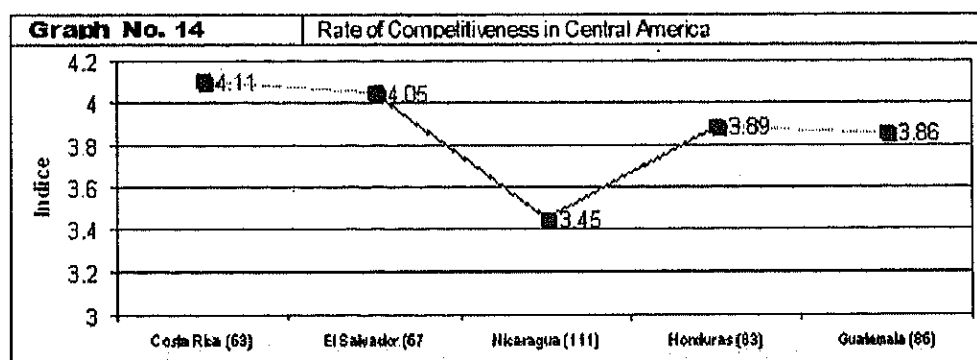


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12.59 Honduras has advanced in its macroeconomic context, with relevant investments in assembly plants, tourism, highway infrastructure and a dry canal construction; the latter derives from support by the Initiative of the Millennium Account and other development organizations in the central corridor of the country. Honduras has achieved an average economic growth within the last two years by 4.5%, hitting on year 2007 a rate of 6.0%, with increased economic dynamics oriented to export diversification with openness to CAFTA, but with risk to lose continuity and consolidation in the proceeding of public investment of the government and ensuring sustainable dynamic in economic growth; persistent serious restraints in handling of an educational policy at medium and long term which could have negative effects upon economic growth and competitiveness in the international ensemble, but also upon the foundations of a country with strategic vision. According to statistics from the 2007 World Economic Forum, Honduras holds position 83 out of 131 countries with a rate of competitiveness of 3.89 due to low levels of human labor qualification, lack of technology and innovation (see graph No. 14), placing itself under Costa Rica with a rate of 4.11 and holding position 63 and El Salvador with a rate of 4.05 holding position 67 and slightly superior to Guatemala, reporting a rate of 3.86 placed in position 86 of the scale.



Source: World Economic Forum, 2007

XIII. HIGHER LEVEL EDUCATION MAIN FINDINGS

13.1 Analysis of the problematic regarding higher level education in Honduras, political as well as administrative, must be taken into consideration from its positioning within the national educational system which, by law, is not an integrated system, since it finds itself split under two leaderships: MOE responsible of all levels of education except higher level education and level of the National Autonomous University of Honduras (UNAH), autonomous organism and decentralized from the State, holding exclusiveness, by constitutional mandate, to lead, organize and develop the level of higher education, (Law of Higher Education, Article 3).

13.2 Development of these functions is performed within the framework of the autonomy of the UNAH in political, administrative and academic aspects, although not financial aspects; and directly influences the remaining areas of higher level education, since UNAH

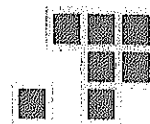
presides and holds majority in the Council of Higher Education, level organ of direction and decision-making, holding as first of its functions to dictate policies for higher level education (Law for Higher Level Education, Articles 12 and 17).

13.3 These policies are built based upon two reference frameworks, policies setup at international level and national policies; its capability to provide required response to both will determine its own development and role in the development of the country facing world challenges, understanding that the problematic is proposed when political, social, economic and legal factors do not assume the challenges that this implies in a coordinated and harmonious manner.

13.4 Regarding the international level, the final release from the World Conference of Higher Education, carried out in Paris on July 2009, underlines the relevance of regulation mechanisms and of quality guarantee to reply to objectives of equity, pertinence and quality which must be pursued by higher level education. Likewise, it points out the need for integration of information and communications technologies, as a means to meet growing student demand and facilitate shared benefit of scientific investigation. It insists on strengthening regional cooperation and highlighting the relevance of setting up regional areas of higher teaching and research, emphasizing ambits such as title co validation, guarantee of quality, governance, research and innovation (Latin American Forum for Educational Policies, No. 83, and year 2009).

13.5 On the subject of national level, in spite of higher level education not considered a priority by different governments, the Sector Plan establishes among global Goals of the PRS and objectives of development for the millennium, to "achieve for 35% of the population to enter these level in careers which generate development" and "for students to finish their studies in established periods of time", without pointing out what these careers should be and what is the actual timeline "for students to finish their studies in established periods of time", since even though proposed study plans in the Plans comprise four years, in reality most students finish in greater number of years since flowcharts proposed for the careers, specially at pre grade level are not of mandatory follow-up and working students may enroll one sole class per period, instead of four or five proposed by the flowchart. In addition the Plan establishes that the investment performed by the State requires a system for evaluation of the quality of educational services that allow for education of human resource of high level, with scientific and technological competences according to the millennium challenges (PESE 2005 – 2015, Incise I.4.e) and points out the need to delegate to the higher level education the education of teaching staff in order to strengthen the three cycles of Basic Education (PESE 2005-2015, Incises I.4.b y c).

13.6 Upon examination of the relationship of the level with the rest of the National Educational System, as part of Strategic Objectives, the Plan retakes what is expressed initially in the Constitution of the Republic, Article 159, and subsequently in the Law for Higher Level Education, Chapter VI, Article 36, by proposing achievement of adequate integration and articulation of actors from the education system, through the coordination and inter institutional leadership from the National Education Council (CNE) (PESE, 2005-2015, Chapter III, Area I. Page 13) which, according to its setup, is presided by the



President of the Republic, accompanied by two Vice-Presidents, the Secretary of Education and the Dean of the UNAH.

13.7 The Plan indicates as objective in the area of Institutional Strengthening, the accomplishment of appropriate integration and articulation of actors from the education sector through coordination and inter-institutional leadership from the CNE (Ob. 3.3.1) establishing the need for reconsidering its structure and strengthening, through the incorporation of representative sector actors and setting up a technical unit (Interview Corrales, C., 2009). Nevertheless, "this relationship may be discussed at two levels: a formal relationship and a real relationship; the first is expressed in documents of the Republic, the MOE and the Law for Higher Level Education, but this is only at declarative level, there is not a real articulation work and it remains a pending task, even though there are precise connections due to the specific nature of these institutions, but not as part of a real, sustainable structured plan (Interview Salgado, R. 2009). The previous statement shows that it is not important only to abide by the Laws, but rather to search for strategies and mechanisms allowing its compliance in terms of time and manner, on behalf of all actors involved, for attainment of the proposed goals.

13.8 The opinions from authorities on the subject (Interviews Euceda, A.; Salgado, Calderón, R.; Cruz, L. 2009), "everything referent to the CNE is already found in the Constitution of the Republic and has been modified several times, nonetheless there are still several inconsistencies and gaps" (Interview Salgado, R.). Articulation of the system passes through political will and capability for governance: "UNAH and the entire level in general, currently displays a much more stable style of government" (Interview Euceda, A.) in relation to past periods, with proceedings allowing for greater degree of transparency, regulation of administrative and academic processes, and increasing stability governance based upon the current Organic Law of UNAH, approved during year 2004. "Whilst UNAH holds a new law and a sequence of reforms turning it autonomous from national political processes; this did not occur before, in the MOE the political situation has caused instability which keeps getting bigger each time" (Interview Calderón, R. 2009). "Convergence of both government visions is not an easy task; on one side there is academic government existing at UNAH and on the other political government from the MOE" (Interview Salgado, R., 2009).

Governmental Policies

13.9 The sub system of Higher Education is presented formally integrated, but not updated and fractioned from development policies which define activities of public and private entities comprising it.

13.10 The System of Higher Level Education in Honduras, regulated by the Law for Higher Level Education approved by the National Congress of the Republic in 1989, is governed, by mandate established in Article 160 of the Constitution of the Republic, by the UNAH, which exercises functions of organization, direction and development through organs setup for these purposes: the Full Senate of the UNAH, as instance for appeals, the Council for Higher Level Education (CES), being the organ for direction and decision-making of the

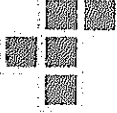
system, the Technical Consulting Council, being the organ for advisory to CES and to the Directorate of Higher Level Education, which is the resolvable organ of decisions made by the Council for Higher Level Education. See Organizational Chart in the Annexes.

