
**Country Analysis
Education**

Honduras



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2007**

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1. General educational situation

1.1 Educational history

Background

Honduras is a Central American nation that shares borders with Guatemala, Nicaragua, and El Salvador. It has coasts on both the Atlantic and Pacific oceans. More than three-fourths of the 29,236-square mile country is mountainous. In 1997, its population was over 6 million. Five major cities include Tegucigalpa (the capital), San Pedro Sula, La Ceiba, Puerto Lempira, and Santa Rosa de Copán. Ninety percent of Hondurans are *mestizo* (a mixture of Spanish and Indian), 6 percent are Indian, and more than 2 percent are of African descent. Of these many are Black Caribs (*guarifunas*), who are of both Indian and black stock. The country, which already had one of the lowest per capita incomes in Central America, was decimated in 1998 by Hurricane Mitch, probably its biggest natural disaster ever.

Independence

In 1821 Honduras won independence from Spain and joined the Central American Federation, to which it belonged until it became a separate, independent country in 1841. Honduras has shifted from democratic to dictatorial governments, but in 1981 civilian rule returned. There are 18 provinces (*departamentos*) in the country, each with its own governor.

Start of education

Under Spain, as in most Central American countries, Honduran education was an enterprise of the Roman Catholic Church. Normally, the richest families had access to the best education in or outside the country. For many years, most Hondurans attended universities in nearby Central American countries. Formally, education was recognized as a national enterprise in 1880, when a new constitution was approved; in 1881 an Act of Education was promulgated.

Advances in education

At the end of the nineteenth century, Honduras had already established the nondenominational character of public education, although it did provide some financial support for private (Roman Catholic) schools. Education got another boost at the beginning of the twentieth century when several normal schools (teacher training schools) were established. But advances were minimal from government to government. Recently, at the end of the twentieth century, the government of Ramón Villeda Morales established a more credible educational system and began to construct new schools.

Poverty

The biggest enemy of both public and private education in Honduras is extreme poverty. Most Hondurans live below the poverty level, and many migrate to the United States and to other Central American nations in search of better living standards. It is unfortunate that one-fifth of the population controls more than half of the combined income of all of the families in Honduras.

1.2 Formal education

Schools in Honduras fall in four categories: preprimary, primary, lower secondary, and upper secondary. The Secretary of Public Education is the chief administrator. The Ministry of Education supervises the writing and publication of textbooks and is in charge of distributing them throughout the country. The curriculum is the same for the

whole country and, following the spirit of the country's constitution, education inspectors make regular visits to insure that syllabi and textbooks are used and implemented properly. The inspectors also visit private schools.

Private education

Private education has flourished in the last third of the twentieth century. Unlike in other countries, private schools do not have as much academic prestige in Honduras, where they have the reputation of being little more than moneymaking enterprises. Despite the schools' lower academic standards, wealthy families like to send their children to the private schools because they still convey higher social status.

Repetition

To pass any academic subject, students must achieve at least the 60 percent mark. They can repeat the same course several times during the year, but low achievers may be required to repeat grades. Education is compulsory from ages 7 to 13, and after finishing primary education, students are required to teach two adults in literacy. Dropout rates are high in both primary and secondary education, especially in the rural areas. While more than 90 percent of students enroll in primary schools, less than half complete their studies. Of those who do finish primary school, only one-third goes on to secondary schools. There are six universities in the country, led by the National Autonomous University in Tegucigalpa.

Language

Although French and German are taught in some private institutions, the most popular language in both the private and the public systems is English. Most students, however, do not achieve the proficiency standards set by the state. The Internet, as a classroom tool, is slowly making its way into many Honduran schools, especially in urban areas. It is used the most at the main university in Honduras. In the late twentieth century, the educational system in Honduras struggled with a lack of funds, teacher shortages, poor pedagogic training, and antiquated curricula. These problems were compounded in 1998 when Hurricane Mitch hit the country. An estimated one-fourth of schools were destroyed.

