

Final Narrative Report: Joint Programmes in the Seed Funding Tracks

INTRODUCTION

Reporting period: From the start date to the end date of the joint programme (JP).

- Please be succinct and to the point, focusing on the most important accomplishments and issues that you want to bring to the attention of the Joint SDG Fund at the global level.
- Please do not exceed the word limit for each narrative question.
- Kindly ensure that the information provided is duly reviewed and approved by the RC and all PUNOs involved in the JP.
- Please contact rena.hinoshita@un.org, maria.berenguer@un.org, vittoria.gemelli@un.org, and/or maya.marquez@un.org for questions and support.

Submission deadline from RCOs to the Joint SDG Fund: No later than 2 months from the JP end date via MS Form (<https://forms.office.com/e/zYeyMiXjAv>)

PROFILE

JOINT PROGRAMME (JP) PROFILE:	
UN Country Team	UNCT Honduras
JP Title	Accelerating the transformation of the education system in Honduras
Funding Round (Select the applicable funding round for the JP)	☐ Decent Jobs and Universal Social Protection ☐ Digital Transformation ☐ Education and Skills ☐ Energy Access and Affordability ☐ Food Systems Transformation ☐ Integrated Policy and Capacity Building ☒ SDG Localization
Cross-fertilized SDG Transitions (Select up to 2 main SDG Transitions that are reflected in the JP progress to date)	☐ Climate Change, Biodiversity Loss, Pollution ☐ Decent Jobs and Universal Social Protection ☒ Digital Transformation ☒ Education and Skills ☐ Energy Access and Affordability ☐ Food Systems Transformation
Contribution to Cooperation Framework Outcomes	Outcome 3.3 The Honduran population, especially the excluded, fully exercises its economic, social, cultural, environmental, civil and political rights, and benefits from greater equity. Output 3.3.4. Institutional capacities strengthened to advance towards universal access to inclusive and equitable quality education.¹

¹ This product corresponds to product 1.3 of the Joint Program.

	Outcome 1.2: Civil society, especially excluded groups, actively participates and advocates for the exercise of their rights, leaving no one behind. Output 1.2.1: National and local institutions have reinforced capacities to generate, strengthen and facilitate mechanisms and spaces for dialogue and binding citizen participation, social auditing, consultation, advocacy and decision-making at sectoral, intersectoral and community levels, with a gender perspective. Outcome 1.3: The Government is an effective and efficient public administration, adapted to the needs of the population and applying a territorial approach, as well as gender and human rights approaches. Output 1.3.1: The capacities of state institutions are strengthened in terms of the implementation of international human rights standards for a better provision of basic and essential goods and services, with a gender equality and territorial development approach.
Actual Start Date (i.e. fund transfer date)	09/07/2024
Duration	12 months
Actual End Date (i.e. operational closure date)	09/07/2025
Total Approved Funding from the Joint SDG Fund	US\$ 250,000
Planned Financial Closure Date	09/07/2025
Fund Management Modality: Administrative Agent (Pass-through Only)	Multi-Partner Trust Fund Office (MPTFO) - Mari Matsumoto, Portfolio Manager, mari.matsumoto@undp.org - Sara Ansari, Finance Manager, sara.ansari@undp.org
JP TEAM:	
Resident Coordinator	Name: Alejandro Álvarez Email: alejandro.alvarez@un.org
JP's RCO focal point	Name: Norma García Title: Partnerships Officer Email: norma.garcia@un.org
Lead PUNO focal point	Name: Bastiaan van 't Hoff Title/Organization: Representative for UNICEF in Honduras Email: bvanthoff@unicef.org
Other PUNOs focal points	Name: Alessandro Fracassetti Title/Organization: Resident Representative for UNDP in Honduras Email: alessandro.fracassetti@undp.org
JP's designated communications focal point	Name: María Fernanda Pineda Title/Organization: Communications Associate, UNICEF Email: mpineda@unicef.org

OVERVIEW

1. Overall self-assessment of the JP achievements.

The primary objective of the Joint SDG Fund's seed funding track is to provide countries with support and resources to incubate and pilot transformative solutions and approaches (including actions to develop and implement national roadmaps or priorities) that can subsequently lead to accelerating progress across [key SDG Transitions](#) at scale. Towards this objective, please evaluate the performance of the JP.

1.a. Rate the overall performance of the JP: Did the JP deliver its key results as planned in the ProDoc?

☐ **Unsatisfactory, Marginal Achievement:** Less than 50% of expected results delivered.

☐ **Satisfactory Achievement:** 50-75% of expected results delivered.

☒ **Very Good, Solid Achievement:** 100% of expected results delivered; implementation completed on schedule.

☐ **Exceptional, Outstanding Achievement:** 100% of expected results delivered ahead of schedule, with additional results or improvements delivered.

