

VISION 2020

Education

Development Plan

Presented By:
The Roatan Education Commission

Education is a reflection of a society. It shows how the government views its people and how the people view themselves.

Give Them An Education – Give Them A Choice

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Introduction to the Commission

The Roatan Education Commission was formed in March, 2007 by the mayor, H. Dale Jackson. The Commission represented all different groups on the island: people born and raised on the island, people that went through Honduran schools on the mainland and people that attended school in other parts of the world. The purpose of this commission was to develop a plan for improving education in the municipality of Roatan looking forward to the year 2020. This plan, named VISION 2020, will be presented to, and reviewed by, the Mayor and the Municipal Corporation. After their review and approval, procedures for implementing the plan will be agreed upon by the Mayor and this Commission.

Research Strategies

The Commission divided its work into three phases: Research and analysis of current system, outline of ideal components of the VISION 2020 system, and final recommendations for implementing these components.

PHASE I – Determine Current State Of Education System In Roatan

The Commission divided into five subcommittees, each responsible for researching the following:

COMMITTEE	FUNCTION
BUILDINGS & FACILITIES	Analyze current school buildings and facilities, including size, condition, land ownership.
SCHOOL OPERATIONS	Outline national, department, and local school administration policies and procedures, including staffing, teacher training, supervision, schedules, security, maintenance, and other school operations functions.
SCHOOL CURRICULUM	Outline national standards for education. Identify resources (print, technology, visual materials) provided for teachers to deliver curriculum. Determine how these standards are met in Roatan schools. Identify education programs important to Roatan but not included in current standards.
SOCIAL ISSUES & COMMUNITY INVOLVEMENT	Identify barriers to children entering or completing school. Develop of list of current parent and community involvement in the schools.

COMMITTEE	FUNCTION
LAWS & FUNDING	Outline current school law, the role of the union, funding sources, and budgets at national, department and local levels. Understand the impact of free zone status on education.

Each committee created a list of questions to be answered. To find these answers, committee members visited all schools. They interviewed teachers, school administrators, parents, students, departmental director and staff, union leaders, and attorneys; held a meeting with patronatos; hosted several informal dinner meetings with islanders; and surveyed people at the airport, banks, and other places of business. Internet research provided information about what other islands and Latin American countries are doing in education planning.

PHASE II – Determine Future State Of Education In Roatan

The Commission analyzed the research and outlined the Commission’s “core of expectations” for a school system that will serve the children, parents, and community. It was during this phase that representatives from Schools for Children of the World came to Roatan to discuss building a school in Roatan.

PHASE III – Recommend Process To Achieve Desired State

The Commission reviewed the goals for VISION 2020 schools and outlines specific recommendations for the Mayor and Roatan Corporation.

Overview Of The Municipality Of Roatan

The Bay Islands are made up of 67 islands and cays in the western Caribbean off the north coast of Honduras. Politically they are one of 18 departments (states) in Honduras. Five of the islands are inhabited – Roatan, Guanaja, Utila, and the two Cayos Cochinos. The island of Roatan is the largest of the island group and is divided into two municipalities – Roatan to the west and Santos Guardiola to the east. While the country of Honduras is predominantly Spanish in both language and culture, the Bay Islands are traditionally English. Today the island is made up of Garifuna Africans who were marooned on the island in the 1700s; of black and white Islanders from the Cayman Islands, Belize and other English-speaking islands who settled in the 1800s; and Honduras “Mainlanders” who are now migrating in increasing numbers to the island in search of work. There are also many non-Honduran families who have moved to Roatan from the United States, Italy, United Kingdom, and other countries. According to the 2007 census the total population of the Bay Islands is 98,000. The Municipality of

Roatan has a population of 65,000 people, predominantly black and white Islanders, mainlanders, and non-Hondurans.

For many generations the sea was the economic base of the islands. Men went to sea to fish or work on crew boats, cruise ships, and rigs. Carpentry, boat building, and other trades were common. The women raised the children and many ran small shops to supplement their income. While life was not always easy, Islanders could live off the sea and their small gardens. Fruit trees, palms, coco and other roots grew easily in the soil. Communities cared for their own and rarely travelled up or down the island. Families taught their children at home, in churches, and in small community-built schools. Parents raised money to build schools and pay teachers. Islanders spoke English and textbooks were the Royal Readers and the Bible. A small number of Honduran mainlanders lived on the island as well. They spoke Spanish, taught their children Spanish, but also learned English. There was little day-to-day contact with the mainland of Honduras, and even after the national government established Spanish as the mandatory language for schools in 1950s, Roatan continued its English traditions. Ms. Vera in French Key, Mr. Glenn in Flowers Bay and dozens of other Islanders ran English classes after school. The Royal Readers' ABC book, Introduction, Sally and Her Doll, and the 3-level grammar and reading books are still used today.

There was a sense of pride and community on the islands – and education was a priority. Children dared not misbehave in class, because their parents would have already heard the news before their child reached home. Punishment by the teacher was followed by punishment from the family. Parents read to their children, and spent the hours before bedtime telling stories to each others children. Today there are major changes in the economy and society, and life for the Islanders has changed.

Prior to 1990 Roatan did not have electricity, telephones, or paved roads. Communication from one part of the island to another was almost impossible. A trip to another town just 5 miles away could take hours by foot or boat. Today there is a power company; telephones, cell phones, and internet; and a road that runs almost the entire length of the island. Islanders can now communicate beyond their small villages.

The graduating Class of 2007 is the first generation to plug into the world beyond the island – to watch television, listen to the radio, learn about baseball caps turned backwards, Levi jeans, and Brittany Spears. With progress comes change. Subsistence living is no longer possible. People need money to pay their electric, telephone and gas bills. Families are selling their land to developers, and their children now need to rent homes.

Tourism has replaced fishing as the major island economy. Tourists are attracted to the laid-back life style, un-crowded shoreline, and pristine coral reef.

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Until recently small numbers of divers, snorkelers and adventures were the island's visitors. Now there are hundreds of resorts and B&Bs; homes and condos; even a golf course is underway. CANATURH, the tourism association projects one million cruise ship passengers will visit Roatan by 2009. Both the decline of fishing and the growth of tourism have had a major impact on the island. Tourism brings money and opportunity, but only if the Islanders have a new level of expertise required to keep tourists coming. And education will be the major source of preparing our Islanders.

These changes are placing new demands on the Municipality of Roatan and its citizens. This report looks at the changes as they affect education, what skills our children and youth will need to succeed, and draws conclusions that will position the island to provide the appropriate education.

Roatan's Current Education System

Overview

School-Aged Population & Enrollments

Statistically, 50% of a Honduras population will be of school-age. For Roatan, with a population of 65,000 people, there are 32,500 children and youth to be educated and become part of the economy. In 2006, Roatan's public and private schools enrolled 8,285 children and youth or 25% of school age. Public schools accounted for 6,328 students; the remaining 1,957 attended government-certified private schools. In 2007, public school enrollment dropped to 5,925, a 7% decrease.

	2004	2005	2006	2007
Public Schools	*3977	*3798	6328	5925
Private Schools	*422	*975	1957	*1007

* Reporting incomplete.

Schools

There are 33 schools within the municipality of Roatan: 14 pre-básica, 16 primary (including 2 PROHECO and 2 C.E.B.), 1 Media, and 2 adult schools. Pre-Básica includes kinder and preparatoria; Primary is grades 1st through 6th; PROHECO schools are community-based primary schools, and C.E.B. schools

include grades 1st through 9th. Media includes 7th through 9th grades and Colegio. Adult schools are primary schools designed for adults.

Teachers

The Ministry of Education reports that the Municipality of Roatan has 201 teachers: 38 in Pre-Basica, 82 in Basica, and 74 in Media. The Municipality of Roatan funds an additional 36 English teachers who also work in the public schools.

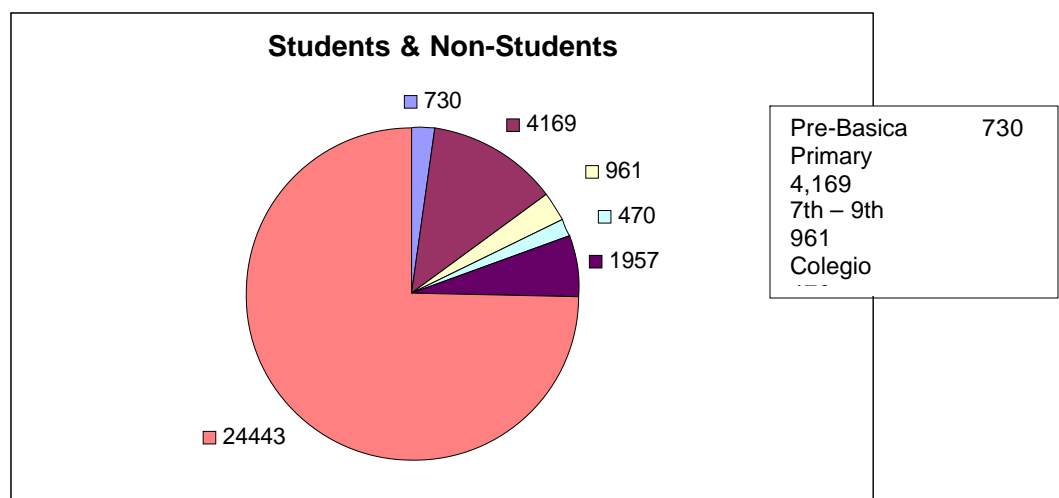
Class Size

Classrooms are small, and often overcrowded. The average class size is difficult to calculate, but averages are as high as 65 children per teacher in the Dale Jackson Primary School and as low as 11 students to one teacher in the Isidro Sabio Primary School. Sixty-nine per cent of Roatan's primary schools have five or fewer teachers.

Status Of Education

75% Of Roatan's Children Do Not Attend School

In 2006 the number of children in public schools was 6,328; in 2007, it is 5,925. This means that only 25% of Roatan's children attended public and private schools, 75% in public schools and 25% in private schools. A smaller percentage of children are home-schooled or attend small schools run by the parents.

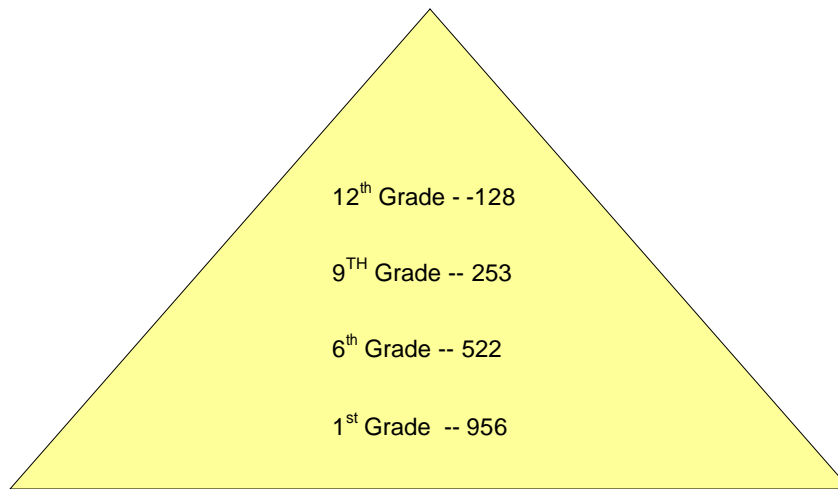


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Enrollment Drop Rate Between 1st And 12th Grade Is 87%

One of the national government's education goals is to reduce the number of drop outs to 0% by 2015. To determine progress they are measuring the total number of children in each school at the beginning and end of the school year. While this is a valid goal, there is another "drop out" problem that is not addressed with this method.

There is a "pyramid of education" model that looks at the number of students by grade. In Roatan the number of children in 1st grade in 2006 was 956; the number in 6th grade was only 522. Each year the grade enrollments drop five to 25 percent. This pattern is consistent in every school, although some schools do a better job of maintaining their grade enrollments through all six grades.



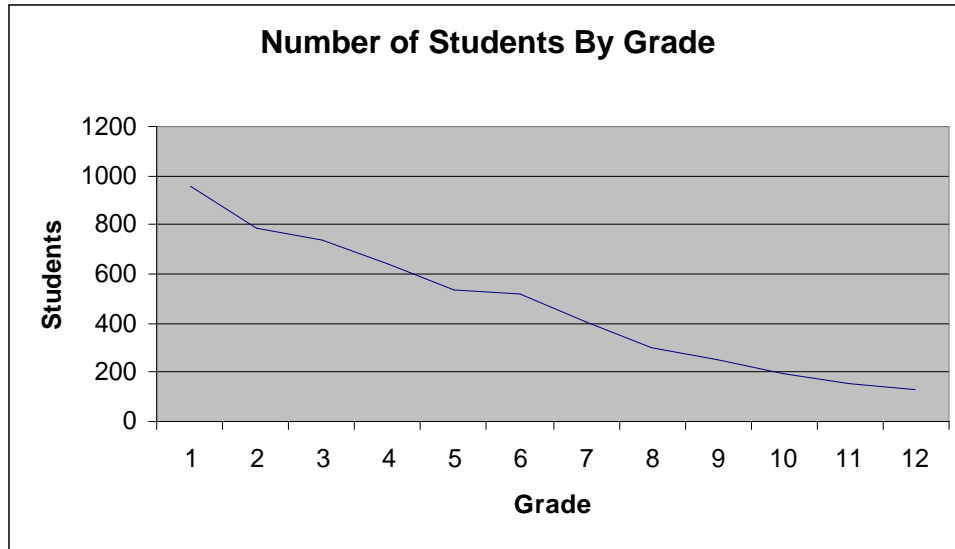
ACTUAL ENROLLMENT DROP BY GRADE CLUSTERS -- 2006

This chart enrollment drops by grade clusters. The number of public school children in 1st grade in 2006 was 956. By 6th grade there were only 522 children in school, a 45% loss. The drop between children completing primary school and entering middle school (media) was 23%. By 9th grade the number of students has dropped to 253, a 52% drop from 6th grade and 74% from the original 1st graders.

