|  |  |
| --- | --- |
| Danish organisation | Viva Denmark (VD) |
| Title of the intervention | Safe Return to School – Protective and Democratic Schools in Honduras  |
| Partner name(s) | Red Viva Honduras (RVH)  |
| Amount applied for | 2.505.151 DKK |
| Country(ies) | Honduras  |
| Period (# of months) | 24 |

1. **Objective and relevance (the world around us)**

*1.1.**What is the main purpose with the intervention, including challenges that need to be addressed?*

The main purpose of the intervention is to protect vulnerable children and provide psychosocial support and democratic formation before, during and after COVID-19 reopening of schools in Honduras. Schools have been closed in the country since the outbreak of the pandemic in March 2020 leaving millions of children isolated in their homes. While private schools have gradually succeeded in facilitating online classes, public schools have been completely closed due to strict COVID-19 restrictions, lack of vaccination of teachers and insufficient resources to facilitate online classes. More than 1,5 years of school closure and isolation has had severe consequences for vulnerable children. Besides the obvious learning gap, mental health and wellbeing of vulnerable children has been severely affected by increasing rates of domestic violence, abuse, depression, anxiety, and other mental health issues.

Furthermore, children are severely affected by the grave, persistent, and institutionalized corruption issues affecting all parts of society hindering democratic development and protection of rights. The country is experiencing a protracted democratic crisis, which has escalated in recent years due to disproportionate COVID-19 restrictions, massive corruption charges against public authorities as well as recent drug smuggling indictment against President Orlando Hernandez, who is running for an unconstitutional re-election later this year.

The intervention seeks to counter these challenges through a two-pronged intervention mobilizing the education sector as a key strategic platform for achieving immediate and long-term solutions. Specifically, the intervention seeks to contribute to (a) promote democratic formation through the education system as a long-term response to counter institutional corruption and democratic crisis in the country (b) advocate for rapid and safe return to school for vulnerable children

Thus, the overall goal of the intervention is that “*Children are experiencing mental health support, protection, and democratic formation before, during and after COVID-19 reopening of schools through protective and democratic schools*”. The overall goal has been operationalized into two immediate objectives:

1. Children achieve enhanced belief in democratic principles through school-based promotion of transparency and civic participation.
2. Children are provided with mental health support and protection before, during and after Covid-19 reopening of schools.

*1.1.1. If the intervention is an extension of a previous intervention, please describe:*

Immediate objective 1 of the intervention builds on the results of ‘*Transparency Schools as Agents of Change’* (19-2453-UI-sep), through which RVH have developed the Transparency Schools Methodology in collaboration with the Transparency and Accountability Unit of the Ministry of Education in Honduras (TAUME). Transparency Schools is a certification process through which schools become local focal points of transparency and civic participation. Basically, the methodology is employed to fight corruption and promote democratic principles to prevent the next generation from inheriting and continuing corruption.

Immediate objective 2 of the intervention does not build directly on the results of any previous intervention. However, a foundation for this objective is the strong collaboration with the Ministry of Education established through *‘Transparency Schools as Agents of Change’*.

a) What results has been achieved so far?

*Key achievement so far[[1]](#footnote-1):*

- Developed the Transparency Schools Methodology and materials[[2]](#footnote-2)

- Roll-out to 150 schools and successful certification of 125 transparency schools (exceeding the planned target indicator of 75 schools) due to great interest and commitment from schools around the country

- Paved the way for a four-year collaboration agreement with TAUME running until 2025 enabling the proposed intervention

*b) What are (still) the major challenges?*

- Institutionalized corruption remains a predominant challenge in Honduras affecting all parts of society. Long-term strategies are needed to counter a deep-rooted culture of corruption.

*c) To what extent do this intervention include new objectives, a new strategic approach or new target groups?*

Through the previous intervention, the partners developed the Transparency Schools Methodology and successfully implemented the model with 125 schools. While the previous intervention included some advocacy elements to secure commitment of the Ministry of Education, the main part of the intervention was focused on direct community level roll-out, trainings and development of materials. The proposed intervention takes the next step seeking to institutionalize and scale up the model. Therefore, the strategy of the proposed intervention has a strong focus on advocacy and lobbying towards the TAUME as well as capacity building of TAUME staff.

Specifically, the goal is to advocate for the TAUME to scale up and assume ownership in terms of implementing the model. By adopting Transparency Schools to the curriculum of the Ministry of Education and handing over implementation, greater sustainability and impact is achieved. The goal is for the TAUME to commit to a five-year action plan for the roll-out of transparency schools reaching hundreds or even thousands of schools in the future. As part of the process of handing over operational responsibility 150 new schools will participate in the transparency schools process while staff from TAUME will be trained to facilitate the methodology (training of trainers). Furthermore, a stronger democracy component will be developed and added to the methodology. Financially, immediate objective 1 constitute 42% of the activity budget.

*1.2. Describe the context of the intervention:*

*(a) Describe the conditions that apply in the area where the intervention will take place, and which are expected to influence the intervention (e.g. social, economic or political conditions, or other projects or activities in the area that can supplement the intervention).*

**Political situation, corruption, and transparency**

Although Honduras is a multi-party representative democracy, the country has a long history of military rule and protracted political instability caused by among other things widespread corruption (often embodied in bribery, nepotism, and undue influence), rampant violent crime often pertaining to gang violence as well as the effects of illicit drug trafficking for which Honduras is a major transit point.

Despite a downward trend in recent years, the murder rate in Honduras remains among the highest in the world, and the country continues to struggle with the political, social, and economic consequences of the 2009 coup, where President Manuel Zelaya was ousted following a constitutional crisis[[3]](#footnote-3).

The country is ranked 157 out of 180 countries on Transparency International *Corruption Perceptions Index* (2020)[[4]](#footnote-4) and impunity for crimes and human rights abuses is the norm in the country[[5]](#footnote-5). This has led to talks of a “democratic crisis in Honduras” which includes repression of critics and criminalization of human rights activists’ work[[6]](#footnote-6), and both police and the judiciary remain marred by corruption and abuse[[7]](#footnote-7). The corruption and democracy crisis in the country affects all parts of society and is a key driver behind weak public institutions, lack of rule of law and increasing migration to the US. Institutional corruption constitutes a severe threat for society and for the next generation growing up in culture of corruption.

To fight the corruption in Honduras, the government has adopted a transparency law through which the government institutions are obliged to publish all their information in relation to hiring and expenditures, among others. The Secretariat of Education has a particular *Transparency and Accountability Unit (TAUME)* which is the unit involved in this intervention.

**Economic development**

Honduras is among the poorest countries in LAC, with a poverty rate only second to Haiti. According to The World Bank almost half of the population (4.8 million people) lived on less than US$5.50 per day before the double impact of the COVID-19 pandemic and hurricanes Eta and Iota with another third of the population near-poor and vulnerable to falling back into poverty[[8]](#footnote-8).

The country is widely recognized as having the highest level of inequality in all Latin America, by all standard measures. Its Gini coefficient is extremely high, ranking it near the very top of all countries[[9]](#footnote-9). One of the ways this is embodied is in limited education and job opportunities for youth, which continues to deteriorate in Honduras. As of now, around 1 in 4 of the country´s youth are not in education, employment, or training (known as NEET) – a number that that has been rising in recent years. One reason for the current situation is the government’s inability to develop long-term and sustainable opportunities for youth, only offering temporary or seasonal jobs in factories and agriculture.

**The Educational System**

The Honduran government spends more than 23 percent of the total government expenditure (2018) on education[[10]](#footnote-10), yet the sector continues to struggle with several challenges. One such is that even though official statistics show that 95% of Honduran school aged children are enrolled in primary education, the teacher’s union claims that one million children were left out of the education system in 2015[[11]](#footnote-11). And many of those who attend primary school do not continue their education. Numbers show that the completion rate of primary school students is 84,3% (2016)[[12]](#footnote-12), of which 71% continues to secondary school. Only 21% of the population enroll in tertiary education (2015)[[13]](#footnote-13). Other factors include gender inequality and a difference in literacy between the country’s rural and urban population.

**COVID-19**

The pandemic continues to exercise considerable impact on the political and social situation as well as the possibilities for receiving proper education in Honduras. There are eligible concerns whether the government can and will ensure free, fair, transparent, and peaceful elections or whether current president Juan Orlando Hernández Alvarado will use COVID-19 to thwart and undermine the democratic process to keep his presidency. There is a high risk that elections held under the shadow of the pandemic will diminish the citizens' fundamental right to vote or result in negative vote turnout.

