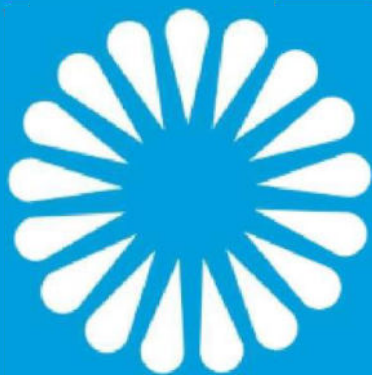




**JOINT
SDG
FUND**

**Joint Program
Document:**

***Accelerating the
transformation of the
education system in
Honduras***



Joint Program Document

Integrated Policy and Capacity Funding Track

Cover-page

MPTFO Project Reference Number	
Country	Honduras
Region	Latin America and Caribbean
Joint program title:	<i>Accelerating the transformation of the education system in Honduras.</i>
Duration:	12 months
Anticipated start and end dates:	May 2024 to May 2025
Short description:	This proposal offers integrated solutions to localize the Sustainable Development Goals, especially SDG 4 (Quality Education), in the area of educational transition and incorporating elements of digital transformation. This approach responds to the priorities outlined in the Strategic Plan for the Refoundation of the National Education System of Honduras, whose mission is to reduce disparity in access and educational coverage, aligning with the lines of action presented by Honduras at the Global Summit that include the development of inclusive, equitable, safe and healthy schools; education financing; and digital learning and transformation. This program represents an opportunity to strengthen the capacities of various actors in the localization of the SDGs, specifically in the field of education. Given the persistent stagnation of educational indicators, which has lasted for more than a decade, a significant acceleration in the transformation of the local education system is emphasized. To achieve this purpose, coordination among actors will be strengthened to promote a system of incentives to foster educational progress at the local level. This involves training and empowering local stakeholders, encouraging their active participation and establishing effective communication strategies to promote collaboration and community support. In addition, municipal investment will be promoted specifically aimed at developing a more inclusive educational offer adapted to the needs of marginalized populations, in particular, reducing barriers affecting girls. In addition, a monitoring system will be developed to evaluate progress towards educational objectives.
Joint Program team:	
Resident Coordinator	Alice Shackelford, Resident Coordinator, alice.shackelford@un.org
Joint Program RCO focal point	Norma Garcia, Partnerships Officer, norma.garcia@un.org
Lead PUNO JP Focal point	UNICEF, Bastiaan van't Hoff, Representative, bvanthoff@unicef.org
PUNO 2 JP Focal point	UNDP, Richard Barathe, Resident Representative, richard.barathe@undp.org

Total budget:	US\$ 374,900
Source of funds:	
UN Joint SDG Fund	US\$ 250,000
UNICEF co-funding	US\$ 42,500
PNUD co-funding	US\$ 39,000
AMHON co-funding	US \$ 16,400
SEDUC co-funding	US\$ 27,000
International donor co-funding	
Other sources co-funding	
Legal context	The legal basis for the joint program is the Legal Annex for the signed United Nations Sustainable Development Cooperation Framework (2022-2026). It refers to the cooperation or assistance agreements or other agreements that are the existing legal basis for the relationship between the Government of Honduras and each Participating UN Organization. Please refer to page 156 of our CF to see our Legal Annex: Marco Desarrollo Sostenible Naciones Unidas para el Desarrollo Sostenible Honduras 2022 - 2026.pdf

Joint Program Profile

Contribution to Cooperation Framework Outcome(s) and Output(s)	Outcome 3.3 The Honduran population, especially the excluded, fully exercises its economic, social, cultural, environmental, civil and political rights, and benefits from greater equity. Output 3.3.4. Institutional capacities strengthened to advance towards universal access to inclusive and equitable quality education.¹ Outcome 1.2: Civil society, especially excluded groups, actively participates and advocates for the exercise of their rights, leaving no one behind. Output 1.2.1: National and local institutions have reinforced capacities to generate, strengthen and facilitate mechanisms and spaces for dialogue and binding citizen participation, social auditing, consultation, advocacy and decision-making at sectoral, intersectoral and community levels, with a gender perspective. Outcome 1.3: The Government is an effective and efficient public administration, adapted to the needs of the population and applying a territorial approach, as well as gender and human rights approaches. Output 1.3.1: The capacities of state institutions are strengthened in terms of the implementation of international human rights standards for a better provision of basic and essential goods and services, with a gender equality and territorial development approach.
SDG Targets directly addressed by the Joint Programme	SDG 4: 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. SDG 5 5.1 End all forms of discrimination against all women and girls everywhere. SDG 17 17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries
Expected key results of the Joint Program	Honduran municipalities experience a significant transformation in access to inclusive and equitable education with a gender perspective

¹This product corresponds to product 1.3 of the Joint Program.

Anticipated direct beneficiaries	125,000 school-age boys and girls from at least 30 municipalities, representing 1% of the population aged 5 to 17 years nationwide (63,750 girls and 61,250 boys).
Anticipated financial leverage	US\$ 124,900.00
Localization marker score	Marker 3 with 12 criteria marked as yes

The primary focus on SDG Transitions in the JP.	☒ Digital Transformation ☒ Transforming Education
Main engine room actions that the JP supports.	☒ Shifts across policy and regulatory frameworks ☒ Capacity building at scale

JOINT PROGRAM DESCRIPTION

Situation analysis

In Honduras, the challenge of localizing the Sustainable Development Goals (SDGs), particularly SDG 4, emerges as a central concern. The precise identification of these goals and their acceleration are emerging as significant obstacles on the road to sustainable development in the country.

Data from the Permanent Household Multiple Purposes Survey (EPHPM, INE) show that education is facing a prolonged stagnation, as school enrollment rates since 2010 do not show significant variations.

