

ENERGY COMPACT

 **EC12: ENABLE THE SDGs THROUGH FAIR AND INCLUSIVE
ENERGY TRANSITIONS: Energy to Enable Education Goals**



**United
Nations**



HIGH-LEVEL DIALOGUE ON
ENERGY
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UNENERGY



SECTION 1: AMBITION

1.1 Ambitions to achieve SDG7 by 2030. [Please select all that apply]

(Member States targets could be based on their NDCs, energy policies, national five-year plans etc. targets for companies/organizations could be based on their corporate strategy)

<input type="checkbox"/> 7.1. By 2030, ensure universal access to affordable, reliable and modern energy services.	<p>Target(s): 1. Recognition of the interrelation between the rights of access to energy and education and its reflection in the development of policies and commitments at the national level and the energization of 100% of the country's education centers.</p> <p>Time frame: 2030</p> <p>Context of the ambition(s): In Honduras, access to electricity has been identified as one of its strategic pillars for the generation of policies, plans and strategies that lead to the entire population having access to electricity, as indicated by the Sustainable Development Goal (SDG) 7 (Affordable and Clean Energy) provided by the United Nations Organization of which Honduras is a signatory. SDG 3 (Health and well-being) and SDG 4 (Quality Education) are established to achieve the integral development of communities, since they are basic needs recognized as human rights and prioritized, however, currently providing education and health quality, implies having access to modern energy sources such as electricity services. In Honduras, there is currently an Electricity Coverage Index of 85.02%, being the lowest in Central America and the penultimate in Latin America; In addition, according to the Ministry of Education, it is estimated that there are 17,525 official public sector educational establishments nationwide, of which 6,318 do not have access to electricity, which represents 36% of the total.</p>
<input type="checkbox"/> 7.2 By 2030, substantially increase the share of renewable energy in the global energy mix.	<p>Target(s): 2. Strengthening the educational system at the preschool, primary and secondary levels through the integration of learnings related to a responsible, equitable and inclusive use of energy - knowledge, behaviors and attitudes - with a focus on renewable energy and energy efficiency, which contribute to the achievement of sustainable development: models of production, consumption and lifestyles.</p> <p>Time frame: 2025</p> <p>Context of the ambition(s): The transition to sustainable economies requires profound transformations in the labor market, both in the models of production and organization, as well as training systems. The IRENA Report (International Renewable Energy Agency) of 2018 concluded that in 2017, 10.3 million new jobs were created in the renewable energy sector, an increase of 5.3% compared to the previous year. It is estimated that the transition to more sustainable economies could generate up to 60 million new jobs worldwide in the next two decades. The commitments that Honduras acquires to implement the energy pacts will require substantially the number of qualified people with knowledge in renewable energy and energy efficiency issues.</p> <p>Target(s): 3. Technical training for the formulation, execution, and implementation of small programs for autonomous renewable generation and distributed renewable generation (mainly solar, wind, and biomass energy, microhydros and micro-grids).</p> <p>Context of the ambition(s): In some parts of the country there are low levels of access to energy coverage. Similarly, access to modern cooking fuels is very low. Local solutions with community participation are required to avoid dependence on external companies and technicians. Local qualified personnel will be essential as a solution to the installed systems.</p>

□ 7.3 By 2030, double the global rate of improvement in energy efficiency.

Target(s):

4. Increase the offer of educational programs on energy efficiency in university education - undergraduate and graduate degrees (architecture, engineering, etc.) - and technical and vocational education and training (TVET) that allows the formation of committed professionals, experienced with the innovation in the production and use of energy, telemetering and smart metering.

Time frame: 2025

Context of the ambition(s):

According to UNESCO, energy demand (for heating, light, electricity, and transport) is increasing rapidly. If current policies are maintained, global energy demand is expected to increase by up to 55% in 2030, according to data provided by the International Energy Agency. Faced with this demand, while it is urgent to reduce the gaps in access to energy, it is also essential to do so with a view that, in addition to increasing awareness about caring for the environment and sustainable development, creates opportunities for people to Throughout their lives, especially those in vulnerable situations, they have access to education and training instances that provide them with cognitive and life skills that facilitate the transition to the world of work, the achievement of a decent job and the continuity of their educational paths. Honduras will present pacts that will require that all productive and non-productive sectors carry out continuous audits that will require personnel trained in the aforementioned topics. Currently, Honduras seeks to train human resources in energy audits according to the demand emerging in the national market at a technical, professional or university level.