The pandemic has affected school children all over the world, and according to Save the Children, an estimated 1.6 billion learners globally – 91% of the total – were out of school in April 2020, making it the first time in human history an entire generation of children globally have had their education disrupted[[14]](#footnote-14).

This has also greatly affected the children and youth in Honduras. Before the COVID-19, around two million out of three million Honduran children attended school, though education is, in theory, free and compulsory. However, according to the observatory of the Francisco Morazan Pedagogical University 940.000 children have dropped out of the national education system during the pandemic. This was exacerbated by the fact that many schools were closed due to the pandemic and moreover school buildings have been destroyed or used as shelters in hurricane affected areas.

In a recent update UNICEF emphasize the dire circumstances for school children in Honduras, as the country is one of only two in Latin America and the Caribbean to have had no face-to-face classes since the start of the pandemic (along with Turks and Caicos). The security situation for teachers in Honduras is also greatly affected by the pandemic, as vaccination of teachers has not been prioritized in contrast to many neighboring countries[[15]](#footnote-15).

Recent studies also ascertain that confinement, economic problems, and a lack of access to quality education has created the ideal breeding ground for educational problems to intensify. This has generated stress and feelings of uncertainty for children and youth, of whom some have developed conditions that have further limited their ability to receive education. Among the most recurrent conditions for school children in Honduras are symptoms like palpitations, hyperventilation, and diarrhea as well as signs of depression, feelings of sadness and abandonment[[16]](#footnote-16).

The need for the children to return to school is dire, not only due to the obvious learning gap, but also as many are vulnerable to abuse, violence and sexual exploitation during lockdown. A national study published in April 2019 by the Honduran government found, that 26% of Honduran girls and boys (16% of girls and 10% of boys) experience sexual abuse before age 18. A newly released report established, that gender-based violence against women and girls has been aggravated by the lockdown measures, physical distancing, and mobility restrictions[[17]](#footnote-17). Therefore, there is an urgent need to provide long-term protection and mental health support to child upon return to school.

*(b) Describe whether the intervention takes place in a stable or fragile context. If the intervention takes place in a fragile context, you can find inspiration on CISUs website about [nexus](http://www.cisu.dk/nexus).*

Honduras is a fragile context according to OECD’s States of Fragility 2020. The State of Fragility is based on a multidimensional fragility framework assessing economic, environmental, political, social and security dimensions of fragility. OECD considers the country at ‘moderate fragility’, with ‘severe fragility’ in the economic dimension and ‘high fragility’ in the political dimension. This is embodied in weak political institutions, clientelism, institutionalized corruption, economic inequality, food insecurity, presence of strongly organized criminal cartels and tremendous violence rates, and high youth unemployment rates.

Fragility rates have increased during 2020 and 2021 due to the negative political, economic, and social consequences of COVID-19 as well as the massive destruction caused by hurricanes Eta and Iota in November 2020 as well as corruption and fraud in the 2021 election process. CISU and Centre for Church-based Development (CKU) have, in relation to recent projects, acknowledged that the Honduran context should indeed be characterized as fragile. During these projects, the partners have developed competencies such as flexibility to adapt activities and strategies on a regular basis to navigate in this fragile environment.

*1.3. Describe how this intervention will strengthen civil society organising to advance social justice (realisation of people’s rights, reducing inequality and fighting poverty, participation in decision-making processes, equal access to resources, and just institutions).*

**Community level: Safe Return to School Community Committees**

By organizing local Community Committees and enabling them to participate, supervise and monitor a safe return to school process community-level stakeholders are mobilized and given an opportunity to actively influence the process. More specifically, teachers, school directors, parents and local decision makers will be involved and lead the process locally. This will contribute to strengthen the ‘back to school campaign’ at community level and establish appropriate and context relevant psychosocial support and protection mechanisms enhancing the chance of safe return to school for vulnerable children.

**National level: Let’s Transform Honduras and collaboration with the Ministry of Education**

Positioning RVH and *Let’s Transform Honduras* as advocates for a safe return to school will strengthen the legitimacy of the partners as strong child protection champions within the education sector and benefit vulnerable children and marginalized groups targeted by the intervention. Working together with the Ministry of Education will not only strengthen the institutional reach of the present intervention, but also pave the way for greater civil society-public sector collaboration in the future for the benefit of poor and marginalized target groups.

*1.4. What climate- and environmental conditions do the partnership and/or the intervention need to respond to? And how have the partners responded to it? This could be in relation to the conditions of the target groups, the number of flights or the activities of the intervention, and how these affect the environment or climate in the area.*

**Our starting point**

A paramount goal for VD and RVH is social justice for vulnerable and marginalized children, presently and in future, through the balances illustrated in the sustainability model. To ensure this goal is achieved, the partners value partner-visits both to advance the relationship and collaboration between the partners as well as to ensure mutual learning and adequate monitoring of the interventions. However, considering the effects to the climate and environment, the aim is to keep the number of visits to an absolute minimum. Additionally, Viva is currently in the process of developing a corporate Climate Policy regarding the organization’s climate footprint and considerations.

**Our intervention**

A key environmental consideration regarding the proposed intervention is to draw on the teachings from the COVID-19 pandemic in terms of online possibilities. Lockdowns and restrictions of movements have highlighted the prospects for expanding the amount of teaching and meetings online, thus reducing carbon footprint. Advocacy activities as well as planning and coordination meetings will mainly be facilitated in the capital Tegucigalpa where RVH, the Ministry of Education, and key civil society stakeholders are located. In total 174 schools around the country will participate in the intervention. To minimize the number of people travelling across the country, 50 percent of trainings and coordination meetings with teachers, school directors etc. will be done online. For face-to-face activities, facilitators from RVH and the Ministry of Education will facilitate regional trainings to avoid bringing hundreds of teachers to Tegucigalpa.

**The World around us**

With approximately 32 percent of the Honduran population being under 24 years old[1], there is a grave and immediate need to focus on children to ensure a safe and protected return to school and to prevent the next generation from inheriting corrupt norms and practices. In November 2020 Honduras was hit by two climate-related disasters when hurricanes Iota and Eta hit the country causing massive destruction on infrastructure, homes, and livelihoods. Based on experience from the devastation and aftermath of hurricane Mitch in 1998 and the emergency response led by the government against the COVID-19 pandemic it is evident that institutionalized corruption will increase in times of disaster. With the expected future increase in climate related natural disasters, it is therefore of the utmost importance to fight corruption and reduce it to the lowest possible level ensuring a transparent government and public sector.

1. The partnership/collaborators (our starting point)

*2.1. Describe the experiences, capacities and resources of participant partners (including the Danish organisation) as well as other actors (e.g. their experiences with the subject matter concerned, knowledge of the context in which the intervention will take place, networks and relationships).*

**VIVA DENMARK (VD)**

VD is a faith-based children’s rights organization and the Danish branch of the international Viva network, working with 39 partner networks in 26 countries reaching more than three million vulnerable children. Since 1994, VD has been working to improve the lives of vulnerable children together with four of these Viva networks: Philippines, Honduras, Nicaragua, and Zimbabwe. The purpose is strengthening of civil society with a strategic focus on advocating for institutional change to improve conditions for socially, politically, and economically excluded children and youth.

The goal of VD’s Programme Policy is to ensure that “children at-risk or victims of abuse and exploitation are safeguarded, rescued, and restored to safe, loving families in child-friendly societies”. Strategically the Programme Policy is founded upon SDG 16. To this end, VD has managed several CISU and CKU-funded interventions as well as one ongoing EU intervention with the aim of strengthening our partners’ capacity and positioning them as advocates for children’s right to justice, particularly regarding protection from violence and abuse.