According to these data, the 3 to 5-year-old cohort shows an enrollment rate of 36.5%, followed by the 15 to 17-year-old group with 53.3%. The 12 to 14 years cohort also shows a suboptimal enrollment rate of 73.8%. Only the 6 to 11 age group comes close to the realm of universalization, with an enrollment rate of 94.6%. These trends indicate that the SDG 4 targets for 2030 will not be met, and records from the Educational Centers Administration System (SACE) at the municipal level even show a regression in some municipalities.

The causes of school dropout include the need to participate in the dynamics of family survival, especially for women, who often take on domestic and care tasks, while incorporation into the labor market occurs earlier and more intensely among men (ECLAC, 2023). According to data from the National Demographic and Health Survey / Multiple Indicator Cluster Surveys (ENDESA/MICS) 2019 report, "in Honduras, 19.2% of women did not participate in social, school, or work activities due to their last menstruation in the last 12 months", among other causes, the lack of safe access to water and menstrual hygiene management spaces within schools.

In addition, according to the recommendation of the Committee on the Elimination of Discrimination against Women (CEDAW) on Honduras' ninth periodic report of 2022, it notes some concerns such as against Women on the ninth periodic report of Honduras in 2022, notes some concerns related to the disproportionately high levels of illiteracy among women, especially Indigenous, Afro-Honduran and rural women; as well as low enrollment rates of women and girls compared to those of men and boys.

In general, several problems associated with both in-school and out-of-school factors are identified. Insufficient funding for the education system, especially for secondary education, is one of the problems. The economic difficulties of families in guaranteeing access to and permanence in education are also noteworthy, as is the insufficient and unequal distribution of free public education, especially in rural areas.

In addition to these challenges, there are deficiencies in the information systems for monitoring and evaluating progress, the low quality of educational interventions and inefficiencies in investment. The lack of solid governance mechanisms for successful planning, monitoring, evaluation and accountability, as well as the lack of coordination between the national and local levels, aggravate the situation.

However, there are opportunities to improve access to education. The Ministry of Education, with joint technical assistance from UNICEF and ECLAC, is promoting the Supply and Demand Plan 2024 (PODE). In addition, the Association of Municipalities of Honduras (AMHON), in collaboration with the Ministry of Education and the Ministry of Governance, Justice and Decentralization, has designed a system of incentives to improve educational indicators at the local level. This includes educational investments made by local governments.

For the incentive system design, mayors and Municipal Education Directors from 10 municipalities validated the proposal and offered recommendations. Additionally, AMHON's Education Commission, comprising 4 mayors, supported the model's design and development of JP proposal.

Program Strategy and theory of change

Through this Joint Program, and in line with the Cooperation Framework and the gender equality marker of the UNS country team, we seek to strengthen the capacities of the various actors involved in the localization of the SDGs. Specifically in education, focusing on a significant acceleration in the transformation of the local education system through the implementation of the incentive system designed by AMHON.

This system recognizes that the transformation of this sector requires a multidimensional approach and a coordinated response. For this reason, the incentive system is based on the promotion of joint alliances with the various actors at the local level: private sector and civil society, thus reactivating a social movement around education.

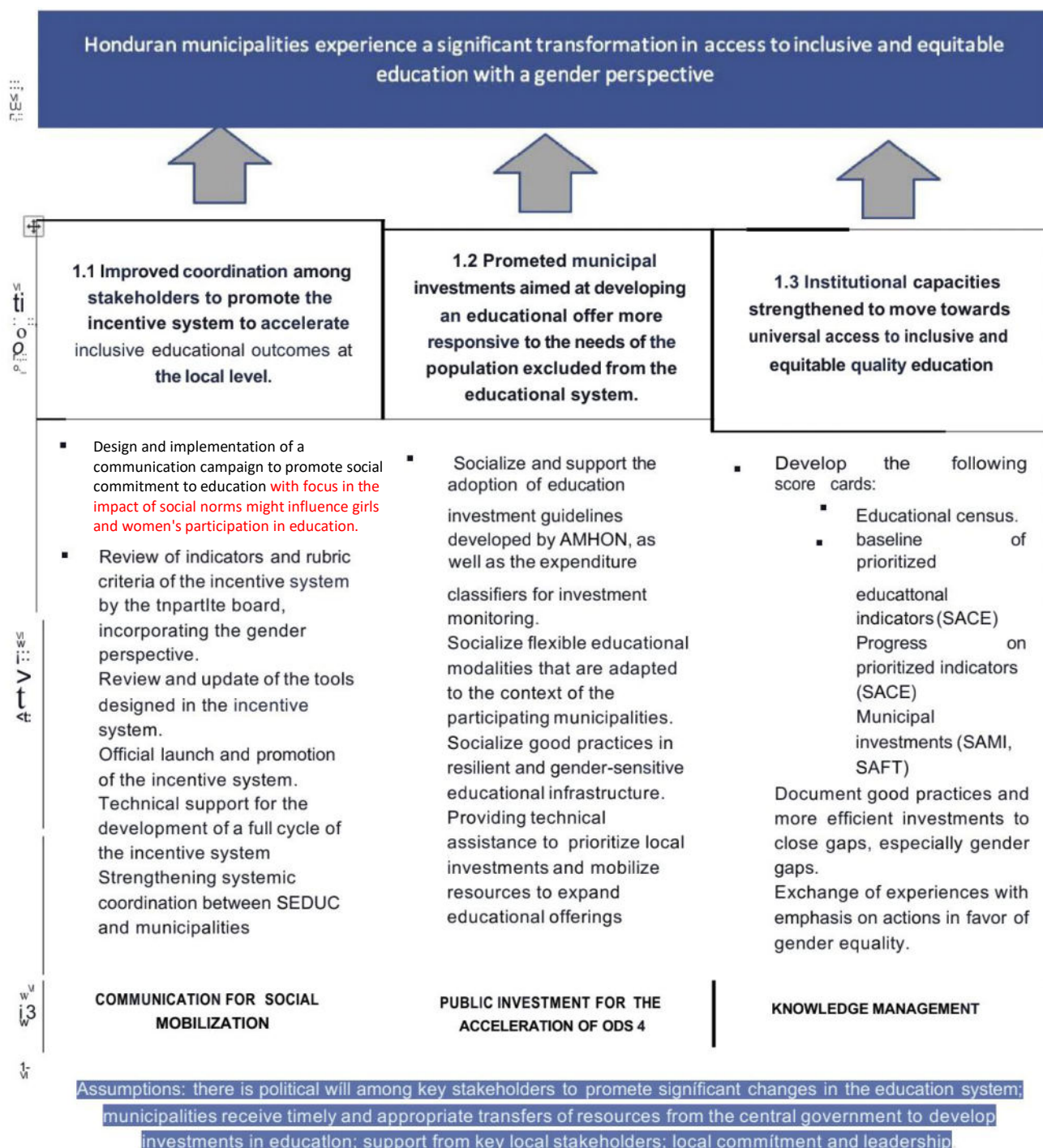
The system awards certifications to municipalities that improve educational indicators through a rubric that evaluates progress in goals and the process developed. This involves adopting good practices such as resource mobilization, development of resilient infrastructure and promotion of digital connectivity, gender equality and women's empowerment. The design of the system was based on the review of effective incentive mechanisms in Latin America, which showed evidence of strengthening the commitment of sub-national governments to the national education agenda.