13.11 The law, article and structure previously mentioned contribute to the formal integration of category for Higher Level Education. However, even though the structure strengthens the system, there are two full-size problems: a) There is no representative balance in the structure of the Council for Higher Level Education and b) The level is not updated and fractioned from development policies defining the activities for private and public institutions that comprise it.


13.12 The Council for Higher Level Education (CES) is integrated in such a way that UNAH holds its majority of votes, since it holds seven of its fourteen members, with its Dean holding a quality vote, which in reality provides for eight votes. And upon examination of the private sector situation, according to interpretation of the law which prevails, it only has three of fourteen votes, which could be taken as a position of numeric disadvantage at decision-making time, considering that "the main functions of the Council are: to dictate policies and apply the Law approved for the level" (Chapter III, Articles 12 – 17). All the same, interpretation of the article referring to the composition previously cited has been motive for impugnation and division in the Council for Higher Level Education during the present year, weakening coherence of the system and provoking questioning concerning the position of the UNAH (Interviews Corrales, C., Avila, C., 2009). Even though the situation has been overcome and CES will session as usual in December, events occurred strengthen the needs revealed by several people interviewed to revise and update the Law (Interviews Salgado, R., Cruz, L., Soriano, O., Avila, C., 2009).

13.13 "Application of regulation approved by the level has provided a stability not found in the rest of the National Educational System, and has allowed growing in an orderly manner" (Interview Euceda, A., 2009), even so, "the Law is to regulate more than to propitiate development itself for its level" (Interview Cruz, L., 2009). Observing that, creation of new IES as well as new careers, "does not respond to the guidelines for a development policy of the country, guiding efforts from the entire Educational System as such, but to perceptions or interests from professional or institutional groups" (Interview Salgado, R., 2009). This means that what joins IES are guidelines with respect to content, but not form, since policies to guide institution development plans in search for the development of the country have not been established. The previous in spite that "in the agendas of 2008-2009 all IES have introduced issues related to this purpose" (Interview Cruz, L., 2009).

13.14 Structure of IES and their connection with Educational Policies. The System is currently structured with twenty (20) institutions of higher level education, of which six belong to the state, with 64% of enrollment from higher level, and fourteen are private, with 36% of enrollment for year 2009 (DES, 2009). From state institutions, UNAH is the only one open to all fields of knowledge and is entitled, by law, autonomy in its academic administration as well as management, even though it receives financing from the State like the others, since it has allocated, by law, 6% of the national budget. The other five have,



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according to their creation agreements, functions defined in a specific field of knowledge (UPNFM, education for teaching staff; ISEP, police education; UMH, education in military areas; ESNACIFOR, education in forest areas; and UNA, agricultural education) with academic autonomy, even though not administrative, since they must annually submit to the Secretary of Finance their Annual Operating Plan, justifying their allocated budget. Private IES have offers oriented mostly to the field of economic science, even though in the last five years (quinquennium), it has initiated opening of liberal careers which previously were exclusive to UNAH, such as Medicine, Odontology (UNCAH) and Law.

13.15 The organization and operation of higher level institutions is governed by what is established in the Law for Higher Level Education and the Statute of each institution, which must have been approved by the Council for Higher Level Education (Law of Higher Level Education of Honduras, Chapter V, and Article 32). The elements that should be considered in the Statute, include general dispositions, organizational chart, academic and administrative organizational structure and other relevant aspects of the institution, these are pointed out in the General Regulation for Higher Level Education (Chapter X, Article 66), as foundation for each IES to define their own organization and operational structure (Example for the Organizational Structure of UPNFM in the Annexes).

13.16 The previously stated means there is no unique model for the organization and academic structure of IES in Honduras, only basic regulation over which they must be built: each institution defines in their Statute, its academic and administrative structure, as well as requirements and functions of each unit in these areas including government organs and authorities that will preside over the institution. In regards to the latter, the requirements for the authorities that will preside over the institution are usually established based on level of professional education, experience in the sector and professional merits; and the proceeding for its election may be by direct appointment, by election performed by the organ of direction of the institution (University Higher Level Council, Full Senate, etc.) based on a short-list or by contest, as has been established in the new Organic Law of the UNAH.

13.17 According to Dr. Melvin Venegas, Head of the Division for Research and Extension of the Directorate for Higher Level Education, the model for educational management is one of the greatest problems of Higher Level Education. Specifically, centralization for decision-making processes is under professionals which are not from the pedagogical area. Besides, the structure of the national educational organization is vertical, not consensual, in such a way that technical decisions are unilateral. This reflects directly upon the dynamic of higher level education institutions, since the relevant issue is the amount of professionals intended to educate; this is strongly influenced by commercialization of the education. There should be orientation in the practice of an alternative model for educational proceeding (Venegas, M., 2009).

13.18 Regarding National Plans, currently in the private sector, as well as in the public sector, each institution responds to institutional purposes established in their Statutes. The elaboration of Annual Operation Plans on behalf of each one of this state's institutions, except for the UNAH, since they are not entitled to its autonomy, has as common base

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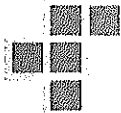
general policies of the State. These policies are currently specified in the Poverty Reduction Strategy, Objectives of the Millennium Account and Sector Plan corresponding to the sector of national development for which they were created, likewise, UPNFM refers to the Education Sector Plan 2005-2015 while for the National School of Agriculture (ENA in Spanish) and the National School of Forestry Sciences (ESNACIFOR in Spanish) is the Agro forestry Sector Strategic Plan 2004-2006 and the Extended Sector Plan (SWAP) 2007-2015, assuming concrete responsibilities in their development that respond to institutional intentions and those have not necessarily been agreed upon with the respective Ministry.

13.19 It is important to analyze what autonomy has meant in the UNAH, since it has had repercussion in the rest of the level, from the analysis itself proposed in the document for the Integral Reform of this institution: "according to Article 160 of the Constitution of the Republic, the UNAH is an autonomous institution of the State, with legal status and, in the essence of this autonomy, it is established that the Law and its statutes, will set up its organization, functioning and attributions. Yet, alongside the last decades, the highest ranking organs of university government, with vision mostly populist rather than academic, uncared for their responsibility to provide the institution with regulation and academic tools in tune with modern times. Dangerously, once and again, the responsibility to comply rigorously to regulation currently in effect was forgotten." (General Plan for Integral Reform of the University, Incise II.b.1, 2005, Commission for Transition).

13.20 The same document, prepared during 2005, pointed out areas and indicators of the crisis faced by the UNAH in the first years of the decade which included, among others, non application of Academic Regulation for Higher Level Education, abandonment of its critical function regarding the problems of integral development of the country, lack of transparency in institutional financial management, outdated education to contribute to solve the problems of the country and indifference to the function of direction of Higher Education Level (General Plan for the Integral Reform of the University, Incises II.B.1-8, 2005, Commission for Transition), conditions leading to a loss of credibility on behalf of the UNAH before the rest of IES from the system that seek to be upgraded by the Reform proposed since 2005.

13.21 The previously mentioned, being the UNAH governing entity for the level, makes "it difficult to establish a real coherence between the Plans of the institutions from this level and that pertinence, and as such, impact on the development of the country is unable to be perceived. Actions and projects under the framework of national policies and oriented to solution of problems proposed by them are institutional and sporadic, not being part of joint effort, coordinated and planned with concrete objectives, goals and responsibilities, hindering the desired impact and that is observed in other societies" (Interview Salgado, R., 2009). This disintegration inside the level is reflected in intense manner towards the rest of the Educational System of which it belongs, and with which it has not accomplished to establish a structured and stable relationship.

