

16.39 The third element and perhaps most important is the definition of the **financing model** for education, with the approach of using state resources and contributions of citizens so as to ensure that state resources are subsidizing the poorest with less access. A change in the performance budgeting and performance pay (not just teachers but the managers of services) optimize resources, as well as ensuring fairness and necessity criteria for allocating funds.

Recommendations regarding Systems of Information, Monitoring and Evaluation

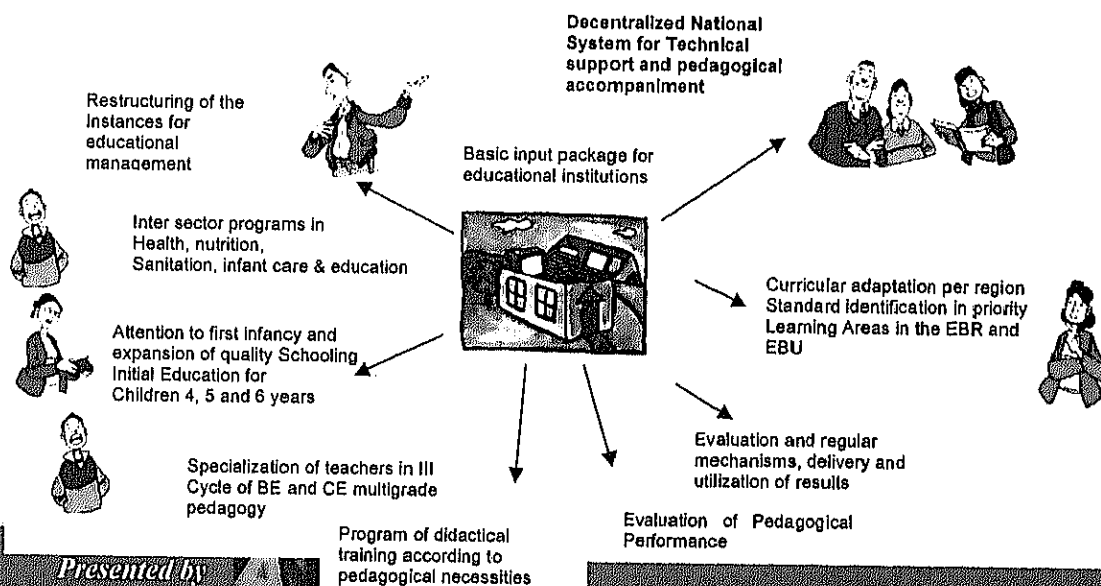
16.40 Once the models of education, management and financing for the sector, have been defined, sector planning is established taking in consideration in this case, the recommendation to separate the rectory from the provision of services. Sector planning is a new and fundamental step (although efforts have been made) and it requires high quality technical assistance.

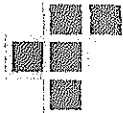
16.41 With the definition of the sector plan, it will be easy to define the system of M & E that is required for corrective decision-making purposes and for purposes of modifications to the models. The system would include indicators for planning levels for each of the educational systems and indicators of overall system performance. Some of the indicators in this system are the same that can be used as indicators of performance in delivering local services against which you can make disbursements and payments. This task of certifying these indicators is performed by guiding a central or departmental level.

16.42 The participation of international cooperation in sector planning is key to the purpose of harmonization, alignment and ownership. It is necessary to strengthen coordination mechanisms that are intended to establish priorities, using the studies and research to establish a joint strategic line of action that allows the organization of resources and expertise aiming at improving the quality of education. (PREAL / FEREMA, 2002)

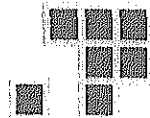
XVII. RECOMMENDATIONS OF DEEP CHANGES IN THE SYSTEM PER LEVELS

PRE-BASIC EDUCATION





"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)"



Own elaboration, summarizing the needs of the educational system
ANED-C, 2010

17.1 The improvement of learning in the basic preschool depends on a number of factors having to do with the equipment of the institutions, school management, teacher training, new rules for the practice of teaching, periodic assessment of student progress in achievement, early education with greater coverage and quality and programs to offset the initial disadvantages of students at the level of their health and nutrition. All these areas are priority and are explicitly demanded in the national education system. But in all cases, a mechanism capable of ensuring both the teacher and principal continued support and educational assistance to their efforts for change, is essential. (Marquis Graells, 2008).

Offer greater access to an educational care for children (boys and girls) younger than five years.

17.2 In the country early childhood has been less visible in public policies, plans and programs across sectors and in state budgets. No progress has been made and there is a clear conscience and the experience needed to coordinate actions of comprehensive care for infants. Therefore it is required to assume a critical reflection to promote an awareness campaign where all entities involved in making decisions for early childhood, where they assume that Initial Preschool Education must be based on mediation for the stimulation of integral development from gestation to 6 years since the early influence of the external environment can leave permanent traces in the mental and emotional development. The biggest revolution in education to achieve in a relatively short period of time is to work successfully with all children in the initiation stage of schooling. To achieve this requires political will and decision of the State and society as a whole to implement the powerful idea of investing in early childhood.

17.3 Attention to early childhood in Honduras is developed by various institutions and NGOs: including CCF, SAVE FOR CHILDRENS, UNICEF, FEREMA and more. It needs to establish consistency and cross-agency work to move toward universal preschool education opportunities, regardless of whether formal or informal, through comprehensive care in partnership with NGOs and other public and private partnerships that can achieve expansion of early childhood care.

