

Country Compact

HONDURAS

2025

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Secretariat of Education
Tegucigalpa

Credits



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Executive Summary

The Honduran education system faces structural challenges that perpetuate and widen existing social inequalities. With a Human Development Index (HDI) of 0.624, ranking it 138th out of 189 countries, Honduras has educational indicators that require urgent attention. The average length of schooling is only 8 years, compared to the 13 years established as compulsory, while illiteracy affects 11.8% of the population and rises to 18.5% in rural areas. The educational infrastructure is deficient, with only 68.2% of schools having access to drinking water.

In this context, accelerating educational transformation with an emphasis on reducing inequalities and addressing vulnerable populations has been defined as a priority reform. This transformation is structured around two strategic pillars: improving institutional governance and management—including risk management—and expanding access, coverage, progression, and retention in quality, inclusive, and equitable education.

Analysis of the enabling factors for this transformation reveals four critical areas: First, with high priority, there is a need to strengthen the data and evidence system. Although the Integrated Education Information System (SIIE) exists, fragmentation and dispersion of data,

together with its limited use for decision-making, constitute significant obstacles. Particularly notable is the absence of systematic information on Higher Education and Non-Formal Modalities. First, with high priority, there is a need to strengthen the data and evidence system. Although the Integrated Education Information System (SIIE) exists, fragmentation and dispersion of data, together with its limited use for decision-making, constitute significant obstacles. Particularly notable is the absence of systematic information on Higher education and Non-Formal Modalities.

The second critical area is gender-responsive planning and monitoring, which is considered a medium priority. There are planning instruments such as the Strategic Plan for the Overhauling of the National Education System (PRESENA), the Institutional Strategic Plan for the Overhauling of Education in Honduras (PEI), and Plan 365, but the lack of coordination between them and the insufficient integration of local governments limit their effectiveness. Gender mainstreaming, although present in the regulatory framework, requires further development in practical implementation.

The third area is sectoral coordination, which emerges as another high priority factor. The transitional Local Education Group

(GELt) and the Roundtable for External Cooperation in Education (MERECE) provide spaces for coordination, but significant challenges remain. The lack of a clear teacher profile and gaps in training, together with persistent inequalities in rural areas and limitations in inclusive education, require urgent attention. Weak decentralization hinders the effective implementation of education policies at the local level.

Finally, the volume and efficiency of public spending on education is also considered a high priority. Although investment remains within the target range of Sustainable Development Goal (SDG) 4 (between 4% and 6% of GDP), spending shows a downward trend, reaching 4.05% in 2023. The inertial allocation of resources, failure to meet budget targets, and high dependence on international funding compromise the sustainability of educational initiatives.

The proposed Theory of Change articulates these enabling factors in two main dimensions. On the one hand, **improving governance and institutional management** requires strengthening administrative capacities, modernizing information systems, and effective risk management. On the other hand, **expanding access to and improving the quality of**

education requires reducing territorial gaps, improving student retention and progression, and strengthening learning.

To effectively implement this transformation, four key recommendations have been identified: First, it is necessary to strengthen the integrated monitoring system that articulates sectoral information to overcome the current fragmentation. Second, the agreed alignment of planning instruments should be implemented, ensuring coherence and complementarity. Third, it is crucial to strengthen inter-institutional coordination and decentralization to strengthen local capacities. Finally, it is imperative to develop a sustainable and efficient funding strategy that reduces dependence on international cooperation and is aligned with concrete results in line with education policy priorities.

The success of this educational transformation will depend on the system's ability to simultaneously address these enabling factors and ensure that improvements in each area reinforce one another. Reducing educational inequalities, the central objective of this reform, requires a sustained commitment to implementing these recommendations and constantly monitoring their effectiveness.

Introduction

The education system in Honduras requires a systemic transformation to contribute to the country's rebuilding, raise the standard of living of Hondurans, and support the country's development.

This document is the **Partnership Agreement or Country Compact**, which summarizes the sectoral priorities and strategies that education stakeholders commit to support and/or implement to achieve this transformation. The Compact is signed by members of the Transitional Local Education Group (GLEt), led by the Technical Secretariat of the National Education Council (ST-CONED) and the Secretariat of Education (SEDUC).

Figure 1

Steps for Developing the Compact



In the process of developing the Compact, the GLEt—led by ST-CONED—and SEDUC have implemented the six critical steps for system transformation proposed by the Global Partnership for Education (GPE). The systemic transformation approach requires thinking about the education system differently, not just as a set of stakeholders, but also focusing on understanding the relationships between those stakeholders to achieve the objectives set out in public policy. The new approach acknowledges that education needs more than resources to achieve its objectives. An interconnection between stakeholders, resources, strategies, and responsibilities is required. The systemic transformation approach requires fluid communication between stakeholders,

which translates into an alignment of expectations, roles, responsibilities, motivations, and capacities that help explain sector outcomes and diagnose gaps between policies and results (Powers, 2021).

The Compact was developed as part of an ongoing, participatory, and collaborative process of decision-making on education sector policies, which has been enriched by the participation and validation of GLEt members. This document identifies ***“Accelerating Educational Transformation by reducing inequality, with an emphasis on the country’s most vulnerable populations”*** as a priority with transformative potential for the education system in Honduras.

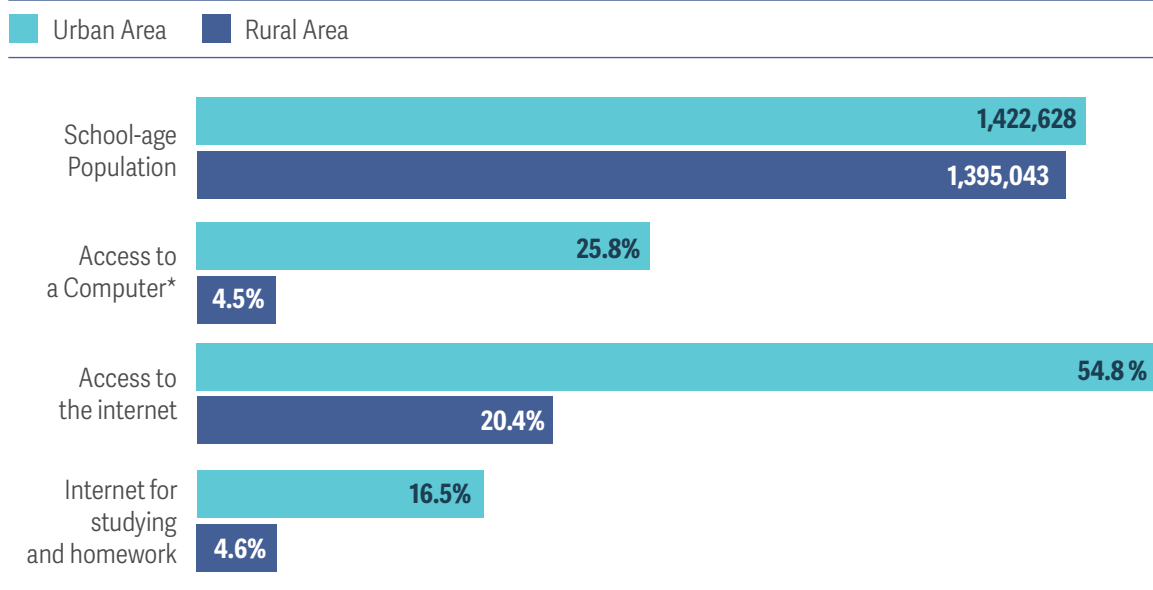
01. Assessment to Determine Priorities

The PRESENA (ST-CONED, 2024) states that the education system needs to be overhauled due to the reproduction of social inequalities that characterize Honduran society, despite the system's potential to help reduce socioeconomic gaps among the population. The deterioration of living conditions due to both structural, social, and economic

problems and the pandemic, can be seen in rising unemployment, poverty, and inequalities. In 2022, the country ranked 138th out of 189 in the HDI ranking, with 0.624 points, a slight improvement over 2021, although it remains below the value for Latin America and the Caribbean (0.763) and behind all Central American countries (PNUD, 2024).

Figure 2

School-Age Population and Study Conditions (2019)



Source: SEDUC (2023) based on INE (2021).

(*) Proportion based on households with access.

The COVID-19 pandemic in 2020 caused further disruption to the progress and fulfillment of the goals set by the education sector, causing education to fall into an even deeper stagnation. In addition, school infrastructure suffered severe damage from tropical storms Eta and Iota that same year, resulting in educational centers being used as shelters. According to data from the SEDUC's School Construction Directorate, only 68.2% of schools had access to drinking water, and 75% had some type of infrastructure problem (SEDUC, 2023). Similarly, limitations in access to and use of technological devices and internet connectivity further contributed to widening the gaps in inequality

and access to quality, inclusive, and equitable education (see Figure 2).

Within the framework of the institutional strategic planning of the Secretariat of Education, three priority issues have been identified in the Honduran education system:

- i) Insufficient inclusive and equitable access for the school-age population to Pre-primary, Primary, Lower Secondary, and Alternative Education Modalities; ii) Insufficient retention and progression of students during their educational trajectory with quality education at the Pre-primary, Primary, Lower Secondary education, and Alternative Education Modalities; and iii) Weak institutional management

Table 1

Urban-Rural Inequalities in the Honduran Education System

Indicator	Urban Area	Rural Area	National Average Total	Source
Illiteracy rate (2022)	6.8 %	18.5 %	11.8 %	SEDUC (2023) based on INE (2022)
Percentage of children aged 3 to 5 attending a Pre-primary education center (2021)	22.9 %	27.7 %	25.2 %	UNICEF (2022) based on INE (2021)
Percentage of children aged 6 to 11 attending a Primary education center, cycles I and II (2021)	77.1 %	77.4 %	77.2 %	UNICEF (2022) based on INE (2021)
Percentage of adolescents aged 12 to 14 attending a Lower Secondary education center, cycle III (2021)	54.8 %	28.8 %	42.2 %	UNICEF (2022) based on INE (2021)
Percentage of adolescents aged 15 to 17 attending an Upper Secondary education center (2021)	35.8 %	18.5 %	27.7 %	UNICEF (2022) based on (2021)
Average years of schooling for the population aged 15 and over (2022)	9.1	6.3	8.0	SEDUC (2023) based on INE (2022)
Access to computers (2019)	25.8 %	4.5 %	S/I	SEDUC (2023) con base en INE (2022)
Internet access for study and homework (2019)	16.5 %	4.6 %	S/I	SEDUC (2023) based on INE (2022)

N/A: Not available.

by SEDUC in terms of transparency and accountability.

Table 1 below summarizes the urban-rural inequality situation as reported by various sources, the reduction of which is prioritized in the Institutional Strategic Plan for the Overhauling of Education 2023-2026 (SEDUC, 2023) and the Strategic Plan for the Overhauling of the National Education System (PRESENA) 2024-2033 (ST-CONED, 2024).

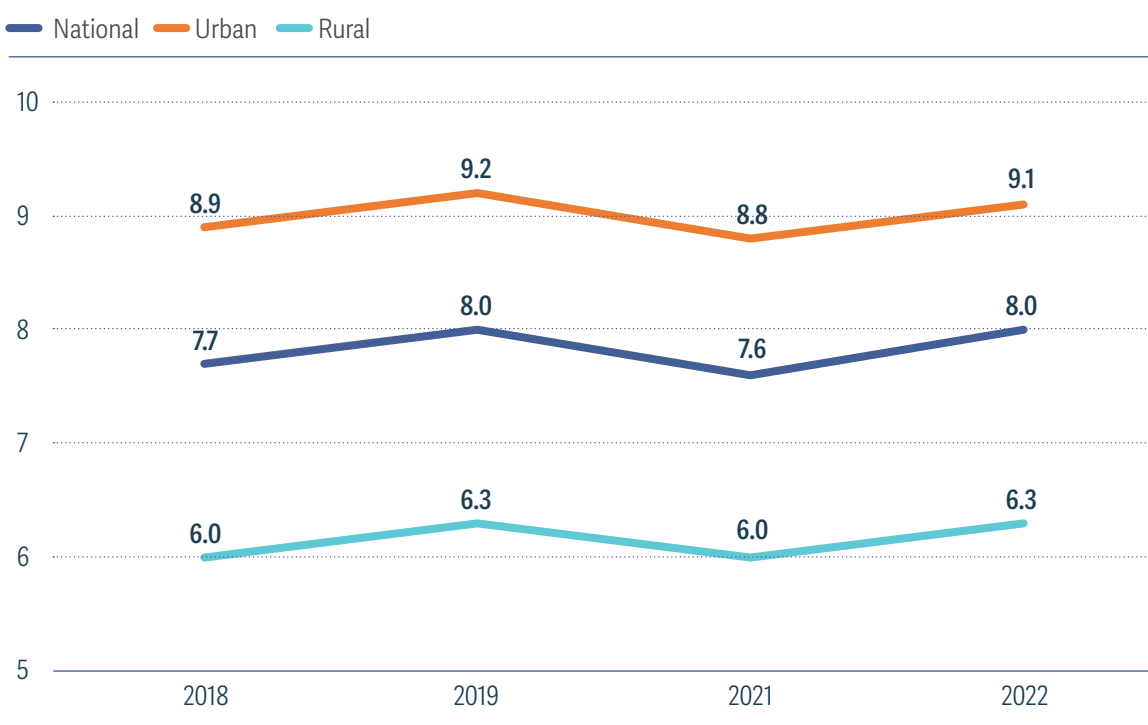
1. Insufficient inclusive and equitable access for the school-age population to Pre-primary, Primary, Lower Secondary, and Alternative Education Modalities

The Fundamental Law on Education (LFE) establishes that compulsory education includes

13 years of study (one year of Pre-primary, nine years of Primary education, and three years of Lower Secondary education). In 2022, the average schooling of the population aged 15 and over was 8.0 years, which is only 62% of the target of 13 years (five years of effective schooling less than the compulsory requirement). This average level of schooling showed a moderate increase between 2018 and 2019 (equivalent to 0.3 years). However, in 2022, the level will be equal to that of 2019. When comparing geographical areas (urban and rural), the rural average is significantly lower, remaining at 6.2 years between 2018 and 2022 (relatively constant during that period). In urban areas, on the other hand, schooling reaches 9.0 years on average during the period mentioned, with similar trends to the rest of the groups (Figure 3).

