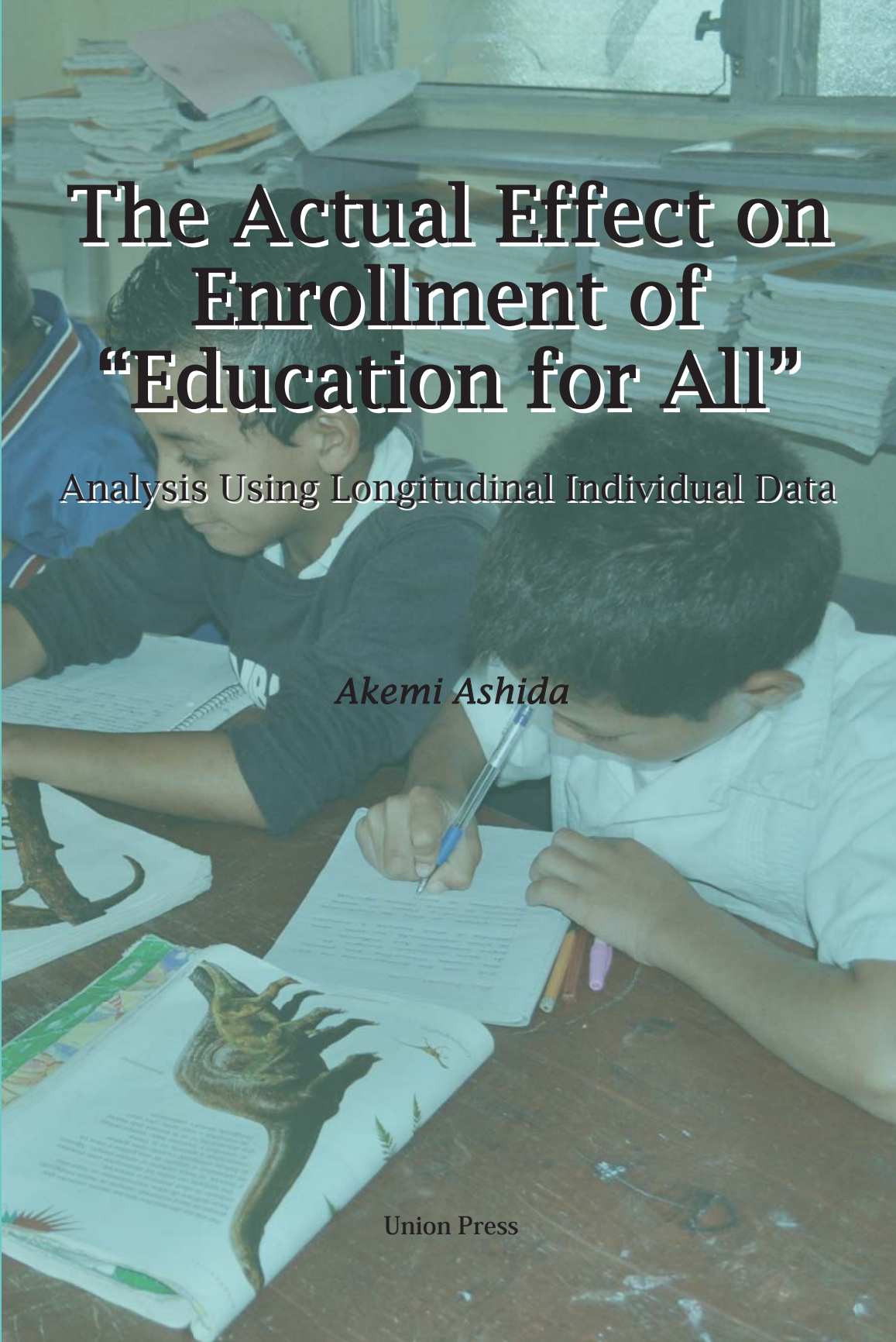

The Actual Effect on Enrollment of "Education for All"

Analysis Using Longitudinal Individual Data

Akemi Ashida

Union Press

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Dedicated to the memory of my beloved grandfather.

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This book is based on my dissertation for a doctoral degree. It was during my first year of a master course in graduate school in 2010, when I made my first step into Honduras. Although I had an experience to see the world outside of Japan as a United Nations' student volunteer in Bishkek (Kyrgyz Republic), I received a strong impression from the language, people, culture, living environments, and especially the educational situation in Honduras. I have spent most of the time in my life in Japan and was blessed with the opportunity to advance to graduate school. I was woken up to the fact that the opportunity for receiving education is totally different throughout the world and it depends on the place even if we live in the same age. I felt a sense of mission from the experience in Honduras, and I started my research during master through doctoral course. The writing of my dissertation has been one of the most significant challenges that I have ever had to face. I believe that I could not have completed this work without kind support and encouragement from the following people.

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been insightful and I have greatly benefited from their comments.

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Foreword

Keiichi Ogawa

In 1990, the World Declaration on Education for All (EFA) was launched in Jomtien, Thailand. During this conference, the idea was forwarded that education is a fundamental right, and the movement advancing this idea focused on the support and expansion of basic education by aiming to offer fundamental education opportunities. In 2000, the Millennium Summit was held, and two goals for education were set as the common targets. The second of these goals was to "Achieve universal primary education." This goal was incorporated into the Millennium Development Goals (MDGs) from EFA, expressing the aim to achieve primary education for all children, regardless of sex, by 2015. Accordingly, many activities to improve primary education have been implemented in developing countries. In 2015, Sustainable Development Goals (SDGs) which is a new vision to end poverty, protect the planet and ensure prosperity for all for over the next 15 years, was adopted in the UN Sustainable Development Summit. Seventeen goals officially came into force on 1st January 2016, and the world has continued the effort to realize a sustainable society. One of the goals for education is called SDG4: Ensure inclusive and quality education for all and promote lifelong learning, and it tries to "ensure that all girls and boys complete free, equitable and quality primary and secondary education by 2030." The world pays attention to the quality of education from access to education. In addition, SDG4 includes a goal to "ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university."

With the background described above, we have passed the target year of 2015, and the author analyzed EFA/MDGs' influence on individual children's enrollment situations using longitudinal data. The targeted country in this study is the Republic of Honduras, which is one of the poorest countries in Central America. Honduras has a high enrollment ratio but still has problems in education internal efficiency, such as the grade repetition rate and completion rate. The author engaged in multiple field studies in Honduras and collected school records on individual children from the targeted schools. She used the data from her fieldwork for the analysis of EFA/MDGs' influence on children's enrollment situations.

This research set three objectives and applied the following appropriate analysis methods. First, the study comprehensively examines the factors that hinder the improvement of children's educational attainment in Honduras and clarifies the direct factors and the structure of background factors using Structural Equation Modeling (SEM). Further, it investigates the relationship between children's educational attainment and their choice of occupation, and considers an incentive for completing primary education in the targeted area using life history analysis. Second, this study analyzes Honduran education development policies/strategies/plans and projects since the 1980s, before EFA/MDGs, by collecting and outlining policy and project documents. It also clarifies how the factors that prevent children's enrollment are involved and considers the relevance of EFA/MDGs by checking the situation of implementation of policies and projects at the targeted schools. Third, this study investigates individual children's enrollment status before and after the implementation of EFA/MDGs for a micro-perspective on the longitudinal data using a true cohort method and comprehensively considers the EFA/MDGs' effects on individual children's enrollment situations. The study also compares the transitions of individual children's enrollment patterns over time.

This study is worth specific mention in regard to the following four points. First, the study established a new research method in the educational development research area. The research was based on school records that were kept at each school, such as school registers and teacher grade books. The author collected school records for the years between 1986 to 2010 and constructed the database. By tracking individual children from the time of their school entrance until they left the targeted school, it is possible to reveal their enrollment progress from their school entrance to graduation or dropout, and their enrollment patterns in the targeted schools. Although

developing the database required a great deal of time and labor, the database enables a true cohort analysis that is uncommon for developing countries. In addition, to ensure the reliability of school records, the author conducted home visits in each child's home and checked the original documents that the targeted person or his/her family kept at home such as a diploma or school grade reports. By conducting these careful and consistent procedures, the author constructed a highly reliable database and established a new research method.

Second, this study represented comprehensive considerations of the factors that prevent children's enrollment. There are many studies about the individual factors that impede enrollment in Honduras, such as grade repetition and dropping out; however, no study has considered which are the strongest factors and the relationships among them by analyzing individual factors as a whole. This study carried out a comprehensive analysis of the factors that prevent children from enrolling in primary school using SEM. It was possible to clarify the structure and background of the factors and the cause-and-effect relationships among absence, repetition, dropping out, and educational attainment within this structure by employing SEM.

Third, this study grasped the transition of children's enrollment patterns over time, before and after the review process at the World Education Forum in Dakar in 2000, based on the data of children's school attendance from 1986 to 2010. By comparing individual children's enrollment patterns that cross-sectional data do not show, this study checks the effects of educational development policies/strategies/plans and projects. No study has been published that compares individual children's enrollment patterns over time and analyzes the effects of the educational development policies and projects on children's enrollment patterns. As EFA/MDGs' target year of 2015 has been passed and a new development agenda, Sustainable Development Goals, has been set, it is timely to analyze and verify the policy effects.

Fourth, this study conducted a comprehensive evaluation with both quantitative and qualitative analyses. Quantitative analysis was implemented to clarify the cause-and-effect relationship among factors that prevent enrollment, using SEM, and to reveal children's enrollment situation by using a true cohort method with longitudinal data. Furthermore, the study conducted qualitative analysis by conducting school and home visits, which included semi-structured interviews with school principals, teachers, parents, and local officials. In addition, policy and project analyses were carried out, including not only the document reviews, but also semi-structured interviews

with relevant persons such as school principals, asking them about the educational policies/strategies/plans and projects underway at their institutions. The author considered these topics from both a policy level and an activity implementation level by visiting Honduras and collecting data from school principals and teachers. Therefore, this research method has an appropriate balance of quantitative and qualitative perspectives.

Finally, based on the research findings, policy recommendations for the SDG4-Education 2030 were suggested. The recommendations were made in an attempt to be concrete and aggressive. There is no other empirical research based on longitudinal data on education in developing countries; therefore, this study is unique and significant as pioneering work in the area of education development research.

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List of Abbreviations and Acronyms

ADEPRIR	Administración de la Educación Primaria Rural [Rural Primary Education Management Project]
AECID	Agencia Española de Cooperación Internacional para el Desarrollo [Spanish Agency for International Development Cooperation]
APREMAT	Aprendamos Matemáticas [Let's Learn Mathematics]
ASED	Asesoría a la Secretaría de Educación (Consultation to the Ministry of Education)
CCIE	Centros Comunitario de Iniciación Escolar [Community Centers for Initial Education]
CEPENF	Centros de Educación Pre-escolar No Formal [Centers for Non-Formal Preschool Education]
CETT	Center of Excellence for Teacher Training
CEB	Centros de Educación Básica [Center for Basic Education]
CONEANFO	Comisión Nacional para el Desarrollo de la Educación Alternativa No Formal [National Commission for the Development of Non-Formal Education]
CEPREB	Centro de Educación Prebasica Rural (Center for Preschool Education in Rural)
DAC	Development Assistance Committee
EDUCATODOS	Alternative Basic Education Project
EFA	Education for All

EFA-FTI	Education for All-Fast Track Initiative
EPDC	Education Policy and Data Center
EQUIP	Educational Quality Improvement Program Classroom, Schools, Communities
ERP	Estarategia para la Reducción de la Pobreza [Poverty Reduction Strategy]
FEBLI	Fomento de la Educación Básica en Lempira e Intibucá (Promotion of Basic Education in the Departments of Lempira and Intibucá)
FONAC	Foro Nacional de Convergencia [National Convergence Forum]
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GPE	Global Partnership for Education
GTZ	Deutsche Gesellschaft fur Technische Zusammenarbeit [German Technical Cooperation]
GIZ	Deutsche Gesell-schaft fur Inter-natio-nale Zusam-men-arbeit [German Society for International Cooperation]
HIPC	Heavily Indebted Poor Countries
IDB	Inter-American Development Bank
IHER	Instituto Hondureño de Educación por Radio (Honduran Institute of Education by Radio)
IMF	International Monetary Fund
INE	Instituto Nacional de Estadística [National Statistics Institute]
INFOP	Instituto Nacional de Formación Profesional [National Institute of Vocational Training]
INICE	Instituto Nacional de Investigación y Capacitación Educativa [National Institution for Educational Research and Training]
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
Lps.	Lempiras [The National Currency]
KfW	Kreditanstalt fur Wiederaufbau [German Credit Institute for Reconstruction]
MDGs	Millennium Development Goals

MIDEH	Mejorando el Impacto al Desempeño Estudiantil de Honduras [Measuring Student Achievement Project]
MERECE	Mesa Rodonda de Cooperantes en Educación [The Round Table of External Donors in Education]
NER	Net Enrollment Rate
OAS	Organization of American States
ODA	Official Development Assistance
OECD	Organization for Economic Cooperation and Development
OLS	Ordinary Least Squares
PDM	Project Design Matrix
PEEP	Proyecto de Eficiencia de la Educación Primaria [Primary Education Efficiency Project]
PFC	Programa de Formación Continua [Life Long Teacher Training Program]
PMRTN	Plan Maestro de la Reconstrucción y Transfomación Nacional [Master Plan for National Reconstruction and Transformation]
PRALEBAH	Programa de Educación para Jóvenes y Adultos en Honduras (Literacy and Basic Education Program for Youth and Adults in Honduras)
PREPI	Proyecto de Educación Prebásica Interactiva [The Interactive Radio Instruction-Based Preschool Project]
PRODES	Programa de Educación y Desarrollo Social [Education and Social Development Programme]
PROEPA	Proyecto Educativo Paraíso [Education Project in El Paraíso]
PROHECO	Programa Hondureño de Educación Comunitaria [Honduras Community Based Education Program]
PROMETAM	Proyecto Mejoramiento de La Enseñanza Técnica en el Área de Matemática [The Project for the Improvement of Teaching Methods in Mathematics in the Republic of Honduras]
PROMEB	Projecto de Mejoramiento de la Educacion Basica [Program for Improving the Quality of Primary Education]
PRSP	Poverty Reduction Strategy Paper

SDGs	Sustainable Development Goals
SEM	Structural Equation Modeling
SES	Socioeconomic status
SCW	Schools for the Children of the World
UMCE	Unidad Externa de Medición de la Calidad Educativa [External Unit of Education Quality Measurement]
UNAH	Universidad Nacional Autonoma de Honduras [National Autonomous University of Honduras]
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
UPNFM	Universidad Pedagógica Nacional Francisco Morazán [Francisco Morazán National Pedagogical University]
USAID	United States Agency for International Development
WFP	World Food Programme
WISHH	World Initiative for Soy in Human Health

Notes: [Official translation by donors], (Translated by the author)

Terminology

In this book, the definition of education statistics and words complies with Education for All Global Monitoring Report, which uses the standards of UNESCO (UNESCO, 2015) and glossary offered by UNESCO Institute for Statistics (http://uis.unesco.org/en/glossary).

- Adjusted Net Enrollment Rate (ANER)
  Total number of students of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population. Calculation method is to divide the total number of students in the official primary school age range who are enrolled in primary or secondary education by the population of the same age group and multiply the result by 100.

- Cohort analysis:
  Cohort analysis is commonly used to assess educational internal efficiency and wastage in the education system. The definition is to trace the flow of a given cohort through their promotion, repetition, drop out and completion of the final grade of the cycle. There are three ways to analyze educational internal efficiency, such as a true cohort method, an apparent cohort method, and a reconstructed cohort method. True cohort method traces the records of promotion, repetition, dropout of children from their entrance in school to graduation/dropout. This method offers a more accurate picture of repeaters and dropouts in the education system; however, it is costly and time-consuming and requires reliable school records of individual students' flow in the school. Therefore it is uncom-

mon for developing countries that a school record system does not work well. Apparent cohort method is possible to use when there is no information about students who repeat grades, for example in the country that applies for automatic promotion. Enrollment data of a particular grade in a particular year are compared with enrollments in successive grades in the following years. Reconstructed cohort method is applied when it is possible to collect enrollment data for each grade, including data for repeaters, for two consecutive years. It estimates three main flow rates: promotion, repetition and dropout.

- Completion rate
  Proxy measure of school completion. Percentage of a cohort of children or young people aged 3–5 years above the intended age for the last grade of each level of education who have completed that grade. The intended age for the last grade of each level of education is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade. Calculation method is that the number of persons in the relevant age group who have completed the last grade of the given level of education is expressed as a percentage of the total population (in the survey sample) of the same age group.

- Dropout rate by grade
  Proportion of students from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade.

- Educational attainment
  Educational attainment means an educational career or education level. In general, the latest academic background or total years of education who a person received is used as an indicator. According to UNESCO Institute for Statistics, the highest International Standard Classification of Education (ISCED)[(1)] level of education an individual has successfully completed. This is usually measured with respect to the highest educational program successfully completed which is typically certified

by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the program itself

- Gross Enrollment Ratio (GER)
  Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. Calculation method is to divide the number of students enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100. The GER can exceed 100 % because of early or late entry and/or grade repetition.

- Net Enrollment Rate (NER)
  Total number of students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group. Calculation method is to divide the number of students enrolled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100.

- Out-of-school children
  Children in the official primary school age range who are not enrolled in either primary or secondary school.

- Overage for grade rate
  The percentage of pupils in each level of education (primary, lower secondary, and upper secondary) who are 2 years or more above the intended age for their grade. Overage leads to age-grade distortion.

- Promotion rate by grade
  Proportion of students from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year. Calculation method is to divide the number of new enrollment in a given grade in school year t+1 by the number of students from the same cohort enrolled in the preceding grade in the previous school year t.

- Repetition rate by grade
  Number of repeaters in a given grade in a given school year, expressed

as a percentage of enrollment in that grade of the previous school year. Calculation method is to divide the number of repeaters in a given grade in school year t+1 by the number of pupils from the same cohort enrolled in the same grade in the previous school year t.

- Survival rate by grade
  Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition. Calculation method is to divide the total number of students belonging to a school-cohort who reached each successive grade of the specified level of education by the number of students in the school-cohort i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100. The survival rate is calculated on the basis of the reconstructed cohort method, which uses data on enrollment and repeaters for two consecutive years.

CHAPTER ONE

Prologue

Research theme

In 1990, the World Declaration on Education for All (EFA) was launched in Jomtien, Thailand; this international conference was held in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Bank. In this conference, the idea was shared that education was a fundamental right, and this movement focused on prevailing and expanding basic education by aiming to offer a fundamental education opportunity in the world. In 2000, the Millennium Summit was held and two goals about education were set as the common targets. One of them is goal 2: "Achieve universal primary education". This goal was incorporated into the Millennium Development Goals (MDGs) from EFA, and aimed to complete grade 5 of primary education for all children regardless of sex by 2015. According to these movements, many activities for improving primary/basic education were implemented in developing countries.

While the result is different depending on the regions, there is a positive trend in enrollment in developing countries. The net enrollment rate and survival rate to the last grade of primary education were set as indicators for achievement of goal 2.(2) The net enrollment rate was improved from 77.8 % in 1986 to 88.3 % in 2010. However, the survival rate to the last grade of primary education was not high compared to the net enrollment rate, although it increased from 65.0 % in 1986 to 71.4 % in 2010. We can see Honduras as one of the typical countries which has a problem about survival

rate. In Honduras, which is the poorest country in Central America, the net enrollment rate reached 95.8 % in 2010. However, the survival rate to the last grade of primary education still remained 74.8 % in 2010. Although improved access to primary education implies an upward trend in net enrollment rates, educational internal efficiency such as repetition and dropout has still affected the students' survival in school.

Honduras was selected as the targeted country of Education for All-Fast Track Initiative (EFA-FTI) [3] by the World Bank and International Monetary Fund (IMF) Development Committee in 2002. This initiative is to concentrate foreign aid in selected countries which are off-track countries, but which have Poverty Reduction Strategy Paper (PRSP) and National Development Plan in Education. EFA-FTI plan reports that impeding factors for completing primary school are age at entrance, inadequate preparation for primary education, children's absence, repetition, dropping out, incomplete school, and poor quality of teachers' instructions (Secretaría de Educación, 2002). Bedi and Marshall (2002) reported the frequency of school attendance was the most important factor contributing to academic achievement, and it could be also linked to repeating a grade or dropping out. Further, from a research project on causes of grade repetition and dropout in rural primary schools in Honduras, McGinn, Reimers, Loera, Soto, & López, (1992) analyzed factors influencing repetition by using cross-sectional data with pass analysis. They reported that the direct factors to grade repetition were attendance and average marks in academic subjects, and the indirect factors were children's learning, student's appearance, family income level, and teacher's expectation and behavior. They concluded that low academic achievement was the main cause of repetition, the repetition led to further repetition, and dropping out was often a consequence of the repetition. There are many analyses about the individual factors that impede enrollment [4] in Honduras such as repetition and dropout by using cross-sectional data (Bedi & Marshall, 1999; Marshall, 2003; World Bank, 1995c); however, no one has considered what the strongest factors are and how the relationships among them are by analyzing individual factors as a whole.

EFA was advocated for in 1990 and again in the World Education Forum in Dakar in 2000, however the universal education goals of EFA were far from being achieved. Therefore, the goals of universal primary education were re-set as Dakar Framework for 2015. In addition, the achievement of universal primary education by 2015 was incorporated into MDGs. Jansen (2005) reported that universal education targets had not been met in the past,

resulting in the immediate creation of an additional set of targets. Under the situations that the improvement of educational internal efficiency has hit the ceiling in recent years, it is necessary to investigate the impeding factors as a whole, and check again if the real impeding factors are included in the policies and strategies [(5)] related to EFA/MDGs.

After global development strategies were set forth, such as EFA and MDGs, many international organizations, governments, donors and researchers offered monitoring reports of EFA/MDGs, such as *Education for All Global Monitoring Report* and the *Millennium Development Goals Report*. However, these reports are based on cross-sectional data. The cross-sectional data mix various with individual cases that differ from one another. It obscures the details of the individual cases and just provides a holistic view of the data. It is impossible to trace these data back to individual cases and thereby to grasp the status of individual children's enrollment. Until now, policies and strategies were formulated and implemented based on cross-sectional data. However, the net enrollment rate and survival rate have not achieved 100 %. To overcome this situation, it is necessary to see the points which we cannot grasp from a macro-perspective based on cross-sectional data, by grasping from a micro-perspective based on longitudinal data. As EFA/MDGs' target year of 2015 has passed, it is required to search and consider the implications for post-EFA [(6)] by clarifying the effect of implementation for EFA/MDGs in detail based on the evidence.

Problem statements and research methods

Under the worldwide movement of focusing on primary education as mentioned earlier, there are three significant problems. First of all, the number of children who entered primary school has increased in developing countries and the net enrollment rate has achieved a preferable percentage, however the improvement of educational internal efficiency such as grade repetition and dropout has peaked in recent years. Although there have been individual analysis on impeding enrollment, there has been no consideration about the strength of each factor and the relationship among them by analyzing individual factors as a whole in Honduras.

Second, the policies and strategies implemented so far have not always been formulated based on appropriate factor analysis. After the whole analysis of the cause and effect relationship of impeding factors for enrollment is implemented, it is necessary to check whether the strongest factor and its

root causes are considered in the policies and strategies or not.

Third, individual children's enrollment situations have not been clarified in micro-perspective. Present reports only showed estimated values based on cross-sectional data. To accelerate the improvement tendency which has been reported and to consider what is necessary for post EFA/MDGs, it is strongly recommended to grasp the individual children's enrollment situations in micro-perspective from longitudinal data.

Specifically, this study is guided by the following research questions:

- What factors prevent the improvement of completing primary education and what is the structure of these factors in Honduras?
- How are the factors that prevent children from enrollment integrated into Honduran education policies/strategies/plans and projects under the influence of EFA/MDGs in Honduras?
- Through the implementation of EFA/MDGs, documents such as *Education for All Global Monitoring Report* and the *Millennium Development Goals Report* have mentioned that net enrollment rates of primary education are improving; however, how were individual children's enrollment status improved before and after EFA/MDGs?

In response to the above research questions, the objectives of the study are the following three. First of all, the study grasps comprehensively the preventing factors for improvement of children's educational attainments in Honduras and clarifies the direct factors and the structure of background factors. Further, this study investigates the relationship between children's educational attainments and their choices of occupations, and considers an incentive for completing primary education in the targeted area. Second, this study analyzes Honduran education policies/strategies/plans and projects since the 1980s before EFA/MDGs, and clarifies how the factors of preventing children from enrollment are involved. Third, this study investigates the individual children's enrollment status before and after the implementation of EFA/MDGs in micro-perspective from longitudinal data, and compares transitions of individual children's enrollment patterns over time. Further, this study considers the influence of EFA/MDGs on individual children's enrollment situations comprehensively.

Figure 1.1 shows an analytical framework for each research question and explains the analytical procedures.

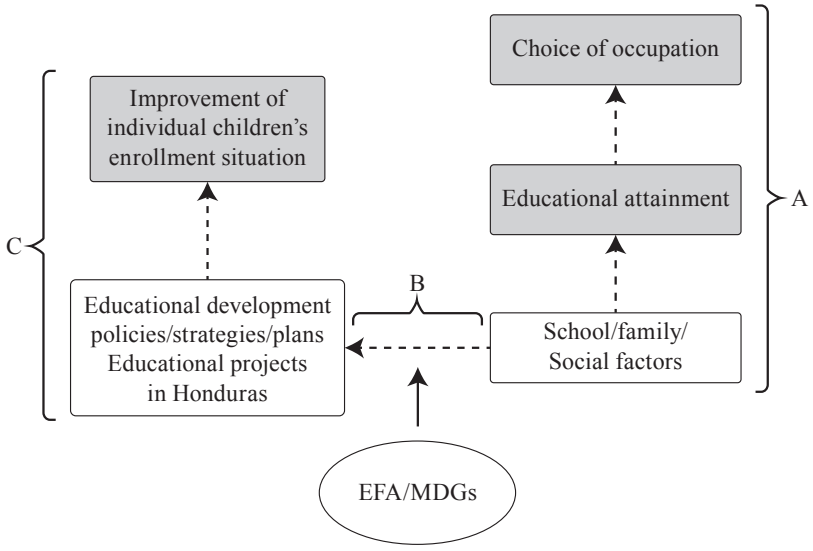


Figure 1.1 Analytical framework
Source: Created by the author based on McGinn et al. (1992) and Sekiya (2014).

- In Part A, this study investigates the factors that influence children's educational attainment as a whole by using Structural Equation Modeling (SEM). It also analyzes the relationship between educational attainment and choice of occupation by life history analysis.
- In Part B, this study collects documentation about policy/strategy/plan and project papers. It outlines how factors that prevent children from enrollment became involved and presents the preventions in the plans. Moreover, this study considers the relevance of EFA/MDGs by checking the implementation in the targeted schools.
- In Part C, this study aims to investigate the transition of individual children's enrollment status by comparing before and after implementation of EFA/MDGs, using the true cohort method. This study clarifies the improvements and problems of individual children's enrollment situations.

Significance of this study

This study has three significant points. First of all, it is a comprehensive consideration of factors that impede enrollment. Many studies (e.g., McGinn

et al., 1992; Marshall, 2003) reported factors that impede improvement of enrollment by focusing on individual factors, such as repetition and dropout. However, no one has considered the strongest factors and the relationships among them by analyzing individual factors as a whole in Honduras.

Second, this study tracks individual children from entrance to school and graduation/dropout. This method enables us to observe children's enrollment patterns which they followed as the sequence of events such as promotion, fail and dropout in the targeted schools. While it requires a great deal of time and labor to make the database, it is possible to realize the true cohort analysis which is uncommon in developing countries. No study has published the actual individual children's enrollment status as enrollment patterns.

Third, this study grasps the changes of individual children's enrollment status before and after EFA/MDGs. Comparing individual children's enrollment patterns that cross-sectional data can never figure out, this study checks the effects of the educational development policies/strategies/plans and projects.

As EFA/MDGs' target year of 2015 has passed, this study analyzes the influence of EFA/MDGs on individual children's enrollment from longitudinal data. Furthermore, this study offers evidence in micro-perspective which we cannot see from cross-sectional data, and attempts to offer concrete recommendations for the future's policy making.

Structure of the book

This book is organized as follows. Chapter One presents the background, research questions, objectives, and significance of this study, with the analysis framework. The research background covers trends in primary and basic education worldwide.

Chapter Two presents the literature review, which addresses studies on the flow from the beginning of the Education for All (EFA) and Millennium Development Goals (MDGs) projects to the present, including findings from several international education conferences and the reported children's enrollment from cross-sectional data. Particularly, we focus on the achievements in Latin America and the Caribbean region. Not all comments about the EFA/MDGs movement are favorable. We focus on the challenges of EFA/MDGs identified in previous studies.

Chapter Three presents educational policies, current conditions, and

challenges in Honduran primary and basic education in recent years. The formulation and contents of two plans that strongly influenced policy—Poverty Reduction Strategy Paper and EFA-Fast Track Initiative—are addressed. In addition, we focus on previous studies that address studies on grade repetition and dropout in Latin America, including Honduras. There have been many discussions on this matter so far in the region. After the above overview, based on Structural Equation Modeling (SEM), we consider the factors that influence children's educational attainment and the cause-and-effect relationships between those factors. The relationship between children's educational attainment and their current individual life situation is clarified based on a life history analysis of survey data.

Chapter Four considers the question: How are the factors that prevent children from enrollment integrated into Honduran education policies/strategies/plans and projects under the influence of EFA/MDGs in Honduras? This study collected policy documents and project reports. Educational development policies/strategies/plans and projects are considered in terms of the factors that influence children's educational attainment. Based on the results of semi-structured interviews with school principals, the relationships between policies/projects and schools are qualitatively analyzed.

Chapter Five considers the differences in individual children's enrollment status before and after the implementation of the EFA and MDGs programs. This study divided children into three cohorts based on their entrance year in the targeted schools and analyzed their transition by using the true cohort method.

Chapter Six focuses on patterns of enrollment based on individual children's enrollment status in the targeted schools. This analysis uses longitudinal data and utilizes the specific characteristic of the longitudinal data.

Chapter Seven concludes this study. In this chapter, research questions are addressed based on the analysis results. In addition, the implications of this study regarding future policy on Honduran primary and basic education related to the Sustainable Development Goals (SDGs) 4-Education 2030 are explained, and the limitations of this study and future research directions are discussed.

Appendix provides supplementary material to enable a deeper understanding of Honduran educational conditions from 1986 to 2013. The major primary and basic educational policies of each Honduran government administration from 1986 to the present are outlined, and projects initiated by donors targeting basic and primary education are described. Appendix

also discusses the reliability of the data based on school records. The database was constructed from school records kept by each targeted school. The characteristics of these records are described and the methods used in this study are explained. The reliability of the school records was verified, and the results are presented. Finally, the presentation to research cooperators is introduced.

CHAPTER TWO

Primary and basic educational situations in the world

Emergence of EFA/MDGs

The universalization of primary education is an international goal, and an awareness of the importance of education has recently been shared across the world. The beginning of this worldwide understanding of education was the World Declaration on Education for All (EFA), launched in Jomtien, Thailand, in 1990. This international conference was held in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), and the World Bank. Not only did government representatives from over 150 countries participate in the conference, but also over 30 international organizations and 100 non-governmental organizations (NGO). Therefore, this was the largest ever conference on expanding education. Participants shared the idea that education is a fundamental right, based on literacy education since 1960s. Since then, the world has made a point of the movement for advocating for and expanding basic education, aiming to offer fundamental educational opportunities to all people. In addition, the concept of basic education itself expanded. Basic education was defined to include not only primary education, but also preschool education, lower-secondary education, and non-formal education (NFE), such as adult education and literacy education.

Moreover, numerical targets for the year 2000 were proposed anew as a "Framework for Action." At this conference, the idea of promoting the development of basic education was shared by all members connected to the education sector, such as aid agencies, governments, and NGOs. In 1991,

the International Consultative Forum on Education for All was held. This forum led the initiatives and actions for the whole EFA movement.

In 1996, the Development Assistance Committee (DAC) at the Organization for Economic Cooperation and Development (OECD) proposed "The DAC New Development Strategy: A Global Framework for Development Assistance for the 21st Century." This strategy set two education goals for development aid; "universal primary education in all countries by 2015" and "elimination of gender disparity in primary and secondary education by 2005." In addition, the DAC New Development Strategy placed high value in building partnerships between development members, and appealed for a reinforcement of donor coordination. Although the world had universal targets for expanding basic education, the promotion of each donor's project was disorderly. By grasping and unifying each donor's activities and initiatives, the new strategy tried to resolve the wasteful procedures and inconsistencies between projects. Around the same time, the Mid-Decade Meeting of the International Consultative Forum on Education for All was held in Amman, and the "Amman Affirmation" was proposed for monitoring the results of activities' progress. This report recognized progress in the basic education sector; however, its evaluation said there was no significant step forward.

In 2000, the World Education Forum was held in Dakar. The conference grew in size from the World Declaration on Education for All in 1990, and included 164 countries. At this conference, they recognized that it was hard to achieve the goals of EFA by 2015, and proposed the Dakar Framework for Action. In this framework, the idea of Education for All was recognized again, and set revised targets and strategies for future action toward achieving EFA goals. They also required each government to develop a national action plan by 2002. In September 2000, the Millennium Summit was held and set shared Millennium Development Goals (MDGs) for the world. These eight goals included two about education. One of them was goal 2: "Achieve universal primary education." This goal was incorporated into the Millennium Development Goals (MDGs) from the 1990 EFA conference, and aimed for all children to complete grade 5 of their primary education, regardless of sex by 2015. According to these initiatives, many activities for improving primary and basic education were implemented in developing countries.

However, the World Bank simulated possible progress toward achieving universal primary education by 2015, and found that many countries would

have difficulty achieving their goals and would need additional financial support. Based on these results, the Education for All-Fast Track Initiative (EFA-FTI) was launched in 2002. EFA-FTI was a new framework for financial aid to the basic education sector. EFA-FTI set a condition for receiving grant support and selected target countries. By applying these requirements, EFA-FTI tried to allocate limited aid to primary education in the targeted countries with effectiveness and efficiency.

There were two conditions for applying for the EFA-FTI. First, the country needed a Poverty Reduction Strategy Paper (PRSP) officially approved by the World Bank and IMF. Second, the country also needed an education sector plan agreed on by donors. Twenty-three countries were selected, and the number of targeted countries was gradually increased and expanded to 43 by 2010. A mid-term review was conducted in 2010 and reported, with emphasis, that challenges remained for achieving the EFA goals, although it also said there had been progress. In 2011, EFA-FTI was renamed Global Partnership for Education (GPE), and the number of targeted countries increased to 55 in March 2013.

As mentioned before, the movement for basic education expanded after the adoption of EFA in 1990, and international conferences were implemented and various activities conducted to improve enrollment. Regular monitoring, however, was not implemented. Therefore, the international society could grasp neither EFA's concrete influence nor the extent of improvement in each country's enrollment. Consequently, UNESCO's education sector established a monitoring report team within the Dakar Follow-up Unit in 2002. Since then, the *EFA Global Monitoring Report* has been published regularly.(7)

Reported enrollment situation based on cross-sectional data

In 2000, UNESCO reported that access to education at the primary level expanded and improved in Latin America and the Caribbean. However, a high repetition rate indicated an educational internal inefficiency, and this was reported as a serious problem. It was also mentioned that 40 % of primary school children do not progress beyond the fifth grade and leave the public education system (UNESCO, 2000).