7.b By 2030, expand infrastructure and improve technology for the provision of modern and sustainable energy services for all in developing countries, particularly the least developed countries, small island developing States and landlocked developing countries, in accordance with their respective support programs.

Target(s):

5. Increase access to electricity in educational centers in the country, through the use of energy from renewable sources and the extension of electricity distribution networks.

Time frame: 2030

Context of the ambition(s):

In the last year, Honduras has suffered a strong economic crisis caused by various events such as the pandemic and hurricanes ETA and IOTA. This has significantly affected the entire education sector, having to opt for alternative modalities to those traditionally used and showing the vulnerability of the education sector to the lack of electricity in more than 40% of the almost 18 thousand public education centers, distributed throughout the national territory. The modality of online classes (via internet) has been implemented, which requires compulsory access to electricity for the connection of equipment, however, there is the great limitation of the lack of this service, both in educational centers as in the houses where the students live.

SECTION 2: ACTION TO ACHIEVE THE AMBITION

2.1. Please add at least one key action for each of the elaborated ambition(s) from section 1. *[Please add rows as needed].*

<p>7.1. By 2030, ensure universal access to affordable, reliable, and modern energy services.</p> <p>1. Recognition of the interrelation between the rights of access to energy and education and its reflection in the development of policies and commitments at the national level and the energization of 100% of the country's education centers.</p> <ul style="list-style-type: none"> ▪ Develop the Plan for Universal Access to Minimum Cost Electricity for Educational Centers and Health Establishments (PAUECEES). ▪ PAUECEES socialization workshop with involved entities. ▪ Implementation of PAUECEES. ▪ Development of a Policy for Universal Access to Electricity for Honduras (PAUEH). ▪ PAUEH policy socialization workshop. ▪ Implementation of PAUEH. ▪ Development of the Social Electrification Law for Honduras (LESH). • Approval of the Social Electrification Law for Honduras (LESH). 	<p>2022 and 2027</p>
<p>7.2. By 2030, substantially increase the share of renewables in the global energy mix.</p> <p>2. Promote universal access for students at preschool, primary and secondary levels to learning related to responsible use, with equity and inclusion of energy - knowledge, behaviors, and attitudes - with a focus on renewable energy and energy efficiency, which contribute to the achievement of sustainable development: models of production, consumption, and lifestyles.</p> <ul style="list-style-type: none"> • Agreement to introduce Renewable Energy and Energy Efficiency in the curriculum from preschool to high school. • Design of educational material for each of the levels aimed at students and teachers and implementation through pilots in various regions to promote their learning in professional retraining courses and updating skills. • Initiate various types of activities to make schools sustainable, such as support for science fairs with a focus on clean energy, as cross-cutting themes of awareness of sustainable development, such as: <ul style="list-style-type: none"> ○ Natural Sciences: turn it into a class where it is based on ecological fundamentals that promote a culture of respect and harmonious coexistence with nature, the search for balance between nature, the integral development of the person and sustainable development. ○ Social Sciences: activities that address the deterioration generated by productive economic activities in the environment, the importance of protecting natural resources and preventing natural disasters. ○ Physical Education: conceptual and attitudinal contents that seek to develop habits of body hygiene and body care for the maintenance of physical health. • Create a new optional professional subject on renewable energy and energy saving technologies. Promote their learning in professional retraining and skills updating courses. • Training of teachers, managers, and other educational personnel in vocational and professional guidance with a gender, inclusion, and equity perspective. 	<p>2021 and 2030</p>
<p>3. Technical training for the formulation, execution and implementation of small programs for autonomous renewable generation and distributed renewable generation (mainly solar, wind, and biomass, micro-hydro energy)</p> <ul style="list-style-type: none"> • Formulation of training workshops on components of energy projects • Implementation of a micro-network development workshop in its various stages • Creation of worktables for the formulation and execution of energy projects. • Design of didactic material aimed at rural communities that will participate in the workshops. • Development of pilots to evaluate the behavior and monitor project progress. 	<p>2021 and 2030</p>