Figure 3

Average Years of Schooling for the Population Aged 15 and over, by Area (2018–2022)



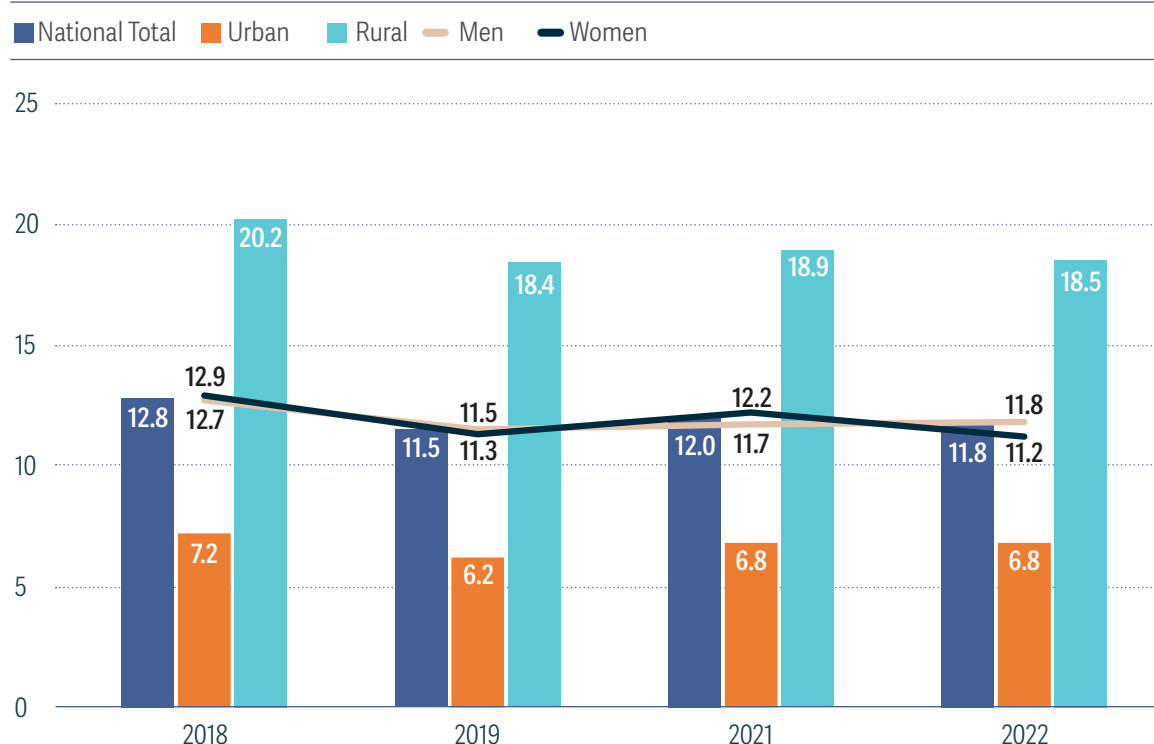
Source: SEDUC (2023) based on data from the Permanent Household Survey 2018-2023 (INE, 2022). In 2020, there was no Household Survey due to the COVID-19 pandemic.

In addition, illiteracy among people aged 15 and over was 12.8% in 2018 and 11.8% in 2022. This equates to more than 700,000 young people and adults who are unable to read and write, of whom about 74% live in rural areas,

reaching 20.8% in 2023. Although there are no significant differences in illiteracy rates from a gender perspective, this problem affects 11.2% of women and 12.4% of men in the aforementioned age group (Figure 4).

Figure 4

National Illiteracy Rate by Gender and Area (2018–2022)



Source: SEDUC (2023) based on data from the Permanent Household Survey (INE, 2022). In 2020, there was no Household Survey due to the COVID-19 pandemic.

Among the indigenous population, data show that illiteracy rates among ethnic groups are significantly higher than the national average, particularly among the Lenca group, which constitutes more than 50% of the country's ethnic minority and has an illiteracy rate 7 percentage points above the national average (SEDUC, 2023).

According to the Educational Center Administration System (SACE), since 2019 there has been a clear trend of enrollment loss at all three educational levels. Between 2018 and 2022, enrollment in Pre-primary education fell by 36,000 students, from 242,821 to 207,900; in Lower Secondary education, 47,000 students were lost (from 255,131 to

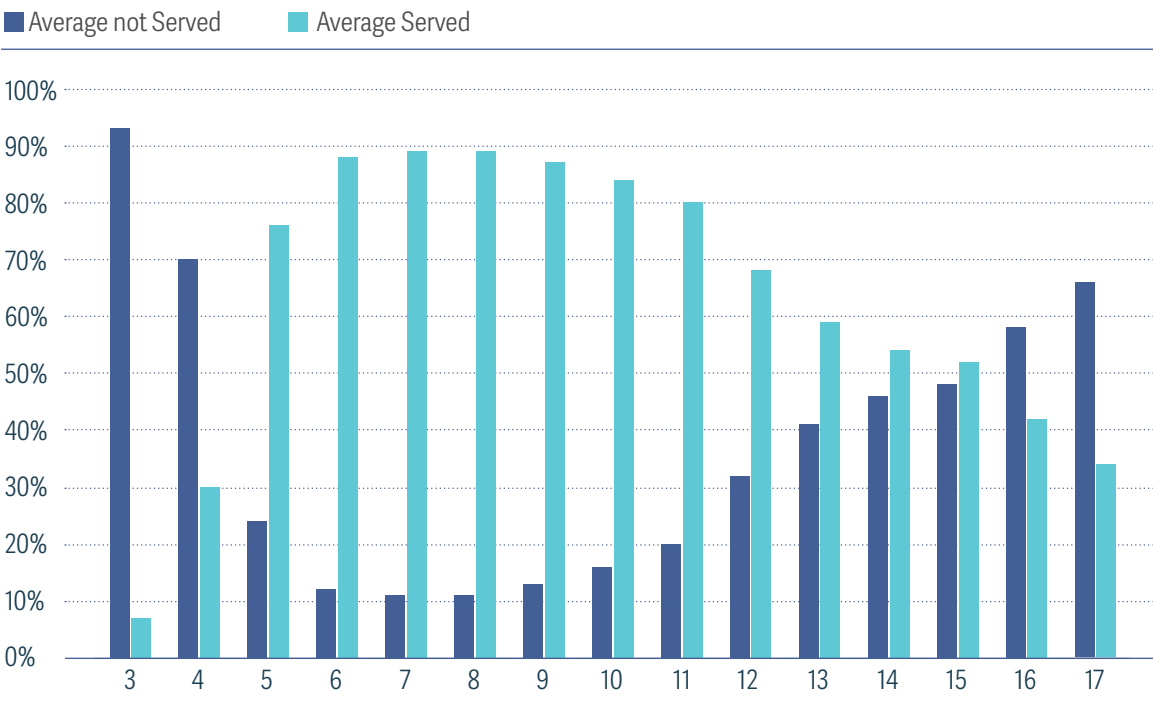
207,900), and Primary education contracted from 1,520,314 to 1,433,260 students, a loss of 87,000 students (SEDUC, 2023).

School attendance in the 3 to 17 age group (Figure 5) is only 7% at age 3, making it the least served age group (93%). At age 5, 76% enter the education system, but not

necessarily to the third year of Pre-primary education. The population aged 6 to 10 years old reaches a higher attendance rate of 84%; and, from the age of 12 onwards, there is a trend of increase in the population that does not attend school compared to the attendance rate in the early years, which are theoretically compulsory.

Figure 5

Percentage of Population in and out of the Education System (2018-2022)



Source: SEDUC (2024), based on population projections from the XVII National Population Census and VI Housing Census (INE, 2013).

2. Insufficient retention and progression of students during their educational career with quality in Pre-primary, Primary, Lower Secondary education and its Alternative Education Modalities.

Insufficient student retention and progression during their educational career is a

problem that has persisted for years and negatively affects the student population and the country’s development. The gender-focused study “Reasons Why Boys and Girls Drop Out of the Education System in Honduras,” conducted by the Francisco Morazán National Pedagogical University

(UPNFM) (Moncada Godoy *et al.*, 2022), mentions that the following factors contribute to students dropping out before completing compulsory formal education:

- + **Poverty:** Poverty is one of the main drivers of school dropout rates in the country. Low-income families often struggle to meet Primary needs such as food, leaving education for their children as a secondary priority. Lack of economic resources often forces children and adolescents to drop out of school so they can contribute to the family income.
- + **Child labor:** This is a serious problem in Honduras and is closely linked to poverty. Many children and adolescents are forced to work to help their families. This directly interferes with their ability to attend school and complete their education.
- + **Migration:** Honduras has experienced significant migration flows, with many families leaving the country in search of better opportunities. According to the 2023 National Survey on Migration and Remittances (INE and IOM, 2023), 17% of households have a history of migration. This can lead to interruptions in children's education, as families are often forced to move from one place to another.
- + **Violence and insecurity:** These are persistent problems in Honduras and can have a direct impact on education. Students may feel threatened in their communities or on their way to school, leading them to stop attending classes.
- + **Quality of education:** This is also an important factor, as students and families who drop out of school perceive that they are not receiving a quality education that will provide them with future opportunities.
- + **Teen pregnancy:** This is another factor contributing to school dropout rates, as

pregnant teenagers often face obstacles to continuing their education.

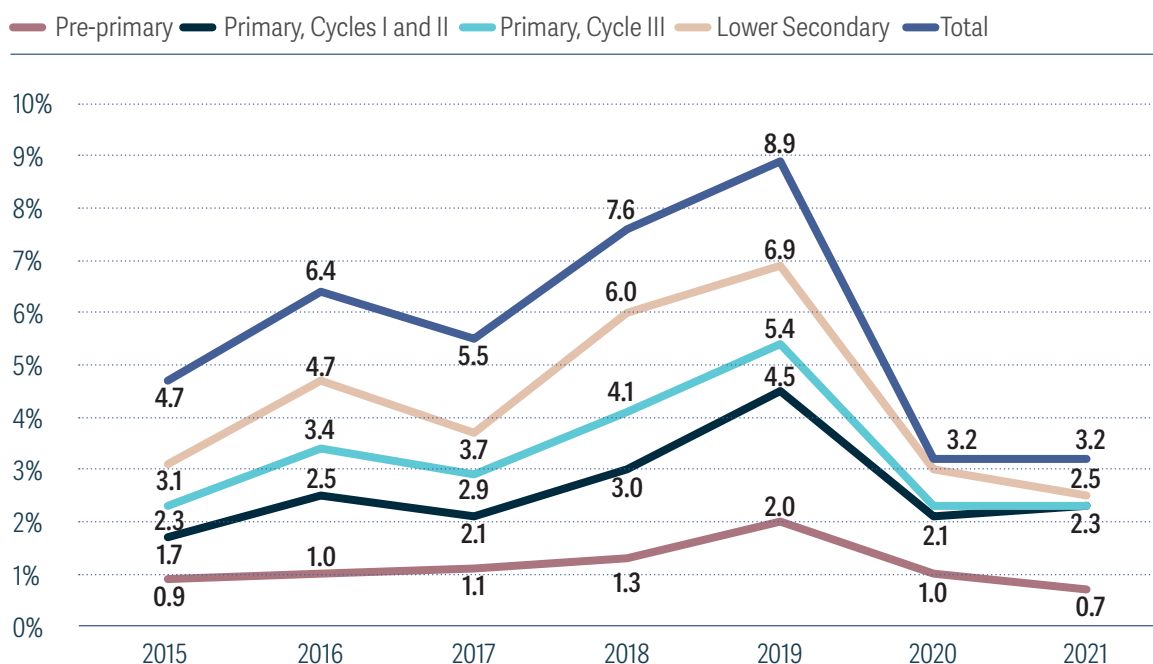
School dropout rates increase as students progress through the educational system.

The third cycle of Primary education has the highest dropout rate, followed by Lower Secondary education. In 2015, the dropout rate was lowest in Pre-primary education, at 0.9%, and highest in the third cycle of Primary education, at 4.7%. This same growth pattern was observed from 2015 to 2019 at each level, reaching the highest percentages in 2019 with 2% in Pre-primary, 4.5% in the first and second cycles of Primary education, 6.9% in Lower Secondary, and 8.9% in the third cycle of Primary education. In 2020 and 2021, the percentages achieved were lower, with an annual average of 2.3% each year, compared to the average of 5.4% achieved in 2019 (Figure 6).

- + Grade repetition is another major challenge that affects student retention and progression rates throughout their educational trajectory. It has negative implications for students, as it can affect their self-esteem and motivation, prolong their time in school, and delay their transition to higher levels of education or the labor market. Repetition has various implications and can be caused by a number of factors, such as poor academic performance. When students fail to achieve the required levels of proficiency in areas such as Reading and Mathematics, they may be held back in the same grade to ensure that they achieve the minimum skill and competency levels for that grade, which can happen in multiple grades throughout their educational trajectory.
- + The lack of academic support programs and insufficient teacher training may also contribute, as students who face learning

Figure 6

Interannual Dropout Rates by Educational Level (2015–2021)



Source: SEDUC (2023).

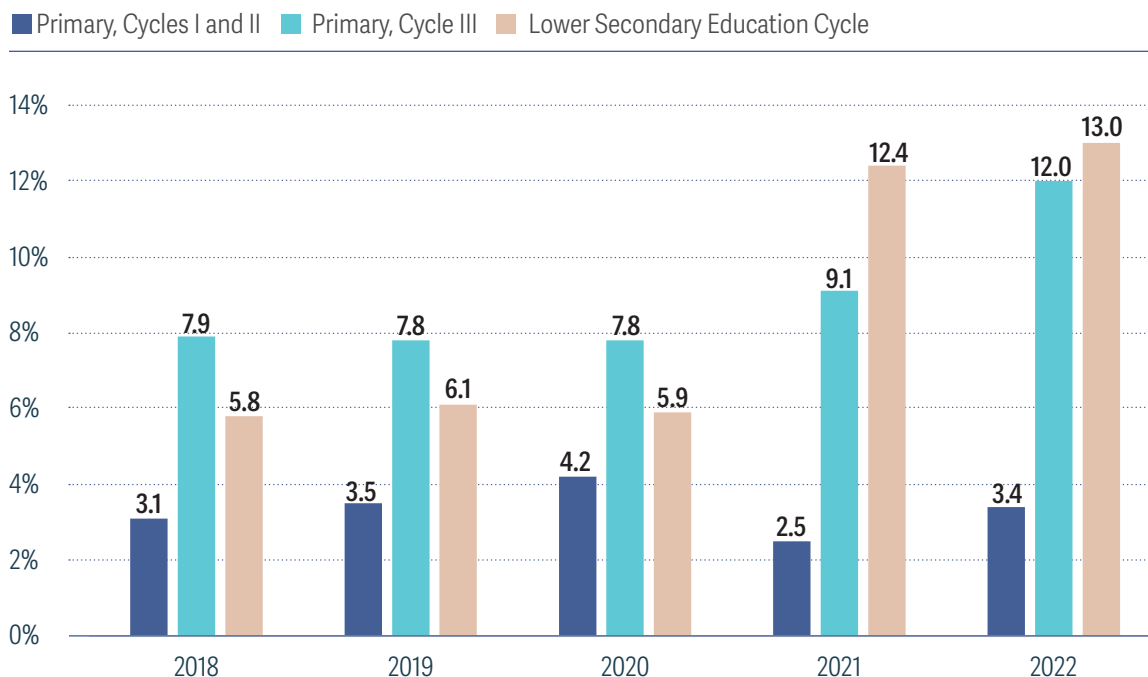
difficulties may not receive adequate attention and support to overcome their challenges.

Between 2020 and 2022, repetition rates increased at all educational levels. The highest percentage of repeating students in the first and second cycles of Primary education was registered in 2020, reaching 4.2%. In 2022, this proportion fell to 3.4%. In the third cycle of Primary education, the repetition rate from 2018 to 2020 was very similar, at levels below 8%. In 2021, the indicator increased to 9.1%, and in 2022, it reached 12%. The performance in Lower Secondary education is alarming: in 2021 and 2022, the repetition rates were 12.4% and 13%, respectively, more than doubling the level of previous years (Figure 7).

Academic performance is another important challenge that affects student retention and progression rates throughout their educational careers. From 2015 to 2019, academic performance assessment results stagnated in areas such as Reading and Mathematics. In addition, Honduran students' learning achievements have lagged behind the Latin American regional average. The economic, social, and political crisis that has affected the country, coupled with the COVID-19 pandemic, has exacerbated this challenge. The results are not encouraging according to the 2018 report of the Programme for International Student Assessment (PISA) (BID, 2018; Ward, 2018)—the last one conducted in this format in Honduras among 3rd, 6th, and 9th grade students—70% of the students did not meet the standard in

Figure 7

Interannual Grade Repetition Rates by Educational Level (2018–2022)



Source: Prepared by the authors based on SEDUC (2023).

