



USAID
FROM THE AMERICAN PEOPLE

USAID/HONDURAS READING ACTIVITY

Male Caregiver Engagement Study

This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc.

USAID Honduras Reading Activity Male Caregiver Engagement Study

USAID Contract No. AID-522-C-17-00002

Author: Hannah Kuntz

Co-Authors: José Acevedo, Brittany Hebert

Reviewers: Susan Bruckner, Daniel Lavan

Disclaimer: This study is made possible by the generous support of the American People through the United States Agency for International Development. The contents are the responsibility of EDC and do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Recommended Citation: USAID/Honduras Male Caregiver Engagement Study. (2019). Prepared by Education Development Center, Inc.

Acknowledgements

We are deeply grateful to all our participants who voluntarily participated in the study and shared their personal experiences with us. These narratives have helped fill an initial gap in existing evidence on engaging fathers and male caregivers in their children's education in Honduras and Latin America.

We would also like to thank key project team members who were paramount to shaping each phase of the project study. From providing feedback on the study design and sample, key research questions and instruments to supporting the data collection process, the researchers would like to extend their gratitude to the project's Gender and Social Inclusion Specialist, Saira Álvarez, and Community Participation Specialist, Maritza Zelaya. Moreover, we would like to thank the Interim Monitoring & Evaluation Specialist, Edwin Rivera, who coordinated all aspects of the data collection process, including the sample selection and focus groups. Additionally, we would like to thank the Database Manager, Isaias Zelaya, for uploading the demographic surveys onto tablets, training the data collection team on their use and cleaning the data for analysis.

We are also thankful to members of our Community Participation Team who supported the data collection with diligence and care, from extending the invitation to focus group participants to arranging logistics and participating in the focus groups as observers and note takers, this study would not have been possible without their support: Fanny Erazo, Exse Evereth, Oscar Núñez, Olinda Argueta, Arturo García, and Bella Torrez. We would also like to thank our regional M&E Coordinators, Martha Duarte, Neisy Rodriguez, and Walky Cantareo, who were also an integral part of the data collection process. Finally, we would like to thank EDC's Institutional Review Board (IRB) for their valuable feedback at the beginning of the study.

Table of Contents

Acknowledgements	3
Acronyms	6
Executive Summary	7
Background	12
Honduran Context	12
Study Background	13
Study Purpose.....	13
Framing the Research	14
Research Gaps	14
Research Questions	15
Methodology	15
Study Design	15
Qualitative Study Design	15
Sample Selection	15
Study Sample.....	16
Quantitative Study Design	18
Study Sample.....	18
Data Collection Tools	19
Qualitative Tools.....	19
Quantitative Tools	20
Study Limitations	20
Desk Review	20
Key Findings.....	20
Fatherhood.....	20
Benefit of Men’s Participation in Caregiving.....	21
Father’s Engagement in Education	22
Barriers to Men’s Engagement.....	22
Primary Data Findings	23
Key Research Question 1: How do fathers and male caregivers support their children’s education in Honduras?	23
Engagement in Education and Literacy.....	25
Key Research Question 2: What are the barriers that Honduran fathers and male caregivers face in participating in their children’s education?	32
Barriers to Men’s Engagement in Education	32
Barriers to Men’s Engagement in Literacy Activities.....	43
Key Research Question 3: What are the entry points and activities that might be effective in increasing engagement and overcoming these barriers?	47

Discussion.....54
 Effective Entry Points.....55
Conclusion58
 Bibliography.....60
Annexes.....62
Data Analysis.....63
 Qualitative Analysis.....63
 Quantitative Analysis63
Data Collection Instruments64

Acronyms

CDCS	Country Development Cooperation Strategy
DO	Development Objective
EDC	Education Development Center, Inc.
EGRA	Early Grade Reading Assessment
EIB	<i>Educación Intercultural Bilingüe</i> (Bilingual Intercultural Education)
FGD	Focus Group Discussion
GSIA	Gender and Social Inclusion Analysis
HRA	Honduras Reading Activity
KII	Key Informant Interview
LAC	Latin America and the Caribbean
MOE	Ministry of Education
M&E	Monitoring and Evaluation
PA	Parent Association
US	United States
USAID	United States Agency for International Development

Executive Summary

In 2017, the USAID-funded Honduras Reading Activity (HRA) conducted a Gender and Social Inclusion Analysis, which informed the development of a Gender and Social Inclusion Strategy in 2018. The Strategy identified male caregiver engagement as a key priority and committed to conducting more research to inform this work. In 2019, HRA conducted the Male Caregiver Engagement Study with the aim to further inform its community level interventions to improve fathers' and male caregivers' support for and engagement in children's learning outcomes, with specific attention to reading.

Much of the research on men's role as fathers and caregivers has been conducted in the Global North; furthermore, there is a shortage of studies that analyze the impact of father's participation in children's education, especially in the Latin America and the Caribbean (LAC) region. In order to complement and compare the findings from other contexts, HRA elected to conduct an exploratory study, following a mixed methods approach that included a comprehensive desk review and primary qualitative and quantitative data collection. During HRA's baseline reading evaluation with a representative sample of grade 2 and grade 6 students in target intervention areas, several questions were included in supplementary surveys given to students, teachers and school directors, which aimed to identify how and to what extent fathers are engaged in their children's education. To complement the quantitative data, 12 focus group discussions (FGDs) with fathers/male caregivers (8 FGDs) and mothers (4 FGDs) of children in grades 1-6 in HRA target intervention areas were conducted. In total, 111 participants (71 men and 40 women) participated. Additionally, 10 key informant interviews (KIIs) were conducted with school directors. More details about the study design and methodology are included later in this report.

The study aimed to answer the following three key research questions:

1. How do fathers and male caregivers support their children's education in Honduras?
2. What are the barriers that Honduran fathers and male caregivers face in participating in their children's education?
3. What are the entry points and activities that might be effective in increasing engagement and overcoming these barriers?

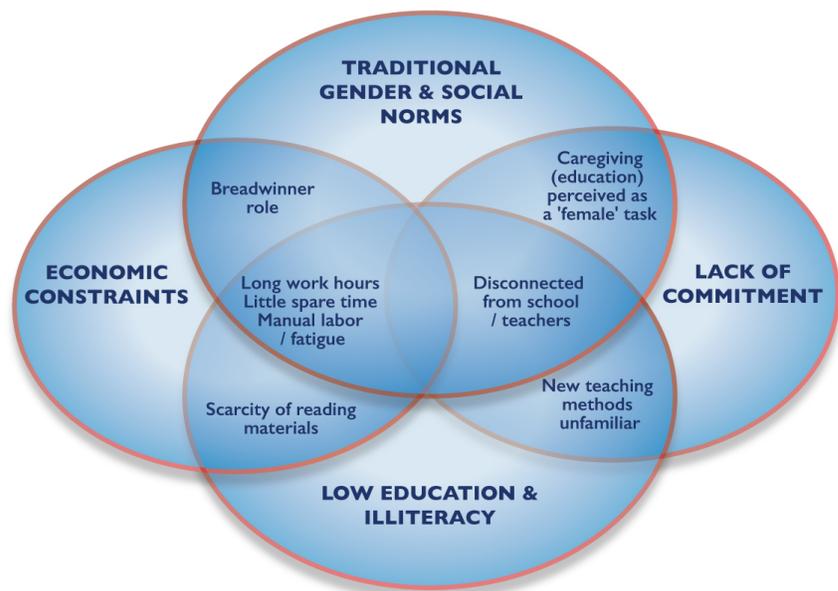
When analyzing the primary and secondary data collected, several key themes emerged. Across DOs students reported greater participation of mothers than fathers in every category of educational support, except for financial support. Specifically, 59.6% of students reported that fathers support their education through the provision of school supplies, uniforms, school fees, food, etc. However, it should be noted that some fathers *are* directly engaged in their children's education, though the surveys did not ask about the quality or frequency of this support, just as it was not explored in depth during the FGDs. According to the quantitative data, between 34.8% (students in DO1) and 27.6% (students in DO2) of students reported that fathers helped with homework and studies. And of the 71 fathers and male caregivers that participated in the FGDs, roughly half affirmed that they support their children by checking homework, providing direct homework support, reading with their children, asking about homework, and dropping their children off and picking them up from school. Some fathers also described spending time with their children in the evenings after work and on weekends, and others engage in different bonding activities, such as playing sports, watching TV, talking together, and drawing. Fathers and male caregivers also provide manual labor for school upkeep and participate in civic events and celebrations, which is explored in more detail later in the report.

During the FGDs and KIIs, the three groups of respondents (fathers/male caregivers, mothers and school directors) also described the barriers to increased participation, which are mentioned below and detailed later in the report. One key factor affecting fathers' and male caregivers' participation is deeply

entrenched gender roles and social norms, in both the domestic (home) and public spheres (school and workplace). On the whole, men are perceived first and foremost as economic providers and women as caretakers, which often impacts which parent is available and/or willing to help with children’s schooling. According to the surveys given to students, it was reported that mothers were more likely to help with homework, encourage children to get good grades, read with the child, attend meetings at school, and pick children up from school. In the school setting, fathers and male caregivers may be invited to help with a construction project but less likely to be directly invited to participate in an educational activity with their children. Moreover, according to the quantitative data, school directors in both DOs reported higher levels of satisfaction with mothers’ involvement in their children’s schoolwork than fathers’ involvement, and 85% of teachers reported that mothers either “frequently” or “occasionally” attended parent/teacher conferences, while only 50% of teachers reported that fathers did. Similarly, 64% of teachers reported that mothers either “frequently” or “occasionally” come to school to talk about the progress of their children, while only 30% of teachers reported that fathers did. This was further corroborated by the data collected in the FGDs and KIs. Findings suggest that the school itself often reinforces the gendered division of labor and traditional gender roles. Beyond the school, some respondents mentioned that employers also pose a barrier to fathers’ increased engagement in their children’s educational activities.

Several additional barriers were reported in relation to fathers’ ability to engage in their children’s education. These barriers included lack of time (due to work) and fatigue, economic difficulties (poverty), low levels of education and/or illiteracy, the scarcity of reading materials, especially in rural areas, and the need for better communication between teachers and fathers in order to increase their understanding of what students are being taught at school and how fathers (and mothers) can support learning at home. Lack of commitment was also identified by mothers, fathers and school directors as a barrier, although more often by school directors and mothers. Many fathers did acknowledge that the barriers they face are not sufficient reasons to not participate more actively in their children’s education. As indicated in Figure 1, the barriers often overlap, which is an important finding to consider when developing targeted interventions to address these barriers.

Figure 1. Barriers to fathers’ increased engagement in their children’s education activities



The study also identified several entry points and activities that might be effective in increasing fathers’ and male caregivers’ engagement (see Table I below). These entry points and activities are further detailed in the Discussion section later in the report.

Table 1 Entry points and activities that might be effective in increasing engagement and overcoming barriers

Individual	Interpersonal	Organizational	Community	Policy
Build men's self-efficacy (including illiterate fathers), providing them with practical tips on how to support their children's learning in a more significant way.	Approach fathers/male caregivers through social networks, such as church groups, local sports teams or leagues, and informal community hangouts, etc.	Challenge school directors' and teachers' conceptions about fathers, as well as those of the fathers themselves; improve the communication between the school and home.	Engage youth and community volunteers to provide more targeted learning support to students and fathers.	Raise awareness within the Honduran Secretariat of Labor and Social Security and among employers about fathers' key role in their children's education, beyond that of economic provider.
Conduct awareness raising activities at the school and in the community to share key messages with fathers; however, the timing and content of these meetings must be planned carefully in order to avoid alienating fathers.	Engage men through the workplace and unions, specifically through campaigns and policies to facilitate more equitable parental leave and caretaking roles.	Ensure teachers are equipped with the knowledge and skills needed to support fathers (and mothers), particularly those with low levels of literacy/education.	Implement targeted messaging to shift conceptions about fathers' roles, changing the focus from 'irresponsible' fatherhood to 'engaged' fatherhood.	Promote behavior change in the education system through the Ministry of Education, both at the central and decentralized levels. Also, advocate for increased participation of the Ministry of Development and Social Inclusion in conversations and planning on how to engage fathers and male caregivers with disabilities.
	Identify change agents (fathers and male caregivers that are already engaging meaningfully in their children's education), encouraging them to form men's groups and/or invite them to share their experiences at school events.	Share the findings of the study with key Ministry of Education counterparts in order to raise awareness about the need to adapt approaches and activities to ensure fathers and male caregivers are engaged in a positive way. Additionally, share findings with the Ministry of Development and Social Inclusion to facilitate discussion about how to engage fathers and		

		male caregivers with disabilities.		
		Ensure that school libraries improve book lending systems, with a special emphasis on engaging fathers and their children.		

Finally, the study outlines the following **10 recommendations** to increase fathers' and male caregivers' engagement in their children's education, which are further detailed in the Conclusions section of the report:

1. Give fathers the opportunity to engage in the desired practices (providing direct homework support and reading with their children) and raise awareness among fathers about the importance of educating their children, as well as their key role in supporting the learning process.
2. Design materials and trainings to help fathers with low levels of education/literacy to be able to provide support to their children's learning.
3. Train teachers on methods to increase their capacity and understanding of the need to engage fathers (and mothers) more directly in the learning process. Additionally, improve school-to-home communications.
4. Utilize various methods of communication, whether it be a WhatsApp group, phone calls, or home visits to establish and maintain contact between the school and the father.
5. Utilize civic events, celebrations and any opportunity to connect with fathers, such as when they drop or pick up their children from school, to establish and strengthen relationships in order to help them feel welcome on school grounds.
6. Ensure school libraries are functional and that students can take books home to read with their fathers (and mothers), as well as help parents identify other sources of reading material (such as newspapers, labels, signs, etc.).
7. Identify change agents in each school and community, fathers or male caregivers who are actively engaged in their children's education, who can serve as role models for other fathers (and mothers).
8. Ask fathers about their preference for the timing of events at school, their preferred method of communication, topics of interest for meetings and School for Parents sessions, need for literacy support, etc.
9. Avoid using scare tactics to force parents, particularly fathers, to attend school functions. Additionally, ensure that messaging and content of sessions at school functions is positive and encouraging rather than accusatory, promoting the benefit of fathers' increased participation to students, as well as to the fathers themselves.
10. Organize and/or work with community volunteer networks and high school seniors to facilitate drop in sessions specifically geared toward fathers and their children.

In order to implement these recommendations successfully, HRA will need to engage with other implementing partners, government institutions, the private sector and donors to raise awareness about the findings of the study. While the project's focus will be improving its school-level and community interventions, in the long term, it is also important to advocate at the policy level; for example, for more equitable labor laws and workplace policies that will enable men to take a more active role in their children's education.

Background

Education Development Center, Inc. (EDC) implements the Honduras Reading Activity (HRA) (known in Spanish as *De Lectores a Líderes*), a five-year project funded by the United States Agency for International Development (USAID) aimed at improving reading outcomes for students in grades 1-6, while addressing the critical problems of poverty and violence facing Honduras.

USAID/Honduras prioritizes programming in two geographic areas, Development Objective 1 (DO1) and Development Objective 2 (DO2). Activities under DO1 are concentrated in high-density urban areas with notably elevated crime rates, including Tegucigalpa, San Pedro Sula, Choloma, Tela, and La Ceiba. Under DO2, activities strategically focus on the six western departments given the extreme poverty, undernutrition, and low education indicators in this geographic area. These departments include Copán, La Paz, Lempira, Ocotepeque, Intibucá¹ and Santa Bárbara.

In 2017, HRA conducted a Gender and Social Inclusion Analysis (GSIA) to inform the integration of gender equity and social inclusion throughout all aspects of the project. Several priority themes emerged from the analysis, presenting a bleak panorama of the overlapping risk factors that children and adults face within volatile environments in Honduras. Such risk factors include poverty, violence, migration, poor health, and patriarchal gender and social norms. During the GSIA, FGDs and KIIs also revealed the difficulty of engaging fathers in children's activities at school and in their education in general.

As a follow up to the analysis, HRA developed a Gender and Social Inclusion Strategy, which identified engagement with male caregivers as a key priority area. Research from developed contexts shows that the active role of fathers has been positively correlated with better educational outcomes for children, as measured by examination results, attendance, criminal behavior, quality of relationships, and mental health (Shelton, 2008; Cuttance & Thompson, 2008 as cited in Jyotsna and Pouezevara, 2016).

Furthermore, collaborating with an adult male in authentic reading and writing tasks also proved helpful in improving children's language skills (Ibid.). Men's equitable and engaged participation in childcare has also been correlated with greater cognitive development and academic achievement, better mental health, empathy, social skills, and lower rates of delinquency among boys (IPPF/WHR and Promundo, 2017). Additionally, this participation is associated with better language development and improved academic outcomes (Rowe, Coker, and Pan, 2004; Pancsofar and Vernon-Feagans, 2010; Malin et al., 2012 as cited in IPPF/WHR and Promundo, 2017, pg. 38).

Honduran Context

According to the 2018 Household Survey, 61.9% of Honduran households live in conditions of poverty (53% of urban households and 70.3% of rural households). Furthermore, 38.7% of households are affected by *extreme* poverty (23% of urban households, 58.9% of rural) (*Instituto Nacional de Estadísticas [INE], 2018*).²

The National Institute of Statistics estimates that 2,470,968 Hondurans are between 5 and 17 years old (27.4% of the national population). Of this group, 70.9% are students. The highest prevalence of child labor is found in rural areas; of 404,642 minors who work, 68.4% live in rural areas and 31.6% in urban areas (INE, 2018). Furthermore, of the 3,473,894 Hondurans between birth and 17 years of age, 66.7%

¹ The HRA is not implementing a direct intervention in Intibucá.

² According Honduras' National Statistics Institute, a Honduran household is considered to be poor if its revenue is below the cost of a basic basket of consumer items, which includes food and other goods and services. It is considered to be extremely poor if its per capita income is below the cost of the basic food basket. According the World Bank, extreme poverty in lower income countries is defined as living on \$1.90 a day or less.

live in households headed by biological parents and 25.1% live with heads of household who are relatives (INE, 2017); 66.4% of households are headed by men and 33.6% are headed by women. According to Figueroa Escobar (2018), the most common household structures in Honduras are biparental and extensive; however, during the period between 2001 and 2017, the number of single parent households increased; these households are generally headed by women. Male migration in Central America, Mexico and the Caribbean is a central factor influencing the high rate of female-headed households (Barker and Verani, 2008). Furthermore, personal remittances are an important source of income in both urban and rural areas, comprising 18.8% of GDP (World Bank, 2017).

In Honduras, women have more years of expected schooling than men (10.7 years for women and 9.8 years for men) (UNDP, 2018). However, only 46% of working age women are employed compared to 76.3% of men (INE, 2018). Honduran men between the ages of 35 and 44 represent the age bracket with the highest rate of participation in the workforce; 96.1% are working or actively looking for work. For women, the highest rate of participation is among individuals between 30 and 34 years (62.5%) (Ibid.).

According to the 2018 Household Survey, 12.8% of the Honduran population aged 15 and over is illiterate (INE, 2018). In rural areas, the illiteracy rate is 20.2%. Additionally, there are significant differences between age groups. For example, the illiteracy rate is 10.1% for Hondurans under 35 years old. However, 34% of Hondurans over 60 are unable to read and write (Ibid.).

Study Background

This section details the study purpose and design, research questions, methodology, sampling frame and sample size, data collection plan, and other information critical to implementing the primary data collection.

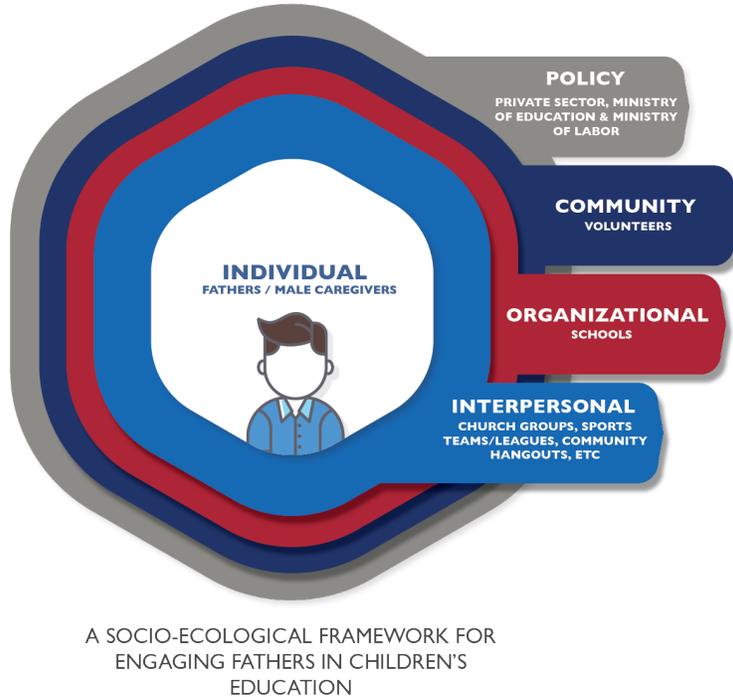
Study Purpose

As mentioned above, fathers' engagement in children's lives, particularly in their education, has been proven to have a profound and positive impact on their academic and social outcomes. However, the bulk of the research has been conducted in the United States and Western Europe. Therefore, HRA team was eager to delve into this topic in the context of Honduras in order to further inform the project's community level interventions, specifically, to provide recommendations that would improve fathers'/male caregivers' support for and engagement in children's learning outcomes, with a particular focus on reading. With the inputs from the study, the HRA Community Participation Specialist and Gender and Social Inclusion Specialist will develop a Male Caregiver Engagement Strategy and targeted/adapted activities under Result 4, which aims to strengthen parental and community engagement in order to improve learning and reading outcomes. The findings will also be used to inform other activities and results within the project results framework.

