

made a reality, because the government of that time was at the end of its term (FEREMA, 2004).

Teachers

11.26 In the last years, the social consideration of teachers has been modified. In the past they were recognized as having an elevated social, and cultural status. Their vocation and abnegation is esteemed in them. Nevertheless, at the present moment, society tends to establish their social status based on the level of how much their income is. The ideas of knowledge, abnegation and vocation have fallen down in their social value. For many parents, the fact that someone has chosen to become a teacher is not associated with the sense of vocation more than a way to be able to have an employment, and to keep it during their whole professional life, in some cases, without even "the least effort". That is why the salary of the teachers becomes one more element of the crisis of identity, which affects them. It does not have to do with amount, but with social consideration, and even a social insult. In consequence a devaluation of their image has been produced, parallel to their salary inconsideration. *They do not have enough practice, it seems to be that the issue has to do more with money than with love for their profession.* This is what some families think about the teachers. (Chart 25.Focal group).

11.27 *"Teachers are not trained, they teach several subjects, there should be ethics to accept interim positions, and that they lack knowledge, they have not had any specialization in their area of study, teacher should be relocated according to area of study" (Chart 23 EB Focal group.)... "they have been trained, but they can not practice it because of enrollment increase, there's lack of parents support"*.

11.28 Together with other factors, which without a doubt are decisive, the factor of teachers is one of the most important when it comes to defining routs of solution to the educational crisis. It appears as a key problem, the limited pedagogic and professional performance which they demonstrate.

Table No. 6	Distribution of Teaching Staff per Gender According to Educational Level	
	Feminine	Masculine
Preschool	97.3	2.7
Primary	74.3	25.7
Intermediate	53.5	46.5
Superior	35.5	64.5
Total	70%	30%

Source: From, based on the Comparison Study of the National Education System of 11 Latin-American Countries and the Caribbean, 2004

11.29 62% of the teachers of primary education, teach in multi-grade schools, which supposes a deficient quality due to time and attention dedicated to the students per grade (SE, 2009).

11.30 From the data of the sample for this report we found out that at the Pre-Basic level, of the 33 principals and teachers interviewed, 100% were of the feminine gender. At te basic level 65 belonged to the feminine gender (68.42%) and 30 to the masculine gender

(31.57%), this information matches up the information presented by From in the previous chart (Charts 3PB and 3 EB in annexes).

11.31 The data reflects that the teacher interviewed is, in its majority, a young adult (chart 4PB and 4EP in annexes). Their age is between 31 and 50 years old, so, it could be thought that most of the teachers still have from 15 to 20 years of service, those who have directive rolls are the one who have older ages. These means that the processes of capacitating and up dating are very important for the teachers population, since, if they are conducted properly, they represent a possibility for them to improve their quality in the benefit of the children, boys and girls. Nevertheless, the majority of teachers who have just graduated from their careers have a great difficulty to get into the teaching career, and thus become a problem which stops their training, to be able to find a position, they have to start with doing leave of absence periods; *"Young people do not so easily get a position. I had to stand waiting five years covering licensees, until I got my job as a teacher. Even when I was lucky to get help from a Supervisor's friend"*. (Chart 23 PB and 23EB Focal group of teachers).

11.32 The hiring of teachers in primary education, has increased from 16,385 teachers in 1980 to 34,069 in 1999. This represents an increase of 107.9%, figure superior to the population growth in this level (79.7%). The difference would have been transformed into the reduction of the number of students per teacher, which during that period went down to 37 students per teacher in 1980 to 32 in 1999. (OEI, Honduras, 2006). The percentage of teachers for Pre-basic 8% for Basic education 69% and for Mid-Education 23%

11.33 Once the teachers get into the educational institutions, they are not object anymore of a systematic attention looking to formally verify their academic practice, their personal profile, their pedagogic capacity and responsibility, that they correspond to previously defined patterns to determine their effectiveness in the achievement of their educational objectives. (Chart 10 PB, and 10 EB, instrument 5).

11.34 Among the main factors which affect the daily activities of the teacher in the country, are, not enough pedagogic aids, 85% of teachers carry out their many pedagogic and administrative activities without receiving any help, especially the teachers of Uni-docent or Bi-docent schools, (elaborating a monthly report, a report on the development of activities, elaborating project to apply for support from other institutions, among other things).

11.35 The pedagogic help is fundamental for the success of the educational tasks. As much support, as, the teachers might receive, less of this type of activities they will have to carry on and they will have more time for teaching. The pedagogic support is translated into another re enforcement, and attention to students with learning difficulties. But the pedagogic assistance is not enough. It is urgent to improve the quality of the capacitating programs for teachers and the updating of the curriculum according to the needs of development of the country, as well as with the regional and worldwide tendencies of development.

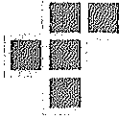
11.36 The capacitating or professional development programs in service continued formation), have been organized around very short meetings and massive attendance, without focusing on punctual and frequent activities, which would allow teachers to have answers and suggestions for the specific and concrete problems, which they face in their classrooms. With trainers, little capacitated in the issues of training, which many times get the teacher confused and do not allow him or her to use the methodologies recommended. In general, teachers attend the trainings to get one more diploma, which will credit them to have another salary increase. The trainings which teachers attend tend to separate the teachers from his or her pedagogic activities, which contributes to decrease the effective number of class hours in the educational schools.

11.37 Teachers have asked for the incorporation and use of computers in their training; the context which now a days surrounds the students, is conformed by information, and communication technologies. In this sense, the educational system has the commitment of forming the teacher in the use of communication media; in normal schools as well as, teachers in service (Chart 5PB and 5EB).

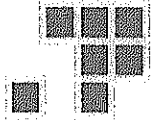
11.38 Even though teachers affirm to have participated in formative activities in the last years, a 60% of the teachers reaffirms, that they would have liked to have received more formation, above all related with teaching to students with special educational needs, the didactic use of technology and communication in a multicultural environment, training in Spanish, Mathematics and Computers. More than 30% of the principals of these centers considers that there is insufficient pedagogic training of the educators. This is mostly due to the fact that most of them have had their initial training with a more scientific than didactic focus. Besides, the totality of faculty get into teaching without any type of specific orientation about their job. (Chart 23EB focal group, Chart 5, PB, and 5EB).

11.39 A study on the impact and the need of capacitating for teachers of basic education in relation with the implementations of the NBC, which MIDEH (2009) is carrying out confirms this fact. The preliminary data demonstrate that more than 37.45% has not received any training on issues such the use of texts for Spanish, Mathematics, didactic guides, educational standards, educational programming, the use of monthly tests, being this last issue where they require more training (37.45%) of the interviewed teachers. (The sample is not known, the results were presented as an advance on December 16th, 2009). The same study refers that 73.11% of teachers who were trained in these subjects require of more training on the use of Spanish text books, and that 69.12% requires it on Mathematics. In the results of the sample (chart 5EP and 5EB in annexes) teachers and principals interviewed, requested training on various subjects. These figures demonstrate that the training does not reach all teachers, or that the methodology used does not reach the purpose, and this influences in the bad use which is given to materials delivered for the implementation of the DCNB, which makes us think that 70% of the teachers are not implementing it, or make bad use of the resources provided.

11.40 Teachers are not evaluated during their journey as educators, teachers do not submit themselves to any type of evaluation, even when it is contemplated in the Teachers' Statute. To evaluate the teacher is positive, above all, if the information of the result is given back



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to him r her, so that they can improve their labor and introduce the changes in their methods of teaching.

11.41 The basic pedagogic formation is insufficient to face the situations which come up in the frame of the current society: great diversity of students in the classrooms, conflicts in some students, crisis of authority, assumption of new missions which society or the family delegate, lack of formation on Informatics and Communication Technologies and above all, in models of application of these in the classroom. Stress and lack of motivation, derived in part for the lack of adequate formation of working out adequately the problems in the classroom, these are some of the problems which teachers face in their daily activities. (OEI, Honduras, 2006).

