p>coincide with the UNICEF Country Development Plan 2022-2025 and with the political plans of the State and Government of Honduras for the transformation of the country and the educational sector.</p> <ul style="list-style-type: none"> · Partner country's development goals: This proposal is aligned with Objective 1 of the Honduras Country Vision (2010-2038), a Honduras with no extreme poverty, educated and healthy, with consolidated systems of social security. <p>At national level, the project in a contribution to move forward in several objectives of 'Government plan to transform Honduras 2022-2026'; specifically : items 4.3 (education), items 4.1 (health), 4.4 (public safety); 7.2.6 (social protection). At the same time is a contribution to Red Solidaria Program (reduction of extreme poverty), 'Plan 356 to Re-foundation of education in Honduras', National Plan on Drinking Water and Sanitation (2022-2030), and Comprehensive policy for early childhood development (implemented through the program "Plan Crecer")</p> <ul style="list-style-type: none"> · Proposing organization(s)' development goals: The UNICEF Honduras Country Programme 2022-2026 aims to contribute to the country State's capacity to fulfill its obligation to protect and provide development opportunities to children in accordance with the provision of the Convention on the Rights of the Child and other international instruments. <p>The Country Programme Document (CPD has five program outcomes, Health & Nutrition, WASH, Climate Change & Disaster Risk Reduction (DRR), Education, Social Protection and Child Protective Environments, that align with the five pillars of UNICEF's new global strategic plan for 2022-2025 as well as with the UN Honduras United Nation Sustainable Development Cooperation Framework UNSDCF 2020-2026, Agenda 2030 and Honduras National Development Plan.</p>
<p>Consultation with KOICA country office</p>	<p>Date of meeting: 09/20/2022</p> <p>Feasibility study mission, from 9th to 20th of January,2023</p> <ul style="list-style-type: none"> · Key Feedback from KOICA -To verify the project's feasibility to be implemented with funds from the international cooperation agency KOICA. -Meetings with national authorities, Minister of Solidarity Network, Vice Chancellor, and Vice Minister of Education. - Field visit in 4 departments, Francisco Morazan, Intibucá, Copan, and Cortes, to 7 education centers and a health center. - Meeting with seven mayors of municipalities and two councils to guarantee children's rights. - Regional and district directors of the Secretariat of Education in Intibuca, Corquin, Copán <ul style="list-style-type: none"> - KOICA Sectoral Mid-term Strategies/LAC <p>Format of Proposal, Budget Ceilings & Deadlines</p> <ul style="list-style-type: none"> · Main modifications after consultation - Budget; general format; better alignment with KOICA Mid-Term Strategies. - Adjust in logFrame from three to two outcomes, definition of indicators, definition of steering committee, and adjust in the budget <p>Feasibility study mission, from 11th to 22th of January,2023</p> <p>Objective: To complete the verification at the field level and advance in the preparedness of the project, conclude the assessment of the project's feasibility to be implemented with funds from the international cooperation agency KOICA.</p> <ul style="list-style-type: none"> - Meetings with national authorities, Minister of Social Development director of Red Solidaria, General Directors of MoE, DINAf /SENAF (Ministry of Childhood, adolescents, and Family), and Foreign Affair and International Cooperation Ministry. - Field visit in 4 departments, Francisco Morazan, Intibucá, El Paraiso, and Lempira, to 9 education centers, health centers, and communities (and their 'mesa solidaria,' an internal governance/coordination body). - Meeting with mayors and councils to guarantee children's rights. <ul style="list-style-type: none"> · Main modifications Improvement in the log frame (reorganization in two outputs, improve indicators on all levels, improve the description of activities), better definition of the steering and technical committee, agreement on the date of start and conclusion of the project,

	and agreement on the status of Korean staff for the project.). Two schools has been added in coordination with Korea Embassy in Hondura
Related projects	<p>Inclusive and safe education for girls in Honduras (2019-2022/5.6M USD) financed by KOICA and implemented by UNICEF.</p> <p>The area of intervention were 25 municipalities: 23 located in four departments prioritized by the 2017-2021 UNICEF Honduras Cooperation Programme (Lempira, Intibucá, Copán and Santa Bárbara) plus Tegucigalpa (capital) and Puerto Lempira (department of Gracias a Dios).</p> <p>Outcome 1 By 2022, girls suffering most from exclusion in the selected municipalities in seven departments access quality and inclusive education at the primary and preschool levels.</p> <p>Output 1.1 Municipal Councils for Educational Development and Schools Development councils in selected municipalities have the capacity for participation in educational management at the local level in order to improve the access in quality of violence-free education.</p> <p>Output 1.2 Educational teams in the selects departments and municipalities have acquired competences to implement the decentralized management model of educational quality and the development of educational alternatives for out-of-schools girls and adolescents</p> <p>Output 1.3 The national education system has developed the capacity to the redefine its educational policy framework, norms and evidence-based management models for an inclusive and quality education that promotes gender quality</p> <p>Outcome 2 By 2022, girls in schools are better protected from violence in its various forms in the selected municipalities</p> <p>Output 2.1 Schools and communities in the selected municipalities have developed their capacity to promote water sanitation and hygiene and resilient to climate change with a gender approach.</p> <p>Output 2.2. Girls have the competences they need to prevent violence and ensure protection against violence, including gender-based violence and corporal and punishment in the community and in schools</p> <p>Outputs 2.3 Schools have space and trained personnel for psychological care of victims of violence and schools counseling ·</p> <p>The main lessons learned from this project show that the impact of the intersectoral approach (education but also an intervention in WASH, protection from violence, menstrual hygiene education, and technology support are difficult to implement) can accelerate the achievement for children (enrolment and learning).</p> <p>Although improving the coordination between components is necessary, the first project has allowed critical actors in the government to see that comprehensive models are feasible in Honduras.</p> <p>A significant challenge is the involvement of community services; they are fragile and regularly unavailable to coordinate with schools. For this reason, a necessary complementary approach is to reinforce some community services and capacities.</p>
Confirmed other donor partnerships/ cooperation	<ul style="list-style-type: none"> • Not applicable'

Detailed project description	Roles and responsibilities (by activities)	Activity 1.1.1. Identification of 80 schools require climate-resilient WASH service upgrade		
		Activity 1.1.2. Installation of climate-resilient WASH infrastructure in 80 schools		
		Activity 1.1.3. Capacity building trainings on Climate-resilient WASH services in 80 schools		
		Activity 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		
		Activity 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)		
		Activity 1.2.3. Identification of 40 schools in coordination with Ministry of Education (MoE) for internet connectivity and equipment provision and implementation of internet connectivity with an one-year data usage guarantee		
		Activity 1.2.4. Implementation of Learning Passports strategy in 200 schools where have internet connectivity		
		Activity 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		
		Activity 1.3.2. Implementation of the Child Development Care (CDI) resource package in 100 pre-schools		
		Activity 1.3.3. Implementation of health education campaigns for 502 schools		
		Activity 2.1.1. Identification of 80 communities and its health centers require safe and climate-resilient WASH access improvement		
		Activity 2.1.2. Installation of safe and climate-resilient water infrastructure in 80 communities and its health centers		
		Activity 2.1.3. Capacity building trainings on safe and climate-resilient WASH service in 80 communities and its health centers		
		Activity 2.2.1. Identification of communities related to 80 priority schools		
		Activity 2.2.2. Identification of existing child protection and health services including its criteria in 80 communities		
		Activity 2.2.3. Capacity building training of child protection outreach services and technical support provision in 80 communities		
		Activity 2.2.4. Design and implementation of child and adolescent referral protocol among health centers, child protection service providing organizations, and schools		
		Activity 2.2.5. Capacity building training of health centers on health promotion for schoolteachers		
		Activity 2.3.1. Identification of 25 communities for the implementation of Early Childcare Service Improvement approach and Cash Transfer Plus approach		
		Activity 2.3.2. Design and implementation of an Early Childcare Service improvement program in 25 communities		
		Activity 2.3.3. Design and implementation of Cash Transfer Plus approach for 500 adolescent mothers who have children under 5 in 25 communities		
		Activity 2.4.1. Technical support to Red Solidaria for capacity improvement in ministry coordination (coordination with Ministry of Education, Ministry of Health, Ministry of Social Development, Ministry of Children and Adolescents and Municipality Association (AMHON) at municipality, department, and national level)		
		Activity 2.4.2. Implementation of the monitoring and evaluation system on the school-based multisector approach aligned with public policies		
		Activity 2.4.3. Development of strategy for dissemination based on the findings from the monitoring and evaluation results on the school-based multisector approach		
		Activity 2.4.4. Technical support to MoE on the scaling up of flexible and alternative education modalities, and the development of national education curriculum		
		Expected results	Outputs	Output 1.1: Improved climate-resilient WASH services in 80 schools (13 pre-schools, 67 basic and lower secondary schools)
				Output 1.2: Improved education services in 402 schools through the application of innovative approaches and alternatives to recovery learning, fundamental life skills
			Outcomes	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
		Output 2.1: Improved access to safe and climate-resilient WASH service in 80 communities		
		Outcomes	Output 2.2: Improved child protection and health services in 80 communities	
Output 2.3: Improved quality of childcare services in 25 communities				
Outcomes	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			
	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.			
Outcomes	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)			

Performance management	Indicator 1	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	Year 5	Total			
	*1.1. Completion rate of primary school (1th to 6th grade) - KOICA SDG 4.1.2 - [Percentage of a cohort of children 3-5 years above the intended age for the last grade of a corresponding education level who have completed that level]	2022 - 2024	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Increase the rate for primary and lower secondary level	Increase the rate for primary and lower secondary level	REDSOL SIRBHO Database from Census of 2,007 poorest villages in the country. Values will be estimated for 132 villages prioritized for this project. An alternative would be estimating the indicator from data form SACE for all schools in 132 villages for the numerator and population data from REDSOL SIRBHO for denominator	SIRBHO	annual
	*1.2. Completion rate of lower secondary (7th to 9th grade) - KOICA SDG 4.1.2 - [Percentage of a cohort of children 3-5 years above the intended age for the last grade of a corresponding education level who have completed that level]	2022 - 2024	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Increase the rate for primary and lower secondary level	Increase the rate for primary and lower secondary level			
	2.1. Proportion of children of all ages living in poverty in all its dimensions in prioritized communities according to national definitions (SDG 1.2.2)	2022 - 2024	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Reduce the rate or the intensity of the multidimensional poverty	Reduce the rate or the intensity of the multidimensional poverty			

Requirements management plan

Categories	Contents	Application Status
Required conditions	Co-funding from ORG: (More than 7% of the Contribution from KOICA)	0 6,7%
	Recruitment of Korean Nationals (1 person, at least 24 months)	<i>UNICEF recruited a P2 Education Officer with strong skills in M&E to reinforce the coordination, monitoring, and reporting of the project. This position will be for 24 months and will be oriented to Korean people.</i>
Suggested conditions	Plans for inviting Korean NGOs to the capacity building sessions in the field	X
	Plan for Korean international NGO(s) to participate as a project-implementing agency	X
	Plan of engaging KOICA Multilateral Cooperation Officer(KMCO) in the project	KOICA Guatemala's Country Director will participate on the steering committee or delegate a person to assist in his/her representation. KOICA's Guatemalan Office Country Director will participate in the annual field visit. A P2 level Education Officer, oriented Korean people, will mainly be recruited for M&E activities.

List of Abbreviations and Acronyms

ACOES	Asociación de Colaboración y Esfuerzo
AMHON	Asociación Municipal de Honduras
APF	Asociación de Padres de Familia
BOQ	Bill of Quantities
CED	Centro Educativo

CIS	Centros Integrales de Salud
CODDE	Consejos Distritales de Desarrollo Educativo
COMDE	Consejos Municipales de Desarrollo Educativo
CONASA	Consejo Nacional de Agua Potable y Saneamiento
CP	Country Plan
CPS	Country Partnership Strategy
DDS	Dirección Departamental de Salud
DECOAS	Departamento de Educación y Comunicación Ambiental y Salud
DGCE	Dirección General de Currículo y Evaluación
DGME	Dirección General Modalidades Educativas
DGITE	Dirección General Innovación Tecnológica y Educativa
DIGICEBI	Dirección General de Construcciones Escolares y Bienes Inmuebles
DINAF	Dirección de Niñez, Adolescencia y Familia
ERSAPS	Ente Regulador de los Servicios de Agua Potable y Saneamiento
ESFAM	Equipo de Salud Familiar
GBV	Gender Based Violence
HPV	Human Papiloma Virus
JA	Junta de Agua
JMP	Joint Monitoring Programme
KOICA	Korea International Cooperation Agency
MCC	The Millennium Challenge Corporation
NGO	Non Government Organization
PCA	Program Cooperation Agreement
PEI	Plan Estratégico Institucional
PESE	Plan Estratégico del Sector Educación 2018-2030
PGRH	Plan de Gobierno para Refundar Honduras
PLANASA	Plan Nacional de Agua Potable y Saneamiento
PWW	Pure Water for the World
PROASOL	Programa de Acción Solidaria
PRSP	Poverty Reduction Strategy Paper
SANAA	Servicio Autónomo Nacional de Acueductos y Alcantarillados
SAT	Sistema de Aprendizaje Tutorial
SEDESOL	Secretaría de Estado en el Despacho de Desarrollo Social
SEDIS	Secretaría de Desarrollo Inclusivo y Social
SEDUC	Secretaría de Educación
SEFIN	Secretaría de Finanzas
SENAF	Secretaría de Niñez, Adolescencia y Familia
SESAL	Secretaría de Salud
SIGADENAH	Sistema Integral de Garantía de Derechos de la Niñez y Adolescencia
SRECI	Secretaría de Relaciones Exteriores y Cooperación Internacional
TMC	Transferencia Monetarias Condicionadas
UAPS	Unidades de Atención Primaria de Salud
USINIEH	Unidad del Sistema Nacional de Información Educativa
UNV	United Nations Volunteers
WASH	Water, Sanitation and Hygiene

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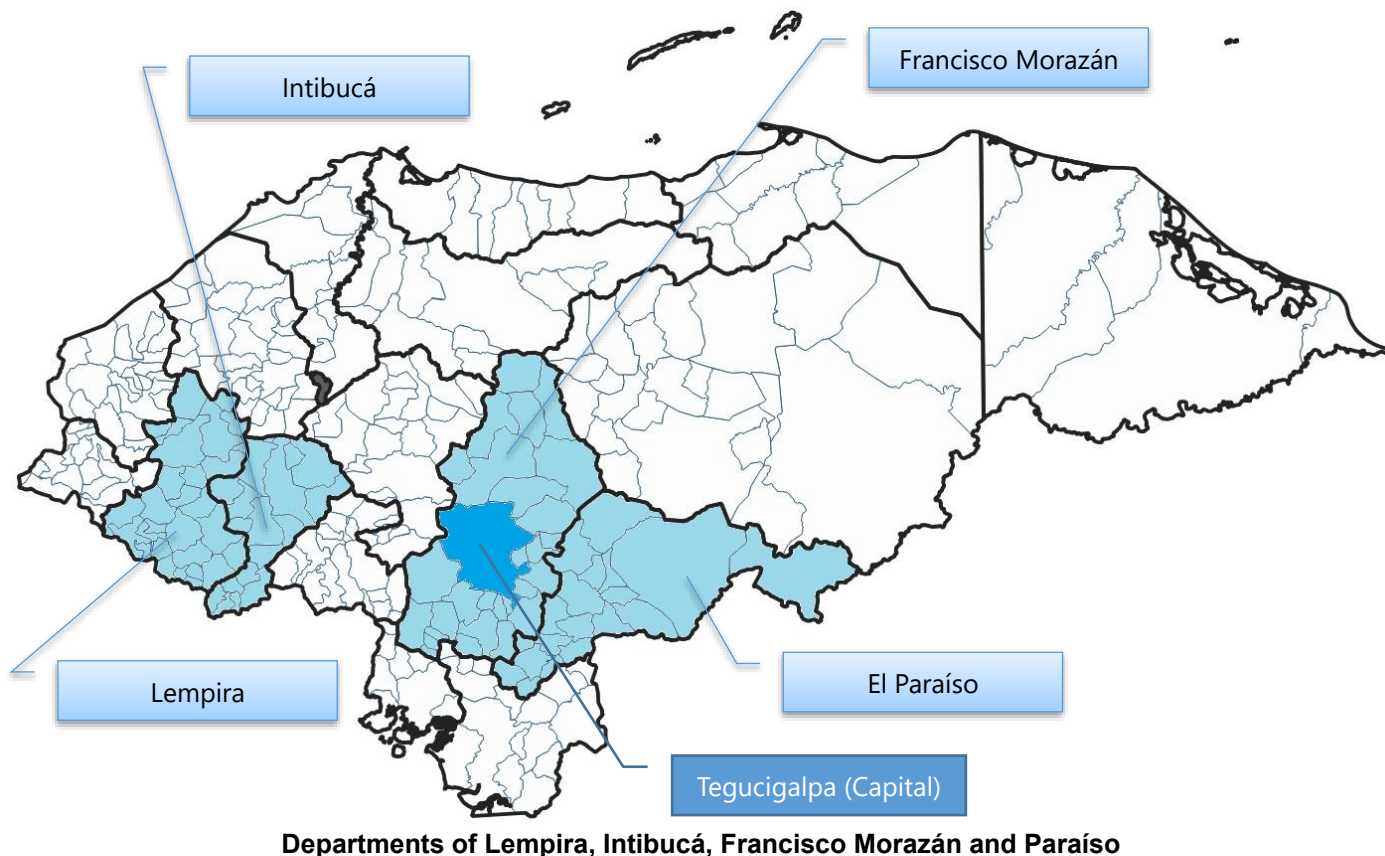
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1. Situation Analysis

1.1. Context of the Project

1.1.1. Map of target country and project site



1.1.2. Country context

By 2022, 36.5% of the population living in Honduras is either a boy, a girl, or an adolescent. This means that 3,507,344 inhabitants are under 18 years of age, 54% lives in urban areas and 46% in rural areas. 55% of children and adolescents live in five out of 18 departments (Cortés, Francisco Morazán, Yoro, Olancho and Comayagua)¹. In Honduras, as a multiethnic country, 13.3% of householders declared belonging to any of the nine officially recognized indigenous and Afro-Honduran communities in the country (Garifunas, Lencas, Maya-Chortís, Misquitos, Nahuas, Negros Ingleses, Pech, Tawakas and Tolupanes). It is estimated that the indigenous and afro population within the departments of El Paraíso, Francisco Morazán, Intibucá and Lempira is 1.6%, 4.0%, 53.3% and 46.0%, respectively². In addition to this, 13.8% of children and adolescents have some type of disability³.

