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**SOCIO-INSTITUTIONAL FRAMEWORK
FOR THE CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP
PROGRAM II IN HONDURAS**

FINAL REPORT

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SECTION 1 INTRODUCTION

Overview

Improvement in economic and social conditions is related to (1) a stable social, political, and economic environment conducive to economic development and (2) an educated and skilled population with capable leaders to manage and implement programs and policies¹.

The availability of adequate leadership has been a limiting factor in the process of growth and development in Honduran society. In fact, the lack of individuals who possess the necessary skills (in a political/diplomatic, administrative/facilitative, and/or scientific/technical sense) is one of the most serious liabilities facing Honduras today.

Honduras has both formal, nonformal, and informal education institutions². Herschbach³ proposes a number of concept definitions. Formal education includes primary, secondary, and higher education, as well as technical schools that provide structured training to achieve academic degrees. Nonformal education includes (1) vocational, technical, and cooperative programs; (2) seminars and short courses; and (3) on-the-job training, all of which provide structured education to improve specific skills for a job. Informal training includes unstructured and improvised education that occurs in institutions such as the Boy Scouts, Girl Scouts, religious groups, sport groups, news media, trade groups, and professional groups.

In order to help develop capable, democratic leadership in Central America, and to augment the formal and nonformal education required by such leaders, the Caribbean and Latin American Scholarship Program (CLASP) I was initiated in 1985. CLASP II, which is to begin in 1990, is a continuation of the earlier program.

¹ Agency for International Development: 1988b, p.9.

² Personal communication, Medina: 1990.

³ Herschbach: 1983 and 1989.

Problem Statement

It is expected that an increase in the supply of adequately trained leadership in Honduras would generate positive socio-economic effects. CLASP II represents an opportunity to improve, in quantitative and qualitative terms, the supply of such leadership. Two requirements for the successful implementation of CLASP II are (1) the identification of key target groups from various institutions in priority sectors for the development of Honduras and (2) the delineation of the training format and course content that would be most appropriate for each group.

Objectives

The general objectives of the present study are to (1) identify institutions and positions from which leadership may be exercised in Honduras, (2) describe public and private agencies where leadership roles exist, (3) find leaders and potential leaders within sectors and institutions, and (4) suggest the types of short- and long-term training considered appropriate for the selected individuals to receive in the United States.

The specific objectives of this paper are to (1) produce Matrix One, which specifies target groups within key sectors and institutions, and (2) produce Matrix Two, which suggests the types of training for those target leadership groups.

Organization of Document

Section 2 presents a general overview of the country setting and background on CLASP training. Section 3 describes the methodology used. Section 4 presents the conclusions regarding (1) the leadership and the influence structure and (2) education and training for the target groups. Matrix One, Matrix Two, and a List of Acronyms Used are presented in Appendices A, B, and C, respectively. Also included is a list of references used.

SECTION 2 OVERVIEW AND BACKGROUND

Policy Linkages

In Honduras, the Agency for International Development (AID) has developed a wide range of projects in various sectors: agriculture, education, health care, industry, housing, and others. Many of these projects are included within the agricultural sector. Budgetary allocations for the various projects are not considered in the present paper.

The AID personnel who were interviewed for this study clearly felt that priority areas for development and training of leaders and potential leaders would include agribusiness, agricultural diversification, agricultural technology, exports, small business management and income generation projects, improvement of entrepreneurial capacity, technical and vocational training, and management of public agencies (e.g., national agencies dealing with macroeconomic and agricultural policy, and regional/local agencies dealing with education and health care).

The Honduran Government Plan 1990-1994 specifies a number of areas that will be emphasized during the next four years to impact upon national development. These areas include agriculture, education, employment generation, health/nutrition, industry, infrastructure, population, tourism, and others. Emphasis will also be placed on improving the political, economic, social, and cultural participation of the population within a national democratic framework.

CLASP I⁴ defined main areas which were selected for training by the student participants and by the CLASP Selection Committee. These areas included agriculture, promotion of exports, small business development, education, housing development and infrastructure, public administration, health care, technical training, and others. Of these areas, agriculture has had the greatest number of long-term students. Management of small businesses and computer programming are the most frequently selected fields for technical short- and long-term training, respectively.

⁴ Personal communication, Acosta, Paz, Centeno, Osorio: 1990.

Several assessments of policy emphasis in Honduras suggest priorities for leadership training programs. The main sectors considered in the Honduran socio-institutional framework are agriculture, industry (specifically, micro and small business and exports), education, and health care. These sectors include public and private agencies and associations at the national, departmental, and municipal levels, which will be described later.

Socio-Economic Framework

General

Honduras is a Central American country having a total area of 112,088 square kilometers. The estimated population, according to the 1989 census, is 4,443,721 inhabitants. Of this population base, 60% live in rural areas and 40% live in urban areas.

There are several studies that estimate unemployment figures. These studies use different concepts to determine estimates of employment, unemployment, under-employment, and the people affected by these situations. A study from the Secretaría de Planificación, Coordinación y Presupuesto⁵ reports that there are 2,830,277 individuals aged 10 years or older. In this group, 1,393,064 (or 49%) are economically active, with 1,273,289 employed, leading to an unemployment estimate of 119,775 (or 8.6%). It may be that this figure is optimistic, since AID⁶ finds that the current estimate of open unemployment is 14%. Also, a study done by the Association of Honduran Economists⁷ suggests that unemployment affects 41% of the economically active population. According to this study, unemployment affects 21.5% of the economically active population in the rural area, while under-employment affects 75% of that population.

⁵ Secretaría de Planificación, Coordinación y Presupuesto: 1988.

⁶ AID: 1989b.

⁷ Centro de Estudios Económicos, Políticos y Sociales: 1989a.

The per capita annual income during 1987 was estimated to be 1,579 Lps. (lempiras) at current prices⁸. In terms of income distribution, 50% of the population receives approximately 30% of the national income, while 5% of the population receives 40% of the income.

Agricultural Sector

In 1988, agriculture contributed 67.5% to the Gross National Product of Honduras. The total area of Honduras is 11,200,000 ha (hectares) of which 66.1% or 7,400,000 ha is forestry area and 2,800,000 ha or 25% is agricultural area. The total cultivated area is 843,800 ha, of which 536,900 ha were used in the production of basic grains and 306,900 ha for other crops, including 168,100 ha in coffee production. Basic grains and coffee, therefore, represent 705,000 ha or 83.5% of the total area in cultivation.

Of the 843,800 ha in cultivated land, 17% are mechanized. This corresponds essentially to the production of bananas, palm, sugar cane, and melon. Another 17% is considered to be semi-mechanized, as in the case of basic grains, coffee, citrus, and cotton. Some 66% of the total area is cultivated under traditional methods of production, as in the case of corn, sorghum, coffee, plantain, cashews, and sesame.

Marketing of agricultural products is one of the major constraints for agricultural production. A number of factors are influential in this regard. The majority of exportable agricultural products continuously experience fluctuations in price and quantity. This risk has led to the decrease in area cultivated. Foreign exchange has declined accordingly, which has impacted negatively upon national development. The situation has become more complex due to the existence of monopoly and oligopoly in the marketing of major agricultural products such as bananas, beef, tobacco, melons, and sugar, which reduces the market power and returns of the small producer. Other factors which are disadvantageous to agricultural production include lack of value-added industries, low utilization of installed capacity, organizational problems between producers, and limited services for the exporter.

⁸ Centro de Estudios Económicos, Políticos y Sociales: 1989b.

Research and transfer of technology are considered to be important factors for promoting an increase in production and productivity in areas of high potential. Special attention is paid to small- and medium-scale producers as well as to participants in agrarian reform. Efforts have been directed toward the creation of research centers, technical training, farm mechanization, preparation and distribution of various inputs, construction and enhancement of irrigation systems, distribution of technical literature, and the provision of storage facilities.