Overview

	<i>Primary</i>	<i>Lower secondary</i>	<i>Upper secondary</i>	<i>Technical secondary</i>
<i>Type of school providing this education</i>	Primary school	Ciclo Común de Cultura general	Ciclo diversificado	Technical Secondary School
<i>Length of program in years</i>	6	3	2	3
<i>Age level</i>	6 to 13	12 to 15	15 to 17	16 to 19
<i>Certificate/diploma awarded</i>			Bachillerato en Ciencias y Letras, Administración de Empresas, etc.	Perito/Contador público/Bachiller Industrial/Bachiller Técnico

1.3 Government education policy

Legislation on primary education

The 1982 Honduran constitution stipulates laws and regulations related to education in articles 151 to 171. Primary education is free and obligatory. Honduran nationals must teach the constitution, history, and geography of Honduras in public schools.

Public education is nondenominational, and parents can choose whether to send their children to public or private schools. The state charges schools with the tasks of eradicating illiteracy, promoting special education, and insuring adherence to prescribed academic levels. In rural areas, farm or factory owners must establish new primary schools as needed or help support poor schools. Teachers, both active and retired, are tax-exempt.

Legislation on higher education

Articles 160 to 162 address higher education and establish the National Autonomous University of Honduras (*UNAH*) as the official state agency that governs most laws and regulations pertaining to higher education, including setting its own academic standards. By law, the state allocates 8 percent of its national budget to the university. In addition to what is established in the constitution, the government of Honduras has issued other decrees on education, such as the 1966 Organic Law and the 1973 National Commission for Educational Reform Report. All of these reports, laws, and statutes strengthen the central position of the government in the Honduran educational system.

Ministry of education

The Ministry of Education controls all facets of primary and secondary education, although the universities enjoy autonomy. This centralization contributes to the ineffectiveness of the educational system. Too much power is concentrated in Tegucigalpa, and few initiatives are left to provincial (departmental) school officials. The government enacts educational legislation that is handed down to the Ministry to implement in the whole country.

Money

Traditionally, both primary and higher education get a bigger slice of the money allocated. Higher education, by constitutional mandate, gets 6 percent of the national budget. Money for education at the end of twentieth century stood at about one-sixth of the national budget, fluctuating between 14 and 17 percent. Usually, over 90 percent of the education budget is allocated to teacher salaries.

Research

Research activities are very limited in Honduras. And, for the most part, funding comes from outside sources, like UNESCO or other United Nations agencies. Research grants from government sources are very rare. At the universities, professors are not offered any incentives to conduct research activities. A few scientific research projects take place at the primary and secondary levels. Were there more computers, laboratories, and release time, as well as more access to the Internet, teachers and professors could engage in more research.

1.4 The quality of education

Statistical information shows that the state of the public education system remains poor. Figures cited by the Ministry of Education suggest that Honduras suffers from widespread illiteracy (more than 40 percent of the total population and more than 80 percent in rural areas). A significant percentage of children do not receive formal education. Especially in rural areas, schools are not readily accessible. When they are accessible, they often consist of joint-grade instruction through only the third grade. Schools are so understaffed that some teachers have up to eighty children in one classroom.

The quality of instruction in Honduran public schools is greatly impaired by poor teacher training. The situation is worsened by the extremely low wages paid to teachers, lack of effective and up-to-date instruction materials, outdated teaching methods, poor administration, and lack of physical facilities.

Because of the deficiencies of public education, the years since 1970 have seen the proliferation of private schools. With few exceptions, however, private education is popularly viewed as a profit-making enterprise. Great skepticism remains regarding the quality of the education that private schools offer.

1.5 Religion within education

In Honduras there are religious schools that provide professional training, such as seminaries, and church-operated schools that provide general education, such as parochial schools. They receive no special treatment from the Government, nor do they face any restrictions.