17.4 The conformation in the MOE of the healthcare unit with the Early Childhood Preschool staff, Elementary and Middle School, appointed through the Pedagogical Technical Secretariat in order to define the policy for early childhood education and ensure its proper implementation through technical assistance provided to institutions, would be one of the main strategies that can achieve the expansion of early childhood care. In addition to providing comprehensive care service through the implementation modalities of care in family, community and institutional environments, in partnership with private entities that demonstrate experience and expertise in early childhood care. This will be developed by establishing framework agreements for cooperation with departmental and municipal entities.

17.5 Expanding the pilot project implemented in the community of Chinacla, State of La Paz, to address early childhood, where they have implemented the Comprehensive Child Care in the Community (AIN-C) with a early stimulation program.

17.6 In partnership with NGOs, the Ministry of Education, through the departmental and district offices should seek to reach with appropriate and relevant training in educational issues to families who benefit from this program. Thus subsidies will be articulated with the processes of nutrition education and care, and will lead to comprehensive care of the children.

17.7 To achieve this integration formal agreements between the various governmental agencies and institutions are not enough. It is necessary to share information about the target population, their needs and shortfalls in care, optimize resource use so as to reach the largest number of beneficiaries. It is also important to systematize the strengths of each of the institutions and make efforts complementary. The MOE can help to qualify the educational component of early stimulation programs, while the latter should extend its outreach to children who go to formal education, especially as it relates to nutritional support and supervision growth and development and orientation of fiscal policies. Since the MOE currently serves only the last grade of preschool (children 5 to 6 years).

Design a plan of integral attention for early childhood and the execution of an efficient orientation for the service provision.

17.8 Design and implement, in partnership with institutions that offer support to early childhood and local bodies, strategies for providing comprehensive care service through the implementation modalities of care in family, community and institutional environments, which allow access of children under five years of quality comprehensive care, always seeking the respect for diversity and characteristics of families and communities. Define the objectives and actions to be developed from the characterization of each. Also note the working path to follow.

17.9 Phase I: Preparation for service delivery, team formation and organization, selection and recruitment of teachers and pedagogical coordinators, according to established professional profiles, and other support staff who will develop the plan.

17.10 Initiate interagency and intersectoral coordination with public entities in the municipal or departmental level (Ministries of Education, Health, Culture and Social Development) to advance to ensure the respect of care for infants.

17.11 Set the place/places where the service is provided in any of the forms of integral attention (CESARES, daycares, community centers and others) with the support of local institutions and with the approval of the Ministry of Education and the Directorate Regional Health. Also, you must start the process of identification of families and children to be served.

17.12 Specify through an inventory of necessities the material required to achieve the educational meetings, taking into account the characteristics of children, of Integral attention module and local production of educational materials and purchase.

Phase II: Methodological Process for the Development of the Mode or Method

17.13 Describe the learning environments, teaching practices and characteristics of the participants in the Integral attention Program for Early Childhood, facilitating the identification of actions, demands, opportunities and possibilities to enhance the holistic development of children.

17.14 Defining the strategies and actions to develop the components of the Integral attention Plan, with the pedagogical framework of skills development for early childhood, seeking technical assistance and the Ministry of Education will establish agreements with NGOs, and local authorities in response to the principle of flexibility, to facilitate review and adjustments permanently, according to the progress and changes that have the process of children.

17.15 Implementation of action plans, using different strategies to help achieve the objectives proposed for the Integral attention of children under five years in the family, community or institutional environment.

17.16 Phase III: Performance evaluation, the performance evaluation process will cover description, analysis and interpretation of information obtained in the process of development and implementation of the Integral attention for Early Childhood, in the module, according to coverage criteria quality and efficiency.

Train staff in teaching, responsible for Integral attention in early childhood and educate families and those dealing with children to achieve better educational interaction.

17.17 The country does not have a sufficient staff trained in Integral attention in early childhood. It requires that the planned preventive care has continued technical assistance on issues related to nutrition and monitoring growth of children, as well as stimulating their cognitive development. Therefore should implement training strategies in order to have the teaching staff that can perform a careful and affectionate and smart care to enable an integral development of children in safe and healthy socialization environments in order to achieve quality early learning. This preparation can be through an intensive one-year diploma course with a design of learning by doing to achieve skilled staff in the shortest time possible.

17.18 To implement efficient training it is required to implement partnership with organizations that have developed in training parents and mothers, (CCF, UNICEF, Save the Childrens, Plan in Honduras) voluntaries and preschool teachers (FEREMA) and coordinators of service delivery institutions in developing modalities for the implementation of comprehensive care for young children (INFA). Urge the MOE so that through departmental and district offices they take the lead in the training of educators (teachers, parents and carers), recognizing that it develops in different settings and is organized into particular sector systems (health, security and education).

17.19 Given the diversity of people that relate to families and children (service personnel, community members, relatives or professionals who may be linked to security sector, nutrition, health or education) implementing actions to define the ways in which the awareness will be provided on the issue of early childhood care.

17.20 Planning the form of training starting with parents, siblings and other immediate family members, and involving all members that accompany raising their children. Using a cross-sector and differentiated approach to ensure that any interaction with children have an educational intent.

17.21 Promote the development of strategic alliances that ensure comprehensive care and ensuring compliance training and awareness plan.

