



## **Preliminary Executive Summary August 17th, 2022**

### **National Consultations Report for the Transforming Education Summit 2022**

Ministry of Education of Honduras

**Supported by:**

The United Nations System in Honduras, in particular  
United Nations Educational, Scientific and Cultural Organization -UNESCO-  
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NACIONES UNIDAS  
CUMBRE SOBRE LA  
TRANSFORMACIÓN DE  
LA EDUCACIÓN 2022



## Prologue:

The Secretary-General of the United Nations during the 77<sup>th</sup> session of the General Assembly, announced his intention to convene a Transforming Education Summit on September 19, 2022 aiming to mobilize action, ambition, solidarity and solutions to transform education by 2030.

The Honduran government, through the Ministry of Education, with the support of the United Nations in Honduras, carried out an intensive, inclusive, and highly participatory process with the populations of the different regions and sectors of the country. A process of 10 national and subnational consultations was led, structured in the five thematic action tracks for the transformation of education:

1. Inclusive, equitable, safe, and healthy schools
2. Learning and skills for life, work, and sustainable development
3. Teachers, teaching, and the teaching profession
4. Digital learning and transformation
5. Financing of education

More than 200 people participated in the national consultations, including representatives of parent associations, teachers, schools and universities, girls and young women, people with disabilities, returned migrants, internally displaced people, indigenous and Afro-descendant groups, the private sector, civil society, academia, among others. In addition, a U report survey was conducted with national youth in which more than 2,200 young people shared their vision for the transformation of education. These national consultations, contributed to jointly identify the most powerful ways to make education systems stronger and more equitable, ultimately driving progress on all of the Sustainable Development Goals.

Similarly, as part of the preparation for the consultation process, a concept note was drafted on the context of the Honduran education system, as well as a model for the consultation and the sectors that would be involved.

A compilation of the main findings and considerations presented in the consultation process by the multistake actors in Honduras is shown. The information is presented as a reflection of the work and commitment towards the transformation of education carried out by the State of Honduras.

### **Thematic Action Track 1: Inclusive, equitable, safe, and healthy schools**

In order to guarantee access to education for all children in Honduras, there must be inclusive, equitable, safe and healthy educational centers that promote the inclusion of all, especially those in vulnerable situations or located in rural areas. For this, the different sectors in our society consider that the following actions should be taken: **I.** Public policies that are representative and include all the different actors and sectors in our society; **II.** Improve the nutritional quality of school feeding and ensure its access; **III.** Many children have been left out of the school system and they should be reintegrated in the appropriate manner; **IV.** The need for psychologists and other mental health professionals at schools to treat students; **V.** The girls in the age of menstruation do not have the necessary conditions to meet their primary needs during this period of time; **VI.** Water and sanitation needs exist in schools and biosecurity measures must be implemented; **VII.** Prioritize deteriorated school infrastructure.

### **Thematic Action Track 2: Learning and skills for life, work, and sustainable development**

The different sectors in our society consider that the current school curriculum must be modernized and adapted to the current needs of our society to ensure that students obtain skills for life, work and sustainable development. To achieve this, the following is suggested: **I.** A skills-based curriculum, including skills for life and work, as well as the adaptation to territories and cultural realities; **II.** The need for a children protection component in learning; **III.** Combat abuse and mistreatment of children by adults with grievances related to situations of poverty; **IV.** The offered careers need to be pertinent and evaluated and must respond to the productive and development potentialities of each community, in addition to having internships and professional practices that seek the development of professional experiences demanded by the social and labor force world.

### **Thematic Action Track 3: Teachers, teaching, and the teaching profession**

Teachers are the main driving force in ensuring quality education and the different sectors in our society believe that their welfare should be prioritized in the following ways: **I.** Support educators with relevant and modern teaching training; **II.** Increase the presence of teachers in rural areas; **III.** Strengthen emotional and employment stability; **IV.** Permanent updating of the database in the teaching human talent units, avoiding delays in the processes when movements are generated and having data projections from the previous year; **V.** The involvement of the community, local organizations, cooperating partners and private sector can generate resources to provide preventive maintenance to improve working conditions and educational quality.

### **Thematic Action Track 4: Digital learning and transformation**

The COVID-19 pandemic accelerated the technological revolution and increased the digital gap in the Honduran population, affecting children's learning. To transition to digital learning and transformation, the different sectors in our society consider that: **I.** Schools require an actor to facilitate and finance teacher and student access to the internet; **II.** Families lack resources to acquire their own technological tools; **III.** There is a digital gap that hinders continuous learning and quality in the diverse school facilities; **IV.** Strengthen the knowledge on the use of digital tools to support education; **V.** Technology should be incorporated into pedagogical spaces as a component that will favor educational trajectories and provide more and better tools for the development of 21st Century skills; **VI.** There is a high level of insecurity in schools, which implies a high incidence of theft of technological equipment.

## Thematic Action Track 5: Financing of education

Considering that we are facing several barriers to ensure access to education for children and youth in the country, the different actors consider that education funding should be prioritized in the following ways: **I.** A more predictable and permanent budget is required to cover basic needs such as teacher salaries, purchase of school materials and furniture, infrastructure and biosecurity issues, transformative educational digitalization, and so forth; **II.** Political will is required to establish a comprehensive budget to cover the needs of the Honduran education system; **III.** Improve fund administration, both at schools and at the central level; **IV.** Goals must be adjusted based on well-defined criteria of educational quality and the funding provided must be consistent with the fulfillment of those goals; **V.** Administrative movements derived from management transitions due to changes in government constitute important challenges in terms of monitoring and execution in education financing; **VI.** Greater empathy is needed from the authorities/decision makers when formulating and defining budgets, as these should be aligned to the real needs of the educational centers.