

innovATE

Innovation for Agricultural Training and Education



USAID
FROM THE AMERICAN PEOPLE



Honduras: AET Assessment Report

Submitted to the USAID Mission in Honduras by the innovATE Project Team

Final Report June 2015

USAID/BFS/ARP-Funded Project

Award Number: AID-OAA-L-12-00002



Acknowledgments

This project was made possible by the United States Agency for International Development and the generous support of the American people through USAID Cooperative Agreement No. AID-OAA-L-12-00002. The information provided is not official U.S. Government information and does not represent the views or positions of the U.S. Agency for International Development or the U.S. government.

This report was prepared by an innovATE Scoping Team led by Nicola Kernaghan (University of Florida), Janelle Larson (Pennsylvania State University), John Ignosh (Virginia Tech), Nickey Jefferson (Tuskegee University), and Lori Unruh Snyder (North Carolina State University) in collaboration with Clara Cohen (USAID Washington). External consultant assistance was provided by Menelio Bardales, Sahadia Alvarez and Javier Mayorga.

This document was written as part of a series of InnovATE AET assessment reports. An AET assessment report documents a scoping analysis conducted at the request of a USAID mission. These reports identify gaps in the human and institutional capacity of in-country AET systems. Examples of good practices identified and recommendations for next steps are included in these publications.

For more information about the InnovATE project and other publications visit our website at <http://www.oired.vt.edu/innovate> or join the discussion in our Community of Practice at www.innovate-community.oired.vt.edu. Contact us at innovateprogram@vt.edu or call 540-231-6338.

We wish to thank all the stakeholders that we met during the scoping team's visit to Honduras - they were most generous with their time and input.

Executive Summary

In 2014, USAID/Honduras asked a team of specialists from the innovATE project to conduct a scoping assessment, focusing on the current and future demand for agricultural education and training (AET) for rural youth in the north Atlantic coastal region of Honduras, with particular attention to the Garífuna communities. This assessment is aligned with the U.S. Department of State Central America Regional Security Initiative (CARSI) and efforts to support community-based activities to prevent crime, including the provision of basic education and life skills and vocational training for at-risk youth in the northern coastal region of Honduras. Furthermore, the focus on young people addresses the USAID Youth in Development Policy and the recommendations included in this report aim to strengthen youth programming and participation in support of development objectives.

The target area for this scoping assessment was the north coast of Honduras, where criminal activities, including narcotics trafficking, have created an increasingly insecure environment. The target population was the politically and economically marginalized Afrohonduran Garífuna population of this region, with an estimated population of between 98,000 and 300,000. Important commercial activities in the region include fisheries, tourism, dairy farming, forestry, African palm, horticulture and lumber. At first glance it seems there is potential for expansion of existing and new agro-enterprises to support increased employment in the sector. Given innovATE's focus on agricultural education and training (AET), the assessment was primarily directed at examining the potential for development of agriculture and related enterprises in the north coast of Honduras.

The objectives of the assessment were: 1) to assess the current demand for agriculture education and technical and vocational training for youth in the North Atlantic coastal region of Honduras, with specific focus on the Garífuna population; 2) to assess the education pipeline from primary onwards and identify educational needs, particularly at the tertiary level, for marginal populations from the North Atlantic coastal region; 3) to assess the impact of out-migration on the supply of a skilled agricultural workforce in the North Atlantic coastal regions of Honduras; 4) to provide recommendations for potential programs to address gaps between supply and demand for AET, specifically related to youth from the Garífuna communities and 5) develop some possible rural economic change scenarios that may shift the future demand for skilled labor in the target region.

Preparations for the innovATE scoping assessment trip included a review of relevant literature. During the assessment visit to Honduras methods included interviews and focus groups conducted with more than 50 stakeholder groups representing the formal and non-formal education sectors, community and Garífuna organizations, NGOs, government agencies and private-sector employers.

Recommendations

Our recommendations are included here and were made during our exit meeting with USAID to review the results at the end of the scoping period. The innovATE team visited over 50 different stakeholder groups during the two-week scoping period. Results of the assessment indicated that there are major gaps in the relevance and quality of both basic and higher education in Honduras. In particular, there are issues of quality and access for students from the Garífuna communities in the north coast. There are also significant mismatches between the supply of graduates from the secondary and tertiary education systems versus the demands of the labor market.

The innovATE team presents the following recommendations in detail in the report:

Recommendations for the Formal Education Sector

- Improve infrastructure of Garífuna community schools, including buildings, IT, recreational/sports facilities and transportation
- Reform curriculum at both the primary and secondary levels to be regionally relevant
- Implement early inclusion of agriculture courses and school agriculture programs such as 4-H (a US-based youth program which aims to develop citizenship, leadership, responsibility and skills through experiential program), or school gardens to stimulate students' interest in agriculture
- Improve the quality of primary and secondary education through professional development for teachers in Garífuna community schools
- Increase public/private partnerships collaborations among educational institutions and agricultural institutions nationally and internationally to provide opportunities for students to continue schooling and get work experience
- Develop work-study-service programs and internship-to-work pathways with local employers
- Increase access to higher education for Garífuna students through the provision of college preparatory programs and increased availability of scholarships
- Revise curriculum in higher education institutions, especially in core subjects such as math and science, to respond to workforce development needs and incorporate new technologies

Recommendations for the Non-Formal Education Sector

- Explore opportunities to leverage technical training capabilities and offerings of INFOP and various NGOs in Garífuna communities
- Expand existing programs for at-risk youth, including second chance and alternative secondary education programs and outreach centers to Garífuna communities
- Provide/enhance training for entrepreneurship and small business management
- Build relationships with the private sector to leverage existing corporate social responsibility (CSR) programs to benefit Garífuna communities

Recommendations for Garífuna Community Development

- Support the development of community based tourism programs
- Support the development of cooperatives and community entrepreneurial projects
- Institute programs to improve access to markets and the creation of local markets
- Establish a community consultation process for development decision-making
- Provide support for local financial institutions to facilitate access to credit, including the development of micro-credit programs and non-formal financial institutions such as cajas rurales
- Provide financial literacy and remittance investment training programs
- Establish development credit authority programs for ethnic groups with communal land

Recommendations for Policy Reform

- Support regionally relevant educational reform
- Support for banking sector reform to facilitate loan access
- Support for land tenure and access reform

List of Acronyms

AET – Agricultural Education and Training
CARSI - Central America Regional Security Initiative
CDCS – Country Development Cooperation Strategy
COAFROH – Council of Afrohonduran Organizations (Consejo de Organizaciones Afrohondureñas)
CRS – Catholic Relief Services
CSR – Corporate Social Responsibility
CURLA – University of the Atlantic (Universitario Regional del Atlántico)
DIGEPESCA – SAG General Directorate of Fish and Agriculture (Dirección General de Pesca y Agricultura)
DINAFROH - Directorate of Indigenous and Afrohonduran Peoples (Dirección de Pueblos Indígenas y Afrohondureños)
DO – Developmental Objectives
ESNACIFOR – National School Forestry Sciences (Escuela Nacional de Ciencias Forestales)
EFA - Education for All
EDI - Education Development Index
FHIA – Honduras Foundation for Agricultural Research (Fundación Hondureña de Investigación Agrícola)
FUNDER – Foundation for Business Development (Fundación para el Desarrollo Empresarial)
GDP – Gross Domestic Product
INFOP – National Institute for Professional Development (Instituto Nacional de Formación Profesional)
JICA – Japan International Cooperation Agency
KEI - Knowledge Economy Index
KSA - Knowledge, Skills and Abilities
MAMUGAH – Community of Garífuna Municipalities of Honduras (Mancomunidad de Municipios Garífuna de Honduras)
NGO – Non Governmental Organization
ODECO – Ethnic Community Development Organization (Organización de Desarrollo Étnico Comunitario)
OFRANEH – Black Fraternal Organization of Honduras (Organización Fraternal Negra de Honduras)
PRONAGRO – SAG Food-agriculture Program (Programa Nacional de Desarrollo Agroalimentario)
SAG – Ministry of Agriculture (Secretaría de Agricultura)
SAT – Tutorial Learning System (Sistema de Aprendizaje Tutorial)
SEDUCA – SAG Service of Agricultural Education, Capacity Building and Agribusiness Development (Servicio de Educación Agrícola, Capacitación y Desarrollo Agroempresarial)
SWOC – Strengths, Weaknesses, Opportunities, Challenges
TVET – Technical and Vocational Education and Training
UNA - National Agricultural University (Universidad Nacional Agricultura)
UNAH – National Autonomous University of Honduras (Universidad Nacional Autónoma de Honduras)
UPEG – SAG Unit of Planning, Evaluation, and Management
USAID - United States Agency for International Development
WADANI - Garífuna Organization

Table of Contents

Acknowledgments	i
Executive Summary	ii
List of Acronyms	iv
1. Introduction.....	1
1.1 Why this scoping mission?	1
1.2 Structure of the report	2
1.3 Objectives.....	3
1.4 Methodology	5
2. Status of AET in the North Coast of Honduras – Supply Side.....	6
2.1 Overview of the education system in Honduras	7
2.2 Overview of the education system in Garífuna communities.....	10
2.3 Scoping Assessment Findings	12
2.3.1 Primary and secondary education in Garífuna communities.....	12
2.3.2 Higher Education for Garífuna Students	14
2.3.3 Vocational education and training	16
2.4 Education relevance and quality	17
3.0. Labor Market and Employer Needs: Demand Side	19
3.1 Agriculture Sector.....	19
3.2 Scoping Assessment Findings	20
3.2.1 Agricultural Workforce Needs.....	21
3.2.2 Service Sector Needs	24
3.3 Future Workforce Development	25
4. SWOC Analysis.....	26
4.1 Primary and Secondary Education	26
4.2 Higher Education	27
4.3 Garífuna Community Groups and Organizations	29
4.4 NGOs and Donor Projects.....	30
4.5 Government	31
4.6 Private Sector	32
5. Recommendations and Next Steps	34
5.1 Recommendations for Formal Education Sector	34
5.2 Recommendations for Non-Formal Education Sector	37
5.3 Recommendations for Garífuna Community Development	38

5.4 Recommendations for Policy Reform.....	40
References.....	41
Appendix A: Scope of Work.....	44
Appendix B: Contacts Appointments or Meetings.....	50
Appendix C: Stakeholder Interviews	53
Appendix D: Scoping Analysis Tools	55
Appendix E: SWOC Results	62

1. Introduction

Honduras is the second poorest country in Central America and has the world's highest murder rate (World Bank, 2013). Yet, Honduras is well endowed with natural resources, including agricultural land, forest and marine resources and historically, the economy was based on agriculture, particularly the export of bananas and coffee. Agricultural commodities, such as coffee, shrimp and lobster, bananas, palm oil, fruit and lumber are still among the most significant exports. However, the agriculture sector has undergone significant decline and currently makes up only 14% of GDP, absorbing 35% of the workforce and utilizing less than 13% of the total land area (World Bank, 2013; CIA, 2014). Meanwhile, remittances from the large numbers of Hondurans living in other countries, especially the U.S., represent about a fifth of GDP (CIA, 2014).

1.1 Why this scoping mission?

The USAID/Honduras Country Development Cooperation Strategy for FY 2015 – 2019 (CDCS, 2015) identifies multiple development opportunities and challenges related to social and economic development and citizen security. Specifically, the CDCS identifies two Developmental Objectives (DOs): 1) citizen security increased for vulnerable populations in urban, high-crime areas, 2) extreme poverty sustainability reduced for vulnerable populations in Western Honduras. Under DO 1, USAID Honduras will develop programs for populations vulnerable to crime and violence, and will focus on several cities, including La Ceiba and San Pedro Sula in the north of the country. Under DO 1, USAID plans to implement programs such as community policing and outreach centers for at risk youth, develop community infrastructure to mitigate crime, expand middle and high school opportunities and classroom infrastructure and provide social services to address household and gender based violence. While the DO2 objectives fall outside the geographic scope of this effort, in country interviews sought "lessons learned" from development experiences related to DO 2 to inform this innovATE assessment work.

In 2014, USAID/Honduras asked a team of specialists from the innovATE project to conduct a scoping assessment, focusing on the current and future demand for agricultural education and training (AET) for rural youth in the North Atlantic coastal region of Honduras, with a particular attention to the Garífuna communities. The assessment is aligned with the U.S. Department of State Central America Regional Security Initiative (CARSI) and efforts to support community-based activities to prevent crime, including the provision of basic education and life skills and vocational training for at-risk youth in the northern coastal region of Honduras. Furthermore, the focus on young people addresses the USAID Youth in

Development Policy and recommendations aim to strengthen youth programming and participation in support of development objectives.

The target area for this scoping assessment was the north coast of Honduras, where criminal activities, including narcotics trafficking have created an increasingly insecure environment. The target population was the politically and economically marginalized Afrohonduran Garífuna population of this region, with an estimated population of between 98,000 and 300,000. Important commercial activities in the region include fisheries, tourism, dairy farming, forestry, African palm, horticulture and lumber. At first glance it seems there is potential for expansion of existing and new agro-enterprises to support increased employment in the sector.

Given innovATE's focus on agricultural education and training (AET), and the potential for development of the agriculture and related enterprises in northern Honduras, the assessment was primarily directed at this sector. However, the scoping team also examined the region's value chains broadly to provide an overview of other sectors as they relate to rural development, agriculture, forestry, tourism and related sectors.

The Innovation for Agricultural Training and Education (innovATE) program is a USAID/Washington-funded project supporting the capacity development of agricultural training and education systems at all levels - from primary school through secondary institutions as well as youth programs, vocational and technical schools, and universities. The innovATE program, implemented by a consortium of U.S. universities led by Virginia Polytechnic and State University and including Pennsylvania State University, Tuskegee University, and the University of Florida, seeks to strengthen the capacity of the range of institutions and programs that train and educate professionals in agriculture and related sectors.

1.2 Structure of the report

This report is divided into five sections. The introductory section includes the objectives and methodology for the assessment, and is followed by the characterization of the current status of AET in Honduras, with a focus on opportunities for training for Garífuna youth (supply-side). Next is a review of the employment opportunities for Garífuna youth and the demand for Knowledge, Skills and Abilities (KSAs) by employers in the north coast region of Honduras (demand-side). In these sections, data and interviews with key informants provide strong commentary for change. In the fourth section, which is based primarily on key informant data, the strengths, weaknesses, opportunities and challenges facing the agricultural education landscape in the north coast of Honduras are presented. This section examines several sectors, including higher education, K-12 education, vocational training centers,

community and Garífuna organizations, NGOs, government agencies and private-sector employers. Finally, recommendations and next steps based on the assessment are presented in the last section. These recommendations will form the basis for planning investments in revitalizing existing systems and formulating new programs that will help meet USAID's objective to increase citizen security for vulnerable populations, particularly in urban areas in northern Honduras (DO 1).

1.3 Objectives

The objectives of the assessment were: 1) to assess the current demand for agriculture education and technical and vocational training for youth in the north Atlantic coastal regions of Honduras, with specific focus on the Garífuna population; 2) to assess the education pipeline from primary onwards and identify educational needs, particularly at the tertiary level, for marginal populations from the north Atlantic coastal region; 3) to assess the impact of out-migration on the supply of a skilled agricultural workforce in the north Atlantic coastal regions of Honduras; 4) to provide recommendations for potential programs to address gaps between supply and demand for AET, specifically related to youth from the Garífuna communities and 5) develop some possible rural economic change scenarios that may shift the future demand for skilled labor in the target region.

Initially, the team conducted a background study on the agricultural education pipeline in Honduras (country study). Subsequently, discussions were held with personnel from USAID Honduras and USAID Washington to outline a scope of work for the assessment (Appendix A). A scoping team consisting of university faculty and specialists from Pennsylvania State University, Virginia Tech, University of Florida, Tuskegee University, and North Carolina State University visited Honduras from November 1 - 17, 2014. The scoping team took an asset-based approach using focus groups, interviews, site visits and other qualitative means to gathering stakeholder input. In order to develop a comprehensive picture, we engaged a range of stakeholders from higher education, K-12 education, the NGO and donor community, and the public and private sectors. The scoping assessment itinerary is presented in Appendix B and the key institutions visited are presented in Appendix C. The following maps illustrate the coverage and site visits for the innovate team (Figures 1.0 and 1.1).