1.b. Incubation and validation of solutions/approaches/roadmaps: How much results did the JP reach in incubating innovative approaches/national roadmaps and/or piloting transformative solutions during the 12 months?

☐ **Limited Results:** None of planned incubation activities/roadmaps or pilot solutions were rolled out.

☐ **Moderate Results:** Planned incubation activities/roadmaps or pilots began but remain at the early stages or within the limited scope at the time of the JP closure.

☐ **Good Results:** Planned incubation activities/roadmaps and pilot solutions are fully operational and validated.

☒ **Excellent Results:** All planned incubation activities/roadmaps and pilot solutions are completed and validated ahead of schedule, showing promising potential or early sign of scale-up.

☐ **Not Applicable:** The JP did not plan to incubate ideas, roadmaps or conduct pilots during this phase.

1.c. Sustainability and scalability potential: To what extent did the JP achieve in establishing pathways for future viability and scale-up of the innovations/solutions beyond the 12-month implementation?

☐ **Marginal Achievement:** Concrete sustainability or scale-up plan was developed but not operationalized; only preliminary discussion with potential partners/funders took place.

☐ **Moderate Achievement:** Sustainability and scale-up strategies were rolled out; potential scale-up pathways identified; active engagement with potential partners/funders underway.

☒ **Solid Achievement:** Comprehensive sustainability and scale-up strategies achieved a broad uptake; viable pathways for expansion secured; engagement with potential partners/funders deepened and showing promising outcomes.

☐ **Exceptional Achievement:** Robust sustainability and scale-up plans were implemented ahead of schedule; multiple viable scale-up pathways activated; strong commitments from partners/funders obtained; additional opportunities for expansion identified beyond initial plans.

☐ **Not Applicable:** The JP has not yet reached the stage of planning for sustainability and scalability.

RESULTS OF THE JP

A. Results-Based Narrative

2. Overall results of the JP (600 words / 1.5 pages max)

Using bullet points, describe the key achievement made by the JP, especially around how it contributed to incubating and piloting new ideas and approaches (including actions to develop and implement national roadmaps/priority areas) to propel the [key SDG Transitions](#). Your response should cover how the JP made changes around 'enabling actions': 1) developing new policy and regulatory frameworks; 2) identifying new pipelines of solutions; 3) strengthened capacities of key stakeholders; 4) enhanced partnerships and financing mixes to ensure sustainability and scale, and other transformative shifts. Please include specific reference to the SDG targets identified in the ProDoc.

(600 words / 1.5 pages max; Please delete examples)

The JP delivered tangible, scalable, and policy-relevant results that directly contributed to SDG transitions in Honduras, particularly in education. Through a strategic blend of innovation, institutional strengthening, and multi-stakeholder collaboration, the JP incubated and piloted transformative approaches that are now embedded in national and local systems. Key achievements are summarized below:

Development of New Policy and Regulatory Frameworks

Introduced the *Education Champion Municipalities* model, a pioneering incentive-based mechanism that operationalized the national Supply and Demand for Education Plan 2024-2026 at the municipal level.

- By March 2025, over 70,000 children had already enrolled compared to the same period in 2024. This early registration milestone is a transformative achievement, as it ensured a timely start to the school year and positioned thousands of students to complete the mandated 200 school days.
- The champion municipalities enrollment grew 3.6x faster than non-participants, with top performers achieving results 5x above the national average.

- The Ministry of Education (SEDUC) formalized the initiative through a signed Ministerial Commitment, ensuring its institutionalization beyond the pilot phase.
- The JP directly advanced SDG 4.1 (completion of primary and secondary education) and SDG 4.5 (gender equity), with notable gains in girls' enrollment: +0.98% in Champion municipalities vs. +0.36% in others.

Identification of New Pipelines of Solutions

Piloted a municipal innovation package comprising:

- A standardized rubric for tracking progress
- A digital dashboard with sex-disaggregated enrollment data (2019–2025)
- Investment guidelines linking budgets to education priorities
- These tools generated a validated portfolio of scalable solutions, now positioned for integration into national education planning.
- Municipalities with education plans saw 0.66% enrollment growth vs. 0.35% in those without, underscoring the impact of structured local planning.

Strengthening Capacities of Key Stakeholders

Delivered targeted training to 121 municipal governments, AMHON technical teams, and district education offices on the use of planning tools.

- Enabled standardized evaluation of 102 municipalities (33% of the total of local governments), with 35 achieving Champion status (≥ 80 points), ensuring transparency and competitiveness.
- These Champions accounted for 41% of the national enrollment increase in 2025, demonstrating how local capacity-building drives national impact.
- Strengthened vertical coherence in education governance, aligning municipal, departmental, and national efforts with SDG 17.14 (policy coherence for sustainable development).