Framing the Research

To frame the study, including the research questions and subsequent discussion of the findings, HRA utilized the socio-ecological model³, analyzing the connection between the individual (fathers/male caregivers, mothers, teachers, and school directors), interpersonal (relationship between these key actors) and organizational (school) levels in order to make recommendations designed to target change at each level. The socio-ecological model was selected as a framework for the analysis as it considers how fathers and male caregivers are impacted by other actors within a larger system. This interconnectedness requires that change take place at various levels in order for it to be sustainable. See Figure 2.

Figure 2. A Socio-ecological framework for engaging fathers in children's education



Research Gaps

While the desk review offers insight into the impact of fathers' participation in caregiving on children's social and academic outcomes, certain gaps exist in the LAC region. Most importantly, more research is needed about the impact of fathers' participation in children's education in LAC, with specific attention to reading. Little is known about how fathers support their children's education in the region, the barriers that they face to increased participation, and the entry points that might facilitate more meaningful and consistent engagement. This study will explore these factors, providing useful inputs for future research in the region, as well as recommendations to inform HRA programming in school and community-level interventions.

³ This report utilizes the adapted socio-ecological model, which was developed by the Centers for Disease Control and Prevention for various health promotion programs.

Research Questions

The study was designed to answer the following research questions:

RESEARCH QUESTIONS

1. How do fathers and male caregivers support their children's education in Honduras?
2. What are the barriers that Honduran fathers and male caregivers face in participating in their children's education?
3. What are the entry points and activities that might be effective in increasing engagement and overcoming these barriers?

Methodology

Study Design

As part of HRA's planned Year 2 activities, the project team conducted a Male Caregiver Engagement Study, which utilized a mixed methods approach to answer the aforementioned questions on fathers'/male caregivers' participation in their children's education. The study included a comprehensive desk review followed by primary quantitative and qualitative data collection. The desk review helped to identify research gaps to be explored through the primary data collection. EDC also requested and received approval from its Institutional Review Board before commencing the primary data collection process.

For the purposes of the study, we defined *male caregiver* as a family member (uncle, older brother, grandfather, step-father) who lives with the child and assumes responsibility for activities and tasks that may be typically expected of a biological father, such as spending time with the child and providing financial support, among others.

Qualitative Study Design

Sample Selection

Schools from urban and rural areas were purposively selected from within the departments and municipalities where the project is working. Additionally, communities with large populations of Lenca, Garifuna and Maya Chorti were included, as these are the three main indigenous groups within the HRA areas of implementation.

Schools were selected from several of the targeted *municipalities* where the project works in DO1 - Tegucigalpa, San Pedro Sula, and Tela, as well as several of the targeted *departments* in DO2 - Copán, La Paz, and Lempira. Only schools receiving direct interventions from the project were included in the sample.

Once the schools were selected, the project presented a letter to the Ministry of Education's departmental directors in the regions selected for the study, asking them to send an official communication to the schools. After these letters were sent, the HRA Regional Community Participation Coordinators visited the selected schools, working with the school directors to obtain a list of enrolled students in Cycle I (grades 1-3) and Cycle II (grades 4-6). From this list, the study team used an application to randomly generate a list of 30 students. The project's Regional Community Participation Coordinators and Promotors then asked the school director for the contact information of

these students' caregivers: fathers, male caregivers and mothers, who were invited to participate in the FGDs. The Regional Community Participation Coordinators and Promoters contacted these individuals, explaining the purpose of the study and asking several questions to determine whether they met the inclusion criteria (their age and relationship to the child). Those that met the criteria were invited to participate in a FGD. Participants also received a personalized letter inviting them to participate in the study. The team oversampled in order to ensure there were sufficient participants who met the inclusion criteria, inviting a total of 15 participants with the aim to have eight to 10 for each FGD. When more than 10 people showed up to participate (based on time of arrival), the project team arranged a separate FGD with one HRA staff member; however, these groups were not included in the analysis, as they did not meet the established target number of respondents nor have sufficient support from trained data collectors.

Study Sample

The sample was comprised of 12 FGDs, eight with fathers and male caregivers and four with mothers. Each FGD was comprised of eight-10 randomly selected participants⁴. Selection criteria dictated that participants must be either: biological fathers living with their children, male caregivers (uncles, older brothers, grandfathers, stepfathers) assuming the role of a father figure and living with the children, or biological mothers living with the children. They also needed to have at least one child in Cycle I or Cycle II. Three of the FGDs with fathers and male caregivers were facilitated in schools that are part of the Intercultural Bilingual Educational Model implemented by the MOE.⁵ In these schools, the project did not ask participants about their ethnicity on the demographic forms; however, the schools were selected with the aim to purposefully include at least some members of two indigenous groups (Lenca and Maya Chorti) and Garifuna, based on the general characteristics of the school and community.

The FGD participants were selected through random sampling, as described above. While the sample cannot be assumed to be representative of the full population of HRA schools, the aim was to ensure that it included men and women who were representative of key groups⁶ within the project's area of influence.

Each FGD was comprised of three trained staff: moderator, note taker and observer. The FGDs with fathers/male caregivers were conducted by men and those with mothers were conducted by women. The HRA Regional Community Participation Coordinators/Promoters (and in some cases, Regional M&E Coordinators) acted as observers, taking notes on their observations related to the FGD to complement those recorded by the note taker. FGDs included adults across a range of ages. All participants were briefed about the purpose of the study and their right to informed consent. Additionally, the study team confirmed their consent for the FGD/interview to be recorded for transcription purposes. Short intake surveys were also used to collect demographic information about the FGD participants that was pertinent to the study. To show appreciation for respondents' participation, the project provided a meal at the conclusion of the activity. Childcare support was also offered to mothers (and fathers) who brought young children so that they could participate without distraction in the study.

4 One FGD with fathers and male caregivers from DOI only had five participants.

5 Quotes from respondents from these schools are denoted with 'EIB' for *Educación Intercultural Bilingüe* (Bilingual Intercultural Education).

6 Key groups include fathers and mothers from rural and urban communities from the departments of Francisco Morazán, Atlántida, Cortés, Ocotepeque, Santa Bárbara, Copán, Lempira and La Paz. Additionally, Lenca, Maya Chorti and Garifuna communities.

Table 2 Study sample by municipality and department

DOI / Municipality	School Director	Fathers/Male Caregivers	Mothers
Central District	2 KIIs	1 FGD	1 FGD
San Pedro Sula	1 KII	1 FGD	1 FGD
Tela	2 KIIs	2 FGDs (one Garifuna majority community and one mestizo)	---
Total DOI	5 KIIs	4 FGDs	2 FGDs
DO 2 / Department	School Director	Fathers/Male Caregivers	Mothers
Copán	2 KIIs	1 FGD (Maya Chorti majority community)	1 FGD (mestizo)
La Paz	2 KIIs	2 FGDs (one Lenca majority community and one mestizo)	1 FGD (mestizo)
Lempira	1 KII	1 FGD	---
Total DO2	5 KIIs	4 FGDs	2 FGDs
Total Sample	10 KIIs	8	4

The study also included 10 key informant interviews with school directors (two were vice principals), eight conducted with women directors/vice principals and two with men directors/vice principals. Two of the interviews were conducted with two people, the vice principal and a teacher. These interviews were used to triangulate the responses of fathers/male caregivers and mothers in the focus groups. The instrument employed many of the same questions but was shortened due to time constraints.

Table 3 details relevant demographic information about the FGD participants. A total of 71 men and 40 women participated in the FGDs. Of these 71 men, eight were caregivers, and two of the 40 women were caregivers. According to this data, men from both rural and urban areas had more years of education than women.

Table 3 Demographics of FGD participants

Total number of participants	
Men	71
Women	40
Rural	67
Urban	44
Total	111
Age (years)	
Rural	
Men	41.49
Women	37.50
Rural average	40.30

Urban	
Men	39.83
Women	33.85
Urban average	37.11
Years of education	
Rural	
Men	4.96
Women	2.40
Rural average	4.19
Urban	
Men	8.08
Women	6.85
Urban average	7.52
Illiteracy (%)	
Men	8.45
Women	20.00
Rural	19.40
Urban	2.30

Quantitative Study Design

During HRA's 2018 baseline reading assessment evaluation of grade 2 and grade 6 learners, the project integrated several questions into the student questionnaire, as well as the teacher and school director surveys, to gather students', school directors' and teachers' conceptions about parental participation in children's education/reading activities. The assessment was conducted in October 2018.

Study Sample

Select questions were integrated into the student context questionnaire administered to a representative sample of grade 2 and grade 6 students in HRA intervention areas. The sample was representative at the DO level and stratified at the municipal level in DO1 and the department level in DO2 and by sex of the learner. A three-stage random clustered sampling method was used to obtain a representative sample of schools: 82 randomly selected schools in DO1 and 142 schools in DO2. Random sampling was conducted at three levels: 1) school, 2) classrooms, and 3) student. In total, 1,200 grade 2 students and 1,180 grade 6 students were surveyed.

Additionally, questions were integrated into the school director and teacher surveys being administered during the baseline. Overall, in nearly every school sampled, the school director, and one grade 2 and one grade 6 teacher⁷ were interviewed. In total, 163 grade 2 teachers, 152 grade 6 teachers, 53 multi-grade teachers and 214 school directors were surveyed. Relevant questions integrated into the student context questionnaire, teacher survey and school director survey are analyzed and included in this report.

⁷ In some schools in DO2, during data collection, it was found that separate grade 2 and grade 6 classes did not exist; instead, teachers taught multi-grade classrooms. In these instances, the multi-grade teacher was interviewed for the study.

Table 4 HRA Baseline Reading Assessment Evaluation Sample (October 2018)

DO	Municipality or Department ⁸	Schools	Principals	Multi-grade Teachers	Grade 2		Grade 6	
					Grade 2 Teachers	Grade 2 Students	Grade 6 Teachers	Grade 6 Students
DO 1	Choloma	10	7	-	8	80	8	73
	Central District	32	13	-	12	256	13	255
	La Ceiba	8	10	-	10	61	9	63
	San Pedro Sula	19	18	-	19	153	19	146
	Tela	13	29	-	32	103	29	103
DO 1 Total		82	77	-	81	653	78	640
DO 2	Copán	30	27	14	13	113	12	113
	Intibucá	27	27	6	19	107	20	104
	La Paz	15	14	7	7	58	8	60
	Lempira	31	31	10	21	120	21	122
	Ocatepeque	19	18	11	8	70	8	66
	Santa Bárbara	20	20	5	14	79	15	75
DO 2 Total		142	137	53	82	547	84	540
Overall Total (DO 1 & DO 2)		224	214	53	163	1200	152	1,180

Data Collection Tools

Qualitative Tools

Several tools were used to conduct the qualitative data collection, including the FGD and KII protocols and questions and a demographic form. These tools can be found in the annexes. Before the FGDs and KIIs were conducted, the team facilitated cognitive testing on the FGD tool to determine whether respondents understood the questions as intended and to validate the protocol (guide). This consisted of several interviews with fathers/male caregivers and mothers from the target population (disaggregated by sex). The protocol and questions were then adjusted, as needed.

The demographic form was programmed into password protected tablets using SurveyToGo software and was completed by FGD participants with support from the project staff at each site; the form included fields for age, sex, level of education, number of children, children's ages, employment status, etc.

The recordings and notes from the FGDs and KIIs were transcribed by three transcribers. All data, including FGD transcriptions and analysis, are stored in a secure database that is password protected to

⁸ Sample is stratified by municipality for DOI and department for DO2.

ensure data security. All data provided by fathers, male caregivers, mothers and school directors will be kept confidential and only be used for activities related to the project, such as planning, conducting trainings and project evaluation. When used to communicate and report findings, data will be anonymized so that no individual can be identified.

Quantitative Tools

The quantitative data collection consisted of select questions being integrated into supplementary surveys administered during HRA's baseline grade 2 and grade 6 reading assessment evaluation. Specifically, questions were integrated into the student context questionnaire administered with a random sample of grade 2 and grade 6 students in HRA intervention schools; a teacher survey administered with grade 2 and grade 6 teachers; and a school director survey administered with school directors of the randomly sampled schools in the baseline. These questions are included in the annexes.

Study Limitations

One limitation of the study is that the sample did not include fathers, mothers and school directors from all 18 departments of Honduras nor all of the project's areas of intervention, though it covered several. Secondly, some important themes pertaining to male caregiver engagement may not have been captured due to the size of the selected sample. Furthermore, given that purposeful sampling of schools was used, generalizations cannot be made beyond those interviewed in the FGDs and KIIs. Additionally, though fathers were selected through random sampling at the school level, the oversampling method suggests that there were fathers who chose not to attend the FGD, possibly representing the hardest to reach group whose perspectives were not included in the research. And finally, the FGD and KII protocol did not include questions about students with disabilities, though it is possible that some of the fathers and mothers who participated in the study had children with a disability.

Desk Review

Key Findings

Fatherhood

Fatherhood is defined by diverse social constructions (Barker and Verani, 2008). About 80% of men and boys will become fathers at some point in their lifetime, and many more will have a meaningful connection with a child or with the care of another member of the family (IPPF/WHR and Promundo, 2017, pg. 11). Additional caregiving roles assumed by men include teachers, coaches, and members of families (brothers, uncles or grandparents), stepfathers, and adoptive or foster parents.

Relationships between a father and his children can be positive or negative, and fathers may live with their children or apart. More recently, researchers and implementers have begun to differentiate between the functions of biological fathers and 'social fathers', other individuals who assume caretaking roles. However, much of the research in the LAC region has focused on biological fathers in two-parent families (Barker and Verani, 2008).

Goldman (2005) defined an engaged father as someone who, 'has a relationship with his child and at the same time is described as being sensitive, affectionate, warm, nurturing and encouraging, close, friendly, supportive, intimate, comforting and accepting' (as cited in Mathwasa and Okeke, 2016, pg. 231). Engle and Breaux (1998)'s international review mapped three domains of fatherhood: father and child interaction; the father's availability to spend time with his child, and assuming paternal responsibility, including the provision of economic support (as cited in Barker and Verani, 2008, pg. 27). According to

Barker and Verani (2008), these are reasonable measures to apply to the LAC region, particularly ‘because they combine both gender equity (that is the need for fathers to assume caregiving and financial responsibility) and the role of fathers in promoting child development and child well-being,’ (Ibid. pg. 25). This also aligns to the model proposed by Lamb (1987).⁹

Research suggests that the amount of time fathers spend with children is less important than their ability to communicate and bond with them, as well as the father’s level of education and cognitive skills (Barker and Verani, 2008). Furthermore, researchers suggest that fathers’ participation should be evaluated both individually and in the context of their relationship with the mother or other caregivers (Ibid.). Another source indicates that how and to what extent men assume an active parenting role is impacted by several factors, particularly level of income and education, relationship with the mother of their child, the relationship they have/had with their own fathers, the ages of the child and the father, and personal beliefs about gender roles (Barker and Verani, 2008).

There is a growing interest in fatherhood in the LAC region; however, few studies have investigated fathers’ participation in children’s development, which has been more widely researched in Western Europe and North America (Ibid.). One study researched masculinity and sociocultural factors associated with fatherhood in Honduras, El Salvador, Costa Rica and Nicaragua. According to this study, Central American fathers’ conceptions about fatherhood typically fall into three groups: traditional, modern and fatherhood in transition. In the traditional grouping, conceptions are based on the biological differences between men and women, with fathers fundamentally viewed as economic providers and disciplinarians as the head of the family structure. Under the modern grouping, the conception is that the provider role is equal to that of caregiver, with both roles being perceived as important. Additionally, caring for the children is perceived to be the responsibility of both parents, not just the mother. Finally, the grouping of fatherhood in transition refers to fathers whose attitudes and behaviors are a mix of both previous groupings but shifting toward a more modern perspective. The researchers found that 50.67% of men included in the study exhibited traditional perspectives, the highest being in Honduras (62.42%). However, men between 20 and 49 years of age tended to have more transformative views about their role as fathers (Hegg et al., 2005; Hegg, 2004).

Benefit of Men’s Participation in Caregiving

Research suggests that fathers are important to children’s development, not because of their sex but rather because having more caregivers is positive for children’s growth. Engaging with fathers in caregiving and parenting tasks has positive implications for children, for these children’s mothers (even if they are no longer in a relationship with the father), as well as for the men themselves (IPPF/VHR and Promundo, 2017).

A few studies from the LAC region suggest that father engagement may have similar benefits to that observed among North Americans and Western Europeans (Barker and Verani, 2008). Moreover, engaged fathers in LAC report that their relationship with their children adds significant meaning to their lives and represents one of the most meaningful roles and relationships that they have experienced during their lifetime (Lyra, 2002, as cited in Barker and Verani, 2008, pg. 43). Qualitative studies in the United States and Brazil found that some young men in low-income settings reported that fatherhood and subsequent time spent with their children influenced their decision to leave gangs and disengage

⁹ Lamb et al. (1987) outlined three core domains of father involvement: accessibility, engagement, and responsibility. Accessibility signifying emotional and physical availability; engagement referring to interaction with the child in one-on-one activities; and responsibility referring to decision-making related to the child and providing economic support to the family (as cited in Charles et al., 2016, pg. 329).

from other illicit activities (Achtaz and MacAllum, 1994; Barker, 1998, as cited in Barker and Verani, 2008, pg. 43).

Father's Engagement in Education

According to a meta-analysis of 66 studies from the United States (US), LAC, Asia and Europe, the association between father involvement and the educational outcomes of youth overall is significant statistically for urban students (Jeynes, 2015), though father engagement has a greater association with child behavioral outcomes and psychological measures than it does with academic achievement.

Research in LAC has focused on men's roles and caretaking responsibilities and engagement during early childhood but less is known about how men support their children's education in the region. According to the UNICEF Multiple Indicator Cluster Survey, 6% to 36% of fathers in LAC are involved in learning and school readiness activities for their children 3-5 years old.¹⁰ Depending on the country, mothers' involvement varies between 31% and 82%. There are also marked differences between wealthier and poorer households. In Honduras, 23% of children aged 3-5 are engaged with their father in learning and school readiness activities in the wealthiest households and 16% in the poorest (Ber, 2017). However, these findings do not shed much light on how fathers participate directly in their children's learning, particularly after they have started school. In addition, various studies in Latin America confirm that fathers are more likely to be involved with recreation and play activities than in caregiving or in the education of children (Rendón, 2000, as cited in Barker and Verani, 2008, pg. 27).

Barriers to Men's Engagement

Due to traditional gender roles and social norms, men in LAC tend to invest less time than women in caregiving tasks and domestic work (Santos, 2015). For example, a qualitative study conducted with men who assume nontraditional caregiving roles in Brazil, Mexico and Chile revealed that the men undertook these roles due to unique circumstances rather than intentional support for more equitable gender roles (Kato-Wallace et al., 2014, as cited in IPPF/WHR and Promundo, 2017, pg. 23). Over the last 25 years, gender roles and social norms in the family structure in LAC have changed, including a declining birth rate and more participation of women in paid work (Barker and Verani, 2008). However, women's increased workforce participation has not reduced their domestic burden, which includes the care of children, the elderly and people with disabilities. In all countries in the region, women dedicate more than twice as much time as men to unpaid domestic work (IPPF/WHR and Promundo, 2017, pg. 17). In LAC, the gender gap in the distribution of unpaid labor is decreasing, but at a slow rate. For example, only 3.2% of working age men report being outside of the paid workforce to provide care compared to 50% of women (IPPF/WHR and Promundo, 2017, Executive Summary pg. 1). In Honduras, women assume the main responsibility for their children's health, education, and wellbeing; the caregiving aspects of parenting in Honduras are considered "female" tasks. By reinforcing gender norms, the "machista" culture sets expectations for the roles and responsibilities of women and men in the family, workplace, and society (Manjoo, 2015).

