



República de Honduras
Secretaría de Educación

NATIONAL REPORT ON THE DEVELOPMENT OF HONDURAS EDUCATION

Solicited by UNESCO

HONDURAS, OCTOBER 2008.

La educación popular, es el alma de las naciones libres
Francisco Morazán



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NATIONAL EDUCATION REPORT

Official name:	Honduras Republic
Region	Latin America and the Caribbean
Surface (km²)	112, 492
Population (2007)	7.724.115 inhabitants (69 hab/Km2)
Economy (2008)	Medium low income
The Nacional PIB	7.3%
Internal Brute product for inhabitant (2004)	US\$ 394.11
Index of Human Development, IDH (2004)	0,683
Classification according to the level of the IDH on 177 countries (2004)	117
Duration of the obligatory education (2008)	9 years
Index of Development of the Education for All (IDE) (2007)	7 years
Classification according to the level of the IDE on 125 countries (2008)	114
Observed inflation	8.9%
General Statistics	Statistic Institute of UNESCO
Educative Statistics	Statistic Institute of UNESCO

Source: Division of Statistic and Division of Population of the United Nations; The United Nations for the Education, Science and the Culture; Institute of Statistic of UNESCO; Report of Pursuit of the EPT in the World; Program of the Nations United for the Development; World Bank; The United Nations for Agriculture and the Feeding

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1. THE EDUCATIVE SYSTEM OF HONDURAS AS OPPOSED TO THE CHALLENGES OF THE CENTURY XXI.

Introduction

The present report collects asked by the UNESCO office to this Secretariat, with regard to the aspects indicated in the directions given for the preparation of itself, in order to contribute with the basic information on the development of the Honduran education.

1.1 Main Reforms and Educative innovations in Honduras

The Constitution of the Republic indicates that the (primary education) basic education is free, obligatory, lay, and democratic. Basic education must cause the development of the personality and prepare for the civic, social life and the exercise of the democracy.

This decree, Honduras has faced the transformation of its educative system from the Sectorial Plan of Education 1994-97, whose general intention was centred in the formation of a new Honduran type and the construction of a new society. At that moment the State looked to establish a new educative model (Morazánican School) that was oriented to the formation of a democratic life, the participation with fairness, the protection, the conservation and rational use of the natural resources and the human development in all its orders.

The Morazánican School it was a school that, among other scopes, considered the fortification of the ethical and civic values of the nationality; the development of creative and operative abilities, formatives and informative knowledge, functional attitudes critics, self-criticisms and; it favoured the domain of the scientific method, the development of the creative thought and the technological

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innovation; it was compromising in a transforming social action where the community participation was potencies in the educative management and the solution of the scholastic problems.

By 1998 the education was affected with the passage of the Hurricane Mitch, this crisis gave place to a revision of politics and strategies giving position to a plan of National Reconstruction and therefore to a process of educative Transformation.

The final product of this process is the document that today is known as “The Proposal of the Honduran Civil Society for the Educative Transformation”. This proposal is summarized in ten fundamentals aspects to obtain the change in the education and its final product. Following on this proposal in the year 2001 it was designed the document framework of Curricular Politic denominated “Curriculum Nacional Basico (Nacional Basic Curriculum)” (CNB) Where we find the Purposes, Principles, Policies and Aims that orientate the transformation of the national education and give position to the different moments of the design, development and evaluation of curriculum presented in year 2003.

Historically before the year 2000 many attempts of educative reforms occurred, in Honduras with proposals presented for each government in turn, it was until in 1996 that in the government of the president **Carlos Roberto Flores**, created a national consultative agency, integrated by the civil society called National Forum of Convergence (FONAC), through as a national consultation was made on the educative subject, obtaining as a result a proposal that was presented to the government in the 2000, endorsed by the civil society as the

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one raises the design of a new National Basic Curriculum that was elaborated in 2001.

The educative innovations that had been realized from the year 2001, until the date are being oriented within the framework of the implementation of new Curriculum National Basic.

a. Organization, Structure and Management of the Educative System.

Organizational structure of the Educative System:

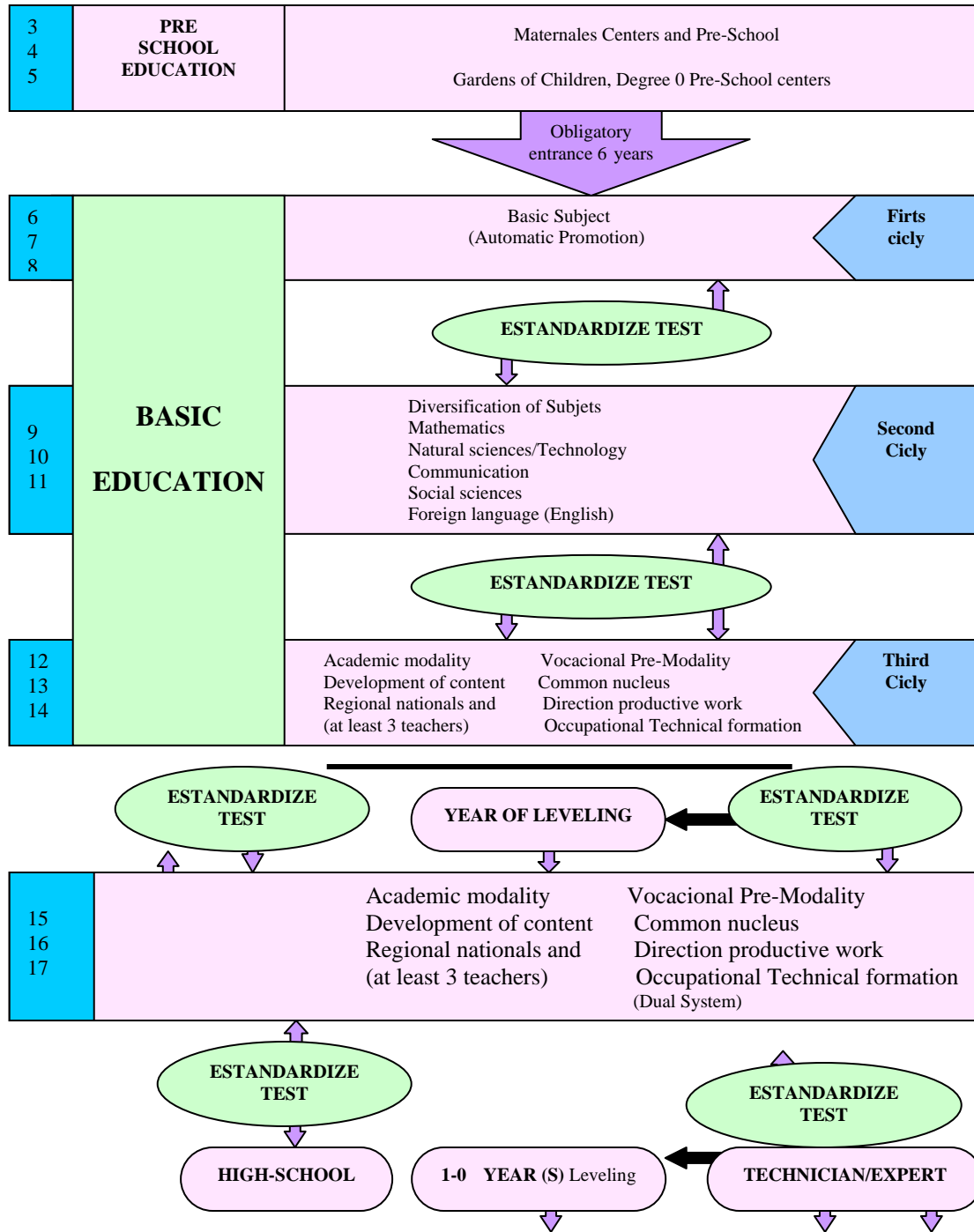
The Honduran Educative System is organized in Educative levels: Pre-School, Middle High School (basic), High School and Superior.