17.22 Negotiate with the external cooperation the funding to design and implement programs or establishing a partnership with NGOs, municipalities, private companies or other institutions, to implement the actions that allow teachers or educational staff handling the arrangements for Integral attention (family, community and institutional). At present preschool has the support of the EFA Goals with regard to the attention of the last year of preschool, but there are no support to serve the population between 0 and 5 years. For this reason if a good staff training plan that will serve this population in the short, medium and long term, is prepared clearly defining purposes and how to assess the achievements, it could result in interest of the Cooperating for further financing.

Increase coverage of preschool care on population ages between 5 to 6 years.

17.23 In the inter-institutional framework among state agencies, there is the need to join efforts with the private sector, establishing strategic alliances and seeking their cooperation in the direct care for children and channel financial resources to the institutions that are able to provide a more effective service.

17.24 This, together with the participation of municipalities in the financing and administration of preschool education services, can help expand coverage and design more flexible patterns of care, which better suit the particular needs of families in different regions of the country, in rural areas, where coverage is very low and where formal programs are not responding to the reality of each region.

17.25 FEREMA developed the project of non-formal attention to the group of 5 to 6 years through the Community Centers of Preschool Education CCEPREB, EFA funds and using the Play and Learn Program. Manage increased funding to expand the program to disadvantaged departments that show higher levels of dropout and failure in first grade. These include the states of Olancho, Colon and Gracias a Dios.

17.26 For its part, the Ministry of Education, will aim to create favorable conditions for the better development of children using the media to raise public awareness about the urgency of providing quality care and create a positive activity, creative and committed to the family and the community for the care and training of children between 5 and 6.

17.27 Provide appropriate educational alternatives, through television and other media, and joint educational actions to develop extracurricular activities with children between five and six years of age, in grade school and compulsory education with a range transition from Children's Homes and Nurseries.

17.28 Achieving the qualification of the play and Learn program, thereby adopting operating strategies that give flexibility and access to support services of better quality.

BASIC EDUCATION

Improvement of physical conditions

17.29 Despite the large amount of investment in recent years have been devoted to improving the education service, the situation of schools leaves much to be desired as the general state of physical facilities and educational equipment and materials. The consultation with the sample for this study by asking the recommendations to improve the quality of education in their school requests the construction, remodeling or improvement of school buildings, provision of furniture and teaching materials (Table 20 EB). Marquis Graells, 2008, article quality and educational innovation in schools, says that among the basic factors of quality in education are the infrastructure and materials: facilities, equipment, materials, among others.

17.30 A more efficient management must enable the timely satisfaction of basic needs of schools in terms of minimum inputs required for its operation (educational materials, payment of utilities, basic maintenance, etc.). For this reason the steps are so important that they occur in the direction of giving schools greater administrative autonomy, although in order for these measures to produce the desired effect it is necessary to simplify the rules governing the handling of public money and strengthen the capacity of educational institutions to define and effectively manage day to day management.

17.31 The quality of education requires targeted interventions to improve school environments and what happens directly in the classroom, that is, the processes of teaching and learning. Based on minimal agreements on what is expected that all children achieve as a result of its passage through the educational institutions, arrangements that once made it's necessary to make transparent to all stakeholders in order to be able to exercise control over their compliance. For this reason, they manage the financial resources required to achieve the improvement of physical facilities and ensure that you have inventory of needs to prioritize the construction and / or improvement.

Equip with adequate furniture, visual aids, texts, working material and equipment for scientific experiments, in addition to chalkboards, markers and chalk

17.32 All these areas are priority and are explicitly demanded in the field information registered. But in all cases, a mechanism to ensure both teacher and principal support and

assist in the purchase of educational resources that improve the classroom climate and educational activity is necessary. It is essential to have the material resources available.

17.33 The classroom environment is directly related to the type of teaching that can be made inside; as space allocation, time and resources help or hinder interactive learning.

17.34 In recent years specific projects have worked aimed at achieving quality education, but the actions for improvement have not been sufficient. Schools still lack the minimum requirements to facilitate learning. A more efficient management must enable the timely satisfaction of basic needs of schools in terms of minimum inputs required for its operation (educational materials, payment of utilities, basic maintenance, etc.). The free tuition, fund that has been given to schools to meet certain necessities, has not been enough.

17.35 Invest more resources in equipping schools will require to seek external support from institutions and organizations assisting in education (municipalities, NGOs, Cooperating, Private Enterprise). Among the Education Center Projects, those who guide the achievement of equipment and the strategies they have set for their achievement can be identified, this will guide support to schools that do not need it. District Directorates should provide reliable statistics on equipment needs of the Educational Schools in their district and the departmental and district offices will prioritize educational centers with lack of equipment and not be favorable to the improvement actions, educational institutions that do not need improvement. This requires strengthening the unity of the DDE and InfoTechnology DDIE, to maintain an inventory of education centers and their needs.

Strengthen and improve in-service training to teaching staff in every cycle for the application of the new pedagogy.

17.36 Teachers are decisive factor in the quality of education. Among the most influential factors in the performance of teachers, is their initial training and the lack of a training system that provides opportunities for updating and continuing professional development of teachers in service. Everyone involved in the process of teacher training, pass through a series of stages (not necessarily linear) in the acquisition of knowledge and skill development. However, this process does not end when you get a title but continues throughout professional life, where one would expect a constant update and not just single courses relating to various topics related to the teaching task. Teachers need to be always open to challenges and findings and in turn, be willing to review and refine their goals and techniques in each school year and with each new group of students.