DROP BETWEEN	
1ST & 6 TH	45%
6TH & 7 TH	23%
6TH & 9 TH	52%
9TH & 12 TH	50%

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ACTUAL ENROLLMENT DROP BY GRADES -- 2006



Annual Enrollment In School Is Dropping

From 2004 to 2007 the number of children entering primary school has remained fairly constant. However, the number of children living on the island increases annually, statistically 4% per year. Given this pattern, we can assume that the percent of children attending school is actually dropping annually.

Roatan Does Not Have Enough Schools To Serve Current Student Population

Based on 30,000 school-age children in 2007, and assuming a 4% growth rate, Roatan can expect to have 53,948 school-aged children by the year 2020. We are already turning children away from school.

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
32,400	33,696	35,043	36,445	37,903	39,419	40,996	42,636	44,342	46,115	47,960	49,878	51,873	53,948

**BY 2020 THERE WILL BE AN ADDITIONAL 42%
OR 53,948 CHILDREN & YOUTH TO EDUCATE**

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Organizational Structure Of The Honduras Education System

Major Players & Their Roles In Education

This chapter looks at the players that control the education in Honduras. These players currently determine the present and future of Roatan's education system. Before we can make changes to our island's education, we must understand how the system works. This will help us understand the strengths and weaknesses of the system, and who we must influence in order to improve the system.

Constitution

The formal system of education in Honduras began in 1954 and is defined in the Constitution of the country. It established a national university and set guidelines for the general education. Honduras education is based on the principals of democracy and non-discrimination. Its goals are:

1. To conserve, promote, and diffuse the Honduras culture
2. To instill patriotic feelings for Honduras
3. To promote economic and social development of the country

Specific goals outlined in the Constitution include eradicating illiteracy, guaranteeing freedom of research and investigation, providing appropriate income and benefits for teachers, and allowing the creation of education centers outside the government system. The Constitution also states parents will be free to select the education system for their children.

Congress

Thirty-five percent of the national budget is allocated to education. Six percent of the budget goes to the National University of Honduras. Of this budget, 95% (L. 71 million) is allocated to salaries. International funding and debt forgiveness provide the balance. In Roatan funding equals L. 10,000 or \$500 per child per annum. The Minister of Education prepares the budget, but only Congress can approve it. National funds come from a variety of tax sources. Degree 3 (February 26, 1958) raised money from import custom duties, banana exports, beer and liquor consumption, automobile sales, lottery winnings, airline tickets, match boxes, carbonated beverages, and automobile licenses. Currently, the national government has approved funds to each school based on L.100 per child enrolled in a school at the beginning of the school year.

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Ministry Of Education

The Ministry of Education is charged with the development and implementation of education in the country, excluding the university system. This policy is strongly driven by international funding agencies such as the World Bank, UNESCO, and the Swiss, German, Japanese, and United States governments. The Minister is appointed by the President of Honduras, and Curriculum and Operations administrators report to him. Each department in Honduras has a Departmental Director responsible for implementing the government's plans; supervising and training teachers; keeping detailed records of student and teacher populations; recommending staffing needs, new construction, and other department needs.

National & International Agencies And Organizations

While the Constitution sets the goals for education in Honduras, education is in fact driven by internal and external forces. Within Honduras the Catholic Church and the National University are major players. But international agencies have a tremendous impact on education policy and promote their objectives with technical support and money.

The Ministry of Education's website lists 46 major education projects for Honduras since 2002. Projects included improving technology within the system; creating C.E.B. and PROHECO schools, increasing parent and community involvement in education, improving techniques for teaching mathematics, promoting health, creating textbooks for mathematics, providing education to remote regions, creating a national registry of students. Current projects include innovative classrooms and technology, intercultural bilingual education for indigenous peoples, scholarships, improved reading and writing programs, education through television, teachers trained to help students with self-esteem, and construction of new schools.

The primary project for Honduras is the internationally-supported EDUCATION FOR ALL. In 2003 *"Education for All"* was initiated by the World Bank with funds from Canada, Germany, Japan, Sweden, Spain, USA, International Development Bank, UNESCO, UNICEF, Ibero-American International Scientific and Cultural Organization. Only five countries were accepted for the project, including only one from Central America, Honduras. Objectives include:

1. All 5 & 6 year-olds entering pre-school
2. All 6-year-olds entering 1st grade
3. 86% of primary school children graduate at 12 years of age
4. Drop out rate reduced

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5. Failing to pass courses reduced

To achieve these goals, funding is available for hiring new teachers, building new schools, providing books and materials, funding programs for AIDS orphans & other vulnerable children, and establishing middle school education. During Phase I (2003 – 2005) donor countries pledged \$200 million. Phase II began in 2007 and was allocated \$35 million. Phase I was judged “not successful” due to poor management. A new structure for the 2007 has been implemented.

In 2006, as part of the “Education for All” project, national standards for Pre-Basica through 9th grade Mathematics and Spanish curriculum were approved. Teachers are being trained to use the new curriculum and corresponding textbooks purchased from Mexico are being distributed throughout the country. Beginning in 2008 there will be a national exam for all students to evaluate their level in both subjects.

FEREMA (Fundación de Educación Ricardo Ernesto Maduro Andreú) is a Honduran foundation based in Tegucigalpa. This organization is extremely influential with a major focus on pre-school education and distant learning.

Departmental Education Office

Decentralization of control over schools is an education initiative born in 1966 and driven by international organizations. Each department has an Education Office which directs their department’s education. Staff members include a director, secretary, several supervisors of programs such as mathematics and reading, regional supervisors who oversee the schools, and support services (human resources, transportation). There is a strong link between the Minister and the department directors with coordinating meetings almost bimonthly in Tegucigalpa. To be appointed as a department director a person must meet certain professional qualification and then sit for psychological interviews and academic exams. Basic qualifications include being an educator for at least 12 years, serving as a school director for at least 6 years, and holding an education degree. A committee of union and government officials selects the final candidate, and the Minister of Education makes the final appointment. Central administration directors and supervisors come from the teacher ranks, and are selected by the department director. However, their position must be approved by the Minister (with the approval of the department’s governor) to be funded.

Municipality

School construction & maintenance, curriculum and instructional materials, and all expenses related to education are the responsibility of the national government. Since the government is not able to meet the needs of Roatan, the

Municipal often steps in to fill the void. Former mayor Jerry Hynds and current mayor Dale Jackson are excellent examples of this. Jerry Hynds started a major campaign to add classrooms and refurbish schools, and Dale Jackson continued those plans and added more. In 2006 the Municipal budgeted one million lempiras for education. This money is being used to build an additional 50 classrooms, to pay for 36 English teachers in all schools, and to provide security for the schools. The Municipal has allocated L. 200,000 for the English program and L. 180,000 for scholarships.

The Department reports that Roatan was/is scheduled to receive L. 729,000 from foreign loans at national level. There was also money allocated for HIV/AIDS education on the island. Next year with the advent of ZOLITURH and a revised tax structure, the Municipal expects to have a larger budget for education. ZOLITURH is currently committed to provide 30% of their income to education, health and infrastructure. There is another 30% expected to be raised from real estate taxes.

Labor Unions

There are six teacher unions and one coordinating union.

- EL COLPROSUMAH (Colegio of Professionals who Work from Honduras) is the largest union. Its membership nationally is reported at 35,000 teachers, with over 200 members in Bay Islands.
- PRICHMA – Primary teachers (145 primary teachers plus 300+ official plazas)
- COPEMH – Middle, High School and University teachers
- COPRUMH – Middle and High School teachers
- COLPEDAGOGO – How to teach
- SIMPRODOH – Syndicate
- FOMH -- Coordinating Union

According to union leaders, these associations are created to divide its stronghold and differences of opinion. This “benefit” is negated because the unions are, in fact, united under a central union called FOMH. Union membership is mandatory. Unions are usually established to allow the workers to negotiate with the administrators of a business or school. In Honduras, the teachers and administrators are in the same union, and stand against the community and government.

The unions’ main goal is to maintain the “statehood of teachers” through their labor laws, salaries, and benefits. Teachers are excluded from the regular labor laws of Honduras. Instead they have negotiated their own laws which govern their salaries, benefits, hours of work, behavior standards and other labor-related issues. The unions are extremely powerful. They have no fear of the president

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of Honduras, the Minister of Education, or the community-at-large. They declare strikes regularly; negotiate contracts that take teachers from the classroom for personal and union business; and defend their members in labor disputes whether the teacher is right or wrong. The Education Unions also go on strike whenever when ever almost any other union strikes in the country.

Directors

All schools have a director responsible for supervising teachers, ensuring the academic and social development of the students, coordinating activities and communication between central administration and the school level, and encouraging parent and community support. Directors must meet minimum qualifications, sit for an exam, and be selected by a committee of union leaders and central administrators. There is a test required to receive the full-time director position, but the minimum qualifications are vague and subject to interpretation. Directors are expected to supervise their school all day, and are not permitted to hold two positions. Larger schools may have one or more sub-directors. Salaries for directors and sub-directors are determined by adding a 20% to 50% increase based on their current teacher salary.

Teachers

The Constitution describes the teachers' role as "By its informative and formative character, teaching has a social and human function that determines for the educator the scientific and moral responsibilities it has to its disciples, to the institution in which it toils, and to the society." The Estatuto Del Maestro Hondureño outlines the teacher's role as follows:

- Obey and make others obey the Constitution of the Republic, laws of the national education system and other related laws
- Perform efficiently the educational services under his/her own responsibilities
- Participate in the development of the centre where he/she works.
- Follow the instructions of superiors
- Be respectful toward other members of the teaching community
- Perform the established work within the time frame of the school year
- Preserve, and use accordingly, the documents and materials belonging to the school and under his/her responsibility
- Behave according to moral and ethical conduct
- Renew constantly his cultural, professional and academic knowledge.
- Respect the freedom, dignity and integrity (physical, moral and emotional) of the students

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- Participate in the planning, execution and evaluation of different programs and alphabetization projects developed by the Education Secretary with the aim of benefiting the transformation of the Honduran society
- Practice and develop civic, ethic, moral and cultural values, participating in different activities with this purpose
- Perform personally and directly his/her work with responsibility
- Have his/her degree (college) and pay taxes to a teaching guild

Teacher Contracts

A teacher's contract is for a 10 month calendar in primary grades, and 1,000 class hours for the medium level. A work day can be partial, full time, exclusive day and full day. A full time teacher contracts to work 156 monthly class hours, each class is equal to 45 minutes. The law provides for multiple employment opportunities within the system. Full time teachers who work full time in two different official educational centres are called "full day teachers" and receive two full time paychecks. Full time teachers may also work up to 50% of a second "full time" day shift, but work must be exclusively in the same school. Teachers, who work in night high school for at least 20 class hours, may work an extra 50% and receive an extra 10 hours salary.

In addition to the class hours, teachers are expected to work additional days to complete reports, and other administrative functions, and work within their community. Their workday is Monday through Saturday. Saturday activities include cleaning and decorating their classrooms, preparing reports, and working in the community. Saturdays are also used by the director for teacher meetings. Teachers and director must receive approval from their supervisor, if they will not be in school on any day.

Teacher Salaries, Raises, & Benefits

Teacher salaries are based upon education level, years employed as a teacher, classification of post holding (primary school, urban, director, etc.), geographic area to perform work (rural, urban, frontier), and the number of hours worked. The Statute also defines a mandatory contribution to at least one union. (Cost is 3.5% of a teacher's base salary.) In Roatan, because of the higher cost of living and the need for housing (most teachers are from the mainland), teacher salaries are double the base salary. In 2006 the base salary for a full-time beginning teacher in Roatan was L. 10,941.84, compared to L.. 5,216.64.

Raises are not based on performance. Teachers receive an automatic salary increase according to the years of service, calculated on the base salary. Raises range from 15% increase for 5 years of service to 120% for 30 years of service. Bonuses can be earned and salaries are adjusted to reflect professional merit or advanced academic courses. Teachers can earn up to a 20% increase for professional merit points earned. Teachers who complete the Licenciaturas

diploma receive L. 3,073.12 for an academic degree, and L. 1,536.56 for a technical degree. The Constitution guarantees teachers a standard of living in accordance of their “high mission,” as well as proper retirement benefits, and exemption from taxes. Benefits are extensive and provide for health care, freedom from taxes, and sabbaticals.

Community

The Ministry of Education mandates a parent committee for each grade level and one for the school. The Padres are expected to help the teachers and school. There are also international projects encouraging community and parent involvement in education. In Roatan some schools have very active groups; others have groups in name only. The parents are asked to raise money for the schools, provide scholarships, and help with maintaining the building. Parents at some schools are extremely active and lobby the mayor and other political and business leaders for donations and help. Local foundations and private citizens support education efforts on the island. Sun Foundation, the Galindo family, SOL Foundation, The Lion’s Club, Clínica Esperanza, and Partners in Education – Roatan are just a few.