Enhanced Partnerships and Financing Mixes

Consolidated a robust multi-stakeholder coalition:

- SEDUC led national coordination
- AMHON mobilized municipal leadership
- UNICEF and UNDP provided technical and analytical support

- Civil society and NGOs delivered territorial implementation
- Teachers, parents and students played a very active role at the local level
- While overall education budgets decreased—mainly due to a drop in external donations, which fell from 40% of total municipal education spending in late 2024 to just 7% in 2025—municipalities demonstrated unprecedented ownership.
- In 2025, Champion Municipalities demonstrated a significant shift in their financing mix: **own-source allocations to education increased from 43% to 68%**, with **27 municipalities boosting their internal budgets by a total of USD 1.1 million—an average growth of over 300%**. This transition reflects a **structural change in ownership**, as municipalities moved away from dependence on external aid and invested their **flexible and sustainable resources** to secure education outcomes.

Transformative Shifts and Catalytic Impact (Cross-cutting | Linked to UNSDCF Human Capital Outcome)

- The JP catalyzed a paradigm shift from centralized education delivery to a co-responsibility model, positioning municipalities as co-guarantors of the right to education.
- Embedded data, accountability, and incentives into local governance, creating a replicable model for other SDG transitions, including health and climate resilience.
- The JP’s approach has laid the groundwork for systemic change, ensuring sustainability, scalability, and alignment with national development priorities.

3. Constraints, adjustments and lessons (500 words / 1 page max)

In bullet points, please explain any constraints, including risks identified in the ProDoc's Risk Matrix, that were encountered and any adjustments that were made or mitigation actions taken by the JP team to strengthen the relevance and effectiveness of the JP and the coherence and coordination of UN system support.

In describing lessons learned, please be candid about both successes and failures, explaining what was learned from each experience and how these insights can inform future programming or scale-up efforts.

(500 words / 1 page max; Please delete examples)

The Joint Programme (JP) faced a dynamic implementation environment marked by political sensitivities, institutional fragmentation, and operational constraints. Strategic adjustments were made to preserve relevance, effectiveness, and coherence across UN system support. Key constraints and lessons are outlined below:

Political and contextual constraints

- The recognition ceremony coincided with the national electoral campaign. To prevent politicization, the President—who had launched the initiative—delegated representation to the Minister of Education. Importantly, while the governing party accounted for **42% of the awardees**, the majority came from opposition or independent municipalities, demonstrating that *Education Champion Municipalities* achieved broad-based legitimacy across the political spectrum, with endorsement from both SEDUC and AMHON.
- The JP maintained a transparent and technically rigorous process, which helped shield the initiative from partisan dynamics.
- **Lesson:** In electoral contexts, political neutrality must be explicitly embedded in programme design and implementation to safeguard legitimacy and stakeholder trust.

Institutional conflicts at the local level

- In several municipalities, tensions between mayors and district education directors from opposing political parties delayed implementation.
- The JP activated high-level advocacy: SEDUC issued ministerial directives clarifying roles, and AMHON served as a mediator to resolve disputes.
- **Lesson:** The active engagement of national actors with political legitimacy is essential to sustain local cooperation and overcome partisan barriers.

Limited technical capacities

- Many municipalities lacked prior experience in evidence-based education planning, posing a risk to effective rollout.
- The JP responded with virtual and in-person training, and deployed a digital dashboard to support diagnosis, goal-setting, and monitoring.
- **Lesson:** Future scale-up efforts should include standardized, mandatory training modules prior to implementation to reduce capacity gaps and ensure readiness.

Data availability and quality

- Delays in consolidating official enrollment data limited the ability to report final indicators.
- The JP adopted a progressive validation protocol with SEDUC, using preliminary data to guide decision-making while awaiting final figures.
- **Lesson:** Incentive-based initiatives depend on timely and reliable data systems; greater investment in education data infrastructure is critical.

Time constraints

- The initial 12-month cycle was insufficient to consolidate innovations across 145 municipalities.
- The JP prioritized high-impact actions (rubric, dashboard, public recognition), which delivered visible results and led to SEDUC's adoption of the initiative as a national program.
- **Lesson:** Pilots should span at least two full school cycles to assess impact on retention and learning outcomes—not just enrollment.

Cross-cutting lessons

- **Success:** Combining symbolic incentives (public recognition) with technical tools (rubric and dashboard) mobilized nearly half of the country's municipalities.
- **Success:** The coordination mechanism between AMHON and SEDUC improved vertical governance and reduced political friction. Although initially conceived as a tripartite roundtable, the Secretariat of Governance had limited participation, and other actors were progressively integrated. The initiative significantly exceeded its original scope—designed for 30 municipalities, it ultimately attracted 145.
- **Limitation:** This surge in demand outpaced the programme's operational capacity, limiting the ability to provide tailored technical assistance to all participants.
- **Forward-looking insight:** The model is scalable beyond education and adaptable to other SDG transitions (e.g., health, climate), provided that neutrality is preserved, reliable data flows are guaranteed, and implementation capacity is aligned with demand.