17.37 Since the process of teacher development is continuous, we must ensure that teachers who enter a training program are aware of the commitment involved and that, in that way they do not waste this expectation in practice. Training should emphasize the achievement of competencies as a priority and promote skills development for professional performance. Of particular interest to monitor how it is reflected in the practice of teachers trained in this perspective.

17.38 For this change in training or teacher training a plan should be developed for those interested to register on it and implementing it. I should not be imposed, to be successful.

17.39 The training models used to date have focused on the lecture or workshop attendance as the main modality of training, ignoring the difficulty and high personal and economic costs, that the mobilization and support of teachers involved.

17.40 Updating of teachers should always be seen as open complement to their training, becoming an inherent attribute of professional practice. Therefore, it becomes necessary, with training programs that emphasize other types of training, which not only requires the teacher to teach their students, but above all, which allows them to reflect on how they teach and what theories explain the results you get. It is not only to develop programs that teach new techniques and methods, but to train teachers in scientifically based pedagogical knowledge production, which could only be achieved if it is linked to their teaching basic investigation and applied research (research action).

17.41 If action research is part of the practice of teaching, it is easy to assume that it will leave the recipe, and scientific curiosity will be your main tool. This will require educational institutions that offer training programs to develop them not without some minimum criteria to ensure the wise guidance of these, such as: full-time researchers to develop research lines related to educational problems and that in turn specialists are developing the program basis of national and international bibliographic information, communication systems with advanced technology and, above all, teachers who have institutional support to enable them to effectively pursue their training process. In the absence of these conditions, it can continue to give teachers a pseudo-training that has proved ineffective and has caused teachers hardly models reproduce only respond to new generations of students or in the worst come to training because it will give points to access another level in the hierarchy, without fulfilling their teaching performance. A program of in-service teacher training is more likely to be effective if it includes the following elements: self-reflection, the opportunity to observe and work with several expert teachers in the classroom, knowledge of the fundamentals of child development and human learning, the peer collaboration and the use of some basic techniques and procedures of educational research.

17.42 Describe the various aspects that take the work of teachers and developing the institutional logics that influence their performance and the various types of interactions with superiors, colleagues, parents and students outside the classroom. Inquire about their performance from professional qualities, preparation and attitudes toward the function. Perceive level of satisfaction in work and performance of their teaching.

17.43 In this way they will be offering a teacher training according to the need for teachers, not improvising to meet the training plans. Among the different strategies that could be done for professional development are:

17.44 Develop a system of information on basic education teachers to allow understanding the multiple causes of the problems of teacher performance, to generate policies and programs that contribute to human and professional development of teachers and their good performance to improve learning.

17.45 Develop an emergency program Teacher Update to promote learning as the main modality, the conformation of the local Teacher Learning Groups (Associations of Teachers of first grade for example) and organizational basis for training and educational exchange. Modality can be supplemented with virtual high-level advice and accompaniment in the classroom.

17.46 The creation and use of media, educational training and counseling for teachers based on the use of information technologies and modern communication. Although many programs for distance education and use of the internet, have not achieved wide-scale use the most basic communication tools such as video or CD, let alone the internet or email to teacher training processes. According to the report of associated factors, 2004, 22% of the sample households had a computer and 7% had Internet. But today it has easier access to these means of communication, whether via phone or via modem.

17.47 The design and use of a package of self-learning tools and support for learning that teachers are making in the process of teacher training.

Provide greater care to the rural school as a priority

17.48 Despite the efforts made by the MOE to make school teachers in bi uni teachers nationwide in 2008 to 35% of teachers serving in schools with multigrade classrooms uni teachers, and 25% in colleges bi teachers. Only 40% of schools are multi teachers. (Table 5 Number of Schools according to Number of Teachers in Basic Education in annex).

17.49 The methodological difficulties in the multigrade classroom are evident not only by the high number of degrees (4 to 6) by one teacher, but also by inadequate initial training received. The training process is not prepared to manage multi-grade curriculum in a classroom from the official curricula and textbooks that are uniform for all schools. Teachers tend to follow the sequence raised by these texts in each of the grades and subjects, as if by a single degree.

17.50 An accompanying educational policy located on the frame and the prospect of a National Education Project, should begin with the poorest segment of the education system and the most critical stage of schooling, rural school and the first grades of basic education .

17.51 In this horizon, accompanying educational policy aims to create a set of supports and conditions in schools to break their isolation and foster in a sustainable way these processes of institutional change. More specifically, direct this policy to continuously offer to teachers and principals of rural schools in particular bi and uni teachers the support and specialized expertise required in the teaching aspects of school management and, within a

holistic management strategy that achieves educational implement local policies, departmental and national quality and educational equity.

17.52 Complement the impact of teacher education programs in service, enabling teachers to learn from their own practice, strengthening skills in collaboration with colleagues in their own school. Systematize these training programs have evidence on the achievements so we can supply the lack of information on innovative projects to support the teaching service.

17.53 Assist teachers to pedagogically articulate the real needs of rural schools to achieve quality learning and inputs provided by the Ministry of Education, such as materials, texts, computers, etc..

17.54 Build in the assisted educational center a friendly, inclusive and challenging climate, with high expectations on the potential for achievement of their students, where the institution responsible for the quality of learning and is committed to that.

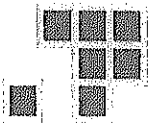
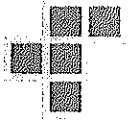
Design the "Quality Improvement of Education in Schools at Disadvantage" Project

17.55 The actions carried out through projects to improve educational quality have been implemented in a general way, with a view to enabling the timely satisfaction of basic needs of schools in terms of minimum inputs required for its operation (educational materials, teacher training, among others). But it has focused on those schools that are disadvantaged and who generally are those located in poor rural areas.