The latest statistics show that Honduras is a low-middle income country. The Human Development Index (IDH) is 0.634, the lowest in Central America⁴ and the Gini Index of 0.482 warns about the high inequality prevailing in the country⁵. Investment in children has fallen from 8.5% of the GDP in 2013 to 6.0% of GDP in 2018, meaning that \$398.4 per capita were invested annually and that the daily investment was of \$1.11 per child⁶.

Honduras is highly dependent on remittances sent by migrants who by 2021 represented 29% of the Gross Domestic Product (GDP)⁷. Exports include coffee, banana, and palm oil and in recent years the textile production factories has

¹ INE. Proyecciones de población 2022 basadas en el Censo de Población y Vivienda 2013

² INE. Censo de Población y Vivienda 2013

³ INE. ENDESA/MICS 2019

⁴ PNUD. Informe sobre Desarrollo Humano, Honduras 2022

⁵ Banco Mundial. América Latina y el Caribe: Panorama General 2022

⁶ DINAf & UNICEF. La inversión pública dirigida a la niñez y adolescencia en Honduras 2018

⁷ Banco Mundial, *op. cit.*

become the most important export activity, considered the third largest textiles production sector in the world providing around 150,000 jobs, many of them occupied by teenagers.

Poverty is the most defining factor for the non-compliance of children and adolescent's rights. In 2016, 64.1% of households were facing multidimensional poverty and in 2019 59.3% faced income poverty. Two situations have increased poverty in recent years: the Covid-19 pandemic and the impact of tropical storms Eta and Iota which hit the country in 2020. During 2021, poverty increased to 73.6% affecting not only households, but also increasing the migration of girls and boys⁸.

A new government took office in 2022, elections were won by a different party from the two parties that had ruled the nation for the last decade is led by the first female President.

Consequently, there was a popular demand to reinstate the International Commission Against Impunity in Honduras, supported by the United Nations, and as a result an agreement between the United Nations and the Government of Honduras was signed to establish it by the end of 2022.

The turnover of the civil servants with the change of administration tends to erase institutional memory, which slowed down some programmes previously initiated by agencies such as UNICEF, whose work plans were signed during previous administrations. .

Crime continues to be one of the biggest social concerns in Honduras with violent rates above the Latin American average. According to data from the Police Statistical System, in 2022 the homicide rate was 38.14 per 100,000 inhabitants⁹, 21.7 points above the LAC region rate and the highest in Central America¹⁰. Data from the National Violence Observatory indicate that 10% of these homicides were committed to children and adolescents up to 19 years of age¹¹. Despite the fact that the total number of homicides decreased by 13% in 2022- compared to 2021- the perception of public insecurity persists.

Honduras continues to be highly vulnerable to the adverse effects of climate change and it is grouped in a very high risk category in terms of exposure to environmental degradation and drought according to the 2022 Risk Management Index. In addition, other international vulnerability indexes place the country at a current "severe" level that is projected to be "acute" by 2030. Furthermore, only half of the population can access basic services such as safe drinking water¹².

In September 2022, heavy rains flooded dozens of communities in 21 municipalities from four departments affecting approximately 30,000 people. Tropical storm Julia also impacted the country, affecting between 140,000- 190,000 people in October, according to information provided by the Office for the Coordination of Humanitarian Affairs.

Regarding the country's economy, internal and external factors caused a sharp increase in the cost of living since year-on-year inflation stood at 10.2% as of October 2022¹³, which had not happened for more than a decade according to World Bank data. The impact of the economic crisis on the poverty levels of households still needs to be assessed. The repercussions of a possible economic recession will hinder the fight against poverty in the country and the strengthening of food and nutritional safety. Preliminary data from a study performed by the National Statistics Institute (INE) and ACH, WFP and UNICEF show that the western regions and Gracias a Dios show a "very high" and "high" severity in terms of chronic malnutrition in comparison to WHO thresholds. On the other hand, the western region and Valle de Sula depict a third of their population affected by food insecurity, while food insecurity in the region of Gracias a Dios rises to almost half of its population.

The context of socioeconomic crisis and generalized violence makes Honduras a departing country for refugees and migrants who leave the country searching for protection and/or better opportunities. According to data from the National Migration Institute (INM), a total of 52,366 Honduran migrants were returned from January to December 5, 2023. Children and adolescents represent about 27 % of this group¹⁴. In 2021, 46.2% of all returned migrant children were unaccompanied¹⁵.

Honduras also continued to be a transit country for many migrants during 2023 especially Venezuelans, Cubans, Ecuadorians, and Haitians. According to the National Migration Institute, more than 502,406 migrants irregularly crossed

⁸ INE. Encuestas Permanentes de Hogares de Propósitos Múltiples 2016 - 2021

⁹ Sistema Estadístico Policial on line, consulted in 2023

¹⁰ Infosegura. Análisis sobre la situación de la violencia y seguridad ciudadana en Centroamérica y República Dominicana 2023

¹¹ Observatorio de la Violencia, Instituto Universitario de Democracia, Paz y Seguridad. Boletín de Homicidios 2022

¹² INE. ENDESA/MICS 2019

¹³ Banco Central de Honduras. Boletín del IPC 2023

¹⁴ Instituto Nacional de Migración. Estadísticas Migratorias. Consulted December 2023

¹⁵ Secretaría de Relaciones Exteriores. Observatorio Consular y Migratorio de Honduras. Reporte Resumen 2021

the territory as of November 30, 2023 mainly through entry points on the southeastern border. This is 3 times more the number registered in 2022. 21% of the migrants accounted as children a under 18 years of age¹⁶.

Priority areas of assistance for this population include child protection services, housing, water, sanitation and hygiene, as well as health and nutrition interventions.

Finally, after the crisis scenario previously described mainly caused by the pandemic, access to education system continues to deteriorate. According to statistics from INE, school attendance dropped from 62.8% to 50.4% between 2019 and 2021¹⁷.

Regarding general conditions of educational centers, the Infrastructure Master plan denotes that more than 75% of schools need water, sanitation and basic infrastructure enhancement, which affects quality of education that is proven to be low, according to the Fourth Regional Comparative and Explanatory Study (ERCE) from UNESCO, limiting opportunities and preventing Honduran children and adolescents to aspire to decent jobs and/or develop the necessary skills for a better future.

1.1.3. Overview of the current situation

The compounding effects of COVID-19, Eta, and Iota, coupled with the acute violence in the country, leave children at risk for further violence and abuse, school dropout, and underdevelopment of fundamental competencies. The State and society as a whole face the challenge of recovering from the impact of these phenomena and creating an environment that facilitates the fulfillment of the right to protection, the recovery of learning, and the provision of quality education for Honduran children.

- There are 17,358 schools in the country that house 21,819 public educational centers (official, municipal, semi-official, and community). 68% of educational centers are at the primary level, 30% at the pre-basic level, and only 2% at the intermediate level; it is considered that there is a sufficient number of schools and that the geographic coverage is almost total. 57% of the schools are located in rural areas. Of these, about 6,000 are single-teacher schools with less than 40 students located in sparsely populated rural areas.

- A recent joint report by UNICEF, UNESCO, and the World Bank (WB) indicates that Honduras had the lowest level of learning in the LAC region before the pandemic, with 6.3 years of schooling corrected for learning (LAYS), and that it has lost more than 24%, reaching only 4.6 LAYS. In other words, the level of learning has regressed by about ten years.

- Even before the arrival of the COVID-19 pandemic in the country, 37.2% (more than 700,000) of school-age children and adolescents (3-17 years old) were out of school. With the closure of schools during the COVID-19 pandemic, educational inequality has worsened, and it is estimated that more than half a million children dropped out of school during the pandemic, according to the Humanitarian Education Cluster. A UNICEF rapid survey revealed that 29% of children and adolescents surveyed were able to participate in distance learning but without teacher support or adequate access to devices and the Internet.

- The passage of tropical storms ETA and IOTA through Honduras in late 2020 worsened the above-mentioned situation. According to the Ministry of Education, more than 500 schools were damaged by the tropical phenomena. In total, the economic damage the storms caused to the education sector was estimated at US\$33.5 million. Poverty was exacerbated by the combined effect of the storms /pandemic. The poverty percentage increased from 45.4% (2019) to 59.2% (2021), and the rate of living in extreme poverty increased from 22.9% to 32.5%.

- According to the PAHO/UNICEF Joint Monitoring Program, 22% of schools nationwide are without access to water, and only 12% have access to hygiene services. According to ENDESA 2019, 50% of the population nationwide is at risk of consuming contaminated water.

- Enrollment rates at all levels fell between 2019 and 2021. At pre-basic level, coverage went from 35.5% to 24.2%, at the basic level (grades 1 to 6) went from 93.1% to 77.8%, at the basic level (grades 7 to 9) went from 55.5% to 49.3%, and at the middle level, (grades 10 to 12) went from 35.7% to 25.1% coverage.

- The Ministry of Education decreed the reopening of schools as of April 2022, after attempting to meet certain conditions (the complete vaccination of teachers, administrative and service personnel; the provision of biosafety equipment; the availability of drinking water and sanitary services) and the preparation and implementation of a biosafety contingency plan. However, only 52% of schools are equipped with hand-washing facilities, making it difficult to comply with biosecurity protocols to prevent and control infections, thus hindering full reopening.

- Violence is also one of the main causes of school dropout, with 23.9% of girls and 14% of boys aged 13 to 17 years reporting dropping out of school due to acts of physical violence. Among adolescent girls, 21.2% were absent from school as a result of an act of sexual violence. Honduran schools operate in an environment of insecurity and fear that

¹⁶ Instituto Nacional de Migración, *op.cit.*

¹⁷ INE. Encuestas Permanentes de Hogares de Propósitos Múltiples 2019 y 2021

affects the entire educational community. The presence of gangs and the sale of drugs in educational centers affect the performance of educational centers in the 18 departments of the country.

- According to the National Demographic and Health Survey conducted in 2019 by the National Institute of Statistics, only 14% of children between 36 and 59 months of age attend early childhood education. The same survey shows that the Early Childhood Development Index (ECDI) of children between 3 to 4 years old is 75 points (on a score of 1-100). The ECDI measures four components: physical, socio-emotional, learning and literacy - numeracy; in this last component, only 12.5% of children have adequate development. On the other hand, the survey reveals that, in Honduras, 42% received psychological aggression, 62.5% of children aged 1 to 14 years were exposed to any form of violent discipline, 49% have suffered physical punishment, and 4% severe punishment.

- The most recent 2019 National Demographic Survey indicates that 44.4% of the population is at risk of fecal contamination in the drinking water source, and 59.2% face this same risk in their own home¹⁸. This situation leads to water-related diseases that affect children under 5 years of age more intensely. Only 24% of the country's municipalities have a sewage system. 35.6% of schools do not have drinking water service by 2022, and only 12.5% have sinks with soap and water. A study conducted in La Mosquitia, Gracias a Dios, shows that 36% of girls reported not going to school during their menstrual period. At the end of 2020 due to tropical storms Eta and Iota, Honduras reported more than 500 drinking water and sanitation systems damaged, due in part to the lack of climate resilience in WASH services and infrastructure.

- According to the Global Climate Risk Index 2017, from 1996 to 2015, Honduras was in the top 3 most affected countries worldwide, and a temperature increase of 1°C to 1.5°C is expected according to the Third National Communication of 2019. Additionally, 1/3 of the municipalities in Honduras are classified under 'high or very high risk' according to the INFORM 2021 index. The consequences of climate change are another factor that could increase the number of migrant children and adolescents.

- Concerning adolescent and young women, the care tasks assigned to them are an additional factor that explains their withdrawal from both educational centers and the labor market. Women make up 88% of the labor force that neither studies nor works, and in the latter case, the low female participation is attributed, at least in part, to the gender bias in intra-household work where women act as caregivers and where the absence of care services reinforces this effect.

- Information from the ENDESA-MICS 2019 shows that, in the 5 to 11 age group, the proportion of girls who spend 21 per week hours or more on household chores is almost double (3.4%) than that of their male peers in the same age group (1.7%). At older ages, this gap doubles in the 12 to 14-year-old age group, reinforcing gender roles; in this age group, the proportion of girls is 15.4% vs. 4.2% for boys.

- Among young women who neither study nor work, 26% are heads of household or spouses of heads of household with children. A second massive group, although they are also in charge of caring for children as older sisters or aunts without remuneration or flexible options to complete their education.

1.2. General Information on Organization

The UNICEF Honduras Country Programme Document 2022-2026(CPD) aims to contribute to the country State's capacity to fulfill its obligation to protect and provide development opportunities to children in accordance with the provision of the Convention on the Rights of the Child and other international instruments.

The CPD has five program outcomes; 1) Health & Nutrition, 2) Wash, Climate Change & DRR, 3) Education, 4) Social Protection and 5) Child Protective Environments, that align with the five pillars of UNICEF's new global strategic plan for 2022-2025 as well as the UN Honduras UNSDCF 2020-2026, Agenda 2030 and Honduras National Development Plan.

A.1 Expected outcomes of the Country Programme

Outcome 1: Good Health & Nutrition – More children adolescents, women and their families in rural and urban environments have equitable access to quality health and nutrition services to promote healthy behaviors, contributing to the reduction of preventable diseases and malnutrition in Honduras.

Outcome 2: Resilience, climate-smart water, sanitation, hygiene, and risk reduction – More children, adolescents, women, and their families in rural and urban environments have sustained access to resilient (including climate) WASH and child sensitive services within a system that can better adapt to the adverse effects of climate change and other shocks and emergencies. As well as contributing to the reduction of water-related diseases in Honduras and to the resilience and sustainable development of communities.

¹⁸ INE. ENDESA/MICS 2019

Outcome 3: Learning and skills – More children and adolescents, particularly the most disadvantaged and vulnerable, conclude their basic education with increased learning outcomes and life skills, through inclusive, pertinent, innovative, and flexible modalities.

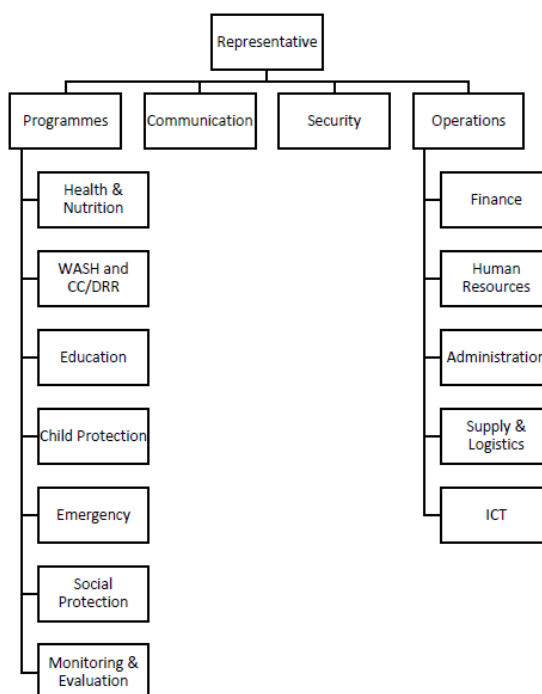
Outcome 4: Social Protection – more children and adolescents, especially those living in the poorest households, benefit from inclusive social protection programmes.

Outcome 5: Safe and protective environments – Marginalized children, adolescents, and women, including those in humanitarian situations, live and develop in safe and protective environments that guarantee quality and comprehensive protection systems and services.

Country Programme Management Structure

The Representative leads the work on setting the Country Programme vision and direction – including discussions with government and partners on influencing policies and budgets – and is supported by the Deputy Representative, Operations, Communications, Monitoring and Evaluation, and all programme sections. This facilitates discourse on national level policy, advocacy, knowledge management and risk management in a day-to-day dialogue with the Representative.

Country Programme Management Structure



Analysis of Integrated Budget

The integrated budget of the country programme has been developed based on the programme budget detailed in the 2022-2026 CPD (RR and OR) and approved Institutional Budget (IB).

The total resource envelope is US\$6,380,000 for Regular Resources subject to availability of funds, US\$54,500,000 in Other Resources, and US\$7,150,196 Institutional Budget (IB) for the delivery of the five years. This CP budget represents respectively 9 percent of RR, 80 percent of ORR, 11 percent of IB

It is important to note that the funding target established is considered conservative.

The proposed structure for the 2022-2026 Country Programme results from a thorough review and assessment of workload analysis and the need for a higher level of technical assistance that will enable partners and counterparts to accelerate progress towards the CPD outcomes.

Table 2 Annual Planned Resources

Outcomes	2022	2023	2024	2025	2026	2022-2026
Outcome 1: Good health and nutrition						
RR	166,972	183,876	178,473	181,574	173,699	884,594
OR	1,210,406	1,452,500	1,660,000	1,867,500	2,075,000	8,265,406
Total	1,377,378	1,636,376	1,838,473	2,049,074	2,248,699	9,150,000
Outcome 2: Resilience, climate-smart WASH and risk reduction						
RR	209,675	254,242	254,914	258,766	235,325	1,212,920
OR	1,230,000	1,436,436	1,641,479	1,846,523	2,051,568	8,206,006
Total	1,439,675	1,690,678	1,896,393	2,105,289	2,286,893	9,418,926
Outcome 3: Learning and skills						
RR	144,958	67,759	70,769	73,912	77,197	434,595
OR	2,217,094	2,544,813	2,908,521	3,272,228	3,635,392	14,578,588
Total	2,362,052	2,612,572	2,979,290	3,346,140	3,713,129	15,013,183
Outcome 4: Social Protection						
RR	180,279	216,325	209,969	213,618	179,809	1,000,000
OR	840,000	980,000	1,120,000	1,260,000	1,400,000	5,600,000
Total	1,020,279	1,196,325	1,329,969	1,473,618	1,579,809	6,600,000
Outcome 5: Safe and protective environments						
RR	119,083	125,311	130,180	135,550	139,876	650,000
OR	2,130,000	2,485,000	2,840,000	3,195,000	3,550,000	14,200,000
Total	2,249,083	2,610,311	2,970,180	3,330,550	3,689,876	14,850,000
Total Programmes:	8,340,874	9,697,529	10,958,861	12,248,837	13,453,899	54,700,000
Programme Effectiveness Outcome						
RR	455,033	428,487	431,695	412,582	470,094	2,197,891
OR	547,500	638,750	730,000	821,250	912,500	3,650,000
Institutional Budget	440,152	451,588	473,254	491,017	514,778	2,370,789
Total	1,442,685	1,518,825	1,634,949	1,724,849	1,897,372	8,218,680
Management Outcome						
RR	NA	NA	NA	NA	NA	NA
OR	NA	NA	NA	NA	NA	NA
BMA - Institutional Budget	891,171	928,587	955,748	988,955	1,014,947	4,779,408
Total	891,171	928,587	955,748	988,955	1,014,947	4,779,408
Grand Total Integrated Budget	10,782,322	12,193,674	13,605,002	15,018,473	16,430,725	68,030,196

Funding and Leveraging Resources Strategy

The ceiling for the new Country Programme (CP) was set to USD 60.9 million, from which USD 6.4 million are projected to be funded from Regular Resources (RR) and the Honduras Country Office (HCO) aims to mobilise 54.5 million in Other Resources (ORR). This target represents an increase compared to the 2017-2021 cycle and reflects a growth in resources over 2019-2021.