The proposal aims to improve educational indicators in at least 30 municipalities in its first phase, with the possibility that more municipalities may be motivated to participate.

Through this PC, coordination at the national level will be strengthened through the Tripartite Roundtable to review and define indicators and measurement criteria. This ensures the incorporation of data that will make gender gaps in the control, access, and distribution of resources in the educational sphere visible. Also, the disaggregation of data by sex and age in relation to the quality of education. At the local level, we will seek to raise awareness of the educational problem, with the active participation of parents' associations, in order to establish territorially agreed goals.

In terms of investments, we will promote the channeling of resources towards flexible educational modalities and will encourage the consideration of the gender perspective in educational infrastructure, including menstrual hygiene for adolescent girls. This system will also make it possible to quantify private sector investments. In addition, the exchange of good practices among municipalities will be promoted, with emphasis on actions that promote gender equality and the empowerment of girls and adolescents.

Theory of Change Diagram²



²This ToC does not include the output related to joint program management, monitoring and reporting, and communications, as requested in Annex 1, but it is reflected in the output table of Annex 1. Output 1.3 corresponds textually to output 3.3.4 of the Cooperation Framework.

The United Nations contribution is based on the accumulated experience of the PUNO contestants. Some experiences include:

UNDP offers a wide range of training on acceleration and localization tools for the 2030 Agenda (virtual and on-site), including training guides, indicator development, results-based budgeting/investment plans. As well as tools for mapping issues. It also has robust experience in the development of tools for the identification of SDG information, territorial targeting and prioritization, participatory processes and policy analysis.

UNICEF has promoted the creation of Local Councils, within the framework of the Integral System of Guarantees of Children's Rights (SIGADENAH). In education, UNICEF has strengthened the development and implementation in the territory of flexible educational modalities such as the Tutorial Learning System (SAT) and the Educational Bridges modality. This offer is focused on the recovery of students out of school or at risk of dropping out and to accelerate learning achievement. Likewise, a menstrual hygiene management model has been developed through infrastructure adaptations and capacity building for students, teachers, and community actors; thus preventing discrimination, low attendance and, eventually, dropout among girls.

In addition, we will coordinate with the Social Cabinet, SEDESOL and the World Food Program to expand the scope of the National School Lunch Program to other educational levels. This effort is integrated with the incentive system initiative, recognizing its fundamental importance in improving access to education.

This proposal is aligned with the cross-cutting strategic priority on SDGs of the United Nations Cooperation Framework for Sustainable Development in Honduras, as well as with Outcome 3.3 and Output 3.3.4 aimed at strengthening capacities to advance access to inclusive education. Likewise, this proposal is linked to other outputs such as institutional capacity building at the local and national level in participatory dialogue and decision-making (P1.2.1). As well as in the integration of the 2030 National Agenda in the country's policies and strategies for the achievement of the SDGs (P1.3.1). In addition, it contributes to strengthening the capacities of public administration for knowledge management and the use of disaggregated data with a human rights approach, which allows for more effective planning and monitoring of public policies (P1.4.3). On the other hand, Honduras has a Roadmap for the Transformation of Education to 2030, based on a broad consultation process at the central and local levels with multiple stakeholders. Recently, the PODE has been configured as the public policy instrument to improve access to education.

Through this JP, it is expected to directly benefit vulnerable populations, including children, adolescents and young people. These populations will benefit directly by improving educational outcomes, which will contribute to closing gaps in access to education, especially for those in rural and indigenous areas. Therefore, an approach from a gender and intersectionality perspective is emphasized. In addition, the JP will seek the participation of this population by promoting spaces for consultation and participatory dialogue in the execution of the project.

List of marginalized and vulnerable groups	Dedicated Output
Girls	<i>All Outputs</i>
Children	<i>All Outputs</i>
Youth	<i>All Outputs</i>

The Universal Periodic Review (UPR, recommendations R104.142 and R104.156) requests Honduras to expand the coverage of the education system, especially secondary education (R 104.142) and ensure that services are accessible and of quality (R 104.156). In addition, the Committee on Economic, Social and Cultural Rights (CESCR 2017, E/C.12/HND/CO/2, recommendation 56) urges Honduras to universalize primary and preschool education and take measures to reduce dropout rates, especially among vulnerable populations. For its part, the Committee on the Rights of the Child (CRC 2015, CRC/C/HND/CO/4-5, recommendation 70) requests the State to increase the budget for education, especially focused on closing access gaps for the rural and indigenous population.