Training has involved the promotion, consolidation, and organization of cooperatives and committees of small-scale independent producers. Various private agencies, such as the Fundación Hondureña de Investigación Agrícola (FHIA) and the Federación de Asociaciones de Productores y Exportadores Agropecuarios y Agro-Industriales de Honduras (FXP) and state agencies, such as the Instituto Nacional de Formación Profesional (INFOP), Centro de Desarrollo Industrial (CDI), Escuela Nacional de Ciencias Forestales (ESNACIFOR), Escuela Nacional de Agricultura (ENA), and the John F. Kennedy Agriculture School, provide training activities and/or programs regarding aspects of agricultural production and marketing processes. One purpose of such programs is to improve the availability of skilled labor and management for the agricultural sector, for both national and export markets.

Industrial Sector (Micro and Small Business and Exports)

The large-scale industrial sector has not been able to absorb its share of the increasing labor force. Accordingly, some individuals have started their own small businesses, and this group of producers has become more important in recent years.

Such small-scale entrepreneurs have had to face a number of constraints. These factors include: (1) limited access to modern technology; (2) regulation from the public sector that favors large-scale firms; (3) limited access to credit at reasonable rates within conventional financial institutions; (4) an exchange rate that favors distributors (who obtain dollars at the official rate to purchase inputs) while penalizing small businesses (who must buy inputs at the parallel rate of exchange); and (5) illegal movement of merchandise into Honduras, which negatively impacts upon production of shoes, cloth, and apparel.

In spite of these limitations, there are signs that the small-scale business in Honduras operates efficiently. In recent

years, this sector has contributed 37% of the Gross National Product and has created employment for approximately 67% of the urban economically active population.

About 75% of all registered industrial firms are located in either Tegucigalpa or San Pedro Sula. Most economic activity centers about La Ceiba, Puerto Cortés, San Pedro Sula, Comayagua, Tegucigalpa, and Choluteca. Small-scale rural industrial firms are found throughout the entire country, but are generally not registered.

Approximately 98% of all industrial firms are classified as being "micro" in size; that is, they have five or fewer employees and a maximum capital investment of 100,000 Lps. At least 50% of their final value derives from raw inputs, semi-processed inputs, and packing materials that are obtained from local and/or regional sources. They produce primarily furniture, apparel, shoes, and metal items.

The most important industries include beverages, food processing, tobacco, and textiles, which together generate 50% of all industrial production, and 45% of industrial value-added and employment. An additional 20% of all industrial production is generated by leather goods, wood products, and paper products.

Export industries include apparel, furniture, carpentry, metal working, giftware (refined handicrafts), organic agriculture, and tropical flowers and plants. Difficulties in these subsectors include marketing, packaging, and quality control.

Education Sector

The Honduran educational system is characterized by suboptimal structure, conduct, and performance. That is, the system is in trouble both organizationally and operationally. Honduran education in the 1980s has had to face a double challenge: increased demands due to population growth, and a budgetary deficit. This situation gave rise to expansion in education in quantitative terms, without considering quality. In spite of the high rate of population growth, some grade levels continue to display low enrollment. One specific case is pre-school, with only 11% enrollment from the population of all children aged 4 to 6 years.

Enrollment in primary education is high, with 92% of all children aged 7 to 13 years. Nevertheless, this has not produced

the results expected, due to high rates of student attrition and failure. This low performance is the result of inadequate curricula and class schedules, lack of classroom space, lack of teaching materials, lack of furniture, unfinished school buildings, teacher absenteeism, teachers assigned to teach more than one grade, and teacher strikes. Related problems external to the educational system include disease, malnutrition, inability of the parents to pay the costs of school supplies, lack of faith in the educational system, and family migration.

This situation becomes more serious if one takes into account the fact that those children who leave the system in the lower grades are likely to join the ranks of the illiterate, who now number approximately 32% of the total population. It is estimated that every year an additional 60,000 children do not have access to the system and will become illiterate by the age of ten.

The incorporation of secondary schools into the state system has increased the state's role without increasing student enrollment or producing qualitative improvements. The greatest student participation is in those curricula leading to traditional diplomas (Bachillerato en Ciencias y Letras, Comercio, Secretariados, and Magisterio). The main technical courses (agricultural and industrial) display very low rates of enrollment.

In recent years, enrollment in higher education has grown at an average annual rate of 12.6%. The greatest expansion in enrollment has been seen in the Universidad Nacional Autónoma de Honduras.

According to Honduran law, primary education is limited to state-owned schools; nevertheless, privately-owned schools account for 5% of all students registered at the primary level. It seems that the Ministry of Education does provide permits for the creation of such schools, in an attempt to regulate, but not prohibit, their proliferation. Approximately 45% of all students in secondary education attend privately-owned schools. There are few vocational and technical schools found within the public and private sectors.

Health Care Sector

In Honduras, several important actions have been taken which are designed to strengthen the health care institutions and to increase the active participation of the community. In spite of this, conditions in the health care sector during the 1980s have tended toward stagnation and in some cases deterioration, both quantitatively and qualitatively.

The current situation in the health care sector is reflected in several indicators. The average newborn infant mortality for 1987 was 60 out of every 1,000 births⁹. It is estimated that approximately 68% of all births occur outside professional care centers, in the hands of midwives. Maternal mortality is five women per 10,000 live births. Among the principal causes of child mortality is the extreme poverty in which a large percentage of the population lives. Of all children aged 5 years or less, 80% face some degree of malnutrition. Related issues are the lack of potable water, adequate sewage systems, and waste disposal systems. Approximately 30% of the population lacks any kind of health care.

One of the conditions necessary for the improvement of the health care sector is the availability of adequately trained human resources. Until now, health care policies have not emphasized such training.

Definitions

The leadership and influence structure in Honduras may be better understood by the definitions of the following concepts.

Age. For CLASP II, the age of an individual would be used as a criterion for the type of training to be received. The focus will be on those individuals between 16 and 45 years of age.

Elites. Elites include high officials in government, military, and large businesses, as well as their immediate families. Members of this group have income which allows them to travel to the U.S. or send their children to study abroad. Peasant leaders in strong organizations have advantages that the non-leaders do not have; such leaders do not have the opportunity to travel to the U.S. or send their children to study abroad with their own income, but they do have greater access to scholarships than does

⁹ AID: 1989d.

the typical peasant. These leaders and their families could participate in CLASP II provided that the selection committee conducts a careful screening.

Groups, socially and/or economically disadvantaged. Socially disadvantaged groups include the Miskito Indians, Garifunas, and other indigenous tribes, women and youngsters participating in rural or low income urban groups. Economically disadvantaged groups include individuals with an annual family income of 30,000 Lps. or less. Such groups do not have access to adequate living conditions or to the policy-making process.

Groups, ethnic. Groups whose members share certain cultural characteristics which differentiate them from the majority of the members of society.

Leaders. Individuals who can influence the thoughts and actions of others because (1) they participate in certain group activities and/or hold decision-making positions within private or public institutions, or (2) they have prestige due to their achievements and possess certain personal characteristics, abilities, and skills.

Leaders, potential. Young people who are not yet in leadership positions but who play key roles in school, church, or community groups, and/or whose attitudes, communication skills, and prestige could allow them to become leaders.

Residence, rural. A candidate is classified as having rural residence if he or she is from an area outside the main cities of Tegucigalpa, San Pedro Sula, and some large provincial cities; such a candidate could be temporarily living in an urban area because of academic or other studies.

Sector, private. All those enterprises and activities that are not owned by the government.

Sector, public. All those enterprises and activities that are owned by the government.

Socio-Institutional Description

Honduras is currently in the midst of a very difficult period of economic crisis. The national trade deficit is high because of the lack of production for export. The national debt is high and debt service has been inadequate; therefore, international banks and financial and development institutions understandably are hesitant to provide additional loans to Honduras. Unemployment and underemployment are extremely high, and neither the agricultural sector nor the industrial sector can incorporate the economically active population entering the labor force each year. During the period 1986-1990, 250,000 workers entered the labor force¹⁰. One of the largest employers is the government and it is the public sector that absorbs much of the potential savings; this of course limits investment and growth in the private sector.

Honduras has recently experienced its third democratic election in recent years, and for the first time in 31 years a President from one political party received power from another political party. The new government proposes changes. It is, however, limited by the inability of leaders to understand the real danger of the economic crisis in Honduras and the need to make personal sacrifices to benefit society.