Education for all (EFA) global monitoring reports have presented the progress for each EFA achievement target under various themes. We reviewed descriptions of "Goal 2: Universal Primary Education," published

from 2002 to 2015, and identified topics such as gross enrollment ratio, net enrollment rate, out-of-school children, repetition rate, dropout rate, survival rate to the last grade, completion rate, and gender. This report also explains the Education for All Development Index (EDI),[8] which shows the status of EFA goals in each country. Recent publications have examined educational quality and internal efficiency problems related to access to education. Improvements are identified and then verified through cross-sectional data and analysis. What descriptions from the global monitoring reports can be considered as improvements? This section presents how EFA and educational policies influence children's enrollment, and outlines their recognized effects in terms of access to and quality of education.

First, we focus on the indicators that demonstrate changes to access to education over time. Gross Enrollment Ratio (GER) and Net Enrollment Rate (NER) present the status quo of access to education in primary education. We can find several descriptions about GER in the monitoring reports published in the early 2000s; however, the description about NER has increased in the monitoring reports published in the late 2000s. Therefore, the focus has changed from GER to NER. By observing educational indicators, it is inferred that both GER and NER have increased in Latin America and the Caribbean prior to 2000. The Adjusted Net Enrolment Rate (ANER) especially has increased to 94 %. Therefore, it was stated in the regional overview report for Latin America and the Caribbean that the ANER was closer to the levels recorded in wealthier regions (UNESCO, 2015). However, in the subsequent decades, improvements in the situation in Latin America and the Caribbean were not uniform; there was a gap in the progress made by the countries and this gap has only expanded. In addition, while GER increased to 120 % in 1999 and decreased to 108.7 % in 2012, the NER stayed between 93 % and 94 % over the same period (UNESCO, 2015). Over 100 % in GER does not mean that Universal Primary Education (UPE) was achieved. The problem of repeaters and overage students in all probability remains even when the GER exceeds 100 % (UNESCO, 2003). In other words, this trend of a steady NER but decreasing GER indicates that the number of grade repeaters and the number of overage students decreased, and the appropriateness of school age group has been promoted.

EFA Global Monitoring Reports mention two EFA-influenced education policies that could enhance the access to education. The first is the eradication of school fees. To achieve UPE, school fees for underprivileged children were eradicated in various countries. Consequently, this policy con-

tributed toward reducing each family's expenditure on education. It could not, however, entirely eliminate the difficulties in accessing education. Acquiring essentials such as uniforms remained a burden for the underprivileged (UNESCO, 2002b). The second EFA recommendation was to change the duration of primary school and enact legislation making education compulsory in each country. The trend toward compulsory education has grown worldwide and the average number of years of schooling increased from 7.2 in 1965 to 8.2 years in 2000. Similarly, each country advanced legislation for compulsory education (UNESCO, 2002b). All Latin American, Caribbean, Western European, and North American countries as well as a few countries in the Middle East, North Africa, and Asia enacted and enforced laws on compulsory schooling.

Although the enrollment rate has improved, as mentioned earlier, we should remember the out-of-school children in Latin America and the Caribbean. At the primary education level, the number of out-of-school children was 3.7 million in 2012, showing a small drop from 4 million in 1999; however, this decrease was ambiguous. Moreover, although the percentage of out-of-school children in Latin American has declined by 8.9 %, it has increased by 11.4 % in the Caribbean (UNESCO, 2015). Access to education improved and NER became an appropriate value throughout Latin America and the Caribbean. However, no participation in public education remains as one of the challenges in this region.

Second, we focus on the indicators that demonstrate changes in the quality of education over time. After an advocate of EFA in 1990, the education internal inefficiency was mentioned as a challenge in this region. High repetition and dropout rates were evident, compared to other regions at that time. The trend did not improve in 2000, and remained a challenge in Latin America and the Caribbean. By observing the change in grade repetition rates from 2000 to the present, it can be inferred that the repetition rate decreased from 7.2 % in 2001 to 48 % in 2012. Both learning improvements and a revised promotion system influenced this change (UNESCO, 2005). Automatic promotion, one of the education policies introduced in some countries, reduced repetition. According to research, underage children entering school tended to repeat a grade. Therefore, an expansion in preschool education is expected to reduce lower grade repetition (UNESCO, 2009). However, the repetition rate in Latin America and the Caribbean is still high, compared to other regions. Even though EFA/MDGs' target year of 2015 has been reached, there are many grade repeaters (OREALC/UNESCO San-

tiago, 2014).

Regarding a high understanding of learning content and maintaining quality in education, there are several discussions based on the suitability of grade repetition. However, it is better to keep grade repetition to a minimum, and this is a consensus. The total dropout rate, that is, the total number of children who leave school education completely is indicated as a result of continuous grade repetition. According to the regional overview report on Latin America and the Caribbean, children who repeated grades dropped out of school more easily. Based on the trend, we focus on dropout rates in Latin America and the Caribbean. The dropout rates have improved from 21.5 % in 2000 to 11.8 % in 2012 (UNESCO, 2014). There is no significant improvement in the survival rate compared to dropout rates. It is reported that the survival rate was 77 % in 2011; this percentage was identical to the value in 1999, and it is hard to say that it improved. In addition, while almost all primary school children reached the last grade in Chile, Cuba, and Mexico, in seven countries,[(9)] including Brazil and Honduras, the survival rate to the last grade was below 80 %. According to the *EFA Global Monitoring Report 2007*, the low survival rate to the last grade contributed to the NER's stagnation. Moreover, one-fifth of children dropped out of school immediately after joining, although EFA/MDGs' targeted year of 2015 has passed. About the gender difference, it does not seem that there is a disadvantage for girls. Once girls enter the school, they tend to continue their enrollment equally or better than boys. Poverty deepens gender disparities in completing primary education, but this is often at the expense of boys in Latin America and the Caribbean (UNESCO, 2015).

By directing that all children can complete primary education without any gender differences, MDGs targeted UPE by 2015. How is the achievement situation of the target? According to the primary school completion rate, the average completion rate for primary education in Latin America rose from 88.5 % among people aged 30 to 34 years to 93.9 % among those aged 15 to 19 years, with the latter being born between about 1990 and 1995. Therefore, the number of primary school graduates has increased and the situation has been improved. Alternatively, in 2010, an average 96 % of young people aged 15 to 19 years from the richest quintile had completed primary education compared to 73 % of the poorest quintile, who had achieved the same. The greatest inequality in completing primary education remains associated with the socioeconomic status of children's families (OREALC/UNESCO Santiago, 2014). In addition, by referring to EFA De-

Table 2.1 EFA Development Index (EDI) ranking in Latin America and the Caribbean (2012)

Countries/Territories	EDI
High EDI	
Have achieved (0.97-1.00)	
Cuba	0.981
Are close to EFA as a whole (0.95–0.96)	
Uruguay	0.969
Chile	0.969
Aruba	0.965
Mexico	0.964
Bahamas	0.964
Venezuela, B. R.	0.956
Ecuador	0.951
Medium EDI	
Are at intermediate position (0.80–0.94)	
Costa Rica	0.948
Barbados	0.940
Panama	0.938
Belize	0.928
Bermuda	0.923
Bolivia, P. S.	0.921
Peru	0.913
El Salvador	0.909
Saint Lucia	0.909
Colombia	0.902
Paraguay	0.892
Dominican Rep.	0.891
Honduras	0.870
Guyana	0.860
Guatemala	0.850

Source: The author developed based on EDI scores in 2012.

velopment Index, only Cuba achieved the target and the EDI value was 0.98. Fifteen countries ranked in at intermediate position (0.80–0.94) and seven countries ranked close to EFA as a whole (0.95–0.96) from 23 countries that were available to calculate the EDI value (Table 2.1). These differences cannot be overlooked in Latin America and the Caribbean.

Problems of EFA/MDGs

Many international conferences that focused on prevalence of education were held since the World Declaration on Education for All in 1990, and targets were set as mentioned before. By setting the worldwide target of EFA/MDGs, many activities to improve children's enrollment situations were implemented as mentioned before. As a result, the enrollment situations in Latin America and the Caribbean are improved trends in the last decades. However, there are some researchers who raised questions about the significance and relevance of EFA/MDGs.

> According to Burnett (2008):
> "a basic education has intrinsic value—education is a constituent component of development. This is why extending learning opportunities to all children, youth, and adults is not only a right but also a development imperative that enhances people's ability to make informed choices and to participate in their societies." (p.270)

Further, high-quality education is important for national development and individual well-being, and good governance relies on educated citizens. EFA is an international agreement aiming to offer education to all children worldwide. EFA is based on a human rights approach wherein education is regarded as playing an important role in economic and social development.

Many researchers have discussed EFA, noting various negative aspects of its creation and implementation. First, EFA is donor-driven, and the implementation process is not controlled by national governments. From the beginning, EFA was created by international agencies and donors who took the initiative in carrying out the activities of EFA; therefore, each developing country adopts a passive role in implementing activities of EFA (Strutt & Kepe, 2010). Furthermore, the influence of international donors impacts decision making. According to Moralez-Goméz & Torres (1995), "only a handful of groups from developing countries have raised questions about the

meaning and implications of the article of the Declaration and the expression of goodwill surrounding the conference in Jomtien." (p.13).

Second, EFA increases aid dependency. It is possible to raise some money externally; therefore, developing countries fail to raise as much money internally. As a result, national efforts to achieve fundraising targets decrease. Thus, this can increase the national governments' aid dependency (Strutt & Kepe, 2010).

Third, EFA does a poor job including civil society members in education decision making (Reuben, 2003). During the 2000 World Education Forum, the importance of civil society members' inclusion in educational decision making was affirmed. In reality, however, their role remains constrained (Strutt & Kepe, 2010).

Fourth, there were challenges encountered during EFA's creation itself. EFA was advocated for in 1990 originally and again during the 2000 World Education Forum in Dakar. Despite the efforts of some countries, the universal education goal of EFA was far from being achieved. Therefore, it was emphasized that further efforts were needed to achieve targets, and the goal of universal primary education was re-set as Dakar Framework for 2015. In addition, the achievement of universal primary education by 2015 was incorporated into the MDGs, which are common development targets worldwide. Thus, universal education targets have not been met in the past, resulting in the immediate creation of an additional set of targets (Jansen, 2005).

Fifth, there is a conceptual fallacy in EFA's target setting; the underlying concept of primary/basic education is not universal. For example, the international definitions of basic education can be sorted into five groups: a group which defines basic education as primary education only, such as Haiti and Nicaragua: a group which defines it as primary education plus at least one year of preschool education, such as Ecuador and Mexico: a group which defines it as primary education plus lower secondary and at least one year of upper secondary education, such as Argentina and Brazil: a group which defines it as primary education plus some preschool, lower secondary, and some upper secondary education, such as Peru: and the major group which defines it as primary and lower secondary education (UNESCO, 2007). Additionally, the official age of entry for primary school varies among countries from five to seven, therefore it is hard to gather international data on this point.

Sixth, Buchert (1995) pointed out that each international organization's understanding of EFA was different. As already mentioned, there were many

discussions about basic education's definition, not only at the national level but also within international agencies. The idea is shared that EFA represents the need for basic education opportunities defined in Jomtien; however, each international organization's characteristics also influence its understanding of EFA. For example, UNESCO defines basic education as the first nine years of formal education and also includes education for youths and adults who were not educated at the appropriate age. On the other hand, in the Organization for Economic Cooperation and Development (OECD), Development Assistance Committee (DAC) defines basic education as early childhood education, primary education, and formal and non-formal basic life skills education for young people and adults. Thus, the targets and content of their projects are influenced by each agency's concept of basic education. Jansen (2005) also states that it is difficult to set targets detached from organizational order, and this is the major reason why targets are not achieved.

Seventh, many references point out that the educational statistics used in setting EFA targets were irrelevant. Educational statistics are generally organized by school information such as the number of entrants, grade repeaters, dropouts, graduates, etc., which are collected from the school, municipality, department, and national levels. However, problems occur in the data collection process, including a lack of data collection ability and the influence of political agendas. As a result, educational data includes under or over reporting (Jansen, 2005; Puryear, 1995). In addition, Goldstein (2004) pointed out that the target of EFA has more in common with a political slogan than with a scientifically based aspiration. Scholars have noted problems with international educational statistics (Puryear, 1995), and UNESCO (2003b) also noted issues with data quality monitoring for EFA/MDGs. Indeed, we can see from monitoring reports that some countries lack net enrollment rate statistics. This is because many international agencies allocate insufficient attention and resources to producing good statistics or to developing statistical capabilities (UNESCO, 2002b).

There is no doubt about the relevance of EFA/MDGs as a slogan for a multi-country effort in achieving the same educational goals. However, we can see from the issues described here that implementation problems persist at the national and regional levels.

CHAPTER THREE

Why do children stop going to school?

Educational situations in Honduras

This study targets the Republic of Honduras as one of the typical countries that has a problem about survival rate. In Honduras, which is the poorest country in Central America, the net enrollment rate reached 95.8 % in 2010. However, the survival rate to the last grade of primary education still remained 74.8 % in 2010. Although improved access to primary education implies an upward trend in net enrollment rates, educational internal efficiency such as repetition and dropout has still affected the students' continuation in school. Why do children stop going to school in Honduras even if they enter school once?

Based on an understanding of the education system, this section explains the educational situation and surrounding in Honduras. Moreover, this chapter focuses on grade repetition and dropout that have been considered problems in Latin America, including Honduras. We try to overview previous works on grade repetition and dropout, and find possible causes of them. Furthermore, this chapter introduces two ideas about dropouts in Honduras.

Recent trends in the primary and basic education system

In Honduras, four institutions manage the national education system (Table 3.1). The Ministry of Education and UNAH (Universidad Nacional Autonoma de Honduras [National Autonomous University of Honduras]) have jurisdiction over formal education. INFOP (Instituto Nacional de Formación Profesional [The National Institute of Vocational Training]) and CONEANFO (Comisión Nacional para el Desarrollo de la Educación Alternativa No

Table 3.1 Educational management system in Honduras

Institutions			
Ministry of Education	National Autonomous University of Honduras	National Institute of Vocational Training	National Commission for the Development of Non-Formal Education
(Secretaría de Educación)	(Universidad Nacional Autonoma de Honduras: UNAH)	(Instituto Nacional de Formación Profesional: INFOP)	(Comisión Nacional para el Desarrollo de la Educación Alternativa No Formal: CONEANFO)
Type of education			
Formal education	Formal education	Non-formal education	Non-formal education
Education level			
Preschool education	Higher and	Vocational training	Basic needs
Primary education	Professional education		Comprehensive training
Secondary education			Work training of children
Teacher education			Youth and adults excluded from the formal education system
Literacy Adult education			

Source: Created by the author based on the World Bank (2009).

Formal [National Commission for the Development of Non-Formal Education]) have jurisdiction over non-formal education (World Bank, 2009).

All Honduran public schools are considered central government dependencies. The country's administration of public education is divided into four levels: central, department,[10] district, and school-based. Regarding the educational budget, the Ministry of Education's role is to make arrangements based on the district level implementation plan. Its departmental office oversees textbook distribution and management, but not school construction. Conversely, this office has jurisdiction over negotiations with the Ministry of Education on behalf of the schools. The district level office plays a contact role between the departmental office and schools (World Bank, 2010b).

Honduras transformed its education system from a 6-3-3-4 model to a 9-3-4 model in the mid-1990s, by creating a basic education phase, which includes six years of primary education and three years of secondary education, to increase the enrollment rate in lower secondary schools (Figure 3.1). Basic education is divided into three cycles, each comprised of three years (i.e., first, second, and third grades, etc.). Primary education, which is free, is comprised of the first and second cycles. It has received the strongest governmental intervention (IBRD/World Bank, 2009; 2010). Since February 2012, the system of compulsory education was changed and it covered from preschool [11] to secondary education (Secretaría de Educación, 2012).

Public expenditures related to the education sector increased from 5.0 % of the GDP in 1990 to 8.6 % in 2007. Government education expenses increased from 17.3 % of government public expenditures in 1999 to 32.5 % in 2007. This means that the percentage of education expenses to total public expenditure almost doubled over eight years. Although public education spending decreased from 8.5 % of the GDP in 2009 to 6.8 % in 2011, it still counts as a major portion of Honduran total public expenditure (World Bank, 2009; 2010b; 2013a).

Three matters regarding public expenditure to the education sector are often discussed. The first issue relates to the salaries of teachers and staff. Roughly 93 % of all expenditures are allocated to the sector's wage bill. Since the 1980s, a special salary system, which came from the agreement between the president and teacher's union, has been in place and ensures a salary increase to employees. Their salaries grow at a faster rate than other public sectors. Because of soaring labor costs, the Ministry of Education has faced financial crises in the past (World Bank, 2013a).

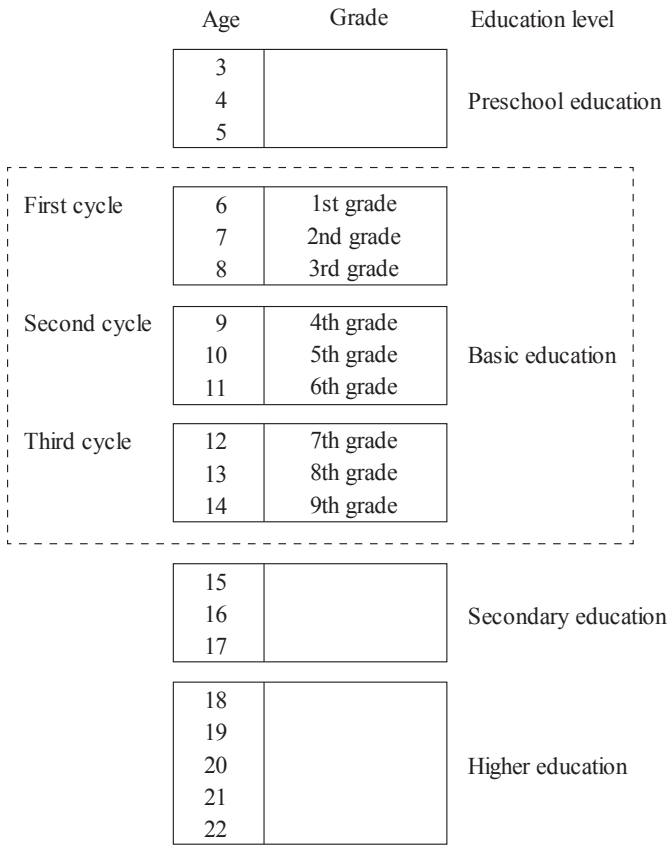


Figure 3.1 Honduran education system

Source: Author created based on data from the Ministry of Education's website (http://www.se.gob.hn/).

The second matter relates to educational outcome. High education sector expenditures do not correspond to high educational outcomes (World Bank, 2009; 2010a; 2010b). Grade six standardized test scores in mathematics and Spanish language have not changed significantly since 1997. The scores increased slightly from 35 % to 39 % in mathematics and 42 % to 45 % in Spanish language in 2007. No clear improvement has been observed in recent years (World Bank, 2009).

The third issue is the lack of education expenditure efficiency. This is the most particular problem in the education sector (World Bank, 2013a), the

percentage of GDP in public expenditure to the education sector is ranked as a high position in Central America (Lobo, 2010). Despite this situation, efficiency losses can also be attributed to ghost teaching and the lack of instruction delivery within the allotted teaching time.

The education sector's position in the Poverty Reduction Strategy Paper (PRSP)

The PRSP is a three-year plan for economic and social development. It comprehensively focuses on poverty reduction and includes nationally prioritized development problems and measures. Though developing countries have led the PRSP process, many counterparts, such as assisting countries, NGOs, civil society, and the private sector have participated. In August 2001, the government formulated its PRSP, it reflected the contents of the PMRTN and "Proposal for Honduran Society for the Transformation of Education", as well as civil society opinions. The plan's term was set to last from 2002 through to 2015.

The PRSP covers preschool, primary, and secondary education, post-secondary and adult education, and educational administration. Especially, it set the targets in preschool, primary and secondary education; some activities improving access and quality of education have been mentioned. The PRSP adopted six strategic areas for poverty reduction, one of which is education. It is referred to as an investment in human resources. It set eleven goals [(12)] to be achieved by 2015. Its four goals relating to the education sector were as follows: (1) to double the net preschool education coverage for five-year-old children, (2) to achieve 95 % net access coverage during the first two cycles of basic education, (3) to achieve 70 % net coverage in the third cycle (seventh to ninth grades), and (4) to achieve the completion of secondary education by 50 % of new entrants to the labor force.

In the document of PRSP, education's low internal efficiency is mentioned. The GER currently exceeds 100 %; however, the NER remains at 86 %. This means that there is room for improvement. The PRSP has developed a few strategies to resolve this problem. However, JICA (2001) pointed out that the plan was vague overall.

EFA-FTI formulation and its contents

Honduras was selected as an EFA-FTI target country in 2002. This section describes the details of that process and the contents. The World Bank and

IMF Development Committee announced its "Education for Dynamic Economies: Action Plan to Accelerate Progress Toward Education for All" in 2002. To achieve universal primary education completion, the development committee selected off-track countries that fulfill its conditions to meet the MDGs' educational targets. "Education for All-Fast Track Initiative (EFA-FTI)" was launched to concentrate foreign aid in selected countries for the whole term. The development committee selected twenty-three countries in July. Two conditions had to be met before their selection. First, the governments had to complete their PRSP by the end of 2002. The second condition required them to develop national plans for their education sectors. Eighteen countries that fulfilled these conditions were then selected. Five additional countries were selected because they had many out-of-school children and needed to build and strengthen their educational statistics system.

Honduras was included in the first group and the World Bank announced its participation to EFA-FTI. The Ministry of Education drafted a proposal based on previous development strategies from FONAC, the PRSP, as well as government and education sector plans. The World Bank examined the proposal in September and revisions were required based on donor comments. In the background, the World Bank set a high value on partnership with donors as a condition for selecting EFA-FTI target countries. After MERECE (Mesa Rodonda de Cooperantes en Educación—The Round Table of External Donors in Education) made comments and revisions, the proposal was formally approved during the first FTI partnership meeting held in November 2002.

"Fast Track Initiative Education for All Honduras 2003–2015," formulated in 2000, was to be implemented from 2003 through to 2015, targeting preschool and primary education. It was based on the PRSP's framework, which prioritized improving education quality to achieve universal primary education from grades one to six. The initiative's three goals were as follows: (1) 100 % of children who entered school can graduate, (2) 85 % of children can graduate from primary school in six years and (3) Grade-six students can attain academic achievements of 70 % in mathematics and Spanish language.

Since this initiative was aimed at spreading primary education universally, it set the completion rate as an indicator of success. It is composed of four strategies and five components focus on preschool and primary education. The four strategies are: (1) To improve the enrollment situation (extension of attendance years, improvement of completion rate, and decrease of

repetition rate), (2) To improve quality of education (improvement of curriculum and teaching methods, distribution of teaching materials and management of school environment), (3) To improve teaching human resources' management and quality, and (4) To activate the potentiality of community involvement. The five components and their related targets are: (1) Basic education efficiency—To enter primary school at the official age and attain completion in six years; (2) Teaching human resources—To improve the quality and efficiency of teacher performance; (3) Strengthening preschool education—To ensure that all five-year-old children complete one year of preschool education and to promote to grade one in primary schools; (4) Intercultural bilingual education—To ensure equity and access to intercultural bilingual basic education, and (5) Rural education networks—To build school-integrated networks in rural, poor-urban, and indigenous areas to guarantee education access to children five to fifteen years old.

As mentioned earlier, this plan has focused on the completion rate instead of the enrollment rate. This corresponds to recent trends, wherein core problems once attributed to the former are transferred to the latter. The EFA-FTI plan includes activities to address various basic education problems, with a particular focus on internal school factors. It does not, however, concretely address socioeconomic problems, socioeconomic disparities, and the Ministry of Education's capacities. This plan also does not prioritize the order of its components.

Repetition and dropout

High rates of grade repetition and dropout are recognized as problems in Latin America, and many researchers focus on these issues. They pay attention to factors that impede enrollment such as grade repetition, dropout and absence which leads to grade repetition and dropout. Therefore we refer to studies which focus on absence, repetition and dropout.

Funkhouser (1999) examined the determinants of school attendance for teenagers from 12 to 17 years old in Costa Rica, by using logit estimation.[13] As a result, Funkhouser reported teenagers' attributes which were composed of sex, age, years of education and being overage, and their families' labor market-related attributes were key determinants of school attendance rates. Bedi and Marshall (1999) focused on attendance at school based on the idea that low attendance was a direct cause of grade repetition and dropout. They examined low attendance and low academic achievement which had a mutual relationship by using ordinary least squares (OLS) estimates and tobit

estimates [(14)] in Honduras. They stated that the expected increases of test scores would have an effect on the school attendance decision and the quality of teacher was an important determinant of academic achievement. Furthermore, Bedi and Marshall (2002) stated that the primary determinant of school attendance was the projected future benefit in terms of human capital to be gained from going to school. They also maintain that the frequency of school attendance is the most important factor contributing to academic achievement, and is also linked to the likelihood of repeating a grade or withdrawing from school.

Regarding grade repetition, Gomesneto and Hanushek (1994) analyzed cause-and-effect of grade repetition by using panel data of 2nd and 4th grade of primary school in rural areas in the northeast of Brazil. They stated that the two determinants of grade repetition were children's academic achievement and to offer upper grade classes or not. If there is no upper grade to promote to, students will stay in the same grade or leave school. Further, they mentioned that repetition had a direct impact on academic achievement. Klein (1999) analyzed the present situation of grade repetition with calculation of the repetition rate between 1983 and 1995 by using educational data of census in Brazil. He pointed out the existence of children who repeat a grade in spite of passing the examination. They explained the reason that teachers or parents required the child to repeat a grade because they regarded that children did not mature enough to be promoted to the next grade. Additionally, they reported that high repetition rates happened in the first grade of every education level, and children left school when they became overage after repeating a grade many times. Schiefelbein and Schiefelbein (1999) stated from a literature review focusing on Chile that the major cause of grade repetition was low quality of education which resulted from inadequate teaching methods and lack of adequate teaching materials. Barnes (1999) considers grade repetition in terms of teaching methods, and reported that a high repetition rate happens because the teaching method is a transmission model [(15)] in Latin America and South America. Wolff, Schiefelbein, and Schiefelbein (2002) state that the impact of grade repetition leads to dropping out from a comparison of national education statistics of Brazil, Chile, Costa Rica and Honduras. Concerning the problems of repetition and dropout in Honduras, Harvard University—with the assistance of the United States Agency for International Development (USAID)—carried out a Bridge project on the causes of repetition and dropout in rural primary schools in Honduras. According to this project, repetition

is the most important reason for high dropout rates, and most students who do not complete school are repeaters who then become too old to remain in school (World Bank, 1995c). McGinn et al. (1992), an often-cited study, analyzed the factors influencing repetition by using cross-sectional data with pass analysis. They reported that the direct factors to grade repetition were attendance and average marks in academic subjects, and the indirect factors were children's learning, student's appearance, family income level, and the teacher's expectation and behavior. Furthermore, they concluded that low academic achievement was the main cause of repetition, repetition leads to further repetition and dropout was often a consequence of repetition. Also they mentioned from a literature review about grade repetition and dropout in Latin America that repetition is often the result when a teacher or parents requested to repeat a grade even if children achieved a score to pass the examination. This case is based on the assumption that repeating a grade will help the child learn knowledge, skills, and attitudes needed to learn effectively in the next grade. Marshall (2003) examined predictors of grade failure in primary schools in Honduras by using logistic regression [(16)] and reported that the strongest predictor was previous repetition.

Finally with regard to dropouts, as cited previously, McGinn et al. (1992) stated from a literature review that unavailability for upper primary grades and no interest in continuing school by guardians were likely to lead to dropping out. Also, to enter school after the age of eight has risks of dropping out before acquiring functional literacy (World Bank, 1995c). Barnes (1999) points out that reasons in and out of school reflect closely and lead to dropping out. Marshall (2011) examined school dropouts in a rural area of Guatemala with event history data for four years and information about school and teachers by using multinomial logit estimates.[(17)] He concluded that the significant effects for socioeconomic status (SES), and family structure, which were consistent with the "poverty explanation," most commonly attributed to children's poor performance in school and dropping out. Furthermore, school effect which is teachers' ethnicities, degree of access to secondary education, and problems (disputes) between pupils are significant factors to grade repetition and dropping out. According to EFA-FTI plan in Honduras, dropout is distinguished between temporary [(18)] dropout and total dropout. Temporary dropout means that children leave school within a school year; however they may come back in the next school year. On the other hand, total dropout means that children leave school completely; they never come back to school again. The Honduran Ministry of Education

Table 3.2 Factors that influence absence, grade repetition and dropout

Factors
Absence
Teenagers' attributes which is composed of sex, age, years of education and being overage
Families' labor market-related attributes
Increase of test score
Quality of teacher
Future benefit in terms of human capital to be gained from going to school
Grade repetition
Children's academic achievement
To offer upper grade class or not
Low quality of education resulting from inadequate teaching methods and lack of adequate teaching materials
Transmission model (Teaching method)
Attendance
Average marks in academic subjects
Children's learning
Student's appearance
Family income level
Teacher's expectation and behavior
Teacher or parents request to repeat a grade
Previous repetition
Teachers' ethnicities
Degree of access to secondary education
Problems (disputes) between pupils
Dropout
Unavailability for upper primary grades
No attention to continue of schooling by guardians
To enter school after age 8
Poverty explanation (SES, family structure)
Teachers' ethnicities
Degree of access to secondary education
Problems (disputes) between pupils
Temporary dropouts
Grade repetition

Source: Created by the author based on McGinn et al. (1992), Gomesneto and Hanushek (1994), World Bank (1995c), Barnes (1999), Bedi and Marshall (1999, 2002), Funkhouser (1999), Klein (1999), Shefelbein and Shefelbein (1999), Secretaría de Educación (2002), Wolff et al. (2002), Marshall (2011).

also reveals that temporary dropouts followed by a return to school eventually lead to dropping out from school completely (Secretaría de Educación, 2002). Thus, in the world to present, there were many considerations about the factors that impeded enrollment before EFA/MDGs movements were active.

Based on an understanding of the Honduran educational system and trends, we will try to clarify individual children's enrollment situations.

Hypothesis: Why do children stop going to school?

According to a literature review, this study set out the following hypothesis.

Hypothesis 1:
Children leave school completely in Honduras as a result of grade repetition or temporary dropout. In the children's background, there are factors related to family, society, and school. Specifically:

- It is hypothesized that the factors relate to family and society. Concretely, the factors are family income level and labor market characteristics that impede children's enrollment.
- It is hypothesized that the factors are related to school. Concretely, evaluation by teachers, possibility for the school to offer a higher grade and distant location of secondary school impede children's enrollment.

As mentioned earlier, high rates of grade repetition and dropouts are recognized problems in Latin America, and the factors that cause repetition, dropout, and absence have been focused on. In Honduras, it is often reported that temporary dropout (which is when children leave school within a school year) leads to total dropout (Secretaría de Educación, 2002). According to the references about the causes of absence, repetition, temporary dropout, and total dropout, it can be typed to the factors that relate to family and society, and the factors that relate to school. The factors that relate to family and society are the guardian's decision whether or not to continue schooling and to promote to a higher grade (McGinn et al., 1992), family structure (Marshall, 2011), child's age, especially being overage (Marshall, 2011; World Bank, 1995c), family income level (McGinn et al., 1992), labor market characteristics (Funkhouser, 1999), and the projected future benefit in terms of human capital to be gained from going to school (Bedi & Marshall,

2002). The factors that relate to school are subject evaluations by teachers and a teacher's decision to promote to a higher grade (McGinn et al., 1992; Klein, 1999), possibility for the school to offer upper grade (Gomesneto & Hanushek, 1994; McGinn et al., 1992), and distant location of secondary schools (Marshall, 2011).

Data collection based on school records, semi-structured interviews and home visits

To avoid any bias in the survey in Honduras, this study selected the El Paraíso Department; this department exhibits social and educational indices that are around the mid-range for Honduras (PNUD, 1998). For the survey, this study selected six primary schools [(19)] from El Paraíso, a mid-sized city ("A") and its environs (Tables 3.4-3.8). For this survey, it was essential to obtain information from teachers who were familiar with the children's situation, such as information on school registers and teacher grade books (Figure 3.2), pupils' living environment while at school, their situation after leaving school; their occupation, and their place of residence. Therefore, when selecting schools to survey, this study chose only those schools that were willing to cooperate and designate staff who were available during the duration of the survey.[(20)] This study then collected longitudinal data for 3,500 children who entered primary schools between 1986 and 2010. Information on the children was obtained from school registers and teacher grade books for each year, regional boards of education, and semi-structured interviews with teachers regarding individual children and, where necessary, semi-structured interviews with the children themselves, their families, or local officials. Information about regional attributes were obtained from the local city hall, the results of national census by Honduran Statistics Bureau and an interview with residents in the targeted area.

Table 3.3 Attributes of the six targeted schools (2000)

	School A	School B	School C	School D	School E	School F
Urban/rural	Urban	Rural	Rural	Rural	Rural	Rural
Number of teachers	12	6	3	2	2	1
Class composition	Single	Single	Combined	Combined	Combined	Combined

Source: Created by the author based on school information.

Sample data from home visit:

To analyze children individually, this study also used a stratified two-stage sampling method according to school and year of entering school in order to select a sample group of children from the school register and teacher grade book data; we then visited these children's homes to survey them and their families. This enabled us to collect additional data for a total of 242 children which includes 133 boys and 109 girls.

The survey conducted in the children's homes was based on information contained in the teacher grade books: questions about the reasons for absen-

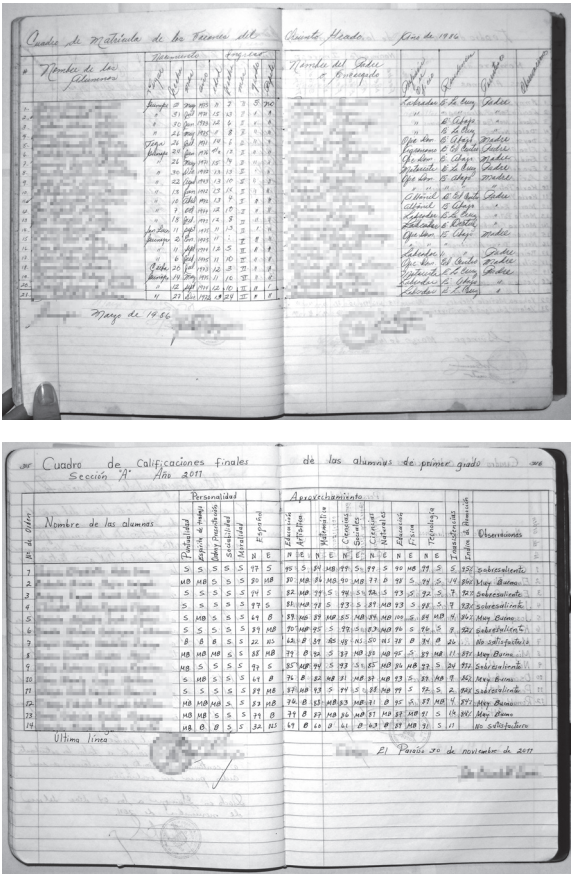


Figure 3.2 School registration book and teacher grade book

Source: Field survey by the author.