4. Scale up and pathways for transformative systems change (Select all that apply)

Please select all relevant pathways that the JP applied with the aim of scaling up systematic transformation:

☒ **Capacity-building & local ownership:** Strengthening capacity of individuals, local institutions and communities to independently implement and sustain activities; or transferring ownership and management to local organizations for sustained impact.

☒ **Cross-sectoral collaboration & partnerships:** Partnering with diverse stakeholder groups to address interconnected issues and amplify impact; engaging with private and public sector to replicate successful programme components; or institutionalize participatory governance mechanisms to ensure inclusivity and intensify effectiveness.

☒ **Policy integration & mainstreaming:** Incorporating successful programme elements into national or local policies and regulations to ensure wider adoption and impact; or integrating programme components into existing systems and structures for wider reach, efficiency and sustainability.

☒ **Resource mobilization & financial sustainability:** Developing innovative financing mechanisms and attracting new donors/investors to ensure financial sustainability and expansion; or influencing existing financing mechanisms or diversifying resource streams to support long-term programme viability and growth.

☒ **People-centred technology adoption & innovation:** Leveraging technology and solutions to increase reach, efficiency, impact of activities; or using technology and innovation to enhance cross-sectoral collaboration and scale-up of impact.

☐ **Others.** Please specify: _____

5. Measures taken with a focus on sustainability (500 words / 1 page max)

In bullet points, please elaborate how the JP has ensured the mid- to long-term sustainability and scalability of the JP results beyond its 12-month implementation period. Your response should focus on 1) measures taken to ensure financial, institutional, and community-level sustainability of the JP outcomes, 2) '[enabling actions](#)' that supported sustainability and ownership, 3) the exit strategy that facilitated the scalability and replication of the successful JP interventions.

(500 words / 1 page max; Please delete examples)

Institutional sustainability and government ownership:

- The JP ensured that *Education Champion Municipalities* would continue beyond the pilot by securing a ministerial commitment from SEDUC to formally adopt the initiative as a government program. This decision guarantees that the recognition system, rubric, and dashboard will be institutionalized within the Ministry's structures and aligned with the PODE Education Supply and Demand Plan 2024-2026).
- The Steering Mechanism, which operated effectively through SEDUC and AMHON, has laid the foundation for a sustainable governance arrangement.

The active role of AMHON ensures that municipalities remain engaged, while SEDUC's endorsement positions the initiative within national education policy. Spain was regularly invited to attend the Steering Committee meetings in an effort to keep the donor informed and involved in this JP.

- The integration of the initiative into official guidelines and ministerial protocols has anchored the model institutionally, ensuring mid- to long-term continuity.

Financial sustainability:

- While the JP itself was not designed as a financing mechanism, it created the conditions for more strategic education investments by introducing standardized investment guidelines and linking municipal budget planning to educational priorities.
- SEDUC and AMHON are now working on the institutionalization of these tools, which will allow municipalities to prioritize education in their annual budgets and leverage national transfers.
- The program also mobilized complementary resources from development partners (UNICEF, UNDP, NGOs), showing the potential for diversified financing sources to sustain and expand results.
- The program will benefit from additional SDG-F funding to scale-up and continue producing results.

Community-level sustainability:

- By incentivizing municipalities to adopt education goals as part of their own development agendas, the JP fostered local ownership at the community level.
- Municipal councils, community groups, and local education stakeholders were directly involved in goal-setting, progress reviews, and the recognition process. This participatory approach ensured that education outcomes were embedded in local governance structures.
- The transparency of the evaluation process and public recognition ceremonies strengthened trust between communities and local governments as well as the Education Ministry, reinforcing sustainability through accountability at the local and national level.

Enabling actions for sustainability and ownership:

- The JP developed standardized technical tools (evaluation rubric, digital dashboard, and investment guidelines) that can be replicated and scaled with minimal additional resources.

- Training and capacity-building for AMHON and district education offices created a pool of technical staff capable of maintaining and expanding the initiative.
- The use of sex-disaggregated data and gender-sensitive indicators has embedded equity considerations into the model, ensuring relevance and alignment with SDG 4.5 in the long term.
- High-level advocacy and political support, particularly from the Minister of Education and AMHON, were critical to securing sustainability by framing the initiative as a non-partisan, national program.