Honduran business structure is dominated by strong monopolies and oligopolies, especially in terms of the large agribusiness and industrial concerns. Examples of these are the banana companies, textiles industry, pharmaceutical importers, petroleum importers, flour industry, and transportation businesses. These large companies and the strong labor unions control the leadership structure of the country and are, along with the government and political parties, the main policy decision-makers.

Groups of power within the national structure are the executive, legislative, and judicial branches of government. These decision-makers are influenced by the military and religious systems, private sector economic groups, political groups, organized labor and peasants, and the news media¹¹. A fairly recent influence stems from the proliferation of the

¹⁰ Agency for International Development: 1989b.

¹¹ Harrison et al.: 1983.

private development organizations, which complement or substitute the public sector in specific activities.

Castaldi¹² in a study of non-governmental development organizations, encountered approximately 200 such groups in Honduras. He identified 81 institutions which implement projects in rural areas. The majority of these groups operate on a small scale and work with community groups and with socially and economically disadvantaged groups.

The agriculture sector includes private community groups such as water user groups, land reform production cooperatives, producer organizations, service cooperatives, and rural labor organizations. The agricultural area, because of the high percent of population involved and its importance as an economic development factor, has been emphasized by public and private organizations. It now includes women's groups and youth associations, which are both disadvantaged groups that are gaining strength. The peasant organizations are presently stronger than the traditional farmers' and landowners' organizations. Elites have traditionally arisen from these farmers and landowners, and recently a peasant elite was created through such organizations.

The industrial sector includes large, medium, small, and micro businesses; of these, the present study considers mainly the micro and small businesses. Some of these businesses produce for national consumption while others also produce for export. This sector includes several organizations, of which the strongest is the Consejo Hondureño de la Empresa Privada (COHEP). Other associations include Gerentes y Empresarios Asociados de Honduras (GEMAH), Asociación Nacional de Medianos y Pequeños Industriales (ANMPI), Asociación Nacional de Industriales (ANDI), Asociación Nacional de Artesanos de Honduras (ANAH), Cadena de Detallistas de Honduras (CADEHSA), Fundación para la Investigación y Desarrollo Empresarial (FIDE), and Federación de Asociaciones de Productores y Exportadores Agropecuarios y Agro-Industriales de Honduras (FXP). Within industry and agribusiness, one finds plant managers, supervisors, and lower-level employees at the operational level. These personnel include leaders who affect the efficiency of such enterprises.

The educational sector includes teachers and other professionals within the public arena. It also includes parents,

¹² Castaldi: 1989.

students, businesses, and voluntary associations from the private sector. Parent volunteers and neighbors participate in the development of a rural pre-school system. Private groups are not yet well-developed. This is especially true in the rural areas, which are disadvantaged in comparison to the urban areas that absorb much of the public services.

The health care sector includes, at the national level, 21 hospitals, 131 CESAMOs (Centro de Salud con Médico), and 508 CESARs (Centro de Salud Rural). It includes, at the community level, auxiliary nurses, promoters, midwives, guardians, health care representatives, malaria volunteers, and community water administration committees¹³.

Social soundness analyses are carried out in the initial design phase of all AID projects in Honduras. The experience of AID suggests that the project development and implementation process should place greater emphasis on the municipal level, with participation by national government personnel, regional government personnel, local community groups, and national and local associations with personería jurídica. The policies of both AID and the Government of Honduras aim at increasing community responsibility and participation in development.

Traditionally, power has been concentrated in the national government based in Tegucigalpa. Therefore, municipalities have lacked the political influence and human and economic resources to develop and support local projects. Two key proposals of the current government are (1) decentralization of institutions and (2) increased economic support to the municipalities which will place greater emphasis on local level decision-making concerning projects at that level.

Studies conducted by AID indicate that the highly centralized Honduran public agencies have historically not been responsive to their clientele, but rather to unions and political interests. Such studies have also observed that community efforts have often produced results greater than expected. It is felt that, with guidance and follow-up programs, community organizations can provide both short- and long-term activities to help meet project objectives.

¹³ Secretaría de Planificación, Coordinación y Presupuesto: 1989d; Centro de Estudios Económicos, Políticos y Sociales: 1989a.

The development strategy proposed by the Government of Honduras for 1990-1994 includes the privatization of many economic activities, thus placing greater importance on the private sector. Additionally, due to the interest in promoting the participation at the community level, community associations will also be given greater emphasis. Concomitantly, the public sector apparatus will be reduced, in keeping with these new priorities.

CLASP Projects

Background

AID and its predecessor agencies have a long history of participant training projects beginning in 1949¹⁴. Informal surveys show that many leaders and influential people in Latin American countries have received U.S. government scholarships. During the late 1970s and early 1980s regional training projects were created which became the forerunners of the CLASP.

In 1985, CLASP began with two regional projects, the Central American Peace Scholarships Program (CAPS) and the Latin American and Caribbean Training Project II (LAC II). Specifically, CAPS was to provide training for Central Americans from lower economic status groups with the dual purpose of combining economic development and strategic objectives. In addition to the CAPS and LAC II projects, three Congressional earmarks have been funded under the CLASP umbrella: Central American Scholarship Program (CASP), the Cooperative Association of States for Scholars (CASS), and Leadership Center of the Americas (LCA).

CLASP recruitment procedures were based on peer review and economic means testing as selection criteria. CLASP has given low income Latin Americans the opportunity of education and training in the U.S. which would otherwise be beyond their means. It includes predeparture preparation and orientation, academic and non-academic enrichment programs in the U.S., and follow-up programs after return.

The Country Training Plan (CTP) for Honduras¹⁵ prepared for Fiscal Year 1990 shows that 1,958 Hondurans from socially and economically disadvantaged groups directly benefitted by CAPS.

¹⁴ Agency for International Development: 1989e.

¹⁵ Agency for International Development: 1989d.

CAPS included academic and non-academic training, both short- and long-term. For example, one activity carried out under CAPS was a program of four to five months of vocational training for high school graduates who lived with U.S. families during their training. CAPS also included a short-term small business management training project (described below) executed by Partners of the Americas under contract with AID. Sixty percent of the funding available under the CAPS program in Honduras was designated for long-term training, which generally meant post-secondary academic training in a university or college setting.

Long-term Training under CLASP

Long-term academic training under the Honduran CLASP program has been implemented through two contractors. The Academy for Educational Development (AED) facilitates placement of scholars in four-year academic programs in universities or colleges. Under the CASP/CASS earmark, Georgetown University places Honduran participants in two-year community colleges.

The main criteria for selection for all long-term participants under CAPS were: (1) an academic index of 70 or 75%, depending on a rural or urban background; (2) a maximum annual family income of 12,000 Lps.; (3) residence in a rural area; (4) a maximum age of 30; (5) preferably minority or female; and (6) leadership characteristics as determined through a personal interview¹⁶. The age and income criteria for the CASP/CASS activity varies slightly from the four-year academic program, but not significantly. The income criterion was eventually raised to a maximum 15,000 Lps. annual income. Leadership was measured largely by the applicant's participation in school, community, and church activities. The criterion for an academic average of 70% was not strictly applied to Miskito and Garifuna participants because of the low number of minority applicants.

Under the long-term training component managed by AED, some 413 candidates were selected from a field of more than 7,000 applicants. By August 1990, over 170 of these CAPS scholars will have returned to Honduras. The areas of study considered appropriate for long-term scholars were agriculture, education, engineering, private business management, public business management, health care, and others. The priority areas have been agriculture, education, and health care. The CAPS scholars received an English training course in a Honduran facility before undertaking their university studies in the U.S.

¹⁶ Personal communication Acosta, García, and Paz: 1990.

One of the modifications made to this component of CAPS was to add a special opportunity for medium-income candidates who could not afford to pay the complete costs of studying in the U.S., but who merited a scholarship based on their leadership characteristics and excellent academic records in bilingual schools. These applicants came from families with annual incomes between 15,000 and 30,000 Lps. Because they already spoke English, the requirement for nine months of English training was dropped. Also, their parents could contribute to some degree in their support so that CAPS provided only partial subsidies for their expenses.