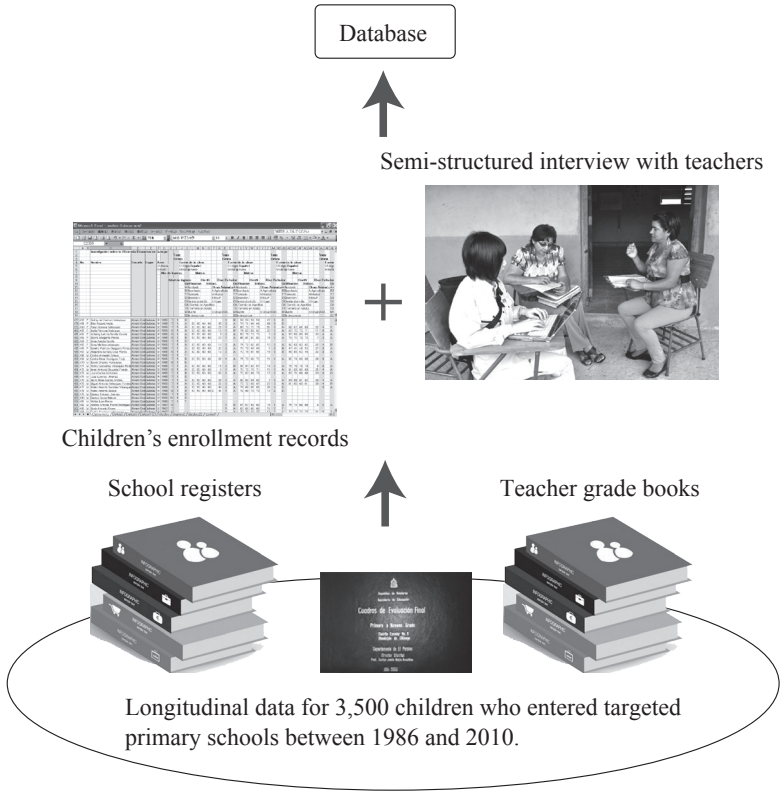


Figure 3.3 Framework for construction of database
Source: Created by the author based on constructing a database.

teeism from school, the path they adopted after leaving primary school, and their present circumstances were posed directly to the children themselves, or to their families. Other areas of questioning were the guardian's economic circumstances during the child's schooling, whether or not the child had a job, the time taken to get to school, and the conditions at home (materials used for the roof, floor, and walls, sanitation facilities) (Figure 3.4).

To implement the home visit survey, we explained the subject of study well and conducted the interview only upon receiving the interviewee's consent. Some of the interviewees could not read or write; we thus had a local research coordinator give details of the survey orally.

Table 3.4 Variation in a mid-sized city ("A")

Area	Economy	Security
I	• Marginal economic situation (small farmer, day laborer, housekeeper) • Only one family is rich and produces coffee, vegetables, and basic grains.	• It is not very safe. • Many people live temporarily in this area. They generally have problems and are drug traffickers and users.
II	• Economy based on intermediary marketing (buying and selling produce in the markets of other cities). • Two millionaire families live in this area and they produce and commercialize vegetables, basic grains, and medium-scale livestock farming. • Education is not very important in this area. There are blue-collar jobs only.	• It is not very safe. • Houses are scattered far apart. • Many youngsters and families shoplift in the center of town. • There are many alcoholics, who get into fights over the weekend. • Drugs are sold and consumed in this area.
III	• There are farms producing coffee and vegetables. • The land is unfairly distributed, with three large families occupying most of it. The amenities are poor.	• It is not very safe, especially at night. • There are few streetlamps. • There are many vacant houses, where thieves and drug addicts hide • People consume both drugs and alcohol. • There are many bars.
IV	• Marginal economic situation • Most of the people are small farmers, laborers, and housekeepers. • Most of the people in this area live in extreme poverty. • No families live comfortably. • People prefer not to work.	• It is unsafe, especially at night. • Many thieves with homes elsewhere visit family and friends here. • This area is somewhat safe. • This area is large. • There are farms for cultivating drugs, which are commercially produced and consumed. • This area is very near the site of many murder cases. • Some people are witch doctors .
V	• There are various commercial manufacturers. • There are many businesses (mainly private shops). • There are both public and private institutions.	• This area is safe, because the police patrol it regularly. • Some shop owners participate in a neighborhood watch scheme. • This area is calm all day long.

Source: Created by the author based on collected data.

Table 3.5 Regional information about security in the targeted area

Area	Security	
	Before 2006	After 2006
A	• Tranquil • The commercial production of marijuana began in 2000.	• There are individual thieves and groups of thieves. • Drugs were ruled as the cause in a murder case.
B	• There are now several thieves, who sell and consume marijuana.	• There are many drug users. • There is an alcoholic, a prostitute, and a group of thieves.
C	• Cultivated drugs are for sale. • Livestock has been stolen. The amenities are poor.	• Marijuana is for sale. • There is a group of thieves and a livestock thief.
D	• There were thieves.	• Tranquil
E	• There were thieves.	• Tranquil
F	• There were thieves.	• Tranquil

Source: Created by the author based on collected data.

Table 3.6 Regional information about health in the targeted area

Area	Health		
	Institution	Characteristics of people	Children's circumstance
A	• There is a health center, providing a doctor and dentist.	• They are closed-minded. • They do not open or change their minds easily. • They are tranquil. • They are suspicious.	• There are many single mothers. • Children live with their grandparents or aunts and uncles, because their mothers are working in Spain. • The birthrate is controlled.
B	• There are no doctors. • They have to go to another area for medical examinations.	• They are lazy and proud.	• Many children are abandoned. Most of them live by themselves, while their parents work outside the home. • There are many unplanned births. • Most of mothers are single mothers.
C	• There are no doctors. • They have to go to another area for medical examinations.	• They are humble and kind.	• There are many single mothers. • Most of the mothers are sterilized (Honduran family planning).
D	• There is a health center.	• They are humble and kind.	• There are many single mothers. • Most of the mothers are sterilized (Honduran family planning).
E	• There is a health center.	• They are kind, sincere, and hard working.	• There are many single mothers. • Few mothers are sterilized (Honduran family planning).
F	• There are no doctors. • They have to go to another area for medical examinations.	• They are kind, sincere, and hard working.	• Mothers have the option of sterilization, but few choose it, compared with mothers in other areas.

Source: Created by the author based on collected data.

Table 3.7 Regional information about work in the targeted area

Area	Work			
	Type of work	Scale	Situation	Access to the city
A	Farmers, shopkeepers, public servants, medical staff	• Two families dominate the production and marketing of vegetables and coffee. • Many families are poor, without jobs or land for cultivation. • More poor people live in the villages.	• Children leave primary school to work on farms. • Children leave lower secondary school to work in the capital, because they cannot find jobs in this area.	• It is possible to travel to the city and back in a day
B	Employed in commerce, blue-collar city workers	• One wealthy family dominates the marketing industry. • Most of the available work is for blue-collar employees in nearby big cities.	• Children who have finished primary school work in the nearby city. • Children who have finished lower secondary school work in the capital city.	• It is possible to travel to the city and back in a day
C	Farmers, shopkeepers, orange farmers, public servants in a municipal office	• Most of work is moderately well paid. • There are small producers.	• Children leave primary school to work on farms. • Children leave lower secondary school to work in the capital city.	• It is impossible to travel to the city and back in a day.
D	Farming for export and commerce: basic grains, onions, and garlic	• Two large families control production and marketing on a large scale.	• Children leave primary school to work on farms. • Children leave lower secondary school to work in the capital city.	• It is impossible to travel to the city and back in a day.
E	Farming for export: coffee, vegetables, and commerce	• Two large families dominate production on a large scale.	• Children leave primary school to work on farms. • Children leave lower secondary school to work in the capital city.	• It is impossible to travel to the city and back in a day.
F	Farming of basic grains, vegetables, coffee, sugarcane, and livestock	• Most of the population produces basic grains, coffee, cane fruits, and vegetables.	• Children leave primary school to work on farms. • Children leave lower secondary school to work in the capital city.	• It is impossible to travel to the city and back in a day.

Source: Created by the author based on collected data.

Table 3.8 Regional information about education in the targeted area

Area	Education			
	Lower secondary school	CEB	Preschool	Situation
A	• There is a lower secondary school that offers two courses. public servants, medical staff • However, many students are promoted to other schools.	1980	• It was established in 1976.	• Most people want an education.
B	• There is CEB, a public institution.	1996	• It was established in 1996.	• Most people want an education.
C	• Many children have access to a lower secondary school in area A.	—	• There is a preschool, but no preschoolers. • Teachers offer preschool education in other schools.	• Most people want an education.
D	• There is a CEB in the community. • Children leave school in the ninth grade to go to the capital city.	2001	• There is a preschool, but no preschoolers. • Teachers offer preschool education in other schools.	• Most children go to school for nine years.
E	• There is a CEB in the community. • Children leave school in the ninth grade to go to the capital city.	2001	• It was established in 2002.	• Few children go to school in the capital city.
F	• Children go to the CEB in area E, and to the capital city.	—	• There is no preschool in this area, but there is a CEPREB (Centro de Educación Prebasica Rural).	• Few children go to school in the capital city.

Source: Created by the author based on collected data.

Table 3.9 Cost of education in the targeted area

	Category of commodity						
	Registration	Notebook	Uniform	Shoes	Stationery	Total	Major necessities
Preschool education	0	L. 200.00	L. 200.00	L. 150.00	L. 300.00	L. 850.00	Glue, magazine, wax crayon, marker, color pencil, scissors, linen, card, colored paper
Primary school education	0	L. 300.00	L. 400.00	L. 200.00	L. 150.00	L. 1,050.00	Ruler, compass, scissors, marker, colored pencil, blackboard marker, pencil, pen
Lower secondary school education	0	L. 450.00	L. 450.00	L. 350.00	L. 200.00	L. 1,450.00	Triangle, compass, blackboard marker, photocopies, colored pencil, pencil, pen, materials for handicrafts
Community school education	0	L. 600.00	L. 450.00	L. 350.00	L. 200.00	L. 1,600.00	Triangle, compass, blackboard marker, photocopies, colored pencil, pencil, pen, materials for handicrafts
Technical community school education	0	L. 600.00	L. 450.00	L. 350.00	L. 300.00	L. 1,700.00	Materials for woodworking, cloth, ruler for technical drawing, watercolors and paints
Secondary education	0	L. 900.00	L. 500.00	L. 350.00	L. 250.00	L. 2,000.00	Textbook, photocopies, pencil, marker
Commercial education	0	L. 700.00	L. 500.00	L. 400.00	L. 300.00	L. 1,900.00	Textbook, photocopies, pencil, marker, textbook for accountancy
PRALEBAH	0	L. 0.00	L. 0.00	L. 0.00	L. 0.00	L. 0.00	

Source: Created by the author based on collected data.

Questionnaire

Child's name Area Date

Name of respondent Relationship to child

Entrance Year	Entrance Age	No. of siblings	Birth position	Live with mother	Live with father	Major occupation	Secondary education	Higher education	Present address	Occupation

	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	11th year
Grade											
Evaluation											
Absense											

About the Parents

1. What is the highest level of education the guardians attained?
   □ Father □ Mother
2. Why did the guardians not continue to attend school?
   □ Father
   - Poverty
   - He did not want to
   - Others

   □ Mother
   - Poverty
   - She did not want to
   - Others
3. What were the guardians' occupations while the child attended primary school?
   □ Father □ Mother □ Others
4. What was the guardians' average income per month?
   □ Father □ Mother □ Others

About the Child

1. How many siblings also attended primary school when the child attended primary school?
   ( )
2. How long did it take to travel to school?
   ( ) min.
3. What kind of work did the child do at the time he/she attended primary school?
   □ Selling □ Harvesting coffee □ Others

   How did work interrupt the child's studies?
   □ It interfered with attending school.
   □ It interfered with homework.

   Frequency of work per week
   ( ) /week
4. Why did guardians keep the child home from school?
   □ To take care of siblings
   □ Because of illness
   □ They did not have enough food
   □ Others
5. Why did the child transfer to another school?
6. Why did the child not continue to go to school?
   □ Because his/her family did not have money
   □ Because he/she did not like to go to school
   □ Others

Environment of the Home

Floor
□ Soil □ Others
Electricity
□ Yes □ No
Wall
□ Adobe □ Brick □ Others
Water supply
□ Yes □ No
Roof
□ Roofing tile □ Thin boards □ Others
Bath room
□ Yes □ No
Sanitation
□ Pit toilet □ Flush toilet

Observation

Personal history

Figure 3.4 Questionnaire for home visit survey (English)

Source: Created by the author.

In this analysis, we used Structural Equation Modeling (SEM) analysis [(21)] for a group of 1689 children who entered the targeted primary schools between 1986 and 2000, and for whom data verification was completed.[(22)] In addition, the study performed a life history analysis [(23)] for 73 of the children. By grasping individual children's situation from their school entrance to present, we tried to find the influence of educational attainment on their current occupations and situations.

Factors impacting children's enrollment in Latin America

Before the analysis, we will try to overview previous works by understanding the possible hinder factors on enrollment and the relationships among factors.

High rates of grade repetition and dropout are recognized problems in Latin America, and numerous references focus on these issues (Gomesneto & Hanushek, 1994; Marshall, 2003; McGinn et al., 1992; World Bank, 1995c).[(24)] These references cite two groups of causes for grade repetition. One group comprises of causes relating to familial and social background, such as socioeconomic status of households and children, and guardians' income levels (Córsico, 1999; Gomesneto & Hanushek, 1994; McGinn et al., 1992), in addition to children's personal attributes and nutritional status (Schiefelbein & Schiefelbein, 1999). The other group comprises of school-related causes associated with teachers and quality of education, such as class composition (McGinn et al., 1992; Schiefelbein & Schiefelbein, 1999), inappropriate teaching methods (Barnes, 1999) and teaching content (Córsico, 1999), insufficient textbooks and teaching materials (World Bank, 1995c), inadequate preschool education (World Bank, 1995c; Schiefelbein & Schiefelbein, 1999), and possibility for the school to offer upper grades (Gomesneto & Hanushek, 1994; McGinn et al., 1992; Schiefelbein & Schiefelbein, 1999).

Like the research on grade repetition, previous research focusing on school dropout cites both familial and social background and school related causes. The family and society related causes include children starting school at or after the age of eight (World Bank, 1995c), guardians' inability to see the value of continued education (McGinn et al., 1992), socioeconomic status, family structure, and students' age (Marshall, 2011). Meanwhile, school-related causes cited as predictors of grade repetition and dropping out of school are a lack of provision for upper grades in a school (McGinn

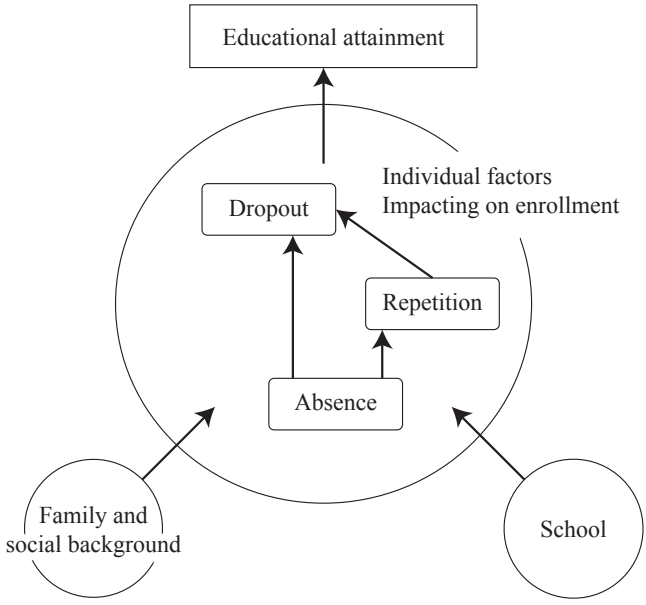


Figure 3.5 Structure of factors impacting enrollment

Source: Created by the author based on McGinn et al. (1992), Gomesneto & Hanushek, (1994), World Bank (1995c), Barnes (1999), Córsico (1999), Schiefelbein & Schiefelbein (1999), Bedi & Marshall (2002), Marshall (2003), Marshall (2011).

et al., 1992) and distant location of secondary school (Marshall, 2011).

Thus, it would appear that the factors impeding enrollment reflect underlying issues such as a child's social and familial environment, as well as school-related factors. Directly, the frequency of school attendance is a significant determining factor of academic achievement (Bedi & Marshall, 2002), which is then linked to repetition and dropping out, which in turn are linked to children's educational attainment. Figure 3.5 shows a schematic representation of factors impacting enrollment.

Construction of a causal model for Structural Equation Modeling

To implement SEM, this study set latent and observed variables (as shown in Table 3.10) and constructed a causal model. This study assigned educational attainment (variable (1) in Table 3.10) as the output.

In Honduras, the overall year-end assessment made by teachers determined whether or not a child advances to the next year. In this assessment, if children score under 60 in just one subject, they will fail the grade and will have to register for the same grade in the next year. This is deemed repetition. That is to say, the direct cause of repetition is grade failure; it means that children cannot pass the overall year-end assessment.

Previous research based on cross-sectional data reported high rates of first-year grade repetitions and dropouts in Latin America and South Asia (Eisemon, 1997; UNESCO, 2011b). In the present analysis, therefore, this study used first-grade failures (2) and the total number of grade failures (3) as observed variables. Further, this study assigned repetition (a) as a latent variable.

School-related factors were assigned as variables because they also resulted in repetition. The regions surveyed for this study fell under the jurisdiction of the same board of education. Therefore, there were no major differences among schools in terms of management or educational facilities and other infrastructure. To reflect the existing differences between schools, this study assigned the latent variable of school attributes (b), which comprised of observed variables reflecting school size and location, as follows: number of teachers (4), urban/rural location (5), and availability of lower secondary education (6). Furthermore, the overall year-end assessment made by teachers determined whether or not a child advances to the next year. This study therefore added teachers' assessments (16) to the model as an observed variable because it independently impacts educational attainment. With regard to dropout,[25] it is reported that the rate of first-grade dropout is high along with the rate of repetition in the first grade, and therefore, this study assigned first-grade dropouts (7) and the total number of dropouts (8) as observed variables. Further, this study assigned dropout (c) as a latent variable.

Some studies have reported a link between starting school at a late age and regular absence from school on one hand and dropouts on the other (Al-Samarrai & Peasgood, 1998; Bedi & Gaston, 1999; Bedi & Marshall, 2002; Sabates, Akyeampong, Westbrook, & Hunt, 2010; Sabates et al., 2013; UNESCO, 2011a). Therefore, this study assigned the latent variable of access to school (d), which comprised of the following observed variables: age at entry into school (9) and number of days absent (10).

Household income is a key factor for the continuation of schooling, and family size and composition are also said to be influencing factors (Al-

Table 3.10 Definitions of variables

	Latent variables	Observed variables	Definitions of observed variables
Output		(1) Educational attainment	Child's educational attainment (At the primary education stage: Grade completed (from 1–6), at secondary and tertiary levels, the level at which entrance was confirmed (7 = secondary; 8 = tertiary))
Input	(a) Repetition	(2) First-grade failures (3) Total number of grade failures	Number of grade failures in the first grade Total number of grade failures during a child's registration in the school
	(b) School attributes	(4) Number of teachers (5) Urban/rural (6) Availability of lower secondary education	Number of teachers in the school Urban = 1; Rural = 0 Availability of lower secondary education in the region (Yes = 1; No = 0)
	(c) Dropout	(7) First-grade dropouts (8) Total number of dropouts	Number of temporary dropouts from first grade Total number of temporary dropouts during a child's registration in the school
	(d) Access to school	(9) Age at entry in to school (10) Number of days absent	Age at which primary education was started Average number of days absent per year during a child's schooling
	(e) Regional social characteristics	(11) Degree of regional monoculture (12) Guardian's primary occupation	Labor market share of most common occupation among guardians in the region Average income category for guardian's primary occupation
	(f) Family characteristics	(13) Residence with birth father (14) Residence with birth mother (15) Position of child in birth order (16) Teachers' assessments (17) Gender	Whether or not a child lives with his/her birth father (Yes = 1; No = 0) Whether or not a child lives with his/her birth mother (Yes = 1; No = 0) Birth order among siblings living with the child in question Average scores in the main four subjects assessed by teachers at year-end during a child's period of registration in the school Boy = 1; Girl = 0

Source: Created by the author by using database and national census (INE, 2009).

Samarrai & Peasgood, 1998; UNESCO 2011a, 2011b). Therefore, this study assigned regional social characteristics (e) as a latent variable for which the corresponding observed variables were a degree of regional monoculture (11) and guardian's primary occupation (12). This enabled us to consider occupational distribution in regions where the children were living and guardians' income level derived from occupation. Moreover, family characteristics (f) were assigned as a latent variable that comprised of the observed variables of residence with birth father (13), residence with birth mother (14) and position of child in birth order (15).

Since gender-related differences are also probable factors affecting schooling, this study added gender (17) to the model as an observed variable that independently impacts educational attainment. This completed the construction of our causal model, which was then investigated using SEM.

Model structure illustrating factors influencing educational attainment

This study employed a causal model, conducted an SEM, and checked the relationships among factors; the results are shown in Figure 3.6. Error variables are omitted, and the figure's path coefficients express standardized estimates.[(26)] The factor loadings of the observed variables underlying the latent variables in the model were all significant at 1 % or less (levels of significance are omitted from the figure). The latent variables of "school attributes"—earlier used as tentative assumptions—was not observed to be significant within the model. When these latent variables were excluded from the model, the result is CFI = 0.916 and RMSEA = 0.063.

The two variables that exhibited the strong influence on educational attainment were "dropout" (−0.53**), followed by "access to school" (−0.35**). Neither "teachers' assessments" nor "repetition" were found to have a significant influence on "educational attainment".

An examination of the variable "dropout" reveals that "total number of dropouts" has the greatest factor loading (0.83), followed by "first-grade dropouts'" (0.71). The path coefficient from "dropout" to "educational attainment" is negative (−0.53**), implying that a high total number of dropouts and experience of first-grade dropouts eventually leads to total dropouts and, consequently, lower educational attainment.

For the four paths from "access to school" to "educational attainment", "dropout", "teachers' assessments", and "repetition", a significant influence

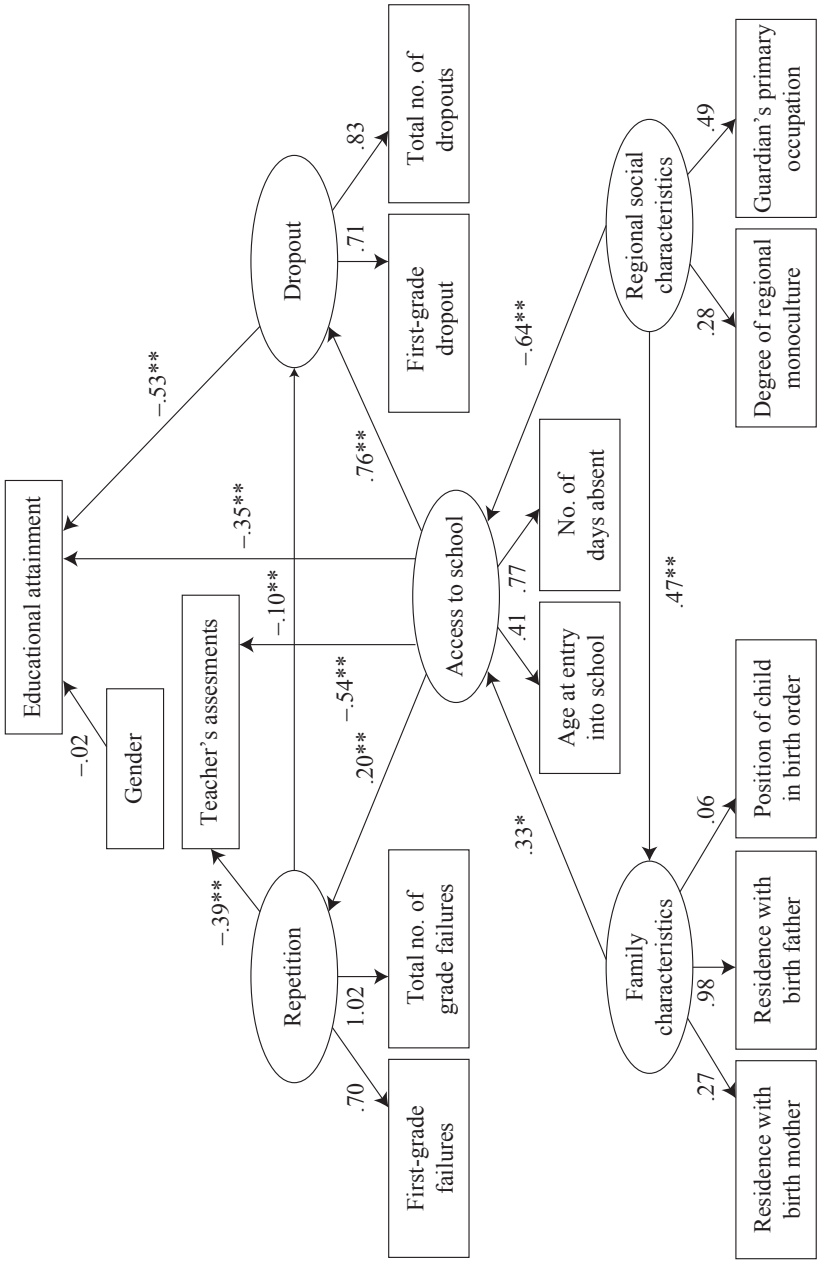
was observed. With regard to the variable "access to school", an examination revealed that "number of days absent" exhibited the greatest factor loading (0.77), followed by "age at entry into school" (0.41). In terms of the direct effects on educational attainment, therefore, the fact that the path coefficient is negative (−0.35**) implies that if the "number of days absent" and "age at entry into school" are high, it will lead to low educational attainment.

The influence of "access to school" on "dropout" is represented as a positive path coefficient (0.76**). If the values for the variables "number of days absent" and "age at entry into school" are high, that child will be more likely to abandon schooling midway through the school year. The influence of "access to school" on "teachers' assessments" is also represented as a negative path coefficient (−0.54**). Therefore, if the "number of days absent" and "age at entry into school" are high, it will lead to low teachers' assessments. The influence of "access to school" on "repetition" is also represented as a positive path coefficient (0.20**). If the "number of days absent" and "age at entry into school" are high, there will be grade repetition.

The factor that had the strong impact on educational attainment was "access to school"; this factor, in turn, was influenced by "regional social characteristics". From among the elements comprising of "regional social characteristics", "guardian's primary occupation" (0.49) had the greatest factor loading, followed by "degree of regional monoculture" (0.28). Meanwhile, there was a negative path coefficient (−0.64**) for the direct effect of "regional social characteristics" on "access to school"; this indicates that difficulty in accessing school reduces when income from the guardian's primary occupation is high and when the degree of regional monoculture is low. In other words, there is a greater likelihood that the child will start school at the appropriate age and will be absent for only a few days.

With regard to the influence of "family characteristics" on the variable "access to school", the path coefficient is positive (0.33*, 5 %) but of limited influence. This means that difficulty in accessing school declines when children live with their birth mother and father, and have few siblings, and there is a significant path coefficient (0.33*), that is, 5 %, but its effect is limited.

An examination of the variable "repetition" reveals that "total number of grade failures" has the greatest factor loading (1.02),[27] followed by "first-grade failures" (0.70). The path coefficient to "teachers' assessments" is negative (−0.39**), implying a low teachers' assessment if the total number



CFI = 0.916, *PCFI* = 0.602, *RMSEA* = 0.063, ** $p < 0.01$, * $p < 0.05$

Figure 3.6 Results of the analysis of factors influencing educational attainment

Source: Created by the author based on the SEM analysis results.

of grade failures is high and there is an experience of first grade failures. The path from "repetition" to "dropout" was found to be significant, implying that a high total number of repetition decreases the number of dropout; however, the path coefficient was small (−0.10**).

In Latin America, once girls enter primary school, they tend to advance to higher grades as well as or better than boys (UNESCO, 2011b).With regard to the influence of "gender" on "educational attainment", the path coefficient is negative (−0.02, 10 %) but of limited influence. This means that boys have lower educational attainment, and there is a significant path coefficient (−0.02), that is, 10 %, but seems to have almost no effect.

Standardized total effects on educational attainment:
Total effect refers to the sum of the direct and indirect effects; it reflects relative degrees of influence on educational attainment within the model. Table 3.11 depicts the total effects for all the variables in this model. The results reveal that "access to school" has the strongest causal connection to educational attainment, with a total effect of −0.74. The second-strongest causal connection is "dropout" at −0.53, and the third-strongest causal connections is "regional social characteristics" at 0.36.

Table 3.11 Standardized total effects on educational attainment

	Direct effects	Indirect effects	Total effects
Regional social characteristics	0.00	0.36	**0.36**
Family characteristics	0.00	–0.24	–0.24
Access to school	–0.35	–0.39	**–0.74**
Repetition	0.00	0.05	0.05
Gender	–0.02	0.00	–0.02
Dropout	–0.53	0.00	**–0.53**

Source: Created by the author based on the SEM analysis results.

Relationship between absence, repetition, dropout and educational attainment

"Repetition" did not exert any influence on "educational attainment"; however, "dropout" and "access to school" did exert influence on "educational attainment." Moreover, the variable "access to school" affected "dropout"

the most.

Therefore, low educational attainment among children is not necessarily the result of repeating grades. A child may suddenly stop going to school completely, possibly if the child starts school too late or is absent from school for too many days. Sekiya (2014) collected longitudinal data regarding the enrollment of 1,377 children who entered Honduran primary school between 1986 and 1994. Using the true cohort method, Sekiya (2014) analyzed the enrollment patterns leading to individual children's graduation or dropout from school. It was observed that the most common enrollment pattern was uninterrupted promotion with no grade failure or dropping out of school, ending in graduation. The second-most common pattern was dropping out of school within a year of starting. In this sense, the results of the present analysis refute the views expressed in previous studies that repeating a grade leads to dropping out of school. However, these results are consistent with those of Sekiya (2014).

Without a doubt, the decline in internal efficiency due to grade repetition is a significant educational problem. However, our analysis underlines a need to focus on those children who suddenly abandon their schooling altogether, regardless of whether or not they have failed grades or dropped out. It is in situations like these where underlying causes need to be elucidated in order to shed more light on the issues surrounding the continuation of schooling.

Influence of family environment on regular absenteeism and starting school late

In the SEM analysis, "access to school" was the factor exhibiting the strong causal connection to educational attainment; the observed variables for this factor were "number of days absent" and "age at entry into school". The importance of starting school at the right age has been corroborated by the *Education for All Global Monitoring Report 2011* (UNESCO, 2011a), which states that starting school later than the appropriate age leads to high dropout rates. In Honduras, for children to go to school, they need registrations by guardians at the beginning of every school year. Therefore, it is supposed that guardians decide the time of children's entrance to school.

Then, how is the number of days absent decided in Honduras? We asked the reasons for children's absence through home visits and received responses for 56 children. The main reason as stated by guardians was the children's sickness, and this is followed by "He/She did not want to attend school," "He/

She did not like to go to school," and "He/She engaged in work." However, can we take these responses literally? A former chairperson of a district board of education in the area pointed out that sometimes guardians decide not to send their children to school for economic and other reasons, but they do not admit to these reasons openly. McGinn et al. (1992) also noted that in Honduras, guardians believe that education is no longer necessary after the age of around 10. These children are instead enlisted to help in harvesting crops and doing similar work. When this result is considered in conjunction with preceding observations, it can be inferred that absenteeism and starting school late reflect guardians' ideas of sending their children to school and are a result of underlying economic hardships.

Relationship between children's educational attainment and current situations

Previous studies on repetition and dropout were based on the perception that grade repetition leads to dropping out of school, and therefore, these studies investigated solutions appropriate to this issue (McGinn et al., 1992; Marshall, 2003; Wolff, Schiefelbein, & Schiefelbein, 2002). However, our present analysis of a causal structure using SEM and a survey conducted through home visits shows that low educational attainment among children is not necessarily the result of repeating grades. There is a strong probability that low educational attainment also arises when children have difficulty accessing school. Typically, prolonged absenteeism or starting school later than the appropriate age causes a child to suddenly stop going to school completely. Moreover, access to school is influenced by regional social characteristics related to familial and social backgrounds, including the guardian's primary occupation and the degree of regional monoculture.

Sending children to school at the right age and encouraging them to attend are effective ways in which a difference can be made in terms of improving children's educational attainment. To make this happen, we recommend educational campaigns to improve guardians' understanding through school and the local community. In Honduras, a school lunch program called "Merienda Escolar"[(28)] (in which parents cook distributed food such as corn, rice, beans, etc., and offer a light meal to children) and school-based management [(29)] have been practiced. These involve guardians and the community for improving the current situation of schools. However, first, educating guardians themselves should be a focus. In the Meiji era in Japan, for

example, several activities related to education were implemented, which contributed to improved enrollment in schools, such as "Slide Show" or "Popular Education Talk" for guardians conducted by individuals who had comprehensive knowledge of educational matters. Further, commendations were awarded to guardians who showed particular enthusiasm for education (JICA, 2004a). A direct opportunity to learn will improve the guardians' understanding of school education.

Bedi and Marshall (1999; 2002) found that a key factor in guardians' decisions on whether or not to let their children attend school was the projected future benefit—in terms of human capital—that could be gained from their child's pursuit of education. In this targeted area, is there any incentive for guardians to invest in children's education? As part of the survey conducted via home visits, we analyzed the economic situation of the families, children's educational attainment, and children's current situation; the results of this survey are listed in Table 3.12.

As seen from Table 3.12, the children who pursued tertiary education hailed from average income to affluent households; none of the children from poor households advanced to tertiary education. In the affluent category, educational attainment showed two distinct patterns: incomplete primary education or advancement to tertiary education. Even those children who did not complete their primary education managed to find work in agriculture, the same occupation as their guardians. Children who advanced to secondary education hailed from households in both the average income and poor income categories, but only a small proportion of these children found work in aspirational occupations such as accountancy; the rest were unemployed. From among the children who pursued secondary education, some were engaged in the same occupations as others who had attended only primary school (regardless of whether they completed it).

In home visits to a dropout student, we found that a child had an opportunity to receive a scholarship, but the scholarship was cancelled because he did not go to school. Both his father and mother did not receive a school education and made their living through agriculture. Their response indicated that school education was not necessary.

According to the census, the main occupation in this targeted area is agriculture, forestry, hunting, or fishery (67.4 %), followed by civil service (8.5 %), and restaurant and hotel proprietorship (5.7 %) (INE, 2003a) (Figure 3.7). There is less diversity in occupation. This suggests that there is no real incentive to ensure that children finish primary school.