During the previous cycle Honduras faced multiple in-country crises and remained in a worrisome humanitarian disaster situation, especially in the aftermath of the pandemic and the two tropical storms that hit the country. Therefore, HCO strengthened partnerships across the humanitarian network (United Nations system and NGOs) and mobilize Other Resources for Emergency (ORE) by expanding the traditional donor's base with key humanitarian donors such as the Bureau of Population, Refugees, and Migration, the Bureau of Humanitarian Assistance, Japan, ECHO, and AECID to finance a large part of the UNICEF emergency response in 2020 and 2021. The major investments areas were Education, Child Protection and WASH.

Although ORE are not considered within the funding ceiling as per UNICEF policy the humanitarian trend is likely to continue, and HCO will continue to apply for funds under various humanitarian envelopes including the HAC and the HNO/HRP processes.

Funding:

The goal of the Honduras Resource Mobilization Strategy is to develop, mobilize and leverage public and private partnerships in support of the 2022-2026 Country programme. The last two years of the country programme faced many challenges and opportunities driven by two main challenges: two last hurricanes and the Covid-19 pandemic.

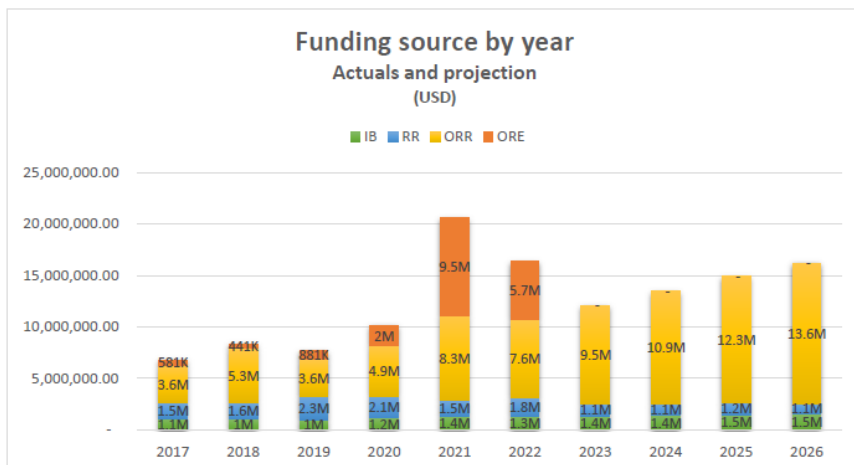
The resources mobilised increased substantially and as present the 2021 budget allotment is \$24.7 million, the sixth highest in the LAC region.

The investment target for the new cycle is USD 60,880 million.

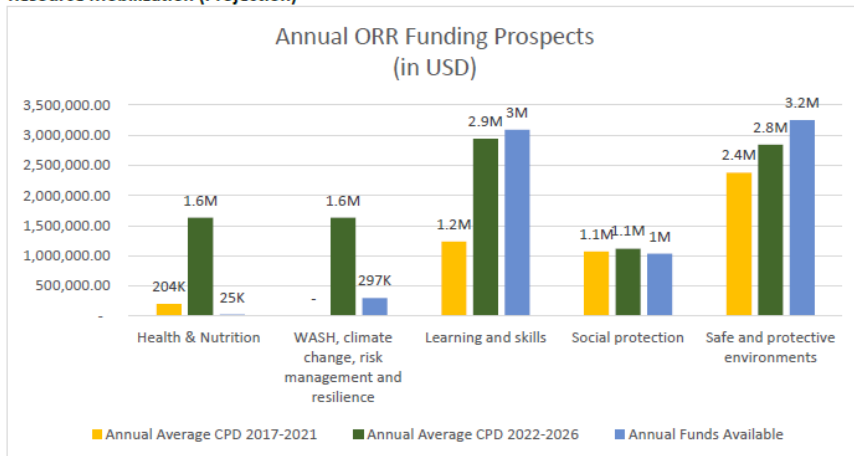
ORR USD 54,500 million

RR USD 6,380 million

This target represents an 47% increase compared to the 2017-2021 cycle and reflects a growth in resources over



Resource Mobilization (Projection)



2. Justification

2.1. Problem Statement

Children and adolescents in the most vulnerable communities face barriers to enrolling, completing education, and achieving learning. These barriers are education itself (lack of relevance of education offered, lack of learning materials, poor quality of teaching, and critical condition in WASH and infrastructure in schools) but also violence against the children, lack of safe water at the community level, health issues, and lack of social protection in these communities.

2.2. Proposed solution

The project will help 502 schools from at least 80 highly vulnerable communities in the departments of Intibucá, Lempira, El Paraiso and Francisco Morazan, a school-based multisector approach aligned with public policies. Through this will be enhanced the capacity of schools to enroll and retain children with improvement in conditions (wash, internet connectivity,) and innovation in teaching; and will be improved in some conditions (WASH) and services (Child Protection, Health, and Social Protection) in prioritizing communities.

The project will help the government improve efficient multisector and multilevel (municipality, department, and national level) coordination to ensure school and community improvement.

The emphasis of project intervention is at the school level; the community intervention will be aligned with school interventions. The scope of some challenges at the community level exceeds the project's reach.

2.3. Lessons learned from past projects

- ☐ Inclusive and safe education for girls in Honduras(2019-2022/5.6M USD) financed by KOICA and implemented by UNICEF.
- The flexible and alternative learning modalities designed or strengthened in the previous cycle of cooperation with the support of KOICA (Tutorial Learning System and Educational Bridges for learning recovery) allow UNICEF and its partners to face the educational crisis in the country decisively. Primarily benefiting boys and girls who are out of school or at risk of dropping out, returned migrants and those displaced by violence, as well as rural and vulnerable populations.
 - With the support of KOICA, also in the previous cooperation cycle, UNICEF developed a specific intervention to address the educational impacts of COVID-19, focused on children and adolescents from first to ninth grade, especially in the rural sector, to recover learning. This strategy, called Reimagining Education, develops cognitive and socioemotional skills, capacities, and competencies; constitutes a key asset in the current phase of challenges and public priorities in education in Honduras.
 - Although the intersectoral approach, where in addition to educational strategies, wash improvements, protection from violence, menstrual hygiene education plans, and technology support are difficult to implement, UNICEF deployed a consistent strategy in this perspective, showing critical actors in the government that comprehensive models are feasible in Honduras.
 - A significant challenge is the involvement of community services, there are very fragile and regularly are not available to coordinate with schools. For this reason, is necessary a complementary approach: promote improvement and innovation at the school level activating all school's stakeholder capacities, and at the same time reinforce directly some services in the community and the communities capacities

2.4. Needs Assessment

2.4.1. Description of target group (beneficiaries)

A total of 51,500 children and 43,800 adults are reached directly through the program; the other 231,800 people are reached indirectly. At the children's population level, both direct and indirect beneficiaries are distributed as follows:

Age			Pre school age (below 6)	Basic school age (6 - 14)	Middle school age (15 - 17)	18 +	TOTAL Children
El Paraiso	direct	female	1,148	9,521	260	7,252	10,929

		male	1,078	9,848	-	7,736	10,926
	indirect	female	Not Applicable	Not Applicable	Not Applicable	Not Applicable	49,181
		male	Not Applicable	Not Applicable	Not Applicable	Not Applicable	49,167
Francisco Morazán	direct	female	608	6,237	240	4,447	7,085
		male	641	6,291	-	4,744	6,932
	indirect	female	Not Applicable	Not Applicable	Not Applicable	Not Applicable	31,883
		male	Not Applicable	Not Applicable	Not Applicable	Not Applicable	31,194
Intibucá	direct	female	-	4,485	-	5,270	4,485
		male	-	4,574	-	5,621	4,574
	indirect	female	Not Applicable	Not Applicable	Not Applicable	Not Applicable	20,183
		male	Not Applicable	Not Applicable	Not Applicable	Not Applicable	20,583
Lempira	direct	female	-	3,271	-	4,209	3,271
		male	-	3,301	-	4,490	3,301
	indirect	female	Not Applicable	Not Applicable	Not Applicable	Not Applicable	14,720
		male	Not Applicable	Not Applicable	Not Applicable	Not Applicable	14,855
TOTAL	direct	female	1,756	23,514	500	21,179	25,770
		male	1,719	24,014	-	22,591	25,733
	indirect	female	Not Applicable	Not Applicable	Not Applicable	Not Applicable	115,965
		male	Not Applicable	Not Applicable	Not Applicable	Not Applicable	115,799

This population is part of the most vulnerable communities in Honduras, prioritized by the Honduras government through its reduction extremely poverty program, named Red Solidaria.

2.4.2. Needs of beneficiaries

Department		El Paraíso	Francisco Morazan	Intibucá	Lempira	HONDURAS		
Population	Total	510,431	1,724,409	274,380	376,139	9,597,739	INE 2022	
Children	total	183,780	577,780	108,904	149,972	3,507,344	INE 2022	
	boys	93,283	293,586	55,092	75,860	1,779,987	INE 2022	
	girls	90,497	284,194	53,812	74,112	1,727,357	INE 2022	
Disability	% children 2-17 with disability	12.2	12.7	10.9	12.5	13.8	ENDESA 2019	
Stunting	% low height (-2SD)	13.9	13.0	31.1	35.1	18.7	ENDESA 2019	
Vaccination	Percentage of children aged 12-23 months who received basic vaccinations	74.7	79.6	89.6	87.5	77.6	ENDESA 2019	
	Percentage of adolescent girls who received final dose of HPV vaccination	64	64	65	83	50	PAI 2022	
Diarrhoea	Percentage of children under age 5 with diarrhoea for whom advice or treatment was sought from a health facility or provider	47.5	53.6	65.9	41.1	50.5	ENDESA 2019	
ECD	ECD index	82.6	75.8	73.5	73.4	74.6	ENDESA 2019	
	% children 36-59 month attend preschool services	8.7	16.1	28.3	16.3	13.6	ENDESA 2019	
Education	Primary	Boys	96.6	98.5	96.8	89.5	94.3	ENDESA 2019
Net Rate		Girls	97.4	97.0	97.6	90.9	95.5	ENDESA 2019
		Total	97.0	97.8	97.2	90.2	94.9	ENDESA 2019
	Lower Secondary	Boys	52.3	51.1	75.2	29.5	55.4	ENDESA 2019
		Girls	56.2	53.1	78.9	42.4	64.6	ENDESA 2019
		Total	54.0	52.0	77.0	36.2	59.9	ENDESA 2019
	Upper Secondary	Boys	21.9	32.4	50.4	8.7	34.0	ENDESA 2019
		Girls	36.2	25.5	63.7	27.6	41.4	ENDESA 2019
		Total	29.1	28.8	56.5	18.4	37.7	ENDESA 2019
Violence	% children (1-14 years) who have suffered violent discipline	55.7	64.2	61.3	60.0	62.5	ENDESA 2019	

	Annual deaths due to homicides in children and adolescents under 18 years of age (2021)		3	30	9	9	175	ENDESA 2019
	Proportion of ever-partnered adolescent girls and women age 15-49 years subjected to physical, sexual, or psychological violence by a current or former intimate partner (2019)		13.7	18.3	15.4	12.8	15.6	ENDESA 2019
	% teen pregnancy and maternity		24.2	12.6	32.1	28.3	22.9	ENDESA 2019
	% households with access to basic WASH services		65.6	64.6	71.7	69.9	67.4	ENDESA 2019
	% of schools with adequate access to WASH services		16.3	23.9	23.0	19.8	19.3	SEDUC. SIPLIE
Number of School-age Population	Elementary (Básica 1 a 6o grado)	2018	61,490	191,207	35,842	50,340	1,176,309	INE
		2020	61,096	188,896	36,311	50,749	1,163,226	INE
		2022	60,677	187,699	36,581	50,595	1,151,989	INE
	Middle (Básica 7 a 9o grados)	2018	30,729	97,634	17,563	24,295	588,977	INE
		2020	30,642	97,141	17,630	24,498	590,708	INE
		2022	30,700	96,104	17,837	24,909	590,261	INE
	Elementary (Básica 1 a 6o grado) - girls	2018	30,296	93,859	17,715	24,929	579,195	INE
		2020	29,992	92,990	17,815	24,893	571,334	INE
		2022	29,797	92,434	17,952	24,817	565,937	INE
	Middle (Básica 7 a 9o grados) - girls	2018	15,336	48,085	8,949	12,420	294,063	INE
		2020	15,212	47,613	8,859	12,371	292,803	INE
		2022	15,105	47,311	8,794	12,296	290,495	INE
	Elementary (Básica 1 a 6o grado) - boys	2018	31,194	97,348	18,127	25,411	597,114	INE
		2020	31,104	95,906	18,496	25,856	591,892	INE
		2022	30,880	95,265	18,629	25,778	586,052	INE
	Middle (Básica 7 a 9o grados) - boys	2018	15,393	49,549	8,614	11,875	294,914	INE
		2020	15,430	49,528	8,771	12,127	297,905	INE
		2022	15,595	48,793	9,043	12,613	299,766	INE

Completion rate for children of school age	Elementary (Básica 1 a 6o grado)	2019	85.0	93.9	85.4	77.5	87.3	ENDESA 2019
	Middle (Básica 7 a 9o grados)	2019	50.6	69.1	40.9	32.3	54.2	ENDESA 2019
	Elementary (Básica 1 a 6o grado) - girls	2019	Not Available	Not Available	Not Available	Not Available	89.2	ENDESA 2019
	Middle (Básica 7 a 9o grados) - girls	2019	Not Available	Not Available	Not Available	Not Available	58.3	ENDESA 2019
	Elementary (Básica 1 a 6o grado) - boys	2019	Not Available	Not Available	Not Available	Not Available	85.4	ENDESA 2019
	Middle (Básica 7 a 9o grados) boys	2019	Not Available	Not Available	Not Available	Not Available	49.9	ENDESA 2019

In the case of the selected departments, we have considered intervening with this program:
 Department of El Paraíso, which has 1,356 educational facilities of which 237 will be attended.
 Department of Francisco Morazán, with 1,628 schools, of which 160 will be prioritized.
 Department of Intibucá has 855 educational facilities, of which 59 will be prioritized.
 Department of Lempira has 1,227 educational facilities, of which 46 will be prioritized.

2.4.3. Justification for intervention

The data analyzed in this proposal and UNICEF's previous experience show that it is necessary to advance in models of improvement of the educational offer and some services in the surrounding communities to improve the access and permanence in schools of the most vulnerable children and adolescents in Honduras. Thus, this project will deploy a multi-sectoral school-based development approach to complete the progress made in the first phase of the Inclusive and Safe Education for Girls in Honduras project. There are three main differences between this proposal and the first-phase project:

- A more comprehensive strategy for improving the educational offer: a narrower definition of flexible modalities to be included, use of modalities tested in the first phase, provision of connectivity for digitalization of teaching, and reinforcement of capacities for the prevention and management of situations of violence against children (in the selected schools and communities in Intibucá and Lempira will allow the consolidation of this improvement).
- Development of community capacities and services in the communities surrounding the schools, increasing the degree of appropriation of the transformations that the project will develop. This has an impact on the sustainability of these changes.
- Development of the project in a context of national policies that will embrace this multi-sectoral school-based development approach: the creation of SENAF (and the consolidation of SIGADENAH) and the deployment of the Solidarity Network, share the inter-sectoral perspective to guarantee rights.

2.5. Main Stakeholder Analysis

2.5.1. Partner country analysis

At the central level, it includes the Ministry of Foreign of the republic of Honduras and the Red Solidaria, which is the national program that aims to eradicate extreme poverty and will comprehensively address health, education, social protection, infrastructure and environment, local capacities, and productive funds.

The Secretariats of Education through the General Directorate of Educational Modalities, the General Directorate of Curriculum and Evaluation (three levels Pre Basic, Basic and High School, educational networks), the Gender Unit, General Directorate of Innovation and Technology, USINIEH, General Directorate of Continuing Education, General Directorate of Prevention, General Directorate of School Construction, and the strategic work at the local level with the

Departmental and Municipal Directorates of Education and with a linkage and coordination with the municipalities at the local level.

The Secretariat of State in the Office of Health is an organ of the Executive Power, which, as the governing body of the health sector, conducts, regulates, and promotes intervention in this area to achieve the development of the human person through the promotion, protection, recovery, and rehabilitation of health and the development of a healthy environment, with full respect for the fundamental rights of the human person.

The Secretariat of State in the Office of Public Health is responsible for defining national health policy, standardization, planning, and coordination of all public and private activities in the field of health. At the departmental and municipal levels, it acts through regional headquarters and sanitary areas under a rational principle of coordination and administrative decentralization.

2.5.2. Recipient organization

The Ministry of Social Development (SEDESOL) is the State Secretariat in charge of designing, planning, coordinating, monitoring and evaluating the implementation of public development and social protection policies. Its objectives are to implement the design and evaluation of public policies in order to achieve greater efficiency and effectiveness of the social protection system that guarantees the enjoyment of social, economic, cultural and environmental rights of groups living in poverty, extreme poverty and vulnerability; to promote the universalization of social policies, plans, programs and projects in a coordinated and articulated manner with civil society, institutions and agencies that address attention to sectors in situations of poverty and to develop in an articulated and comprehensive manner the strategic agenda of the social sector.

Red Solidaria is an institution aimed at implementing social development programs and projects to progressively improve the living conditions of Honduran families living in poverty and extreme poverty, focused on 2,007 villages in the 18 departments of the country. Its main lines of action are 6: education, health, income opportunities, social protection, local and human strengthening, and infrastructure and environment.