<p>7.3. By 2030, double the global rate of improvement in energy efficiency.</p> <p>4. Increase the offer of educational programs on energy efficiency in university education - undergraduate and graduate degrees (architecture, engineering, etc.) - and technical and professional education and training (TVET) that allows training professionals committed and experienced with innovation in the production and use of energy.</p> <ul style="list-style-type: none"> • Research and proposals to strengthen links between education-skills and the world of work-labor market needs. • Workshop to share research results. • Implementation of a new university curriculum in renewable energies. • Support the continuous professional development of qualified teachers, offering training in renewable energy and energy efficient technologies. 	2021 and 2035
<p>7.b. By 2030, expand infrastructure and improve technology for the provision of modern and sustainable energy services for all in developing countries, least developed countries, small island developing States and landlocked developing countries, in accordance with their respective support programs.</p> <p>5. Increase access to electricity to educational centers in the country through the use of energy from renewable sources and the extension of electricity distribution networks.</p> <ul style="list-style-type: none"> • Design, construction, and start-up of electrification projects in educational centers, by extension of the network. • Design, construction, and start-up of electrification projects in educational centers, with Solar Photovoltaic Systems. 	2022 and 2030

SECTION 3: OUTCOMES

3.1. Please add at least one measurable and time-based outcome for **each** of the actions from section 2. *[Please add rows as needed].*

<p>Outcome 1.1. Developed the Plan of Universal Access to Electricity of Minimum Cost for Educational Centers and Health Establishments</p> <p>Outcome 1.2. Developed the Universal Access to Electricity Policy for Honduras (PAUEH)</p> <p>Outcome 1.3. The Law of Social Electrification for Honduras (LESH) was approved.</p>	June 2025
<p>Outcome 2.1. Agreement to introduce Renewable Energy and Energy Efficiency in the curriculum from preschool to high school</p>	June 2025
<p>Outcome 3.1. Technicians trained in energy efficiency, small-scale non-conventional renewable technologies, metering and telemetering, micro-grids and energy management</p>	December 2020
<p>Outcome 4.1. New university degrees related to renewable energy.</p> <p>Outcome 4.2. Research to strengthen links between education-skills and the world of work-labor market needs.</p>	December 2030
<p>Outcome 5.1. 7,600 public sector educational centers nationwide are electrified</p>	June 2030

SECTION 4: REQUIRED RESOURCES AND SUPPORT

4.1. Please specify required finance and investments for each of the actions in section 2.

1.1 Activity: Recognition of the interrelation between the rights of access to energy and education and its reflection in the development of policies and commitments at the national level and energization of 100% of the country's education centers.	Supplies	Value (USD)
<ul style="list-style-type: none"> - Preparation of a Plan for Universal Access to Minimum Cost Electricity for Educational Centers and Health Establishments (PAUECEES). - Elaboration of PAUEH policy. - Preparation of legal instruments. 	<ul style="list-style-type: none"> • Hiring of consulting services for the drafting of laws, plans, policies and other legal instruments. • Socialization workshops 	USD \$400,000.00
2.1 Activity: Promote universal access for students at preschool, primary and secondary levels to learning related to responsible use, with equity and inclusion of energy - knowledge, behaviors, and attitudes - with a focus on renewable energy and energy efficiency, that contributes to the achievement of sustainable development: models of production, consumption and lifestyles.	Supplies	Value (USD)
<ul style="list-style-type: none"> - Coordination of meetings to establish an introductory agreement on renewable energy and energy efficiency in the preschool - high school curriculum. - Design and printing of educational material. - Coordination of science fairs with a focus on clean energy. - Training of teachers, managers, and other educational personnel in vocational and professional orientation with a gender, inclusion, and equity perspective. - Creation of a professional course on renewable energies and energy saving technologies. 	<ul style="list-style-type: none"> • Meetings to establish an agreement • Consulting services • Educational material • Printing of educational material • Training workshops • Science fairs 	USD \$ 3,000,000.00
3.1 Technical training for the formulation, execution, and implementation of small programs for autonomous renewable generation and distributed renewable generation (mainly solar, wind, and biomass, micro-hydro energy).	Supplies	Value (USD)
<ul style="list-style-type: none"> - Formulation of training workshops in energy project components. 	<ul style="list-style-type: none"> • Hiring of consultancy for skills training. • Food and workshop materials • Meeting logistics for alliances 	USD \$10,000,000.00