Table 3.12 Children's educational attainment and current situations according to household financial circumstances

	Guardian's economic circumstances (number of people)	Child's educational attainment (number of children)	Child's current situation
A. Affluent	Monthly salary Lps. 12,000 or more; or major landowner (5)	Primary education incomplete (1)	Farmer: 1
		Tertiary education advanced (4)	Student: 4
B. Average income	Monthly salary Lps. 3,000, or below 12,000; or landowner (31)	Primary education incomplete (5)	Farmer: 3; Day laborer: 1; Unemployed: 1
		Primary education completed (9)	Housekeeper: 2; Farmer: 2; Store owner: 1; Gardener: 1; Day laborer: 1; Deceased: 1; N/I: 1
		Secondary education advanced (14)	Farmer: 4; Accountant: 1; Student: 1; Check-out staff: 1; Housekeeper: 1; Stallholder: 1; Unemployed: 1; N/I: 3
		Tertiary education advanced (3)	Student: 2; N/I: 1
C. Poor	Monthly salary under Lps. 3,000 (37)	Primary education incomplete (17)	Housekeeper: 2; Farmer: 2; Day laborer: 2; Unemployed: 2; Deceased: 1; N/I: 1
		Primary education completed (11)	Day laborer: 1; Housekeeper: 1; Gardener: 1; Housekeeper: 1; N/I: 7
		Secondary education advanced (9)	Farmer: 1; Student: 1; Unemployed: 1; N/I: 6

Note: A sample size of 73 people was used for this analysis.
Source: Created by the author using survey data.

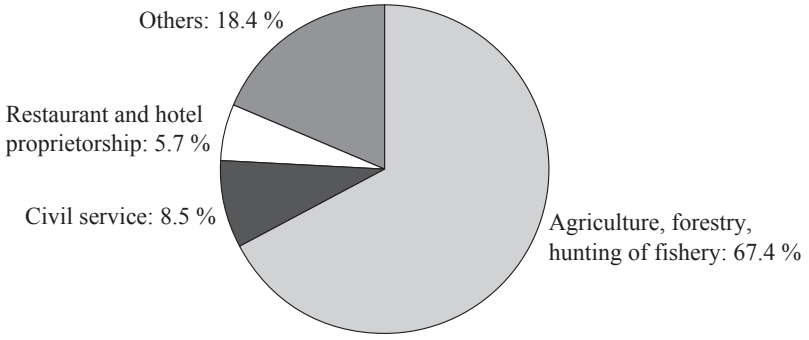


Figure 3.7 Occupations in the targeted area
Source: Created by the author based on INE (2003a).

In their research on development economics, Miguel and Kremer (2004) surprised educationalists by reporting that the greatest contribution to school attendance was distributing medication for parasitic intestinal worms. In this targeted area, a comprehensive approach has been used to improve primary school completion rate by the combination of two projects supported by the Japan International Cooperation Agency (JICA). One is "Proyecto Mejoramiento de la Enseñanza Técnica en el Área de Matemática (PROMETAM [Project for the Improvement of Teaching Methods in Mathematics in the Republic of Honduras])", which aims to improve the skill of teachers in teaching mathematics. The other is a model project, which focuses on factors other than teaching skills to improve the primary school completion rate (Sekiya, 2005). However, this model project is limited to the education sector. It cannot help in the sectors of community and industrial development. Based on this result, it can be said that it will be difficult to improve guardians' awareness of school education in the region targeted in the present study through an exclusively education sector-oriented approach. The government has taken direct measures by offering free primary education and cash transfer programs to schools and households. However, it is insufficient to give an incentive to guardians for sending their children to school. Diversity is needed in the labor market of the community because it can directly increase the family income. Therefore, it will also be necessary to consider other approaches such as comprehensive community development,[(30)] which targets the region as a whole.

CHAPTER FOUR

How are the factors of preventing children from enrollment involved?

Hypothesis: How are the factors of preventing children from enrollment involved?

Hypothesis 2:
In Latin America, policy makers and donors have historically paid attention to grade repetition and dropout rates. Hence, in Honduras, policies/strategies/plans and projects focus on factors that prevent grade repetition and dropout, and include concrete actions. Specifically:

- The promotion of preschool education, the development of instructional materials, an increase in the number of teachers, the school calendar taking into account the harvest period in agricultural regions, and the promotion of entrance with appropriate age and in-service training for teachers.

PRSP in Honduras mentioned grade repetition, dropout, and being overage as factors that influence the level of schooling and the final efficiency of students in basic education. Some reports suggested plans for reducing repetition, such as introducing more flexible promotion criteria to allow temporary dropouts to re-enter school at the level where they left, increasing the number of classes, improving quality of instruction, increasing in-service teacher training in class room management, developing instructional materials, increasing the number of teachers to reduce the number of multigrade classrooms, and offering preschool education (McGinn et al., 1992; World Bank, 1995c). Conversely, other reports suggested plans for reducing

dropout such as adjusting the school calendar to take into account the harvest period in agricultural regions, improving the quality of instruction, and promoting entrance with an official age (World Bank, 1995c).

Data collection based on policy and project documents and semi-structured interviews with school principals

This study collected policy/strategy/plan documents which were published by the government, and inception, mid-term and final reports which were published by the government and donors for organizing educational development projects during the targeted date. Moreover, this study conducted semi-structured interviews with school principals of three out of the six targeted schools and the previous director of the district educational committee, asking them about the educational policies/strategies/plans and projects underway at their institutions. This study verifies the relevance of targets of educational development policies/strategies/plans and education projects with factors preventing children from enrollment which are shown by Structural Equation Modeling (SEM).

Semi-structured interviews with school principals:
To study implementation of the policy and project by the government and donors in the targeted schools, we conducted semi-structured two-hour interviews with three school principals out of the six targeted schools and a former director of the district educational committee. We presented the interviewees with the following three questions: (1) What kind of instructions did schools receive in this regard?; (2) What kind of activities did they actually implement?; and (3) What was the effect on children?

One school principal had consistently worked at the targeted school from 1986 until 2010. The other two principals had started at the schools in 1998 and 2000 respectively, and they continue their work at the schools today. Both of them were from the targeted area and had worked at other schools before starting at these schools. The former director of the district educational committee had taught at primary and secondary schools in the area and had acted as a director between 2000 and 2006. Consequently, the four interviewees knew the educational and socioeconomic situation in the area and had been engaged in the Honduran education system for a long time.

Outline of educational development policies/strategies/plans and education projects by the government and donors in Honduras

Trends of educational development policies/strategies/plans

This study outlined educational development policies/strategies/plans created by the government, which influenced the enrollment states of children during the targeted date range (Figure 4.1). As a result, there have been 17 educational development policies/strategies/plans.

Regarding the date range of 1986 through 1989, we found that only the national development plan, which yielded improvement in the overall level of education in Honduras, was based on the idea that education was the basis for economic development. In 1990, Honduran educators advocated universal education, using the slogan "Education for All (EFA)," and the government simultaneously implemented the Plan for the Educational Sector 1990-1994 (*Plan del Sector Educación* 1990–1994).

In 1992, the government created a national plan for achieving EFA; during the presidency of Carlos Roberto Reina from 1994 to 1997, the government formulated a national development strategy that included, within its social-development strategy, spreading basic education and launching educational-reform measures under the slogan "La Escuela Morazánica" (Morazán School). In 1998, the main educational donors in Honduras held a round table discussion among external donors in the education sector (MERECE).[31] According to the Millennium Development Goals (MDGs) movement, the government and the Ministry of Education implemented many educational development policies/strategies/plans concurrently (Figure 4.1). In Honduras, one can classify these policies/strategies/plans for the education sector into three categories: inclusive development policies/strategies based on international agreements, governmental development strategies in each administration, and plans at the educational-sector level based on international agreements and governmental policies/strategies.

Of 16 policies/strategies,[32] it is clarified that 15 focused on access to and quality of education; also, it is clarified that 13 policies/strategies/plans involved preschool education, with the aim of ensuring that children enter primary school at the official age of entrance.

Education projects in the targeted area

This study outlined educational projects by the government and donors

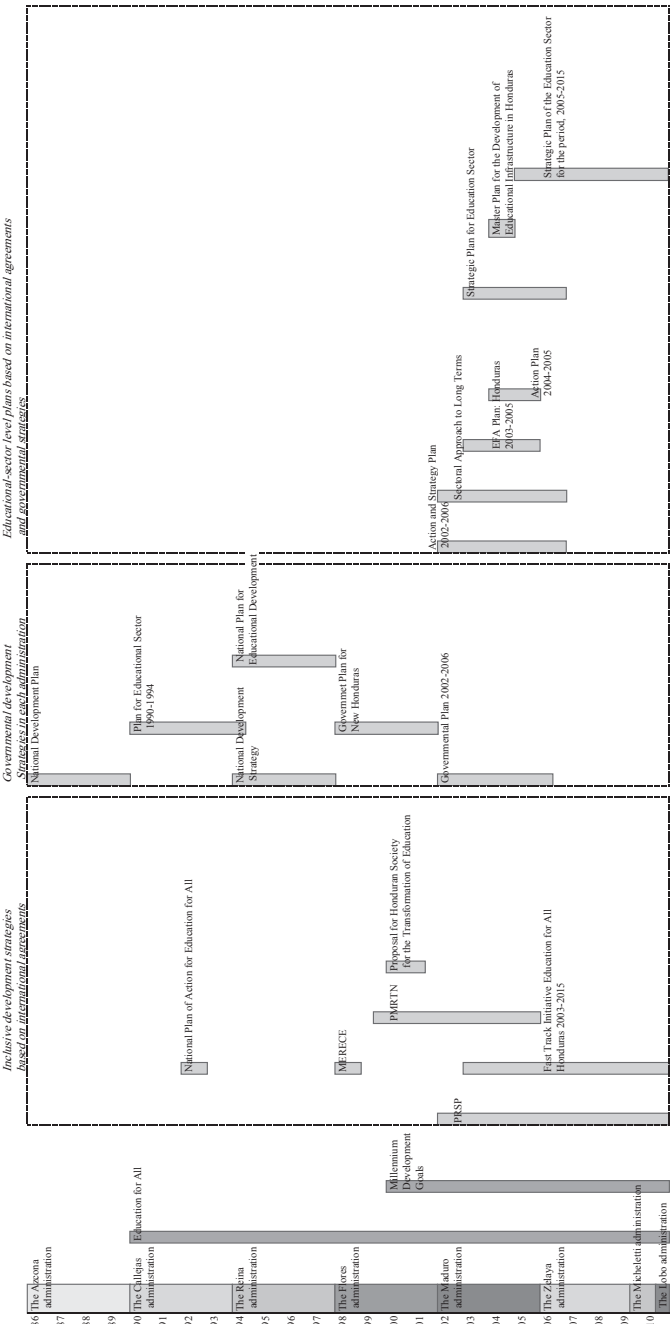


Figure 4.1 Educational development policies/strategies/plans in Honduras

Source: Created and revised based on Ashida (2016) by the author using policy papers written by the government and Ministry of Education.

which were considered to influence children's enrollment states during the targeted dates (Figure 4.2). In the targeted area, the government and donors implemented three educational projects from 1996. PRAREBAH [(33)] and IHER [(34)] target youth and lower secondary level, therefore we do not include them in our analysis.

In the targeted area, the Honduran government and external donors had implemented three educational projects from 1998. School-time light meal (Merienda Escolar) is a school lunch program offered in public primary schools in Honduras (IBRD/World Bank, 2010). This program, which was initiated in 1998 and is presently active, is supported by the World Food Programme (WFP) and the Ministry of Education in Honduras. Regarding the scale of implementation, 390,918 children benefitted from this project from 1998 through 2002. The number of children benefitting from this program has continually increased (1,004,595 children from 2003 through 2005 and 1,322,809 children from 2006 through 2009). In 2010, this project was implemented in 17,573 schools and conferred benefits to 1,345,793 children (WISHH, 2010). Parents cook with ingredients such as corn, rice, and beans to make a light meal, which they offer to children. This benefit can give children greater incentive to attend school daily.

In Honduras, mathematics and Spanish language are the main subject matters in which class failure triggers grade failure. The Project for the Improvement of Teaching Methods in Mathematics in the Republic of Honduras (Proyecto Mejoramiento de la Enseñanza Técnica en el Área de Matemática [PROMETAM]) is a technically oriented cooperation between the Honduran government and the Japan International Cooperation Agency (JICA) (JICA, 2006). This project has the overall objective of reducing the number of children who must repeat a grade because of poor academic performance in mathematics by improving the quality of mathematics instruction by teachers. This project was implemented from 2003 through 2006 and involved the development of teacher instruction guides and workbooks for children at the primary education level. This project also offered teachers training in how to use these materials. As a result, the creators and implementers of this project reported improvement in the instructional performance of the teachers who were trained to use those materials. They also reported that this mathematics program contributed to improvement in the academic performance of children when the instructional performance of their teacher was high and when the children used the program workbooks many times. A total of 40,000 teachers underwent this program, which ben-

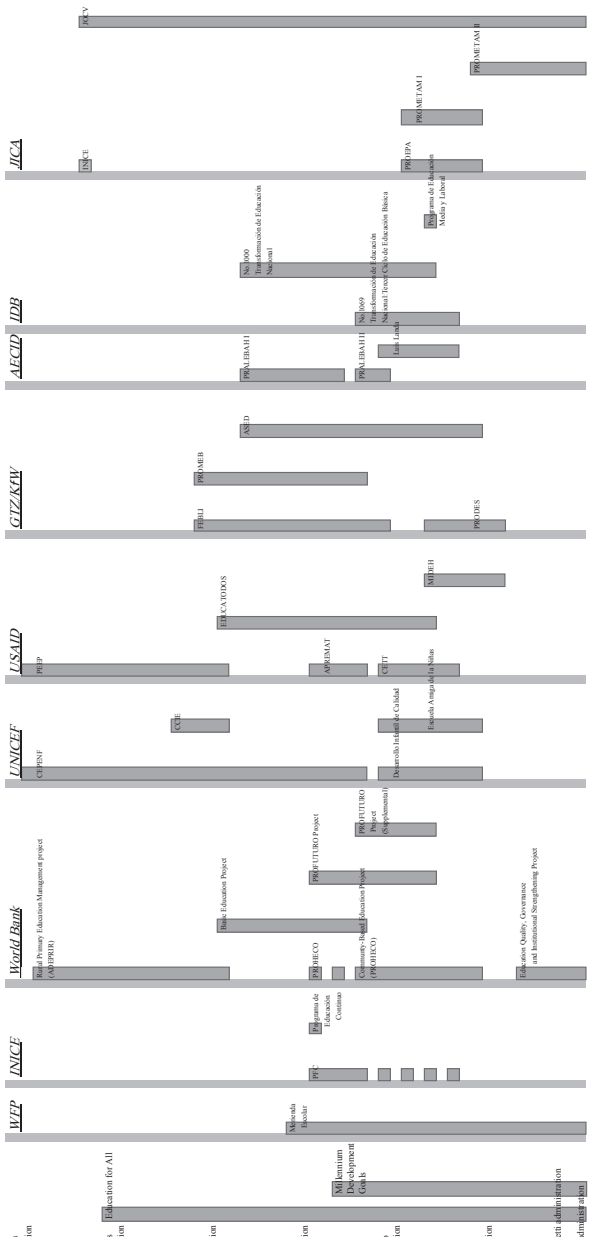


Figure 4.2 Educational projects by the government and donors in Honduras
Source: Created by the author using project papers written by each donor.

efitted their 1,200,000 students.

The Education Project for [the Honduran Department of] El Paraíso (Proyecto Educativo Paraíso [PROEPA]), which was also funded by JICA from 2003 through 2006,[35] provided comprehensive activities for strengthening basic education in Honduras. This project implemented inclusive approaches, such as health-improvement measures, access to preschool education, and support for multigrade classes, to address various internal and external factors that impede completion rates. Further, the project expanded sampled approaches into the department and national levels and aimed to contribute to solving problems within school and outside of school. In this project, local residents participated in planning a project design matrix (PDM), which resulted in multi-sectoral activities in the targeted area. The investigators reported that, as a result of this project, teachers' consciousness within their classes has changed positively and that children's mathematical performance in and attitudes toward class have improved. Also, the investigators report that parents/guardians attended the meeting on school management to include more guardians, and the concern about school among those parents/guardians became high. As a result of both of these changes, the communication between parents/guardians and teachers has improved. PROEPA was implemented as a project of the Japan Overseas Cooperation Volunteers (JOCV); this group selected two areas for this project (city A from the department of El Paraíso and city B from a different Honduran department called Francisco Morazán). The group targeted eight schools (four schools in each city). The target group was made up of people who are concerned with education and health, parents/guardians, and children. The investigators provided no detailed information about the number of individuals who benefitted from this project.

Influence of educational development policies/strategies/plans and projects on school's situation

This study conducted semi-structured interviews with principals of three out of the six targeted schools and a previous director of the district educational committee in the targeted area in Honduras, asking them about the educational policies/strategies/plans and projects underway at their institutions. We asked three questions, as follows: (1) What kind of instructions did schools receive in this regard?; (2) What kind of activities did they actually implement?; and (3) What was the effect on children? The results did not

Table 4.1 Activities in schools under each administration

Administration (Major Policy or Strategy)	Instructions to schools	Implementation in schools	Influence on individual children's enrollment situation
Azcona 1986–1990 National Development Plan	In-service teacher training Home visits to promote school registration Set a time for discussion with teacher and guardians Reduce children's absence No students repeating the first grade	Home visits by teachers and supporting staff in the area Improve communication between teachers and guardians Help the children pass exams	Children acquired literacy to a third-grade level The number of children who passed to the next grade increased The number of dropouts decreased A school lunch program was implemented * This is a different program from Merienda Escolar in 1998.
Callejas 1990–1994 Plan for Education Sector National Plan of Action for Education for All	Increase the number of children attending school Open study group Adult literacy education for guardians	Equip schools with better facilities and textbooks Implement in-service teacher training Promote guardians' support of their children Implement extra classes	The number of children who passed to the next grade increased Total class time increased The number of dropouts increased with guardian's support Children's learning improved *However, problems still remained in mathematics and Spanish
Reina 1994–1998 National Development Strategy National Plan for Educational Development	Use official textbook (Series: "Mi Honduras") In-service teacher training (instruction in using official textbooks) Reinforcement of preschool education Change the evaluation method Offer extra classes for children Decrease the number of dropouts	Use official textbook ("Mi Honduras") Implement preschool education Home visits by teachers	The number of children attending school increased The number of children who passed to the next grade increased Understanding of school education by guardians was promoted The number of dropouts did not decrease
Flores 1998–2002 PMRTN Nueva Agenda Educativa	Achieve the targets of Education for All Continue adopting the educational administration process, textbooks, and evaluation system adopted by the Reina administration In-service teacher training (PFC) Improvement of mathematics and Spanish classes Increase the number of students passing the first grade Implement literacy education Implement automatic promotion to the next grade after Hurricane Mitch	Use official textbook *However, textbook distribution was insufficient. Implement in-service training (PFC, step for first grade) Reduce levels of students repeating a grade Receive the benefit of projects by donors Implement literacy education Implement automatic promotion to the next grade after Hurricane Mitch	The number of students failing math and Spanish decreased The number of dropouts decreased The number of children who passed evaluation in the first grade increased The number of graduates 12 years old increased Negative influence of automatic promotion (Many grade failures happened in the next year because of a lack of academic achievement)
Maduro and Zelaya 2002– PRSP EFA-FTI Action and Strategy Plan 2002–2006 Sectral Approach to Long Terms EFA Plan: Honduras 2003–2015 Action Plan 2004–2005 Master Plan for the Development of Educational Infrastructure in Honduras Strategic Plan of the Education Sector for the period 2005–2015	Achieve the targets of Education for All Improve level of math instruction Use official textbook ("Mi Honduras") Implement literacy education	Implement teacher training in the use of new textbooks Implement literacy education Change the evaluation method Receive textbooks on mathematics and Spanish	The number of children who passed to the next grade increased The number of grade repeaters decreased Not all schools could stay open for the full 200-day Honduran school year Negative economic influence on families because of literacy education

Source: Created by the author by using the results of semi-structured interviews with school principals.

Table 4.2 Activities in schools related to the implementation of educational projects by government and donors

Project	Term	Organization of implementation	Instructions to school	Implementation in school	Influence on individual children's enrollment situation
Merienda Escolar	1998–Present	Ministry of Education WFP	To start the project in 1998 Guardians make school lunches with distributed food Guardians cook by turns Under the supervision of Japanese volunteers, measure children's health and weight.	Implemented Merienda Escolar in each grade Made a schedule for guardians to cook school lunches Set up a committee for a project Two guardians cook a school lunch in a day	Motivation to continue to attend school improved Children's nutritional status improved Academic achievement improved Children's absence and dropout rates decreased, motivated by the chance to eat a school lunch Children's attendance improved Many children liked this project because of the school lunch menu developed by their guardians There was no direct influence on children's attendance
PROMETAM	2003–2006	JICA	To implement PFC training for teachers Raise teachers' pedagogical skills Increase quality of teaching by PFC training. Use official textbooks on mathematics Receive training and support by Japanese volunteers	12 out of 14 teachers completed PFC training Understanding of how to use textbooks Improved mathematics instruction skill All teachers completed PFC training Some teachers got a university diploma in primary education Implemented project Teachers set up fifteen minutes as a time for homework in every mathematics class	Children's learning improved Guardians could not support children in their studies, and therefore many children had problems doing their homework.
PROEPA	2003–2006	JICA	Implement and develop PROEPA's activities Implement five selected model projects To implement teacher training for giving homework to children Improve the class Improve teaching methods Offer a class to guardians	Implementation of five activities Continued improvement of mathematics and Spanish classes Gave homework every day Offered a class to guardians Equipped school with a work table Set up a rule of the class Implemented teacher training every 15 days Implemented "Mathematics Olympics" Implemented a mathematics and Spanish tournament under the projects of FEREMA and PROEPA.	Children's basic calculation ability improved Guardians had an interest in their children Children's thinking ability improved Children improved their concentration and calculation ability Children's analysis ability improved Children's evaluation results in mathematics improved

Source: Created by the author by using the results of semi-structured interviews with school principals.

provide us with any concrete answers about individual policies. However, when we asked three questions to the principals on how things were in their school under the certain national governments (administrations), instead of strategy/policy matters, they answered them concretely (Table 4.1). Moreover, we asked the same three questions about three educational projects (Merienda Escolar, PROMETAM, and PROEPA) implemented in the targeted area (Table 4.2). This study outlines the answers given by school principals for all administrations and projects.

Actual situation of school under each national administration and influence on individual children's situations:
During the Azcona administration, from 1986 to 1990, four instructions were given to schools. First was to implement in-service teacher training. Second was to arrange visits to children's homes to promote school registration. Third was to arrange discussions with guardians about their children and school matters. Fourth was to decrease the number of absent and failing children in the first grade. Following these instructions, two activities were implemented in the schools: home visits to promote registration, and activities to improve communication between teachers and guardians. These efforts affected individual children's enrollment situation: many children who attended school acquired third grade—level literacy, the number of children who passed final evaluations for promotion to the next grade increased, and the number of dropouts decreased.

During the Callejas administration, from 1990 to 1994, two instructions were given to schools: to increase the number of children attending school, and to implement literacy education for guardians. Following these instructions, four activities were implemented in schools. First was to equip schools with better facilities and textbooks. Second was to implement teacher training. Third was to encourage guardians to send their children to school. Fourth was to implement extra classes for children. Consequently, total class time increased, the number of children who passed to the next grade increased, and the number of dropouts decreased owing to guardians' support for their children. Children's learning improved overall; however, school principals commented that problems still remained in mathematics and Spanish language.

During the Reina administration, from 1994 to 1998, five instructions were given to schools. First was to use official textbooks. Second was to implement teacher training on how to use these official textbooks. Third was

to reinforce preschool education. Fourth was to change the evaluation format. Fifth was to decrease the number of dropouts. Following these instructions, three activities were implemented in schools. First was to use official textbooks. Second was to offer preschool education. Third was a home visit. Consequently, the number of children who registered at school increased and the number of children who passed to the next grade increased. Moreover, guardians' understanding of school education improved. However, there was no improvement in the number of dropouts.

During the Flores administration, from 1998 to 2002, six instructions were given to schools. First was to achieve EFA targets. Second was to continue to implement the educational administration process, textbooks, and evaluation system adopted in the Reina administration. Third was to implement teacher training. Fourth was to improve mathematics and Spanish language and the situation of first grade students. Fifth was to offer preschool education. Sixth was to implement automatic promotion to the next grade because of Hurricane Mitch in 1998. Following these instructions, six activities were implemented in schools. First was to use official textbooks. Second was to implement teacher training. Third was to prevent grade repetition. Fourth was to offer preschool education. Fifth was to implement education projects spearheaded by donors. Sixth was to implement automatic promotion for all grades. Consequently, the number of grade failures in mathematics and Spanish language as well as the number of dropouts decreased. In addition, there was an increase in the number of children who passed final evaluation in the first grade, and in that of children who could enter school at six years old and graduate at twelve. However, school principals commented that there were many grade failures in 1999 because of the negative effect of automatic promotion, which lead to a situation where many children passed in spite of insufficient academic achievement.

During the Maduro and Zelaya administrations, from 2002 to 2009, four instructions were given to schools. First was to achieve EFA targets. Second was to improve instruction in mathematics. Third was to use official textbooks. Fourth was to offer literacy education. Following these instructions, three activities were implemented in schools. First was teacher training to expand the use of official textbooks. Second was to offer literacy education. Third was a change of evaluation format. However, only Spanish language and mathematics textbooks were available. Moreover, a school principal commented that they did not receive any particular assistance from the Ministry of Education when setting these activities up. Consequently, the

number of children who passed final evaluation for promotion to the next grade increased and the number of grade repeaters decreased. On the other hand, school principals commented that they could not open the school for the full 200-day school year in Honduras. Furthermore, there was a negative comment about literacy education, reflecting the economic burden on some families. It means that guardians take literacy education and their working time is reduced by the class.

School undergoing three projects and influencing individual children's situation:
Merienda Escolar, aiming to offer as many students as possible a school lunch, began in 1998. Schools began implementing the project by measuring children's height and weight under the supervision of Japanese volunteers. Schools set up lunch schedules for cooking by guardians. One school set up a committee for the project's implementation. Consequently, in at least two schools there was improvement in children's nutritional status and academic achievement. Moreover, absence and the number of dropouts decreased because the project made children more motivated to attend school. On the other hand, there was a negative comment from one school principal, who works in a multigrade school, that there was no direct influence on children's attendance as a result of this project.

Under PROMETAM, which aimed to raise the effectiveness of mathematics instruction, schools were told that teachers should take Life Long Teacher Training (Programa de Formación Continua: PFC). Moreover, they were instructed to use a mathematics textbook developed for the project and, depending on the school, to get training and support from Japanese volunteers. Following these instructions, teachers completed PFC training and their pedagogical skill in mathematics improved. Moreover, teachers set up fifteen minutes every class as a time for homework. Consequently, principals commented, children's learning improved and they came to like mathematics more. On the other hand, some children had trouble because their guardians could not support them to complete their homework.

Under PROEPA, which involved comprehensive activity to strengthen basic education, schools were instructed to implement teacher training to help teachers give daily homework to children. Moreover, they were instructed to offer a class for guardians. Following these instructions, schools gave homework every day and offered a class for guardians. Furthermore, one school was equipped with facilities, such as work tables, while another

set a rule of the class and offered teacher training every fifteen days. Another school held a "Mathematics Olympics" to try to improve children's math levels. All three of these projects improved the children's enrollment situation, according to principals, in the same ways: by improving children's basic calculation ability, thinking, concentration, and analytical ability. Moreover, they commented that guardians became more interested in their children.

About the individual verifications of school principals' answers to the questions, this study will report in Chapter 7 by checking the analysis results of individual children's enrollment status.

Consideration of the relevance of education policies and projects

Relevance of educational development policies/strategies/plans

From the result of SEM, this study considers the relevance of educational development strategies and policies from four points which have a strong influence on educational attainments. They are "access to school", and the components of access to school are "absence" and "being overage", and the root cause "family and social background".

Access to school:
This study can find 15 policies/strategies/plans which focus on expanding the access to education as a priority. However, they do not mention how to improve the access to school on a daily level concretely. Their description is limited to raising enrollment rates.

On the other hand, school principals commented that the instruction to arrange visits to children's homes to promote school registration was given to schools, and teachers implemented home visits during the Azcona administration, from 1986 to 1990. During the Reina administration, from 1994 to 1998, there was no instruction from the government, however teachers implemented home visits. From these points, this study can find concrete activity to promote school registration by home visits, however this study cannot predicate that this activity leads to continuous access to school on a daily level.

Absence:
This study can find that "Education for All-Fast Track Initiative (EFA-FTI) Plan", which was formulated in 2003, points out the problem of children's ab-

sence. However, it does not offer concrete activity for reducing absenteeism.

From the interview with school principals, an instruction to reduce children's absence was given to schools during the Azcona administration, from 1986 to 1990. However, they did not comment on concrete activity to reduce children's absence. Therefore, policies and strategies cannot approach the problem of absence with concrete activity.

Being overage:
This study can find 13 policies/strategies/plans which mention overage and put emphasis on the expansion of preschool education. They recommend entrance with an official age into school. To enter with an official age into school is a direct method for preventing being overage. And preschool education is effective for acquiring readiness. It contributes to the prevention of children leaving school immediately after their entrance.

From the interview with school principals, an instruction to enforce preschool education was given to schools during the Reina administration, from 1994 to 1998. Actually, schools offered preschool education. Therefore, policies and strategies mentioned to put emphasis on preschool education to prevent the problem of being overage, however there was no instruction for enforcing preschool education. This study could not say that the government offered concrete activity to deal with the problem of being overage.

Family and social background:
This study can find four policies/strategies/plans which mentioned family and social background. Master Plan for National Reconstruction and Transformation (PMRTN) mentioned that two points are required for educational reform, one is active participation by civil society, and another is cooperation with development strategies of other sectors. Also, the national development plan, Poverty Reduction Strategy Paper (PRSP) and Action and Strategy Plan 2002–2006 (Plan de Acción y Estratégico 2002–2006) mentioned the scholarship for promoting enrollment of low income students, however their target for the scholarship is secondary or high school students. These policies/strategies/plans focus on internal factors of school such as special curriculum for local needs, construction of schools and teacher training, however they do not step into the family and social background concretely.

From the interview with school principals, an instruction to implement literacy education was given to schools during the Callejas administration, from 1990 to 1994. After the Callejas administration, every government

gave the instruction about literacy education to schools and schools offered the literacy education for illiterates in the targeted area. Considering that literacy education targets illiterates such as guardians and local people, this study can regard an offer of literacy education as one approach to family and local people from schools.

Relevance of educational projects

This study considers the relevance of educational projects from four points which are the results of SEM, likewise to the consideration of educational development strategy/policy/plan.

Access to school:
A school lunch program contributes to the reduction of dropout students immediately after their entrance and promotes continuation of schooling. Therefore, a school lunch program can be an incentive for children to stay in school. From a donor's report which analyzed the current state in the targeted area, they mentioned that a school lunch program was a good incentive for children to go to school every day (JICA, 2006). From the interview with school principals, they commented that the school lunch program was a motive for attending class, and the absence and the number of dropout students decreased.

PROEPA tried comprehensive activities, such as health, preschool education and support for multigrade class. It may have a positive affect comprehensively. PROMETAM tried to improve the mathematic instruction level of teachers, it contributes to continue schooling in terms of preventing a decline of children's learning motivation. From the interview with school principals, they commented that children's learning improved and they came to like mathematics more. Therefore, these three projects would affect the improvement of access to school on a daily level positively.

Absence:
A school lunch program can be an incentive for children to continue schooling every day (JICA, 2006). Therefore, a school lunch program contributes to continue schooling everyday directly, it will be effective to deal with the problem of children's absence. PROEPA tried inclusive activities and it might contribute to continuing schooling through the change of awareness of guardians about school education.

Being overage:
In Honduras, guardians have to register their children to send them to school in the beginning of the school year. Therefore, it is important that the guardians understand about the entrance age. PROEPA implemented a lecture to promote guardians' awareness of schooling (JICA, 2006). From the interview with school principals, they commented that guardians became more interested in their children. It contributes to the change of their consciousness to enter school at the appropriate age.

Family and social background:
A school lunch program adopts the system for including guardians to offer a school lunch by giving the role of cook to the guardians (IBRD/World Bank, 2010). From the interview with school principals, they adopted the system for making lunch schedules with cooking by guardians and setting up the committee. Moreover, children came to like the school lunch because of the guardians' contrived lunch. This is the positive result of involving guardians actively with schools.

PROEPA tried to implement activities with multi-sectoral. From the interview with school principals, they commented that PROEPA contributed to improve communication between teachers and guardians by opening the meeting. Schools approached guardians by implementing a school lunch program and PROEPA. This means that the projects intervened to families positively. However, there was a negative comment about the implementation of daily homework from the interview with school principals. Some children had trouble because their guardians could not support them to complete their homework.

From the interview with school principals, this study could not receive any concrete examples of how to involve people who live in the targeted area except guardians. Therefore, they did not step into support for the local area and community sufficiently.

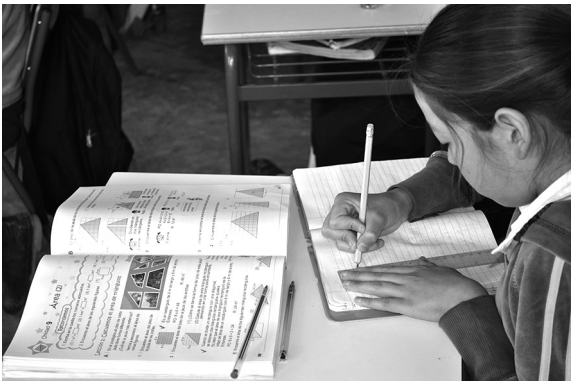
Donor-driven situation in Honduras considering policies/ strategies/plans and projects

This study could find that many policies/strategies/plans focus on four points which are the results of SEM. However, they do not mention how to improve access to school on a daily level, how to reduce children's absence and how to enforce preschool education for preventing overage children.

They do not offer a concrete plan and guideline for improvement. Moreover, they focus on the problem of internal school factors; they did not step into the external factors such as family and social factors. Schools implemented only home visits and preschool education for promoting to go to primary school with an official age and literacy education.

When policy makers and donors drew and worked out a plan, they assumed that many children leave school with repeating a grade. They did not focus on the children who leave school after short-term attendance without any repetition. On the other hand, it is not easy to express numerically the contributions of projects which were planned and implemented by donors based on strategies and policies; school principals commented positively about their influence on individual children's enrollment situation. Therefore, this study can regard that there are appropriate contributions to individual children's enrollment situation by projects.

In general, a concrete action plan should be planned between national policies/strategies/plans and projects. However, it is not created in Honduras. In the interview with a vice-minister of education in Honduras, we did not receive information about the action plan. As a reason, we can imagine that activities for EFA/MDGs in Honduras were donor-driven. As mentioned in the section of literature review, the activities of EFA/MDGs are donor-driven. Honduras is also in the same situation, a policy and strategy that relate to EFA/MDGs are planned based on the activities by the donors. According to the comment of an interviewee who belongs to an international aid agency in MERECE (the round-table of external donors in the education sector), the activities of EFA/MDGs in Honduras are actually implemented by each donor in their specialty area with specialty contents.