Furthermore, social norms continue to perpetuate the conception that men's principal role is to provide economically for the family and act as the central disciplinary figure, and laws, systems and institutions continue to promote a gendered division of labor. Research in the LAC region indicates that employment is a key component to men's social identity, and stable employment is often a requirement to get married or start a family (Lyra and Medrado, 2002; Chevannes, 2007, as cited in Barker and

¹⁰ For example, in some countries this engagement is as low as 6% (Dominican Republic), and in others, as high as 36% (Uruguay).

Verani, 2008, pg. 17). According to a survey of Central American men, 78.4% agreed that men's main responsibility as a father is to contribute money to the household (Hegg et al., 2005). In many LAC countries, fathers do not have the same benefits as mothers in the workplace (paternity leave, for example), and long hours often make it challenging for them to assume an equitable share of caretaking responsibilities (ILO and UNDP, 2013 as cited in IPPF/WHO and Promundo, 2017, pg. 43). According to research from Brazil and Chile, between 55% and 61% of men felt that they did not have enough time to spend with their children due to work, and between 62% and 80% agreed that their caretaking role was that of a helper; in other words, their partner managed the caretaking role with their support (Barker and Aguayo, 2011, as cited in Aguayo, Barker and Kimelman, 2016). In Honduras, fathers do not have paternity leave (*Organización Internacional del Trabajo*, 2018).

Primary Data Findings

The analysis of the primary data includes both quantitative and qualitative findings. The quantitative findings are drawn from the student, teacher and school director surveys that were administered with the project's reading baseline assessment conducted in October 2018¹¹, specifically the questions on parental participation, home environment, and student/teacher practices. The qualitative findings are derived from the FGDs and KIs conducted in February and March 2019. For the purposes of the analysis and discussion, the findings are organized by the study's three key research questions.

Key Research Question I: How do fathers and male caregivers support their children's education in Honduras?

During the FGDs with fathers and mothers conducted as part of the qualitative research for this study, participants described their conceptions of fatherhood, which were consistent with the secondary research in the region on prevailing gender roles and social norms. For example, men are expected to provide for the family financially, as well as to discipline the children. However, the father figure is not always the only economic provider, as mothers also work outside the home, especially in urban areas. There are also fathers who provide more hands-on care for their children in the absence of the mother, though more research is needed to explore this further.

According to fathers, mothers and school directors included in the study, being a father comes with a certain level of responsibility to ensure that children are healthy, clothed and educated. Furthermore, many fathers discussed the importance of setting an example for their children, instilling certain values from an early age and educating them at home. Several fathers reflected on what fatherhood meant to them personally, as well as what they felt children needed to thrive.

From birth or perhaps from when they are in the mother's womb, children need the affection of a father. As they grow up, they need food, health, education, both social and spiritual. Apart from that, when they're of school age, I should assume the responsibilities as a parent to put them in school, to participate in school meetings and activities, giving them whatever is in my reach so that they have a better education. –Father, La Paz (DO2)

Being a father is a great responsibility, but most of all, fathers have to be willing to be parents, to want to do things well. Being a father is not only going to work and saying to the wife or the family, here is the money for food... If the mother does not have the time to bathe the children, you have to wash dishes

¹¹ Full analysis and results can be found in the baseline assessment report. The questions specific to the study are included in the annexes of this document.

or be involved in everything, and that only happens when you have the willpower to do it. –Father, San Pedro Sula (DO1)

So how do Honduran fathers and male caregivers support their children's education? According to the quantitative data, the greatest form of support is financial, with 59.6% of students reporting that fathers support their education through the provision of uniforms, school supplies and materials. This is a finding supported by the secondary research in the region. Additionally, students across DOs reported greater participation of mothers than fathers in every other category of educational support. However, it should be noted that some fathers are directly engaged in their children's education, though the surveys did not ask about the quality or frequency of this support, just as it was not explored in depth during the FGDs. Between 34.8% (students in DO1) and 27.6% (students in DO2) of students reported that fathers helped with homework and studies, and of the 71 fathers and male caregivers that participated in the FGDs, roughly half affirmed that they do actively support their children's education. The most common ways include asking about homework, checking homework, providing direct homework support, reading with their children, and dropping their children off and picking them up from school. Some fathers also described spending time with their children in the evenings after work and on weekends, and others engage in different bonding activities, such as playing sports, watching TV, talking together, and drawing.

The identification of these activities is important because it offers additional entry points to connect with fathers in order to encourage and empower them to intentionally and effectively support children's school learning. However, the collected data could not provide clear conclusions about how consistently (frequency) fathers do these things with their children or the quality of this support, though many fathers and mothers reported that fathers spend more time with their children on weekends, particularly Saturday afternoons and Sundays. Several mothers mentioned that their husbands were better equipped than them to help their children with homework, especially with math. In some cases, both parents provide support or complement each other, depending on their schedules and levels of education.

Several fathers also reported encouraging their children to work hard in school, as they hoped they would have a better future.

I talk with my children. I tell them, 'You have to study. What I could not achieve, you will do it. I only reached fifth grade. You can do more than I did.' I talk to them so that they understand why it is important ... I tell my children, 'Study, pay attention, and tomorrow you will benefit from your education.'
–Father, Central District (DO1)

I tell them, 'You have to go to school, you have to study because I do not want you to suffer what I suffered.' My goal is that my children will not suffer as I do, working in the sun, earning 100 lempiras¹² for a job, so they can have a better life. –Father, Copan Ruins EIB (DO2)

In addition to engaging in educational activities, some fathers mentioned the importance of supporting their children's education in more nuanced ways, such as ensuring they arrive at school on time or aren't overburdened with chores at home.

I also think that getting to school early, because there are children who lose up to an hour of class and that does not contribute to learning, while other children have already advanced during that time. Another thing is not to take their time at home, because sometimes (parents) give them a lot to do. Sometimes you forget that they are a child and you give them chores. –Father, La Paz (DO2)

¹² At the time of this report, 100 lempiras is the equivalent of about \$4.00 USD.

While some fathers already support their children's education in the ways outlined above, many fathers and male caregivers in the study indicated an interest in doing so more actively.

I never studied professionally... let's say if they assigned homework to my son or daughter, and I look at it and say, 'Son, did you do the homework?' and I see that he did not understand it, then I have to ensure he understands the homework. But if I do not give importance to what he was assigned, knowing that it will help him learn to read and write, then how will he learn? Then to avoid that, it entails doing our part so that our children can read and write, but if we do not give our part, then they will never learn to read and write. –Father, Central District (DO1)

Engagement in Education and Literacy

According to students' reports in both DOs, mothers' help with homework was reported at higher rates than fathers' help. Figure 3 depicts all responses¹³ by types of support.¹⁴ According to the student surveys, 59.6% of students reported that fathers support their education financially through the provision of school supplies, uniforms, school fees, food, etc. To a much lesser extent, students reported that fathers help with homework, encourage them to get good grades, read with them, attend meetings at school, and drop them off and/or pick them up from school. This data supports the findings from the FGDs and KIs, as well as secondary data about the expectation that fathers should provide financially for their families. Between 34.8% (students in DO1) and 27.6% (students in DO2) of students reported that fathers helped with homework and studies. Furthermore, roughly half of the 71 fathers and male caregivers who participated in the FGDs affirmed that they actively participate in their children's education. However, while these percentages may seem better than expected, it is important to note that the surveys and FGDs did not ask about the quality or frequency of this support. In DO1, more than half of surveyed students responded that their mother helped with homework and studies; this was less common in DO2, where only a third (36.8%) of students indicated that their mother helped with homework and studies. In DO2, the most common response for how mothers supported their children's studies was through financial support (41.8%).

Roughly two-thirds of students said that someone reads aloud to them at home, usually their mother or a sibling (32.4% reported the mother; 25.2% reported a sibling; 12.9% reported the father). Responses were similar when analyzed by DO. Slightly more learners in grade 2 (69.3%) reported that someone read aloud to them at home compared to Grade 6 (64.9%). Additionally, very few learners reported that their parents read with them, and even fewer reported that fathers read with them (7.7%). Interestingly, in DO2, more students reported that fathers attend meetings at the school and provide financially for their children's schooling than students in DO1, though fewer report that fathers provide support with homework. This may be due in part to lower levels of education in DO2, and work schedules may provide fathers in rural communities with more control over their time and therefore their ability to attend school functions.

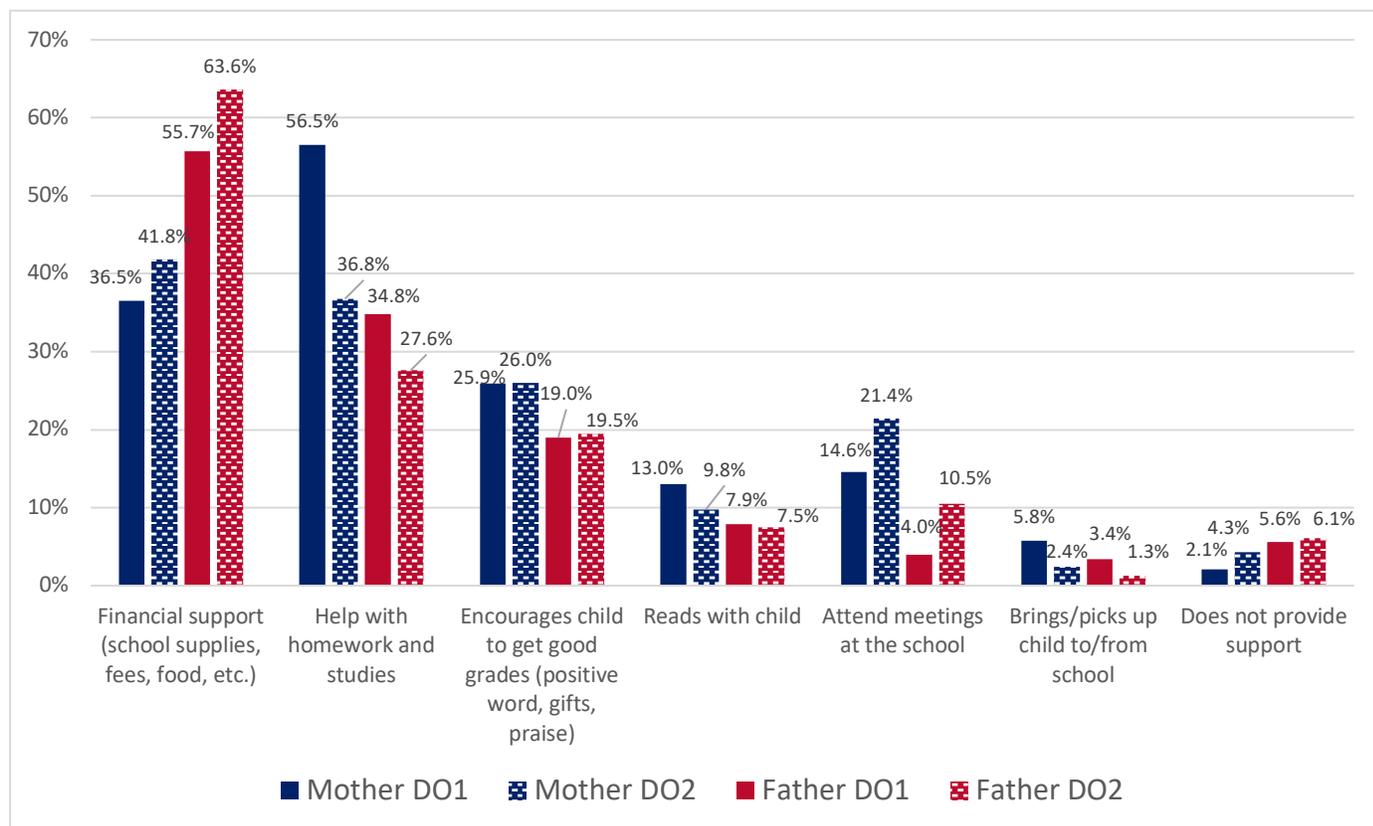
As explored later in this report, fathers and male caregivers in the FGDs mentioned that low levels of education and/or illiteracy (in a few cases) was one of the barriers to their participation in their children's education. However, according to student context surveys, the large majority of students in grades 2 and 6 reported that both their parents were literate. Analysis by DO showed that mothers and fathers in DO1 were significantly more likely to be literate than mothers and fathers in DO2. In DO1,

¹³ Students who responded "Do not Know" or "No response" are excluded from the percentages presented in these paragraphs. Additionally, students who indicated that their mother/father were not present were excluded.

¹⁴ This question was a multiple response. Students were allowed to list as many ways their parent support them in school. As such, the responses will not add up to 100%.

95.4% of students reported that their mothers were literate compared to 84.6% in DO2. Similarly, for fathers, 94.3% of learners in DOI said their father was literate, compared to 84.8% in DO2.

Figure 3 Percentages of students reporting various forms of parental support to education



Monitor Homework

While school directors, mothers and fathers who participated in FGDs and KIIs agree that mothers are generally more directly involved in their children’s education than fathers, both at home and at school, fathers also report being involved, though to a lesser extent. This supports the findings from the quantitative data displayed in Figure 3. These activities are explored in more detail here and include the following: monitoring homework, providing direct homework support, and engaging in reading and literacy activities.

In the FGDs, the most commonly reported activity was monitoring homework.

As for the children, I keep an eye on them, in terms of homework more than anything, as they like to play. Sometimes they stop doing their homework in order to go play; and to look out for (my son) every day that there are classes at school. –Father, Copan Ruins EIB (DO2)

Children sometimes say they have homework and will do it but go play and get distracted. At the end, they rush to do the homework and do not do it well. When the teacher reviews it, they will do poorly. But it may be our problem; it may be that we should dedicate more time to ensure they do it, even if you are watching them do it but do not understand much, which has happened to us, but we ensure they are completing it. –Father, La Paz EIB (DO2)

You say, 'Shoot, the children are coming back from school.' You have to get ready. If you didn't do this homework, you need to do it. It's your child and you have to do it, you feel an obligation to push them. That's why the father has to be responsible in that. –Father, Copan Ruins EIB (DO2)

A few fathers mentioned that the approach they took with their daughters was a bit different than the one they took with their sons; however, most fathers did not differentiate.

Not all children are the same. For example, my daughter says, 'Daddy, they gave me this assignment. Help me.' With my son, if they gave him homework, he won't say anything because he doesn't really like school. I have to ask him. It depends on each one, if they are motivated to learn and keep up with their homework. –Father, La Paz (DO2)

We have to observe our children well. In this case, the boy does not like to read many books, so what I do is different ... one has to focus on what the son likes the most because not all of them are the same. –Father, Tela EIB (DO1)

Direct Homework Support

According to the quantitative data, 31.2% of students reported that fathers help with homework and studies (see Figure 3 above). Some fathers in the FGDs also reported that they provided direct homework support, though they were not asked about the frequency or quality of this support. While providing direct homework support implies greater engagement in the learning process than reviewing homework assignments, it is still important to ensure that homework is completed as a first step. According to the demographics collected from the FGD participants, as well as national data, urban fathers have more education than fathers from rural areas. This was also reflected in the data collected in the student surveys. Additionally, men in the FGDs had higher levels of education than women across DOs, though this does not correlate with national data. Several fathers from DO1 described in more detail how they provide direct homework support.

(Being a father) is something inexplicable, you feel happy... right now, I spend more time at home than I do at work. I spend a lot of time with (my girls) doing homework. I help them but there are things that I do not understand so we wait for their mother at noon. –Father, Tela (DO1)

Furthermore, a few fathers in DO1 reported using positive reinforcement to encourage their children to do well in school.

I think it is important to dedicate the time they need, always be aware of their homework. We do it at home when I arrive at night, because in the morning when she gets up I have already left for work. I ask her how school was, and maybe it was not the best and she says, 'Fine', because sometimes the child tries to hide some activity or experience. Maybe we should not settle for that, but to dig a little more into what specific activities they did and what they had difficulties with and what they did well. I think that in my case, I celebrate a lot when she is doing excellent, and when she does not do well, I think it is normal to express less. –Father, Tela (DO1)

I give my children an incentive every time they bring me grades. I give them a gift if they get good grades; I encourage them. –Father, Central District (DO1)

For a select few, being the sole caretaker pushed them into more active participation in their children's education, which is a finding supported by secondary research.

In my case, I have had to be with my son, pick him up, take him to school, go to the school, be aware of the homework. I made friends with the teachers. When he comes, I check the whole backpack. Every day I review my two sons' notebooks. I go to school and ask the teacher how everything is going. The

mother has not been with them, and I think that has affected them more. When one goes to the US everything changes, the education of your children is different. –Father, Tela (DO1)

When fathers are unable to help their child with an assignment, some mentioned using the internet to look up the answers (at home or in an internet café) and others asked their partner, family member or friend for help.

We compared homework answers with a group of mothers or fathers to check to see if the answers were different or if there were mistakes. – Father, San Pedro Sula (DO1)

In some cases, they may even ask the teacher.

When the children tell you that they have homework, and I cannot find the word or the question that I have to ask, I tell them I'm going to ask the teacher. Then you go talk to them about the question, get the explanation of what to do... then my child completes the homework with my help. –Father, Copan Ruins EIB (DO2)

Reading and Literacy Support

As mentioned above, only 7.7% of students reported that fathers read with them and 12.9% reported that fathers read to them as opposed to mothers (32.4%) or a sibling (25.2%). However, some fathers and mothers in FGDs mentioned this as an activity that fathers engage in with their children, either encouraging them to read a book or by reading with them, though they were not asked about the consistency of this practice. Fathers from both DO1 and DO2 also described obtaining reading materials and books for their children, when possible.

Sometimes you obtain books for them, storybooks, history books, books about animals. On the weekend I tell them, 'Read a book.' –Father, Copan Ruins EIB (DO2)

More than anything, to help them with their homework, as others have said. If they can't read, then give them a bit of guidance on how to do it ... you have to grab a book too, almost to encourage them, so they gain speed. –Father, La Paz (DO2)

Other fathers described engaging in different literacy activities to help their children learn to read.

I have them read at home and buy reading books, not cartoon books. We have a blackboard, and I have my son write on it using the period, comma, and proper capitalization, because now my son does not know any of this. –Father, Tela (DO1)

Well, it depends on the creativity of the father and the mother, because there we play an equal role. At home we help our children learn the letters and to pronounce some words, to try to help them to learn to read. –Father, Copan Ruins EIB (DO2)

You have to motivate your children to read. It has to be something very interesting, something that awakens the notion of reading. Because if they read it is out of obligation; if they read, it's because they have to do an assignment, but of their own will, there is no such culture. You have to encourage them... –Father, Central District (DO1)

I always help them with spelling. In the case of third grade, sometimes they confuse some letters, the "b" and things like that. –Father, La Paz (DO2)

Some fathers and mothers described how fathers support their children's literacy in the early grades through activities such as teaching them how to hold the pencil and the alphabet, reading with their child or having their child read to them and helping them improve their spelling.

What I do with my daughter in kindergarten is teach her to do the homework, if she cannot, I hold her hand to teach her how to hold (the pencil) so she can practice and do the homework. – Father, Copan Ruins EIB (DO2)

I have a child in first grade. He is now learning with the Nacho book and sometimes his father asks for the book and starts studying with him. –Mother, Copan Ruins (DO2)

A few fathers in DO2 mentioned challenging their daughters with reading assignments to improve their comprehension.