VD’s track record in the past five years (through interventions with South partners funded by DANIDA & EU):

*Successfully advocated for systems’ strengthening and policy reform*

* Advocated for establishment and strengthening of Local Council’s for the Protection of Children in the Philippines and Child Protection Committees in Nicaragua
* Contributed to development of Foster Care Guidelines in partnership with the Honduran Ministry of Family and the Philippine Department of Social Welfare and Development

*Registered and reported child exploitation cases and human rights violations*

* Contributed to rescue and restoration of 53 child victims of online sexual exploitation in 2018 alone in the Philippines
* Supported children in Zimbabwe in their right to a legal identity through obtaining birth certificates, thus strengthening their position in society

*Challenged harmful norms and attitudes and empowered local changemakers*

* Empowered +500 Youth Advocates in partnering countries to become champions of children’s right to protection and participation
* Reached +50.000 children and families in partnering countries through awareness raising campaigns in communities, online and in national media

**Qualifications of staff and relevant board member**

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| **Name** | **Position** | **Qualifications** | **Function and professional competencies** |
| Gritt Holm Hedehus  | National Director | * MA in Spanish and International Studies
* 19 years working with communication, volunteer programs, international development, and project management
* 3 years in Ibis, 15 years in DanChurchAid, 1 year as global campaign coordinator in ACT Alliance
 | Overall responsible for VD’s commitment to the VD-RVH partnership together with the Chairman of the board. |
| Thomas Krag Langvad | Program Manager | * MA in International Security and Law
* BA in Emergency and Risk Management
* 3,5 years as Disaster Management Assistant among other with Danish Red Cross in Denmark and abroad
* 2 years as Program Manager with VD & 4 years as volunteer in Honduras and in DK through VD
 | Program management. Responsible for programmatic capacity building of RVH, technical assistance, professional advice, and monitoring throughout the project period. |
|  | Finance & Admin Manager | A new finance manager to be hired in September 2021. | Finance management. Responsible for financial monitoring and capacity building as well as compliance with financial procedures and guidelines. |
| Ole Brauer | Board Member | * MA in Political Science from Aarhus University, 1984
* 30 years working with international development in Africa, Asia, Latin America, and the Middle East, mainly with DanChurchAid
 | Professional advice and technical assistance. Extensive experience with NGO cooperation, project management, organizational development, partnership, and M&E |

**RED VIVA HONDURAS (RVH)**

RVH is the Honduran branch of the international Viva network. RVH has worked as a network of faith-based organizations since 1999 and was legally registered in 2003. 35 civil society organizations (churches, children’s homes, schools, etc.) are member of the network. RVH emphasize alliance-building between civil society and the public sector, which has positioned the network as a recognized and well-respected child-focused civil society actor. RVH has proven its capacity to work with public institutions through its cooperation with the Directorate of Children, Youth and Families (DINAF) and the Ministry of Education (MoE). The latter being a partner in two CISU-funded projects focusing on active citizenship and transparency of schools and public institutions.

RVH has extensive experience promoting the rights of children and child protection not only through advocacy and collaboration with duty-bearers, but also through community-based programming. At community level RVH enjoys legitimacy as a child protection champion through its local member organizations, churches, and schools. RVH has built and maintained a strong presence in several Departments (administrative divisions) through implementation of child protection programs such as prevention of (sexual) violence, promotion of family-based care, youth mobilization, Viva Sport, and promotion of institutional transparency. Local presence contributes to a high degree of legitimacy towards the target group as well as understanding of the local context. Furthermore, RVH is built around the involvement of volunteers (100+), many of whom have wanted to serve voluntarily to pay back or pay forward what they have gained through RVH themselves.

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| **Name** | **Position** | **Qualifications** | **Function and professional competencies** |
| Maria Lainez de Luna | Executive Director | * Degree in Administration and Social Development
* 9 years as director of RVH
* More than 20 years of experience in the child protection sector
 | Overall responsibility for RVH's commitment to the VD-RVH partnership. Key role in relations to Ministry of Education and advocacy activities. |
| Jayson | Project manager | * Bachelor of Social Work and Theology
* Diploma in Public Policies
* 5 years of experience developing and implementing community-based projects
 | Supervision of project implementation, technical input, and planning. Facilitation of trainings.  |
| Damaris | Project Coordinator. | * Psychologist, attached to the Autonomous University of Honduras
* Project Coordinator of Transparency Schools (CISU-19-2453-UI-sep)
* Course on transparency and anti-corruption processes
 | Day to day coordination with stakeholders, development of materials, preparation and facilitation of trainings and workshops, overall responsible for implementation. |
| Esly | Finance Manager/ Administrator | * Cost Analyst, Financial Analyst, Bank Account Analyst, Administrative / Accounting Assistant, Customs Auditor Jr.
 | Responsible for financial management including controlling, reporting and compliance. |

*2.2. Describe any previous acquaintance or cooperation between the partners, and how these experiences have fed constructively into the development of the proposed intervention.*

The partnership of VD and RVH began in 1999. The first ten years of collaboration focused mainly on supporting homeless children through small-scale community-based interventions targeting children on the streets and in orphanages. In 2013 RVH implemented its first large development intervention funded by CISU. Since then, several CISU and CKU funded interventions have been implemented by the partners. The partners have gradually developed their strategic approaches from services deliveries and capacity building to more advocacy-oriented strategies involving collaboration with government authorities. In recent years, the partners have successfully strengthened their strategic advocacy efforts at national level resulting in sustainable change for children.

Combining community-based programming and national level advocacy has proven an effective strategic operational framework of the partnership. This has resulted in better sectoral collaboration and public support towards orphanages and shelters transforming from institutionalized care of children to reintegration to biological families and foster care. Since 2015, collaboration with the Ministry of Education has paved the way for the partners’ strategic engagement with the educational sector in Honduras as a key ally and partner in child protection and transparency interventions.

This intervention draws directly from experiences and results achieved through two previous CISU-funded interventions: *With Transparency We All Win* 2015-2019 (15-1708-SP-sep) and *Transparency Schools as Agents of Change* 2020-2021 (19-2453-UI-sep). In section 1.1a and 3.6a specific descriptions of how these experiences have fed constructively into the proposed intervention is further outlined.

*2.3. Describe the contributions, roles and responsibilities of the partners and other actors. Justify substantial*

*payroll costs, and if payroll costs are included for the Danish organization, describe the tasks and why Danish personnel are best positioned to undertake these tasks.*

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| **Contributions, roles, and responsibilities of partners** |
| **Viva Denmark (VD)*** Overall responsibility for the delivery of the intervention according to contractual agreement between VD-CISU and VD-RVH
* Supervise implementation through professional advisory, technical assistance and programmatic and financial MEL system described in section 3.8
* Ensure timely disbursements according to partnership agreement
* Be an intermediary between RVH and CISU
* Compliance with the CISU guidelines, anti-corruption policy, child-safeguarding policy, and other relevant policies
* Monitoring visits to Honduras
 |
| **Red Viva Honduras (RVH)*** Implementing the project according to partnership agreement and CISU guidelines
* Ensure professional collaboration among all partners, including strategic partners and authorities
* Ensure timely narrative and financial reporting based on LFA objectives, outputs, indicators, and budget
* Participate in monitoring visits
* Ensure community access and legitimacy through localized presence and strong locally embedded networks
* Maintain community access through operative authorization by local authorities and Ministry of Education at national and regional level (Transparency Links)
* Ensure mobilization and engagement of volunteers
* Ensure child protection, mental health support, and anti-corruption expertise through staff with necessary organizational experience and qualifications, and network members with experience and expertise in child protection
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| **Transparency and Accountability Unit of the Ministry of Education** * Spearhead implementation of the Transparency Schools methodology within the Ministry of Education and ensure embeddedness, sustainability, and effectiveness of the school-based transparency strategy
* Ensure commitment and compliance with the RVH-Transparency and Accountability Unit agreement
* Lead national targeting process to identify 150 schools to join the Transparency Schools certification model
* Guarantee support of the regional Transparency Links (decentralized structure of the Ministry of Education) at department (local) level.
* Responsible for adopting the Transparency Schools methodology to the curriculum (‘Manual of processes and procedures’) of the Transparency and Accountability Unit
* Prepare strategic five-year plan for implementation of Transparency Schools nationally
 |
| **Schools participating in the Transparency Schools certification process** * Active participation in the certification process including training of teachers and student council and roll-out of education material
* Become focal points of transparency, democracy, and civic participation at community level
* Ensure education materials and transparency guides and manuals are implemented and used appropriately
* Responsible for mobilization and training student councils
 |
| **Schools participating in Safe Return to School*** Responsible for developing Safe Return to School plans together with Safe Return to School Community Committees (SRSCC), Transparency Links and RVH
* Commit to participate in and lead Safe Return to School Community Committees locally
* Responsible for compliance and implementation of Safe Return to School action plans including protection mechanism and psychosocial support activities towards vulnerable children
* Spearhead community mobilization and ‘back to school campaign’ together with SRSCC
* Advocate for safe reopening of schools towards the Ministry of Education through regional Transparency Links
 |
| **Let’s Transform Honduras (Civil society alliance)*** Advocate and lobby for quick and safe reopening of schools nationally
* Mobilize public support for Safe Return to School
* Monitor the school reopening process nationally
 |
| **Other stakeholders*** Community stakeholders (local decision-makers, civil society organizations etc.) monitors safe school reopening
* Local governments (municipality level) support local efforts to promote transparency and civic participation as well as safe return to school
* Other departments of the Ministry of Education use the Transparency Schools methodology as a reference point for school-based democracy and transparency interventions
 |

*2.4. Describe how the intervention will contribute to developing the relationship and collaboration between the partners.*

Qua RVH’s position and legitimacy as a strong child protection champion the partners have now supported vulnerable and marginalized children through community-based programming for more than two decades. While advocacy and lobbying towards governments authorities including the Directorate of Children, Youth and Families and the Ministry of Education has been gradually intensified the past decade, the proposed intervention will contribute to further strengthening the partners joint advocacy strategy. Through past interventions the partners have succeeded in influencing the agenda of government ministries, including elevating the agenda of transparency and alternative care as well as ensuring public sector-civil society collaboration. Through the proposed intervention the partners are now invited inside TAUME to handover the Transparency Schools methodology and prepare TAUME for future implementation of the model.