A girl studies mathematics with a color printed workbook developed by the project

Ingredients donation from World Food Programme (WFP)

CHAPTER FIVE

Can we see the effect of Education for All on children's enrollment?

Significance of longitudinal data

In 1969, the UNESCO International Bureau of Education launched an investigation into the status of primary and secondary education around the world. This investigation focused on the overall number of students attending school in each country, including national student dropout rates and figures for the number of students who repeat grades. The study examined cross-sectional data using the Reconstructed Cohort Method (Berstecher, 1971; The UNESCO Office of Statistics, 1972; UNESCO, 1970) and results revealed surprising facts about grade repetition and dropout in Africa and Latin America. This method continues to be used by UNESCO and other organizations to survey and collect data on education systems in various countries (UNDP, 2010; UNESCO, 2011a).

Studies that rely on cross-sectional data group together a wide variety of individual cases in order to provide an overall picture of the trends in the data. For example, a number of cross-sectional studies have reported high dropout rates among first grade students in primary schools in Latin America and South Asia (Eisemon, 1997; UNESCO, 2011a; 2011b). However, these studies obscure the details of the individual cases in order to provide a larger, holistic view of the data. For example, these studies provide little information about a particular child's enrollment status over time, and therefore, we can only speculate about individual cases in these studies.

On the other hand, the use of panel data or a longitudinal approach is particularly suited to studying cause-and-effect relationships in observed data (Ma, 2010). In longitudinal data, the same sample of subjects is fol-

lowed and it is fit to evaluate the change and growth repeatedly over time. Therefore, studies conducted on developed countries have often used such longitudinal data (Albrecht & Albrecht, 2011; Ou & Reynolds, 2008; Robertson & Reynolds, 2010; Temple & Polk, 1986; Wilson, 2001). However, compared to developed countries, some developing countries do not have well-established educational systems, making it difficult to amass longitudinal data. Therefore, such research employing longitudinal data is relatively limited compared to that for developed countries. Some research does exist though—Siddhu (2011), which tracks factors determining advancement to secondary education over a four-year period in rural India; Sabates, Hossain, & Lewin (2013), which tracks the relative strength of different factors associated with school dropout using panel data for two years in Bangladesh; and Glewwe, Jacoby, & King (2001), which traces the relationship between infant nutrition and academic achievement in the Philippines. However, these reports used longitudinal data covering only a short period, and health-related data were substituted for educational data. Sekiya (2014) has used longitudinal data which pursuited 1,377 children who entered school between 1986 and 1994 to graduation/dropout, to analyze each individual's pattern of enrollment in Honduras by using the true cohort method. This study revealed that the most prevalent pattern was graduation without any grade repetition and the second most prevalent pattern was of short-term enrollment. This means that children leave school within one year or a few years after entrance. If a population shows such disparate behaviors, mean values from cross-sectional data cease to have any validity and cannot be used as the basis for policy judgments.

Hypothesis: Can we see the effect of EFA on children's enrollment?

Hypothesis 3:
In Honduras, the improvement effect of EFA/MDGs on individual children's enrollment is not equal. Specifically:

- EFA/MDGs were created based on the mean value of cross-sectional data, which set the targets; however, a population may not be a normal distribution. Therefore, the effect of EFA/MDGs on individual children's enrollment is not equal.

The policies, such as EFA/MDGs, are based on the mean value of cross-sectional data. However, Sekiya (2014) reported that, by using the true cohort method, individual children's enrollment patterns fall into two categories: graduation without repeating a grade and dropout after short-term attendance. This means that the data of the population has bipolar behaviors and not a normal distribution. Also, the *EFA Global Monitoring Report 2011* states that the comparison of high dropout grades in each country reveals various patterns of high dropout rates in the first grade, high dropout rates in the last grade, and high dropout rates in both the first and last grade (UNESCO, 2011a). If there are various patterns of individual children's enrollment, policies that judge by mean value and correspond to mean value are not considered to influence children's enrollment uniformly.

True cohort analysis based on school records

This study analyzes data from 1,689 individuals who entered in the targeted primary schools between 1986 and 2000. In this analysis, we divide children into three groups by the entrance year from the late-1980s and compare individual children's enrollment status with the true cohort method.(36)

This study sorted the data into three groups by the entrance year as follows: (1) entrance-in-late-1980s group: entered the targeted school between 1986 and 1990, (2) entrance-in-early-1990s group: entered the targeted school between 1991 and 1995, (3) entrance-in-late-1990s group: entered the targeted school between 1996 and 2000. Each of these groups was designated as a cohort; the data was then aggregated accordingly. Tables 5.1, 5.2, 5.3 show the student flow for each cohort.

Transition of individual children's enrollment status by period of entrance

Changes over time of individual children's enrollment status

Entrance-in-Late-1980s Group:
The number of children whose data was targeted for analysis, who had entered school between 1986 and 1990, was 601. The number of children at the time of entrance was set at 100 %. In the first year, 8.7 % had dropped out of school. In the second year, 36.1 % had repeated their grade and were therefore re-registered as first graders; 55.2 % had advanced to the next

Table 5.1 True cohort table, Entrance-in-late-1980s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Graduation	Dropout
Year 1	100.0							8.7
Year 2	36.1	55.2						7.5
Year 3	11.1	30.1	42.6					4.8
Year 4	2.0	13.3	29.0	34.8				4.8
Year 5	0.5	5.8	12.5	25.0	30.4			6.5
Year 6		2.0	5.7	10.8	22.0	27.3	27.0	5.0
Year 7		0.5	1.8	4.3	8.7	20.5	19.3	3.5
Year 8		0.2	0.5	1.8	3.8	6.7	5.3	3.3
Year 9			0.2	0.3	1.2	2.7	2.5	1.0
Year 10					0.2	0.7	0.7	0.0
Year 11						0.2	0.2	0.0
Entered [a]	100.0	86.2	77	68.2	60.7	57.1		
Completed [b]	86.7	77.4	68.4	60.9	57.4	54.9		
Subtotal							54.9	45.1

Note: $N = 601$. Cells with a value of 10 % or higher are shaded.

a: Percentage of children who attended the grade of children who entered the targeted school.

b: Percentage of children who completed the grade of children who entered the targeted school.

Source: Created by the author using the results of the true cohort method analysis.

Table 5.2 True cohort table, Entrance-in-early-1990s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Graduation	Dropout
Year 1	100.0							8.5
Year 2	30.3	61.2						5.0
Year 3	6.4	27.9	52.2					4.2
Year 4	1.3	8.7	27.1	45.2				5.6
Year 5	0.2	3.1	8.9	23.2	41.4			4.5
Year 6		1.1	2.7	8.5	20.9	38.8	37.8	3.1
Year 7		0.6	1.0	2.7	8.9	18.0	17.4	2.1
Year 8		0.2	0.3	0.5	4.5	6.3	6.0	1.4
Year 9					0.5	3.9	3.7	0.5
Year 10						0.2	0.2	0.0
Year 11								
Entered [a]	100.0	87.8	82.4	75.8	70.7	66.3		
Completed [b]	88.1	82.4	76.2	70.9	66.3	65.1		
Subtotal							65.1	34.9

Note: $N = 621$. Cells with a value of 10 % or higher are shaded.

a: Percentage of children who attended the grade of children who entered the targeted school.

b: Percentage of children who completed the grade of children who entered the targeted school.

Source: Created by the author using the results of the true cohort method analysis.

Table 5.3 True cohort table, Entrance-in-late-1990s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Graduation	Dropout
Year 1	100.0							5.8
Year 2	28.9	65.3						2.6
Year 3	6.0	28.3	57.4					4.3
Year 4	0.6	10.1	24.8	51.8				3.6
Year 5	0.2	2.1	10.3	24.2	46.9			4.3
Year 6		0.9	3.2	9.9	22.1	43.5	42.4	4.3
Year 7			1.1	3.9	8.4	19.5	19.5	2.4
Year 8			0.2	0.9	2.6	7.3	7.3	0.4
Year 9				0.2	0.9	2.1	2.1	0.0
Year 10					0.2	0.9	0.9	0.0
Year 11						0.2	0.2	0.0
Entered [a]	100.0	91.9	88.0	84.8	76.9	72.6		
Completed [b]	92.3	88.9	85.7	79.2	74.5	72.4		
Subtotal							72.4	27.6

Note: $N = 467$. Cells with a value of 10 % or higher are shaded.

a: Percentage of children who attended the grade of children who entered the targeted school.

b: Percentage of children who completed the grade of children who entered the targeted school.

Source: Created by the author using the results of the true cohort method analysis.

grade and were registered as second graders. In other words, soon after entering, more than one third of the children had repeated their grade.

In the third year, 42.6 % of the children, having advanced to the next grade, had been registered as third graders. Roughly, the same number of children had been registered as first or second graders; of the first graders, 11.1 % had been registered in first grade for the third time. The highest number of years for continually having been registered as a first grader was five years; some second and third graders had actually been attending the school for seven years.

A total of 27.0 % of the children graduated in six years without repeating a grade. The overall percentage of children who graduated was 54.9 %,[37] which included a child who had taken 11 years to graduate. The overall percentage of children who did not graduate was 45.1 %.

Entrance-in-Early-1990s Group:
This study analyzed data from 621 children who entered school between 1991 and 1995. The number of children at the time of entrance was set at 100 %. In the first year, 8.5 % had dropped out of school. In the second year, 30.3 % had repeated their grade and had therefore been re-registered as first graders. A total of 61.2 % had advanced to the next grade and had been registered as second graders; 37.8 % of the children graduated after six years in school, without repeating a grade. Overall, 65.1 % of children graduated. The number of children who graduated after six years in school and the overall number of children who graduated were 10 % higher than the rates for these categories of children in the entrance-in-late-1980s group. Conversely, the overall percentage of children who had not graduated was 34.9 %, representing a reduction of greater than 10 %.

Entrance-in-Late-1990s Group:
The number of children who entered school between 1996 and 2000 whose data was targeted for analysis was 467. The number of children at the time of entrance was set at 100 %. In the first year, 5.8 % had dropped out of school. This figure is lower than that of the previous two groups. In the second year, 28.9 %, who were to repeat their grade, had therefore been re-registered as first graders; 65.3 % had advanced to the next grade and had been registered as second graders. This trend is more favorable than those from the other two groups.

A total of 42.4 % of the children graduated after six years in school,

without repeating a grade. Overall, 72.4 % of children graduated while 27.6 % did not graduate.

The dropout rate was lower than that of previous two groups; also, the entrance-in-late-1990s group had the highest number of children who graduated after six years and the highest overall number of children who graduated.

Changes over time of temporary dropout and grade failure rates

The following describes the process that children must follow to advance to the next grade level.

- They attend school until the end of the academic year. In other words, they do not drop out of school midway through the year.
- They pass their end-of-year assessment, which is conducted by the teacher. In other words, they do not fail the academic grade.

We collected, from the school registers and teacher grade books, the records of students who had dropped out temporarily or had failed their academic grade; then, we aggregated the data for each of the three groups. Tables 5.4, 5.5, 5.6 show temporary dropout status; Tables 5.7, 5.8, 5.9 show grade failure status. The cells with a value of 10 % or higher are shaded.

Regarding temporary-dropout status (Tables 5.4, 5.5, 5.6), we observe in the entrance-in-late-1980s group that, excluding the data for the fourth, fifth, and sixth graders who proceeded to the next grade without repeating a grade, most of the data values are close to 10 % or higher. Notably, among students in the same grade, the longer that students spent in one grade, the higher the dropout percentage. Nevertheless, in the entrance-in-early-1990s group, the dropout rate for the first graders is still high, but among the second, third, and fourth graders, it decreases to approximately 60 % of that in the entrance-in-late-1980s group. In the entrance-in-late-1990s group, few data values exceeded 10 %; also, excluding first grade, the mean value for each grade falls below 3 %.

Regarding grade failure status (Tables 5.7, 5.8, 5.9), we observe that in the entrance-in-late-1980s group, excluding sixth grade, most of the data values exceed 10 %. The grade failure rate for those registered in the first grade is high; the grade-failure rate of those who have just entered, in particular, rises to 29.7 %. Nevertheless, in the entrance-in-early-1990s group, we note no change in the high rate of grade failure among those registered

Table 5.4 Temporary dropout status, Entrance-in-late-1980s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Mean
Year 1	10.9						10.9
Year 2	13.2	8.4					10.3
Year 3	27.5	6.6	6.2				9.2
Year 4	8.3	15.0	11.8	1.4			7.7
Year 5	33.3	25.7	22.7	8.4	3.3		10.2
Year 6		25.0	29.4	21.5	4.4	0.6	5.9
Year 7		33.3	9.1	30.8	9.6	1.6	5.1
Year 8		100.0	66.7	36.4	21.7	17.5	17.3
Year 9			100.0	50.0	42.9	6.3	14.6
Year 10					0.0	0.0	0.0
Year 11						0.0	0.0
Mean	12.7	10.2	12.1	9.2	6.2	3.1	9.9

Note: $N = 601$. Cells with a value of 10 % or higher are shaded.

Source: Created by the author using the results of the true cohort method analysis.

Table 5.5 Temporary dropout status, Entrance-in-early-1990s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Mean
Year 1	10.8						10.8
Year 2	10.6	4.5					6.5
Year 3	10.0	4.6	5.6				5.6
Year 4	25.0	13.0	9.5	3.6			6.8
Year 5	0.0	21.1	12.7	7.6	2.7		6.1
Year 6		0.0	5.9	9.4	8.5	2.1	3.2
Year 7		25.0	50.0	11.8	9.1	2.7	4.6
Year 8		100.0	0.0	33.3	10.7	0.0	4.5
Year 9					66.7	4.2	6.0
Year 10						0.0	0.0
Year 11							
Mean	10.8	6.0	7.9	5.8	5.9	2.2	7.0

Note: $N = 621$. Cells with a value of 10 % or higher are shaded.

Source: Created by the author using the results of the true cohort method analysis.

Table 5.6 Temporary dropout status, Entrance-in-late-1990s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Mean
Year 1	7.7						7.7
Year 2	5.9	3.0					3.9
Year 3	10.7	5.3	1.1				3.0
Year 4	33.3	2.1	2.6	0.8			1.7
Year 5	0.0	0.0	0.0	3.5	0.9		1.5
Year 6		0.0	13.3	8.7	1.0	1.0	1.6
Year 7			0.0	5.6	10.3	0.0	2.0
Year 8			0.0	0.0	0.0	0.0	0.0
Year 9				0.0	0.0	0.0	0.0
Year 10					0.0	0.0	0.0
Year 11						0.0	0.0
Mean	7.6	3.4	1.8	2.6	1.9	0.6	3.4

Note: $N = 467$. The total was derived from the number of temporary dropouts/the number of entered children. Cells with a value of 10 % or higher are shaded.

Source: Created by the author using the results of the true cohort method analysis.

Table 5.7 Grade failure status, Entrance-in-late-1980s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Mean
Year 1	29.7						29.7
Year 2	22.3	12.2					16.2
Year 3	2.9	14.2	10.9				11.0
Year 4	16.7	28.8	14.0	10.0			14.8
Year 5	0.0	17.1	17.3	11.7	7.1		11.1
Year 6		25.0	11.8	7.7	5.2	0.6	3.5
Year 7		33.3	18.2	15.4	15.4	3.2	5.7
Year 8		0.0	33.3	18.2	13.0	2.5	6.4
Year 9			0.0	0.0	0.0	0.0	0.0
Year 10					0.0	0.0	0.0
Year 11						0.0	0.0
Mean	25.6	15.4	13.0	10.7	7.7	1.7	14.8

Note: $N = 601$. Cells with a value of 10 % or higher are shaded.

Source: Created by the author using the results of the true cohort method analysis.

Table 5.8 Grade failure status, Entrance-in-early-1990s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Mean
Year 1	26.6						26.6
Year 2	19.1	9.7					12.9
Year 3	17.5	13.9	7.4				10.2
Year 4	12.5	25.9	11.9	5.0			9.6
Year 5	0.0	26.3	10.9	9.0	3.1		6.7
Year 6		57.1	11.8	5.7	7.7	0.4	2.9
Year 7		25.0	0.0	0.0	21.8	0.9	4.6
Year 8		0.0	0.0	0.0	10.7	5.1	4.5
Year 9					0.0	0.0	0.0
Year 10						0.0	0.0
Year 11							
Mean	24.4	13.3	9.1	6.0	7.0	1.0	12.0

Note: $N = 621$. Cells with a value of 10 % or higher are shaded.
Source: Created by the author using the results of the true cohort method analysis.

Table 5.9 Grade failure status, Entrance-in-late-1990s group

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Mean
Year 1	24.8						24.8
Year 2	17.8	9.8					12.3
Year 3	10.7	18.9	7.1				11.0
Year 4	33.3	17.0	9.5	7.0			9.1
Year 5	100.0	40.0	20.8	11.5	4.6		9.7
Year 6		0.0	6.7	26.1	12.6	1.5	5.1
Year 7			40.0	16.7	7.7	0.0	3.3
Year 8			0.0	0.0	0.0	0.0	0.0
Year 9				0.0	0.0	0.0	0.0
Year 10					0.0	0.0	0.0
Year 11						0.0	0.0
Mean	22.9	13.5	9.5	10.6	6.9	0.9	12.1

Note: $N = 467$. The total was caluculated as the number of children who did no passs their grade/number of children who entered. Cells with a value of 10 % or higher are shaded.

Source: Created by the author using the results of the true cohort method analysis.

as first graders but observe that the rates have decreased overall, as indicated by the lower number of shaded cells. However, no conspicuous difference can be observed between data from the entrance-in-early-1990s group and those from the entrance-in-late-1990s group, which suggests that there was no improvement from the early 1990s in the number of children who received failing marks in their end-of-year assessment.

Changes over time of age at school entrance

It has been pointed out in literature (Lewin, 2007; 2009; Secretaría de Educación, 2002; UNESCO, 2011a; World Bank, 1995c) that the age of children when they initially enter primary school strongly affects their subsequent enrollment status. Thus, in view of their ages on entrance, the targeted children were divided into three groups according to the decade of entrance; data from these groups was then aggregated for each portion of the decades studied. The results are shown in Figure 5.1.

The predominant age range on school entrance in the entrance-in-late-1980s group is seven to eight years, which is one to two years older than the compulsory schooling age; the group aged 7 to 8 years composes of 54.6 %

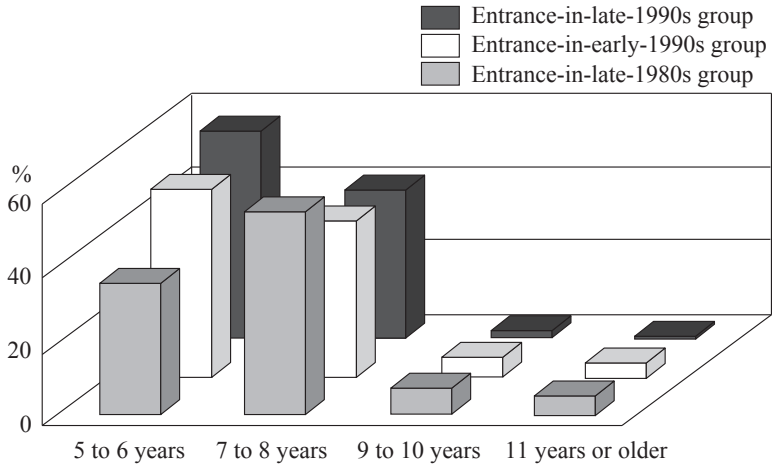


Figure 5.1 Changes over time in the ages of children at the time of entrance into school

Source: Created by the author using the results of the true cohort method analysis.

of the whole. The next-highest range is from 5 to 6 years of age, as stipulated by law; however, this age group composes of only 35.4 % of the whole. As many as 12.7 % of Honduran children entered school at age 9 years or older; one child entered at age 14 years. However, in the entrance-in-early-1990s group, those who had entered school at age 5 or 6 years represented the majority, at 51.0 %, and the number of children who had entered at age 7 or 8 had dropped to 42.2 %. This trend continues in the entrance-in-late-1990s group, with a growing difference between the 5-to-6-year-old group (56.3 %) and the 7-to-8-year-old group (40.9 %). By contrast, the number of children who had entered at age 9 years or older makes up less than 4.0 % of the whole.

Multiple articles in literature point out the problems of overage students, and the higher the age of children at entrance, the worse their school enrollment status will be (Ersado, 2005; EPDC, 2009; Hunt, 2008; Sabates et al., 2010; UIS/UNICEF, 2005). Additionally, according to this study's data, we observe that the conspicuous change towards more appropriate entrance ages from the entrance-in-late-1980s group through the entrance-in-early-1990s group and a continuation of this trend into the entrance-in-late-1990s group. This change is reflected in the changes over time in school-enrollment status.

Rise in the number of graduates and decrease in the number of dropouts

The rise in the number of graduates:
The temporary dropout and grade failure status rates, as well as the changes in enrollment status across different decades, give us better insights into the growing number of children who graduate. Thus, to investigate which categories of graduates are increasing, we grouped the graduates according to the number of years that they had required to graduate; then, we aggregated the data accordingly. The results are shown in Figure 5.2.

Our comparison of data from the entrance-in-late-1980s group and the entrance-in-early-1990s group reveals a conspicuous rise in the percentage of students who had graduated in six years. This increasing trend continues in the entrance-in-late-1990s group. We observe that the more recent the decade, the greater the number of children who had advanced directly to graduation without repeating a grade. However, the rate of this change appears to lessen between the entrance-in-early-1990s and entrance-in-late-1990s groups.

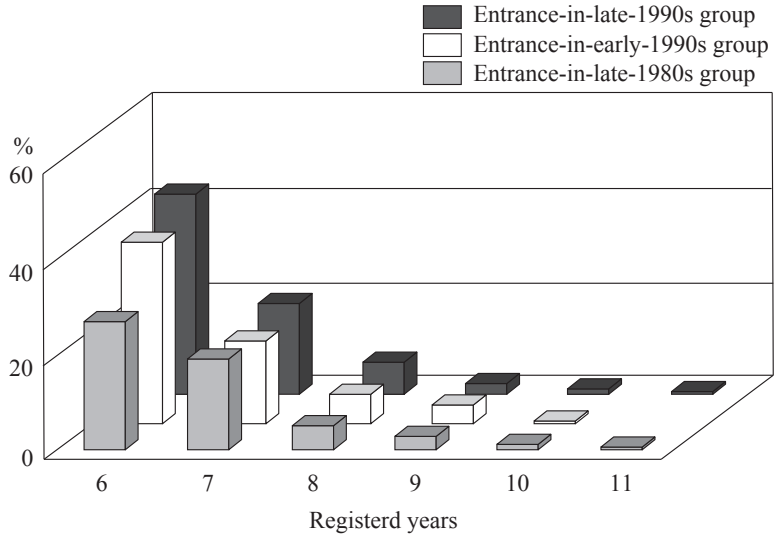


Figure 5.2 Changes over time in the number of years that children take to graduate

Source: Created by the author by using the results of the true cohort method analysis.

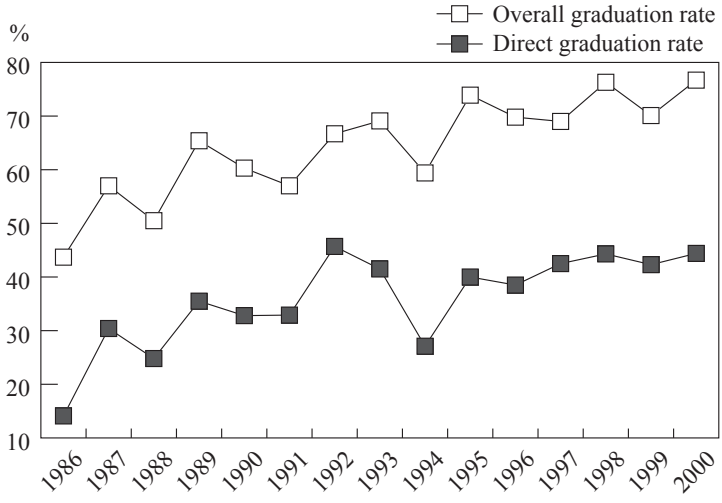


Figure 5.3 Changes over time in the number of overall graduation and direct graduations

Source: Created by the author using the results of the true cohort method analysis.

Next, to analyze the relationship between students who had proceeded directly to graduation and the overall number of graduates, we plotted the change in the numbers of both across decades in Figure 5.3. Because the number of children for each academic year was approximately 100, a relatively small number, the change in numerical values for each year is uneven. However, the changes over time in both data sets remain generally similar. In other words, the change across decades in the overall number of graduates is strongly influenced by the rise and fall of the number of students who advanced directly to graduation.

On the other hand, when observing the rate of graduation by year, a drop is seen in the percentage of graduates who entered school in 1994, despite the overall trend of annual increase. Why was their graduation percentage low that year? We conducted interviews with the school principals to identify the reason, and the following was clarified.

In the largest of the targeted schools, three teachers were initially allocated as homeroom teachers for the first grade class in 1994. However, they were unpopular among the community. Guardians hesitated to register their children at school in the first grade, and most of them did not register in 1994. As a result, the number of children who registered for the first grade decreased and only two classes opened. Moreover, one class was not open two days a week because of the teacher's personal matters. These problems led to an increase in the number of grade failures in the first grade in 1994. Furthermore, there was a lack of rainfall in the targeted area in the 1990s, and the crops failed as a result. Agriculture is the major industry in the targeted area; therefore, it is likely that the poor crops had a negative influence on individual children's enrollment.

The decrease in the number of children who drop out:

The temporary dropout and grade failure status rates as well as the changes in enrollment status across different decades give us better insight into the decreasing number of children who drop out. To investigate which categories of dropouts are decreasing, we grouped the dropouts according to the number of years that they had been registered before dropping out; then, we aggregated the data accordingly. The results are shown in Figure 5.4.

Our comparison between data from the entrance-in-late-1980s group and the entrance-in-early-1990s group reveals a conspicuous decrease in the percentage of students who had dropped out after two years of registration or more. This indicates an improvement in access to education. However, the

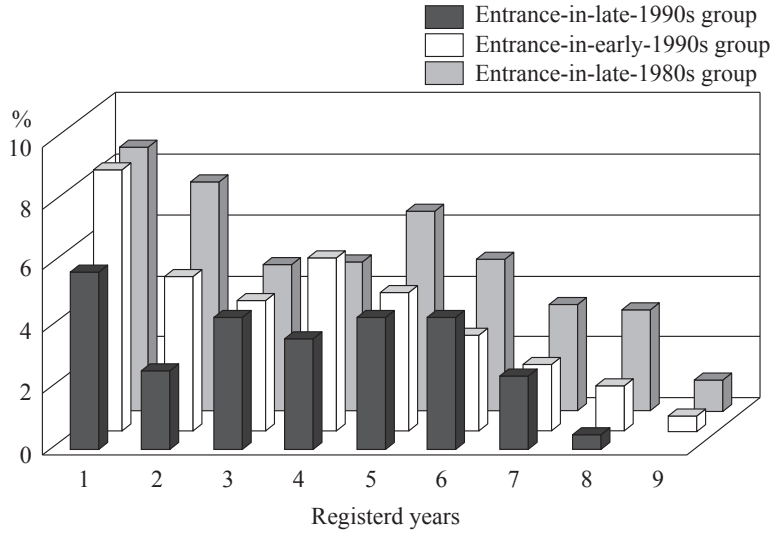


Figure 5.4 Changes over time in the number of years children were registered before drop out, by period of entrance

Source: Created by the author using the results of the true cohort method analysis.

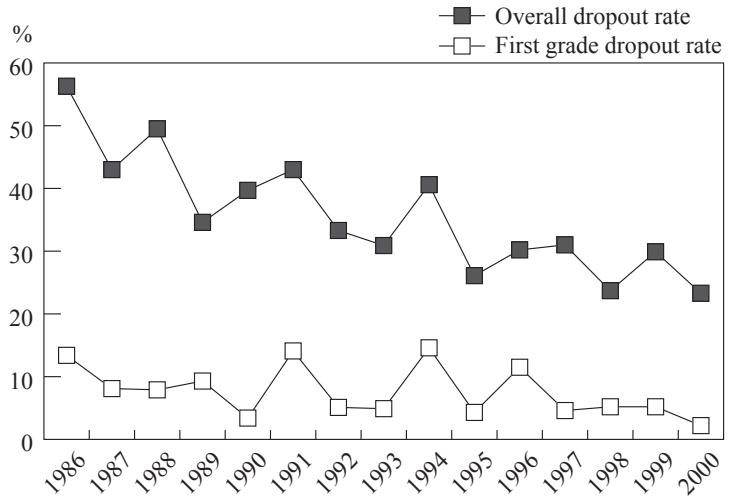


Figure 5.5 Changes over time in the number of overall dropouts and first grade dropouts in the first registered year

Source: Created by the author using the results of the true cohort method analysis.

rate of students who had dropped out in the first registered year did not decrease, unlike the rate of students who dropped out after two years of registration or more. Therefore, to analyze the relationship between students who had dropped out in the first grade in the first registered year and the overall number of dropouts, we plotted the change in the numbers of both across decades in Figure 5.5. As a result, the more recent the decades became, the more the overall number of children who had dropped out decreased. However, the number of first grade dropouts has not similarly decreased.(38)

Why do dropouts continue to happen in the first year? In literature, it is stated as a characteristic of Latin America that many children drop out in the first grade (Eisemon, 1997). It is also important that children acquire first-grade readiness by receiving preschool education before entering primary school as a way to adapt them to class and school life. Therefore, it may be that many first grade dropouts lack preschool preparation and therefore cannot adapt to school life or understand class instructions. Figure 5.6 shows the transition of the number of children who registered for preschool education in a mid-sized city ("A") in the targeted area.

The more recent the decades became, the greater the number of children who had gone to preschool, although there is some fluctuation in numbers by year. It can be observed in the number of this study's targeted children

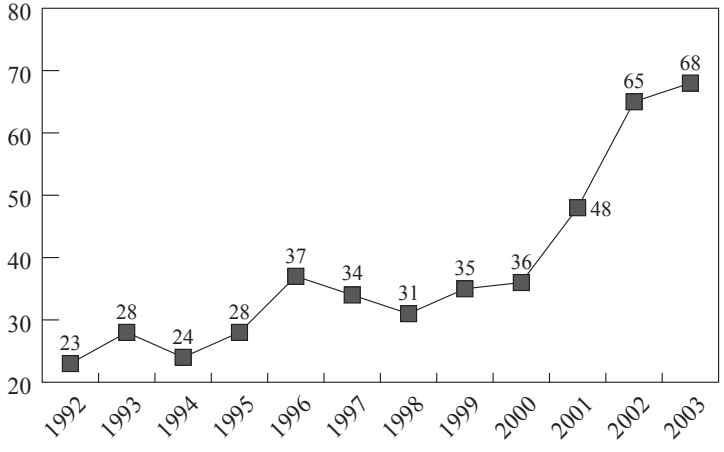


Figure 5.6 Transition of the number of preschool children registered from 1992 through 2003

Source: Created by the author using database.

who registered for preschool by 1999 [(39)] that there was an increase from 23 children in 1992 to 35 children in 1999. Regarding the first grade dropout rate (Figure 5.4), the decreased percentage of dropouts between data from the entrance-in-early-1990s group and the entrance-in-late-1990s group is obvious, although it is high compared to the percentage of children who dropped out after two years of registration or more. The percentage of children who dropped out is decreased totally. Therefore, the increase in the number of children registered for preschool education between data from the entrance-in-early-1990s group and the entrance-in-late-1990s group may have contributed to the decrease in the number of dropouts in the first grade between them as well.

However, according to an education expert who worked for a long time in the targeted area, not every preschool offered an education based on the curriculum. Some preschools only played the role of child-care facility. These problems concerning the contents and quality of preschool education may be one of the factors in the fact that there was no decreased trend in first year dropouts between the entrance-in-late-1980s group and the entrance-in-early-1990s group. However, the situation has improved since the late 2000s. When the author researched preschool education in 2011, the preschool class according to official curriculum was offered to children in the classroom. The targeted data of this study's analysis is children who entered primary school before 2000; therefore, it is not possible to examine the influence of preschool education's improvement after 2000. However, there is a possibility that the children's enrollment situation has improved because of their receiving preschool education.

On the other hand, in the detailed comparison of changes over time in the number of overall dropouts and first grade dropouts in the first year (Figure 5.5), it is observed that the dropout rates in the first grade in the first registered year of 1991, 1994, and 1996's entrants are high compared with the other entrance years. We already discussed the unfavorable enrollment situation of children who entered school in 1994 in the former section. How can we identify the unfavorable enrollment situation of children who entered in 1991 and 1996? We focused on those teachers employed in the first grade in 1991 and 1996, as well as considering the situation of the children who entered in 1994, and considered the influence a teacher has on children's enrollment situations. In following this line of reasoning, we found that three teachers were allocated as homeroom teachers in the first grade in the largest targeted school in 1991. All three were unpopular among both guardians

and children. One was mentioned as a problematic teacher in the home visit survey. Some guardians indicated that their child had dropped out because of troubles with this teacher. The group of teachers who were allocated to the first grade in 1996 also included this problematic teacher. Therefore, we cannot deny the influence of teachers on children's enrollment situations in the first grade in the first registered year.

According to the schools' principals and the previous director of the district educational committee, teachers who did not work well were allocated as homeroom teachers in the first grade intentionally, implying this was a punishment. As it takes time to care for the first grade children, this may be one of the factors making the first grade dropout rates worse.

CHAPTER SIX

How did individual children's enrollment patterns change?

Enrollment pattern construction based on school records

As in the report by Sekiya (2014), we examined the trends observed in the true-cohort table based on enrollment patterns. We developed the individual children's enrollment pattern that is composed of registered grade and a result of pass or failure. For example, an enrollment pattern of a graduate without any repetition will be "1P2P3P4P5P6P". Each pattern was aggregated; enrollment frequency patterns are shown in Tables 6.1, 6.2, 6.3.

Transition of individual children's enrollment patterns

Entrance-in-late-1980s group

In the entrance-in-late-1980s group, there were 191 patterns of school attendance, from entrance to graduation or dropout. The pattern that appeared most frequently was that of advancing directly to graduation without repeating a grade (160 children [26.6 %]).[(40)] The second most frequent pattern was that of dropping out in less than one year after entrance (47 children [7.8 %]); this is virtually the exact opposite of the first pattern. This finding has a huge impact, considering that the subtotal of first graders who withdrew within a year after entrance, as calculated based on analysis of enrollment status, is 8.7 %. In other words, most of the children who withdrew in the first year of school had dropped out midway through that year; this means they had left before their teacher performed end-of-year assessment on their academic performance.

Table 6.1 Changes over time in enrollment patterns, Entrance-in-late-1980s group

Order	Patterns	Years Registered	Approved Grade Level	No. of Students (%)
1	1P2P3P4P5P6P	6	6	160 (26.6)
2	1D	1	0	47 (7.8)
3	1R1P2P3P4P5P6P	7	6	36 (6.0)
4	1P2D	2	1	23 (3.8)
5	1R1D	2	0	20 (3.3)
6	1P2R2P3P4P5P6P	7	6	15 (2.5)
7	1P2P3R3P4P5P6P	7	6	14 (2.3)
8	1P2P3P4R4P5P6P	7	6	13 (2.2)
9	1P1P2P3P4P5P6P	7	6	9 (1.5)
9	1P2P3P4P5R5P6P	7	6	9 (1.5)
9	1P2P3D	3	2	9 (1.5)

Note: $N = 601$ students, 191 patterns. P, pass; R, repeat; D, dropout.