Exit strategy and scalability:

- The JP was explicitly designed as a seed initiative, with sustainability and replication built into its exit strategy.
- The tools, processes, and recognition framework have already been institutionalized at the municipal level and are now being integrated into national education planning systems.
- The commitment from SEDUC to adopt *Education Champion Municipalities* as a government program ensures scalability to all municipalities, moving from 145 participants in the pilot phase to potentially nationwide 298 municipalities coverage.
- Lessons from the first cycle, such as the need to focus not only on enrollment but also on retention and learning outcomes, are guiding the second phase, which will strengthen sustainability by addressing structural bottlenecks.

B. Indicator-Based Performance Update

This section is based upon the JP results framework and workplan.

6. The JP results framework (Upload Excel)

Please assess the JP performance against the indicators identified in the ProDoc's Annex 1: Integrated results framework, namely 1) JP outputs and 2) JP contribution to Joint SDG Fund global indicators.

7. Key documents produced by the JP (Upload max. 10 files if available)

Please feel free to share up to 10 key documents, including, but not limited to, policy briefs, strategy papers, guidance notes, knowledge products and training materials that the JP would like to bring to the attention of the Joint SDG Fund at the global level. File types can be Word, Excel, PowerPoint, PDF, image, video and audio, but each file size must be below 1GB.

[Incentive System Manual Education Champions municipalities](#)
[Sistematización de PODE y MCE](#)
[Plan de Oferta y Demanda Educativa del 2024-2025 02 \(1\).pdf](#)
[Campeones por la Educación - Video Musical](#)
https://drive.google.com/drive/folders/1EBsnYkU6z_b_bhyOf8g-oTfaNhloRHTj?usp=sharing

8. Number of people directly benefited by the JP

Direct beneficiaries are individuals, groups or organizations who actively participate in JP activities and directly benefit from its interventions, such as civil servants attending workshops, small business owners receiving training, or households accessing services provided by the JP. It is important to disaggregate the primary beneficiaries by sex and age as per table below when possible.

Type of engagement	Total Number of People	Number of Women and Girls*	Number of Children (ages of 0-14) *	Number of Youth (ages 15 –24)*
Training/workshops for targeted groups	297	194		
Awareness raising campaign for broad audience	26,000			
Dialogues/consultations with relevant stakeholders	19800			
Coordination meetings with key partners	100	70		
Access to expanded services	492,610	247,891	244,719	
Others (Please specify): Launch event	200			
Recognition event	300			

2

9. Contributions to marginalized and vulnerable groups (250 words / 0.5 page max)

In bullet points, please provide a summary of how the JP benefited the marginalized and vulnerable groups identified in the ProDoc. Include results achieved at both institutional/policy and local/human levels. Please find the 20 standard LNOB groups in footnote 28 on page 17 of the UNSDG Output Indicator Framework's [Implementation Guide](#).

(250 words / 0.5 page max; Please delete examples)

Children in poverty and rural areas: 142,888 children received school supplies, free transportation, scholarships, and medical care—removing financial barriers to education.

Girls and young women: Champion municipalities saw a +0.98% increase in girls' enrollment, nearly triple the rate of non-Champion areas, reflecting progress in gender equity.

Students lacking access to teachers: With municipal support, 1,131 teachers were subsidized, now serving over 47,000 children who previously lacked classroom instruction.

Remote and underserved communities: 720 schools were built or upgraded—beyond the 1,200 covered by the national infrastructure program—creating safe and dignified learning environments.

Students exposed to health risks: 414 school water and sanitation projects ensured access to clean water and improved hygiene for thousands of learners.

Youth at risk and local communities: Over 231,000 students benefited from projects developed through local education networks, enhancing teaching quality and community engagement.

10. Financial resources mobilized/leveraged

Please indicate the financial resources (in USD) mobilized or leveraged through the JP. Please clarify the source of funding/financing and the source type, such as PUNOs and Government contributions, public-private partnerships, private sector investments, and financial commitments from IFIs, DFIs and other donors.

Source of Funding/Financing UNI	Type of Source (e.g. PUNO, PPP, DFI, donor, etc.)	Expected amount planned in the ProDoc	Actual amount mobilized as initially planned in the ProDoc	Additional amount newly mobilized beyond the ProDoc expectation
UNICEF		\$ 45,000	\$45,000	\$156,000
UNDP		\$ 39,000	\$39,000	\$ 101,270
community contributions				\$981,000
private sector				\$899,567
ONG				572,467

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11. Cross-cutting issues and principles of leaving no one behind (LNOB)

For each question, select the relevant response. If yes, please list 1-2 examples of actions taken/results delivered, and if no, please provide a brief 1-2 sentence explanation in the table.