Reading and 85% did not meet the standard in Mathematics, placing the country among the lowest in the region. Almost 4 out of 10 students are at the satisfactory or advanced level in Reading, and 2 out of 10 students achieve this standard in Mathematics. Particularly in 6th and 9th grades, only 1 out of 10 students reached the satisfactory or advanced level in Mathematics.

By geographical location, the report highlights that results are better in urban areas than in rural areas in Reading and Mathematics. By sex, female students outperform male students in every grade assessed in Reading.

Honduras also participated in the fourth Regional Comparative and Explanatory Study

(ERCE 2019) conducted by UNESCO. This assessment measures the learning achievements of students in 16 countries in Latin America and the Caribbean. According to the results, in 2019, 52.7% of third-grade Primary students did not reach the minimum level in basic Reading skills, and 46.5% fell below that threshold in Mathematics. Among 6th grade students, the situation is even worse, with only 16.2% above the minimum level of proficiency established to monitor the 2030 Agenda goals in Reading, 11.2% in Mathematics, and 11.8% in Science. Except for Math, in the 3rd grade of Primary, where the performance of Honduran students is similar to the regional average, the country's situation is less favorable in the rest of the areas and grades compared to the Latin American average (UNESCO OREALC, 2021).

3. Weak institutional management of the Secretariat of Education with transparency and accountability.

The national education system in Honduras faces quality issues in enrollment, retention, progression, and academic performance.

Although measures have been taken to improve the educational situation in the country, these have not been sufficient, efficient, or effective. It is therefore important to pay attention to the interventions carried out and the studies conducted in order to determine exactly what works and what does not, with a view to identifying strategies that will improve educational indicators. These issues are, to some extent, due to internal problems faced by SEDUC in its administrative management, both at the central and decentralized levels.

The causes linked to this problem were identified by the Secretariat of Education in the PEI and can be classified as direct and indirect. Among the direct causes, weak administrative, technical, and pedagogical processes affect the management of SEDUC. This is evident in the results obtained in terms of access, coverage, retention, progression, and academic performance, which do not show significant improvements due to multiple causes that were recently discovered with greater emphasis during the period from 2017 to 2022. In addition, the COVID-19 pandemic during 2020 and 2021, and tropical storms Eta and Iota, which destroyed the infrastructure of educational centers, have contributed to the existing institutional challenges.

These situations required finding different ways of providing support to students, as well as preparation, commitment, and responsibility in education from teachers and parents. SEDUC identifies deficiencies in communication management, unclear and unfamiliar communication channels and protocols, lack

of planning for information requests in a timely manner, lack of standardized formats to unify information requests, lack of technological resources to centralize information, and poor updating and staff induction processes.

In addition, other indirect causes affecting institutional management have been identified, which in turn hinder the achievement of the objectives set. These factors include the following: (i) obsolete organizational structure and uncoordinated institutional processes; (ii) centralization of processes and subprocesses; (iii) anachronistic Education Law and its current regulations; (iv) lack of coordinated support for Community and School Participation Bodies (IPCE) in educational activities; (v) insufficient staff and technological equipment in educational information units; (vi) weak compliance with institutional internal control policy; (vii) lack of an automated planning and evaluation system; and (viii) inconsistency between cooperation programs and projects, and SEDUC planning.

Within the consultative process, Accelerating Educational Transformation has been defined as a priority reform, focusing on one of the country's most critical areas: reducing educational inequalities. The analysis of the current situation shows that, despite progress in educational coverage, gaps in quality and access persist and mainly affect the most vulnerable populations. In particular, rural areas, indigenous communities, and women continue to be the most excluded from the benefits of quality education. Education remains a determining factor in the reproduction of social, economic, and cultural inequalities, and regions with the greatest difficulties are experiencing increasing exclusion from educational opportunities. Given this scenario, it is urgent and essential to give political and financial priority to improving learning, especially in the most vulnerable areas and groups.

In this context, the reform aims to be a driver of change that not only expands access to education but also guarantees equity and quality in the education of all students, regardless of their social, geographical, or cultural background. Rural areas and indigenous communities are particularly vulnerable, as they face additional challenges related to remoteness, lack of adequate educational infrastructure, and cultural discrimination. In addition, women, especially in rural areas and indigenous communities, continue to face additional barriers to accessing and completing education.

The reform strategy aims to reduce inequality through inclusion and democratization of education, and to expand educational provision so that it not only responds to the demand for greater coverage, but also improves the relevance and quality of teaching by adapting to the specific characteristics of each context. In this regard, priority is given to students from vulnerable backgrounds, including those from rural communities, indigenous peoples, and women, who require a pedagogical approach tailored to their needs and conditions in order to achieve true equity in educational opportunities and development possibilities.

02. Analysis of the Enabling Factors

Through a consultative process, **Accelerating of the Educational Transformation** has been defined as a priority reform that focuses on reducing inequality and emphasizes the country's most vulnerable populations. The rationale behind this strategy includes giving political and funding priority to improving learning; reducing inequality through inclusion, democratization, and expansion of educational opportunities with guarantees of equity and quality; and focusing efforts on those who need them most.

The enabling conditions for implementing the prioritized transformation are "four key factors that can enhance or block a policy and its implementation, even if it has the potential to transform the education system" (GPE, 2024). The participation of the transitional Local Education Group (GLEt) in this space has been fundamental in identifying the strengths and weaknesses of each of these conditions. The GLEt's analysis of these enabling conditions is central to mapping out the critical paths that will allow for the expected results to be achieved through the proposed programs and interventions. This analysis of enabling conditions identifies not only their status but also the gaps that need to be addressed for them to become catalysts of the system's transformation.

To analyze the enabling or facilitating factors for the implementation of the transformative priority, the conditions conducive to system transformation are examined, considering the situation in four key areas:

- I) Availability and use of data and evidence.
- II) Sectoral planning, policy, and monitoring with a gender approach.
- III) Sectoral coordination (including inclusive dialogue, coordinated action, and coordinated financing and funds—alignment and harmonization).
- IV) Equity, efficiency, and volume of domestic public spending on education.

Enabling factors are assessed using a cross-cutting gender approach, considering the different needs of girls and boys and how these factors can promote or hinder gender equality in the system.

The GLEt categorizes enabling factors according to their priority as high, medium, or low, considering the scale and impact of the identified challenges and gaps in support to address them. The categorization of these priorities is assigned based on the following criteria (GPE, 2024):

- + HIGH PRIORITY:** Progress on the priority reform is considered impossible or extremely unlikely unless significant reforms are carried out in the enabling environment. The education authorities and development partners are not actively working in this area of the enabling environment, or their efforts are insufficient to bring about significant improvements.
- + MEDIUM PRIORITY:** Progress on priority reform during the Compact period will be significantly delayed unless challenges in this area of the enabling environment are addressed.
- + LOW PRIORITY:** It could be beneficial for this area of the enabling environment to make minor adjustments to accelerate progress toward achieving the priority reform.

2.1 Data and Evidence

Capacities for generating and using data and evidence for decision-making are identified as a high priority for achieving the strategic reform, largely due to the fragmentation and dispersion of educational data, which affects the quality of decisions and the monitoring of the education system.

Progress and Achievements Related to the Factor

The Honduran National Education Information System Unit (USINIEH) designs and

manages various information systems, including the Integrated Education Information System (SIIE),¹ which belongs to SEDUC.

Based on the information provided in this framework, various reports are produced, including the Honduras 2022 Educational Progress Report, the State of the Country 2024 Newsletter—published by the Association for a More Just Society (ASJ)—and the 2015 Teacher Performance Evaluation Report. The information includes all levels and reaches every educational center, covering student monitoring, educational trajectories, teacher data, etc., differentiating aspects such as disadvantaged rural and urban areas and gender status.

There are other systems that provide information, including the following: the Educational Center Administration System (SACE); the Educational Infrastructure Planning System (SIPLIE); the Early Warning and Response System (SART), which provides information related to the risk of school dropout (available at <https://sart.se.gob.hn/>); and the University Observatory on National and International Education (OUDENI), managed by the UPNFM and available at <https://observatorio.upnfm.edu.hn/observatorio/>, which publishes educational indicators and statistical newsletters with varying frequency and disaggregation.

USINIEH (part of SEDUC) manages multiple information systems that enable key data to be collected and analyzed. In particular, it provides data on infrastructure, enrollment,

1. Available at <https://siie.se.gob.hn/>. It is important to note that there are two SIIEs in Honduras: the one mentioned here, which is part of SEDUC, and the SIIE managed by ST-CONED and financed by the GPE, which supports the interoperability of various data systems.

Box 1

Process for the Analysis of Enabling Factors

To determine the status of the enabling factors in Honduras, a process was followed whereby, first, a series of interviews and inquiries were conducted with key stakeholders, combined with a survey of available information, to complete the questionnaire that provides an overview of the current situation of these enabling factors based on available data and assessments. Annex 1 presents the list of the main profiles interviewed, and Annex 2 contains the checklist of documents collected for analysis.

Based on the questionnaire, a preliminary analysis was prepared and presented to the members of the GLEt and other relevant actors during the “Socialization Workshop, Analysis of Enabling Factors, Country Compact,” held in August 2024 in Tegucigalpa. The objective was to disseminate the results of the analysis of enabling and limiting factors for the transformation of the education sector in Honduras through the implementation of a priority reform, gather comments from relevant stakeholders, and validate the findings obtained in order to move forward in developing the Compact.

Next, the comments and recommendations gathered were incorporated, and the “Results Dissemination Workshop: Assessment, Enabling Conditions, and Theory of Change, Country Compact” was held in November 2024—with the participation of GLEt members—to disseminate the results of the analysis on the assessment, enabling conditions/factors, and the Theory of Change to transform the education sector in Honduras through the implementation of a priority reform, analyze each factor, exchange opinions, and collect comments to complete the development of the Compact.

As a result of this analysis, it was determined that the enabling conditions of the factors “Data and evidence,” “Sectoral coordination,” and “Volume, equity, and efficiency of public spending on education” are high priorities for achieving effective progress in the prioritized reform. On the other hand, the factor “Sectoral planning, policies, and monitoring with a gender perspective” has a medium priority, meaning that implementation of the priority would be significantly delayed if progress were not made in overcoming the existing difficulties related to these areas.

The following sections include references and recommendations relating to each factor, and Annex 3 includes a table summary of the guiding considerations for each component to ensure the effective implementation of the priority.

human talent, and risks of school dropout. Although SEDUC does not currently publish regular statistical newsletters, it provides information on demand and produces annual reports that consolidate key education indicators.

In terms of data use for policy making, the implementation of the Open Data Portal has been a significant step forward in improving the transparency and accessibility of educational information. Educational intelligence dashboards have also been developed to facilitate the analysis of key indicators such as enrollment, registered places, training programs, and institutional performance. These efforts have enabled greater evidence-based planning capacity within the sector.

Honduras has made significant progress in developing its education information system, laying the foundations for more effective and results-oriented management. The country has significant and up-to-date information on the education system, particularly at the compulsory education levels, which would allow for basic monitoring of the main educational variables.

The SIIE,² funded by the GPE between 2021 and 2024, was designed and implemented with the aim of reducing data fragmentation and improving interoperability between different institutions in the education sector. As part of this strategy, a standardized technological architecture was established, which has enabled data connection and synchronization between SEDUC, the National Council for Non-Formal Alternative Education

(CONEANFO), and the National Institute for Professional Training (INFOP).

In addition, data synchronization protocols have been implemented, with regular, automated updates guaranteed by institutional sources. These efforts have significantly reduced data fragmentation and improved the ability of institutions to manage reliable and timely information.

In terms of assessment, Honduras has participated in international measurements such as PISA-D in 2018 and has a constant presence in the Regional Comparative and Explanatory Study (ERCE) coordinated by UNESCO. This shows a commitment to objective measurement of learning and regional comparability. These efforts have provided basic assessments of Honduran students' educational performance in a comparative context.

SEDUC has also managed to incorporate considerations of gender, ethnicity, and geographical location into its measurements, demonstrating a growing sensitivity toward diversity and inclusion in educational analysis. In addition, mechanisms for collaboration between SEDUC and CONED have begun to be established, laying the foundations for more coordinated work on evidence-based education policy.

Current Challenges

With regard to the problems identified concerning the data and evidence available that hinder the achievement of the priority reform, it should be noted that, although the country has significant and updated information on the education system, it is fragmented and scattered, which makes analysis and decision-making difficult. Extensive and diverse educational data exist, but they

2. In this case, we are referring to the system managed by ST-CONED.



are scattered among different institutions and formats despite recent efforts to resolve this problem. Some institutions have not yet joined the integration effort, and efforts to improve systematic reporting and resource use need to be increased. With regard to the problems identified concerning the available data and evidence that obstruct the achievement of priority reforms, it should be noted that, although the country has significant and updated information on the education system, its fragmentation and dispersion hinder analysis and decision-making.

However, the information focuses on compulsory education levels, leaving out Higher Education and Non-Formal Modalities. This creates gaps in the comprehensive monitoring of the education system. Greater sensitivity is

needed in the ways in which measurements are taken: although gender, ethnicity, and geographical location are considered, there are limitations in addressing issues such as violence, disability, and mobility, among others. This means that situations of greater vulnerability are not adequately captured.

The main problem related to this factor is that “empirical evidence is not sufficiently used for decision-making by the Secretariat of Education and the National Education Council”.

Despite its availability, the information collected is only used by a very limited group of people, and no priority is given to conducting assessments to solve existing problems. In this regard, training officials on issues related to the use of information for evidence-based decision-making remains a challenge.

There are also limitations on the sharing of information. Data flows mainly from schools to the central level, but its availability and use to improve decision-making in schools is not being stepped up. In addition, there are limitations on the publication of information. No incentive systems based on available information have been implemented, which could limit the motivation and performance of educational institutions and actors. The integration of systems such as SACE and SIPLIE within the framework of the Integrated Education Information System (SIIE) needs to be strengthened, and their continuity ensured through changes in government management. In addition, interoperability between the Results-Based Management and Transparency System (SIGPREP) and other physical and financial monitoring and administration systems is insufficient. Technical capacities in the Secretariat of Education need to be strengthened to conduct evaluations.

SART has been a key tool for monitoring risks of school dropout, but it is recognized that gaps in data collection on violence, disability, and mobility remain. To address these limitations of the system, mechanisms are being evaluated to improve the sensitivity of data collection, ensuring that variables reflecting the most vulnerable conditions in the education system are captured. These efforts will require additional investment and close collaboration with other entities in the social sector. In this regard, the SIIE is a conducive and strategic environment for promoting the search for information that has not traditionally been collected by Honduras' educational information systems.

Inter-institutional connection and collaboration between SEDUC and CONED's Technical Secretariat should be increased

to implement a comprehensive and coordinated approach to the use of data and evidence. Increased investment is needed to overcome the technological and connectivity problems that hinder the effective implementation of the information systems currently in place. In terms of monitoring, it is important to track regional education development indicators that allow for comparability.

