



## Right To Education Index RTEI HONDURAS 2021

Foro Dakar Honduras, a civil society organization committed to the realization and exercise of the right to education in Honduras, with the support of RESULTS, has recently completed the 2021 Right to Education Index (RTEI), which identified the vulnerabilities, fragilities and challenges of the national education system.

The Right to Education Index (RTEI) is a global accountability initiative that aims to ensure that all people, no matter where they live, enjoy their right to a quality education. RTEI is a global index built out of the international right to education framework to monitor national progress towards its fulfillment. It reveals key areas in need of improvement, offers country-to-country comparisons, and tracks progress over time.

Ultimately, RTEI seeks to:

- Strengthen the expertise and capacity of civil society and education advocates.
- Increase public and political support for realizing the right to education.
- Hold governments and institutions accountable for their commitments to the right to education.
- And finally, uphold the right to education for every child and adult everywhere.

The Right to Education Index consists of six themes and an overall score. In 2021, the RTEI scores for Honduras are:

✓ Governance <sup>1</sup>	78%
✓ Availability <sup>2</sup>	76%
✓ Accessibility <sup>3</sup>	65%

<sup>1</sup> **Governance** speaks to the legal structure of education in a State. This includes State ratification of international declarations or treaties, education financing, and education standards and regulations.

<sup>2</sup> **Availability** speaks to the specific quantity of educational institutions available and the condition of such institutions.

<sup>3</sup> **Accessibility** speaks to whether available institutions are accessible to all students regardless of their socio-economic, familial, or demographic status.



# RIGHT TO EDUCATION INDEX



✓ Acceptability <sup>4</sup>		73%
✓ Adaptability <sup>5</sup>	64%	
✓ <b>Overall Score</b>	<b>72%</b>	

## National and educational context

Honduras is located in the heart of Central America with borders with the republics of Guatemala, El Salvador and Nicaragua. With a population for the year 2022 estimated at 9,450,711 inhabitants, of which 51.33% are women and 48.67% men. Of that population, 3.5 million are under the age of 18. Poverty conditions affect about 67% of the population.

Between 2020 and 2021, Honduras, like the rest of the world, was affected by the pandemic caused by COVID-19, which was reinforced in November 2020 with the impact of hurricanes Eta and Iota that damaged the educational infrastructure in a large part of the country, damages that as of February 2022, have not yet been resolved.

In the case of COVID-19, the appearance of the pandemic in the country in March 2020 meant the closure of all public and private educational centers, meaning 100% of students affected by school closures, in some cases during the 87.5% of the school year and the transition to a virtual education model for which it was not prepared, and made very little subsequent effort to overcome initial challenges. This resulted in exclusion to education and participation for those boys and girls in the most precarious economic conditions, or residents in rural areas, who did not have access to electronic devices (smartphones, tablets or computers) or internet connection.

In addition to this double effect – exclusion and desertion – the pandemic has significantly impacted the results and quality of education for boys and girls, especially in terms of achievement and academic performance, since, due to the lack of adequate conditions for their training, the government opted for their promotion to the following grades without having sufficient skills to do so. In addition, the pandemic produced a substantial increase in the withdrawal of students from the system due to lack of resources to continue their education or due to the decision of families to migrate. In the first months of the year 2022, the impact on the total enrollment has been marked: At the end of February, enrollment was at only about 60% of the expected level.

## Main findings

According to the dimensions of analysis contained in the index, the following findings stand out:

### a) Governance, increasing Budget and more information are claimed

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<sup>4</sup> **Acceptability** speaks to the quality of available education. This moves beyond learning outcomes to also capture the cultural relevance and security of the educational environment as well as the aims and content of education.

<sup>5</sup> **Adaptability** speaks to the ability of education to be flexible in meeting the needs of a diverse range of students.



In terms of governance, Honduras is in position five out of 15 participating countries, with very positive indicators in terms of recognition of the human right to education. However, important challenges persist to harmonize domestic legislation with international legislation, including its alignment with the objectives of sustainable development.

In addition to the need to adapt domestic legislation to the international framework, it is necessary to advance in a sustained manner in the financing of the national education system, both in quantitative terms – until reaching at least 6% of the Gross Domestic Product – and in qualitative terms, with respect to of the destinations of this financing, particularly of resources destined to improve the educational infrastructure and reinforce the quality and educational results.

Another aspect that must be improved by the State of Honduras refers to the availability and quality of data and information on education. Coverage of education data, including both financial and access information, must be disaggregated in such a way that it facilitates decision-making.

#### **b) Availability: The need for more teachers and restored infrastructure**

In terms of availability, Honduras is in the middle position (8/15) compared to the rest of the participants in the RTEI, with acceptable performance in terms of availability of educational centers and health facilities for children. However, inspections carried out at educational centers prior to the start of classes for the 2022 school year have shown that this infrastructure has deteriorated and its rehabilitation requires strong investment, which is above the budget allocation planned for the period.

Another element that requires attention is the number of teachers assigned to educational centers, which shows a deficit of around 38%. This translates into too many single-teacher schools or teachers with assignments other than their capacities.

#### **c) Accessibility, make real free education and improve access for those with disabilities**

In the dimension of accessibility of the right to education for boys and girls, Honduras is located in position 6/15, with a score of 65%. Driving this score down is the limited fulfillment of the commitment to provide free education for all. Families report having to invest between 16 and 40% of their income in their children's education (uniforms, school materials, operating expenses, maintenance and others), mainly punishing those with lower incomes.

In terms of accessibility, attention is also required to facilitate incorporation into the education system for all, as coverage rates are low, especially in pre-basic, secondary and university education.

#### **d) Acceptability, improving quality and results**

Honduran education in declarative terms responds to the human development objectives of the population. However, when contrasting the objectives with the educational results, the distance

between discourse and practice shows an important separation, particularly regarding the use of the aptitudes and vocations of boys and girls, which determines the country's relative position in this dimension of the index (9/15).

There are also important limitations to: (1) the participation of children in the improvement of educational processes, (2) the definition of the curriculum and (3) the development of social skills and the creation of knowledge that are essential for life in society.

### **e) Adaptability, removing formal and non formal barriers**

Recognizing the steps back due to the pandemic, the incorporation of girls into the national educational system constitutes one of the most relevant successes in recent years. Still, important challenges persist for the integration of children from ethnic groups or with disabilities, which significantly reduces the enjoyment and exercise of the right to education. These boys and girls are exposed to formal barriers (physical access, coverage increased with more schools, lack of reasonable accommodations for children with disabilities, poverty) and non-formal barriers (lack of trained teachers, resource classrooms) that affect the enjoyment and exercise of their rights.

### **Recommendations**

The Foro Dakar Honduras, recommends the State of Honduras promptly take the following important measures:

- a) Design and implement an educational policy aimed at increasing the supply and quality of education that is made available to the population, make real the free and universal education, particularly in terms of improving educational results in mathematics, natural sciences, Spanish and particularly in the ability of students for the critical exercise of their freedoms and rights.
- b) Increase the budget allocated to education, with complementary allocations for the improvement of educational infrastructure, teacher professionalization and system coverage.
- c) Strengthen the participation of teachers, parents, children and civil society organizations to improve the national education system, including improving the supply of technical education.