I downloaded the Honduran Constitution and gave it to her to read so if at any time they ask her about it at school, she will already have an idea of how to answer... –Father, Lempira (DO2)

My daughter likes reading a lot. I have several books; I give her some reading to do, and she understands a little bit of what she reads. She reads books at the seventh grade, eighth grade, and ninth grade levels. I sometimes tell her to read and then ask what it means, what she understood. Then she tells me, which is sometimes right or sometimes I have to explain what it means. –Father, La Paz (DO2)

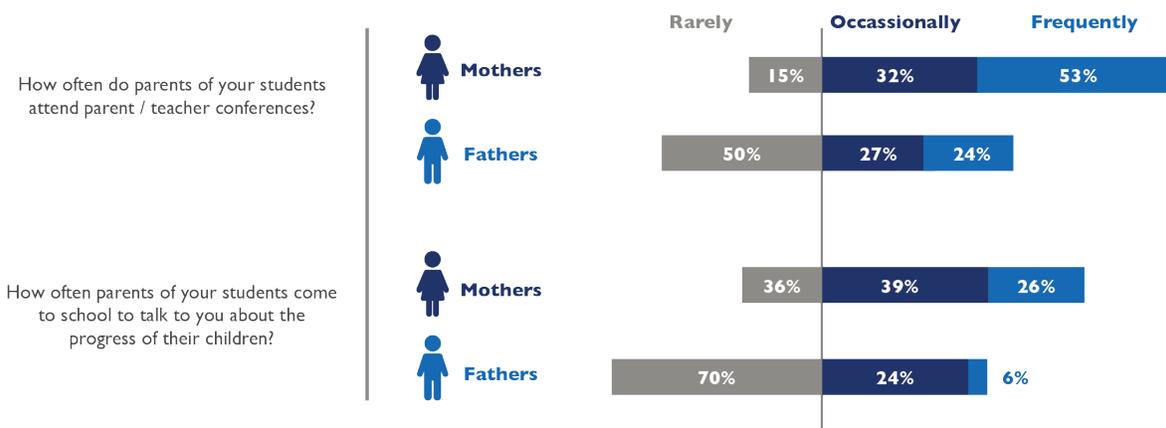
School Directors' and Teachers' Conceptions About Fathers' Engagement

A total of 214 school directors and 378 teachers from grade 2 and grade 6¹⁵ were surveyed in 224 sample schools in DO1 and DO2 about their satisfaction with mothers' and fathers' engagement in their children's education. School directors in both DOs reported higher levels of satisfaction with mothers' involvement (Parent Association [PA] or non-PA) in their children's schoolwork than fathers' involvement. Overall, 74% of school directors in DO1 and 89.9% of school directors in DO2 were either "very satisfied" or "satisfied" with the level of participation of mothers, while only 46.8% of school directors in DO1 and 70.1% of school directors in DO2 were either "very satisfied" or "satisfied" with the level of participation of fathers. Interestingly, this corroborates the finding from the student surveys, where students in DO2 reported higher participation of fathers in school meetings. It should be noted that school directors from DO2 schools were significantly more satisfied with parental involvement for both fathers and mothers than school directors from DO1 schools. It is also possible that dominant gender norms dictate lower expectations for fathers' participation and therefore a lower bar for "satisfaction".

Additionally, 85% of teachers reported that mothers either "frequently" or "occasionally" attended parent/teacher conferences, while only 50% of teachers reported that fathers attended parent/teacher conferences "frequently" or "occasionally". Similarly, 64% of teachers reported that mothers either "frequently" or "occasionally" come to school to talk about the progress of their children; while only 30% of teachers reported that fathers did (see Figure 4 below).

¹⁵ In each school, one grade 2 and one grade 6 teacher were surveyed. In some cases, in multi-grade schools, the same teachers taught both grades; as a result, the teacher was only surveyed once.

Figure 4. Teachers' Perception of Mothers' and Fathers' Participation in their Child's Education (n=378)



While some fathers in FGDs reported that they are involved in educational activities at home, their participation is generally invisible to school directors and teachers, as most do not participate frequently in activities, events or meetings held at the school. For example, 4% of students in DO1 reported that their fathers attend meetings at school and 10.5% of students in DO2 reported the same.

These findings were corroborated during the FGDs and KIIs, as mothers, fathers and school directors said that mothers are more likely to attend school functions than fathers, often because fathers are working when these events are scheduled. This is further explored under Key Research Question 2: What are the barriers that Honduran fathers and male caregivers face in participating in their children's education?

The truth is that the participation of fathers and male caregivers is very limited; the majority of those who attend meetings and who come to ask for information are women. Sometimes fathers only drop their children off at school, and the few fathers that come say, 'No, teacher, it's because I have to work and all that, because if I do not work what will we do?'. –School Director, San Pedro Sula (DO1)

Not even the fathers have the habit of reading and as I say, they do not sit with the student, with their child to talk or to read with them. –School Director, La Paz (DO2)

However, several school directors admitted they had not analyzed the situation carefully, as they had grown accustomed to working with mothers.

We are always (working) with the mothers. As long as there is a guardian (for the student), it does not matter whether it is the mother or father. We had not classified this situation before. Ninety percent are mothers, and if fathers come, they're dropping off their child in a car and leaving. –School Director, San Pedro Sula (DO1)

As evidenced in some of the FGDs and KIIs, school staff continue to perpetuate gender stereotypes when engaging mothers and fathers in support of their children's education. For example, mothers may be asked to help with food preparation in schools where children receive a snack (*merienda*), and fathers may be asked to help with the upkeep of the school's infrastructure. However, staff may perceive fathers and mothers as a source of labor for the school but be less inclined to welcome their participation in educational activities; many mothers and fathers also see themselves limited to these roles. All three groups of respondents indicated consensus around the conception that men can and should provide manual labor for the school, as needed. According to school directors, fathers are more

likely to show up for special events or to support building or construction projects at the school than they are to attend meetings, which might be an effective entry point to increasing their participation in more direct educational support.

In terms of meetings, very few fathers participate, but they do participate in construction. For example, right now they are building a septic tank at the school because the previous one is damaged, and the majority of fathers have been involved in the work. In education, few fathers come to ask how their child is doing or if they bring their homework. On the other hand, there are mothers who do. –School Director, Lempira (DO2)

I could say that very few (fathers) are involved, but of the fathers that we have had close, help with work around the school, exhibitions, cultural fairs. We have a few fathers that come consistently. Anytime that we call them, they come but the participation is minimal ... they came and helped us with painting last year. –Vice Principal, Tela (DO1)

In some cases, fathers may be engaged by school staff as the disciplinarian or authority figure.

However, we have noticed that when fathers visit the school, the children are more attentive and behave better. I told them in a School for Parents session that it is important that they visit when we have a disciplinary or attendance problem, or if the students do not want to work in class. –School Director, San Pedro Sula (DO1)

While some fathers seemed to accept these roles...

I would be more involved in activities that the teacher said, 'You're Joshua's father', to do activities in conjunction with the teacher. For example, the parents had to paint the school. Together with the other parents we painted and swept. That way we are participating with the teacher for (the benefit) of the children. –Father, Tela (DO1)

... others expressed a desire to be involved in more meaningful ways.

The school does not provide support to the fathers; we support the school. The director only calls us when we have to haul stones or paint something, activities that the men do exclusively. They don't include us in other activities, other than hard labor. If I am asked to come, I know it is to haul dirt. It's better to pay a boy to come in my place so I don't miss a day of work. But if I know it's an activity exclusively for my child and I, then I will definitely come. –Father, Central District (DO1)

Furthermore, while school staff acknowledge the central role that mothers play in the education of their children, some are more skeptical about the participation of fathers.

The mother is responsible for the children. Even though the father lives with the children, she is the one who picks up the grades; she attends everything at school. So, I think that this work continues to be given to the mother, as the woman does not work (outside the home); the mother attends the sessions and all the work of the school. –School Director, Tela EIB (DO1)

They have (in mind) that the father has to do construction and heavy things, and the mother takes care of the children; that's why fathers have come (to do construction) but not to meetings. –School Director, Central District (DO1)

It's mothers who push them to write and read well. If there is a father, it is because he is a teacher, maybe ... for example, we have seen the man who works in the cafeteria get involved with his child and the other gentleman also ... but I cannot say that (fathers) are readily striving to (help them) read. –Vice Principal, Tela (DO1)

A few school directors in DOI mentioned that family disintegration negatively impacted students' home environment citing cases of a parent that had emigrated to Spain or the United States to work and left the children with a family member. Additionally, one school director mentioned that children were often left alone at home or in the care of an older sibling or neighbor while their mother (or father) worked.

They arrive home alone and are looked after by a neighbor. What do these children do in the afternoon? No adult is encouraging them to do their homework, to read, because they are practically alone. –School Director, San Pedro Sula (DOI)

In **summary**, findings from both the qualitative and quantitative research show that mothers are more actively engaged in their children's education than fathers. This finding is closely aligned to gender stereotypes about men's and women's caretaking roles, which is supported by the secondary research. However, it is important to note that some fathers in the FGDs affirmed that they do support their children's education, particularly at home, which may explain why school directors and teachers are less convinced that fathers play a meaningful role in helping children learn, as this participation is not as visible. According to the quantitative analysis, fathers' greatest form of support is financial; however, students also reported that fathers provide support with homework, but to a lesser extent. The following four activities are the most common ways that fathers and male caregivers participate in their children's education, though more research is needed to determine the quality and frequency of this support, as the quantitative analysis indicates that the levels of direct support are relatively low, especially compared to those of mothers:

- Financial support
- Monitor homework
- Direct homework support
- Reading and literacy support

Key Research Question 2: What are the barriers that Honduran fathers and male caregivers face in participating in their children's education?

According to the qualitative research, Honduran fathers and male caregivers face the following barriers to participating in their children's education: lack of time (due to work), economic difficulties (unable to provide financially for children to attend school), and lack of commitment. Additionally, low levels of education/illiteracy, scarcity of books and other reading materials, and new teaching and learning methods that fathers are unfamiliar with also pose barriers, particularly to fathers' engagement in literacy activities. These barriers were not explored in the quantitative research; however, several of the reported barriers are supported by findings in the secondary research that has been conducted in other contexts. For example, lack of time and commitment are barriers that have been studied in the US and Western Europe, but less is known about barriers that men face, both perceived and real, in the LAC region.

Barriers to Men's Engagement in Education

Lack of Time

The three groups of respondents attribute the lack of time (due to paid work outside the home) as the main barrier to increasing fathers' participation in their children's education. Both men and women discussed the expectation that men should provide financially for the family if they were to fulfill their role as a "responsible" man and father; this finding is supported by secondary research in the region.

Due to economic difficulties, many fathers spoke about the need to work in order to provide for their children's food and education.

I believe that all of us have suffered economic problems that sometimes involve our responsibility. That is why it is difficult for us not to be there with them due to our obligations. I assure you that any of us would like to be there when our child gets home from school; that's how I feel. I arrive before my son, but for many people, work doesn't allow that. If we stop working, we're not able to bring the money home. – Father, Tela (DO1)

...you have to earn (money) so that the children can eat at home, because if they (the fathers) are at home, there is nothing to eat. You have to go to work to earn. It is a difficulty that the father has, because if we had everything we needed at home, he could dedicate himself only to the children. – Mother, Copan Ruins (DO2)

The greatest difficulty is that sometimes you don't have anything at home and you have to go work to be able to provide for them, everything they need to go to school, to eat well and be dressed, so that they don't have problems at school. –Father, Lempira (DO2)

Our wives and children depend on us. If we do not have a job, then what will they do? Imagine that this week I didn't work, and I don't have anything; my children are depending on having food, studying. How will I buy a notebook if I'm not employed? So in order for our children to study and to buy what they need, we have to have a job. –Father, Central District (DO1)

Due to work, many fathers spend a large portion of the day away from home, and in the most extreme cases, various days, weeks or months of the year.

When I had permanent work, I spent all the time with them. As personnel, we do not work like this; when we can, we are there. When I am at home, I drop him off and pick him up from school, I make lunch, I get everything ready, I make the snack, everything. But that is the truth, the main factor for us is work. –Father, Central District (DO1)

A problem is that sometimes you go to work and arrive home a little late, tired. You might sit down and fall asleep, and when you wake up, it is too late, my daughter is already sleepy and does not want to read. –Father, La Paz (DO2)

It's work, because my wife is the one who is always with them. I leave work late, so I do not spend much time with my daughter, but when I have time, I teach her to read, but it's very little time. –Father, Tela (DO1)

In my case, (the barrier) is time. I work outside the city, but like he said, sometimes we can set aside an hour. In my case, taking time is sacrificing the work day ... I have not missed a Father's Day with my daughter since she started Kindergarten. That is a valuable time to share with them. They feel satisfied that their father is at these kinds of events. –Father, Tela (DO1)

I have more time to be with them now. I was at my previous job for seven years, and I only had one day off. I left at 6:30 in the morning and returned almost at eight o'clock at night. I didn't have time to be with my daughter. Sometimes she was not even awake for school (when I left). I left with a kiss and the money for them; that was the important thing that I left, and when I came home, they were asleep. –Father, Tela (DO1)

One barrier for fathers in rural communities is the scarcity of work, which often forces them to look for work elsewhere, sometimes during the coffee harvest or at other times during the year.

With the coffee season I do not know if they clean or cut coffee. The cars come to pick them up in the morning and they come at night. They say they are tired and do not have time; mothers are the ones who are more involved, and they don't do it either. –School Director, Copan Ruins (DO2)

Permanent work here is very difficult (to find). Some people have to emigrate to another place, which is a barrier not to be here when there are school activities... but if we plan the time, I think there are things that can be done. For example, if there is a school activity, to plan ahead. –Father, La Paz EIB (DO2)

They're not always working; they work seasonally. For example, right now most fathers are harvesting coffee. They go elsewhere because sometimes work is very difficult here. When the winter is over, they work in agriculture, planting corn and beans, but they have time during certain seasons. –School Director, La Paz (DO2)

Some men from urban areas also travel outside of their communities for work.

The father of my children works outside of the community and comes home maybe once a month; he comes for two or three days and then goes away again, which is not much time. –Mother, Central District (DO1)

The truth is that there are not many fathers who get involved here, maybe about three of them; most of them are mothers. Some are single mothers and some have partners who work. I have even heard that there are fathers who travel all week who come home on weekends or every so often. They have a lot of complications to be able to attend (school functions). –School Director, Central District (DO1)

I imagine that it is the socioeconomic situation because they have to look for work to be able to provide for their family; sometimes the children aren't with their father. –School Director, San Pedro Sula (DO1)

The limited amount of time that fathers have is aggravated by the fact that employers are reportedly reluctant to grant permission for them to attend school-related events or meetings, which are usually scheduled during the work day, and with a shortage of work, fathers are reluctant to put their job on the line. This was particularly apparent in urban areas.

Well, it's complicated because I came with difficulty. I do not know how they gave me permission today, because on a Saturday they do not give permission in the company. My wife comes to most meetings. It's the first meeting I've come to. You have to take care of your work because at the company's gate there are always enough people asking for work. –Father, Central District (DO1)

I told my boss the 19th is Father's Day, I'm going to eat with my daughters, but he said, 'No, you can't.' Once I got angry with them and left work and went with my oldest daughter. I participated and won some activities, and she was happy that her father came. When you participate in their events, they are happy. When your daughter gets older, she demands more from you. My son also says, 'Daddy, can you do it, yes or no?' –Father, Tela (DO1)

Employers do not give you permission, and less so if you are working in a company. We are fired... It is easier for a woman. I assure you that a woman can do whatever and they give her permission. And they force you (to work) as a man. –Father, Tela EIB (DO1)

Thank God I have been self-employed for four years, and I give myself the time to come to all the meetings, but economically, I'm missing out. I participate in all the school activities, there isn't a meeting that I miss. I'm involved, I have children in two grades ... when I was working for a boss, I didn't see the sun. I missed the whole day. Employers never give you (time off). –Father, Tela (DO1)

School directors from DOI also mentioned that it is easier for mothers to get permission to leave work to attend school-related activities than fathers or male caregivers, which may indicate that employers perceive education to be a feminine task¹⁶:

We have had family days here at school, and fathers have come, but because of work ... most people work in a private company where if you miss one day, they deduct it, 100 or 200 lempiras, which is money they use for food ... so it is very complicated to do activities here during the week with fathers; it hasn't worked. –School Director, Central District (DOI)

From my point of view, feminine jobs are more accessible than masculine ones when it comes to asking for permission (to leave work). In our communities, it is harder for the man to ask for permission to leave; the employer asks, 'Why doesn't your wife go?' It also depends on the type of work because if you work in construction, they won't give you permission to leave. Most of our students' fathers work to extract palm seeds or as taxi drivers, but the taxi drivers are independent. –Vice Principal, Tela (DOI)

Several fathers in a DOI FGD pushed back on the idea that only women should be granted permission by their employers to attend school-related events, though they also voiced the risks that speaking up might entail when work was scarce.

I think there has to be a dialogue, to know how to talk to the boss ... we cannot say that only the woman (ask for permission); no, we can do it, too. –Father, Tela EIB (DOI)

While working is necessary to finance children's education, it is also a barrier because it reduces the time and flexibility that men have to participate in school activities, as well as the educational support they provide at home. The lack of time is also a barrier for fathers to further their own learning. However, even though most fathers said their work was a barrier to their participation in their children's education, many also felt that there were opportunities to engage more actively and that they could find time, if they took the initiative or made additional sacrifices. Mothers also reported that fathers were busy with work, especially during the week, but that if they wanted they could make time to spend with their children. Some mentioned that when fathers had free time, not all spent it with their children. For example, they may prefer to engage in leisure activities, such as watching television, using social media or playing soccer.

In relation to fathers' participation, the conceptions and barriers differ slightly in each region, though there are also striking similarities. For example, several fathers from a FGD in DO2 mentioned that they were fishermen, but one father indicated that he helped his child with homework when he had time.

From twelve o'clock onwards, I check their notebooks with them; we sit under a tamarind tree to look at the homework, what the teacher taught him, what they did, to collaborate a little with the Mrs. –Father, Tela EIB (DOI)

Despite the perception that work was one of the biggest barriers, many fathers commented that it was important to find time to spend with their children. Several fathers reported they could make time in the afternoons or evenings or on weekends. For those who work in agriculture, many said they had time in the afternoon after 3pm. In DOI, fathers said they usually arrived home in the evening after 6pm.

The men work. I would say from three to four; most people are done by three... We have to give our children that time and tell them we will accompany them; to help the child make an effort, too, let's say that the child feels well supported. Let's say that through reading we can't help the child but at least we

¹⁶ In future research, it would be useful to delve deeper into this topic by examining employers' perspectives.

have to give them some of our time... at least half a day, weekends. You say, today I'm going to do this at home, and I can do it in half a day, and the rest of the day I will be free to help the children. –Father, Copan Ruins EIB (DO2)

For example, I was focused on work, but sometimes I finish at 4pm and on rare occasions, I go somewhere else, but that's when I should dedicate time to my son. We should spend more time with our children; listen to them more. Sometimes I come home in a rush, and he is telling me something and his mother has to say, 'He's talking to you' for me to react. –Father, Tela (DO1)

They go to work nearby and return in the afternoon. In the afternoon they are at home and can help the children. –Mother, La Paz (DO2)

There is always time, what happens is that maybe during the day we don't (have time) but after 3pm once we're at home, we rest for a while and then the child arrives, and we call them over and ask what they've done, to show us. So we always give them time but maybe from 7am to 3pm we are a little busy but when we get home, the time should be for them. –Father, Lempira (DO2)

In the morning (there is time), even though you are eating, that's when the family is together, no one has left for work. On Sunday, the other thing that I always do with my daughters is ask what homework they have, put in some effort to ensure everything goes well. There has to be time set aside, the TV is turned off and everything... the first thing is the children, the family. –Father, Tela (DO1)

You can be the busiest man in the world, but there is time for everything. You simply need to organize yourself. For me it would be taking steps each day, one day for each (child). –Father, Central District (DO1)

Some afternoons when I am free... sometimes you come home tired from work and there are times when you have to find time, sometimes you see how motivated they are. –Father, La Paz (DO2)

Others expressed the need to look for moments during the day when they could talk to their children or help them with homework, even if these were brief.

I think there are several moments in the day, one of the moments is in the morning when you are having breakfast, although it would be a quick conversation. The father hasn't left and the mother is home; that's the time to ask the child how they feel at school, how they're doing at school. In the afternoon, the father is home again... when my son arrives, I ask him how things went, if he has homework. I have a routine with him. He eats lunch, rests a bit and then does homework. Afterward, that's where I come in. For him it's a habit; he reads a little. There are books, stories. –Father, Tela (DO1)

Some are day laborers; others work in construction. We leave at seven in the morning and return at four in the afternoon. That's why we have little time, but yes, I think that women have an advantage compared to us. But there is time, there is a moment or a day that we always sit down to talk with them. –Father, Tela EIB (DO1)

With my level of responsibility, I don't always spend a lot of time with them, but I give them at least 20 minutes in different activities. It's good to play with them, give them attention so that they don't feel alone and that they can do things with their father. My children ask me about different things. If I don't know, I have to find out. –Father, Copan Ruins EIB (DO2)

I can't read or write, but I also have time to teach my daughter. If you are a father with a child, you want them to learn so you have to spend the time. –Father, Lempira (DO2)

On the weekend I have a chance. As I said, my wife is not in Honduras. I'm the one who is responsible as a father. When I am working, I leave my kids with my mother, but I spend more time with them. – Father, Central District (DO1)

It's dedicating time to them, teaching the family. I would say maybe not 100%, because you always have to leave the house to look for work, to go to the field, to find what we can to provide for food so that they can continue their schooling. That is why I think that in a certain sense, mothers, wives have more time to teach the children than one of us because we arrive late, sometimes tired, but when you get home early, you can teach them. –Father, Copan Ruins EIB (DO2)

As far as difficulties, it's that I am always working... but we always have to leave some time to be with the children, but sometimes we do not have the time. –Father, La Paz (DO2)

The difficulty is work; our work schedules are quite long. I'm going to be honest, for about two years I haven't known my daughter's teachers. I did not have time to come to school, now I have to go and make up that time in the afternoon or at night. For me it's very simple, to spend more time with them. I like to play soccer, but instead of going to play at 3pm I could leave at 4pm or 3:30pm in order to be with my son longer. –Father DOI Tela

The three groups of respondents agreed that fatigue (due to work) was a barrier for men's engagement. Many men are employed in some form of manual labor, such as construction or agriculture, which is strenuous and leads to physical exhaustion.