<ul style="list-style-type: none"> - Implementation of a micro-network development workshop in its various stages. - Creation of worktables for the formulation and execution of energy projects. - Design of didactic material aimed at rural communities that will participate in the workshops. - Development of pilots to evaluate the behavior and monitor project progress. 	<ul style="list-style-type: none"> • Teaching materials • Workshops for the creation of work tables 		
<p>4.1 Increase the offer of educational programs on energy efficiency in university education - undergraduate and graduate degrees (architecture, engineering, etc.) - and technical and professional education and training (TVET) that allows training professionals committed and experienced with innovation in the production and use of energy.</p>	<p>Supplies</p>	<p>Value (USD)</p>	
<ul style="list-style-type: none"> - Research and proposal to strengthen links between education-skills and the world of work-needs of the labor market. - Socialization of research results. - Creation and implementation of university pensum in renewable energies. - Training of teachers in renewable energy and efficient technologies. 	<ul style="list-style-type: none"> • Hiring consulting services for Research and on strengthening links between education-skills and the world of work-labor market needs. • Socialization workshops. • Meetings to establish alliances and create a university pension. • Hiring of professionals for the university career to be taught. • Teacher training. • Laboratory equipment. 	<p>USD \$3,000,000.00</p>	
<p>4.2 Activity: Increase access to electricity to educational centers in the country through the use of energy from renewable sources and the extension of electricity distribution networks.</p>	<p>Supplies</p>	<p>Value (USD)</p>	
<ul style="list-style-type: none"> - Design, construction, and start-up of electrification projects in educational centers, by extension of the network. - Design, construction, and start-up of electrification projects in educational centers, with Solar Photovoltaic Systems. 	<p>Contracting of consulting services for the design, construction, and start-up of electrification projects in educational centers, by extension of the network.</p> <p>Contracting of consulting services for the design, construction, and start-up of electrification projects in educational centers, with Solar Photovoltaic systems.</p>	<p>USD \$200,000,000</p>	
<p>TOTAL</p>		<p>USD \$ 216,400,000.00</p>	

4.2. [For countries only] In case support is required for the actions in section 2, please select from below and describe the required support and specify for which action.

[Examples of support for Member States could include Access to low-cost affordable debt through strategic de-risking instruments, capacity building in data collection; development of integrated energy plans and energy transition pathways; technical assistance, etc.]

<input type="checkbox"/> Financing	
<input type="checkbox"/> In-Kind contribution	<i>Technical capacities of the Secretariat of State in the Office of Energy (SEN), Secretariat of Education, Academy and Universities, Honduran Council of Private Enterprise (COHEP), Secretariat of State in the Office of Finance (SEFIN), Municipalities among others.</i>
<input type="checkbox"/> Technical Support	<i>Consultancies for the design of electrification projects for educational centers, consultancies for the development of plans, strategies, systematization, socialization of projects, exchange of experiences</i>
<input type="checkbox"/> Other/Please specify	<i>Non-reimbursable cooperation for the execution of activities with a budget of US \$ 216,400,000.00</i>

SECTION 5: IMPACT

5.1. Countries planned for implementation including number of people potentially impacted.

Population of the country in universities, educational centers and in the communities where the project is developed.

5.2. Alignment with the 2030 Agenda for Sustainable Development – Please describe how each of the actions from section 2 impact advancing the SDGs by 2030. [up to 500 words, please upload supporting strategy documents as needed].

The SDG4 objectives are aligned with the actions of promoting new school and university study plans focused on renewable energy, energy efficiency and the environment, as those established in section 2 are focused on contributing directly to improving universal access to modern sources of energy, to increase participation and expanding investment and research in clean energy, focused on SDG 7, taking into account that information is a basic tool for the energy transition in Honduras since it allows the evaluation of the present state and the construction of the vision of the sector energetic. Without complete and reliable information, it is not possible to establish continuous improvement processes that guide the population in the construction of a sustainable behavior in energy consumption.