Students

All schools are encouraged to have a student council. Some student groups help out by cleaning, painting, or raising money for the school. Some schools expect their students to volunteer in the community tutoring illiterate adults, painting schools, or other community services. Again the level of involvement varies with the schools.

Summary

Honduras’ education system is in a major – and we believe, a positive state of adjustment. Since 2002, millions of dollars have poured into the country to improve education at every level. This year, the “*Education for All*” project will add another \$26 million dollars for programs. These programs are excellent and offer much hope for Honduras.

Roatan’s Department of Education has completed an extensive management plan which includes:

- Strengthening Basic Education
 - Creating and implementing standards for subjects
 - Reducing drop outs
 - Reducing the number of children failing

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- Improving Mathematics and Spanish grades
- Promoting Pre-Basic Education – community outreach, teacher training, increasing enrollment and graduation rates
- Strengthening Middle Education – Increased enrollments, teacher training
- Expanding adult literacy programs
- Developing a special education program
- Expanding the E.I.B. program
- Increasing community involvement
- Preparing Qualified and Efficient Teachers

The problem is the process will take many years and the Commission questions whether the Unions will ever allow the plan to succeed. Roatan can not afford to wait while the entire country changes. Our island's and our children's needs are immediate.

Analysis Of Issues Impacting Delivery Of Quality Education In Roatan

This section will deal with the barriers to quality education in Roatan. It looks at school operations, school curriculum, buildings and facilities, laws, funding, and community involvement. This stage is critical, if we are to understand our strengths and weaknesses, and avoid repeating the same mistakes.

While this report focuses on the problems within the system, we want to state that this Commission found many positive features of Roatan's system. There are many dedicated teachers and administrators who spend many hours working with children, tutoring them, meeting with parents, finding money for educational materials, coaching sports and dance teams. These teachers are examples of the best in education.

Unfortunately we believe that even the most educated, trained, committed teacher is doomed to fail in the current school system. Inadequate funding and materials, lack of management stability, overwhelming policy changes are all major problems which leave our island educators with a feeling of isolation from the community and a belief that nothing will ever improve.

While island educators are excited about the potential the new national education directives offer, the implementation appears overwhelming. National education standards call for enrolling every child in school by 2015, but where will they sit? Standards call for children not failing any grade, yet children enter school without pre-school education and begin to fall behind before their first year of school is completed. Standards call for academic improvement, but where are the books, the computers and the learning materials?

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And where is the dream of what education can do for our children and our island? Political leaders, community members, parents, and students; business leaders, developers, tourist vendors; islanders, mainlanders, and foreigners must all declare education a priority and provide the leadership and funding to make it our island treasure.

Issue #1: Who's In Control?

FACT: Education works best when the community is part of the process.

SITUATION: Honduras' central government, international organizations, political leaders, and teachers' unions control education in the country and Roatan.

Central government sets policies; establishes curriculum; plans for and distributes funding; hires, trains, and disciplines staff; and controls most management functions.

Directors at the central and school levels have no authority over their staff, and limited resources to run a school.

Long-standing feuds between the mainland and the island create power struggles that stand in the way of the island receiving what little support that could be available from the mainland – specifically FHIS school construction and internationally funded projects. Decisions, at any level, are usually taken for external reasons, political or union power.

WEAKNESSES: **Roatan citizens feel they have no control over their children's education**

Powerless: Most parents and community members feel there are serious problems with public education. They feel they are powerless to make changes.

Isolation: Teachers feel isolated, without the support of either parents or union leaders. Parents keep their children home, don't check homework is done, fail to attend parent-teacher meetings. Many teachers feel the unions are only interested in the labor law, and do not provide the educational leadership teachers need. In one discussion with union leaders and teachers, it was said "Teachers have to fight their union colleagues and have lost trust in their actions."

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Distrust of the System: Parents and teachers distrust the hiring system. People feel the positions are pre-determined and have little to do with the tests. The Minister's appointment of Bay Islands Director of Education in 2006 was a case in point, and an angry governor and mayor fought back. Patronatos picketed the Central Administration office, shutting it shut down for over three months. The Minister's appointee received little community support and no political support, making any efforts on her part to further education improvements futile. The Governor of each department has designated powers to approve the hiring and firing of upper level positions at all levels of government, including education's central office staff and directors, which he assumed during this time. The Minister's appointee finally resigned and the Governor appointed an islander to the position. At this time she has assumed the department director position, however, the unions are arguing that she cannot remain until she retakes and passes the qualifying exams. At the time of publication, she is still acting director, but her future is unclear. This creates problems across the island. School directors and teachers are in a wait-and-see limbo, not knowing who their boss will finally be. At the same time they are being required to achieve the EFA goals, but are reluctant to commit to any new programs for fear that yet another staffing change is likely down the road.

Issue #2: School Operations

FACT: Effective, efficient district central office and schools require a staff qualified and trained in management techniques, operations, education law, curriculum design, accounting, staff training, parent-community partnerships, and program evaluation.

SITUATION: Central Administrators must be experienced, well-trained managers able to plan, set goals, coordinate, delegate, and handle multiple tasks efficiently. Their responsibilities are extensive, and time to accomplish these tasks short. They include coordinating education directives between the Ministry of Education and the district schools; managing *Education for All*, MIDEH-ANED, Telebasica, and other national grant programs; directing the E.I.B. (Bilingual program); running the school lunch program; handling complaints from teachers and parents; and creating community involvement in education. For the Departmental Director to achieve her goals, she must have staff capable of doing these tasks efficiently.

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WEAKNESSES: Lack of management training at every level

Lack of formal management training for central administrators, supervisors, or school directors. They are classroom teachers or school directors promoted to positions of leadership with only the knowledge they received in the school assignment. When they assume their new position they must learn the job functions as well as how to manage their projects, motivate staff, and evaluate results. Valuable time is wasted as they go through this learning curve.

Management training is not included in qualifications for administrative positions. In 1997 a new law was passed that requires administrators to sit for a test. Until they pass, they are not licensed as an administrator. These tests are only available when a position becomes vacant, so there is no pool of qualified candidates from which to select. There is still no requirement to have administrator training before applying for or being accepted into administrator positions.

Data gathering and report preparation is cumbersome and slow. Schools file hand-written reports on student enrollment, student attendance, teacher attendance, maintenance reports, discipline problems, drop out rates, retention rates, etc. to the central office. Central staff then enters this data into Excel worksheets rather than a database; spending tremendously long hours making sure all the formulas are correct and linked. It can be months before the data is available to the supervisors.

Balancing the national curriculum with the curriculum needs of Roatan requires being in touch with the community. This means getting out and meeting with parent groups, creating an advisory group for the central office, and meeting with members of the business community. Most administrators and directors are uncomfortable in this role. Usually they go out when there is a problem and the community is upset. A quality training program teaches skills in working in the community.

Departmental supervisors become curriculum advisors to schools without training. Yet they are responsible for advising teachers on teaching techniques and curriculum standards, and selling and coordinating department directives. Some of the problems that result include:

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- Because supervisors have received no training in curriculum design and delivery, directors and teachers are resistant to departmental supervision and advice. They feel this supervision is the director's role.
- Since supervisors are not welcome in schools, they tend to spend time on superficial issues, such as school appearance and daily logs.
- Not surprisingly, it is difficult to find teachers willing to apply for these supervisory positions. The selection process is extremely political, and the departmental director's appointments can be blocked by the Governor, Minister of Education or even union. This means supervisors may work for months without payment. Meanwhile, the hours are long, the salary low, and the stresses greater than in the classroom. Most teachers don't see these positions as a promotion, but a headache.

School directors are responsible for working with their teachers, students, and parents. Directors must balance the roles of school manager, curriculum advisor, and school leader. Unfortunately, there is no management and curriculum training for directors. Promoted from the teacher ranks and left to fend for themselves. Some rise to the task and do an excellent job, but many never make the transition. Some become report-driven administrators; others are afraid to "lead" for fear of losing friendships with the staff. A professional development program that gives directors pride in what they do and the skills to do their job are desperately needed. Lack of training has led to many problems:

- Poor time management skills. An interesting observation was seen in many schools – schools don't have clocks. Schedules are casual; recesses too long; class time on subject as required by law is ignored. Teachers arrive late and leave early.
- Limited computer skills. Most of a director's time is spent tracking in school reports in 15 different books. These records could be easily handled with computer skills – again a time management issue.
- No training in curriculum design. This leaves their teachers without direction and support necessary, Directors are left with a feeling of inadequacy.
- No training in organizing and maintaining parent advisory groups. Directors need training in working with the community. Few schools have active parent groups.

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Those that do use the parent to raise funds. We did not observe any school with volunteers helping the classroom teacher or working as tutors. It is rare to find a director who holds regular meetings with parents to promote school goals. No school has an advisory group that sets goals with the director and heL. find the resources necessary to achieve these goals. This is an essential management training skill.

- No training in building business partnerships. The community terms the school fund raising as the “beggar approach.” The director asks for something, is granted his request, but never does the follow up to make it happen. If the donor doesn’t do all the work, the director just walks away from the project, and approaches another business or community group. Again this is a skill which would be included in a management development program.
- Lack of professional development. Directors need to be the school leader, setting the standard for teachers and children. Yet in many schools the director arrives late, leaves early; sends children home when a teacher is absent rather than teach the class; accepts donations of computers or school supplies, but fails to teach the teachers how to use the instructional materials.

Teachers are responsible for delivering the curriculum to their students and to motivate their children to learn. This requires flexibility in teaching styles, an understanding of child psychology, as well as classroom and time management skills.

- The Commission struggled to understand the education level of teachers within the school system. We did not have access to personnel records, so can only report on interview results, and we came away with as many questions as we answered. We have no idea how many teachers are fully qualified teachers with a university degree. Informal discussions revealed that most teachers do not have university degrees. At the same time, many teachers are going to school at night and on weekends to receive this training.
- Education programs for primary teachers are available on the island. Students attend classes every Saturday for three years until they complete their studies. Programs for secondary teachers are on the mainland, so teachers must commute to the mainland for weekend classes.

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- Any Honduran who completes sixth grade is able to become a primary school teacher; ninth grade to become a secondary teacher. For them to receive a “plaza”, they must complete a teacher education program. Interestingly, once someone holds a teaching position for six months, regardless of their training and education, they are considered permanent and cannot be removed from that position without just cause.

STRENGTHS: The national goals include extensive professional development for directors and teachers.

The education law now requires applicants for administrative positions to meet qualifications including number of years taught and years as a manager.

Issue #3: Authority

FACT: Any effective, successful business has an executive officer who has the authority to hire and fire staff, prepare and manage the budget, set goals, and evaluate those goals. A school should be no different.

SITUATION: In the mid-90s Honduras decentralized the education department, but in name only. The departmental office is in place, but has no realistic budget and no authority over the hiring and firing of staff. The Ministry continues to control the purse strings, and a 12-member Commission made up of six union officials and six ministry officials control the hiring and firing of teachers. This leaves the managers of both the central office and schools little authority. They can only achieve success if they are strong leaders who create a sense of pride in the school and motivate teachers and parents alike to work together for the children.

WEAKNESSES: Being a school director is probably the most difficult job within the system. They have no authority, no resources, unmanageable staffing issues, and no management training. This lack of authority challenges some directors to succeed but leads many to fail. The Commission found two types of directors – those in control of their school and those who were not. In a minority of schools, there was an obvious sense of cooperation and pride in the school. Teachers were happy, children were in class and working, parents were in the school sweeping the walkways, helping out wherever they could. In

other schools there appeared to be no controls. Much of the day students were hanging around the school yard or on the beach. Teachers were hanging out at the snack bar or talking in small groups. Trash was everywhere, walls were dirty, and bathrooms were filthy. Parents were nowhere to be seen.

The department and the schools can never reach their goals until they are funded properly. The departmental budget is embarrassingly low. In 2006 the budget was only L. 2 million. Monies were requested for paper, textbooks, tires, pest control, painting, cleaning services, sports equipment, furniture, journals, and office supplies.

Local schools do not have budgets at all. They submit requests to the department which then submits the requests to the Ministry. This can take months before anything happens.

Directors have little control over their school and its outcome. They do not set curriculum or have a budget. They do not hire their staff, nor can they promote, give bonuses, reprimand, or fire. They do not sign their paychecks. Formal complaints filed with the central administration office get passed on to the national office where final decisions are made by a committee of union and ministry staff. The process is cumbersome, long, and usually results in no action. Occasionally a teacher is docked for hours not in school, but only in the most flagrant cases. One administrator told the Commission that during his 23 years of involvement within the Roatan school system that, until 2006, not one teacher or director had ever been fired.

Commission members visited schools throughout the course of this research. It was rare to find directors actually in their schools. They were either on the mainland "in class", in a meeting, on sabbatical, or simply not there. Teachers would just shrug their shoulders and say they didn't know where they were. Several said the directors often left for lunch and never returned for the second session. Often sub-directors were left in charge of the school. Directors who fail to meet mandatory attendance standards may be reprimanded, but in the end, are never removed from their position. The message to teachers is loud and clear – the code of ethics means nothing. Interestingly, directors who set this example, complain when their teachers miss work, come to school late, or leave early.

Issue #4: Supplies, Instructional Materials, Technology

FACT: Schools require office equipment, telephones, internet access to be efficient. Textbooks and technology are essential for children to have a chance to learn.