The second long-term training component, CASP/CASS, emphasized two-year courses in computer science, electronics and computer repair, food processing, mechanics, quality control and production management, small businesses, hotel and restaurant management, and apparel marketing. After two years in community colleges, the students return to Honduras where most continue their education while working.

The CASP/CASS program was promoted in two ways: through talks with members of producer cooperatives and through the use of posters, newspapers, and radio. A committee was formed to pre-select qualified candidates and then, on further review, determine which candidates would be interviewed for final selection. In 1989, approximately 3,500 persons applied for the two-year CASP/CASS program; of these, 60 were selected for training in the U.S. Many of these participants began their training without a working knowledge of English and were placed with American families to learn English on site.

Follow-up for the CASP/CASS program is carried out through a legally organized group formed by returned participants. The organization seeks to foster unity among the participants, to support future participant activities, to continue their leadership development, and facilitate the creation of small income-generating projects for its members.

Short-term Training under CLASP

The short-term training component has been implemented almost entirely through direct processing by the Mission's Human Resources Development Office (denominated the Youth Program) and a contract with Partners of the Americas, a U.S. private voluntary organization with previous experience in small business management training.

Partners began working with CAPS groups in 1985 under a grant from the Mission to train groups of small-scale entrepreneurs (such as carpenters, mechanics, and artisans), environmental educators, horticulturists, and farmers involved in hillside production or small-scale animal husbandry. Participants were trained in groups of 25 from two- to five-week course in the technical area of their interest.

In 1989, Partners successfully competed for a contract to train an additional 300 small-business persons through the end of the CAPS project. The training consists of a 12-day seminar in Honduras to introduce the participants to basic English vocabulary, cultural aspects of the U.S., technical material in the area of the course, and motivational aspects. The participants receive an intensive four-week course in their technical field, given in Spanish, at a historically Black university in Mississippi, and the University of Vermont where both technical studies and Experience America activities are carried out.

The main criteria for selection applied to applicants for this short-term training activity were: (1) age between 20 and 45 years, (2) ownership of a business, (3) a maximum annual family income of 10,000 Lps., (4) completion of at least fourth grade but not more than high school, (5) no previous travel experience in the U.S., and (6) demonstration of leadership qualities.

Candidates for this program were nominated by Peace Corps volunteers and field promoters of various private voluntary organizations and public development agencies. Participants of previous courses are now being asked to propose one candidate for future courses.

The contractor provides follow-up activities for the groups after they return to Honduras, including a quarterly Bulletin, annual regional and national meetings, and the formation of participant organizations at the local, regional, and national levels. Members of the Honduran chapter of the Partners visit participants to provide business assistance.

Approximately 75% of the short-term trainees under CAPS have been processed directly by the Mission¹⁷. In the Youth Program participants are mostly secondary students aged 16 to 20 years who receive four to five months training in a high school or a

¹⁷ Personal communication, Centeno: 1990.

selected technical institution such as North East Metro Technical Institute in Minnesota. Some technical areas in which the students receive training are upholstery, electronics, agriculture, dental technology, mechanics, commercial/secretarial, carpentry, and restaurant services.

The Ministry of Natural Resources, Consejo Asesor para el Desarrollo de Recursos Humanos de Honduras (CADERH), and directors of public high schools throughout Honduras were asked to nominate participants for the Program. Priority was given to selecting rural youth from economically disadvantaged families who showed leadership potential. The Mission tries to help the scholars find employment after completing the course. Many participants are also motivated to continue their studies in Honduras. Friendships that are formed with American host families often continue after the participant returns to Honduras and, in some cases, the American families have sent funds to help Honduran participants start income-generating projects and pursue high school and university studies.

SECTION 3 METHODOLOGY

Research Setting

The geographical area for the study included all of Honduras. However, specific locations were selected according to the project requirements in order to define the target groups.

Sample and Data Collection

The selection of groups for possible training experiences first required the specification of the main socio-institutional sectors. Then, a list of agencies or institutions within each sector was made. Finally, from this list, groups which included leaders and potential leaders were defined for possible training.

Data were collected from documentary sources produced by national and international agencies. Some of these documents included social profiles done by AID for several projects. Other studies were sectoral assessments from private and public agencies, such as the Centro de Estudios Políticos y Sociales (CEPS), the Secretaría de Planificación, Coordinación y Presupuesto (SECPLAN), and the United Nations Food and Agriculture Organization (FAO).

Unstructured interviews were conducted to collect data from key informants such as program directors in national and international institutions. Some directors from these public and private agencies were representatives of target groups; this facilitated the selection of leaders and potential leaders to whom training will be directed. These key informants provided information about the kinds of groups to be reached and the types of training required by each group.

Data Analysis

Data collected were organized into two matrices. Matrix One includes the key sectors identified and, within these, the identified institutions. From these sectors and institutions several target groups were classified to identify leaders and potential leaders to receive short- and long-term training. Variables which were analyzed include, within the sphere of influence of the institutions: national issues and policies, department level issues, municipalities, communities, and general attitudes.

Matrix Two analyzes, for the target groups, variables such as: nature of influence, income level, impact or spread effect, special concerns, selection criteria, skills to acquire, nature and duration of training, special considerations for Experience America, and special considerations for follow-up activities.

SECTION 4 CONCLUSIONS

Leadership and Influence Structure

Sectors and Institutions

Based on an understanding of Honduran society, this study concludes that the sectors which should be emphasized by CLASP II are agriculture, education, health care, and industry (micro and small business including exports). Within these sectors exist several institutions of varying degrees of importance. To reach the leaders and potential leaders from these institutions the selection process would be crucial.

Matrix One (see Appendix A) specifies a detailed list of public and private agencies at the national, departmental, municipal, and community levels. Because of budgetary concerns, target groups must be prioritized in the selection process. The main criterion used to reduce the number of groups is based on policy linkages between AID and the national government.

The Honduran development strategy is to reduce the public sector and give emphasis to the private sector. Thus, private development agencies should be the primary focus from which to select development workers and trainers of trainers. Small businesses and export industries, should be the focus to select supervisors and/or technical trainers. Emphasis should be placed on those who train development workers; volunteers; teachers and supervisors in technical/academic schools; and exporters, micro, and small business leaders, because of the immediate multiplier effect that they can produce. However, some policy decision-makers should be included within CLASP II in order to facilitate conscious and responsible decisions that will support the strategies.

Another action will be to increase community participation and responsibility in the agricultural; export, micro, and small businesses; education; and health projects to be implemented by public and private development agencies located in the communities. This action requires selection of municipal level officers, education supervisors, health care personnel at the community level, agricultural producers and cooperative members, micro- and small-scale entrepreneurs, and leaders from a number of community groups.

Leadership Roles and Target Groups

CLASP II will facilitate the training and development of those individuals with leadership potential or who are now in leadership positions. This will improve the likelihood of success for national development strategies that depend to a great extent upon capable leadership, and will strengthen the already positive attitudes in Honduras toward the U.S. Also, emphasis on both public and private agencies selected from several sectors would permit a wide variety of leaders and potential leaders to participate in the program.

CLASP I specified criteria for the selection of leaders and potential leaders, but the selection of target groups was made with a less clear understanding of the development strategies in the country. Participants, even when selected because of strong leadership characteristics, could not always influence others after returning to Honduras because they did not have the means to act (financial or otherwise), they were unable to continue within the area they studied, or they did not return to the rural area from which they had been selected. Leadership roles or personal influence, due to position in an institution, abilities, achievements, and/or skills, may be enhanced if the selection is made from target groups which will be beneficiaries of AID projects and follow-up programs.

The Recruitment and Selection of Leaders

CLASP II scholars are expected to develop an understanding of U.S. life, values, and institutions. The project is also expected to strengthen friendships between the U.S. and Honduras. However, it seems that there has been a tendency to focus on reinforcing friendships with certain sectors and types of persons rather than seeking out new "friendships" with sectors and/or individuals who are indifferent or openly anti-American. This is a policy issue which should receive further study during the design of the recruitment and selection procedures for the CLASP II project.

The CLASP I experience supports candidate recruitment conducted in three ways. First, recruitment of candidates for long-term scholarships, either academic or technical, is done by working with schools in the public educational system. Second, recruitment of candidates for short-term training is done through private development organizations and agencies within the public system. Third, recruitment may be done by asking previous participants to nominate candidates.