Question	Yes	No	Comment
The JP has adequately implemented environmental and social standards/safeguards to avoid and address adverse impacts on people and the planet.	X		The JP does not have a direct environmental focus but aligns with social safeguards through inclusive community engagement and addressing gender inequalities in education. No adverse impacts have been identified.
The JP has developed or operationalized a strategy to address human rights issues, undertaking and drawing upon relevant human rights analysis.	X		The JP incorporates a human rights-based approach, ensuring the right to education for all children, particularly girls, adolescents, and marginalized communities, in alignment with SDG 4.
The JP has developed or operationalized a strategy to address structural inequalities facing women and girls.	X		The JP prioritizes initiatives focused on girls and women, including gender-sensitive budget allocations, menstrual hygiene management infrastructure, and increased school access for adolescent girls.
The JP has demonstrated positive results / effects for youth in accordance with the principles in Youth 2030.	X		The JP has demonstrated positive results in the Informed and Healthy foundations Youth Strategy indicator, given that it promotes access to quality education in participating municipalities.
The JP has developed or operationalized a strategy to address structural inequalities facing marginalized and vulnerable persons in any other LNOB groups. Please specify which groups: _____	X		A strategy is being promoted with AMHON for the systematization of good practices so that female teenage students enter and remain in the educational system.

C. Strategic Communications and Partnership Update

12. Strategic communications

Please provide the links to written articles published by the JP, or the draft outline of a written article to be finalized in the coming weeks. Examples of human-interest stories, practical guidance on storytelling, other useful tools to produce impactful written articles can be found in the Joint SDG Fund's [Communications Guideline for Seed Funding Tracks](#) on [UNSDG Knowledge Portal](#) (NB: PUNOs may need to request access first).

List of links to written articles of human-interest stories:

- [Más de 100 municipios reciben el reconocimiento “Municipios Campeones por la Educación! >>](#)
-

Media positioning:

- Media coverage monitoring of project launch:
<https://docs.google.com/document/d/1g9MD6wqWStOVwFhq99YkVITo9gOKegQc/edit>

List of links to social media publications about the project:

- Editorial piece by UNICEF’s Representative: [Champions of education.docx](#)
- Launch of the project:
 - <https://x.com/SEPresidencial/status/1818019411242140058>
 - <https://tnh.gob.hn/nacional/anuncian-el-premio-municipios-campeones-por-la-educacion/>
 - <https://x.com/AMHON1/status/1818026352584569075>
- About the project:
 - <https://x.com/unicefhonduras/status/1834297754387923297>
 - <https://amhon.hn/municipios-campeones-educacion/>
- UN Honduras media:
 - [Project closure >>](#)
 - [About the project and RC dialogue with communities >>](#)
 - [Thanks to donor >>](#)

List of multimedia products

- [Joint video of Municipal Champions for Education Award Ceremony >>](#)
- [Testimonials from mayors >>](#)
- [Song and music video of the project >>](#)

Draft outline of a written article of a human-interest story (500 words / 1 page max)

**Story draft still in process, to be published the week of september 22nd.*

Champions for Education: How 146 municipalities in Honduras are transforming school access through local leadership and innovative partnerships

In Honduras, over 800,000 children and adolescents were out of the education system in 2023. In response to this challenge, a bold initiative emerged: “Champions for Education Municipalities,” led by the Government of Honduras, the Association of Municipalities of Honduras (AMHON), UNICEF, and UNDP, through the SDG Joint Fund with Spain as it's main donor. This strategy mobilized local governments to reintegrate excluded students, improve education quality, and strengthen municipal management in education.

In Marcovia, Choluteca, Mayor Nahún Cálix shared how the strategy helped recover school enrollment lost during the pandemic:

“With technical and financial support from UNICEF and the commitment of our teachers, we brought over 1,200 children back to the classroom. Today, education is once again the heart of our community.”

In Olanchito, Yoro, Mayor Juan Molina highlighted the role of open town halls in shaping local education policies:

“Education is no longer just the Ministry’s task. Now it’s a shared responsibility, and that has made all the difference.”

Impact data:

- 146 municipalities actively participated in the strategy and 100 achieved the recognition of Champions for Education.*
- Over 96,000 students were re-enrolled through local actions such as door-to-door visits, community campaigns, and infrastructure improvements.*
- 17% of municipal budgets were allocated to education in champion municipalities.*
- 1.2 million children received school meals from the start of the school year, improving attendance and retention.*

The strategy was supported by the Municipal Package for Educational Innovation, which includes planning tools, updated data, and technical assistance. Additionally, STEAM projects were promoted in rural areas with support from UNESCO and FAO, strengthening skills for sustainable development.

UNICEF Representative Bastiaan Van 't Hoff stated:

“This model shows that when municipalities lead, education thrives. It’s a commitment to equity, inclusion, and the future.”