There is no internal structure within SEDUC to conduct evaluations properly, which limits the monitoring of educational quality and the implementation of mechanisms to improve teaching processes based on the information gathered. In terms of educational performance, Honduras only participated in the version of the Programme for International Student Assessment (PISA) organized by the OECD for developing countries (PISA-D) in 2018. Then, in the 2022 edition, the government decided not to participate in the latest edition of this international test due to differences in its objectives. At the regional level, however, Honduras regularly participates in the Regional Comparative and Explanatory Study (ERCE), which, under the coordination of UNESCO, applies standardized tests in Latin American and Caribbean countries (PERCE in 1997, SERCE in 2006, TERCE in 2013, and ERCE in 2019 and in the pilot process defined to be applied in 2025). The objective of these studies is to measure student learning in different areas and identify factors associated with it.

Challenges related to the effective use of data for decision-making and policy formulation may stem from the fact that statistical reports are not produced on a predictable basis, and opportunities are lost to use them for strategic planning and more in-depth policy evaluation. The data collected

is typically used for administrative and descriptive purposes, but it is not sufficiently utilized to diagnose emerging problems or anticipate trends that affect educational quality and equity. As mentioned, the fact that information flows mainly from schools to the central level—but rarely returns to schools in a useful form—hinders its use. Principals and teachers have little access to tools that enable them to interpret and apply data to school management. In addition, there are no systematic dashboards to facilitate the visualization and comparison of indicators across schools and regions, which reduces the potential of data to promote improvements.

The problems identified, such as the lack of integration between systems and insufficient interoperability, can be solved through planning and the gradual allocation of resources.

2.2 Sectoral Planning, Policies, and Monitoring with a Gender Approach

The enabling factor “Sectoral planning, policies, and monitoring with a gender approach” can be considered a medium priority because, although coordination in strategic planning is weak and affects the effective implementation of reforms and policies, there is a proposal to align education sector planning documents in Honduras, developed through a consultative process under the Education Sector Plan Development Grant (ESPDG), with the aim of aligning existing education planning instruments in Honduras, including an implementation framework with timelines and responsibilities to enable monitoring and evaluation to integrate planning instruments into the current value chain in the sector. The disconnect between plans

and the lack of integration of efforts can be managed in the medium term, allowing educational activities to continue while coordination is improved.

Progress and Achievements Related to the Factor

Although there are no indicators suggesting widespread significant gender inequalities in education, the need to mainstream a gender perspective in the design, implementation, and evaluation of policies, plans, programs, projects, and proposals for pedagogical, administrative, and community management within SEDUC is acknowledged. The following table shows the main inequalities in the education system from a gender perspective, taken from available sources of information.

In terms of sectoral planning, policies, and monitoring with a gender perspective, there are planning instruments such as the PEI, PRESENA, and Plan 365,³ which are currently being implemented and incorporate this perspective. Planning instruments are not sufficiently coordinated or cross-referenced, which creates problems in the overall strategy. However, as mentioned above, they are being aligned within the framework of the Education Sector Plan Development Grant (ESPDG). The box below summarizes the coordination agreements reached in this process with the aim of aligning existing education planning instruments.

3. The instruments mentioned are the Strategic Plan for the Overhauling of the National Education System (PRESENA) 2024-2033, prepared by the National Education Council of Honduras (CONED), as well as the Institutional Strategic Plan for the Overhauling of Education in Honduras (PEI) 2023-2026 and Plan 365, both promoted by the Secretariat of Education (SEDUC).

Table 2

Gender Inequalities in the Honduran Education System

Indicator	Men	Women	Total, National Average	Source
Illiteracy rate (2022)	12.4 %	11.2 %	11.8 %	PEI (SEDUC, 2023) based on INE (2022)
Percentage of children aged 3 to 5 attending a Pre-primary education center (2021)	25.2 %	25.3 %	25.2 %	UNICEF (2022) based on INE (2021)
Percentage of children aged 6 to 11 attending Primary school, first and second cycles (2021)	73.9 %	80.6 %	77.2 %	UNICEF (2022) based on INE (2021)
Percentage of adolescents aged 12 to 14 attending a Primary Education Center, third cycle (2021)	36.7 %	48.3 %	42.2 %	UNICEF (2022) based on INE (2021)
Percentage of adolescents aged 15 to 17 attending Lower Secondary Education (2021)	26.1 %	29.6 %	27.7 %	UNICEF (2022) based on INE (2021)
Percentage of children above the minimum proficiency level in Reading in the 3 rd year of Primary Education (2019)	46.0 %	48.5 %	47.3 %	UNESCO (2021) based on the 2019 ERCE (UNESCO OREALC, 2021)
Percentage of children above the minimum competency level in Reading in 6 th year of Primary Education (2019)	14.1 %	18.3 %	16.2 %	UNESCO (2021) based on the 2019 ERCE (UNESCO OREALC, 2021)
Percentage of children above the minimum competency level in Mathematics in 3 rd year of Primary Education (2019)	53.4 %	53.6 %	53.5 %	UNESCO (2021) based on the 2019 ERCE (UNESCO OREALC, 2021)
Percentage of children above the minimum competency level in Mathematics in 6 th year of Primary Education (2019)	12.0 %	10.4 %	11.2 %	UNESCO (2021) based on the 2019 ERCE (UNESCO OREALC, 2021)

Planning instruments already recognize the need for a comprehensive view of educational policy approaches that incorporates gender analysis. For example, the PEI acknowledges the poor implementation of the gender mechanism and points out that gender discrimination and lack of equal opportunities in education can affect girls' retention in school. The PRESENA, for its part, includes gender perspective among the cross-cutting issues necessary for the reform of the national education system and the implementation of the national agenda for sustainable development.

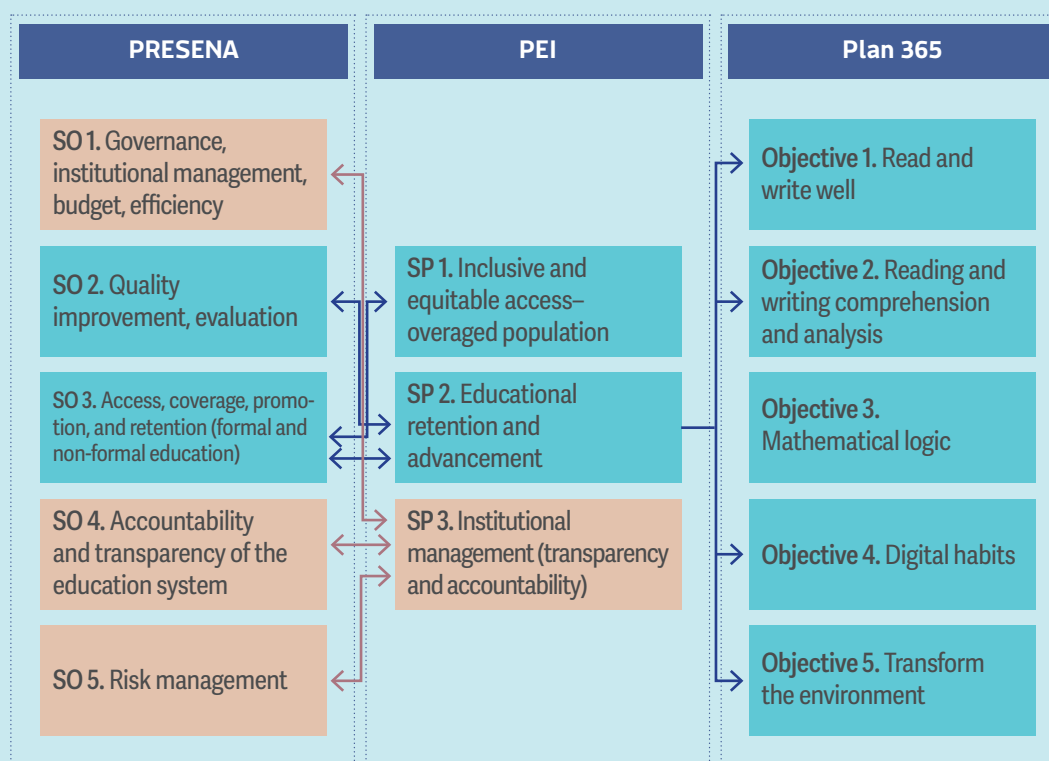
Current Challenges

The problems that could hinder the implementation of the priority reform in relation to this factor are mainly linked to difficulties in coordinating strategic planning.

A first challenge is that planning tools have little focus on systematic and realistic monitoring. Among the complexities of coordination, it should be noted that although the Secretariat of Education's PEI is the most comprehensive in terms of structure, the capacity to monitor the proposed activities and

Box 2**Agreements Reached on Strategic Planning with Support from GPE Funding (ESPDG)**

Coordinated strategic planning for the education sector provides for coordination through two strategic pillars that combine the planning of the three instruments under analysis. The first pillar focuses on “Institutional governance and management, including risk management,” while the second pillar covers “Access, coverage, progression, and retention in quality, inclusive, and equitable education.” Figures 8 and 9 below summarize the coordination of both pillars with the three plans.

Figure 8**Coordination of Current Education Plans**

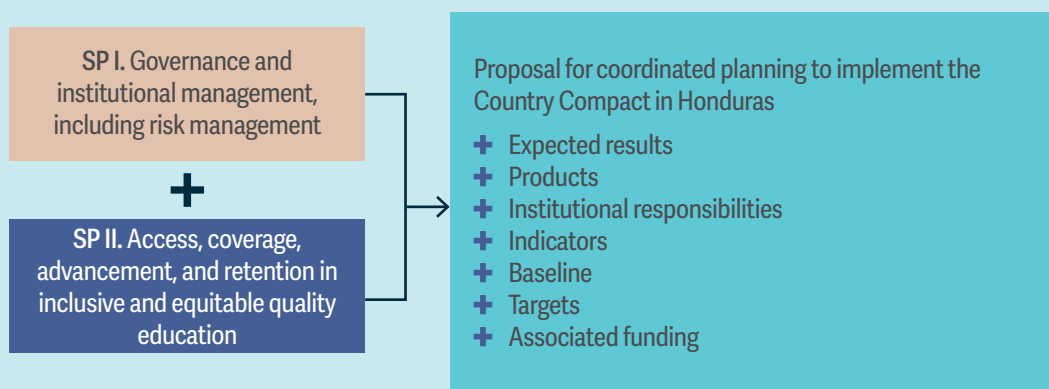
Source: Prepared by the authors based on PRESENA, PEI, and Plan 365.

Box 2 (continuación)

Through the Workshop on Planning Tools in the Education Sector in Honduras, organized within the framework of the Education Sector Plan Development Grant (ESPDG), an agreement was reached to coordinate the three planning instruments mentioned above, combining the strategic objectives of PRESENA with the strategic pillars of the PEI and the objectives of Plan 365.

Figure 9

Strategic Pillars for Education Planning in Honduras



Source: Prepared by the authors based on PRESENA, PEI, and Plan 365.

expected results is low, especially in terms of translating objectives into measurable units. Accountability and reporting of results need to be strengthened. Plan 365 requires further development to be implemented effectively, as its objective is to strengthen the education system and improve quality, but it only defined three pillars, six elements on which to operate, and five learning objectives. For

its part, PRESENA needs to be implemented more broadly to guide its practical application in the various sectors and areas that covers.

The effective implementation of these plans and the mainstreaming of the gender approach depend largely on the allocation of resources and the capacity of institutions to coordinate and integrate local actors. Although,

as mentioned, the PEI and the PRESENA include the pursuit of gender equality among their priorities, this is not sufficiently reflected in specific activities and works. It is necessary to implement gender mainstreaming more thoroughly in order to involve liaison figures in each area more emphatically and thus achieve effective implementation. In summary, it can be said that, although progress in these areas is important, it will depend on the availability of resources and a coordinated effort in successive stages.

Local government efforts are not adequately integrated into national planning, limiting the effectiveness of coordinated policies.

Some of them establish Annual Operational Plans (AOPs) and even sectoral strategic plans, but these instruments are not sufficiently integrated with national planning, and the risks facing the education system are not adequately addressed in planning instruments, which reduces the capacity for anticipation and mitigation.

Although the PEI and the PRESENA include the pursuit of gender equality among their priorities, this is not sufficiently reflected in specific activities and projects. With regard to gender perspective, while it is recognized that gender equality is a cross-cutting principle in the Compact, the challenge of ensuring that this perspective is fully and operationally integrated into practice remains. This implies that the gender perspective is not only present as a general principle, but also cuts across all dimensions and strategies proposed, and guides decisions on planning, resource allocation, and priority setting. Currently, there is a risk that actions to promote educational equity will fail to effectively close the gaps in access, retention, and learning that differentially affect girls, adolescents, and other vulnerable groups, such as students living in poverty, in rural areas, or belonging to indigenous peoples.

In addition, the Compact's monitoring and evaluation framework faces the challenge of systematically incorporating gender-sensitive indicators and disaggregated data.

These would enable the government and partners to identify precisely where the greatest disparities persist, assess whether interventions are benefiting girls and boys equally, and adjust strategies when setbacks or stagnation are detected. In short, the challenge lies in moving from formal commitments to the effective implementation of a gender approach that is measurable and transformative, ensuring that girls and adolescents, especially those in the most vulnerable situations, not only have access to school but also follow appropriate educational pathways and achieve meaningful learning outcomes.

Coordination between the education sector and the governing body for disability is insufficient, and there is no clear inclusive planning.

Coordination between the Secretariat of Social Development (SEDESOL) and the Secretariat of Education in this area is weak, despite some progress made by the Honduran System for Monitoring International Human Rights Recommendations (SEMORE) with regard to recommendations on educational inclusion related to situations of disability. The Comprehensive Law for the Rights of Persons with Disabilities currently in force (Law Decree 160-2005) is very broad and covers many important issues for this population, but unfortunately it has been implemented to a very limited extent. There is a need to transform exclusive educational centers into inclusive centers for persons with disabilities. On the other hand, the Roadmap for Educational Inclusion stems from a civil society roundtable comprising actors involved in guaranteeing the right to education, which could also step up its activities to achieve better coordination with the education sector. "We need to move beyond welfare

and medical-biological approaches and adopt a comprehensive approach to development and human rights” in relation to persons with disabilities in Honduras.

2.3 Sectoral Coordination

Sectoral coordination should be considered a high priority for implementing the identified reform, given the recognized need for a defined teacher profile and higher levels of training, especially in skills related to information and communication technologies (ICTs) to improve the quality of education and teachers’ capacity to implement changes.

Progress and Achievements Related to the Factor

The establishment of a transitional Local Education Group (GLEt) in Honduras, promoted by the Global Partnership for Education (GPE), represents a strategic opportunity to strengthen the national education system. This coordination mechanism brings together various stakeholders in the education sector, including the government, donors, civil society organizations, and other development partners, and creates a proactive space for discussing critical issues for the sector. Among the advantages offered by the GLEt are improved planning and coordination of education policies, alignment of resources and funding to maximize their impact, strengthening of inclusive dialogue among all stakeholders, and more effective monitoring of the country’s educational progress.

In addition, there is an Education Cooperation Roundtable (MERECE), which seeks to coordinate international cooperation efforts in the country and plays an active role in shaping the education policy agenda. It is important to strengthen this role,

as cooperation with civil society institutions and international organizations is not always adequately coordinated. In some cases, work aimed at fulfilling the priorities and objectives of these organizations contributes to a lack of focus in actions.

