

## The Education of Teachers

9.60 The education of teachers for the first two cycles of basic education takes place in Normal Schools for Teachers and it encompasses the diversified cycle of mid-level education. To teach in pre-school level it is required to study three more years. The teachers of mid-level education study the higher level at the Francisco Morazán Pedagogical University, which has programs at Bachelor's level for the education of teachers of pre-basic and basic education. Most teachers who attend the pre-basic level have graduated from Normal Schools for Teachers and others from professionalization programs sponsored by the Ministry of Education. The staff legally authorized for teaching pre-basic should have the degree of teacher of primary education (three years of primary teaching plus three years of pre-school), which accredits the teacher as holding a university degree. (OEI-MOE 2007, From 2008)

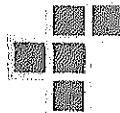
9.61 The education of teachers takes place in Normal Schools for Teachers and it is considered as a degree of mid-level education. According to the Report of Educational Progress, Ferema-Preal, 2005 the percentage of teachers without professional certification in Pre-basic is of 90%, in Primary 7.4% and in Mid-level 49%. The country has a total of 48,481<sup>19</sup> teachers who work in the public sector for the levels of pre-school, primary or basic education and secondary, (OEI-SE 2007; From 2008). Data attained from surveys to the sample for this study confirm the data presented (See Charts in annexes).

9.62 The study plan for preparedness of primary education teachers lasts three years and in order to enter it is required to have approved the common cycle of general culture. Models developed for the initial transformation of teachers of primary education, musical education and plastic arts are specific in each case, which are structured in the following aspects: human relations, critical judgment, creativity, intellectual development, work organization, national identity, physical and mental health, and professional ethics. These encompass knowledge, skills, abilities, attitudes and values that will be evidenced in their professional performance. (MOE/2006) This education is provided in 12 Normal Schools for Teachers and 2 artistic schools with official character, located in different areas of the country. Currently, an annual average of 2,300 teachers graduate who access different job positions because the Ministry only absorbs 700 of them during the same period.


9.63 For access to the teaching education the following requisites have to be complied: to have approved the common cycle; approval of the admission exam; and to present an issued health card, birth certificate and certificate of behavior (conduct).

9.64 The curriculum for teaching education encompasses the contents aimed to the achievement of the cultural area. It seeks to prepare the teacher on ground scientific-basis and to provide education for continuance to higher studies. Didactical education and specialization is extended in professional and differentiated areas of the future teacher.

<sup>19</sup> 2005 Ministry of Education, it does not include PROHECO teachers.



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Here, scientific-methodological basis is oriented towards the teaching practice and community development, which are the foundations of the professional practice.

9.65 The teaching practice is a gradual and systematic process that initiates in the first course of mid-level education and it progressively increases until it becomes an intensive process by the third course. In the technical area, general knowledge that will serve for guiding education towards the productive labor is provided. The teaching practice constitutes a weakness in education given that upon graduation these individuals only have laboratory pedagogical experience, they do not face the situation experienced in educational schools, especially in rural one-teacher and two-teacher schools as evidenced by traditional pedagogical practices developed in the classroom (Charts 4Be, 14BE, 15BE, 16BE in Annexes).

9.66 The number of teachers who work in primary level has increased year by year going from 25,539 in 1990 to 34,069 in 1999 with an average of 34.3 students per teacher, separated by sectors, as follows: Official sector, 92.2% in 1990 and 89.7% in 1999; private sector 7.8% in 1990 and 10.3% in 1999. In 1990, 44.5% of these teachers worked in the urban area and 55.5% in the rural area, rates that have experienced variations throughout the decade, given that by 1999, 48% of teachers worked in the urban area and 52% in the rural one. Out of these teachers, 27% are male and 73% are of feminine gender. (FEREMA/PREAL, 2005)

9.67 Teachers' education for mid-level education is carried out at the post-secondary level since 1956, when the Higher School of the Teaching Profession was created; in spite of that, during decades teaching posts at mid-level education especially in marginalized urban areas were occupied by primary education teachers. This upon facing a demand that the number of graduating teachers from the higher school levels could not respond to. This was the reason for carrying out programs, such as PROCADO whose objective was the professionalization of teachers, who at that level were not considered suitable. In 1989, the Higher School of the Teaching Profession becomes a University, but by then enrollment started to grow. Currently the student population amounts to 28,144 (DES, 2009). It is interesting to mention that graduating teachers from UNAH are also considered teachers and they have a legal status to practice the teaching profession at mid-level.

9.68 The model of ongoing education aimed to teachers and professors of the three levels maintains other methods of intervention: witness or testimonial education, off-site or distance education and semi-testimonial education. Testimonial concentrates teachers, technicians and expositors in facilities of the National Institute of Research and Educational Training (INICE) and in other educational schools where topics are developed by means of seminar-workshops. Among the topics which interviewed teachers request to the National Institute of Research and Educational Training are: in the area of Communication (Spanish) 5.48%, Computer Science 4.11%, geometry 4.11%, Physical Education 2.74%, Sciences 2.74%, Artistic Education 2.74% on Several Topics 78.08% (Tables 10BE and 10PB in Annexes).

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9.69 Access to the profession is done by the teacher who submits the required documents and the one who has approved the competition or contest with the highest grade is assigned the vacancy. Once hired, an agreement signed by the competent authority of the Ministry of Education is issued to this person, ensuring him/her to remain on the job until he/she voluntarily withdraws, makes a serious offense specified in the Statute of the Teaching Staffs or until retirement. (Statute of the Teaching Staff).

9.70 The selection is carried out throughout a Board integrated by all teaching schools and members of the Departmental Directorate. They distribute the posts among their members and many times neither the scoring attained in contests nor are the merits that they have not respected. As consequence, those appointed are people who follow exactly the calling of teaching schools to informative sessions impairing the learning of students. (Statute of the Teaching Staff).

9.71 The working day for primary education teachers is five hours daily, from Monday to Friday and 2.5 hours on Saturdays. The teaching career is regulated by the Statute on its Article 51 and it has collateral salary assignments due to the following concepts: a) performed position, b) seniority of service, c) academic degrees acquired, d) professional merits attained, and e) area of work. (Statue of the Teacher). Nonetheless, in practice teachers are unaware of how long the working shift lasts, upon consultation on this topic, they have different manners of responding (Tables 9 PB and 9 BE tool 6 in Annexes).

9.72 The salary increase due to these fringe benefits will be estimated over the base salary, in percentages established in the Manual of Classification of Positions and Salaries. Article 52 establishes that due to the number of service years teachers will be granted an increase, estimated in automatic manner over the base salary, according to the following scale: a) Five (5) years of service 15% ; b) ten (10) years of service 30% ; C) fifteen (15) years of service 45% ; d) eighteen (18) years of service 60% ; e) twenty one (21) years of service 75% ; f) twenty four (24) years of service 90% ; g) twenty seven (27) years of service 105% ; h) thirty (30) years of service 120% (Statute of the Teaching Staff).

9.73 The same document establishes the estimated Salary per hour in L. 31.81 which when multiplied x 36 hrs. weekly it yields 1,145. x 52 weeks, annually/12 months equals the base salary L. 4,962.36 to this the following collaterals are added to: A salary increase per every five year period (quinquennium) worked L. 668,07, salary increase for moving from one category to another (from category 4° to 3° L. 248.11) (from category 3° to 2° L. 496.23 ) L. 744.35 from the category 2° to 1°; if the Degree of University Technician has been achieved it adds L.1,536.56 and for the Bachelor's degree L.3,073.12; Postgraduate Degree: it has not been determined yet. For some teachers, this salary scale does not compensate their expectations and they have to resort to other means jobs either in the educational system or outside of it. The proportion of teachers with two and three jobs is high. (Charts 12PB and 12BE, tools 5 and 6).

9.74 Initial inadequate education and ongoing deficient education of the teaching staff in-service constitute fragile links of the National Education System. In addition to structural deficiencies in education, it is necessary to point out great deficiencies on the domain of

scientific, pedagogical and technological contents, which turn the quality of educational services more problematic. (Tables 10PB and PE in Annexes).

9.75 The current challenge is to achieve that teachers build pedagogical communities and not only labor unions or teaching schools to seek privileges. Investment in the educational process also assumes offering favorable environments to teachers and students. Well-qualified and motivated teachers constitute a necessary condition although not sufficient to reach good learning results. To seek pedagogical changes and attitudes oriented to science and to the achievements of students on behalf of teachers, may be one of the most important challenges to increase the productivity in terms of efficiency and quality of the system. (Tables 12PB, 21PB, Tool 6, Tables 10BE, 8BE).

#### **Administration of Schools and Establishments, Educational Schools**

9.76 Decentralization has not reached the educational schools. The change in proceeding of educational schools has been carried out through the construction of the Educational Project of the Center (PEC), carried out by the different stakeholders involved. To reach desired results of arriving to the vision of the school postulated on PEC, it is essential to reverse the role of the principal as controller and administrator or static routines, to assume the dynamic leadership which ensures the achievement of objectives. (Chart 9 PB and BE). It is about assuming a role of being the one executing the mobilization, of orientator, of planner and of coordinator of processes and practices from the articulation of interests, needs and demands of the different educational actors. (Rápalo Castellanos, 2003).