In July 2025, the first edition of the Champions for Education Municipalities award event was held, recognizing over 100 municipalities for their achievements. This movement aims to replicate best practices nationwide and build a network of municipalities committed to education.

The Resident Coordinator in Honduras highlighted that “these are good news for the country, it has shown how political and social will can achieve results that help the country advance in the SDGs”.

The initiative was made possible thanks to support from the SDG Fund, funded by the Government of Spain and other partners, and with technical backing from UNICEF, UNDP, and the Resident Coordinator’s Office.

13. Strategic partnerships (Select all that apply)

What type of partnerships established during the JP made important contribution to the JP objectives?

- ☒ National Government Institutions (Please specify): SEDUC, Secretaria de Gobernación y Justicia
- ☒ Sub-national Government Institutions (Please specify): Local government and AMHON
- ☐ International Financial Institutions & Development Finance Institutions (Please specify): _____
- ☒ Private Sector Companies or Industry Associations (Please specify): Local private sector associations and enterprises
- ☒ Civil Society Organizations, Philanthropic Organizations and Foundation (Please specify): World Vision
- ☐ Academic/Research Institutions (Please specify): _____
- ☐ Bilateral Development Partners (Please specify): _____
- ☐ Labour Unions or Organizations (Please specify): _____
- ☐ Others (Please specify): _____

ANNEX: SDG Localization Marker Survey

ONLY for the JPs with SDG Localization's Marker 3 to respond.

- 1) Please report on the SDG Localization monitoring indicators below. If an indicator is not applicable to your joint programme kindly state NA and briefly justify in the “Means of Verification” column.

Indicator	Baseline (2024)	Target (2025)	Evidence or means of verification
Number and type of local and regional governments and relevant local development stakeholders actively engaged in the programme design.	# (0)	36 mayors 6 directorates of SEDUC	The JP was co-designed with AMHON and its Board of Directors, represented by 36 mayors, and through consultations with authorities from 10 municipalities of different categories. The evaluation rubric was jointly developed with six directorates of SEDUC, ensuring both political ownership and technical alignment with national education priorities.
Number and type of local and regional governments and relevant local development stakeholders with clear roles and responsibilities within the programme.	# (0)	# (98) local governments	A total of 145 municipal governments enrolled in the programme, positioning themselves as co-guarantors of the right to education. Of these, 98 demonstrated stronger commitment by preparing education plans and/or submitting final reports against the rubric. Finally, 35 municipalities fully met all the requirements of the rubric, achieving recognition as Education Champions. Municipal governments led local goal setting, resource allocation, and reporting. AMHON ensured political leadership and technical support, while district education offices of SEDUC validated results and aligned

			local actions with national priorities
Number and type of persons or representative organizations involved in activities developed with the primary aim of enhancing local populations' ownership and inclusion in sustainable development processes at the subnational level, led by local development stakeholders.	# (% women, indigenous people, youth, persons with disabilities) (type of org)	# (% women, indigenous people, youth, persons with disabilities) (type of org)	N/A
Number and type of specific events, publications, or training materials aimed primarily at building capacity for local sustainable development/SDG localization in local development stakeholders.	# 0	# 27	The Joint Programme carried out 26 structured events to strengthen local capacities for SDG localization. These included: ● 2 induction and training sessions for territorial facilitators. ● 10 municipal workshops for the elaboration of Local Education Plans. ● 7 follow-up workshops for drafting progress and final reports.

			● 1 specialized training on gender and transparency. ● 1 exchange of experiences among municipalities. ● Diploma in education management with a decentralized perspective
Number and type/description of specific coherent policies, regulations, and/or tools developed to enhance SDG localization (Disaggregated on policies, regulations, or tools focused on cross-sectoral or cross-level policy coherence).	# (0)	# 3 1. A standardized rubric to evaluate municipal performance. 2. A digital dashboard with sex-disaggregated enrollment data (2019–2025). 3. Municipal investment guidelines connecting budget allocations with education outcomes	The Joint Programme developed a coherent mechanism aligned with the Plan for Education Supply and Demand (PODE) to localize SDG 4. The Education Champion Municipalities incentive system linked national enrollment and equity targets with municipal action, ensuring policy coherence.