13.22 The Tactical Multiannual Plan 2006-2008 mentioned beforehand proposed to develop at least nine work programs with their goals, contributing to improve pertinence and quality of education, research, connection university-society and the proceedings of the



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UNAH. One of this work programs is oriented to Strengthening the Governance for Higher Level Education (The Tactical Multiannual Plan 2006-2008, UNAH, Incise 10.c), and proposes results regarding the design and operation of the new organization within the structure of the Higher Level Education System; elaboration and application of an updated regulatory framework for the Higher Level Education System in the country; and the design and implementation of the Development Plan of Higher Level Education". This plan, approved in December 2006, is currently being disseminated at internal level in UNAH due to political institutional as well as national problems; during the period 2006-2009 the institution faced different labor strikes caused by sectors inside it and by the election of two Deans. Nonetheless, being the UNAH the governing entity for the level, it is important to bear in mind that, "in the measure the UNAH becomes regulated, the entire system is being regulated" (Interview Euceda, A., 2009).

13.23 The need for a Development Plan of Higher Level Education has been proposed by all persons interviewed, as a way for the integration of the system facing national problems and as a mechanism ensuring the quality of services provided to the Honduran society.

13.24 In the Integral Plan for the Reform of the National University, which holds a vision for 2025, "one of the seven pillars of the university reform is precisely its contribution to the organization and operation of this harmonious national system, complementary and oriented to sustainable human development, it is xxx in the Tactical Plan of the Reform, where one of its priority programs is connection and articulation with the rest of the levels through three fundamental strategies: effective and pertinent functioning of CNE, curricular articulation through the permanent work of the Curricular Commissions operating under the responsibility of the Directorate for High Level Education, up to now having shown sporadic and punctual workload, and aptitude test for secondary education students implemented by all public IES and most of the private ones" (Interview Calderón, R., 2009). Implementation of these three strategies sets out from what is established in the Law: being the CNE an instance of the State, it should be financed in its structure and operation by it; the Curricular Commissions have been established and are working within the framework of DES, even though they must be strengthened in order for their work to remain stable with admission tests of IES, being policies of interest for them with the purpose of enhancing the quality of their academic offer, they are being implemented. The previous statement show CNE, the instance of coordination for entire Educational System, which needs to be implemented.

13.25 To achieve the previous, it will have to be taken into consideration that "a political decision at the highest levels will have to be made, so that the CNE and the Curricular Commissions between secondary and superior education will function permanently" (Calderon Interview, R., 2009). This work of the commissions has currently been resumed by solicitude of the Secretary of Education to evaluate on the issue of High School Diploma in Sciences and Letters and the Technical High School Diplomas to obtain an answer which would be feasible and pertinent at the beginning of 2010 and which could be an important ingredient for the formulation of a public policy around the this issue (Calderón Interviews, R., 2009; Molina Sánchez, V., 2009), proposal which UNAH is

looking to present at the beginning of the next year. On the other hand, it is considered that "the reactivation of the CNE should be associated to the approval of a General Law of Education coherent and consequent with the times in which we are living, since the Law which is actually ruling the System dates from 1966 and it is not in accord with the current needs", nevertheless, "some interests are in the middle, which makes it for it not to have a political will to approve it, even when there is a version which has been concertized widely with the teachers' unions. In the frame of this law, the Superior Law of Education must be updated, since this would be the only way in which superior education could be seen as part of the national system of education" (Cruz Interview, L. 2009).

Institutional Accreditation

13.26 There are two entities which accredit universities in Central America: the SIECEVAES and AUPRICA. The Central American Evaluation and Accreditation System of Superior Education (SIECEVAES), member of the Central American University Superior Council (CSUCA), which has worked with UNAH and UPNFM. On the other had the Association of Private Universities of Central America (AUPRICA) has worked with UJCV, UTH, UNITEC, EAP and USPS. Within the process of accreditation of AUPRICA there are two modalities. Universities can be accredited institutionally or by program. (System, 2007).

13.27 Quality which is a requirement for the institutions of superior education all over the world, still is a pending issue at the level of superior education. "There is not valid scientific information on the issue of quality of the superior education, so this is still a pending task at a short term for the creation of a Sub-system of Guaranteeing the Quality of Superior Education in the country, which implies the creation of National Agency for Accreditation of the ES, on which there is already a consensus in all institutions of superior level to prioritize their organization and to put it to work. This subject has already been established in the agenda of The Council of Superior Education to be discussed in their ordinary meeting of December of the current year (Calderon Interview, R., 2009).

13.28 Honduras is the only country which does not have a National System of Evaluation and Accreditation in the region; this is another problem and a challenge to be solved at a short term. Currently none of the universities is accredited with international standards; there are some which are accredited with private institutions, but it's necessary to revise those accreditations (Calderon Interviews, R.; Cruz, L.; Euceda, A., 2009). In relation to the condition of this Agency, the opinions of those interviewed vary: some consider that "public as well as private programs should be accredited, by a national organization, where both sectors should be represented, which would objectively accredit all the programs" (Calderon Interviews, R., Molina, V., Cruz, L., 2009) and others, that if it were an autonomous institution, highly technological, that it should be of the system, to avoid its contamination by political, or particular interests or of any other type (Interviews Salgado, R., Corrales, C., Avila, C., 2009). The processes of self evaluation which some public as well as private universities have worked with, for example, those carried out on the frame of SICEVAES-CSUCA (Central American System of Evaluation and Accreditation of Superior Education (SIECEVAES), member of the Central American Universities'

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Superior Council (CSUCA) by UNAH and UPNFM, in the frame of AUPRICA (association of Private Universities of Central America) by the UJCV, UTH, UNITEC, EAP and USPS, indicate progress, nevertheless, it is considered that they "are too slow, or in many occasions are just cosmetic, because, while those self evaluations are being made, in the classroom there is no change being reflected, and there are other universities which do not believe in such evaluation, or they do not know how to do it, and in that sense, the quality of the system continues to be a question which cannot be answered" (Interview Euceda, A., 2009).

13.29 "We need to have these standards of world quality and we do not have them: all of Central America is already in that process and Honduras is the country which has resisted the most, first because we have other kind of problem nationwide, which have been attended, which makes for the quota of deprived Lenca zones of the country might be long overdue, where there is not even one indigenous public neither private institute. (Interview Euceda, A., 2009). The importance of the operation of an Agency which develop in an impartial way the processes of evaluation and accreditation of the superior education is evident, as a condition which would assure the quality of the educational offer of all the IES.

13.30 At UNAH, on April 2007 the Directive Council of the System of Auto Evaluation with the purpose of Accreditation was constituted, (SAMA) integrated by the Faculty Direction, representatives of the Faculties and University and Regional Institutions, whose work was evaluated in a resent event, where it was concluded that there is the need of elaborating bylaws for the functioning of the Directive Council for Auto Evaluation, which will give more clarity concerning the functioning of such Direction (Academic Vice-Dean UNAH. Press Bulletin No. 1. 2009).

Teaching Staff

13.31 General Statistics. According to the Statistics Yearbook No. 11 of the Level of Superior Education 2006, the personnel in 19 IES in the country can be classified as follows.

Table No. 14		Classification of the Staff in 19 IES			
Center	Staff	Admin.	Services	Others	Total
UNAH	3,427	1726	759	N/A	5,912
USPS	254	33	N/A	N/A	287
UPNFM	458	269	N/A	N/A	727
EAP	89	117	N/A	313	519
UNA	56	32	159	N/A	247
UNICAH	715	N/A	N/A	N/A	715
ISEP	162	54	44	23	283
UMH	181	58	27	N/A	266
Others	254	88	90	29	461
Total	5,596	2,377	1,079	365	9,417
Percentage	59%	25%	12%	4%	

13.32 In relation to their level of formation, from a total of 4199 teachers who work in the public IES for the year 2006, only 116 have the Doctorate Degree, which represents 2.76% which, in a 62% had been obtained out of the country. 10.3% have Master's degree, and 51% of them had obtained their title out of the country and 78.6% have their Under Graduate (Bachelors' Degree), from which only 2.4% had obtained their title out of the country. To the previous, a 3.6% is added who have titles of technical type (Statistics Yearbook of the level, 2006).