Source: Created by the author by using the results of the true cohort method analysis.

Table 6.2 Changes over time in enrollment patterns, Entrance-in-early-1990s group

Order	Patterns	Years Registered	Approved Grade Level	No. of Students (%)
1	1P2P3P4P5P6P	6	6	234 (37.7)
2	1R1P2P3P4P5P6P	7	6	52 (8.4)
2	1D	1	0	52 (8.4)
4	1R1D	2	0	17 (2.7)
5	1P2R2P3P4P5P6P	7	6	16 (2.6)
6	1P2P3D	3	2	14 (2.3)
7	1P2D	2	1	13 (2.1)
8	1P2P3R3P4P5P6P	7	6	12 (1.9)
9	1P2P3P4D	4	3	10 (1.6)
10	1R1R1P2P3P4P5P6P	8	6	8 (1.3)

Note: $N = 621$ students, 122 patterns. P, pass; R, repeat; D, dropout.
Source: Created by the author by using the results of the true cohort method analysis.

Table 6.3 Changes over time in enrollment patterns, Entrance-in-late-1990s group

Order	Patterns	Years Registered	Approved Grade Level	No. of Students (%)
1	1P2P3P4P5P6P	6	6	196 (42.0)
2	1R1P2P3P4P5P6P	7	6	41 (8.8)
2	1D	1	0	26 (5.6)
4	1P2P3R3P4P5P6P	7	6	11 (2.4)
5	1P2R2P3P4P5P6P	7	6	8 (1.7)
6	1P2P3P4P5R5P6P	7	6	7 (1.5)
7	1P1P2P3P4P5P6P	7	6	7 (1.5)
8	1R1R1P2P3P4P5P6P	8	6	6 (1.3)
9	1R1D	2	0	6 (1.3)
10	1R1P2R2P3P4P5P6P	8	6	5 (1.1)
10	1P2P3P4R4P5P6P	7	6	5 (1.1)
10	1P2D	2	1	5 (1.1)

Note: $N = 467$ students, 116 patterns. P, pass; R, repeat; D, dropout.

Source: Created by the author by using the results of the true cohort method analysis.

The third most frequent pattern was that of repeating first grade in the first year once only and then advancing directly to graduation (36 children [6.0 % of the entire group]). The fourth most frequent pattern was that of passing the first year and advancing to the second grade but then dropping out. Similarly, the fifth most frequent pattern involved failing the first year and repeating the first grade again in the following year but then dropping out.

From these findings, we observe a favorable pattern and a problematic pattern, which occur alternately. In other words, when we focused on individual enrollment, we clearly observed in the late 1980s a phenomenon that should be termed an enrollment divide, in which an ideal graduation pattern and a worst case scenario dropout pattern exist concurrently.

Entrance-in-early-1990s group

In the entrance-in-early-1990s group, we found 122 graduation/dropout patterns. Although the number of children in the group does not differ significantly from that in the entrance-in-late-1980s group, the variation in patterns is reduced by approximately 40 %. As with the entrance-in-late-1980s group, the most frequently occurring pattern was that of advancing directly to graduation without repeating a grade (234 children [37.7 %, which is 1.5-fold greater than that of the entrance-in-late-1980s group]). Sharing second place were two contrasting patterns, the first in which students repeated the first year only once and then advanced directly to graduation, and the second in which students dropped out of school less than a year after entrance (for each, 52 children [8.4 %]).

The fourth most frequent pattern was that of repeating the first year and registering in the first grade in the following year but dropping out later. The fifth most frequent pattern was that of advancing to graduation at the end of the seventh year after repeating the second grade once.

Compared with the entrance-in-the-late-1980s group, in the group of children who entered school in the early 1990s, we again observe almost alternately occurring favorable and problematic enrollment patterns. However, the favorable pattern has increased in frequency.

Entrance-in-late-1990s group

In the entrance-in-late-1990s group, we observed 116 graduation/dropout patterns. As with the other two groups, the most frequently occurring pat-

tern was that of advancing directly to graduation without repeating a grade (196 children [42.0 %, which is a larger percentage than that from either of the other two groups]). Also, the second most frequent pattern was that of repeating only the first year and then advancing directly to graduation.

The third most frequent pattern, which contradicted the previous two patterns, was withdrawing from school in less than a year after entrance (26 children [5.6 %]). After this, each subsequent pattern until the eighth most frequent pattern involved advancing to graduation.

Although the late-1990s pattern also includes favorable and problematic patterns, most of the patterns involved children advancing to graduation. Over time, the enrollment divide, which we had observed clearly in the entrance-in-late-1980s group, had begun to fade as favorable enrollment patterns had begun to rise.

CHAPTER SEVEN

Epilogue:
Conclusion and recommendations

How did EFA actually effect children's enrollment?

Relationship among enrollment status of children and educational development policies/strategies/plans and projects

This study summarizes the findings as follows:

- Overall, the school-enrollment situation is improving. Moreover, the number of children who had entered school at an official age increased, and the number of children who had dropped out after two years of registration or more decreased. However, although the rate of temporary dropout during the year persistently decreased, the number of children who did not receive passing marks on their end-of-year assessments peaked from the entrance-in-early-1990s group through the entrance-in-late-1990s group.
- Among the growing number of children who graduated, there is a conspicuous increase in the number of children who had advanced directly to graduation without repeating a grade. However, this increase begins to slow down between the entrance-in-early-1990s group and the entrance-in-late-1990s group.
- Whether in terms of temporary dropout, grade failure, or dropout, the status of first graders is relatively dire compared with that of students in other grades. This situation is particularly serious among first graders in their first year of school. As a result, the school-enrollment situation can be characterized by the enrollment divide. In other words, the ideal graduation pattern, in which children repeat only one grade or none, exists alongside the worst case scenario dropout pattern, in which chil-

dren withdraw from school in less than one to two years after entrance. However, as the years advance, the number of children who follow the preferable graduation pattern becomes larger and the number of children who follow the undesirable dropout pattern becomes smaller.

Firstly, the more recent the decades became, the more the number of children who entered school at the official age of 6 years old increased. This means the improvement of entrance age. From the review of educational development strategies and policies in Honduras, 13 policies/strategies/plans focused on the promotion of preschool education which will contribute to access and quality of education. To enter at the official age into school is a direct method for preventing overage students. Also, preschool education is effective for acquiring of readiness. It contributes to the prevention of children who leave school immediately after their entrance. From the interview with school principals, they commented on the increase of children who entered at six years of age. This is consistent with the analysis results of individual children's enrollment situations.

Secondly, the consistent reduction in the temporary dropout rate, the increased number of children who graduate directly in six years and the decreased number of children who dropped out after two years of registration or more indicate that the problem of lack of access to formal education in school has lessened. The first educational development policy/strategy/plan for improving access to formal education was the National Development Plan, which was implemented from 1986 to 1989 in the targeted date range. This strategy intended to reduce dropping out, grade-level repetition, and illiteracy by balancing access to and quality of education, as well as correcting the social and local gap in opportunities to receive education. Further, in 1990, at the start of the Education for All movement, the Honduran government created and began to implement educational development strategies, such as the Plan for the Educational Sector 1990-1994 and educational reforms under the slogan Morazán School. Since the late 1990s and throughout the 2000s, the Honduran government has worked out many strategies, such as the Master Plan for National Reconstruction and Transformation (Plan Maestro de la Reconstrucción y Transfomación Nacional [PMRTN]), which outlined and executed reconstruction projects to repair the damage wrought by Hurricane Mitch; the ideas outlined in the Poverty Reduction Strategy Paper (PRSP); and the Education for All-Fast Track Initiative (EFA-FTI). Also, the Honduran government and various donors implement-

ed the school time light meal and Education Project in El Paraíso (Proyecto Educativo Paraíso [PROEPA]), which we mentioned earlier herein, in the targeted areas. The presence of these educational development strategies and educational projects corresponds with the consistent tendency of temporary dropout rates to lessen over time, the increased number of children who graduate directly in six years and the decreased number of children who dropped out after two years of registration or more. From the interview with school principals, they commented on the increased number of children who entered at six years of age and graduated at 12 years old, the decreased number of dropouts and the increase of graduates. This is consistent with the analysis results of individual children's enrollment situations.

Thirdly, the educational development strategies from the government regarding quality of education likewise improve access to schooling. Further, the government promoted preschool education because it would contribute access to and improve the quality of education. PROEPA and the Project for the Improvement of Teaching Methods in Mathematics in the Republic of Honduras (Proyecto Mejoramiento de La Enseñanza Técnica en el Área de Matemática [PROMETAM]) were implemented at the project level since 2003. However, grade failure reduction reached its peak in the entrance-in-late-1990s group and slowed the increasing trend of students progressing directly to graduation. This might indicate a trade-off between wider access to and quality of education. In other words, the improvement of access to formal education increases the number of children who continue to receive it; however, this leads to stagnation in the quality of education. This phenomenon is typically illustrated by cases in Africa, in which making education free of charge has caused an increase in school attendance but has triggered teacher shortages and inadequacy of teaching skills and teaching materials; all of these factors have led to a lack of increase in the quality of education (UNESCO, 2008).

The other characteristic trend is that temporary dropout rates, grade failure rates and total dropout rates are extremely high in the first year of school. From the interview with school principals, they commented on the increased number of children who passed final evaluation for promotion to the next grade. From the analysis results of individual children's enrollment situations, the percentage of children who passed the evaluation increased surely. However, the situation is still worse compared with other grades. As mentioned earlier, 13 policies/strategies/plans focused on the promotion of preschool education, by aiming to enter school at the official age and acquire school readiness.[41] Moreover, the Honduran government announced some

slogans for aiming to decrease the percentage of grade failure, grade repetition and dropout in the first and second grade, such as Successful Schooling (Escuela con Éxito)[42] in 1998, Save First Grade (Salvemos Primer Grado) in 2000, and Save Grade 1-3 (Salvemos Primer Ciclo)[43] in 2001 (Secretaría de Educación, 2003). Save First Grade is an initiative intended to prevent repetition of and dropout from the first grade in primary school. However, they did not offer concrete activity newly in the targeted area and tried to include existing projects and activities. We could not confirm the positive influence of these slogans based on our data analysis.

It is very difficult to identify the contribution of individual strategies and projects to improvements in continued-enrollment and promotion rates because there is no large-scale monitoring and evaluation in the literature of those strategies and projects. In general, each donor organization individually evaluates its projects and reports its positive results. Further, it is not only the strategies and projects to influence the actual enrollment states of children. One must not overlook the influence of the households in which children are raised and the consciousness of parents/guardians about the value of formal education. To identify the effects of each strategy and project, one will need to consider data from multiple sources and from various angles; this will be a fruitful subject for future analysis.

Answers to hypothesis

This study verified the following three research questions: (1) What factors prevent the improvement of completing primary education and what is the structure of these factors in Honduras? (2) How are the factors that prevent children from enrollment integrated into Honduran education policies/strategies/plans and projects under the influence of EFA/MDGs in Honduras? (3) Through the implementation of EFA/MDGs, documents such as Education for All Global Monitoring Report and the Millennium Development Goals Report have mentioned that net enrollment rates of primary education are improving; however, how were the individual children's enrollment status improved before and after EFA/MDGs?

First, this study considered the factors that influence children's educational attainments by Structural Equation Modeling (SEM).

Factors preventing children from enrollment (Hypothesis 1):
Children leave school completely in Honduras as a result of grade repetition or temporary dropout. In the children's background, there are factors related

to family, society, and school. Specifically:

- It is hypothesized that the factors relate to family and society. Concretely, the factors are family income level and labor market characteristics impede children's enrollment.
- It is hypothesized that the factors are related to school. Concretely, evaluation by teachers, possibility for the school to offer a higher grade and distant location of secondary school impede children's enrollment.

Previous studies on repetition and dropouts were based on the perception that grade repetition leads to dropping out of school; therefore, these studies investigated appropriate solutions to these issues (Marshall, 2003; McGinn et al., 1992; Wolff et al., 2002). However, our present analysis of a causal structure using SEM and a survey conducted through home visits show that low educational attainment among children is not necessarily the result of repeating grades. There is a strong probability that low educational attainment also arises when children have difficulty accessing school. Typically, prolonged absenteeism or starting school later than other children cause a child to abruptly stop attending school completely. Moreover, access to school is influenced by regional social characteristics related to familial and social backgrounds, including the guardian's primary occupation and the degree of regional monoculture.

Moreover, this study's life-history analyses show that there is no correlation between children's educational attainments and current occupations, and that there was no particular difference in their occupations irrespective of whether they completed primary education or not. In other words, once a child can acquire a minimum literacy level, there is no incentive for them to go through upper grades in the targeted area, thus leading to total dropout regardless of the instance of grade repetition.

Second, this study collected policies/strategies/plans documents as well as project reports and outlined them, considering the targets of these educational development policies/strategies/plans and projects as well as the factors shown by SEM that prevent children from enrollment.

The relevance of educational development policies/strategies/plans and projects (Hypothesis 2):

In Latin America, policy makers and donors have historically paid attention to grade repetition and dropout rates. Hence, in Honduras, policies/strate-

gies/plans and projects focus on factors that prevent grade repetition and dropout, and include concrete actions. Specifically:

- The promotion of preschool education, the development of instructional materials, an increase in the number of teachers, the school calendar taking into account the harvest period in agricultural regions, and the promotion of entrance at the appropriate age and in-service training for teachers.

At the policy and strategy level, they mention four points—access to school, children's absence, children being overage for their grade, and family and social background—however, they do not mention how to improve access to school on a daily level, how to reduce children's absence, and how to enforce preschool education in order to prevent overage children. Though they identify the problems, they do not offer concrete plans or guidelines for improvement. Moreover, they only focus on problematic internal school factors, and do not address external factors such as family and social background.

At the project level, they mention the same four points, but at this level, they offer concrete solution activities. Therefore, projects in the targeted area would contribute to the continuation of schooling.

When policy makers and donors developed a plan, they assumed that many children leave school after repeating a grade. Under this assumption, some implications for reducing grade repetition and dropout rates were shown in previous literature. However, they did not focus on the many children who leave school after short-term attendance without any repetition; they did not offer a concrete plan for dealing with children who leave school immediately.

Third, this study used longitudinal data that traced children from register and de-register (by either graduation or dropout), and analyzed the transition of individual children's enrollment by comparing their status before and after the implementation of EFA/MDGs.

Transition of children's enrollment patterns (Hypothesis 3):
In Honduras, the improvement effect of EFA/MDGs on individual children's enrollment is not equal. Specifically:

- EFA/MDGs were created based on the mean value of cross-sectional data, which set the targets; however, a population may not be a normal

distribution. Therefore, the effect of EFA/MDGs on individual children's enrollment is not equal.

EFA and MDGs are policies based on cross-sectional data. This study's analysis, however, found that individual children's enrollment situations do not reflect a normal distribution. Overall, the school-enrollment situation is improving, as the number of children who are entering school at the official, appropriate age is increasing, and the number of children who drop out after less than two years of registration is in decline. However, "enrollment divide" with a lot of dropouts in the first year and a lot of straight graduates still remains in individual children's enrollment patterns, illustrating that the effect of EFA/MDGs on individual children's enrollment is not equal.

Overall findings through this study

Using longitudinal data based on individual children's school records, this study investigates the following: (1) the factors that prevent the improvement of completing primary education, (2) how are the factors that prevent children from enrollment integrated into Honduran education policies/strategies/plans and projects since the 1980s but before EFA/MDGs, and (3) individual children's enrollment situations before and after the implementation of EFA/MDGs from a micro perspective, and transitions in individual children's enrollment patterns over time. The targeted schools were located in a regional city in Honduras, Central America's poorest country. Statistics place this country around the mid-range of human development indices, and its internal educational efficiency is a severe problem.

In the SEM analysis of the factors preventing enrollment, the findings indicate that reduced educational attainment is not necessarily the result of grade repetition. Low educational attainment occurs due to impediments in access to school, absenteeism, or being overage, as these factors all lead to children experiencing difficulty in going to school every day and abruptly leaving school. Moreover, the results confirm that factors reflecting regional social characteristics related to family and social background are fundamental causes. From the life-history analysis, there appears to be no clear relationship between children's educational attainment and their current occupation. In other words, once children acquire a minimum literacy level, there is no incentive for them to complete upper grades in the targeted area, which leads to an increase in dropout rates regardless of grade repetition.

In analyzing the relevance of EFA/MDGs' implementation, findings

indicate that educational policies and strategies in Honduras included the previously mentioned factors: access to school, children's absence, being overage, and family and social background. However, these policies did not detail concrete plans or guidelines for resolution or implementation. On the other hand, projects dealt with these factors and offered concrete implementation plans. However, when policy makers and donors worked out a plan, they assumed that many children would either leave or complete school after repeating a grade. Under this assumption, some implications for reducing grade repetition and dropout rates were mentioned in literature. Obviously, they did not focus on the many children who left school after short-term attendance without any repetition; thus, they did not offer concrete plans for dealing with children who would leave school immediately.

In the analysis of the transition of individual children's enrollment status over time by using the true cohort method, findings indicate that overall school-enrollment situations have improved. The percentage of graduates is increasing, especially direct graduates without any repetition. Moreover, the number of children who enter school at the official, appropriate age is increasing, and the number of children who drop out after two years of registration or more is in decline. Although the rate of temporary dropouts midway through the school year is persistently decreasing, the number of children who did not pass their end-of-year assessments peaked for the entrance-in-early-1990s group through the entrance-in-late-1990s group. Moreover, when enrollment patterns are compared, the school-enrollment situation of children who entered school in the late 1980s is characterized by the aforementioned "enrollment divide." In other words, the ideal graduation pattern, in which children repeat only one grade or none, exists alongside the worst case scenario dropout pattern, in which children withdraw from school in less than one to two years after entrance. As the years advance, however, the graduation pattern becomes more frequent and the dropout pattern less frequent. In terms of temporary dropout, grade failure, or dropout, the status of first graders is relatively dire compared to the situation observed in students of other grades. This situation is particularly serious in the first year of the first graders.

There are three limitations to this study. First, there is an influence of regional restriction and special characteristics. The results of the present analysis are based on data in a regional city in Honduras, and therefore, cannot be extrapolated to represent Honduras as a whole.

Second, it is difficult to track transfer children. For example, in order

to track the children who leave the targeted school, one must acquire the enrollment record at the transfer school after the children have moved to another area of Honduras, or leave Honduras completely. As there is a low possibility to be able to conduct this type of investigation, it is difficult to deal with children who move across the region by using this study's research method, which is based on school records.

Third, it is difficult to verify the influence of educational development strategies/policies/plans and projects on individual children's enrollment situations. According to the outline of policies in Chapter 4, the government and Ministry of Education in Honduras formulated and implemented various educational policies and strategies; similarly, various donors formulated and implemented educational activities as well. After the implementation of their policy and projects, each group analyzed the results and reported on them positively. In fact, there are no available third-party evaluations, which makes it difficult to objectively evaluate the influence of policies and projects on individual children's enrollment situations.

In future work, it will be important to add surveys on regions with different economic and social attributes to develop a more robust analysis that includes areas with different characteristics and performs a comparative study with this analysis result. Moreover, by collecting and analyzing new data in the same method as used in this analysis, it will enable the comparison of the different regions in Honduras and lead to further considerations. The expansion of the targeted education level should also be considered, according to the movement of Education 2030. As the EFA has nearly achieved its goal to expand primary education throughout the world, the organization is turning its attention toward preschool, secondary, and tertiary education levels, and there is a need to develop these education levels in the near future. Therefore, it is preferable that further considerations of individual children's enrollment situation should include preschool and secondary education as research targets.

Practical policy recommendations for Education 2030: Challenges for achieving Education for All

Based on these analysis results, future educational development policies and strategies in Honduras should focus on the quality of education, primarily for first grade children who are entering school as their first registered year.

Promotion for entering primary education at the official age

This study presents the following four plans to promote the entry into primary school at the official, appropriate age.

Guardians' participation in school management:
In Honduras, the school lunch program (in which guardians cook distributed food such as corn, rice, beans, etc., and offer a light meal to children) and school-based management such as PROHECO have been practiced (JICA, 2006; World Bank, 2010b). Moreover, the cash transfer program, which mandates that the government distribute money to each school according to the number of registered children, is managed by school principals and PTA representatives (World Bank, 2010b). By further promoting the involvement of guardians, they feel an increased level of ownership of school management.

Educational campaigns targeted to guardians:
Not only is it important to involve guardians in school management, but also to educate guardians themselves through school programs. During the Meiji era in Japan, for example, several activities related to education were implemented and ultimately contributed to improved enrollment in schools, such as "Slide Show" or "Popular Education Talk" for guardians, conducted by individuals who had comprehensive knowledge of educational matters. Further, commendations were awarded to guardians who showed particular enthusiasm for education (JICA, 2004a). A direct opportunity to learn will improve the guardians' understanding of the benefits of school education.

Economic development in the community:
Based on the results of the National Census, the major industry in the targeted area is agriculture, with limited occupational choices (INE, 2003a). This suggests that there is no real incentive to ensure that children finish primary school. To deal with the problem, it is necessary to create attractive occupation options in which children can be engaged after completing primary education, and to create incentives to ensure the completion of primary education. For example, economic development in the community, such as "One Village One Product Movement," is one strategy to improve occupational situations.

Cooperation with local city offices and health centers:
In the targeted area, the activities were implemented to improve children's nutrition status in a health center supported by the Japan Overseas Coopera-

tion Volunteers (Herrera, 2007; JICA, 2006). The Master Plan for National Reconstruction and Transformation (PMRTN) mentions cooperation with other sectors for development strategies. It will be important to cooperate with other sectors by utilizing existing organizations such as health centers. For example, regular health examinations can be conducted in health centers in order to monitor the children from infancy. Upon entering primary school, it is effective to send a notification as well as call to guardians regarding school. These strategies do not place the sole responsibility of entering school on the guardians; it is important to create opportunities that prompt staff in education and other sectors as well to promote children's entry to school.

Comprehensive policy for specializing on first grade students in the first registered year

Analysis results show that many children dropout without attending a full school year. This study presents four plans that specialize in addressing first grade students in their first registered year.

Educational campaigns for first grade guardians:
As the result of SEM, this study found family and social factors to be the root causes of preventing continuation of school. As mentioned earlier, children in Honduras can go to school through registration at the school by a guardian. This indicates that guardians decide their children's entrance to school. From the analysis results of individual children's enrollment patterns, the enrollment status of first grade children is worse than other grades; therefore, it is preferable to make a specific environment in order to avoid missing the children who enter school for the first time in first grade, by holding a regular parental meeting for first grade guardians.

Daily care for children by teachers:
Within the context of a lack of improvement in the enrollment situation of first grade students, there are children who cannot adapt to the requirements of study and school life. In the targeted area, activities implemented included PROMETAM, which aims to improve children's learning through the enhancement of teacher's instructional skills. For the next step, it is important to arrange a support system for children's school life through teachers who acquire necessary knowledge about child psychology. It is preferable to create an environment in which teachers can help children in their school life.

Prioritize first graders in the allocation of teachers:
In Honduras, the government suffers from tight financial conditions in the education sector (World Bank, 2013a), so it is difficult to employ new teachers on a large scale. During an interview with school principals, they commented that it is hard to become a permanent teacher because the number of open employment positions is limited. Typically, they become teachers with an annual contract or work part time. If it is difficult to increase the number of teachers overall, then existing teachers should be allocated to the first grade by possibly making a combined class for the upper grades. It is preferable to make an environment in which teachers pay attention to children individually.

Promotion of preschool education for acquiring school readiness:
It is possible that children leave school because of a lack of school readiness. The SDG4-Education 2030 prioritizes the importance of early childhood education for getting ready for primary education. In Honduras, there are many types of preschool education, such as only one month or one semester. It is better to utilize various types of preschool education, not only formal education but also non-formal education offered by NGOs. It is preferable to acquire school readiness according to specific characteristics in the area and prevent the problems associated with entrance to school and those that occur after enrollment.

Appendix

Changes in Honduran education policies and projects from 1986 to 2013

The Azcona Administration 1986–1990:
During this period, the Azcona administration's national development plan yielded an improvement in Honduran overall level of education. Education was believed to be the basis for national development. Under this plan, the following five educational projects were implemented. (1) CEPENF (Centros de Educación Pre-escolar No Formal [Centers Non Formal Preschool Education]), supported by the United Nations Children's Fund (UNICEF), was a community-based program offering preschool education to children aged four to six years old. This project distributed teaching materials and implemented preschool teacher training for youth who completed a primary education (JICA, 2001; Rodriuez & Solíz, 2001). (2) PEEP (Proyecto de Eficiencia de la Educación Primaria [Primary Education Efficiency Project]), supported by the Ministry of Education and the United States Agency for International Development (USAID), was aimed at improving primary education efficiency. This project implemented the construction of primary schools, the development of textbooks, and teacher training from 1986 to 1992 (Posas, 2010). Consequently, textbook distribution improved; however, there were no remarkable improvements in the quality of education. This project is also considered as the beginning of Honduran educational reform process (World Bank, 2009). (3) ADEPRIR (Administración de la Educación Primaria Rural [Rural Primary Education Management Project]), started in 1987 with the World Bank's support. It received a loan of US$4.4

million to evaluate the administrative system, research a decentralization policy, as well as train and support Ministry of Education staff (World Bank, 2004). In 1993, the project was restructured by contracting local planning and management components and finally implemented in 1995. (4) INICE (Instituto Nacional de Investigación y Capacitación Educativa [National Institution for Educational Research and Training]) was founded in 1989 through grant aid from Japan's Official Development Assistance (ODA). Its goal was to raise overall primary and secondary education levels by implementing in-service teacher training. INICE also implemented research focusing on effective training and the development of teaching materials (JICA, 1987a, 1987b). (5) The Japan Overseas Cooperation Volunteers (JOCV) project, which is ongoing, dispatched volunteers to work on mathematics education (Figure 8.1).

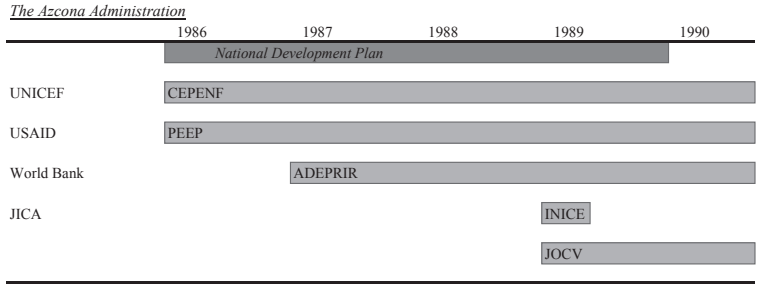


Figure 8.1 Status of educational policy and project implementation during the Azcona administration 1986–1990

Source: Created by the author.

The World Bank (1990) described the Honduran primary and basic education situation at that time as follows: The net enrollment rate (NER) improved from 85.5 % in 1980 to 92 % in 1989, especially in rural areas (Figure 8.2). However, entrance conditions were unfavorable as one-third of children were two years older than the official age requirement, reflecting the education system's inefficiency. At that time, not all schools offered classes for upper grades and some only offered instruction from grades one to three. Most schools offered multigrade classes. Grade repetition and dropout rates were serious problems because of the low quality of education. There were many dropouts in grades one to three in rural areas, which accounted for four-fifths of all dropouts. Only 23 % of children in rural areas reached

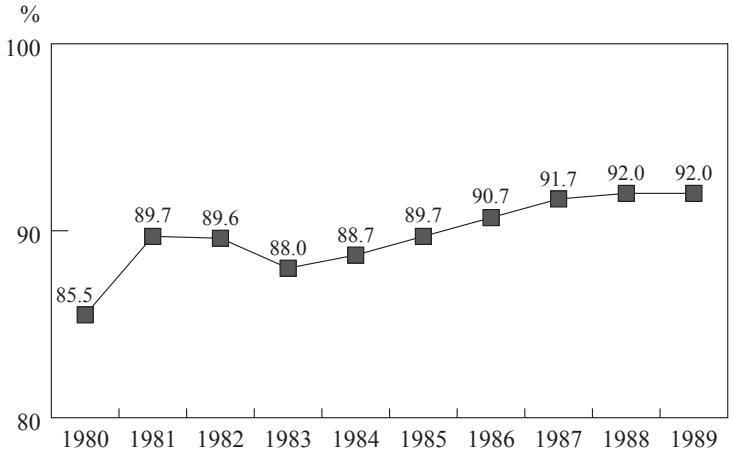


Figure 8.2 Net enrollment rate transition from 1980 to 1989 in Honduras

Source: Based on a table created by the World Bank (1990) using SECPLAN data (1990).

grade six, which is half of the urban percentage. A child needed 10.3 years on average to complete primary education—a rural child needed 12 years.

The Callejas Administration 1990–1994:
The government, during the Callejas administration, implemented policies consistent with global views that placed a high value on basic education. It promoted Programa de Modernización de la Educación (Modernization of Education), which aimed to increase children's active participation in the learning process and the quality of education through modernization policies. This advanced Honduran educational reforms in the 1990s (Posas, 2010). The Callejas administration created the National Plan of Action for Education for All in 1992 as a result of the EFA's advocacy in 1990 (JICA, 2004b; World Bank, 2009).

Projects initiated by donors include UNICEF's CCIE (Centro Comunitario de Iniciación Escolar [Community Centre for School Preparation]) from 1993 to 1995. It implemented preschool education for children through volunteers where CEPENF was not implemented in the late 1980s (JICA, 2001; Posas, 2010) (Figure 8.3).

In 1992, the World Bank (1995c) described Honduras as having generalized access to primary education, with 14 % of children between 4 and 6

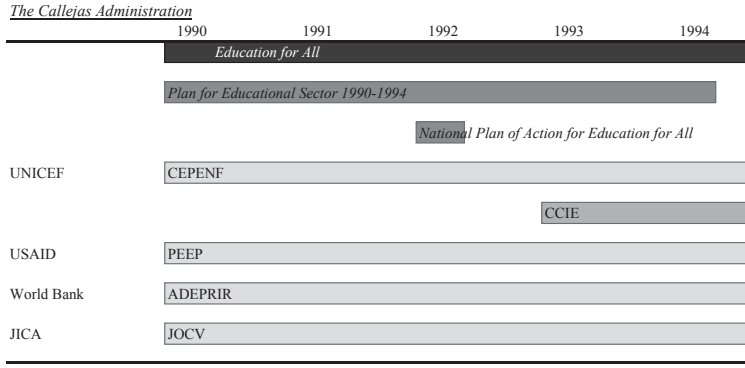


Figure 8.3 Status of educational policy and project implementation during the Callejas administration 1990–1994
Source: Created by the author.

years old attending preschool, 80 % of those aged 7 to 12 attaining primary education, and 32 % from the ages of 13 to 19 attending secondary school. The gross enrollment ratio (GER) in primary education reached 110.5% in 1993 (Figure 8.4). The NER showed no marked change, with 88.1 % in 1991 and 89.3 % in 1993 (World Bank, 2001b; UNESCO Data Centre; World Bank Edstats) (Figure 8.5). The repetition rate, which was considered an indicator of internal educational efficiency, was 12.1 % in 1991, 11.4 % in 1992, and 11.7 % in 1993 (Figure 8.6). These values show no clear improvement. The survival rate to the last grade increased by 5.8 % from 40.2 % in 1991 to 46.0 % in 1993 (Figure 8.7), while the completion rate increased by 5.1 %, from 64.1 % in 1991 to 69.2 % in 1993 (Figure 8.8). Conversely, the average number of years children attended school was 6.7 and the percentage of children graduating in 6 years increased from 27 % in 1986 to 33 % in 1992 (World Bank, 1995c).

The World Bank (1995c) reported three problems related to Honduran education. The first is the quality of education, which is measured in terms of low academic achievement, low instruction levels, lack of teaching materials, and inappropriate curriculum. The second is educational inefficiency, as demonstrated by high grade repetition and dropout rates, as well as the low completion rate. The third is educational inequity in the forms of limited school access in rural areas, insufficient preschool education, and the lack of bilingual textbooks for indigenous groups.

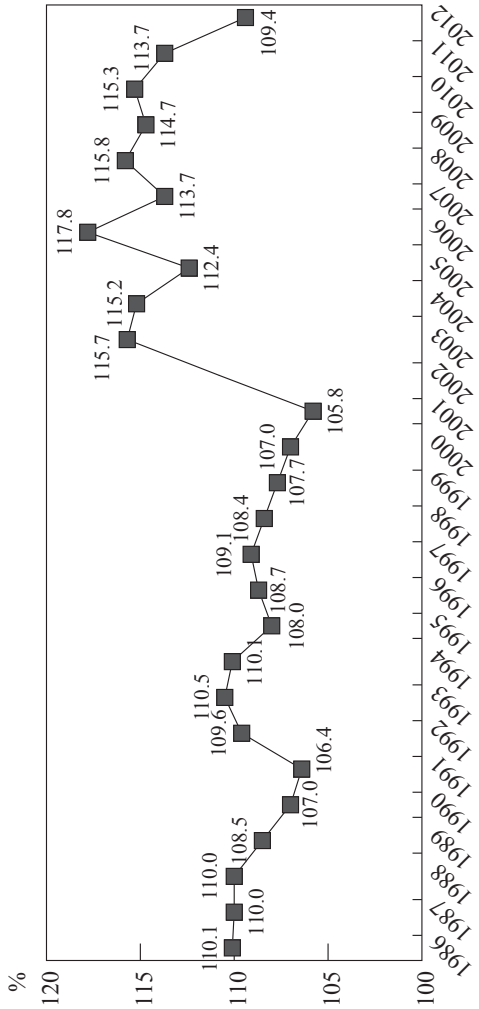


Figure 8.4 Gross enrollment ratio transition from 1986 to 2012 in Honduras
Source: UNESCO Data Centre (http://www.uis.unesco.org/datacentre/pages/default.aspx?SPSLanguage=EN).

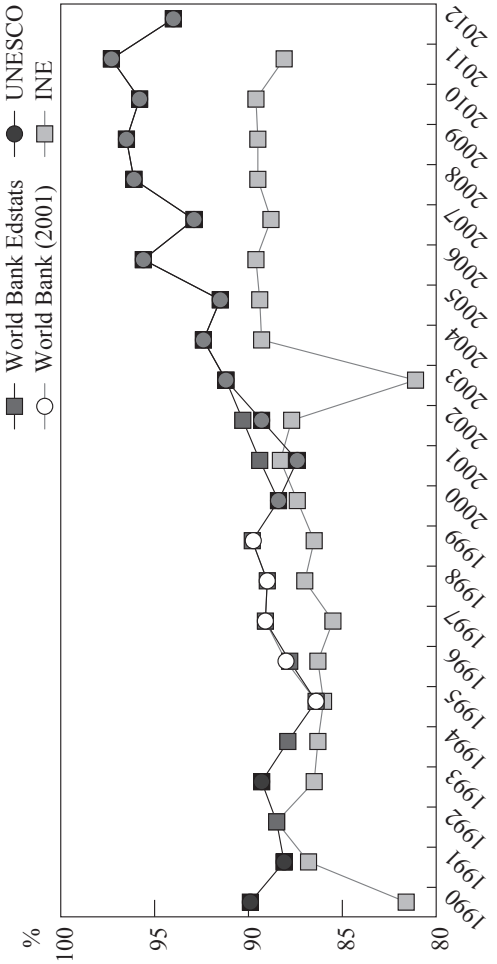


Figure 8.5 Net enrollment rate transition from 1990 to 2012 in Honduras

Source: Based on data from the World Bank Edstats, UNESCO Data Centre, INE, and the World Bank (2001).