Teaching Model

11.42 Teaching is still a little centered on the student. Even though the methodology suggested by the DCNB is constructivist, the majority of the teachers do not know it. They consider, that their work should be centered on facilitating learning to the students, and to let them find solutions themselves. *To work under this criteria turns into a greater adaptation to the individual needs of each student, and a more active participation of themselves, so they express* (Chart 23 EB Teachers' Focal Groups). nevertheless, theory does not match their practice. 62% of the teachers responded that they used the blackboard as an indispensable instrument for teaching their classes. (UMCE, 2004). Classes structured for activities as a group are more frequent, they are more common among teachers who think that their main tasks is to transmit knowledge, and to provide correct solutions to the students. (Chart 23 EB Teachers' Focal Group). This position is very far away from constructivism.

11.43 The professional pedagogic action of the teacher has usually been directed to measuring the results of learning, it has been mainly centered on verifying the quality of the product or the students performance. 66% apply written tests on contents taught (Chart 15EB).

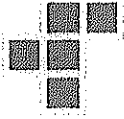
In relation to the climate of the class, it is the least favorable. 60% of teachers work in a center whose principal considers that the negative climate of the class, does not allow learning. Teachers dedicate about 30% of their teaching to trying to maintain the order among the students, and to carry out administrative tasks (Chart 12 and 13 EB, annex).

11.44 The main finality of the action of accompanying and assisting the teachers constantly in their own educational schools, it's to contribute to the successful learning of all, in a critical and creative way, which means improving the scholar performance, assuring equity in the access of achievements and quality learning opportunities. The main mechanism to achieve this end is the pedagogic accompaniment, strategy which at the same time contributes to the professionalization of their rolls as teachers and principals, transforming qualitatively the pedagogic and administrative, which currently predominate in schools, the policy of pedagogic accompaniment must be implemented, together with the creation of school networks and the extension of the effective time of learning, with a variety of support and conditions in the educational schools, so that they will break up with isolation and that they would propitiate in a sustainable way these processes of institutional change. (Charts 9 PB and 10PB, 9EB and 10EB).



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XII. SECONDARY EDUCATION MAIN FINDINGS

12.1 An important support for the Honduran educational policy is the national consultation carried out by the National Convergence Forum (FONAC) in 2000. The document product of this consultation indicates the need to increase coverage of secondary education and the fundamental State responsibility for achieving this goal; it accepts that this level cannot be declared mandatory in immediate manner, but that it will have to consider this possibility in time periods adjusted to the development of the country. On the other hand, it proposes a curriculum reform bearing the implicit purpose of organizing the subsector and making the supply and demand of secondary education compatible.

12.2 Honduras has the lowest coverage rate for secondary education in Latin America, far from countries, such as, South Korea, which demonstrate a rate of sustained growth in the last years. During 2008 coverage rate at this level barely reached 28.0%, with a dropout of 13.5% at the Basic Education III cycle and de 7.4% at the secondary level and a rate of reprobation of 14.8%. The framework of educational policy emphasizes the importance of Late Secondary Education, and projects as a goal that the year 2015, that 50.0% of the new labor force should complete secondary education; nevertheless the budget assignments of the secondary level do not allow making this policy operational in terms of coverage and quality. Besides its insufficient coverage, the secondary education is predominantly urban.

12.3 The low coverage rates are determined by various factors: a) the limited state funding, which so far, has oriented its priorities toward the mandatory educational levels specifically, the first and second cycle of basic education; b) the low efficiency levels of basic education, especially at the first cycle, which is translated into high rates of repetition, dropout of the school, which causes like a filter effect, which limits the possibilities of progress of basic education, and secondary education. It becomes evident, that the improvement of efficiency and the universality of basic education generate in the immediate future a pressure on secondary education, which the educational policy will have to take into consideration. The answers to the problems of coverage have come especially from alternative delivery modalities, which respond to young working population need for convenient schedules, including options in weekends.

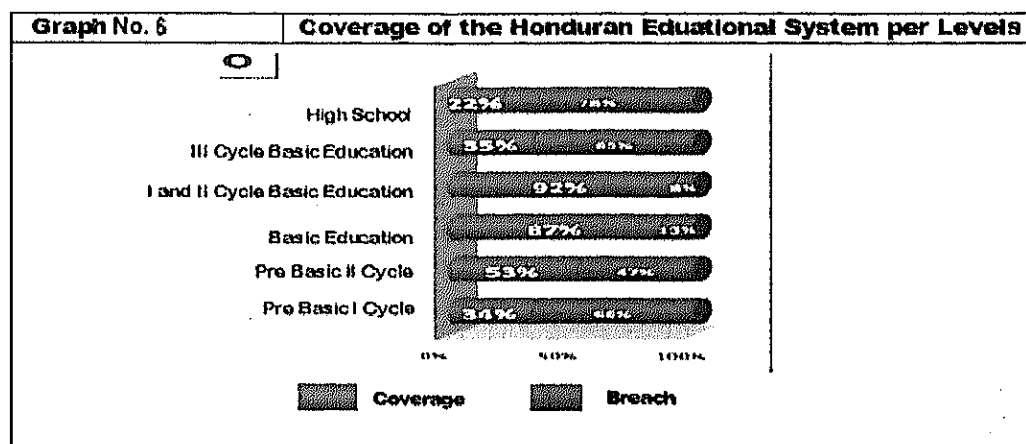
12.4 In the year 2008 the Ministry of Education (MOE) registered a total of 1,149 institutes of secondary education, from which 498 are public and 651 are private. These figures show that the coverages of secondary education are attended in a 57.0% by the private sector and a 43.0% by the public sector. From the total of secondary education schools, it is estimated that at least 27.0% are exclusively technical; even when all the secondary education centers offer at least one technical career. From the total of the secondary education enrolment of the year 2008, an 80.0% corresponded to technical modalities, including normal education, and a 20.0% to high school Sciences and Letters.

12.5 The model of management for the MOE traditionally has mostly left out secondary education; these years of abandonment are heavy on the accumulation of pedagogic curricular and management problems. Data from the Secretary of Education through the UPEG in 2008 indicate that from the total of the executed budget, 8.0% was dedicated to secondary education. The clear priority of the MOE continues to be basic education, 50.0% of the budget is destined to this educational level. An aspect which should be stressed in terms of budget is that from the total of the entries assigned to each level, 90.0% is destined to cover wages and salaries of the faculty and non faculty personnel, there is very little left to be invested in pedagogic development, technology and educational research. Administratively the model of non centered management is still far from the institutes of secondary education, the systems of support, the provision of didactic materials and the provision of equipment and infrastructure are precarious

12.6 In Honduras the teachers' initial education (FID) has traditionally been in the hands of 12 Normal Schools at the Secondary Level, whose graduates have been questioned for their low formation, especially in the scientific field. To solve this situation and to impulse the reform of the educational sector starting from 1999 FONAC's proposal, the MOE and the Francisco Morazán National Pedagogic University (UPNFM), signed a letter of intentions to transform the education of teachers, which became a work agreement with the government in power in 2002. In this agreement of joint work, the MOE has the normative roll and the UPNFM has the executive roll. As part of the process, a plan of conversion at the Normal Schools was programmed according to the functions of the new system. The professionals formed at the UPNFM and the pedagogues graduated from UNAH are legally qualified to work at the secondary level. Even when there is a positive tendency to translate the teachers' education formerly imparted at the secondary level to the universities, there is still little monitoring of the application of what has been learned. According to estimates of the Report of the Educational Progress for 2007, approximately 62 out of 100 secondary level teachers had the minimum required formation.

12.7 Honduras is a country where the average age of the population is a little below 23 years old and where secondary education registers the lowest coverage of the educational system (see graphic No. 6), rural area population is the most affected. Exclusion and marginality have deprived from the secondary level educational services a strong number of youth (child labor, youth unemployment). Secondary education is the segment of schooling located between the basic/primary level and the superior/university level that is why it is identified as Secondary. It normally starts at the age of 13. The content of secondary education offers formal professional and technical education. Thus allowing the secondary graduates to continue their professional studies, or for them to be inserted into the labor market.