9.77 This decentralization of decisions and responsibilities does not imply abandoning the directive role as coordinator of the autonomous duties that each group carries out. Avoidance of centralization and bureaucratization will help participating actors to feel as protagonists of the changes carried out in the school. As may be observed, the new educational model required the active commitment of directive teams in the mobilization challenge that the autonomy implies. The role of principal should be supported on pillars of enthusiasm, effort, knowledge, listening, commitment to team work summarized on a hierarchical task of the profession in a want to do and know how to do. (Rápalo Castellanos, 2003, FEREMA, 2004).

9.78 But the change of this role in school proceeding takes time and the educational schools that are achieving PEC implementation are few either because it is the easiest manner of achieving financing in projects or because they have achieved awareness on improvement of their educational schools. (FEREMA, 2004).

9.79 One-teacher and two-teacher schools of Honduras as a whole represent nearly 80% of the total Primary Education Schools of official character, distributed throughout 18 departments of the country (MOE, Educational Census, 2006). These schools belong to the regular education system and to that of the community self-management, such as the case of the schools of the PROHECO.

9.80 A few years ago, the Ministry of Education proposed goals oriented to the gradual reduction of one-teaching schools as well as the development of support programs for the improvement of quality education in one-teacher and two-teacher educational schools by means of processes of education aimed to teachers working in this sector, in this sense the Program of Ongoing Education developed by the National Pedagogical University of Francisco Morazan emerged. (UMCE, 2002-2004).

### **The Society**


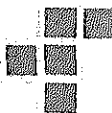
9.81 The system of education is immersed in a society subject to constant transformation exerting pressure for adapting itself to new realities and it faces new demands to which it should provide an adequate response to. Educational schools can neither be farther away from what goes on in their surrounding nor should they unwillingly lag behind the society, they should anticipate themselves being capable of making market analysis of future needs. Changes in education are inevitable and required.

9.82 Educational schools can neither be the same always nor it is justifiable to continue doing the same as if nothing would have changed. It is necessary that they develop capacities, structures and systems that allow them to be more adaptable and competent to respond to many demands that the society makes. However, the capacity of change of educational schools and of the same educational system is lower than that of the social environment. Those better adapting to a changing environment are those (1) who are permeable, open to learning as well as to improvement and avoid routine in learning; (2) flexible, capable of adapting to new requirements and demands, and (3) creative, capable of thinking responses and solutions for their needs and problems. Currently, most educational schools are quite different from having these characteristics.

9.83 During recent years, the acceleration of diverse social, political and economic changes have shaped a different social outlook; one barely finds in the educational system elements that, in current times, have not been subject to modifications. This dynamics of social change forces to think in education and in the educational system from a different perspective; to design improvements for the transformation of society and the educational system, the remodeling of teaching pedagogy to make –in the new situation– a teaching of quality feasible.

9.84 Although constraints exist in the framework of social and political participation; problems of transparency and efficiency on public proceeding; and some inconsistencies in the legal system; the in-depth on the decentralization system and local development constitute a priority challenge for the near future. Even so the democratic system continues its consolidation.

9.85 Honduras is one of the Latin American countries of the entire continent with greater levels of poverty and abject poverty. Available data show that the situation has not improved during the last 10 years. (UNDP, HDI 2006).



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9.86 Percentage of households in poverty and abject poverty conditions represent almost double or more than those observed in other countries of the region. Households in poverty conditions have maintained along the nineties amounts higher than 73%. The percentage of the population living in abject poverty conditions was maintained above 45% throughout the decade, but showing a significant reduction of 6 percentage points between 1990 and 1997. (UNDP, HDI, 2006)

9.87 It requires strengthening on the rise of educational coverage in primary teaching and to the sustained rise on illiteracy rates in the country. Likewise, to work in the reduction of educational inequities prevailing due to the fact that not every Honduran female and male has the same opportunities of access to the benefits of education without discrimination of sex, race or religion. The reduction of inequalities will surely require compensatory measures for whom at this moment deal with problems of access to education as well as permanent measures for sectors that have been traditionally excluded. Also, spaces for those excluded from formal education should be extended by means of institutions, such as the National Institute of Professional Education (INFOP) and other teaching centers in charge of providing care for training needs.

9.88 Likewise, to ensure the support and commitment of teachers and parents acknowledging that no educational reform is achieved without the participation of these actors. To foster a reform of the educational system embedded in a policy of State that encourages equitable and generalized access to benefits of education by means of the use of modern codes, boosting democratic participation of citizens and competitiveness for a successful embedding of the country in a globalized economy, turning existing advances on educational matter into true processes which increase human development levels in the country.

9.89 Between 2004 and 2008 the Educational System has not experienced any changes. Modest progress has been carried out in recent years without the country experiencing significant advances in this arena. Pursuant to having a better idea of sub-systems which integrate the system, a description of each one is presented as follows, starting with Pre-basic Education and advancing up to Vocational Education.

### **External Financing**

9.90 According to 2008<sup>20</sup> Hernández, in 1997, 57 projects were executed in the country with an investment of US\$ 184 million. Of these projects, 23 were supported by multilateral organizations and the projects represented an approximate amount of US\$ 100 million (54% of the total of organizations, such as OPEP, UNDP, CABEI, EU, IDB and WB). 34 Projects had the support of sources of bilateral cooperation, which contributed with an amount of US\$ 84 million (46% of the total of funds received, the cooperating countries were the United States, Switzerland, Japan, Holland, France, Spain, Canada and Germany). These figures show the importance of external cooperation in the education of the country.

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<sup>20</sup> Hernández Rusbel, *The Education for the rural Population in Honduras*, UNESCO, 2008.

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9.91 MOE executed 11 projects financed by multilateral sources for an amount of US\$ 41.3 million and 10 projects financed with resources of the bilateral cooperation for an amount of US\$ 61.9 million. Between both sources the investment amounted to a total of US\$ 103.2 million, which represents 56% of the funds in execution. In regards to the allocation of the funds for education per item, 63.2% is invested in formal education, 15.3% in non formal education and the remaining 21% in educational<sup>21</sup> infrastructure.

9.92 Honduras has faced some economic, political and social barriers for education, the income per capita at national level is of \$ 113.98 monthly with an average of 6.4 years of study for the head of household, being the lack of economic resources of the population one of the main barriers for inclusive education, specially for people with disability and their families, given that there is a close relation between poverty, disability and enjoyment of rights (health, education, work among others). Likewise, this affects the development and implementation of public policies that ensure universality of the basic education, the provision of accessible educational services and comparable to the educational needs of each and every one of the vulnerable sectors, diversification and strengthening of Mid-level Education. (INE, ENCOVI, 2004).

9.93 Another constraint in the implementation of policies is the existing disassociation between the first three educational levels, higher education and the demands in the labor market. In addition to this, the social perception on disability and vulnerable groups (traditional approach) and the weak awareness-raising on inclusion based on the approach of rights.

9.94 Given the importance of contributions to the education sector through the participation of external cooperating agencies, it is necessary to strengthen mechanisms of coordination that have the purpose of setting priorities, and use studies and research for the set-up of a strategic line of joint action, which allows the organization of resources and technical capacities for the improvement of the quality of education. (PREAL/FEREMA, 2002).

### **Measures adopted on behalf of the Government**

9.95 Currently, political framework enforced in the education sector is the 2005-2015 Strategic Sector Plan of Education, developed as a strategy derived from PRS facing the demands of the organized civil society and the international cooperation to have a tool available, which would allow generation of long-term sustainable strategies to promote national development. The Sector plan of Education responds to that demand and it has the objective to establish a common framework of intra and inter-sector planning and proceeding for the achievement of the country goals, referred in the PRS and the Millennium Development Goals. The 2005-2015 Strategic Sector Plan of Education reaffirms the governing role of the government in leading programs and projects of development, inside its institutions as well as of contributions received from the international<sup>22</sup> cooperation.


<sup>21</sup> IDEM

<sup>22</sup> Ministry of Education. Current Tendencies on Technical Professional Education in Latin America and Honduras, Tegucigalpa, 2004.





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9.96 The MOE began a process of re-organization and modernization of its management in 1996, one of its main vital criteria have been territorial and operational lesser concentration, which is included in its "Guidelines for Re-organization of MOE and Modernization of its Management", as one of its most transcendental measures "the creation of 18 Departmental Directorates of Education as less concentrated organs. Decree No. 34-96 of the National Sovereign Congress establishes the following on its Article 1, the following: *"To create, in each Department of the Republic, a Departmental Directorate of Education as less concentrated organs whose responsibility is to administrate, orient, coordinate and execute any program and service of the Ministry of Education on its respective territorial jurisdiction inside of a program of in-depth institutional lesser concentration and extending the base of social participation"*.