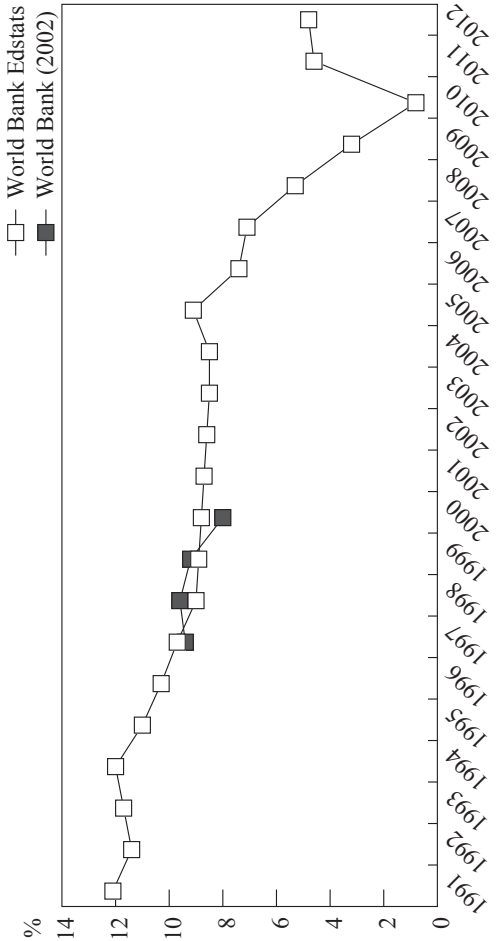


Figure 8.6 Grade repetition rate transition from 1991 to 2012 in Honduras

Source: Based on tables created by the World Bank Edstats (http://datatopics.worldbank.org/education/) and the World Bank (2002).

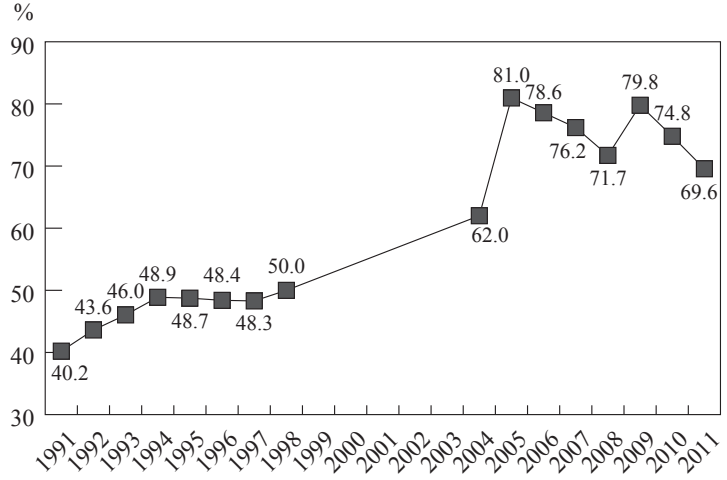


Figure 8.7 Transition of the survival rate to the last grade from 1991 to 2011 in Honduras

Source: World Bank Edstats (http://datatopics.worldbank.org/education/).

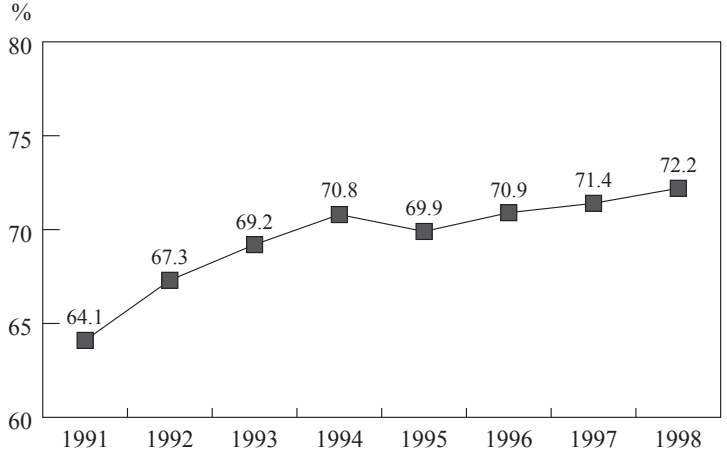


Figure 8.8 Transition of the primary school completion rate from 1991 to 1998 in Honduras

Source: World Bank Edstats (http://datatopics.worldbank.org/education/).

The Reina Administration 1994–1998:
The Reina government formulated a national development strategy in 1994, which was included within its social development strategy, to spread basic education. Under the slogan "La Escuela Morazánica" (Morazán School), it simultaneously launched educational reforms that would contribute toward national economic development by raising human resources to meet the needs of a highly productive industry and address adult illiteracy (JICA, 2006; Posas, 2010).

There were six major donor-initiated educational projects at that time. (1) PROMEB (Projecto de Mejoramiento de la Educacion Basica [Program for Improving the Quality of Primary Education]) was implemented by the Ministry of Education and sponsored by the World Bank and the Deutsche Gesellschaft fur Technische Zusammenarbeit/Kreditanstalt fur Wiederaufbau [German Technical Cooperation] (GTZ [(44)]/KfW) from 1994 to 2001. This project aimed to improve the quality of primary education and reorganize the Ministry of Education's structure (World Bank, 2004). (2) FEBLI (Fomento de la Educación Básica en Lempira e Intibucá—Promotion of Basic Education in the Departments of Lempira and Intibucá) was implemented by GTZ/KfW. This project lasted from 1994 to 2004 to improve primary education by targeting the departments of Lempira and Intíbuca, which lagged behind in enrollment (GTZ, 2004; JICA, 2001). It implemented the development of science and Spanish language teaching materials, offered teacher training, supplied library books and materials, and offered library management training. This project's teaching materials were distributed and used in other departments throughout Honduras (GTZ, 2004; JICA 2003, 2004b, 2006). (3) From 1996 to 2006, through ASED (Asesoría a la Secretría de Educación—Consultantship to the Ministry of Education), the GTZ/KfW supported the Ministry of Education's educational reforms and offered policy advice to strengthen its structure and improve administrative efficiency (GTZ, 2004; JICA, 2001). (4)The BEST Project (Basic Education and Skills Training Project) was in place from August 1995 to December 2004. It focused on basic education and technical training. Through the EDUCATODOS [Alternative Basic Education Project] program, the Ministry of Education and USAID corroborated to offer basic education to dropout youth and adults through remote learning. Learners studied independently using a radio and cassette tapes. They could obtain an official primary certificate of completing through question and answer interviews with volunteer facilitators (USAID, 2004). (5) PRALEBAH (Programa de Alfabetización

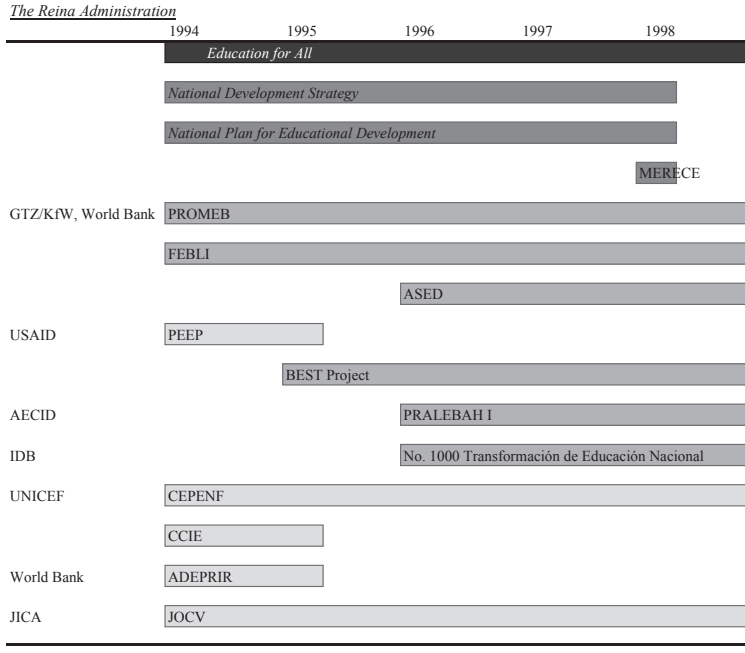


Figure 8.9 Status of educational policy and project implementation during the Reina administration 1994–1998

Source: Created by the author.

y Educación Básica de Jóvenes y Adultos en Honduras) is the first phase of AECID's (Agencia Española de Cooperación Internacional [Spanish Agency for International Development Cooperation]) literacy education program for youth and adults. It started in 1996 in the departments of El Paraíso, Olancho, and Cólon because of their high illiteracy rates and lack of literary support. It expanded to the departments of Gracias a Dios and Yolo in 1999, Atlántida in 2001, and Copán, Lempira, Intíbuca, and Santa Barbara in 2003. PRALEBAH developed six levels to meet formal primary education requirements (Secretaría de Educación, 2008a; 2008b). (6) No. 1000 Transformación de Educación Nacional (Transformation of National Education) was implemented by the IDB [Inter-American Development Bank] from 1996 through to 2004. This project aimed to improve the quality of secondary and non-formal education (JICA, 2001) (Figure 8.9).

Accordingly, the GER for primary and basic education at that time decreased from 110.1 % in 1994 to 108.4 % in 1998 (Figure 8.10). The NER

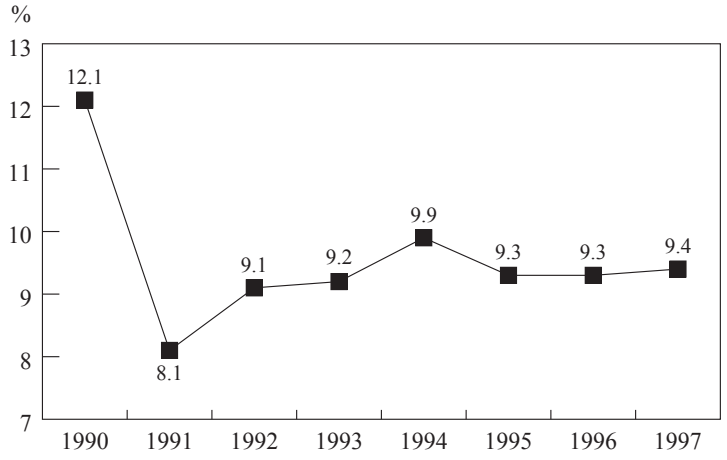


Figure 8.10 Transition of the average years for completing primary education in Honduras

Sources: Author cited by JICA (2001); JICA (2001) referred to La Educación en Cifras, Ministry of Education (2000).

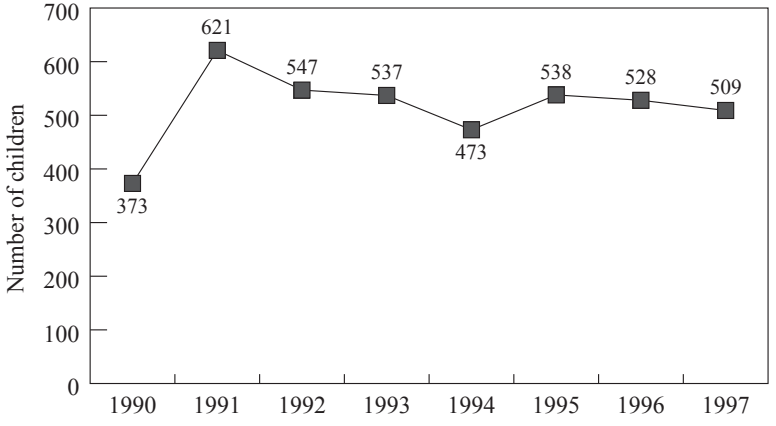


Figure 8.11 Transition of the number of children eligible to graduate against 1,000 new entrants in Honduras

Sources: Author cited by JICA (2001); JICA (2001) referred to La Educación en Cifras, Ministry of Education (2000).

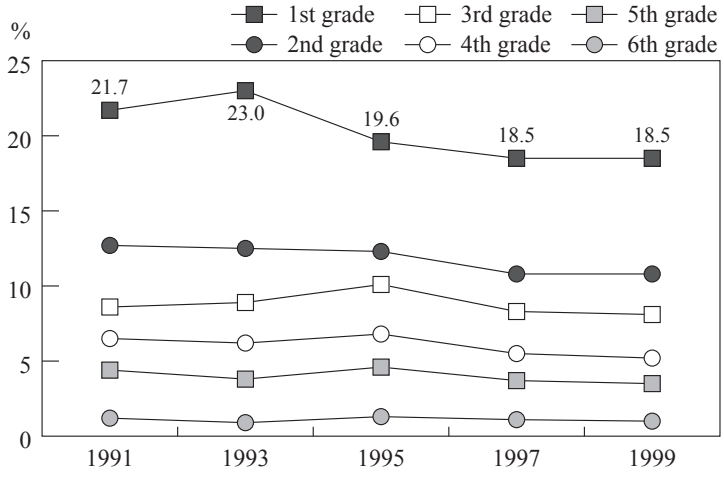


Figure 8.12 Grade repetition transition in Honduras

Source: Based on a table created by JICA (2001), which relied on La Educación en Cifras, Ministry of Education (2000).

increased from 86.4 % in 1995 to 89.0 % in 1998; therefore, there was no significant improvement (Figure 8.5). In 1997, a child needed 9.4 years on average to complete primary education (Figure 8.10) and out of 1, 000 new entrants, only 509 were eligible to graduate (Figure 8.11) (JICA, 2001). The high grade repetition rate, reported as an internal efficiency problem, decreased in all grades, except the first grade (Figure 8.12). Acquiring school readiness was difficult because of a lack of preschool education and there was limited geographical access to schools. The survival rate to the last grade also did not improve (48.9 % in 1994 to 48.3 % in 1997) (Figure 8.7). In addition, the World Bank (2001b) reported that there were regional differences between urban and rural areas. For example, educational expenses were unequally distributed between urban and rural areas and the pupil-teacher rate in 1996 was 29:1 for the former and 42:1 for the latter.

The Flores Administration 1998–2002:

During the Flores administration, the government continued focusing on education, though Hurricane Mitch had severely damaged all Central American countries, including the Honduran education sector. Of the 2,465 classrooms damaged by the storm, 787 were destroyed. The amount of damage was more than US$19.6 million (JICA 2006; Republic of Honduras,

2001). In 1999, the government formulated the "Propuesta de Compromisos Estratégicos: Propuesta para la Transformación y Reconstrucción" [Proposal for National Rehabilitation and Reforms], which included education as one of its six priorities. Consequently, the rehabilitation of education was promoted. It also proposed the "Plan Maestro de la Reconstrucción y Transfomación Nacional" (PMRTN [Master Plan for National Reconstruction and Transformation], which was based on the former proposal, to aid the country in its recovery from Hurricane Mitch. Donor groups approved this plan during the Consultative Group Meeting [(45)] in 1999. This plan outlined five factors for educational reform: (1) The active participation of civil society in national education policy development and the management of educational services; (2) the strengthening of private investment in parts which the government cannot deal with; (3) cooperation with other sectors on development strategies related to health, employment, and poverty prevention; (4) the reorganization of curriculum to correspond to local needs; and (5) equal opportunity in education without gender and racial discrimination.

After MDGs was determined in 2000, the number of educational policies and projects increased rapidly. FONAC's (Foro Nacional de Covergencia [National Convergence Forum]) education section formulated its "Propuesta de la Sociedad Hondurena para la Transformación de la Educación Nacional" [Proposal for Honduran Society for the Transformation of Education] through local level discussions and with the technical consideration of education experts. The organization included local government, citizens, formal and non-formal education experts, and the mass media in these discussions to promote educational reforms before the final proposal was written. There were several implications regarding formal and non-formal educational reforms. They suggested special education, bilingual instruction, and educational programs for youth and adults to strengthen and expand formal, non-formal and informal education. They also recommended training for new and experienced teachers, as well as for the educational and finance administration to achieve educational reform. Furthermore, they suggested guaranteeing one year of preschool education, generalizing nine years of basic education, and promoting continued enrollment from primary to secondary education as national education reform priorities (JICA, 2006).

The World Bank and IMF declared Honduras as a Heavily Indebted Poor Country (HIPC) and the government drafted the PRSP in 2001, which reflected the contents of the Master Plan for National Reconstruction and Transformation (PMRTN) and the "Proposal for Honduran Society for the

Transformation of Education." It included the opinions of civil society. The World Bank and IMF approved it in October of that year (JICA, 2006).

The following six major donor-initiated educational projects reflected these new policies. (1) Merienda Escolar (a school-time light meal), supported by the World Food Programme (WFP) and the Ministry of Education, is an ongoing lunch program offered in public primary schools. It was initiated in 1998. Parents cook with ingredients such as corn, rice, and beans to make light meals, which they offer to the students (World Bank, 2009). (2) The PFC (Programa de Formación Continua [Life Long Teacher Training Program]) is a teacher training program that was initiated in 1999. Francisco Morazán Pedagogical University awarded university credits to training program graduates and diplomas for completed university courses (JICA, 2003). (3) APREMAT (Aprendamos Matemáticas [Let's Learn Mathematics]) was implemented from 1999–2001 and supported by USAID. It was a radio-broadcasted mathematics education program (USAID, 2004). (4) Since 2001, the World Bank has supported Educación Comunitaria [Community-Based Education Project] to improve preschool and primary education in rural areas through community-based strategies. One of its projects, PROHECO (Programa Hondureño de Educación Comunitaria [Honduran Community-Based Program]), focuses on school-based management (World Bank, 2007a). (5) No. 1069 Transformación de Educación Nacional: Tercer Cíclo de Educación Básica (Educational Transformation of Third Cycle in Basic Education) was supported by the IDB from 2001 through to 2005. It targeted basic and secondary education from sixth to ninth grade. This project aimed to improve the capacity in building and administration at the school level, as well as increase access to those grades in rural, urban fringe, and indigenous communities (JICA, 2006). (6) The Luis Landa project was supported by AECID from 2002 through to 2005 to provide in-service training with specialized themes. It targeted the same departments that implemented PRALEBAH (Figure 8.13).

The World Bank (2001b) reported a remarkable improvement in primary and basic education during this period. The GER decreased from 108.4 % in 1998 to 107.0 % in 2000 and the NER reached 88.4 % in 2000 (Figures 8.4 and 8.5). The number of attended years increased on average to 5.1 years in 1999 from 4.7 years in 1989. Though poor children accessed schooling, about half of them dropped out before graduation. The reported causes were limited access to schools in remote areas and delayed entrance, resulting in children being older than average or even adolescent before graduation. When children

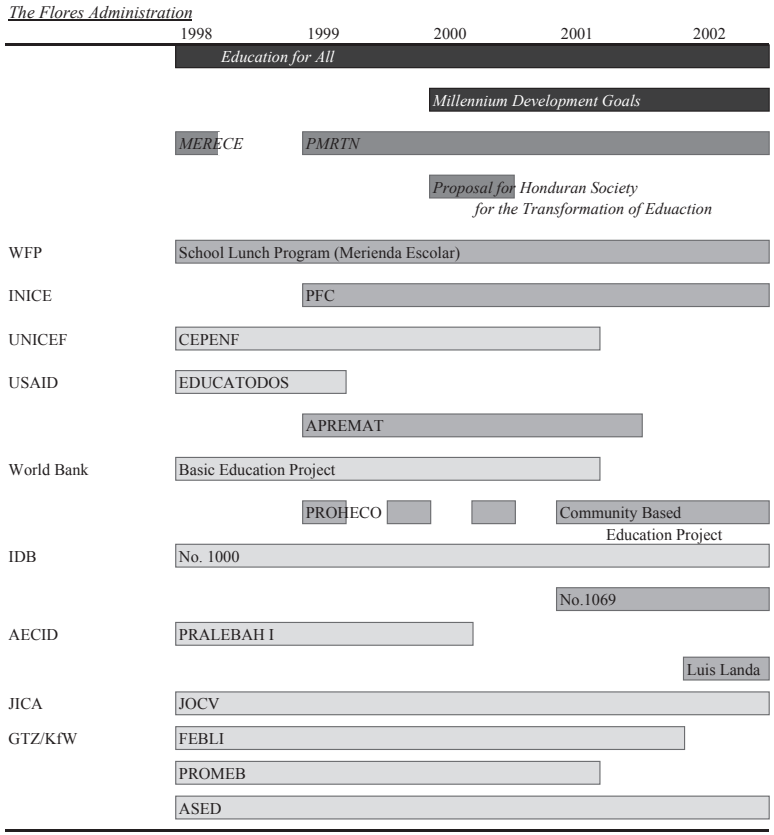


Figure 8.13 Status of educational policy and project implementation during the Flores administration 1998–2002

Source: Created by the author.

cannot receive education corresponding to their ages and can access the labor market, they are more likely to drop out completely. Grade repetition and dropout rates improved over the course of ten years, however, both remained quite high. In 1999, the grade repetition rate was still 18.5 % in the first grade, 10.8 % in the second grade, and 8.1% in the third grade. A child also needed 9.4 years on average to complete primary education (JICA, 2006).

The Maduro Administration 2002–2006:

To implement the PRSP, the Maduro government formulated a national development plan titled “Plan de Gobierno 2002–2006” [Governmental

Plan 2002–2006] and continued to make education a priority. The education sector, which was included in the poverty reduction and human development section, was prioritized as a factor toward improving employment and income opportunity. At that time, Honduras was selected as a target country of the Education for All-Fast Track Initiative (EFA-FTI) program, and the government drafted the "Plan Todos con Educación 2003–2015—Fast Track Initiative Education for All Honduras 2003–2015" in 2002. This plan set a priority on educational targets such as coverage, relevance, and the improvement education quality from preschool to higher education. Its goals were to improve education access overall and administration. These targets were compatible with the PRSP. In 2005, the government distributed 7.2 % of the GDP and 30.5 % of the national budget to the education sector for primary education (JICA, 2006). Most of the budget, however, was used to cover teachers' and staff salaries (World Bank, 2013a).

During those years, the following eight major projects were initiated by donors: (1) Desarrollo Infantíl de Calidad (Development of children's quality), a non-formal education program, was funded by UNICEF from 2002 to 2006 to support pregnant women and infants by focusing on nutrition and health. (2) Escuelas Amigas de las Niñas (Friendly school for children), was also supported by UNICEF from 2002 to 2006. Its goal was to improve literacy in lower grades and promote community participation (JICA, 2006). (3) The Center of Excellence for Teacher Training (CETT) was funded by USAID from 2002 to 2008. This program offered teacher training to improve reading instruction skills in grades one to three. USAID implemented it in all Central American countries. Francisco Morazán National Pedagogical University was the lead institution for the Central American and Dominican Republic CETT consortium (USAID, 2004). (4) The Honduran government and Japan International Cooperation Agency (JICA) cooperated to create PROMETAM (Proyecto de Mejoramiento de Enseñanza Técnica en el Area del Matemática [Project for the Improvement of Teaching Methods in Mathematics in the Republic of Honduras]). This technically oriented project was initiated to reduce the number of children repeating a grade because of poor academic performance in mathematics by improving the quality of instruction. It was implemented from 2003 to 2006 and involved the development of primary level teacher instruction guides and workbooks for children. This project also trained teachers to use these materials. (5) PROEPA (Proyecto Educativo Paraíso [Education Project in El Paraíso]), which targeted the department of El Paraíso, was also funded by JICA from 2003 to 2006. It

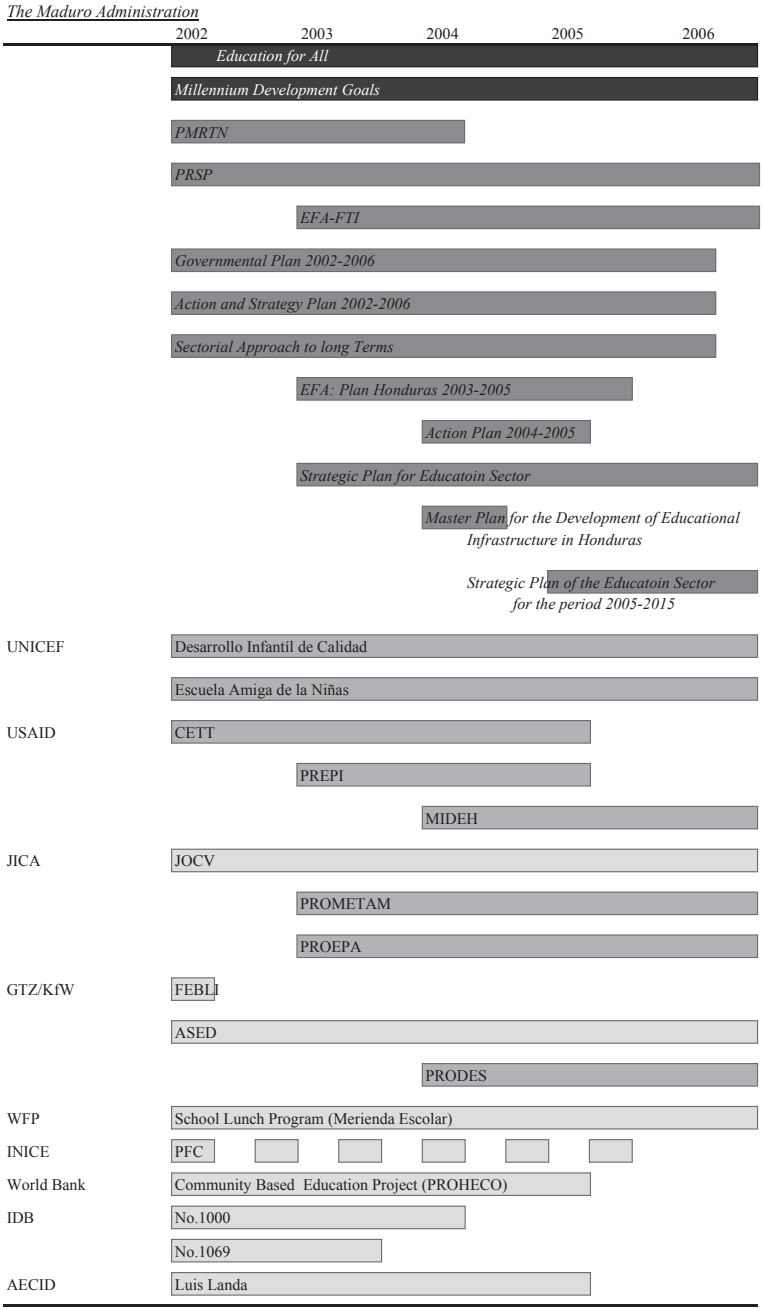


Figure 8.14 Status of educational policy and project implementation during the Maduro administration 2002–2006

Source: Created by the author.

provided comprehensive activities for strengthening basic education in Honduras. It contributed toward solving problems within and outside schools by using inclusive approaches, such as inviting local residents to participate in planning a Project Design Matrix (PDM), which resulted in multi-sectorial activities in the targeted area (Herrera, 2007). (6) The Interactive Radio Instruction-Based Preschool Project (PREPI) was supported by USAID from 2003 to 2005. The Ministry of Education established a policy prioritizing one full year of preschool education for five-year-old children; therefore, USAID supported the development of alternative preschool education. This program offered preschool education to children that were not served by the formal system. (7) MIDEH (Mejorando el Impacto al Desempeño Estudiantil de Honduras [Measuring Student Achievement Project]), funded by USAID, supported the Ministry of Education toward achieving EFA-FTI Plan targets. This program encouraged strong alternative education initiatives such as EDUCATODOS, as well as the development of transparent evaluation and a standardized testing system. (8) PRODES (Programa de Educación y Desarrollo Social—Program for Education and Social Development) was supported by GTZ/KfW from 2004 to 2007. This project was implemented after and influenced by FEBLI and ASED. It offered teacher training and education network support (GTZ, 2004; JICA, 2006) (Figure 8.14).

At that time, the World Bank (2007b) reported that primary education coverage had improved; however, challenges remained in its expansion to disadvantaged groups at the preschool and secondary education levels. The GER improved from 115.7 % in 2003 to 112.4 % in 2005 (Figure 8.4). NER statistics improved very little, with a slight increase to 91.5 % in 2005 from 91.2 % in 2003 (Figure 8.5). The 2003 grade repetition rate remained high—15 % and 11 % in the first and second grades, respectively. The primary education graduation rate for twelve-year-olds was just 45 %, signaling the educational system's efficiency problem (World Bank, 2007b). To measure student academic performance, the UMCE (Unidad Externa de Medición de la Calidad Educativa [External Unit of Education Quality Measurement]) conducted standardized testing in Spanish language and mathematics. On average, the percent of correct answers did not reach 50 % in either grade. Only 20 % of children reached the sufficiency level that is more than 60 % (World Bank, 2007b). Conversely, the survival rate to the last grade increased 32.7 % from 48.3 % in 1997 to 81 % in 2005 (Figure 8.7).

The Zelaya Administration 2006–2009:
The Zelaya administration prioritized governmental transparency and civil participation. It established dialogue with citizens and implemented activities to address internal problems, such as education, sanitation, health, public security, the stabilization of fuel prices, etc. In 2007, FONAC conducted a technical study on the education sector and reported that important improvements in coverage, efficiency, curriculum design, teacher training, as well as in the investment and management of education have been achieved in recent years. Such improvements, however, have been slow and have not had such a significant effect on the process and quality of education, as to make education a key factor for national development (World Bank, 2009). The Zelaya administration announced its "National Development Plan 2030" in 2008, which revised the PRSP according to the changes observed in the Honduran development situation and related problems (Ministry of Foreign Affairs of Japan, 2008).

On June 28, 2009, a coup was staged and the military kidnapped and exiled President Zelaya. An interim government was established under President Micheletti. International communities criticized the coup and the Organization of American States (OAS) suspended Honduras from its membership. The United Nations General Assembly also adopted resolutions condemning the new government.

During Zelaya's administration, donors initiated the following major two projects. (1) PROMETAM's second phase was supported by JICA from 2006 through to 2011 (JICA, 2010), after the Honduran government's request to Japan. It was comprised of internal (using teaching material developed during PROMETAM's first phase) and wide area components (core human resources development to improve the level of mathematics instruction in five Central American countries). (2) The World Bank supported the Education Quality, Governance and Institutional Strengthening Project from 2008 to 2013. This project supported the Honduran government in terms of educational coverage and quality, as well as improvements to the education system's accountability (World Bank, 2012). It tried to expand preschool education coverage to disadvantaged communities, improve completion rates in PROHECO schools, and improve teacher and school accountability to citizens (Figure 8.15).

During that time, the primary and basic education GER decreased from 117.8 % in 2006 to 115.8 % in 2008, while the NER remained with little change from 95.6 % in 2006 to 96.1 % in 2008 (Figures 8.4 and 8.5). The

grade repetition rate improved from 7.4 % in 2006 to 5.3 % in 2008; however, the survival rate to the last grade deteriorated from 76.2 % in 2007 to 71.7 % in 2008. The World Bank (2009) also reported that low academic achievement was still a problem. Standardized test scores in mathematics and Spanish language had not changed significantly since 1997 and Honduran students' performance was worse than almost all other Latin American countries.

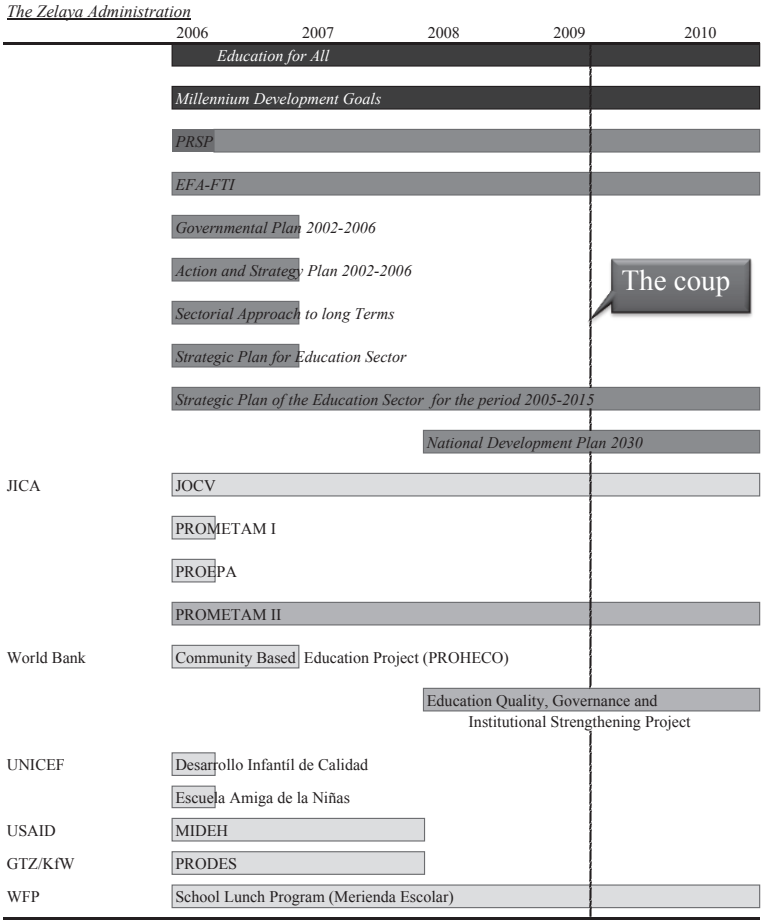


Figure 8.15 Status of educational policy and project implementation during the Zelaya administration 2006–2010

Source: Created by the author.

The Lobo Administration 2010–2013:

The Lobo administration formulated national plans in January 2010. This included the PRSP targets and strengthened the achievement of targets (Ministry of Foreign Affairs of Japan, 2010). As a step to achieve the PRSP targets, this administration implemented some programs that focused on fair and sustainable economic development, poverty reduction in urban areas, investment in human resources development, social security for vulnerable groups, and a sustainable strategy. The government drafted the following three planning documents related to national development: "Visión de País 2010–2038" (National Vision), "National Plan 2010–2022," and "Governmental Plan 2010–2014." The Lobo administration created this three-layered plan structure based on the idea that national policy requires long-term perspective without the influence of changing administrations. "National Vision 2010-2038" demonstrated the government's positive attitude toward resolving its country's problems and included to achieve the MDGs (Ministry of Foreign Affairs of Japan, 2010).