1.6 Teacher education

Primary school teachers must attend three years of the upper secondary cycle in the teacher training schools (*escuelas normales*). After completing the program they are awarded the teaching certificate (*Maestro de educación primaria*). Aspiring teachers for secondary schools have obtained either a *bachillerato* or a Normal School Certificate. Then they go to the *Escuela Superior del Profesorado* (Higher School for Teacher Training), or to the National Pedagogic University Francisco Morazán, or to both. But because there are only a few centers to train secondary professionals, the majority of secondary teachers do not receive proper training, though some seek academic development via correspondence courses.

1.7 Conclusions

Schools in Honduras fall in four categories: preprimary, primary, lower secondary, and upper secondary. The Secretary of Public Education is the chief administrator. The Ministry of Education supervises the writing and publication of textbooks and is in charge of distributing them throughout the country. The curriculum is the same for the whole country and, following the spirit of the country's constitution, education inspectors make regular visits to insure that syllabi and textbooks are used and implemented properly. The inspectors also visit private schools.

Statistical information shows that the state of the public education system remains poor. The quality of education is impaired by the poor quality of teacher training, schools are not readily accessible and schools are understaffed.

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2. Primary education

2.1 School attendance

Statistics on primary and pre-primary education

Year	2003	2004	2005	2006
Data				
Percentage of female students. Pre-primary	48	50	50	...
Percentage of female students. Primary	...	49	49	...
Pupils of the official school age. Pre-primary. Female	74,093	76,877	...	...
Pupils of the official school age. Pre-primary. Male	73,143	76,618	...	...
Pupils of the official school age. Pre-primary. Total	147,236	153,495	...	...
Pupils of the official school age. Primary. Female	...	500,083	504,295	...
Pupils of the official school age. Primary. Male	...	508,305	512,747	...
Pupils of the official school age. Primary. Total	...	1,008,388	1,017,042	...
Enrolment in pre-primary. Public. All programs. Total	...	146,138	146,575	...
Enrolment in pre-primary. Public and private. All programs. Female	87,422	94,886	95,157	...
Enrolment in pre-primary. Public and private. All programs. Total	180,792	189,578	190,145	...
Enrolment in primary. Public and private. All programs. Female	...	616,386	621,578	...
Enrolment in primary. Public and private. All programs. Total	...	1,257,358	1,268,150	...
Enrolment in primary. Grade 1. Total	...	293,576	296,096	...
Enrolment in primary. Grade 2. Total	...	240,360	242,423	...
Enrolment in primary. Grade 3. Total	...	218,103	219,975	...
Enrolment in primary. Grade 4. Total	...	192,433	194,085	...
Enrolment in primary. Grade 5. Total	...	168,524	169,970	...
Enrolment in primary. Grade 6. Total	...	144,362	145,601	...
Gross enrolment ratio. Pre-primary. Female	32	35	35	...
Gross enrolment ratio. Pre-primary. Male	33	33	33	...
Gross enrolment ratio. Pre-primary. Total	32	34	34	...
Gross enrolment ratio. Primary. Female	...	115	116	...
Gross enrolment ratio. Primary. Male	...	116	117	...
Gross enrolment ratio. Primary. Total	...	116	116	...
Gender parity index for gross enrolment ratio. Pre-primary	0.97	1.04	1.04	...
Gender parity index for gross enrolment ratio. Primary	...	0.99	0.99	...
School life expectancy (years). Pre-primary. Female	1.0	1.0	1.0	...
School life expectancy (years). Pre-primary. Male	1.0	1.0	1.0	...
School life expectancy (years). Pre-primary. Total	1.0	1.0	1.0	...
School life expectancy (years). Primary to secondary. Female	...	10.7	10.8	...