9.97 The country's experience during most part of the nineties was not of educational decentralization but rather of lesser concentration. Important steps were taken with the creation and strengthening of local units of educational administration and management, but actually they have not yet been given either enough power or resources as to comply with their objectives. In spite of this, the experience developed until now constitutes a new basis to initiate an in-depth process of lesser concentration<sup>23</sup>. This transformation marks the road to offer real and viable possibilities of mid-level education to most Hondurans, taking what has been set forth in NBC as a starting point in order for students to be linked to the higher education level and to enter the labor market in different productive areas and of services.

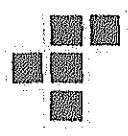
9.98 One of the last actions applied has been the less concentration of the proceeding of the educational system, which has significant importance for a culturally pertinent curriculum; for this it had the support of financial and cooperation agencies available for the transformation of the educational system. (MOE/2006)

9.99 Several processes have been developed, among which it is worth mentioning the curriculum adaptation in Sciences and Spanish (FEBLI Project), Educational Project of the Center (PEC) with its corresponding Curriculum Project of the Center (PCC), the Sector Study of Education and Development Published on 1997, the proposal of the National Convergence Forum (FONAC) of 2000 and 2001 as well as the revised version of 2006, and assessment reports on Learning Achievements emanating from national and international initiatives.

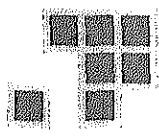
9.100 As most important experiences of innovation the following may be mentioned: Quality Schools and Schools of Success, Community Technical Schools of Southern Lempira, National Centers of Education for Labor (CENET), the Project of Development of Education in Urban-Marginal Communities of Honduras (DECUMH), the experiences of ongoing education, the EDUCATODOS/IEQ-II Project, the Project Let's Learn Mathematics and Interactive Radio, the Mathematics Project of JICA, Pre-school Centers of Non Formal Education (CCEPREB), the National System of Off-site Mid-level

<sup>23</sup> Rápalo Castellanos, Renán – Educational Decentralization Processes in Latin America and Proposal Guidelines for Educational Decentralization in Honduras/ -1a. ed. Tegucigalpa: UNDP, 2003. 26 p.





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Education (SEMED) and the Tutorial Learning System (TLS) managed by the Bayan Association (Association of Indigenous Socio-economic Development).

9.101 Pursuant to attend the needs of technical mid-level education and with the support of the European Commission available the Project Support of Mid-Level Education of Honduras (PRAEMHO) was developed, during last years it has been the only Project that supported mid-level education. In addition, PRAEMHO equipped and improved the infrastructure of 19 technical institutes and trained teachers of these institutes. The specific achievements are in the development of study plans and programs per competences of 15 orientations of technical education, of the 35 officially defined. According to the manager responsible of the European Commission it foresees a sector budgetary support for education as support to the execution of the Poverty Reduction Strategy, that would include among others, the continuance of initiated activities for the development of study plans of 20 orientations of mid-technical education that could not be concluded in the framework of PRAEMHO. This budgetary support is not a project, but rather a financing that the European Commission will make available to the Government for its execution. (Interview to the European Commission Manager).

9.102 All these projects constitute a substantial contribution so that the State, by means of the Ministry of Education, makes the political decision of carrying out the transformation of the national education giving priority to the curriculum, according to the profile of the desired male and female Honduran, in the framework of national, regional and worldwide demands. (MOE/Educational Report, 2008).

9.103 As consequence of the aforementioned, the number of children who attend schools is greater than before and schooling of the labor force is increasing although not with the speed that the country demands.

9.104 In regards to quality, equity and efficiency achievements continue being low and the advance is scarce or nonexistent. Low learning levels, the lack of systems based on performance, the weakness of accountability on results and a teaching profession at crisis are combined, to hinder that most children achieve required knowledge and competences for success in modern society where they will perform. For such reason, educational advance of the country is reduced. (UMCE 2004-2007 and MIDEH, 2008).

9.105 At the same time, policies have insisted on the fact that in addition to universal access education should be of quality. Last educational development plans point to imbalances in terms of access and quality per geographical area, per regions and per income levels of the population. Also, the relative backwardness of the country in regards to developed countries and nations of the same economic development has been pointed out in several opportunities. (FEREMA, Interview).

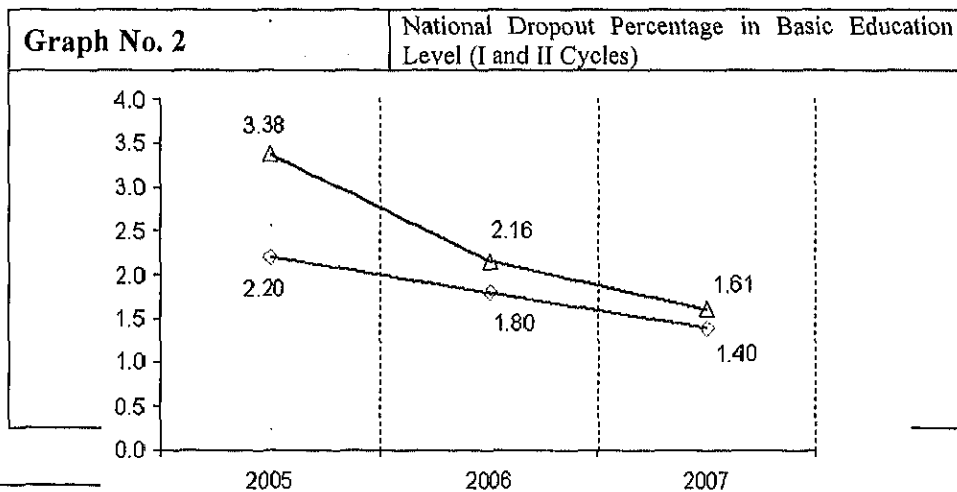
9.106 During several years, the need to reach universal basic education has been formulated; however, this goal has not yet been reached. In addition, 18% illiteracy rate is observed among the population inhabiting rural areas. Sector plans have repeated the need of having five schooling grades as minimum, a goal that has neither been reached. The Ministry of Education considers the nine first grades as basic education and the

convenience of pre-school education. In fact, with that measure the age of entry to school was moved to be six years.

9.107 It is important to highlight the advance in the purpose that every person has basic education available; nonetheless, this progress has occurred at a slower velocity than what is formulated in national and sector development plans with a quality being questioned in assessments initiated in 1997, and with an efficiency deteriorating during the first years of basic education and it does not improve in secondary. Equity, the main purpose has slowly improved in some regions, deteriorated per areas with the decentralization process, whose practical operation still required many adjustments to benefit certain social groups although the distance regarding opportunities and achievements per income is still preserved and has inter-generational reproduction.

9.108 On educational matter, Honduras has reached some achievements during the last years, specifically on the increase of the net enrollment rate in the first two cycles of basic education that in 2001 reached 87.4% compared to 1980 when it was 78%. According to data of the Household Survey carried out by INE in 2005, the illiteracy rate has been diminished to 18% in general although this percentage is greater in the rural area. Basic education has been extended up to 9th grade; and to facilitate educational services to rural most neglected communities in 1999 the PROHECO was created, which in 2008 had about 2000 educational schools managed by parents integrated in Community Educational Associations (AECO). On the other hand, it is important to point out the increase of social expenditure in the educational sector that went from 3.7% in 1991 to 7% in 2008<sup>24</sup> ..

9.109 In spite of advances, there are a series of gaps to overcome: the widening of the coverage in mid-level education; just like on pre-basic education; the improvement of terminal effectiveness; the causes which originate high degrees of school dropout, repetition and failure, which continue mainly in the first three grades of basic education and that are manifested with greater emphasis in the rural area. The achievement of expectations in education as well as other millennium related goals are conditioned by the differences of agenda between the essential stakeholders of the educational<sup>25</sup> system.



<sup>24</sup> PREAL/ FEREMA, Basic Education in Honduras, Advances, Constraints and Challenges, Honduras, 2002

<sup>25</sup> PREAL/ FEREMA, Quantity without Quality, Educational Advance Report in Latin America, 2006.



9.110 Regarding human development in Honduras, it has advanced from an HDI of 0.528 in 1975 to 0.700 in 2005 (UNDP, 2008). In respect to the enrollment rate, although there have been some advances, the situation of the country is still worrying. The achievements have mostly focused on an increase in educational coverage of first two cycles of basic education (primary teaching), where during recent years gross enrollment rates close to or higher than 100% have been reached. Main education backwardness is currently concentrated in secondary education, where rates barely reach 35.6% (Ministry of Education, 2004).

9.111 In 2004, repetition rates reached 10.8% (INE,2004), as reflection of the great problems in the quality of education that Honduran children and youths receive. This results occur in spite that education appears as one of the sectors in which efforts were undertaken to increase the public social expenditure during the last two decades. During this period, the social expenditure in education went from 3.7% as percentage of GDP in 1991 to 7.4% in 2008. (PREAL/FEREMA, 2008).

9.112 If this data is compared to the population growth of recent years (2002 Population and Housing Census), the Honduran population has experienced a fast growth during the last decades. For instance, in 1959 it was of 1.3 million inhabitants, it was increased in 1961 to 1.8 million, in 1974 it reached 2.6, in 1998 to 4.2 million, reaching 6.0 million inhabitants by 2001. These results suggest that this increase in social spending has barely been enough to sustain current education levels, a more accelerated dynamic of change within the educational system has not been fostered; the budget allocated is not in relation to the population increase.