17.56 Socialize this need with those who manage educational policies to facilitate the exchange for accepting the project as an alternative to improve the lives of future citizens. Ensure that the departmental officials want to apply these measures as the project will require: (a) commitment of schools in achieving the essential objectives of basic education (objectives and transparent for all), (b) transfer authority to make decisions on school teams (autonomy), and (c) to make schools, teachers and their managers accountable for student outcomes (accountability). To achieve this requires political will and readiness of schools involved. The ability to develop exists, they only need to be offered a good excuse and they are the same stakeholders who developed the educational project according to the needs of everyone to have improved. The departmental and district offices will be guarantors of resources needed to implement the project.

17.57 The quality of education in this case should be directed to foster the conditions in which learning occurs, reflected in school buildings, the availability of materials and texts in the ongoing and timely presence of teachers, and the existence of support services for students according to their needs.

17.58 Insufficient coordination between the various units and agencies that develop activities in the education system, lack of formal planning for actions to improve the quality of education at the institutional level, a deficiency in the coordination among the units involved in the development and implementation project, poor staffing and management



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services dedicated to the field of technical assistance / teaching in departmental, lack of incentives and inadequate training which do not address the real needs of the staff jobs involved, are some factors to keep in mind that would jeopardize the project to be conducted.

17.59 The main result of this project is that policies for family support, the detection of students with high risk of school failure towards its prevention and encourage teachers, would be much more productive measures that additional investment in more resources school equally distributed among all students without regard to its specific characteristics.

Institutionalization of the National System of Standardized Evaluation

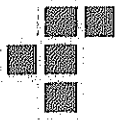
17.60 The quality improvement is not complete without an evaluation component and track results. The existence of a National Standardized Assessment that has the technical capability to carry out ongoing monitoring of students' academic performance and the factors associated with their results is necessary. Those responsible for the design of improved processes (including teachers and principals of schools) have the need for information on which to base their decisions.

17.61 Since 1996 in the country have been conducted external evaluations of academic performance and research of related factors in two cycles of basic education. In 2008 it has spread to other (third cycle and flexible modalities). These actions have been developed through projects. At the end of these, the installed capacity is lost and not continue with the production of information on the achievements of the system, data that are important to guide policies for improvement. There have been no pre-school level assessments and a half, actually report whether the educational activities at these levels achieve the desired objectives.


17.62 There should be interest to know whether students are actually acquiring the knowledge, skills, attitudes and values needed to function successfully in society and to live harmoniously in community. Desire to objectify the quality of education at all levels (pre-primary, basic and intermediate) and the factors associated with their results, it is not easily visible to the different actors of the educational community and to society in general.

17.63 Strengthen the evaluation of academic performance by creating the National Assessment Institute, to develop the National Standardized Assessment and create the necessary regulations for the system develops. To assess the progress made by the UMCE and MIDEH in establishing standardized evaluation system: Criteria evaluation, bank of reagents, establishment of decentralized network evaluation system for capturing and analyzing data, physical resources and personnel , among others. Building the team in the instances of Decentralized Education Management project formulation institutionalization Standardized Evaluation System is one of the first strategies to be undertaken.

17.64 Strengthen the outreach component of evaluation results is undoubtedly the main challenge of the National Evaluation System in the coming years. The difficulty in



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establishing improvement action can be a key factor to consider, as can determine the achievement or otherwise of the same.

SECONDARY EDUCATION

17.65 Since the average education is considered a platform for social change, educational training at this level should be treated as a continuous process of training and preparation for young people, in correspondence with their own personality development, scientific advancement, technological and socio-economic demands to opt with selection criteria and opportunity to higher education and / or the labor market, in both cases with a strong attachment to values of work, whether manual or intellectual. The country needs to define standards for measuring performance of the education system in response to national demands. The standard definition of work requires a high technical level, a broad consensus, especially in the case of Honduras where the levels of conflict between the government and the teachers' union have intensified following the recent political crisis. Build a social contract as part of a country plan showing the direction for education in an increasingly globalized context and inserted into information and communication technologies

17.66 Raising the reforms of the state government and its ability to articulate the educational transformation, particularly the middle school level, can lead Honduras to a radically different scenario than we have today in which citizens with educational opportunities becomes the guard the rule of law subject of development. From here comes the recommendation to give to the middle level curriculum reform of the "concept of intelligent nation" to understand and optimize economic globalization and its implications through trade and investment.

17.67 The goals of the Strategy for Poverty Reduction (PRS)⁵¹ for secondary education states that "50.0% of emerging population completes secondary education (high school program from 10 to 12 degree)" - from 22.7 in 1999 to 33.4 in 2010 and 50 in 2015⁵². This goal involves improving education quality, expand and develop incentives that allow students to continue the following school year, especially in technical colleges, substantially increase the supply of schools, and achieve greater participation of NGOs, employers, parents family, international cooperation between social actors.

17.68 The curriculum of middle or high school system is one of the immediate challenges. It is necessary to unify the curriculum of secondary education institutes and schools of basic education for the common cycle and grades 7 to 9, respectively.

17.69 Develop tools to facilitate equality of educational opportunities between regions, teaching curriculum and the quality of academic programs. This issue is key to the dramatic differences that are present in the regions in terms of context, human resources, material and financial.