SITUATION: The community's expectations of our education system can never be achieved in its current state. The central department and schools operate in the 1950s format – no textbooks, no copy machines, and no computerization. When the departmental office was preparing the 2006 enrollment statistics, they did not have a computer, printer or copy machine. In 2007 the regional directors do not have computers. In 2006 the Ministry of Education did not get the new textbooks to the island until September 25, one month before the school year was over.

Schools lack everything from textbooks to toilet paper. In 2006 the CANATURH Education Committee distributed a survey to all public schools. The purpose was to determine what instructional materials the schools had. Ninety-five percent of schools returned the survey. The Committee was shocked – Schools had nothing. With a few exceptions, they had no books, no libraries, no working computers, no globes, and no educational games. They were lucky if they had running water and working toilets.

WEAKNESSES: Most schools do not have filing cabinets or bodegas, so there is no place to store reports, lesson plans, worksheets, instructional materials, teaching supplies, cleaning supplies, or huge deliveries of beans & rice. Reports pile up on desks. Books, students and rice and beans compete for floor space in the classrooms. Teachers create lesson plans in a book which is submitted weekly to the director for approval. These plans are handwritten and must be redone every year. With access to a computer, filing cabinet, and copy machine/printer teachers could reuse their lesson plans, saving invaluable time and protecting supplies.

Most schools do not have telephones. This means no access to parents, unless it's a home visit or the parent comes to the school. It means restricted access to departmental director and supervisors. It prevents teachers from communicating with their director. In other words, it makes open communication impossible.

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Most schools have no access to the internet. This leaves Roatan's children without free access to the world beyond the limited books in their school or homes. No internet means no distant learning programs, no pen pal programs with school children in other parts of the world, no research options other than the books in school.

With no textbooks for most subjects, teachers must find appropriate books for teaching, and then pass on the lectures and exercises to the students. Many spend their personal money to have copies made at local office supply shops. Others just write the lesson and exercises on the board and have the students copy the exercises into their notebooks. Other teachers dictate the pages to the students. In an already short school day, probably 1/3 of the school week is spent copying class notes and exercises.

- This creates yet another problem. With 35 – 50 children in a classroom, teachers are not able to check the information written by the children into their notebooks. Students then work from inaccurate copies. One commission member examined the spelling notebooks of four children, of the 10 spelling words they had copied from the board, seven of them were copied incorrectly.

Schools with computers are not using computers as a teaching tool. Most schools do not have computer labs, but those that do are not using them as a learning tool to help children practice skills, complete research projects, or explore the world beyond the classroom.

- While several schools have working computer labs, we found they were used to prepare students for the job market. Focus was on how to use a computer and software such as Word, Excel, and Publisher.
- Few schools use computers as an education tool, allowing students to practice math, reading, or writing skills with educational software.
- The Ministry of Education has a very sophisticated computer program with lessons, exercises and games that correspond to the new textbooks. Only three schools in our municipality have this program.
- Commission members found several schools with computers that were not being used, or being used infrequently. Just some of the problems appear to be: 1) Teachers do not know how to use computers; 2) Teachers have not received training in educational software available or how to coordinate its use with the

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curriculum; 3) Obsolete hardware and software.

STRENGTHS: The Ministry of Education has provided some schools with televisions and a supply of instructional tapes.

The Department has a Computer Committee made up of teachers interested in adding computer education as a new subject.

Issue #5: Curriculum

FACT: Education is more than vocational training. Rather it is a life-long gift society bestows upon its members whereby children receive the necessary skills to adapt as the world changes and to appreciate the universe in which they live. Education must be diverse, challenging, and exciting to meet this goal. Curriculum is the tool society uses to teach these skills to its children and is as varied as the world is diverse. There is a core of skills citizens of all societies require – the ability to read, write, and calculate. Each society determines the minimum level of those skills as well as additional information they feel is important for the future of their society.

SITUATION: On Roatan the curriculum is driven by tourism, fishing, and related businesses; the belief that children need to be prepared to adapt to island changes, and a strong commitment to preserve the island's traditions and language. Businesses and construction companies, resorts and tourism businesses, banks and financial institutions ask for bilingual employees able to read and write at least at high school level, able and willing to solve problems, and able to add and subtract without counting on their fingers.

In addition to subject content, the curriculum needs to be presented in a style that is comfortable to its people. On Roatan this style means English language schools and a curriculum that preserves the island's traditions while preparing children for the future.

With financial and technical support from the "*Education For All*" project, the Ministry of Education has created national standards and curriculum for Spanish and Mathematics for grades 1 – 9. This is a major improvement for the country and Roatan. In future years curriculum for other subjects will be completed.

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WEAKNESSES: Standards for the Media and Colegio and for subjects other than Mathematics and Spanish are yet to be written.

Textbooks are only available for 1st through 6th grades.

The mathematics curriculum is too departmentalized, so that students will not see math patterns. For example, in Grade 1 students learn to count to 15; Grade 2 to 99; Grade 3 to 999, on so on. Fractions are not introduced until the 4th grade. It takes six years to teach students shapes (circle, round, rectangles, cubes).

Many primary school teachers hate mathematics and are afraid to teach it. When 6th graders reach Media, mathematics teachers must teach remedial class work before they can begin the Media level curriculum. To help solve this problem, in some schools the 4th – 6th grade teachers split teaching duties, one teaches math while the other Spanish.

The Spanish curriculum is divided into oral language, reading, writing, and grammar. Its major focus is to help students interpret stories. Time is allowed in the classroom everyday for students to read and write. Most schools are not using these books or courses. The major problem we see with the program is lack of books and resources to teach it.

Reading is not a priority. There is not a reading list for students, and because schools do not have libraries, reading choices are limited to the government texts.

Teachers report there are problems with the textbooks.

- At the primary level there are five books teachers have to use. The story is in one book, activities in another, and worksheets in yet another. This assumes the teachers actually have all the required books.
- The current books are from Mexico. Although adapted, teachers feel they do not reflect the “essence” of Honduras.
- First grade books are too accelerated for our children. The new books assume the 1st graders have attended pre-school. However, most 1st graders on Roatan have not attended pre-school. They have no command of the alphabet or numbers, can't read, and cannot even write their names. They have not yet learned the skills required to go to school – sitting at a desk, raising a

hand to speak, keeping school supplies together, and coming to school on time. Teachers say they could not use the new books until the middle of the school year. Many continued to use the grocery store Nacho series. This problem will be resolved as the pre-school education grows, but for now it is a problem.

- Some community unrest surfaced at the beginning of the current school year about selected reading material. Certain religious groups objected to “fantasies” which “glorified the devil”. They felt students should only read non-fiction books with stories about animals and the Bible. One school refused to use the government books and bought their own series.

Properly designed curriculum creates what is termed a “scope and sequence.” In other words, the science program starts with simple lessons for first graders and progresses through the years to physics, chemistry and pre-university concepts by high school. The same sequencing is applied to every subject. It’s difficult to analyze the Honduras system. For primary school the Spanish reading and writing lessons are also history and geography lessons. There is a social studies book, but no science book or lab lessons.

Special Education and Other Alternative Schools – There are no programs for children with special needs (gifted children, children at risk, or youth in the judicial system).

Rote Teaching is the teaching style of choice. Teachers teach as they were taught, and are limited by lack of resources, as well as overcrowded classrooms. Information is delivered to all children at the same time and in the same manner. It is assumed all children will learn at the same time and in the same manner. Multiplication tables are taught in sing-song chants with the entire class, but if asked what 6x7 is, most children have to use fingers to try and figure out the answer. Months are spent learning the national anthem, rather than making it part of the year-long history class. Small group learning centers which allow children to explore subjects at their own rate are non-existent. Such teaching guarantees graduates unable to problem solve or think creatively.

Bilingual Education is underway in Roatan, but needs funding and supplies.

- As part of the *Education for All* project, all schools in Honduras will be bilingual, and all teachers will be

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required to be bilingual. To say that is a major undertaking is an understatement.

- On Roatan Bilingual Education is a priority and already underway. The PRONEAAH program called E.I.B. (Education Intercultural Bilingual) and the Municipality of Roatan are bringing English teachers into the public schools. Applicants must have completed 3rd Course; have been born on the island; and speak, read, and write English. Ninety-five teachers started the course; 36 are placed in schools and the remainder are still studying. According to the Mayor the cost is L. 200,000 to keep English in the schools. The teachers identify a few problems that need to be addressed:
 - Teachers need materials
 - Salaries are low. Teachers spend much of their paycheck on transportation
 - Tension and jealousy between the Spanish and English teachers.

Textbooks reflect the life and culture of the mainland with only minimal reference to the islanders. New textbooks reference only the landing of Columbus in Guanaja and the settlement of the Garifuna. The E.I.B. program has included additional curriculum which introduces students to the history of the island and its settlers, recipes, dances, folk tales of the island, and other traditions.

Eighty-five per cent of the teachers on Roatan are from the mainland. The implications to Roatan are important. Island children do not have community role models in the schools. Mainland teachers' primary language is Spanish, so English-speaking island children begin school with a disadvantage. The teachers' commitment is to the mainland, so they leave the island whenever possible to visit their families and participate in their community activities.

STRENGTHS:

Textbooks have been purchased to enable teachers to teach the curriculum, and teachers are being trained in the new content. As with any new program there are problems, but the trend is going in the right direction. The problem though is not the curriculum, but the implementation of it.

Issue #6: Time In The Classroom

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FACT: Children and teachers must be in school if learning is to occur.

SITUATION: All children between the ages of 7 and 14 are required to attend school for 200 days per year.

Schools are expected to provide primary students with the following classes weekly.

Mathematics – 4 Hours	Agronomy – 3 Hours
Handwriting – 1 hour	Music – 1 Hour
Science – 4 Hours	Health – 3 Hours
Spanish – 5 Hours	Industrial Arts – 4 Hours
Art – 1 hour	Orientation 5th-6th grade -- 1 Hour
Social Studies – 4 Hours	Recess – 2 Hours

An analysis of the typical school day and annual calendar shows children lose the equivalent of 93 days or 3 months of education each year.

WEAKNESSES: Class Schedule: To teach the mandatory courses listed above, a school must operate 31 hours of classes per week, plus daily recess (22 minutes) and transition time between classes (20 minutes). This means the school must operate for 7 hours each day. In fact, a typical primary school day is just 5 hours: 7AM to 12 noon and 1pm to 5pm. The director, the teachers, and the children lose 2 hours of class time daily. This equates to a shortfall of 400 hours in a 200 day period.

Annual Calendar: The school year is from February to November with students attending school from Monday – Friday. During this time, students are supposed to attend school for 200 days. A review of the 2006 school calendar shows that they in fact attended only 141 days, plus another 23 days for examinations, a total of 164 days actually in school – and a loss of 36 days of class time (almost 20%).

Directors are unable to enforce the 6.2 hour day with their teachers. Since teachers are allowed to work “full days” of 5-hours each, many leave their morning school and rush to another school to teach in the afternoon session. Some even work in night schools, adding a third teaching assignment. Such scheduling creates a serious lack of quality in the education delivered. There is no way a teacher can adequately prepare for that many classes each day. Any opportunity for before or after school programs is lost. A double standard is now common throughout the school system. Teachers who want to do a good job in one school, are demoralized when

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their peers leave school early, leaving the other teachers to carry the weight.

The 45-minute class schedule is a fantasy. Many schools do not even have clocks and teachers do not have watches. Teachers arrive late and leave early. Informal recesses occur throughout the day.

Directors and their teachers are pulled from the schools regularly for union meetings, district meetings, teacher training sessions, and other activities. Teachers are allowed to leave their school and classrooms unattended, while they go to meetings or to the mainland for school. The result is hundreds of children across the island are left without teachers for one to two days every few weeks, while their teachers are receiving education.

Teacher strikes reduce class time for children. In 2005 schools were open only 80 days; in 2006 this improved to 120 days, still a dismal performance.

There is no substitute system for teachers. Teachers legitimately need to be out of school for a variety of reasons, such as illness or death in the family, temporary personal emergency, short or long term illness, and education meetings. There is no system to provide qualified substitutes during this time. Other teachers, or the director, are expected to cover the class. The Director can cover for a brief period of time, but this negatively impacts school management. If students are moved to another classroom it not only leads to overcrowding but disrupts students, teachers, and the lesson plan for the day. In the end, most children are sent home for the day or just play outside and disrupt other classes. No one benefits from this system. (It was reported to the Commission that there was a substitute system once, but was dropped because teachers abused the system, calling in sick more frequently.)

Issue #7: The Unions

FACT: The best of teachers find teaching in Roatan extremely difficult. Lack of supplies, overcrowded classrooms, students' family and health problems make teaching difficult. Working in a school where the director is not functioning as a director makes the task impossible. Only the best teachers will maintain the personal standards they have set for themselves. A Union can

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either fight to help teachers teach, or they can fight for teachers' benefits. Current union actions focus on teacher benefits, denying the basic right of Roatan's children to receive an education.

SITUATION: Unions have lost sight of their mission as educators.

It is clear that the unions focus on increasing the take-home pay for teachers to the exclusion of any other issues. Union leaders make a mockery of education laws and policies by canceling school for strikes or union meetings and protecting incompetent teachers. More disappointing is that they fail to serve as education and community leaders by placing their personal interests before the children they serve.

