Honduras**

**All information from the “CIA World Factbook” and “Understanding Your International Students: An Educational, Cultural, and Linguistic Guide” (October, 2010)

COUNTRY OVERVIEW
CAPITAL: Tegucigalpa
POPULATION: 7,326,496
ETHNIC GROUPS: Mestizo (90%), Amerindian (7%), African American (2%), Caucasian (1%)
LOCATION: Central America between the Caribbean Sea and the Pacific ocean; bordered by El Salvador, Guatemala, Belize, and Nicaragua
CLIMATE: Hot and humid year-round in the north, drier and cooler in the interior mountain ranges (rainy season June-November)
RELIGIONS: Roman Catholic (93%), Protestant (3%)
LANGUAGES: Spanish and American dialects

EDUCATIONAL BACKGROUND
TEACHING STYLES – Students tend to expect their teachers to be the ultimate source of knowledge. Students do not perceive themselves to be responsible for their own learning, and therefore adopt an attitude of "teachers give and the students take". Lecture is the most common form of instruction, although group work is sometimes used at the university level.

LEARNING STYLES – In situations where no textbooks are available, students copy down everything the teacher writes on the blackboard, and virtually all of their lecture. Homework assignments involve much less reading than they do in North America. Students tend to memorize their notes and textbooks with minimal deep understanding and interpretation.

INSTRUCTIONAL SETTING – Most Honduran schools are small and overcrowded. 40-80 students may be crammed into one of the two classrooms. Certain days of the week may be designated as non-electricity days. Desks are designed to seat two students each. Public transportation, media labs, and science equipment are all rare finds. Even at public schools, students must pay a small tuition fee to pay for common supplies such as paper.

DISCIPLINE AND CLASSROOM MANAGEMENT – Classrooms are not considered places for lightheartedness (i.e. no “Fun Fridays” or storytelling time), and teachers tend to be strict. Nonetheless, students are said to be destructive during lessons, especially as they get older and gang activity exerts more pressure on young people. Teachers may respond by subtracting points from the student's grade, using corporal punishment, sending the mischief-maker to the principal's office, contacting the parent, or having the student write lines on the blackboard. In severe cases, the child will be expelled from school.

EDUCATOR-STUDENT RELATIONSHIP – The most beloved teachers are those who are considered to be approachable, accessible, and friendly. Students respect teachers who plan their lessons carefully and give feedback on homework. There is little parental involvement in school activities since many parents feel they are already sufficiently overwhelmed with the pressures and demands of their daily lives.

STUDENT-STUDENT RELATIONSHIPS – Students frequently help each other pass tests by alerting their friends to the content of a test if they’ve had the opportunity to take the exam before others. Its not uncommon for students to obtain test items by offering money to those responsible for photocopying materials and is more common in private schools than in public ones.