



**Let's go, get the SDG4
Making promises, achieving goals, Honduras 2018**

The Right to Education Index is a global accountability initiative designed to ensure that all people, no matter where they live, can enjoy their right to a quality education. A project of RESULTS Educational Fund, RTEI works with civil society, research institutions, and governments to drive accountability and progress towards the right to education in countries all over the world.

RTEI is a global index built out of the international right to education framework to track national progress towards its fulfillment. The Index consists of indicators explicitly derived from international human rights treaties and conventions, including:

Honduras reports significant advances in the Right to Education Index, going from 77% in 2016 to 81% in 2018

- The Universal Declaration of Human Rights,
- The International Covenant on Economic, Social, and Cultural Rights,
- The Convention on the Rights of the Child,
- And many more.

In Honduras, the RTEI Index 2018 is the second experience, the first one have been developed in 2016. For 2018, the fulfillment of the right to education in Honduras reports significant advances, going from **77% in 2016 to 81%** of global results at present.

The advances are very evident in terms of availability and adaptability with percentage increases of up to 21% in the first case and 15% in the second. Along with the advances, there is an important setback of 10 points in accessibility to the education system.

Global average RTEI 2018: 81%	
Governance	93%
International framework	100%
National Law	100%
Plan of action	100%
Monitoring and Reporting	100%
Financing	75%
Data availability	80%

Regarding the **governance** of the education sector, an index of 93% was reached, considering that the country is a signatory to international instruments around the right to education. The Incorporation of the right to education in the **Fundamental Law of Education** and the recent approval of the strategic plan for the education sector PESE 2017-2030, are considered essential advances in the fulfillment of the main regulatory issues in the matter.

Availability	Insufficient Data
Classroom	87%
Sanitation	Insufficient data
Teachers	92%
Textbooks	Insufficient data

On availability, its not possible to calculate the overall result by insufficient data because of the availability of educational texts and health facilities in educational centers, both with an insufficient data results, which mean a quest for the education sector.

Accessibility	70%
Free education	53%
Participation	75%
Discrimination	80%

The biggest challenges in education in Honduras appear in the dimension of Accessibility (70%), especially in terms of free education where the rating falls significantly up to 53% within the public education system.

Aceptability	83%
Aims on education	100%
Learning Environment	75%
Learning Outcomes	75%

The alarms are also lit regarding the educational objectives that are not shared by all those involved and particularly among the duty-bearers. In this case the public declarations of the Ministry of Education and the Ministry of Finance generates concerns about the commitment with the right to education and the scope of this right, also for duty-bearers as for the rightholders.

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RIGHT TO EDUCATION INDEX



Adaptability	80%
Children with Disabilities	67%
Children of Minorities	50%
Out-of-School Education	83%
Out-of-School-Children	94%

Finally, among the results of 2018 one indicator generate the greatest concern, the lack of coverage and information on the participation of minority children, particularly ethnic, in public education.

What to do?

Given this situation, it is necessary for the Honduran government to take firm steps towards the fulfillment of two basic commitments, one that the current President of the Republic personally made by offering increase the education budget, saying it would be twice as much as that destined for security (Mendoza, 2017) and the second as a State by assuming the commitment to achieve the Sustainable Development Goals, particularly SDG 4 Ensure an inclusive, equitable and quality education and promote lifelong learning opportunities for all.



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In the case of public and personal commitment made by the President Hernández, it is necessary to emphasize two points: that to meet it in the 2019 budget, it fell short of around 50 million dollars, and that even if it were met, that budget is clearly insufficient to meet the goals of SDG4. The State of Honduras must make major and sustained public investment efforts in the education sector that allows providing educational coverage for 1.2 million children without educational coverage. Particular

concern deserves the initial education, the second and third educational cycle in which 1.1 million children are without educational coverage.



Within this coverage gap, particular mention is made of the situation of children of minority populations, particularly ethnic minorities. For this population group, the coverage of bilingual intercultural education should be significantly improved, including not only an improvement in the availability and physical accessibility of schools, but also a series of additional measures that ensure the completion of girls 'and boys' formal education

This challenge is shared in the case of girls and boys with disabilities, who face not only the physical barriers of access but also the scarce availability of teachers with the capacities required for the training of people with some type of disability, particularly visual ones, auditory or oral.

Regarding this challenge, it is important that the Ministry of Education incorporate into its investment plans, the construction, equipment and operation of at least one training school for children with disabilities in each of the large and intermediate cities of the country and by this way ensure the enjoyment of the right to education to those traditionally excluded or at least limited in their access to education.

A third challenge is the low quality of the educational offer, which impacts significantly on the reproduction of poverty and the closing of access to personal and family development opportunities for those who are in the lowest income quintiles. Addressing and overcoming this challenge requires improving investment in education and a thorough revision of educational content to adapt it not only in response to labor market demands, but in terms much more oriented to the strengthening the student as a human being, with human rights.

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