

International House Berkeley

Carlos Amat Casas and Juan José Conforto Sarrias

Teaching How to Teach: Education to Bring Light to Honduras

Honduras

Problem Statement

The state of education in Honduras is, to say the least, a seriously worrying issue. In Honduras attending school has become an inaccessible dream for many students: One in three Honduran youngsters is illiterate, and the quality of education is one of the worst in Latin America (World Bank 2020). Notably, the quality of instruction in Honduras is greatly impaired by poor teacher training. Very often, educators lack the appropriate standards in the fields of reading comprehension, data analysis and reasoning, as well as basic knowledge in mathematics. The situation is worsened by the extremely low wages paid to teachers, lack of up-to-date instruction materials, outdated teaching methods, together with the last natural junctures, namely the Covid-19 pandemic and the Hurricanes Eta and Iota.

The lack of qualified human capital from which the local schools are suffering is one of the root causes of the low-quality education in Honduras. Indeed, despite all the school material that can be provided in these marginalized areas, young people still encounter themselves with an almost nonexistent educational offer. These educational problems immerse Honduras in a vicious cycle that is hard to break; poverty hinders access to education and lack of education leads to growing poverty. While the country faces enormous challenges ahead, we believe in education as an effective tool for development and social transformation. It is mainly through culture and access to education that Honduras can recover freedom, as these are the only possible paths in order to create a mature, cultivated, and integrated society, able to be built upon peace and harmonious coexistence.

Implementation Partner Background

We plan to work closely with ACOES Honduras. This is an NGO that was created in 1992 with the purpose of executing, on a non-profit basis, humanitarian aid projects for children and the general population of Honduras. These projects cover the fields of health, construction, productivity, care, and education. Deeply concerned with the problems faced by the educational institutions located in the marginalized areas, ACOES has built four schools in the most disadvantaged regions of the country: "Santa Teresa", "Santa Clara", "Santa María", and "Virgen de Suyapa". These four schools provide the chance to access education to low-income students. Otherwise, they would not have it, since they cannot afford the school supplies required in local schools.

Likewise, our educational project will have SEK Alboran International School as a key partner institution. SEK Alboran is an engaging educational community that has been working on humanitarian projects all around the world, so it will support us with key logistical issues and the knowledge in the field of teaching, absolutely fundamental to the creation of a course specifically designed for professors and, in turn, the success of our project.

Through first-hand information from ACOES Honduras, together with some locals contacted through Hondurans living in Spain, we can affirm that we are considerably familiar with the target area, which has been facilitated by our common language, Spanish, and the cultural affinities existing between Spain and Honduras.

Program Description and Implementation Plan

Even though ACOES Honduras is currently providing education to more than four thousand children in the community, they are experiencing serious issues related to insufficient teaching preparation of instructors. In this sense, most professors in Honduras have not received the appropriate training regarding the content of the subjects, or the skills to better foster the knowledge development and formation of the students. Hence, students either stop assisting the schools or don't receive a proper education.

In this sense, the project "Teaching how to teach: Education to bring light to Honduras" aims to tackle this issue, and to do so, the initiative is divided into two phases:

- Firstly, **the development of the course**. From February to May 2022, we will be working together with teachers from SEK Alboran International School, to develop a course that is going to be later implemented to the educators involved in ACOES schools. This course, which will take into account the idiosyncrasy of the Honduran educational system, will cover content in the subjects of Spanish, English, and Mathematics; as well as the skills that teachers need to better structure a course, and ameliorate their engagement with the students. Finally, it will offer digital assistance, so that educators can learn how to make the most out of their scarce technological resources with Office 365 A1. By this, we expect them to learn how to leverage technology for teaching and learning (class recording, uploading resolved exercises, communicating with more students, etc.).
- Secondly, **the implementation of the course**. In June 2022 we will travel to Tegucigalpa, Honduras, to meet with the volunteers of ACOES. They will introduce us to the region and to the work that they are carrying out. Once we are there, a technology teacher from SEK Alboran, and the two of us, will visit the four schools, spending a total of 4 days in each one. During these 4 days, we will impart the course content to the educators, as well as to adapt their technological resources for teaching and learning, so they can better structure the courses imparted to students of all different ages.

Indicators of success

We believe that feedback is a fundamental part of our project. Thus, we plan to implement feedback mechanisms not only at the end of our project but also before and during its development. This feedback will include surveys to ACOES's volunteers in order to assess the improvement of the classes after the course, and whether the digitalization of the classes is efficiently working. Moreover, the teachers participating in the course will carry out a final assessment in order to rate the level of knowledge. Finally, some students will also be interviewed to receive feedback on their classes after the course.

Expected Outcome and Prospects for Future Impact

The purpose of our project is to make a difference in the Honduran educational system and to set the basis for a teaching system that can be easily replicated worldwide. By spending 3 days in each school, (a total of 16 days) we expect to have helped around 120 professors, whose knowledge may result in a great payback for the local community, as it could have a positive impact on the educational attainment of more than 4000 students. Additionally, once the course reaches an end, we plan to make sure that the project remains sustainable for future replicas to new participants, whether in Honduras or elsewhere. Given that the course will already be developed, we expect that deploying this course to new participants will be affordable.

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Note: all funds in US dollars.

Project Name: Teaching how to teach: Education to bring light to Honduras

School: International House Berkeley

TOTAL FUNDS REMAINING:

\$ -

Projects for Peace grant: \$ 10,000.00

Additional Funding, if any:

Total funding available: \$ 10,000.00

TOTAL EXPENDITURES:

\$ 10,000.00

Student Expenses					Project expenses				
Travel (Including Airfare)	Lodging	Communications	Food (Biweekly)	Miscellaneous	Direct Equipment and Supplies	Marketing and Event Support	Staffing Costs	Non-Student Travel and Lodging	Miscellaneous
1700	400	60	300	150	1000	1000	300	2000	340
1700					800				
250									
Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
\$ 3,650.00	\$ 400.00	\$ 60.00	\$ 300.00	\$ 150.00	\$ 1,800.00	\$ 1,000.00	\$ 300.00	\$ 2,000.00	\$ 340.00

Total Student Expenses: \$ 4,560.00

\$ 5,440.00