Figure 1.0 Honduras Scoping Assessment Site Visits: November 1 – 17, 2014

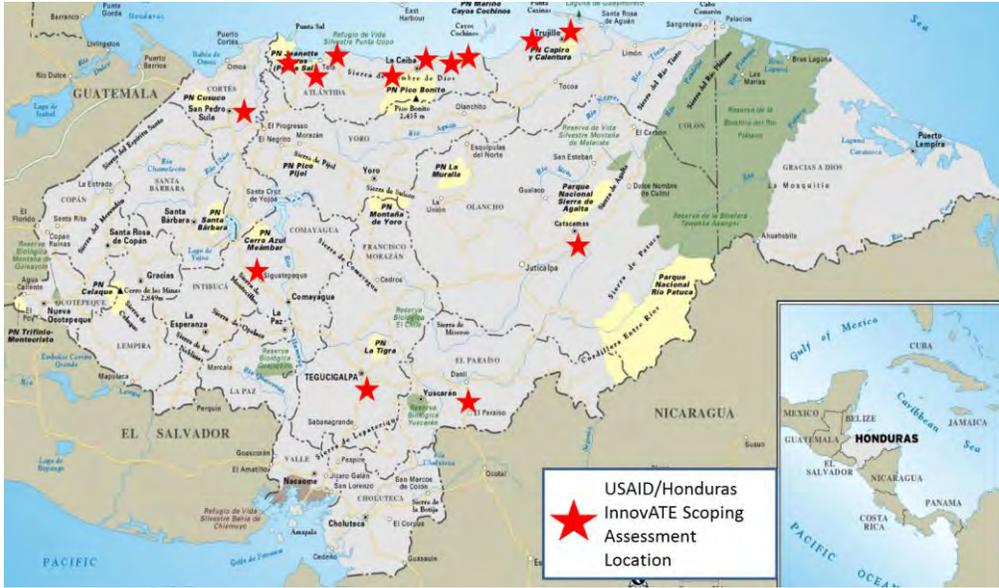
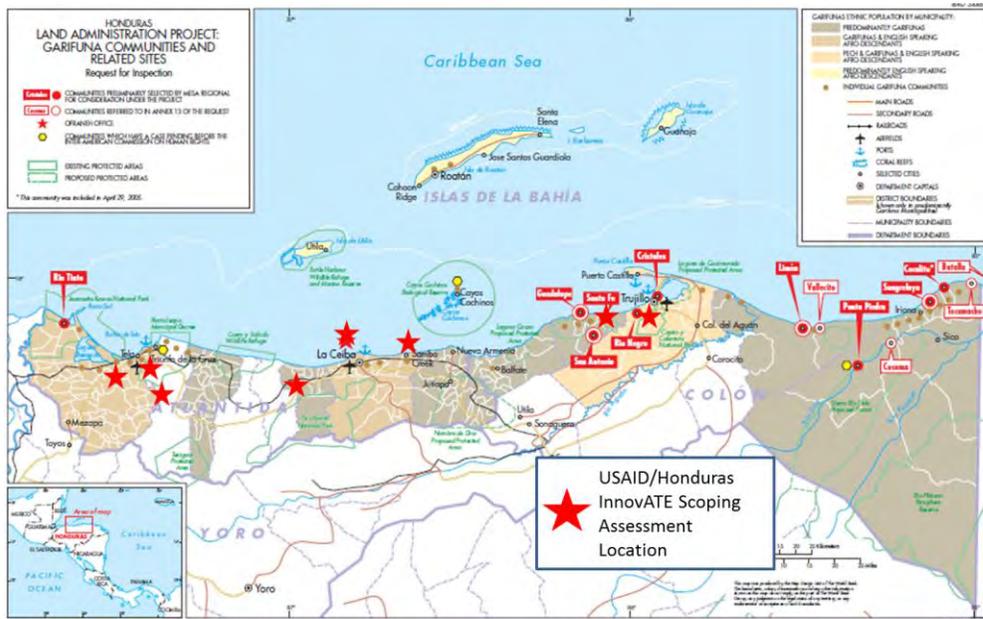


Figure 1.1 Scoping Assessment Locations along the North Coast of Honduras



SOURCE: http://www.wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2006/03/20/000160016_20060320124837/Rendered/PDF/35470.pdf

Survey questions were devised prior to arrival for the different types of institutions to be visited (Appendix D). Where possible, focus groups were used to get in-depth information from a greater number of people. In addition to specific questions about the institutions, key questions were asked:

- What resources and pathways need to be developed in order to create sustainable linkages between the economic sector and the vocational sector for vocational training opportunities?
- How can the private sector become an integral partner in the creation of training and development opportunities for youth on both a local and regional scale?
- What are the expected short- and long-term outcomes for youth who participate in these programs?
- What network of systems and resources can be created to contribute to youth life skill development and job creation in the Caribbean/Central American region?

1.4 Methodology

InnovATE's approach included (1) conducting a situational analysis of the current education and training systems in the north Atlantic coastal regions of Honduras, with a specific focus on the Garífuna population (2) identifying education and employment needs and services, especially in agricultural education and for Garífuna students, and (3) determining skill gaps as perceived by both potential employers and training programs or educational institutions. The field visits, interviews and focus groups were conducted during the first two weeks of November 2014. Initially the members of the innovATE team met with the USAID Mission and local consultants to finalize the scoping mission plans and revise the assessment tools. During the first week in country, meetings were conducted with universities, government agencies, NGOs and Garífuna organizations in Tegucigalpa. InnovATE team members also traveled to Catacamas, Siguatepeque, and EL Zamorano to conduct campus visits at universities. The second week was spent gathering information from key stakeholders in the 3 departments of Cortés, Atlántida, and Colón on the north coast of Honduras. Finally, the team met with the USAID Mission to report on initial findings, discuss the next steps, and gather additional input.

2. Status of AET in the North Coast of Honduras – Supply Side

Honduras has a disproportionately large amount of youth in comparison to the total population; a phenomenon termed a “youth bulge.” While the population growth rate has slowed since the 1990s, it remains high at nearly 2% annually because the birth rate averages approximately three children per woman and more among rural, indigenous, and poor women who have approximately 6 children per woman. Consequently, a majority of the population in Honduras (56%) is under the age of 24. In addition, Honduras' young adult population, ages 15 to 29, is projected to continue growing rapidly for the next three decades (World Bank, 2013). This youth population is characterized by high levels of unemployment and poverty, low levels of productivity and increasing participation in crime, violence and migration.

Exact estimates of the Garífuna population in Honduras are unreliable and vary widely. At the 2001 census 46,448 people were registered as Garífuna, or 0.8% of the total population of Honduras. However, reports indicate the Garífuna population is consistently underreported, with current estimates ranging from 98,000 to 300,000 (ODECO, 2002; Thorne, 2004; Craven 2006; GaleCengage, 2009). The government of Honduras does not report separate demographic information for the different ethnic groups and as such, there is no reliable breakdown of age groups for the Garífuna communities. However, based on the national statistics, it can be estimated that approximately half the Garífuna population is also under 24 years of age. This would suggest that there are between 50,000 and 150,000 young people in need of education and employment in Garífuna communities. The lack of reliable statistics has been attributed to incorrect or missing counts of rural villages and high levels of migration with Garífuna leaving and returning over various points in their lives (Feany, 2010). However, others, however, see the disparity as a systematic underrepresentation of the Garífuna population by the Honduran government (Alvarez, 2008).

The Honduran Garífuna population is primarily located over a 600 kilometer range along the Atlantic Coast of Honduras in the departments of Cortes, Atlántida, Colón, Gracias a Dios, and Islas de La Bahía (Alvarez, 2008). The Garífuna are typically described as occupying between 40-48 villages along this corridor, though many Garífuna have migrated to urban areas such as the capital of Tegucigalpa and the second major city of San Pedro Sula; and to peri-urban areas such as Tela, Puerto Cortes, and La Ceiba – the latter which holds the largest percentage of Garífuna in Honduras. (Alvarez, 2008; Anderson, 2000; Brondo, 2008; Craven, 2006; GaleCengage, 2013; Kleyn, 2010; Solis, 2010). In addition, many Garífuna have migrated internationally in search of work. This out-migration of Garífuna has been attributed to

the particular economic and political vulnerability of these communities. The migration of Garífuna within Honduras and internationally has established an important economic system of remittances on which the Honduran Garífuna are dependent (Feanny, 2010).

Increased levels of productivity and enhanced local employment opportunities are needed to support Honduras' growing population and to stem the tide of migration (i.e., within country from rural to urban areas, or to other countries) by young people in search of a better life. Education is a critical component for development and the creation of an educated workforce is key to improving the economic, social and political stability of Honduras. Indeed, the World Bank has suggested that investments in better education, healthcare and job training for youth aged 12-24 is key to increasing economic growth and reducing poverty in developing countries (World Bank, 2007).

Currently, primary-school enrollment in Honduras is reported to be near 100%. However, educational quality is inconsistent across many regions and often poor in rural areas, the drop-out rate and grade repetition remain high, and teacher and school accountability is low. In fact, Honduras ranks 90th out of 120 countries on the Education for All Development¹ Index (EDI)²; in comparison El Salvador ranked 77th and Guatemala 92nd. Student retention and dropout rates are significant, with approximately 22% of students not finishing primary school and dropouts across all grades at 23.8% total, 26.2% male, and 21.2% female in 2009 (UNESCO, 2012c). Honduras has one of the greatest numbers of out-of-school students and lowest graduation rates in Latin America. The country faces major issues with regard to uniform access to quality education and inequality between socioeconomic groups. Overall, there is a lack of secondary schools as illustrated by the presence of approximately 900 upper secondary schools in comparison to 11,000 primary schools (USAID, 2007). National data available from 2006 shows rural to urban disparities in education such as indicators that less than one in 10 boys aged 16-18 years old from rural areas were enrolled in an upper level secondary education program.

2.1 Overview of the education system in Honduras

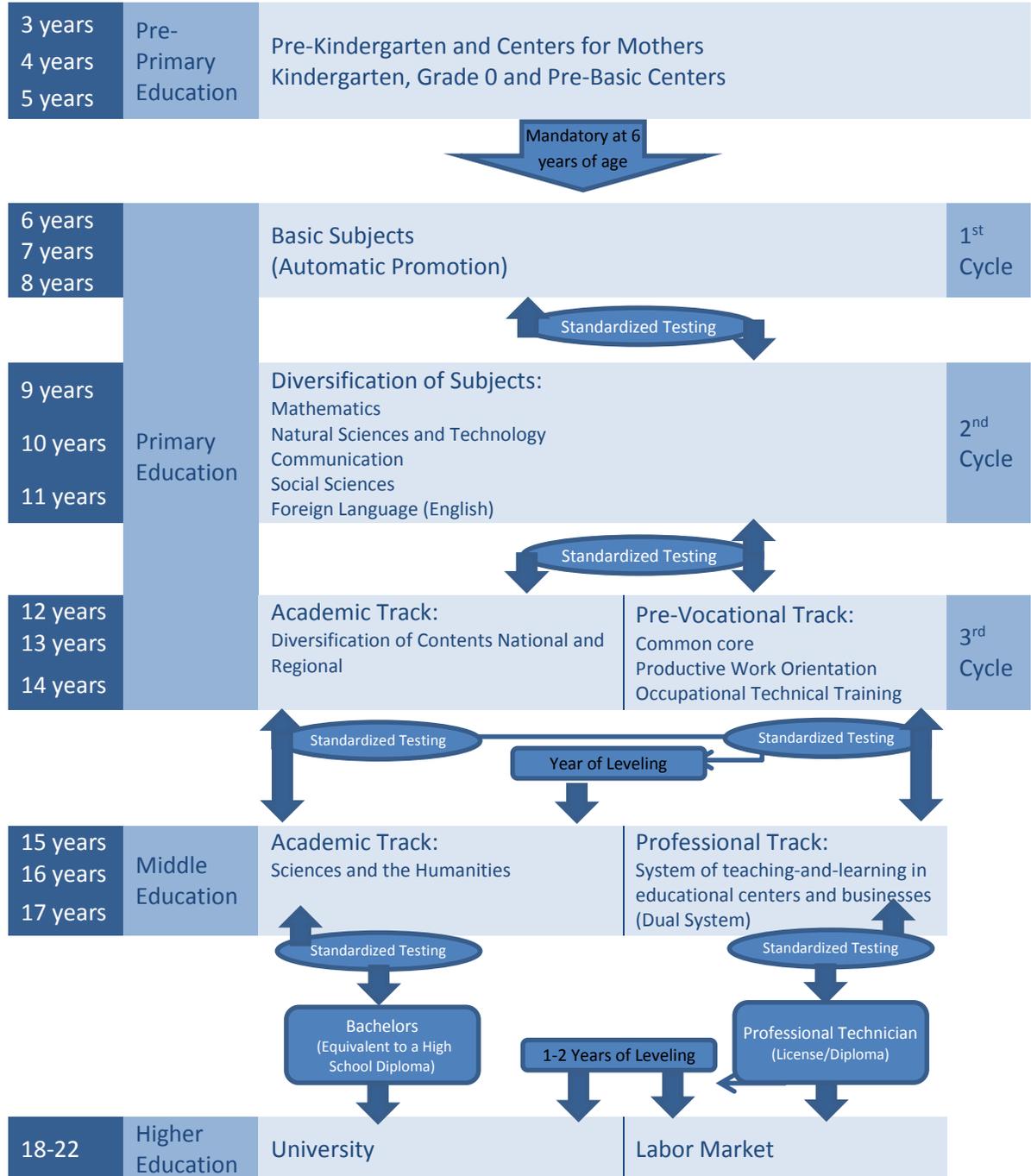
The governing body for education in Honduras is the National Council of Education which includes The National Autonomous University of Honduras (UNAH) and the Secretary of Education. The Secretary of Education is responsible for pre-basic through basic education (Hernandez, 2009). Participation in the

¹ Education for All is an agreement between nations to reach six worldwide educational goals identified at the 2000 World Education Forum in Dakar by the year 2015.

² The EDI provides statistics on the progress of educational systems towards the achievement EFA goals. The index currently measures universal primary education, adult literacy, quality of education, and gender parity. (UNESCO, 2000)

educational system is compulsory for nine years beginning at age 6 and ending at 15 years of age. (RHSE, 2008) The educational system structure is broken into pre-primary education, primary education, middle education, and higher education as reflected in Figure 1 (RHSE, 2003).

Figure 2.0. Honduran School System



Translated/Adapted from the Ministry of Education, Honduras

Primary education is divided into three cycles. During the first three grades, the curriculum is focused on basic subjects, such as mathematics, reading and writing. Students aged 9-11 (equivalent to fourth-sixth grades) study additional subjects, including natural sciences and technology, communication, social science, and foreign language (English). At the primary level, agricultural education is not specifically mentioned in the overall objectives of the curriculum. However, in multiple grades agricultural concepts are introduced in the natural sciences curriculum. These include soils and erosion; crop rotation; valuation of agriculture economically, ecologically, and culturally; climate and climate change effects on agriculture; basic biological concepts, and school and family gardening.

When students advance to the colegio-level (high school), they are assigned to an academic or a vocational-professional track. The academic track focuses in the sciences and the humanities, while the professional track offerings include agricultural education, industrial education, administrative services, environmental education, and civil construction (RHSE, 2003). Specialized agricultural education is an option during middle education (upper secondary and vocational) from ages 15-17 (equivalent to tenth-twelfth grade) for students who choose, or are placed, in the professional (vocational) track.

There are an estimated 20 institutions of higher education in Honduras, which is low compared to other Central American countries. The capital city of Tegucigalpa and the second largest city, San Pedro Sula, hold 40% of the higher education institutes, providing coverage to only 14.3% of the population (Padilla, 2011). There are a total of six public institutions and 14 private institutions that vary in quality and in the focus of available programs. The Universidad Nacional Autónoma de Honduras (UNAH) is the largest public university, with campuses in the major cities (UNAH, 2007). None of the higher education institutions in Honduras rank in the top 500 of universities globally with the highest ranking at 3481 for UNAH (Cybermetrics, 2012).

Of these 20 institutions of higher education, five have agriculture or agribusiness programs. Three public universities offer agricultural programs including UNAH with five bachelor's and eight associates degrees, UNA with five bachelors and one doctorate degree (master's degree information was unavailable), and ESNACIFOR with two bachelor's degrees in forestry that offer agriculture components. The private institutions that offer agriculture programs include EAP-Zamorano with four bachelor's concentrations in agriculture, and the University of José Cecilio del Valle (UJCV) with a bachelor's in agribusiness administration (UNHP, 2009; Padilla, 2011). Table 1 provides the agricultural programs offered by each institution. Enrollment in agricultural fields of study increased in public institutions from

8,000 in 2005 to 12,000 in 2009 at a rate of 10.7% over the 4 year period. In private institutions enrollment remained steady at 6% (UNAH, 2009).