School life expectancy (years). Primary to secondary. Male	...	10.2	10.2	...
School life expectancy (years). Primary to secondary. Total	...	10.4	10.5	...
Rate of primary school age children out of school. Female	...	3	3	...
Rate of primary school age children out of school. Male	...	5	4	...
Rate of primary school age children out of school. Total	...	4	4	...
Percentage of private enrolment. Pre-primary	...	23	23	...
Teaching staff in pre-primary. Total	...	9,674	9,703	...
Teaching staff in primary. Total	...	38,212	38,540	...
Pupil-teacher ratio. Pre-primary	...	20	20	...
Pupil-teacher ratio. Primary	...	33	33	...

For the latest statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

2.2 School accessibility

Free, universal and compulsory education is to be provided to age 13. A household survey done by the National Statistics Institute in 2005 showed that some 125,000 children aged 7 to 12 do not receive schooling of any kind. Fines may be imposed on parents who fail to enrol their children in school. Women have an average of 5.6 years of primary education and men an average of 5.3 years. An Education for All plan has been developed to increase access to and improve the quality of preschool and primary education.

2.3 Forms of primary education

Pre-primary education

At age four, children may attend either a public or a private school, and they do so for a period of three years (ages four to six). Pre-primary education is divided into three stages: prekindergarten, kindergarten, and preparatory. The Honduran constitution stipulates that pre-primary education must be both free and compulsory. In fact, however, very few children (less than 13 percent in the early 1990s) do go to school at this early age, and those who do go come mostly from urban areas. This is because the law forcing compulsory attendance is more strictly enforced in urban areas.

As one might expect, primary school students get a smattering of academics: they learn a few numbers and the alphabet. Most youngsters spend their time playing games and singing songs that are appropriate for their age. However, preprimary teaching goes further than babysitting. Teachers emphasize good behavior and disposition for study.

Primary education

Education is compulsory for ages 6 to 11. Primary school begins at age 6 and continues for 6 years. More than 90 percent of Honduran children attend primary school, despite a scarcity of teachers and inadequate classroom space. In addition, most elementary schoolteachers have poor backgrounds themselves, having had very little preparation in the sciences and in teaching methodology. Primary school

teachers concentrate on teaching basic skills, though many instruct students in practical subjects such as agriculture and physical education.

2.4 Special needs education

Although there are no formal barriers to participation in education by an estimated 700,000 persons with disabilities, no statutory or constitutional protection is provided. Children with mild to moderate intellectual disabilities are integrated into the mainstream educational system. Youth with severe disabilities are trained separately in private or semi-private specialized centers and work at sheltered or occupational workshops. There are 17 Special Education Centers, mostly established by NGOs. Most of the centers work with pre-school and elementary-school children.

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3. Secondary education

3.1 School attendance

Statistics on secondary education

Years	2003	2004	2005	2006
Data				
Percentage of female students. Total secondary. General programs	...	54	54	...
Percentage of female students. Total secondary. Technical/vocational programs	...	55	55	...
Percentage of female students. Total secondary. All programs	...	55	55	...
Enrolment in lower secondary. Public and private. All programs. Total	...	311,260	316,986	...
Enrolment in total secondary. Public and private. General programs. Total	...	347,485	354,156	...
Enrolment in total secondary. Public and private. Technical/vocational programs. Total	...	207,325	211,379	...
Enrolment in total secondary. Public and private. All programs. Total	...	554,810	565,535	...
Gross enrolment ratio. Lower secondary. All programs. Female	...	65	65	...
Gross enrolment ratio. Lower secondary. All programs. Male	...	58	58	...
Gross enrolment ratio. Lower secondary. All programs. Total	...	61	61	...
Gross enrolment ratio. Upper secondary. All programs. Female	...	88	88	...
Gross enrolment ratio. Upper secondary. All programs. Male	...	65	65	...
Gross enrolment ratio. Upper secondary. All programs. Total	...	77	77	...
Gross enrolment ratio. Secondary. All programs. Female	...	74	74	...
Gross enrolment ratio. Secondary. All programs. Male	...	61	61	...
Gross enrolment ratio. Secondary. All programs. Total	..	67	67	...
Gender parity index for gross enrolment ratio. Lower secondary. All programs	...	1.12	1.13	...
Gender parity index for gross enrolment ratio. Upper secondary. All programs	...	1.35	1.35	...
Gender parity index for gross enrolment ratio. Secondary. All programs	...	1.22	1.22	...
Teaching staff in lower secondary. Total	...	11,284	11,492	...
Teaching staff in upper secondary. Total	...	5,383	5,493	...
Teaching staff in secondary. Total	...	16,667	16,989	...
Pupil-teacher ratio. Lower secondary	...	28	28	...
Pupil-teacher ratio. Upper secondary	...	45	45	...
Pupil-teacher ratio. Secondary	...	33	33	...