9.113 This may be confirmed upon observation that the level of per capita spending in education in Honduras continues being the second lowest of the Latin America region: 45 dollars in Honduras and 28 in Nicaragua, being farther away of the amounts invested in education in countries like Argentina (US\$ e85), and Costa Rica (US\$ 189). (UNDP/HDI, 2006).

9.114 Honduras ranks in third place of the Latin American countries with greater educational inequality. This inequality arises at urban and rural levels as well as in the income level. The greater illiteracy rates and average lower years of study are located in rural areas (26.5%, 4 years) while in urban areas these indicators are 9.5% and 6.8 years. In terms of income-education relation, in the lowest quintile of income the illiteracy rate amounts to 39.7% with 3.9 years of average study while for the highest, such variables are located in 5.7% and 10 years, respectively. (UNDP, HDI, 2006).

9.115 Currently, almost all children in urban areas complete basic education and total graduation rates have increased; however, upon comparison to other countries such as Brazil, which has experienced a significant progress raising the proportion of rural and

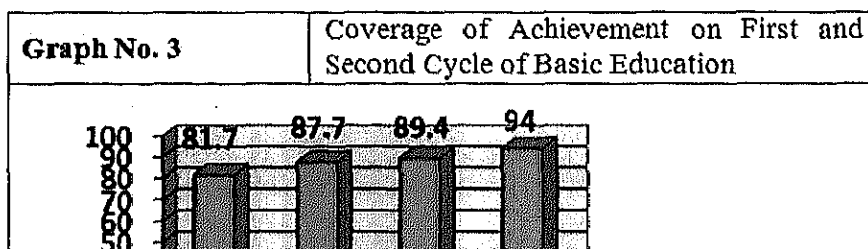
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urban youths with six schooling years in at least 20 percentage points between 1990 and 2002 or with Guatemala and El Salvador, which have shown important advances, specially as of 1995, still the advances in the country are not significant: more than 1 out of every 10 children do not complete their first two cycles of basic education. Peak rates in rural areas continue being significantly lower than those of urban areas. In countries with great proportion of rural population, such as Guatemala and Nicaragua less than half of the rural youths complete primary level. (UNESCO, 2008).

9.116 During the last decade, the country assumed the commitment of expanding its goals to ensure education to the population ages 5 to 16 years. This commitment is reflected in the Poverty Reduction Strategy (PRS), which aims to make education the takeoff engine for national development. In fact, in recent years the country has advanced in educational coverage of the population ages between 5 and 16 years. According to data of the Survey of Households, (INE, 2007) the coverage for this age group in 1999 was of 74.1% and for 2004 it was 80.2% with increases in enrollment at all levels. But if it is close to universalizing access to the 6 first grades of basic education (former primary), in Pre-basic and basic levels (7<sup>th</sup> to 9<sup>th</sup>) and mid-level, more than 6 of every 10 children or youths are left out and progress has not been sufficient to reach intermediate PRS goals for 2004. (PREAL, 2005).

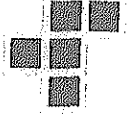
9.117 As of 2006, educational coverage of Pre-basic level has multiplied. In 1999 it was 38.9%, from 2006 to 2008 it increased to 63.7% (MOE/UPEG, 2008). The rate of coverage at this level has been achieved through the attendance of the formal system (Kindergartens) as the non formal (CCEPREB); of 60,432 attended in 2006 it increased to 73,390 in 2008 (Directorate of Pre-basic, MOE). But 97,653 infants are left without care on Pre-basic. (Chart 23 Annexes). In spite of what has been reached there are about 320,000 boys and girls without any type of care (MOE/UPEG, 2008). (Chart 1,2, Graphs 1,2,3 in Annexes).

9.118 The current coverage of the population ages between 5 to 6 years (mandatory year as of 2003) reaches 60%, including the formal and non formal systems (FONAC, 2006). Nonetheless, statistical data differ depending on the source: Infotecnologia UPEG/MOE reports that coverage is of 54%, Coordinators of Pre-basic in Departmental Directorates register that it is 69% and for District Directorates is of 58%. This is indicative of the bad handling of statistical information, which in most cases does not report the real conditions (MOE, Interview, Pre-basic Principal, 2009). According to 2009 statistics of the Ministry of Education, pre-basic education is attended in 7,823 Kindergartens with an enrollment of 204,979 girls and boys, assisted by 6,700 teachers; also this educational service is offered in Community Centers of Pre-basic Education (CCEPREB) under the responsibility of 6,391 Community Educators with an enrollment of 65,550 girls and boys. (MOE, 2008). Net Enrollment Rate (NER) from 3 to 6 years is of 27%. Out of the 9,694 teachers who work in this level, 94% are women, 64% have adequate education and training (Chart 1, Tool 6 in Annexes). The number of students per teacher (NST) is 20:1. (Statistics, Ministry of Education, 2008, Charts 3 and 4 in Annexes).



Present

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9.119 Basic education covers 91% of the school-aged population while the remaining 9% does not access education. It is estimated that illiteracy affects more than half a million people older than 15 years and younger than 40. The problem is heightened facing the scarceness of resources and insufficient and slightly fair educational supply, in amount and quality. (MOE/UNESCO, 2008). According to 2007 statistics, the addition of the enrollment was of 1,372, 917 students attended by 46,308 teachers in 11,110 educational schools. (UNESCO, 2008). 49% of the students are girls. Of the students who are enrolled in first grade 79% reach sixth grade; 10.8%, of the students repeat grade. (INE, 2004). The number of teachers in primary education was of 38,212 (75% women). NST is 34:1. (Statistics, Ministry of Education, 2007). It is expected that the institutions of basic education weakens gradually the current Cycle of General Education and the Technical Basic Cycle of Mid-level Education. (MOE/Educational Report, 2008).

9.120 In 2008, the Ministry of Education registered a total of 1,149 institutes of mid-level education of which 498 are public and 651 are private. These figures show that the coverage of mid-level education is attended at 57% by the private sector against 43% of the public sector. Of the total of mid-level education institutes it is estimated that at least 27 percent are exclusively technical; worth mentioning is the fact that every center of mid-level education offers at least one technical career (Ministry of Education, 2008). Upon comparison of 2006 and 2008 data, a more accelerated growth of the private educational supply is observed, in that period barely four public educational schools of mid-level were created versus 96 of the private sector. (Ministry of Education, 2008, Chart and Graph 3, and Chart 4 in Annexes).

9.121 The coverage of mid-level education is predominantly urban. According to 2006 data of the Ministry of Education, out of the 1,149 institutes of mid-level education of the country 862 (75%) were concentrated in urban areas, of these 412 in Francisco Morazan and Cortes, which is equivalent to 40 percent of the total supply. By contrast, only 287 institutes of mid-level education are located in rural areas, 25 percent of the total supply. (Ministry of Education, 2008).

9.122 During last year's, enrollment to the higher level has increased at an average annual rate of 6.0% when it went from 85,722 students in 1999 to 154,509 in 2009, reaching during this last one a coverage of 14.6% of the corresponding age group, (DES, 2009). The opening of private universities has favored the increase in the number of students who have increased surpassing the growth rate by 10% or more, in 1994 for instance it reached a level of 13.8%. This figure is increased by the rise of the enrollment in UPNFM, Pan-American Agricultural School and UTH, which doubled and tripled their enrollment. (MOE/Educational Report, 2008).

## X. PRE-BASIC EDUCATION MAIN FINDINGS

10.1 Pre-basic education integrated to basic education has acquired mandatory character as of 2003. Furthermore, if alternatives of solution were enforced this level could bring important educational and social benefits to the country.

10.2 Henceforth, it requires the establishment of policies and a strong investment to provide coverage in education services provision to the early age childhood, especially to lesser income groups. Therefore, establishing and starting-up programs of infant attention as one additional step of basic education may become the platform to achieve the goals formulated in the commitments of the Millennium, PRS and EFA GOALS. The care provision to early childhood is the most intelligent manner of investing public spending, especially in moments of economic crisis, according to the opinion of economists.

10.3 After the documentary and field revision, it discovers that the country has not implemented any policy aimed to the care provision of the early childhood (0 to 5 years). The educational priority in this phase is oriented to children ages between 5 and 6 years. Several studies have proven that the first years of life are fundamental for the physical, social, emotional and cognitive development. The greater development of the brain occurs during the first three years of life, which depends on the genes but also on the environment where the child grows, of the nutrition, health, protection he/she receives and the human interactions experienced. Likewise, the abilities to think, talk, learn and reason are developed having a great impact on learning as well as on present and future behavior. (UNICEF, 2006b).