⁵¹ The Government is working on the PSR in the context of an extensive consultation process with civil society, between February 2000 and July 2001. The document incorporates the Millennium Development Goals, and adapts to the national reality. Strategy for Poverty Reduction of Honduras, a commitment to our future.

⁵² Strategy for Poverty Reduction, Updated 2006. Government of Honduras, Presidency of the Republic.

17.70 As the secondary education sub sector the expansion and improvement, infrastructure needs will be greater and should be answered with a new generation of schools, with a vision of long-term development, aligned to the technological advances on the basis national and local commitments to its proper use, management and maintenance. The Master Plan for the Development of Educational Infrastructure is a good starting point, so reviving it is recommended to assess the challenges and opportunities for agreement and consensus between agencies, local grassroots organizations, civil society and government, for an effective response to the problems of the educational infrastructure requires the collaboration and partnerships to enable the country to move towards a new generation of schools where human resources form the present and future of Honduras.

17.71 The country needs to define standards for measuring performance of the education system in the middle tier. It is recommended to generate a process of consultation between industry, civil society, government and international cooperation to achieve realistic standards, legitimate and consensual basis to ensure a common learning for all, irrespective of their social, economic and cultural.

17.72 It is imperative to analyze and propose alternative programs that meet the need expressed by young people working and enable them to meet the educational system at times and under suitable models.

17.73 In terms of consolidating the achievements of decentralization in Honduras and experiences such as community educational model PROHECO, discuss whether this program, with some major adjustments, can be extended to secondary education and other rural and urban communities as this model provides for the expansion and improvement of educational services and the generation of an alternative institutional model for the provision of educational services with community participation, expand access, organization and functioning of Community Educational Associations (AECO).

17.74 The General Regulation of Late Secondary Education establishes a rating scale of 0 to 100, the pass mark is 60.0%. In recent years there is growing interest in assessing the academic performance of students to diagnose the state of the quality of education, as well as present them social understandable to different audiences. The country has a unit for evaluating the quality of education in the structure of the SE, also has an external drive for Measuring Educational Quality (UMCE), which operates by composition on the grounds of the UPNFM. The UMCE has succeeded in developing performance tests to assess the academic achievement of students in second through sixth grade elementary school in Spanish and mathematics subjects and research tools to study the factors associated with this performance. It is recommended, based on progress, make efforts to consolidate the system and extend it to other educational levels, so that it is possible to structure and agreeing on the national assessment system and, above all, use the results to report on progress educational policies, monitor programs and projects of reform, support the decision making level and improve educational practices in classrooms.

HIGHER LEVEL EDUCATION

17.75 The Higher Education Act, passed twenty years ago, has already been exceeded by many of the IES as to the criteria of academic rigor. Situations of questioning in relation to the interpretation of the Act in 2009 have led to questioning of the structures and procedures through which the level is rector of the University of Honduras through the governing bodies thereof.

17.76 The National Education System is divided into two segments, according to the law, should be integrated into the National Education Council, responsible for defining policies for the entire system. The State, having delegated the responsibility for conducting the level of higher education at the National Autonomous University of Honduras, does not identify the development level between policy and financial priorities and shows no political will to integrate the entire system to be considered should manifest in the approval of the General Education Law and the operation of the National Education Council as country policies.

17.77 The lack of integration of the Education System in an instance like the National Education Council linkage affects the level of higher education with the rest of the education system, limiting their participation in the development of the country in general and in particular national education. It is important to note the absence of a Level Development Plan that will integrate all HEIs, public and private, to a responsible commitment of the functions entrusted to them by law, with goals beyond individual interests, look development of the country.

17.78 It is not yet defined the state vision that considers the level of higher education as a priority in seeking development strategies for the country, which limits the allocation of political and financial support to enable the improvement of teaching processes and developing research projects and links with society in relevant areas. Nor is there an entity that assessed and accredited, autonomous and professional manner, ensuring the quality of services offered by various institutions of the level.

17.79 The higher education system has grown quantitatively, both in the number of HEIs that serve this level and in terms of coverage, but have not been met coverage targets proposed in the ERP and quality growth will still not been nor to the demands of the country that have been specified by the purposes assigned to level in terms of research and linkage with society. At the same time, the proposed reforms and integration into production processes in the country that have been proposed and developed have been sporadic and at institutional level, not system level.

Put the National Education Council in operation with a reformulation of its structure and mode of operation.

17.80 If one accepts that "education cannot be understood as a set of isolated activities, but as a system whose parts are interrelated and mutually strengthen or weaken" (Knut, W.,

2008) and, as has been raised at the conferences Global Higher Education, this level is a priority for the development of a country, activating the National Education Council, as an entity in which it integrates the National Educational System and achieve higher education assume a leadership position in it, is urgent. The leadership in this project mean for higher education a concrete step in fulfilling its responsibility as part of the educational system.

17.81 This should revisit and update the most recent proposals in which it extends its membership and considers the creation of an Executive Secretariat to mobilize the working of the Council to design and submit to the Executive Branch, as the body responsible for chairing the Council, a proposal that is approved and implemented as country program, involving both government and private and public sector. Parallel to this, should consider formally and publicly the need for the approval of the General Law of Education as current and relevant instrument of National Education System and achieved the commitment of all HEIs to propose and implement, with the Ministry of Education projects that legitimize the functionality of the CNE. To achieve the above will require external cooperation in the form of technical assistance for formulating a proposal to incorporate the structure and functioning of the CNE.