Particularly relevant for Honduras is that the GLEt can help address persistent challenges such as inequality in access to quality education, school dropout rates, and the adaptation of the education system to labor market needs, thereby contributing significantly to the country’s sustainable development. One of the issues that has been discussed as necessary within the GLEt is building a teacher profile, as this is one of the fundamental elements for ensuring quality education and, therefore, a crucial aspect in coordinating the education system. Teachers are the main actors in the implementation of educational policies, and their ability to manage the classroom, use technologies, and adapt their teaching methods to students’ needs largely determines the success of any reform. A well-defined teacher profile, which includes not only pedagogical and disciplinary knowledge but also digital skills and competencies for inclusive teaching, becomes a point of convergence between different educational institutions, the Secretariat of Education, local governments, and national policies. This facilitates more effective coordination, as all stakeholders share a common vision of the competencies expected of teachers.

In addition, a defined teaching profile, such as the one currently being developed, acts as a reference framework for continuing education. Ongoing teacher training is essential to enable them to meet classroom challenges, especially in an environment that demands the use of digital technologies and adaptation

to innovative methodologies. Coordination between institutions responsible for teacher training (universities, training centers, government agencies, etc.) is essential to ensure that training programs are aligned with the needs of the education system. If teacher training is uncoordinated or does not respond to the realities of the classroom, the education reform will be difficult to implement.

The teacher profile is also key to addressing territorial and social inequalities. In rural areas or in indigenous and Afro-Honduran communities, where access to educational resources is limited, having teachers trained in ICT skills and inclusive approaches can make a significant difference. Coordination between local and national institutions to identify the specific needs of these communities and ensure that teacher training programs respond to them is essential. Teachers with a profile suited to these contexts will be better able to implement strategies that guarantee equitable, quality education. Thus, teacher training and profiles become a catalyst for improving equity in the education system, while strengthening the inter-institutional coordination needed to address the challenges faced by the most vulnerable communities.

Finally, the teacher profile should be a tool for educational decentralization, as it allows local authorities to manage human resources more effectively in their territories. When a clear teacher profile is defined and teachers are guaranteed the necessary skills, local authorities can adapt and implement education policies more effectively, ensuring that reforms reach all regions equitably. In this sense, the teacher profile not only improves the quality of teaching, but also acts as a link between national policies and local realities, facilitating decentralized implementation tailored to the needs of each territory.

Current Challenges

Among the gaps identified in sectoral coordination, the most notable are inequalities in rural areas and for indigenous and Afro-Honduran populations, as well as limitations in education for persons with disabilities, all of which reveal significant equity gaps. Addressing these gaps is essential to fulfilling the right to education in an inclusive manner. The lack of strengthened decentralization and weak coordination among key institutions affect the capacity to manage and execute education policies at the local level. Resolving this problem is fundamental to achieving effective and equitable policy implementation throughout the country.

The role of the transitional Local Education Group (GLEt) in sectoral coordination needs to be strengthened. Despite its potential advantages, the GLEt in Honduras faces significant structural challenges. The GLEt's founding documents do not clearly establish a plan for expanding the Local Education Group, which limits its scope and impact. Given SEDUC's weaknesses in its capacity to plan and coordinate cooperation, it is essential for the Compact to develop a detailed plan with concrete steps for expanding the group and to consider incorporating other development partners and civil society organizations in order to broaden the mechanism's inclusiveness and representativeness. It is important to note that, even with the PRESENA still in force as a framework, the Secretariat's actions are not entirely geared toward its achievement, and prioritization has proven to be a challenge.

In addition, the Compact should present concrete actions on how to strengthen inter-sectoral and interinstitutional coordination within the Honduran government. These elements are crucial to ensure that the GLEt can function effectively as a catalyst for change,

overcoming historical fragmentation in educational initiatives and guaranteeing broad and sustainable support for the proposed reforms among all relevant actors in the national education sector. By way of example, mention is made of the need to increase the participation of teachers' unions and civil society organizations, among other stakeholders, in order to broaden the group's inclusiveness and representativeness, thereby improving intersectoral and interinstitutional coordination within the Honduran government.

With regard to funding and coordination, it should be noted that the Secretariat of Education's PEI is not adequately integrated with those of the networks and education centers, which leads to a lack of coordination in the AOPs and budgets.

This directly affects the effective implementation of educational policies and projects and poses a risk to the implementation of priority reforms. There is also an unquantified dependence on international funds for educational projects, which represents a high risk, as the withdrawal or reduction of these funds could lead to setbacks in the achieved progress. Developing a sustainable funding strategy to ensure the continuity of educational initiatives is a priority.

The proposal to promote an Education Financing Law faces the challenge of defining how resources will be managed, particularly regarding distribution among institutions. This is crucial to increase per capita investment and align the budget with international standards and the 2030 Agenda. To carry out this strategy, it is essential to have assessments that analyze both the equity and efficiency of public spending on education at the macro level and the level of public investment in education per student and educational center

required in the country. This involves the creation of a matrix of results aligned with the PRESENA.

2.4 Volume, Equity, and Efficiency of Public Spending on Education

Finally, the volume, equity, and efficiency of public spending on education can be considered a high priority for implementing the identified reform. This enabling factor refers not only to the amount of resources that the country allocates to the education sector, but also to the strategy for allocating those resources so that they have greater impact, are cost-effective, and also work toward a more inclusive and equitable system.

Progress and Achievements Related to the Factor

Investment in education is within the range of 4 to 5% of GDP for the period 2021-2024, established as a target among the SDG 4 reference values. The latest available data, corresponding to 2024, shows that public spending on education in the country—consolidating all educational levels—amounted to 4.7% of GDP, according to the Secretariat of Finance.

During the period from 2011 to 2016, Honduras managed to significantly reduce the student-teacher ratio due to an increase in teacher hiring for public institutions (Banco Mundial, 2022). This undoubtedly represents an increase in government spending on education. However, this increase in current spending on salaries does not necessarily imply an increase in teachers' pay but rather, as the evidence shows, an increase in the size of the teaching workforce. In addition, since 2021 there has been an increase in the hiring of temporary staff.

Current Challenges

The volume, equity, and efficiency of public spending on education are below desirable levels. Resources are insufficient and have shown a slight downward trend in relation to GDP in recent years. The level budgeted for 2025 is significantly below the resources allocated to the education sector in previous years and is the lowest figure for the decade. In addition, there are significant shortcomings in terms of the efficiency and equity of public spending on education. The “Public Expenditure Review,” conducted in the country by the World Bank—with data from 2022—indicates that Honduras faces significant challenges in terms of the effectiveness and quality of its education system, as well as in the efficiency of spending, despite having made some progress in the last decade.

Problems related to equity in education spending can be seen, for example, in the number of years of schooling by geographic area (urban and rural), where the rural average was significantly lower, remaining at 6.2 years between 2018 and 2022. In urban areas, on the other hand, schooling reached an average of 9.0 years during the same period. In turn, it can be noted that, among the indigenous population, illiteracy rates are significantly higher than the national average, particularly among the Lenca group, which constitutes more than 50% of the country’s ethnic minority population and has an illiteracy rate 7 percentage points above the national average (SEDUC, 2023). Finally, school attendance reaches only 7% among 3-year-olds, making this the least served age group (93%); among 5-year-olds, 76% enter the education system, but not necessarily to the third year of Pre-primary education; the population aged between 6 and 10 years old has a higher attendance rate of 84%; and, from the age of 12 onwards, there is a trend towards an increase in the population

that is out of school compared to the coverage provided in the early years, which are theoretically compulsory.

There is limited sustainability of educational investments in long-term planning. With regard to budget planning, it should be noted that the Secretariat of Finance (SEFIN) allocates resources to different institutions based on an inertial criterion, and the National Congress has the power to make changes to the budget. However, the manner in which this expenditure is broken down by educational level and by gender at each level, or by geographical area for each level, is a task that remains to be carried out by the institutions involved in the planning, execution, and oversight of such expenditure. The financial information of the Secretariat of Education is not publicly available and, therefore, it is difficult to estimate what percentage of education spending is allocated to each of the levels, regions, and minorities within the territory. This is undoubtedly a pending task so that, first, the best allocation of spending can be analyzed in order to have a profound impact on the system and, second, the efficiency of such planning can be evaluated.

From the information provided by the Secretariat of Finance regarding education, we know that less than 3% of the total allocation is spent on capital expenditure. In other words, the portion allocated to investment is negligible, which represents a future challenge for expanding the supply of quality education. About 78% of education spending goes to salaries and wages for education sector personnel, with no clarity on what percentage is allocated to teachers’ and administrative staff salaries. It is also unclear whether this spending is cost-effective, given the human capital of teachers in the territory, as previously noted by the PRESENA.

Finally, neither the Secretariat of Finance nor SEDUC record the financial contributions of partners.

Undoubtedly, this is an area for improvement, which would allow for better alignment of financing strategies, avoiding duplication of efforts, and creating synergies that are necessary for the sector. Although budgetary rules stipulate that 10% of the budget must be allocated to activities and works that promote gender equality, there is no effective mechanism to monitor compliance, and efforts are currently underway to collect relevant information in order to assess the level of effective investment allocated for this purpose. There are insufficient monitoring mechanisms to comply with gender equality standards: budget expansion must consider the efficiency of the State and establish distribution criteria that address territorial inequalities and other disparities to ensure equitable allocation of resources, especially in territorial terms.

Risk management and resource sustainability are key concerns, especially when international cooperation stops funding certain projects, which often affects the continuity and viability of educational initiatives. The allocation of resources based on an inertial criterion and its modification by the Congress

limit the possibility of effective, long-term planning by educational institutions.

A clear system for resource management is required in the proposed new Public Sector Financial Administration Law of Honduras, which is currently awaiting approval. The lack of clarity in the administrative and resource management system in the proposed Education Financing Law creates uncertainty about how funds will be distributed and managed efficiently.

The National Constitution establishes that the National Autonomous University of Honduras (UNAH) should receive 6% of the national budget, but currently receives only 1.9%. This represents a constitutional violation and jeopardizes the quality and expansion of the University's educational services. Although there have been discussions, the claims have not been formalized.

Finally, it should be noted that dependence on international cooperation to fund education projects represents a high risk, since the withdrawal of these funds affects the viability of the initiatives. It is a priority to develop a sustainable financial strategy to reduce this dependence and ensure the continuity of key projects.

03. The Theory of Change for the Acceleration of Educational Transformation

The desired impact on the education system in Honduras was defined as the “Acceleration of Educational Transformation, focusing on reducing inequality and emphasizing the country’s most vulnerable populations.” The Theory of Change allows us to link the strategic pillars built in the planning alignment with their outputs, outcomes, and intended impact.

To build this linkage, a comprehensive, inclusive, and participatory process was developed, involving various activities to ensure that both the characteristics of the education system and the perspectives of the different stakeholders were reflected. The process included interviews with key informants who hold strategic positions in the education sector, including representatives from SEDUC, ST-CONED, universities, civil society organizations, and international agencies (Annex 1 provides the profiles of the key informants consulted).

The interviews conducted, together with the survey of available information, enabled a qualitative assessment of the barriers, opportunities, and expectations related to educational transformation to be made, as described in the corresponding sections.

During the process, two collaborative workshops were held with broad participation from leaders in various areas related to the education sector. The main objective of the first workshop, held in August 2024, was to share and analyze the enabling factors based on the elements identified in the interviews and the information gathering.

The workshop was held in Tegucigalpa with the participation of members of the transitional Local Education Group (GLEt) and other relevant actors. Preliminary results of the analysis of enabling and limiting factors were presented, and strategic priorities were shared with the aim of gathering input to refine them and legitimize the analysis. The event provided an initial validation of the assessment and key suggestions for prioritizing critical areas such as strengthening governance, equitable resource distribution, and data management.

The second workshop, aimed at consolidating the Theory of Change and analyzing the enabling factors to achieve the transformative priority, was also held in person in the city of Tegucigalpa in November 2024. There, a group discussion was held on the intervention logic and expected results, and the assessment, analysis, and resulting Theory of

Change were reviewed to better reflect local contexts and ensure that interventions are feasible and sustainable.

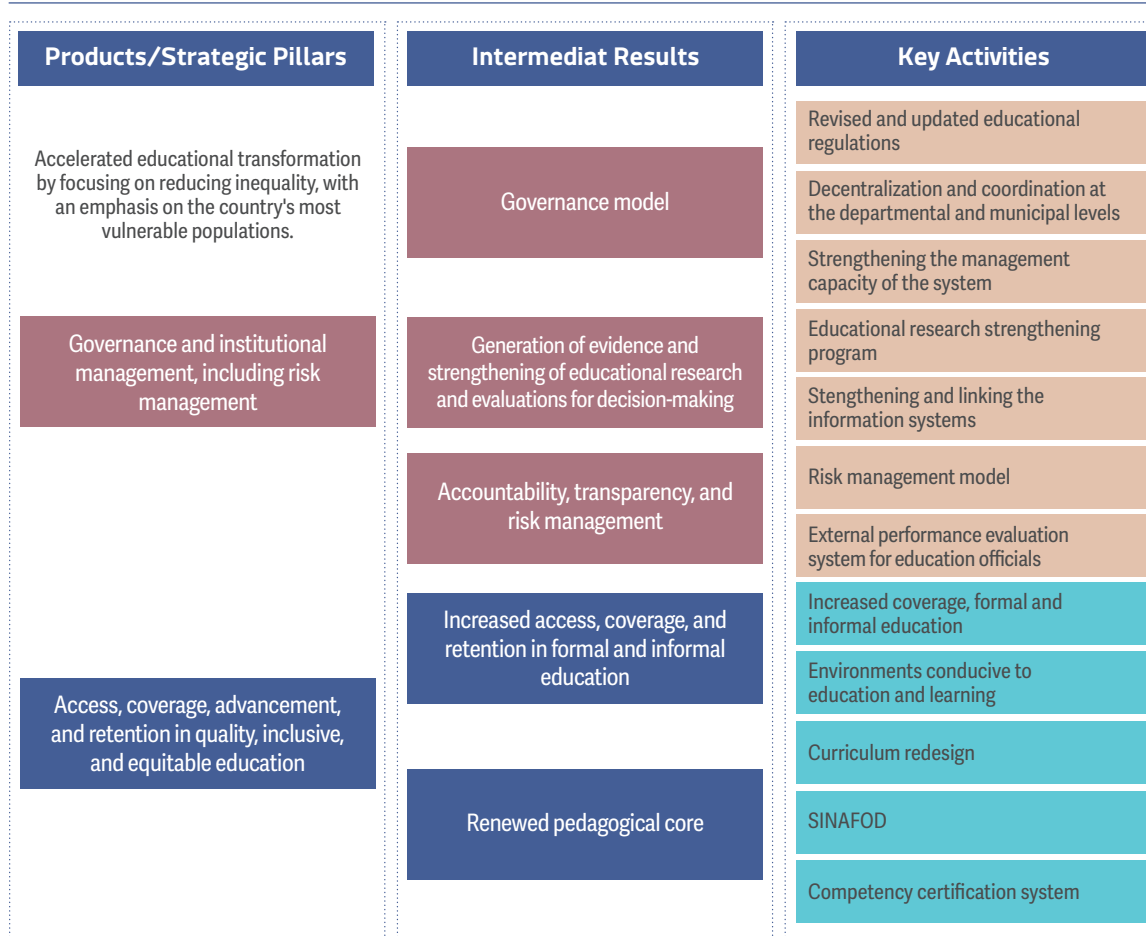
All comments and contributions gathered during the workshops and the interviews were included in the Compact. The participatory exercise not only validated the Theory of Change, but also produced valuable lessons for the implementation of the education reform. Alliances between key actors were strengthened, facilitating a shared vision

of educational transformation. Gaps were reviewed and clarified, and consensus was strengthened to ensure that the objectives of the Theory of Change were legitimate and supported by key stakeholders.