Information about CLASP is provided through newspaper advertisements, Peace Corps volunteers, radio, and personal communication to friends. Another potential channel for promoting the program and pre-selecting applicants is via selected secondary and vocational schools. Each school could nominate its three best students; this would enrich the selection process and help to target specific ethnic group schools as potential beneficiaries for CLASP scholarships.

Two problems must be solved in the diffusion of recruitment information for CLASP II scholarships¹⁸. One problem is that expectations are raised for thousands of interested individuals who wish to receive a scholarship, when only a few will actually be selected. A second problem is that communication between CLASP officers and CLASP volunteers is incomplete. Such volunteers, who provide information directly to applicants, are not kept informed of the selection process. Thus, the volunteer cannot tell the applicant what occurs once the application is sent to the central CLASP offices. Information on the applicant's status is not sent to the volunteer. Both the applicant and the volunteer (such as those in the Peace Corps) are affected by these problems. The result is frustration in both groups, as well as a loss of faith in the volunteers.

Project officers should be aware that the mass media reach large numbers of individuals who want to participate in CLASP. The appropriate media should be used to reach specific groups, according to the expected number of applicants. Also, CLASP II should consider the possibility of using a more active and focused approach in the selection procedure, instead of passively receiving applications.

Participants in CLASP II should be selected not only from Tegucigalpa and San Pedro Sula but also from communities and ethnic groups in rural areas. Private federations of organizations, such as Federación de Organizaciones Privadas de Desarrollo de Honduras (FOPRIDEH), first, and other private development agencies, second, may be contacted and asked to communicate to their affiliates and associates the need to reach leaders and potential leaders in local groups, cooperatives, municipalities, and village associations.

Applicants come from various places and have different education levels. Some applicants have one to three years

¹⁸ Corpeno: 1990.

experience in the University before they apply for a scholarship. Others are in secondary or vocational schools. Still others have not finished more than four years in elementary school.

Education and Training

Formal Education

The type of training which the leaders and potential leaders will receive depends on the sector from which they are selected and the project to be developed (see Matrix Two in Appendix B). Trainers of trainers and educators must acquire teaching and technical skills. Municipal leaders, public and private agency managers, and supervisors need to learn managerial/administrative skills. It is felt that one pressing need is the formulation of policies that would permit the training of education and health care personnel, in the quantities needed, especially at the middle management and technical levels. Micro- and small-scale entrepreneurs and agricultural producers have to learn technical and management skills. In general, selection of training, whether for young students or adults, should be within the areas of agriculture, education, health care, and exports, micro, and small businesses; an area of training should not be selected merely because it is available in the U.S.

Formal education includes long- and short-term technical training within specialized vocational schools in the United States. These schools contain structured programs leading to a secondary or post-secondary diploma. One such school is the North East Metro Technical Institute. This Institute provides a number of courses, some of which concentrate on agriculture, education, health care, and careers appropriate for small businesses. Students pursuing this kind of training would generally be between 16 and 25 years old. These participants are usually in secondary or vocational school; they may be in their first or second year in the university, still considering what to do with their lives.

It is preferable that the selection process take into account the applicant's place of residence, so that upon returning, the CLASP scholar may apply the knowledge obtained, perhaps by becoming an instructor in a vocational school or by establishing a small business at his or her place of residence. It should be noted that some CLASP I scholars, rather than returning to work at their previous place of residence, migrated to the urban centers in order to continue their studies in the university, while forgetting their technical training.

Another kind of formal education which could be pursued through CLASP II is long-term academic training leading to a Master's degree. The time required to complete the academic studies should be approximately two years. Long-term training at the Master's degree level should be considered for students mainly between 25 to 45 years old. Candidates should possess a bachelor's degree and should have practical experience in their area of studies. Master's level students are preferred due to budgetary constraints and the leadership criterion. A younger student without a bachelor's degree may return from training and may not have a clear leadership position, while Master's degree level participants are more likely to have a clearly defined role in their specialty group. It is expected that the employer will be responsible for permitting the program graduate to return to his or her job, so that the training will not be wasted.

It was felt that the age for many of the Master's degree candidates should be increased to 45 years and that older scholars should be selected after careful screening to assure the success of the candidate at the university. Older people will generally find greater difficulty to return to a university setting many years after they have finished their bachelor studies. The higher limit of age for Master's degree students should be increased because some students finish their studies in Honduran universities after the age of 30 due to their need to work and maintain their families while still in the university or finishing high school.

Nonformal Education

Nonformal education can be done within short-term technical or academic training not leading to a secondary or post-secondary degree (see Matrix Two). Short-term technical activities could be provided for six weeks or more if necessary. Candidates for these scholarships would mainly be between 18 and 45 years old depending on area of interest, leadership criteria, job and residence stability, and position of influence. For example, if municipal officers and patronato leaders are considered, the age should be 35 and older; however, if owners of small businesses are considered, the age could be 18 and older. Individuals beyond 45 years should be carefully screened to assure success due to the experience in CLASP I short-term training which seemed to show that older people have a harder time adjusting to U.S. culture and find it harder to learn course materials.

The maximum annual family income requirement of 10,000 Lps., combined with the business ownership criterion, makes selection

difficult, due to the fact that the annual income of many owners of businesses is 10,000 to 15,000 Lps. The study concludes that the income level for selection could be increased to 30,000 Lps., especially considering that the parallel exchange rate is 4.00 Lps. to \$1.00 and that education in the U.S. is costly thus access to U.S. experience is limited to a few leaders and potential leaders.

Short-term technical courses should be emphasized in case of budgetary constraints because of the possibility of immediate impact in the community and sector. Short-term academic courses are also deemed important to produce immediate impacts on the sectors of interest. Such academic courses are continuously taught in U.S. universities and last for 8 to 12 weeks. Because the leaders that would participate in this group are already in positions where they can influence policy, it is expected that immediate impacts would be felt on their return. It is important to note that the best results would be generated when those who participate in short-term academic and short-term technical courses return to work together in joint endeavors, thus permitting the complementarity of theory and practice.

The Scholarship Procedure

The CLASP II process consists of several important steps. First, a publicity campaign is mounted through the media and direct request of participants to schools, private development organizations, and public agencies. The decision made by CLASP personnel about the type of diffusion to use should be taken after they consider the number of people from which it would be necessary to select applicants. Second, candidates complete the application forms. Third, a committee screens the forms and selects candidates for interview. Fourth, candidates are selected to participate in the program and preparation for the trip begins. Fifth, selected participants go to the U.S. to complete the training period and experience American culture and democratic institutions. Finally, a follow-up step, including scholar associations, bulletins, individual visits by knowledgeable people, and technical seminars, begins after scholars return to Honduras. The CLASP II project officer should be aware of the importance of the preparation, Experience America, and follow-up steps for the success of the project. Personnel in charge of implementing these steps should maintain the applicants informed of their situation throughout these process.

One possibility for improving follow-up activities is by forming Alumni Associations. Funds should be allocated to strengthen the Associations of Returned Scholars. Follow-up may also be enhanced by further training and the nomination of additional candidates. These organizations should support the program graduates with credit and technical assistance after the participants return to Honduras. A final thought is that the organizations formed by participants should provide support to permit the implementation of the knowledge gained and other follow-up activities.