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Source: Ecurv and Public Policies on Basic Education and Formation - Case Honduras, Fundación Carolina, 2007.

12.8 The curricular structure at this level, is based in the goals and principles of the national education and in the NBC. By 1997 the secondary level demonstrated a less important progress than the primary level (see table No. 7), – in which the country has been able to achieve important progresses in terms of coverage close to the level of most advanced Central American countries²⁶. Secondary level coverage by the end of the 90's decade was deficient; very much below the Central American average and the averages of Panamá, Nicaragua and Costa Rica.

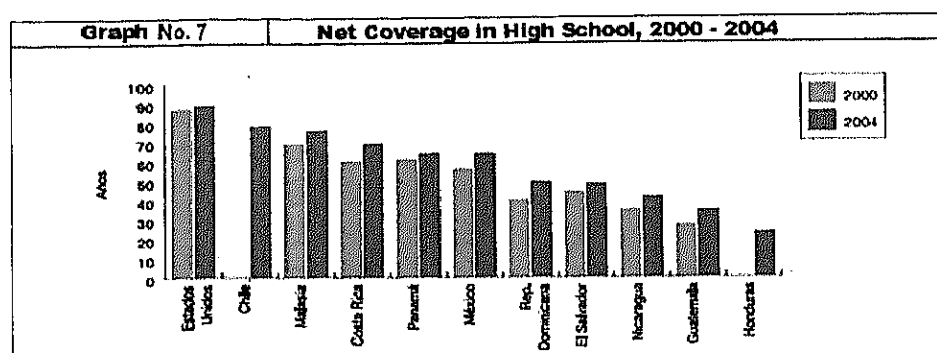
Table No. 7	1990-1999 Period, Gross Enrollment Rates per Level			
	Level	1990	1995	1999
	Preschool	17.1	29.7	38.8
	Primary	94.5	97.4	97.3
	Secondary	27.6	31.3	34.7
	Tertiary	7.6	8.2	9.1*

Source: Public Schools with database of Ministry of Education, Membreño (1996), MOE (1999) – * Data from 1998

12.9 The Report of Educational Progress in Central America and the Dominican Republic 2007 "Much to be done", affirms that the majority of youth and adolescents do not attend secondary school, even though coverages increased from 40.0% to 44.0%. This progress is not enough, in a world where finishing secondary school is a strong determinant to overcome poverty. And there are important differences between countries (Graph No. 7): close to 7 out of 10 youth in Honduras and Guatemala still do not attend this level, while in Panama and Costa Rica the proportion is between 3 and 4 out of 10.

²⁶ Rápalo Castellanos, Renán – The processes of educational de-centralization in Latin America and the guidelines of the proposal for the educational de-centralization in Honduras/ -1a. ed. Tegucigalpa: PNUD, 2003. 26 p.

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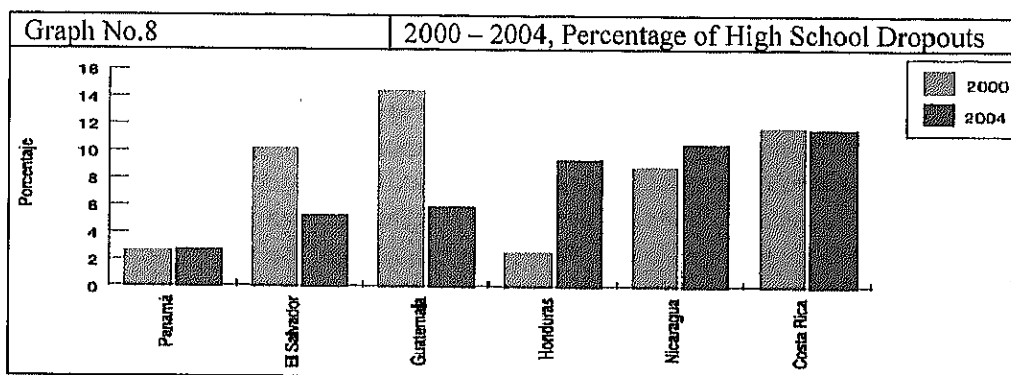
Sources: (a) UNESCO Statistical Institute, online database; (b) for Costa Rica and Honduras: CECC, 2006, *Statistics for Education of Central American Countries*; (c) for Chile: UNESCO Institute (EFA, 2007), *Educational Progress Report, 2007*

12.10 On the other hand, 8,0% of the national population, in other words, approximately half a million persons have their origin in ethnic groups and Afro-American groups distributed in nine settlements in various regions of Honduras. These ethnic communities have historically been at the margin of the national priorities, and gradually tend to collapse culturally, linguistically and also socio-economically. The effects of the intercultural bilingual education are still distant from being acceptable for the distinct ethnic groups of the country, and the current experiences still do not reach the level of secondary education. In Table No. 8, presents comparative data on the educational situation of indigenous and non indigenous groups of 3 Central American countries in the 2000 and 2002 period in where existing gaps, in our country, are evident, particularly at secondary education:

Indicator	GUATEMALA, 2000		HONDURAS, 2002		NICARAGUA, 2001	
	Non Indigenous	Indigenous	Non Indigenous	Indigenous	Non Indigenous	Indigenous
Net primary rate of coverage	84.0	70.0	87.4	84.2	81.8	77.1
Net high-school rate of coverage	30.0	16.1	35.6	20.7	40.0	26.6
Gross primary rate of completion (12-11 years)	54.2	26.9	60.1	42.1	52.6	39.0
Gross high-school rate of completion (17-21 years)	13.4	5.3	13.7	5.5	18.8	11.0
Rate of repetition in primary	10.6	13.2	9.1	9.1	8.1	7.1
Average years of education (25 years)	6.6	3.6	6.6	5.3	6.3	5.5
Rate of return of each additional school year	11.4	10.4	9.1	9.1	9.9	9.3

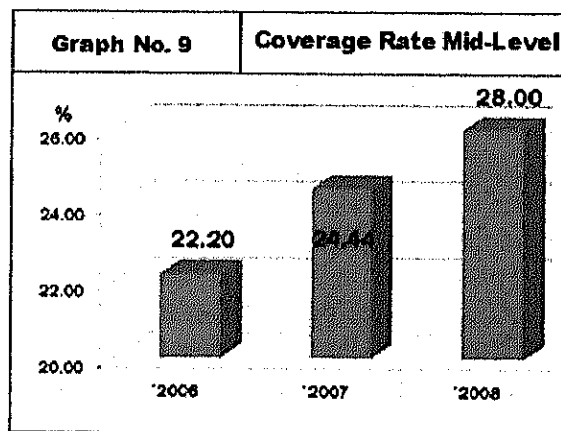
Note: Data comes from household surveys from each country.
Source: World Bank 2005, *Central America Education Strategy Paper*. Taken from Table 1.16 of Annex 1, page 237.

12.11 The premature school dropout limits the possibilities of progress of the Honduran society. Annually, boys, girls, and youth dropout school system without having finished their studies. This has severe consequences for the country, since it limits life improving possibilities to these individuals for the country to grow. When the abandonment of studies is analyzed in the Central American region (Graph No.8), it is found out that in 2004, 8 of every 100 students left their secondary studies. This number increased in Honduras in relation to the data reported for the year 2000.



Source: CECC, 2006, Statistics for Education of Central American Countries; Educational Progress Report 2007.