Approve and develop of the Plan of Development of Higher Level Education with short, medium and long-term Objectives.

17.82 The development of a development plan for higher education, which should be integrated with the previously mentioned sector plan, integrate the system towards the achievement of common objectives rethink their responsibility to the country's development needs, including updating the Higher Education Act and the creation of an Agency for Assessment and Accreditation of the system.

17.83 The support of external cooperation in the form of technical and financial assistance to achieve this goal it is necessary to perform a system assessment to identify strengths and weaknesses, and specific lines of integration to enable the development of a Plan with comprehensive and inclusive vision.

Approve and implement the creation of the National System of Evaluation and Accreditation of the Higher Level Education (Numerals 4.35/36/37/38/49/57).

17.84 Develop a proposed system based on experience with the SICEVAES-CSUCA and other agencies who have worked with different IES, clearly defining its aims, objectives and goals, so that all players can understand and support system its implementation as a structure that, under the criteria of autonomy and professionalism, aims to ensure the quality of higher education under the laws of the level. The proposal must be socialized in all HEIs adopted by the Council for Higher Education and presented to the Government for political and financial support.

Definition of a National Plan of Research and Connection with the Society annexed to the Plan of Development of Higher Level Education.

17.85 This should include explicit policies and financial support to academic research and university extension selected according to criteria established by the governing bodies of higher education system under the criteria of relevance and national interest and institutional review of academic standards for regulate the incorporation of time in research and extension faculty course load and staffing to meet demand which allows teachers time commitment to research and university extension of teachers whose proposals have been selected. At the same time is important to achieve a government-firm commitment to open spaces for young entrepreneurs, a commitment of IES to include rules that guide professional social work or its graduates so that it constitutes a real contribution to the development of the IES the country.

17.86 The lines of cooperation for the attainment of this objective should be translated into technical and financial support for the development of specific research projects and / or development of production processes as a means of attachment to society, under specific criteria of selection and can be IES submitted by any public or private, within the Development Plan level.

Definition of a Plan for the Improvement of Teaching at Higher Level Education annexed to the Plan of Development of Higher Level Education.

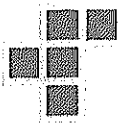
17.87 IES is necessary for each count with a diagnosis of training needs, training and updating of its teaching staff, with commitment to teaching staff for incorporation into the Plan and equipping of the IES in the new technologies.

17.88 The Plan, therefore, must have two prongs: Teaching Development Plan as a basis for all HEIs to ensure the capacity of staff responsible for these three functions, both professionally and teaching and identified as first step to update the rules of the system relative to the conditions of entry to the teaching profession in the level. Moreover, the approach will be suitable strategies to encourage a process of continuous improvement in teachers through such measures as the establishment of partial scholarships for teachers from other universities with excellent professional performance, to promote academic exchange between HEIs and the support of the external cooperation both technical and financial, to improve the training of professionals through scholarships, internships, etc..


17.89 The second track should be the plan for incorporation of new methodologies for Teaching, including virtual education, which shall be implemented through the presentation of specific projects to external cooperation in this field, institutional and government commitments, and a defining areas of cooperation among the different IES for teacher training in the best academic use of new technologies and presentation level pilot class of authority to show the same academic advantages as a strategy of socialization.

To increase coverage taking into account the principle of equity and implementation of processes of alternative education.

17.90 This objective must be, like the previous two aspects: one aimed at improving performance levels in the other levels of the educational system, especially at the middle



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level, and the other to provide alternative education at the tertiary level for young people who are unable to enter higher education level. For the first base is considered an agreement establishing UNAH-SE for the implementation of a proposed purchase of mathematics and language skills using methodologies developed by UPNFM, aimed at students of primary and secondary education, especially ethnic and marginalized groups it must be assumed and supported by all IES and test application for admission to all HEIs, with quality and relevance criteria set and a structured monitoring plan that allows the feedback to the SE.

17.91 For the second one considers the implementation of the proposal made by the Network of Public Universities on the opening of career technical non-university tertiary level, with the support not only the state but of private enterprise.

17.92 External cooperation is important in the implementation of both, as well as technical cooperation in identifying innovative teaching methodologies and technical and financial cooperation in the structuring and implementation of academic proposals for technical courses at tertiary level to respond to country needs highly qualified human resources.

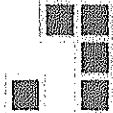
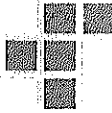
VOCATIONAL EDUCATION

17.93 From what is happening today and in the absence of a clear policy on vocational education and the existence of different entities that assume the lead role of vocational education and thereby causing confusion, duplication of roles in practice (especially in certification and accreditation) and, while competition for financial resources to implement similar actions, when in fact can and should play a complementary role of processes: it is recommended to generate a space for reflection and analysis Representatives of these instances, more private sector representation and the Secretary of Labor to define precisely the responsibilities of each institution, from the provisions of legal frameworks that give force and reason of being.

17.94 To design and implement an objective and scope proposed significant improvements in the processing or Vocational Technical Education, we recommend conducting a detailed study with first-hand information of the current situation of the subsector at the national level of the educational demands productive business sector, as well as the potentially applicant of such education.

17.95 Of 100% of the population excluded from formal education system, only served through the Vocational Technical Education Centers and its installed capacity, about 25% of it, leaving no access to these opportunities for 75% of this population of productive age. In response to this population seeking educational opportunities is recommended the creation of more vocational training centers with emphasis on rural areas. But also, we must strengthen the existing vocational centers, improving and providing financial support by the Government and external cooperation.