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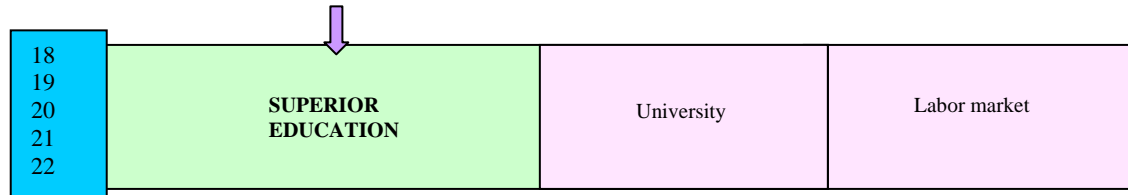
STRUCTURE



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Pre-school Education

Is the process on which offers the child an integral attention in an atmosphere of quality that favours its growth and development in the personal, physical, cognitive, ,emotional, psychometric aspects and verbal and gestual language; it considers the student as a unique being, with a series of intelligences to develop, with needs, interest and characteristics own of the stage in which one is. It includes two cycles, the first cycle from one to three years old and the second cycle from three to five years old; it's a state obligation, the attention of children in the last year of second pre-kinder cycle.

Curricular areas of Pre-School Education

Personal and Social Areas Development. It consists on the development of perceptive and motor essential abilities for accomplishment of the daily tasks, as well as the abilities for the knowledge of the body and the elaboration of a concept of itself. It includes cognitive, socio affective aspects necessary for the acquisition of habits and basic skills for the care of the health and the coexistence with the social group to which it belongs.

Area of Relation with the Surroundings. The purpose of the area is to cause a more objective and analytical knowledge of the social and natural surroundings to

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develop the capacities of autonomy, performance and insertion of the boy and the girl, to the reality.

The surroundings make reference to the context formed by social people, organizations and ecosystems, as well as the element objects and own productions of natural and social way.

Area of Communication and Representation: This area includes the useful disciplines to develop different forms for communication: verbal language, symbolic, corporal expression, mathematical, music, plastic and other forms. All of them must occupy an outstanding place in the infantile daily activities in order that they can express its experiences by the way that they have to his reach.

According to the Secretariat of Education the statistics of the 2007, the Pre-school education is taken care in 4,450 kinder gardens for children, with a registration of 154.998 children, attended by 6.700 teachers; also this educative service is offered in Pre-school Communitarian Centers of Education (CCEPREB) under the responsibility of 5.174 Communitarian teachers (educators), with a register of 67,998 children.

Basic education

The Basic Education is free and obligatory for all the population in scholastic age between 6 and 15 years old; it's organized in three cycles of three years each. The first cycle includes the first three grades and initiates the development of instrumental skills. The second cycle deepens the development of instrumental skills and the third cycle acquires a scientific character and technological, it reinforces and ample the curricular contents of the previous cycles.

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It is oriented to the acquisition of basic elements of science, the culture and the technology; it assures the conscious practice of the essential values for a harmonic coexistence in the society as well as the respect to the human rights. At this level, it looks for to develop of the critical and autocratic sense, the reflective, rational and logical thought and the creativity.

The Basic Education Curriculum is organized in curricular areas:

CURRICULAR AREAS OF THE BASIC EDUCACIÓN

Communication Area

The area of Communication organizes, constructs and develops the communicative competitions. Part of the maternal language, approaches the conceptual, procedural and attitudinal contents from an integrating and articulated perspective. It enables the students to develop suitably in its social, local, national and international context.

Mathematics Area

The mathematics one is a linked discipline to the development of the structures of the logical thought, the abstraction capacity, to the deductive and inductive processes and the capacity of synthesis and analysis. With the appropriation of processes and methods of quantitative, symbolic and graphical character, it counts with an instrument of indispensable support for the different fields of knowledge.

Social Sciences Area

The area of Social Sciences includes the aspects related to the human being, his life, its social organization in relation to the atmosphere and its cultural expression. It is integrated by different disciplines such as History, Geography, Sociology,

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Demography, Philosophy, Ethics, Policy, Economy and other sciences. These make possible the study and the understanding of the societies in time; the ethnic and cultural diversity; the culture of work and the economic productivity; the forms of organization and the characterization of the social change; the political and socio-cultural relations; and the creation of social goods and material.

Natural Sciences Area

This area has as object of study the nature, the structure and the operation of beings, the methods of science, as well as the complex relations between sciences and the society. It includes: Physics, Chemistry, Biology and Ecology.

It is related to social means in subjects such as the sustainable handling and the protection of the atmosphere, the development of habits for the preservation of the health, the integral attention to the woman and the family, the improvement of the quality of life. Being these subjects of significant relevance in the country, this area prepares the students to contribute to the improvement of the conditions of the population lives and for fighting the environmental deterioration that threatens the nourishing security and the ecological balance.

Physical Education and Sport Area

It incorporates the physical practice of skills, capacities and knowledge related to taken care of development of the body, the health, the improvement of the corporal and aesthetic image, and the physical training conditions. In addition it promotes the recreation and the sport with the fundamental intention to improve the quality of life. It is a fundamental part so that the students know and form integrally their body, its mind and its spirit; so that they acquire attitudes and abilities through

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rationally planned physical activities, scientifically conceived and dosed well, that gradually progress in difficulty to be applied to any situation of the life.

Technology Area

The technology area will equip the students of technological, scientific and cultural tools in order to begin the study of materials, instruments, techniques and the production, distribution and management processes.

Technical Education Area:

The general intention of this area is to inculcate in the pupils the respect for the culture labor and work, being developed practical aptitudes. Also it tries to introduce the students to the work world, the technique and its products; in general, to reinforce the learning process from the practical experience.

The establishment of the Basic Education will produce a “present gradual wearing down” of the Common Cycle of General Culture and Technical Basic Cycle of High School Education. According to the statistics of the year 2007 the sum of registration it promotes a 1, 372.917 students taken care by 46.308 teachers in 11,110 educative centers.