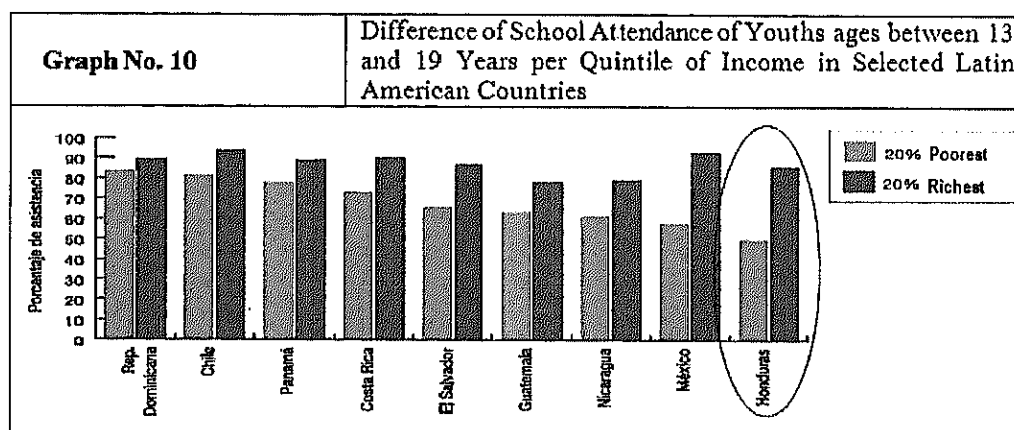
12.11 One of the weaknesses of the educational management at the secondary level has to do with the low rates of coverage, dropout and repeating, due, among others, to the following factors: a) the limited state funding, which till now has oriented its priorities to the mandatory educational levels, specifically the first and second cycles of basic education; b) the low levels of efficiency of the basic education, especially at the first cycle, which turns into high levels of repeating, and dropout, which cause a filter effect, which limits the possibilities of progress of basic education and secondary education. One optimistic projection of improvement in the efficiency of education in general and universalizing basic education indicates that in the immediate future a greater pressure would be generated to broaden the offer of secondary education. The educational policy will have to take into consideration the rate of population growth to be able to accelerate the transformation processes.



Educational Management - Educational Policy on Late Secondary Education

12.12 Educational policies favoring development of secondary education have as relevant precedent the economic reforms of the 90s and the challenges of an increasingly dynamic globalization, highlighting the relevance of human resources for the development of countries. Steenwyk and Mejía²⁷ emphasize sustainable growth of the Honduran economy during the 90s but suggest that one of the requirements for economic take-off of developing countries in the year 2000 would be that 50% of youths complete their secondary education.

12.13 A decade later, although important advances are registered these are still insufficient to overcome existing educational inequities in Honduras. The poorest groups continue to have fewer possibilities to study than the richer groups, and these differences are even greater in secondary and post secondary levels. Graph 10 shows the difference in school attendance of youths, ages between 13 and 19 years per quintile of income, with comparative data among selected Latin American countries. These data evidences that Honduras faces important challenges in order to comply its proposed goals in the PRS, since the rate of children and youths from poor strata which finish primary and secondary levels remains extremely low, less than 3 of each 100 children belonging to the poorest 20% finish secondary studies²⁸, this brings serious consequences in terms of the country's development possibilities, as well as restraining grow to overcome the poverty situation affecting the entire population.



Source: CEPAL, Statistical Yearbook 2005

12.14 Another significant precedent regarding the definition of Honduran educational policy was the national consultation carried out by the National Convergence Forum (FONAC) during the year 2000²⁹. This consultation signaled the need to increase secondary education coverage and the fundamental responsibility of the State for achieving this goal, accepting that this level cannot be declared obligatory in immediate manner, but that it will have to consider this possibility in time periods adjusted to the development of

²⁷ Van Steenwyk, N., Mejía M.T. Honduras. Human Resources and Perspectives for Economic Growth. Escuela Morazánica Collection, Tegucigalpa, 2000.

²⁸ 2007 "Mucho por Hacer", Educational Advance Report, PREAL.

²⁹ National Convergence Forum, Proposal of the Honduran Society for Educational Transformation, Tegucigalpa, 2000.

the country. On the other hand, it proposes a curriculum reform to the implicit purpose of organizing the subsector and make compatible the supply and demand of secondary education. This proposal had transcendental impact on the educational policy of the country, providing as outcome the design of a new NBC and commitments to strengthen decentralization processes of the educational system; likewise, the Poverty Reduction Strategy (PRS), turned into policy under the framework of the State with long-term vision, feeds from the FONAC's proposals for secondary education, highlighting the relevance of human capital development to reach the desired situation by year 2015: to accomplish for 50% of the new labor force to complete their secondary level education.

12.15 Currently the effective political framework in the education sector is the Education Sector Strategic Plan 2005-2015, developed as strategy derived from PRS facing demands from organized civil society and international cooperation to have availability of a tool allowing generation of long-term sustainable strategies to promote national development. The Education Sector Plan replies to such demand and its objective is to setup a common framework for intra-sector and inter-sector planning and proceedings for compliance of country goals, referred in PRS and Millennium Goals. The Education Sector Strategic Plan 2005-2015 reasserts the regulatory role of the Government in the realization of development programs and projects, inside their entities as well as contributions received from the international cooperation³⁰.

12.16 The Sector Plan for achievement of goals proposed improvement of the quality of Basic education for students to continue their studies up to secondary education, in addition this increases coverage through participation of the government, NGOs, entrepreneurial private sector, parents and international cooperation³¹. During the last years, the MOE with support from the international cooperation has assumed transformation of the educational system in Honduras, particularly secondary education. This transformation paves the way to offer realistic and viable possibilities of formation and secondary education to the great majority of Hondurans, taking as starting point what is established in the NBC in order for students to engage into superior level education and penetrate the labor environment in diverse productive and service areas.

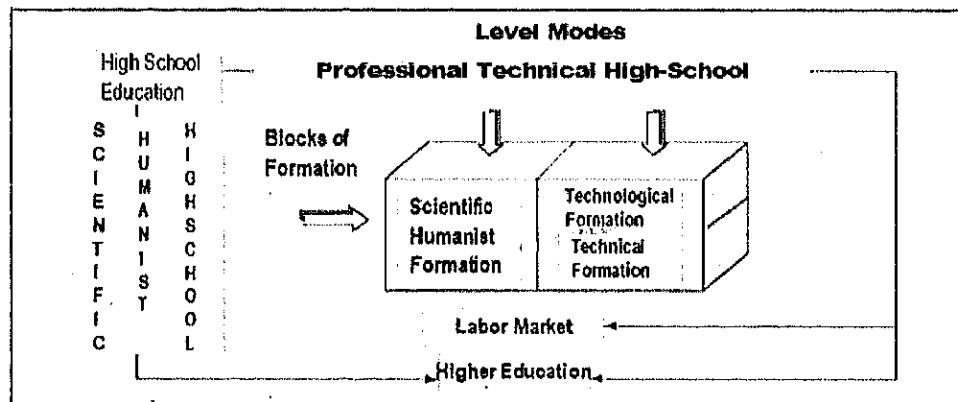
12.17 The NBC for secondary education is structured in two modes: humanist scientific secondary education (high school) level being purely academic, its objective is to serve as access to superior level education and technical professional secondary education (high school), which in addition to allow access to superior level education, enables for work insertion into the labor market. The technical professional mode comprises orientations on sectors of agriculture and livestock, industrial, forestry, tourism, administration and trade, social, arts and sports. The curricular areas of modes humanist scientific and technical professional are structured in components of humanist scientific education, diversified technical and specialized technical; the last two being of exclusive development of the Technical Professional secondary education (high school). The component of humanist scientific education includes the areas of communication, mathematics, social science,

³⁰ Ministry of Education. Current Tendencies on Technical Professional Education in Latin America and Honduras, Tegucigalpa, 2004.

³¹ Presidency of the Republic. Poverty Reduction Strategy, Tegucigalpa, 2001.

natural science, technology and physical education; the component of diversified technical education contains the areas of diversified technological education common to the sector; and the component of specialized technical education covers the areas of professional education according to specialty³². Figure 3 shows the modes of Late Secondary Education.

Figure No. 3. Basic National Curriculum - Secondary Modes



12.18 Professional education is divided in two cycles: a. First Cycle: to enroll in this cycle, the student must have as requisite completion of basic education or basic technical cycle; its duration is two years, obtaining a title of technician in its specialty. b. Second Cycle: to enter this cycle the requisite is completion and approval of the first cycle; its duration is one year, earning a title of technical high school in its specialty, in addition allowing insertion to superior studies.