13.33 The system is attended by professionals formed in different areas of study, which in many cases have seen themselves forced, by dispositions of the institutions in which they work and with the purpose of elevating the quality of the teaching service they offer, to be formed for the university faculty through Diplomas offered by the same universities, as is the case of UPNFM and UNAH in the public sector, UNITEC and UJCV in the private sector, which are open to the other institutions of this level, or are developed in the other IES through inter-institutional agreements (UNICAH-UPNFM; UJCV-UDH) with national or international resources. There is not one career of University Faculty at the Under Graduate Level (Bachelors' Degree), even when it is found at the level of Master's Degree, which is offered by UNAH. This means that it is not yet found in the system, a norm which would establish the demand of Faculty formation for that level, thus, there is no demand for human resources in this field. In an explicit way, it is only found at the UPNFM which by its nature, has its own resources and offers a Diploma of University Teaching, which is open to all the IES

13.34 "These gaps have their effect on the fact that the institutions have excellent professionals in their fields, but this has not had the accompaniment of a formation or training in the pedagogic field and of the university didactics, thus a model centered on the transmission of knowledge continues to be reproduced, and in general new developments have not been incorporated into the system, all those new developments based on constructivism, in the theoretic socio-critical form, and we continue to have a traditional model in general" (Interviews Calderón, R., Cruz, L., 2009). As a strategy to improve this situation, the IES invest in the formation of their teaching resources in the country or overseas, through partial scholarships to stimulate the graduate work which they themselves develop, or through leave of absences and still enjoying their salaries and agreements with foreign universities (Interviews Calderón, R., Cruz, L., Ávila, C., 2009). On this respect, it should be considered that the programs of scholarships offered by other countries has decreased progressively, and the number of scholarship now available is less, and the budget limitations do not allow the IES to open more opportunities of study for their faculty in the amount that it would be necessary. This has as a consequence, that even though efforts have been made, when we compare between the faculty of the year 1999 and 2006 (previous chart) a decrease in teachers with graduate work is observed, and a little increase in those with Under Graduate work, which can be attributed to processes of retirement without the IES having had to substitute the personnel going.

13.35 The requirements to get into the teaching career are ruled by the different institutional bylaws, taking as their fundament what has been established by the Law of Superios Education, which point to the level of Bachelor Degree (undergraduate) as the

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basic degree to work at this level, nevertheless some institutions including the National Autonomous University, have raised this requirement to the Masters' Degree (postgraduate), besides experience as a teacher in the area for which entrance is being solicited, and to also have a recognized professional production (Manual to qualify for the Teaching Career, UNAH, 2007), with which they have surpassed what had been established by the Law of Superior Education. In the manual it is established a period of five (5) years from the time of emission of the same, for the teachers who do not have post graduate work, might be able to reach it.

Center		Total Teaching Staff		Academic Degree									
				Ph D		Master of Science		Specialization		Bachelor of Science		Others	
		1999	2006	1999	2006	1999	2006	1999	2006	1999	2006	1999	2006
Total													
Public		4178	4199	221	116	514	434	248	198	3195	3299	-	114
UNAH		3,503	3,427	189	81	384	263	171	170	2759	2800	-	113
UPNFM		510	458	17	19	96	116	64	0	333	286	-	0
UNA		58	56	0	3	19	17	0	0	39	35	-	1
ESNACIFOR		41	31	2	2	4	9	0	0	35	19	-	0
ISEP		66	162	13	10	11	17	13	28	29	107	-	0
UDH*		-	65	-	1	-	12	-	0	-	52	-	0
Private**		1131											
UJCV		96	57	0	8	18	25	4	0	74	24	-	0
USPS		298	254	3	1	22	26	1	0	272	169	-	48
UNITEC		261	m	m	m	m	m	m	m	m	m	m	m
SMNSS		15	30	4	3	1	17	0	0	10	5	-	0
UTH		86	m	0	m	0	m	0	m	86	m	0	m
EAP		110	89	21	23	26	18	57	0	6	14	-	31
UNICAH		214	715	5	m	46	m	0	m	163	m	-	m
CEDAC		51	42	0	m	5	m	0	m	46	m	-	m

Source: Statistical Yearbook of Superior Education, 1999 y 2006, DES.

m = Data not available

* Created after 1999.

** Did not calculate total due to missing data.

13.36 In all of Central America., including Costa Rica, there is a problem in the formation of teachers, very few people have postgraduates, and there are a lot of incestuous postgraduates, in which people graduate in a university, they work in it, they study in it their postgraduate work, and they continue to work there, which makes the postgraduate a postgraduate without standards. No postgraduate in Honduras, except the postgraduates of Medicine, have international standards, which supports the need of the creation of an Agency of Accreditation at the national level, which would work with these standards. At the level of Doctorate there are only three, two in public universities and one in a private university, even though none of them is accredited with world class standards. This makes quality not to be measured so easily, neither in public universities, nor in private universities (Interviews Euceda, A., Soriano, O., 2009).

13.37 In the exercise of the teaching career, professionals enjoy the guarantees which the law of that level offers them, since these are fundamental principles, and they enjoy of the state protection: the freedom of research, of learning, of teaching, and of organization (Statistic Yearbook of the level, 2006). And in a particular way, it is guaranteed to the

professionals in the exercise of teaching in superior education, their stability at work, a level of life in accordance with the mission and a fair retirement LES, Chap. II, Art. 9).

13.38 In relation with the systems of prevision for teachers, there are different environments for each public institution, thus, the teachers of UNAH are protected by the Prevision Institute of the UNAH, INPREUNAH, the teachers of UPNFM are enrolled in the Institute of Prevision of the Teachers, INPREMA, the teachers of ISEP and the UDH are protected by the system of prevision of the Armed Forces. These systems are functional, since the moment they start to work for the institution, for those teachers who work full or part time, but not for teachers who work per hour or by contract. In the private IES there are no prevention systems similar to those previously described.

Evaluation

13.39 "There is not at the moment a scientific base for the performance of the teacher. There are some evaluations of some institutions at this level, but it has been found that these are not integral in relation to their performance, in such a way that they only evaluate the scientific, technological, and pedagogic knowledge, and they leave out the ethic and citizenship performance of the teachers" (Interview Calderón, R., 2009), aspect which "was considered also in the CMES 2009 where it was ratified that the ES not only must be oriented to the technical scientific knowledge, but also to the experience of ethic values, and the construction of citizenship. It's been empirically detected that at the moment none of the institutions has a program of teacher development, which would involve all these aspects" (Interview Calderón, R., 2009).

13.40 The processes of evaluation proposed have found the opposition of the teachers' sector, not only at the superior level, but also at the other levels of the system. In March 2008, Guillermo Ayes, president of the Teachers Association of the UNAH (ADUNAH), affirmed on behalf of the teachers an absolute opposition to an evaluation of the group, which would not be first consented. According to Ayes, the Commission of Transition wanted to evaluate the teachers to fire those who would not pass the second of two tests (Flores, 2008). The socialization of the evaluation proposed in the Plan of reform of the UNAH includes the approved norm in the same plan, according to which, the budget decentralization will have criteria for the assignation of funds, the results of the periodic auto evaluation of the careers (Interview Calderón, R. 2009). At the UPNFM, in which the process of auto evaluation, has already been carried in all its careers, under the direction of the Academic Vice-Dean and the Direction of Evaluation, "many of the teachers are not convinced that all subjects might be approached with the proposal of education, which has been made by competence, which decreases the teachers' commitment in the process and on the other hand, the political decisions concerning the reduction of times in the academic periods almost intensive, which was not a recommendation of the evaluation, jeopardizes the results" (Interview Euceda, A., 2009).

Methodology

13.41 Concerning the teaching methods, "even though it has to do with applying updated methodologies, such as, those which incorporate the constructivist approach, the lack of formation/training of the teachers in them, limits a lot its application, as well as it happens with the incorporation of new technologies, in which the little availability of the same for its use by all the teachers forces to continue to use traditional methodologies" (Interview Cruz, L., 2009), which has been tried to improve through projects to incorporate virtual education in some of the IES through agreements with foreign universities (UNAH/México, UPNFM/España; UNITEC/México), which will need foreign cooperation to maintain and strengthen its operation. In the curricular proposal of each career, it is required that there should be included a minimum description of each subject, which includes as an important part, the description of the methodology to be used. This, considering that the liberty of faculty gives the teacher right to use the proposed methodology, or any other one which he or she should consider pertinent to achieve its objectives, nevertheless, it is considered that "the IES continue to function in inertial terms, without integrating levels of demand, neither coming in tune with the dynamics which have been introduced in the fields of knowledge" (Interview Soriano, O. 2009). When analyzing the proposals of Plans of Study for different careers, it is observed that the methodology which is most used is the conference, followed by group work, laboratory experiences and lastly bibliographical or field investigation. The lack of updated methodological formation is evident in teachers, which would allow them the use of the TIC in the development of the subjects.