Recognition of the interrelatedness of access rights to energy and education and their reflection in policy development will help improve universal access to modern sources of energy. Similarly, the objective of increasing access to electricity to the country's educational centers with the use of renewable energy is part of the SDG 7 on Affordable and non-polluting energy to expand infrastructure and services in a developing country as is Honduras.

5.3. Alignment with Paris Agreement and net-zero by 2050 - Please describe how each of the actions from section 2 align with the Paris Agreement and national NDCs (if applicable) and support the net-zero emissions by 2050. [up to 500 words, please upload supporting strategy documents as needed]

Each of the actions outlined in section 2 are focused on the NDC objective 3 "Promote a fair and adequate energy transition towards the sustainable management of renewable, accessible and affordable energies for the Honduran population, which stimulates economic growth, the improvement of productivity, in harmony with the conservation of natural resources, ensuring the implementation of mechanisms, infrastructure, technological models, policies that promote low-carbon measures and actions for the development of the country's energy sector "by promoting education and training professionalizing students and teachers in renewable energy.

Likewise, they link with the NDC in their objective 5; "Guarantee the adequate and efficient use of energy, in order to conserve and improve practices in responsible energy consumption, reduce costs and promote national economic sustainability, improve the family economy and raise awareness and educate the general population towards energy savings responsible, in order to increase efficiency, develop investments at a technological level and maximize profits through socially viable and economically profitable initiatives".

SECTION 6: MONITORING AND REPORTING

6.1. Please describe how you intend to track the progress of the proposed outcomes in section 3. Please also describe if you intend to use other existing reporting frameworks to track progress on the proposed outcomes.

Monitoring 1: Annual Program for the implementation and execution of the Public Policy and the Plan for Universal Access to Minimum Cost Electricity for Educational Centers and Health Establishments (PAUECEES) by the SEN.

Monitoring 2: Development of semiannual meetings between the key actors linked to the primary, secondary, and university education sectors led by the Secretariat of State in the Energy Office (SEN), where the strategies for the incorporation of new academic pensum will be evaluated.

Monitoring 3: Quarterly monitoring and evaluation of the scope and results obtained from the personnel trained in the energy project.

Monitoring 4: Annual review reports on progress related to research, prepared by the Academy and shared with the Secretariat of State in the Energy Office (SEN).

Monitoring 5: Semiannual monitoring and evaluation of the construction of electrification projects in educational centers.

SECTION 7: GUIDING PRINCIPLES CHECK LIST

Please use the checklist below to validate that the proposed Energy Compact is aligned with the guiding principles.

Stepping up ambition and **accelerating action** - Increase contribution of and accelerate the implementation of the SDG7 targets in support of the 2030 Agenda for Sustainable Development for Paris Agreement

I.1 Does the Energy Compact strengthen and/or add a target, commitment, policy, action related to SDG7 and its linkages to the other SDGs that results in a higher cumulative impact compared to existing frameworks? X Yes No

I.2 Does the Energy Compact increase the geographical and/or sectoral coverage of SDG7 related efforts? X Yes No

I.3 Does the Energy Compact consider inclusion of key priority issues towards achieving SDG7 by 2030 and the net-zero emission goal of the Paris Agreement by 2050 - as defied by latest global analysis and data including the outcome of the Technical Working Groups? X Yes No

II. Alignment with the 2030 agenda on Sustainable Development Goals – Ensure coherence and alignment with SDG implementation plans and strategies by 2030 as well as national development plans and priorities.

II.1 Has the Energy Compact considered enabling actions of SDG7 to reach the other sustainable development goals by 2030? X Yes No

II.2 Does the Energy Compact align with national, sectoral, and/or sub-national sustainable development strategies/plans, including SDG implementation plans/roadmaps? X Yes No

II.3 Has the Energy Compact considered a timeframe in line with the Decade of Action? X Yes No

III. Alignment with Paris Agreement and net-zero by 2050 - Ensure coherence and alignment with the Nationally Determined Contributions, long term net zero emission strategies.