12.19 The NBC includes attention to diversity through the setup and development of three components: Inter-cultural Bilingual Education, Special Education and Education of Youths and Adults. Inter-cultural Bilingual Education (EIB) focuses essentially on Autochthonous and Afro-Antillean People of Honduras, their purpose is to preserve, stimulate and develop the languages and cultures of the country; as well as improvement of the quality and coverage of education and living standards of these people. Special Education is characterized by its methodological, means, human resources and material richness, focusing on service provision to special education necessities of students within the National Education System. Education of Youths and Adults focuses on three fundamental dimensions: Functional Education, for people who did not have access to written culture and basic arithmetic; Basic Adult Education and Secondary Adult Education which will be adjusted to the needs of the population.

12.20 Secondary education will focus preferably on labor and entrepreneurial training; male and female adults completing this level may enter a superior education level.

³² Ministry of Education, Technical Pedagogical Undersecretaryship, General Directorate of Curriculum. Basic National Curriculum, Summarized Version, Honduras, 2004.

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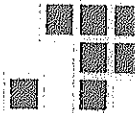
12.21 A balance of accomplishments up to date allows setup of crucial advances in the implementation of the policy for the sector. During the consultation process carried out in preparation of this study, 62% of parents asserted that services provided by secondary education centers have improved in the last 3 years. Nonetheless, several restraints are perceived requiring special attention in the design of plans for the new government within the framework of a medium and long term country plan; Table No. 9 displays the main restraints faced by the Government of Honduras for achievement of proposed goals.

Table No.9	Priority Problems Restraining Goal Achievements of Late Late Secondary Education
	<p>The level coverage rate is very low (35% of corresponding age range).</p> <p>b) The proposal for creation of scientific-humanist and technical-professional high-school requires updates with active participation from all social actors involved.</p> <p>d) There has been no decision-making with respect to 3 year Common Cycle in secondary courses, to be replaced by the third cycle of basic education.</p> <p>e) Drop-out, low efficiency and quality indexes remain at high levels.</p> <p>f) Existence of equity problems. The educational offer for the corresponding level concentrates on urban areas.</p> <p>g) Existing lack of support resources which redounds negatively on the quality of education.</p> <p>h) Disarticulation between middle and superior education.</p> <p>i) Inadequate study plans and programs which do not respond to the economic, social, productive and cultural context of the different regions in the country.</p> <p>j) Absence of a framework for politics and national strategy to encourage and develop science, technology and research.</p> <p>k) Deficiency in the education and actualization of teaching staff.</p> <p>l) Inadequate evaluation system for learning and performance of teaching staff.</p>

12.22 The experience of the country during most part of the 90s was not educational decentralization but that of a lesser concentration. Substantial steps were taken with the creation and strengthening of local administration units and educational management, but actually they have been granted neither power nor enough resources in order to meet their objectives. In spite of it, the experience developed so far constitutes a new foundation to initiate an in-depth process of lesser concentration until it reaches a level of devolution³³. Teachers and Principals of secondary education schools consulted in preparation of the present study asserted in a range from 60.0% to 73.0% their exercise of full autonomy in activities such as the following: internal allocation of the budget (60.0%), selection of textbooks and other didactic materials (67.0%), admission, suspension or expulsion of students (73.0%), promotion of students to the following grade (60.0%), setup of pedagogical priorities (60.0%), planning and execution of extracurricular activities (67.0%) and raising additional financial resources to cover necessities of the secondary education schools (73.0%).

12.23 At the beginning of the period of the government that is about to finish, the MOE established Sector Goals 2006-2010 as a guideline for secondary term planning; and the annual priorities for the Annual Operational Plan-Budget derive from it. The report of the MOE to UNAT regarding achievement of 2008 institutional goals in the goal "to service

³³ Rápalo Castellanos, Renán – Educational Decentralization Processes in Latin America and Proposal Guidelines for Educational Decentralization in Honduras/ -1st. ed. Tegucigalpa: UNDP, 2003. 26 p.



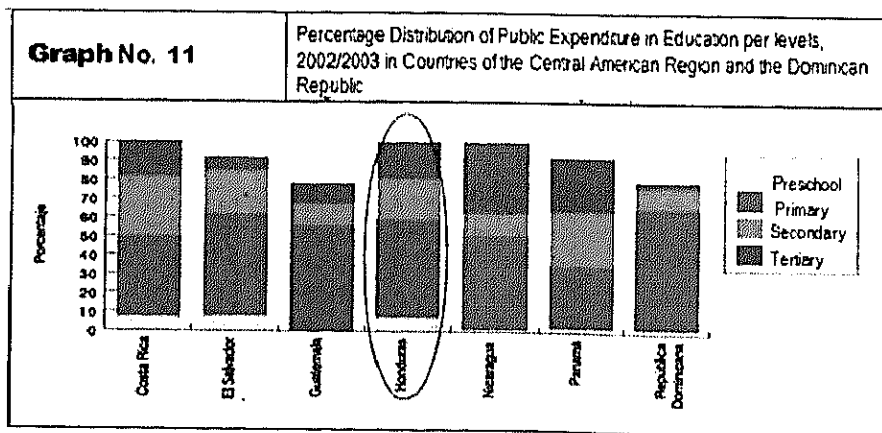
...national demand at pre basic, basic and secondary levels" reports 100.0% compliance. A general overview of the previously mentioned document, neglecting the real conditions of secondary education would reveal that advance of the goal for coverage in the corresponding year is satisfactory; nevertheless, Table No. 10 compares achievements of year 2005 to year 2008 with the goal of PRS/Sector Plan. These data consent to the conclusion that there is still a great breach to achieve the goal foreseen in the PRS by 2015 that "50.0% of the new labor force completes their secondary education".

Table No. 10		2005-2008 Period Net Coverage Rate in Late Secondary Education Compared to PRS Projections by 2015							
		Coverage reported by UPEG-SE				PRS Goal Projection			
Level		2005	2006	2007	2008	2005	2006	2010	2015
Secondary		22.3	24.2	26.1	28.2	22.3	24.2	33.4	50.0

Source: Secretary of Education, Unit of Planning and Assessment for Management + Poverty Reduction Strategy, updated version 2006. Government of Honduras, Presidency of the Republic

12.24 Data from the previous chart suggest a positive growth tendency regarding the supply of secondary education at 2.0% annually up to 2008 (2009 data is yet unknown); nonetheless, population growth rates suggest that demand growth surpasses the supply, given that it is estimated that 800,000 youths do not enter the system or drop out of it. This insufficient growth is in part explained due to the priority that the State assigns to the basic education level. Since basic level is mandatory by the constitution contrary to secondary education which does not hold the same status.

12.25 Teachers and Principals of secondary education schools consulted in preparation of the present study identified in order of priority necessities conceived in their work centers and which must be covered to improve educational quality, as follows: a) provision of furniture and didactic materials; b) training of the teaching staff and c) construction/remodeling / improvements to the educational infrastructure. Graph No. 11 is presented, to show the level of priority secondary education has in Honduras, containing comparative data with countries of the Central American Region and Dominican Republic. The data assent concluding that coverage achieved in 2008, and taking into consideration the irregularity during year 2009 due to the political crisis, there is a breach equivalent to 5.2% for achievement of the goal projected for year 2010 in the PRS.



Sources: Taken from: FREAL, 2007, Education Progress Report - A Lot to be Done

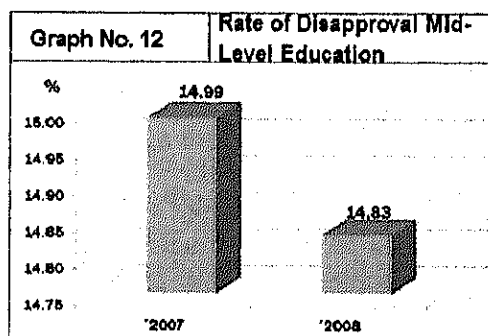
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12.26 During 2008 the MOE registered a total of 1,149 institutes of secondary education, 498 of which are public and 651 are private. These numbers reflect coverage of secondary education by 57.0% for the private sector and 43.0% for the public sector. Out of the total number of secondary education institutes, it is estimated that at least 27.0% are exclusively technical; all secondary education centers offer at least one technical career. Comparing data from 2006 and 2008, an increased accelerated growth is observed from the private educational offer; during this period only four public education secondary centers were created versus 96 from the private sector.