10.4 It is not enough to offer one year of pre-basic education, the problems on educational quality will not be solved if not attacked since the beginning. The attention, care and education to early childhood conceived as an effective strategy to reduce inequality contributes to diminish the own disadvantages of children who live in poverty contexts and helps to level some economic and social differences that arise in the country. Significant learning happens in early years that favor human development, sustainable growth, achievement of peace and social stability. During the first three years, girls and boys learn and develop faster than any other phase of life, why then are they not attended and cared for as they so deserve? During this three years the child's brain is very receptive, allowing faster learning and development than at any other age, in particular when the boy or girl is provided love, affection, attention and he/she is mentally encouraged. There are stages during the first three years in which, during the course of one year, the child's brain may duplicate its size (UNICEF, 6a).

10.5 MOE data reveal that in 2008 a coverage of 63.7% was reached, which is a very encouraging datum; however, the information attained through the interview and focal groups confirms that the constraints faced by pre-basic education are serious and include a limited base of resources, the tendency of the country of not complying with the 200-day school calendar, inequality between genders and institutional deficiencies are factors, which are combined and threaten the sustainability of reforms and the achievements at pre-basic



level. On the other hand, in the best of cases 5-year old children who have access to a year of pre-basic are being exposed to manners of construction of learnings different than what is being boosted in Cycles I and II of basic education due to the lack of articulation between different levels and to the low training and dissemination of Basic's DCNB with teachers of pre-basic level.

10.6 Pre-school education marks a difference for children, especially to the poorest ones, which may be translated on better school performance in basic education, where the child may develop in better manner his/her talents and capacities. It also constitutes an important mechanism of help to mothers who desire to work and they do not have who to care for their children, facilitating with it to improve the household income and to alleviate their poverty conditions.

10.7 The current situation on Pre-basic education shows marked differences of access to these opportunities in children of different socio-economic strata. Due to this, it is convenient to advance by way of granting greater coverage to children at greater socio-economic disadvantages.

10.8 Families neither receive assistance in order for them to be able to contribute to a greater extent to the compliance of early development objectives nor is the participation of public and private institutions and organizations fostered. Such organizations which may collaborate in this important task by promoting more diverse solutions and closer to the demands of families.

10.9 There is a lack of criteria allowing to integrate different modes education services to children younger than 5 years, especially those developed by institutions of protection, such as CCF, Save the Children, Plan in Honduras and those carried out in the educational sector aiming for programs to strengthen their pedagogical component, in a manner such that it facilitates the process of transition of girls and boys towards basic schooling.

10.10 The coverage of Pre-basic has not been expanded, especially in rural areas: in addition the grade of transition has not been universalized (preparatoy 5-6 years). MOE does not undertake actions to extend it towards pre-kinder and kinder grades in a manner that it guarantees three pre-school grades for the entire population. Flexible modes for care provision to children population who live in isolated areas, where it is very difficult to reach with the traditional pre-basic supply which lacks proven quality.

10.11 International research on benefits of initial education is conclusive in the purpose of pointing out that it is a decisive factor on dissemination and enrichment of the vocabulary, in particular of those children whose parents have low educational level. The existence of children who upon entering first grade have great difficulty understanding what the teacher is saying has been confirmed. From this, arises their very low performances in the area of communication with the subsequent problem of achieving the learning on reading and writing.

10.12 When it is verified that all children (boys and girls) advance throughout the first grades of basic education mastering the essential skills to communicate, to make questions and for problem solving, to continue learning with growing independence and in a relationship of collaboration and of respect with fellow men and with different men and loving nature, it could be surely expressed that the educational improvement is under way.


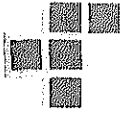
10.13 It is acknowledged that action should take place on the teaching conditions as well as on the learning conditions during the initial schooling period. Warm, friendly and stimulating spaces, adequate social climate, sufficient and efficient educational resources, motivated and skilled teachers, relations of cooperation and of complementariness between the family and the school, inter-culture, attention to diverse needs of students and high expectations of everyone about the outcomes to be reached are required conditions for a successful education.

10.14 Additionally, in earliest infancy stages food, shelter, health care, timely development, protection, game and affection are essential. Also, in the country many families do not have the conditions of providing, in adequate manner, the satisfaction of all of these basic needs, such as the case of more than half of the rural households, which live under poverty conditions (INEI-EHO, 2007). That is the reason why social programs aiming to provide care and development of most vulnerable small children in underprivileged rural and urban areas are indispensable. Likewise, to ensure access of these populations of boys and girls to high quality initial and pre-school education, which boosts their development taking advantage of their positive experiences and compensating for the lack of family and community context.

10.15 Certainly, the ideal situation is that longitudinal research –which follows the educational performance of a child since entering the educational system until graduation– be carried out in the country. Another utopia is that initial education that children would receive reaches sufficient quality levels. For now, in particular services that the poorest children receive leaves much to be desired. Non schooling mode is not only in the hands of non qualified people to care for infants (volunteers), but rather the programs operate in the midst of an enormous deprivation.

10.16 Pre-school education in the country is governed by the 1966 Organic Law of Education, which establishes that this law is aimed to the population ages between 4 to 6 years and six months of age. It is not of mandatory character. In addition to the Organic Law, pre-school education ages between 5 to 6 years is governed by the 2005-2015 National Plan of Education and the 2003 NBC. (MOE, 2009).

10.17 Among the institutions that provide care to the Early childhood and their families are: the Ministries of Health, Education and IHNFA, which stemming from their sector goals these organizations neither develop inter-sector actions in planning nor in the implementation of their policies and financing. Implementation of programs is made from the Presidency of the Republic but they lack the institutional infrastructure to govern and to arrange a policy of care provision and attention as well as of initial and integral education.



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The abovementioned first three entities, in spite of an increase on the education budget these still face budgetary, structural and managerial related problems. (UNAT, Interview, MOE/Interview Pre-basic Female Principal).

10.18 There is a dismantling of initiatives on behalf of every institutional stakeholder, official and private; as well as of initiatives financed by different entities of the international cooperation or of the multilateral banking entities. A set of initiatives of care provision to early childhood governmental as well as non governmental –regardless of their quality levels– has been of temporary nature due to reasons of changes imposed by political cycles upon the set-up of a new government, of its administrations and due to the financial dependency and external budget. Likewise because they have been conceived as isolated projects. (Interview to FEREMA's Female Principal, Focal Group Principals and Teachers).

10.19 Currently, Pre-basic Education provides care to 64% of the children population ages between 5 to 6 years. The goal for 2010 is for coverage increase to 90%. Pre-school education in the country is poor on quality in every socio-economic sector. In general, there are many waiting times and of free play; the activities are the same for everyone in spite of development differences between children and the work is basically reproductive (that is, it incites to copy a model). On the other hand, it is highly segregated. Children of families with availability of more resources have a surrounding with greater opportunities and they carry this capital to the centers that they attend, improving their level. The contrary happens to poor children.

10.20 In this case, during 2007 and 2008, the Municipality of Chinacla –Department of La Paz, Honduras– has implemented a pilot experience to provide care to the first infancy, joining the Strategy of Integral Attention to Children in the Community (AIN-C) with a Program of Early Development. The trial was yielded by the inter-institutional and inter-sector coordination of governmental and non governmental organizations undertaken with the participation of the Ministry of the Health, the Ministry of Education, the Municipal Mayoralty of Chinacla and the Christian Children's Fund of Honduras (CCf-H and UNICEF).

10.21 Although the pilot experience was carried out in four communities and its duration has not been very extensive, the initial results of the systematization may be valued. This systematization was for a mode of infant development of children (boys and girls) who received early development and detection of cases which are at risk, processes which motivated the families to see the effects. Also, interest was expressed on behalf of the Mayoralty in support the Program of Integral Attention to Children.

10.22 Programs in general lack the capacity to absorb highly qualified human resource due to the lack of resources and budget. Teachers' education is not aimed for the Pre-basic level. Voluntarism which appears as a solution in spite of community commitment is insufficient to ensure the quality of initial education; if sufficient and ongoing training

processes as well as policies of incentives are not implemented. (Chart Tool 61 PB, Chart 23 Focal Group).

10.23 The little attention that district directorates offer to pre-basic educational schools (Chart 9 BE in Anexes) provides administrative weakening that has repercussions regarding what has to do with the incursion of the child to the educational field, specifically the preparedness that he/she is receiving in Pre-school level. When weakening is mentioned, it aims to highlight the fact that academic performance observed at basic education level is extremely low, an outcome due to little development received during the first years of life. According to the opinion of mothers in a focal group in Danli, who expressed: *"...as mothers, we expect the education provided in Kindergartens to be educational for a better future to them, above all that it teaches them how to perform very well before a group of people"*... (Chart 24, Focal Group in Annexes). This translates into bad behavior or problems adapting to the environment, educational as well as social, and the subsequent school dropout during the first three years of the basic cycle.

10.24 Amongst possible causes for this problem, it should highlight a deficiency referring to updated material and tools appropriate to the needs of teachers and children who require them as support in the classroom. According to the opinion of mothers/fathers ( children's parents) *"...at this moment the education in Honduras is terrible, one cannot advance, it needs changes. The teacher is an irresponsible person...physically (infrastructure) the kindergarten is in bad condition, it is too small, it would be better if it was bigger, we have problems with the roof"*... (Chart 23, Focal Group Teachers). In addition to this, the very little cooperation on behalf of children's parents who believe that the teacher is the one who has to do everything and they are not in charge of complementing this education at home; hence, denying the child the opportunity to explore his/her talents and to satisfy doubts and needs. (Charts 19 PB, 7BE in Annexes).