17.96 For over 10 years, with various actors represented by private enterprise, the Central Government and workers' organizations, have proposed the establishment of SINAP



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(National Vocational Training System). It is an important precondition, have the will of the principal actors in the creation of SINAFOP. It requires strengthening the role of the Secretary of Labor regarding the leadership necessary to create the SINAFOP. The other actors must be aware that the primary responsibility of this task is the Government. Therefore, the creation of SINAFOP is necessary to develop the vocational sub-sector in a comprehensive and orderly. To meet the above aims to strengthen within the Secretariat of Labor leadership role in convening, organization and facilitation aimed at building the SINAFOP. In the shorter term, as immediate action is required to initiate the formation of a tripartite team (government, private sector, and workers) with the mission of building the SINAFOP. It is expected that the achievement of the above is manifested in practice the political will and genuine concern for the actors to strengthen the vocational sub-sector by major players. It was also hoped that the Central Government through the Ministry of Labor to lead the process of establishing the SINAFOP.

17.97 In the medium and long term, INFOP should design and promote the basic education curriculum to be shared with other vocational training centers. This, in partnership with ILO CINTEFOR. In the short term requires the delivery of courses, graduates and senior careers to train instructors in competency-based partnership with ILO, should also strengthen exchanges and internships to Colombia, Mexico and El Salvador by instructors. To carry out these actions will require funds to cover the cost of training of trainers based on expertise through international cooperation and private foundations. It suggests the establishment of a skills certification system, in order to improve the quality of labor, that within the framework of SINAFOP.

17.98 In the analysis shown above, identifies the need to improve the quality of vocational education and effectively link the provision of training services to private sector demand. To address this need is recommended in the short term, design proposals for initiatives (projects) with visible mandates to implement and integrate into the planning of vocational education institutions to improve mechanisms for quality training and linking the sector with the company. On the other hand, the productive sector - business must accommodate spaces of encounters (visits) with companies, to managers and decision-making of Vocational Education in order to create awareness and responsibility "in situ" on the operation organizational and technological enterprise and demand that it produces the training sector. Similarly, it takes seriously the formal opening of the company and youth in the training process to make their practices in their specific areas. In the long term, we recommend a strategic action under the SINAFOP that promotes fledged articulation between vocational training and enterprise.

17.99 We recommend long-term SINAFOP within the framework of the establishment, validation and acceptance of the parameters for official certification and accreditation training processes. It is also feasible in the short term joint with private enterprise and INFOP beginning the process of certification and accreditation of competencies through the formation of a tripartite commission composed of the private sector, the Central Government and the trade unions.

17.100 It is important to recognize the existence of conflicts of interest between CADERH, INFOP CONEANFO and since these institutions have a legal foundation attributed this action certification and accreditation. The priority is given to develop skills in information services, and strengthen the Employment Exchange of the Ministry of Labor, to connect the labor supply and demand.

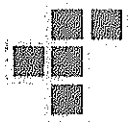
17.101 The various projects being implemented and coordinated to be incorporated under the SINAFOP. Strategic action is recommended as set SINAFOP within the framework of the integration and coordination of the various projects implemented vocational training and employment promotion. In the short term we can articulate the actions of the projects concerning the linking of supply and demand sectors skilled human resources through organizing meetings, fairs and exhibitions of public awareness projects and beneficiaries. Such actions will be feasible by reducing the differences and conflicts that have prevailed for the establishment of SINAFOP and thereby to impede coordination, integration, promotion and implementation of various projects and programs.

17.102 It is required for the establishment of an Education Center that is integrated by an interconnected database among different main actors of vocational subsector. It is intended that once established the Education Center, generate updated information related to private sector demand, labor supply, demand of vocational centers for training human resources or other entities that somehow process and handle information related to the topic . Another important line is that the Education Center is the proponent of public policies in vocational subsector. It is essential for its proper functioning physical infrastructure organized personnel, equipment, budget and necessary equipment. It's a risk that the observatory be politicized and bias for some of the key actors, for which it is recommended to be subject to SINAFOP.


17.103 Faced with problems of relevance of content and the challenges of Vocational Education and develop in students a wealth of useful basic skills for life, and reduces the risk of professional obsolescence and that allows these future workers remain active and productive (L. Navarre, Augustine), the content of educational programs at all levels, formal and informal sectors, should provide a solid education in values, abilities and skills geared towards productivity and competitiveness, to ensure proper integration, both within the enterprise context for work requiring skills constantly changing and changing production processes and services, and within the general context of a globalized economy and explosive growth of technology.

17.104 It notes the need for a system of evaluation and follow up the results of the vocational training process, such action is vital to measure the quality of the product of these processes and their impact at the insertion and the performance of graduates (a) in a job. It is therefore recommended, the design and implementation of a standardized system of evaluation and monitoring of these formative processes by institutions engaged in vocational technical training.

17.105 In terms of proposals from the position of the business-industrial sector, stands to promote from the situation observed on the gap between demand for training, business



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demand, technological advances and changing production processes, it intends to work offer training in a vocational technical coordination with the various forms of learning, technological upgrading, business participation encouraged by tax incentives, and community involvement, regulated by a national vocational education and training.

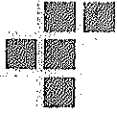
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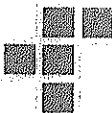
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