Figure 10 summarizes the logical relationship between the pursuit of Accelerated Educational Transformation and the final results, which will be achieved by combining the intermediate results derived from the strategic pillars: i) improving governance

Figure 10

Theory of Change for the Compact



Source: Prepared by the authors based on PRESENA, PEI, and Plan 365.

and institutional management, including comprehensive risk management, and ii) expanding access, coverage, progression, and retention in quality, inclusive, and equitable education.

As mentioned previously in Box 2, these strategic pillars arise from the alignment of the three main planning instruments available to the education sector in the country: PRESENA 2024-2033, developed by the National Education Council of Honduras (CONED), as well as PEI 2023-2026 and Plan 365, both promoted by SEDUC. The process developed made it possible to articulate the expected results, outputs, and activities of these tools into aligned planning, which is condensed into the agreed and coordinated Theory of Change.

The linking process is completed by defining which products must be developed to achieve these results, what activities must be implemented to develop the products, and what inputs, costs, and budgets are associated with those inputs to complete the value chain.

The following are the products, intermediate results, and strategic activities of a Theory of Change for the Compact. The activities of the education sector in Honduras should be derived from, aligned with, and developed based on this Theory of Change:

1. Governance and institutional management, including risk management: This component focuses on reviewing, adapting, and strengthening a governance model for the education sector that is flexible enough to allow departmental and municipal authorities to operate efficiently. It should also include a component that ensures that decisions made by education authorities are evidence-based and reinforced by a model of accountability and transparency. This governance is strongly associated with

the efficient, equitable, and inclusive provision of educational services.

1.1. Governance model: The governance model for the sector must clearly and articulately define the responsibilities of each of the actors. The activities of this model focus on revised and updated regulations, in line with a country immersed in the dynamics of the 21st century; decentralization of the sector at the departmental and municipal levels to allow for flexibility, rapid decision-making, and policy implementation; and, finally, strengthening the management capacity of the sector's administrative body. Key actions in this area include the following:

- 1.1.1.** Revised and updated educational regulations.
- 1.1.2.** Decentralization at the departmental and municipal levels.
- 1.1.3.** Strengthening management capacities.

1.2. Generating evidence and strengthening educational research: The GLEt has identified the need to strengthen information systems in the education sector. Although work is already underway to strengthen the SIIE, challenges remain in terms of collecting and systematizing data from the sector and creating a culture of evidence-based decision-making. The actions that would address this need are summarized below:

- 1.2.1.** A program to strengthen educational research.
- 1.2.2.** Strengthening and linking information systems.

1.3. Accountability, transparency, and risk management: Finally, there is a clear need for an education sector that uses resources efficiently. Strong institutions ensure that resources, strategies, and support

reach all students, especially those in vulnerable situations. Key activities include the following:

- 1.3.1.** Create a risk management model.
- 1.3.2.** Build an external performance evaluation system for education sector officials.

2. Access, coverage, progression, and retention in quality, inclusive, and equitable education. To accelerate the proposed educational transformation, investments must not only be made at the system level, but changes must also be implemented at the school level.

2.1. Increased access and coverage for formal and non-formal education: Among the key results, an increase in the coverage of formal and non-formal education in terms of territorial reach is proposed. However, increasing coverage is not enough, as expansion must also focus on the quality of the environment (infrastructure, furniture, equipment, materials, basic services, among others). Key activities focus on the following:

- 2.1.1.** Increase coverage of formal and non-formal education.
- 2.1.2.** Create favorable environments for the educational process and learning.

2.2. Renewed pedagogical core: Along with expanding coverage, there is a need to strengthen and promote a curriculum redesign that is appropriate for the profile of Honduran citizens, but also immersed in the challenges and dynamics of an interconnected world. Teachers must not only accept this challenge, but also be agents of change who promote this curriculum. Among the activities considered key to this are the following:

- 2.2.1.** Curriculum redesign for both the formal and non-formal sectors.

- 2.2.2.** Implementation of a National Teacher Training System (SINAFOD).

- 2.2.3.** Certification of competencies for formal and non-formal education.

Honduras has already made significant progress in terms of Theory of Change activities in two important grants with GPE: the Multiplier Grant and the System Capacity Generation Grant (SCG). In both cases, activities are already underway to address gaps in enabling conditions or to work toward achieving the transformative priority. The table below summarizes how each grant is linked to the Theory of Change's focus areas, intermediate results, and activities.

To apply coordinated planning to the value chain in the context of the education system, the steps described above provide a clear roadmap that guarantees efficiency in the implementation of education policies, ensuring that each stage is aligned with the expected results.

The first step in this roadmap is to validate the definition of institutional responsibilities together with the areas responsible for planning in the country. This is essential because it establishes a clear framework of responsibility for each of the products defined in the results framework and strategic pillars. Responsibilities must be clearly assigned and involve all relevant institutions. The validation of those responsible will ensure a committed leadership and a well-defined accountability structure. Without this validation, there is a risk of scattered efforts and disorganized implementation.

Secondly, the indicators for monitoring and analyzing each product must be confirmed and specified. The precise definition of indicators is key to monitoring progress and evaluating the impact of established products. Indicators should be specific, measurable, achievable, relevant, and time-bound (SMART).

Table 3

Linkage of Activities under the SCG and the Theory of Change for the Compact

SCG Activities	Link to Product/Strategic Pillar	Link to Intermediate Result
<ul style="list-style-type: none"> Drafting the Compact 	<ul style="list-style-type: none"> Governance and institutional management, including risk management 	<ul style="list-style-type: none"> Governance Model Evidence generation and strengthening of educational research and evaluations for decision-making
<ul style="list-style-type: none"> Strengthening the current model of Technical and Vocational Education and Training (EFTP) with a territorial focus and gender-inclusive perspective 	<ul style="list-style-type: none"> Access, coverage, progression, and retention in quality, inclusive, and equitable education 	<ul style="list-style-type: none"> Increased access, coverage, and retention in non-formal and formal education Renewed pedagogical core
<ul style="list-style-type: none"> Development of a learning recovery plan based on the assessment of the effects of COVID-19 	<ul style="list-style-type: none"> Governance and institutional management, including risk management 	<ul style="list-style-type: none"> Generating evidence and strengthening educational research and evaluations for decision-making
<ul style="list-style-type: none"> Strengthening the Integrated Education Information System (SIIE) for evidence-based decision-making 	<ul style="list-style-type: none"> Governance and institutional management, including risk management 	<ul style="list-style-type: none"> Generating evidence and strengthening educational research and evaluations for decision-making
<ul style="list-style-type: none"> Development of knowledge products to understand teacher profiles 	<ul style="list-style-type: none"> Governance and institutional management, including risk management Access, coverage, progression, and retention in quality, inclusive, and equitable education 	<ul style="list-style-type: none"> Renewed pedagogical core Generating evidence and strengthening educational research and evaluations for decision-making
<ul style="list-style-type: none"> Strengthening ST-CONED's internal governance 	<ul style="list-style-type: none"> Governance and institutional management, including risk management 	<ul style="list-style-type: none"> Governance model Accountability, transparency, and risk management

Source: Prepared by the authors based on PRESENA, PEI, Plan 365, and the System Capacity Grant Concept Note.

These indicators will enable efficient monitoring and provide a clear picture of whether products (such as teacher training, implementation of new infrastructure, or improvement of educational content) are being achieved as planned. In addition, **indicators help identify areas that may need adjustments in real time.**

Lastly, it will be important to confirm the values established as baselines for each indicator and set targets for each one. Establishing

a baseline for each indicator is essential because it provides a reference point from which progress will be measured. Intermediate and final targets should be aligned with the strategic objectives of the education system and ensure that each step leads to achieving broader outcomes, such as improvements in educational quality or inclusion. These targets should be challenging but achievable and should allow for timely adjustments if deviations from the process are detected.

In terms of implementation, it is necessary to schedule the activities required to develop the expected products on a regular basis and ensure that each product has a specific action plan to guide its execution. This involves identifying the activities necessary to achieve the defined outputs, allocating resources, and establishing clear timelines. Regular scheduling also facilitates time and resource management, which is critical to ensuring that delays do not accumulate and affect the achievement of long-term objectives. This schedule should be flexible to accommodate unforeseen events, but rigorous in terms of deadlines and deliverables.

At the same time, it is essential to assess the financial scope of the activities to be carried out. This will ensure that activities have the necessary resources for their proper implementation. It includes estimates of the costs of inputs associated with each activity, personnel, and other resources. This financial planning will ensure that budgets are consistent with expected results and outputs and will guarantee efficient resource allocation. In addition, a results-oriented budget will help prioritize activities and outputs that have the greatest impact and adjust resource allocation as the implementation process progresses.

The effective implementation of these steps has a direct impact on achieving a coordinated value chain that optimizes resources, aligns efforts, and ensures that educational policies produce tangible results. Each step contributes to strengthening the management of the education system, allowing activities and products to be closely linked to strategic outcomes. By establishing clear responsibilities, monitoring indicators, achievable targets, and well-sized budgets, the entire process is focused on achieving the objectives of educational quality and equity, which

increases efficiency and transparency in the implementation of the education reform.

This will enable the “logical linking” of the value chain to be completed, whereby each action—from planning to final evaluation—will contribute coherently to improving the education system, from teacher training to infrastructure improvements and the implementation of new teaching methodologies, always with a focus on results and a sustained commitment to equity and inclusion.

In the value chain, intermediate results are articulated as expected achievements that will be attained through the implementation of specific products linked to each strategic pillar. In the Governance and Institutional Management pillar, the expected outcome is to strengthen coordination, planning, and implementation capacities for educational policies. These results will consolidate decentralized and participatory management that ensures educational coverage and quality and reaches the most vulnerable areas. In the second strategic area, focused on access, coverage, progression, and retention in education, intermediate results may focus, for example, on reducing gaps in access to education, improving school infrastructure, and increasing retention rates, especially in rural and indigenous communities.

The intermediate results leading to these outcomes include the creation and implementation of an efficient and transparent education management system, the development and implementation of teacher training and update programs with an inclusive approach, and the improvement of school infrastructure adapted to the needs of students in vulnerable contexts. In addition, the strengthening of the SIIE is being considered to ensure that the production and proper use of data and evidence inform decision-making at the central and territorial levels.

To strengthen the links between the different elements of the results chain, each planned strategy and activity should have a direct and clear relationship with the defined outputs, which in turn should be explicitly linked to the intermediate results and the expected final impact. It is essential that the assignment of responsibilities, the scheduling of activities, the definition of indicators, and the budget estimate be carried out using an integrated approach, ensuring that all actions contribute coherently to educational transformation.

There is a clear need to mainstream gender equality in all components of the Theory of Change. This means that, both in planning activities and in defining outputs and outcomes, the active participation of women and girls must be ensured on an equal footing, and interventions must address the specific barriers they face in accessing, remaining in, and completing their education. Teacher training should include content on gender and human rights, and infrastructure improvements should consider safety and accessibility aspects with a differentiated approach to ensure safe spaces for girls and adolescents. Likewise, strengthening the SIIE should include data disaggregated by sex, ethnicity, and socioeconomic status to monitor inequalities and adjust interventions according to the specific needs of the most affected populations. All of these dynamic links will be further developed in the ongoing planning process.

Finally, it should be noted that the process is based on a series of key assumptions that explain the logic behind the intervention and the conditions necessary to achieve the desired impact, that is, reducing educational inequalities with a special focus on vulnerable populations. The main assumptions can be summarized in the following points:

- + **Strengthening educational governance:** This means that the institutions responsible for providing educational services (SEDUC and CONED, among others) are able to coordinate effectively in the development of activities. The starting point is the premise that decentralized and participatory management improves the capacity to implement policies in the areas most affected by inequalities.
- + **Use of data and evidence in decision-making:** Strengthening of the SIIE and its integration with other systems is assumed in order to overcome the current fragmentation and dispersion of information and achieve extensive use of data. Educational actors, from the local to the national levels, are expected to use the information to make evidence-based decisions.
- + **Efficiency in resource allocation:** The model proposes that financial and human resources will be distributed according to criteria of territorial equity, prioritizing rural areas, indigenous communities, and populations at greater risk of exclusion. It is also assumed that the commitment of international cooperation and the State will remain focused on ensuring financial sustainability.
- + **Social and community commitment:** Local communities and civil society are trusted to play an active role in monitoring and implementing policies, especially in highly vulnerable contexts. This assumption underscores that inclusive education requires the active participation of diverse stakeholders, not only as beneficiaries but as protagonists of change.
- + **Educational policy adaptability:** It is assumed that the strategies designed will be flexible enough to adapt to changes that may occur in the national and international context, such as economic fluctuations, natural disasters, or complex social dynamics.



04. Risks to the Implementation of the Transformative Priority Reform in Honduras and GPE Support to Achieve It

Honduras' educational priority, focused on **"Accelerating Educational Transformation, reducing inequality and improving educational opportunities for the most vulnerable populations,"** faces a number of structural risks that could compromise its effective implementation.

Fragmentation and dispersion of educational data: Information is scattered across different institutions and systems (SIIE, SACE, SIPLIE, SART) and presents interoperability problems, which hinder comprehensive analysis and evidence-based decision-making. This fragmentation is particularly serious in Higher Education and Non-Formal Modalities, as it creates significant gaps that prevent a complete view of the education system.

Limited technical capacity for data use: The information collected is mainly used by a small group of users and is not prioritized to solve existing problems, which reduces the effectiveness of any evidence-based reform.

Lack of coordination between planning instruments: The various plans (PEI, PRESENA, and Plan 365) operate with insufficient coordination, which leads to inefficiencies and redundancies that

compromise the coherence of education policy implementation.

Persistence of territorial and social inequalities: The significant gaps between urban and rural areas, as well as for indigenous populations, Afro-Hondurans, and people with disabilities, represent a fundamental obstacle to achieving educational equity.

Weak decentralization and sectoral coordination: The lack of integration between the PEI and the plans for educational networks and centers leads to a lack of coordination in the AOPs and compromises the implementation of policies at the local level.

Insufficient funding and dependence on external resources: Although investment is within the minimum range of SDG 4 (4.05% of GDP in 2023), it has been declining and shows significant shortcomings in its distribution. High dependence on international funds threatens the sustainability of long-term reforms.

Inertial resource allocation: Budget allocation patterns and modifications made by the National Congress limit strategic planning and predictability of education investments,

with 78% going to salaries and wages and less than 3% to capital investment.

Insufficient mainstreaming of gender and inclusion approaches: Despite their formal recognition in planning instruments, these approaches are not adequately reflected in specific activities and budgets, which compromises progress towards truly inclusive education.

Lack of clarity in the administrative system: Uncertainty about how education funds will be distributed and administered raises questions about the financial implementation of the reform, particularly in relation to the proposed Education Financing Law.

If these risks are not addressed in a comprehensive and systematic manner, they could significantly hinder efforts to accelerate educational transformation in Honduras, perpetuating existing inequalities and limiting educational opportunities for the country's most vulnerable populations.

When analyzing the risks identified in achieving the Accelerated Educational Transformation in Honduras, it is possible to see how the support from GPE and other partners—such as the Inter-American Development Bank through a loan and additional funds from GPE—aligns with closing gaps in the face of these challenges.

Risk 1: Fragmentation and Dispersion of Educational Data

Funded solutions:

- + GPE (\$2 million): Through Subcomponent 4.1 of the IDB document, funding will be provided for the development of the SIIE to improve interoperability between systems (SACE, SIPLIE, SIATH).