#### **Schools and Establishments. Administration of Schools and Educational Institutions.**

10.25 Most teachers of the sub-sector do not assume responsibility for results attained and they neither report to the public opinion, nor to parents, nor to principals or governmental authorities on achievements attained. The dismissal of a teacher due to bad professional performance is almost impossible. Pedagogical excellence is rarely rewarded and in general it is rarely acknowledged. It is unusual for teachers to receive support for skill enhancement.

10.26 Pre-school education requires a specialized teacher with the required attitudes, knowledge, skills and abilities for the performance of duties and competences in the interpretation and explanation of the curriculum. Due to it, the teacher feels that he/she has to work aiming to change many factors affecting his/her labor education, among them his/her capacity of proceeding, handling new technologies to avoid pressures exerted upon him/her on behalf of parents, the community in general and institutions, especially in regards to demands on curriculum innovations.

10.27 For achieving this purpose interviewed pre-school teachers request that training provisions be offered to them regarding the following topics: computer science (15.18%) Mathematics (13.39%); handcrafts (12.50%) English (11.61%); Planning

(6.25%); Pedagogy of Teaching (5.36%); Projects (5.36%); Human Relations (5.36%); Teaching on Moral Values (2.68%); Teaching on bilingual contexts (2.68%); Methods and Techniques of Learning Assessment (1.79%), this will help them on preparedness to assume the task of educating new generations; hence, it not only implies the responsibility of transmission of basic knowledge for pre-school level, but rather also the commitment of strengthening required values and attitudes on children, in order for them to survive and develop their full potential, to improve their quality of life, to make sound fundamental decisions and to continue learning.

10.28 Another aspect consulted to teachers and principals of Pre-basic was on the improvements they would like to carry out in their educational schools aiming to strengthen the learning process of students, attaining the following answers: Infrastructure with a 21.15%; to have a classroom with technological advances 15.38%, a space for recreational activities 15.38%, security of the educational schools 7.69%; improvement of pedagogical capacity of teachers 9.62%; to achieve discipline on behalf of students 1.92%; more desks 13.46%; library 9.62%, (Chart 21BE in Annexes).

10.29 For improvement on the educational quality of teachers it requests the construction/remodeling/ building improvements (41.38%), Provision of furniture / didactical materials / several 34.48%. Training provisions 17.24%, In addition to staff 6.90%. Urgent tasks from the point of view of the teacher, undoubtedly, essential factors in order to be able to talk about educational quality. (Chart 20 BE in annexes).

### **Teaching-Learning Contents**

10.30 As shown in figure 2, in the following page, the contents of teaching-learning are framed in the areas: *Personal and Social Development*: it consists in the development of perceptive and motor skills essential for carrying out daily chores as well as the skills for the knowledge of the body and for devising a concept of himself/herself. It includes cognitive and socio-emotional aspects required in the acquisition of basic habits and skills for health care and coexistence with the social group to which it belongs. (NBC, 2003)

10.31 *Relation to the Environment*: the purpose of this area is to foster a more objective and analytical knowledge of the social and natural environment and to develop capacities of autonomy, performance and integration of the child (boy or girl) into reality. The environment makes reference to the context integrated by people, social organizations and ecosystems as well as elements, objects and own productions of the natural and social background. (NBC, 2003)

10.32 *Communication and Representation*: This area includes the useful disciplines to develop different forms of communication: symbolic and verbal language, body language, Mathematics, Music, Plastic, and other forms. All of them must have an outstanding place in the daily activities of children, so that they might express their experiences through the resources they have at their reach. (NBC, 2003).

10.33 The pedagogy of definite teaching in the curriculum, is varied. It pretends to offer at this level, the educational quality which will guarantee the obtaining of knowledge, skills,

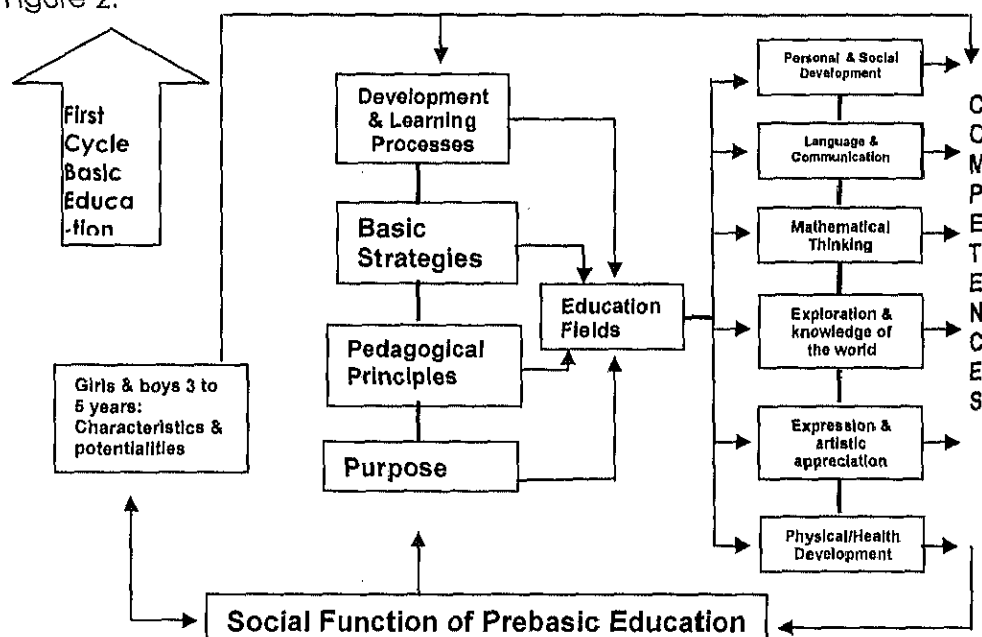
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capabilities and attitudes necessary, which are an indispensable requirement to enter into Primary Education, offering them a program of Pre-school education valid for their development, their socio-cultural context, and according to their needs. (NBC, 2003).

10.34 The educational fundamental purposes constitute the base, together with the knowledge available concerning the educational practice and the infantile learning, to select and organize the educational contents, which are developed in Pre-basic.

10.35 The non-formal pre-basic education is taken care of under, the I Play and I learn Program, which has been designed as an educative package, with materials elaborated and which have been also proved for the context of rural and urban-marginal communities. The program is easy to handle and it has an annual programming, which assures the learning in children, boys and girls, which is established by the National Curriculum of Pre-Basic Education, and it is designed to be specially with the alternate modality of delivery of this educational service (FEREMA, 2006; Rápalo and Aguilar, 2008).

Figure 2.



Source: SE/NBC, 2003

10.36 The I Play and I Learn Program is developed in a Pre-Basic Education community center (CCEPREB). According to the description offered by the same, these are safe, clean and easy to reach places, where all the children, boys and girls, through the use the I Play and I learn Program, they obtain the basic strengths for reaching better levels of academic performance, and they develop skills and abilities in an environment which provides materials and interactive activities, which will increase their interactivity, and would increase their trust and self esteem. (Rápalo and Aguilar, 2008).

10.37 Each center works at least 6 months of the year , and 10 months the most, in a schedule which depends on the needs of the community, they attend the children, boys and

girls during 5 days of the week with an average of three and a half hours, as maximum. At each center, children, boys and girls, are organized, they are attended by a volunteer educator, who is duly trained by the Ministry of Education, or by an NGO, still with the technical support of the Ricardo Ernesto Maduro Andreu Foundation for Education FEREMA. (FEREMA, 2006; Rápalo and Aguilar, 2008).

10.38 Even though the data obtained indicate that the evaluation of teacher's performance should be carried out, this is not a systematic practice. If this were the case, practices in the classroom could be improved, and its impact on the children of Pre-basic would be greater, impacting the indicators of reprobation. Besides, the non-monetary incentives are absent. Apart from salaries, hardly ever have the teachers been offered incentives of performance, as it is done in other occupations, since there are not any clear standards, relative to what they should do and should accomplish. (Charts 14PB and 14EB).

### **Teachers**

10.39 Teachers are the most important element in the achieving of a good education, and the lack of motivation is the point where we should make emphasis, for a real improvement on this component of the educational offer. In relation to the formation received, many teachers do not have in their training practices which would allow them to do their work better in pre-basic education, since more than 90% of teachers, are teachers of primary education.

10.40 Work stability is not based, or derived from a good performance, but in obtaining a position, and thus having the security of keeping their job, the teaching career does not have prestige and social recognition any more, few are the opportunities of personal professional development and the need to satisfy the lack of the children and the community where they live.