WEAKNESSES: We find that the duties and responsibilities outlined in the Constitution and the Estatuto del Maestro Hondureño have very little to do with teaching. The Constitution guarantees to the professionals work stability and proper retirement in accord with their "high mission." The Estatuto is basically a labor law. Only one portion addresses the educational responsibilities of teachers, stating that teachers will:

- Participate in the planning, execution and evaluation of different programs and alphabetization projects developed by the Education Secretary with the aim of benefiting the transformation of the Honduran society.
- Practice and develop civic, ethic, moral and cultural values, participating in different activities with these purposes.
- The remainder of the document and amendments address salaries, benefits, advancement and disciplinary procedures. Procedures for teaching, accomplishments in their grade level, student achievements or successes in school, class or grade dropout rates, or general assistance to school leaving directors and teachers to define their own responsibilities, accomplishments, and performance indicators based on their own interpretation of leadership and dedication to students.

Teacher's Schedule & Contract is Confusing. A full-time teacher is paid for 156 monthly class hours. An hour is considered 45 minutes per class. Technically they are not paid for transition times or recess. They are also supposed to work 2-1/2 hours on Saturdays participating in community projects, meeting with the principal, completing reports, or preparing

their classroom. It appears they are not paid for these Saturday responsibilities, but are expected to participate as “moral leaders” in the community. In fact, the Annual Calendar lists 265 days of work for teachers. It is no wonder that directors find it difficult to motivate teachers to perform the Saturday duties.

The Statute provides basic disciplinary guidelines for teacher infractions. A principle flaw is that the procedure to discipline or dismiss is very bundled making actions cumbersome and time consuming. Such actions must go through the school director, the local union, the national union, and finally the national government level, making it almost impossible to dismiss teachers even if they are not fulfilling their job description or attendance performance.

Records of truancy, absenteeism, and progress reports of teachers are not always accurate. Data is entered in a black book in each school. A review of these statistics is needed, but the validity is questionable at some schools, since in one school one teacher was observed filling in the arrival and departure times for the entire staff. Teachers report getting a medical leave is fairly easy. Corrupt doctors are willing to sign long-term medical absences. It is reported one teacher recently received a 3-6 month medical leave, but in fact went to the United States to work.

Unions are losing the respect of many members. There are differences of opinion between union leaders and their rank-and-file members. Some teachers feel the unions are only interested in the labor law, and do not motivate them to teach. Misuses of funds, unfair hiring practices, favoritism are subjects for dissention. In one discussion with union leaders and teachers, it was said that “teachers have to fight their union colleagues and have lost trust in their actions”.

Union wages are paid by the Ministry of Education. We found that teachers called upon by their union or elected as a union representative at the local, departmental or national level leave their classroom responsibilities for up to two years. These representatives are not paid by their union, but continue to receive their teacher salaries and benefits. At the same time, their classroom positions may not be filled by anyone else. As a policy, we find this outrageous. Teachers/union representatives are receiving pay by the very government and Ministry they are working against, on issues often in direct

conflict with the education system.

Union work pulls teachers from the classroom. It becomes even more absurd when the major union position is the “need for more teachers.” This year, for instance, union leaders fought for an additional 4,000 teachers. Yet this increase in staffing could be reached without adding another lempira to the budget. We found that there are approximately 1,896 teachers holding direct union positions - just as representatives – and removed from the teaching staffs of their schools. “Substitutes” are hired to cover these positions. Add the remaining union administrative positions, and we estimate the Ministry of Education is paying salaries for 3,792 teachers to not teach, but to work against the department.

Unions support many infractions of their own code of conduct. Teachers work 5-hour days rather than the legally required 6.5 hours, and then go to a second job at another school, also at reduced hours.

Central administrators are actually teachers on leave from a school. Their position is frozen and not filled by another teacher. This means other teachers must cover classes for these administrators.

Issue #8: Buildings

FACT: Teachers and students require an environment that is conducive to teaching and learning. Safe, attractive buildings, well-lighted and ventilated classrooms, space to move around and allow teachers to set up learning centers, a library. Schools need a play yard and sports area, health center, library and computer center, cafeteria, and auditorium. Administrators need an office area with space for the director, with private area to meet with parents, and a teachers’ lounge. Bathrooms and running water are critical.

SITUATION: Roatan does not have enough schools or classrooms to serve the children of the island. Few schools are conducive to teaching and learning. Classrooms are overcrowded.

Current national standards provide for 25 children per teacher in pre-basic classes. Of the nine Ninos de Jardin schools surveyed, only one has a class size less than 25. The largest class sizes in the other schools ranged from 30 to 62 children.

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The standard for primary and secondary classes is 35 students per class. Of the 26 schools, only 8 did not have class sizes exceeding that number of children. The other schools had at least one class of 37 to 67 students.

There are 115 classrooms in the Roatan schools as of this report. Several existing schools are being enlarged, and a new school is under construction.

WEAKNESSES:

The lack of adequate sanitation, specifically toilet facilities with running water, was one of the biggest disappointments found. Even in schools where recent work was evident, the lack of some basic maintenance meant that facilities were unusable. In other cases new toilets were locked at all times to prevent them being soiled or vandalized.

With regard to classrooms in general it was found so often that it wouldn't take much money to make a significant improvement in conditions. Apart from the age of some buildings, the biggest weakness seems to be the lack of a functioning maintenance program. Even now, with new schools and classrooms being built at a rate never seen before, there is no procedure in place to provide timely and essential maintenance to toilets, roofs, lights, fans, windows, doors etc. School budgets don't provide for some basic tools or supplies to be on site and no school had a resident "maintenance man." Everything is left up to the individual Directors who, by nature, are not mechanically minded.

Flexibility, or rather the lack of it, is also a major weakness in the system. Although not specifically related to the structure of buildings themselves it leads to a serious underutilization of facilities in a system which is seriously overburdened. We found empty classrooms at schools not working to capacity while neighboring schools are using outside porches for class overflows or even classrooms without roofs. Some schools only work half a day while others work two shifts and are still turning students away. The system puts no effort into the relocation students to under used facilities.

Improper use of existing space was also evident at many sites. Some rooms are completely unused because they are full of obsolete equipment or supplies. An assessment of space usage would free-up valuable space.

Issue #9: Social Barriers To Education

FACT: Look at the schools with the best attendance and academic records and you'll find schools with strong community involvement. There is respect between teachers and parents, and parents and community are involved in the day-to-day operation of the school from fundraising, to volunteering in the school, to making sure their children complete their homework.

SITUATION: Roatan has several schools that excel at community involvement, but most schools prefer parents to stay away from the school except for fundraisers. In some communities the Patronatos are very involved with their schools. The business community also plays an important role in the education of our children, helping with donations of money, supplies, paint, and construction supplies to schools.

WEAKNESSES: Every person we interviewed said education was not working on the island. When asked who's responsible for making education work, no one really knew or wanted to take responsibility. People answered "You know how we are. Islanders never break their brains. We hate meetings, planning, doing other than our basic routine. It takes outsiders to do it." Their rationale was that outsiders have nothing to lose by irritating other people, and if things get bad, they can always leave.

Finger-pointing abounds. Teachers blame parents, parents blame teachers. Everyone blames the unions and government.

Many people felt:

- If the community steps in to solve the problems, the government will do less.
- Nothing can be done. The system is too big, too political, and too corrupt.
- Transparency of funds will never happen.

Parental Problems include:

- Parents do not register their children's birth, so entry into the school system is difficult.
- Parents do not make their children go to school.
- Parents are not educated, so they are unable to help

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their children with schoolwork.

- Parents do not read or write, are unable to fill out forms, register their children, read notes from the teachers. Embarrassed because they aren't educated, parents stay away from school.

Poverty forces parents to choose between food and school. Children are kept home to watch their siblings or sent to work to help the family. Education is expensive, and many families cannot afford to send their children.

Schools report children come to school hungry, and one school reported that fights over food are not unusual. A food program sponsored by the World Food Bank provides beans, rice, flour, and oil. The school is responsible for making sure children are fed daily from these rations. There are several problems with the current system.

- Most schools do not have a storage area for these huge shipments of food.
- Teachers are expected to cook the food or find parents to do the cooking.
- There is no time allocated in the school day for feeding these children.
- Commission members found in some schools parents were preparing and serving the food, but in many schools bags of food had either been given away or were often stored in a classroom and, in one case, in the bathroom attracting rats, ants and other insects.

Education is not a priority for many families. What options do parents see for their children's future? What jobs will be available? How will school help them? For many families the promise of a future is too far away. They are only concerned about today.

Mandatory Education is in name only. There is no down-side if a parent doesn't send their child to school. There are no enforcement laws, so the police don't want to get involved.

Children do not see education as important. And why should they? Their education is secondary to the adults who control their lives. Schools close regularly, teachers don't show up, parents keep them home to baby sit or send them out to work or beg. They have no sense of what jobs are available or a belief that they would actually be hired. The lack of self-esteem

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is a major problem. When school gets tough, it's easier to just walk away.

Islanders express concern that "the island is losing its culture." Island culture is defined as a time when the community respected teachers; there were real heroes; and there was a sense of neighborhood where people helped each others children. Education covered the basics: English, reading, writing, and arithmetic. Schools, homes and churches had similar moral values. School friends were an important part of life. The island was divided into several ethnic groups with their distinct cultural behaviors, yet the groups respected each other. Now, both parents work, and the sense of community is fading.

Strong discipline was an important value of the community. Parents and teachers supported each other, and kids were disciplined with the machine strap, kneeling with books, and other punishments not permitted today. Parents insisted on education and set an example. Reading was important, and child and parents read together. Today people say they don't know how to discipline their children, and are afraid of the Rights of Children laws. Teachers are too young to control classrooms.

There are no community leaders, no heroes for children to admire.

Kids are not kids anymore.

Issue #10: Community Involvement

FACT: Look at the schools with the best attendance and academic records and you'll find schools with a positive relationship with the community. There is respect between teachers and parents, and parents and community are involved in the day-to-day operation of the school from fundraising, to volunteering in the school, to making sure their children complete their homework.

SITUATION: The successful involvement of community, business, and parents requires a formal volunteer program, where volunteers are used for specific school and educational needs. They may raise money, coach a sport, direct a school play, teach a musical instrument, or tutor students. The key is that their efforts are organized to help the students and teachers

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achieve. A staff member or volunteer must be responsible for managing the program.

WEAKNESSES:

The business community plays an important role in the education of our children. Many businesses donate money, supplies, paint, and construction supplies to schools. They fund scholarships, provide part time jobs for students in school, and allow parents to attend programs and teacher meetings during the work day. While they are willing to help, many business leaders complain that 1) More companies need to contribute to the schools; and 2) Schools do not always use the money or supplies as promised. More than a few business people and parents said they donated money and supplies to schools, only to have the supplies used on a teacher's house, or just disappear altogether.

Roatan schools have no formal volunteer program. The Ministry of Education mandates a parent committee for each grade level and one for the school. The Padres are expected to be help the teachers and school. There is even a program that funds the training of parents and schools to work together. Roatan has several schools that excel at community involvement, but most schools prefer parents to stay away from the school except for fundraisers.

- At one school there was an attempt to create an academic volunteer program. A learning center was created with books, learning games, and computers. Volunteers were recruited to help kids tutor kids who were behind, or challenge kids who were excelling and becoming bored in school. The program collapsed when volunteers became discouraged, because:
 - No one at the school was willing to coordinate the volunteer activities.
 - Teachers were not prepared for them, and volunteers often waited for an hour or more for students to come into the learning center.
 - Volunteers were asked to cover a class for a teacher who was absent, or while the teacher went out to relax at the snack booth.
 - The learning center became the director's office and teachers' lounge.
- Another school has turned the library into a teachers' lounge.

Lack of a Dream. The biggest barrier to quality education is in the hearts and souls of the teachers and islanders. Throughout

the island and at all levels, there is an overpowering sense of defeatism surrounding education. Islanders have become used to schools being closed, teachers not showing up, children not having books. They don't even have a dream for what could be. Ask teachers what they want to improve their school and they ask for toilet paper and cleaning supplies.

Educators are desperate to improve school scores, reduce drop outs and recidivism; yet, they fail to reach out in a meaningful way to the community for help. They are either unaware of or are ignoring the research that shows students' grades improve if their parents and community are involved with their school. Instead, educators keep parents out with excuses such as parents:

- Are not qualified to volunteer at school
- Will spy on them
- Expect special favors for their children
- Disrupt school.

At the same time they criticize these same "unqualified" parents, because they won't help their children with homework.

Key Goals for Vision 2020

The Roatan Education Commission has identified 7 key goals crucial to the success of the education system for Roatan. These goals address the various aspects of the educational needs of our community. They are as follows:

- Encourage Education Beyond 6th Grade
- Create A Better Educated Local Workforce
- Generate A Supply Of Qualified Education Staff
- Emphasize Island Culture & English Learning
- Encourage Community Involvement & Pride
- Effectively Use Technology Throughout The System
- Ensure A Place In School For Every Child

Encourage Education Beyond 6th Grade

Research indicates there is a significant drop out rate after the sixth grade; it's a common belief that the sixth grade diploma is the ultimate educational goal. Once the diploma is attained, it is perceived there is no need or benefit in

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pursuing further educational opportunities. It is imperative to change this perception.