Table 2.0: Institutes of Higher Education and Agricultural Programs

Public Institutions of Higher Education	Agricultural Programs
The National Autonomous University of Honduras (<i>UNAH - Universidad Nacional Autónoma de Honduras</i>) https://www.unah.edu.hn/	<ul style="list-style-type: none"> • Bachelors (Licenciatura) <ul style="list-style-type: none"> ○ Agricultural Business Administration ○ Agricultural Economics ○ Agroindustrial Engineering ○ Agricultural Engineering ○ Aquatic Sciences and Coastal Engineering • Associates (Técnico Universitario) <ul style="list-style-type: none"> ○ Forest Engineering ○ Aquatic Sciences ○ Meat Processing ○ Dairy Processing ○ Grain and Seed Processing ○ Agricultural Production ○ Livestock Production ○ Food Technology
The National University of Agriculture (<i>UNA - Universidad Nacional de Agricultura</i>) http://www.unag.edu.hn	<ul style="list-style-type: none"> • Bachelors (Licenciatura) <ul style="list-style-type: none"> ○ Agronomic Engineering ○ Natural Resources and Environment ○ Food Technology ○ Agricultural Business Administration ○ Food Technology Education • Masters <ul style="list-style-type: none"> ○ (Information unavailable) • Doctorate <ul style="list-style-type: none"> ○ Agricultural Science (With the National University of Colombia)
The National School of Forest Sciences (<i>ESNACIFOR - Escuela Nacional de Ciencias Forestales</i>) http://www.esnacifor.hn/	<ul style="list-style-type: none"> • Bachelors? (diploma or certification type is unclear) <ul style="list-style-type: none"> ○ Forestry (includes Agroforestry components) ○ Forest Engineering
Private Institutions of Higher Education	Agricultural Programs
The Panamerican School of Agriculture – Zamorano (<i>Escuela Agrícola Panamericana (EAP) Zamorano</i>) http://www.zamorano.edu/	<ul style="list-style-type: none"> • Bachelors (Licenciatura) <ul style="list-style-type: none"> ○ Agribusiness Management ○ Agronomic Engineering ○ Food Agribusiness ○ Environment and Development
The University of José Cecilio del Valle (<i>UJCV - Universidad José Cecilio del Valle</i>) http://www.ujcv.edu.hn/	<ul style="list-style-type: none"> • Bachelors (Licenciatura) <ul style="list-style-type: none"> ○ Agribusiness Administration

2.2 Overview of the education system in Garífuna communities

The status of education as it pertains to the Garífuna is difficult to ascertain, as similar to demographic statistics, official educational statistics in Honduras seldom distinguish between indigenous groups and the mestizo population, and rarely if ever distinguish amongst ethnic groups themselves (Anderson, 2000; Solis, 2010). Researchers attempting to ascertain the status of education of all combined

indigenous groups in Honduras do so by comparing departments with the highest concentration of indigenous groups to those without. This method gives the indication that departments with indigenous populations have higher rates of illiteracy and lower rates of school completion (Solis, 2010). However, as a representation of the Garífuna community, this result is misleading as the five departments that represent the majority indigenous population (Gracias a Dios, Colón, Olancho, Lempira, and Intibucá) are not the same as the five departments that make up the Garífuna population (Gracias a Dios, Colón, Cortes, Atlántida, and Islas de Bahía). Indeed, when looking at the departments that the Garífuna occupy, illiteracy rates and school completion vary significantly with Gracias a Dios performing significantly below the national average and Cortés performing significantly above (Solis, 2010). What is clear, however, is that there is a serious gap in educational demographics and statistics for all indigenous groups in Honduras.

Some researchers have attempted to capture the educational participation and quality of education in Garífuna communities and among the Garífuna population using small samples and quantitative and qualitative methods. The findings of these researchers have varied widely with some asserting that the Garífuna population has a low level of education with many students leaving the school system by the end of primary school and others that find a significant emphasis on education with students leaving communities to pursue secondary and even tertiary education (Alvarez, 2008; Craven, 2006; GaleCengage, 2013; Kleyn, 2010).

In a study of 40 households in Corozal, near La Ceiba, Alvarez (2008) found that 10% of household heads hold a university degree, 40% completed secondary school, and 50% completed primary school. Anderson (2000) found in his study of Sambo Creek, also near La Ceiba, that “Garífuna place a great deal of emphasis on education and aspire to provide their children with opportunities for *superando* (getting ahead) through secondary or university education” (p. 67). However, Anderson goes on to state that many students have to drop out of secondary school due to financial or personal reasons and often aspired to migrate abroad (Anderson, 2000). Similarly, Craven (2006) finds in her study of Iriona, also near La Ceiba, that one third of survey respondents were planning to relocate to La Ceiba upon completion of the 9th grade in order to pursue educational and work opportunities. Craven goes on to state that “...young rural Garífunas place a high value on education. Seeking educational opportunities is the principal migratory push factor and often remains the primary activity for Garífuna youth residing in the urban setting” (p. 44).

In Craven's (2006) study she found that increases in educational availability in Garífuna communities were met with significant increases in participation and educational attainment. Although she was not able to give quantitative numbers, as discussed above, her discussions with high school principals revealed estimations of increases from 32% to 70% participation in some rural communities. Additionally, schools that offered weekend and alternative programs were important to students who travel long distances to school, work, and are responsible for agriculture. She goes on to state that there is a significant demand for increased educational opportunities for Garífuna at both the secondary and tertiary level, particularly in rural areas (Craven, 2006).

2.3 Scoping Assessment Findings

2.3.1 Primary and secondary education in Garífuna communities

The scoping assessment team visited schools in three Garífuna communities; Sambo Creek, Corozal and Triunfo de la Cruz. During these visits, we interviewed teachers and students to ascertain their perceptions about the education available to students in the communities.

The schools at Sambo Creek and Corozal both offer education through the colegio (high school) level, to 12th grade, while the school at Triunfo de la Cruz currently serves students through 9th grade. Students from Triunfo de la Cruz who want to continue studying beyond the 9th grade must travel into Tela to attend high school. All the schools we visited conduct classes in two shifts in order to accommodate the numbers of students enrolled. In Corozal, enrollment is approximately 300 students, while in Triunfo de la Cruz, there are 609 students through 9th grade. At Sambo Creek there are 500 students in the primary school and 297 in the Colegio. The demographics for these schools is primarily Garífuna, with 80 – 90% of students coming from this ethnic group.

Conversely, many of the teachers are Mestizo, often commuting to the communities from their homes in neighboring towns. The one exception we observed was the school at Triunfo de la Cruz, where at least a quarter of the teachers were Garífuna from the local community. All the teachers appeared to be qualified, with many being graduates of the Pedagogical University (UPNFM).

With Spanish as the language of instruction, and with the majority of teachers being Mestizo, concerns have been voiced about the discrimination and devaluation of Garífuna culture and language in the education system (Alvarez, 2008; Anderson, 2000; Craven, 2006; Feanny, 2010; Kleyn 2010; Lara, 2002). Schools have been described as hostile for culturally and linguistically diverse students, particularly

those of indigenous and Afro-descendent origin (Craven, 2006; Anderson, 2000; Alvarez, 2008; Feanny, 2006). However, during the assessment, we learned that the establishment of colegios in the Garífuna communities and the introduction of classes in Garífuna at the early grades has facilitated some inclusion of their indigenous culture in the local education system.

In the Garífuna colegios, we observed a concentration on the vocational-professional track as opposed to the academic track. For example, in the Corozal Colegio students could choose to study either business administration or cooperatives, and there are plans to offer a new program in information technology. At the colegio in Sambo Creek students can study finance and accounting or professional hostelry (hospitality). Agriculture is not currently included in the curriculum at either Sambo Creek or Corozal, although the latter previously had a school garden and the teachers indicated their support for agriculture in the curriculum. In Triunfo de la Cruz, the school has a functioning school garden supported by Fe y Alegría where students learn about all aspects of horticulture production

A primary concern for Garífuna community schools is the overall lack of resources and facilities. For example, the colegio in Corozal hopes to offer a new course in IT. However, the building for the school has remained unfinished for more than six years and currently classes are offered under thatched shelters, and are canceled in bad weather. Even in communities where a building exists, such as Sambo Creek, the equipment is often obsolete or broken and the teachers reported having to purchase their own books and materials. Another issue relates to curriculum selection, which is decided centrally by the Ministry of Education. Often these decisions result in the school offering curriculum that is outdated or irrelevant for the local context. In Corozal for example, students can study for a technical diploma in cooperativism, which would prepare them to work for a cooperative. However, this type of employment is not available in the area and students are not interested to study for this diploma. Conversely, the region has potential for tourism and students expressed interest in this field. However, the colegio in Corozal does not currently offer a program that would prepare students to work in this sector.

As a result of the poor educational quality, limited facilities, misalignment of the curriculum with employment opportunities and lack of career advising, Garífuna students are leaving school unprepared with the KSAs needed for either the workplace or for further education. Significantly, teachers reported that dropout rates increase for Garífuna students during the middle school grades, perhaps as they find their education is not preparing them for work and they look for other opportunities, including migration.

Figure 2.1 Corozal Collegio



2.3.2 Higher Education for Garífuna Students

There are an estimated 20 institutions of higher education in Honduras, but the scoping assessment focused on four that offered education in agriculture and related disciplines. Those included three public universities: the Universidad Nacional Autónoma de Honduras (UNAH) and its regional campus in La Ceiba (CURLA); Universidad Nacional de Agricultura (UNA) in Catacamas; and Escuela Nacional de Ciencias Forestales (ESNACIFOR) in Siguatepeque. Several of the scoping team also visited the private Panamerican School of Agriculture (El Zamorano).

UNAH, as the largest Honduran university has a total enrollment of 78,000 students across its nine regional campuses and five distance education centers. This includes 2,047 students at CURLA in La Ceiba. Between 2011 and 2013, there were 772 Garífuna students enrolled at UNAH, comprising 1% of the student body. However, UNAH has recently implemented a program to recruit more students from indigenous groups, including Garífuna. In particular, CURLA has engaged in a recruitment drive with local technical high schools and Garífuna communities to increase interest and enrollment in the agronomy engineering program. UNA also has a strong recruitment program for students from ethnic groups and



Figure 2.2 Ethnic Students at UNA

from impoverished backgrounds. Currently there are 4355 students enrolled at UNA, including 643 from non-mestizo groups, of whom approximately 90 are Garífuna students, comprising 2% of the total student body. UNA also has students from the poorest communities and municipalities across all 18 departments of Honduras.

Conversely, we found that there were few Garífuna

students enrolled at either ESNACIFOR or El Zamorano. However, both institutions have lower overall enrollments, with 1,250 students at El Zamorano and only 150 at ESNACIFOR. In addition, both institutions focus exclusively on agriculture and related disciplines, which are apparently not as appealing to Garífuna students. Even at UNAH, which is a comprehensive university, Garífuna students were more likely to study nursing and teaching which they perceive will offer more direct opportunities for employment in their home communities.

In addition to minority recruitment programs, the universities reported several initiatives to attract more Garífuna students to their campuses. For example, several of the universities offer entrance exam preparatory programs, especially for students from rural and ethnic communities where education is significantly poorer in quality and access is limited. There are also a number of scholarships for higher education available, both for needs-based and ethnic minority students. However, the universities also report that students from Garífuna communities and other ethnic minorities still frequently lag behind their counter-parts in terms of educational preparation. Higher education and students and community representatives reported that scholarships are difficult to secure, often allocated on the basis of personal connections, politics, etc. The geographic location of the universities in Honduras also poses a barrier to Garífuna student participation in higher education. As previously mentioned, most of the institutions are located in the major cities or in the south and east of the country. While some universities (e.g. UNA) do provide dormitory accommodation for students, the campuses with the largest Garífuna populations (UNAH and CURLA) do not provide a place to live. Students must therefore travel long distances from their home communities and often find accommodation in order to attend university. This requires additional funding that many Garífuna students cannot afford, even with scholarships. To address these geographical and financial constraints, some universities (UNAH and CURLA) are beginning to offer distance education programs. However, participation requires stable internet access, which is not readily available in every community.

Historically, the universities have also lacked relationships with the regional governments, indigenous communities and local employers and, as a result, curricula are not tailored to regional workforce development needs. However, UNAH reported the completion of a supply and demand study on education and employment throughout Honduras and are beginning to implement new 2-year technical programs in response to regional demands.

Other major constraints for most of the universities include a lack of career advising, placement services or practical experiences and internships. With the exception of El Zamorano, few of the universities have cultivated strong relationships with the private sector to provide opportunities for their students, garner support for projects or collaborate on research activities.

2.3.3 Vocational education and training

While on the north coast, the scoping team visited the John F. Kennedy School of Agriculture in San Francisco. This school was founded in 1968 and currently offers a secondary school level Bachelor of Agricultural Science and Technology for approximately 240 students. This training is designed to address the shortage of both professional and comprehensive training in sustainable agriculture and appropriate agricultural technology and conservation of natural resources for the region. The institution also has plans to offer a college level Bachelor of Science in Agricultural Development, but the Ministry of Education has not approved this proposal.

The education and training at the JFK School is a combination of theoretical and practical, with the students getting real-world agricultural experience. The curriculum also includes business and agribusiness skills, community development, and environmental management. Most of the students come from two regions, Atlántida and Intibucá and until recently many received scholarships from the government. In addition, the JFK School has had relationships with Garífuna organizations, such as ODECO for additional scholarships. Following graduation, approximately 30% of graduates have progressed to university, while others have gone on to start their own businesses, work with NGOs or as employees in the private sector. However, the JFK School is facing significant financial constraints, and this year there were fewer scholarships for students. The school has opportunities to generate funds by selling produce from their farm. However, the school calendar, which releases students for vacation during the harvest season, coupled with the lack of appropriate equipment limit this potential revenue stream.

The National Institute for Professional Development (Instituto Nacional de Formación Profesional; INFOP) is the government agency responsible for the promotion, accreditation and delivery of professional certification programs throughout Honduras. Currently INFOP has a regional office in La Ceiba from which it operates training centers in Atlántida, Gracias a Dios, and Colón. It provides short and longer-term training in three different sectors: 1) Agriculture; 2) Industrial technology; and 3) Commercial services, including tourism. For example, they currently have an agricultural education

program in African palm cultivation in La Ceiba and another in the production of artisanal products with Garífuna communities in the Trujillo area. In terms of technical certification, INFOP offers one-to-three year programs in mechanics, electronics, construction and masonry, etc. They identify workforce development needs in consultation with local employers and offer programs at the request of the private sector, which supports INFOP through a 1% payroll tax. They also collaborate with NGOs to conduct and accredit training programs. The regional INFOP representative indicated that interest in agricultural training is declining and they are planning to consolidate training to one center in the region.

Several of the universities are also beginning to offer two year technical diploma programs in response to local demand for specific knowledge, skills and abilities. For example, the UNAH Technical Institute at Tela is now offering 2-year certifications in food and beverage, microfinance and local development and in 2015, they will be adding programs in coastal and marine monitoring, environmental control and oil production and processing. CURLA is also planning to offer short course “carreras técnicas” in relevant areas, such as management of African palm and management of cacao, food security and tourism.

There are also a few NGOs and community-based organizations providing alternative education programs in the north coast region. For example, ODECO delivers short-term training on human rights issues for Garífuna communities and OFRANEH has a training farm near Irióna for Garífuna youth to learn about traditional and innovative agricultural practices. The scoping team also met with representatives from Bayan which implements the SAT (Tutorial Learning System) through the Ministry of Education in rural communities. Bayan works at the secondary school level to provide an access for students from communities that would not otherwise have access to continued education and has a curriculum focused on community development. Currently they have 43 centers in Atlántida and would be interested to expand to other communities, including the Garífuna communities.

2.4 Education relevance and quality

Education should be a priority focus for development on the north coast of Honduras, both as it has the potential to prepare a skilled and knowledgeable workforce, and also to counteract the increasing levels of insecurity and risk for the large numbers of young people. Statistics indicate that increased levels of educational attainment are strongly correlated with lower levels of unemployment. For example, the unemployment rate between 2009 and 2012 was 31% for those with a primary-level of education, 47% for those with a secondary-level of education and only 9% for those who graduated from a tertiary-level program. Research has also suggested that weaknesses and lack of functionality of public and private institutions act as an underlying cause of youth violence. The issue of youth violence has been attributed

to a variety of factors, including poor education and lack of training, and the lack of functioning economic systems (OECD, 2011; UNDP, 2007; UNESCO, 2010; USAID, 2014). The findings of the scoping assessment reveal significant issues related to access to, and retention in, education for Garífuna students. These findings are substantiated by statistics that highlight high dropout rates for males (26.2%; UNESCO, 2012c) and rural to urban disparities in education with less than one in 10 boys (10%) and 15% of girls aged 16-18 years old from rural areas enrolled in an upper level secondary education program. In comparison, 40% of females and 35% of males in urban areas were enrolled in secondary school (USAID, 2007).

Observations from interviews with educators and faculty indicate that major gaps exist in the relevance and quality of the education and training in Honduras, and particularly for ethnic groups such as the Garífuna on the north coast. There are significant mismatches between the supply of graduates from the secondary, tertiary and vocational systems versus the demands of the labor market. The centrally mandated curriculum at both the K-12 and higher education levels is generally outdated and does not prepare students for the types of employment that are available in the region. Moreover, there is little or no career advising available to students and few internships or other opportunities to get work experience. The educational institutions have weak relationships with the private sector and government agencies. The poor quality of the instruction and facilities, and outdated curricula, coupled with a lack of relevant internships and experiential learning opportunities contribute to the fact that graduates are not adequately equipped with the KSAs to enter the workforce. This indicates a significant opportunity for investment in education and training initiatives to address the issue of youth workforce development in the north coast.