I don't know if anyone works in construction, but I can assure you that when you get home, at 4 or 5 in the afternoon, you don't even want to take off your shoes; you want someone to take them off for you. – Father, Tela (DO1)

Sometimes more than anything it is the (lack of) time. I work from Monday to Saturday and a full day on Saturday. I have Sunday off, but I wake up wanting to sleep more. My family goes to church every Sunday, but I have stopped accompanying them. – Father, Tela (DO1)

Time is essential; time is a barrier. They go to work and come home tired. There isn't a dedication to their children, but some fathers come home earlier than others and help the mother and child do their homework. –School Director, Central District (DO1)

While respondents equate fathers' fatigue to work outside the home, the underlying assumption is that mothers' unpaid domestic work is not tiring or time consuming. In some cases, particularly in urban areas, mothers also work outside of the home. However, a few fathers and a male caregiver from a FGD in DO2 mentioned a different perspective, stating they often had more time than their partners to help their children with homework.

The mom has more chores in the home. We go to work in the field, and we return in the afternoon; sometimes we have the time while the wife has more work ... sometimes we have a little more time because we go to the field early and in the afternoon we rest in our free time while the wife has housework. –Father, La Paz (DO2)

These guys have mentioned it a lot; maybe the mother is very busy or maybe the mother does not know how to read and write and did not finish school; she dropped out in grade 2 or 3; sometimes they can give the children an idea of what to do, but the father may have more time in the afternoons; he can help them understand the homework; I think that mothers have less time than (the fathers). –Male Caregiver (DO2)

Economic Difficulties

Economic difficulties were identified as a second barrier by the three groups of respondents, although more frequently in DO2. The jobs that men take are often informal, hazardous and low paid, in both urban and rural areas. Despite being employed, fathers do not always have the money to buy the things their children need to go to school or to put food on the table. Economic difficulties and lack of employment lead men to leave their communities to search for work, sometimes temporarily, such as during the coffee season, or sometimes for longer periods of time.

The principal barrier is work. If I don't have work, I don't have a way to put my child in school. I couldn't buy them a notebook, shoes, everything that they need to go to school. I would have to find a way to overcome these barriers. If there isn't work, there isn't education because we as fathers can't give them what they need, the sustenance they need to live so they can go to school equipped. –Father, La Paz (DO2)

Here there is almost no work and so it is difficult for your children to go to school. When they're in school, they're always asking for some thing or another, and sometimes the man goes to work. There is just enough for food but not for school supplies. The men here work but they are paid 50 lempiras per day. –Mother, La Paz (DO2)

For some families, purchasing school supplies is a challenge, as well as the fees collected at the beginning of the school year to pay for security or a janitor; this impacts families in both rural and urban areas.

When the teacher sends the father a list of what the student will need, it may look simple, but you have to go to the city (Marcala), you have to pay for the fare, food and everything... what is needed here is a source of work. –Father, La Paz (DO2)

The biggest difficulty is that there is no money and a lack of employment; you don't have a job to be able to earn a salary in order to send your children to school. It's really difficult because any little thing, any book that you want to buy involves having money. –Father, Copan Ruins EIB (DO2)

Lack of Commitment

Another barrier identified by the three groups of respondents is lack of commitment, though this was more often mentioned by school directors and mothers. School directors felt that both mothers and fathers demonstrate a lack of commitment to support their children's education; however, more emphasis was placed on men's disinterest. Across DOs, school directors agreed that mothers were generally more involved in school activities than fathers, particularly in relation to their attendance at school functions, asking how their children were doing in school and collecting grades. This also supports the findings from the quantitative data collection.

I think that mothers care more about whether the child completes their homework. They always come to ask; the father is not very involved in their education. There are a lot of fathers who do not care what the child brings home, the assigned homework, though not all of them. Mothers are more likely to review their notebooks, to spend time with them to ensure they complete the assignments... I think that good education depends on three factors; we as teachers, the father or mother and the student but sometimes the job is left to the teacher. –School Director, La Paz EIB (DO2)

The mother is responsible for the children. The mom will pick up the grades, attend everything. I think they (fathers) continue to leave that job to the mother... The main problem is (men's) work; the second is disinterest. Before at least 50 fathers would attend the sessions; now only three come. It's a lack of interest now that they're not required to come; the majority won't come unless they're forced to attend. When I arrived here, there was a commitment, and they all came for fear of losing their child's place at school. It

takes a little bit of pressure on fathers, that the government says it's the father's responsibility to maintain the school, the community. –School Director, Central District (DO1)

Here we've observed that it's the mothers who are more involved, who ask questions, or certain fathers who drop off their children, or those whose partners have left for Spain who have been left in charge. There are fathers who are very dedicated to their children because they come to ask how their children are doing in school; there are some who come from eleven to twelve and from four to five on Fridays. – Vice Principal, Central District (DO1)

In March we organize the Parent Association because most fathers are still here; people leave the community to find work around this time of year. They sometimes send their partners to the meetings because most of them don't want the responsibility... They see it as a waste of time to be at the school, for whatever activity. The fathers arrive late and are tired. Sometimes they do not have the time; in many parents' meetings they say they feel guilty. When we have talked to them during the meetings, they have said we are absolutely right. With fathers, I am not sure if they don't think that education is important... Unfortunately, most parents do not invest themselves one hundred percent in collaborating with their children in the tasks and responsibilities at school, starting from the moment the child is enrolled. They don't send them to school every day...–School Director, La Paz (DO2)

There are fathers who don't like to participate in school activities. The teachers have to talk with the father because he does not like to participate in the activities. –Mother, Copan Ruins (DO2)

We have visited their homes ... in general meetings, they almost always come for a moment to listen to the essentials. Then they grab their motorcycle, their bicycle and leave. They make the excuse that they work or have to go somewhere. But they are not there for the full discussion, and what we want is to be able to help them understand, but we can't do it. If we have 20 students, maybe three of them have fathers who are involved; the majority are women. The parent group chat is also like that. We had 15 days of registration, and there comes a time when you're shocked to see a father come to enroll the student, because it is the mother, grandmother or aunt who comes to enroll them, not the father. The mother always makes excuses, saying that he is working although she also works, but she says her work gave her time to come. –Vice Principal, Tela (DO1)

Sometimes we assign homework to the children, and the parents don't realize or ask if they have homework; some don't even know what grade their child is in. I don't think they help them. Here they are only interested in making sure the teacher comes to school every day, but they don't know what we're teaching. Not all of the parents, because there are always a few that sometimes tell us that their child couldn't bring their homework because they are sick; the majority don't help. We have been in meetings where we tell them that it's important for them to look after their children because they're the future, but what we tell them goes in one ear and out the other. They don't take their children's education seriously. It is rare that a father gets involved in children's activities because they always use the pretext that they have to work and that the mother is in charge. When we have meetings, sometimes we sacrifice to come on Sunday because fathers say they don't work. We held an afternoon meeting thinking they were coming, but no, just women came. –School Director, Copan Ruins (DO2)

Two DO2 school directors seemed to think that parents were only motivated to participate in school activities if they thought there were incentives at stake, for example, scholarships or bonuses.

When there are bono¹⁷ meetings, they're there. If you tell them 1 o'clock, they're there before that because they know it's money. –School Director, La Paz (DO2)

¹⁷ The bono is a scholarship provided by the government to select families with few financial resources to spend on their children's education.

Due to the persistence of traditional gender roles and social norms, more often than not fathers spend less time than mothers engaging in hands-on support to children's education. And while women from communities in DO2 tend to spend most of their time at home, mothers from urban communities often work outside the home, too. Although mothers who participated in the study have fewer years of education than the fathers and male caregivers (this is not supported by the national data), respondents pointed to their greater commitment to provide support with homework, and in particular, reading. Many mothers agreed that women spent more time in general with their children, mostly due to men's work schedules.

In my case, my husband's work is very difficult. He works outside, and when he comes home once a month he says, "I came home to rest." It's really difficult to tell them to help you with the children, to help you with something. I might say, "Teach him to read, but he doesn't do it; he doesn't do the simplest thing, as he always comes home tired. It's difficult for them to understand. –Mother, Central District (DO1)

It is very difficult because mothers come to meetings, but there are fathers who do not even realize what is happening at school. Coming to meetings you realize how things are, the teachers, the children with the teachers. –Mother, La Paz (DO2)

In regard to work, they are doing those classrooms. My daughters' father came, but if I would have told him that we had a meeting, he wouldn't come; he sends me because they identify that as men's work and the meeting is for women. –Mother, Central District (DO1)

Fathers also conceded that mothers spent more time with their children, both engaged in caretaking tasks and participating in their education.

She spends more time with them from Monday to Saturday because I do not have time to leave on Saturdays; I leave at 12, but sometimes I do not have a schedule and leave very late. So only she is with the children; they come home from school, and she asks if they have homework, and I am at work. –Father, Central District (DO1)

The mother is the first one to get up, to wake the child so that they get ready; she is the one who is more demanding that they bathe and get dressed while she is preparing the coffee, food and snack that they will take to school, while we as fathers leave at this time. The mother takes responsibility for getting the child ready and sending them presentably to school, on time, so they don't arrive late at school. –Father, Lempira (DO2)

Mothers are more aware of what is going on at school. You can see here that the majority who come are mothers; there are few fathers who get involved. One only comes to complement the mother's help, nothing more ... as a father, you don't spend all of your time caring for the children; you come home at night. It is rare for a father to spend 100% of his time, because as a father, your responsibility is maintaining a home. –Father, Central District (DO1)

Many times mothers have an advantage over fathers, as they spend more time at home; we are working. They drop them off at school and pick them up and spend more time with them. We fishermen leave home at four or five in the morning and don't return until six, seven, or eight at night. –Father, Tela EIB (DO1)

She is on top of them, it's usually the mother who sends them off to school and welcomes them home again. Even on the commute, she asks how school was, how the teacher treated the child, about class or the classmates ... the mother knows everything, when one arrives, then the mother tells him everything. –Father, La Paz EIB (DO2)

Several school directors noted the influence of gender roles and social norms on men's participation (or lack thereof).

I believe the mentality is that the father brings the money home and (the mother should) ensure the children read, write, look after their learning progress. Although many mothers work, they get involved. For me it's a matter of mentality; the mentality that it's the mother who should manage the education. We have mothers who work, they are nurses who are at work all day, and they are in charge of their child's education... Unfortunately, machismo is one of the barriers to the father getting involved in his children's care because that's up to the mom; it's so clear that many fathers think these tasks are her responsibility... There are times when women are complicit. We have had cases where fathers don't realize how their children are doing in school because the mothers hide this from them. The mothers pick up the grades and see failing marks and don't tell the father nor want him to come to the school because he'll find out. –Vice Principal, Tela (DOI)

In the predominantly Lenca community, a lot of fathers participate in school activities because it's a PROHECO school, which indicates that parents administer the school and hire teachers. However, according to the school director, mothers are still responsible for children's education at home.

Mothers are the ones who are most concerned that children do their homework and assigned tasks, because they always come to ask. The father is not very involved in education. –School Director, La Paz EIB (DO2)

Several school directors felt that fathers could do more.

They just need to propose it; they can achieve it. Not all fathers work; there are some that don't help their children because they don't want to and others because they can't read... If he (the father) makes a schedule to spend time with his children, he can achieve it. –School Director, La Paz EIB (DO2)

Mothers from DOI expressed the opinion that fathers could demonstrate more commitment if they felt it was important.

You have to talk to him first so that he can make time. Sometimes it doesn't happen. We just heard that they go to parks; there is time but the will is what is lacking. –Mother, Central District (DOI)

He sends a WhatsApp message to his boss asking for permission for at least an hour to go to the school. He already did that to come here to buy the PE uniforms, to come meet the teacher; he took the time to come not go somewhere else. You find the time and ask for permission. –Mother, San Pedro Sula (DOI)

Look, no matter how tired the father is when he arrives, if he is willing, even with three, five minutes, he will devote some time to teaching his child to read. But if he doesn't have the will, then even with an hour or more he will not teach them. –Mother, Central District (DOI)

It depends on wanting to do something. For example, not all mothers have free time, rather we don't have enough time for everything that needs to be done, but regardless we are interested in our children. If we tell our children, "Son, I love you", we have to put words into action, and we must be responsible with them... So, even the father has to make an effort if he really cares about the child. –Mother, San Pedro Sula (DOI)

However, some respondents reported that fathers are involved in their children's care and education, whether sharing these responsibilities with their partner or taking on an even bigger role.

I have a brother who has four children, and his partner leaves him for three or five days... My brother dresses them, bathes them, and drops them off and pick them up from school. He's the one who is

checking on their homework, uniforms. My brother works; as they say, not everyone is the same. –Mother, Central District (DO1)

In my case, my wife doesn't have more time (than me). At night the four of us get together, and it's so nice; they are content, so much so that it seems that they are even more eager to read. They say, 'Look daddy, how nice.' They read the Bible. It's nice for all of us to be involved. –Father, Lempira (DO2)

The modification of these aforementioned socially assigned roles requires behavior change among fathers, mothers, school staff and other key stakeholders, such as employers and policy makers. This is explored further in the Discussion section of the report. And while not all fathers prioritize engagement in their children's education, the responses from fathers and male caregivers in the FGDs indicate that some men are eager to spend more time supporting their children's learning in a more meaningful way, as well as overcoming barriers that may impede this process. At the minimum, most men demonstrated awareness about the importance of providing this support, though they are cognizant that they need to improve the frequency of their participation. Additional research is needed to explore this barrier further, considering the potential discrepancy between fathers' conceptions and those of mothers and school directors.

We leave everything to the government, the mayor, but we do not want to get involved. I think we are also a fundamental part, to manage or to find a way out. –Father, La Paz (DO2)

In order to overcome the barriers, as fathers we need to dedicate more time to be able to help our children, to look for help. We need to be a little more demanding with them in regard to their homework to ensure that they are doing it, getting up early to leave for school; that is one part. The other part is us getting more involved, just as we are here, when the teachers call a meeting. When they are having difficulties, when the child is behind, we have to help them. Today many fathers are apathetic. As long as the child learns to read and write, that's it; they don't want to continue. Education is not just about learning to read and write. My children will be poor just like me, without an education. The idea is that there are people in the community who help to encourage the father not to conform with the children's education but to move forward. I think communities need volunteers to help fathers, to motivate them in regard to their children's education. –Father, Copan Ruins EIB (DO2)

We as fathers reinforce what the teacher is teaching the student. For example, if they are teaching them the letter "A", and I teach them the vowels... I have to help my child, dedicate the necessary time to them. Maybe I don't know, that is the reality, because we always have an excuse. The most important thing is to be willing. If we are willing, maybe we can do it. We have the time but not the will. –Father, San Pedro Sula (DO1)

It's my wife who attended the meetings, and she said, 'I won't continue to go. Almost no one goes.' I think the meetings are important, and we do not take them seriously; we think it's a waste of time. I haven't gone once, but it would be good to get involved to see what is being talked about, to have an understanding. –Father, Tela EIB (DO1)

More interest, maybe. Sometimes I put on my shorts to go play soccer, and my child is trying to do their homework. Instead of going to play, I should stay with my son to do the homework. I can play another day that I'm free. I'm going to take more interest in my son in order to help him more. –Father, Lempira (DO2)

Work sometimes makes it difficult for us, but when I manage to attend a meeting, I see that there are fewer fathers. Sometimes I am the only man there; there are always women at the meetings. We want to put the responsibility on the women, but we are also responsible. –Father, Tela EIB (DO1)

If we left a little time when we were free, but sometimes we do not. Sometimes we say we help but in the end we always have a bit of time. It's most irresponsible that we don't come to the meetings at school or to ask teachers if our children are behaving and doing their homework. Children are asked to bring things to school, paper, the newspaper, cut outs or things like that, but they don't bring them because we, the fathers, tell them not to. –Father, La Paz (DO2)

The difficulties are that sometimes everything depends on an interest, on a responsibility. I may not have the necessary educational capacity to be able to guide my child but I can spend time with them. Others mentioned that they have a lot of children; you can instruct them to read so they improve their reading, because the more you read, the better you get. –Father, La Paz (DO2)

Barriers to Men's Engagement in Literacy Activities

Low Levels of Education & Illiteracy

The research allows us to identify three additional barriers that pose a challenge to fathers participating actively in their children's literacy activities: 1) low levels of schooling and in some cases, illiteracy; 2) scarcity of books and 3) New teaching and learning methods that are unfamiliar to fathers. The first of these barriers may be attributed in part to an apparent lack of self-efficacy of fathers/mothers with lower levels of education who do not feel they are able to provide homework support given their own educational status. In some cases, fathers may not want their children to realize they don't understand the homework assignments. As mentioned earlier in the report, these barriers are more acute in rural communities but also evidenced in urban areas.

The biggest difficulty I find is that I can't tell my child, 'I will help you do an assignment' if I can't understand it. How will I teach my child if I barely completed first grade? That is the biggest difficulty that exists, because you did not have that opportunity to study. –Father, Copan Ruins EIB (DO2)

Well, it's a bit complicated, what can I say. With reading, I'm a bit behind. –Father, San Pedro Sula (DO1)

There are a lot of fathers who do not know how to read. I think fathers have a good intention of getting involved, to see how their children are doing, but sometimes they did not have the same opportunity that they want for their children. –School Director, La Paz (DO2)

You sit with the children, either son or daughter, and read the word and then tell the children to read it as well. Also not being able to read ... There are fathers who don't read very much. –Father, Tela EIB (DO1)

If you do not know how to read, how will you teach your child, too? Because there are questions they are asked at school, and they do not answer them because they do not know. They ask you and you don't know either. –Father, Copan Ruins EIB (DO2)

However, while low levels of education was expressed as a barrier to increased participation, one father felt that it should not be used as an excuse not to be engaged.

Sometimes there is a lack of knowledge; sometimes we say we can't, but when there is a will, you only need consensus about what to do. We should also find a way to continue learning so we can help our children. It's hard for some because they can't read. That's a big barrier too, not being able to help, but that does not mean that you can't help with other things. It's up to us to find a way to push ourselves to read, to develop in ourselves and help them, too. –Father, Copan Ruins EIB (DO2)

Low levels of education pose a challenge for fathers to fully engage in the learning process, particularly when the children complete grades 1-2, due to the advanced complexity of subjects covered after grade

3. Low levels of education attainment are more pronounced in DO2. For that reason, fathers and mothers are more likely to help their children in the first few grades of primary school but struggle to help them as they progress to higher grades. Consequently, it is important to identify strategies to help fathers (and mothers) support their children from third grade onwards.

I think that's what it is, it's something that sometimes you can't do. I only completed first grade in school, but I looked for some programs that could help me learn. I learned more letters. I think it's very difficult to learn to read well... I ask my son about reading. I tell him that I do not know, but if he knows how to read more than me I come and ask him. So I can educate them, but when he says, look at this, I can't answer. –Father, La Paz EIB (DO2)

For first and second grade, I can tell them (what to do), but those that are in sixth grade, I can't anymore, but even if it's just checking their notebook to see how they're doing, if they're using it, how things are going. –Father, La Paz EIB (DO2)

My husband only got to grade 6. In math, he's excellent, but in other subjects it's challenging for him. My son asks him questions and he doesn't know (the answers). –Mother, San Pedro Sula (DO1)

When fathers do not feel adequately skilled to provide direct support, they may ask other family or community members for help.

Thank God I have a daughter who is a professional who helps my other child. When we were in school they taught math a certain way, and the way they are learning now is different. –Father, La Paz EIB (DO2)

I only completed third grade. How will I help my child, if he is doing multiplication in fourth grade, fifth grade, and I didn't complete those grades? ...Thank God I have some children who completed sixth grade, ninth grade. They are the ones who take responsibility for his education, explaining what he needs to do, because sometimes I do not know and that is a very big barrier for us as fathers. –Father, Copan Ruins EIB (DO2)

I am one of those people that when I do not understand something, I ask my neighbors or colleague. I think it is better to look foolish for a moment rather than a lifetime. I ask because I don't understand. I didn't know how to divide because I left school in sixth grade. So now I sit with my son; my teacher was my son and vice versa. –Father, San Pedro Sula (DO1)

In some communities, schools have offered adult literacy classes; however, according to one school director, these have not been successful.

When there are adult literacy programs, fathers don't like them. I think it's a matter of raising awareness that their children have to learn more than they did considering that they did not have the opportunity to learn to read and write, that they should get involved and motivate their children to do so. –School Director, Copan Ruins (DO2)

However, one father mentioned that these programs had been beneficial.