High School education

It is a systematic process that there has as principal aim provide to the society a conscious person of his individual and social being, solitary, that demonstrates attitudes of social coexistence, self-esteem and spiritualize; with good disposition for the performance of its duties and the benefit of the values of the culture, ready to receiver the advances of science and the technology, with capacity to communicate in its official language (Spanish), and in a foreign language, with intellectual autonomy, critical sense and respect for the other people.

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It's one educative offer shared by the public and private sector it's offered in two modalities: Scientific Humanist High School and Professional Technical School.

The Scientific Humanist High School, with initiating character to continue superior studies, will be developed with a duration of two years (accumulating 72 valuation units); the Professional Technical modality takes care of the productive sectors demand, reason why the formation is based on competitions with a durability of three years (with average of 116 valuation units), so that the students accede to the labour market or can continue superior studies.

In this same educational level the initial teacher's formation through the Normal Schools (schools for teachers) or Initial formation dependants of the National Pedagogical University and financially of the Secretariat of Education.

The establishments of high school education can be officials, semi officials or private. The first ones are totally financed by the State; the seconds one by the parents, the municipalities or any other institution, but always with subsidy of the State; the private establishments are financed by parents or investors.

At the moment exist 53 modalities, within the framework of the transformation, have been concentrated in 35, of which 15 are in their experimental phase and 20 initiate their design to start off of the 2009, all taking care of the demand of the productive sector.

In the Next chart are presented the existing careers, approved in the process of transformation and those that enter wearing down:

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Table of Races of Average Education

No	Existing careers	New careers in check	Races in Wearing down to the 2010	Productive sector that They take care of
1	Bach. in Industry of the Dress		X	
2	BTP in wood	X		Industrialist
3	Bach. Metallic structures		X	
4	BTP in Electricity	X		
5	Bach. In Sciences and Techniques		X	
6	BTP in Electronics	X		
7	Bach, in Repair of Household-electric and Computers		X	
8	BTP in Automotive Mechanics	X		
9	BTP in Industry of the Construction	X		
10	BTP in Refrigeration and Conditioned air	X		
11	Bach. Control of Quality and Production	X		
12	BTP in Metallic Constructions	X		
13	Bach. In Industrial Delineation	X		
14	BTP in Industrial Mechanics	X		
15	BT in Electromechanical			
16	BTP in Industrial Preparation	X		
17	BT in Civil Construcción			
18	Bach. In Machines and Tools	X		
19	Bach. Industrialist		X	
20	Bach. In Design and Production of Crafts	X		
21	Technical baccalaureate in Hotel profession and Tourism		X	
22	Complexion. in Industrial Mechanics		X	
23	BTP in Hotel administration	X		Services
24	BTP in Tourist administration	X		
25	Mercantile expert and Public Accountant		X	
26	BTP in Accountant's office and Finances	X		

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27	High-school in Social Promotion		X	
28	BTP in Health and Communitarian Nutrition	X		
29	Technical High-school in Secretary	X		
30	High-school in Businesses Administration and Sales		X	
31	High-school in Administration of Companies	X		
32	High-school in Social Promotion	X		
33	High-school in Administration of Farming Companies	X	X	

... It comes career for High school

No	Existing races	Nuevas/en races Revision	Races in Wearing down	Productive sector that They take care of
34	High-school in Administration of Farming Companies	X		
35	Technician in Hostleries and Tourism		X	Services
36	Shorthand Secretaries		X	
37	Technical in Marketing research		X	
38	Technical in Computation		X	
39	Technical secretaryship.		X	
40	Executive secretaryship		X	
41	Bilingual secretaryship.		X	
42	BT in Farming			Agriculturist

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43	BT in Sciences and Farming Techniques		X	
44	Bach. In Forest Sciences		X	
45	Bach. In Horticulture		X	
46	Bach. In Caficultura	X		
47	Bach. Farming technician		X	
48	Bach in Agroindustria	X		
49	Bach. Agroforestal		X	
50	Bach, in Sciences and Acuícolas Techniques			
51	Bach. Sugar Cane agriculturist		X	
52	Bach. in Admón. Farming		X	
53	Bach. In Ecology and Atmosphere			Atmosphere

Bach = High School

Note:

The new races approved by the executive agreement, at the moment are about to finalize their validation, reason why probably the plans and programs will undergo some modifications.

The weekly hour loads by career are in the rank of 36 to 52 hours, these last ones generally for the curriculum corresponding to those of professional technical direction (that include diverse modules by semester).

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The Superior Education

The level of Superior Education has a mission of academic excellence, the roll of intellectual leadership, whose essential functions are framed in the impulse of the investigation, the diffusion of the culture, the technological development and the execution of teaching in the highest level. These essential functions are concretize in the formation of professional frames; in which all the actions related to the initial formation and permanent of educational are included, required by all the educative levels of the National System.

The organization, direction and development of the level of superior education are in charge of the National Autonomous University of Honduras, by means of the following organs:

Full cloister;

Advice of Superior Education;

Technical advice;

Direction of Superior Education

These organisms govern by the Law of Superior Education and several agreements that regulate the functions, jurisdictions and competitions of each one, as well as equivalences and degrees.

The Full cloister has competition to know the resource of appeal against the resolutions of the Council of Superior Education; and it is also consultative agency to establish criteria of academic doctrine in subjects that are asked for to it.

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The Council of Superior Education is the department of decision and control element of the system. It dictates the policies of the sector, approves the creation and the operation of centers of superior education, public or private, approves the opening, operation, fusion or suppression of careers, schools, faculties, institutes and scientific research centers, as well as the curricular plans and the special programs of superior level of the particular or private universities and state centers.

It corresponds to the Council of Superior Education to supervise the centers of superior education, applying the suitable technical procedure for it. At the same time, the centers establish mechanisms of internal supervision in which all the functions of their competition must be considered.

The academic offer of the superior education in Honduras is in charge of 15 institutions, of which five are state and ten are from the private sector. The concentration of these centers are in the cities of Tegucigalpa (10) and San Pedro Sula (2) and three in cities semi-urban, because these centers, by their nature of being forest agriculturists or, require to be located in these zones, although recently regional centers in those cities of greater economic and population development like La Ceiba, Choluteca, Comayagua, Santa Rosa are settling down between those of greater growth.

According to statistical data of the 2001, the cover in Superior Education was of 99,928 students, that is to say a 13% of the population in ages between the 18 and 24 years of age, of which 64.19% were students of the National Autonomous University of Honduras (UNAH), 15% of the National Pedagogical University Francisco Morazán, (UPNFM) and the rest distributed between the remaining institutes, state and private schools, and universities. The distribution of the students according to the variable sort, establishes that in 2001 more of 70% of the

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students were feminine sex , although exists a noticeable tradition of greater number of them in career as nursery and greater masculine presence in career bound to agricultural sciences and military.

In relation to the cover of the level, the registers has been increased years in the last, to an annual rate average of 7.9% percent, when happening the number of students of 43,117 in 1990 to 99,928 in 2001, reaching after this last year a cover of 13% of the group of corresponding age.