For the latest statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

3.2 School accessibility and quality

In secondary education more than half a million young people have no access to the secondary educational level. Formal technical/vocational education lacks the technological base that the work force requires to link it efficiently to the labor market. Despite the more diversified training in this area, curricular adaptation does not meet the needs of the labor market nor of the indigenous or rural communities. In spite of the progress achieved, both literacy as well as average years of schooling continues to be below the Latin American averages. In addition, there is a growing perception that the crisis of the educational system in Honduras is fundamentally a crisis of quality, related to factors such as the internal efficiency of the education system; the quality of teacher training and outdated curricula at all levels.

3.3 Forms of secondary education

Lower and upper secondary education

Secondary education begins at age 12 and is completed in 5 years. There are two stages in secondary education: lower and upper. To be accepted in the lower level (equivalent to the American middle school or junior high) students must have completed six years of primary education. In the lower level there are two tracks, called common cycles: the common cycle of general culture and the prevocational common cycle. Both tracks last two years and enroll students from ages 13 to 16. The common cycles prepare students with basic knowledge that they can use either for a vocational career or to move on to the next academic level.

The upper secondary level is called diversified education. It lasts two years, from 16 to 18 years of age. To be accepted, students at this upper level must have completed the general culture common cycle. They can specialize in either sciences or letters. They are awarded the high school degree (*bachillerato*) upon completion of their studies.

Technical secondary school program

Students who opt out of diversified education can enroll in a three-year technical secondary school program, for students ages 16 to 19. Students learn practical skills that prepare them for more vocational training, or they try to get a job. The technical track awards certificates in public accounting, primary teaching, or business. By choosing this option, students can enter the workforce more quickly.

Private secondary schools

Private secondary schools compete with public ones. There are more than 150 private secondary schools in Honduras, and they cater to the rich and the middle class. A lack of both private and public schools at this level explains why more than two-thirds of students who graduate from primary schools do not continue on to secondary education. Nonetheless, those who do not have access to centers of secondary learning have the option of enrolling in a distance education system. Many who do so, as might be expected, come from rural areas.

Specialized secondary schools

There are many specialized secondary schools in the country. They include the School of Fine Arts, the National School of Forestry, the National School of Agriculture, and the National School of Music. Admission to these schools depends upon completion of primary studies.

3.4 Conclusions

In secondary education more than half a million young people have no access to the secondary educational level. However there is a growing perception that the crisis of the educational system in Honduras is fundamentally a crisis of quality not of access, related to factors such as the internal efficiency of the education system.

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4. Higher education and university