Furthermore, the intervention contributes to strengthening the partners strategic collaboration with the education sector paving the way for other thematic interventions implemented jointly by the partners such as RVH’s prevention of violence and sexual abuse of children programme.

*2.5. Describe how the intervention will contribute to strengthening the partners’ relations to other actors, e.g. authorities, other local, national, and international organisations, networks, alliances, private companies or other financial support.*

**Relations to the Ministry of Education**

The intervention will contribute to strengthen the relationship and cooperation between the Ministry of Education and RVH by building further credibility and trust. Furthermore, the intervention aims to transform part of the relationship, as RVH will not only provide service deliveries but also increasingly influence the strategic decision-making processes in the Transparency and Accountability Unit of the Ministry of Education.

**Relations to schools**

Through the intervention, RVH will strengthen its position as a strategic partner in the education sector. Increased collaboration with schools involved in the intervention also increases possibilities for further areas of collaboration such as violence prevention and sexual abuse of minors and school children which is another key strategic focus area of RVH.

**Relations to Let’s Transform Honduras**

By collaborating with the Ministry of Education RVH gains valuable credibility and experience which enhances the organizations contribution to *Let’s Transform Honduras.* The intervention will also strengthen Let’s Transform Honduras as a key forum for strengthening civil society influence and links to duty-bearers within the educational sector, which will pave the way for greater civil society collaboration in the future for the benefit of poor and marginalized target groups.

1. Target groups, objectives, strategy, and expected results (our intervention)

*3.1. Describe the composition of the target groups: specify approximate number of people in primary (the persons who will participate in the activities of the intervention) and secondary (persons who will be affected by the activities of the intervention without having participated in them) target groups disaggregated by e.g. gender, social groups or other relevant factors.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Primary target groups** | **Male** | **Female** | **Total** |
| Children | 9.336 | 9.336 | 18.672 |
| Teachers  | 198 | 198 | 396 |
| Parents  | 2.800 | 6.535 | 9.336 |
| School director | 53 | 121 | 174 |
| Student council members | 840 | 210 | 1.050 |
| Volunteers | 10 | 20 | 30 |
| Youth Ambassadors  | 15 | 15 | 30 |
| **Total** | **13.252** | **16.435** | **29.688** |
| **Secondary Target Group** |  |
| Teachers reached indirectly at 174 target schools (minimum of 8 teachers per school) | 696 | 696 | 1.392 |
| People reached through social media campaigns | 5.000 | 5.000 | 10.000 |
| Community members who are in the inner circle of children directly reached | 18.672 | 18.672 | 37.344 |
| People hearing about the intervention and the national competition (news, television, Ministry of Education promoting the competition through the education system) | 250.000 | 250.000 | 500.000 |
| **Total** | **274.368** | **274.368** | **548.736** |

\* See section 3.2 for details about the target groups.

*3.2. Describe how the target groups will participate in- and benefit from the intervention.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Target group** | **Description of target group** | **Participation of target group** | **Target group’s benefits from the intervention** |
| Students, vulnerable children | Vulnerable children out of school due to COVID-19; children at risk of not returning to school due to child labor; children at risk of domestic violence and abuse during lockdown, children suffering from mental health issues resulting from COVID-19. (150 transparency schools x 120 children; 24 safe returns to school x 28 children = 18.672 vulnerable children) | - Return to school- Attend classes regularly - Attend psychosocial support activities in school- Attend protection activities in school- Attend transparency and democracy activities in school | - Return to school - Enhanced protection - Improved mental health - Achieving enhanced belief in democratic principles including transparency and civic participation  |
| Students, youth ambassadors  | This group of students are more resourceful and will be involved in some project activities at community level. Will be trained to become Youth Ambassadors (30 youth in total). | - Trained and involved in surveying children’s perception of transparency and trust as part of the Transparency Schools Methodology. | - Capacity building in data collection methodologies  |
| Student councils | Each school has a student council with at least seven student members representing all students in the school. If a participating school doesn’t have a student council by the beginning of the project, a student council will be established (student councils are established under provision of the Ministry of Education) (150 school x 7 students per student council = 1.050 students) (Expected 80 percent boys and 20 percent girls due to cultural norms. RVH will advocate for a higher percentage of girls elected for student councils). | - Train other students from their school in civic education, democracy, trust, and transparency - Perform social audits in their school- Participate in transparency activities in communities - Participate in national transparency competitions  | - Capacity building and training - Active participation and involvement in the school’s and communities’ work with transparency - Experience facilitating trainings towards children and youth |
| Teachers  | Teachers from target schools. Day-to-day responsible for teaching, protection, and wellbeing of children (2 teachers x 150 transparency schools; 4 teachers x 24 safe returns to school = 396 teachers in total). | - Trained in transparency schools materials including civic education, trust building, transparency, parent’s manual (training of trainers)- Trained in child protection, transparency, and democracy materials (training of trainers)- Facilitate training and teaching for children and parents  | - Capacity building and trainings- Become focal points for protection, mental health support, transparency, and democracy in schools and community- Consultation with teachers across the country  |
| School directors  | School directors from target schools. Overall responsible for teaching, protection, and wellbeing of children in their schools. (174 schools x 1 school director = 174 school directors) (70 percent of school directors are expected to be men and 30 percent women due to cultural norms)  | - Responsible for commitment to Transparency Schools Methodology and Safe Return to Schools Methodology- Attend trainings - Lead transparency certification - Attend transparency certification event- Develop and implement Safe Return to School action plan together with community committees, RVH and Ministry of Education. - Promote Transparency Schools or Safe Return to School at community level- Collaborate with student council doing social audits  | - Become local focal point for transparency and safe return to school- Capacity building and training - Capacitated to ensure protection and psychosocial support to children in school |
| Parents  | Parents are responsible for protection and wellbeing of children and for sending children back to school when reopening allows. Parents are primary caregivers and influencers towards their children. Therefore, parents are involved in safe return to school activities through Safe Return to School Community Committees as well as transparency activities. (It is expected that at least one parent of 50 percent of involved children will be directly involved in activities. 70 percent of parents are expected to be women and 30 percent men due to cultural norms = 9.336 parents)  | - Trained in transparency material through the School of Parents - Involved and represented in Safe Return to School Community Committees | - Trained in transparency and democracy - Enabled to influence children’s belief in democratic principles  - Enabled to participate and influence safe returns to schools  |
| Mayors, municipalities | Mayors are heading local governments at municipality level and are responsible for schools in their district. | - Follow up on results from social audits of schools - student councils will present results from social audits to the local mayor | - Given an opportunity to promote transparency and democracy through schools in the municipality - Given an opportunity to pilot safe return to school in collaboration with schools, Community Committees and Ministry of Education- Given an opportunity to scale up the Safe Return to School Methodology to all schools in the municipality  |
| Safe Return to School Community Committees (SRSCC) | SRSCC’s are critical to the safe return to school process. The SRSCC consists of parents, children, teachers, and community leaders. SRSCC are responsible for developing safe return to school action plans in collaboration with school directors, Ministry of Education and RVH. SRSCC’s are also responsible for monitoring compliance of safe return action plans locally.  | - Attending workshops - Supporting development of safe return to school action plans - monitoring implementation of action plans locally- contributing to local safe return to school campaigns - Function as complaint/reporting mechanism regarding abuse cases etc.  | - Enabled to influence safe return to school- Enabled to monitor compliance locally - Represent children and parents in their communities- Become community focal points for safe return and school-based protection  |

*3.3. Describe how the target groups and relevant actors have been involved in the development of the intervention as well as the partners’ legitimacy to act as champions of the target groups’ cause.*

**Transparency and Accountability Unit of the Ministry of Education (TAUME)**

The intervention has been designed in close collaboration with TAUME, who has given input to the project design and outlined the commitment level of TAUME. As part of the design process a four-year collaboration agreement between TAUME and RVH has been drafted. The agreement is ready for signing, which is expected to happen in the fall of 2021 before the start of the intervention. As part of the collaboration agreement TAUME commits to adopting and implementing Transparency Schools until 2025. Consultations and inputs from teachers and school directors has been ensured through the decentralized Transparency Links of the Ministry of Education.