13.42 The lack of formation in the use of new technologies and the lack of equipment to be able to use them, makes the teachers not able to evolve with the methodologies of teaching which they are using, relying in a great measure on the master conference. Corrales points on this respect: "a problem is that the theoretical formation received is not complemented with practical formation, to be able to see how things work in reality, which gives as result that those who graduate know a lot, but know little of how to apply it, which forces them to re-learn. (Interview Corrales, C., 2009).

13.43 Another problem in the methodology of teaching is that "the form of traditional planning is still maintained based on objectives, conceptual contents, a traditional adding elitist, discriminatory evaluation, expressed in periodic exams (at the end of each academic period). The emphasis on education by objective is based on pretensions, which can not be necessarily measured through written exams, in such a way that qualitative steps should be taken toward an education based in competences. Education must respond to the needs the society has. The IES must respond to the needs and demands of society, in such a way that the curriculum must be based in professional competences demanded by society, all of this replacing the curriculum based on objectives. It is centered in conceptual contents and little on procedure contents and a lot less in attitude contents. Planning should be carried out including these contents" (Venegas, 2009).

13.44 Dr. Venegas affirms that "the traditional adding evaluation is the one applied by teachers to students, where it results to be very costly. The results do not measure what needs to be measured, and they produce a distribution on the normal curve with a high concentration on the mid averages, a good percentage of reprovved and a reduced percentage with academic excellence. This indicates that results are not optimized toward the academic

excellence, which is more characteristic of the formative evaluation with additive function. As a consequence during 5 or 6 years of career, only 20 an 30% among those enrolled at the beginning of that period might graduate with optimum results" (Ibid).

13.45 The exam is their main form of evaluation, being this one a limited instrument of single domain. Even in this evaluation, teachers need to be trained. There many problems of non validity of content and of constructo in the exams, situation which worsens even more the qualitative results of the National Educational Sector (Ibid).

Administration and Finance

13.46 According to the declaration of the CMES 2009, superior education as a public good, is responsibility of all those who pursue it, especially the governments, which in the case of Honduras represents, a change of focus on the explicit priorities in the last Plans of Government.

13.47 In relation to financial administration, from the six public institutions of superior education, UNAH has assigned by constitutional mandate, 6% of the national budget, while the other ones must present directly, as decentralized institutions or through the Secretaries under which they function, a budget application which would accompany their Annual Operative Plan, so that funds might be assigned for their operation. In the three cases, assignments have depended on the level of analysis, which is done in the Finances Secretariat about the funds available at the government level, and the priorities which in the same might be considered, which many times do not correspond with the ones proposed by the institutions, especially because the government policies have prioritized at the inferior levels (pre-basic and basic), leaving an unbalance in relation to secondary education and superior education. This year 2009, for example, "UNAH has suffered two cuts on their budgets for investments, which has forced it to suspend necessary projects for the achievement of the objectives of the institution" (Interviews Calderón, R., 2009).

Table No. 16		2006 – 2008 Period, Financing Sources per Year			
YEAR	AMOUNT	PUBLIC SOURCES	PRIVATE SOURCES		INTERNATIONAL SOURCES
		Direct Payments from the Central Government	Direct Payments from Households	Direct Payments from Other Private Entities	
2006	2.306.487.309	2.079.301.415	186.613.688	38.551.718	2.020.488
2008	3.201.241.062	2.943.285.234	212.962.031	41.350.028	3.643.769
Increase	+ 894.753.753	+ 863.983.819	+ 26.348.343	+ 2.798.310	+ 1.623.281
%	38.79	41.55	14.12	7.26	80.34

Source: Own construction as of statistical yearbook data of ES level, 2006 and 2008

13.48 According to the previous chart, the financing of superior education, which had an increase of 38.79% between 2006 and 2008, has as its greatest financing sources, the Central Government, whose support was elevated to 41.55% and in the international sources whose contribution was elevated to 80.34%. Nevertheless, the growth of the state's

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financing is concentrated on the six public IES and the international, which in 2006 was distributed into four IES, 3 public and one private, in 2008 it was concentrated in two public ones, UNAH (Lps. 3,503,441) and the UPNFM (Lps.140,328). Nevertheless, facing the functions assigned to this level, "the budgetary situation in the public IES is a great concern: what the student pays is something symbolic, and raising the quotas cannot even be thought about, because the enrollment of students with low income would be limited, in the majority of those who have little economic resources. A re-assignment of the budgets is necessary to re locate funds which would allow the IES to carry out investigation projects and to equip (Interview Cruz, L., 2009), with assignation of funds from the State not only to the public IES, but to the private ones, as a part of a policy of stimulus to research and concrete issues, such as generation of renewable energy, which would be a priority for the national development (Interview Corrales, C., 2009).

13.49 This situation has forced the institutions to design strategies for obtaining their own funds, such as the sales of professional services, rental of physical spaces, aperture of services to groups of population, etc., which would allow them to develop their plans and programs with more freedom. In this sense, it is shown, in the following chart, the differences which exist between the budgets of income and expenses of the public institutions of the level. When analyzed, the distribution of their budgets of expenses by group, it is observed in all, that it corresponds to Personal Services (salaries, travel allowance, etc.) the object which absorbs the greater percentage of the same, with which it is difficult to develop other functions of superior education (Interview Cruz, L., 2009).

Table No. 17			
Budget of Incomes and Expenditures for Public Institutions of the Higher Education Level, 2008			
Institution	Incomes	Expenditures	Difference
UNAH	2,446,234,800	2,577,176,800	-130,942,000
UPNFM	333,936,600	350,336,600	-16,400,000
UNA	85,764,694	85,764,694	0
ESNACIFOR	43,515,255	43,515,255	0
ISEP*	18,529,451	18,529,450	+1
UDH*	20,090,000	19,870,000	+220,000
TOTAL**	2,948,070,800	3,095,192,799	-147,121,999

Source: Ministry of Finance, 2009

* Data of 2006. Statistical Yearbook of Higher Level Education, 2006

**It does not correspond to real totals for a year: It is merely pointed out due to reasons of analysis.

13.50 In relation to the administration of the budget, each institution has its own bylaws. Due to the new Organic Law of UNAH, this institution has now a system of budgetary assignation, in which budgets will be assigned according to plans and projects, in such a way that the University Reform has to be subject of planning to be able to allocate the budgetary resources for the activities related with the achievement of goals and proposed objectives. At the UPNFM on the other hand, decentralization has been applied in the

management of funds in the regional and at distance university centers, in the budgetary areas which allow it.

Academic Proceeding

13.51 Pedagogic Management. The pedagogic management, which goes through the academic offer of the different IES which compose the sub-system, presents characteristics of a growing offer, on one hand in amount, but static in quality on the other hand. Curriculums which by law should be updated every five years, are not being renewed and in many cases, when they do, the reforms go more to the form than to the content, the reforms proposed by the different IES reflect in many cases the opinion of the faculty bodies of the careers, more than the result of evaluative processes of the same, except in the case of those which have been the product of processes of internal evaluation carried out in the frame of the SICEVAES-CSUCA (UPNFM and UNAH) and of AUPRICA (UNITEC, UNICAH), and even in them, it is considered that the reforms have stayed at the level of proposals, and have not reached the classroom (Interview Euceda, A., 2009); teachers are not incorporated to a program of training and professional and pedagogic updating and the institutions lack the necessary equipment in quantity quality to incorporate new methodologies to the teaching they offer.