Sustainability and Exit Strategy

This strategy seeks to catalyze lasting change beyond the initial implementation period of the joint program. In terms of community sustainability, the installation of the Local Councils of the System for Guaranteeing the Rights of Children and Adolescents (SIGADENAH) stands out as a key tool. The creation of these councils is supported by the SIGADENAH Law (Legislative Decree No. 34-2021) and its implementation has spanned two governments. These councils are a public body for the articulation and formulation of municipal policies on the rights of children and adolescents, bringing together institutional and civil society actors and indigenous and Afro-descendant governance. Its main purpose is to favor the articulation/coordination among public and civil society actors with competence in the local territory in relation to the prevention, promotion, and protection of the rights of children and adolescents. With 180 Municipal Councils already in place and a goal of reaching 298 municipalities by 2025, it is expected that this community structure will continue to monitor and promote access to education beyond the timeframe of the joint program.

In terms of institutional sustainability, the active participation of the Ministry of Education (SEDUC) and the Association of Municipalities of Honduras (AMHON) guarantees the continuity and scalability of the proposed pilot. This momentum is not only aligned with SEDUC's PODE, becoming a public policy tool of the governing body, but is also a priority established at a higher level within AMHON. This institutional collaboration strengthens the basis for the sustained implementation of the proposed educational measures.

In terms of financial sustainability, the proposal focuses on optimizing the resources available in the municipalities, which includes both municipal funds and transfers from the central government. According to the study "Municipal Investments in Education" (Aprode-GIZ; AMHON, 2016) and other studies on local investment, this contribution represents between 12% and 20% of the total annual investments made by Municipal Corporations. In addition, recently, the Central Government has decided to decentralize a fund US\$81 million to municipalities, with the objective of improving 12 thousand educational centers in a period of two years. In addition, the Chinese government will support the construction of schools with a fund of US\$280 million. Since, in this context, the joint program aims to maximize the efficiency of the use of these resources, which will be reflected in an acceleration of the improvement of educational indicators. As well, initial capacities and tools will be established for future editions of the incentive system, together with an estimate of the budget needed to carry out these actions.

Since the certification is valid for two years, the proposal is expected to be continuously replicated until the established educational goals are achieved. This process may evolve to incorporate educational quality indicators and monetary mechanisms that encourage the decentralization process of some educational sector competencies from the national to the local level.

Steering and management arrangements

The Project is governed by a Board of Directors composed of the Resident Coordinator Office (RCO) of the United Nations System, the lead agency of the project (UNICEF), the United Nations Development Program (UNDP), the Secretariat of Education (SEDUC) and the Association of Municipalities of Honduras (AMHON). It also includes the Secretariat of Foreign Affairs and International Cooperation (SRECI). This office intervenes in its role as an interlocutor on behalf of the State of Honduras with the United Nations System. In addition, it will work closely with the Ministry of the Interior, Justice, and Decentralization (SGJD) as part of the Tripartite Roundtable for Education. The Board of Directors is responsible for ensuring the strategic direction of the Project, including the approval of work plans, budgets and major decisions related to program implementation.

In addition, the Board of Directors is expected to eventually participate in multisectoral coordination spaces of the Government, such as the National Council of SIGADENAH, from which all public policy on children's rights is promoted. This in turn submits key decisions to the Social Cabinet.

The overall coordination of the Project lies with UNICEF, which will lead implementation and manage the implementation and administration team, ensuring an inter-agency approach and coherence in implementation strategies and approaches.

The RCO will provide strategic leadership and coordinate the implementation of the Project in the broader context of UN System activities in Honduras. Its role will focus on facilitating collaboration among UN agencies and other partners, as well as coordinating national and international reporting and accountability. The RCO will in turn act as the focal point to the SDG-F.

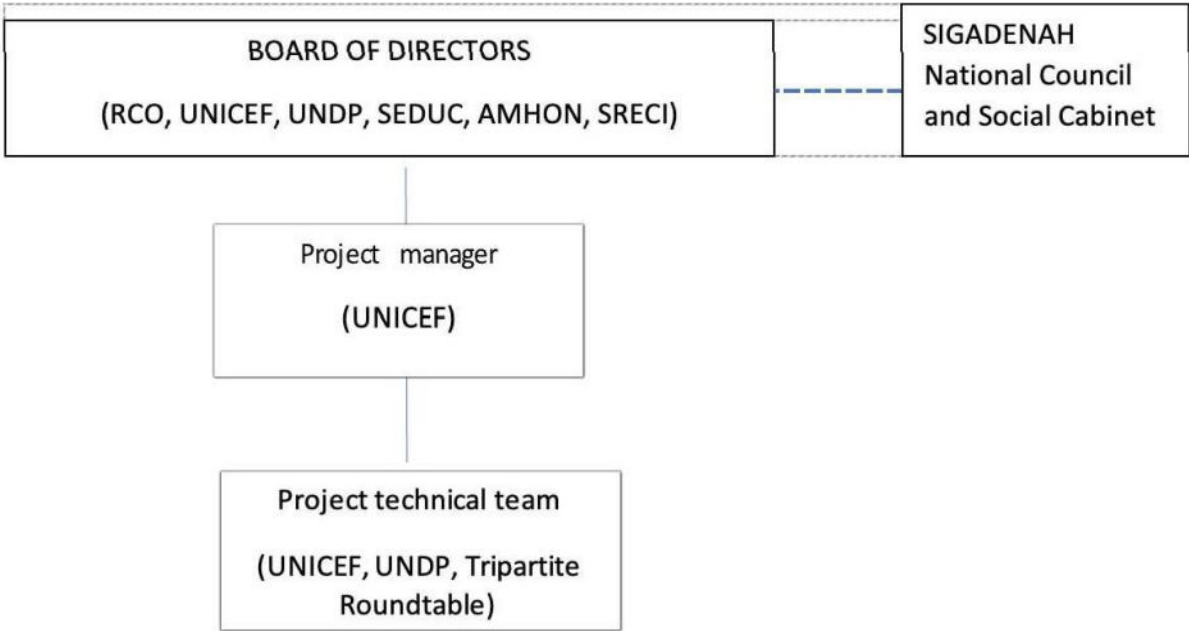
UNDP will support project implementation, especially in areas related to governance, institutional strengthening and knowledge management. This will include contributing its expertise in governance and institutional development, facilitating knowledge management and collaborating in the preparation of impact reports and evaluations.