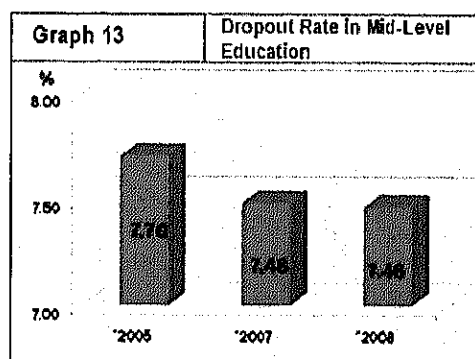
12.27 Out of the total secondary education enrollment during 2008, 80.0% corresponded to technical modes including normal education and 20.0% to high school, according to statistics provided by the MOE. The educational mode with greatest demand at secondary is qualified accountant, a specialty preparing for the service sector especially from financial and managerial areas.

12.28 Traditionally this specialty and that of primary education teacher have characterized the rhythm of growth for the secondary education offer. In spite of labor market saturation, education of qualified accountants continues having great demand. The interest for obtaining an education as a qualified accountant has been favored by the growth of the sector for financial and management services, and due to the low cost of the so called business oriented education.

12.29 Graph No. 12 shows data regarding secondary education coverage rates recorded during the period 2007-2008³⁴. Growth of coverage for basic education requires urgent decision-making in order to comply with the projected goals in the PRS and satisfy educational demand unsatisfied among Honduran youths. Reference statistics from the MOE show a decrease less than 1.0% in rates of students failing between 2007 and 2008.



12.30 Dropout rates also report a slight decrease (Graph No. 13). The enhancement is not enough to counteract the efficiency problems of this educational level. In summary: Failing, dropout and repetition rates can only be modified substantially by raising the quality and pertinence of education, and reducing late entry to school, as well as minimizing schooling failure.



³⁴ Ministry of Education. Educational Advances and Achievements on Basic Education, February 4, 2009 (ppt).

12.31 To the scarce coverage of secondary education the element of social equity must be added, since the current offer is predominantly urban. According to data from UPEG in 2006 out of 1,149 secondary education institutes in the country, 862 (75.0%) were concentrated on urban areas, only 412 of these placed on great population centers of Francisco Morazán and Cortés, equivalent to 40.0% of the total secondary education offer from the country. By contrast, only 287 secondary education institutes were located on rural areas, representing 25.0% of the total³⁵ offer. Greater state presence rather than private exists in rural areas, evidencing that social attention of educational demand is a task essentially attended by the State.

12.32 Responses to coverage problems have come especially from alternative delivery modes. The Institutes of Service for Secondary Education at a Distance (ISEMED) are official entities dependent of the MOE, whose model is based in self-learning with printed educational materials, audiovisuals, and teaching orientation through tutoring during week-ends operating on urban areas. Other private development institutions perform their own work with programs such as Tutoring Learning System (TLS) executed by BAYAN Foundation and the Program *Teacher at Home* from the Radio Education Honduran Institute (IHER), with similar to that of ISEMED but these last two programs have greater coverage in rural areas.

12.33 The model of education management of the MOE has relegated secondary education; these years of abandonment weigh in the accumulation of curricular pedagogical and management problems. The model for lesser concentration management is still very distant from secondary education institutes, support systems, provision of didactic materials, equipment and infrastructure are precarious. Teaching staff that participated in organized focal groups for this study expressed "we barely receive support from the MOE, supervision visits are carried out on average once a year and have more administrative character than technical, municipal principals and assistants are not competent to provide effective coaching". In the same consultation it was asked to principals of secondary education schools about their academic education, outcomes explain by themselves unsatisfied demand for coaching on behalf of normative technical level, of the 17 principals of secondary education centers consulted 13 (76.0%) responded having obtained their title of primary education teacher, 1 said he obtained the title of basic education teacher (6.0%), while 3 asserted having another type of title, without specifying it.

12.34 Data from the MOE, through UPEG in 2008 indicate that from the total budget executed, 8.0% was destined to secondary education. Basic education continues to be a clear priority for the MOE, 50.0% of its budget is destined for this educational level. An aspect to emphasize in budgetary terms is that from the total items allocated to each level, 90.0% is destined to cover stipends and salaries of teaching and non-teaching staff, leaving very low balances for investment in pedagogical development, technology and educational research. 44.0% of teachers consulted for this study indicated that in their practice for class they never use reading games nor geometry material and 68.0% of the total mentioned not having availability of space for reading in their classroom; 67.0% responded that they

³⁵ Ministry of Education. 2008 Statistical Annual Report, Tegucigalpa, Honduras.

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always use the blackboard as main didactic auxiliary; 56.0% mentioned usage of maps and 44.0% use calculators to support class activities with their students. The numbers shown by the consultation clearly show technical and scientific deficiencies of secondary education and investment necessities to improve its quality. On Table No. 11 the amounts for executed budget by the MOE in 2008 may be appreciated.

Table No. 11		2008 Executed Budget of MOE per Educational Level (Lempiras)		
Levels	Capital Expenditure	Current Expenses	Total	%
Pre Basic	42,176,553	1,214,070,608	1,256,247,161	8
Basic	301,492,674	8,014,743,449	8,316,236,123	50
Secondary Level	50,559,612	1,324,222,352	1,374,781,964	8
Totals	394,228,840	10,553,036,409	10,947,265,249	66
Other Expenses	392,800,436	5,142,665,243	5,535,465,679	34
Grand Total	787,029,275	15,695,701,652	16,482,730,928	100

Source: Ministry of Education, Directorate of Planning and Evaluation of Management (UPEG)

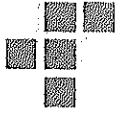
12.35 It is very complex to itemize expenses executed in the budge of the MOE, given that 3 year common cycle continues to be considered as secondary education and it is not attributed to the budget of basic education; reason for which the previous analysis is an approximation. Cross-referencing data from the 2008 budget with enrollment from the same year, a cost per student in secondary education of 3,000.00 Lempiras is estimated, which has doubled during the last decade³⁶, but currently it is the lowest of all the educational levels.

12.36 The few resources allocated to secondary education do not allow for extension of coverage, nor guarantee the permanence of students in the school system, neither improvement of its quality. Table No. 12 presents comparative data of public expenditure on education per levels, as a percentage of total public education expense during 1999 – 2003 in Central American Countries and Dominican Republic. Besides the fact that expense per student is very low, its distribution does not always favors the poorest, to whom greater amount of resources should be destined in order to confront their disadvantages. Teachers consulted in this study said that with scarce resources available their education centers and students have received the benefits of projects executed by the central government, NGOs and cooperation agencies. Some of the projects and benefits mentioned are the following: transportation bonus (45.0%), free enrollment (23.0%), solidarity tutoring (14.0%), Health School (13.0%) and teaching of mathematics (4.5%).

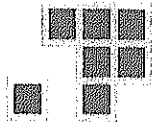
	Table No. 12 Public Expenditure in Education per levels as Percentage of Total Public Expense in Education, 1999 – 2003							
	PRESCHOOL		PRIMARY		SECONDARY		TERTIARY	
	1999/ 2000	2002/ 2003	1999/ 2000	2002/ 2003	1999/ 2000	2002/ 2003	1999/ 2000	2002/ 2003
Costa Rica	5.0	6.0	47.3	42.4	29.2	31.9	17.3	16.8
El Salvador	9.3	7.5	56.2	53.5	23.5	23.6	8.8	6.6
Guatemala	6.1	5.3	57.7	58.6	8.5	9.3	12.0	12.7
Honduras	sd	7.4	sd	50.7	sd	22.1	sd	19.8
Nicaragua	sd	0.6	74.2	49.7	sd	12.0	sd	37.7
Panama	3.0	2.2	39.1	32.1	31.7	29.2	25.2	28.1
Republica Dominicana	sd	2.4	sd	62.8	sd	11.8	sd	2.8

³⁶ Ministry of Education, Sector Study, 1996.