Academic Supply and National Curriculum

13.52 The level academic administration is based on Academic Standards adopted, which are binding for all institutions that underlie the rules of each one of them. The academic level of the institutions is done in two ways, face education and distance education which have incorporated the use of new information technologies, according to the institutional possibilities for improving processes teaching. The geographical distribution of this level academic offerings include the location of the headquarters of three institutions in the political capital (Tegucigalpa), one in the eastern region and two in the central, regional institutions in patterns or distance from the UNAH (eight eight-to-face and distance) and nine UPNFM distributed throughout the country. In relation to the supply of new careers, according to the laws of the level, all new degree to be offered must include in its proposal before the Council for Higher Education, a market study that endorses the need / desirability of opening the same. After opening the degree course offerings is based on a projected demand for registration, but also influences the availability of human resources to teach the subject and physical space, which often poses problems in the subjects completed career when not enough students who require.

Table No. 18		Academic Supply of Public Institutions of Higher Education Level, according to the Area, 2006								
IES	Total	Educ.	Humanities Art	CCSS Law	CCNN	Engineering, Industry Commerce	Agro-Forestry	Health Social Services	Services	No Specialty
UNAH	117	7	7	34	9	18	6	32	3	1
UPNFM	32	32	-	-	-	-	-	-	-	-
UNA	2	-	-	-	-	-	2	-	-	-
ESNACIFOR	2	-	-	-	-	-	2	-	-	-
ISEP	3	-	-	-	-	-	-	-	3	-

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UDH	3	-	-	-	-	-	-	-	3	-
TOTAL Public IES	159	39	7	34	9	18	10	32	9	1
TOTAL Private IES	147	0	16	70	12	28	6	9	6	-
TOTAL ES Level	306	39	23	104	21	46	16	41	15	1

Source: Statistical Yearbook of Higher Level Education, 2006.

13.53 Based on this offer, it would be necessary to examine if it responds to the country's demand, within the corresponding age-range population of 2008 which totaled 1,056,278 as per population projections (INE, 2001) which considering the public and private sector, only represents coverage of 14.6%, slightly 0.1% above the prior year. Of this percentage, 64% was served by national institutions with an enrollment of 98,808 students, and the remaining 36% through the private sector with an enrollment of 55,701 students (Statistical Indicators of Higher Level Education, DES, 2009).

13.54 Without a definition of which "careers generate development" referred to in the Sector Strategic Plan 2005-2015 (numeral 4.5), it is difficult to evaluate accomplishment of this goal. As per data obtained from the Organization for Cooperation and Economic Development, OECD, the predictable international tendency points towards careers such as Molecular Engineering, Nanotechnology, Biomedicine, Cybernetics, Space Investigation, Mechatronics, Earth Science and other technological/scientific areas, almost automatically eliminating Social Sciences, Humanities and Arts (Bautista, J., 2008). Making an analysis of the 2008 academic offer, of 330 careers at this level half of these (165) for the public sector and also half in the private one in relation to population attended reflect that the private sector attended an average of 599 students per career, while the public sector attended only 337 (Figures derived from the Statistical Indicators of Higher Level Education, DES, 2009). Through a detailed examination of the careers offered by the public sector, the humanities areas prevail both in enrollment and offer with enrollment equivalent to 51.2% of the total, over scientific careers with an enrollment of 48.8% (Statistical Yearbook of Higher Level Education); educational studies outstand with 34,324 students enrolled in public IES, and secondly studies related to the engineering, industry and construction sectors with an enrollment of 10,700 students.

13.55 As can be seen in the previous chart, the humanities careers prevail in the educational offer, with 104 careers in Social Sciences and Law, while only 21 careers are found in Natural Science and 16 in Agriculture and Forestry Science. At a public institution level, the emphasis is found in service-related careers (Education, Health and Social Service) which total 70 careers or 44% of the total offer of these institutions, while careers related to the science area continue to be a minority.

13.56 The offer of academic degrees in public IES concentrates in bachelor's degrees, while the offer for higher level doctorate degrees is at a minimum and all in the humanities area. The offer at an associate degree level, prior to a bachelor's degree, is very poor and only offered by the UNAH (18), UPNFM (5) and ESNACIFOR (1), and this makes the market offer for professionals in technical and scientific areas very poor. From a business

viewpoint, it is considered necessary to strengthen the segment of university professionals in careers related to the production sector, so that the amount of graduates does not exceed the quality with which they graduate (Dorian and Chavarria, 1999).

13.57 As far as curricular programs are concerned, the Directorate of Higher Education has prepared a Regulation which contains the requirements that the curricular proposal for each higher level career must meet to be approved. This includes a market study and a theoretical framework that positions the career within the country development framework and up to a minimum description of each subject. When analyzing different proposals for opening of careers by different institutions, it can be observed that the reference frameworks vary from one to another and not always consider as a basis explicit national policies in Sector Plans, Millennium Objectives or the Poverty Reduction Plan.

13.58 As far as virtual classes, in 2010 students of UNAH will be able to choose to take general subjects in a virtual manner. Thousands of students will be able to be part of this pilot program that has the objective of extending coverage for the second period of 2010. Furthermore, it is projected to offer "a significant number of subjects through Information and Communication Technologies". As per Rutilia Calderon, Vice-Academic Principal of UNAH, in an interview to the local newspaper El Heraldo, by the end of 2010 all faculties that have assumed the challenge of offering careers in presence and at distance programs "must offer at least three subjects on line" (Carias, 2010)

13.59 Promotion and Degree. As far as promotion and degree systems, even though the IES have the Academic Norms for this level as a basis, which establish a percentage of 60 to pass a subject, each IES makes use of its academic autonomy and determines criteria for promotion in each career and subject to surpass or complement that established by Law (higher percentage, presentation of work, development of activities, etc.). Regarding degrees, the IES coincide in the accomplishment of 100% of the curriculum and the execution of a professional practice period in an institution or business related to the area of bachelor's study. In the case of post-graduate study, the professional practice is substituted by the defense and approval of an investigation study.

Students

13.60 Gender. In relation to policies that promote the incorporation of women in the different development processes, even though according to the Homes Survey women clearly find themselves in a disadvantage position in comparison to men in areas such as employment, in the higher education process there is a feminization of enrollment; out of the total enrollment for 2008, 63.8% of the population was feminine and only 35.2% was masculine (Statistical Yearbook of Higher Level Education. DES-UNAH). The above mentioned results show a difference depending on the institution: the result are maintained at UNAH (62.1%>37.9%), at UPNFM (69.7%>30.3%) and at UNA (63.5>36.5%), while in the other three institutions the opposite situation is found, at ESNACIFOR (28.4%<71.6%), at ISEP (13.5%<86.5%) and at UDH (6.6%<93.4%); this shows that gender continues being an element as far as choosing a career to study is concerned.

13.61 Right over Decision Making. In relation to student rights, especially the right to intervene over decisions affecting their own learning processes, the Higher Education Law establishes the right for student representation in government organizations, which shall be established in each educational center under its Statutes and Regulations (LES, Art. 8). Conditions and mechanisms for student participation in the organization government of each IES are established in the various statutes, as well as the positions that they can hold and mechanisms through which claims or proposals can be presented for consideration of the respective IES government. These positions and mechanisms are greater regulated in private IES than in public ones.

