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The improvement of Basic Education in Honduras through Teacher's training at university level.

The case of National Pedagogical University Francisco Morazan, and the Jorge J Larach Basic Education Centre, Honduras, Central America

HONDURAS AND ITS EDUCATION



Context

- Honduras is in the 116 position
- with moderate population growth,
- high proportion of poverty,
- low levels of basic services (potable water, electricity) and high prevalence of diseases, malnutrition, and HIV
- illiteracy rates have diminished from 31.3% to 20.0%
- The number of study years has improved also, from 4.3 to 6.2.
- The percentage of children attending Pre School is 35.2%, whereas elementary school rates 75.9%, and high school 22.7%.
- Higher education rates 14% of the total population that completes secondary education. The educational system is mainly supported by the State;
- The national government is the main employer for teachers,
- more than 83.5% work in public institutions, mainly in elementary school level
- 90% of national educational budget is spent in salaries

Context

Levels	% of attendance
Pre School, education	31,3
1 st and 2nd cycle	87,7
3 rd . cycle	31,3
Secondary Education	15,3
Higher Education	14.2

HONDURAS EDUCATIONAL SYSTEM ORGANIZATION

- Pre- Basic Education. State responsibility to attend children of 5 and 6 years of age,
- State delegates the attention of children from 0 to 5 years to alternative centers (private, community , etc)
- Basic education, of 9 years, from 6 to 15 years of age.
- It is conformed by three cycles: I cycle (1st to 3rd grade), II cycle (4th to 6th grade) III Cycle (7th to 9th grade)
- Secondary Education 2 to 3 years of duration for youngsters from 15 to 18 years of age.
- Higher Education for students from 18 years on

Teacher's Training Models

■ Pre Service Teacher Training

- Certifies the professional exercise in an educational institution.
- a theoretical- practical training,
- traditionally it has been done by :
 - Normal Schools for the training of elementary education teachers,
 - Pedagogical University and National University for the training of Special education, Guidance and Counselling, Administration, Pre School and secondary education teachers.

■ In Service Teacher Training:

- is the process of training for those educators that worked in the system with no special preparation for the teaching profession.

Continuous Education Program for Basic Education

- Considering the poor success of children in elementary education, fundamentally in the first grades (1st to 3rd).
- 80% of educational failure in elementary school is concentrated in those grades, and 60% of it is in 1st Grade.
- In 1998 the Pedagogical university began to implement the training for teachers of elementary education.

Continuous Education Program for Basic Education

- Urgency to actualize and professionalize the teachers of First, Second and Third Grades.
- Emphasis was to cover 60% of rural school teachers, specially those with one or two teacher for all grades (Unidocentes y bidocentes)
- The Program was design to improve the knowledge of teachers in Spanish, Mathematics, Social Studies, Natural Sciences and Values.

Continuous Education

- Honduran educational system was undergoing a reform process, particularly in elementary education, which was transform to basic education (1st to 9th Grades),
- The initial group consists on 3, 200 participants from first cycle (1st to 3rd grades) in service teachers;
- 2,000 participants finished the technician program and 1,900 continue studies for a Bachelor Degree.

- The areas of Colon, Gracias A Dios, and Yoro were selected considering the indigenous and black population.
- Previous to this program they have had few opportunities of training..
- The department and district directors were also trained considering them as key persons in the process of decentralization, supervision and the implementation of a managerial system in the educational system.

Objectives of the PFC

- To diminish the school failure, repetition and drop outs from 1st to 3rd grade, in rural and urban- marginal areas.
- To enhance in Service Teachers professional quality, consonant with Honduran reality, scientific and technological discoveries and the new pedagogical tendencies.
- To improve the quality of learning that students acquired in the classroom to be use in relevant, pertinent, significant social and cultural situation.
- To consolidate in service teacher training based in decentralization process and the capacity building in educational management with community participation.
- To strengthen curricular execution and transformation under transversally integrality and interdisciplinary principles.

IMPACT OF CONTINUOUS EDUCATION FOR IN SERVICE TEACHERS

- Number of teachers that since 1998 had the opportunity to received higher education in their communities. Before PFC elementary school teachers from rural areas were denied this opportunity (more than 6,000)
- A significant effect in the process of initial teacher training (done previously at secondary education level)
- Educational material production.

FUTURE CHALLENGES FOR UPNFM IN TEACHER TRAINING PROGRAMS

- To evaluate the impact of PFC and other teachers training program considering students success
- To organize 4 centers for pre service teacher training.
- To analyze the pilot experience on initial teacher training in three sites (main campus, Danli and La Esperanza)
- To organize 3 centers associated to UPNFM as distance learning centers offering higher education programs for teachers training.
- To organize 4 centers associated to INICE (National Institute for Educational Research and Training)
- To organize a center of excellency for secondary education as a pre - university institution, responsible for the preparation of students for university education.

BASIC EDUCATION CENTERS

- Institutions which gives attention to all children in very crucial period of their life and during 9 years to promote the Basic knowledge, a social- civic preparation, a professional- technical training, under the National Basic Curriculum purposes:
- To bring a extended education up to 9 years
- Three cycles conform the basic education system
- Promote coordination within the three cycles and promote a better education
- Promote and facilitate the linkage between all levels of the system and guarantee a integral process.

Jorge J Larach Basic Education Center

- Established in 1984 as the Dominican Republic School, functioning at the community center of Montes de Sinai, urban area in Comayagûela.
- Transformed into a Basic education Center in 1996
- Students and parents worked together to reach the goal of building a center that could be a model of cooperation .

- This center has 17 classrooms, two working schedules: morning and afternoon attending 1096 students. It has a small library and a room for computers called “Educational Innovation Room” with eight computers bought by parents
- 37 classrooms teachers, 31 are females and 6 males.
- A Director
- A Sub Director
- A Secretary
- 2 Librarians
- 2 Computer teachers 17
- 3 coordinators (one for each level of basic education)
- Cleaning and vigilance personal

Impacts

n **Failure and Grade repetition rates diminished**

According to the statistics of 2003 the level of failure for all students population is 1.9% and grade repetition is 1.2%

2. Teachers applying innovative methodologies

The center has a total of 16 teachers (40% of the total population of teachers) studying at UPNFM either in the technician program or the Bachelor program. The rest is studying either at UPNFM or UNAH in different programs

The future aim of the center is that all teachers can reach higher education.

Lets mantain the bridge we have built between
German Universities and cooperation
institutions and UPNFM to reach the MDG

**We are prepared to achieve
the MDG but only together ...**



Gracias !!