APPENDICES

APPENDIX A

MATRIX ONE: TARGET GROUPS

MATRIX ONE: TARGET GROUPS
AGRICULTURE SECTOR

| Sphere of Influence | Public | Private |
|----------------------|---|--|
| National Issues | Agr. National Programs Nat. Cooperative Programs Municipality Nat. Org. | Lawyers Association Agriculturist Coll. Economist College Peasant Organizations Farmers Organizations University Professors Private Dev. Org. FXP FHIA |
| Departmental Issues | Agr. Sch. Off. (UNAH, ENA) Frstry. Off. (ESNACIFOR) Governors Departmental Officials | Agr. Sch. Per. (EAP) Farmers Organizations Peasant Organizations Regional Ethnic Org. |
| Municipal & Regional | Mayors Municipal Officials Extension Agents Promoters Agr. Teachers | Priv. Dev. Promoters Agr. Teachers |
| Community | | Community Org. Community Boards Develop. Volunteers Youth Assoc. (4-H Club) Women's Groups Farmers Cooperatives Peasant Cooperatives |

MATRIX ONE: TARGET GROUPS
INDUSTRY SECTOR

=====

| Sphere of Influence | Public | Private |
|----------------------|---|--|
| National Issues | Nat. Small Business Prog. Municipality Nat. Org. Small Buss. Promotion Org. UNAH | ANDI, ANMPI, ANAH FIDE COHEP Small & Micro Bus. Ass. Financing Ass. Private Dev. Org. Labor Unions Export Ass. FXP |
| Departmental Issues | Governors Departmental Officials | Small & Micro Bus. Ass. Private Dev. Org. |
| Municipal & Regional | Mayors Municipal Officials Promoters | Small & Micro Bus. Ass. Dev. Promoters Regional Labor Unions |
| Community | | Cooperatives Producers for export Small & Micro Bus. Groups Mid. Manag., Supervisor, Trainers |

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MATRIX ONE: TARGET GROUPS
EDUCATION SECTOR

| Sphere of Influence | Public | Private |
|----------------------|--|--|
| National Issues | Education Nat. Programs UNAH Municipality Nat. Org. | Private Nat. Programs Teachers Organization Private Universities |
| Departmental Issues | Schools for Teachers Vocational Schools Secondary Schools Primary Schools Pre-school Kindergarden Music Schools Art Schools Literacy Programs Governors Departmental Officials | Private Dev. Org. Private Literacy Prog. Private Universities Vocational Schools Secondary Schools Primary Schools Pre-school Kindergarden Music Schools Art Schools |
| Municipal & Regional | Voc. Sch. (Cultura Pop., INFOP, Schools) Secondary Schools Primary Schools Pre-school, Kinder. Mayors Municipal Officials | Vocational Schools Secondary Schools Primary Schools Pre-school Kindergarden |
| Community | Secondary Schools Primary Schools Pre-school Kindergarden Vocational Schools | Rural Teachers Parents Organizations Students Organizations Community Organizations Secondary Schools Primary Schools Pre-school Kindergarden Volunteer Rural Teachers Volunteer Radio Monitors Vocational Schools Women's Groups |

MATRIX ONE: TARGET GROUPS
HEALTH CARE SECTOR

| Sphere of Influence | Public | Private |
|----------------------|--|--|
| National Issues | Health Nat. Programs Nat. Family Plan. Prog. Municipality Nat. Org. National Hospitals (HN) UNAH | Private Hospitals Labor Unions Medical Association Nurses Association Auxiliary Nurses Assoc. Specific Health Assoc. Private Dev. Org. |
| Departmental Issues | Health Officials Area Hospital (CHE) Regional Hospital (HR) Departmental Officials | Private Hospitals Private Dev. Org. |
| Municipal & Regional | Centro Salud con Médico Mayors Municipal Officials | Private Clinics Private Dev. Promoters |
| Community | Centro Salud Rural (CESAR) Health Guardians Health Promoters Midwives | Health Volunteers Community Organizations Water Use Boards Women's Organization |

APPENDIX B

MATRIX TWO: TRAINING PLAN

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

| Category | Agriculturist Career (eg. Agr. Econ., Agr.) | Producers (Farmers) |
|-----------------------------------|--|---|
| Nature of Influence | Policy decision-makers influencing economic structural changes to improve agriculture. | Status and respect in the community. Economy and technological standards in community. |
| Income Level | Medium | Low |
| Impact Level | Indirect immediate effect to the sector. | Direct effect to the community producers. |
| Special Concerns | Limited technical, legal, administrative skills. Have to make adequate decisions about policy affecting agriculture. | Limited management, technical, and marketing skills in areas of animal husbandry, agribusiness, orchards, hort., diversi., shrimp |
| Selection Criteria | Individuals in leadership positions within Government, producer organizations, Professional Associations. | Owners of farms and agri-businesses that actively participate in community affairs. |
| Skills to Acquire | Leadership and technical education on agricultural economic policy, law, agriculture related fields. | Technical, management skills to operate the farm. |
| Nature and Duration of Training | Short-term training in Harvard, North Carolina, Stanford; 3 mth. | Short-term training; 6 weeks. |
| Experience America Considerations | Visit policy-making Fed. and State agencies (USDA; St. Dept. Agr.) | Visit farm and agribusiness; eg. local ag. coops.; dairy assoc. |
| Follow-Up Considerations | Alumni Association; National, Regional, Local Meetings. | Alumni Association; National, Regional, Local Meetings; visits individuals; bulletin. |

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

| Category | Peasant Leaders | Municipal Officials |
|-----------------------------------|---|---|
| Nature of Influence | Policy decision-makers influencing organizational changes, production, marketing. | Leadership position in Government programs; status in community. |
| Income Level | Low | Low |
| Impact Level | Indirect immediate effect to organization. | Direct effect on community projects. |
| Special Concerns | Limited technical, legal, administrative skills. Make adequate decisions about policy affecting agriculture organization. | Limited management/administrative, organization, promotion, coor., suprv., control, skills in areas of rural development. |
| Selection Criteria | Individuals in leadership positions within peasant organizations. | Leadership positions in Municipality activities; actively promoting rural development projects. |
| Skills to Acquire | Leadership and technical education on organization policy, management, production. | Technical, management/administrative skills to implement rural projects; accounting and collect funds. |
| Nature and Duration of Training | Short-term training; 6 weeks. | Short-term training; 6 weeks or more. |
| Experience America Considerations | Visit loc. Soil Conser. Districts (SDC's); Ag. County Comm.; Farm Bureau (or State), etc | Visit community development projects; government offices. Loc. Extension of.; 4-H Club |
| Follow-Up Considerations | National, Regional, Local Meetings; visit peasant association; Bulletin. | National, Regional, Local Meetings; visits to individuals. |

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

| Category | Extension Agents | Development Promoters |
|-----------------------------------|--|---|
| Nature of Influence | Technical, credit and management advisor to producers (farmers, peasants). | Project promoter and director; status in community. |
| Income Level | Low | Low |
| Impact Level | Immediate effect to the producers. | Direct effect to the community participant. |
| Special Concerns | Limited technical, legal, administrative skills. Have to advise on production and marketing; credit supervision. | Limited management/ administrative, technical, planning, programming, promoting, organization skills. |
| Selection Criteria | Individual's position within Government; status in community. | Have promotion activities to develop community projects. |
| Skills to Acquire | Leadership, technical, administrative, credit supervision. | Technical, management administrative, project planning/control, promotion, organization, training skills. |
| Nature and Duration of Training | Short-term training; 6 wks. to 9 months. Long-term training; 2 years. | Short-term training; 6 wks. to 9 months. Long-term training; 2 years. |
| Experience America Considerations | Visit state & local extension offices; State Dept. Agr.; Soil Conservation District; County Committees. | Visit state & local extension offices; State Dept. Agr.; Soil Conservation District; County Committees. |
| Follow-Up Considerations | Alumni Association; National, Regional, Meetings; Bulletin. | Alumni Association; National, Regional, Meetings; visits to individuals; Bulletin. |

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

| Category | Women's Org. Leaders | Youth Assoc. Leaders |
|-----------------------------------|---|---|
| Nature of Influence | Status in community. Member of group development project. | Status in community. Member of group development project. |
| Income Level | Low | Low |
| Impact Level | Direct effect to women groups with projects. | Direct effect to community activities. |
| Special Concerns | Limited technical, administrative, organizational skills. Have to plan and execute income generating and social projects. | Limiting technical skills; leadership and group dynamics. Can act as promoter or helper in communities. |
| Selection Criteria | Participants in projects and community organizations. | Participation in agriculture and/or school projects. |
| Skills to Acquire | Leadership, technical, management, production, promotion, and organizational skills. | Technical skill, group dynamics, leadership characteristics; promotion, project development/ control skill. |
| Nature and Duration of Training | Short-term training 6 weeks. | Short-term training; 6 weeks or more. Long-term training; 2 years. |
| Experience America Considerations | Visit State & Local women's organizations, both pub. and priv.; community projects; State & Local Ext. Of. | Visit community homes; schools, Local FFA Chapter; Local 4-H groups & school fairs; community projects. |
| Follow-Up Considerations | Alumni Association; National, Regional, Local Meetings; Bulletin. | Alumni Association; National, Regional, Local Meetings; Bulletin. |

