

LEVERAGING TECHNOLOGY FOR A QUALITY EDUCATION



PROJECT: STRENGTHENING HYBRID EDUCATION IN AN EMERGENCY CONTEXT TOWARDS RECOVERY FROM COVID-19.

The closure of schools at the beginning of the COVID-19 pandemic in March 2020 has left 1.9 million children and young people who are part of the education system with many limitations to continuing their training in Honduras.

The government of the Republic of Honduras, under the responsibility of the Ministry of Education (SEDUC), continues to work on the adaptation of content and means of dissemination. However, access to platforms and virtual tools for the teaching and learning of students and teachers is very limited, worsening even more in rural areas.

This situation deepens the increase in the digital gap and structural problems of the education system in terms of access and quality.

This project seeks the inclusion and use of digital media for hybrid training processes: a more appropriate teaching modality to educate in the digital age, taking advantage of class spaces to delve into content and clear up doubts.

But it is now that it takes on greater prominence, in the midst of a debate about what education should be like in a world still in the midst of a pandemic. The educational offer for high school students from rural areas studying Professional Technical Baccalaureates (BTPs), is served by innovating with an expanded offer that directly benefits young people in high school, ensuring that students continue with their studies and take advantage of the use of technology, as well as teachers can plan and manage their curricular spaces.

DEVELOPMENT OBJECTIVE

Give continuity to the training process under the hybrid modality, strengthening the educational quality and access of young indigenous and peasant students (men and women) in the 27 Institutes of the ITC Network in the Professional Technical Baccalaureate of Agroforestry Management and Agricultural Development.

SPECIFIC OBJECTIVES

1. Teachers and students use technology efficiently, such as virtual education tools and platforms for the implementation of content, teaching resources, and adequate and validated evaluation methodologies accompanied by the Educational Community.
2. Teachers (of 27 ITCs) adopt the hybrid modality in the teaching-learning processes, strengthening their pedagogical skills, including a new teaching profile as a new way of teaching, taking into account the needs and potential of young women.
3. SEDUC validates and monitors the implementation of the hybrid education system for BTPs in GA and DA, ensuring the training of students in online and offline environments.



KEY ACTIVITIES

- » Training teachers in the use of digital tools and platforms to adapt their didactic and curricular plans.
- » Training for tenth, eleventh, and twelfth grade students on the use of digital tools and platforms to be used in their learning processes at school and in field practices.
- » Raising awareness in the educational community about the importance of continuing the process of training students under the hybrid modality, as well as active participation in monitoring educational activities.
- » Design and implementation of an educational information and management system.
- » Equipment for knowledge management centers and mobile kits for teachers to create educational content.
- » Design and validation of a competency-based hybrid curriculum adaptation teacher training guide approved by SEDUC.
- » Advocacy and coordination meetings with SEDUC to establish regulations based on the hybrid modality.
- » Meetings to establish agreements and conventions with public and private actors that allow access to devices and connectivity to teachers and students.



SOLUTIONS AND INNOVATIONS

- **New pedagogies, competencies, and teacher profiles** to encourage self-learning and develop skills in the use of time to encourage learning from home.
- **Use of platforms and management** of online and offline content, using new digital resources and adapting other platforms to deliver materials to students with or without internet access.
- Joint work with SEDUC for the validation, **follow-up**, and monitoring of actions so that the hybrid education model is adapted.
- **Data registration and student follow-up**, through an M&E system adapted to give timely follow-up to students, so that students continue to receive support in their studies.

FAST FACTS

Geographic Location: 27 Community Technical Institutes in 8 departments of Honduras: Comayagua, Copán, Cortés, Intibucá, La Paz, Lempira, Ocotepeque, Santa Bárbara

Duration: 18 meses, II fase
Start date: 7 de Febrero de 2022
Finish date: 31 de Agosto de 2023
Budget: CHF 400,000.00

Target group: 1,400 jóvenes, mujeres y hombres indígenas y campesinos de 15 a 30 años del proceso educativo del Modelo EDUCAR; 27 institutos de la Red ITC; 290 docentes.

Partners and Strategic Actors:

- Associations of parents of the member institutes
- Education Secretary
- Departmental Directorates of Education
- Municipal Directorates of Education
- ITC NETWORK
- Students Association

Donors:

- COSUDE

Implementers:

- Helvetas
- Red ITC

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