4.1 School attendance

Statistics on tertiary education

Years	2003	2004	2005	2006
Data				
Percentage of female students. Tertiary ISCED 5A	58	58	...	...
Percentage of female students. Tertiary ISCED 5B	67	67	...	...
Percentage of female students. Tertiary ISCED 6	34	33	...	...
Percentage of female students. Total tertiary	59	59	...	...
Enrolment in 5A tertiary. Total	108,992	111,717	...	...
Enrolment in 5B tertiary. Total	10,844	11,115	...	...
Enrolment in 6 tertiary. Total	41	42	...	...
Enrolment in total tertiary.	119,877	122,874	...	...
Gross enrolment ratio. ISCED 5 and 6. Female	20	20	...	...
Gross enrolment ratio. ISCED 5 and 6. Male	14	14	...	...
Gross enrolment ratio. ISCED 5 and 6. Total	17	17	...	...
Gender parity index for gross enrolment ratio. Tertiary	1.40	1.41	...	...
School life expectancy (years). Tertiary. Female	1.2	1.0	...	...
School life expectancy (years). Tertiary. Male	0.9	0.7	...	...
School life expectancy (years). Tertiary. Total	1.1	0.9	...	...
Graduates in education. Tertiary.	3,374	...	...	...
Graduates in humanities and arts.	81	...	...	...
Graduates in social sciences, business and law.	2,185	...	...	...
Graduates in science.	128	...	...	...
Graduates in engineering, manufacturing and construction.	808	...	...	...
Graduates in agriculture.	447	...	...	...
Graduates in health and welfare.	379	...	...	...
Graduates in services.	50	...	...	...
Total graduates in all programs. Tertiary. Female	7,452	...	...	...
Teaching staff in total tertiary. Total	6,995	7,170	...	...

For the latest statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

4.2 Forms of higher education

The National Autonomous University of Honduras, founded in 1847, is the premier institution of higher learning. It became autonomous in 1847, and in the 1990s, more than 30,000 students were enrolled. In addition to the main campus in Tegucigalpa, it has branches in San Pedro Sula and La Ceiba. Other universities include José Cecilio del Valle University (founded in 1977), Central American Technological University (1986), and the National Pedagogic University Francisco Morazán (1989). This latter institution trains mainly secondary teachers. There is low morale among university professors, as they are poorly paid and receive little encouragement to do research. Most professors are not full time.

Admission

To be accepted at the university, students must finish high school and take a general orientation course. There are three stages, or university levels. In the first stage students can, after three or four years of study, earn a university first degree (*bachillerato universitario*) or a licentiate (*licenciatura*). The university usually does not offer master's or doctoral programs, although there are doctoral degrees for medicine, chemistry, and dental surgery.

Completion

Most students at the university choose careers in medicine, law, or engineering. To specialize in medicine, students have to work for three years after they complete six years of undergraduate work. Because they have to work full- or part-time, many college students take even longer to finish their degree programs. In addition, many do not get their diplomas at all because they fail the final comprehensive examination.

4.3 Conclusions

The enrolment rate for tertiary education in Honduras was 17% in 2004.

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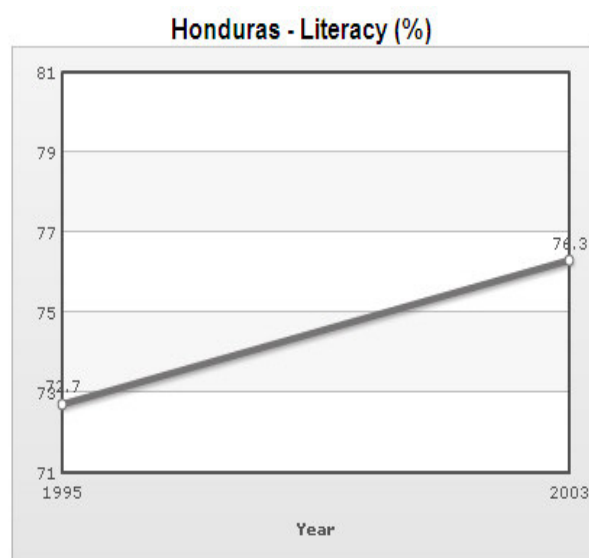
5. Informal education and literacy

5.1 Literacy and non-formal education

5.1.1 Education programs

As in most Central American countries, adult education programs focus on three areas: literacy programs, agrarian education and community development programs, and vocational courses. The illiteracy rate in Honduras at the end of the twentieth century stood at about 73 percent. In the rural areas, more than 80 percent of the population was illiterate. Literacy classes are offered by government agencies, the private sector, and religious organizations. The Ministry of Education established an accelerated literacy program for adults so that they can complete their primary education in four years. Agrarian education programs are administered by governmental and international agencies and by private organizations. Honduras has many nongovernmental organizations that offer vocational training and literacy classes. These programs are carried out in cooperation with the appropriate state agencies.