- + IDB (\$0.5 million): Complements support to the SIIE for evidence-based decision-making.
- + SCG (Activity 3.1): Continued support to the development of the SIIE, including a Geographic Information System (GIS) module for teacher identification and an application to manage the Education for Basic Needs project.

Risk 2: Limited Technical Capacity to Use Data

Funded solutions:

- + GPE (\$2 million): Strengthening the national learning assessment system (IDB Subcomponent 4.2).
- + IDB (\$3 million): Capacity building for learning assessment and performance-related factors.
- + SCG (Activity 3.2): Development of knowledge products to understand teacher profiles, improving the capacity to use data for teacher professional development.

Risk 3: Lack of Coordination Between Planning Instruments

Funded solutions:

- + GPE (\$4 million): Support for updating curricula and study programs (IDB Subcomponent 3.3).
- + IDB (\$10 million): Updating plans and programs for the development of foundational and 21st century skills aligned with environmental protection initiatives.
- + SCG (Activity 1.1): Development of the Partnership Agreement (Compact) that will align the needs of the education sector with a consensus priority.

Risk 4: Persistence of Territorial and Social Inequalities

Funded solutions:

- + IDB (\$10 million): Targeted scholarships and prevention/re-engagement strategies for vulnerable students (Component 1).
- + IDB (\$19 million): Improvement of school infrastructure in rural areas (Subcomponent 3.1).
- + Children's Christian Fund (CCF) (\$1.6 million): Specific support for returned migrant children and adolescents (IDB Component 2).
- + SCG (Activity 1.2): Strengthening the technical and vocational education and training model with a territorial focus and gender-inclusive perspective.

Risk 5: Insufficient Mainstreaming of Gender and Inclusion Approaches

Funded solutions:

- + IDB (Component 1): Activities for developing social and emotional skills that prevent teenage pregnancy and promote positive masculinity.
- + IDB and GPE (Subcomponent 3.2): Learning recovery program with a focus on social and emotional skills to address gender gaps.
- + SCG (Activity 1.2): Technical assistance for the EFTP model with a gender-inclusive perspective.

Risk 6: Weak Decentralization and Sectoral Coordination

Funded solutions:

- + IDB (\$5 million): Strengthening vocational and pre-vocational education (Subcomponent 3.4).
- + SCG (Activity 3.3): Strengthening the internal governance of ST-CONED to improve coordination among institutions in the education sector.
- + SCG (Activity 1.1): Development of the Partnership Agreement (Compact) that

will promote coordination among actors in the sector.

Risk 7: Insufficient Funding and External Dependence

- + The combined investments of the IDB (\$55 million), GPE (\$12 million), and CCF (\$3 million) partially address this risk, although their long-term effectiveness will depend on the financial sustainability that the Honduran education sector manages to develop.

Risk 8: Inertial Allocation of Resources

Funded solutions:

- + IDB (\$4 million): Program management and evaluation (Component 4), including monitoring of spending effectiveness.
- + GPE (Subcomponent 4.1): Developing modules to monitor service delivery.
- + SCG (Activity 3.3): Updating ST-CONED administrative processes for more efficient decision-making.

Risk 9: Effects of COVID-19 on Learning

Funded solutions:

- + GPE (\$4 million) and IDB (\$3.5 million): Learning recovery and acceleration program (Subcomponent 3.2).
- + CCF (\$0.9 million): Tutoring for returned migrant children and adolescents.
- + SCG (Activity 1.3): Assessment of the effects of COVID-19 on learning losses and recovery plan.

The interventions proposed by these partners are clearly aligned with the identified risks and offer a comprehensive approach to addressing the challenges facing the Honduran education system. Particular emphasis is placed on improving the quality and use of education

data, strengthening institutional coordination, updating the curriculum to make it more relevant, and addressing the specific needs of vulnerable populations, especially in rural areas.

The success of these interventions will depend largely on effective coordination between Honduran institutions, particularly between SEDUC and CONED's Technical Secretariat, as well as on the ability to develop financial sustainability mechanisms that gradually reduce dependence on external funds.

Strengthening and Expansion of the GLEt

The GLEt could be significantly strengthened by formalizing its governance structure and expanding its membership to include representatives from other institutions at the national level. Likewise, its expansion should consider the integration of representatives from the private sector, academia, and youth organizations to enrich the multisectoral perspective, along with the development of technical capacities for data analysis and use in decision-making, thus overcoming the fragmentation of information identified as a critical risk. The institutionalization of the GLEt through clear regulatory frameworks would ensure its sustainability beyond any political or administrative changes.

Activities for Potential Funding by the Gender Accelerator

In the context of the potential availability of funds through the Global Partnership for Education (GPE) Gender Accelerator, this indicative proposal is presented as a starting point for future discussions. This document reflects a preliminary vision of how additional funding for this issue could catalyze significant transformations in the area of gender equality within the Honduran education system, aligning with the established Theory of Change. It is important to note that this proposal is not a definitive plan,

but rather an initial conceptual framework that, if the opportunity arises, would be widely discussed, adjusted, and validated with the GLEt, SEDUC, CONED, and other relevant actors in the education ecosystem to ensure its relevance, national appropriation, and sustainability. The components and indicators presented below seek to complement and strengthen existing efforts, as well as maximize the transformative impact on reducing gender gaps.

1. Educational empowerment program for girls
 - + Development of gender-sensitive teaching materials that combat stereotypes and promote female role models.
 - + Creation of school libraries with literature focused on female empowerment.
 - + Specialized teacher training in gender-sensitive pedagogy.
 - + Reading and creative writing clubs focused on narratives of female empowerment.
2. Comprehensive education on sexuality and violence prevention
 - + Development of culturally adapted sex education curriculum.
 - + Training program for educators.
 - + Protocols for the prevention and response to gender-based violence in educational settings.
 - + Workshops on positive masculinity for boys and adolescents.
3. Technical and vocational training for adolescent girls and young women
 - + Training programs in Science, Technology, Engineering, and Mathematics (STEM) careers for girls and adolescents.
 - + Entrepreneurship initiatives for young women in rural areas.
 - + Internships in non-traditional sectors for women.

05. Monitoring and Evaluation Framework

Monitoring, evaluation, and learning (MEL) processes are fundamental to the design and implementation of any development program. This is based not only on international best practices in project design and formulation, but also on the institutional documents that inform the education sector priorities established in Honduras. There is a commitment to monitoring and evaluation, as well as to the other plans of key institutions for the implementation of an agenda focused on educational inclusion, especially in vulnerable sectors.

This chapter establishes the general technical guidelines for meeting the objectives of transparency, accountability, and learning, which are the spirit underlying the Compact. Within this framework, this contribution should be interpreted as a guide for specifying and defining the essential elements of monitoring and evaluation once the components of the Compact begin to be implemented.

Monitoring Component

As mentioned previously, efforts to monitor the education sector in Honduras have faced challenges related to the lack of updated data, gaps in education coverage, and the need to strengthen institutional capacity to collect and analyze information. Currently, the Educational

Center Administration System (SACE), the Early Warning and Response System (SART), the Educational Network Administration System (SIARED), the Educational Infrastructure Planning System (SIPLIE), and the Teaching Human Resources Administrative Information System (SIARHD), among others grouped under the National Education Information System of Honduras (USINIEH), constitute the platform for data collection, but they have limitations in terms of coverage, timely updating, and use of information.

To strengthen monitoring under the Compact, coordination among these systems must be ensured, and mechanisms for validation and triangulation of sources must be implemented to ensure data reliability and timeliness.

Performance Indicators

It is essential to establish a system of performance indicators for the key interventions established in the Multiplier Grant once it is approved. An evaluation and monitoring system for the integrated Compact should be designed and incorporated for periodic follow-up and adjustment. This would make it possible to generate indicator reference sheets (PIRS) and a dynamic dashboard to facilitate their use in decision-making.

It is recommended that indicators be aligned with the transformative priority established for the education system, as well as to respond to international commitments, such as SDG 4 and the Education 2030 Framework for Action. In addition to traditional coverage indicators, such as enrollment and retention, it is suggested that indicators on quality and equity be included, for example, learning achievements, gender disparities, inclusion of children with disabilities, and rural and indigenous populations.

The indicators must comply with the SMART criteria (specific, measurable, achievable, relevant, and timely, with associated time frames). This facilitates monitoring and evaluation of their success. To ensure minimum quality standards in the education sector, each indicator must include the following eleven explicit elements:

1. Indicator identifier
2. Name
3. Definition
4. Units
5. Level (process, product, result, or impact)
6. Reporting frequency
7. Disaggregation
8. Type (level or cumulative)
9. Information source (preliminary)
10. Baseline (preliminary)
11. Target (preliminary)

Proposed Indicators for Monitoring the Theory of Change

Pillar 1: Governance and Institutional Management

1. Governance model
 - + Percentage of updated educational regulations with a gender and inclusion perspectives implemented.

- + Percentage of decisions based on data disaggregated by gender, geographic location, and ethnicity.

2. Generating evidence and strengthening educational research

- + Number of educational research projects published with a gender perspective.
- + Percentage of interoperability between information systems (SIIE, SACE, SIPLIE, SIATH).

3. Accountability, transparency, and risk management

- + Percentage of education budget allocated according to territorial and gender equity criteria.

Pillar 2: Access, coverage, progression, and permanence in quality education

1. Increased access and coverage

- + Net enrollment rate disaggregated by gender, geographic location, and ethnicity
- + Percentage reduction of gender gaps in access to Secondary and Higher Education.

2. Learning outcomes

- + Standardized test results disaggregated by gender and geographic location.
- + Reducing gender gaps in learning outcomes in STEM areas.
- + Transition rate of girls from Primary to Secondary school in rural and indigenous areas.

3. Retention and completion

- + School dropout rate disaggregated by gender, location, and ethnicity.
- + Percentage reduction of teenage pregnancy among students.

- + Rate of reincorporation of adolescent mothers into the educational system.

Monitoring Responsibilities

Given the formulation stage of the Compact, it is not yet possible to define the rest of the elements that make up the monitoring component. Therefore, the following is a list of items that should be worked on before implementation begins, in line with good practices in the formulation and implementation of development projects:

- 1) Clearly define who will be responsible for reporting each indicator, who will be in charge of adding and presenting the information, and who will be the counterpart responsible for ensuring compliance.
- 2) Recruit a Technical Team independent of implementation to carry out monitoring tasks in an impartial and objective manner.
- 3) Establish a dedicated source of funding for monitoring and evaluation. As a reference, various initiatives allocate approximately 2 to 3% of total project funding to these tasks.
- 4) Specify sources of information, verification mechanisms, and quality criteria for each indicator.
- 5) Develop a comprehensive list of assumptions and a risk analysis (implementation and political).
- 6) Define the baselines for performance indicators and validate the quality of information sources.

Evaluation Component

Evaluations seek to determine, in a systematic and objective manner, the rationality, relevance, efficiency, effectiveness, merits, and sustainability of an intervention. Specifically, they seek to estimate the impact or effect of the program on beneficiaries and

any externalities it may have on the local or national environment.

Evaluations may also include longitudinal studies that analyze changes over time and identify the sustainability of the impacts achieved. In addition, a participatory evaluation system involving local stakeholders, such as teachers, families, and students, may be implemented to ensure that the voices of beneficiaries are considered in the assessment of results and the improvement of educational strategies.

It is recommended that this Compact formulate and validate, from the outset, a series of evaluations with clearly defined objectives, the results of which will allow for adjustments to be made to implementation, if necessary, and for lessons learned about what was effective and what was not, to be internalized. To establish a basic conceptual framework for the design of such evaluations, refer to the analysis of education policies carried out by UNESCO and available at <https://www.unesco.org/es/education-policies>. It presents independent, evidence-based evaluations of strategic areas of education policy, including policy recommendations and specific plans for implementation. In addition, policy analysis may include consultations to discuss these plans and coordinate efforts with international organizations. The overall objective of an education policy analysis is to help authorities strengthen the education system and contribute to capacity building. A policy analysis usually focuses on selected issues or subsectors. Among the issues of interest for evaluation are the following:

- + The overall assessment of the education system, focusing on quality and equity, and on how the context of education policies, regulations, structures, and specific

- practices could be reformed to improve teaching in the country.
- + Policies related to teachers and the promotion of the capacities of teachers and school principals through the analysis of the strengths and limitations of present and past situations, and the assessment of opportunities for real change or reform in the current circumstances (e.g., teacher empowerment, academic rank, promotions, professionalization, school leadership, social participation, multicultural education, learning outcomes, etc.).
 - + Curriculum development: learner-centered approaches, language skills, global citizenship, tolerance, and civic education.

- + Policies for assessing results related to transnational tests such as PISA, O-Net, and other relevant indicators.
- + Mobile learning, such as the use of ICT in education, including teacher training.

The purpose of educational policy analysis is to provide technical assistance for the accurate assessment of the strengths and weaknesses of the education system, drawing on the existing knowledge base with the overall aim of formulating policy recommendations. This, in turn, stimulates international debate on a wide range of issues and goals related to education policy, including the promotion of equity, quality, and relevance in the context of the Education 2030 agenda.

06. Conclusions and Final Thoughts

The Country Compact represents a significant milestone in the efforts to transform the education system, addressing the deep structural challenges that have created existing inequalities and limited equitable access to quality education. This document, based on a participatory, broad, and inclusive process, highlights the urgency of comprehensive intervention in the critical areas identified, with a central focus on the most vulnerable populations.

The conclusions derived from the analysis reflect the persistence of significant educational gaps, which disproportionately affect rural areas, indigenous communities, and women. Despite progress in expanding educational coverage, indicators of access, permanence, and achievement show that education in Honduras continues to be a factor that reproduces social, economic, and cultural inequalities. Illiteracy rates, limited attendance in Secondary education and urban-rural disparities, among other relevant indicators, demonstrate the need to produce an immediate and sustained response.

Strengthening institutional capacities and information systems is an indispensable pillar for the effective implementation of the proposed reforms. Currently, data fragmentation and interoperability difficulties between information

systems limit the possibility of making accurate assessments and evidence-based decisions. Financial sustainability is also a critical challenge. The implementation of a financing strategy that prioritizes equity and efficiency in the allocation of resources is essential to guarantee the continuity and impact of educational interventions. This must be complemented by transparent financial planning that allows for the redistribution of resources to areas with the greatest needs, such as rural communities and indigenous populations.

The participatory approach adopted during the building of the Compact reflects the importance of involving a diversity of stakeholders in the definition of transformative strategies. The key informant interviews and workshops not only legitimized the assessment, the analysis of the enabling factors, and the Theory of Change, but also consolidated strategic alliances and fostered a sense of co-responsibility among the actors involved. However, the results also highlight the need to strengthen decentralization and intersectoral coordination, key elements to ensure that education policies have a real impact on the most disadvantaged communities. Effective coordination between local and national stakeholders is a fundamental requirement for the implementation of policies adapted to the specificities of each territory.



At the public policy level, it is essential to adopt an inclusive territorial approach that prioritizes rural areas and the most disadvantaged communities. This implies designing teacher training programs tailored to local contexts, investing in adequate infrastructure and ensuring the availability of culturally relevant teaching resources, among other aspects. It is also essential to explicitly address gender inequalities and ensure that policies promote equal access to education and the participation of women and girls in educational processes, especially in rural areas where these inequalities are more pronounced. The integration of a robust monitoring and evaluation system should be central to the sector's priorities. This system should provide more in-depth gender-disaggregated

data to assess the impact of policies and make timely adjustments to the strategies implemented. To this end, it will be necessary to invest in technical training for the personnel responsible for managing and using this information, as well as to strengthen the system's capacity to respond to challenges in an agile and effective manner.