With the opening of Private universities, the number of students has been increased and for some years, the rates of growth surpass the 10 percent more and, so the observed thing in the year of 1994 in which a level of the 13.8 percent was reached. This last number steeply grows by an effect of the increase in the registration in three institutions of the superior level National Pedagogical University Francisco Morazán (UPNFM), Pan-American Agricultural School (EAP) and Honduran Technological University (UTH), who duplicated and tripled their registration.

Management of the Honduran Educative System

The State fulfills its responsibility with the education in the different levels by means of two governmental organizations: The Secretariat of Education that it directs and it administers the first three educative levels from the Pre-school Education to the high school Education and the National Autonomous University of

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Honduras, which directs and administers the Superior Education through University Superior Advice.

The Secretariat of Education it has the responsibility to define and to implement political and strategies in the matter of education, to administer the educative system in the Pre-School levels, Primary and High School; looking for the mechanisms of coordination for the execution of educative actions framed within the sectorial and national planning. It also has to its position the curricular design, the evaluation, training of teacher in service and the investigation, these two last ones developed by **National institute of Investigation and Educative training (INICE)**. On the other hand, the system of superior education is competition of **Nacional Autonomous university of Honduras (UNAH)**.

The reorganization and desconcentration of the Secretariat of Education is being carried out by stages, existing in the structure propose a deliberate intention to delegate functions to the different operative instances from the institution and to transfer towards the educative departments , districts and centers several tasks that until now, have been exclusive feature of the central level. Consequently, a functional and organizational structure is being adopted gradually composed by three instances: the office of the holder (Secretary of State), ordered to lead the institution and to establish the norms under which the system through the central units will work. Two Sub secretaries' offices that through their units lead the pedagogical and administrative aspects In the dispersed level the paper of executors and local directors corresponds to the Departmental Directions and Districts of Education and; **finally the direct executors, educative centers** in charge of operating the system.

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At the moment 18 Departmental Directions with their respective Districts Directions are installed that face the challenge to manage to complete their structures with the human resource described to exert such functions.

Financing in Education

The education is a priority in the country; year to year the investment is increased in the last years according to the PREAL Report 2007, the public investment in education almost continued growing to the same pace and arrived at U.S. \$702,2 million current dollars in 2004. Adding the one that contributes to the private sector and the families, the total investment in education arrives at U.S. \$ 1.005,6 million, of this total a 88% is reversed in the formal sector, a 10% to the university superior education and the rest 2% is reversed in good condition in professional update (Secretariat of Education 2004).

The public investment as percentage of the national income has grown from 1998 arriving at approximately 7,3% with respect to the PIB in the 2007.

In which refers about to financial support for retention of children and young people, specially of the countryside and urban-marginal, the greater Contributor for the country in the plan EFA/FTI, that assigns to the educative sector more than 7% of the PIB of consistent way. According to the Memory of workings of the Secretariat of Finances (2006), the net total cost of the central government was of 35,4% what also it represented the 40,14% of the social cost.

The economic aids concretize in scholarships and educative credits, assigned to a limited number of students of the median level. They are granted: Scholarships par excellence academic in Basic Education Lps.1500.00, High School Education Lps.

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2000.00, for children of teachers Lps.1000.00 during ten months and bond of transport in High School Lps.400 annual.

University social scholarships Lps.3500.00 and par excellence academic Lps.5000.00

b. Purposes and Objectives of the Education in the Different Levels

Aims of the National Education

- To form of integral way the male Honduran and female Honduran, so that they can make by own decision its project of life and to contribute to the formulation of a country project , that allows the overcoming of the socioeconomics and cultural conditions, personal, regional and national.
- To contribute to the fortification of the democracy, the sustainable development of the country and to the improvement of the quality of life of the population.
- To foment a cultural one of responsibility, tolerance, solidarity, justice, freedom, social fairness and genre, around the understanding the diversity of the human culture and the respect by the pacific coexistence of and between the towns.
- To foment, to exalt and to conserve the values of Honduran people.

Objectives of the National Basic Curriculum (CNB)

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To increase the integral formation of the population by means of the development of a curriculum that considering concepts, procedures and attitudes impels the formation in the field of science, technology, values and human development.

- To cause the integration and joint of the National Educative System.
- To stimulate the innovation of the pedagogical practices of the school and the classroom being caused the actions that favor the construction of significant and excellent learning.
- To fortify and to stimulate the participation of the different educative actors and members from the community in the educative processes.
- To optimize the use of the institutional and communitarian resources to support the educative task.
- To take care of in suitable form the social fairness and gender and the effectiveness so that the population acquires an educative level that guarantees it, in equality of opportunities, the development of its potentialities and abilities.
- To fortify and to preserve a peace culture that guarantees the citizen security by means of the promotion to the respect of the human rights and citizens.
- To contribute to the development of a process of administration and decentralized and efficient educative management.
- To promote the development of strategies that fortifies the institutional mechanisms of attention to the cultural diversity.

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Objectives of the level of Pre-school Education

- To support and prepare the integration of the boy and the girl to the middle high education, that favors the development of competitions, abilities, knowledge, values, attitudes and skills that qualify it for their successful insertion in life.
- To contribute to the knowledge and the suitable of interaction of the boy and the girl being stimulated it for its participation in actions of integration and improvement in the Family, community and in center Educative handling.
- To promote the personal development of the boy and the girl through situations and opportunities that allows them to extend and to consolidate their self-esteem and personality.
- To favor in the children the curiosity towards opportune, pertinent and challenging leanings that it facilitates them to harness its disposition and interest of creative and constant way.
- To promote in the children the identification and valuation of its personal characteristics, necessities, strengths and opportunities that allow them to favor a positive image of itself.

Objectives of the Middle High Education

- To develop the semiotics capacities (communicative and linguistic) in the maternal language, Spanish and a foreign language of such form that allows to interchange and to construct its ideas, thoughts and feelings so that facilitates the relations with itself and with the other people.

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- To cause the development of the spirit of cooperation, service, solidarity, tolerance, justice, and respect.
- To participate with responsibility in the school, familiar, communitarian life and in other social contexts.
- To develop the emotional maturity, the self-esteem, the psychological balance, the construction of its own identity, and the sense of gender fairness, in order to harness the capacity to organize its life, to make decisions and to evolve and to interact in a adapted form with the social and natural surroundings.
- To promote interdisciplinary and flexible situations of learning that promote the ethical, civic, socio-cultural and historical values; the respect to the human rights, the understanding of intercultural situations as much in the national and international areas.
- To appreciate and use different ways of representation, physical and artistic expression, valuing the dimension of the scientific, historical and cultural patrimony of the nation and other cultures.
- To value the health through the practice of habits and attitudes to improve the own and collective well-being, and the balance of the atmosphere.
- To promote the scientific thought, humanist and technological for the transformation of its natural and social surroundings in individual and collective benefit.
- To develop attitudes towards the innovation, change, scientific advances, technological and artistic, fortifying its initiative and creativity with the purpose of improving the conditions and quality of life.