III.1 Has the Energy Compact considered a timeframe in line with the net-zero goal of the Paris Agreement by 2050? X Yes No

III.2 Has the Energy Compact considered energy-related targets and information in the updated/enhanced NDCs? X Yes No

III.3 Has the Energy Compact considered alignment with reaching the net-zero emissions goal set by many countries by 2050? X Yes No

IV. Leaving no one behind, strengthening inclusion, interlinkages, and synergies - Enabling the achievement of SDGs and just transition by reflecting interlinkages with other SDGs.

IV.1 Does the Energy Compact include socio-economic impacts of measures being considered? X Yes No

IV.2 Does the Energy Compact identify steps towards an inclusive, just energy transition? X Yes No

IV.3 Does the Energy Compact consider measures that address the needs of the most vulnerable groups (e.g. those impacted the most by energy transitions, lack of energy access)? X Yes No

V. Feasibility and Robustness - Commitments and measures are technically sound, feasible, and verifiable based a set of objectives with specific performance indicators, baselines, targets and data sources as needed.

V.1 Is the information included in the Energy Compact based on updated quality data and sectoral assessments, with clear and transparent methodologies related to the proposed measures? X Yes No

V.2 Has the Energy Compact considered inclusion of a set of SMART (specific, measurable, achievable, resource-based and time based) objectives? X Yes No

V.3 Has the Energy Compact considered issues related to means of implementation to ensure feasibility of measures proposed (e.g. cost and financing strategy, technical assistant needs and partnerships, policy and regulatory gaps, data, and technology)? X Yes No

SECTION 8: ENERGY COMPACT GENERAL INFORMATION

8.1. Title/name of the Energy Compact

Energy to Enable Education Goals

8.2. Lead entity name (for joint Energy Compacts please list all parties and include, in parenthesis, its entity type, using entity type from below)

The leading entity is the Secretariat of State in the Energy Office (SEN), the organizations and entities to assist in the process of compliance with the agreement are the following:

- *Government: Secretariat of State in the Office of Natural Resources and Environment (MI AMBIENTE), Secretariat of Education, Secretariat of State in the Office of Finance (SEFIN), ANCILLERIA – Secretariat of Foreign Relations and International Cooperation, SEDH Secretariat of Human Rights, SEDIS Secretariat for Development and Social Inclusion,*
- *Local government: Municipal Mayors.*
- *Private Sector: Honduran Council of Private Enterprise (COHEP), APRODERDH - Association of Distributed Renewable Energy Producers of Honduras, BELCO - Bonaco Electric Company, Industrial Equipments, FHIA Honduran Agricultural Research Foundation, Grupo Terra Foundation, FUNDAAHPROCAFE, Grupo “Energías Unidas”, IHDER - Honduran Institute of Rural Development, INELEM Inversiones Electricas de la Mosquitia, RECO Roatan Electric Company, UPCO Utila Power Company.*
- *Civil Society: Fundación Ayuda en Acción*
- *Academic Institution: Academy and Universities, National Autonomous University of Honduras - UNAH,*
- *Multilateral / Cooperation Organization: Government of Taiwan, JICA Japan International Cooperation Agency, SICA Central American Integration System.*

8.3 Leading entity type

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Government | <input type="checkbox"/> Local/Regional Government | <input type="checkbox"/> Multilateral Agency/Intergovernmental Organization |
| <input type="checkbox"/> Non-Governmental Organizations (NGOs) | <input type="checkbox"/> Civil Society Organization/Youth | <input type="checkbox"/> Academic Institution/Scientific Community |
| <input type="checkbox"/> Private Sector | <input type="checkbox"/> Philanthropic Organization | <input type="checkbox"/> Other relevant actor |

8.4. Contact Information: Secretariat of State in the Office of Energy (SEN). External Cooperation Address Mail: dce@sen.hn

8.5. Select the geographical coverage of the Energy Pact

- Africa Asia and the Pacific Europe Latin America and the Caribbean North America West Asia Global

8.6. Please select the Energy Compact thematic focus area(s)

- Energy Access Energy Transition Enabling SDGs through inclusive Energy Transitions Innovation, technology and data Finance and investments.