Secretariat for Children, Adolescents and the Family (SENAF): In 2024, the Children's Office will have the rank of Secretary of State, in order to strengthen the functioning of the Comprehensive System for Guaranteeing the Rights of Children and Adolescents (SIGADENAH), as the mechanism for coordinating children's policy at the three levels of government, and the capacity to coordinate the State's response to protect child victims of violence and violations of their rights. Previously, the Directorate of Children, Adolescents and Family (DINAF) existed as a decentralized institution attached to the Ministry of Social Development, with a lower rank in the organizational structure of the national government than the new SENAF. DINAF and SENAF share many attributions, but the new SENAF has new attributions that strengthen its role as the national protection authority. In relation to SIGADENAH, based on its institutional status, it will be able to agree with other State Secretariats on the development of policies and programs for children's rights. In addition, SENAF will be in charge of analyzing and monitoring the budget and the situation of children's rights, including compliance with international recommendations. Regarding the special protection system, protection measures are now mandatory for all institutions to provide support services to children and SENAF has the competence to certify and establish standards for residential care institutions and any other institution caring for children. It also establishes the competence of SENAF to strengthen positive parenting for families to exercise respectful and non-violent caregiving. SENAF should have a presence in the municipalities where the project intervenes and coordinate with the mayor's offices and communities to offer protection services to children at risk or whose rights have been violated.

For education and child protection sector the main partners are this International NGOs: Save the Children, Childfund, both are recognized nationally and internationally for their work on behalf of children and adolescents from the most remote and vulnerable populations in Honduras, in the different cycles and modalities of the national education system and in child protection institutions.

Both NGOs had worked at the national level on issues of interest to UNICEF. They have experience in coordination, collaboration and are known for their experience in supporting the implementation of inclusive and quality education, and child protection in Honduras. At the same time, they have shown capacity to comply with the obligations established in the cooperation agreement with UNICEF through good practices in terms of partnership, respect and transparency, making UNICEF and financial sources clearly visible.

In recent experience (2021- 2022) they have assumed with great responsibility, the preparation, management and implementation of the project Strengthening Safe Educational Spaces, and Re-imagining Education in an adverse context due to the effect of the Covid 19 pandemic, the ETA and Iota storms, maximizing efforts to flexibilize the strategies initially raised and contribute to the achievement of the established goals.

Complementary, in Education area we identify other National NGOs partners as: Bayan Indigenous Socio-Economic Development Association (Bayan Association) and ACOES.

Bayan Association have more than fifteen years' experience supporting the implementation of the Tutorial Learning System. The Bayan Association is an experienced stakeholder with established relationships with the Ministry of Education. It currently works in 13 of 18 departments of the country, promotes and leads the Tutorial Learning System (SAT) in the country.

ACOES is an association dedicated to developing skills, leadership and comprehensive care for children and adolescents between the ages of 3 and 25 years in the most vulnerable municipalities, neighborhoods and towns of Honduras, with more than 20 years of experience, they have been key in the development of initiatives and projects to ensure that students access, protect themselves, stay and learn.

2.5.3. Other stakeholders in the recipient country

The Association of Municipalities of Honduras AMHON is a Key partner for a child protection and social protection area. AMONOH is a Civil Society Organization that brings together 100% of the municipalities of Honduras (298), is guided by its Guidelines according to the Institutional Strategic Plan that recognizes three key lines: L1 Strengthening and modernization of institutional management to improve the capacities and services to municipalities, L2 Promote and facilitate the Integral Development of Municipalities and L3 Promote and Facilitate the Improvement of Municipal Government Performance. It has 71 permanent employees and manages funds of USD \$3.3 million.

In order to ensure sustainability of actions, UNICEF and its implementing partners will implement systems strengthening along relevant sectoral stakeholders to ensure sustainability of activities and results, at central and local levels. These stakeholders comprise Local Community Water Boards (Juntas de Agua), Schools, Parent Associations, and Community Boards (Patronatos) as active actors during implementation of activities. At central level, the Departments of Environmental Education and Communication and Health (DECOAS in its acronym in Spanish) and the School Infrastructure Directorate (DIGICEBI in its acronym in Spanish) of the MoE will be closely involved through a role of general technical oversight based on national relevant frameworks as the national Integrated Risk Management Framework of the Education Sector. Also, the National Council for Water and Sanitation (COANSA in its acronym in Spanish) and the National Entity for Regulation of Water and Sanitation Services (ERSAPS in its acronym in Spanish), will be involved through a role of technical assistance and reporting, to report back progress on SDGs and safe access to WASH services coverage at national level. Also, the MoH will be involved for technical support and sustainability of water quality monitoring and reporting, as well as a contributor to technical inputs and needs assessments for Health Care Facilities and their safe access to WASH services.

A similar role plays the following instances of community participation: School-Parent Associations, Community Boards as active actors during the implementation of activities, Student Governments in the organization and participation of the school and its outreach to the community. The Development Education Councils of each Educational Center, the Municipal Committees of Educational Development.

2.5.4. Development partner analysis

With the International Cooperation especially with the World Bank in Pre-Basic topics, with the Spanish Cooperation in the topic of School Rehabilitation and Connectivity, with Canada in the topics of support in educational innovations, the WFP with the topic of school lunch, as well as the international NGOs that work with topics of common interest such as the rights of the child and the linkage of girls and adolescents in diverse topics and investment support in the country Specifically, in the education sector -with components in WASH in schools and child protection in schools and surrounding communities- UNICEF Honduras has developed in the last five years these main projects:

KOICA: Inclusive and safe education for girls in Honduras (2019-2022/5.6M USD)

AECID (Spain) rehabilitation schools after tropical storms (2020-2022 /1.4M USD)

AECID (Spain) Connectivity and digitalization in schools (2021-2023/0.46M USD)

CANADA Protective Learning and Nurturing Environments (2019-2023/ 16,8M USD).

2.6. Feasibility of the Project

2.6.1. Strategic/political feasibility

UNICEF is in a better position in the country to conduct this project because 1) we are working at all local levels: Municipalities and communities, departmental and national. 2) we have conducted projects with a comprehensive

approach based on the school and with reinforcement of community capacities; 3) we have strong partners with the government to co-lead the initiative and provide sustainability to main results; 4) we are managing several projects with Koica and other bilateral agencies with success, and 5) UNICEF is highly recognized in the country as a very trustworthy and efficiency organization.

The compounding effects of COVID-19, Eta, and Iota, coupled with violence and migration and institutional fragility in the country, leave children at risk of further violence and abuse, school dropout, and underdevelopment of fundamental competencies.

Facing these challenges requires a comprehensive education/protective model where, based on the school, the assets of the communities, local governments, and critical sectors are strengthened, accompanying this effort with coordination of public policies at the highest level, hence:

- If basic conditions for the functioning of the prioritized schools are strengthened including (i) climate resilient, functional water, sanitation, and hygiene (WASH) services and (ii) digital connectivity and equipment,
- If the respective communities improve their access to basic and cost-effective WASH, health, and early childhood care services,
- If the capacities of the school community are strengthened to prevent violence and promote a culture of peace, coexistence, and citizenship, as well as community protection mechanisms to address violence against children and adolescents,
- If consistent strategies are deployed to improve teaching and management capacities in the development of fundamental skills (for life and the labor market) through Alternative and Flexible Modalities of education, resilience to emergencies, protection, climate action, management of school coexistence, and education for healthy living,
- If, within the framework of Social Protection, a contribution is made to the development of a care system that expands opportunities for adolescent and young women pregnant and with children to complete their schooling without having to postpone their aspirations due to the caring role assigned to them, and financial support is provided under the Cash Plus approach to single female heads of household,
- The protective character of schools is strengthened; inequalities in access to education, health, and child protection services in schools and communities are reduced, and students gain access, stay in school, do not drop out, and achieve complete learning.

2.6.1.1. Compatibility on SDG's indicators

In July 2020 the Honduran government presented a Voluntary National Review of the progress of SDG. The main content related to SDG 4 'inclusive and quality education', show:

In the 2015-2019 period¹⁹, there were significant increases in the different indicators for the education sector, including various indicators of the education sector, including net coverage rate in education, pre-school and 5-year coverage rate in pre-basic and five years in third grade of pre-basic education; net coverage rate in the first two levels of basic education (primary); and coverage rate in secondary education, as well as a slight improvement in the illiteracy rate. The urban-rural differences are not very significant, at only 1.5pp, representing a remarkable effort by the Ministry of Education (SEDUC) and parents who have to deal with the distances their children travel from home to school. Children must travel from their homes to school, and the need for children, especially boys, to help with household chores and economic tasks.

Indicator	2015	2016	2017	2018	2019
4.1.1 Net coverage rate of I and II cycle of basic education (1st-6th grade)	83.0	91.0	87.6	89.5	91.2
4.1.3 Net coverage rate at the secondary education level (10th-12th grade)	27.0	28.6	28.0	29.0	31.2
4.2.1 Net coverage rate at the pre-basic level of education (Pre-school grades)	36.0	43.4	43.6	43.4	42.9
4.2.2 Net 5-year rate in third grade of Pre-basic Education	61.0	ND	ND	78.0	ND
4.4.1 Illiteracy rate	12.1	11.0	11.8	12.8	11.5

¹⁹ For more updating info:

Indicator	2018	2019	2021	2022	2023
Attendance coverage rate of children 3 to 5 years (pre school official age)	33.4	35.5	25.2	34.5	35.9
Attendance coverage rate of children 6 to 11 years (Basic school I and II cycles official age – Primary School)	90.0	93.1	77.2	89.8	91.9
Attendance coverage rate of children 12 to 14 years (Basic School III cycle official age – Lower secondary school)	48.7	55.5	42.2	55.6	56.3
Illiteracy rate	12.8	11.5	12.0	11.8	13.7
Source: /EPHPM/INE					

In terms of gender statistics, girls are increasingly outnumbering boys at the different levels of education, from elementary school to high school. The coverage rate from 5 to 18 years of age is 53.4% for males (boys) versus 55% for females (girls), with the largest difference (7.4 pp) between males and females, corresponding mainly to secondary education.

The financing of public education is similar to that of health, in the sense that it is around the regional average, and, on the other hand, its distribution is largely concentrated in the first two cycles of basic education. According to data from the Central Bank of Honduras (Banco Central de Honduras, BCH) as of 2018, 91% of the of educational centers in the first two cycles of basic education are public, which drops to 44% in secondary education, where, by contrast education, where, by far, private sector schools predominate.

2.6.1.2. Strategic/political feasibility

The project has been developed taking into account the SDG, the KOICA's sectoral strategies and the government plan 2022-2026.

In the case of SDG, the project will contribute to effort to progress to SDG 1 (poverty reduction); SDG 3 (healthy life); SDG 4 (inclusive education and early childhood development); SDG 6 (sustainable water and sanitation); SDG 16 (peaceful societies). in relation with KOICA's sectoral strategies, the project is aligned to Education (objectives 1 & 2), Water (objectives 1 & 2), Climate Action (objective 2), Health (objective 1), Gender Equality (objective 3), Human rights (objective 3), and Governance Peace (objective 1).

At national level, the project in a contribution to move forward in several objectives of 'Government plan to transform Honduras 2022-2026'; specifically : items 4.3 (education), items 4.1 (health), 4.4 (public safety); 7.2.6 (social protection). At the same time is a contribution to Red Solidaria Program (reduction of extreme poverty), 'Plan 356 to Re-foundation of education in Honduras', National Plan on Drinking Water and Sanitation (2022-2030), and Comprehensive policy for early childhood development (implemented through the program "Plan Crecer")

2.6.2. Operational feasibility

In the past Country Programme (2017-2021), UNICEF successfully conducted projects for US \$51,547,193.24. The procedures, rules, and quality assurance process reinforce the project's feasibility. From the Honduras Gov. side, the implementation requires political commitment at the national and local levels; both were shown during the feasibility study.

2.6.3. Economic feasibility

Please analyze the expected return and impacts on the financial resources that KOICA and your organization are committing. Here, the expected return means the amount of profit or loss a donor can anticipate receiving on project funds from KOICA. In the case that this project can quantify the economic profitability and estimated costs, as this project includes the production of marketable goods from the agriculture, transportation, ICT, energy, etc., sectors, please provide a cost-benefit analysis.

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2.6.4. Cross-cutting issues (environment, gender, ICT, human rights)

Environment: UNICEF is committed to the implementation of its framework for environmental and social safeguards, to ensure that all available, adequate, and adapted measures and actions are implemented and monitored to identify, mitigate and manage adverse environmental impacts. Through this framework, UNICEF identifies and assesses environmental risks, ensures that if any, they are adequately managed throughout the lifecycle of the programme, to finally improve environmental performance in consistence with good international practices and national and international obligations. To reduce the negative environmental impact of operations, a focus on local purchasing of supplies will be implemented as much as possible, to ensure minimizing their carbon footprint. A focus is placed on avoiding and then mitigating adverse impacts on human health and the environment, reducing waste generation, recycling and ensuring proper and safe disposal, promoting equitable access and sustainable management and consumption of natural resources, maintaining and preserving the benefits of ecosystems and ecosystem services and controlling pollutions, emissions and hazardous substances, integrating climate resilience considerations in projects, mitigating vulnerability of communities to climate change impacts or disaster risks, reducing GHG emissions

A focus on climate resilient WASH solutions, focusing on climate change adaptation and mitigation options (I.e rain

water harvesting systems, solar water pumping, reusable sanitary pads to reduce waste and improve local environmental conditions, handcrafted soap, etc) for WASH services supply will also be implemented, to ensure building resilience of the educational community. The production of school safety plans and water security plans will allow for identification of risks and hazards specific to each target school, detailing plans for addressing such risks towards sustainable development pathways. Environmental and climate change awareness will be integrated into school lessons plans through the implementation of the National Framework for Risk Integrated Management of the Education sector, which features manuals and guidelines for climate change and climate resilient wash integration.

The school health intervention prioritizes comprehensive well-being, gender being addressed with a nuanced and inclusive approach, particularly within health education campaigns aimed at promoting human papillomavirus (HPV) vaccination in adolescent girls, reproductive health, and menstrual hygiene management, ensuring that students of all genders receive accurate information in a supportive environment. Recognizing the significance of gender-specific health concerns, the intervention will promote tailored educational materials that address unique health needs and risks associated with HPV. Additionally, the program actively works to destigmatize conversations around sexual health, encouraging open dialogue that respects everyone. By promoting a holistic understanding of health, the integral school health intervention ensures that its initiatives are both gender-sensitive and inclusive, ultimately contributing to a more equitable and informed school community.

The model for prevention, referral and response to violence against children in schools incorporates a gender-based approach across the board. Child-friendly spaces and playful, socio-educational and awareness-raising activities, as well as outreach activities by teachers and volunteers, integrate gender-differentiated analysis and encourage the school community, including students, to question and challenge the hegemonic norms that justify gender inequality and violence and the adult-centric view of children's rights. At the community level, outreach and social and behavioral change activities are carried out to promote gender equality, positive masculinities and reject gender-based violence. At the response level, specialized care for girls and adolescents who are victims of sexual and gender-based violence is particularly relevant, with referrals to available support services. The protection component ensures that all intersectoral intervention by UNICEF and its partners ensures the safeguarding and prevention of sexual abuse and exploitation policies, carrying out evaluations on the competencies of partners, specialized training and establishing channels of reporting and investigation accessible to the beneficiary population. The promotion of safe schools and the strengthening of community protection mechanisms and municipal protection systems are based on the human rights and children's rights approach, as a standard of demand from the State and society for the development and protection of children.

The connectivity and training module developed by UNICEF implies providing primary conditions for Meaningful School Connectivity' with these standards: Minimum bandwidth of 20Mbps download (downstream) and 10Mbps upload (upstream) for schools with less than 400 students per day. For schools with more than 500 students, the value is calculated based on 1Mbps for every twenty students (for one year)+ Last mile technologies for service delivery, in order of preference: a. Fiber, b. RF, c. Copper, d. Satellite+ WiFi coverage for most classrooms, labs, libraries, and spaces in 2.4 and 5 GHz frequencies to connect any device available for educational purposes + Content filtering by category to protect content and ensure safe browsing for students and teachers. The training module considers these main lines: i) basic digital skills, ii) uses of learning passport, iii) basic concept in innovation based on technology, and iv) entrepreneurship (for developing school business to support the connectivity after the first year).

3. Project Description

3.1. Goal and Objective

To improve school access and retention of the most vulnerable children and adolescents in Honduras through a school-based multisector approach

3.2. Expected Results

3.2.1. Logical framework of the project

Please refer to Appendix 1 Problem and Solution Tree Diagram
Please refer to Appendix 2 Logical Framework

3.2.2. Expected outcomes and indicators

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.