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Objectives of the High School Education

- To fortify the integral development of the personality to obtain a right society and a productive life.
- To strengthen the values for an interpersonal, social and environmental coexistence.
- To consolidate the feeling of familiar unit and the practice of principles and values in the daily life.
- To reaffirm the national identity.
- To develop to the intellectual autonomy and the capacities necessary to continue superior studies or to get up itself to the work world.
- To dominate basic competitions in the use of a foreign language.
- To develop and to cause the enterprising vision to be used as auto-employ and to handle to its own business, extending stereotyped mandates of gender.
- To cause spaces of education in integral health with emphasis in the preventive health.
- To acquire a suitable scientific and technical preparation, and to deepen in the scientific and technological knowledge, in the areas of artistic humanist.
- To develop competitions that prepare for life and they credit it for the work world.
- To use with critical sense the different leanings, the sources of information, and to acquire by itself new knowledge.

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- To know, to value and to respect the artistic and cultural goods.
- To generate an attitude of cooperation, moral responsibility, solidarity and tolerance, as well as the respect at the beginning of not-discrimination between the people.
- To cause the harmonic development through the practice of the physical education and the sports.
- To value critically and to respect the ethnic and cultural diversity of our country.
- To develop correct social habits related to the health, the consumption, the conservation of environment and the prevention to the disasters.

c. Curricular policies

In the context of the transformed education, it is assumed that the curriculum is a set of experiences of learning that satisfy necessities and aspirations humans - formatives of the participants, with holistic character, organized, historical and contextually conditional, based, planned, regulated, with permanent sense and in it tries of expositions and generals practices, agreed and convergent that they will give unit to the national education. (Conceptions, principles, profiles, aims, objectives, policies, general strategies, transverse axis and organization, management and regulation forms)

This transformed curriculum must have the following characteristics:

- Centred in the integral, permanent and participative formation of social the personal human being.
- Equitable, Enclosing, in constant valuation, renovation and expansion.

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- Conditional historical and contextually.
- Based with values, philosophical and scientifically identified, critical and practically assumed in the framework of the near and universal contextual changes.
- Developed, planned, organized, participated made and evaluated.
- Legal and administratively oriented and regulated.
- Manager of human Auto training.
- Qualified, pertinent, excellent, opened and in process of permanent development in and for life and therefore in and for work.
- Holistic in any dimension that it's considered.
- Scientist, technologically, socio-cultural and politically updated.
- Unitarian-diversified and centralized and decentralized.
- Democratic participant.
- Flexible, selective, creative and human productive demonstrated in quality works.
- Foresighted, preventive and construction of identity, integrity, dignity, legitimacy

Curricular development

The learning experiences start off of the initiative of each educating, or of the convergence between this one and their companions, with the facilitators (educational) and other socio-cultural actors of the education; convergence on

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which all, with vision of human development, base and make the management and the systemic, Unitarian-diversified and opened development of the curriculum.

This conception and practice of the curricular development, imply the necessity of: to innovate the curriculum permanently; to update its quality and pertinence; to integrate the theory with the practice; to conjugate the diverse thing with the Unitarian, the whole with its parts and the performance with the valued representation of the world; to selectively interrelate the global thing with the national and this with the regional, departmental, distrital, municipal, local, national, and the institutional thing. Also, to integrate the formal education with the non-formal one (and even the non-formal as far as possible); the initial formation with the permanent one; the high school education in itself and with the rest of the systematic education; the education for work itself and with the rest of the national education; the diversity of educative modalities with the rest of the systematic education; quantitative and the expansive thing with qualitative, pertinent and the equitable thing; the conservative with the innovative; the Foundation with the direction, the regulations, with the subsystems, the Inputs, the means, the relations, the atmospheres, spaces, times and, in short, to integrate all the curricular components in an all systemic one.

The curricular development will make possible the rescue, construction and consolidation of our identity: personnel, relative, institutional, communal and national, in the perspective of Central American, Latin American and Caribbean integration, within the framework of the universal globalization and the qualitative competitiveness and increase and accelerated circulation of the knowledge, the information and the communications, as the suitable form to face and to surpass

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the deformations caused by the deformations and degrading appropriation of the anti-values and influences.

Transverse axes

Without reduction of the exposed thing, the transformation of the national education must be designed around three fundamental and extra axes of which, next to the rest of integrating elements, they give to the Honduran education unit, consistency and pertinence in relation to the profile of the Honduran that desired to form. Beginning from the present reality of the country those three axes are: identity, work and democracy.

Identity

The identity is satisfied by means of the appropriation critic-practice or creation of socio-cultural values that are integrated and consolidated like patrimony of the behavior of people and the society; it's a factor of personal and collective autonomy of acting daily, stable and significant. The national identity is inspired by the values of the past historical and it is developed and it fortified based on the collective consensuses around the great national aspirations.

Work

The work like accomplishment, liberation and human signification. A work whose exercise forms integral the human being, eliminating the artificial separation between the manual and intellectual work, the theory and the practice. The work thus understood is educative principle, objective or curricular purpose and therefore inevitable transverse axis of the education.

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Participative democracy

The democracy understood like culture, like expression of the daily life, space to live and to learn together, is not still a reality generalized in Honduras. Either it's not in its economic, political and social conception. As all culture the democracy needs to be inseminated itself, to cultivate its development and to offer opportunity in the different spheres from life. This costs in a special way for the education, in all the types, levels and modalities of the system and for the scholastic and educative life in general, in where participative forms of organization and methodologies must be caused that fortify the democratic relations and practices. Like axis of the educative system, the participative democratic conduct, the dialogue, the convergence, the consensus, must be the decisive factors in the Honduran formation and an essential part of their future profile.

d. Legal frame of education

According to the Constitution, approved by the Constituent National Assembly in January 11 of 1982, " Honduras is a State of right, sovereign, constituted like free, democratic and independent Republic to assure to its inhabitants the enjoyment of justice, freedom, culture and the economic and social well-being. »

The national educative system is oriented by a series of principles established by the Constitution, in particular relative to its organization and operation.

Statutory law of Education of 1966 it regulates the education in the levels pre-school, middle high and high school. A special commission is designing a new general law of education, which is in process of revision for its later consensus and

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validation. At the moment a new denominated law is elaborated “General Law of Education” that is in process of consultation with the magisterial organizations.

Statutory law of the National Autonomous University of Honduras in 1957, **Law of Superior Education** of 1989 and their General Regulation and the academic norms of superior education govern the education at this level.

The Statutory law of Education created, the Law of Superior Education that it redefined, the National Council of Education, which makes a function of coordination between all the levels of education. By means of **Agreement n° 394-75-95**, the Superior Council approved the regulation of recognition and incorporation of titles and diplomas, in accordance with articles 160 of Constitution and 26 of the Law of Superior Education.