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

| Category | Cooperative Members | Community Org. Leaders |
|-----------------------------------|--|--|
| Nature of Influence | Member of production group. Participate in community projects. | Status in community; participate in community activities. |
| Income Level | Low | Low |
| Impact Level | Direct effect to the group and community. | Direct effect to the community members. |
| Special Concerns | Limited technical, management, organization skills in areas of agriculture and forest production projects. | Limited project development and organizational skills. |
| Selection Criteria | Member of production group. Participation in community projects. | Actively participating in community projects. |
| Skills to Acquire | Technical skills on agriculture and forest production; management, organization skills. | Project planning, programming, execution, and supervision; group dynamics and organization skills. |
| Nature and Duration of Training | Short-term training; 6 weeks or more. | Short-term training; 6 weeks or more. |
| Experience America Considerations | Visit agriculture and forest farms; visit production cooperative. | Visit projects in communities. |
| Follow-Up Considerations | National, Regional, Local Meetings; visits to individuals; Bulletins. | National, Regional, Local Meetings; visits to individuals; Bulletins. |

MATRIX TWO: TRAINING PLAN
INDUSTRY SECTOR

| Category | Private Dev. Promoters | Micro and Small Business Owners |
|-----------------------------------|---|---|
| Nature of Influence | Project promoter and director; trainer of promoters. | Leader in business; participation in community activities. |
| Income Level | Medium/Low | Medium/Low |
| Impact Level | Direct to community voluntary promoters. | Direct to owners micro & small business. |
| Special Concerns | Limited organization, training skills; lack technical, marketing, and management skills; project development and control. | Limited technical, management, accounting skills; limited design creativity and expansion capability. |
| Selection Criteria | Status in community and with peers. Promoter and director of projects. Work with community volunteers. | Respected entrepreneur in community. Participate in community projects. |
| Skills to Acquire | Improve training skills; acquire technical, marketing and management knowledge; project develop skill. | Technical, management, accounting, design, and creativity. |
| Nature and Duration of Training | Short-term training; 6 wks. or more. Long term training; 2 yrs. | Short-term training; 6 wks. or more. |
| Experience America Considerations | Visit small businesses Association of small business and project. | Visit small expanding businesses; Association members. |
| Follow-Up Considerations | National, Regional, and Local Meetings. Bulletin. Training courses. | Small business Association. National, Regional, Local Meetings. Bulletin. |

MATRIX TWO: TRAINING PLAN
INDUSTRY SECTOR

| Category | Supervisor in Business and Export Industry | Technical Trainer |
|--------------------------------------|--|---|
| Nature of Influence | Supervisor in business and export industry; control qual. product. | Participation in busi- ness and export ind.; Human resource dept. |
| Income Level | Medium/Low | Medium/Low |
| Impact Level | Direct to business. Indirect to sector. | Direct to trainee. Indirect to sector. |
| Special Concerns | Limited technical and supervisory skills. Limited creativity. | Limited technical and teaching skills. Li- mited creativity for new designs. |
| Selection Criteria | Supervisor in micro or small or export buss. Status with peers. | Training responsibi- lity in a business. Status with peers. Some creative ability. |
| Skills to Acquire | Improve supervisory and control skills; and training skills; develop creative abilities. | Improve technical and training skills. Develop creativity abilities. |
| Nature and Duration of Training | Short-term training; 6 wks. or more. Long term training; 2 yrs. | Short-term training; 6 wks. or more. Long term training; 2 yrs. |
| Experience America Considerations | Visit small businesses Visit technical school | Visit small businesses Visit technical school |
| Follow-Up Considerations | National, Regional, and Local Meetings. Bulletin. Training courses. | National, Regional, and Local Meetings. Bulletin. Training courses. |

MATRIX TWO: TRAINING PLAN
INDUSTRY SECTOR

| Category | Union Leaders | Exporters & Managers of Export Businesses |
|-----------------------------------|--|---|
| Nature of Influence | Policy decision-makers influencing industry. | Owner or manager of export bussiness. |
| Income Level | Middle/Low | Medium |
| Impact Level | Indirect immediate effect on the sector. | Direct to owners and managers of exp. buss. |
| Special Concerns | Limited democratic organizational skill; limited knowledge of negotiating skills. | Limited technical, management, accounting skills; limited design creativity and expansion capability. |
| Selection Criteria | Member of industry union; leadership position; participate in providing solution to industry problems. | Respected entrepreneur in community. Participate in community projects. |
| Skills to Acquire | Democratic organizational skills. Information to improve industry/labor relation. | Technical, management, accounting, designs, and creativity. |
| Nature and Duration of Training | Short-term training; 4 to 6 weeks. | Short-term training; 6 wks. or more. |
| Experience America Considerations | Visit democratic free unions; participate in lobbying group. | Visit small expanding businesses; Association members. |
| Follow-Up Considerations | National and Regional Meetings; Bulletin. | Small business Association. National, Regional, Local Meetings. Bulletin. |

MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

| Category | Nat. Prog. Officials | Teacher Org. Leaders |
|-----------------------------------|---|---|
| Nature of Influence | Activities, projects, and policy decisions that improve education programs. | Influence on policies projects and activities that affect education programs. |
| Income Level | Medium | Medium/Low |
| Impact Level | Indirect immediate effect to the sector. | Indirect immediate effect to the sector. |
| Special Concerns | Limited technical, legal, administrative and supervisory activities with community participation. | Limited administrative and organizational skills. |
| Selection Criteria | Supervisors and auxiliary supervisors; officers within the Government structure in Education. | Actively participating in a teacher organization. |
| Skills to Acquire | Technical, administrative, supervisory and community participation methods. | Technical, administrative, and organizational skills. |
| Nature and Duration of Training | Short-term training; 6 weeks or more. | Short-term training; 6 weeks or more. |
| Experience America Considerations | Visit policy-making agencies; schools and school boards. | Visit policy-making agencies; school board and organizations. |
| Follow-Up Considerations | National, Regional, Local Meetings; Bulletin. | National, Regional, Local Meetings; Bulletin. |

MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

| Category | Rural Teachers | Vocational Teachers |
|-----------------------------------|---|---|
| Nature of Influence | Promotion of community projects; attitude of students to school and community. | Leadership position in technical schools; influence skills and attitudes of students. |
| Income Level | Low | Medium/Low |
| Impact Level | Direct effect to the community, students. | Student direct effect; indirect to community. |
| Special Concerns | Limited productive and educational project development skills; low quality education. | Limited technical skills; low quality of training. |
| Selection Criteria | Status in community; participation in projects for school and for community. | Status in vocational school. |
| Skills to Acquire | Technical, administrative, and community participation methods; teaching techniques. | Improve technical skills; acquire better teaching methods. |
| Nature and Duration of Training | Short-term training; 6 weeks to 9 months. Long-term; 2 years. | Short-term training; 6 weeks to 9 months. Long-term; 2 years. |
| Experience America Considerations | Visit experimental school in rural area and school fairs. | Visit technical school and small business of interest. |
| Follow-Up Considerations | National, Regional, Local Meetings; method courses; Bulletin. | National, Regional, Local Meetings; skill training; Bulletin. |

MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

| Category | Parent Assoc. Leaders | Technical Students |
|-----------------------------------|---|---|
| Nature of Influence | Control over student participation; communication with Government officials. | Status in school; active participation in community and school projects. |
| Income Level | Medium/Low | Low |
| Impact Level | Direct effect to the quality of education. | Direct effect to the community. |
| Special Concerns | Lack belief on their responsibility about teacher and education received by students. Authoritarian education system. | Limited technical skills; lack management; leadership characteristics. |
| Selection Criteria | Active member of Parent Association; status in community. | Actively participating in school and community project; status in school. |
| Skills to Acquire | Technical knowledge to have opinion about education and teacher quality; community participation. | Technical training; teaching methods; management skills; leadership abilities. |
| Nature and Duration of Training | Short-term training; 6 weeks or more. | Short-term training; 6 weeks to 9 months. Long-term; 2 years. |
| Experience America Considerations | Visit schools, Parent Association, community groups. | Visit technical school small business; community projects. |
| Follow-Up Considerations | Alumni Association; National, Regional, Local Meetings; Bulletin. | Alumni Association; National, Regional, Local Meetings; visit individual; Bulletin. |

MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

| Category | Voluntary Teachers (CEPER) | Univ. Student Leaders (Public) |
|-----------------------------------|--|---|
| Nature of Influence | Parent and teacher in nursery. Influence attitudes of children towards education. | Involve in political activities and community projects. Influence UNAH policy. |
| Income Level | Low | Medium/Low |
| Impact Level | Direct impact on children beginning school. | Direct impact other students; UNAH policy. |
| Special Concerns | Limited technical skills; use of audio-visual, local material to stimulate and create positive attitudes and skills. | Limited skills to develop community projects; responsibility of UNAH policy making; limited negotiating skills. |
| Selection Criteria | Parent that voluntary teaches at community nursery. | Highly motivated student in classes and participate in project and community groups. |
| Skills to Acquire | Education techniques; use of materials to stimulate child-interest; skills to develop school curriculum. | Leadership characteristics; group dynamics participate and development of community project; negotiate sk. |
| Nature and Duration of Training | Short-term training; 6 weeks or more. | Short-term training; 6 weeks. Long-term training; 2 years. |
| Experience America Considerations | Visit nurseries and experimental schools; community projects. | Visit youth organizations, community project; Homestay. |
| Follow-Up Considerations | Alumni Association; National and Regional Meetings; individual visits; Bulletin. | Alumni Association; National, Regional, and Local Meetings. |

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

| Category | Min. Health Officials (CESAMO, CESAR, etc.) | Union Leaders |
|-----------------------------------|---|--|
| Nature of Influence | Attendance at health-care centers (national regional and local). | Policy decision-makers influencing health care activities. |
| Income Level | Medium/Low | Medium |
| Impact Level | Indirect on sector. Direct on center user. | Indirect immediate effect on the sector. |
| Special Concerns | Lack skill to work with inventories, paper work, report and evaluate system; administrative/ management skills. | Limited democratic organizational skill; limited knowledge of a health-care system; lim. negotiating skill |
| Selection Criteria | Manage health-care center. Have status within community, center users, and peers. | Member of a health union; leadership position; comm. involve; participate in providing health solutions. |
| Skills to Acquire | Administrative/ management skills. Work with information, inventory, and paper work systems. | Democratic organizational skills. Information of improvements to health system. |
| Nature and Duration of Training | Short-term training; 6 weeks or more. | Short-term training; 4 to 6 weeks. |
| Experience America Considerations | Visit rural health-care center; health volunteer; paramedical rural hospitals. | Visit health centers; organizations; projects; democratic org. |
| Follow-Up Considerations | Alumni Association; National and Regional Meetings; Individual visit; Bulletin. | National and Regional Meetings; Bulletin. |

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

| Category | Health Guardians and Health Volunteers | Health Promoters |
|-----------------------------------|---|--|
| Nature of Influence | Participate in community health projects. Advice on health and dispense medicine. | Promote and direct health projects in community. Status in community. |
| Income Level | Low | Low |
| Impact Level | Direct effect on community members. | Direct effect on community. |
| Special Concerns | Distribute medicines but lack knowledge of medicines and sickness. | Limited skill to work with community member. Lack training skills and project control. |
| Selection Criteria | Active health guardian or volunteer. Status in community. Advise on medicines. | Participate and direct community health projects. Promotion to develop projects. |
| Skills to Acquire | Knowledge about common diseases and sickness; learn about preventive & curative measures to sickness & disease. | Project planning, promotion, supervise, control; organization and training skills. |
| Nature and Duration of Training | Short-term training; 6 weeks or more. | Short-term training; 6 wks to 9 mth. Long term; 9 mth to 2 yrs. |
| Experience America Considerations | Visit rural paramedical groups; Meet health volunteers. | Visit rural hospitals; Meet volunteer; health community project. |
| Follow-Up Considerations | Alumni Association; National and Regional Meetings; Bulletin. | Alumni Association; National and Regional Meetings; Bulletin. |

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

| Category | Midwives | Auxiliary Nurses |
|--------------------------------------|---|---|
| Nature of Influence | Care of pregnant women Advice about medicines and family planning. | Manage health care centers. Advise users of medicines, treat- ments to control sick. |
| Income Level | Low | Low |
| Impact Level | Direct on women and children. | Direct on health care users. |
| Special Concerns | Limited knowledge health prevention need of women and children. Lack adequate use of instruments for pregnant women. | Limited technical skills and knowledge; lack administrative, management skills; lack organization and training skills. |
| Selection Criteria | Practicing midwife in community. | Auxiliary nurse in center. Status in community and health care center. |
| Skills to Acquire | Family planning, women disease; care of preg- nant women and newborn Use of specific ins- truments. | Technical, administra- tive/management; org- anization, community participation skills, and training. |
| Nature and Duration of Training | Short-term training; 6 weeks to 9 months. | Short-term training; 6 weeks to 9 months. |
| Experience America Considerations | Visit women clinics; talk to midwife's in rural areas. | Visit hospitals; vol- unteer association; community projects. |
| Follow-Up Considerations | Alumni Association; National and Regional Meetings; Training Seminars; Bulletin. | Alumni Association; National and Regional Meetings; Training Seminars; Bulletin. |

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

| ===== | |
|-----------------------------------|---|
| Category | Community Leaders |
| ----- | |
| Nature of Influence | Participate in project and community health activities. |
| Income Level | Low |
| Impact Level | Direct to the members of the community. |
| Special Concerns | Limited organization, management, accounting, project development and control skills. |
| Selection Criteria | Active promotion and participation on community health projects. Status in community. |
| Skills to Acquire | Organization, management and accounting, project development and control skills. |
| Nature and Duration of Training | Short-term training; 6 weeks or more. |
| Experience America Considerations | Visit community projects; visit health leaders and volunteer. |
| Follow-Up Considerations | Alumni Association; National, Regional, Local Meetings; Visit individuals; Bulletin. |
| ===== | |

APPENDIX C
LIST OF ACRONYMS USED

AED. Academy for Educational Development, Inc.

AID. United States Agency for International Development

ANAH. Asociación Nacional de Artesanos de Honduras

ANDI. Asociación Nacional de Industriales

ANMPI. Asociación Nacional de Medianos y Pequeños Industriales

CADEHSA. Cadena de Detallistas de Honduras

CADERH. Consejo Asesor para el Desarrollo de Recursos Humanos de Honduras

CAPS. Central American Peace Scholarships Program

CASP. Central American Scholarship Program

CASS. Cooperative Association of States for Scholars

CDI. Centro de Desarrollo Industrial

CEPS. Centro de Estudios Políticos y Sociales

CLASP. Caribbean and Latin American Scholarship Program

COCO. Comité Coordinador

COHEP. Consejo Hondureño de la Empresa Privada

CTP. Country Training Plan

ENA. Escuela Nacional de Agricultura

ESNACIFOR. Escuela Nacional de Ciencias Forestales

FAO. United Nations Food and Agriculture Organization

FHIA. Fundación Hondureña de Investigación Agrícola

FIDE. Fundación para la Investigación y Desarrollo Empresarial

FOBESA. Fondo de Becas del Sector Agrícola

FOPRIDEH. Federación de Organizaciones Privadas de Desarrollo de Honduras

FXP. Federación de Asociaciones de Productores y Exportadores Agropecuarios y Agro-Industriales de Honduras

GEMAH. Gerentes y Empresarios Asociados de Honduras

INFOP. Instituto Nacional de Formación Profesional

LAC II. Latin American and Caribbean Training Project II

LCA. Leadership Center of the Americas

SECPLAN. Secretaría de Planificación, Coordinación y Presupuesto

SIF. Socio-Institutional Framework

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