RECOMMENDED ACTIONS:

- Implement a new grade structure
 - Include the 6th grade in the next tier of education (Middle School)
 - Add career goal oriented tracks to the 11th and 12th grades
 - See Appendices K and L
- Improve the school's physical environment – make school somewhere children want to be
- Improve the quality of the teachers – teachers are role models in a child's formative years
- Improve Curriculum
 - True bilingual education – students shall be fluent in both English and Spanish by the time they complete compulsory education
 - Remedial Program
 - Bring students up to grade level based on new education expectations
 - Include more interactive studies
 - Island Culture
 - Physical Education
 - Health
 - Visual and Performing Arts
 - Music
 - Field Trips
 - After School Programs
 - Sports
 - Drama
 - Arts & Crafts
- Reduce Class Size – Target 30 students
- Significantly improve libraries and computer facilities
 - All students shall have access to technology and audio visual resources
 - Interweave technology into all the courses
- Implement effective school meal program

Create A Better Educated Local Workforce

The goal of any education system is to prepare its students for life after school. Students should be fully equipped to provide a contribution to society. The economic development of Roatan depends on improving the quality of the local workforce and enhancing their business management and entrepreneurial skills.

RECOMMENDED ACTIONS:

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- Define skills needed to support the island's current and future industries
 - Tourism
 - Construction
 - Fishing
 - Government
 - Education
 - Service Industries
 - Environmental
 - Technology and Communications
 - Health
- Partner with local businesses to develop vocational curricula
- Implement apprenticeship programs
- Develop an Adult Education program

Generate A Supply Of Qualified Education Staff

To improve the standard of education it is imperative to start with the quality of the instruction. Roatan needs a complete staff of qualified, motivated, and committed educational professionals. The island has special needs and has to fulfill those needs locally.

RECOMMENDED ACTIONS:

- Initiate ongoing training programs to improve the skills of teachers and administrators
- Develop ways to encourage local people to become teachers and administrators through incentives
 - Career development programs in local schools
 - Sponsorship programs for university
 - Student teacher loans
- Utilize foreign teacher placement programs to compliment and enhance staff
- Develop a system to quantify the performance of the educational staff
 - Reward outstanding performance
 - Penalize poor performance

Emphasize Island Culture & English Learning

The island is in danger of losing its identity. Island children need to be more aware of the history of the Bay Islands. A large part of the attraction that Roatan has to offer both tourists and investors is its distinctive charm and culture. The school system should be used as a tool to increase children's awareness of the

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island's unique history and instill a sense of pride in their heritage.

RECOMMENDED ACTIONS:

- Develop specific curriculum to teach the history and culture of the Bay Islands
 - Island History
 - Traditional Culture – dances, foods, crafts, folklore
 - Heritage – Payan, Garifuna, English
 - Modern History – 20th century to present day
 - Identify a bilingual program that will work for Roatan
 - Reading, writing and spoken English
 - Establish proficiency levels for each grade

Encourage Community Involvement & Pride

There is almost no community involvement in the current school system. It is impossible to have a successful school system without the involvement of parents and other community members. The school should be a point of pride for the community.

RECOMMENDED ACTIONS:

- Build trust between teachers and parents
 - Facilitate more interaction between the children, parents and school staff
 - Involve parents in their children's education
 - Involve community in ensuring that the students are mentally and physically prepared for education
- Implement an active Parent Teacher Association (PTA)
- Transparency of funds and budgeting in the schools
- Train directors and teachers to use volunteers effectively
- Intramural activities
 - Make the participation in sports, drama, choir, etc virtually "culturally mandatory"
 - Get the community involved in these activities

Effectively Use Technology Throughout The Educational System

The current use of technology in the current school system is extremely limited. School administration would benefit greatly from an infusion of technology in both the office and the classroom. Students need to be prepared to succeed in a modern work environment.

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RECOMMENDED ACTIONS:

- Build a network to share resources between the schools
- Improve the administrative use of technology
 - Communications – central telephone and internet system
 - Create modern office environments for school administrators
 - Copiers in every school
 - Real time reporting – attendance, grading, etc
 - Systematic matriculation
 - Get teachers familiar with using technology
- Distance learning
 - Honduran and International courses
 - Use local resources – exploit any unique skills available locally
- Augment current teaching methods
 - Teach basic computer skills – word processing, spreadsheets, presentations, etc.
 - Use video technology to enhance current curriculum
 - Assist the teachers to be creative in their teaching techniques
 - Use internet as a research tool
 - Project learning – hands on learning
 - Allow internet based “self discovery” – allow the students to explore and learn on their own
 - Educational games and software
 - Make computer resources appropriate for each grade level available
 - Lower grades would use shared computers – computer lab type of environment
 - Higher grades should emphasize individual computers

A Place In School For Every Child

Although it is true there is a definite problem getting all eligible children to attend school, the sad fact is, there aren't classroom places available for every child. It is our duty to give every child the opportunity to receive an education.

RECOMMENDED ACTIONS:

- Develop a flexible school schedule to fully utilize existing facilities
 - Utilize classrooms that are currently vacant during normal class hours to relieve others that are overflowing
- Project population growth and demographics
- Develop a construction plan and budget to address the current and expected future student population
 - Develop a strategy to acquire land for new school sites
 - All future construction should be designed to be both handicap

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- accessible and suitable hurricane shelters
- School design should be specific to the grade level expected to attend that school
- The budget must provide for staff, equipment and fixtures
- Existing facilities must be included in the plan – expand, remodel or replace
- Schools must be safe and secure environments

Appendix A: Roatan Schools & Location

PRE-BASICA – Kinder & Preparatoria		
1	Andy Martel Wattler	Constellation Bight
2	Francisca Bustillo	Flowers Bay
3	Francisco Morazan	Los Fuertes
4	Geraldine Woods De Hunt	Palos Altos
5	Isidro Sabio	Crow Fish Rock
6	Jaime Francisco Rosales	Brick Bay
7	Jerry Hynds	French Harbour
8	Jose Antonio Lopez	Spanish Town
9	Juana Elizabeth Aguilar	Loma Linda
10	Julio Sierra Olivera	West End
11	Nicolas Villeda	Bo. Williw Warren
12	Rafael Heliodiri Valle	French Harbour
13	Ramon Villeda Morales	Sandy Bay
14	Ramona Isabel Suazo	El Swampo

PRIMARY		
1	Abel Gonzales Caballero	French Key
2	Arnoldo Auld	Constellation Bight
3	Dale Jackson	Sandy Bay
4	Fausto Miguel Alvarez	Brick Bay
5	Guaymuras	Spanish Town
6	Isidro Sabio Cacho	Crawfish Rock
7	Juan Brooks	Coxen Hole
8	Miguel Paz Barahona	West End
9	Policarpo Bonilla	Corozal
10	Roberto V. Stanley	Sandy Bay
11	Thomas B. McField	Flowers Bay
12	Toribio Bustillo	Mud Hole

PROHECO (COMMUNITY EDUCATION)		
1	Elfredo Brooks	Spring Garden
2	Garby Nelson	Hottest Sparrow

CEB (1st - 9th Grades)		
1	R. Barahona	French Harbor
2	A. Welcome	Los Fuertes

MEDIA		
1	Jose Santos Guardiola	

ADULTOS		
1	Carlos Gutierrez	Los Fuertes
2	John J. Wood	Coxen Hole

Appendix B: Public School Enrollments 2004 – 2006

PRE BASICA	2004	2005	2006	2007
ANDY MARTEL WATLER			58	60
FEDERICO CANALES			38	0
FRANCISCA BUSTILLO			26	19
FRANCISCO MORAZAN			105	129
GERALDINE WOODS DE HUNT			34	61
ISIDRO SABIO			11	23
JAIIME F ROSALES			21	0
JERRY HYNDS			38	88
JOSE ANTONIO LOPEZ			34	27
JUANA ELIZABETH AGUILAR			38	31
JULIAN SIERRA OLIVERA			16	20
MONTERREY CARDENAS			11	0
NICOLAS VILLEDA			120	77
RAFAEL H VALLE			41	59
RAMON MORALES			75	82
RAMONA ISABEL SUAZO			43	0
TOTAL PRE BASIC - PUBLIC SCHOOLS			730	676
BASICA (1ST - 6TH) (CEB)				
AROBIA ALEXANDER WELCOME +	1018	812	879	925
ABEL GONZALES CABALLERO	123	132	166	170
ALFONSO LACAYO	32	32	38	35
ARNOLDO AULD	469	477	513	460
DALE JACKSON	0	0	0	260
FAUSTO MIGUEL ALVAREZ	73	68	88	78
GARBY NELSON*		5	0	0
GUAYMURAS	163	175	184	186
ISIDRO SABIO	47	52	43	50
JUAN BROOKS	950	961	989	845
MIGUEL PAZ BARAHONA +	49	46	56	64
POLICARPIO BONILLA	47	50	50	39
ROBERTO V. STANLEY	352	417	511	327
RUBEN BARAHONA	549	413	398	341
ELFREDO BROOKS*	0	29	0	0
TOMAS B. MCFIELD	57	85	103	72
TORIBIO BUSTILLO	48	44	47	48
TOTAL - BASICA	3977	3798	4167	3900
MEDIA – CEB , 7th-9th, COLEGIO				

* PROHECO
+ C.E.B.

AROBIA WELCOME			198	200
RUBEN BARAHONA			146	145
STE GUARDIOLA			1087	1004
TOTAL - MEDIA	0	0	1431	1349

TOTAL PER YEAR	3977	3798	6328	5925
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Appendix C: Roatan Teachers Listing

ROATAN TEACHERS (201)

(As Listed on the official Ministry of Education website)

NOTE: This roster does not match the actual teacher rosters in our schools.

COLEGIO, MEDIA (74)

JOSE SANTOS GUARDIOLA (24)

KAREN MARIA BODDEN CHAVEZ

OVIDIO CASTILLO MARTINEZ

MAXIMO CASTRO MOLINA

HARNEY MANUEL ESCALANTE

FERNAN GONZALEZ TURCIOS

HALDO GEOVANNY HENRIQUEZ CASTILLO

DAVID ISRAEL HERRERA

ADA CELIA MARTINEZ URBINA

JOSE TRINIDAD MENDEZ TURCIOS

JOSE ORTEGA ENAMORADO

JOSE DOLORES PORTILLO RIVERA

WILFREDO RODRIGUEZ OLIVA

ARVID ROBERTO ROMERO MORADEL

MARIA ISABEL ROMERO ROMERO

ELSY LORENA ROSALES ROSALES

ANDRES SANCHEZ FELMAN

JOSE YOVANY SUAZO PALOMO

ILSE JAMILETH FERRUFINO

HALDO GEOVANNY HENRIQUEZ CASTILLO

IRIS NATALIA MARTINEZ HERNANDEZ

JOSE TRINIDAD MENDEZ TURCIOS

JOSE DOLORES PORTILLO RIVERA

WILFREDO RODRIGUEZ OLIVA

JOSE YOVANY SUAZO PALOMO

RUBEN BARAHONA (20)

LESBIA ETHEL ARGUETA VALLADARES

JUAN CARLOS CARDONA GUTIERREZ

MAXIMO CASTRO MOLINA

LAURA NINOSKA DIAZ VILLAFRANCA

SANDRA MARITZA DIAZ VILLAFRANCA

ANA CAROLINA ESTRADA RAMOS

VICTOR MANUEL FLORES MEDINA

ANA BERTA GREEN CRIZANTO

BRENDA ROSSYBETH LIRA RODRIGUEZ

ERIC NAUM RIVERA CRUZ

CARLOS EFRAIN ROBLES HERRERA

YEIMY AZUCENA RODRIGUEZ SALGADO

ANGEL AUGUSTO ROMERO ROMERO

GERVACIA SUAZO GOMEZ

ALEX ANDRES VARELA SANDRES

CONSUELO VENTURA FUENTES

RICKIE NELSON WATLER RIVERA

MARTIN ERNESTO ZELAYA GROSS

FERNAN GONZALEZ TURCIOS

MIRNA LILIANA PUERTO CRUZ

AROBIA ALEXANDER WELLCOME (30)

KAREN JAQUELING ACOSTA ANTUNEZ

DUNIA ROSIDEL AGUILERA SOTO

ORLIN JOSUE ALVARADO RAMOS

RAMON ENRIQUE ALVARENGA TABORA

GABRIELA ISOLINA CABACHUELA HERNANDEZ

ANDY JOSIAS CACERES BERRIOS

ANA CAROLINA CARCAMO ROJAS

SANDRA CAROLINA CASTILLO PEREZ

LOURDES SUYAPA DIAZ REYES

ORVILLE ARLES ECHEVERRIA RIVAS

SUYAPA ARABELLA FRANCO ANDINO

JOSE DEL CARMEN GARCIA VASQUEZ

CLAUDEEN COLEEN GARDNER RODRIGUEZ

JUAN CARLOS GUTIERREZ DURON

ALBA ISOLINA HERNANDEZ PALMA

MIRIAM MIREIRA MARTINEZ VELIZ

KIRA ELIZABETH MORADEL MORA

HECTOR MANUEL NOLASCO RODRIGUEZ

IRIS DINORA OVANDO LOPEZ

MEVIS CELINA PAZ MEJIA

JUAN ANGEL PINEDA

MARCIAL RAMIREZ BONIFACIO

MARGARITA ISABEL RIVERA GONZALES

JAIRO OMAR RIVERA TURCIOS

BLANCA PATRICIA ROSALES MELENDEZ

SUNNY REBECA SEVILLA ESTRADA

GLORIA ISABEL VALLADARES REYES

BESSY LISETH ALEMAN MEJIA

GLENDA JACKELINE ALVARADO RAMOS

ERIC NAUM RIVERA CRUZ

BASICA (82)