**Let’s Transform Honduras (Let’s Transform Honduras)**

The Let’s Transform Honduras alliance has been involved in the planning through its regular alliance meetings attended by RVH. The alliance was founded with a strong strategic focus on enhancing the educational sector. Thus, a current key agenda of Let’s Transform Honduras is advocating for a rapid and safe return to school.

**Vulnerable children**

In November-December 2020 RVH hired a consultant to do a study on how vulnerable children are affected by covid-19, and hurricane Eta and Iota. The study applied a mixed methods approach interviewing children through 7 focus group discussions, 16 key informant interviews, 4 community case studies and a quantitative survey involving 110 children. Findings of the study have fed directly into the design of the return to school component of the intervention.

*3.4. Describe the strategy of the intervention – how and with what methods will the intervention be implemented so that it leads to the objectives, including how the intervention balances between the elements of the Development Triangle.*

***Methods and modus operandi of immediate objective 1:***

The purpose of immediate objective 1 is to enhance children’s belief in democratic principles through school-based promotion of transparency and civic participation. Overall, the strategy is to advocate for the Transparency and Accountability Unit of the Ministry of Education (TAUME) to adopt and implement the Transparency Schools Methodology across the country. 150 schools will be directly reached during the intervention period, while the long-term goal is for the TAUME to reach hundreds of additional schools in the future.

*The Transparency Unit of the Ministry of Education are actively using the Transparency Schools Methodology as a framework to promote school-based transparency and civic participation (output 1.1.)*

The work of TAUME is guided by its Manual of Processes and Procedures and its curriculum. Thus, advocacy and lobbying efforts is needed to ensure full handover and sustainable institutionalization of the methodology (adoption to the manual and curriculum). An RVH-TAUME collaboration agreement has been prepared paving the way for this to happen. However, even though the agreement is expected to be signed in the fall of 2021, a lot of advocacy and lobbying meetings are needed to ensure complete handover and sustainability of the methodology. Key activities include advocacy and lobbying meetings for approval of specific materials related to transparency schools and development of additional teaching materials on democracy, elections, and civic participation to be included in the methodology. Through the design process and a series of meetings with TAUME during the first half of 2021 RVH have assessed that there is political will within the Ministry for this to happen.

*The Transparency Unit of the Ministry of Education has developed a five-year national plan for implementation of the Transparency Schools methodology (output 1.2.)*

A key output is the drafting and approval of a five-year action plan for implementation of transparency schools approved by the Ministry of Education. First, advocacy meetings are needed to advocate for the drafting of a five-year plan. Later, RVH will support and supervise the technical team of the TAUME in developing an ambitious and realistic action plan to be approved by the Ministry. The five-year plan is essential to operationalize the actual roll-out of transparency schools by the TAUME. Furthermore, the plan is essential to enable external monitoring of the roll-out and hold the TAUME responsible to its commitment during the implementation phase.

*150 schools have become community focal points of transparency and civic participation locally (output 1.3.)*

As part of the handover process RVH will accompany and support TAUME in the certification process of 150 new transparency schools across the country. While it is an independent goal to reach 18.000 children through the certification of 150 new schools the underlying agenda is to capacitate and handover knowhow to TAUME staff (training of trainers) to prepare them for future implementation without support from RVH. The certification process includes training of school directors and teachers (training of trainers), training of youth ambassadors, training of student councils (training of trainers), preparation of social audits at school and municipality level conducted by student councils, facilitation of a national transparency competition for student councils, monitoring local roll-out to children, parents, and communities as well as final certification of transparency schools passing the process.

*An inter-institutional monitoring committee is actively monitoring the realization of the Transparency Units five-year action plan (output 1.4.)*

To ensure compliance with the five-year action plan of the TAUME an inter-organizational monitoring committee will be established. RVH identifies and mobilizes five relevant civil society organizations to formally join the monitoring committee. Together, the committee will develop a monitoring tool and strategy to guarantee adequate monitoring of the five year action plan.

***Methods and modus operandi of immediate objective 2:***

The purpose of immediate objective 2 is to provide vulnerable children with mental health support and protection before, during and after COVID-19 reopening of schools. After more than 1,5 years of full closure of public schools vulnerable children are suffering from mental health and protection issues related to isolation and lockdown. While the Ministry of Education has introduced a gradual and partial reopening of schools beginning of September 2021 a full reopening has long prospects with only 16% of the population being fully vaccinated by beginning of September 2021. Regardless of when a full reopening will be introduced there is a need to protect children and provide psychosocial support before, during and after the return to school. Thus, the intervention is designed to fit all reopening scenarios through a school- and community-based response. 24 schools in 24 different municipalities will be targeted through objective 2. The goal is for the 24 schools to pilot the safe return to school model and become local reference points for safe return at municipality level. RVH together with Let’s Transform Honduras will advocate for more schools to adopt the model at national and municipality level.

*Children are supported with mental health- and psychosocial support during school reopening process (output 2.1.)*

Vulnerable children are supported with mental health- and psychosocial support through a community- and school-based approach. Volunteers will be mobilized locally and trained (training of trainers) to facilitate Viva’s ‘Operation Safe’. Operation Safe is a trauma management course developed for children. VD and its Philippine partner PCMN have successfully implemented Operation Safe (OpSafe) on several occasions in the Philippines to provide psychosocial support to children in emergency settings. Through the five-day course children are given trauma care and processing mental health issues. Together with Safe Return to Schools Community Committees and parents most vulnerable children will be targeted to participate in OpSafe. Furthermore, RVH will develop a child-resilience teaching material together with specialist, which will be taught by teachers when children return to school or through remote approaches.

*Children are protected during school reopening process (output 2.2.).*

A key approach to ensure protection of children during reopening is to mobilize and train local Safe Return to School Community Committees (SRSCC) consisting of school directors, teachers, parents, and children (one committee per school). The purpose of the committees is to ensure local embeddedness and responsibility of safe return and to involve parents and children in the planning and monitoring of the process. SRSCC’s together with local duty-bearers including schools and local government (municipality level) will develop joint ‘Safe Return to School Action Plans’ to ensure adequate protection mechanisms. Furthermore, a child friendly protection booklet will be developed by RVH together with schools representatives and SRSCC’s. Teachers will be trained in the child friendly protection booklet (training of trainers) to facilitate protection education in schools. The purpose of the booklet is to support children in identifying and reporting abuse and seeking support. RVH together with SRSCC will monitor and evaluate reopening plans. A promotion and learning event will be held with the stakeholders from the education sector including the Ministry of Education, decision makers and civil society to present lessons learned and promote the Safe Return to School Model.

*Children at risk of not returning to school have been reached through the ‘Back to School Campaign’ (output 2.3.)*

A ‘back to school campaign’ will be designed and launched to reach children (and their parents) at risk of not returning to school. The campaign will be designed in collaboration with the Ministry of Education, schools and SRSCC’s and be launch locally and nationally through radio broadcasts, flyers (mainly in rural areas), social media and billboard campaigns. A motivational child-friendly character will be designed as part of the campaign to motivate children to return to school.

*Advocacy and monitoring of the national reopening of schools with a civil society alliance (Let’s Transform Honduras Alliance) (output 2.4.)*

At national level efforts is needed to advocate for complete and safe reopening of schools. Advocacy actions will be conducted in collaboration with the Let’s Transform Honduras Alliance, a civil society alliance with a strong focus on improving education in Honduras. RVH is a long-term member of the alliance. Let’s Transform Honduras has strong legitimacy as an advocate for a better education system. Key actions to be conducted include advocacy towards the Ministry of Education for them to facilitate and lead a safe return nationally. This include ensuring sufficient child protection, reducing dropouts, and improving quality of education to minimize negative impact of learning gap during lockdown.