10.41 The analysis of the quality of the formation of teachers, and the development of proposals to improve their work and professional situation are needed, in such a way that the status of the teaching career is improved. (Chart 18 EP). One of the aspects which outstands is the precarious situation to which the teaching profession has been submitted in the last years. These are dramatic – not to say, tragic – the conditions in which the Government, under the conduction of the last two administrations, but specially during the last one, has pleased the whims of the teachers' leaders, damaging the teachers' work; having had to take drastic measures on the promotion of students, not to hurt them, since they are the ones that at end will suffer the consequences. (Chart 17 EB and annexes) for the moment there doesn't seem to be a decision to modify the current conditions. It is a fact that the directives on educational issues in the country are not being transformed, and instead of that they seem to be getting worse.

10.42 Human Recourse in this field are scarce and little trained. Very little is invested in the center of Pre-basic education being the non formal modality, the one which covers most of the population, to be able to achieve the EFA goals.



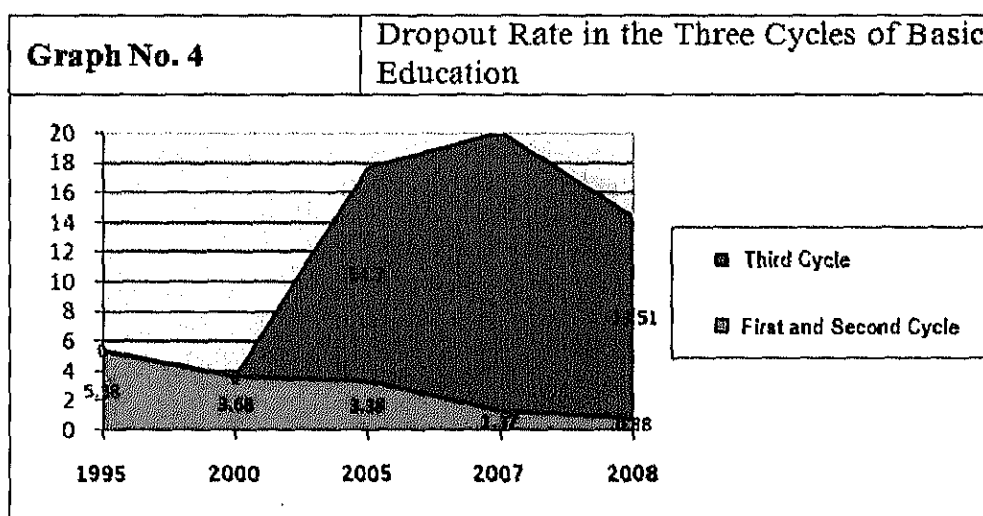
**XI. BASIC EDUCATION MAIN FINDINGS**

Table No. 5			2009 Net Coverage Rate of Preliminary Initial Enrollment in Basic Education Levels						
Level / Educational Cycle	Population			Enrollment			Coverage Rate		
	F	M	T	F	M	T	F	M	T
Basic Education Level	876,434	898,491	1774,925	633,126	627,068	1260,194	72.2	69.8	71.0
Basic Level 1 <sup>st</sup> and 2 <sup>nd</sup> Cycles	597,518	614,664	1212,182	519,219	528,276	1047,495	86.9	85.9	86.4
Basic Level 3 <sup>rd</sup> Cycle	278,916	283,827	562,743	113,907	98,792	212,699	40.8	34.8	37.8

Source: UPEG/SE Census of Education Schools 2009. It does not include Centers with new codes. MAP: September 08, 2009. Population Forecast. Basic Education Level includes 3 cycles (from first to ninth grade).

11.1 The deficient educational quality is the essential problem of the system; it is reflected in the low relevance and pertinence of learning; in the rate of repetition, dropout, and reprobation, above all in the first three grades; and in the low performance, and academic achievement of the students, boys and girls at all educational levels. Even though teachers say that they carry out activities to help develop the students intellectually, in practice they do not know show signs of other actions. (Charts 14,15, and 16 of instrument 6).

11.2 According to a study elaborated by the National Commission of Non Formal Alternative Education (CONEANFO), the educational system of Honduras is the most underdeveloped of Central America, since only 32 out of every 100 students finish their primary education, The statistics for the Program for Development of the Organization of United Nations (PNUD, 2006),also reveal that 51% of those enrolled finish in an average of 9,4 years and that the levels of school dropout are increasing all the time.



11.3 The absence of teachers in the classroom is significant at the different educational levels. At the basic and middle educational levels, of the 200 days, which they should labor, hardly 110 days during the year are covered, this problem is even greater in the rural areas. Even though there are regulations which have to do with the performance of teachers, concerning accountability, according to the Law and Teacher's Statute and its Bylaws, these do not apply. Teachers do not attend their educational schools for varied reasons, this year has been the greatest percentage of assistance to information assemblies (classes strike) see (charts 11PB and 11EB).

11.4 The improvement in the teaching at basic education depends on several factors, which have to do with equipping the institutions, school management, the formation of the teachers, new rules for action in the exercise of teaching, periodic evaluation of the progress and performance of the students, a starting education with more coverages and quality and programs which will make up for initial disadvantages of the students at the health and nutrition levels.

11.5 All these aspects are a priority and are explicitly demanded in the National Educational Project, which has been stated on the Sector- Plan 2005-2015. But in all cases, a mechanism capable of assuring the teacher and the principal of support and pedagogic assistance is indispensable in their permanent efforts for change. The main mechanism to reach this end, is the pedagogic accompaniment, strategy which at the same time contributes to the professionalization of the roll of teachers and principals, transforming in quality the pedagogic practices, and of management which currently predominate in educational schools.

#### **Schools and Establishments. Proceeding and Administration of Schools and Educational Schools.**

11.6 The decentralization has not reached the educational schools. The change in the management of the educational schools has been carried out through the construction of the Educational Project of the Center PEC, carried out by the different stake holders, who are involved. To achieve the results wanted, to arrive at the vision of the school proposed in the PEC, it is indispensable to revert the roll of the principal as the controller and administrator of static routines, to assume a dynamic leadership, which would assure the achieving of the objectives. It has to do with assuming the roll of a mobilizer, of someone who orients, and plans processes, and practices, starting from the interests, needs, and demands of the different educational stake holders (Rápalo Castellanos, 2003).

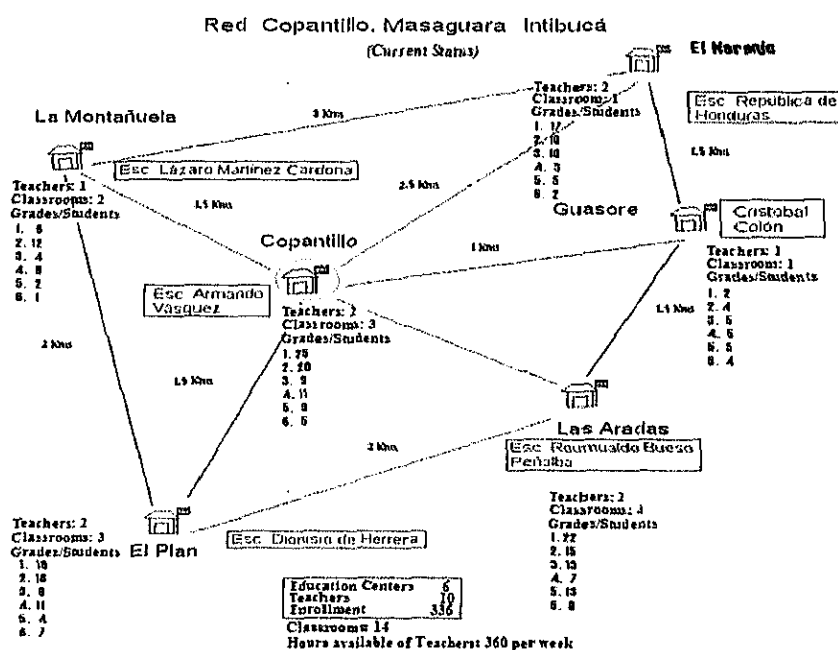
11.7 The Uni Teaching and Bi Teaching schools of Honduras together represent close to 80% of the total of the center of Primary Education of official Character, distributed in the 18 departments of the country (SE, Educational Census, 2006). These schools belong to the regular system of education and of community self management, as is the case of the schools of the PROHECO.

11.8 some years ago the Secretary of Education proposed goals oriented to uni-teaching, as well as the development of the program of support for the improvement of the educational quality at the Uni- centers, and Bi-centers, through processes of training directed to teachers who work in this sector- In this sense the Program of Continued Education

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developed by the Francisco Morazán National Pedagogic University emerged. (UMCE, 2002-2004).

11.9 The Rural Educational Networks are a model of management which pretends to optimize the resources to defeat the single-teaching. They represent a component of EFA, and are sustained by a Ministerial Agreement. Currently there are 234 educational networks in the 18 departments of the country, with their respective legal representation. The networks are the result of the work with the educational schools, and even more, with the communities around them. This logic has the advantage of strengthening the organs of participation of the educational community, such as teachers, parents, and the school government. What still has to be solved, is the matter of whether these Networks will continue to be conceived as a model imposed from above, or if progress will be made on the de-centralization of resources (UMCE, 2006). Following, a model of organization is presented.



### Curriculum Design

11.10 The NBC is the normative instrument which establishes the capacities, competences, concepts, skills, abilities and attitudes which every subject should achieve in the national Educational System at the levels, cycles and/or modalities which are directed by the Secretary of Education (NBC, 2003).