SEDUC will play a crucial role in defining educational strategies and policies at the national level, ensuring the alignment of the joint program's actions with the priorities of the education sector in Honduras. Its responsibilities will include providing technical guidance on educational issues, contributing to the design and implementation of educational policies and programs, and supervising the implementation of activities related to the improvement of educational indicators in participating municipalities.

AMHON will represent the interests of the municipalities on the Board of Directors, ensuring that local perspectives and needs are considered in the decision-making and implementation of the Project. Its responsibilities will involve facilitating coordination between the participating municipalities and the joint program, identifying local challenges and opportunities, and supporting the implementation of activities at the municipal level.

In addition, a Project Technical Team will be established, composed of the same stakeholders as the DB but at a more technical level. The Project Board will meet on an extraordinary basis according to the needs of the Project, documenting the meetings and monitoring compliance with agreements. Technical follow-up meetings will also be organized to report on the progress of the procurement process.

Board of Directors



Monitoring, accountability, financial management, and public disclosure

Reporting on the Joint SDG Fund will be focused on concrete results and grounded in evidence. The RCO focal point and lead PUNO is responsible for coordinating and drafting a concise annual report (using the Fund Secretariat template/guidance), which is submitted to the Joint SDG Fund Secretariat through the RC by January 31st of the following year. Additionally, a final narrative report must be prepared and submitted to the Joint SDG Fund Secretariat through the RC no later than two (2) months after the operational closure of the Joint Program activities.

The JP Steering Committee, co-chaired by the RC, is mandated to oversee and monitor the implementation of the joint program, with the involvement of Joint SDG Fund Secretariat to which it must submit data and information upon requested. Additionally, the Joint SDG Fund Secretariat may request additional insights, such as policy papers, value-for-money analysis, case studies, infographics, or blogs/articles, as needed.

PUNOs will be required to include information on complementary funding received from other sources (both UN cost sharing, and external sources of funding/financing) for the activities supported by the Fund, including in kind contributions and/or South-South Cooperation initiatives, in the report.

PUNOs at Headquarters level shall provide the Administrative Agent with the following statements and reports prepared in accordance with its accounting and reporting procedures, consolidate the financial reports, as follows:

- Annual financial reports as of 31st December each year with respect to the funds disbursed to it from the Joint SDG Fund Account, to be provided no later than four months after the end of the applicable reporting period; and
- A final financial report, after the completion of the activities financed by the Joint SDG Fund and including the final year of the activities. It is to be provided no later than 30 April of the year following the operational closing of the project activities.

The JP will be using a pass-through fund management modality where UNDP Multi-Partner Trust Fund Office will act as the Administrative Agent. The programmatic UN entity of the Facility shall assume full programmatic and financial accountability for the funds disbursed to it by the Administrative Agent of the Joint SDG Fund (Multi-Partner Trust Fund Office). Such funds will be administered by each UN Agency, Fund, and Project in accordance with its own regulations, rules, directives, and procedures. The entity shall establish a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent.

A minimum of 5% of the JP budget is allocated for monitoring, reporting, evaluation, audit, and communications. Indirect costs of the Participating Organizations recovered through project support costs will be 7%, with the exception of WFP and UNHCR which should be 6,5%. All other costs incurred by each PUNO in carrying out the activities for which it is responsible under the Fund will be recovered as direct costs. Procedures on financial transfers, extensions, financial and operational closure, and related administrative issues are stipulated in the Operational Guidance of the Joint SDG Fund. PUNOs and partners must comply with Joint SDG Fund brand guidelines, which includes information on donor visibility requirements.

Annex 1: Integrated results framework and workplan

JP Outputs

Output 1.1. Improved multilevel governance to boost the incentive system for accelerating inclusive educational outcomes at the local level.			
Output indicator 1.1.1: Incentive system integrating gender issues validated with data disaggregated by sex and age, adjusted and integrated as policy at the national level.	Baseline: 0	Target: 1	Means of verification: Incentive system and tools document
Output indicator 1.1.2: # of municipalities improving their management capacity and have tools to advance in the fulfillment of SDG 4 goals	Baseline: 0	Target: 30	Means of verification: Report the number of municipalities that have met at least 80% of the criteria for measuring management capacity.
Output 1.2: Municipal investments promoted to develop an educational offer more responsive to the needs of the population excluded from the educational system.			
Output indicator 1.2.1: # of municipalities that have increased budget allocation in 2025 to accelerate educational outcomes with disaggregation in initiatives with focus on girls, women, and adolescents	Baseline: 0	Target: 30	Means of verification: Investment plans for 2025 contrasted with those executed in 2024
Output indicator 1.2.2: % of additional resources for education leveraged at the local level as a result of the implementation of the incentive system, especially those related to women, girls, and adolescents in their diversity.	Baseline: 0	Target: %	Means of verification: Report on actual average increase in resources invested at the local level
Output 1.3. Strengthened institutional capacities to advance towards universal access to inclusive and equitable quality education.			
Output indicator 1.3.1 Monitoring system of educational indicators and investments with data disaggregated by sex and age, and with a specific area related to women and girls designed and implemented.	Baseline: 0	Target: 1	Means of verification: online platform
Output indicator 1.3.2: # of municipalities that carry out actions of accountability to the population, including women's organizations, municipal's women office and/or feminist organizations on progress in education Indicators.	Baseline: 0	Target: 30	Means of verification: Accountability reports.
Output 1.4. Developed efficient management of the Joint Program			
Output indicator 1.4.1 # of progress reports prepared highlighting the gender-sensitive initiatives developed with the visibility of women's contributions to the JP.	Baseline: 0	Target: 2	Means of verification: Report documents submitted.