ARNALDO AULD (17)
JUANA ELIZABETH AGUILAR
SILVIA CARMEN ALVAREZ GARCIA
ONEIDA ESMERALDA CACERES
FAVIOLA IVONNE CASTILLO CHAVEZ
LLORLEN CASTILLO SUAZO
WENDY JAKELINE CASTRO CARRILLO
DORIS ESTHEL DILBERT EUDE
SUYAPA MATILDE GALEAS BURDETH
KAREN LORENA GONZALES ROMERO
JUAN RAMON GUTIERREZ PEÑA
ESTHERLEE VALJEAN GUTIERREZ SIGUENZA
IRIS NATALIA MARTINEZ HERNANDEZ
ENEYDA SUYAPA PORTILLO AMADOR
MIRNA LILIANA PUERTO CRUZ
JOSE ANTONIO REYES MARTINEZ
WENDY AMARELY ROMERO DIAZ
ANDY MARTHEL WATLER RIVERA

MIGUEL PAZ BARAHONA (2)
DORIS CAROLINA CHAVEZ BENEDITH
REINA VICTORIA SANTAMARIA REYES

POLICARPO BONILLA (2)
ANA RUTH ALVARADO SANCHEZ
NUBIA ELISABETH SERVELLON RODRIGUEZ

JUAN BROOKS (29)
SONIA MARIBEL ALVARADO AYESTAS
KAREN MARIA BODDEN CHAVEZ
FIDENCIA BONILLA
ELIZETH BONILLA RIVERA
ANGIE CLARISA BRIZUELA FLORES
LOURDES MARINA CABALLERO RIVERA
MARIA DEL ROSARIO CALIX
ALMA DALILA ESTRADA BERTRAND
MARIA LUISA FERNANDEZ VALLE
ILSE JAMILETH FERRUFINO
DORIS ONEYDA FIGUEROA LUNA
THELMA TERESA HERNANDEZ MARADIAGA
DANIA AZUCENA HERRERA GONZALES
SONIA ARACELI LAGOS FLORES
MORIVIA ROSARIO LINDO LEVY
SUSAN ELIZABETH MENDOZA
DORIS LIZETH MONTIEL
LUZ MARINA NUÑEZ RAMOS
GLADIS MAURICIA OSORTO PORTILLO
DAISY ESPERANZA PINTO MEDINA
EDY LETICIA RAMOS
GRACIELA OLFIDIA RAMOS
MAIRA ARLENIS REYES REYES
HECTOR ALFREDO RODRIGUEZ ELVIR
ELMAN ANDONI RODRIGUEZ MANZANAREZ
ELMER ERASMO SANTAMARIA REYES
CECILIA ELIZABETH SIERRA SALGADO
MARINA ESTRELLA UMAÑA POWELL
JULIETA MARIBEL VELASQUEZ ARRIOLA

TORIBIO BUSTILLO (2)
ELUVIA GISSELA HERRERA OSORTO
SANDRA LILIANA HERRERA OSORTO

ABEL GONZALES CABALLERO (4)
IRMA ISELA ALVAREZ CACHO
REINA ELIZABETH AYALA CARDONA
SULIANA GRANEL BARAHONA
ANSELMA MELENDEZ CRISANTO

ISIDRO SABIO CACHO (3)
MESTY WALDINA ARZU MIGUEL
MAGDA ARADENIA RIVAS
NELLY MELISSA REYES GARCIA

GUAYMURAS (5)
MTAORVIN RAINIERY AMAYA GUILLEN
DORIS REBECA COCA JIMENEZ
DELMY YOLANDA DIAZ LOPEZ
FRANCISCO WILFREDO MORAZAN RUIZ
CRISTINA PALMA AMAYA

ALFONZO LACAYO (1)
JOSE FRANCISCO VELASQUEZ ARRIOLA

TOMAS B MC FIELD (4)
CANDIDA ROSA ARIAS SAENZ
DIANNIE ALICIA BENNETT RODRIGUEZ
ISMAEL GUERRA BONILLA
RULLY ORLANDO MORAZAN RUIZ

FAUSTO MIGUEL PAZ ALVARES (2)
MARIA GENOVEVA SANCHEZ
DELMIS XIOMARA SAUCEDA ARGUIJO

ROBERTO V STANLEY (11)
SANDRA VALESKA ALVARENGA BELTRAN
JULIO ALBERTO FONSECA CHAVEZ
KERLYN MARIANA HALL JEFFRIES
ROSA DANIELA HENDRIX ESCALANTE
OSCAR ARMANDO LEMUS GARCIA
YAIMY PAISANO BENETH
OLGA MARINA QUEZADA VELAZQUEZ
DINORA YAMILETH RAMIREZ BUSTILLO
RAMON OCTAVIO RAMOS ROBLES
FADY SUFLETH SOSA CACERES
GLADIS YOLANDA ULLOA MALDONADO

Pre-Bascia (38)

J.N JUANA E. AGUILAR (3)
JENIFFER LINDSAY CERRATO COCA
JULIA AMELIA GARCIA BANEGAS
BLANCA ADRIANA PALMA CARIAS

RAMONA ISABEL SUAZO (2)
TANIA MELISSA ALEMAN GUEVARA
MARIA ELIA LOPEZ SALGADO

J.D.N JULIAN SIERRA OLIVERA (1)
CINDY GISELLE CERRATO COCA

FRANCISCO MORAZAN (7)
BESSY LISETH ALEMAN MEJIA
DELFINA ALVARADO
CLAUDIA MELISSA DIAZ VILLAFRANCA
RINA MARGARITA NUÑEZ
DILIA PORTILLO SEDILLO
BLANCA LIDIA REYES AREVALO
CONNEY ANN SUELLA WEBSTER NELSON

JOSE ANTONIO LOPEZ (3)
SILVIA REGINA DIAZ HERRERA
GLADIS YANETH MORADEL AGUILAR
XIOMARA RODRIGUEZ SALGADO

RAMON VILLEDA MORALES (3)
LOHENDY JOHANA CASTRO
MERCY DALILA REYES AREVALO
VERONICA RIVAS

JARDIN JAI ME FRANCISCO ROSALES (1)
GLENDA JACKELINE ALVARADO RAMOS

ADULT SCHOOL (3)
CARLOS SAUL GUTIERREZ
MARGARITA ISABEL RIVERA GONZALES

ESCUELA JOHN J. WOOD
GLADIS MAURICIA OSORTO PORTILLO
DAISY ESPERANZA PINTO MEDINA

MARTTEL WATLER (3)
LESLIN DANIRA REYES
DIANA LIZETH RODRIGUEZ SALGADO
ARLA SHAMINA RUSSELL BENNETT

J.N JERRY HYNDS (1)
AURA AUDINA ECHEVERRIA WOOD

JARDIN GERALDINE WOODS DE HUNT (3)
LILIAM CAROLINA LEAL
LITIA SUYAPA MORADEL MORA
IRIS PATRICIA PADILLA MIRALDA

FRANCISCA BUSTILLO (1)
CATHIE YADIRA MALDONADO SAUCEDA

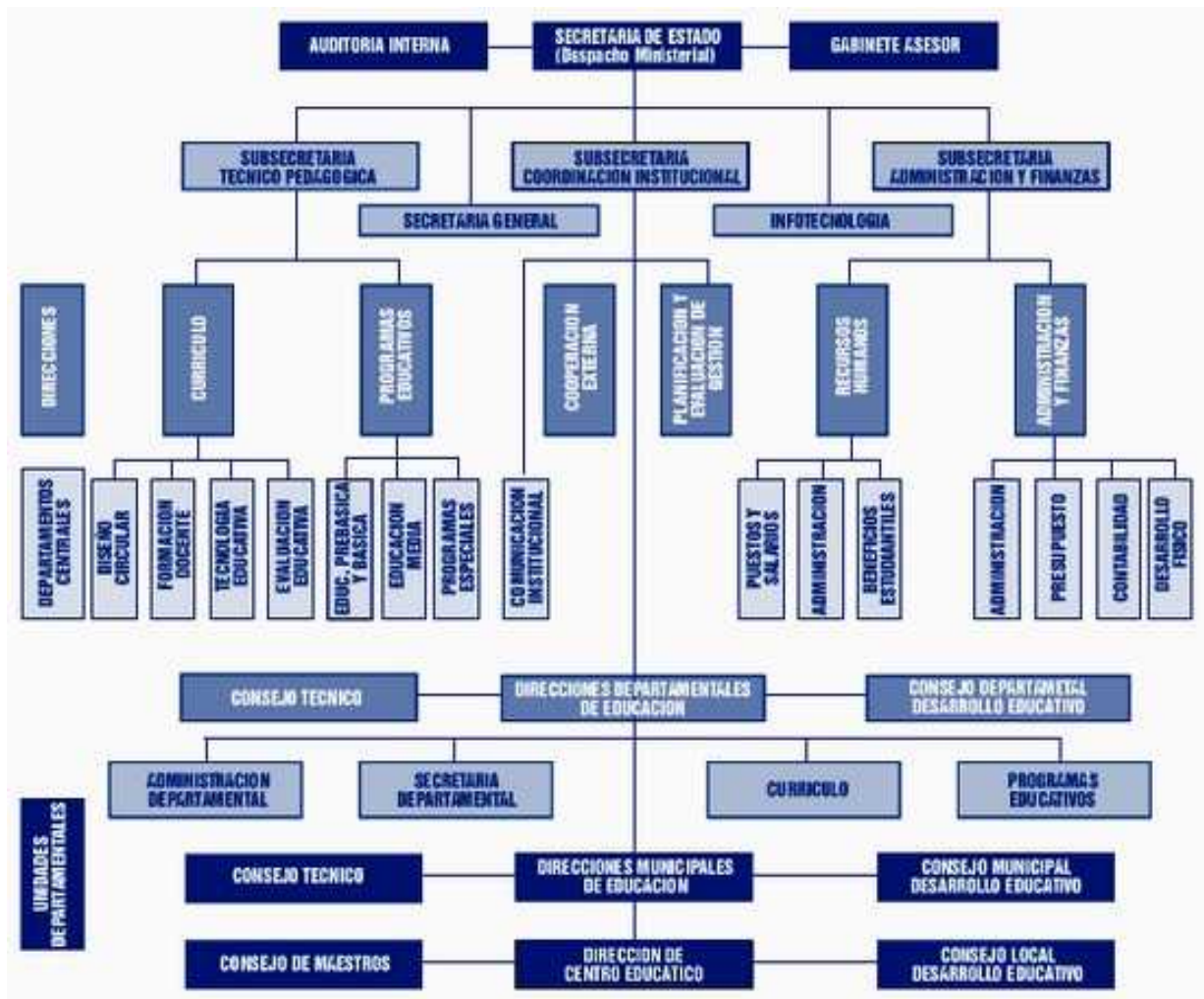
RAFAEL HELIODORO VALLE (3)
MAURA CELENY ARZU COLON
NANCY JANNETH CENTENO GONZALES
RICARDO FREDERICK LOPEZ

NICOLAS VILLEDA (7)
LAURA MARLENE COCKBURN RAYMON
SANDRA LIZZETHE MELENDEZ ROMERO
PATRICIA YAMILETH PEÑA
ELSA ESPERANZA PORTILLO AMADOR
RAMONA CONCEPCION RAMIREZ VALLEJO
MARGOTH ELIZABETH RODRIGUEZ
IRIS SUYAPA VEGA PAZ

OTHER (4)
Gabriel Garcia Marquez (1)
DELMY MARLENE RAJO ALVARADO

JUAN LINDO (3)
SIXTO CACHO AVILA
PABLO VICENTE ECHEVERRIA RIVAS
WUENDOLE NOEMI RUBI VALLADARES

Appendix D: Organizational Chart of the Ministry of Education



Appendix E: Teachers' Salary Guide

TABLA DE SUELDOS	2004	2005	2006	Roatan 2006
CONCEPTO				
Valor de la h/c 28.55	1.63	1.63	1.63	
Incremento a la h/c	30.18	31.81	33.44	
Sueldo base	4,708.08	4,962.36	5,216.64	
Aumento dado al Sueldo Base	254.28	254.28	254.28	
AJUSTE ZONAJE				
Islas de la Bahia	4,708.28	4,962.36	5,216.64	10,941.84

Professional Merit or Categories: Teachers earn points for performing community service, taking extra classes or other actions deemed worthy. These points are calculated on a teacher's base salary.

50 Points	5%
100 Points	10%
150 Points	15%
200 Points	20%

Academic Qualifications: Teachers completing university and receiving their Licenciaturas diploma receive additional monies.