Other important laws that they deserve to be indicated are the Law of the National Institute of Previsions of Magisterial (INPREMA) and Law of the Educational Statute of Teachers of Honduran (that replaced the old Law of the Teaching), that regulates the educational career.

The special Education is governed by the Decree n ° 926, by means of which the National Council of Rehabilitation Integral was created (CONRI) and the Law of Rehabilitation of the physically handicapped Person in 1987. At the moment it counts on the Law of Fairness and Integral Development for the physically handicapped People (Decree 160-2005).

The private Education is contemplated in the Educational Statute of the Honduran in its articles 236 to the 241 and the Statutory law of Education in article 54 establishes that “ the freedom is recognized to found training centers, whenever

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they do not oppose the democratic organization of the State, the public order and moral convention. »

1.1 Main Policies and Profits

As it is observed at the time of designing the Frame of Educative Politics (CNB) the educative priorities evade elevating the level of education of Honduran with quality and the educative fairness:

Policies for the transformation of the National Education.

Intersectorial correlation involves other services of the State for the fortification and development of the education; in particular the following sectors:

- **Health:** (scholastic hygiene, periodic controls of health, scholastic feeding; sexual and reproductive and social security health program for students).
- **Atmosphere:** (protection, conservation and improvement of the natural resources environmental cleaning).
- **Culture:** (to promote art, cultural expressions and sport).
- **Superior education:** (formation and training for teachers; educational investigation; production of curricular material; formation levels outpost).
- **Public works:** (construction of educative centers, repair and maintenance of schools).
- **Attention to diversity:** It implies to promote as much in the educative centers from the foundations like from the curricular decisions and the pedagogical practices, the equality of opportunities of women and men who are educated; integration of people with special necessities to all opportunity

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of study that is to them favorable; attention to the ethnological diversity in equality of opportunities to accede to educative services.

- **Equity of genre:** It proposes the fortification of an co educative model that it foments e incorporate concepts, procedures, values and attitudes in the formation of citizen; promoting the education for the equality of opportunities at the respect and the valuation of the differences.
- **Reduction of the poverty:** They are the educative actions focused to reduce the conditions of poverty of the population, being understood that the educative factor is key to improve the quality of life of the population.
- **Professional development for teachers:** It guarantees the quality of the educative services by means of a national system of formation, professionalization and educational update that executes programs by means of specialized and efficient institutions.
- **High levels of performance:** to stimulate the high levels of performance of the educational personnel as of the pupils, by the pedagogical practices that promotes the development of the personality.

ACTIONS THAT HAVE BEEN IMPLEMENTED TO TAKE CARE OF THE CHILDREN, YOUNG AND ADULT CHILDREN, EXCLUDED FROM THE EDUCATIVE SYSTEM.

Alphabetization and high school Education of Young people and Adults

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The PRALEBAH is a Program that arises as an answer to the high indices of illiteracy in Honduras is directed to a population excluded from the educative system and its intention is to contribute actively in the fight against the poverty, by means of the increase of the alphabetization, the high school education and labor qualification of the participant people.

Based on the fulfillment in the agreements of the Second Latin American Summit of Government and Chiefs of State celebrated in Madrid of 1992, the Program it came out by means of the signed agreement in Mérida on May 27 of 1996 between the Advisor of Education and Youth of the Meeting of Extremadura, the Minister of Education of the Honduras Republic.

En1997 PRALEBAH was developed solely in three departments: El Paraiso, Olancho and Colon. In 1999 was extended to the departments of Gracias a Dios and Yoro; in the 2001 to Atlántida; from the year 2003 it is extended to municipalities of the Departments of Copan, Lempira, Intibucá and Santa Barbara, obtaining to the 2008 to take care of young and adult population of 38 municipalities in these four departments of the West side of the country.

PRALEBAH is structured in six levels, corresponding to the six first degrees of the Primary Education. The Curriculum develops to the competitions, knowledge and attitudes demanded in the ordinary education from the knowledge that already has the young and adult population; in the design of the educative materials the daily situations of the community, their organization, her necessities in health, equation, house, etc. are approached. So that each participant feels like protagonist of the activity.

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The occupational formation consists on offering to the participants a basic a labor training to facilitate its incorporation to their work market. This practice has been consolidating the structuring of the work offer by the Centers of Popular Culture; these centers are dependent centers from the Secretariat of Education and they have buildings structure, instructors and equipment based on the different occupational modalities they offer.

At the moment it is taken care of a matriculation or registration of 46.002 participants between young people and adults and 2171 in the Centers of Popular Culture.

Alternative education

On the other hand, the System of High School education at distance it is directed to the graduated sixth grade, older then 15 years old, that they have remained latecomers of the educational system and they cannot attend to the actual system, offering basic education to them and diversified careers with labor direction.

The alternative Education is offered through the programs:

Distance Education System (SEMED). In this the student, with didactic materials as support, it studies by itself and it receives feedback or it tests on the weekend. This system is in 17 departments of the country; it works in alliance with 46 official educative centers and takes care a registration of 34.066 students in middle high school Education (Third Cycle) and in the different careers in high school.

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Education for All

This it is an effective answer to the demand of the universal of the Basic Education, with the objective to contribute to the reduction of poverty. It is a mixed system of presence and distance education. Counts with certificated facilitators in each community where the study groups are organize, this one is helped by texts and audio-visual material that transmits by radio and accessible television for all.

With the cover of this project 1° to 9° grades has been alphabetized 1, 626.000 students.

For the year 2008 it counts with a registration of 82.000 students from 1-9 grades.

Education by Radio. It is made through Honduran Institute of Education by Radio (IHER), that counts with five regional places to make the final evaluations of the students, at the moment it's a registration of 44.687 students.

NonForma Education.

The nonformal education comprises essential and permanent of the educative system. It must be understood that the formal education has not been able to cover all the demand, nor has been able to respond with the due flexibility to the changing necessities of the labour market and the economic and political conditions of the society. The nonformal education arises, then, like an answer to satisfy educative necessities that it imposes the dynamics of the society.

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The nonformal education, assumed like a process of learning intentional and structured or semi structured, is oriented to the profit of multiple educative, individual and collective intentions, concentrated mainly in the productive, cultural, social and political areas.

The nonformal education is a flexible and diversified process, with the purpose of satisfying specific educative necessities noncovers by the formal educative options.

It's practices in all the levels and modalities of the system or outside them; it benefits to all the groups of age without exclusions of no nature, can be developed at a through possibilities combine of the presence and distance education and traverse of the different expressions from the open education and it uses diversity of means or resources of learning.

In a social and productive context every time more changer, takes terrain the concept of continuous education; the world will more and more demand fast renovation and update of knowledge and abilities, as well as actions of labour reconversion. In this sense the formal and nonformal education, acting complementarily, will have to prepare better so can students insert themselves into the society and the labour world.

Into a social and productive context even more changing, "Continuous Education" concept becomes more transcendent; world will reclaim each time faster innovation, knowledge and skills actualization; it also needs labour innovation actions. Therefore formal and non-formal education complementally shall have to

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prepare into bigger and better ways to students for successfully get into society and productivity.