The financial sustainability of educational reforms should be a priority on the national agenda. Dependence on international funds poses a high risk to the continuity of initiatives, especially in contexts of economic crisis or fluctuations in international cooperation. A sustainable financial strategy, combining state resources and private sector collaboration under principles of social responsibility, is key to

reducing these vulnerabilities. In addition, the implementation of a policy of equitable redistribution of public spending on education will ensure that the most disadvantaged areas receive the necessary support to close the gaps in access and quality.

Finally, it should be noted that the Compact underscores the importance of mainstreaming gender and inclusion approaches at all stages of the educational process. This requires implementing policies that eliminate the specific barriers faced by women and girls, such as teenage pregnancy, child labor, and gender-based violence. It is also crucial to strengthen inclusion programs for people with disabilities, and to ensure that educational centers have the infrastructure, technology, and trained personnel to meet their needs. In this regard, political and social commitment is indispensable. Educational transformation requires sustained leadership from the State,

as well as a constant and transparent dialogue with civil society that fosters accountability and trust in public policies.

The effective implementation of the transformative priority will depend on the ability to address the identified enabling factors in a comprehensive and simultaneous manner.

Equitable, quality education is not only a goal in itself, but also an engine for social and economic development in Honduras. Therefore, it is crucial to maintain an approach focused on results, with adaptable strategies that respond to emerging challenges and reflect the commitment of all sectors of society to the right to education. This collective effort will be decisive in closing historical gaps and ensuring that every child and young person in Honduras has the opportunity to contribute to the transformation of their environment for the better, as outlined in the 365 Plan, promoted by the Secretariat of Education.

Annexes

Annex 1

List of Key Institutional Profiles Consulted for the Analysis of Enabling Factors

- | | |
|---|---|
| <ul style="list-style-type: none"> + Consejo Nacional de Educación (CONED)
(National Education Council) + Secretaría Técnica del CONED (ST-CONED)
(Technical Secretariat of the National Education Council) + Subsistema de Educación y Formación Técnica Profesional (EFTP)
(Technical and Vocational Education and Training Subsystem – EFTP) + Secretaría de Educación (SEDUC)
(Secretariat of Education) + Unidad de Planeamiento y Evaluación de la Gestión (UPEG)
(Planning and Management Evaluation Unit) + Unidad del Sistema Nacional de Información Educativa de Honduras (USINIEH)
(Honduran National Education Information System Unit) + Dirección General de Currículo y Evaluación
(General Directorate of Curriculum and Evaluation) + Coordinación Nacional de Redes Educativas
(National Coordination of Educational Networks) + Unidad de DDHH y Enfoque de Género
(Human Rights and Gender Approach Unit) + Dirección General de Modalidades Educativas (DGME)
(General Directorate of Educational Modalities) + Unidad Coordinadora del Proyecto Mejoramiento de la Calidad en la Educación Prebásica en Honduras
(Coordinating Unit for the Project to Improve Quality in Pre-primary Education in Honduras) + Universidad Pedagógica Nacional Francisco Morazán (UPNFM) | <ul style="list-style-type: none"> (Francisco Morazán National Pedagogical University) + Universidad Nacional Autónoma de Honduras (UNAH)
(National Autonomous University of Honduras) + Unidad de Planeamiento y Evaluación de la Gestión (UPEG) de la Dirección de Gestión por Resultados (DIGER)
(Planning and Management Evaluation Unit of the Directorate of Results-Based Management) + Dirección General de Desarrollo para las Personas con Discapacidad de la Secretaría de Desarrollo Social (SEDESOL)
(General Directorate for the Development of Persons with Disabilities of the Secretariat of Social Development) + Oficina de UNICEF en Honduras
(UNICEF Office in Honduras) + Oficina Regional de la UNESCO para América Central, México y Colombia
(UNESCO Regional Office for Central America, Mexico and Colombia) + Banco Interamericano de Desarrollo (BID)
(Inter-American Development Bank – IDB) + Banco Mundial
(World Bank) + Ayuda en Acción + Centro de Investigación, Planeación y Evaluación (CIPE Consultores), en alianza con el Foro Dakar
(Center for Research, Planning and Evaluation – CIPE Consultores, in partnership with the Dakar Forum) |
|---|---|

Annex 2

Checklist of Documents Collected

Table 4

Document Checklist			
<p>You can use this checklist to track the documents to be included in the final package. There is space at the end of the checklist to explain the absence of any document.</p> <p>The package may include other important supporting documents the country wishes to submit.</p>			
#	Document	Description or Alternatives	Question Number
1	Learning assessment report (include two most recent)	Summary outputs from learning data sets, large-scale assessment reports or evidence analyzing learning data	P2
2	Annual school census report (include two most recent)	In absence of a census, provide other evidence of administrative and learning data disaggregated by sex and/or disability status	P1 P3 P4
3	Education sector analysis	Alternatives can include education sector plan mid-term reports or evaluations, system performance reports or system diagnostics	P5
4	Gender analysis or system diagnostic	This could be a separate diagnostic or part of an education sector analysis or plan. Alternatives can include issue-specific reports, such as gender-based violence, impacts of social or cultural norms on education outcomes, etc.	P6
5	Education sector plan	Alternatively, include a transitional education sector plan or a policy framework that outlines medium- to long-term policy priorities and associated outcomes. It should describe gender strategies, legal rights to education for all children and preparedness strategies	P7 P9 P10 P11
6	Operational or implementation plan		P12

#	Document	Description or Alternatives	Question Number
7	Financial simulation model	Alternatives can include any other financial projections of sector costs and resources needs for the duration of the operational plan, such as medium-term expenditure frameworks	P13
8	Annual sector implementation report or joint sector review	Other monitoring documents can serve as alternatives	P14
9	Local education group terms of reference	Alternatively, include terms of reference or description of stakeholder coordination group	P15
10	Minutes or summaries of recent local education group activities or meetings (Two most recent examples)	Documentation of activities showing participation in the local education group's activities	P16
11	Joint financing arrangement, memorandum of understanding or pool fund operation manual	Documentation indicating active pooled donors or procedures to facilitate new donor participation	P19
12	Domestic financing matrix		P21 P22
13	Medium-term financial framework		P21 P22 P13
14	Budget documents (3 most recent years and projections for 3 years)	Government documents showing budget, revenue and financing for past and upcoming years, as well as allocated and executed budget for the education sector. This can include documents typically known as budget bills or laws, overviews, speeches and annexes, budget books, statements, citizen budgets, fiscal outturn, annual or quarterly expenditure reports, or budget execution or performance reports. If estimates are made for projected sector expenditures, please also include source documents if not linked to national budget documents (e.g., education sector plan or financial simulation model reflecting government domestic financing commitment for the duration of the partnership compact).	P21 P22
Unavailable Documentation			
Please list the question numbers for which supporting evidence is not available, if any, and provide an explanation.			
Type here to enter explanation.			

Annex 3

Table 5

Summary of Guiding Considerations for Each Enabling Factor to Ensure Effective Implementation of the Priority

1. DATA AND EVIDENCE

Components	Guiding Considerations
Institutional Integration	The indicators of each institution are misaligned; the proposal is to work on a value chain that integrates all relevant institutions with their corresponding indicators.
Role of CONED	It is recommended that the role of CONED be reviewed to give it more influence in educational processes, and it may be necessary to change the law to better define its functions.
Compact Priorities	It is suggested that the Compact focus on systems that are sensitive to urban, rural, indigenous, gender, and equality issues, and that it be a useful tool for decision-making that reaches the community.
Education Observatory	The inclusion of the Education Observatory is proposed to support the formulation of evidence-based education policies.
Review of Regulatory Frameworks	It is important to review the regulatory frameworks to clearly define who should lead the collection and management of educational information.
Technical Capabilities	There is a lack of capacity to analyze databases and use information for various purposes; more technical personnel are needed.
Disaggregation of Data and Macro Data	It is necessary to disaggregate and prioritize existing data, and to analyze the differences between gaps and losses at the macro level.
Monitoring and Use of Information	Monitoring is mainly formal and is not sufficiently used in practice; decision making is often not evidence-based, and the information collected is underutilized.
Coordination among Information Systems	It is necessary to strengthen the integration of systems such as the Educational Center Administration System (SACE) and the Educational Infrastructure Planning System (SIPLIE) within the framework of the Integrated Educational Information System (SIIE), and to ensure their continuity during government transitions.
Educational Performance Evaluations	They are insufficient; not only standardized tests are needed, but also other types of evaluations.
Measuring Sensitivity	Measurements do not always capture relevant issues; gender, ethnicity, and territorial location are included, but vulnerability situations such as violence, disability, and mobility are omitted.
Data Availability	The data is concentrated on formal levels of education (Pre-primary to High School), while there is less information on Higher Education and Non Formal Modalities.
Control Dashboard	There is no articulated control dashboard; the early warning system needs to be strengthened and the articulation of information needs to be improved.
Data Approach	Extensive and diverse educational information is available, but it is dispersed among different institutions and formats.

2. PLANNING, POLICIES, AND MONITORING OF THE SECTOR WITH A GENDER PERSPECTIVE

Components	Guiding Considerations
Coordination of Planning Instruments	Strategic planning for the sector is organized through the Strategic Plan for the Overhauling of the National Education System (PRESENA) 2024-2033, developed by the National Education Council (CONED), as well as the Institutional Strategic Plan for the Overhauling of Education in Honduras (PEI) 2023-2026 and Plan 365, both developed by the Secretariat of Education, but these instruments are not sufficiently coordinated among them and lack mutual referencing.
Monitoring Capacity	The PEI is the most complete instrument, but monitoring capacity is low, especially in the translation of strategic lines into measurable units. Improvements are needed in accountability and results reporting.
Inclusion of Local Governments	Local government efforts are not sufficiently integrated into coordinated education sector planning.
Risk Identification	The risks faced by the system are not sufficiently identified in the planning instruments.
Gender Equity	The search for gender equity is not sufficiently reflected in planning. Although the PEI includes a reference, it is necessary to identify specific activities that favor gender equity and to mainstream this objective.
Educational Inclusion of Disability	It is suggested that coordination between the Secretariat of Social Development (SEDESOL) and the Secretariat of Education be strengthened.
Financing and Feasibility	There is a disconnect between strategic planning and financial feasibility, especially in the case of the PRESENA, which, although it has a comprehensive and participatory approach, lacks adequate financing for its implementation.
Sectorial Approach in Planning	It is recognized that current planning has a very sectoral approach; it is recommended that the role of the Secretariat of Strategic Planning be strengthened to identify sectoral interventions and address gaps and overlaps.
Integration with Social Policy	It is mentioned that education should be seen as an integral part of social policy, which requires better alignment and coordination with other social sectors.

3. SECTORAL COORDINATION

3.1 Inclusive Sectoral Dialogue and Coordinated Action

Components	Guiding Considerations
Teacher Training and Education	There is a need to define a teacher profile that must be strengthened, including ICT training, and to coordinate initiatives to improve ongoing training and salary conditions. The lack of linkage between teacher training and professional career is mentioned.
National Reading Plan	It is necessary to advance in a national reading plan that considers inequalities and promotes intercultural bilingual education, but first, a clear paradigm of reading and writing must be defined.

Components	Guiding Considerations
Educational Inclusion	It is recommended to overcome welfarist approaches in the education of persons with disabilities, adopt a comprehensive human rights approach and strengthen the National Resource Center for Inclusion in Honduras (CNRIE).
Decentralization	The need to strengthen decentralization is recognized, although it is noted that this has great implications and must be well planned, especially in the context of the educational reform. For example, the curriculum is not decentralized.
Coordination among Planning Instruments	The strategic and operational plans (PEI and AOP) of the Secretariat of Education are not sufficiently coordinated among themselves or with the education centers, which affects coherence in implementation.
Inter-institutional Coordination	There are deficiencies in the coordination between the Secretariat of Education and other institutions, such as ST-CONED, Red Solidaria and the Secretariat of Social Development, as well as transition problems between Secondary and Higher Education.
Community Participation	The Strengthening Public Education and Community Participation Law encourages participation, but there is resistance in some communities to send children to school.
Sectoral Roundtables	There is a need to strengthen the sectoral roundtables, such as the EFTP Roundtable, the Teacher Professional Development Roundtable, and the Educational Inclusion Roundtable, to improve coordination between educational institutions, workers and employers.
Recommendations for CONED	It is recommended to strengthen the role of CONED, review the regulations and better coordinate the educational subsystems under its supervision, and ensure that the discussions reach the classrooms and have a real impact on education.

3.2 Financing and Coordinated Financing

Components	Guiding Considerations
Distribution of Resources	The Secretariat of Finance and the National Congress distribute resources with inertia criteria, and changes are possible during the approval of the budget.
Constitutional Noncompliance	Art. 160 establishes that the UNAH should receive 6% of the national budget, but it only receives 1.9%. There is no adequate funding for other universities.
New Regulatory Framework for Educational Financing	Proposal to promote an Education Financing Law. Challenge of defining how to create the administrative system for resource management, especially with regard to the distribution of institutions. Seeking to increase per capita investment and connect it to the percentage of GDP and the general budget of the Republic, in line with international standards linked to the 2030 Agenda.
Risk Management and Sustainability of Educational Financing	It is recommended that risk management and resource sustainability be considered, especially because, when cooperation withdraws from financing certain projects, sustainability problems are often significant.

4. VOLUME, EQUITY, AND EFFICIENCY OF DOMESTIC PUBLIC SPENDING ON EDUCATION

Components	Guiding Considerations
Insufficient Resources	Investment in education is insufficient and has been losing share in relation to GDP in recent years. It is within the range of 4 to 6% of GDP, established as a target by the SDGs.
Gender Equity in the Budget	The rule that provides 10% of the budget for gender equity is not adequately enforced and is not effectively monitored.
Efficiency of Public Spending	There is a need to talk about the efficiency of public spending, ensuring that resources flow to schools and have a real impact in the classroom.
Recommendations for Improving the Efficiency of Educational Spending	<p>Several studies analyze the shortcomings of education spending, budget restructuring, and the cost of implementing education, especially in rural areas:</p> <ul style="list-style-type: none"> • Hugo Pino's study on gap analysis of education spending to achieve the SDG targets by 2030. • The work of the Association of Municipalities of Honduras (AMHON) with the Secretariat of the Interior, Justice and Decentralization and the Secretariat of Education on how to restructure educational budgets to strengthen flexible modalities in local governments. • The Universidad Pedagógica's study on the cost of achieving Primary and Secondary education in rural areas. • The study of the Secretariat of Education's called Plan for the Universalization of Pre-primary Education, in which the universalization of Pre-primary education in Honduras is measured in concentrated areas, in dispersed areas and in remote communities.

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Country Compact

HONDURAS

2025



This document is the Partnership Agreement or Country Compact, which summarizes the sectoral priorities and strategies that education stakeholders commit to support and/or implement to achieve this transformation. The Compact is signed by members of the Transitional Local Education Group (GLEt), led by the Technical Secretariat of the National Education Council (ST-CONED) and the Secretariat of Education (SEDUC).

The Compact was developed as part of an ongoing, participatory, and collaborative process of decision-making on education sector policies, which has been enriched by the participation and validation of GLEt members. This document identifies “**Accelerating Educational Transformation by reducing inequality, with an emphasis on the country’s most vulnerable populations**” as a priority with transformative potential for the education system in Honduras.



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