Before the adult literacy programs helped people a lot, as many people could not read back then. The literacy programs taught people to write their name or identify letters. Sometimes you read with your kids and as they skip a bit when they read, and you also read like that, then you can't say, 'Get better, child', but I can't improve because I'm already where I am. But one always tells the child to get better in reading so they can improve. –Father, La Paz (DO2)

Two mothers from DO2 felt that learning to read as an adult was a challenge for fathers, in some cases because they don't enjoy it, and in others, because they have too many responsibilities.

If my husband cannot read, that is a difficulty, too ... Only if he learned to read, but he does not like it. He was coming here (for classes) and stopped because he did not find a way to get oriented to the classes. That's what happens when you're not in school, it's hard for a grown up to go. –Mother, Copan Ruins (DO2)

There are fathers who have difficulties because they did not do well in school. My husband learned to read a little bit because he wanted to, not because he went to school. It is very difficult for an adult to learn. Children have time to focus on studying, whereas a father has to work and support their children, which is a responsibility. It is difficult. –Mother, Copan Ruins (DO2)

In addition to illiteracy, low levels of literacy are also a barrier, considering that many fathers do not read frequently, even though they were taught to read and write. Even in urban areas, there are fathers who have reading and writing limitations, which poses a challenge to supporting their children in developing advanced reading and writing skills.

A few school directors mentioned that parents' levels of education sometimes influence their conceptions about the importance of education, as well as how much support they offer their children.

Sometimes there are fathers who only want their son to finish fourth grade because he already helps them, helps them with all the children at home. It is not important for them that their child finish sixth grade ... There are fathers who say, 'If I only completed third grade and here I am.' The majority did not study and so they want their kids to stay that way. –School Director, Copan Ruins (DO2)

Another problem is the level of cultural sociability that there is ... In other words, if my dad reached sixth grade, that's as far as I'll go; they follow the pattern of their family up to the level of education of their mother and father... However, to a certain extent fathers are interested in their children's education. They instill in them that they have to achieve more than they did... the fathers who have the interest come and they stress that to their children, that they do not want them to achieve the same educational level as they did, but they want to see their children achieve more, their degree, to go college. –Vice Principal, Central District (DO1)

Scarcity of Books

Another barrier related to fathers' engagement in their children's literacy activities is the scarcity of books and other reading materials at home. In many cases, families do not have the resources to buy books. Additionally, in some remote communities it may be difficult to purchase these materials. The lack of books and reading materials at home makes it challenging for fathers to practice reading with their children or to model reading by engaging in it themselves.

I have been looking after the library at this school for 32 years. We have a very detailed plan for reading, but it's not implemented at home. There was no continuity on the part of the mother, and even worse on the part of the father. At home there aren't any books and they don't have the economic capacity. Often they don't even have money to eat never mind buy a book. The cheapest book costs approximately 120 lempiras. There are no books or stories at home. –Vice Principal, Tela (DO1)

One of the barriers might be that they don't have books at home. They have also told me that they don't know how to read and for others, it's a lack of interest, interest in reading. If they don't like to read much then they'll be less concerned if their children read a book every day. –School Director, La Paz (DO2)

Several fathers described the difficulty posed by the scarcity of reading materials.

Even though I would like to teach him to read, I don't have a book to ask him what it says, not even the newspaper to read the news. Maybe what we're missing are the necessary materials that we need to be able to do it. –Father, Lempira (DO2)

I believe that what is difficult for us is the (lack of) material. Not all of us can share a story book. Thank God I have storybooks for my children. Ideally, everyone would be engaged, but not everyone has the same ability. –Father, Tela (DO1)

... Also, that schools have a library, because many parents don't have books at home, you have to go to a library and borrow one; it is difficult to get a book. –Father, La Paz (DO2)

While students should ideally have access to reading materials at school, not all schools have sufficient books, and when they do, they may not allow students to borrow them. The need for improved book lending systems was reflected in data from the student surveys implemented during the reading assessment baseline. Overall, only 58.7% of sampled grade 2 and grade 6 learners responded that they were allowed to take books home from school. When analyzed by DO, roughly two-thirds of learners in DO1 (62.5%) and slightly more than half (54.2%) of learners in DO2 reported that they were able to take books home from school. Additionally, in DO1, significantly ($p < .05$) more grade 2 students (65.5%) reported that they were able to take books home than grade 6 students (59.2%). No significant differences between grades were seen in DO2.

School directors also discussed the challenge of lending books to students.

We have a library, but it is closed. Because there is an inventory, we can't loan books. Sometimes a child comes and says, 'I want to read a book, lend me one.' It is very difficult to loan the books because if the book goes missing, then it is up to you to look for that book. –School Director, Tela EIB (DO1)

We have books for first to second grade, but there aren't books for higher grades, and the ones we have are already uncovered. So didactic materials for schools (are needed). –School Director, La Paz (DO2)

Lack of books, particularly interesting ones. There is a library in the school, but it's small and it does not contain a variety of books. –School Director, Copan Ruins EIB (DO2)

And finally, in addition to the shortages of reading materials outlined above, it is worth mentioning that the provision of official textbooks and student workbooks is also insufficient in many schools and communities, particularly in rural areas but also in urban areas.

For reading it would be good for each child to have a book, because that is one of the problems we have. For example, I was only given 16 reading books for my class, but I have 32 students. In addition, they did not give me student workbooks, so what do I do? –Father (and Teacher), Tela EIB (DO1)

New Teaching and Learning Methods

The final barrier that several fathers mentioned is that the methods of teaching have changed since they were students, which makes it difficult for them to provide direct homework support to their children.

Nowadays the teachers assign homework and sometimes one does not understand the assignments. The mathematics is different from what we learned. So you only ask what homework they have and see if you can help them or give them ideas about how to do the homework. –Father, La Paz (DO2)

This barrier may indicate that school staff are not communicating enough with parents in a timely manner to ensure they understand what students should be learning in each grade. Additionally, fathers and mothers may not receive sufficient orientation on what their children are being taught and most importantly, how they can complement this at home.

To **summarize**, Honduran fathers and male caregivers face the following barriers to engaging in their children's education:

- Lack of time (due to work)

- Economic difficulties (unable to provide financially for their children to attend school)
- Lack of commitment (in some cases, disinterest)
- Low levels of education/illiteracy
- Scarcity of books
- New teaching and learning methods that fathers are unfamiliar with

Key Research Question 3: What are the entry points and activities that might be effective in increasing engagement and overcoming these barriers?

For the purpose of this study, entry points may refer to physical spaces, such as the school or home; practices, such as how and when the school engages with fathers; as well as fathers who are already participating in their children’s education, at least to some extent.

To facilitate the analysis, these entry points have been mapped to several levels of the socio-ecological model, with a focus on the overlap between three: individual (fathers/male caregivers, mothers, teachers, and school directors), interpersonal (relationship between these key actors) and organizational (school). This is detailed further in the Discussion section. The analysis of Key Research Question 3, as well as the recommendations that follow, hinges primarily on improving the relationship between the key actors at each level.

Improved Communication

From the qualitative research, it is apparent that school-to-home communications and home-to-school communications must be improved, as well as teachers’ and school directors’ conceptions about fathers’ role in the learning process. Several school directors mentioned that fathers do not communicate frequently with their child’s teachers or visit the school to find out how their child is doing.

It is the same fear that they have toward the teacher, which is why they do not come to ask how they can help their son. –School Director, Central District (DO1)

There is little communication because fathers don’t come near the school. –School Director, Lempira (DO2)

This was explored in more detail earlier in the report under the section titled School Directors’ and Teachers’ Conceptions About Fathers’ Engagement on pg. 28.

Additionally, a few school directors mentioned the need to improve school-to-home communications, particularly by engaging fathers in awareness raising activities to help them better understand the importance of education, as well as their role in their children’s learning process.

First (you need) awareness because I think that many fathers do not know how important they are for children; they are their children’s hero. Parents should be made aware of the importance of getting involved... I think we could start with an awareness raising of the importance of fathers getting involved. We have not done this previously. It would be a good option to make the father aware that it’s not just the mother that should be involved but both parents. –School Director, Central District (DO1)

There are mothers and fathers who do not force their children (to attend school), and there have been times when they have taken them out of school before they finished the school year. –School Director, La Paz (DO2)

Several DO1 school directors mentioned that they had become accustomed to more mothers than fathers participating in school activities, as mentioned earlier in this report; however, they seemed willing to implement new strategies to engage with fathers. For example, to count how many fathers were attending the School for Parents meetings or to conduct a survey to determine how many students live with their fathers and how they are supporting their children in order to develop targeted activities and strategies.

It's raising awareness among fathers. This is what we have lacked, but we had settled with having mothers participate. I think it has been conformity on the part of schools ... we have not worried about engaging fathers. We could meet with fathers on Sundays, raising awareness about the importance of fathers getting involved not just mothers. Sunday afternoon is the perfect day at two in the afternoon, two to three, because at three the fathers who travel for work will leave. It's easy to gather people with a social activity, with a snack or coffee. –School Director, Central District (DO1)

If there was a census with this information, we would have a clearer vision of where to start and then to look for motivational strategies to encourage fathers to come. We can do a lot here by establishing direct communication with fathers, calling the ones who aren't involved and finding out why. We start talking to them, asking what is happening, and then we tell them their child will fail and will have to do summer school if they don't (do something); their child is already at a huge disadvantage compared to others because they have not been supported with their homework. For me, establishing direct communication with the father is one of the ways (to increase participation). –Vice Principal, Tela (DO1)

For educational activities everything is different. We have not had that culture... I already have another perspective to use a different approach with the fathers. At the next School for Parents meeting, I will count how many fathers come to have a statistic and share it with them and focus on that. The truth is we see that the space is full and most are women, and we settle for that without an issue, but now with this question I have another perspective to improve the situation. –School Director, San Pedro Sula (DO1)

Try to establish trust between the teacher and father so they can chat, to have a line of communication so they can see the results, so the teacher can instruct the father what to do at home or he can come to help at the school with his child... Teachers can also facilitate meetings to explain the techniques that (parents) can use at home with their children. We can also raise awareness as a school with teachers, so they're aware that they need to involve fathers in these matters. –Vice Principal, Central District (DO1)

Several DO2 school directors also reflected on fathers' current levels of engagement and how to improve their participation further.

We could meet with them to talk openly by grade level; talk to them so they can get involved, explaining why reading is important and why they should dedicate time to their children. When we've talked with them, we've done it generally, and the ones who have a difficulty (to attend) aren't at the meeting. As I mentioned earlier, not all of them come to meetings; the majority stay home and don't know what was discussed in the meeting. –School Director, La Paz EIB (DO2)

If a higher educational authority came and met with (the fathers) to discuss the work plan and the roles that they have, then maybe they would change. They do not believe us, as we sometimes make things up. When we want all of the fathers to come, we tell them to bring their ID even though we don't need it, but when we tell them that they think they'll get help (financial). It hasn't worked much but the women come. When we had the construction project we told only the men to come. We did it on a Sunday afternoon ... many men came. Maybe inviting only fathers to a meeting to help them see how

important it is that they are on par with their children, their homework and all the work that their children do in school. –School Director, Copan Ruins (DO2)

Motivating them, encouraging fathers, and more than anything, to focus on explaining the role of the school so that they feel they are part of the school. In the case of fathers who don't get involved, we could reach an agreement with the mothers that we want to explain how their children are doing in school but that the father should come, too, to not only send his wife, but for him to go also. But if he didn't feel pressed but rather more committed to come. Also to tell the mother that if the father doesn't come, then we won't tell them how their child is doing until he does. –School Director, Copan Ruins EIB (DO2)

We could have a training for fathers to help them see the importance of reading, so that they would practice it, so that the children could always practice reading at school and at home. –School Director, La Paz (DO2)

Fathers also mentioned approaches that could help to improve their participation via better communication with the school. A few felt that the school could do more to support parents, such as offering classes or workshops on the weekends or the afternoons.

There would be an opportunity in the afternoon, on weekends to help us (fathers) continue improving and learning more. Basically to offer classes, at least an hour. Also that there would be teachers available that want to help fathers, so that fathers can help their children, but we have a shortage of teachers. –Father, Copan Ruins EIB (DO2)

The school can help us to get more involved with our children, to give us classes on Saturdays and Sundays. –Father, San Pedro Sula (DO1)

I think that the teacher should give workshops for fathers to inform us about what our children are learning. Our child might come home and say, 'Dad, they gave us an assignment,' and maybe you don't know about the topic. Let's say every 15 days, a quick review of our children's progress. I think all the fathers need to know, whether one of our children isn't doing well and being informed each month how our children are doing in school; not a School for Parents meeting but like a workshop. –Father, Tela (DO1)

Some fathers mentioned that they thought it would be beneficial to collaborate more with the school, working with teachers to identify their children's learning needs and developing an action plan together.

Maybe we'd all like to be more involved, but nowadays the materials or the books are difficult for us to understand; but it would be how the teachers can help us, agreeing on the tasks they are going to share. Fathers could form groups to be aware of the work the teachers are doing ... We could make a plan between teachers and fathers. –Father, Copan Ruins EIB (DO2)

I would say, gaining more of their (the teachers') trust, meeting with them, to see what project can be done. If we achieve that, that's what I see. If the children have needs, to join with them to complete a task together. –Father DO2, Copan Ruins EIB (DO2)

They are focused on mothers. They should have meetings for fathers to talk about their children's activities. There have been cases where mothers hide their children's grades from the father, so you don't even know ... but since you don't come, you don't know. The school should make a plan to work exclusively with fathers, as well as making schedules accessible and planning the meetings ahead of time, sending an invitation in advance the details of the meeting, then you have a month to get permission at work and let them know you will be gone 2-3 hours; that will help us be more involved in the school. –Father, Central District (DO1)

Several fathers described a desire for teachers to be more communicative, engaging them directly and making them feel more welcome at the school.

I think for the teachers to have a more open relationship with us, to not isolate us so much. Because they are teachers, they think they are heroes, and we are poor, we don't have anything. They make you feel that way; there are things like that that push you away. I just send my boy (to school) but why go to fight with so and so, or so that the teachers will look down on me. –Father, Tela EIB (DO1)

Maybe the teachers could communicate more with us. When our children don't understand something, they could explain it to us, as guidance to give our children ... making time to come to see the teacher or introduce us during meetings or when we come to pick up the children. –Father, La Paz (DO2)

If the teacher says to me, 'Look, I want you to share a topic with us'; if she invites us, we're happy to be here, but that's almost never the case because nobody, not one teacher, has invited us. If they invited us, to impart, to collaborate, then we'd go. – Father, La Paz EIB (DO2)

However, a few fathers felt that it was their responsibility to participate in school activities and not to wait for the teachers to extend a special invitation.

I don't think there should be an invitation. It's our duty to be responsible, to come to the school to see how our children are doing. I don't spend much time at home either. When I do come here, I talk to the teachers. I have always had good relationship with the teachers. –Father, Tela EIB (DO1)

The teachers here have made an effort to connect parents to the School for Parents, but sometimes we don't attend; we say it takes up our time. I think that they have made an attempt to help us connect with them or the school with these talks, but sometimes we don't give it much importance... So for me, it would be to organize an assembly, an event on a weekend with all the parents... If we help with homework, reading, and spelling, then I don't think we'll have difficulties. I think it's (important) to do a self-assessment of what we are currently doing. – Father, La Paz (DO2)

During September¹⁸ and other special celebrations throughout the year, fathers may be more likely to participate in the civic activities organized at the school, which could serve as an entry point to connect with fathers. However, as this was mentioned in focus groups from DO2, it is important to determine how effective this approach might be in urban areas. Additionally, in one FGD, fathers mentioned that they were fined if they did not participate.

Fathers help with school infrastructure and with the civic committee to organize the activities to celebrate the month of September. –School Director, Lempira (DO2)

I think those of us here, I'm not sure about the whole community, but we are here, but the majority of fathers do repairs to the school, attend the national holidays, Father's Day and Mother's Day, September 15, Children's Day; we get involved; we have to go. To ensure we go, they fine us. –Father, La Paz EIB (DO2)

A few fathers from DO2 expressed an interest in getting together with other fathers to support each other in engaging more meaningfully in their children's education. They also said they would like guidance from the school on how they could support their children; however, they admitted that they also needed to take the initiative to engage with the teachers by attending meetings and participating in other school activities.

We could get together as fathers to talk about educational topics. Not all fathers are the same but we can share our ideas about education. Maybe a meeting would take an hour, and we could set aside that

¹⁸ Honduras commemorates gaining its independence from Spain on September 15.

hour to get together as fathers and share topics about education, our responsibilities. –Father, Copan Ruins EIB (DO2)

For me, to be united with others, because that is how to gain strength, but alone you don't do anything. –Father, Lempira (DO2)

A few mothers from a FGD in La Paz mentioned the importance of direct invitations. This was also a particularly successful approach when organizing the FGDs for the studies, as all participants received a personal invitation.

I think that teachers can invite fathers to participate more in their children's education because there are fathers who are not interested, not all of them, but some. The father of my children has never bothered to ask how they are doing or how he can help. –Mother, La Paz (DO2)

We must ensure that the teacher meets with the fathers to explain the commitment to their children because sometimes it's only us, the mothers, who attend the meetings. – Mother, La Paz (DO2)

Shared Responsibility

Though mothers and teachers continue to shoulder the burden of educating children in Honduras, a few fathers acknowledged that the responsibility for children's success in school should be shared between three key actors: the teacher, the parent(s) and the student; this was also mentioned by several school directors. Some school directors suggested that meeting with fathers to provide further explanation about what students are learning would be beneficial and help to improve their participation. Several fathers also expressed an interest in meeting more often with the teacher to gain a better understanding of what their child was learning.

It has to be the child, father and teacher. That is, it must be something involving everyone. –Father, Tela (DO1)

I've neglected myself a bit. This month I'm going to make an effort as a father, as well as together with the teacher because education is not just about the teacher; it's about the teacher, student and father. If one of the three parts is not doing well, then the student does not do anything. I'll do a self-evaluation as a parent to see what things I'm doing well and what my son is struggling with to improve his learning. I will also be more consistent, periodically visiting the school to see what I can help with, alongside the teacher. That's what we can't have; we enroll and then leave everything to the teacher. –Father, La Paz (DO2)

Sometimes we leave the burden to the teachers... as fathers we do not dedicate much time to the children. We are the teachers in the home, and then the other part (of learning) happens at school. The first education starts at home. –Father, San Pedro Sula (DO1)

Many times we expect the teacher to invite us to attend the meetings for parents. I think this would be our mistake, to wait for the invitation, or for the teacher to call the father who doesn't attend to let him to know how his child is doing. Sometimes we are comfortable because the school hasn't said anything or we haven't gone. This is the first year that my son has been at this school. My wife always comes to drop him off because I'm not at home much. One day I came to drop him off at school and the teacher told me it was good that I had come and told me that my son didn't do his homework during class time, which I didn't know about... today I have listened to the other fathers share their experiences, and as a father, their comments also have helped me. I feel that as fathers we need to become more involved in the school activities and perhaps not throw the whole burden on the teacher. –Father, Tela (DO1)

That's why I'm saying, it's just as much the responsibility of the teacher as the parent. –Father, San Pedro Sula (DO1)

I think in that aspect, sometimes the children do not show an interest; teachers do their job, and at home we, that's another problem. –Father, Tela EIB (DO1)

For example, a child who is taught something at school comes home, but they can quickly forget what they are learning at school. It is necessary to be with them at home. The problem isn't the children or the teachers, the problem is lack of practice. –Father, Tela EIB (DO1)

However, several school directors felt that parents unfairly placed the burden of children's learning on the school system.

They say it's the teachers' responsibility, that's what they pay us for. They regard it as an obligation, at home and at the School for Parents. I tell them that in order for the child to learn, it's not only the teacher because the first school is the home... The (parents) keep track of whether the teacher comes every day or arrives late, but they are more worried about that than their children's future. Sometimes we have complained to them. Out of maybe a hundred, only one or two come to ask the teacher about grades. Last year during the meeting in October I told them they don't care if their child has a bad grade nor press them to do better during the next part of the year; they don't care –School Director, La Paz (DO2)

I believe that the best way for fathers or both parents to get involved in the education of their children is by showing the interest that the child deserves because it is not enough with what we do at school. The father also has to do his part in terms of education. We do a part here at school but the fathers also have to put in a little bit of effort, dedication, a little time. –School Director, Lempira (DO2)

Timing of Activities

One challenge for fathers and male caregivers is the timing of school events, which are often held during work hours. A notable difference between fathers in DO1 (urban areas) and DO2 (rural areas) is their work schedule. For example, most fathers in DO2 said they finished work around 3 or 4 in the afternoon; in DO1, fathers said they arrived home between 6:00pm-7:30pm. In DO1, fathers reported that they had more time on the weekends, specifically Saturday afternoon and Sunday. It is interesting to compare this with the findings from the quantitative research, where 10.5% of students from DO2 reported that fathers attend meetings at school while only 4% of students from DO1 reported the same. While more research is needed to explore this further, the timing of the activities and different work schedules in rural versus urban communities may be one factor impacting fathers' limited participation.