JP contribution to Joint SDG Fund global indicators

Engine room 1. Shifting policy/regulatory frameworks			
Number of new or enhanced, the integrated policy solutions and regulatory changes formulated to accelerate SDGs with Joint SDG Fund support.	Baseline:	Target: 1	MOV: PODE driven through the incentive system.
Number of targeted countries where the integrated policy solutions and regulatory changes are implemented to promote equal access to and use of services, goods, and resources by women and girls with Joint SDG Fund support.	Baseline:	Target: 1	MOV: National report on progress in educational indicators resulting from the implementation of the incentive system.
Number of individuals benefiting from the integrated policy solutions and regulatory changes implemented with Joint SDG Fund support, disaggregated by population segments (e.g. sex, age, persons with disabilities, etc.) with a focus on Leaving No One Behind.	Baseline:	Target: 125,0000 school-age boys and girls (5 to 17 years old)	MOV: Municipal School Enrollment Reports
Engine room 2. Capacity building at scale			
Number of governmental (both at central and sub-central levels) and non-governmental organizations with enhanced capacity to design, implement and finance integrated policies, regulations and innovative solutions for SDG acceleration, with Joint SDG Fund support.	Baseline:	Target: municipalities	30 MOV: Follow-up reports on technical assistance provided
Number of tools, procedures, and mechanisms (e.g. SOPs, training module, incentive structures) developed or implemented, focused on building capacities for SDG acceleration with Joint SDG Fund support (disaggregated by central and local actors).	Baseline:	Target: 1	MOV: Incentive system to accelerate educational indicators updated and ready for scalability
Number of experts identified and deployed to support RCs/UNCTs on SDG acceleration with Joint SDG Fund support.	Baseline:	Target: 2	MOV: Mission reports
Engine room 4. Devising a financing mix (deal room)			
Number of investors providing direct financing to integrated multi-sectoral solutions developed, with support from the Joint SDG Fund (disaggregation by type of investors e.g. Gov, private, PPP, DFIs/IFIs).	Baseline:	Target: 2	MOV: record of transactions agreed with investors.

Joint Program Work plan

Output	Geographic focus	Start	End	PUNO	SDG Target	Human Rights Marker	Gender Marker	QCPR function	Available Budget (US\$)
Output 1.1 Improved multilevel governance to boost the incentive system for accelerating educational outcomes at the local level.	National	May-24	Apr-25	UNICEF	SDG4	Principal	Significant	Capacity Development /Technical Assistance	\$ 52,650
Output 1.2 Promoted municipal investments aimed at developing an educational offer that is more responsive to the needs of the population excluded from the educational system.	Municipalities that enroll in the system	Jul-24	May-25	UNICEF	SDG4	Principal	Significant	Capacity Development /Technical Assistance	\$ 78,975
Output 1.3. Strengthened institutional capacities to advance towards universal access to inclusive and equitable quality education.	Municipalities that enroll in the system	Ago- 24	May-25	PNUD	SDG4	Principal	Significant	Data Collection and Analysis	\$ 89,520
Output 1.4 Developed efficient management of the Joint Program	National	May-24	May-25	UNICEF/ PNUD	SDG4	N/A	Significant	Support Functions	DPC: \$12,500 GMS: \$ 16,355

Annex 2: Risk Matrix

Risks	Categories	Risk Level: (Likelihood x Impact, as per instructions)	Likelihood:	Impact:	Mitigation measures	Risk owner
			Certain - 5 Likely - 4 Possible - 3 Unlikely - 2 Rare - 1	Essential - 5 Major - 4 Moderate - 3 Minor - 2 Insignificant - 1		
Climate change and disaster	Social and Environmental risks	High (12)	3	4	Capacity building in this proposal includes risk management. In the event of a disaster, the capacity of the municipalities in this area will be strengthened by accompanying them in the design of some urgent response measures in the education sector.	UNICEF
Budget availability and cash flow	Organizational risks	Medium (6)	3	2	To promote the interest of AMHON, the central government and other stakeholders in continuing to finance the initiative. An effective communication strategy for the initial results will be developed to mobilize additional resources to continue replicating the initiative in other municipalities.	PNUD
Political instability	Political risks	High (9)	3	3	Efforts will be redoubled to strengthen governance at the local level, establishing partnerships with multiple civil society actors, women's organizations and community leaders to generate comprehensive and diversified support for the project and increase resilience to possible political fluctuations.	PNUD, UNICEF

Annex 3: Localization, Gender Equality and Human Rights markers

SDG Localization Marker

Please see refer to the detailed guidance on applying the marker here: <https://www.jointsdgfund.org/publication/sdg-localization-marker>

Dimensions	Criteria or eligibility	Responses	Explanation	Means of verification
Program Design	Does the program or initiative explicitly include results and/or expected outcomes directly related to advancing SDG localization?	Yes	Direct focus on improving educational indicators in the short term.	Incentive system document
	Is at least 70% or more of the programmatic budget allocated specifically to activities that enhance advocacy, actions, or monitoring related to SDG localization?	Yes	93% of the budget is focused on accelerating educational indicators through a communications strategy, technical assistance and monitoring.	Budget executed
	Were local and regional governments actively engaged and consulted during the program design phase?	Yes	Everything built so far has had an extensive consultation process with both AMHON and SEDUC. This work has been carried out by the Tripartite Roundtable since 2019.	Agreed between AMHON and SEDUC, Aide memoire meeting between SEDCU and AMHON Education Commission.
	Were local service providers and/or other local actors and stakeholders actively engaged and consulted during the program design phase?	Yes		
Advocacy	Has the program or initiative planned to develop new knowledge material, research, publication or relevant resources related to SDG localization, specifically building on local experience?	Yes	The JP contemplates a knowledge management strategy based on the exchange of experiences of the municipalities. It is also intended that everything is well systematized so that it	System heading Documented best practices