Sistem of Admission

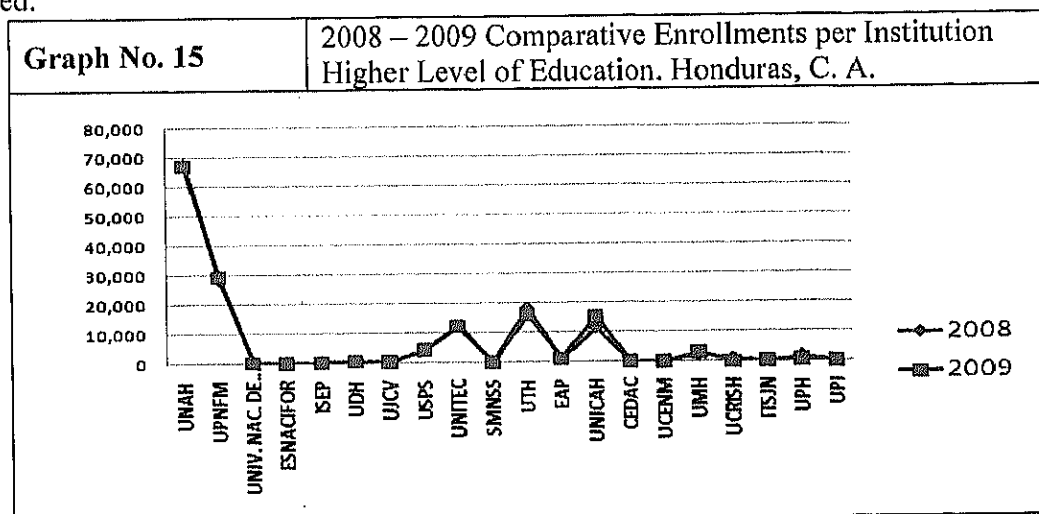
13.62 In relation to the criteria of equity, one of the established principles in international declarations and national documents, is to usually make an analysis stemming from the admission policy of higher level educational institutions. As established in the Higher Education Law (Art. 4), to have access to higher education the requirement is to have completed secondary level and meet the regulated requirements; and based on this and in order to improve the possibility of more success in studies, "all national IES have had admission tests for several years which are applied according to their own criteria" (Interview Cruz, L., 2009), almost all "currently have strong selection criteria and world class standards (Interview Euceda, A., 2009). The previous indications limit in great measure the admission to the IES, as the demand is much higher than the capacity of attention of each IE in terms of space, didactic resources and teaching staff; situation that results in limiting the number of spaces per career, and thus at the UPNFM for the first period of 2010, 7,500 students registered for the admission test for an approximate number of 4,000 spaces, which means that only 53.3% will be able to study in the institution (based on data provided by Cruz, L., 2009), while at UNAH the number of students planning to enroll in the second period of 2009 was 10,084 (UNAH Director's Office Communication, May 2009). Of the private IES only 29% have an admission test as a requirement, and for the remaining 71% admission requirements adhere to that originally established by law, incorporating in some cases, letters of interest and interviews with deans and other authorities of the faculty selected or offered.

13.63 The test used by the UNAH is an academic aptitude test that measures development of two elements by the aspiring student – mathematical logic and linguistic comprehension. The test is different for the various careers and includes precedent student data that allows the provision of feedback to the Ministry of Education. Follow-up to students that have passed the test has allowed observation of how their command of these aptitudes is a fundamental factor regarding the student's study success"; results have been presented in a Follow-up Report of the Admission Test to the University Community (Interview Calderon, R., 2009). The test used by the UPNFM, which is also an aptitude one, has an important purpose of not only identifying the development of aptitudes but also potential in relation to different careers offered as well as for the future performance of teachers.

13.64 As a result of the application of admission tests, both in public and private institutions, "a decrease in the enrollment has been observed (see the follow graph), which has been also reflected a decrease in failing and dropout" (Interview Calderon, R., 2009);



this is considered a positive achievement for the improvement of quality of education being offered.

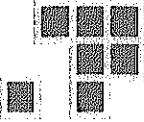
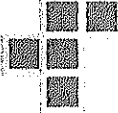


Source: Directorate of Higher Education, 2009

13.65 The strategies to improve the performance index in the admission tests include remedial courses without credits at the beginning of the careers and preparatory manuals handed out to students upon registration for the test. However, the challenge that students unable to enter the system obligates the IES to propose alternatives such as “reforms to the admissions regulation system to guarantee that students from more vulnerable groups do not add new inequities to those historically existing ones; including beginning in 2010 and during a period of three years, a remedial obligatory course for students coming from these groups, with the expectation during this time the UPNFM, will prepare a methodology and techniques so that the secondary level actually build upon these aptitudes” (Interview Calderon, R., 2009). This would constitute substitution of the remedial strategy for a preventive one, or the proposal presented by the UPNFM Dean concerning “the implementation of a “terciaria” non-university education that opens the possibility of training highly-qualified skilled labor for those people unable to enter university, in the form of higher-level professional, technical schools. This option is cost effective, more accessible and opens a wide range of opportunities for youngsters to enter the professional and labor work simultaneously and could even be executed through an agreement between INFOP-Universities and involve private enterprise” (Interviews Cruz, L., 2009). Both strategies will require teaching staff and physical installations of the IES involved, be it to expand the number of teachers and installations, or to open new possibilities for utilization of human resources and available installations. It is definite that in relation to the second proposal (Cruz, L.) installations need to be evaluated not only as far as being adequate but also regarding equipment for laboratories and shops.

Infrastructure

13.66 As far as the infrastructure of this level is concerned, “a physical infrastructure diagnostic exists for the Ministry of Education, but it does not count with similar exercises



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for the rest of the system – higher and non-formal education – (PESE 2005-2015, numeral 3.2.1). Each institution must include in their request for approval to the National Education Council, the inventory of physical installations, furniture and buildings, dully documented, which as a minimum are necessary for it to function, as well as the projection of future expansions and timeframe to carry them out (General Regulation of Higher Level Law, Art. 70.i). Considering what is stipulated in Art. 44 of the Academic norms at this level: “All higher education centers must count with necessary physical and academic infrastructure to perform education work that motivates intellectual, physical, social, emotional and spiritual development of the entire institutional community”.

13.67 In this regard, similar norms have not been presented for construction of school institutions for the rest of the education system, which should be of obligatory application for all institutions; however, the Higher Education Directorate includes in its evaluation of institutions of this level an instrument that evaluates infrastructure conditions as one of the criteria to establish the institution’s adequacy. It must be understood then that institutions have physically developed according to service demands and type of formation offered, and thus the UPNFM will have different requirements and lines of developments than those of the UNA or ESNACIFOR.

13.68 The aforementioned translates into an evident difference as far as use of physical space for each of the institutions is concerned. According to statistics at this level for 2006, the UNAH with a total area of 259.817 m², utilizes 27.3% for academic activity, 4.4% for administration, 16.7% for green areas and 1.61% for the library, while the UNA has 2,822,401 m² of which 0.87% is used for academic activity, 0.03% for administration, 4.15% for green areas and 84.2 for production activities (Statistical Yearbook ES, 2006).

13.69 The demand to include a Physical Development Plan with the creation request to the Higher Education Council has allowed that each IES plan its physical growth at a short and mid-term. Regarding this, the UPNFM has been developing and updating its Physical Development Plan since its establishment as a university starting in 1989. This has allowed assurance in a continuous manner the assigning of investment funds by the Ministry of Finance. The UNAH has “in response to what is established in its institutional organic law, approved a regulation for its physical organization in March 2009, with precise instructions to guide future physical development, taking into consideration the characteristics of the spaces assigned to various university activities, which should be shared with all authorities of the level to reach consensus regarding criteria for norms for physical development of all installations for the entire level (Interview Calderon, R., 2009).

13.70 A need proposed regarding infrastructure for all IES that responds to guidelines given by the Higher Education World Conference is that related to education equipment and materials which includes not only laboratories and shops, but also equipment related to new technologies, including virtual education. As far as this is concerned, “not all IES are equipped with the necessary materials to develop not only teaching, but also investigation projects and other activities that could allow the level to link with society, especially in the technological area” (Interviews Cruz, L., Avila, C., Euceda, A., Corrales, C., 2009)

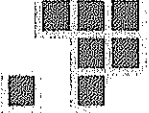
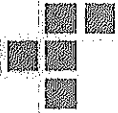
Labor Market

13.71 Theory predicts – and surveys of permanent homes confirm it- that all income will be higher in the measure that the level of education of people increases. The average monthly income of an occupied person with no formal education is L. 1,754; with elementary education it reaches L. 2,963 and it can reach L. 12,226 with higher education (XXXV Permanent Homes Survey 2007). These amounts have been progressively increasing, and thus for higher education people, the average monthly income for 2005 was L. 11,013 and L. 11,133 for 2006. (Permanent homes surveys, September 2006 and October 2005), with a difference of only L. 120 between the two years and an difference of L. 1,093 between 2006 and 2007.