**Balance of the development triangle**



*3.5. Describe the objectives, activities, expected results and indicators (or similar ways of formulating criteria of success) of the intervention.*

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| **Title: Safe Return to School – Protective and Democratic Schools in Honduras** |
| **Overall development goal:** Children are experiencing mental health support, protection, and democratic formation before, during and after Covid-19 reopening of schools through protective and democratic schools  |
| **Immediate objective 1:** Children achieve enhanced belief in democratic principles through school-based promotion of transparency and civic participation. |
| **Objective indicators** *(Milestone; Target)* | **Means of verification (MoV)** | **Risks, assumptions** |
| 1.1. The Transparency Schools Methodology has been adopted to the curriculum and manual of processes and procedures of the Transparency Unit of the Ministry of Education*(Milestone: In process; Target: adopted)* | - Final Manual of Processes and Procedures of the Ministry of Education- A signed collaboration agreement between RVH and the Ministry of Education | a. The representative of the office of the Ministry of Education validates the agreement signed with the previous administrationb. The Ministry of Education continues to develop the training curriculum especially related to transparency and accountability |
| 1.2. The Transparency Unit of the Ministry of Education has developed a five-year national plan for implementation of the Transparency Schools Methodology. *(Milestone: In process; Target: adopted)* | - Final five-year plan document- Technical reports from development meetings with the Transparency Unit of Ministry of Education | a. The head of the Transparency Unit allocate technical teams to work on the five-year plan |
| 1.3. 150 schools have actively engaged in the Transparency Schools Methodology led by the Transparency Unit of the Ministry of Education*(Milestone: 75; Target: 150)* | - Lists of participating schools (Monitoring reports, photographic records, transformation stories, videos, publications) | a. Teachers are actively involved in the implementation of the Transparency Schools methodologyb. The political, social and environmental conditions allow the nationwide roll-out to schools |
| 1.4. Number children achieve enhanced belief in democratic principles through the Transparency Schools Methodology (Milestone: 9.336; Target: 18.672) | - A monitoring plan that measures the progress of the plan- Minutes of committee meetings - Reports documenting and analyzing challenges and progress in of implementation | a. The committee remains empowered and consolidatedb. Stakeholders provide the information to the committee |
| **Outputs** | I**ndicators** *(Miletone; Target)* | **Activities** | **MoV** | **Risks, assumptions** |
| 1.1. The Transparency Unit of the Ministry of Education are actively using the Transparency Schools methodology as a framework to promote school-based transparency and civic participation | 1.1.1. The Transparency Schools methodology has been adopted to the curriculum and manual of processes and procedures of the Transparency Unit of the Ministry of Education*(Milestone: In process; Target: adopted)* | 1.1.1. Advocacy and lobbying meetings with the Curriculum and Evaluation Unit of the Ministry of Education for authorization of the school manual of transparency for parents1.1.2. Advocacy and lobbying for the authorization process for the ambassadors' manual to be officially included in the training curriculum of the student committees of transparency and ethics (CETE)1.1.3. Red Viva Honduras and the Transparency Unit advocate towards the decisionmakers of the Ministry of Education for the approval of the manuals1.1.4. Follow-up meetings to strengthen government engagement and ensure inclusion of the methodology of Transparency Schools in the Transparency Units curriculum and manual of processes and procedures 1.1.5. Advocate for the Transparency Unit to development a five-year plan for the implementation of Transparency Schools and provide technical assistance to the planning process 1.1.6. Advocacy and presentation event to present the Transparency Schools methodology and the plan as part of the manuals of processes and procedures of the Secretary of Education1.1.7. Develop civic participation teaching materials to be included in the Transparency Schools methodology (e.g., teaching materials on democracy, elections, and civic participation) | - Minutes of meetings- Photos - Attendance list of events and meetings- E-mail documentation- End-of-event report- A citizen participation manual prepared, approved and included in the Transparency Schools methodology | a. Presidential elections in November 2021 does not produce significant delays for the approval of the manuals in 2022b. The bureaucratic procedures do not delay approval of manual of processes and proceduresc. Covid-19 restrictions does not delay implementation d. The curriculum and evaluation unit of the Ministry of Education approves the citizen participation manual.e. The technical team of the Transparency Unit includes the manual as part of their methodology |
| 1.2. The Transparency Unit of the Ministry of Education has developed a five-year national plan for implementation of the Transparency Schools methodology | 1.2.1. The Transparency Unit of the Ministry of Education has developed a five-year national plan for implementation of the Transparency Schools methodology *(Milestone: In process; Target: adopted)* | 1.2.1. Work meetings with technical team of the Transparency Unit and RVH to develop a five-year plan for implementation of Transparency Schools. 1.2.2 Technical support and advice to the Transparency Unit to support preparation of a five-year strategic plan1.2.3. Consultancy to lead and support the process  | - Document of the implementation plan for transparency schools- Minutes of meetings - Document prepared for the strategic plan | a. The head of transparency unit allocate a technical team to develop the five-year plan |
| 1.3 150 schools have become community focal points of transparency and civic participation locally  | 1.3.1. Number of schools passed Transparency Schools certification *(Milestone: 75; Target 150)* | 1.3.1. Call for interest for schools in five regions1.3.2. Support the transparency unit in training of 300 directors and teachers in the concept of Transparency Schools1.3.3. Training processes for volunteers and facilitators1.3.4. Trainings for 300 principals and teachers (2 people per educational center) in trust building and transparency manuals (1 training for 60 people per region)1.3.5. Training for 150 student councils in civic education, trust building and transparency (30 student councils per region)1.3.6. Transparency education towards students through student competitions1.3.7. The student councils of five secondary schools conducts social audits in the education and/or health system1.3.8. Socialization of findings to stakeholders, as well as other relevant duty-bearers and stakeholders in the five regions1.3.9. Certification of 150 Transparency Schools (one event per region)1.3.10 Training of 30 Youth Ambassadors for Transparency in developing data collection tools for transparency and trust perception surveys1.3.11 Comparative analysis of results of the perception surveys1.3.12 Socialization campaigns about the development processes of transparency schools.1.3.13 Review and printing of materials from transparency schools. (Trust Manuals, Parent Manuals, Student Transparency and Ethics Committees Manuals, Transparency Schools Concept Brochure, Board Games, Social Audit Manuals)1.3.14 Training of 30 Youth Ambassadors to become ambassadors of transparency in secondary schools.  | - Reports, photos- Interviews, minutes of meetings, attendance lists- Multimedia material- Signed agreements- E-mails  | a. Teachers are actively involved in the implementation of the Transparency Schools methodologyb. The Transparency Unit lead implementation towards 150 schools |
| 1.4. An inter-institutional monitoring committee is actively monitoring the realization of the Transparency Units five-year action plan | 1.4.1. Number of CSOs actively involved in the inter-institutional monitoring committee *(Milestone: 2; Target: 5)* | 1.4.1 Identification of potential organizations to form the committee1.4.2 Introduction meetings with potential organizations, to discuss objectives and functions of the committee1.4.3 Face-to-face or virtual event for the formation of the committee and signing of commitments agreement1.4.4 Development of a tool for measuring the progress of the plan1.4.5 Regular meetings in the committee to analyse monitoring results and provide recommendations1.4.6 Preparation of a newsletter on the achievements and progress of the plan1.4.7 The committee designs a strategy to guarantee monitoring for five years | - List of organizations joining the committee- Minutes of meetings - Signed agreements - Monitoring methodology developed by the committee- Printed and digital newsletters- Five-year monitoring strategy document | a. Civil society organizations interested in joining the monitoring committeeb. Ministry of Education collaborates and makes information accessible  |
| **Immediate Objective 2**: Children are provided with mental health support and protection before, during and after Covid-19 reopening of schools. |
| **Objective indicators** *(Milestone; Target)* | **Means of verification** | **Risks, assumptions** |
| 2.1.1. Number of schools actively piloting systematized mental health and protection initiatives during Covid-19 reopening *(Milestone: 12; Target 24)* | - Agreement signed with participating schools- Action plans for mental health and protection initiatives- Photos | a. Parents let their children participate in the mental health support and protection activitiesb. Schools commit to mental health support and protection activities during reopening |
| 2.1.2. Number of Safe Return to School Community Committee actively guiding and monitoring the safe reopening of schools *(Milestone: 12; Target 24)* | - List of the members of each committee- Summary of committee constitutional meeting- Agreements signed with the participating schools- Photos- The committees action plan. | a. Ministry of Education authorizes school reopeningb. Stakeholders involved in Community Committees are willing to collaboratec. Community Committees able to implement action plans during Covid-19  |
| 2.1.3. Number of children supported in terms of mental health and protection during school reopening process *(Milestone: 672; Target: 672)* | - Attendance lists - Photos- School’s activity reports | a. Community Committees and teachers commit to protection and mental health activities b. Covid-19 restrictions allow for implementation of trainings, workshops, and classes |
| **Outputs**  | I**ndicators** *(Milestone; Target)* | **Activities** | **MoV** | **Risks, assumptions** |
| 2.1. Children are supported with mental health- and psychosocial support during school reopening process | 2.1.1. Number of Operation Safe Child Support Groups organized in 24 schools*(Milestone: 48; Target 96)*2.1.2. Number of children supported on mental health and psychosocial issues through Operation Safe support and resilience workshops led by schools*(Milestone: 672; Target: 672)*  | 2.1.1. Develop and contextualize mental health and psychosocial support methodology based on Viva’s ‘Operation Safe’ methodology 2.1.2. Recruit volunteers to facilitate ‘Operation Safe’ 2.1.3. Organize Operation Safe child support groups (4 groups per school x 24 schools)2.1.4. Facilitate Operation Safe (6 sessions per group)2.1.5 Training of teachers in children’s resilience 2.1.6. Resilience workshops for children facilitated by teachers | - List of children who have received support- Activity reports - List of volunteers and teachers trained- Photos  | a. Parents let their children participate in the mental health support and protection activitiesb. Schools commit to mental health support and protection activities during reopening |
| 2.2. Children are protected during school reopening process.  | 2.2.1. Number of children who have enhanced knowledge and protection options (Milestone: 672; Target 672) 2.2.2. Number of Safe Return to School Community Committees (SRSCC) guiding and monitoring safe reopening of schools *(Milestone: 12; Target 24)*2.2.3. Number of schools developing ‘Safe Return to Schoool Action Plans *(Milestone: 12; Target: 24)* | 2.2.1. Develop child friendly protection booklet for children together with schools and SRSCCs2.2.2. Training of teachers in the child protection booklet 2.2.3. Monitoring of child protection and wellbeing during school closure and reopening process2.2.4. Mobilize local Safe Return to Schools Committees (school directors, teachers, parents, and children)2.2.5. Local duty-bearers, schools and Safe Return to School Committees develop joint ‘Covid-19 School Reopening´ plans. 2.2.6. Monitoring, evaluation, and recompilation the experience of reopening plan.2.2.7 Promotion and learning event to share experience of the Safe Return to School Pilot with the education sector, civil society and decision-makers. | - Designed and printed protection manual.- Training manual - Pre-Post Knowledge Assessments- Safe reopening plan- Activity report  | a. Parents let their children participate in the mental health and protection activitiesb. Schools commit to mental health and protection activities during reopening |
| 2.3. Children at risk of not returning to school have been reached through the ‘Back to School Campaign’ | 2.3.1 Number of ‘back to school campaigns’ conducted locally *(milestone: 12; Target: 24)*  | 2.3.1. Planning and design of ‘Back to School Campaigns’2.3.2. Coordination with radio broadcast media to disseminate messages that motivate parents and children to continue in the educational system2.3.3. Design a flyer with a motivational message about going back to school to be delivered home to home (incl. digital version)2.3.4. Design a billboard campaign2.3.5. Design a ‘back to school character/mascot’ to motivate children to go back to school. | - Campaign materials- Radio messages - Photos- Campaign action plan | a. Access to local communication channels including radiostationsb. Community support for ‘Back to School Campaigns’ |
| 2.4. Advocacy and monitoring of the national reopening of schools with a civil society alliance (Let’s Transform Honduras Alliance) | 2.4.1. Number of advocacy actions conducted through the civil society alliance ‘Let’s Transform Honduras’ at national level *(Milestone: 3; Target 5)*  | 2.4.1. Advocate for safe reopening of schools together with the inter-institutional alliance ‘Let’s Transform Honduras Alliance’ (Association for a More Just Society, World Vision and others). 2.4.2. Promote the ‘Safe Return to School’ methodology to other schools in target departments and nationally 2.4.3 Work meetings with the technical teams of ‘Let’s Transform Honduras Alliance’ for the preparation of advocacy actions to advocate for transparent and safe reopening process (focus on investment issues such as lack of teaching materials and equipment, allocation and hiring of teachers, compliance with minimum number of days of classes, compliance with minimum working hours of teachers)2.4.4 Meetings with the Citizens' Roundtable for Education to support efforts that help decision makers to legislate in favour of a safe return to school2.4.5 Agreements with the Ministry of Education that guarantee the conditions to reduce school dropouts, increase enrolment and ensure educational quality, to minimize the impact of the temporary closure of schools2.4.6 Prepare a follow-up plan for policy actions on safe return to school | - Periodic bulletins from ‘Let’s Transform Honduras Alliance’- Press conferences- Publications on the website | a. Free civic space allows civil society to advocate for safe reopeningb. Ministry of Education and government is responsive and willing to authorize safe reopening  |