Actions	can be replicated by other municipalities that want to implement it at scale.			
	Has the programme or initiative planned to develop specific events, campaigns, communications or capacity-building activities on SDG localization, especially targeted at local or regional governments, local service providers, or other local actors and stakeholders?	Yes	The JP foresees the development of a communication strategy to improve the localization of SDG 4.	Strategy document prepared
	Does the joint programme or initiative incorporate mechanisms, spaces, or activities designed to bolster coherent policies, regulations, plans, programmes, and service-delivery approaches or models by local and regional governments and/or local service providers? This facilitates their meaningful contributions to the SDGs and addresses the principles of leaving no one behind.	Yes	The incentive system focuses on just that and aspires to be a scalable model. This JP incorporates the systematization of learning to prepare a scalable model.	Validated incentive system document
	Does the joint programme or initiative have an inclusive and participatory multi-stakeholder approach, involving civil society, academia, citizens, the private sector and/or others to jointly implement transformative initiatives toward localizing the SDGs? This could include, for example, mobilizing and sharing knowledge, expertise, technologies and financial resources to support the achievement of the SDGs at the local level.	Yes	The incentive system seeks to promote a movement at the local level where all local actors join in the fulfillment of educational indicators. The process also involves the exchange of experiences among the participating municipalities.	Commitment agreements of the Tripartite Board. Commitment agreement in SIGADENAH Local Councils.

Accountability & Sustainability	Does the joint programme or initiative include a multi-level governance approach to address the SDG challenges through collaboration between different levels of government, as well as with international organizations, and local communities? This approach recognizes that effective action requires coordinated efforts at various scales, from local and regional to national and global.	Yes	There is a specific output for this purpose. It is an effort that is promoted by SEDUC at the central level, also at the departmental level, and by educational networks at the municipal level in conjunction with the actors that make up the SIGADENAH Councils at the local level. It also includes local governments and AMHON, which promotes the guidelines for investment in education.	Progress reports on output 1
	Does the joint programme or initiative feature mechanisms or activities aimed at improving the transparent and accountable financing of SDG localization? This may include the development of decentralized financing policies, the creation of market-ready pipeline of local actions, expansion of local fiscal space, resource mobilization by local or regional governments, participatory budgeting approaches, etc.	Yes	Output 2 focuses on this purpose. With this JP, in addition to promoting AMHON's investment guidelines, it intends to take advantage of the specific situation of the decentralization of the 2 billion lempiras to local governments and the possible funds from China. All of this can lead to the modeling of the best investments to promote educational indicators.	Progress reports on output 2
	Does the joint programme or initiatives include dedicated results, supported by a robust accountability framework, to systematically collect and report on contributions to SDG localization, both at the outcome and output levels?	Yes	Through this JP, a system will be created that allows local governments to be accountable at all levels for progress on education indicators. This system is promising for replication in other SDGs.	Monitoring system of educational indicators at the local level
	Does the joint programme or initiative include a dedicated plan to ensure the sustainability, leveraging of financial resources and replication/expansion of the SDG actions in additional localities, developed in collaboration with local and regional governments, local service	Yes	This JP will provide an incentive system validated through piloting, costing, and a scalability strategy.	Validated incentive system and scalability strategy.

providers and other local actors and stakeholders?

Criteria for Scoring

- Marker 3: Between 9 and 12 criteria marked as Yes.
- Marker 2: Between 4 and 8 criteria marked as Yes.
- Marker 1: Between 1 and 3 criteria marked as Yes.
- Marker 0: None of the criteria marked as Yes.

Total 12 of
Yes

Gender Equality Marker

Please copy the output as per in the work plan and add the Gender Equality marker score and justify the scoring. Please refer to the UNSDG guidance here:

<https://help.uninfo.org/un-info/results-framework/results-framework-structure/suboutput-level/guidance-on-applying-tags-and-markers/guidance-on-applying-the-gender-equality-human-rights-and-sustaining-peace-markers>

Joint Program Outputs	GEM Score	Justification
Output 1.1 Improved multilevel governance to boost the incentive system for accelerating educational outcomes at the local level.	Significant	This Output not only seeks to improve educational indicators, but also takes into account gender equity at all stages of the process. By promoting the active participation of women and girls in education-related decision-making and addressing the specific barriers they face in access to and quality of education, this Output contributes significantly to the promotion of gender equality and women's empowerment. In addition, by integrating a gender analysis into the formulation of education policies and programs at the local level, gender disparities in the education system are recognized and addressed, reinforcing the commitment to gender equality and the fulfillment of women's and girls' rights in education.
Output 1.2 Promoted municipal investments aimed at developing an educational offer that is more responsive to the needs of the population	Significant	The inclusive approach adopted in this output actively considers gender equality at all stages of the municipal education promotion and investment process. It starts with a comprehensive gender analysis to identify the specific needs of girls, thus informing the formulation of policies and programs that address barriers and challenges in access to education. It also provides for the design of specific strategies to improve specific conditions in the educational infrastructure that may represent barriers for girls and adolescents, such as safety and conditions for adequate

excluded from the educational system.		menstrual health management. The active participation of women in decision-making will be promoted through consultation and participation mechanisms, ensuring that their voices are considered in the allocation of resources and local educational policies. In addition, a gender equality sensitization and training component will be implemented for local authorities to raise awareness of inequalities and promote effective actions to address them.
Output 1.3. Strengthened institutional capacities to move towards universal access to inclusive and equitable quality education.	Significant	This output considers the consolidation and processing of information that allows for the analysis of gender inequalities in order to directly inform decisions to address the underlying causes of gender inequalities. Monitoring investments will also identify which are most effective in facilitating girls' access to education or those that improve their retention in the education system. This includes the participation of women's organizations, municipal's women office and/or feminist organizations
Output 1.4 Developed efficient management of the Joint Program	Significant	The management of the joint program will emphasize the gender approach throughout the intervention. Highlighting those actions that promote the approach to gender inequalities in the areas of intervention. Therefore, it will be ensured that the reports developed incorporate, as far as possible, data disaggregated by sex and age. This includes, monitoring, and reporting with gender-sensitive indicators and participatory approaches in the monitoring and reporting mechanisms, as well as ensuring that the communications strategy includes gender-responsive language and the visibility of women's contributions to the JP.