11.11 The NBC is organized in curricular areas related with general objectives; it also brings orientation on the functionality of different curricular elements, and fundamentals which are based on principles, ends, objectives and sources which limit the outreach of the NBC. The NBC is operated through the fundamental matrix of the DCNB, section which develops the more general curricular structure of levels and cycles; establishing the purposes of each one of them, it describes the curricular areas, the objectives of learning,

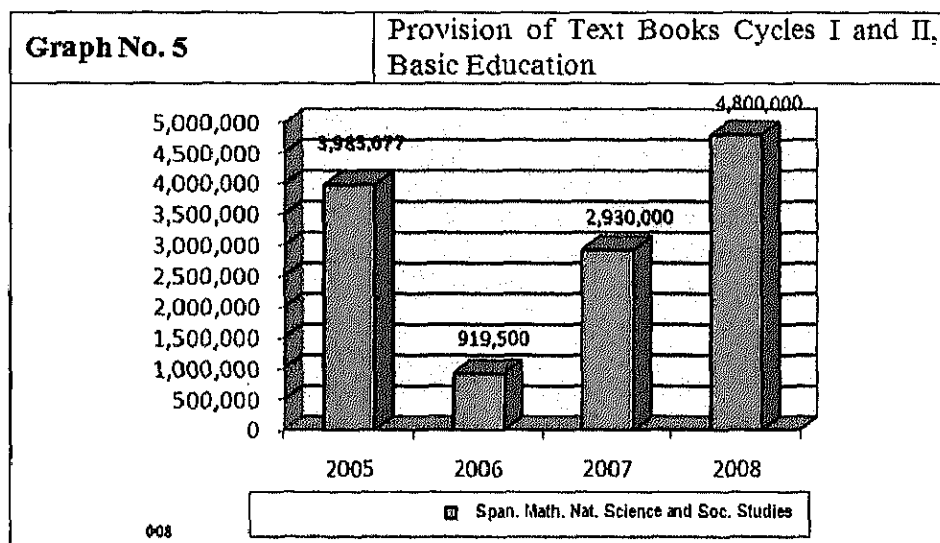
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the blocks of contents of each curricular area and their competences and /or educational standards (NBC, 2003).

11.12 The curricular planning at the educational schools in the last four years, has tried to implement the Center Educational Project, which is used for the development of projects for the improvement of physical infrastructure. Teachers are having difficulties in elaborating the Center Curricular Project, this would help on the implementation of the NBC (NBC, 2003).

11.13 At the educational schools, the NBC is not tried to be enriched with the input from the immediate reality, in such a way that learning does not become significant in terms of comprehension and incorporation of the local cultural reality to provide a pertinent educational offer with the socio-cultural characteristics of the population groups to which it is directed, to bring this curriculum to the interests, motivations and the expectations of the population, to value the cultural identity, incorporate to the curriculum the inputs of culture, centering this curricular process on the student, as the main stakeholder; these are proposed axis in the DCNB, 2003; nevertheless this postulates are not put into practice by the teachers, since change takes a lot of time, it is difficult to abandon the old to start new actions, specially when we do not know how to accomplish them (Teachers Focal Group).

11.14 Between the years 2005, and 2008 books have been given for the first and second cycle of basic education of Spanish, Mathematics, Natural Sciences and Social Studies as it is shown in the next graph. Several organizations and projects are collaborating with the country to improve the educational indicators. JICA through the PROMETAM Project has elaborated Math texts for the basic level, which have been delivered in educational schools in 2006 (EFA Goals Report, 2008).



Source: SE/UPEG, 2008

11.15 The project, Improving the Impact of the Students' Performance in Honduras MIDEH, has given some support through the elaboration of National Standards in Mathematics and Spanish, Programming, monthly tests and the instructions for the use and implementation of such mentioned didactic resources, which have become a great

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contribution for teachers and students and of the basic Honduran Education. (EFA Goals Report EFA, 2008).

11.16 Nevertheless the deliveries do not reach all educational schools. The focal group of teachers manifested *"I would like to obtain enough didactic material, books, workbooks for each student, to have a classroom equipped with all the necessary materials in which the student can make use of it, so that they can learn while doing, to have the technology so that the students might develop their skills and abilities, to carry out their learning, making use of methods, techniques, such as, crossword puzzles, storms of ideas, workshops, library, etc. since my educational schools lacks so much resources"*. Another teacher said *"I would like to have more technology, more space, a library where we could obtain more knowledge, a diversity of games, since we don't have any here"*. (Chart 23 EB Focal Group). This is evidence that the educational schools lack all the materials which intervene directly in educational quality. (Chart 21 EB, 11 EB)

11.17 In relation to the instruments of evaluation, The Secretary of Education has created a national educational system of evaluation, and has adopted since many years ago, the system of evaluation and controlled promotion at the primary level. The policies of evaluation pursue the purposes of unifying standardized criteria according to the needs of the different educational cycles, and at the same time standardizing an evaluation system for the levels, cycles and modalities. Nevertheless, the practices in the classroom continue to be the same, applied without any planning, which could reach a correct feedback of the learning not reached. (Chart 16 EB, 17EB).

11.18 The establishment of teachers' supervision and accompaniment, to assure the good functioning of the curriculum, does not guarantee that there will be good management of education. The definition of evaluation criteria, is required, and also self evaluation of teachers, standards of evaluation of the different educational schools, and a good plan of teachers evaluation and accompaniment, which will show the teacher the weaknesses he or she might be showing, so that he or she might make some improvement. District Direction 39,02%. Department Direction 14, 88%; CETT 8, 30%. Personnel of the Central Office of the Secretary of Education 2, 77%. Healthy Schools Project 9, 34%. Several others, (promoters, COHCIT) 26. 98% (chart 9EB).

11.19 It becomes difficult for educational supervision to favor the change and improvement, since because for motives of demonstrating the status of power and knowledge, people feel that they have the faculty of thinking and defining the contents and forms of innovation, teachers and educational schools are not allowed to develop their own knowledge and power in the definition of what they consider necessary to innovate and improve in their particular context. Few supervisors develop a style of supervision oriented to empowering teachers to analyze their context and starting from it generating "their own" proposals for change and improvement. (Chart 10 EB).

11.20 Sometimes supervisor are responsible of fomenting the establishing of at the educational schools, certain innovation or reform (communicative focus, or methodology for the teaching of Mathematics, to reach the 200 days of classes) and they do not agree with it, because it has not been quite developed well, or they do not understand it, or they

have not been taken into account for its elaboration, or because they have not received the adequate orientation and training.

11.21 Some indicators reflect that the official sector is less efficient than the private sector; the rate of repeating at the primary level is 9.7% at the official schools, versus 2.9% at the private schools. The non-adequate initial formation and the deficient permanent formation of teaching personnel in service constitute weak links of the national Educational System. Besides the structural deficiencies in the formation, it is necessary to point to great deficiencies in the dominion of the scientific, pedagogic, and technological contents, which turns the quality of education, even more problematic. (SE, 2009)

11.22 The improvement of the quality of education is one of the general objectives of the National Plan of Action of Education for All. To achieve this objective, the SE proposed the achieving of the reduction of the rates of school dropout, repeating and over age, to substantially improve the curriculum, methodological approaches, the quality of educational materials, the establishing of a network of educational schools in the rural area, as a way for solving the isolation and the dispersion of the educational schools located in that area, and the generalization of the de-centralized administration at the department and municipal levels. Even when it was not expressly accepted, it has been part of the of the struggle for this objective of the National Plan Of Action of Education for All, the improvement of the initial formation of teachers, and the initiatives for training teachers in service. (Sector Plan 2005-2015).

11.23 Among the actions asked by the teachers who were surveyed to improve the educational quality in their educational schools, the following outstand, training 26,39%. Construction / remodeling / improvement of buildings 18,06%. Providing furniture / teaching/didactic materials / several 18,06%. More participation of parents 18,06%. More personnel 8,33%. Financial support / budget 5,56%. Supervision 5,56%. (Chart 21 EB). This brief description of the current situation is a fundamental step, not only to acknowledge the weaknesses of the system, but it also offers the proposal of alternatives and structural ways of coming out, which will allow at a short, mid, and long term, to lead the destine of education not only from a narrow and pragmatic optic, but also to be accountable of integral broad humanistic aspects also.

11.24 The proofs which were provided by the External Unit of Measuring the Quality of Education (UMCE, 1998 to 2007) to the students of the diverse levels of the education system, have delivered precise information about the levels of learning (see chart in annexes). The public opinion each time is even more aware of the information on the capability of reading a simple text or of carrying out some reasoning as of that adding, or subtracting. The low level of comprehension of a very simple text reading indicates the seriousness of this problem of the quality of basic education and suggests that it is necessary to review the strategies used till now to train teachers.

11.25 The incidence in concretizing the achievements, the experiences obtained, has been very little, above all because integral and sustained efforts have not been made in this field. Starting from the decade of the 90's, and in the frame of the process of Modernization of the State, the first proposal of modernization of the education was made, which was not