Source: Adapted from Report of Educational Progress in Central America and Dominican Republic, PREAL 2007, Pao. 37



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Teacher's Education

12.37 All proposals for educational reform in Latin America coincide that educational progress depends in great measure on the education and competence of the teaching staff, as well as their human qualities, pedagogical and professional level of each educator; certainly it is not possible to reach qualitative improvement of education without considering improvement in the education and training of teachers. Thus, availability of personnel having as a minimum the education required to exercise this profession is essential, in other words, to teach in a way that all students learn and for them to receive incentives, financial or not, that acknowledge their accomplishments.

12.38 In Honduras initial teacher education (FID) traditionally has been in charge of 12 Normal Schools for Teachers at secondary level whose graduates have been questioned due to their low educational level, especially in the scientific field. To solve this situation and promote the reform to the educational sector starting from the proposal of FONAC from 1999, the MOE and the UPNFM, signed a Letter of Intentions to transform the education of teachers, which became a work agreement with the government that assumed power in 2002. This agreement accords to create a «National System for Education and Training of the Teaching Staff», articulating initial education and training of teaching staff in service. In this system, the MOE plays a regulator role and the UPNFM the executor role. In order to setup this system, a conversion plan for Normal Schools of the country according to functions of the new system was programmed. Professionals educated from the UPNFM and professors graduated from the UNAH are legally competent to exercise at secondary. Currently the UPNFM offers 19 careers in two faculties: Humanities, and, Science and Technology, corresponding to same number of specialties for secondary education.

12.39 Whilst there is a positive trend in the country and Central American region to transfer education of teaching staff—previously given at secondary level—to the universities, there is still scarce monitoring of the application of lessons learned. Table No. 13 displays the percentages of teaching staff that have minimal education required in each teaching level, in the Central American ensemble. In the case of Honduras, data evidence that approximately 62 of each 100 teachers of secondary education had the minimal education required. According to data from the table, on average, only three quarter parts of the teaching staff have the minimal education required to be capable of teaching according to the regulation from each country.

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Table No. 13	Percentage of Teaching Staff who have the Minimal Education Required for the Teaching Level in the Central American Region and the Dominican Republic, 1999 – 2003							
	PRE SCHOOL		PRIMARY		BASIC SECONDARY		HIGH-SCHOOL	
	1999/ 2000	2002/ 2003	1999/ 2000	2002/ 2003	1999/ 2000	2002/ 2003	1999/ 2000	2002/ 2003
Costa Rica	92	91	93	97	94	84	94	86
El Salvador	s.d.	s.d.	s.d.	90	s.d.	s.d.	s.d.	s.d.
Guatemala	s.d.	100	s.d.	100	s.d.	s.d.	s.d.	s.d.
Honduras	19	64	s.d.	87	s.d.	65	s.d.	62
Nicaragua	32	22	79	75	48	42	46	54
Panama	30	49	70	74	74	62	62	85
Republica Dominicana	00	77	70	79	50	87	73	70

Source: Adapted from the Report of Educational Progress 'A lot to be done'. PREAL, 2007.

12.40 The professional teaching staff in Honduras is governed by the Honduran Statute of Teaching Staff (*Estatuto Del Docente Hondureño*) (Legal Decree 136/97). To enter service in secondary education it is required having attended a percentage of courses from the bachelor's degree in its specialty. The same statute establishes a process for the recruitment and selection through public competition, which in theory includes criteria such as: credit qualification for the position, test of knowledge and professional aptitude, psychometric test and qualification of professional³⁷ merits. The process is managed by a selection board integrated by staff from the MOE as well as representatives from teacher associations. The system for recruitment and selection is frequently questioned with respect to its transparency, since it is driven by political favoritism before technical criteria and professional merits. As a result, not always the better qualified are the ones with access to professional exercise at secondary education.

12.41 The Honduran Statute of Teaching Staff establishes generous remuneration for academic qualification with 69.0% over the base salary. The Teaching staff consulted in this study, replied by 64.0% that their remuneration is adequate and 23.0% rated it as very adequate. This incentive motivated not competent teaching staff and those who only held a Primary Teacher Diploma, to enroll in the different programs at UPNFM, especially on distance education, in fact the latter concentrates 50.0% of university enrollment. In general, programs of education for teaching staff continue to emphasize theory over practice and are not linked to standards or curriculum, neither to the necessities of the classroom.

12.42 Incidence of empirics remains high as a function of academic degree. During the consultation carried out by this study, 22 secondary education teachers were interviewed; among them 44.0% replied owning a title as teacher of secondary education (UPNFM) and 28.0% only own their title as primary teachers. Another type of less documented empirics occurs when teaching staff teach subjects that are not part of their specialty. The reasons for this are found in The Honduran Statute of Teaching Staff itself which allows to work up to 72 hours per week and in three different centers, it is estimated that only 22.0% of teaching staff have only one job³⁸. On the other hand, lack of qualified human resource at

³⁷ Statute of the Honduran Teacher, Art. 255.

³⁸ World Bank. Public Expenditure Review, Tegucigalpa, 2007.

the centers forces distribution of hour load this way. The consequences on the learning process are evident. In order to enhance the student learning process it is required, as first measure, professionalism of the work carried out by teachers through substantial transformation of their education and pedagogical practice; evaluation of their performance through clearly established criteria; and strengthening of scholar administration with community participation to contribute in identifying and retaining the best teachers; given that parents and the community possess more elements to acknowledge those that perform their job well, in other words, those that accomplish for all children to learn³⁹.

12.43 Education of teachers requires establishment of common standards widely agreed upon, as well as a unified system for measuring its compliance and televisive of its outcomes. At the end of the 90s Central American countries initiated the elaboration of national standards for content and performance regarding subjects of Spanish, mathematics and natural sciences, as part of the activities of the Central American Cultural Educational Coordination (CECC). Between 2002 and 2004, this same initiative expanded towards definition of national and regional standards of content and performance for secondary and secondary education in: Biology, Natural Sciences, Social Science, Physics, National History, History of Culture, English, Mathematics and Chemistry.

Educational Institutions

Infrastructure

12.44 According to findings from the Master Plan (Table No. 9), only 297 science laboratories exist in the entire country, 6.0% of the centers possess a library or a computer laboratory. Approximately 6.0% of educational centers in the country are privately managed. Most centers of secondary education are located in the urban area; in the rural perimeter availability of infrastructure for secondary education is insufficient (14.0%). The Master Plan includes a projection of total cost for infrastructure up to five years (2004-2009) with cost-analysis of necessities for renovation, replacement and constructions which must be confronted in the country. The PRAEMHO Project finished on 2008, constructed and improved 18 institutes of secondary education in the country; nevertheless, up to date of the present study, official documented information on advances and accomplishments of the Master Plan is not available.

12.45 Information analyzed on this topic and interviews performed to teachers and parents through the present study reveal that the MOE does not have projects of cooperation for infrastructure at secondary education, while the other levels grow and enhance their infrastructure with external cooperation and in occasions with support from the national private sector. Government response to infrastructure problems is timid due to the high cost of infrastructure works, an example being that budget of the MOE for 2008 does not reflect considerable investments for construction and maintenance of secondary educational institutes, and the centers themselves do not have budget for these purposes.

Administration of Educational Centers

³⁹ PREAL – "Mucho por Hacer" Educational Advance Report, 2007.