A key strategy is to engage these youth early enough in the education and training pipeline so that they see value and opportunity to remain in the region to work and pursue a career. A fear is that youth that are not actively participating in schools and their communities will be more likely to engage in illicit activity. Currently there are not sufficient training opportunities nor are these training opportunities appropriate to the needs of employers in the region, so youth leave. They generally migrate to larger cities, such as La Ceiba and San Pedro Sula. Others leave for the United States, Spain or other Central American countries in search of work opportunities. An approach to address these needs is to increase the education and training opportunities provided within the region so that the workforce can be prepared locally to respond to local opportunities.

3.0. Labor Market and Employer Needs: Demand Side

According to the World Bank, Honduras is a middle to low income country facing significant challenges, with more than two thirds of the population living in poverty and five out of ten suffering from extreme poverty (World Bank, 2012). It also suffers from high levels of unemployment and highly unequal distribution of income. The economy of Honduras has experienced some moderate growth in recent years, although GDP figures indicate a slight decrease in growth from 3.3% in 2012 to 2.8% in 2014 (World Bank, 2012). These levels are considered to be insufficient to improve living standards, especially for the large percentage of the population living in poverty (CIA, 2014).

In order to assess overall preparedness to compete in the Knowledge Economy (KE), the World Bank has developed the Knowledge Economy Index (KEI). This index uses data such as economic incentives and the institutional regime, education and human resources, the innovation system, and availability and access to the information and communication technology to calculate how well a country is managing its human capital to meet employment and market demands. At the top of the list is Sweden with a KEI of 9.43; the US KEI is 8.77. In Central America, Costa Rica has the highest KEI at 5.93, and Nicaragua has the lowest at 2.61. Honduras has a KEI of 3.08, which is the second lowest in the region and it has fallen 10 places in the overall global rankings since 2000. These results indicate that Honduras is lacking appropriate workforce education and training for the labor market.

3.1 Agriculture Sector

Historically, the economy of Honduras was highly dependent on agriculture, particularly the export of bananas and coffee. However, the importance of the agricultural sector has declined in recent years, with the percentage of GDP falling from 16% in 2000 to 14% of the GDP in 2014. Meanwhile, the service sector has increased from 52% to 57% of GDP (World Bank, 2013; CIA, 2014). According to the Food and Agriculture Organization (FAO), Honduras has the potential for a significant and continuous increase in its agricultural growth. Advantages cited include: (1) a variety of microclimates which allow product diversification, especially towards highly demanded fruits and vegetables; (2) proximity to markets in developed countries; and (3) availability of underutilized land. FAO reports that the greatest potential source of sector growth is the opportunity to shift large areas from low-value crops to high-value crops, a phenomenon that has already occurred for a considerable number of nontraditional export crops (FAO).

The north coast region of Honduras is comprised of 3 departments or states; Cortés, Atlántida, and Colón. These three departments represent roughly 15% of the territory of Honduras and important agriculture-related activities in the region include dairy farming, forestry, African palm, horticulture, lumber, fisheries and small-scale agricultural production. However, many of these sectors, such as horticulture, dairy farming and African palm are dominated by large, multinational agribusinesses and other small-scale activities, such as fisheries and subsistence agriculture have declined in recent years.

Agriculture in Garífuna communities has traditionally been dominated by small-scale production and is strongly tied to a communal land tenure system. Historically, Garífuna land tenure was established by usufruct and respected as communal land. Rights of use were granted to individual families with use rights passed to the next generation through the matrilineal line (Brondo, 2008; Hooker, 2007; Thorne, 2004). However, in recent years there have been an increasing number of land disputes, involving unauthorized privatization and sale of communal land and encroachment by migrants from other regions of the country and other ethnic groups and by corporations. In addition, the Garífuna are particularly targeted for intimidation and violence due to their vulnerable status and the desire for land in prime tourism locations along the Atlantic coast (Thorne, 2004; United States Agency for International Development [USAID], 2009). The impact of land tenure disputes has had a significant impact on the Garífuna participation in agriculture, disrupting the traditionally wide-scale participation of rural Garífuna in agriculture (Anderson, 2000). This has particularly affected women as not only are women the primary holders of communal land rights, but also in the Garífuna culture women are primarily responsible for agriculture including growing yucca, plantains, and other crops. Meanwhile men participate in subsistence activities related to fisheries and forestry and lumber extraction. These sectors have also experienced declines, with pressure on the resources by commercial boats and loggers. Overall, the level of engagement in agriculture-related activities in Garífuna communities is low, with limited access to land, loss of traditional knowledge and skills, lack of credit for communal farming, and pressure on the natural resources by non-Garífuna entities.

3.2 Scoping Assessment Findings

The scoping team met with various stakeholders on the north coast, including several large, agribusiness firms such as Dole, Cargill and Chiquita. We also visited some small and medium enterprises (SMEs) such as a fishery cooperative in Triunfo de la Cruz and discussed community-level economic activity with the Chambers of Commerce for Atlántida, Tela and Trujillo. We sought input regarding economic development and workforce needs from several levels of government, including the Ministry of

Agriculture, municipalities in Tela and Trujillo and Patronatos in three Garífuna communities. Finally, discussions with training organizations and NGOs provided information regarding KSA needs for regional economic development.

Figure 3.1 Commercial Agriculture on North Coast of Honduras



During the assessment interviews, we learned that there are currently several labor market needs assessments and surveys in process or planned, including a survey by UNAH to identify different sector training needs and another study on labor market needs by the Atlántida Chamber of Commerce. One study examining youth employment opportunities in five regions was available from World Vision, but did not include the regions on the north coast. However, the findings of the World Vision study do indicate that unemployment had risen in the period of 2009 – 2011 and that the highest numbers of unemployed were youth (ages 15 – 35 years) and in agriculture, fishing, forestry, and in the service sector (retail, wholesale, hotels, restaurants, etc.). They reported that the workforce does not receive adequate education and training to increase the country’s productivity and competitiveness and that there is a general deficiency in entrepreneurship (World Vision, 2013).

3.2.1 Agricultural Workforce Needs

Discussions with community-level stakeholders identified multiple issues of relevance to the development of the agricultural sector. For example, there is currently very little agriculture, either for subsistence or commercial production in the Garífuna communities. In fact, community leaders reported that most food, including fruit and vegetables, is purchased in neighboring towns and cities and must be transported to the communities, which results in limited selection and higher prices. The reasons for the decline in community-level agriculture are complex and include both internal and external factors. For example, income in the form of remittances has disincentivized agriculture for subsistence purposes,

with families using these funds to buy food rather than grow their own. The flow of remittances has also contributed to the negative perception of engaging in agriculture amongst the Garífuna. It is perceived as an undesirable activity and, as in other countries, it is associated with poverty. The lack of interest and/or participation in subsistence agricultural activities has resulted in a loss of knowledge and skills for traditional cultivation of crops and harvesting of fish. A further disincentive to the development of Garífuna agribusinesses is the absence of local markets. None of the Garífuna communities we visited had a local market, although some produce was being sold from trucks and carts on the roadside. Of course, the issue of land access and land tenure is of great concern to the Garífuna communities, which report encroachment by Mestizo farmers who grow beans, maize and other crops that are ill-adapted for the region's environmental conditions. Garífuna community leaders reported that they are very concerned about the over-exploitation of the natural resources in the region and expressed interest in the revival of traditional forms for agriculture and training to implement sustainable forms of agriculture, fishing and forestry. They particularly identified the need for training in organic production methods, business development and entrepreneurial skills, assistance to develop market access, and support for new business startup in the form of loans and grants.

The scoping team also held meetings with private-sector employers in the agricultural sector who reported difficulty finding appropriately qualified employees. In fact, a number of the companies indicated that they have to put new employees through significant orientation and training to develop the necessary KSAs for their jobs. The agribusinesses noted that many job applicants lack basic mathematics and literacy skills, IT skills, English and knowledge of modern technology. Other skills that are in demand in the private sector include: management or leadership; communication (including English); teamwork; knowledge about the certification process for various crops; and technical skills. Some agribusinesses reported that they are partnering with local educational institutions to implement courses in topics such as management of African palm, food processing, aquaculture and technical training for mechanics, electricians, etc. There are currently very few Garífuna working for large agribusinesses such as Cargill or Dole, and we were informed by local chamber of commerce representatives that Garífuna are not interested to work for the African palm producers, though it was not clear why this was the case.

The chambers of commerce and the municipalities also noted a general decline in agricultural productivity in the region, although they did identify several potential growth sectors. For example, the Atlántida Chamber of Commerce indicated that there is potential for development of dairy and beef

production in region. However, with the expansion of other types of cultivation (e.g. African palm) and the growth of urban areas, they reported the need for innovation to move toward more intensive methods of production. They also reported a lack of interest in agriculture by youth who would prefer employment in offices, working with computers or in the retail sector. Moreover, the chamber members indicated that there is a strong interest of potential employees in administration and IT, citing a recent job fair that attracted thousands of applicants for a few hundred positions in the retail and service sectors. In general, the local chambers and municipalities did not have strong relationships or many programs with the local Garífuna communities. An exception was the chamber and municipality in Tela which has a project to support three Garífuna fishery cooperatives and develop local markets for their catch. MAMUGAH, a mancomunidad representing seven Garífuna communities also has on-going projects to develop capacity in aquaculture and fisheries, as well as in the production of plantain and yucca. However, the scoping team noted that overall there is a lack of cooperation amongst the local government agencies, including the municipalities, chambers of commerce and Garífuna Patronatos, and the private-sector employers.

At the national level, the Ministry of Agriculture has identified both skilled and unskilled workforce development needs related to production, processing and marketing for many commodities. Of particular relevance to the north coast region are fisheries, agroforestry and African palm. They identified the need for programs to increase productivity in potatoes, yucca, avocado and Tilapia for both youth and adults in Garífuna communities. The government does support some training in the agricultural sector, primarily through INFOP, which has seven centers throughout the country. INFOP currently offers several agricultural training programs, including post-harvest handling, agricultural mechanization, pest management, etc. However, the government stakeholders contend that the private sector must also take a role in capacity building, including the provision of internships and opportunities for youth to gain experience in conjunction with training as workforce preparation. For example, there is high demand for a diploma in African palm management, which is currently supported by the Honduran Foundation for Agricultural Investigation (FHIA), but which should be supported by the private-sector.

The scoping team identified a series of potential employment opportunities in the agricultural sector, which are presented in Table 3.0

Table 3.0 Agricultural Sector Workforce Needs

Agricultural Sector	Workforce Needs
Production	<ul style="list-style-type: none"> • Plant pathology and breeding • Cacao technical assistance
Laboratory Services	<ul style="list-style-type: none"> • Plant/product analysis • Input and residue analysis • Export certification
Value-added Processing	<ul style="list-style-type: none"> • Post-harvest handling and storage • Food safety • Industrial systems management
Agribusiness	<ul style="list-style-type: none"> • Finance and management • Farm business management • Risk management
Marketing	<ul style="list-style-type: none"> • Certification (EU, US, etc.) • Branding
Agroforestry	<ul style="list-style-type: none"> • Diversification • Certification (Rainforest Alliance, WWF, etc.)
Fisheries	<ul style="list-style-type: none"> • Natural resource management • Processing • Freshwater aquaculture

3.2.2 Service Sector Needs

Beyond agriculture, fisheries and forestry, stakeholders identified several sectors with potential for development on the north coast. These included the tourism, retail, and technical sectors.

Tourism emerged as the sector with greatest opportunities for employment and economic growth. Interest in this sector ranged from small-scale cultural, eco and rural tourism in Garífuna communities, to municipalities who hope to attract conventions, cruise ships and other forms of mass tourism. In terms of workforce development needs, a primary concern is for increased provision of English language training. At the community-level, the Garífuna schools are trying to provide some English instruction, but frequently lack qualified teachers. Many of the private sector companies also noted the need for greater English proficiency among their applicants and several organizations are providing adult education in English. In addition, private sector stakeholders identified the need for more people trained in all aspects of customer service and hospitality and management. However, there is a perception that Garífuna do not have the interest or appropriate disposition to work in the tourism sector, and few are currently employed by the large hotels and resorts. Meanwhile, the Garífuna communities and organizations report that they are not consulted about tourism development plans, that these often encroach on their communal land and that there is inherent racism in the hiring practices of tourist

enterprises. They also express concerns about increased levels of crime and insecurity that are perceived to accompany such tourist development.

Other service sector areas with potential for economic growth on the north coast include the development of call centers, expansion of the retail sector and opportunities in information technology. As noted, youth are more interested in learning computer skills, and business and administrative skills that will prepare them to work in offices, than developing skills to work in agriculture-related sectors. However, the public education institutions are poorly equipped to provide appropriate training and graduates of the private schools, many of which also teach in English, are better qualified and more competitive. Thus opportunities in these service sectors are very limited for poorly educated youth from Garifuna communities.

3.3 Future Workforce Development

From an education and training perspective, workforce development efforts should meet current and future industry needs across all levels from unskilled labor to advanced professional labor. An effective workforce development system should address the appropriate quantity and quality of workers, thus providing an ample labor force to meet industry demand. Correspondingly, industry needs to communicate its skill needs and opportunities for internships, job shadowing, mentoring etc. with the education and training institutions to ensure will have to appropriately skilled graduates are prepared for employment. To be fully functioning, this alignment requires considerable interaction between workforce development institutions and employers in the industry. Observations of key informants in Honduras however, suggest that the supply and demand of agricultural workforce are not synchronized, due to minimal interaction between employers and educators. Employers identified shortages of workers with specific skills, while graduates reported few opportunities for employment using the skills they learned in their degree.

4. SWOC Analysis

To help generate consensus and develop recommendations, we conducted an analysis to identify strengths, weaknesses, opportunities and challenges (SWOC) of the information collected during the scoping mission. Eight tables summarizing these results (Appendix D) cover primary and secondary higher education, Garífuna communities and organizations, NGOs, donor projects, and the private and public sectors (government). These findings are the results of interviews and focus groups conducted with all of the key informants. While each meeting is documented in our field notes, it is beyond the scope of this document to provide full transcriptions; instead, summaries are included below highlighting the specific opportunities and challenges for the Garífuna communities on the north coast of Honduras.

4.1 Primary and Secondary Education

We visited several schools in Garífuna communities to assess the education pipeline at the primary and secondary levels and to identify educational needs for this ethnic group. Two of the three communities had schools providing education at all grade levels, but in one community students had to travel to a nearby town to continue studying after grade nine. All schools visited lacked adequate infrastructure, including buildings, computers and other basic teaching resources.

There is a clear need for infrastructure projects to provide the facilities and equipment for education of young people in these communities. Furthermore, the quality of education in the community schools was found to be of a relatively low quality, with Ministry of Education mandated curriculum that is misaligned or irrelevant to local workforce development needs. Also, although the teachers were generally well qualified, they had little or no professional development opportunities or training to implement curriculum reforms and teach new subject matter. The data gathered during interviews and the background study for this assessment indicate that programs are needed to develop new and more regionally relevant courses and to introduce life skills, business skills and entrepreneurship into the curriculum. Some of these courses and training may need to be developed from scratch, but there are also opportunities to draw on existing resources. For example, UNA has developed curriculum and training for high school biology teachers and Zamorano has developed high school curriculum in several disciplines, including math and agriculture. Both have potential for dissemination to other regions and could be adapted to strengthen Garífuna education. There is also significant student interest in tourism-related courses that would prepare them for local job opportunities in this sector. In addition, students are very interested in IT and business programs, but few schools have computers or internet access to

provide the training for these diplomas. The teachers also expressed interest in agricultural topics, including the development and/or renovation of school garden projects. The implementation of a 4-H-type program through community schools could serve to increase student interest in agriculture and production activities and counter-act the current perception of agriculture as an unattractive sector. In addition, these programs could generate a small amount of income for the schools, provide commodities for the local market and help develop more sustainable and self-sufficient communities. For example, in Sambo Creek, the teachers noted that the students had an interest in agriculture, the land for production, as well as support from parents and the Patronato. The teachers proposed the development of a school garden program as a pilot program.

Schools also need assistance to prepare capable students for higher education. There are currently some entrance exam preparatory programs, but expansion of these to other communities would benefit many more students. Finally, there is scope for expansion of existing alternative education and training programs currently offered by donor projects and NGOs. For example, the Bayan SAT secondary program provides a model that could be expanded to build capacity in Garífuna communities, particularly for out-of-school, at-risk youth.

4.2 Higher Education

Public universities in Honduras are generally located in urban centers and in the southern regions of the country. We found that students from Garífuna communities faced several obstacles in relation to higher education. Firstly, the poor quality of primary and secondary education, coupled with a lack of preparation for the university entrance exams results in relatively few Garífuna students progressing to higher education. Secondly, Garífuna face financial constraints, particularly paying for accommodation and transportation to attend university in locations that are great distances from their home communities. The scoping team identified several potential interventions that could address these challenges and increase access to university for Garífuna students. These include the strengthening of the primary and secondary curriculum and the implementation and expansion of college preparatory courses as outlined above. Also, increasing awareness of existing scholarship programs for Garífuna students, in addition to the creation of new scholarship opportunities would also support improved participation in higher education by Garífuna students.

