

Implementation of SAT in Honduras



An institutional partnership

Asociación Bayan

How is SAT implemented :

- Colombia (decentralised approach):
 - Municipalities
 - NGOs
 - Churches
 - Ministry of Education
- Honduras (deconcentrated approach):
 - Ministry of Education + Bayan

What does the Government provide?

- Budget for human resources
- Academic administration (records)
- Human resource management and monitoring

What does Bayan contribute?

- Tutor training
- On-site technical assistance
- Standardised assessment
- Contextualization of SAT texts
- Monitoring

Who else collaborates with SAT?

Stakeholders	Contributions
Parents and community members	<ul style="list-style-type: none">• Payment of texts• Construction of chicken houses• Land for agricultural learning plots• Support for their children
Local NGOs	<ul style="list-style-type: none">• Technical assistance• Complementary training• Provide some additional inputs
Partner NGOs	<ul style="list-style-type: none">• Same as for local NGOs• Accompaniment of the Ministry of Education

The process of establishing SAT in a community

- Community request
- Verification of criteria
- Consultation and authorisation by Department level of Ministry of Education office
- Formal agreement with community
- Recruitment and training of tutor
- Matriculation and inauguration

Ministry of Education and Bayan participate in all parts of the process together

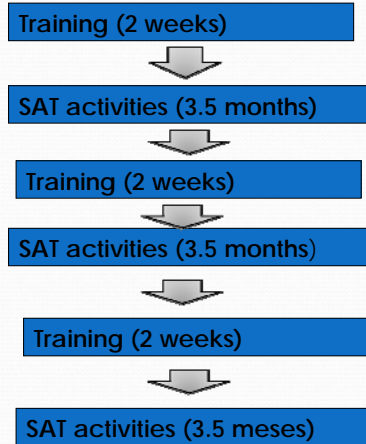
Tutor selection process:

- Bayan makes an initial selection of tutors following a process of advertising, testing, interviewing and training
- Ministry of Education makes final selection of tutors

Training of SAT tutors and other staff:

- All who work on SAT are trained
- 3 x 2 week trainings per year
- 6 years
- Shared costs
- Supplementary training
- Special training for coordinators
 - Undergraduate
 - 7 months
 - Graduate training (1.5 years)

Tutor training process:



Principles:

- Clarify stakeholder roles and make commitments for implementation
- Draw up clear, complete and precise agreements and regulations
- Ensure respect for agreements
- Unite local and regional organizations involved with SAT
- Ensure and maintain participation of other actors in monitoring

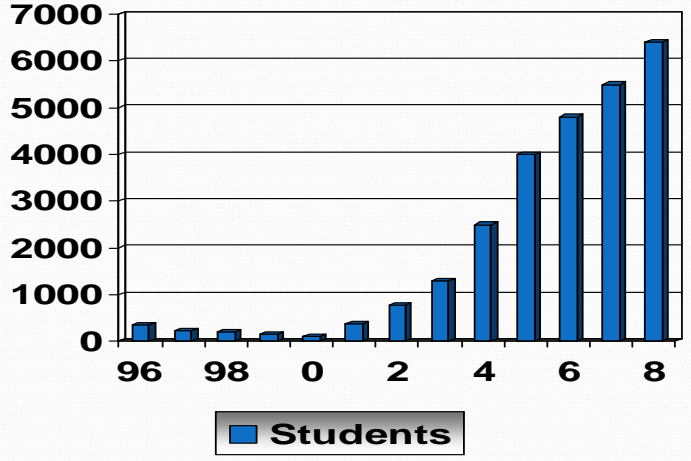
We try not to forget!

- Rural education is not second rate
- Need to keep costs down without sacrificing quality
- Need to be apolitical and avoid proselytisation
- The principles and values of SAT are non-negotiable
- Paternalism is counterproductive

Some achievements:

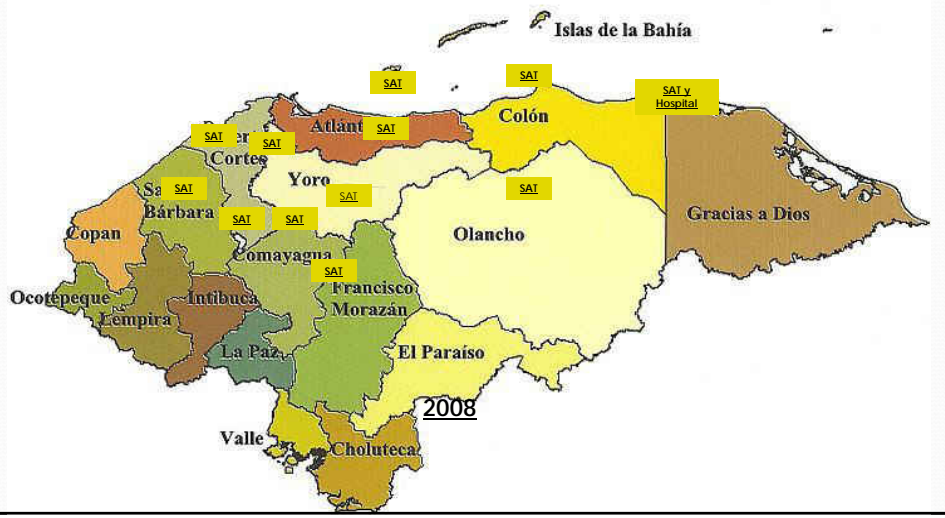
- Committed and enthusiastic youth
- Proven educational quality (comparative tests)
- Sustainability of SAT programme
- Ownership of Ministry of Education, Tutores, Coordinators and other collaborators
- Identification of collaborators with SAT's principles and values
- Thousands of development projects

Statistics and projections of SAT



Departments where SAT implemented (2008)

División Política de Honduras





Some challenges:

- Weak labour stability
- Little public understanding of SAT
- Weak system of support for SAT graduates
- Little participation of parents in service activities
- Lack of infrastructure for SAT centres



Conclusions

- Sustainable rural development needs the development of capabilities in the communities
- Developing a sustainable education programme requires multiple stakeholder participation and partnerships
- It is possible to achieve a healthy society between the government and civil society in support of sustainable development
- Without consultation and participation we cannot hope for wellbeing and happiness

Ministro de Educación y Bayan