Human Rights Marker

Please copy the output as per in the workplan and add the Human Rights marker score and justify the scoring. Please refer to the UNSDG guidance here:

<https://help.uninfo.org/un-info/results-framework/results-framework-structure/suboutput-level/guidance-on-applying-tags-and-markers/guidance-on-applying-the-gender-equality-human-rights-and-sustaining-peace-markers>

Joint Programme Outputs	HRM Score	Justification
Output 1.1 Improved multilevel governance to boost the incentive system for accelerating educational outcomes at the local level.	Significant	This product is founded on the right to education, acknowledging that access to quality education is a fundamental human right. The primary goal is to address inequality and marginalization in education access, particularly in disadvantaged local communities. In the design, implementation, and monitoring of strategies to improve educational governance, we emphasize the involvement of "rights holders" (students and their families) and "duty bearers" (government and local education authorities).

		Meaningful participation and engagement of various stakeholders, including beneficiary groups and rights holders, are integral to the development and execution of this product. Specifically, students and their families will be actively involved in governance and decision-making processes at the local level, especially when setting goals and strategies to increase student access and retention. This involvement will be facilitated through Student Council representations and parent-teacher associations, ensuring their voices are heard and their needs are met throughout the project lifecycle.
Output 1.2 Promoted municipal investments aimed at developing an educational offer that is more responsive to the needs of the population excluded from the educational system.	Significant	This output recognizes the importance of ensuring an inclusive and responsive educational offer for all population groups. The active participation of beneficiary groups and key stakeholders will be incorporated in the identification of local educational needs and priorities. A comprehensive human rights analysis, including a gender approach, will be conducted to identify gaps in educational provision and develop strategies to address them.
Output 1.3. Strengthened institutional capacities to move towards universal access to inclusive and equitable quality education.	Significant	This output focuses on the right to education and the right to information, recognizing the importance of effective monitoring to ensure the progressive realization of the right to access to education. The monitoring system aims to show both the challenge and progress in addressing patterns of discrimination and inequality in access to education by identifying and monitoring key indicators of educational performance.
Output 1.4 Developed efficient management of the Joint Program	N/A	



Sustaining Peace Marker

Please copy the output/outcomes as per in the workplan and add the Sustaining Peace marker score justify the scoring. Please refer to the UNSDG guidance here: Please refer to the UNSDG guidance here: <https://help.uninfo.org/un-info/results-framework/results-framework-structure/suboutput-level/guidance-on-applying-tags-and-markers/guidance-on-applying-the-gender-equality-human-rights-and-sustaining-peace-markers>

Joint Programme Outputs	SPM Score	Justification
Output 1.1 Improved multilevel governance to boost the incentive system for accelerating educational outcomes at the local level.	No contribution to peace	Contributions in this area are not considered as direct contributions.
Output 1.2 Promoted municipal investments aimed at developing an educational offer that is more responsive to the needs of the population excluded from the educational system.	No contribution to peace	Contributions in this area are not considered as direct contributions.
Output 1.3. Strengthened institutional capacities to move towards universal access to inclusive and equitable quality education.	Limited contribution to peace (1)	The activity is designed to do no harm or is conflict sensitive in response to the CCA
Output 1.4 Developed efficient management of the Joint Program.	No contribution to peace	Contributions in this area are not considered as direct contributions.

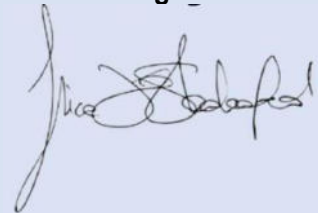
Annex 4: Budget per UNDSG Categories

Budget per UNDG Categories						
UNSDG BUDGET CATEGORIES	UNICEF		PNUD		TOTAL	
	Joint SDG Fund (USD)	PUNO Contribution (USD)	Joint SDG Fund (USD)	PUNO Contribution (USD)	Joint SDG Fund (USD)	PUNO Contribution (USD)
1. Staff and other personnel	30,000	30,000	20,000	15,000	50,000	45,000
2. Supplies, Commodities, Materials	0		0		0	0
3. Equipment, Vehicles, and Furniture (including Depreciation)	0		0	5,000	0	5,000
4. Contractual services	0		36,645	15,000	36,645	15,000
5. Travel	3,000	2,000	8,000		11,000	2,000
6. Transfers and Grants to Counterparts	103,000	5,000	27,000		130,000	5,000
7. General Operating and other Direct Costs	3,000	5,500	3,000	4,000	6,000	9,500
Total Direct Costs	139,000	42,500	94,645	39,000	233,645	81,500
8. Indirect Support Costs (Max. 7%)	9,730		6,625		16,355	
TOTAL Costs	148,730	42,500	101,270	39,000	250,000	81,500

Declaration of commitment and signatures of Joint Program

By signing this Joint Program document, all signatories commit to work together in a spirit of partnership to achieve the results identified in the results' framework, work plan and budget.

1 hereby confirm that the funds requested are in accordance with the approved Work Plan & Joint Program Document. 1 also certify that the copy transmitted to the MPTF Office is a true copy of the original, which is secured by the RC Office. 1 have received documentation from Participating Organizations demonstrating committed amounts where applicable. 1 also confirm that the PUNOs' indirect cost does not exceed 7%.

Co-Chairs of JP Steering Committee	
GOVERNMENT COUNTERPART	Name, Title: Daniel Enrique Sponda Velásquez Secretaría de Estado en el Despacho de Educación Date and Signature:  
RESIDENT COORDINATOR	Name, Title: Alice Shackelford, Resident Coordinator Date and Signature: 

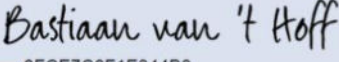
UN Entities

UNICEF

Name, Title:

Bastiaan van't Hoff,
Representative

Date and Signature:

DocuSigned by:

8FCE7C6F1E344B3...
05-Apr-2024

UNDP

Name, Title:

Richard Barathe,
Resident Representative

Date and Signature:

DocuSigned by:

B1E2F7D50F37431...
06-avr.-2024