Number and type/description of mechanisms or activities developed to improve the transparent and accountable financing of SDG localization.	# (type / description)	# (66 accountability forums)	The Joint Programme institutionalized open education town halls (cabildos abiertos) as the first criterion of the MCE evaluation rubric, requiring municipalities to hold public sessions at both the start and the end of the programme cycle. In total, 66 cabildos abiertos were organized across participating municipalities, where education plans, budgets, and results were shared with communities. These forums guaranteed transparency and accountability, with active participation of women's organizations, parents' associations, youth, and other local stakeholders.
Number and type of relevant initiatives/processes that the projects contribute to reach large scale, transformative impact.	# (% women, indigenous people, youth, persons with disabilities) (type of org)	# (% women indigenous people, youth, persons with disabilities) (type of org)	N/A
Percentage of programmatic expenditures allocated explicitly to activities that directly impact local sustainable development processes and systems (e.g. food systems value chains, local health or education systems, energy and water management, local economic development, local climate action, multilevel governance)	%	%	N/A

embedded in local SDG-related priorities which are expressed in local strategies.			
Number and type of local financial tools/instruments developed or strengthened to support SDG implementation at local level.	#	#	N/A
Total amount (in USD) of additional public and private sector resources mobilized for local SDG implementation at the local level.	\$ 0	\$ 3.5.million	66 municipalities mobilized approx. USD 2.4 million (donations, community, and private sector contributions). Of this, 27 municipalities (28% of those evaluated) increased their own-source allocations to education by USD 1.1 million, representing an average growth of more than 300% compared to the previous year.
Percentage of results contributing to SDG localization that have met their preplanned target/milestones.	%	%	

Number of local and regional governments and/or local service providers integrating aspects of policy coherence for sustainable development into their monitoring and reporting processes.	# (type of actor)	# 35 local governments	A total of 35 municipal governments fully met the requirements of the Education Champion Municipalities rubric, which explicitly integrates aspects of policy coherence for sustainable development into local monitoring and reporting. These municipalities prepared education plans, aligned them with the PODE, and reported progress through standardized indicators, including sex-disaggregated enrollment data By fulfilling all rubric criteria, these 35 municipalities institutionalized monitoring and reporting practices that reflect policy coherence between national education priorities and local SDG implementation.
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2) What action areas has your JP prioritized since launch to advance the SDGs at the local level? (Select all that apply)

- ☒ Empowering local authorities and communities (e.g. capacity building, leadership development, technical support)
- ☒ Facilitating multi-stakeholder engagement (e.g. participatory planning processes, community consultations)
- ☒ Strengthening multi-level governance (e.g. vertical coordination, central-local policy alignment)
- ☒ Localizing SDG financing (e.g. municipal finance mechanisms, local resource mobilization, local SDG budgeting)
- ☒ Enhancing local data systems (e.g. disaggregated data collection, community-based monitoring)
- ☒ Expanding social service access (e.g. last-mile delivery, integrated service provision)
- ☐ Others (please specify): _____

3) To what extent has funding from the joint programme budget be directly channelled or mobilized to local-level actors (e.g. local governments, local community organizations, local service providers) to support SDG Localization efforts in the reporting period?

- ☐ 0% i.e. no resource has been directed to local-level actors.

- ☐ 1-24% of total programme funding directed to local-level actors.
- ☐ 25-49% of total programme funding directed to local-level actors.
- ☐ 50-74% of total programme funding directed to local-level actors.
- ☒ 75-100% of total programme funding directed to local-level actors.

4) Please describe how the territorial or localization approach is applied in your joint programme. Include the following key aspects into your response.

- Alignment between joint programme and local development plans and integration of results in local processes, frameworks and SDG monitoring system.
- Role of subnational-level (local and regional) governments and other key local institutions/stakeholders in the implementation of the joint programme.
- Description on how capacities and innovation of local stakeholders for integrating SDG and multi-actor collaboration are identified and reinforced.

(500 words / 1 page max)

- The JP ensured that the *Education Champion Municipalities (MCE)* initiative was not implemented as a parallel effort but rather as an integral part of municipal development planning. Local enrollment goals were embedded into municipal plans and linked to the Plan for Education Supply and Demand 2024-2026 (PODE), aligning local priorities with national education policies and SDG 4 targets. Results from municipalities were systematically integrated into a digital dashboard, feeding into the SDG monitoring framework with sex-disaggregated data and standardized indicators.
- Municipal governments were positioned as co-guarantors of the right to education, responsible for proposing and achieving measurable enrollment and retention goals. The Association of Municipalities of Honduras (AMHON) acted as a political and technical convener, while district education offices ensured alignment with SEDUC policies. Local stakeholders, including community organizations, women's groups, school networks, and civil society partners, were directly involved in planning, reporting, and accountability processes, particularly through open education town halls held in all participating municipalities.
- The JP identified local capacity gaps through baseline assessments and addressed them with standardized tools: a municipal evaluation rubric, a digital dashboard, and local investment guidelines. Tailored training was provided to municipal staff, AMHON technical teams, and district offices, building lasting skills in evidence-based planning and SDG integration. Innovation was encouraged through the Competitive Fund, which financed six pilot projects that combined gender-responsive solutions and accountability mechanisms. These experiences generated a portfolio of scalable local

practices, demonstrating how municipalities can innovate to accelerate SDG achievement through multi-actor collaboration.

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