5.1.2 Literacy rates



Country	Total Adult Literacy Rate (%)	Adult Male Literacy Rate (%)	Adult Female Literacy Rate (%)	Adult GPI	Total Adult Illiterate Population	Adult Male Illiterate Population	Adult Female Illiterate Population	% Female of Adult Illiterate Population	Total Youth Literacy Rate (%)
Honduras	80.0	79.8	80.2	1.01	773,274	390,854	382,419	49.5	88.9

Youth Male Literacy Rate (%)	Youth Female Literacy Rate (%)	Youth GPI	Total Youth Illiterate Population	Youth Male Illiterate Population	Youth Female Illiterate Population	% Female of Youth Illiterate Population
86.9	90.9	1.05	152,497	91,170	61,327.0	40.2

5.1.3 Vocational education

Vocational education spans the three levels: the common cycle, the diversified level, and the university level. The complexity of this education increases from the lower to the higher levels. Also, distance learning is administered by the National Autonomous University of Honduras and by the National Pedagogic University Francisco Morazán. The courses offered tend to be more academic than vocational. Distance learning students are required to do the same work as students who attend the main campuses.

5.2 Conclusions

The illiteracy rate in Honduras at the end of the twentieth century stood at about 73 percent. In the rural areas, more than 80 percent of the population was illiterate. Literacy classes are offered by government agencies, the private sector, and religious organizations. The Ministry of Education established an accelerated literacy program for adults so that they can complete their primary education in four years. Vocational education spans the three levels: the common cycle, the diversified level, and the university level.

6. Sources

Text	URL / ISBN
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1.2 Formal education	http://education.stateuniversity.com/pages/607/Honduras-EDUCATIONAL-SYSTEM-OVERVIEW.html http://www.unesco.org/iau/onlinedatabases/systems_data/hn.rtf
1.3 Government education policy	http://education.stateuniversity.com/pages/606/Honduras-CONSTITUTIONAL-LEGAL-FOUNDATIONS.html http://education.stateuniversity.com/pages/611/Honduras-ADMINISTRATION-FINANCE-EDUCATIONAL-RESEARCH.html
1.4 The quality of education	http://www.country-studies.com/honduras/education.html
1.5 Religion within education	http://www.state.gov/g/drl/rls/irf/2007/90258.htm
1.6 Teacher education	http://education.stateuniversity.com/pages/613/Honduras-TEACHING-PROFESSION.html
2.1 School attendance	http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0
2.2 School accessibility	http://www.ei-ie.org/barometer/en/profiles_detail.php?country=honduras
2.3 Forms of primary education	http://education.stateuniversity.com/pages/608/Honduras-PREPRIMARY-PRIMARY-EDUCATION.html http://www.ei-ie.org/barometer/en/profiles_detail.php?country=honduras
2.4 Special needs education	http://www.ei-ie.org/barometer/en/profiles_detail.php?country=honduras
3.1 School attendance	http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0
3.2 School accessibility and quality	http://www.uncfsp.org/diad/Partnership%20Profiles%20November%202007%20-%20Honduras.pdf
3.3 Forms of secondary education	http://education.stateuniversity.com/pages/609/Honduras-SECONDARY-EDUCATION.html http://www.ei-ie.org/barometer/en/profiles_detail.php?country=honduras
4.1 School attendance	http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0
4.3 Forms of higher	http://education.stateuniversity.com/pages/610/Honduras-

education	HIGHER-EDUCATION.html
5.1 Literacy and non-formal education	http://education.stateuniversity.com/pages/612/Honduras-NONFORMAL-EDUCATION.html
5.1.2 Literacy	http://www.swivel.com/data_columns/show/3129004