There were two major educational projects supported by donors during this time. The first was the continued implementation of PROMETAM's second phase, as mentioned earlier (JICA, 2010). The second was the Education Quality, Governance and Institutional Strengthening Project sup-

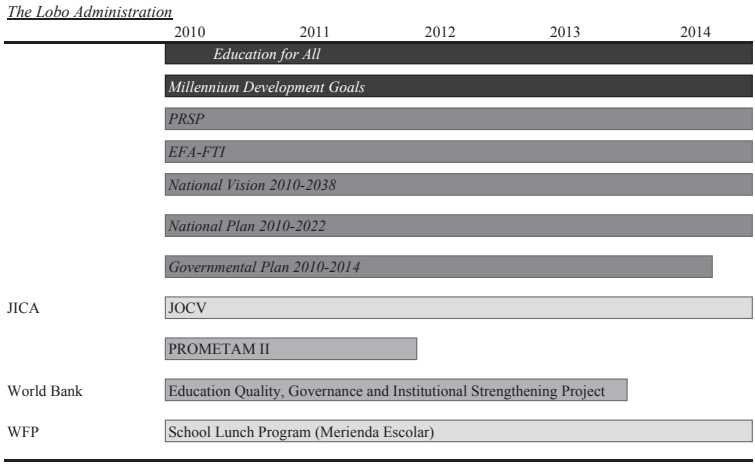


Figure 8.16 Status of educational policy and project implementation during the Lobo administration 2010–2013

Source: Created by the author.

ported by the World Bank, which was to be fully implemented by 2013 (World Bank, 2012) (Figure 8.16).

During the Lobo administration, the primary and basic education GER was 109.4 % in 2012 and the NER showed a positive tendency toward improvement from 95.8 % in 2010 to 97.3 % in 2011 (Figures 8.4 and 8.5). The official primary entrance age in Honduras was six years old; however, the percentage of children entering school at that age was 66 % (UNESCO, 2012). Meeting official entrance age targets is an ongoing challenge for the Honduran education system. Textbook distribution improved, the free school lunch program was established in almost all areas of Honduras, and the number of children eligible to graduate primary school increased (World Bank, 2010b). The grade repetition rate, however, was 4.8 % in 2012 and the survival rate to the last grade was 69.6 % in 2011; therefore, Honduras still had internal efficiency problems (Figure 8.6). The transition rate from primary to secondary education decreased from 71.3 % in 2005 to 68.4 % in 2011. Access to primary education has shown a positive tendency toward improvement; however, this problem persisted at the secondary level.

Reliability of data based on school records

Description of the database based on school registers and teacher grade books

To grasp the enrollment situation of children who attended the targeted schools, this study collected their enrollment information from school registers and teacher grade books. These records are kept in each school.

In Honduras, children can begin attending school after their guardians register the children at a particular school in the beginning of the academic year. The record of registration includes information as follows: child's name, sex, birthday, age, academic grade, residence, guardian's name, guardian's occupation, and any previous experience of repeating a grade.

The teacher grade book is a record of the teacher's evaluation of students. It includes the child's name, evaluation of attitude, evaluation for academic subjects, number of absences, and decision regarding advancement to the next grade. If a child gets a score under 60 in each subject, he/she will fail the grade. However, a make-up exam can be taken to avoid grade failure in some cases; if a student who would otherwise fail passes the exam, he/she can be promoted to the next grade.

In addition to the information mentioned above, collected from individual children's enrollment records, we conducted semi-structured interviews with teachers regarding individual children, and where necessary, semi-structured interviews with the children themselves, their families, or local officials. From the interviews, we obtained information about the children's living environment while they were in school, their situation after leaving primary school, their family structure, whether the child lived with their birth parents, their guardian's primary occupation, whether they went on to secondary and to tertiary education, and their current residence.

Analysis of school records for reliability

In this study, we conducted two kinds of analysis, one of data from a database based on school records and one of data from semi-structured interviews with teachers and other relevant people. First, we conducted SEM in order to determine the factors influencing children's educational attainment and enrollment situation. We used information about the number of times a student repeated a grade, number of absences, number of times of dropping out of school, age of entrance into the targeted school and current level of educational attainment based on semi-structured interviews with teachers and other relevant people. Second, we conducted the true cohort analysis to clarify the history of enrollment in the targeted schools on the basis of the individual children's longitudinal enrollment records. This analysis restricts enrollment pattern within primary education.[46] Before conducting these analyses, however, we have to verify two points: (1) the accuracy of school records; and (2) children's enrollment situation after they leave primary school.

As a verification method for both these points, we conducted a home visit survey to check for consistency with our database based on school records and with the semi-structured interviews with teachers. We determined which children to visit by means of a stratified two-stage sampling method according to school (that is, which school the student attended) and year in which the student began school. On this basis, we collected 242 children's data.

First of all, the results for consistency between grade book, interview, and home visit data showed 100 % consistency in the selected homes during their period of enrollment in the targeted schools.

Second, we checked the children's enrollment situation after leaving primary school, in other words, after going to another school or advancing to a

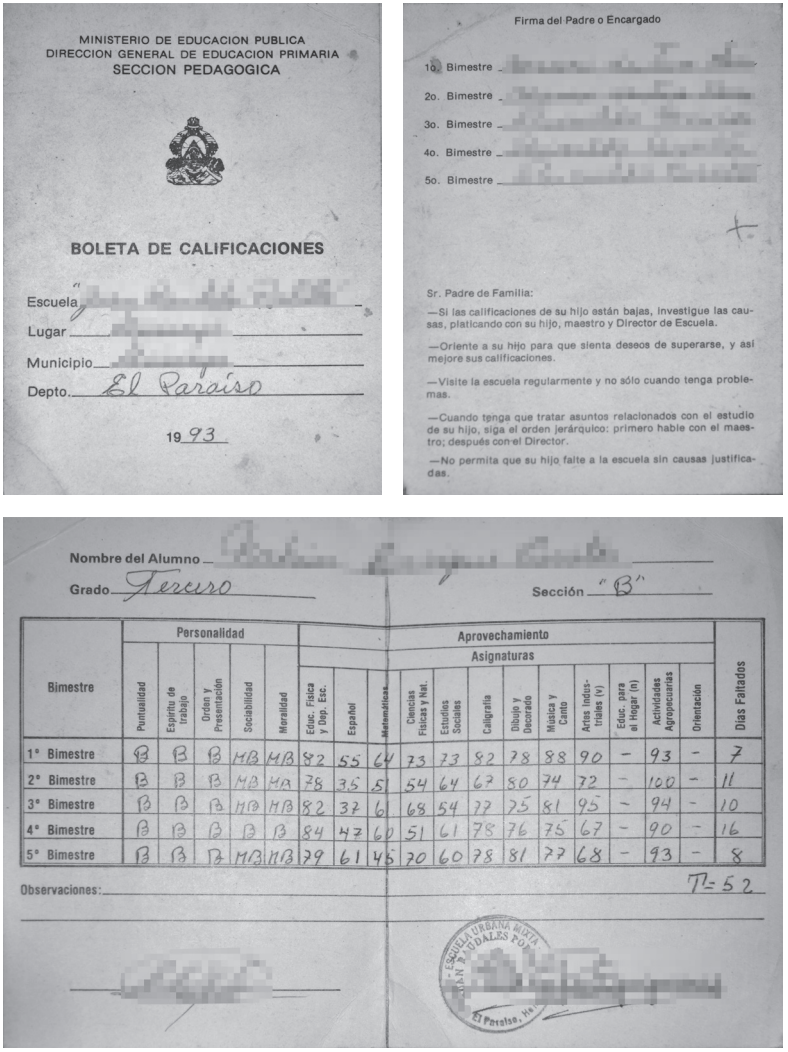
higher education level (or not, that is, or dropping out).

Unfortunately, it was impossible to gather data on the children's enrollment situation after they left primary school because many of them went outside of the targeted investigation area, that is, because of the problem of transfer students. Therefore, we excluded the data of transfer students from both analyses. There were two types of inconsistency in students removed from the register by dropout between school records and semi-structured interview with teachers on the one hand and information from the home visit survey on the other.

Case 1:
Cases where the student's school records show that he/she dropped out of school, but where we confirmed verbally in the home visit that the child transferred to another school. In all, 5 of 242 children (2.07 %) were covered by this case.

Case 2:
The school record showed that the student dropped out in a particular grade, but the home visit data indicated that the child dropped out in a different grade or graduated. In all, 7 of 242 children (2.89 %) were covered by this case. However, in these cases, we could not find documentary evidence to support the verbal evidence, such as evaluation sheets (school marks) (Figure 8.17, 8.18) or a diploma (Figure 8.19). In Latin America, written documentation of official matters is important and it is rare for there to be no school documents for certification. In other words, a lack of documentary evidence likely indicates low reliability of verbal evidence from the home visit. Therefore, it is not necessarily clear that these cases indicate any problem with the reliability of school records.

With regard to the accuracy of school records, as mentioned before, there are no errors in school records regarding children's data during their period of enrollment in the targeted schools (as opposed to transfer/dropout/graduation data). In other words, there is sufficient reliability for these data. On the other hand, for the period after leaving school, five children's data (2.07 %) were inconsistent between school records/interview with teachers and verbal information from the home visits survey. This leaves around 98 % of the data reliable, which constitutes high reliability.



MINISTERIO DE EDUCACION PUBLICA
DIRECCION GENERAL DE EDUCACION PRIMARIA
SECCION PEDAGOGICA

BOLETA DE CALIFICACIONES

Escuela "[redacted]"
Lugar [redacted]
Municipio [redacted]
Depto. El Paraíso

19 93

Firma del Padre o Encargado

1o. Bimestre [redacted]
2o. Bimestre [redacted]
3o. Bimestre [redacted]
4o. Bimestre [redacted]
5o. Bimestre [redacted]

Sr. Padre de Familia:

—Si las calificaciones de su hijo están bajas, investigue las causas, platicando con su hijo, maestro y Director de Escuela.

—Oriente a su hijo para que sienta deseos de superarse, y así mejore sus calificaciones.

—Visite la escuela regularmente y no sólo cuando tenga problemas.

—Cuando tenga que tratar asuntos relacionados con el estudio de su hijo, siga el orden jerárquico: primero hable con el maestro; después con el Director.

—No permita que su hijo falte a la escuela sin causas justificadas.

Nombre del Alumno [redacted]
Grado Tercero Sección "B"

Bimestre	Personalidad					Aprovechamiento												Días Faltados
						Asignaturas												
	Puntualidad	Espíritu de trabajo	Orden y Presentación	Sociabilidad	Moralidad	Educ. Física y Dep. Esc.	Español	Matemáticas	Ciencias Físicas y Nat.	Estudios Sociales	Caligrafía	Dibujo y Decorado	Música y Canto	Artes Industriales (v)	Educ. para el Hogar (h)	Actividades Agropecuarias	Orientación	
1° Bimestre	B	B	B	MB	MB	82	55	64	73	73	82	78	88	90	–	93	–	7
2° Bimestre	B	B	B	MB	MB	78	35	51	54	64	67	80	74	72	–	100	–	11
3° Bimestre	B	B	B	MB	MB	82	37	61	68	54	77	75	81	95	–	94	–	10
4° Bimestre	B	B	B	B	B	84	47	60	51	61	78	76	75	67	–	90	–	16
5° Bimestre	B	B	B	MB	MB	79	61	46	70	60	78	81	77	68	–	93	–	8

Observaciones: T=52

[redacted]

ESCUELA URBANA MIXTA "JUAN RAMON DALES POSA" El Paraíso, Hn.

Figure 8.17 An example of school marks every two months
Source: Field survey by the author.

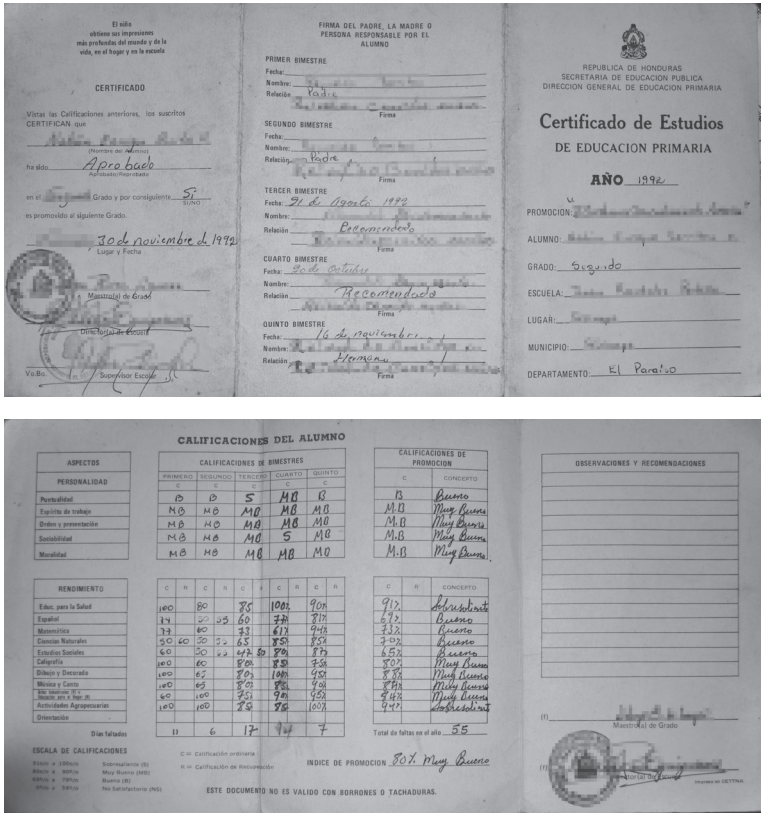


Figure 8.18 An example of school marks at the end of the grade
Source: Field survey by the author.

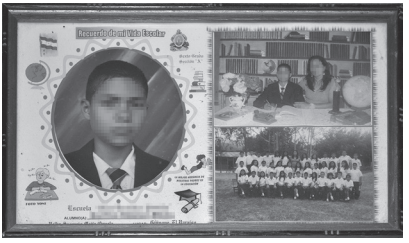
Presentation of analysis results to research cooperators

We made presentations to explain the findings of the study to those who co-operated with this research. For example, we made a presentation for about thirty teachers, staff members, and students to report the progress of research at Francisco Morazán National Pedagogical University. Additionally, we made a presentation for school principals and teachers of the targeted schools to report the research results. The contents of the report were (1) results of the true cohort analysis by entrance year's group, (2) analysis results of enrollment pattern by entrance year's group, (3) analysis results of entrance age and enrollment years by entrance year's group, and (4) analysis results

Early 1990s

Late 1990s

Early 2000s



Early 2000s

Figure 8.19 Examples of diploma in primary school in 1990s and 2000s
Source: Field survey by the author.

of graduates and dropouts by entrance year's group. During the presentation, we invited comments from the audience to understand the opinions of those who work in education on the following four trends that were clarified in the analysis: (1) increase in the number of graduates in six years without any repetition, (2) stagnation of improvement trends in repetition after the 1990s, (3) the critical status of first graders in terms of temporary dropouts, grade failure, and dropouts, and (4) no dramatic decrease in the number of first grade dropouts in the first registered year in spite of the decreasing number of overall dropouts. The comments are reflected in this study's discussion.

Figure 8.20 Presentation in Francisco Morazán National Pedagogical University

General information note about Honduras

- Economy and development
  Main industries: agriculture and forestry (coffee, banana, cultured shrimps, etc.)
  Income level: Lower middle income
  Gross Domestic Product (GDP): USD 21.52 billion (2016)
  GDP growth (annual %): 3.6 (2016)
  Inflation, GDP deflator (annual %): 3.7 (2016)
  Unemployment rate: 7.4 % (2016)

  Human Development Index (HDI): 0.625 (2015)
  Life expectancy at birth (years): 73.3 (2015)
  Expected years of schooling (years): 11.2 (2015)
  Means year of schooling (years): 6.2 (2015)
  Gross National Income (GNI) per capita: 4.466 (2015)

  Sources:

  World Bank Development Indicators, Retrieved 14 December 2017 from http://databank.worldbank.org/data/Views/Reports/ReportWidgetCustom.aspx?Report_Name=CountryProfile&Id=b450fd57&tbar=y&dd=y&inf=n&zm=n&country=HND

  INE, Retrieved 14 December 2017 from http://www.ine.gob.hn

  UNDP. (2016). *Human Development Report 2016: Human Development for Everyone*. New York, NY: UNDP.

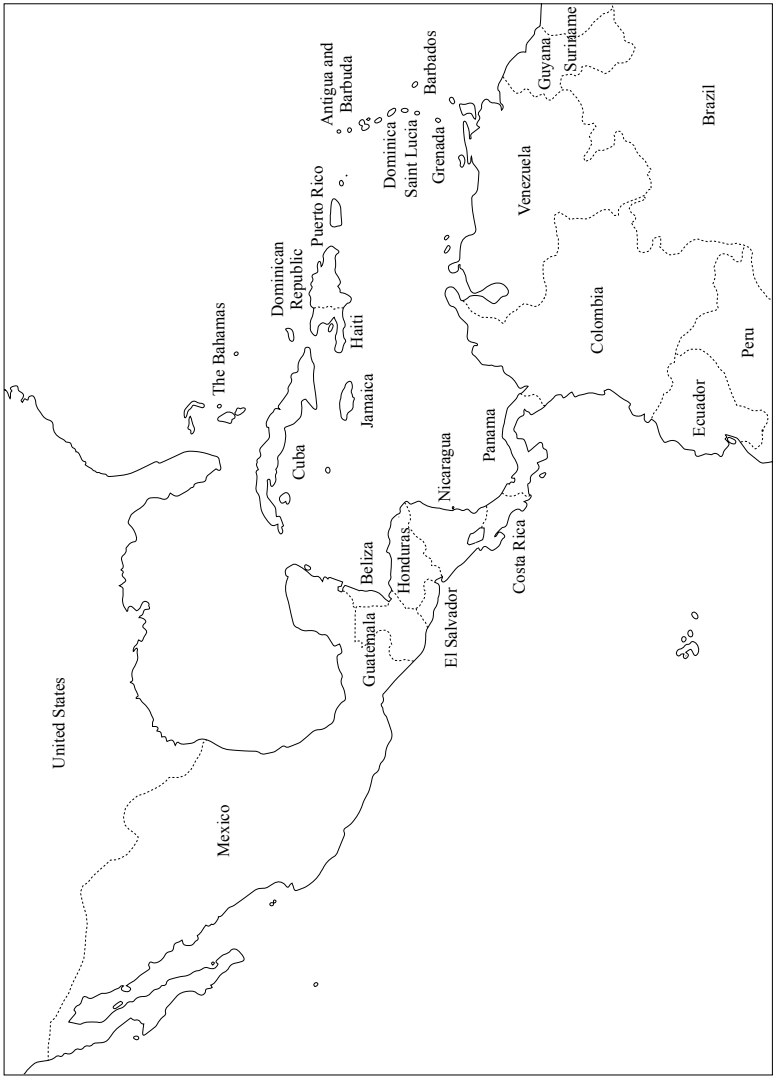


Figure 8.21 Map of Central America

Figure 8.22 Map of Honduras

Table 8.1 Average income of employed persons by occupational category

Categories	Average of income					
	Average of income	Employees				Self-employed business owner
		Total	Public	Private	Domestic	
National Total	4.650	5.297	10.111	4.695	2.575	3.926
Activities by sector						
Agriculture, Forestry, Hunting, Fishing	2.244	2.178	–	2.178	–	2.292
Mining of mine and stone	4.046	4.817	–	4.817	–	2.871
Manufacture industry	4.774	5.725	5.971	5.724	–	3.529
Electricity, gas and water	9.662	9.857	13.003	5.912	–	4.644
Construction	5.256	4.346	8.343	4.334	–	7.070
Wholesale/retail, hotels/restaurants	5.223	5.677	6.750	5.676	–	4.957
Transportation, warehousing, and communication	7.849	7.828	12.434	7.179	–	7.872
Establishment, financing, insurance real estate and service	9.382	7.812	10.960	7.678	–	15.326
Public, social and personal service	6.491	7.438	9.916	6.958	2.575	2.800
Unknown, No response	7.447	8.617	10.000	8.516	–	5.223
Occupation						
Professional, technitian and office/administrative employee	10.375	10.185	10.907	9.378	–	11.689
Manager and Administration General	12.663	12.033	12.764	11.714	–	13.884
Employee in office	7.264	7.276	8.037	7.080	–	6.986
Shopkeeper and seller	4.990	5.569	6.111	5.567	–	4.790
Farmer, stock farmer, and fishery	2.084	1.824	–	1.824	–	2.257
Driver of transportation	6.768	6.506	7.456	6.420	–	7.030
Industry, textile, brickwork, mechanic, etc.	4.698	4.438	8.369	4.337	–	5.147
Graphic, chemistry, food, etc.	2.937	4.135	7.239	4.104	–	2.410
Operator of cargo and storage	4.072	4.551	5.753	4.479	–	2.628
Employment of services	3.621	4.152	6.575	4.703	2.575	2.509
Unknown, No response	3.756	4.081	2.857	4.093	–	2.631

Source: This table is translated by the author refer to "Institutio Nacional de Estadistica (INE), XXXVIII Encuesta Permanente de Hogares de Propositos Multiples", (May 2009).

Table 8.2 Exchange rates between US dollars and lempiras from 1990 to 2010

Month	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
January	3.34	5.38	5.48	5.92	7.36	9.31	10.58	13.08	13.27	14.00	14.72	15.33	16.13	17.15	17.98	18.88	19.03	19.03	19.03	19.03	19.03	19.03
February	3.39	5.38	5.48	5.94	7.54	9.19	10.80	12.94	13.32	14.06	14.79	15.38	16.25	17.23	18.06	18.95	19.03	19.03	19.03	19.03	19.03	19.03
March	4.06	5.38	5.48	5.95	7.66	9.24	11.03	12.93	13.37	14.13	14.83	15.43	16.32	17.31	18.14	19.00	19.03	19.03	19.03	19.03	19.03	19.03
April	4.06	5.38	5.48	6.00	7.89	9.21	11.18	12.97	13.36	14.19	14.87	15.49	16.40	17.38	18.22	19.04	19.03	19.03	19.04	19.03	19.03	19.03
May	4.26	5.38	5.48	6.15	8.19	9.25	11.31	13.21	13.43	14.26	14.94	15.54	16.48	17.43	18.30	19.01	19.03	19.03	19.04	19.03	19.03	19.03
June	4.26	5.38	5.54	6.33	8.58	9.39	11.64	13.23	13.48	14.33	14.97	15.62	16.57	17.49	18.38	18.99	19.03	19.03	19.03	19.03	19.03	19.03
July	4.26	5.38	5.59	6.95	8.83	9.53	12.11	13.24	13.53	14.39	15.03	15.67	16.64	17.56	18.45	19.00	19.03	19.03	19.03	19.03	19.03	19.00
August	4.26	5.38	5.65	7.00	8.97	9.66	12.41	13.24	13.58	14.43	15.08	15.71	16.73	17.65	18.54	19.00	19.03	19.03	19.03	19.03	19.03	
September	4.26	5.38	5.71	7.00	9.10	9.79	12.57	13.24	13.67	14.52	15.15	15.77	16.82	17.73	18.62	19.01	19.03	19.03	19.03	19.03	19.03	
October	5.58	5.38	5.85	7.02	9.21	9.93	12.71	13.25	13.73	14.56	15.21	15.86	16.93	17.80	18.70	19.03	19.03	19.03	19.03	19.03	19.03	
November	5.48	5.48	5.93	7.22	9.34	10.17	12.76	13.25	13.83	14.61	15.27	15.97	17.00	17.88	18.75	19.03	19.03	19.03	19.03	19.03	19.03	
December	5.38	5.48	5.93	7.38	9.47	10.36	12.93	13.26	13.92	14.66	15.31	16.05	17.07	17.93	18.81	19.03	19.03	19.03	19.03	19.03	19.03	
Average	4.38	5.40	5.63	6.57	8.51	9.59	11.84	13.15	13.54	14.35	15.01	15.65	16.61	17.54	18.41	19.00	19.03	19.03	19.03	19.03	19.03	19.02

Source: Honduran Central Bank.

Table 8.3 Category of average income per month

Category	Average income per month
1	x < Lps. 1000
2	Lps. 1.000 ≦ x < 3.000
3	Lps. 3.000 ≦ x < 6.000
4	Lps. 6.000 ≦ x < 9.000
5	Lps. 9.000 ≦ x < 12.000
6	Lps. 12.000 ≦ x < 50.000
7	Lps. 50.000 ≦ x < 100.000
8	Lps. 100.000 ≦ x

Note: *$1.00 = Lps. 17 (2009)

Source: Created by the author based on INE (2009) and survey data.

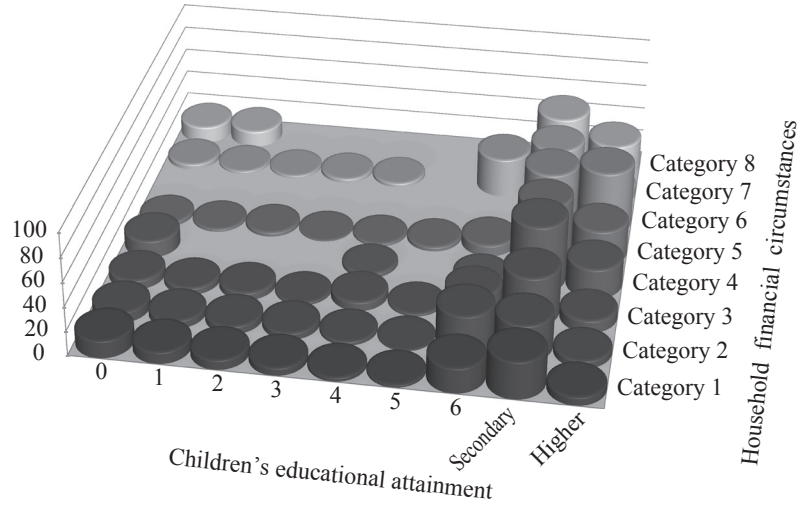


Figure 8.23 Children's educational attainment by average income categories

Notes

(1) International Standard Classification of Education (ISCED) is a classification system that provides a framework for the comprehensive statistical description of national educational systems. In addition, it is a methodology that translates national educational programs into internationally comparable levels of education. The basic unit of classification in ISCED is the educational program. ISCED also classifies programs by field of study, program orientation and destination (UNESCO Institute for Statistics, 2012).

(2) According to the official list of MDG indicators that was effective on 15th January 2008, three indicators for goal 2 monitoring process are as follows: 2.1 Net enrollment rate in primary education; 2.2 Proportion of pupils starting grade 1 who reach last grade of primary; and 2.3 Literacy rate of 15–24 year-olds, women and men. The indicator 2.2 is another term to describe the survival rate to the last grade. Different measures were applied to assess the progress of goal 2 by the World Bank and UNESCO. The World Bank used the gross intake rate to the last grade of primary school, while EFA Global Monitoring Report published by UNESCO used the net enrollment rate. Both approaches have faults and have lead to a different result because of over-estimation (Rose, 2015).

(3) EFA-FTI was renamed Global Partnership for Education (GPE) in 2011.

(4) In this study, "enrollment" refers to a student's involvement with the school system: grade in which the student registered, pass or failure at the end of the school year, repetition of a grade level, dropping out, graduation, transfer to other school, etc. Here, "entrance" means a student's first entry into school and "attendance" means the student's presence in

or absence from school on a day-to-day basis.

(5) This study uses the word "strategy" for staying faithful to the original Spanish documents as much as possible.

(6) In May 2015, UNESCO, UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015, and the Incheon Declaration for 2030, which is a new vision for education for the next fifteen years, was adopted. In the United Nations General Assembly at its sixty-ninth session, September 2015, Education 2030 was adopted under the scheme of the new development agenda for 2030, "Sustainable Development Goals (SDGs)". In addition, Education 2030 Framework for Action was adopted in the special high-level meeting on education, on 4th November 2015.

(7) This report has been renamed *Global Education Monitoring Report* (GEMR) since 2016 by following the new 2030 Agenda for Sustainable Development Goals (SDGs).

(8) Education for All Development Index (EDI) shows the status of EFA goals' achievements in each country. It is composed of four indicators: Primary adjusted net enrollment rate, Adult literacy rate, Gender-specific EFA index, and Survival rate to grade 5. It is possible to calculate EDI in the country that can prepare all data for the above four indicators; therefore, it is difficult to prepare the necessary data for calculation in developing countries because they do not have a well-established education system. EFA global monitoring report in 2015 introduces the EDI of 113 countries that was collected in 2012.

(9) Seven countries are Brazil, Dominican Republic, Guatemala, Honduras, Peru, Saint Kitts and Nevis, Saint Vincent and the Grenadines (UNESCO, 2015).

(10) "Department" ("el departamento" in Spanish) means French regional division, such as province. This expression is used in Latin America countries.

(11) In 2014, preschool education was universalized.

(12) The government submitted its PRSP proposal to the World Bank and the IMF in October 2003. After the first progress report, both agencies adopted the strategy. The government revised the original PRSP and added two goals, which were to achieve 80 % electricity service coverage and triple the density of telephone coverage nationwide.

(13) Logit estimation is a model used to qualitatively analyze two-valued data.

(14) The tobit model is different to the ordinary regression model, and can be used to analyze a dependent variable that has a restriction.

(15) The transmission model is a one-way teaching method, from teachers to learners, and represents passive learning.

(16) A logistic regression is a form of multivariate analysis, and is useful when a dependent variable is qualitative and measured using a nominal scale.

(17) This is a type of logit model, used when there are multiple options.

(18) In Honduras, when a student stops attending school, they are registered as "D" (*desertor*). However, some children return to school in the next school year. Therefore, in this study, we consider children that leave school temporarily as "temporary dropouts" in order to differentiate them from "dropouts" who completely discontinue their schooling, according to the explanation of the EFA-FTI plan (Secretaría de Educación, 2002).

(19) This study considers six of the eight schools in the targeted area. Therefore, the schools examined are representative of the targeted area.

(20) To conduct this research, we collected school records after receiving the school principal's consent.

(21) Structural equation modeling (SEM), or covariance structural analysis, is used to analyze a factor's relationship to the data. If the factor cannot be observed directly, it is referred to as a "latent variable," otherwise it is referred to as an "observed variable." SEM is composed of measurement equations, used in the factor analysis, and structural equations, used in the path analysis. A distinctive feature of SEM is that it can express complicated relationships in a path diagram.

(22) Data collection was based on the year of entrance because of variation in the number of years students took from entering the targeted schools to being deleted from the register. Consequently, the situation for the group that entered in 2000, for example, includes students who were confirmed to have been removed from the register in 2000 by dropping out and those who took the longest to be deleted from the register in 2009 by graduating.

(23) A life history analysis targets small groups. It tries to analyze a person's life by comparing the whole and the events in the targeted person's life, as well as the social background and events.

(24) According to the data used for the present study (school records of children who entered selected primary schools from 1986 to 2000), we ref-

erenced literature on the same generation as much as possible.

(25) There are many children who register in the same grade in the next year even if they dropout during the school year. That is to say, a record of dropouts in teacher grade books does not necessarily show educational attainment.

(26) Standardized estimates are used to facilitate comparisons between magnitudes of path coefficients (degree of causal connection) within the model.

(27) This standardized solution is greater than one. The standardized solution is an adjusted value used to set the variance of all random variables in the model to one. The bi-directional pass coefficient is equal to the correlation coefficient. Therefore, the value ranges between minus one and plus one. However, the unilateral pass coefficient does not always fall between minus one and plus one. Therefore, we cannot regard an absolute value of the unilateral pass coefficient of greater than one as a problem. This may happen when an independent variable strongly predicts a dependent variable and other independent variables that are negatively correlated with the original independent variable.

(28) "Merienda Escolar" is a school lunch program offered in all public primary schools in Honduras. The World Food Programme administers are in charge of distribution, while this program's expense is largely covered by the Ministry of Education (IBRD/World Bank, 2010).

(29) School-based management has been implemented in many countries. The World Bank (2007a) explains this as follows: "School-Based Management is the decentralization of authority to the school level. It involves the transfer of responsibility and decision-making over school operations and school management to principals, teachers, parents, sometimes students, and other school community members." (p.3)

(30) Although community development is often implemented around the world, its outcomes are not observed from an educational viewpoint. Hereafter, it is important to measure these outcomes by employing educational indicators.

(31) The Round Table of External Donors in Education (Mesa Redonda de Cooperantes en Educación [MERECE]) was established in 1998 after restoration of the damage caused by Hurricane Mitch.

(32) We found the existence of policy "Escuela Nueva Agenda (Government Plan for New Honduras)", however we could not find the original policy document and related documents. Therefore, we do not include this

policy in this analysis.

(33) PRALEBAH (Programa de Educación para Jóvenes y Adultos en Honduras) is a literacy education program for youth and adults. This is donated by the Spanish Agency for International Development Cooperation (AECID).

(34) IHER (Instituto Hondureño de Educación por Radio) is a learning program by radio for students in secondary education level. This is offered by NGO which is located in Tegucigalpa, Honduras.

(35) According to the follow-up interview in 2017, PROEPA is still implemented and direction is given by the Department of El Paraíso. In addition, support from Japanese volunteers is still given to the project implementation in some areas.

(36) The true cohort analysis in this section was revised based on Ashida & Sekiya (2016) partly.

(37) Graduation percentages in each year are rounded to the nearest tenth percent. The graduation subtotal (54.9 %), however, sums previous percentages before rounding off. Therefore, the sum of percentages in each year may not equal the graduation subtotal.

(38) Refer to Sekiya & Ashida (2017) for further analysis on dropout patterns in Honduras.

(39) The targeted children in this study are children who entered primary school from 1986 to 2000. Therefore, if a child took preschool education, he/she is sure to have registered for preschool education before 1999.

(40) The reason for the slight difference in the corresponding values in Table 6.1, which shows enrollment status, is that some students, although they had graduated after six years, had repeated and/or skipped grades during that period of time.

(41) School readiness means "Children's development in several interconnected domains relevant to starting school, including physical well-being and motor development, social and emotional development, approach to learning, language development, and cognitive development and general knowledge" (UNESCO, 2007).

(42) This is a pilot project by the Ministry of Education and USAID. The targeted areas are departments of Francisco Morazán and Intíbuca. This study's targeted area is not included.

(43) This target area is department of Comayagua. This study's targeted area is not included.

(44) GTZ is now part of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), which was established on January 1, 2011.

(45) The Consultative Group Meeting unites assistant countries. At the May 1999 meeting, held in Stockholm, the "Stockholm Declaration" was adopted to share the responsibility of reconstructing and transforming Central America. After the meeting, a follow-up group (G5) was formed and aid cooperation began in Honduras. This group grew to include ten countries and six international agencies and became known as the G16. It actively exchanges ideas about the rehabilitation and reforms of Honduras, aid cooperation related to policy, and assistance for the effective and efficient implementation of the PRSP (Ministry of Foreign Affairs of Japan, 2008).

(46) This study used school records in targeted primary schools, which does not include the records in secondary and tertiary schools.

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Some scenes from field researches

On the way to children's home (home visit survey)

Home visit survey

A classroom in the target schools

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Commendations about this book

This book analyzes significance and effects of international initiatives to education by focusing on individual children's level with longitudinal data and presents concrete recommendations for a future policy in the field of international educational development. There has been almost no empirical research based on longitudinal data on education in developing countries; therefore, this study is unique and significant as a pioneering work in the area of education development research.

Honduras has been struggling to develop its social sectors, including education, and receiving a significant amount of development assistance from donor countries and international agencies for many years. While much research analyzing impacts of educational development assistance in Honduras has been conducted by scholars in Western countries, mainly North America, Dr. Ashida's research work can provide us a different perspective from an Asian scholar's point of view. That is why I am convinced that Dr. Ashida's study can help us better understand actual phenomena in the education sector of Honduras. Moreover, her study should make us aware of the importance of promoting this kind of longitudinal study on education in developing countries.

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