Garífuna students who do gain entrance to university are most often interested in programs such as nursing and teaching that they believe can lead to secure employment. However, increasingly there is an

oversupply of graduates in these disciplines and programs are needed to diversify the curriculum and prepare graduates for the workforce development needs of the north coast. Programs in hospitality management, English, business and entrepreneurship, food processing, aquaculture and management of African palm were identified by stakeholders as having potential for employment for graduates.

There is also an interest in agriculture programs, with more than 90 Garífuna students currently attending UNA in Catacamas, where the majority are studying agronomic engineering. The faculty at UNA noted that there is an increasing interest in both natural resource and environment and food technology courses. One specific opportunity relates to the on-going discussion between UNA and local government and community representatives to create a regional campus of UNA on the north coast of Honduras. Currently, discussions about location have focused on Trujillo and/or Iriona, which would provide much needed higher education opportunities in Colón and Gracias a Dios. However, the development of this campus needs to occur in consultation with the private and public sector employers, to ensure that graduates are prepared to respond to local and regional economic opportunities. For example, currently there are several programs in agriculture and related disciplines at CURLA, the UNAH regional campus in La Ceiba. Yet, administrators reported declining enrollment numbers, particularly in the areas of agronomy and forestry. They noted that it is difficult to attract students to these programs which appear to have weaker prospects for employment and are viewed as low-status and poorly paid. As in many other parts of the world, agriculture is not a particularly popular area of study in Honduras, and there is an overall lack of interest and understanding of the potential jobs in this sector. Challenges such as land access, unresolved land tenure negotiations, sector collapse - particularly fisheries, market access and competition for land by large entities, such as African palm, all discourage students from considering agriculture or related disciplines as a career track.

More effective communication both about potential jobs along the agricultural value chain – from farmer or fisherman, input suppliers and agro dealers, through marketing and agribusiness – and the related skills is needed to encourage students to pursue these opportunities. Education institutions at all levels also need to align their programs to prepare students with the appropriate KSAs for the existing and future job market. Increasing partnerships with the private and public sectors to offer internships and develop appropriate, problem-based curricula would be a good first step. For example, CURLA has some nascent relationships with Dole and with the dairy industry, which could be developed to ensure the creation of educational programs that better reflect community and industry needs.

The scoping assessment team found that the current demand for higher education by Garífuna students can be met by the existing universities, with places available at both local and national universities. Moreover, with the high levels of unemployment for university graduates, simply increasing access for Garífuna to existing higher education programs is not a viable solution. Gradually several of the universities are also beginning to offer two year technical diploma programs in response to local demand for specific knowledge, skills and abilities. For example, the UNAH Technical Institute at Tela is now offering 2-year certifications in food and beverage, microfinance and local development and in 2015, they will be adding programs in coastal and marine monitoring, environmental control and oil production and processing. These types of programs could serve as a model for other campuses on the north coast, including the development of diploma programs in tourism and business related fields in both La Ceiba and Trujillo. An obvious partner for such programs would be INFOP, which already offers short-term vocational training at centers, or a wide-variety of other locations, along the north coast. Therefore, the development of partnerships between the existing institutes of higher education and INFOP to deliver tailored, needs-based, and demand-driven technical and vocational education would seem to offer great potential for capacity building in Garífuna communities.

4.3 Garífuna Community Groups and Organizations

There are between 40 and 48 distinct Garífuna communities along the north coast corridor and population estimates vary between 98,000 and 300,000. The scoping team visited four Garífuna communities where we met with governing Patronatos, which have responsibility for administration and provision of services for the local population. In addition, we had a meeting with MAMUGAH, which is an organization representing seven Garífuna municipalities in Colón and Gracias a Dios. We also met with the two major organizations that represent the Garífuna population in Honduras. The Black Fraternal Organization of Honduras (Organización Fraternal Negra de Honduras, [OFRANEH]) is a grassroots activist movement that was established in 1978 and originally was organized to unite Afro-descendent populations to combat racism in Puerto Cortés and later focused on the fight for indigenous rights to communal land and resources (Anderson, 2010; Thorne, 2004). The Ethnic Community Development Organization (Organización de Desarrollo Étnico Comunitario, [ODECO]) split from OFRANEH in 1991 and is described as serving as an intermediary between the government and the Garífuna who aims to gain more recognition of and rights for the Garífuna in policies, laws, and governmental programs.

Each of these communities and organizations provide training and development initiatives in Garífuna communities. For example, OFRANEH has established a training farm for Garífuna youth to learn about

traditional and innovative agricultural practices, while ODECO delivers short-term training on human rights issues for Garífuna communities. Several of the communities and organizations, including Santa Fe and ODECO have also provided scholarships for university education. Meanwhile, others are supporting the development of local fisheries and aquaculture projects, have nascent tourism initiatives and are attempting to develop partnerships with universities and NGOs to enhance these efforts. However, a primary challenge to development in these communities appears to be the lack of coordination between the different organizations and representatives. There is a clear need for these communities to undertake joint consultation and to develop a unified process for development decision-making.

In comparison with other areas of Honduras, the Garífuna have relatively few community-based training and development programs. As a result, the scoping team found that there are many unmet needs in these communities. In particular, programs are needed to support education for out-of-school youth and adults, to provide technical training aligned with local workforce demands, to support development of entrepreneurial projects, and to provide training in business and financial management skills. We identified opportunities to develop SMEs to capitalize on the emerging tourism markets, but Garífuna communities need support and assistance to identify and capitalize on these prospects.

4.4 NGOs and Donor Projects

The innovATE team met with a number of NGOs and USAID-supported projects to gather data for the scoping assessment. These included local NGOs such as Fundación Prolansate and FUNDER, international NGOs, such as Care, Catholic Relief Services (CRS), World Vision and Bayan and donor projects such as the Trilateral, Fintrac-Acceso, and ProParque.

The majority of these NGOs and projects are focused on the high poverty regions in the western highlands of Honduras, with only a few currently working on the north coast. Those include Bayan, which has 43 secondary education centers in Atlántida and Fundación Prolansate, which works in partnership with Lancetilla Gardens near Tela to promote conservation, land management and ecotourism. Currently, neither Bayan nor Fundación Prolansate have active project sites in Garífuna communities, but these offer excellent opportunities for expansion. Also, ProParque, which focuses on economic growth and natural resources, had a project site in northern Honduras, providing training and technical assistance to over 300 cacao producers in Atlántida and collaborating with CURLA to develop a renewable energy curriculum. However, this project is now refocusing on western Honduras.

We interviewed only one NGO that is currently working in Garífuna communities. FUNDER, which has a mandate to develop agricultural business for rural development, focuses on the provision of alternative credit and financial services, agribusiness development, and natural resource management. They work with indigenous populations, including Garífuna and receive funding from several donor agencies, including USAID, JICA, Cordaid, UNDP, and the Interamerican Development Bank among others. While visiting with Garífuna communities, we also heard about projects funded by Sistema de Integración y Cooperación Agrícola (SICA), the Inter-American Institute for Cooperation on Agriculture (IICA) and a Spanish development organization, but we were unable to meet with the implementers.

There are multiple opportunities to expand existing projects to benefit northern Honduras and the Garífuna in particular. In agriculture for example, World Vision has developed a farmer field-school curriculum in collaboration with Zamorano and has trained several cohorts in western Honduras. They indicated that these modules could be adapted to provide relevant training for small-scale agriculture production in Garífuna areas on the north coast. Similarly, Caritas has a program working with small farmer cooperatives to provide training and technical assistance in traditional crops which could be adapted for the Garífuna. Partnering with existing efforts, such as these could provide much needed capacity development for training programs in Garífuna communities. Investment in these efforts, which empower Garífuna with skills and training in their home communities, are one clear way to address the needs of the at-risk youth and stem the tide of migration to other regions.

4.5 Government

It is clear from the interviews that the public sector faces many challenges in the Honduras. The high rates of unemployment, low levels of economic development, poor education system and general lack of investment are pervasive throughout all sectors of the economy. For AET, there has been minimal development of new programs, and existing programs offer outdated training, and lack vision for future agricultural opportunities. There are additional challenges for the Garífuna, who perceive themselves to be forgotten and marginalized by both the national and regional governments.

Strengths within the public sector include the establishment of a national service (SEDUCA) to oversee agricultural education and capacity building, the provision of training programs through INFOP and some limited advisory and research initiatives by FHIA and DIGEPESCA. At the regional and local levels, efforts to undertake labor market analysis and develop services to assist those looking for employment including jobs fairs, CV services and training workshops are also positive developments. However, few if

any of these initiatives receive adequate funding and most do not extend to the rural areas or Garífuna communities. Moreover, there are numerous structural barriers that create impediments to reform of AET and the agricultural labor market. These include the centralization of curriculum, political nature of teacher unions, and prohibitive banking policies and regulations. Clearly policy reforms are needed in the banking, education and agricultural sectors to improve AET and agricultural opportunities in Honduras.

4.6 Private Sector

The team had the opportunity to visit several private sector employers and representatives, including Dole, Cargill, Chiquita and Tela Railroad, Jaremar African Palm, and Indura Resort. We also met with several chambers of commerce representing SMEs in Tela, Trujillo and Atlántida.

A strength of several private sector employers was the ability to develop and deliver their own training programs. For example, Dole provides training for new employees in soft skills, such as communication, teamwork and leadership and in technical skills such as IT. Other companies are partnering with universities to provide training. For example, Cargill recently signed agreement with Ministry of Education for UNA and UNITEC to provide a two-year technical degree for managers. However, Chiquita and Tela Railroad indicated that they provide limited training for employees, although they do have some literacy and health promotion programs. They also have a leadership training program for some employees, but generally noted that the company does not focus on training, preferring to hire people who already have developed the necessary KSAs.

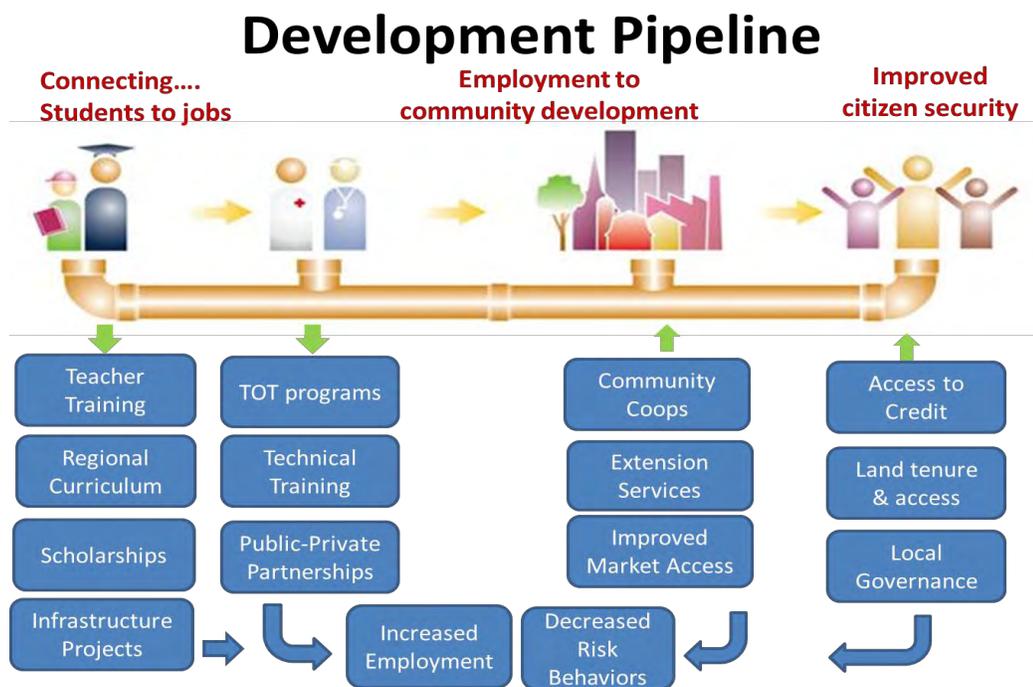
In terms of opportunities, private sector informants noted there is a need to strengthen existing math and literary education and introduce a competency-based curriculum into schools. Several employers (e.g. Dole) indicated that employees lack basic literacy skills and also need enhanced training in science and technology, and languages, especially English. The Chiquita/Tela Railroad representative indicated an interest in partnering with local schools and colleges to provide education and training opportunities for their employees. They are especially interested in technical training and certification programs. Indura Resort indicated that there is potential for Garífuna to be employed in the hotel, the golf course and the kitchen. They would like to include Garífuna food on the menu, have cultural events/displays in the hotel and have the tourists visit the local communities. However, they do not have good communication with the local communities and are struggling to find a way to work together.

Finally, most of the private sector companies also practice corporate social responsibility (CSR) and implement various projects in the region. For example, Chiquita has had a CSR program in which employees volunteer in local schools, while Cargill partners with Care to implement education and nutrition programs. Jaremar African Palm also has education and health programs and additionally works with WWF and Prolansate to implement environmental programs. These CSR initiatives offer an opportunity to harness private-sector capital to provide assistance to local communities. However, few are working with Garífuna directly.

5. Recommendations and Next Steps

While our team visited over 50 stakeholders during the two-week scoping period, we acknowledge that a rapid assessment cannot include all relevant people and issues. However, we have attempted to place the knowledge that was gathered in the context of youth education, development and employment on the north coast of Honduras. The consensus among the team was that there is a gap between the skills needed by the employers and the skills imparted by many training programs. Based on our observations during the scoping assessment, we have identified a series of opportunities for intervention to build capacity in AET for Garífuna youth. We have also attempted to relate these recommendations to the overall goals of increased employment and decreased risk behaviors for Garífuna youth (Figure 5.0)

Figure 5.0 Development Pipeline for Garífuna Youth



We present the following recommendations in order of priority within each sector.

5.1 Recommendations for Formal Education Sector

Priority 1: Infrastructure improvements for community schools, including buildings, IT, and transportation. As we noted, there are significant variations in the levels of infrastructure and equipment available at Garífuna community schools. The implementation of a program to identify schools with greatest need for infrastructure improvement and connect those with funding agencies would be very beneficial. There are a variety of development agencies, NGOs and private-sector CSR

programs that undertake educational infrastructure improvements in Honduras. However, there is a need to connect Garífuna communities with these opportunities.

Priority 2: Reform curriculum at both the primary and secondary levels to be regionally relevant.

Conversations with stakeholders in Garífuna communities indicated a need to improve both the quality of education and the relevance of the curriculum to be responsive to regional workforce needs. By strengthening curriculum at community schools, students would be better prepared for the workforce or to compete for a place at university. To achieve this, relationships between the public and private sector need to be strengthened. One option is to harness private-sector CSR efforts to benefit Garífuna schools by improving education in core subjects such as math and science, and introduce a competency-based curriculum that responds to employer's employment needs.

In addition, there is a need to incorporate business and entrepreneurial skills into the curriculum. Programs to equip students with soft skills such as business and entrepreneurial skills, life skills, or English classes will prepare students for the real demands of the workforce. Also, providing ways that young people can gain experience and skills for setting up businesses in the region would be an important incentive for them to not only stay but lead in the development of their home region.

Priority 3: Implement early inclusion of agriculture courses and school agriculture programs such as 4-H or school gardens to stimulate students' interest in agriculture.

The development and implementation of agriculture curriculum in Garífuna community schools would draw upon a wide variety of existing resources and programs. The development of partnerships between Garífuna schools and universities such as Zamorano, UNA and CURLA would provide opportunities to adapt and disseminate existing curriculum, develop new curriculum modules and provide professional development for teachers. In addition, these community-university partnerships would form the basis for the development of school agricultural programs, perhaps building on the 4-H model. Resources would be needed to develop and disseminate curriculum, provide professional development for teachers and install and maintain school gardens. It is anticipated that this effort would have relatively low cost, would leverage existing resources and has the potential to increase youth engagement in agricultural activities in Garífuna communities.

Priority 4: Improve the quality of primary and secondary education through professional development for teachers.

While we found that most of the teachers at the primary and secondary level in Garífuna

communities are qualified, they lack access to on-going professional development. The establishment of programs with the Honduran universities would enable teachers to access new information and implement innovative practices in the classroom. These efforts could also draw on existing resources, for example the training program for biology teachers that was developed by UNA. Additionally, a program to recruit volunteer ESOL instructors would have the potential to enhance English instruction at all levels in Garífuna communities.

Priority 5: Increase public/private partnerships collaborations to provide opportunities for students to continue schooling and get work experience. There are opportunities to create internship and work experience programs at all levels in the education system by partnering with local private and public-sector employers. Employers complain that applicants are not adequately prepared for the workplace and that they lack the requisite work ethic. Additionally, the creation of a workforce certification program that ensures that graduates have the requisite work ethic would be useful.