★1.1. Completion rate of primary school (1th to 6th grade) - KOICA SDG 4.1.2 - [Percentage of a cohort of children 3-5 years above the intended

	age for the last grade of a corresponding education level who have completed that level]
	★1.2. Completion rate of lower secondary (7th to 9th grade) - KOICA SDG 4.1.2 - [Percentage of a cohort of children 3-5 years above the intended age for the last grade of a corresponding education level who have completed that level]
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>2.1. Proportion of children of all ages living in poverty in all its dimensions in prioritized communities according to national definitions (SDG 1.2.2) {sex, intensity}</p> <p>** The national definition of child multidimensional poverty according to the SDG standard applied for Honduras by SEDESOL can be summarized in the table below that shows dimensions, indicators and criterion for deprivation</p>

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Dimension	Indicator (question)	Definition of severe deprivation. Deprived if the child:	Age group	Comment	Related SDG
1. Education	School attendance	Does not attend school	3-17 years	Children 0-2 years Not Deprived	Objective 4
2. Health	Access to health	You do not have access to standard (professional) health, but only to a "Curandero"	0-17 years		Objective 3
3. Nutrition	Food insecurity	If a household member stopped eating all day due to lack of money or other resources	0-17 years		Objective 2
4. Employment	child labor	Is working an hour or more	5-11 years	Children 0-4 years Not Deprived	Objective 8
		You are working 14 hours or more	12-14 years		
4. Employment	child labor	You are working 43 hours or more	15-17 years		
		You live in a household that only has access to a surface water source (river, stream, spring, spring) or another unspecified source.	0-17 years		Objective 6
5. Water	Access to water				
6. Sanitation	Access to sanitation	Lives in a home that has no sanitary service of any kind. Lives in a	0-17 years		Objective 6
7. Housing	Quality of the housing materials	home with precarious construction materials [walls (bahareque, rod or cane, waste, or other); roof (straw, palm or similar/ manaca, waste material, plastic, cardboard, or other); floor: (earth or other)]	0-17 years		Objective 11
8. Overcrowding	Overcrowding	Share a bedroom with 4 or more people	0-17 years		Objective 11

3.2.3. Expected outputs and indicators

Output 1.1: Improved climate-resilient WASH services in 80 schools (13 pre-schools, 67 basic and lower secondary schools)	1.1.1. Number of schools within prioritized communities with water and sanitation facilities separated for girls and boys that meet national standards
	1.1.2. Number of children covered by programmes on climate resilient WASH and Menstrual Hygiene Management healthy habits implemented in prioritized schools and surrounded communities {sex, education level}
Output 1.2: Improved education services in 402 schools through the application of innovative approaches and alternatives to recovery learning, fundamental life skills.	★1.2.1.1 Number of prioritized schools supported by the project to apply alternative, innovative, and comprehensive teaching modalities
	1.2.1.2 Number of students benefited by alternative, innovative and comprehensive teaching modalities {sex, department} (KOICA SDG 4.3.1)
	1.2.2. Number of users who access digital education digital education in prioritized schools and surrounding communities (dissagregated by sex y children/teachers)

	★ 1.2.3. Number of teachers trained to apply alternative and innovative teaching methods
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	1.3.1. Number of education staff that completed training in prevention, detection, reporting and referral of cases of violence against children and adolescents {sex}
	1.3.2. Number of students involved in activities to prevent and respond to violence in their schools {sex, education level}
	1.3.3. Number of schools that implement school protocols for disease prevention and control after implementing health campaigns
Output 2.1: Improved access to safe and climate-resilient WASH service in 80 communities	★ 2.1.1. Number of water-related infrastructure established in communities (including improved chlorine disinfection facilities which has over 0.1mg/L of residual chlorine at the end of the pipelines) - KOICA SDG 6.3.2 -
	★ 2.1.2. Number of population (households/schools/healthcare facilities) using basic drinking water services - KOICA SDG 6.1.1 {sex}
	2.1.3. Number of communities that have developed and are implementing critical activities of climate resilient water security plans
Output 2.2: Improved child protection and health services in 80 communities.	2.2.1. Number of health centers that implement a care referral protocol for children and adolescents
	2.2.2. Number of service providers and community leaders trained in child rights and implementation of referral protocol for children and adolescents {sex}
	2.2.3.1. Percentage of service users who have positive opinions on the implementation of the health service(%) {sex}
	2.2.3.2. Percentage of service users who have positive opinions on the implementation of the child protection protocol (%)
Output 2.3: Improved quality of childcare services in 25 communities	2.3.1. Number of caregivers reached by Early Childcare Service Improvement advisory program {sex}
	2.3.2. Number of adolescent mothers reached by Cash Transfers Plus approach
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 Asociation (AMHON) at municipality, department, and national level	2.4.1. Number of reports used to make adaptative management decisions within Steering Committee
	2.4.2. Number of alternative education modalities implemented by the project documented and included in the national curriculum or equivalent policy

3.3. Project Activities

<p>Activity 1.1.1: Identification of 80 schools that require climate-resilient WASH service upgrade</p>	<p>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>Activity 1.1.2: Installation of climate-resilient WASH infrastructure in 80 schools</p>	<p>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.</p>
<p>Activity 1.1.3: Capacity building trainings on Climate-resilient WASH services in 80 schools</p>	<p>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>Activity 1.2.1: With the Ministry of Education, design, and implementation of an integrated training program modules on innovative and alternative education modalities for school teachers and municipality and department administrators</p>	<p>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>Activity 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)</p>	<p>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. 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>Activity 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)</p>	<p>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 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>Activity 1.2.4: Implementation of Learning Passports strategy in 200 schools where have internet connectivity</p>	<p>In coordination with the Ministry of Education, training sessions will be held for teachers at the 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>Activity 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 402 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 402 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 all teachers to understand and comply; (iii) Students and teachers are aware of and use reporting mechanism to report experiences of</p>

	<p>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 DINAF (soon to be 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>Activity 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. At the same time, a registration system for children and caregivers enrolled in the methodology will be implemented.</p>
<p>Activity 1.3.3. Implementation of health education campaigns for 502 schools</p>	<p>In coordination with the staff of the health facilities near the schools, volunteer health personnel and the involvement of the school staff, school health campaigns will be conducted, which will include: Immunization of girls against human papilloma virus, tetanus and COVID-19, Deworming children, Delivery of vitamins to children, Medical evaluation of children with a disease at that time, Ophthalmological evaluation to assess visual acuity and Hearing exam to detect partial or total hearing loss.</p> <p>The campaigns include health education sessions, which consists of engaging children, teachers and parents in order to contribute to improve children's health behaviors. Two campaigns will be carried out each year, each of approximately 3 months.</p> <p>Additionally, joint advocacy messages will be prepared with education and protection sectors, for a holistic approach that can address various aspects of child development. Advocacy messages will be related to: reducing absenteeism through health interventions, promoting preventive health interventions, such as vaccinations, regular health check-ups, and nutritional support, not only to safeguard children's physical health but also to lay the foundation for better concentration, improved attendance, and higher academic performance. The health personnel who will participate in the health promotion activities are doctors, nurses and promoters from the closest health center to the school. The providers will facilitate educational talks on topics of interest to the children, and later, the children will create messages to be distributed at school based on the information provided.</p> <p>UNICEF Honduras contributed to the development of the methodology "Healthy Schools and Home" (ESCASAL in Spanish), which promotes mainly 1) health education and community engagement, 2) Participative methodology based on dialogue, 3) Guidelines for teachers and students, 4) the school as the center for knowledge, attitude and practices dissemination. In this project, a similar methodology will be used, which consists of engaging children, teachers and parents in order to contribute to improve children's health behaviors.</p>
<p>Activity 2.1.1: Identification of 80 communities and its health centers require safe and climate-resilient WASH access improvement</p>	<p>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>Activity 2.1.2: Installation of safe and climate-resilient water infrastructure in 80 communities and its health centers</p>	<p>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>Activity 2.1.3: Capacity building trainings on safe and climate-resilient WASH service in 80 communities and its health centers</p>	<p>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>Activity 2.2.1: Identification of communities related to 80 priority schools</p>	<p>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</p>

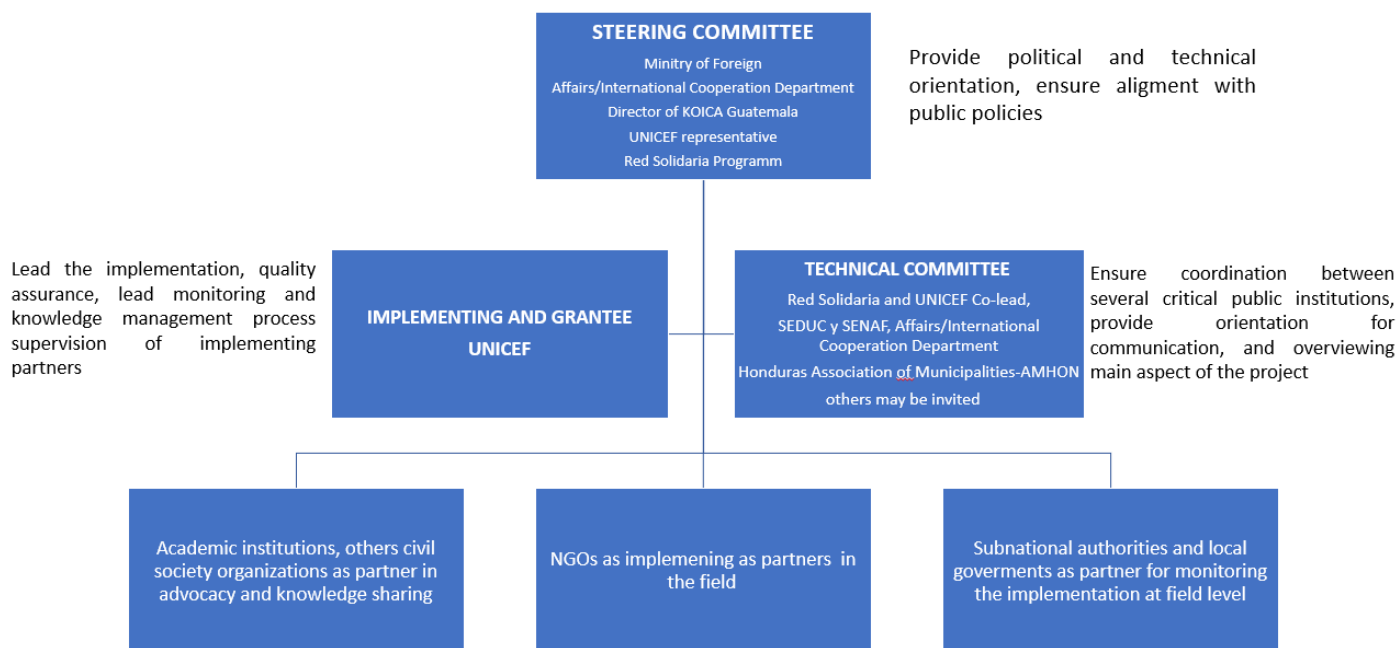
	<p>childhood diseases will be identified. In addition, this health information will be compared with available indicators of violence in childhood, mistreatment, abuse and will also be compared with communities prioritized by the Solidarity Network program, in order to select a group of 80 most vulnerable communities.</p>
<p>Activity 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.</p> <p>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.</p>
<p>Activity 2.2.3: Capacity building training of child protection outreach services and technical support provision in 80 communities</p>	<p>A multidisciplinary task force will be formed at the community level, composed of representatives of health, education, protection, municipal authorities and community organizations 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.</p> <p>UNICEF has developed methodologies for the development of outreach activities with different partners, such as CVG, FUNADEH or SCH, with different characteristics according to the modality of intervention, for example, communities highly or moderately exposed to violence. Until we have confirmed the intervention sites and discussed the proposed approach with the partners, we will be able to confirm which organizations will be part of the partnership.</p>
<p>Activity 2.2.4: Design and implementation of child and adolescent referral protocol among health centers, child protection service providing organizations, and schools</p>	<p>A multidisciplinary task force will be formed at the community level, composed of representatives of health, education, protection, municipal authorities and community organizations 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.</p> <p>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.</p>
<p>Activity 2.2.5: Capacity building training of health centers on health promotion for school teachers</p>	<p>A multidisciplinary task force will be formed at the community level, composed of representatives of health, education, protection, municipal authorities and community organizations (churchs, 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.</p> <p>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>
<p>Activity 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>Activity 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, 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>Activity 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>Activity 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</p>	<p>Provide technical assistance to Red Solidaria, through steering committee, technical committee and directly to central team to improvement of cross-sectoral coordination. 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>Activity 2.4.2: Implementation of the monitoring and evaluation system on the school-based multisector approach aligned with public policies</p>	<p>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 scaling of the initiative</p>
<p>Activity 2.4.3: Development of strategy for dissemination based on the findings from the monitoring and evaluation results on the school-based multisector approach</p>	<p>The activity is about defining the audiences and spaces to disseminate findings, conclusions and recommendations from the projects monitoring or evaluation process as well as the elaboration of different communication materials.</p>
<p>Activity 2.4.4: Technical support to MoE on the scaling up of flexible and alternative education modalities, and the development of national education curriculum</p>	<p>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>

3.4. Project Implementation

3.4.1. Implementation structure

The coordination structure for the project are:



The steering committee will meet at least three times a year, providing essential guidance and considering the project progress feedback. It will reinforce the coordination mechanisms of different public agencies at all levels.

KOICA Guatemala’s Country Director will participate on the steering committee or will delegate a person to assist in his/her representation. For the annual field visit KOICA’s project coordinators as well as the Country Director will participate.

The technical committee will meet at least four times a year: to ensure operational coordination, adopt significant technical decisions, ensure the deployment of continuous monitoring, and lead the presentation of progress to all stakeholders. This committee will also contribute to the visibility of the project. In this committee the Korean staff that will be based in Tegucigalpa, Honduras on UNICEF’s office will be involved.

UNICEF and implementing partners, civil society actors, and local authorities will maintain regular coordination based on the project implementation agreements and their verification of progress.

3.4.2. Legal Status of participating organization

UNICEF is an international organization that has been present in Honduras for more than 60 years. Honduras Government officially recognizes it and can operate in the country with tax privileges. All implementing partners are NGOs recognized by the government with an experience in the country.

3.4.3. Responsibilities of cooperating organizations

- **MFA:** As a member of the steering committee, the MFA (International Cooperation Department) provides overview feedback to the reports that will be submitted to this committee and supports essential political consultations to orient the project and reinforce the alignment with governmental efforts and coordination through the main sectors at the national governmental level. The MFA will play a role as a nexus with the presidential cabinet.
- **Red Solidaria:** as a member of the steering committee, is involved in the overview, feedback, alignment, and project orientation. As a member of the technical committee and one of the main collaborators for implementation, it provides information to target and monitor the project, reinforce coordination between sectors, and support the M&E strategy. Additionally, it contributes to providing orientation in communication strategy. The project will use the monitoring mechanisms deployed by Red Solidaria as a platform for collecting primary information about changes at community levels.
- **MoE:** As a member of the Technical Committee, collaborate to support the implementation, provide orientation in communication strategy, contribute to monitoring the project, and reinforce the alignment of the education sector's national, departmental, and local structure. Moe will be involved in analyzing key data from the monitoring and evaluation process and discussing the lessons learned to scale up the project's main achievement.

- AMHON (Honduras Association of Municipalities) : as a technical committee member, they contribute to reinforcing the local government's role in the project. The local government leads the cross-sectoral coordination at the local level. The project implies strengthening this role, primarily through the SIGADENAH, as a mechanism to manage the most critical cases and increase the coordinated impact of local institutions.
- UNICEF: leads the implementation, manages the funds, and conducts the monitoring and evaluation process.
- KOICA: Co-lead the monitoring process, inform the key decisions, and ensure alignment with Korean cooperation guides.
- Implementing Partners: deploy the project at the field level

3.4.4. Communications plan among all stakeholders

		Participants	Frequency	Topic
Technical committee				
	UNICEF	UNICEF representative, and deputy representative	For the entire duration of the project, the before during and after	
	KOICA	KOICA Guatemala's Country Director or will delegate a person to assist in his/her representation.	For the entire duration of the project, the before during and after	
Regular meetings	Partner Government	A communication strategy to make visible Project with 4 participants	For the entire duration of the project , the before during and after	Key messages, strategic objectives, defined audiences, media integration and social media content including Life Stories based on evidence of impact
	Education	Two participants	For the duration of the project	Definition of key messages for the education sector and multimedia documentation of the development of the project
	Health	Two Participants	For the duration of the project	Definition of key health messages for the education sector and multimedia documentation of the development of the project
	Red Solidaria	Two Participants	For the duration of the project	Definition of key messages for the education sector and multimedia documentation of the development of the project
	Ministry of Foreign Affairs	One Participant	Documentation of the entire project	Multimedia reports for donor and other cooperants, regional and global UNICEF
Other implementing partner	Government House strategy and communication	One participant	Documentation of the entire project	Report to the presidency and government cabinet, multimedia communication pieces with concrete results of the project
	Municipal Governments	Associated Municipal Governments	Documentation of main learnings through local levels and their networks	Multimedia reports and local social networks that document life stories and evidence of the impact of the project at the local level
	Mass media and social networks	Disseminate through mass media and social networks the scope and achievements of the project	Construction of monthly communication pieces throughout the project that make visible the impact and scope of the expected results	Multimedia communication pieces, segmented for social networks and mass media, including those for government and donor

3.4.5. Work plan and time frame

Please refer to annex sheet Work Plan and Time Table

3.4.6. Budget plan (evidence-based)

Please refer to annex sheet Budget Allocation

3.5. Result Management Plan

3.5.1. Risk management plan

The key risk areas identified which may impact the achievement of the program include the current COVID-19 pandemic, high-impact natural disasters, climate change, and health emergencies. Additional risks include changes in migration flows, and effects of violence and organized crime at the local level. The Governance Committee of the program will monitor the situation to reassess planning assumptions and adjust the program accordingly. Regular reviews will also be held with partners, including the Government and the United Nations system in Honduras, to assess strategic, programmatic, operational, and financial risks, define appropriate mitigation measures and monitor the effectiveness of governance and management systems, the stewardship of financial resources and the management of human resources linked to the intervention. A virtual monthly meeting can be implemented with KOICA Guatemala Office to discuss the progress of the project and risk management.

Risk Category	Risk Description	Rating (High-Medium-low)	Mitigation Strategy
Contextual	Inadequate planning in the country for recurrent emergencies such as climatic disasters, earthquakes, tsunamis, health emergencies, changes in migration flows, etc. may demand priority from the program management, negatively affecting regular program implementation	High	-Alternate places identified to work in the Business Continuity Plan modality to ensure the continuity of operations. -Program Governance to review at least twice a year compliance with all the Minimum Preparedness Standards (MPS) as per UNICEF and Government Emergency Preparedness Procedures
Contextual	The ongoing COVID-19 pandemic negatively impacts staff health, productivity, and well-being, which poses a risk to the achievement of intended results.	Medium	Program Governance implements reinforced COVID-19 prevention measures to protect staff and ensure the continuity of operations for program delivery.
Contextual	High levels of insecurity resulting from the growing organized crime and drug trafficking across the country could prevent implementing partners from accessing locations to implement program activities.	High	Security Standard Operating Procedures are implemented and assessed for compliance to mitigate the impact of high levels of insecurity on the implementation of program activities.
Safeguards	Weak controls mechanisms for Prevention of Sexual Exploitation and Abuse (PSEA) limit the ability to provide effective oversight of the implementing partners and timely identification of Sexual Exploitation and Abuse cases which, if made public, might negatively impact the image and credibility of the program	Medium	<u>Assessment of implementing partners' capacities on Prevention of Sexual Exploitation and Abuse (PSEA)</u> <u>In case assessments render a medium or high level of risk, then design and implement a mitigation action plan with the affected implementing partner</u> <u>Continued training in PSEA provided to staff and partners.</u>

<Table 1 : Risk Probability and Impact Assessment Matrix>

Risk Probability	Probability Definition	Risk Impact	Impact Definition
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High	Risk will occur.	High	Serious impact to the course of action and outcome. This risk could be a fundamental reason for project cancelation.
Intermediate	Risk will likely occur, and it is difficult to predict.	Intermediate	Certain delays in achieving the project indicators and a certain change in the project document could mitigate the risks.
Low	Risk is unlikely to occur. It happens only in exceptional situations and the current status is stable.	Low	Possibly mitigate and respond with a regular monitoring and discussion with project stakeholders.