Initial Childhood Care:

Through government programs (Red Solidaria, acting under First Lady management), non-lucrative organizations and private initiatives, Initial Childhood Education is being focussing, it is getting as some of its main achievements:

- Pre-School Education universality from 5 to 6 years of age.
- Pre-School Curricular proposal design from 4 to 6 years of age.
- Motherhood training through adults educational programs.

Students Results:

Into “Education for All” (EFA) program which started in 2003, multiple efforts have been reached for getting higher levels: scholar quitting, reproval, repitance, and academic standards, specially in Spanish-Language and Math, as: Curricular Design development beside standards, programs, literature, formative tests and to each level, noticing significative results.

In Spanish-Language 2004 academic results were 42%; actually it is 47.77%; in Math, 2004 was 41%; nowadays it has reached 46.67%. Each level stadistical tests have been applied this 2008 year, they will give information about the advance obtained nowadays about learning better.

National Learning Results Evaluation:

Educational Quality Evaluation General Direction (EGD), into “Efficiency Element of EFA”, has made operative technical documents for “Educational Quality Evaluation National System” (SINECE), they have been concretized into five books: (1) Learning Evaluation, (2) Curricular Evaluation, (3) Educational Programs

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and Projects Evaluation, (4) Educational Institutions Evaluation and (5) Teaching Skills Evaluation. These ones will be validated by teachers in September and October this year, after the process they will be adjusted and published for people knowing through training process for teachers nation wide to getting them to practice proposal in 2009 year.

They are like an answer to formative focuses of evaluation pointed by SINECE, which pretends: getting better evaluational processes for teaching, a diagnosis and identification strong and weak points in processes developed in educational centres, pedagogical practices evaluation, actual information counted on and worth about curricular implementation and development for knowing impact into different programs and projects of students learning and skills.

Through getting into practice these books information will be obtained for structuring an each educational centre planning for getting better on educational quality as a response to society needs for country development.

Reviewing and Adjusting of National System Normative:

For getting legal focuses to SINECE, EGD is studying and adjusting “Evaluation General Normative” for announcing its statement.

National Tests Applying:

Through this year, EGD will announce Educational National System Status about academic skills in Math and Spanish, in coordination with UMCE and MIDEH, by applying National Tests to different levels of Basic Education. Evaluation results will be socialized to nation wide teachers to get better processes developed at country educational institutions.

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“EGRA” Tests Applying:

First Reading Test will be applied through “EGRA-method”, using Wold Bank financial support to reach a comparative study to other countries about reading skills level of PROHECO schools students.

Efficient and Flexible Promotion Systematization:

Getting efficient and flexible promotion experience known nation wide, which was developed in 19 country wide schools, EGD is executing that experience systematization.

Flexible promotion is pointed as an evaluative strategy to get better approval results, specially in First Basic Education Cycle. To improve some evaluation weak points, UMCE needed to apply Skills Qualitative Tests beside Standardized ones. These tests, in Math case, evaluated higher cognoscitive levels allowing student to think, connect, communicate concepts understandings, solving problems and using different strategies. Besides these tests, analysis were made about error standards viewing students procedures answering tests to identify most common failures and, so, informing teachers about didactic strategies for solving them.

Unless efforts previously signed, it5 is important to notice deficiency of scholar centres specially in Basic and High School levels. Furniture, didactic material and laboratories, are also needed. At public schools of most populated cities, the upper-population in classrooms is motive of worry ness.

Training, Selection, Mobility and Professional Development of Working Teachers:

Pointing on teachers training, Honduras needs to count on them as Licentiate Degree to work on Basic and Pre-Basic Education, even though as beginners and already working ones, therefore several programs have been executed through

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UPN, reaching nowadays 2 promotions on Basic Education Licentiates specialized in High School.

Labour Selection and Mobility are processes executed through Educational Directions at Any country departments, obeying Honduran Teachers Statement Law and its principles (Collective Contract agreed among teachers and government since 1997).

Educational Secretary of State, through INICE, coordinates and promotes permanent teachers training by applying strategies to be executed at decentralized level, for ensuring results on implementing the new Curricular Design.

1.3 Educational System Responsibility on Fighting against Poverty

Actual Priorities and Worrynesses:

Poverty is a phenomenon which lies to increase in Honduran society that impact in educational access. According to Statistical National Institute (INE), in 2006 62.05% of population lived at indigence and 6.95% was poor; meanwhile non-poor ones were only 31%. Starting at homes permanent poll executed in September 2006, homes living in extreme poverty had average incomes below a US dollar a day, which means to strong inequality at country per-capita income.

Besides the fact that most of population, almost 90%, are mestize, 7% are indigene groups whom have maintained their traditional customs and language, 2% are black ones 1% are white ones. Main ethnic groups are: miskitos, lencas, tawakas and quiche. Most of Honduran people live at country side, more than 51%; 49% live at medium cities.

Into this context, education has reached to relatively increase its budget, it has not enough resources for caring country wide and quality needs of basic learning of population.

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According to ENDESA (2005-2006), Honduras has an extension of 112492 km²; 7.19 million people and a population density of 64 out of 1 km². Population quickly increased in last decades according to data provided by population and housing census made at country; in 1950 population was about 1.3 million people, it increased to 1.8 million to 1961, 2.6 to 1974, 4.2 to 1998 and 6 million to 2001. Last increment means 30% comparing to 1988, which means that in last 5 years population increased almost 5 times its amount

In 2006, population at scholar age was 2.86 million people; out of this population, 391.82 million in ages 5 to 6 years; 1.29 million in ages 7 to 12 years; 0.61 million in ages 13 to 15 years; 0.57 million in ages 16 to 18 years.

According to 2001 census, the average of scholarity was 6.2 years (8.1 for urban area and 4.5 for rural area). Meanwhile, national analphabetism raised 20%, presenting a significantly higher percentage at rural area (28.4%) than in urban one (9.4%). At 2006, almost $\frac{3}{4}$ of population among 4 and 16 years did not have access to education; 77.3% out of them meant Pre-Basic age; 7.8% Basic age and 14.9% High School.

In 2007 year, scholarity average advanced to 8 years decreasing so analphabetism to 17.3% (8.6 urban and 9.1 rural). Pre-Basic reached 40.9% at people educational wideness, 35% in Basic and 24.1% in High School.

People educational wideness is still a problem, educational qualitative elements are not less considerable. Even though Basic Education has been increased to 9 years, quantitative growth inhibits State and municipalities capacity of increasing educational wideness in people at scholar age, learning skills in under expectations because only 43 out of 100 registered students reach to complete 6th grade producing that 4.4% of repeating and 53% of quitting, it

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originates at economical family status that, generally using State assistance, reach to sustain an average of five children until 7th grade and, sometimes, to 8th grade.

Otherwise High School, at its different cycles and modalities, needs to improve and increase its people wideness for preparing higher scientific-technological level students needed by productivity for internal external markets into a open and competitive commerce scheme.