*3.6. Describe how the intervention contributes to establishing sustainable and lasting improvements for poor, marginalized and vulnerable target groups and strengthening the partners’ capacities after the intervention period.*

The intervention contributes to sustainable and lasting improvements through a human rights-based approach by mobilizing duty-bearers (Ministry of Education and schools), building on existing structures locally and nationally (community committees and education system), and countering severe long-term challenges in the society (school closure, institutional corruption, and democratic crisis).

Specifically, the intervention will contribute to establish lasting improvements for vulnerable children out of school due to COVID-19 by:

* Leaving behind schools capacitated to protect children and provide psychosocial support for vulnerable children
* Leaving behind community committees capacitated to ensure protection of children and to hold schools accountable for adequate protection mechanisms locally. Furthermore, community committees offer a way for vulnerable families to influence the school reopening process locally
* Influencing the Ministry of Education to facilitate transparency and democracy education of teachers, students, and parents across the country through a school-based model
* Establishing an inter-organizational monitoring committee to monitor the national roll-out of transparency schools to hold the Ministry of Education accountable
* Advocating for rapid, safe, and full reopening of schools to minimize learning gaps for vulnerable children
* Launching a back-to-school-campaign targeting children (and parents) not intending to return to school in the aftermath of COVID-19

*(a) If the intervention is an extension of a previous intervention, there needs to be an additional description of how relations with other actors, advocacy, and long-term sustainability will be strengthened.*

Since advocacy is difficult in the fragile context of Honduras, the intervention has strengthened its advocacy strategy applying a *cooperative advocacy approach* to join and support duty-bearers (Ministry of Education) while prompting them to implement changes. In context of a corrupt regime and a civic space under pressure, cooperative advocacy integrated with capacity building approaches is an efficient way of minimizing resistance while working towards systemic change. At the same time, it is effective to monitor performance and compliance of the Ministry of Education through civil society coalitions (Let’s Transform Honduras and an inter-organizational monitoring committee) to hold them responsible. However, this must be balanced to avoid damaging constructive public-sector civil society collaboration. A catalyst approach is ensured through a strong advocacy framework which leaves responsibility for the continuation of Transparency Schools and Safe Return to Schools with duty-bearers (Ministry of Education and schools) and community-structures (Safe Return to School Community Committees).

Through close collaboration with the Ministry of Education, civil society alliances and 174 schools, RVH will strengthen its legitimacy, capability, experience, and expertise being a champion of children’s rights and a relevant child protection partner within the education sector. During the intervention RVH will strengthen its relation to the Ministry of Education and civil society actors including Let’s Transform Honduras Alliance and other civil society stakeholders working in the education sector. This will contribute to create a firmer position and ability for future interventions. Sustainability is achieved through a strong advocacy framework reducing direct service deliveries to a minimum.