Priority 6: Develop work-study-service programs. During the scoping assessment, we met many Garífuna university students who were committed to the future development of their communities. Most indicate a strong desire to return “home” after graduation, but noted that they were unlikely to find employment in the region. The development of a national-level service type program could provide short or medium-term opportunities for Garífuna graduates to return to their communities to teach or provide other service.

Priority 7: Increase access to higher education for Garífuna students through the provision of college preparatory programs and increased availability of scholarships. As with the implementation of agriculture curriculum, there is the potential to expand the coverage of existing college preparatory programs in collaboration with other providers. For example, partnerships with the various university programs and Garífuna organizations such as DINAFROH would provide the potential to prepare many more Garífuna students to participate in university level education. In addition, there is a general lack of awareness of and access to existing scholarship programs by Garífuna students. A program to consolidate and disseminate information about current scholarships and to identify needs for additional scholarships would assist students who otherwise could not afford to participate in higher education. As mentioned earlier, increased levels of education are strongly correlated with lower levels of unemployment and would be beneficial to Garífuna youth and their families.

Priority 8: Revise curriculum in higher education institutions to respond to workforce development needs and incorporate new technologies. Similarly, there is a need for curriculum reform at the higher education level to prepare graduates with the requisite KSAs for available employment. In order to achieve this, consultations between higher education institutions and potential employers, within the agriculture sector and beyond, should be facilitated. In particular, we would recommend that UNA and CURLA work closely to create curriculum inclusive of current demands and skills demanded by agricultural employers and provide students with hands-on experience in the industry. Working with the private sector to provide internships and other experiential learning opportunities for students has the potential to create more relevant curriculum and ultimately a better prepared workforce. Platforms, such as a “train the teachers” program, could be developed in conjunction with the private sector to develop more sustainable public and private relationships. Formal linkages with US institutions can also assist in providing technical support, training, and research and development with institutions. These linkages should allow for professional development opportunities for participating institutions’ faculty members, as well as, graduate study for faculty from Honduras institutions.

5.2 Recommendations for Non-Formal Education Sector

Priority 1: Leverage technical training capabilities of other providers to Garífuna communities. As we noted, there are a number of training providers who are active in Honduras, but who do not currently work with Garífuna communities. However, there is great potential to extend these programs, enabling young people to get training while remaining in their communities. For example, the provision of technical training programs by INFOP has the potential to train Garífuna in-situ and connect them with local employment opportunities.

Priority 2: Expand existing programs for at-risk youth, including second chance and alternative secondary education programs and outreach centers to Garífuna communities. Similarly, the Bayan SAT program and outreach centers established by Creative Associates could be extended to out-of-school Garífuna to provide them with on-going educational opportunities. Establishing these programs in the local communities could provide youth with opportunities for support and engagement that would make migrating to urban centers and other regions less attractive. Build relationships with the private sector to leverage existing CSR programs to benefit Garífuna communities.

Priority 3: Provide/enhance training for entrepreneurship and small business management. Garífuna are particularly interested to establish SMEs and community cooperatives, however, they often lack the

KSAs to undertake these initiatives. Often, producers within the region are well positioned to participate in many existing markets. However, their production and distribution costs are often higher than those of their competition in adjacent countries. This situation is the result of a variety of inefficiencies embedded in many of the local product development pathways, some aspects of which are due to larger policy and infrastructure challenges, while other aspects are more related to specific business management practices. Together, these inefficiencies result in lost economic opportunities for the families, communities and region. Entrepreneurship and small business management efforts must include production efficiency and optimization strategies and techniques within these efforts. Development of a program to provide training in business and entrepreneurial skills would support local economic development in Garífuna communities.

Priority 4: Build relationships with the private sector to leverage existing corporate social responsibility (CSR) programs to benefit Garífuna communities. Finally, as noted above, Garífuna communities are not currently the target for many of the CSR programs on the north coast. Facilitating relationships between the communities and neighboring corporations such as Dole, or some of the African palm growers would benefit the Garífuna.

5.3 Recommendations for Garífuna Community Development

Priority 1: Development of community based and supported tourism programs. With their proximity to the coast and other natural resources, Garífuna communities are well-placed to develop community-based cultural and eco-tourism programs. Several have already begun to build small bungalows and other facilities for tourists, while others are providing services to large resorts, cruise ship operators, etc. Some of these nascent activities have the potential to serve as pilot programs, but expert advice in tourism is needed to develop high-quality programs that respond to tourists' interests and needs. Furthermore, the development of natural-resource based SMEs to provide tourism-related services, such as traditional foods, artisanal products etc. presents significant opportunities for Garífuna communities.

Priority 2: Support the development of cooperatives and community entrepreneurial projects. In addition to tourism-related enterprises, there is a need to support development of other community-based commercial enterprises and educational training. There are nascent women's cooperatives and fishery cooperatives that provide employment opportunities, but who need assistance and training to develop to their full potential. For example, the fishing cooperative at Triunfo de la Cruz had limited

technical capacity and needs training for both business and production skills. Freshwater aquaculture also represents a sector with great potential, but there is a lack of knowledge and resources to full exploit this opportunity in the region. Training and loan program would be of great benefit to these efforts and organizations. The ProParque program has also developed a model for cooperatives and a community entrepreneurial project that has been successful in agroforestry production of mahogany. It is likely that there are similar opportunities for the development of cooperatives in other sectors that could be investigated.

Priority 3: Institute programs to improve access to markets and the creation of local markets. Training in marketing and the creation of local market outlets will be needed in conjunction with the development of community-based tourism projects, cooperatives and SMEs. Currently Garífuna communities import most of their food and other necessities from neighboring urban centers. However, the creation of local marketplaces would provide a venue for selling local grown and crafted goods. Also, in locations where tourism is increasing, Garífuna enterprises are experiencing challenges marketing their services to this sector. Training in business skills, including PR, marketing and entrepreneurship would help them access these opportunities.

Priority 4: Provide remittance investment training programs. Garífuna communities receive significant funds in the form of remittances. However, there is no financial literacy program to assist people with the investment of these funds to benefit their families and communities. Financial literacy programs would help recipients make more informed decisions in relation to the investment of these remittances. Such training could be incorporated into the tourism development and SME programs, to help direct community resources to benefit all stakeholders.

Priority 5: Establish a community consultation process for development decision-making. In general, Garífuna communities feel excluded from decisions regarding regional development and often there are competing groups within the communities. A consultation process is needed for development decision-making that facilitates the inclusion of all perspectives. The establishment of an Engaged Community consisting of community based organizations, government, schools, universities, corporations, etc. would encourage the creation of a shared vision and understanding for the regions development.

Priority 6: Support for local financial institutions to facilitate access to credit, including the development of micro-credit programs and/or cajas rurales (non-formal savings and loans). As previously mentioned, Garífuna face particular challenges accessing credit for community and business

development. Local financial institutions are generally unwillingly to make loans based on communal-land guarantees and Garífuna have few other assets to put up as collateral. A program to underwrite these loans, through local banks and credit unions, venture capitalists or in conjunction with NGOs would provide Garífuna communities with access to much needed capital for development.

Priority 7: Establish development credit authority programs for ethnic groups with communal land.

There opportunities to coordinate with the International Labor Organization (ILO) C169 – Please see Indigenous and Tribal Peoples Convention, 1989 (No. 169); Convention concerning Indigenous and Tribal Peoples in Independent Countries (Entry into force: 05 Sep 1991) Adoption: Geneva, 76th ILC session (27 Jun 1989) - Status: Up-to-date instrument (Technical Convention). The convention focuses on ancestral rights according to Convention No. 169 and the 2007 UN Declaration on the Rights of Indigenous Peoples explicitly move away from such earlier approaches and emphasize the unique land and resource rights of indigenous peoples together with their right to autonomy and preservation of their culture. The development of a government set aside funding program could support such a credit authority program.

5.4 Recommendations for Policy Reform

Finally, while beyond the scope of this assessment, the team noted that there are numerous structural and policy-level obstacles to development in Garífuna communities. The centrally-mandated curriculum results in education that is often unresponsive and irrelevant to local and regional workforce development needs. There is a need to support regionally relevant education reform that prepares students with the appropriate KSAs for local employment opportunities. In addition, the current banking and credit systems do not support loans on communally tenured land and make it difficult to secure financing for any agriculture developments. Meanwhile, the issues around land tenure, access and encroachment must be addressed if Garífuna communities are to engage in agricultural activities for long-term sustainability.

References

Note: these references were used in the drafting of this scoping assessment report and representative of publications reviewed and included as part of our background report. Please see the background report for additional references that may be helpful.

Cybermetrics Lab, Consejo Superior de Investigaciones Científicas. (2012). Honduras World Rankings. Retrieved from http://www.webometrics.info/en/Latin_America/Honduras

Escuela Agrícola Panamericana Zamorano. (2013). Carreras. Retrieved from: <http://www.zamorano.edu/>

Escuela Nacional de Ciencias Forestales. (2013). Admisiones. Retrieved from: <http://www.esnacifor.hn/admisiones/carreras/dasonomia.html>

Hernández, G.E. (2009). Reporte sobre el estado actual de la educación de personas jóvenes y adultas en México, Honduras, Nicaragua, El Salvador y Panamá. Retrieved from: <http://tumbi.crefal.edu.mx/rieda/images/rieda-2009-1/mirador1.pdf>

InnovATE. (2013). InnovATE Program Fact Sheet. Innovation for Agricultural Training and Education. <http://www.oired.vt.edu/InnovATE>

McFadden, E.W. (2009). Taking care of home: An investigation into the development implications of the rise of female participation in university education and male emigration in Tegucigalpa, Honduras. Thesis document. Prescott College in Humanities: International Development.

OECD. (2011). Reducing the involvement of youth in armed violence. Conflict and Fragility. OECD Publishing.

Padilla, R.C. (2011). El crecimiento y desarrollo de la educación superior in Honduras, una perspectiva desde la UNAH. Revista Innovación Educativa. 11(57).

Pavon, F.Y. (2008). Improving educational quality in Honduras: Building a demand driven market. Journal of Public and International Affairs. (19). 193-213. Retrieved from: <http://www.princeton.edu/jpia/past-issues-1/2008/11.pdf>

RHSE (Republica de Honduras Secretaría de Educación). (2000a). Currículo nacional básico. Retrieved from: <http://www.se.gob.hn/>

RHSE (Republica de Honduras Secretaría de Educación). (2000b). Diseño curricular nacional para la educación básica, primer ciclo. Retrieved from: <http://www.se.gob.hn/>

RHSE (Republica de Honduras Secretaría de Educación). (2000c). Diseño curricular nacional para la educación básica, segundo ciclo. Retrieved from: <http://www.se.gob.hn/>

RHSE (Republica de Honduras Secretaría de Educación). (2000d). Diseño curricular nacional para la educación básica, tercer ciclo. Retrieved from: <http://www.se.gob.hn/>

RHSE (Republica de Honduras Secretaría de Educación). (2003). Sistema Educativo. Retrieved from http://www.se.gob.hn/index.php?a=Webpage&url=sist_educativo

RHSE (Republica de Honduras Secretaría de Educación). (2006a). Propuesta estructura del nuevo diseño curricular. Programa de Apoyo a la Enseñanza media en Honduras (PRAEMHO). Retrieved from: http://www.oei.es/pdfs/propuesta_curriculum_praemho.pdf

RHSE (Republica de Honduras Secretaría de Educación). (2006b). Tendencias actuales en la formación técnico profesional en América Latina y Honduras. Retrieved from: <http://www.oei.es/noticias/spip.php?article3051>

RHSE (Republica de Honduras Secretaría de Educación); and UNESCO (United Nations Educational, Scientific and Cultural Organization). (2008). National Report on the Development of Honduras Education. Retrieved from: http://www.ibe.unesco.org/National_Reports/ICE_2008/honduras_NR08.pdf

Solís, M.A., and Moncada, G. (2011). Problemas de equidad en el sistema educativo Hondureño. Revista de Investigación Educativa. 20(3). 205-229.

UNAH (Universidad Nacional Autónoma de Honduras). (2007). Carreras. Retrieved from <https://www.unah.edu.hn/?cat=1018&fcats>

UNAH (Universidad Nacional Autónoma de Honduras). (2009). Sistema estadístico UNAH, Anuario estadístico No. 39 UNAH 2009. Retrieved from: <https://www.unah.edu.hn/uploaded/content/category/606191397.pdf>

UNESCO (United Nations Educational, Scientific and Cultural Organization). (2000). Education for All Movement. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

UNESCO (United Nations Educational, Scientific and Cultural Organization). (2008). Education for All by 2015: Will we make it?. Education for All Global Monitoring Report. UNESCO. Retrieved from: <http://unesdoc.unesco.org/images/0015/001548/154820e.pdf>

UNESCO (United Nations Educational, Scientific and Cultural Organization). (2010). UIS Statistics in Brief: Education (all levels) profile – Honduras. Retrieved from http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=en&BR_Country=3400

UNESCO. (2010). Education, youth and development: UNESCO in Latin America and the Caribbean. UNESCO: Santiago.

UNESCO (United Nations Educational, Scientific and Cultural Organization). (2012a). Stumbling blocks to universal primary education: Repetition rates decline but dropout rates remain high. Retrieved from: http://www.unesco.org/new/en/media-services/single-view/news/stumbling_blocks_to_universal_primary_education_repetition_rates_decline_but_dropout_rates_remain_high

UNESCO (United Nations Educational, Scientific and Cultural Organization). (2012b). Opportunities lost: The impact of grade repetition and early school leaving. Global Education Digest. Retrieved from: <http://www.uis.unesco.org/Education/GED%20Documents%20C/GED-2012-Complete-Web3.pdf>

UNESCO (United Nations Educational, Scientific and Cultural Organization). (2012c). Youth and skills: Putting education to work. Education for All Global Monitoring Report. UNESCO. Retrieved from: <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

UNICEF (The United Nations Children's Fund). (2003). Educational progress and problems in Guatemala, Honduras, and Mexico. Retrieved from: <http://unesdoc.unesco.org/images/0014/001468/146805e.pdf>

UNICEF (The United Nations Children's Fund). (2009). Overcoming inequality: why governance matters – Case Study: Honduras. Retrieved from: <http://ddp-ext.worldbank.org/EdStats/HNDgmrpro08.pdf>

UNICEF (The United Nations Children's Fund). (2010). Honduras Statistics: Education. Retrieved from http://www.unicef.org/infobycountry/honduras_statistics.html#90

Universidad de San Pedro Sula. (2013). Oferta Académica. Retrieved from: <http://www.usps.edu/mapa-de-sitio/>

USAID (United States Agency for International Development). (2007). Alternative upper secondary education in Honduras: Assessment and recommendations. Academy for Educational Development. USAID (United States Agency for International Development) Honduras. Retrieved from: http://pdf.usaid.gov/pdf_docs/pnadr154.pdf

USAID (United States Agency for International Development). (2007b). Educational equity in Central America: a pending issue for the public agenda. Working Paper: Equip2. Retrieved from: http://www.equip123.net/docs/e2-EducationalEquityCentralAmerica-English_WP.pdf

USAID. (2014). Vanderbilt University examines impact of USAID's crime and violence prevention efforts in Central America. USAID: Washington, D.C.

World Bank. (2005). Central America education strategy. Retrieved from: <https://openknowledge.worldbank.org/handle/10986/7432>

World Bank: World Development Indicators. (2013). Education Statistics: Honduras [Data file]. Retrieved from <http://databank.worldbank.org/ddp/home.do>

Appendix A: Scope of Work

Scope of Work Submitted to the USAID Mission in Honduras by the *innovATE* Project
For a Scoping Mission to Assess Opportunities in Agricultural Education and Training in North
Atlantic Coastal Region of Honduras

November 1 – 17, 2014

Background

At the request of USAID/Honduras, a team of specialists from the *innovATE* project will conduct a scoping mission during November 2014. The *innovATE* scoping visit will focus on assessing the current and future demand for agricultural education and training (AET) for rural youth in the North Atlantic coastal region of Honduras, with a particular focus on the Garífuna communities. *Innovate* uses a variety of qualitative data collection methodologies, focus groups, interviews, and other means of gathering stakeholder input and collects other available quantitative data for use in the assessment. In order to develop a comprehensive picture, we will engage with representatives from formal educational institutions, non-formal educational organizations, small and medium agribusiness employers, ministries of agriculture and education, and NGOs as well as with key community stakeholders from the Afro-Indian Garífuna communities.

The target population for this scoping mission is the Afro-Indian Garífuna population of the Atlantida region. Approximately 98,000 Garífunas live in Honduras, and they are mostly concentrated along the North coast from Masca, Cortés to Plaplaya, Gracias a Dios. Current data suggest that up to 72% of the Garífuna population is illiterate or semi-illiterate, with only 10% of the Garífunas who finish elementary school continuing with their studies. Communities we may visit include: La Cieba, Tela and Trujillo. However, as the Garífuna population are predominately located in rural areas, we also anticipate that the team will visit several smaller settlements and rural communities.