Some limitations are found by Superior Education for responding to productive-focus professionals necessity, because most of graduates are focused on service activities. There is not enough funds of private initiative and scientific researches are insufficient, development programs and technology exchange at social and productive fields either.

Therefore State was obliged to make a National Educative Plan to execute in 2005-2015 lapse focused on four important factors:

1)- *New Educational Model Implementing*: It systematically touches pedagogical, administrative, curricular, teaching, etc., fields to guarantee uniqueness and coherence at all sub-systems, levels and cycles.

2)- *People Educational Wideness*: Incentiving Education for All increasing access opportunities and study options through alternative education or profession diversity according to production needs.

3)- *Equity*: Teaching all people at different educative levels independently of sex, ethnicity, religion or educative special needs; otherwise “inclusive education”.

4)- *Social Participation*: Intending that productive and communal societies support local educational development.

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Actual worryness is to make easier students opportunities for accessing and staying in educational system, increasing Basic and Adulthood Educational wideness, decreasing repeatance, quitting and educative marginality, improving academic skills and lifting scholar level. Therefore curricular transformation process in being impulsed at different system levels in order of reaching the great national development goals of local and regional country characteristics, modernizing Education State Secretary management to optimize resources use and quality services to Honduran students and teachers.

A fundamental advance for opening new horizons to Basic Education of 6-years and its transition to 9-years method is making 9-grades Basic Education proposal.

3,500 teachers have graduated at Continuous Training Program for helping Basic Educational Centres and strategies for implementing new study plans and programs to this one have been defined. So, procedures of articling Basic Education to High School have started to be defined.

2. Inclusive Education

2.1 Focuses, reaching and contents:

Inclusive Education does not mean “equal for all”, its meaning depends on educational policies and practices of each country. Therefore Honduras conceptualizes it as regular services and national education system rights disposition without any discrimination for vulnerable populations, exclusion and special educational needs (young people, adult ones, ethnicities, less-capabilities ones, sicknesses, rural and urban marginal ones).

It seeks to convert regular educational centres into opened ones without entrance requirements or selection mechanisms of any kind to identify and eliminate all barriers for learning either and allowing access, staying, success and

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finishing studies, specially of vulnerable and excluded people because their cultural, social or political values, localization, race, sex or age.

Among challenges faced by our country for reaching quality education to all people are:

- Clearly developing a Inclusive Education conceptual field allowing to make a favourable opinion and support to it in all Honduran society.
- Reinforcing public educational offer for incapables and specially-needed students at regular educational centres at three levels (Pre-Basic, Basic and High School).
- Guarantying formal and non-formal Pre-Scholar program access to specially-needed children.
- Defining a long support system that includes external professional services (psychologies, social workers, specialized teachers, etc.) into educational centres to collaborate next to regular teachers assisting specially-needed and incapable students.
- Checking and applying Special Education actual normative according to new view about it.

Unless new general education challenges of inclusive one, it has been an advance reinforcing Education State Secretary dependences about new alternative formal and non-formal educational programs and projects for youth, adults, working children, hospitalized and non-capable ones.

A Pre-Basic Education year has been universalized increasing educational wideness at Pre-Basic, Basic and High School. It also analphabetism, repeance and reproval indexes are being decreased at Basic Education with EFA Plan supporting.

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It also inside Basic National Curriculum exists the normative for guarantying excluded populations access and overcoming learning barriers at educational centres.

2.2 Public Policies:

They are designed to increase educational wideness at all levels and decreasing quitting and repeating indexes, 6th grade-universalizing and graduating at 12 years old and multiple ages inside and outside regular educational system.

Sustaining on Millennium Objectives established goals into EFA and Education Sectoral Plans.

Into educational centres curricular fundaments and principles, decisions and adulthood-educational equal-opportunities pedagogical practices are being reinforced. Proposing a co-educative model for motivating and incorporating concepts, procedures, values and attitudes in citizens training to promote equal-opportunities education and differences respect and valorisation. A multi-dimensional and transversal character curricular model through all educative actions gets into male and female equity principle. It follows to eliminate male and female stereotypes at different teaching-learning process elements by recognizing each person capabilities and potentialities into its particularity; it also considers its different vital conditions, equally valuing qualities, interests and needs to reach an equal development at social, economic and cultural fields.

Specially emphasizing at youth, adults, ethnicities, discapabilities, working children, hospitalized, AIDs, rural, urban, marginal or any kind of population or vulnerable group.

Even though following and evaluating this people educative status are made by UPEGs of Directions at Country Departments generated data which are also consolidated by UPEG at central level considering the following indicators:

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- Pre-Basic Education registered people
- 6th grade graduated 12-years-old people
- 6th grade graduated multi-aged people
- Math and Spanish-Language academic skills

It is important to notice that more precise instruments and strategies are needed for recollecting specifically vulnerable people caring at regular educational centres related data, besides knowing actuality of those ones who are not into educational system.

2.3 Systems, interfaces and transitions:

Economical, political and social barriers for Inclusive Education

In Honduras, nation wide per-Capita income is about \$113.98 each month; a 6.4-years study average for who is in charge of home support, which means one of inclusive education main barriers because need of people economical resources, specially for discapable people and their families because a small relation among poverty, discapability and rights enjoy (health, education, job, etc.).

Beside it affects development and implementation of public policies to ensure basic education universality, accessible and equal-to-needs educational services of all vulnerable sectors, diversity and enforcement of High School.

Another inclusive policies implementation difficulty is non-relation among three educative levels, superior one and labour market.

Besides discapability and vulnerable groups social perception)traditional view) and weak conscience about inclusion based on rights focus.

Unless social, political and economical existent barriers, the establishment of inter and intra-sectoral coordination strategies, promotion of a favourable educative

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climate and an inter-cultural bilingual education; design of indigene and afro-Honduran language scholar texts; support through educative systems to unique, double-teachered and multi-graded rural centres; creation and reinforcement of formal Pre-Basic and Basic education alternatives for children of distant areas; and creation of young and adult people alphabetisation programs have permitted education access, specially to vulnerable sectors.

2.4 Students and teachers:

Among new strategies for increasing educational wideness and giving quality education to all people, conscience and popularization into legal issues campaigns are being made to guaranty all people right to education, specially discapable ones.

It is prioritizing attention to pre-basic of all children among 0 to 6 years old, emphasizing at vulnerable people through programs implementation for ethnic and afro-Honduran children (0 to 3 years old).

Into Basic National Curriculum it is included diversity attention through 3 components: Bilingual inter-cultural education, special education and youth and adulthood education. About vulnerable people educational attention it is seeking to equalize learning objectives, contents, methodologies and needs evaluation, equally partnership at regular or special educational centres.

It is intended that discapable children can count on instructional equal hours (1,200 hours from 1st to 6th grade) at first and second Basic Education cycle.

Besides SINAFOD, directed to continuous and permanent teachers training on services and initial formation, it is considered as a transversal axis specially-educational needed people attention thematic because different vulnerability conditions.

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