*3.7. Describe possible conditions (risks) that can hinder or delay fulfilment of the objectives and what possible solutions are available to mitigate these risks.*

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| **Risk Management Matrix** |
| Risk Factor | **Likelihood** | **Impact** | **Description & Mitigating actions**  |
| COVID-19 restrictions and lockdowns delay and/or affect implementation | ☐ Rare ☐ Unlikely ☐ Likely Certain☐ | ☐ Insignificant ☐ Minor ☐ Major ☐ Significant  | RVH has devised strategies to mitigate the effects of COVID-19 and its impact on the development of the project. This includes adaption to online trainings, meetings, and workshops. Furthermore, parts of the project are implemented through local committees which enables implementation at local level during lockdown.  |
| Post-election political context  | ☐ Rare ☐ Unlikely ☐ Likely Certain☐ | ☐ Insignificant ☐ Minor ☐ Major ☐ Significant | In case of long-term political unrest in the aftermath of the presidential election in November 2021 primary focus of the intervention will be on objective 2 including development of materials, preparation of community roll-out and mobilization of Safe Return to Schools Community Committees as well as mobilization of schools. It’s unlikely that political unrest will be ongoing for more than a few months. In case of violent civil unrest RVH will adapt to its online implementation strategy (online meetings, trainings, and workshops) which has been effectively tested and enhanced during 1,5 years of covid-19 restrictions. |
| Change of personnel in the transparency unit of the Ministry of Education resulting from the election. | ☐ Rare ☐ Unlikely ☐ Likely Certain☐ | ☐ Insignificant ☐ Minor ☐ Major ☐ Significant | RVH has signed a five-year collaboration agreement with the Ministry of Education valid until 2025. The agreement ensures commitment to the project despite the risk of change in staff.  |
| Parents resist their children returning to school. | ☐ Rare ☐ Unlikely ☐ Likely ☐ Certain | ☐ Insignificant ☐ Minor ☐ Major ☐ Significant | RVH, Ministry of Education and target communities will join forces, ensuring that the return is carried out in the best possible way. The community outreach strategy of the intervention includes multiple stakeholders at community level including teachers, parents, local decision makers, children etc. who are all participants and overseers of the process of safe return to classes. By embedding efforts locally (including a ‘Back to School Campaign’) RVH expect to be able to influence resistance from parents. Furthermore, based on experience with 150 schools involved in the ongoing Transparency Schools intervention parent’s resistance is expected to be relatively low. |
| Difficulty in influencing the inter-institutional committee (Let’s Transform Honduras) in a significant way. | ☐ Rare ☐ Unlikely ☐ Likely ☐ Certain | ☐ Insignificant ☐ Minor ☐ Major ☐ Significant | RVH has both credibility and a great deal of support from the organizations that make up the inter-institutional Let’s Transform Honduras committee. This means that the contributions provided by RVH and its initiative in promoting schools of transparency and the safe return to school, will be considered, and supported by the rest of civil society organizations. |
| Willingness on part of the transparency unit to continue the cooperation throughout the intervention period.  | ☐ Rare ☐ Unlikely ☐ Likely ☐ Certain | ☐ Insignificant ☐ Minor ☐ Major ☐ Significant | RVH has signed a five-year collaboration agreement with the Ministry of Education valid until 2025. The agreement which is a legally binding document ensures long-term commitment from the Ministry.  |

*3.8. Describe the plans to monitor, collect and use experiences along the way and at the end of the intervention. If an external evaluation has been planned (obligatory for interventions above DKK 2 million), this should be described.*

VD and RVH apply VD’s Monitoring, Evaluation and Learning (MEL) system constructed around the DAC Principles for Evaluation of Development Assistance. In addition to ensuring regular review of the interventions Relevance, Effectiveness, Efficiency, Impact, and Sustainability, the system allows partners to adjust strategies or objectives to contextual changes, threats, and opportunities while providing a framework for systematizing and institutionalizing experiences along the way and at the end of the intervention. The VD MEL system (forwarded upon request) comprises of the following elements:

**Monitoring visits**

During the intervention period, VD will conduct two monitoring visits. VD follows the travel recommendations of the Danish Ministry of Foreign Affairs. Should the situation in Honduras render monitoring visits impossible, adjustments will be made in accordance with VD’s Safety Policy. VD has extensive experience working in fragile contexts, including monitoring per distance and via local external consultants. Activities during monitoring visits will be carried out in accordance with CISU monitoring guidelines.

**Progress reports**

Reports will be submitted by RVH to VD on a quarterly basis and subsequent follow-up meetings will be held with participation of program and finance staff from both partners. VD uses the same Progress Report format across its various interventions to ensure systematic monitoring of all interventions. Therefore, RVH is familiar with the format. The format is a self-evaluation tool to allow the local partner to reflect on progress on achieving targets and give space to propose adjustments of the intervention based on contextual changes. The progress report format includes LFA progress statement, measuring progress via LFA indicators, output and activities, financial progress including summary of accounts and expenses, as well as considerations on delays, challenges, changes, and lessons learned. A comprehensive baseline and end-line study will be carried out to be able to measure results.

**Local monitoring**

RVH will be responsible for implementing the MEL system locally. Monitoring will be done regularly by the Program Officer and the Assistant Program Officer and will involve continuous tracking of progress of performance indicators, outputs, and activities according to LFA and financial reports. Monthly report templates will be developed and compiled into quarterly reports submitted to VD. Based on this, VD will convene quarterly review meetings with RVH to receive and provide feedback about the project and identify bottlenecks. A mid-term review including stakeholder meetings will be conducted to identify if the intervention is on track, possibly adjustments will be made. The project staff, partners, and other stakeholders will be involved in gathering data.

**External evaluation**

An external evaluation will be conducted to ensure transparency towards external stakeholders and systematizing learnings internally. A tendering process will be undertaken, and a local external consultant selected. Representatives from all target groups will be interviewed as part of the evaluation, and learnings will be documented for future interventions. VD will participate in the evaluation to ensure that learnings are systematized and institutionalized. Conclusions and recommendations will be collected in a Final Evaluation Report which will be shared with CISU.

1. Intervention-related information work in Denmark

**The purpose of the information work**

The information work related to “*Safe Return to School – Protective and Democratic Schools in Honduras*” will be embedded in VD’s general work seeking to engage the Danish public in a joint response to global transboundary issues of the rights of the child. Materials that create awareness of opportunities to become involved in the presentation of and fight for child justice will be produced. The purpose of the information work is to mobilize popular support among Danes to protect children in Honduras by 1) providing quality information on the nature and root causes of the problem; 2) demonstrating results-oriented and effective solutions to the problem; and 3) providing ways to engage and participate in the fight for justice for children.

**The target groups of the information work and means of communication to be used**

A) Danish public, primarily Danish youth at schools, associations, churches, etc.

B) 1. Social Media sites, primarily Facebook and Instagram, 2. Video and photo material produced locally, 3. Presentations at schools, associations, organisations etc.

1. Transparency Schools as Agents of Change (19-2453-UI-sep) is still being implemented. Partners expect to have reached all objectives by end of project (31.12.21 [↑](#footnote-ref-1)
2. Materials include introduction brochures, transparency schools manual, training materials, civic education, trust building and transparency training, material for student council, national competitions, social audit guide, guide for municipality directors on transparency, transparency materials for parents, board games for teaching children about transparency. [↑](#footnote-ref-2)
3. <https://knowledgehub.transparency.org/helpdesk/honduras-overview-of-corruption-and-anti-corruption> [↑](#footnote-ref-3)
4. <https://www.transparency.org/en/cpi/2020/index/nzl> [↑](#footnote-ref-4)
5. [https://www.hrw.org/world-report/2020/country-chapters/honduras#](https://www.hrw.org/world-report/2020/country-chapters/honduras) [↑](#footnote-ref-5)
6. The Washington Post 2019. “[The democratic crisis in Honduras has reached a boiling point](https://www.washingtonpost.com/opinions/2019/05/09/democratic-crisis-honduras-has-reached-boiling-point/)”. [↑](#footnote-ref-6)
7. [https://www.hrw.org/world-report/2020/country-chapters/honduras#](https://www.hrw.org/world-report/2020/country-chapters/honduras) [↑](#footnote-ref-7)
8. <https://www.worldbank.org/en/country/honduras/overview> [↑](#footnote-ref-8)
9. <https://nsiteam.com/social/wp-content/uploads/2019/10/NSI-Aggrieved-Populations-Reports_Honduras-Country-Report_Final.pdf> [↑](#footnote-ref-9)
10. <http://uis.unesco.org/country/HN> [↑](#footnote-ref-10)
11. [http://www.thedialogue.org/wp-content/uploads/2017/03/Educational-Challenges-in-Honduras-and- Consequences-for-Human-Capital.pdf](http://www.thedialogue.org/wp-content/uploads/2017/03/Educational-Challenges-in-Honduras-and-%20Consequences-for-Human-Capital.pdf) [↑](#footnote-ref-11)
12. <http://data.uis.unesco.org/?ReportId=3336&IF_Language=eng> [↑](#footnote-ref-12)
13. <http://uis.unesco.org/country/HN> [↑](#footnote-ref-13)
14. <https://www.savethechildren.net/save-our-education-report/> [↑](#footnote-ref-14)
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17. <https://repositorio.cepal.org/bitstream/handle/11362/46425/1/S2000874_en.pdf> [↑](#footnote-ref-17)