Overall Risk Rating	
1	Establishing a response plan and immediate response are necessary. The identified risks are closely monitored for the project document evaluation, annual reviews, and during the risk management workshops.
2	Establishing a response plan and follow-up measures are necessary. The identified risks are closely monitored for the project document evaluation, and annual reviews.
3	Establishing a response plan is necessary at the time of project design.
4	Establishing a response plan is recommended. Regular updates to monitor the status of the project are needed.
5	Establishing a response plan is not necessary. Constant monitoring of the project status is recommended.

<Risk Scoring Matrix>				
Risk Impact	High	3	2	1
	Intermediate	4	3	2
	Low	5	4	3
Risk Assessment Matrix		Low	Intermediate	High
Risk Probability				

Risk Identification and Assessment							Response Plan
Risk Types	Risk Subtypes	Questions					Response measures
External risk	① Political crises and associated humanitarian emergencies	<ul style="list-style-type: none"> Is there any political instability in the recipient country that may affect the project's implementation? <ul style="list-style-type: none"> Elections, protests, violence, conflicts, etc. 					<i>Security plan and security standard operating procedures in place to guarantee implementation of the programme and protect the staff, their recognized</i>
		Probability	<i>high</i>	Impact	<i>Intermedite</i>	Rating	

		Rationale for the risk rating	The political scenario shows instability and stress between gov. and opposition. The continuity of red solidaria program in the next government is a challenge				<i>dependents and UNICEF's assets.</i>	
External risk	② Recipient country's policy and priority change	· Is there a relevant legal system in place when conducting the project in the recipient country? - Laws and regulations related to the scope of project, construction rules, environment policies, labor standards act, etc.					N/A	
		Probability	<i>low</i>	Impact	<i>Low</i>	Rating		5
		Rationale for the risk rating						
External risk	③ Recipient org.'s insufficient capacity and ownership (Delay in signing RD ²⁰ , lack of capacity, nonfulfillment of roles and responsibilities)	· Does the recipient organization have sufficient capacity to carry out the project?					UNICEF are developing a strategic support plan for this new institution to develop capacities and deployed the news sub-national offices.	
		Probability	<i>low</i>	Impact	<i>Intermedite</i>	Rating		4
		Rationale for the risk rating		The ongoing changes in institutional context (the establish of SENAF) implies that new responsibilities will be assumed to lead and coordinate the SIGANDENAH at local and national levels.				
External risk	③ Recipient org.'s insufficient capacity and ownership (Delay in signing RD, lack of capacity, nonfulfillment of roles and responsibilities)	· Are there any distinct factors of the project target site that may become obstacles in implementing the project? - For example, geopolitical, physical, or environmental elements that may cause a project site change.					N/A	
		Probability	<i>low</i>	Impact	<i>Medium</i>	Rating		4
		Rationale for the risk rating						
External risk	③ Recipient org.'s insufficient capacity and ownership (Delay in signing RD, lack of capacity, nonfulfillment of roles and responsibilities)	· Does the recipient country have a strong will to support, manage and fulfil its roles and responsibilities for the project? - Recipient org.'s financial situations, etc.					N/A	
		Probability	<i>low</i>	Impact	<i>medium</i>	Rating		4
		Rationale for the risk rating						
Programme-related risk	④ Inadequate project	· Does the project site overlap with other donor agencies?					<i>The Assurance Activities Plan is implemented to ensure that limitations in the capacity of implementing partners are</i>	
		Probability	<i>medium</i>	Impact	<i>medium</i>	Rating	3	

²⁰ A record of discussions (RD) is a document that describes the broad outlines of an agreement that KOICA and a recipient country have reached. RD communicates the mutually accepted expectations of all the parties involved in a project.

	planning and management (Incomplete feasibility study, Aid fragmentation ²¹ , inadequate management of project changes and problems)							<i>promptly identified and funds are executed at the expected level.</i>
Programme-related risk	④ Inadequate project planning and management (Incomplete feasibility study, Aid fragmentation, inadequate management of project changes and problems)	· Does the budget reflect economic situations in the recipient country and possible changes in the market environment? - Budget (e.g., possibility of cost overruns, etc.), human resources, schedule, etc.						N/A
		Probability	<i>low</i>	Impact	<i>medium</i>	Rating	4	
		Rationale for the risk rating						
Programme-related risk	⑤ Implementing orgs.' lack of operation and management capacity, skilled personnel	· Is there a sufficient pool of national(within Korea) and local organizations to implement the project?						N/A
		Probability	<i>low</i>	Impact	<i>medium</i>	Rating	4	
		Rationale for the risk rating						
Programme-related risk	⑤ Implementing orgs.' lack of operation and management capacity, skilled personnel	· Do those who are involved in the project design and implementation have appropriate experience with regards to expertise in the project sector, understanding of international development, etc.?						N/A
		Probability	<i>low</i>	Impact	<i>low</i>	Rating	5	
		Rationale for the risk rating						
Programme-related risk	⑥ Safety and risks	· Are there any unstable factors that could affect personal safety of those who participate in the project? - Security situations, civil unrests, etc.						<i>Security plan and security standard operating procedures in place to guarantee implementation of the programme and protect the staff, their recognized dependents and UNICEF's assets.</i>
		Probability	<i>medium</i>	Impact	<i>medium</i>	Rating	3	
		Rationale for the risk rating						

²¹ Fragmentation describes aid that comes in too many small slices from too many donors, creating high transaction costs and making it difficult for partner countries to effectively manage their own development.

Programme-related risk	⑦ Logistics (fund liquidity, procurement, customs clearance, transportation, etc.)	· Would there be any issues on the customs clearance for bringing in project-related equipment to the recipient country? - Is there an agreement in place for the duration, costs and tariffs for the customs clearance?					N/A	
		Probability	low	Impact	medium	Rating		4
		Rationale for the risk rating						
Institutional risk	⑧ Corruption risks	· Are there any cases of illegality and corruption (fraud, etc.) from the recipient organization and/or project implementing agency?					<p><i>The Assurance Activities Plan is implemented to ensure that limitations in the capacity of implementing partners are promptly identified and funds are executed at the expected level.</i></p> <p><i>Security Standard Operating Procedures are implemented and assessed for compliance to mitigate the impact of high levels of insecurity on the implementation of programme activities.</i></p>	
		Probability	low	Impact	high	Rating		3
		Rationale for the risk rating						
Institutional risk	⑨ Credit and security risks	· Is there a complaints-handling system in place in the recipient country and/or the project execution agency? In the case of any complaints submitted regarding the project, are the procedures of handling them clearly recognized? - Relevant legal actions to handle complaints, any type of insurance to prepare for such actions, etc.					N/A	
		Probability	low	Impact	low	Rating		5
		Rationale for the risk rating						

3.5.2. Knowledge management plan

Through this project UNICEF Honduras will contribute to strengthen national and local monitoring mechanisms for them to be used as a model to monitor the effectiveness and quality of the services provided by the education system. Data collection at the school level will be promoted involving local educational authorities (Departmental and Municipal Directorates), as well as school teachers and principals, asking the educational community about their perception of the service quality and about the existing enabling environment to ensure good results, such as adequacy of infrastructure, materials, equipment, conditions of violence in and around the schools, etc. In addition, accountability and socialization mechanisms will be promoted so that the community and local authorities are empowered in oversight processes and to collaborate with the education system and related services. Official data collection systems will be also strengthened with innovative data collection tools to generate disaggregated data to monitor not only the progress towards the project's results but also the situation of children, especially in areas where information gaps have been identified.

The project will host a seminar with stakeholders to share the main finding and evidence identified by the project. Through these activities, Red solidarias's and MoE's policies and programs will be informed.

3.5.3. Monitoring and evaluation plan

UNICEF Honduras will commit to continuous monitoring of the project implementation. Progress against results will be systematically tracked through internal Monitoring procedures to identify progress, constraints, and lessons learned, and to introduce any necessary adjustments. The indicators contained in the project's results frameworks are aligned with other important monitoring frameworks such as the UNICEF's Cooperation Program 2022-2026 and the United Nations Sustainable Development Cooperation Framework for which a timely monitoring system is already in place.

UNICEF will also monitor the programming environment to identify new realities, risks, and opportunities to adapt the program logic, goals, and solution pathways as needed. Continuous reviews (Mid-year and end-year) will be undertaken to monitor progress and bottlenecks and adjust accordingly. The monitoring process will also focus on collecting the opinions of the project participants and support the country in building its resilience to shocks and developing effective adaptation capacities, particularly as Honduras transitions between humanitarian and development priorities, and as climate change is expected to generate further emergencies in the region.

Outcome level monitoring will be mainly based on secondary information derived from the Beneficiaries' Information and Registry System for Honduras (SIRBHO), to the extent that is available. The SIRBHO is finishing during the first semester of 2024 a complete census in the 2,007 poorest villages of the country prioritized by REDSOL to be supported with social protection schemes. This exercise will be useful to calculate baseline data for the project which will be focused on the prioritized 45 municipalities and 132 communities for intervention. It is expected that the data collection will be replicated at the end of the project at least in the prioritized communities for comparison purposes and to be able to analyze the contribution this project made to the planned results. Additionally, a group of communities with no intervention but similar characteristics in the same municipalities will be sampled to collect information that will allow the calculation of Difference in Difference (DiD) for the main outcome indicators to be able to estimate the project contribution to achieve the results.

Through this project UNICEF Honduras will also contribute to strengthen national and local monitoring mechanisms for them to be used as a model to monitor the effectiveness and quality of the services provided by the education system. Data collection at the school level will be promoted involving local educational authorities (Departmental and Municipal Directorates), as well as school teachers and principals, asking the educational community about their perception of the service quality and about the existing enabling environment to ensure good results, such as adequacy of infrastructure, materials, equipment, conditions of violence in and around the schools, etc. In addition, accountability and socialization mechanisms will be promoted so that the community and local authorities are empowered in oversight processes and to collaborate with the education system and related services. Official data collection systems will be also strengthened with innovative data collection tools to generate disaggregated data to monitor not only the progress towards the project's results but also the situation of children, especially in areas where information gaps have been identified.

Output and activity level monitoring will be mainly based on data and reports collected by implementing partners with UNICEF technical assistance and guidance. Based on the experience developed during the humanitarian response in 2020 and 2021, an online system and dashboard were developed by UNICEF Honduras to move towards an integrated program monitoring platform to capture and consolidate information from implementing partners' progress reports in real time.

For each level of monitoring, UNICEF will apply a gender-responsive and equity focus to data and information, with indicators disaggregated and analyzed by sex, ethnic origin, location (urban/rural or department/municipality), and income level where possible.

Periodic field visits and programmatic checks are planned within the Office on a project and yearly basis for the program staff to provide technical assistance to partners, accompany key processes in the communities and verify what is being reported by implementing partners. Some field visits respond to advocacy opportunities and usually, joint missions with staff from different sectors are encouraged to ensure greater integration, including operational staff. Missions with the donor and government agencies are also planned as part of the monitoring plan. Annual monitoring field trips will be developed jointly by KOICA and UNICEF in the quarter following the submission of the annual report. The direct cost of these monitoring field trips for Koica participants will be part of the contingency fund under the Koica administration.

A national from Korea will be hired by the Country Office as Education Officer who will have a very important role in programmatic field monitoring and reporting activities for this and other projects in the education area, dedicating at least half of his/her time to the monitoring function.

To complement the programmatic monitoring plan, financial assurance activities such as Spotchecks are also carried out with implementing partners by independent audit firms hired for this purpose.

A final evaluation towards the end of the project will be performed which will focus on learning and on contributing to an exit strategy for the project to ensure sustainability and replicability of those actions and/or initiatives that generated more contribution to achieve results. This evaluation will be informed by the monitoring activities described before. Evaluation findings and recommendations will be discussed to design a management response plan to improve future programming.

3.5.4. Transition or Exit strategy

Since its design, the project has been promoted by the Honduran government. The project is expressly oriented to reinforce and give continuity to the official programs Red Solidaria. The Red Solidaria program's focus is to strengthen communities and generate opportunities for the country's most vulnerable areas, reducing extreme poverty.

The collaborative work between UNICEF/executing partners/Red Solidaria considers an involvement that includes the selection of the intervention zone, the deployment of personnel in the localities, and permanent monitoring; this also implies strengthening the capacities of the personnel so that these lines of action are sustainable from the national level.

It is advantageous to start from a school-based intersectoral approach, such as the one promoted by this project, since it allows taking advantage of the educational networks and the mechanisms of participation established by law. This approach reinforces sustainability by mobilizing municipalities to program resources and monitoring local interventions.

The articulation of the effort at the level of national policies, local government actions, and community capacity building reinforces the sustainability of the intervention at the end of the project.

3.6. Partnership with Donors

3.6.1. Meetings with KOICA country office in *Target Country*

Date	Attendees		Main Discussions	Modification after consultation
	KOICA	ORG		
Several consultations in August 2022	KOICA Guatemala office: Miae Hwang		KOICA Sectoral Mid-term Strategies/LAC Format of Proposal, Budget Ceilings & Deadlines	Budget; general format; better alignment with KOICA Mid-Term Strategies.
Feasibility study mission, from 9 th to 20 th of January	KOICA Guatemala: Mr. Sangjin Dong / Estéfano Dong - Country Director, Mr. Myeongil Kim / Andrew Kim – Expert, Miss. Andrea Hernández - Project Coordinator KOICA HQ: Mrs. Doa Kim Feasibility Study Korean Experts: Mr. Hanho Jeong, Mr. Yongho Ahn, Mrs. Eunkyo Seo, Mrs. Eunyoung Oh		Objective: To verify the project's feasibility to be implemented with funds from the international cooperation agency KOICA. - Meetings with national authorities, Minister of Solidarity Network, Vice Chancellor, and Vice Minister of Education. - Field visit in 4 departments, Francisco Morazan, Intibucá, Copan, and Cortes, to 7 education centers and a health center. - Meeting with seven mayors of municipalities and two councils to guarantee children's rights. - Regional and district directors of the Secretariat of Education in Intibuca, Corquin, Copán	Adjust in logFrame from three to two outcomes, definition of indicators, definition of steering committee, and adjust in the budget
Feasibility study mission, from 13 th to 24 th of November 2023	KOICA Guatemala Mr. Sangjin Dong / Estéfano Dong - Country Director Miss. Dajung Lim - Project Coordinator Miss. Andrea Hernández - Project Coordinator Feasibility Study Korean Experts Mrs. Seonghye Hyeon, Mr. Yongho Ahn, Mrs. Eunkyo Seo, Mrs. Sujin Kim, Mrs. Eunyoung Oh		Objective: To complete the verification at the field level and advance in the preparedness of the project, conclude the assessment of the project's feasibility to be implemented with funds from the international cooperation agency KOICA. - Meetings with national authorities, Minister of Social Development director of Red Solidaria, General Directors of MoE, DINAF /SENAF (Ministry of Childhood,	Improvement in the log frame (reorganization in two outputs, improve indicators on all levels, improve the description of activities), better definition of the steering and technical committee, agreement on the date of start and conclusion of the project, and agreement on the status of Korean staff for the project.

		adolescents, and Family), and Foreign Affairs and International Cooperation Ministry. - Field visit in 4 departments, Francisco Morazan, Intibucá, El Paraiso, and Lempira, to 9 education centers, health centers, and communities (and their 'mesa solidaria,' an internal governance/coordination body). - Meeting with mayors and councils to guarantee children's rights.	
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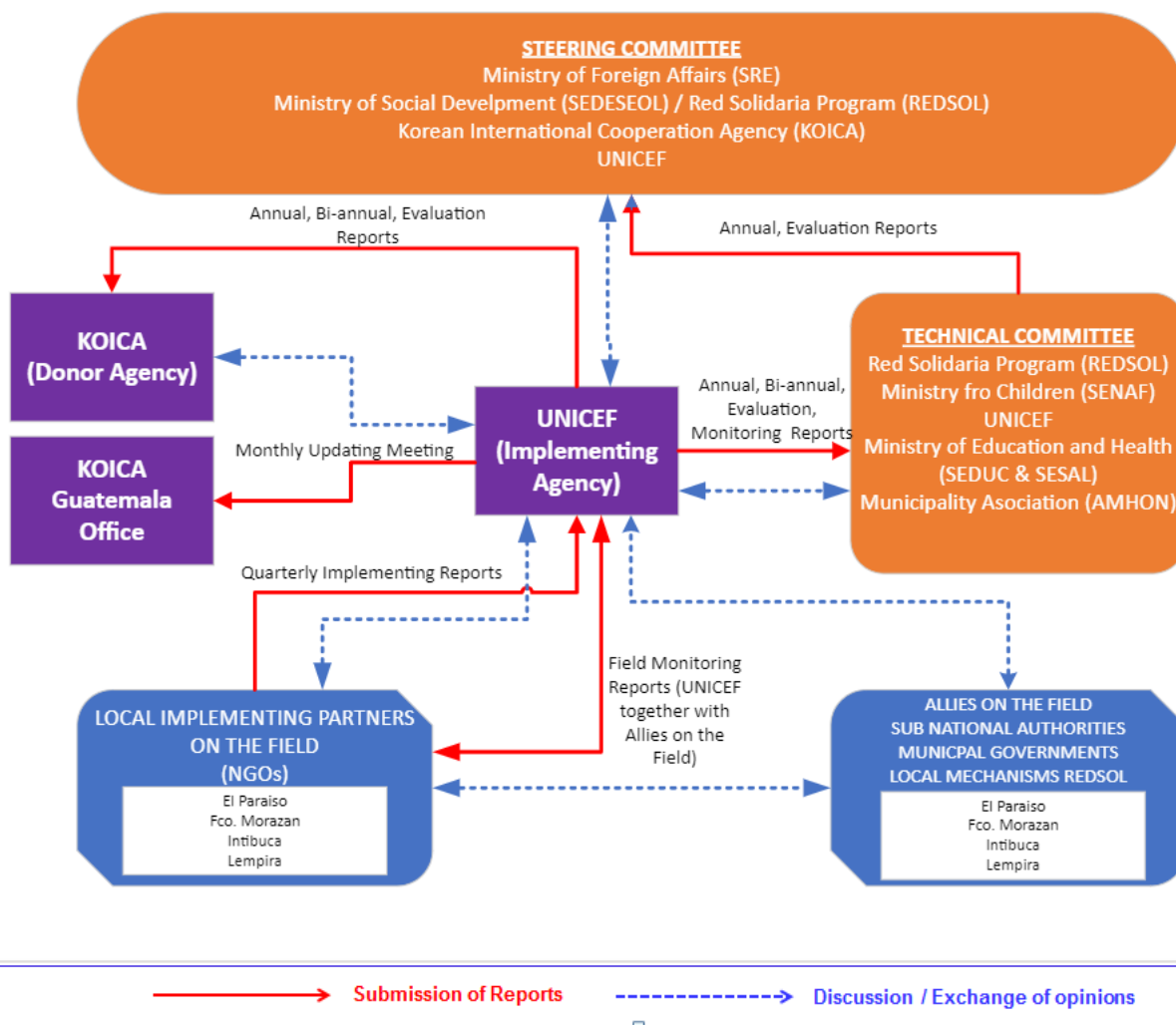
The leadership for this project will be in coordination with the Multilateral cooperation area in the Foreign Affairs Ministry of Honduras and the Red Solidaria Program (presidential cabinet). As the technical leader, UNICEF will be deeply involved in these coordination activities. An overall governance/technical committee will include all of them and other critical sectorial ministries (education, health, women). The Director of KOICA office in Guatemala will be part of the regular meetings in both leadership (steering committee) and technical committees. Its participation allows for better alignment between the Korean Cooperation, Honduras government priorities, and this specific program, simultaneously identifying opportunities for interchanges and other south-south collaborations.

