

# National Statement of Commitment for Refounding and Transforming Education in Honduras

## Transforming Education Summit 2022

Our world, as well as Honduras, is facing multiple crises, deepened in our case in recent years by an ominous dictatorship, which plundered and shamed our country, in addition to the impacts of the COVID-19 pandemic, the triple crisis of food, energy, and financing, as well as the one derived from hydro climate disasters, like the tropical storms of Eta and Iota.

The physical closure of educational centers and distance learning modalities widened the historical inequality and lag in education, thus increasing the digital divide and the lack of access to quality, inclusive and equitable learning opportunities. The privatization model in economic and administrative matters deepened in recent years, the enormous and accelerated indebtedness to which the country was subjected, led to less access to health and education services and welfare (including psychosocial and socioemotional care), food and nutrition, and increased the isolation of students and families.

By March 2020, at least 310,000 students had officially stopped attending the school system. Not to mention that close to one million young people and children do not have the opportunity to attend an educational center. It is also important to mention the lack of access to devices and connectivity that would allow continuity in the education plans. Due to these difficult conditions, students and teachers are internally displaced or are forced to migrate to the U.S. due to lack of income for their families, poverty, economic problems or violence-related problems. Water and sanitation, along with other infrastructure conditions, in many educational centers is precarious or non-existent, affecting the attendance of children and adolescents when these centers reopened.

In line with the call of the Secretary General of the United Nations for the Transforming Education Summit, 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, leading 10 national consultations structured in the five thematic action tracks in which more than 200 people participated, representing parent associations, teachers, schools and universities, groups of girls and young women, people with disabilities, returned migrants, displaced people, indigenous and afro descendant groups, private sector, civil society, academy, amongst others. Moreover, a U report survey was made in which 2,200 young people shared their vision for transforming education. They jointly identified the most powerful tracks to make education systems stronger and more equitable, thereby driving progress on all the SDGs. Based on these consultations, Honduras assumes the following commitments:

### 1 Inclusive, equitable, safe, and healthy schools

Promote the inclusion of all Hondurans, especially those in the most vulnerable situations, by re-founding the educational system, with policies, programs and initiatives that promote social inclusion, gender equality, equity, and educational quality in thematic areas including:

- i) Promotion of integral health and wellbeing, including socioemotional and psychosocial care for students and teachers;

- ii) Food security and school nutrition;
- iii) Non-sexist education;
- iv) Development of socioemotional skills, violence prevention and culture of peace and;
- v) Greater investment in infrastructure-bios ecurity, water and sanitation, electricity, and school furniture.

## 2

### Learning and skills for life, work, and sustainable development

Review and transform the school curriculum, and develop tools for its implementation, considering the strengthening of national identity, democracy, civism and love to our country. Similarly, develop a new educational model that responds to the current reality of the community: our students, teachers and their families, with an approach that promotes environmental care and co-responsibility with climate change, employment generation and entrepreneurship, information and communication technologies, foreign languages, socio-emotional education, citizenship training for peace and human rights, diversity, interculturalism and multiculturalism. An educational model based on inclusion and equity in learning methods.

## 3

### Teachers, teaching, and the teaching profession

Redefine the teaching career, strengthen the capacities and opportunities of educators from initial training to permanent and quality continuing education. Increase investment to strengthen teacher performance and promote greater participation in public policy decision-making processes -even beyond education-, in school management and governance, providing the necessary tools for their professional practice with leadership in a framework of innovation, inclusion and equity. The construction of a liberating education for students that allows them to achieve development, depends, to a great extent, on the good work of teachers.

Promote access to health and wellbeing services, socioemotional and psychosocial care for our teachers is key.

## 4

### Digital learning and transformation

Develop policies, programs and initiatives to reduce the digital gap by including in the school curriculum the multimodal teaching of information and communication technologies with a focus on digital citizenship, privacy, security and violence prevention.

In order to develop critical thinking skills in students that allow them to discuss their reality and their education, it is necessary to reduce the digital and technological gaps. We will strengthen

teacher training in these areas and the infrastructure capacities in educational centers, we will expand and diversify the educational resources available on different platforms and technological devices, and we will also identify resources to progressively provide internet connectivity to educational centers in favor of our students. At the same time, increase public funding and seek partnerships that facilitate a comprehensive and intersectoral approach to achieve technological literacy and the promotion of digital citizenship.

## 5 Financing of education

Strengthen results-based budgeting and consensus building that allow and guarantee an increase in the necessary public and private investment in education, generating regulations and participatory monitoring mechanisms and goals that demonstrate the qualitative changes promoted through the educational re-foundation, including curricular reform, infrastructure improvement, school feeding, professional development of teachers and quality, non-sexist and inclusive educational materials, and their equitable distribution.

The transformation of education is one of the fundamental bases for the re-foundation of the country, and achieving full access and exercise for all requires a commitment to the prioritization and substantial improvement of public education and the renewal of the private sector, as well as the establishment of alliances that can make it sustainable over time and generate complementary and innovative investment opportunities

In witness whereof, I, Iris Xiomara Castro Sarmiento, President of the Republic of Honduras, have hereunto subscribed this commitment on the seventeenth day of August of the year two thousand and twenty-two.

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Iris Xiomara Castro Sarmiento  
Constitutional President of the Republic of  
Honduras



Honorable Witnesses:

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Daniel Sponda  
Minister of Education

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Alice Shackelford  
United Nations Resident Coordinator in Honduras

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Alexander Leicht  
Director and Representative  
UNESCO Cluster Office San Jose  
Representation for Costa Rica, El Salvador,  
Honduras, Nicaragua and Panama

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Mark Connolly  
UNICEF Representative in Honduras