Economic activity in the northern Atlantic coastal region of Honduras is mainly based on natural resources including agribusiness, dairy farming, forestry and fishing. Primary crops include plantain, bananas and cassava. There is also a strong potential for the tourism sector in this region, with several projects focused on sustainable and community-based tourism.

The scoping assessment will look particularly at the education pipeline for Garífuna students, from primary through tertiary and including vocational training in order to better assess the educational landscape in which these students live. While *innovATE* focuses primarily on education in agriculture and related sectors, the scoping mission will examine the region's value chains broadly and provide an overview of other sectors as they relate to rural development and agriculture. *InnovATE* partners participated in a conference call with the Mission in May 2014 and are currently conducting a desk-top literature review on AET in Honduras to frame

the scoping mission, refine data-collection priorities, and identify data sources, strategic plans, stakeholders, key informants, lead actors, and other background information.

Methodology:

The objectives of the mission are: 1) to assess the current demand for agriculture education and technical and vocational training for youth in the North Atlantic coastal regions of Honduras, with specific focus on the Garífuna population; 2) to assess the education pipeline from primary onwards and identify educational needs, particularly at the tertiary level, for marginal populations from the North Atlantic coastal region; 3) to assess the impact of out-migration on the supply of a skilled agricultural workforce in the North Atlantic coastal regions of Honduras; 4) to provide recommendations for potential programs to address gaps between supply and demand for AET, specifically related to youth from the Garífuna communities and 5) develop some possible rural economic change scenarios that may shift the future demand for skilled labor in the target region. Results from the scoping assessment will be used to provide recommendations for strengthening existing activities and potentially to feed into the design of new mechanisms.

InnovATE's approach includes (1) conducting a situational analysis of the current education and training systems in the North Atlantic coastal regions of Honduras, with a specific focus on the Garífuna population (2) identifying education and employment needs and services, especially in agricultural education and for Garífuna students, and (3) determining skill gaps as perceived by both potential employers and training programs or educational institutions. A desk study on Honduras, including the education situation in the Garífuna area, will be completed before the scoping study begins.

We anticipate that this will be a two week scoping mission. During the first days in country, the scoping team will meet with the USAID Mission and conduct initial meetings with key stakeholders in Tegucigalpa, including donors, key community leaders, the private sector, government officials, and the education community. Prior to arrival in-country, the scoping team will confer with USAID/Honduras to identify a list of key stakeholders for this initial series of interviews. Throughout the scoping mission, the scoping team will employ a snow-ball sampling method to identify additional stakeholders and gather further information about education, vocational training and youth activities in Honduras to add to the draft country study. Next, the scoping team will travel to the North Atlantic coastal region where it will conduct interviews and meetings with local stakeholders.

During the last few days in country the team will return to Tegucigalpa to conduct additional meetings and interviews with stakeholders. These meetings will build on the initial contacts made and help to verify initial findings. Lastly, the team will meet with the USAID Mission to report on initial findings and gather additional input. After returning to the US, the team will

draft a report to help the USAID Mission better understand how investing in AET can help them reach their strategic objectives and meet the requirements of different funding mechanisms. InnovATE will revise the report based on Mission feedback and develop a SOW for the next phase of the work.

Proposed Timeline and Itinerary

Dates	Location	Activities
November 1-2	Tegucigalpa	Team arrival and preliminary planning meetings
November 3	Tegucigalpa	In-brief with USAID/Honduras Meetings with key stakeholders
November 4 - 5	Tegucigalpa	Meetings with key stakeholders (government ministries, donor agencies, universities and others)
November 6 - 7	Catacamas & Zamorano	Team travel UNA Catacamas and Zamorano University
November 8 - 13	La Ceiba/Tela/Trujillo	Team travel to North Coast for meetings with stakeholders and communities
November 14	Tegucigalpa	Team returns to Tegucigalpa
November 15 - 16	Tegucigalpa	Report preparation
November 17	Tegucigalpa	Outbrief and report presentation USAID/Honduras

To develop a comprehensive picture and explore potential for public-private partnerships, we will engage with the private sector including formal and non-formal educational organizations, small and medium agribusiness employers, government entities such as the ministries of agriculture and education, the other donors, , and relevant NGOs. We will address the agricultural education/jobs interface through meetings and interviews with a wide range of stakeholders and, where possible, focus on agriculture and agricultural value chains.

To ensure both data quality and breadth of analysis, a set of rapid assessment tools involving semi-structured interviews and focus groups will be employed. Review techniques and analysis may include the following three components:

1. Characterization of the AET sector within the North Atlantic coastal region, with an emphasis on increasing opportunities for students and young adults from the Afro-Indian Garífuna communities;
2. Characterization of education, vocational training and employment structure; and

3. An analysis diagnosing the gaps between supply and demand for social and human capital in the agricultural sector.

Review of these three components will take place simultaneously when visiting various stakeholders and key informants, including: youth, community leaders, NGO representatives, governmental officials (when possible), agribusiness employers, farm and community-based organizations, Ministry representatives (when possible), and representatives from the Universidad Nacional Autónoma de Honduras (UNAH), Universidad Nacional de Agricultura (UNA), Centro Universitario Regional del Litoral Atlántico (CURLA), Zamorano and others.

Once an overview of the AET landscape has been completed, the following questions will help drive the rest of the scoping team's mission:

- Are there currently unmet educational needs amongst the ethnic minority communities, including the Garífuna in the North Atlantic coastal region of Honduras?
- Is there a demand for and a rationale for creating another college or university in the region?
- What are the existing linkages between the educational and public and private sectors? Are there lessons innovATE has learned from past evaluations that could strengthen these linkages.
- How can the private sector become an integral partner in the creation of education, training and development opportunities for youth on both a local and regional scale?
- What types of jobs are youth getting after completion of available training programs? Is there evidence that the training leads to greater opportunities in both the short and long term? How can the current network of systems and resources be reconfigured to better contribute to youth life skill development and job creation in the Caribbean/Central American region?

The assessment submitted to the Mission may address the following:

1. Overview of the agricultural education and training environment:

The AET enabling environment will be characterized through the identification of key AET system actors (policy makers, private sector stakeholders, educators, administrators, etc.) and mapping out their roles and relationships. The landscape will be captured by focusing on the policy framework, funding mechanisms, and AET system map. This overview will provide a clearer understanding of how individual agricultural education and training institutions and programs fit into the larger educational system. Other related value chains and their respective education and training institutions will also be evaluated.

2. Institutional (supply) characterization:

There is existing information on AET in Honduras that has been gathered and synthesized (http://www.oired.vt.edu/innovate/documents/Country%20Assessments/innovATE_Honduras_country_study_2013_08_20.pdf). This will be updated as possible before the scoping study to include information on the North Atlantic coastal region and the Garifuna community. Additional information will be gathered while in country.

3. Agricultural Education (demand) characterization:

Characterizing the professional needs of the agricultural education sector involves focusing on the full range of potential employers, training centers, vocational sites, and established training curriculum/standards. Learning more about opportunities for employment along value chains will be important.

The key question is to determine what employers need (skills, experience, etc.). From our interviews we will identify types and level of training given by employers, and experience with providing internships and on-the-job training. Canvassing local businesses, industries and governmental offices will help determine the demand for trained manpower.

4. Employment opportunities (demand) characterization

We seek to identify new and existing models to create pathways to train youth in a comprehensive manner to include: (a) technical skills; (b) life skills; (c) internships and on-the-job training; and (d) job-seeking skills. A number of innovative models may be used with the end goal to better connect youth with employment opportunities. Successful projects developed for youth in Central America may serve as models and can make connections with national training agencies and assist with internships in local businesses, industries and provincial governmental offices.

5. Diagnosis of needs for trained human capital:

Valuable data will be collected through discussions with key informants and other educational and vocational sector stakeholders. Following the demand-driven perspective, we expect the stakeholder discussions to focus on employability, entrepreneurship and internship opportunities, the expansion of the education and training sector, improved training of instructors and technicians in teaching methodologies, better collaborative systems for the integration of NGOs, industry, and government. This information will be valuable in conducting a gap analysis and determining what activities are appropriate for investment.

Outputs:

The *InnovATE* team will prepare a AET landscape overview report that:

- Illustrates the agricultural sector's supply and demand for education and training in the North Atlantic coastal region of Honduras;
- Examines the supply of existing AET programs, their potential links to agribusiness and other businesses supporting rural development and provides recommendations to help plan activities that are appropriate within the North Atlantic coastal region;
- Provides recommendations to the USAID Mission for the design and implementation of activities to address gaps between supply and demand, to be covered under an associate award which we will discuss with USAID/Honduras

Proposed dates of travel: The proposed timing for the scoping mission is November 1 – 17, 2014.

Team Composition: *InnovATE*'s team will include an education and evaluation specialist from the University of Florida, a youth development and extension specialist from Tuskegee University, a specialist in agricultural education with experience in northern Honduras from North Carolina State University, an agricultural economist with previous experience in Honduras from Pennsylvania State University and an agricultural extension specialist with experience working in Guatemala with indigenous communities from Virginia Tech. In addition, a representative of USAID will accompany the team and we will contract local consultants to assist with logistics and translation. The team will have at least one fluent Spanish speaker and several with intermediate/high levels of fluency.

Team members:

Dr. Nikki Kernaghan	Science Education and Evaluation specialist	University of Florida
Dr. Nick Jefferson	Youth Development and Extension Specialist	Tuskegee University
Dr. Lori Unruh Snyder	Agriculture Education/Central America Specialist	North Carolina State University
Dr. Janelle Larson	Agricultural Economics/Development specialist	Penn State University
John Ignosh	Agricultural Extension/Central America Specialist	Virginia Tech
Dr. Clara Cohen	USAID Representative	USAID Washington
Menelio Bardales/Javier Mayorga	In country consultant	
Sahadia Alvarez	Garífuna consultant	

Appendix B: Contacts Appointments or Meetings

Schedule of Appointments

March 20 – April 9, 2014

Friday October 31 st	<ul style="list-style-type: none"> Nicola Kernaghan (UF) arrives Tegucigalpa
Saturday November 1 st	<ul style="list-style-type: none"> Preliminary meetings with local consultants Additional team members arrive (John Ignosh and Nickey Jefferson)
Sunday November 2 nd	<ul style="list-style-type: none"> Additional team members arrive (Clara Cohen and Janelle Larson) Team meeting to discuss logistics and review plans for week 1 meetings
Monday November 3 rd	<ul style="list-style-type: none"> USAID Honduras in-brief with Scott Hedlund and representatives from other units <p>Stakeholder Meetings</p> <ul style="list-style-type: none"> Ministry of Agriculture (SAG) Caritas
Tuesday November 4 th	<ul style="list-style-type: none"> Ministry of Education Universidad Nacional Autónoma (UNAH) Fundación para el Desarrollo Empresarial (FUNDER) Dirección de Pueblos Indígenas y Afrohondureños (DINAFROH)
Wednesday November 5 th	<ul style="list-style-type: none"> Catholic Relief Service World Vision Care WADANI Garífuna Organization Secretary of State - Ebal Diaz Final team member arrives (Lori Unruh Snyder)
Thursday November 6 th	<ul style="list-style-type: none"> Universidad Nacional Agrícola (UNA), Catacamas Escuela Nacional de Ciencias Forestales (ESNACIFOR), Singatepeque
Friday November 7 th	<ul style="list-style-type: none"> UNA, Catacamas Zamorano University

Saturday November 8 th	<p>Team flies to La Ceiba</p> <ul style="list-style-type: none"> • Bayan • Dole • Corozal Garífuna Community (Patronato, teachers and students)
Sunday November 9 th	<p>Team meeting to compile notes and discuss logistics and meetings for week 2</p> <p>Group A travels to Tela</p> <ul style="list-style-type: none"> • Lancetilla Gardens <p>Group B in La Ceiba</p> <ul style="list-style-type: none"> • Sambo Creek Garífuna Community (Patronato, teachers and students)
Monday November 10 th	<p>Group A – Tela</p> <ul style="list-style-type: none"> • Fishery Coop • Tela Chamber of Commerce • Triunfo de la Cruz GarífunaCommunity (Patronato, teachers and students) • Municipality of Tela <p>Group B – La Ceiba</p> <ul style="list-style-type: none"> • Organización de Desarrollo Étnico Comunitario (ODECO) • Organización Fraternal Negra (OFRANEH)
Tuesday November 11 th	<p>Group A – La Lima</p> <ul style="list-style-type: none"> • Fintrac- Acceso • Chiquita/Tela Railroad • Fundación Hondureña de Investigación Agrícola (FIHA) • Cargill <p>Group B – Trujillo</p> <ul style="list-style-type: none"> • Chamber of Commerce and Industry of Trujillo • Mancomunidad de Municipios Garífuna de Honduras (MAMUGAH) • Municipality of Trujillo
Wednesday November 12 th	<p>Group A – Tela</p> <ul style="list-style-type: none"> • Fundación PROLANSATE • Jaremar African Palm • Indura Resort <p>Group B - Trujillo</p> <ul style="list-style-type: none"> • Santa Fe Garífuna Community • Dirección General de Pesca y Agricultura (DIGEPESCA)

Thursday November 13 th	<p>Group A – San Francisco & La Ceiba</p> <ul style="list-style-type: none"> • John F. Kennedy Agricultural School • Instituto Nacional de Formación Profesional (INFOP), La Ceiba <p>Group B – La Ceiba</p> <ul style="list-style-type: none"> • Universitario Regional del Atlántico (CURLA) • Chamber of Commerce and Industry of Atlántida
Friday November 14 th	<p>Team flies to Tegucigalpa Clara returns to US</p> <ul style="list-style-type: none"> • ProParque • Tulio Mariano, Consejo de Organizaciones Afrohondureñas (COAFROH)
Saturday November 15 th	<p>Data analysis and presentation preparation Janelle returns to US</p>
Sunday November 16 th	<p>Data analysis and presentation preparation John returns to US</p>
Monday November 17 th	<p>USAID Honduras out-brief</p>
Tuesday November 18 th	<p>Nikki, Lori and Nickey depart Tegucigalpa</p>

Appendix C: Stakeholder Interviews

Stakeholder Interviews

The InnovATE scoping team interviewed a wide range of stakeholders during the November 2014 scoping visit. These included representatives from organizations involved in higher education, K-12 education, local government, community and Garífuna organizations, NGO, donor and private sector partners.

Sector	Organizations
Higher Educational Institutions	Universidad Nacional Autónoma de Honduras (UNAH) <ul style="list-style-type: none"> • El Centro Universitario Regional del Litoral Atlántico (CURLA) • El Instituto Tecnológico Superior de Tela Universidad Nacional de Agricultura (UNA) Escuela Nacional de Ciencias Forestales (ESNACIFOR) <ul style="list-style-type: none"> • Lancetilla Gardens, Tela Zamorano Pan-American Agricultural School
K-12 Educational Institutions	Corozal Sambo Creek Triunfo de la Cruz John F. Kennedy Agricultural School
Government National	Secretary of State Ministry of Agriculture Ministry of Education Dirección de Pueblos Indígenas y Afro-hondureños (DINAFROH)
Government Regional	Tela Chamber of Commerce Trujillo Chamber of Commerce Atlántida Chamber of Commerce Trujillo Municipality Tela Municipality MAMUGAH DIGEPESCA INFOP, La Ceiba
Community and Garífuna Organizations	Sambo Creek Patronato Corozal Patronato Santa Fe Alcalde Triunfo de la Cruz Patronato ODECO OFRANEH WADANI COAFROH Centro Independiente para el Desarrollo de Honduras (CIDH)
NGOs	Caritas Bayan Care Honduras CRS FIHA Fundación para el Desarrollo Empresarial (FUNDER)

	Fundación Prolansate World Vision
Donor Projects	ProParque Fintrac- Acceso Trilateral
Private Sector	Cargill Chiquita Tela Railroad Dole Indura Resort Jaremar African Palm Fishery Coop

Appendix D: Scoping Analysis Tools

Scoping Assessment Interview Protocols

We are here with a project (innovATE) funded by USAID and implemented by four US universities (Virginia Tech, Penn State, Tuskegee University and University of Florida). This project is focused on agricultural education and training in developing countries, with particular attention to Feed-the-Future countries such as Honduras. Currently we are conducting an assessment of the existing and future demand for agricultural education and training for rural youth in the North Atlantic coastal region of Honduras, with a particular focus on the Garífuna communities. We are also assessing employment opportunities for youth in the agricultural sector and identifying skill gaps perceived by current and potential employers. Finally, we are interested to learn about the impact of out-migration of youth on the development of a skilled workforce in northern Honduras.