3.6.2. Plan for Reporting, meeting, ceremony (and etc.)

Annual and biannual reports will be presented under KOICA report templates. Including but not limited to main changes in the context, review of progress in all indicators, analysis of strategies at outcome and output level, description of main barriers and facilitators, lesson learned, next steps, update of the risk analysis.

Under the leadership of the steering committee, an annual public event to inform this progress will be carried out. This event will involve not only the KOICA Office Staff based in Guatemala, but also the Korean Embassy in Tegucigalpa. regular virtual meetings will be held with the KOICA office in Guatemala to present the progress of the project and share the following steps. The Korean Embassy in Honduras could be included in these meetings

Reporting scheme diagram



Reporting Plan Table

type of report	who will produce	to whom/which org. will be submitted (please remark the verification org.)	When	how often (frequency)	how (the way to report)	main reporting contents
Project Annual Report (includes financial report)	UNICEF	KOICA Steering Committee	Within 4 weeks of the following year	Every year from 2025 to 2028 (4 reports in total)	Written report	- Main progress made during the period - Main barriers and solutions found - Lessons learned - Sustainability actions - Budget expenditure
Project final report (includes financial report)	UNICEF	KOICA Steering Committee	Within 8 weeks from the completion of the project	1 time	Written report	- Balance of Progress made during the Project - Lessons learned - Sustainability after finishing - Budget final

						expenditure
Project Biannual Reports	UNICEF	KOICA Steering Committee	Within 4 weeks after the end of June each year (except for the initial and final year because there will be few month of implementation)	Every year from 2025 to 2027 (3 reports in total)	Written report	- Main progress made during the period updating PMF matrix - Main barriers and solutions found
Baseline report	UNICEF	KOICA Steering Committee	Within the second quarter 2024	1 time	Written report	- Completed PMF matrix with all initial values of all outcome indicators in the monitoring framework (baseline for output indicators is normally zero) - General description of initial status of schools and communities prioritized by the project using relevant variables
Final Evaluation Report	UNICEF	KOICA Steering Committee	Within 8 weeks from the completion of the project	1 time	Written report	- Evaluation's Object description - Evaluation Scope and Criteria - Evaluation Methodology - Evaluation Findings and Conclusions - Evaluation Recommendations
Quarterly Implementing Progress Reports by Ptners	Implementing Partners (NGOs)	UNICEF	After signing Programme Documents with UNICEF and initiating implementation	Every 3 months. Qty varies depending on start and finish of implementation	Digital in UNICEF platform called SRS	- Main progress made during the period - Main barriers and solutions found
Quarterly Implementing Partners Financial Reports	Implementing Partners (NGOs)	UNICEF	After signing Programme Documents with UNICEF and initiating implementation	Every 3 months. Qty varies depending on start and finish of implementation	Digital in UNICEF platform called eZHact	- Budget Expenditures according to Programme Documents
Quarterly Field Visit Monitoring Reports	UNICEF and Allies on the Field	UNICEF Technical Committee	Along the year each quarter once implementations begins.	At least one report monitoring each implementing partner per year	Written internal reports	-Verification on the field of what's reported by the partner in their implementing progress reports

3.6.3. Visibility and public relations plan

	Contents
Broadcasting/TV	Preparation of 10 multimedia communication pieces on the socialization and main indicators and results of the project.

Press Release (Domestic/International)	Field visits with media outlets to document life stories at the local level with project partners and people who are part of the project in local networks
ORG Homepage	Give visibility to the achievements and stories that show the impact of the project on the government, UNICEF Honduras and regional web pages.
SNS (Facebook, Instagram, Twitter, etc.)	Develop specific communications pieces for UNICEF and partner social networks to socialize the project and disseminate impact results.
Commodity/facility	Elaboration of the project's graphic line that defines logos for external communication pieces such as T-shirts and other external visibility products where the project works for its identification as a banner, standard iconography for all partners, the project's main slogan, a single typeface, a single design for the communication pieces for the entire project that harmonizes and unifies internal and external communication.

Appendix 1. Problem and Solution Tree Diagram

Causes	Causal consequences	Problems to be solved	Activities to solve defined problems	Outputs	Outcomes	Goal
Lack of information on school facilities	Schools without proper WASH facilities		Activity 1.1.1: Identification of 80 schools that require WASH service upgrade	Output 1.1: Improved climate-resilient WASH services in 80 schools (13 pre-schools, 67 basic and lower secondary schools)		
Lack of budget for improvement in wash facilities			Activity 1.1.2: Installation of climate-resilient WASH infrastructure in 80 schools			
The teachers, principal, and students do not have the knowledge and attitude to improve the WASH management in the schools.			Activity 1.1.3: Capacity building trainings on Climate-resilient WASH services in 80 schools			
Lacks teacher's capacities to improve and innovation in their teaching practices enhance teaching	Schools with traditional and ineffective teaching strategies	Children and adolescents from the most vulnerable communities do not access, remain, learn, or are not protected in the schools of their community because the schools do not have basic operating conditions or adequate learning programs.	Activity 1.2.1: With the Ministry of Education, design, and implementation of an integrated training program modules on innovative and alternative education modalities for school teachers and municipality and department administrators	Output 1.2: Improved education services in 402 schools through the application of innovative approaches and alternatives to recovery learning, fundamental life skills.	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.	To improve school access and retention of the most vulnerable children and adolescents in Honduras through a school-based multisector approach
Lack of support to deploy flexible and innovative modalities to more pertinent school experience			Activity 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			
Lack of connectivity in the schools			Activity 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)			
Limited use of innovative online educational tools to			Activity 1.2.4: Implementation of Learning Passports strategy in 200 schools			
The teachers, principal, and students do not have the knowledge and attitude to prevent and manage violence against the children.	Schools without strategies to ensure health and protection against the violence in the school		Activity 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	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		
Lack of childcare services in vulnerable communities.			Activity 1.3.2: Implementation of the Child Development Care (CDI) resource package in 100 pre-schools			

Lack of knowledge at the community level to face the main challenges in children's health.			Activity 1.3.3. Implementation of health education campaigns for 502 schools		
Lack of budget to improve wash facilities in communities	Vulnerable communities without proper WASH facilities	Communities cannot ensure basic conditions of protection and care for children in their development and schooling process.	Activity 2.1.1: Identification of 80 communities and its health centers require safe and climate-resilient WASH access improvement	Output 2.1: Improved access to safe and climate-resilient WASH service in 80 communities	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)
Peoples in communities and health servants do not have the knowledge and attitude to manage the WASH			Activity 2.1.2: Installation of safe and climate-resilient water infrastructure in 80 communities and its health centers		
Lack of knowledge at the community level to face the main challenges in children's protection	Vulnerable communities without institutions or mechanisms to prevent or manage violence against children		Activity 2.2.1: Identification of communities related to 80 priority schools	Output 2.2: Improved child protection and health services in 80 communities.	
Don't exist mechanisms or protocol to referring cases in child protection and health			Activity 2.2.2: Identification of existing child protection and health services including its criteria in 80 communities		
Don't exist childcare services			Activity 2.2.3: Capacity building training of child protection outreach services and technical support provision in 80 communities		
Don't exist caregiver or adolescents mother support programs			Activity 2.2.4: Design and implementation of child and adolescent referral protocol among health centers, child protection service providing organizations, and schools		
	Vulnerable communities without childcare services or mechanisms		Activity 2.2.5: Capacity building training of health centers on health promotion for schoolteachers	Output 2.3: Improved quality of childcare services in 25 communities	
			Activity 2.3.1: Identification of 25 communities for the implementation of Early Childcare Service Improvement approach and Cash Transfer Plus approach		
	The lack of capacities to coordinate in the government (sectors and social programs) reinforces the isolated approach to facing the children's problems in vulnerable communities, reducing their impact.		Activity 2.3.2: Design and implementation of an Early Childcare Service Improvement program in 25 communities.	Output 2.4: Strengthened government cross sectoral coordination and technical capacity of Red Solidaria at municipality, department, and national level	
			Activity 2.3.3: Design and implementation of Cash Transfer Plus approach for 500 adolescent mothers who have children under 5 in 25 communities		
		Activity 2.4.1: Technical support to Red Solidaria for capacity improvement in ministry coordination (coordination 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)			
		Activity 2.4.2: Implementation of the monitoring and evaluation system on the school-based multisector approach aligned with public policies			
		Activity 2.4.3: Development of strategy for dissemination based on the findings from the monitoring and evaluation results on the school-based multisector approach			
		Activity 2.4.4: Technical support to MoE on the scaling up of flexible and alternative education modalities, and the development of national education curriculum			

Appendix 2. Logical Framework²²

Outcome	Indicator 1	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5	Total			
<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,</p>	<p>★1.1. Completion rate of primary school (1th to 6th grade) - KOICA SDG 4.1.2 - [Percentage of a cohort of children 3-5 years above the</p>	2022 - 2024	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Increase the rate for primary and lower secondary level	Increase the rate for primary and lower secondary level	<p>REDSOL SIRBHO Database from Census of 2,007 poorest villages in the country. Values will be estimated for 132 villages prioritized for this project. An alternative</p>	SIRBHO	annual

²² Please refer to annex sheet Logical Framework

and Health services.	intended age for the last grade of a corresponding education level who have completed that level]								would be estimating the indicator from data form SACE for all schools in 132 villages for the numerator and population data from REDSOL SIRBHO for denominator		
	★1.2. Completion rate of lower secondary (7th to 9th grade) - KOICA SDG 4.1.2 - [Percentage of a cohort of children 3-5 years above the intended age for the last grade of a corresponding education level who have completed that level]	2022 - 2024	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Increase the rate for primary and lower secondary level	Increase the rate for primary and lower secondary level			
Output 1.1	Indicator 1.1.1	Baseline	Target					Means of Verification	Source of Data	Frequency of Data collection	
			Year 1	Year 2	Year 3	Year 4	Year 5				Total

Output 1.1: Improved climate-resilient WASH services in 80 schools (13 pre-schools, 67 basic and lower secondary schools)	1.1.1. Number of schools within prioritized communities with water and sanitation facilities separated for girls and boys that meet national standards (ASH-CSI-16)	0 (2023)	4	13	24	22	17	80	Implementation progress reports from partners, monitoring visit reports, school certificates of acceptance	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
	Indicator 1.1.2.	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5	Total			
1.1.2. Number of children covered by programmes on climate resilient WASH and Menstrual Hygiene Management healthy habits implemented in prioritized schools and surrounded communities (ASH-CPD26-18) {sex, education level}	0 (2023)	480	1560	2880	2640	2040	9,600	Implementation progress reports from partners, monitoring visit reports, attendance lists	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual	
Output 1.2	Indicator 1.2.1	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5	Total			

Output 1.2: Improved education capacity in 402 schools through the application of innovative approaches and alternatives to recover learning and fundamental life skills	★1.2.1.1 Number of prioritized schools supported by the project to apply alternative, innovative and comprehensive teaching modalities (EDU-CPD26-28)	0 (2023)	10	122	110	110	50	402	Implementation progress reports from partners, monitoring visit reports, in schools' verification checklists	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
	1.2.1.2 Number of students benefited by alternative, innovative and comprehensive teaching modalities {sex, department} (KOICA SDG 4.3.1)	0 (2023)	1000	12200	11000	11000	5000	40,200	MoE registry records, Implementation progress reports from partners, monitoring visit reports, in schools' verification checklists	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
	Indicator 1.2.2	Baseline	Target					Means of Verification	Source of Data	Frequency of Data collection	
			Year 1	Year 2	Year 3	Year 4	year 5				Total
1.2.2. Number of users who access digital education	0 (2023)	414	3105	6210	9315	1656	20,700	MoE's digital education platform enrollment and	Field reports from	annual	

	digital education in prioritized schools and surrounding communities (EDU-CSI-27) (dissagregated by sex y children/teachers)								usage reports, programmatic visits	UNICEF, partners, MoE, and Red solidaria monitoring system	
	Indicator 1.2.3	Baseline	Target					Means of Verification	Source of Data	Frequency of Data collection	
			Year 1	Year 2	Year 3	Year 4	year 5				Total
	1.2.3. Number of teachers trained to apply alternative and innovative teaching methods (EDU-AH-01)	0 (2023)	40	500	480	450	170	1640	Implementation progress reports from partners, monitoring visit reports, attendance lists		
Output 1.3	Indicator 1.3.1	Baseline	Target					Means of Verification	Source of Data	Frequency of Data collection	
			Year 1	Year 2	Year 3	Year 4	year 5				Total
Output 1.3: Improved child protection and health capacity in 502 schools through the application of	1.3.1. Number of education staff that completed training in prevention, detection, reporting and referral of cases of violence against children and	0 (2023)	80	600	600	320	0	1600	Implementation progress reports from partners, monitoring visit reports, training attendance lists	Field reports from UNICEF, partners, MoE, and Red solidaria	annual

health campaigns, comprehensive development of child protection and early childhood development, and the protection of children and adolescents against violence	adolescents (EDU-K-27) (sex)									monitoring system	
	Indicator 1.3.2	Baseline	Target					Means of Verification	Source of Data	Frequency of Data collection	
			Year 1	Year 2	Year 3	Year 4	year 5				Total
	1.3.2. # of students involved in activities to prevent and respond to violence in their schools (PNI-CPD26-48) (sex, education level)	0 (2023)	1000	7000	7000	7000	4000	26,000	Implementation progress reports from partners, monitoring visit reports, focus groups with beneficiary students	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
	Indicator 1.3.3	Baseline	Target					Means of Verification	Source of Data	Frequency of Data collection	
Year 1			Year 2	Year 3	Year 4	year 5	Total				
1.3.3 # of schools that implement school protocols for disease prevention and control after implementing health campaigns (EDU-H22-27)	0 (2023)	10	140	158	168	26	502	Implementation progress reports from partners, monitoring visit reports, health & nutrition campaigns attendance lists, focus groups with beneficiary populations, verification	Field reports from UNICEF, partners, MoE, and Red solidaria	annual	

									checklist for protocols	monitoring system	
Outcome 2	Indicator 2	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5	Total			
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)	2.1. Proportion of children of all ages living in poverty in all its dimensions in prioritized communities according to national definitions (SDG 1.2.2)	2022 - 2024	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Annual targets are not recommended for slower-moving outcome indicators	Reduce the rate or the intensity of the multidimensional poverty	Reduce the rate or the intensity of the multidimensional poverty	REDSOL SIRBHO Database from Census of 2,007 poorest villages in the country. Values will be estimated for 132 villages prioritized for this project.	SIRBHO	annual
Output 2.1	Indicator 2.1.1	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5	Total			
Output 2.1: Improved access to safe and climate-resilient WASH service in 80 communities	★ 2.1.1. Number of water-related infrastructure established in communities (including improved chlorine disinfection facilities which has over 0.1mg/L of residual chlorine at the end of the	0 (2023)	4	13	24	22	17	80	Implementation progress reports from partners, monitoring visit reports, in community verification checklists including verification for continuous water chlorination	Field reports from UNICEF, partners, MoE, and Red solidaria monitori	annual

pipelines) - KOICA SDG 6.3.2 -									ng system	
Indicator 2.1.2	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
		Year 1	Year 2	Year 3	Year 4	year 5	Total			
★ 2.1.2. Number of population (households/schools/ healthcare facilities) using basic drinking water services - KOICA SDG 6.1.1 - (ASH-CPD26-12) {sex}	0 (2023)	1000	3250	6000	5500	4250	20000	Implementation progress reports from partners, monitoring visit reports	Field reports from UNICEF, partners, MoE, and Red solidaria monitori ng system	annual
Indicator 2.1.3	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
		Year 1	Year 2	Year 3	Year 4	year 5	Total			

	2.1.3. Number of communities that have developed and are implementing critical activities of climate resilient water security plans (ASH-CPD26-21)	0 (2023)	3	22	22	22	11	80	Implementation progress reports from partners, monitoring visit reports, water security plans documents	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
Output 2.2	Indicator 2.2.1	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5	Total			
Output 2.2: Improved child protection and health services in 80 communities.	2.2.1. Number of health centers that implement a care referral protocol for children and adolescents	0 (2023)	20	65	15	0	0	100	Implementation progress reports from partners, monitoring visit reports, verification checklist for protocols	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
	Indicator 2.2.2	Baseline	Target						Means of Verification		