Several fathers from DO1 described the challenge that the scheduling had on their ability to participate in school events, both the timing and frequency of the meetings.

One difficulty for fathers is the schedule. At most schools, they hold the activities during the school day, which only involves stay at home mothers. If they wanted to involve fathers they would look for accessible schedules, for example Saturday after 12pm or Sunday when the majority of workers have finished their work... if they want to involve us as fathers in the activities at our children's school, then they should make accessible schedules. –Father, Central District (DO1)

It's complicated for me with my work. (My wife) has attended most of the meetings. This is the first time that I've come to one. I drop my children off at school but don't come to meetings because of my job. Maybe on Sundays because work is complicated; a lot of people want to work, and they could fire you so you have to take care of your job. –Father, Central District (DO1)

Sometimes the invitations focus more on mothers, possibly because of the timing. For example, fathers work in a company so the teachers need to schedule meetings less often because maybe their employer will wonder why there are so many meetings and so much permission being requested. You lose points in the company, so what the teachers need to do for us to be able to overcome these difficulties is not schedule the meetings so often, to be more aware of this. –Father, Central District (DOI)

Several fathers from FGDs in DO2 expressed appreciation for the opportunity to participate in the focus group discussions, asking if these groups would be an ongoing activity.

This talk we have had has been beneficial. Sometimes we as fathers realize the duties we have but others don't, but it has been beneficial because we take this with us; we'll tell our wives what we spoke about and what we should do with our children, this is how we should treat them. This conversation has been very beneficial for me, and I hope that it is neither the first nor the last one, that we'll have another conversation to continue learning more things. It is a reference on how to treat our children. – Father, La Paz (DO2)

On behalf of everyone, I think this conversation has been very important. I had not had this opportunity. The mothers have been in meetings and all that, and today I think that has been an important moment. Thank you for the time you have decided to be with us ... we have learned a lot. We thank you infinitely. I think today is the beginning of perhaps a new interest. –Father, Lempira (DO2)

Technology

One potential entry point to improve school-to-home communications and home-to-school communications is technology, specifically messaging platforms like WhatsApp. This seems to be particularly effective in urban areas.

There is a WhatsApp group to be able to find out whether there is homework, more than anything (to find out) how my daughters are behaving. I told the teacher that she has to let me know what happens, no matter what it is. –Father, San Pedro Sula (DOI)

You have to have communication with the teacher, meet the school director and all that. That's why there's a WhatsApp group, not a group for doing silly things but one with teachers that explain things to me, that tells me how my son and daughter are doing. –Father, Tela (DOI)

Meetings, visits and telephone calls. I love that the teachers have created chats where they send the homework assignments. The parents even feel a bit pressured to get a small phone that has WhatsApp so they can know how they're doing with the homework, what the teachers are asking for. They establish a strong communication with the father through this. –Vice Principal, Tela (DOI)

Technology may also enable fathers who travel for work to stay connected with their families, engaging with their children to provide direct homework support.

In my case, it's because of the distance. Recently they'd given my daughter homework about length, meters, kilometers, things like that, and her father helped her do the homework over the phone. So even distance can't prevent (being involved). With technology you can now do it. –Mother, Central District (DOI)

Parents and teachers can also communicate on the phone.

If there is no homework, then I call the teacher. With my son, I send him to ask for all the telephone numbers because my work is very complicated, so I keep the numbers of teachers that I talk to, to have communication with colleagues. –Father, San Pedro Sula (DOI)

However, the use of technology to connect with the school was only mentioned in urban areas, though several fathers in DO2 said teachers sometimes assigned homework that required access to a computer and an internet connection. While technology may serve as a promising entry point, in some instances it poses as a barrier to children's learning when families cannot afford to pay for these services.

School for Parents

The School for Parents is generally held once a month on Saturdays. However, both school directors and fathers mentioned several issues that might discourage fathers from participating, including the timing of the meetings and session content.

The School for Parents is held on Saturdays in the morning when fathers work, which is why the majority of those who attend are women. One option is to hold the School for Parents on a Sunday when fathers could attend, but that would depend on the school and the teachers. –School Director, Central District (DOI)

I am a teacher ... I speak for the School for Parents. Last year we had a theme in the School for Parents about assertiveness, and a father said, 'They made me come to the school for this? How is it possible that we come to be scolded at the school? It's not worth being here.' –Father, Tela (DOI)

The School for Parents is like a council but at the same time (I wish) we could learn about other factors of our children's childhood. –Father, San Pedro Sula (DOI)

As mentioned at the beginning of this section, entry points may also refer to fathers who already participate in their children's education, though the quantity and quality of this participation is less apparent. In our research, many fathers reported some level of engagement with their children, particularly on weekends or in the evenings. From checking homework assignments to providing direct homework support, Honduran fathers may be more engaged in the educational process than is perceived by school directors/teachers, though this needs to be explored further. Additional 'father entry points' include men who engage in sport and play with their children; men who feel it is their responsibility to be a role model to their children, which could be extended to the educational domain; men who demonstrate affirmed commitment to and/or interest in ensuring their children are well-educated; and fathers who have more education than their partners, which allows them to provide direct homework support. And finally, it's important to acknowledge school directors as entry points, too, particularly those that express an interest in engaging with fathers and male caregivers in a more meaningful way.

To summarize, entry points and activities that might be effective in increasing fathers' participation include the following. These are further explored in the Discussion section below:

- Improving school-to-home communications
- Raising awareness about shared responsibility
- Monitoring the timing and frequency of school activities (meetings and events)
- Utilizing technology to facilitate better home-to-school communications (and school-to-home communications)
- Improving content and timing of the School for Parents

Discussion

As mentioned in the Executive Summary, male caregiver engagement emerged as a key issue from the HRA Gender and Social Inclusion Analysis, and the project identified the need to explore this topic

further in order to better inform its community level activities. Toward this end, the Male Caregiver Engagement Study asked the following key research questions:

1. How do fathers and male caregivers support their children's education in Honduras?
2. What are the barriers that Honduran fathers and male caregivers face in participating in their children's education?
3. What are the entry points and activities that might be effective in increasing engagement and overcoming these barriers?

The research provided insight into what Honduran men currently do to support their children's education, the barriers they face to engaging more actively, and the entry points and activities that might be effective to increase engagement and overcome these barriers. Furthermore, the findings from the study are important, not only for the project's community level work, but also for programming at all levels of the education system. Additionally, the study has important implications for stakeholders outside of the education system, such as employers in the private sector.

To unpack these ideas further, the discussion is organized around the socio-ecological model, addressing the multiple levels of influence that shape behavior in efforts to influence positive and meaningful change. By looking at male caregiver engagement through 1) the knowledge, attitudes, and skills of the individual, 2) men's relationships with family, friends, and other social networks (interpersonal), 3) the organizational level, including institutions such as the workplace and school, 4) community, and 5) public policy, we seek to understand the why and how of male caregiver engagement in Honduras, or lack thereof, and effective entry points and activities to increase fathers' and male caregivers' participation in children's education.

Effective Entry Points

First and foremost, men must be supported at the **individual** level. As evidenced through the FGDs with fathers and male caregivers, fathers may not be aware of all the ways they can support their children's learning nor of the importance of their role in the educational process. Additionally, some fathers feel that their low levels of education, and in some cases, inability to read, prevents them from engaging meaningfully in their children's education, especially after grade 3. Therefore, it is critical to implement activities that build men's self-efficacy (including illiterate fathers), providing them with practical tips on how to support their children's learning in a more significant way, which will also help boost their confidence. For example, teachers can show fathers how to review homework, verify the completion of assignments and perform basic reading exercises with texts found in daily life in the absence of formal reading materials. Furthermore, teachers can talk to fathers about their work schedule to help them identify times during the week when they can engage in these activities, as well as times they would be able to participate in events and meetings held at the school.

Modifying life-long conceptions about men's capacity to care for children and participate in their learning is heavily influenced by inequitable gender roles and social norms. When all the factors that affirm and stabilize these conceptions are still in place, simply conducting awareness raising activities may not be effective. For this reason, it is critical for men to *experience* the desired practices. As men increase their participation (change their practices), it is hoped that this will lead to a change in attitudes, which is key to sustaining their engagement. Awareness raising activities held at the school and in the community will also be an important way to share key messages with fathers. One avenue to share these messages is at the School for Parents; however, as mentioned above, the timing and content of these meetings must be planned carefully in order to avoid alienating fathers.

Additionally, men face pressure to provide financially for their families. This is also reflected in the secondary research. Lack of time (due to paid work) and fatigue are mentioned by fathers (and mothers) as two main barriers to increased participation in children's educational activities. However, it is important to note that the conception that lack of time and fatigue are only barriers for employed fathers and not mothers (both employed and unemployed) fails to consider the physical and mental drain of domestic work and its impact on mothers' ability to engage more meaningfully in their children's education (or personal hobbies), too. It will be important to work with teachers and parents to present different perspectives, highlighting not only the importance of fathers' participation but also promoting more equitable gender roles in the home.

At the **interpersonal** level, men should be approached through social networks, such as church groups, local sports teams or leagues, and informal community hangouts where men gather to watch soccer games or chat, etc. According to research from other contexts, it is important to design interventions that consider men's needs and interests, both by planning activities that fit their schedules and facilitating these activities in venues where men feel comfortable, such as sporting events and community groups (IPPF/WHR and Promundo, 2017; Barker and Verani, 2008). Engaging men through the workplace and unions is another avenue to promote greater participation of fathers as caretakers, specifically through campaigns and policies to facilitate more equitable parental leave and caretaking roles (Ibid.). Additionally, with the help of the school and other local actors/institutions, change agents (fathers and male caregivers that are already engaging meaningfully in their children's care and education) should be identified as role models for other fathers. These men can be encouraged to form men's groups and/or invited to share their experiences at school events (as well as the School for Parents). While this is beyond the scope of the project, HRA will encourage civil society organizations to support these men's groups, which would offer men a chance to connect with each other to engage in hobbies, but more importantly, to discuss solutions to challenges they face in their daily lives and ways they can be more supportive of their children and partners.

At the **organizational** level, the main entry point is the school. For lasting change to occur, it is essential to challenge school directors' and teachers' conceptions about fathers, as well as those of the fathers themselves. According to the surveys from the baseline, school directors reported lower levels of satisfaction with fathers' involvement in their children's schoolwork than mothers' involvement, particularly in DOI. As evidenced from the FGDs and KIIs, school directors may also downplay fathers' interest, abilities and role in the learning process. For example, fathers are often perceived first and foremost as manual laborers and invited to the school to work rather than to participate in activities related to their children's education. Or in many cases, events and meetings are scheduled during the school day when fathers are working. The school as an institution continues to perpetuate inequitable gender roles and social norms around parental engagement, and behavior change is needed in order to promote fathers' increased participation in the educational process, at school and at home. To challenge these conceptions, HRA will share the findings of study with teachers and school directors during teacher trainings and coaching and accompaniment activities to ensure that teachers are equipped with the knowledge and skills needed to support fathers (and mothers), particularly those with low levels of literacy/education. Additionally, the project will share the findings of the study with key MOE counterparts in order to raise awareness about the need to adapt approaches and activities to ensure fathers and male caregivers are engaged in a positive way. The Ministry of Development and Social Inclusion should also be engaged in discussion about how to assist fathers and male caregivers with disabilities.

One potential avenue to facilitate increased engagement is through the School for Parents, though this structure was not explored in depth in this research. Currently, the meetings are facilitated on

Saturdays; however, schools should schedule meetings in the afternoon or possibly on Sundays to enable more fathers to attend. Furthermore, to address the scarcity of books and reading materials at home, the project will work directly with its local partner, FEREMA, to ensure that school libraries improve book lending systems, with a special emphasis on engaging fathers and their children through reading fairs and other reading-related activities at the library. Finally, there is a need to improve the communication between the school and families, especially fathers. For example, one activity to improve this communication is to send personalized letters to fathers to invite their participation in meetings and events; this method was well received during the qualitative data collection. Additionally, the school should be more conscientious about the timing of events and meetings, ensuring that these are planned and announced ahead of time so that fathers are able to request permission to leave work (particularly in urban areas). Teachers must also explain what they are teaching children in each grade, as well as to identify specific activities that fathers (and mothers) can do to complement this process at home, such as reading with their children for 20 minutes each day. In the absence of books and other formal reading materials, fathers can encourage their children to practice reading texts found in the community and home, such as street signs, newspapers or labels.

At the **community** level, the project will engage its cadre of youth and community volunteers to provide more targeted learning support to students and fathers. For example, one option is 'drop in' sessions organized once a week (preferably on the weekend) when fathers can accompany their child to the school, library or community center to receive tutoring support and/or access computers/internet or reading materials that will be helpful in completing assignments. This will especially benefit fathers and male caregivers (and mothers) with low levels of literacy/education who want to support their children's learning, as well as offer opportunities to access books and other resources that may be scarce or unavailable at home. Promoting these drop-in sessions on colorful posters in the community (at school, church, in the park, at the soccer field, etc.), on social media and through traditional media may be one way to peak fathers' interest in the activity. This approach may prove more successful in rural areas; however, it will be important to pilot in urban areas, too, adapting to the unique needs of each community. Also, at the community level, targeted messaging will also be key to shift conceptions about fathers' roles, changing the focus from 'irresponsible' fatherhood to 'engaged' fatherhood.

While some recommendations fall outside the direct scope of the HRA, the findings from this study have important implications for **public policy**. For example, the 2013 Special Law for Responsible Motherhood and Fatherhood (*Ley Especial para Una Maternidad y Paternidad Responsable*), amended in 2016, outlines the responsibility of both fathers and mothers to educate, feed and care for their children and calls on the Ministry of Education and other authorities to formulate and implement public policies relative to 'responsible fatherhood'. However, it does not include specific strategies to promote greater parental involvement in education (El Herald, 2016). Additionally, there is a need to raise awareness within the Honduran Secretariat of Labor and Social Security and among employers about fathers' key role in their children's education, beyond that of economic provider. This includes conducting advocacy for more equitable parental leave policies and promoting a workplace culture where it is equally acceptable for fathers as it is for mothers to seek permission to attend an event or activity at their child's school. However, other approaches will need to be identified for men who work in the informal sector. Beyond advocacy with the private sector, it's critical to promote behavior change in the education system through the Ministry of Education, both at the central and decentralized levels. This is linked to the recommendations at the organizational level (for example, changing conceptions of school staff, including directors and teachers). The Ministry of Development and Social Inclusion can also play an important role in ensuring that the findings and recommendations be discussed in light of how to engage fathers and male caregivers with disabilities or those from different indigenous groups.

Conclusion

Many Honduran fathers and male caregivers in the study indicated an interest in supporting their children's education more actively. Several key entry points to increasing fathers' and male caregivers' engagement were identified, particularly centered around improving school-to-home communications.

While the majority of the recommendations in this report focus on fathers, best practices outlined in the secondary research suggest that the most effective interventions engage fathers and mothers, as well as actors in the broader system. These community structures and institutions must be included in any strategy or intervention in order to shift inequitable gender roles and social norms that place certain expectations and limitations on men and women.

Though there is consensus among school directors, students, mothers and fathers that mothers more actively support children's education, it is important to acknowledge that many fathers *do* provide support, though quite likely to a lesser extent or in different ways. Fathers' support is often strictly financial, and there is a need to increase their hands-on support to the educational process. However, when fathers *do* spend time helping their children with homework, this support is largely invisible to school directors and teachers, particularly when they do not attend meetings and events at the school.

We must also acknowledge the barriers that fathers and male caregivers face and seek solutions to minimize these barriers in order to increase men's engagement in their children's learning activities. It is also important to carefully analyze gender roles and social norms in relation to paid and unpaid work and tasks that may be gender stereotyped. For example, the perception that lack of time and fatigue are only barriers for employed fathers and not mothers (both employed and unemployed) fails to consider the physical and mental drain of domestic, unpaid work and its impact on mothers' ability to engage more meaningfully in their children's education (or to take time for themselves). Moreover, though not explored in depth through this research, we must acknowledge that not all Honduran children grow up in a two-parent household; in many cases, families are disintegrated, sometimes temporarily, and others permanently. Due to migration or a family death or separation, children may live with only one parent or another caregiver, and it is equally important to engage these individuals, too.

Finally, the study identifies 10 recommendations to increase fathers' and male caregivers' engagement:

1. Give fathers the opportunity to engage in the desired practices (providing direct homework support and reading with their children). Raise awareness among fathers about the importance of educating their children, as well as their key role in supporting the learning process. This may be achieved through convening men's groups where men can gather to discuss challenges related to their children's education, meetings facilitated by the school specifically for fathers to encourage their participation, and school-level campaigns to promote fathers' meaningful and increased engagement.
2. Design materials and trainings to help fathers with low levels of education/literacy to be able to provide support for their children's learning. For example, develop easy-to-follow techniques they can use to review homework, verifying the completion of assignments and performing basic reading exercises with texts found around the home or community, even if they cannot read and write and do not have access to formal reading materials and books at home.
3. Train teachers on methods to increase their capacity and understanding of the need to engage fathers (and mothers) more directly in the learning process. Additionally, improve

school-to-home communications, encouraging school directors and teachers to extend direct invitations to fathers, considering the timing of the event or meeting to ensure it will not interfere with their work schedules. Additionally, sending the invitations in advance to enable fathers to plan ahead at work. During the enrollment process, it is important that the school collect information about students' caregivers, particularly to identify whether they live with both parents, one parent and / or other family members. If the father does not live with the child, the school can identify whether it is possible to invite him to school events and educational activities throughout the year.

4. Utilize various methods of communication, whether it be a WhatsApp group, phone calls, or home visits to establish and maintain contact between the school and the father.
5. Utilize civic events and celebrations to connect with fathers to establish and strengthen relationships in order to help them feel welcome on school grounds. Additionally, utilize any opportunity to connect with fathers, such as when they drop or pick up their children from school.
6. Ensure school libraries are functional and that students can take books home to read with their fathers (and mothers), as well as help parents identify other sources of reading material (such as newspapers, labels, signs, etc.).
7. Identify change agents in each school and community, fathers or male caregivers who are actively engaged in their children's education, who can serve as role models for other fathers (and mothers).
8. Ask fathers about their preference for the timing of events at school, their preferred method of communication, topics of interest for meetings and School for Parents sessions, need for literacy support, etc.
9. Avoid using scare tactics to force parents, particularly fathers, to attend school functions. These may include bringing an ID (when it is not needed) or fining fathers who don't attend meetings. Additionally, ensure that messaging and content of sessions at school functions is positive and encouraging rather than accusatory, promoting the benefit of fathers' increased participation to students, as well as to the fathers themselves.
10. Organize and/or work with community volunteer networks and high school seniors to facilitate drop in sessions specifically geared toward fathers and their children.

Finally, this report also acknowledges the danger that many Honduran families face due to criminal and gang activity. This, combined with extreme poverty and inequitable gender roles and social norms, pose challenges for implementers, educators, and researchers when developing interventions. However, HRA is confident that the key takeaways and recommendations from this study have the potential to positively impact all levels of Honduran society. At the project level, the findings will inform the development of a Male Caregiver Engagement Strategy, which the team hopes will catalyze fathers' and male caregivers' increased engagement in children's learning outcomes, with a focus on reading. While there are similarities across regions, there are also marked differences that must be considered, especially between rural and urban areas (DO2 and DO1). The project will work closely with its regional staff to identify how the strategy should be tailored, depending on the needs of each community, available resources, and the commitment of local actors. And lastly, more research on this topic is needed in Honduras, as well as the region, to provide further insight on how fathers and male caregivers can be engaged as change agents to challenge harmful gender roles and social norms and champion more equitable behavior in the home and school.

Bibliography

Aguayo, F., Barker, G. and Kimelman, E. (2016). Paternidad y Cuidado en América Latina: Ausencias, Presencias y Transformaciones, *Masculinities and Social Change*, 5(2), 98–106.

doi:10.17583/MCS.2016.2140

Barker, G. and Verani, F. (2008). La Participación del Hombre como Padre en la Región de Latinoamérica y el Caribe: Una Revisión de Literatura Crítica con Consideraciones para Políticas. Brazil.

Ber, M. (2017, June 15). Support for working fathers in Latin America and the Caribbean. Retrieved from <https://blogs.unicef.org/blog/working-fathers/>

Charles, P., Spielfogel, J., Gorman-Smith, D., Schoeny, M., Henry, D., and Tolan, P. (2016). Disagreement in Parental Reports of Father Involvement. *Journal of Family Issues*, 39(2), 328–351. doi:

10.1177/0192513x16644639

El Heraldo. (2016, May 04). Cinco puntos clave sobre la ley de Paternidad y Maternidad en Honduras.