12.46 Organization of secondary education schools obeys normative of the General Regulation for Late Secondary Education of 1953⁴⁰. Human resource of secondary education schools is classified in: directive personnel, administrative personnel, teaching staff and service personnel. This management structure is vertical from the Principal to Sub Principal of the Center, passing through the Secretary, teachers up to service personnel. Secondary education centers plan with traditional schemes, the Annual Operational Plan is the guide for the activities performed in the center, as a general rule the directive team prepares it and provides follow-up to its implementation. The approach of center educational project (PEC), considered by the MOE as official planning model is not unknown to secondary education schools, nevertheless, it is not implemented in the same measure as in levels of primary and basic education, due to the fact that up until now it responds more to the reality of these levels than to the dynamic of secondary.

12.47 The General Regulation for Late Secondary Education establishes from "adequate manners of behavior for students" up to sanctions that correspond to faults committed, as well as evaluation prototypes and promotion. These regulation dates from 1953.

12.48 The General Regulation for Late Secondary Education also stipulates that the secondary education schools must organize parent associations. These associations traditionally function with a strong feminine presence on its leadership, on one hand due to cultural motives that assign the educator role to women, and on the other hand due to the growing percentage of families having women as head of household. Focal groups with parents (fathers and mothers) carried out in the present study expressed that they are organized in associations and most part of their tasks are related with organization of activities to raise funds used in the maintenance of school centers or their equipment, quoted as example provision of computer laboratories.

Teaching-Learning Contents on Late Secondary Education

12.49 Legally opening of a career requires approval from the MOE, following the "Guidelines for a proposal of career opening within the framework of the transformation of the educational system" approved by the Directorate of Pedagogical Services starting from year 2001.

12.50 In what is actually known as technical high school, a number of over 60 education modes are grouped, corresponding to occupational profiles. In interview with the digital newspaper *ConexHion.Com*⁴¹, the former Minister of Education Marlon Brevé, admitted that with the formulation and implementation of the new NBC the transformation of the entire educational system has initiated. "This transformational process has been slow, it will take several years to get to secondary education....we have carried out studies determining we need about 30 high schools, having developed 14, there are 16 missing plus the 62 we already have", explained the former Minister. "If teacher association leaders would allow us to focus on strategic issues, this transformation would be reached in two to

⁴⁰ Educational Laws of Honduras. Tegucigalpa (2003) Publication of Graficentro Editors.

⁴¹ *ConexiHon.com* - Edition No. 93 dated May 16 to 31, 2008.

three years and not on seven when one has to deal with keeping the governance of the system". The Principal of Planning and Educational Assessment of the Brevé administration, Omar Palacios, said that legal dispositions for creation of a high school in many cases are not complied due to manipulation on behalf of politicians and staff members that advertise using education as political propaganda allowing creation of schools that implement educational programs without supervision. "This has determined that for example, in the department of Lempira, the creation of a Fishing High School, when the department does not hold this activity as one of its potentialities", lamented Palacios⁴².

12.51 In class practice, teaching staff use several planning tools such as the following: Schedules, unit plan and class plan. Schedules is the programming of classes for a six month period or for a year, events that alter the school year such as strikes, labor halts, the so called "informative assemblies" and natural events which force to make content cuts. Schedules undergo minor changes from year to year. The unit plan is a programming prepared for a partial period of time according to programmed evaluations. In several cases, the programming for class practice is carried out by teaching staff following the contents of a textbook. Practices in laboratories and workshops generally are not adequate for learning in most cases, because when there is availability of space, these do not have the required conditions or optimum equipment, but it is also the case that when these exist, practices are lead with the same pedagogical logic of the classroom or teaching staff use resources in inadequate manners.

12.52 Due to lack of appropriate socialization for the NBC, pedagogical resources aligned to their postulates are scarce and inarticulate; an example is meager production of official textbooks. Availability of books for secondary education is limited and its use is reserved almost exclusively to teaching staff, implicating that as general rule no availability of a text book for each student, hence the practice of dictating as a classic tool for teaching. Even though there are efforts from national authors to elaborate text books especially for the specialties, these are independent initiatives, sometimes being personal businesses which not necessarily follow adequate⁴³ curricular pedagogical criteria.

12.53 Honduras has new standards which aspire to clarify even further the new learning expectative and which would be strongly articulated with new curriculum guidelines and textbooks. During the last years, an important effort has been realized to prepare new standards, but these have not been widely discussed nor reached consensus. They have not been shared with the required intensity in order for educational institutions and other education actors, including students and parents themselves, "appropriate" them. In general, there is little articulation of standards with fundamental aspects of the educational reform, as are evaluation systems, initial education of teaching staff, and training of those already in service, textbooks and the use of new technologies in teaching and learning processes.

⁴² ConexiHon.com - Edition No. 93 dated May 16 to 31, 2008.

⁴³ Ministry of Education. Reform Proposal of Secondary Education. Tegucigalpa, 2004.

12.54 The General Regulation for Secondary Education establishes that a range of grades from 0 to 100, minimum approval grade is 60.0%. During the last years there is increasing interest regarding evaluation of academic results of students to diagnose the status of education quality, as well as to submit them in a comprehensible manner to different social audits. The country has a Unit of Evaluation of the Quality of Education in the structure of the MOE, in addition of an External Unit of Measurement for the Quality of Education (UMCE), functioning through agreement in localities of the UPNFM. UMCE has managed to prepare performance tests to evaluate academic achievement of students from second to sixth grades of primary school in classes of mathematics, Spanish and research tools to study the factors associated with this performance.

Teachers

12.55 In general, the teaching profession tends to be mostly feminine; nonetheless at secondary the gender distribution is almost proportional. According to educational advance report from 2005, 49.0% of teaching staff from secondary education do not have professional certification for their educational level; similar percentages were found on interviews realized in the process of construction for this study, as previously cited. A study at Latin-American⁴⁴ level establishes that 11,151 teachers in Honduras work at secondary education, which is equivalent to 23.0% of working⁴⁵ teachers with an average rate of 28 students per teacher.

12.56 Teaching salary is made up of a base salary and additionally, collaterals, but without contemplating differences on performance. According to Article 51 from the Statute of the Teaching Staff, collaterals depend on the position assigned, seniority in service (Quinquenniums), obtained academic degrees, professional merits and work area. Salary increases and collateral payments are calculated over the base salary according to percentages stipulated in the Manual for Classification of Positions and Salaries. The Hierarchy for Teaching Staff regulates payment of salaries and collaterals to teachers working in the public systems, according to their rank held. Similarly, possibilities for professional growth and promotion within the hierarchical Honduran system are regulated by the same Statute. Initiating from the approval of the Honduran Statute of the Teaching Staff, the teaching profession has become extremely attractive, since it guarantees labor stability and many benefits unlikely found in other professions.


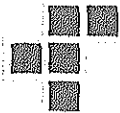
Society

Link to Productive Sectors

12.57 The proposal from the Honduran Society for the Transformation of Education points out that "in almost all sectors of the Honduran society exists great uneasiness regarding the current situation of national education. From different ambits uneasiness may be

⁴⁴ Comparative Study of the Nacional Educational System of 11 Latin American Countries and the Caribbean, 2004.

⁴⁵ The figure of 48,481 total teachers corresponds to 2005, Ministry of Education of Honduras, and it does not include PROHECO teachers.



"Study of the Education Sector in Honduras to Define the Assistance Strategy to be supported by Japan International Cooperation Agency (JICA) and the International Development Bank (IDB)"

perceived; for entrepreneurs the educational system is not educating the human resources required by the labor market; professional associations signal with persistence the low quality in the education process of graduates from all educational levels; parents criticize the usefulness of education, expressing impotence due to results scarcely pertinent and weak with respect to acquirement of values and even the public administration insists on the deficient preparation of those individuals that are incorporated to public service".

12.58 Interviews performed in the process of this study with representative from the Honduran Counsel for Private Entrepreneurship (COHEP) and with the National Association of Industrialists (ANDI) point out that education offered specially by technical institutes are not appropriate to the necessities of the private sector. The education is obsolete and its contents do not reflect expectative from the demand. As judgments on behalf of the interviewed, offer from secondary education has turned obsolete, not being updated in a long time, and also not meeting specialized needs of the industry. The concept of quality and the way it should be measured continue to be subject of debate within the country.