Academic Qualification (Licenciaturas)	L. 3,073.12
Technical University	L. 1,536.56

TEACHER RAISES GUIDE

5 years of service	15%
10 years of service	30%
15 years of service	45%
18 years of service	60%
21 years of service	75%
24 years of service	90%
27 years of service	105%
30 years of service	120%

DIRECTOR SALARY GUIDE

	% of Teacher Salary	2004	2005	2006
Director – 3 rd Course School Sub-Director – 2nd Course School	20%	941.61	992.47	1043.32
Director – 2nd Course School Sub-Director – 1st Course School	25%	1177.02	1240.59	1304.16
Director – Primary School	35%	1647.82	1736.82	1825.82
Sub-Director – Technical School	40%	1883.23	1984.94	2086.65
Director – Technical School	50%	2354.04	2481.18	2608.32
Director – Assistant Teacher in Technical School	30%	1412.42	1488.70	1564.99
Night School Director	30%	2550.21	2687.94	2825.68
Sub-Director	20%	2364.04	2481.18	2608.32
Maestro Auxiliar		1961.70	2067.65	2173.60

Appendix F: Roatan Drop Out Statistics

ROATAN 2006 DROPOUTS BETWEEN GRADES								
BASICA - Decreased Enrollment		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Difference
BASICA	Miguel Paz Barahona	18	7	14	7	7	3	83%
BASICA	Roberto V. Stanley	161	97	96	54	64	39	76%
BASICA	Toribio Bustillo	12	6	10	4	6	9	25%
BASICA	Policarpo Bonilla	8	11	13	6	5	7	13%
BASICA	Thomas B. McField	31	31	15	10	6	10	68%
BASICA	Arnoldo Auld	116	93	76	74	66	88	24%
BASICA	Abel Gonzales Caballero	36	34	33	16	24	23	36%
BASICA	Juan Brooks	198	171	172	186	129	133	33%
BASICA	Guaymuras	44	38	34	26	15	27	39%
PROHECO	Elfredo Brooks	35	18	7	12	4	4	89%
PROHECO	Bodden	5	5	5	2	3	4	20%
CEB	Welcome	195	171	157	144	121	91	53%
CEB	Barahona	70	79	68	66	62	53	24%
		929	761	700	607	512	491	47%
BASICA -- Gained, No loss								
	Lacayo	6	5	12	8	1	6	0%
	Alvares	15	10	19	14	12	18	-20%
	Sabio	6	7	5	8	10	7	-17%
C.E.B. - Decreased Enrollment		7th	8th	9th				
7TH - 9TH	Welcome	85	61	52	39%			
7TH - 9TH	Barahona	60	53	33	45%			
Ciclo Comm	Guardiola	259	190	168	35%			
		404	304	253	37%			
Media - Colegio		Course I	Course II	Course III				
		191	151	128	33%			

Appendix G: Typical School Schedule

Morning Session (AM)				Afternoon Session (PM)			
Description	Begin	End	Duration	Description	Begin	End	Duration
Class 1	7:00	7:45	0:45	Class 1	12:30	1:15	0:45
Transition	7:45	7:47	0:02	Transition	1:15	1:17	0:02
Class 2	7:47	8:32	0:45	Class 2	1:17	2:02	0:45
Transition	8:32	8:34	0:02	Transition	2:20	2:04	0:02
Class 3	8:34	9:19	0:45	Class 3	2:04	2:49	0:45
Recess	9:19	9:41	0:22	Recess	2:49	3:11	0:22
Class 4	9:41	10:26	0:45	Class 4	3:11	3:56	0:45
Transition	10:26	10:28	0:02	Transition	3:56	3:58	0:02
Class 5	10:28	11:13	0:45	Class 5	3:58	4:43	0:45
Transition	11:13	11:15	0:02	Transition	4:43	4:45	0:02
Class 6	11:15	12:00	0:45	Class 6	4:45	5:30	0:45

Appendix H: Analysis Of A Complete School Year

	Actual Days in Class	Other Days & Activities	Saturdays	Sundays
February	10	Matriculation, Capacitacion (10 days)	4	4
March	19	Matricula y Reforzamiento (1) Eleccion de Sociedad de Pades de familia (1) National Holiday (1)	5	4
April	9 Exams (5)	Semana Santa (5) Reports (1 day) Elect School Government (1)	4	5
May	20	National Holiday (1) National Student Fiesta (1) Mother's Day (1)	4	4
June	13 Exams (5)	National School Holiday (2) Academic Recess (1)	5	4
July	15	Academic Recess (5) Holidays (2)	4	5
August	18 Exams (5)		4	4
September	12	Reports (1) Holidays (8)	5	5
October	18 Exams (3)	National Holiday (2)	4	4
November	7 Exams (5)	Reports, certificates (6) Diplomas (3) Last Day (1)	4	4
TOTAL DAYS	164	54	47	39

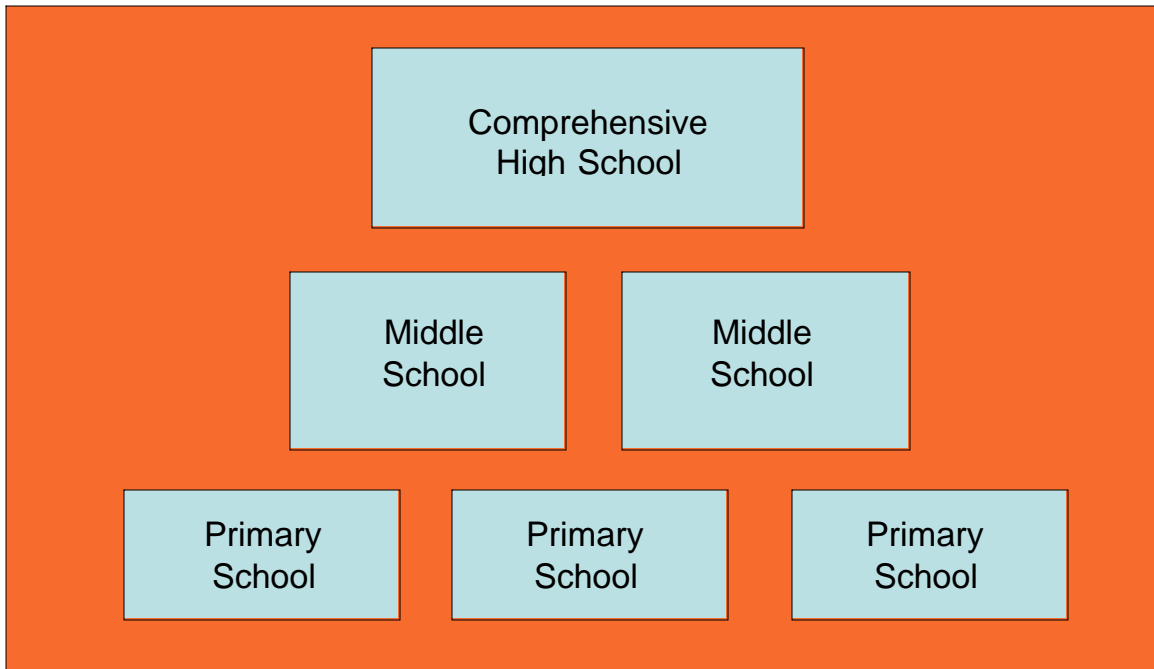
Appendix I: Teacher / Student Ratios

NUMBER OF STUDENTS PER TEACHER 2006			
PRE BASICA	# Students	# Teachers	# Students per Teacher
JERRY HYNDS	38	1	38
FRANCISCA BUSTILLO	26	1	26
RAMON MORALES	75	3	25
RAMONA ISABEL SUAZO	43	2	22
JAIME F ROSALES	21	1	21
FEDERICO CANALES	59	3	20
ANDY MARTEL WATLER	58	3	19
NICOLAS VILLEDA	120	7	17
JULIAN SIERRA OLIVERA	16	1	16
FRANCISCO MORAZAN	105	7	15
RAFAEL H VALLE	41	3	14
JUANA ELIZABETH AGUILAR	38	3	13
GERALDINE WOODS DE HUNT	34	3	11
JOSE ANTONIO LOPEZ	34	3	11
ISIDRO SABIO	11	?	?
MONTERREY CARDENAS	11	?	?
TOTAL PRE-BASICA	730	41	18
BASICA (1ST - 6TH) (CEB) & MEDIA			
ROBERTO V. STANLEY	511	11	46
STE GUARDIOLA (7th – 12th)	1087	24	45
FAUSTO MIGUEL ALVAREZ	88	2	44
ABEL GONZALES CABALLERO	166	4	42
ALFONSO LACAYO	38	1	38
GUAYMURAS	184	5	37
AROBIA ALEXANDER WELCOME (1st – 9th)	1077	30	36
JUAN BROOKS	989	29	34
ARNOLDO AULD	513	17	30
MIGUEL PAZ BARAHONA +	56	2	28
RUBEN BARAHONA (1st – 9th)	544	20	27
TOMAS B. MCFIELD	103	4	26
POLICARPIO BONILLA	50	2	25
TORIBIO BUSTILLO	47	2	24
ISIDRO SABIO	43	3	14
	5496	156	496
DALE JACKSON	0	0	0
ELFREDO BROOKS*	0	0	0
GARBY NELSON*	0	0	0

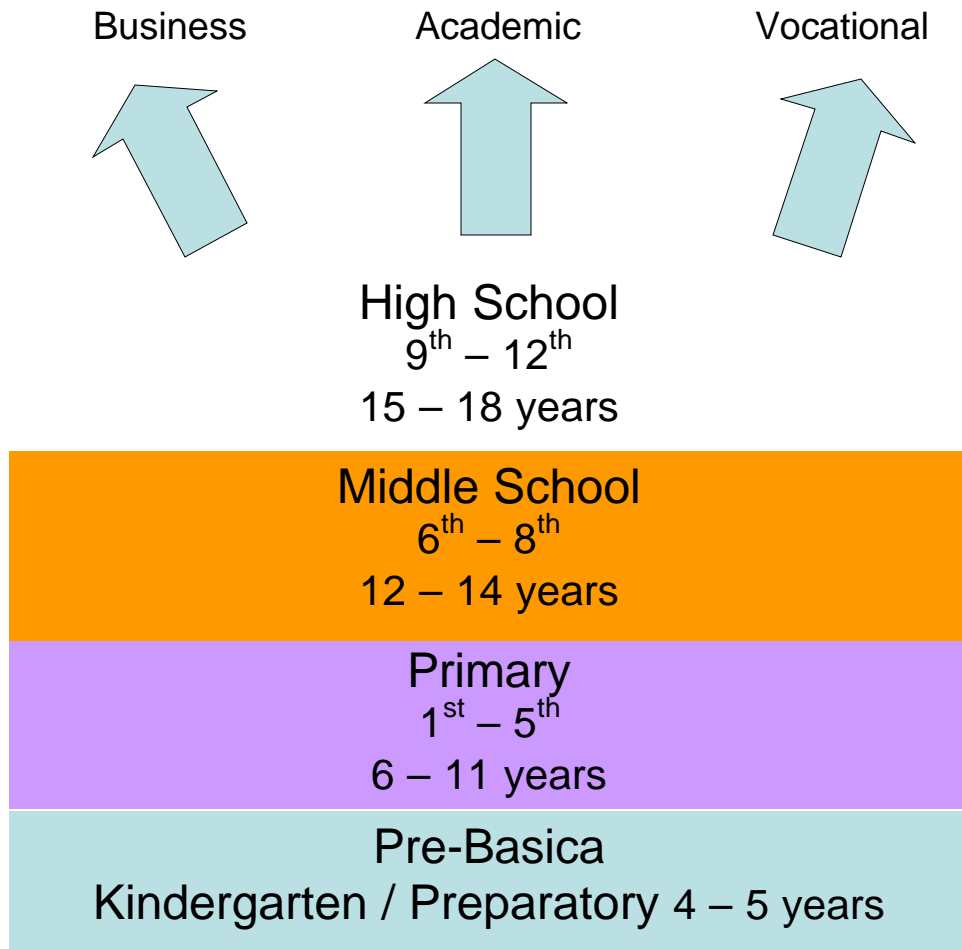
Appendix J: 2006 Departmental Budget Request

Description	Direccion	Pre-School	Primary	Adults	Centro Basica	Media	Totals
Writing Paper	2,040	6,800	10,200	2,108	3,400	3,400	27,948
Computer Paper	680						
Paper Products & Boxes	3,400	6,800	10,200	2,108	3,400	3,400	27,948
Textbooks			232,400				232,400
Tires, inner tubes	50,000						50,000
Pest Control	4,150						4,150
Painting	30,000	32,975	5,950	1,845	3,570	2,083	76,423
Cleaning	4,150	21,482	7,950		2,324	5,229	41,135
Writing tools for office & textbooks	50,000	16,800	11,200	2,240	1,960	6,720	88,920
Other Items	76,200						76,200
Sports & Recreation		8,300					8,300
Furniture		274,000	500,000		50,000	200,000	574,000
Journals	880,000						800,000
TOTALS	1,100,620	367,157	777,900	8,301	64,654	220,832	2,007,424

Appendix K: Proposed New School Structure



Appendix L: Vision 2020 School Concept



Appendix M: Roatan Education Commission Members

Name	Company or Affiliation
Cam O'Brien	Bay Island Beach Resort
Mitch Cummins	Paradise Computers
Connie Silvestri	Hyde Shipping
Bonnie Jackson	Jackson Shipping/Mount Pleasant
Bertha Montoya	Flying Fish
Herb & Joey Morici	Pineapple Villas
Joel James	James Construction
Dan Taylor	Keyhole Bay
Edward Ake	Island Concrete
Domingo Velasquez	ICCD
Rick Chiuz	Keyhole Bay
Santiago Soto	Soto Veterinary Clinic
Clinton Everett	Anthony's Key Resort
Mary Vidotto	Mayor's Office
Shelli Heil	Volunteer to the Education Commission
Salvador Diaz	Aconsult
Cesar Gonzales	Roatan Lawyers