13.72 Making and analysis of the pertinence of the system in relation to the country's development, it is considered that "employment is high: those that are well trained obtain jobs; however, if the labor market is not dynamic, regardless of the quality of the university, public or private, old or recent, the salaries are low. It doesn't matter where the student graduates from, as all graduates face employment and good salary problems. If we refer to the Home Surveys, we find a question that measure the average national salary by years of schooling; two years ago, the average for a graduate was close to L. 9,000; at this time, the monthly payment of some private universities is near this amount, and no correlation exists between the investment made and the salaries earned. In the measure that a good dynamic is lacking in the economy, the salaries will not be good and pertinence will be such that only if the professional comes from a renown university from abroad, the local labor market will value the language (English), the expertise in information technology and value what comes from abroad, as the market does respect these standards, especially if dealing with foreign investors and if the programs do not have these standards, how can the labor market demand better salaries" (Interview, Euceda, A., 2009).

13.73 According to the Home Survey of 2007, regarding economically active population, men have great participation between the ages of 35 to 44 years. Within these ages, only 3 of 100 Honduran men are out of the labor market; that is, 97% of men between the ages of 35 and 44 years are working or are actively seeking work (in interviews and with possibility of employment). In the case of women, the largest rate of participation is reached between 30 and 39 years, with a value of 52%. In both cases, these are age ranges during which if a continuous education process were followed, the person already has a bachelor's degree and can offer professional capacity to the labor market, not only as far as training but also through professional experience. However, the latest market policies limit seeking a job with possibility of employment at the age of 35, which during an economic crisis and high unemployment (2.7% of the EAP) does not constitute a favorable policy for economic stability of the population.

13.74 The Open Unemployment Rate (OUR) and the months of search by the unemployed with higher education are 3.4% and 4.9 months respectively, interpreting that people with higher education tend to face more problems in obtaining employment (XXXV Permanent Homes Survey 2007). A strategy used by businesses to confront this problem has been the implementation of employment fairs at an urban level, through which businesses open job opportunities; however these are mainly addressed to the younger population (less than 35



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years), and in many cases, without having finished their professional degree, as the offers in the fairs and in the employment sections of local newspapers, indicate that opportunities are open to people who have not yet completed studies. A reason for this is the salary difference between a non-graduate and a professional with a bachelor's degree, as the first can be employed at a minimum salary (L. 5,000) and a professional with post-graduate degree has salary expectation greater than L. 25,000. In accordance with this, IES specially private ones, maintain in their networks or student data units information related to job opportunities (job banks), without this meaning or representing agreements with the public or private sector as a means of making available jobs for their students. However, many students find employment in the businesses where they do their professional practice as a pre-requisite for graduation.

13.75 To the above mentioned can be added, in a large measure, the limitation that knowledge of the English language is required by employers; and this not being mandatory at a secondary level in an acceptable manner and not having the same academic equivalence in curricula for university careers. This represents a barrier to enter the labor market for many graduates at this level, even though this situation has been improved through inclusion of a second language, usually English, in the IES under-graduate curricula.

Research and University Extension

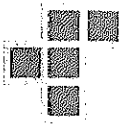
13.76 Related to the functions of higher education, teaching, investigation and extension or linkages with society (Chapter I, Art. 3), "the investigation and linkages with country development have been very marginal functions, as the IES have dedicated greater effort to the formation of professionals, which is one of their functions, but have not paid enough attention to the generation of knowledge at different stages of investigation, divulging and use social training and application" - (Interview Calderon, R. 2009). This also "indicates a blank space in the linkage of these institutions with the country's macro development projects for solution of different problems that limit progress. For higher level educational institutions this represents a challenge to get out of the strictly university environment in order to have impact in the country's development process" (Interview Salgado R., 2009), which will depend on the IES own initiatives as well as the Government and private sector to recognize the importance of this participation and identification of spaces for incorporation.

13.77 In an attempt to respond to this requirement, the institutions develop extension programs through various academic units. In 2008, 365 programs were reported by four of the six public institutions; The National Agricultural University excelled with 236 programs, 218 of which are outside boundaries. The UNAH reported 81 programs, 60 of them outside boundaries; ESNACIFOR reported 22 with 10 outside boundaries and the UDH reported 26 with 18 outside boundaries (Statistical Yearbook of Higher Level Education, 2008. DES-UNAH). The areas in which these programs were developed can be assumed in the IES specific areas of formation (UNA (agronomy), ESNACIFOR (forestry sciences) and UDH (military sciences), but being UNAH the IES with greater diversity of careers, detailed areas developed through its programs are not available to date.

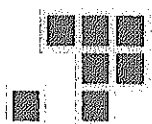
13.78 For 2009, only 100 investigation projects were reported (of these none were reported by the UNAH or the UPNFM, the largest institutions of the public sector); 72 investigations were in the agro-forestry area (UNA, ESNACIFOR and UDH), 5 in the health area (UDH), 20 in the social sciences area (ISEP and UDH) and 3 in economy and administration (UDH) (Statistical Yearbook of Higher Level, DES, 2008). However, in the UNAH web page 10 basic scholarships and one post-graduate scholarship are reported for investigations for 2009 (www.unah.edu.hn).

13.79 In accordance with the CMES 2009 declaration, due to the complexity of present and future global challenges, higher level education has the social responsibility of improving our understanding of matters presented by multiple artists, involving social, economic, scientific and cultural dimensions, and our capability to respond to these. "Universities have a challenge to come out of their strictly university environment and constitute a body of professionals making contributions through their reflections and proposals, possible solutions to multiple problems that limit the country's development" (Interview Salgado, R., 2009).

13.80 Linking with society by higher level educational institutions has been on an individual and sporadic manner developed through projects that involve students during the graduation process, through a professional practices as a pre-requisite, with punctual projects in areas of interest of the institution, without being a response to a plan based on



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national policies or plans, despite the need of their participation in the country's development process being evident for the society and the institutions themselves. This indicates that it is necessary to have an explicit, two-way policy from the Government and private sector to reassess the resource represented by the IES as generators of new knowledge and by IES themselves to present proposals that allow achievement of their role as development agents of the country.

13.81 In this section, it is convenient to analyze the role of international cooperation at a higher education level, as part of the community that surrounds it. The current economic crisis can increase the gap in terms of access and quality between developed countries and those under development and within borders of one country, representing additional challenges to those countries where access is already restricted. Never before in our history was investment in higher education more important, as it constitutes a fundamental basis to build an inclusive and diverse knowledgeable society and to make progress for investigation, innovation and creativity.

13.82 Upon consultation regarding this point, the opinion of those interviewed is that international cooperation is vital for the development of the education systems, but in response to established political priorities by the government addressing the first levels of the Education System (Basic Education), the investment in higher education has been sporadic and punctual, which has left the development of this level with very weak support. This is valid for a developed country, but not for ours (Interviews Salgado, R., Calderon, R., Cruz, L., Avila, C., 2009). Cooperation has been executed through bilateral agreements favored through membership in regional university organizations (CSUCA, OUI, CREAD, etc.) or in an attempt to take advantage of bilateral agreements between friendly governments (United States, Mexico, Chile, Argentina, Japan, etc.) through which cooperation for the education sector is an important line item in the form of technical assistance and interchanges of strengths (interchange of teachers, internships, scholarships for students with academic excellence, etc.), which many times cannot be carried out in a regular manner due to lack of funding. At the same time, important contributions have been achieved in the infrastructure field (equipment) and the formation of human resources (scholarships), but at an institutional level and in a punctual manner, and not as a Development Plan for the level assumed by cooperating agencies, and considered to be priority areas for formation of human resources, technical and financial support for incorporation of the TICs as part of the academic and administration functions in the IES, advise on preparation and implementation of development strategies for the level, including evaluation and certification with international standards and technical and financial support for integration of the National Education System.

13.83 The time that university teachers dedicate to the institution is vital in the measure that these invest time not only to teaching, but also for investigation and development of projects linked with society, environments which are necessary to improve the quality of education, as stipulated by the Higher Education Law (LES, Art. 4). According to statistics for this level, 68% of the teaching staff of public institutions of higher level works full-time, 4.8% work half-time and 27.3% works on an hourly basis. Of these, 61.8% are male and 38.2 are female. (Statistical yearbook for the Level, 2008); however, as the law allows teachers to work in more than one educational institution, many of them work in two IES



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with the corresponding limitation for development of investigation projects, and without verifiable data related to the percentage of teacher working under these conditions.