			Year 1	Year 2	Year 3	Year 4	year 5	Total		Source of Data	Frequency of Data collection
	2.2.2. Number of service providers and community leaders trained in child rights and implementation of referral protocol for children and adolescents {sex}	0 (2023)	10	112	112	112	54	400	Implementation progress reports from partners, monitoring visit reports, training attendance lists	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
	Indicator 2.2.3	Baseline	Target					Total	Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5				
	2.2.3.1. Percentage of service users who have positive opinions on the implementation of the health service(%)	TBD (2024)	Increase	Increase	Increase	Increase	Increase	Final increase in positive opinión	Implementation progress reports from partners, monitoring visit reports, surveys among users, focus groups with service users	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual

											ng system	
	2.2.3.2. Percentage of service users who have positive opinions on the implementation of the child protection protocol (%)	TBD (2024)	Increase	Increase	Increase	Increase	Increase		Final increase in positive opinión	Implementation progress reports from partners, monitoring visit reports, surveys among users, focus groups with service users	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual
Output 2.3	Indicator 2.3.1	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection	
			Year 1	Year 2	Year 3	Year 4	year 5	Total				
Output 2.3: Improved quality of childcare services in 25 communities	2.3.1. Number of caregivers reached by Early Childcare Service Improvement advisory program (SAL-AH-55) (sex)	0 (2023)	0	630	570	570	230	2000	Monthly reports of caregivers in care	Field reports from UNICEF, partners, MoE, and Red solidaria monitori	annual	

									ng system		
Indicator 2.3.2	Baseline	Target						Means of Verification	Source of Data	Frequency of Data collection	
		Year 1	Year 2	Year 3	Year 4	year 5	Total				
2.3.2.Number of adolescent mothers reached by Cash Transfers Plus approach	0 (2023)	0	50	200	250	0	500	Implementation progress reports from partners, monitoring visit reports, entry surveys to measure the initial situation of adolescent mothers and exit surveys to measure usage and satisfaction	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual	
Output 2.4	Indicator 2.4.1	Baseline	Target					Total	Means of Verification	Source of Data	Frequency of Data collection
			Year 1	Year 2	Year 3	Year 4	year 5				
Output 2.4: Strengthened government	2.4.1. Number of reports used to make adaptative management	0 (2023)	1 (Baseline)	1	1	1	2 (Final Report, Evaluation)	6	Report Documents, Meeting Minutes of Steering Committees	Field reports from	annual

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 Asociation (AMHON) at municipality, department, and national level	decisions within Steering Committee									UNICEF, partners, MoE, and Red solidaria monitoring system	
	Indicator 2.4.2	Baseline	Target					Means of Verification	Source of Data	Frequency of Data collection	
			Year 1	Year 2	Year 3	Year 4	year 5				Total
2.4.2. Number of alternative education modalities implemented by the project documented and included in the national curriculum or equivalent policy	0 (2023)	0	0	2	0	2	4	MoE policy documents, annual progress reports, systematization documents, evaluation report	Field reports from UNICEF, partners, MoE, and Red solidaria monitoring system	annual	

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<ACTIVITIES>	<INPUTS>
Activity 1.1.1. Identification of 80 schools require climate-resilient WASH service upgrade	
Activity 1.1.2. Installation of climate-resilient WASH infrastructure in 80 schools	
Activity 1.1.3. Capacity building trainings on Climate-resilient WASH services in 80 schools	
Activity 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	
Activity 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)	
Activity 1.2.3. Identification of 40 schools in coordination with Ministry of Education (MoE) for internet connectivity and equipment provision and implementation of internet connectivity with an one-year data usage guarantee	
Activity 1.2.4. Implementation of Learning Passports strategy in 200 schools where have internet connectivity	
Activity 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	
Activity 1.3.2. Implementation of the Child Development Care (CDI) resource package in 100 pre-schools	

KOICA budget: USD 8,000,000 for 5 years (48 months from 2024/2Q to 2028/1Q)
 UNICEF Honduras: USD 490,000

Activity 1.3.3. Implementation of health education campaigns for 502 schools	
Activity 2.1.1. Identification of 80 communities and its health centers require safe and climate-resilient WASH access improvement	
Activity 2.1.2. Installation of safe and climate-resilient water infrastructure in 80 communities and its health centers	
Activity 2.1.3 Capacity building trainings on safe and climate-resilient WASH service in 80 communities and its health centers	
Activity 2.2.1. Identification of communities related to 80 priority schools	
Activity 2.2.2. Identification of existing child protection and health services including its criteria in 80 communities	
Activity 2.2.3. Capacity building training of child protection outreach services and technical support provision in 80 communities	
Activity 2.2.4. Design and implementation of child and adolescent referral protocol among health centers, child protection service providing organizations, and schools	
Activity 2.2.5. Capacity building training of health centers on health promotion for schoolteachers	
Activity 2.3.1. Identification of 25 communities for the implementation of Early Childcare Service Improvement approach and Cash Transfer Plus approach	
Activity 2.3.2. Design and implementation of an Early Childcare Service Improvement program in 25 communities	
Activity 2.3.3. Design and implementation of Cash Transfer Plus approach for 500 adolescent mothers who have children under 5 in 25 communities	
Activity 2.4.1. Technical support to Red Solidaria for capacity improvement in ministry coordination (coordination with Ministry of Education, Ministry of Health, Ministry of Social Development, Ministry of Children and Adolescents and Municipality Association (AMHON) at municipality, department, and national level)	
Activity 2.4.2. Implementation of the monitoring and evaluation system on the school-based multisector approach aligned with public policies	
Activity 2.4.3. Development of strategy for dissemination based on the findings from the monitoring and evaluation results on the school-based multisector approach	
Activity 2.4.4. Technical support to MoE on the scaling up of flexible and alternative education modalities, and the development of national education curriculum	

Inception/Scoping Mission	(O, X)
Plan X	

*Inception/Scoping mission is not necessary. However, if needed, it should be completed by 30 April 2024.
Please, note that such survey or mission will **not** be covered by KOICA's contribution in any circumstances.

Year	Main Outputs	Main Activities
2024	Deployment in the field, committees activated	Agreement with IP, monitoring system design first committees meeting MOU signed with the Ministry of Foreign Affairs - Red Solidaria's agreement with UNICEF as implementing partners of the project -First installment received
2025	Models put in place	Wash in schools, innovative approach to education deploys in the schools and communities
2026	Models documented	Intervention in the field, monitoring system producing evidence
2027/2028	Knowledge sharing, policies informed, scalability put in place	Impact evaluation result, documentation of model sharing, Exit strategy implemented

*Please, elaborate main outputs and activities of each year.

Appendix 3. Budget Allocation²³

Project Name : INCLUSIVE AND SAFE EDUCATION FOR THE MOST VULNERABLE CHILDREN AND ADOLESCENTS IN HONDURAS																						
Goal :		To improve school access and retention of the most vulnerable children and adolescents in Honduras through a school-based multisector approach																				
Objectives :		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.																				
		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 sectoral institutions)																				
Outputs	Activities	4Q	YEAR 2 2025					YEAR 3 2026					YEAR 4 2027					YEAR 5 2028				
			TOTAL USD	1Q	2Q	3Q	4Q	TOTAL USD	1Q	2Q	3Q	4Q	TOTAL USD	1Q	2Q	3Q	4Q	TOTAL USD	1Q	2Q	3Q	4Q
	Preparation activities (finalization of internal implementation strategic paper; agreement with implementation partners)	x	2,000																			
	Activity 1.1.1. Identification of 80 schools require climate-resilient WASH service upgrade	x	5,000																			
	Activity 1.1.2. Installation of climate-resilient WASH infrastructure in 80 schools	x	44,500																			
	Activity 1.1.3. Capacity building training on Climate-resilient WASH services in 80 schools	x	5,250																			
	Activity 1.2.1. With the Ministry of Education, design, and implementation of an innovative training program modular an innovative and alternative education modalities for schools, schools and municipality and department administrators	x	30,000																			
	Activity 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 Bridge, Tutorial Learning System (SAT), Self-paced learning, Student council)	x	80,000																			
	Activity 1.2.3. Identification of 40 schools in coordination with Ministry of Education (MaE) for internet connectivity and equipment provision, and implementation of internet connectivity with an one-year data usage guarantee	x	10,000																			
	Activity 1.2.4. Implementation of Learning Partnership strategy in 200 schools where have internet connectivity	x	25,000																			
	Activity 1.2.5. Design and implementation of a capacity building program (i.e., Protect against Violence) that include violence prevention, peace building, and violence care detection and referral services referral care methodology in training modular for teachers in 402 schools	x	35,000																			
	Activity 1.2.6. Implementation of the Child Development Care (CDD) resource package in 100 pre-schools	x	0																			
	Activity 1.2.7. Implementation of the health education campaign for 502 schools	x	0																			
	Activity 2.1.1. Identification of 80 communities and its health centers require safe and climate-resilient WASH access	x	5,000																			
	Activity 2.1.2. Installation of safe and climate-resilient water infrastructure in 80 communities and its health centers	x	10,000																			
	Activity 2.1.3. Capacity building training on safe and climate-resilient WASH services in 80 communities and its health centers	x	5,250																			
	Activity 2.2.1. Identification of communities related to 80 priority schools	x	10,000																			
	Activity 2.2.2. Identification of existing child protection and health services including its criteria in 80 communities	x	35,135																			
	Activity 2.2.3. Capacity building training of child protection actors, service providers and technical support provision in 80	x	0																			
	Activity 2.2.4. Design and implementation of child and adolescent referral practical among health center, child protection service providing organizations, and schools	x	0																			
	Activity 2.2.5. Capacity building training of health centers on health promotion for schools	x	0																			
	Activity 2.3.1. Identification of 25 communities for the implementation of Early Childhood Service Improvement approach and Cash Transfer Plus approach	x	15,000																			
	Activity 2.3.2. Design and implementation of an Early Childhood Service Improvement program in 25 communities	x	0																			
	Activity 2.3.3. Design and implementation of Cash Transfer Plus approach for 500 adolescent mothers who have children under five in 25 communities	x	0																			
	Activity 2.4.1. Technical support to Red Solidaria for capacity improvement in ministry coordination (coordination MaE, MaH, Wamanzapatero, Municipality and National Child Protection System coordination)	x	10,000																			
	Activity 2.4.2. Implementation of the monitoring and evaluation system on the schools and multisector approach aligned with the national multisector approach	x	16,200																			
	Activity 2.4.3. Development of strategy for dissemination based on the findings from the monitoring and evaluation results on the schools and multisector approach	x	7,500																			
	Activity 2.4.4. Technical support to MaE on the colling up of flexible and alternative education modalities, and the development of national education curriculum	x	35,580																			
	Total Cost of Activities		386,415																			
	Project Support M&E		17,533																			
	Cost Visibility		5,000																			
	Staff Cost of Korean National (Education Officer / P2 / 24months)		0																			
	Headquarter Recovery Cost		28,626																			
	Total Cost of Project Support Cost		51,165	0.00	0.00	0.00	0.00			0	0	0	0							0		
	1% coordination levy (if, necessary)		4,420																			
	Grand TOTAL		442,000																			

²³ Please refer to annex sheet budget allocation

5. Terms of Reference on Employment for Korean National P2 level programme officer

Title: Education Officer

Duty station, country: Tegucigalpa, Honduras

Duration (in months): 24 months **or expected contract end date:** march 2028

Expected starting date: Q3, 2026

Organizational context and brief project description:

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does — in programs, in advocacy and in operations. The equity strategy, emphasizing the most disadvantaged and excluded children and families, translates this commitment to children's rights into action. For UNICEF, equity means that all children have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favoritism. To the degree that any child has an unequal chance in life — in its social, political, economic, civic and cultural dimensions — her or his rights are violated. Equity accelerates progress towards realizing the human rights of all children, which is the universal mandate of UNICEF, as outlined by the Convention on the Rights of the Child, while also supporting the equitable development of nations.

The P2 PROGRAMME OFFICER will be working within the Education Programme in UNICEF Honduras. She/he will provide technical, operational and administrative assistance throughout the programming process through the application of theoretical and technical skills in researching, collecting, analyzing and presenting technical programme information while learning organizational rules, regulations and procedures to support the development and formulation of the Education Programme within the UNICEF Country Programme in Honduras. The programme officer will be the support of the country office in the communication with the Korea International Cooperation Agency (KOICA) and will be the liaison between UNICEF and KOICA".

Sustainable Development Goals: 4. Quality Education

Supervision, induction and duty of care of Staff Members

UNICEF support to the staff includes, but is not limited to:

- ☐ Introductory briefings about the organisation and office-related context including security, emergency procedures, good cultural practice and orientation to the local environment;
- ☐ Support with arrival administration including setting-up of bank accounts, residence permit applications and completion of other official processes as required by the host government or host entity;
- ☐ Structured guidance, mentoring and coaching by a supervisor including a clear workplan and performance appraisal;
- ☐ Access to office space, equipment, IT support and any other systems and tools required to complete the objectives of the assignment including a host entity email address;
- ☐ Access to shared host entity corporate knowledge, training and learning;
- ☐ Inclusion in emergency procedures such as evacuations;
- ☐ Leave management;
- ☐ DSA for official travel, when applicable;

a) Description of tasks:

Under the direct supervision of an Education Specialist, the UN Volunteer will undertake the following tasks:

- ☐ Support the planning, implementation and managing of project: Inclusive and safe education for the most vulnerable children and adolescents in Honduras
- ☐ The programme officer will be the support of the country office in the communication with the Korea International Cooperation Agency (KOICA) and will be the liaison between UNICEF and KOICA".
- ☐ Support the planning, implementation and managing of education programmes by working with Government, UN agencies and other development partners and NGO counterparts in the areas of Early Childhood Education, Quality and Equity in education, including through capacity building and the strengthening of cross-sectoral linkages
- ☐ Enhance project efficiency and effectiveness through implementation and follow-up activities with various implementing partners, including monitoring UNICEF inputs, local conditions and resources, flow of supply and non-supply assistance and education project status.
- ☐ Contribute to the production, use and dissemination of information in the education programme, through participation in the drafting of thematic notes and analytical situation analyses.
- ☐ Support the implementation of monitoring and evaluation mechanisms, through the development of monitoring and analytical tools which identify progress against the programme's education targets alongside bottlenecks and barriers
- ☐ Provide technical advice and assistance to government officials and other partners in the planning, implementation, monitoring and evaluation of programme.
- ☐ Analyse collected data and information and prepare progress reports including monitoring and reporting indicators
- ☐ Prepare programme/project status reports required for Management Board, donors, budget review, programme analysis, annual reports, etc.
- ☐ Undertake field visits to monitor programmes, as well as conduct periodic programme reviews with Government and NGO counterparts and other partners
- ☐ Any other related tasks as may be required or assigned by the supervisor.

Results/expected outputs:

The programme Officer will contribute to obtain the following results:

- ☐ The support provided to the implementation of the program will contribute to improved learning outcomes and equitable, inclusive access to education. Success in the implementation of the programs in turn contributes to enhancing the credibility and ability of UNICEF to provide program services for children that promotes greater social equality in the country;
- ☐ Improved programme implementation, through increased understanding of the factors impacting on the supply and demand of education services and host communities, in turn leads to increased greater social cohesion in regions affected by conflict;
- ☐ A final statement of achievements towards volunteerism for peace and development during the assignment, such as reporting on the number of volunteers mobilized, activities participated in and capacities developed

b) Qualifications/requirements:

Required Degree Level: University degree

Required Experience: 2 years

☐ Qualifications, skills, experience:

- i. **Degree level:** University degree , Master degree is considering an asset
- ii. **Type of degree:** Education, Social Sciences, Development or other relevant field

- iii. **Years of work experience:** 2 years of professional experience relevant to Education programmes – preferably with international experience, working in developing countries is considered an asset
- iv. **Area of expertise requirement:**
 - a. Strong Monitoring and Evaluation
 - b. Strong Project management with focus in education
 - c. Excellent computer skills – ability to use various computer programmes.
 - d. As this is a Korea International Cooperation Agency (KOICA) funded project, preference will be given to nationals of the Republic of Korea.

b) Competencies and values:

- ☐ **Diversity and inclusion:** Treats all people with dignity and respect; shows respect and sensitivity towards gender, cultural and religious differences; challenges prejudice, biases and intolerance in the workplace; encourages diversity wherever possible.
- ☐ **Integrity:** Maintains high ethical standards; takes clear ethical stands; keeps promises; immediately addresses untrustworthy or dishonest behaviour; resists pressure in decision-making from internal and external sources; does not abuse power or authority.
- ☐ **Commitment:** Demonstrates commitment to UNICEF's mission and to the wider UN system; demonstrates the values of UNICEF in daily activities and behaviours; seeks out new challenges, assignments and responsibilities; promotes UNICEF's cause.
- ☐ **Communication:** Speaks fluently; expresses opinions, information and key points of an argument clearly; presents information with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility; structures information to meet the needs and understanding of the intended audience; presents information in a well-structured and logical way.
- ☐ **Working with people:** Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well.
- ☐ **Drive for results:** Sets high standards for quality of work; monitors and maintains quality of work; works in a systematic, methodical and orderly way; consistently achieves project goals; focuses on the needs and satisfaction of internal and external partners; accepts and tackles demanding goals with enthusiasm

UNICEF has a zero-tolerance policy on sexual exploitation and abuse, and on any kind of harassment, including sexual harassment, and discrimination. All selected candidates will, therefore, undergo rigorous reference and background checks.

c) Language skills

Proficiency in the language used by the UN in the country (Spanish) and English

Proficiency in Korean language

Working knowledge of local languages is an advantage.

c) Living Conditions:

Honduras is a tropical country in the middle of Central America, bordered to the north with Caribbean Sea, to the south with El Salvador, to the west with Guatemala and to the East with Nicaragua. Climate varies significantly depending on the altitude. Mid-altitude temperatures are fairly moderate with regular sunshine making temperatures climb from 15-20°C (59-68°F) to around 28°C (low 82°F) during the middle of the day. Rainfall is quite low to moderate with a patchy wet season from May to October. Low-land and coastal regions experience less of a temperature range with warmer nights and slightly less rainfall.

The population of Honduras is approximately 9 million inhabitants, and it's registered at a growing pace. Hondurans dedicate most of their job to agricultural activities, along with commerce, manufacture, finance and public services.

Tegucigalpa is the capital and largest city of Honduras. Located in the middle region of the country, Tegucigalpa is the country's political centre, and with a population of more than a million inhabitants it is the most populous city in Honduras.

The level of security in Honduras- according to the United Nations Scale (SLS)- is level 3 moderate.

The threat against UN system staff members from political activity is considered low. The threat from common criminal elements is considered highly critical in certain areas of the country. Violent crime is a serious and growing problem, especially in certain zones of Tegucigalpa and San Pedro Sula, and to a less degree throughout the country. Pickpockets and purse-snatchers are prevalent in major cities at tourist sites, especially in parts of Comayagüela and the central market surroundings of Tegucigalpa. Visits to these areas should be avoided, especially after dark. Highway, road and street robberies, carjacking and assaults of pedestrians by armed thieves are still high. Roadblocks and demonstrations on the main highways and border countries customs offices have decreased. In the past, demonstrations have ended in street violence, requiring intervention of national police for which precaution is requested. Threats against the public transportation system by gangs have been reported in San Pedro Sula, supposedly related to Organized Crime, for which caution should be maintained at all times on the street.

Visitors are especially advised to protect themselves against mosquito bites in affected areas due to insect-borne diseases such as Malaria, Zika and Dengue Fever.