Retrieved from <https://www.elheraldo.hn/pais/956546-466/cinco-puntos-clave-sobre-la-ley-de-paternidad-y-maternidad-en-honduras>

Figueroa Escobar, H. (2018). Tipología y clasificación de los hogares hondureños, periodo 2001-2017. *Población Y Desarrollo - Argonautas Y Caminantes*, 14, 51-70. <https://doi.org/10.5377/pdac.v14i0.6853>

Hegg, M., Venerio, M. and Orozco, R. (2005). Masculinidad y factores socioculturales asociados a la paternidad. Estudio en cuatro países de Centroamérica.

Hegg, M. (2004). Masculinidad y paternidad en Centroamérica. *Revista Centroamericana De Ciencias Sociales*, 1(2), 59–74.

Instituto Nacional de Estadísticas. (2018). Resumen Ejecutivo. Encuesta Permanente de Hogares de Propósitos Múltiples, 2018. Tegucigalpa: INE.

IPPF/WHR and Promundo. (2017). Estado de la paternidad: América Latina y el Caribe 2017. Nueva York: IPPF/RHO, Washington, D.C.: Promundo-US.

Jeynes, W. (2015). A Meta-Analysis: The Relationship Between Father Involvement and Student Academic Achievement. *Urban Education*, 50(4), 387–423.

Jyotsna, J. and Pouezevara, S. (2016, August). Measurement and Research Support to Education Strategy Goal 1. Boys' Underachievement in Education: A Review of the Literature with a Focus on Reading in the Early Years. RTI International. Research Triangle Park, NC.

Kato-Wallace, J., Barker, G., Eads, M. and Levto, R. (2014). Global pathways to men's caregiving: Mixed methods findings from the International Men and Gender Equality Survey and the Men Who Care study. *Global Public Health: An International Journal for Research, Policy and Practice*.

Manjoo, R. (2015). Report of the Special Rapporteur on violence against women, its causes and consequences (Rep. No. A/HRC/29/27/Add.1). United Nations General Assembly.

Mathwasa, J. and Okeke, C. (2016). Barriers Educators Face in Involving Fathers in the Education of their Children at the Foundation Phase. University of Fort Hare, East London, Eastern Cape, RSA. Kamla-Raj. *Journal of Social Sciences*, 46(30), 229-240.

Organización Internacional del Trabajo. (2018). Presente y futuro de la protección social en América Latina y el Caribe. Lima: OIT / Oficina Regional para América Latina y el Caribe.

Panter-Brick, C., Burgess, A., Eggerman, M., McAllister, F., Pruett, K., and Leckman, J. (2014). Practitioner Review: Engaging fathers – recommendations for a game change in parenting interventions based on a systematic review of the global evidence. *Journal of Child Psychology and Psychiatry*, (55), 11, 1187–1212.

Santos, S. (2015). 'MenCare in Latin America: Challenging harmful masculine norms and promoting positive changes in men's caregiving', EMERGE Case Study 5. Institute of Development Studies, Promundo-US and Sonke Gender Justice

UNDP. (2018). Human Development Indices and Indicators: 2018 Statistical Update Briefing note for countries on the 2018 Statistical Update. Retrieved April 15, 2019, from http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/HND.pdf

World Bank, 2017. Personal remittances, received (% of GDP). Retrieved April 2, 2019, from <https://data.worldbank.org/indicator/bx.trf.pwkr.dt.gd.zs>

Annexes

Data Analysis

Qualitative Analysis

The audio files from the FGDs and KIIs were transcribed into Word and reviewed to identify potential discrepancies between the audio files and transcriptions. No major discrepancies were found, although there were a small number of gaps in transcriptions where the participants' voices were inaudible.

Atlas ti was used to conduct the first round of analysis. Each transcription was carefully reviewed to identify relevant quotes, to which one or more codes were assigned. Most of these originated in the code book, which was developed through the analysis of the interviews conducted during the validation phase of the FGD protocol. Other codes were developed during the analysis of the citations of the primary documents. In some cases, as the analysis progressed, some of the codes were renamed to align better to the content of the quotes. For each of the codes, one or more comments related to the objectives of the study were elaborated.

After this phase, the relationships between the codes and quotes were identified, using the options provided by the *Atlas ti* program. However, a large part of the relationship analysis was completed manually. Once the relationships were identified, the interpretation was conducted, based on the relationships identified and the comments from the initial coding. Throughout the analysis, a systematic effort was made to triangulate the information among the three sources (fathers/male caregivers, mothers and school directors) and to relate the statements with the contextual information available.

Quantitative Analysis

Quantitative survey data collected during HRA's baseline grade 2 and grade 6 reading assessment evaluation was cleaned by EDC M&E staff and analyzed using standard statistical techniques for different analytical purposes. The results were disaggregated by sex and DO, as appropriate. Central tendency analysis (e.g. mean, median) was conducted for continuous demographic variables. Comparison of means statistical tests (independent samples *t*-test) were conducted to estimate differences between groups such as DO, sex, and grade, where appropriate.

Data Collection Instruments

Student Context Survey¹⁹

Sección. Cuestionario de Contexto Estudiantil

Haga cada pregunta verbalmente a el/la niño/a, como en una entrevista. No lea las opciones de respuesta en voz alta. Espere a que el/la niño/a responda, luego encierre la respuesta.

<p>4a. ¿Alguien lee con usted en voz alta en su casa? Sí <input type="checkbox"/> No <input type="checkbox"/> No Sabe <input type="checkbox"/> No Responde <input type="checkbox"/></p>
<p>4b. Si contestó “Sí” en 4a ¿quién le lee en voz alta en su casa? (respuesta múltiple) Papá <input type="checkbox"/> Mamá <input type="checkbox"/> Hermano <input type="checkbox"/> Hermana <input type="checkbox"/> Tío(a) <input type="checkbox"/> Abuelo(a) <input type="checkbox"/> Otro (especifique)_____ <input type="checkbox"/></p>
<p>5. ¿Quién le ayuda con sus tareas en la casa? [MARQUE TODAS LAS PERTINENTES] Nadie <input type="checkbox"/> Mamá <input type="checkbox"/> Papá <input type="checkbox"/> Hermano <input type="checkbox"/> Hermana <input type="checkbox"/> Tío(a) <input type="checkbox"/> Abuelo(a) <input type="checkbox"/> No Sabe <input type="checkbox"/> No Responde <input type="checkbox"/></p>
<p>6. ¿De qué forma le apoya su papá con sus estudios? (respuesta múltiple) (NO LEA LA LISTA. MARQUE LO QUE DICE EL/LA NIÑO/A.) Me compra útiles escolares <input type="checkbox"/> Asista a reuniones en la escuela <input type="checkbox"/> Me lleva o me recoge de la escuela <input type="checkbox"/> Me ayuda con tareas en la casa <input type="checkbox"/> Me anima para sacar buenas notas <input type="checkbox"/> Lee conmigo <input type="checkbox"/> No me apoya en ninguna forma <input type="checkbox"/> No Sabe <input type="checkbox"/> No Responde <input type="checkbox"/> Mi papa no está (se murió, migró, se separó de mi mamá, etc.) Otro (especifique)_____</p>

¹⁹ Only questions specific to the Male Caregiver Engagement Study are included here; the full instrument has not been included in the annexes.

<p>7. ¿De qué forma le apoya su mamá con sus estudios? (respuesta múltiple) (NO LEA LA LISTA. MARQUE LO QUE DICE EL/LA NIÑO/A.)</p> <p>Me compra útiles escolares <input type="checkbox"/></p> <p>Asista a reuniones en la escuela <input type="checkbox"/></p> <p>Me lleva o me recoge de la escuela <input type="checkbox"/></p> <p>Me ayuda con tareas en la casa <input type="checkbox"/></p> <p>Me anima para sacar buenas notas <input type="checkbox"/></p> <p>Lee conmigo <input type="checkbox"/></p> <p>No me apoya en ninguna forma <input type="checkbox"/></p> <p>No Sabe <input type="checkbox"/></p> <p>No Responde <input type="checkbox"/></p> <p>Mi mamá no está (se murió, se migró, se separó de mi papá, etc.) <input type="checkbox"/></p> <p>Otro (especifique)_____</p>
<p>8. En la casa donde vive ¿hay libros (además de sus libros para la escuela)?</p> <p>Sí <input type="checkbox"/> No <input type="checkbox"/> No Sabe <input type="checkbox"/> No Responde <input type="checkbox"/></p>
<p>9. ¿Su madre sabe leer y escribir?</p> <p>Sí <input type="checkbox"/> No <input type="checkbox"/> No Sabe <input type="checkbox"/> No Responde <input type="checkbox"/></p>
<p>11. ¿Su papá sabe leer y escribir?</p> <p>Sí <input type="checkbox"/> No <input type="checkbox"/> No Sabe <input type="checkbox"/> No Responde <input type="checkbox"/></p>

¡MUCHAS GRACIAS!

School Director Survey²⁰

¿Qué tan satisfecho está con la participación de las mamás (estén o no en la APF) en el trabajo escolar de sus hijos/as? [Leer en voz alta las opciones (excepto “No sé”)]

- Muy Satisfecho/a
- Satisfecho/a
- No satisfecho/a
- No sé

¿Qué tan satisfecho está con la participación de los papás (estén o no en la APF) en el trabajo escolar de sus hijos/as? [[Leer en voz alta las opciones (excepto “No sé”)]

- Muy Satisfecho/a
- Satisfecho/a
- No satisfecho/a
- No sé

Teacher Survey

¿Con qué frecuencia asisten las mamás de sus estudiantes a las reuniones de padres / docentes?

- Frecuentemente
- De vez en cuando
- Raramente
- No lo sé/

¿Con qué frecuencia asisten los papás de sus estudiantes a las reuniones de padres / docentes?

- Frecuentemente
- De vez en cuando
- Raramente
- No lo sé

¿Con qué frecuencia las mamás de sus estudiantes vienen a la escuela para hablar con usted sobre el progreso de sus hijos/as?

- Frecuentemente
- De vez en cuando
- Raramente
- No lo sé

¿Con qué frecuencia los papás de sus estudiantes vienen a la escuela para hablar con usted sobre el progreso de sus hijos/as?

- Frecuentemente
- De vez en cuando
- Raramente
- No lo sé

²⁰ The complete survey instruments for the School Director and Teacher Surveys have not been included in the Annexes; the only questions included are those specific to the Male Caregiver Engagement Study.

¿Está satisfecho con el nivel de participación de los padres y las madres en la educación de sus hijos/as?

- Nada satisfecho/a
- No muy satisfecho/a
- Satisfecho/a
- Muy Satisfecho/a

Key Informant Interview: School Director

Estudio: involucramiento de los papás y encargados en la educación de sus hijas e hijos

Entrevista con director/a de centro educativo

Bienvenida y presentación: Somos __ [nombre] _ y _ [nombre] _ estamos trabajando para el proyecto De Lectores a Líderes (DLAL) ejecutado por EDC en asociación con USAID / Honduras. Estamos realizando un estudio para mejorar la educación de los niños y las niñas en Honduras. Estamos particularmente interesados en conocer más la participación de los papás y encargados en el desarrollo de las habilidades de lectura de las niñas y los niños en las regiones de Honduras atendidas por el proyecto. La información que usted proporcione no se compartirá y se considerará estrictamente confidencial.

Esta es una buena oportunidad para que escuchemos sus opiniones. Vamos a hablar con usted por un máximo de 40 minutos. La información que nos dé nos ayudará a entender las formas mediante las cuales los papás y encargados participan en la educación de sus hijos e hijas. No queremos usar su nombre en ningún lugar, solo la información que nos proporcione. Si se siente incómodo en cualquier momento de la conversación, no es necesario que continúe. Estamos tomando notas para esta conversación y grabando para que podamos recordar con precisión lo que usted dice. Sin embargo, no queremos compartir nuestras notas con otras personas más allá de las personas

I. IDENTIFICACIÓN DEL PERSONAL DE LA APLICACIÓN Y FECHA

1. Nombre del entrevistador/a 1

2. Nombre del entrevistador/a 2

3. Fecha del levantamiento: _____

II. IDENTIFICACIÓN DEL CENTRO Y DEL DIRECTOR/A

1. Nombre del Centro: _____ 2. Código del Centro _____

3. Tipo de Centro 1) Oficial: _____ 2) PROHECO: _____ 3) Otros _____

4. Modalidad: 1) Unidocente _____ 2) Bidocente _____ 3) Multidocente _____

5. Área: 1) Urbana: _____ 2) Rural: _____

7. Comunidad: _____ 8. Nombre del Director (a): _____

9. Nombre de el/la Docente (Facilitador/a de Escuela para Padres, Madres): _____

10. Municipio: _____

PARTICIPACIÓN

1. ¿Cómo se involucran los papás y encargados masculinos en la educación de sus hijos e hijas?
2. ¿Cómo le ayudan los papás y encargados a sus hijos e hijas a desarrollar habilidades para leer?
3. ¿La ayuda que dan los papás y encargados es diferente de la que dan las mamás? ¿Por qué sí? ¿Por qué no?

BARRERAS

4. ¿Cuáles son las dificultades que enfrentan los papás y encargados para participar en la educación de sus hijos/as?

¿Cómo se podrían superar estas dificultades?
5. ¿Cuáles son las barreras que enfrentan para ayudar a sus hijos e hijas a desarrollar habilidades para leer?

¿Cómo se podrían superar estas barreras?
6. ¿Cómo cree usted que el centro educativo o los/las docentes podrían ayudar a los papás o encargados para involucrarse en la educación de sus hijos/as?
7. ¿Le gustaría agregar algo más sobre lo que hemos hablado en esta conversación?

Focus Group Discussion Protocol and Questions: Mothers

Estudio: involucramiento de los papás y encargados en la educación de sus hijas e hijos

Grupo focal con mamás

Bienvenida y presentación: Somos ___ [nombre] __ y __ [nombre] __ estamos trabajando para el proyecto De Lectores a Líderes (DLAL) ejecutado por EDC en asociación con USAID / Honduras. Agradecemos que se hayan tomado el tiempo de unirse a nosotros y nos gustaría agradecer a [nombre de la persona que ayudó a reunir a los o las participantes] por invitarnos a reunirnos con ustedes hoy.

Estamos realizando un estudio para mejorar la educación de los niños y las niñas en Honduras. Estamos particularmente interesados en conocer más sobre la participación de los papás y encargados en el desarrollo de las habilidades de lectura de las niñas y los niños en las regiones de Honduras atendidas por el proyecto. La información que ustedes proporcionen no se compartirá y se considerará estrictamente confidencial.

Esta es una buena oportunidad para que escuchemos sus opiniones. Vamos a hablar con ustedes por 90 minutos. Por favor, comprendan que la información que nos darán nos ayudará a entender las formas mediante las cuales los papás y encargados participan en la educación de sus hijos e hijas. No queremos usar sus nombres en ningún lugar, solo la información que nos proporcionen. Si se sienten incómodos en cualquier momento de la conversación, no es necesario que continúen. Estamos tomando notas para esta conversación para que podamos recordar con precisión lo que se dice en la plática. Sin embargo, no queremos compartir nuestras notas con otras personas más allá de las personas relevantes en EDC. Además, les solicitamos su permiso para grabar la conversación.

¿Están todos claros? ¿Tienen alguna pregunta? ¿Aceptan participar en este GF?

PARTICIPACIÓN

NOTA PARA LA MODERADORA: Al plantear la primera pregunta, debe explicar a las participantes que pueden responder sobre lo que hacen los hombres/papás de la comunidad y no, necesariamente, tienen que hablar de su pareja/esposo.

¿Para ustedes, qué significa ser papá?

Nota: Después de escuchar a un par de mamás, el/la facilitador/a les propondrá el siguiente ejercicio, mediante el cuadro de abajo, el cual se hará en papel rotafolio. Y se les hará la siguiente pregunta, usando la tabla para guardar sus respuestas.

¿Qué tipo de actividades educativas normalmente hacen los papás / encargados con sus hijas e hijos durante la semana? ¿Durante el fin de semana? ¿En las vacaciones?

ACTIVIDADES	DE LUNES A VIERNES	FIN DE SEMANA	EN LAS VACACIONES
CON LOS HIJOS			
CON LAS HIJAS			

Preguntas de Sondeo*:

¿Cómo se involucran los papás y encargados en la educación de sus hijos e hijas?

¿Cómo les ayudan a sus hijos e hijas a desarrollar habilidades para leer?

*solamente se hacen en el caso de que sea necesario sondear más

¿La ayuda que dan los papás y encargados es diferente de la que dan las mamás? ¿Por qué sí? ¿Por qué no?

BARRERAS

¿Cuáles son las dificultades que enfrentan los papás y encargados para participar en la educación de sus hijos/as?

¿Cómo se podrían superar estas dificultades?

¿Cómo cree usted que el centro educativo o los/las docentes podrían ayudar a los papás o encargados para involucrarse en la educación de sus hijos/as?

¿Cuáles son las dificultades que enfrentan los papás para ayudar a sus hijos e hijas a desarrollar habilidades para leer?

¿Cómo se podrían superar estas dificultades?

¿Qué acciones pueden realizar los papás o encargados para fomentar el aprendizaje de sus hijos /as?

¿Les gustaría agregar algo más sobre lo que hemos hablado en esta conversación?

Focus Group Discussion Protocol and Questions: Fathers and Male Caregivers

Estudio: involucramiento de los papás y encargados en la educación de sus hijas e hijos

Grupo focal con papás y encargados

Bienvenida y presentación: Somos __ [nombre] __ y __ [nombre] __ estamos trabajando para el proyecto De Lectores a Líderes (DLAL) ejecutado por EDC en asociación con USAID / Honduras. Agradecemos que se hayan tomado el tiempo de unirse a nosotros y nos gustaría agradecer a [nombre de la persona que ayudó a reunir a los o las participantes] por invitarnos a reunirnos con ustedes hoy.

Estamos realizando un estudio para mejorar la educación de los niños y las niñas en Honduras. Estamos particularmente interesados en conocer más sobre la participación de los papás y encargados en el desarrollo de las habilidades de lectura de las niñas y los niños en las regiones de Honduras atendidas por el proyecto. La información que ustedes proporcionen no se compartirá y se considerará estrictamente confidencial.

Esta es una buena oportunidad para que escuchemos sus opiniones. Vamos a hablar con ustedes por 90 minutos. Por favor, comprendan que la información que nos darán nos ayudará a entender las formas mediante las cuales los papás y encargados participan en la educación de sus hijos e hijas. No queremos usar sus nombres en ningún lugar, solo la información que nos proporcionen. Si se sienten incómodos en cualquier momento de la conversación, no es necesario que continúen. Estamos tomando notas para esta conversación para que podamos recordar con precisión lo que se dice en la plática. Sin embargo, no queremos compartir nuestras notas con otras personas más allá de las personas relevantes en EDC. Además, les solicitamos su permiso para grabar la conversación.

¿Están todos claros? ¿Tienen alguna pregunta? ¿Aceptan participar en este GF?

PARTICIPACIÓN

¿Para ustedes, qué significa ser papá?

Nota: Después de escuchar a un par de papás o encargados, el/la facilitador/a les propondrá el siguiente ejercicio, mediante el cuadro de abajo, el cual se hará en papel rotafolio. Y se les hará la siguiente pregunta, usando la tabla para guardar sus respuestas.

¿Qué tipo de actividades educativas normalmente hacen ustedes con sus hijas e hijos durante la semana?
¿Durante el fin de semana? ¿En las vacaciones?

ACTIVIDADES	DE LUNES A VIERNES	FIN DE SEMANA	EN LAS VACACIONES
CON LOS HIJOS			
CON LAS HIJAS			

Preguntas de Sondeo*:

¿Cómo se involucran los papás y encargados en la educación de sus hijos e hijas?

¿Cómo les ayudan a sus hijos e hijas a desarrollar habilidades para leer?

*solamente se hacen en el caso de que sea necesario sondear más

¿La ayuda que dan los papás y encargados es diferente de la que dan las mamás? ¿Por qué sí? ¿Por qué no?

BARRERAS

¿Cuáles son las dificultades que enfrentan los papás y encargados para participar en la educación de sus hijos/as?

¿Cómo se podrían superar estas dificultades?

¿Cómo cree usted que el centro educativo o los/las docentes podrían ayudar a los papás o encargados para involucrarse en la educación de sus hijos/as?

¿Cuáles son las dificultades que enfrentan para ayudar a sus hijos e hijas a desarrollar habilidades para leer?

¿Cómo se podrían superar estas dificultades?

¿Qué acciones pueden realizar ustedes como papás o encargados para fomentar el aprendizaje de sus hijos/as?

¿Les gustaría agregar algo más sobre lo que hemos hablado en esta conversación?