Education Institution Interview/Focus Group Questions

University Faculty/Staff

Key Questions:

1. Can you please briefly describe the purpose and structure of the agricultural education program at your institution?
2. In your opinion, what are the strengths of the agricultural education training program at your institution?
3. In your opinion, what are the weaknesses of the agricultural education training program at your institution?
4. Can you describe the process for recruiting students and evaluating applicants for the agricultural program at your school?
 - a. Probe: Do you have any Garífuna students enrolled in your institution and if so, are any enrolled in the agricultural programs?
 - b. Probe: Are there particular challenges and/or strategies for recruitment/retention of Garífuna students?
 - c. Probe: Are there any differences between recruiting/retaining male and female students, particularly from Garífuna communities?
5. What skills are you teaching students?
 - a. Probe: Do you include professional skills, communication skills, leadership/teamwork skills, technical, ethics, entrepreneurship, field experience, or internships in your programs?
 - b. Probe: What informs your decision to teach these skills (does your institution consult with potential employers)?
6. What kind of career preparation do your students get?
 - a. Probe: Does your institution have a career resources center?
 - b. Probe: Does your institution have work placement or internship programs in any specific sectors?
7. Where are your students finding employment?
 - a. Probe: What are their placement numbers?
 - b. Probe: In which sectors are students most likely to find employment?
 - c. Probe: Are there any differences between male and female job opportunities?
 - d. Probe: Are students finding employment locally, in Honduras or are they leaving the country?
 - e. Probe: Are there any differences between Garífuna and non-Garífuna job placements?
 - f. Probe: Which sector has the largest unmet demand for employees?

8. How do Garífuna students perform compared to other students at your institution?
 - a. Probe: Do these students experience particular challenges with the coursework?
 - b. Probe: Do they have any challenges with adjustment to university?
 - c. Probe: Do they experience financial struggles?
 - d. Probe: Do they have particular challenges with finding employment?
9. What are the major challenges to developing your AET program?
10. Where do you see the opportunities for growth in your program?
11. Does your program have linkages with agricultural organizations or the commercial agricultural sector?
12. Does your program coordinate agricultural field research activities with the private sector, government agencies or others? If so, how are these opportunities identified, prioritized, and funded?
13. Do you have any suggestions for improving the opportunities for education, training and employment for youth in the north coastal regions of Honduras, specifically the Garífuna?

Snowball questions:

14. Who else should we talk to about agricultural education in Honduras?
15. Who else should we talk to about education for Garífuna youth?

University Students

Key Questions:

1. Could you please briefly describe your experience in the agricultural education program at your university?
2. Can you describe how you were selected for this program and/or the application process for the agricultural program?
3. What aspects/components of your university's education program do you like most?
4. What aspects/components of your university's education program do you like least?
5. Have you encountered any specific challenges or difficulties as a student at this university?
6. What is the source of funding for your education at this university?
7. What are your future career plans?
 - a. Probe: Do you receive any career advising?
 - b. Probe: Have you had any opportunities to participate in internships or other work experience in your program?
8. What skills are you learning that you think will be most valuable in your career?
9. What skills should you be learning that are not in your program?

Education Institution Interview Questions

Primary/High School Teachers/Staff

Key Questions:

1. Can you please tell us a little about your school?
 - a. Probes: How many teachers, students, Garífuna students (if a mixed school),
 - b. Probes: What subjects are taught/Does your school teach agriculture topics?
 - c. Probes: Does your school have adequate resources, facilities and infrastructure?
2. In your opinion, what are the strengths of your school?
3. In your opinion, what are the weaknesses of your school?
4. Do you face particular challenges at your school?
 - a. Probe: Are many students dropping out of school?
 - b. Probe: Are many students migrating out of this area?
 - c. Probe: Does your school experience problems with violence and insecurity?

5. What are the career/job opportunities for students when they finish school in this area?
 - a. Probe: Are there job opportunities in the agriculture or tourism/ecotourism sectors?
 - b. Probe: What are the levels of unemployment of your graduating students?
 - c. Probe: Are there any differences between male and female students securing jobs?
6. Do any of your students go on to further education or training?
 - a. Probe: How many students continue in education or training?
 - b. Probe: What universities or vocational programs do they attend?
 - c. Probe: What disciplines do they chose to study?
 - d. Probe: Are there any differences between male and female students going to further education or training?
7. Do you have any suggestions for improving the education, training and employment for youth in the north coastal regions of Honduras, specifically the Garífuna?

Snowball questions:

8. Who else should we talk to about (agricultural) education in northern Honduras?
9. Who else should we talk to about education for Garífuna in northern Honduras?

Government Agency Interview Questions:

Ministry of Education

Key Questions:

1. Can you please briefly describe the work of the Ministry of Education in Honduras?
2. Can you please describe any specific programs the Ministry of Education has in the northern coastal region of Honduras?
 - a. Probe: Are there any special programs or initiatives for Garífuna students?
3. Can you please tell us about any programs to build capacity in agricultural education and training in Honduras?
 - a. Probe: What is the relationship between the Ministry of Education and the Ministry of Agriculture?
 - b. Probe: What are the names of institutions/programs providing AET?
 - c. Probe: Are there any plans to develop new AET programs or reform existing AET programs?
4. In your opinion, what are the strengths of the education system in Honduras
 - a. Probe: What are the strengths of the agricultural education training program in Honduras?
 - b. Probe: Are there specific strengths in the education system in northern Honduras?
5. In your opinion, what are the weaknesses of the education system in Honduras?
 - a. Probe: What are the weakness of the agricultural education training programs in Honduras?
 - b. Probe: Are there specific weaknesses in the education system in northern Honduras?
6. What are the major challenges for education in Honduras?
 - a. Probe: What are the specific challenges for education in northern Honduras?
 - b. Probe: Are there any specific challenges for education in Garífuna communities?
7. Do you have any suggestions for improving the opportunities for education, training and employment for youth in the north coastal regions of Honduras, specifically the Garífuna?

Snowball questions:

8. Who else should we talk to about (agricultural) education in northern Honduras?
9. Who else should we talk to about education for Garífuna in northern Honduras?

Ministry of Agriculture

Key Questions:

1. Can you please briefly describe the role of the Ministry of Agriculture in Honduras?
2. Does the Ministry of Agriculture have a role in agricultural education and training?
 - a. Probe: What are the types and locations of agricultural education programs?
 - b. Probe: Does the Ministry of Agriculture have plans to develop new programs?
 - c. Probe: What is the relationship between the Ministry of Agriculture and the Ministry of Education?
 - d. Probe: Does the Ministry of Agriculture coordinate agricultural field research activities among universities, the private sector or others?
3. What are the areas of greatest need in terms of training and skills for employees in the agricultural sector in Honduras?
 - a. Probe: Are there specific needs for the private sector compared to the public sector?
 - b. Probe: Are there specific needs for the agriculture sector in northern coastal Honduras?
4. In your opinion, what are the strengths of the agricultural education and training programs in Honduras?
5. In your opinion, what are the weaknesses of the agricultural education training program in Honduras?
6. What are the major challenges for agricultural education in Honduras?
 - a. Probe: What are the major challenges in northern coastal Honduras?
7. Do you have any suggestions for improving the opportunities for education, training and employment for youth in the north coastal regions of Honduras, specifically the Garífuna?

Snowball questions:

8. Who else should we talk to about (agricultural) education in northern Honduras?
9. Who else should we talk to about education for Garífuna in northern Honduras?

Municipalities/Mayors

Key Questions

1. Can you please briefly describe the work of your office in La Ceiba/Trujillo/Tela?
2. What are the primary economic sectors in this municipality?
 - a. Probe: What is the role of agriculture in the economics of this region?
3. What are the major economic challenges in your municipality?
4. In your opinion, what are the future opportunities for employment in your municipality?
 - a. Probe: What sectors do you think have the best potential for growth?
 - b. Probe: What new skills do you think will be required?
5. Where do companies recruit employees?
 - a. Probe: Are there enough qualified applicants?
6. Can you please tell us about any specific programs to build capacity in agricultural sectors in your municipality?
7. Are there any agricultural education or training programs in this area? If so, what are the names of institutions/programs providing AET?
 - a. Probe: Are there any plans to develop new AET programs or reform existing AET programs?
8. Can you please describe any specific programs you have with the Garífuna communities?
 - a. Probe: Are there any special programs or initiatives for Garífuna students or schools?
9. Do you have any suggestions for improving the opportunities for education, training and employment for youth in this municipality, specifically the Garífuna?

Snowball questions:

8. Who else should we talk to about (agricultural) education in northern Honduras?
9. Who else should we talk to about education for Garífuna in northern Honduras?

Non-Governmental Organization Interview Questions:

Key Questions

1. Can you please briefly describe the work of your organization?
2. Can you please describe any specific programs in the northern coastal region of Honduras?
 - a. Probe: Do you have any special programs or initiatives for Garífuna youth?
3. Can you please tell us about any programs you have to build capacity in agricultural education and training?
 - a. Probe: Do you have agriculture programs in northern Honduras?
4. In your opinion, what are the major challenges that Garífuna youth (male and female) face in northern Honduras?
5. What opportunities do you see for Garífuna youth in northern Honduras?
 - a. Probe: What sectors do you think will offer the best opportunities for future employment?
6. What is your opinion of the existing education and training opportunities for Garífuna youth?
7. Do you have any suggestions for improving the opportunities for education, training and employment for youth in the north coastal regions of Honduras, specifically the Garífuna?

Snowball questions:

8. Who else should we talk to about (agricultural) education in northern Honduras?
9. Who else should we talk to about education for Garífuna in northern Honduras?

Community Organization Interview Questions:

Key Questions

1. Can you please briefly describe the work of your organization?
2. Can you please describe any specific programs you have for Garífuna youth?
 - a. Probe: Do you have education programs (either formal or in-formal)?
 - b. Probe: Do you have agriculture training programs?
 - c. Probe: Do you have programs to help young people find jobs or start businesses?
3. In your opinion, what are the major challenges that Garífuna youth face in northern Honduras?
 - a. Probe: What is the impact of out-migration of young people on your community?
 - b. Probe: Do males and females face different challenges?
4. What opportunities do you see for Garífuna youth in northern Honduras?
 - a. Probe: What sectors do you think will offer the best opportunities for future employment?
 - b. Probe: What types of training or education would help young Garífuna?
5. What is your opinion of the existing education and training opportunities for Garífuna youth?
6. Do you have any suggestions for improving the opportunities for education, training and employment for youth in the north coastal regions of Honduras, specifically the Garífuna?

Snowball questions:

7. Who else should we talk to about (agricultural) education in northern Honduras?
8. Who else should we talk to about education for Garífuna in northern Honduras?

Private Sector Interview Questions:

Private Companies

Key Questions

1. What skills do you need in your new employees?
2. Where do you recruit employees?
 - a. Probe: Are you able to find enough qualified applicants?
 - b. Probe: Numbers of Garífuna employees compared to non-Garífuna
 - c. Probe: How many male and female employees do you have?
 - d. Probe: What are your employee demands for high-skill vs low-skill workers; permanent vs. seasonal/harvest workers?
3. In your opinion, what are the strengths of the (agricultural) education system in Honduras?
4. In your opinion, what are the weaknesses of the (agricultural) education system in Honduras?
5. What do you see as the major challenges for the (agricultural) education system in Honduras?
6. Does your company have any linkages with education or training institutions?
7. Does your company have any linkages with agricultural research institutions?
8. Do you provide professional development for current employees?
 - a. Probe: What skills are your new employees lacking?
 - b. Probe: Where do you send your employees for training?
9. In your opinion, what are the future opportunities for employment in Honduras?
 - a. Probe: What sectors do you think have the best potential for growth?
 - b. Probe: What new skills do you think will be required?
10. Do you have any suggestions for improving the opportunities for education, training and employment for youth in the north coastal regions of Honduras, specifically the Garífuna?

Snowball questions:

11. Who else should we talk to about (agricultural) education in northern Honduras?
12. Who else should we talk to about education for Garífuna in northern Honduras?

Chambers of Commerce

Key Questions

1. Can you please briefly describe the work of your organization?
2. What are the primary economic sectors in this region?
 - a. Probe: What is the role of agriculture in the economics of this region?
3. What are the major economic challenges in this region?
4. Where do companies recruit employees?
 - a. Probe: What skills do companies look for in new employees?
 - b. Probe: Are there enough qualified applicants?
 - c. Probe: Numbers of Garífuna employees compared to non-Garífuna
 - d. Probe: What are skills are needed in the agricultural sector (high-skill vs low-skill workers; permanent vs. seasonal/harvest workers)?
5. In your opinion, what are the future opportunities for employment in your municipality?
 - a. Probe: What sectors do you think have the best potential for growth?
 - b. Probe: What new skills do you think will be required?
6. Does this Chamber of Commerce have any linkages with education or training institutions?
7. In your opinion, what are the strengths of the (agricultural) education system in this region?
8. In your opinion, what are the weaknesses of the (agricultural) education system in this region?
9. What do you see as the major challenges for the (agricultural) education system in this region?
10. Can you please describe any specific programs your organization has with the Garífuna communities?

- a. Probe: Are there any special programs or initiatives for Garífuna students or schools?
11. Do you have any suggestions for improving the opportunities for education, training and employment for youth in this region, specifically the Garífuna?

Snowball questions:

12. Who else should we talk to about (agricultural) education in northern Honduras?
13. Who else should we talk to about education for Garífuna in northern Honduras?

Appendix E: SWOC Results

Table E1 – Primary and Secondary Education

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Some schools have school gardens and incorporate learning in nutrition, production etc. into the curriculum (e.g. model program in Triunfo de la Cruz) • Education is free and some materials are provided by government • There are some programs to prepare students for college entrance exams (often funded by NGOs, university outreach offices or other external sources) • Programs in teaching, tourism and computers are most popular as these are perceived to have best prospects for employment • Few students dropout from primary level of education • Some schools have relationships with NGOs, private sector and other public institutions (e.g. INFOP, JICA) for training and materials • Many well qualified teachers • Engagement with students families and local communities 	<ul style="list-style-type: none"> • Poor physical infrastructure • Classes are offered in shifts due to large student to teacher ratios • Teachers often have to buy and/or develop their own teaching materials • Very limited access to technology, few computers for students • Students lacking key math, science and literacy skills to proceed to university or work for large companies • Language difficulties for Garífuna students starting school and few texts in native language • Few courses in natural resources or agriculture • Defunct/dilapidated school garden facilities in some communities (abandoned due to lack of resources) • Higher dropout rates at middle school level • Limited career advising services for students and few links to local job opportunities • Limited professional development for teaching faculty to implement new programs such as technology, tourism etc. • Many teachers come from outside local Garífuna communities • Lack of entrepreneurial focus in education programs
External	
Opportunities	Challenges
<ul style="list-style-type: none"> • Develop new curricula and more regionally relevant courses (e.g. electronics, food technology, food & beverage, tourism, value-added agricultural processes, marketing, traditional crafts etc.) • Teachers are interested in developing agriculture and natural resource management projects in Garífuna schools • Students are interested in tourism, computers and business courses and projects • Expand short term training options, perhaps in conjunction with private sector and/or NGOs for both students and out-of-school youth • Provide additional technical training opportunities in Garífuna communities in 	<ul style="list-style-type: none"> • Curriculum centrally determined with little local input or adaptation to local context and little agriculture/natural resources in curriculum • Garífuna community schools feel marginalized by national government • Government does not provide sufficient support, so infrastructure is poor and teachers have to provide their own materials • Funds intended for Garífuna schools do not always reach the local communities • Girls are not attracted to agriculture programs even though traditionally women cultivated crops such as cassava

<p>partnership with INFOP or other training agencies (NGOs)</p> <ul style="list-style-type: none"> • Develop and extend distance education programs, which would necessitate improvement of internet infrastructure • Channel resources available in form of remittances to support youth education programs • Develop programs to target girls who have particular difficulty finding job opportunities – could also help reduce teen pregnancy occurrences • Form student entrepreneurial groups to help them start their own businesses e.g. production of various commodities from school gardens, support for local markets to sell produce from school gardens or small tourism ventures • Develop and/or enhance relationships with local universities to help prepare students for further education e.g. implement local education fair to connect students with university opportunities • Strengthen English instruction • Develop internship programs to get workplace experience 	<ul style="list-style-type: none"> • High levels of migration, leaving students living with grandparents or other extended family which creates social problems • Limited local employment opportunities • Lack of career opportunities for students in their home communities • Remittances discourage working in agriculture • Very few students from Garífuna communities going to universities <ul style="list-style-type: none"> ○ Lack of preparedness for university entrance exams ○ Universities are in distant cities ○ Lack of resources for housing, transportation etc. ○ Lack of access to or awareness of scholarship opportunities • Poor salaries and frequent teacher strikes interrupt schooling • Teacher unions are strong and teacher appointments are politically driven • Land tenure and management issues (including encroachment) in the Garífuna communities limit access to land (including encroachment) and act as a disincentive to agriculture as a career option • Increasing problems with alcoholism, drugs and petty crime in Garífuna communities
--	---

Table E2 – Higher Education

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Public universities have existing programs or are implementing new programs to recruit and track students from ethnic groups, including Garífuna • All universities have some international partnerships • All institutions visited have degree programs and/or certificates in agriculture and related disciplines • Scholarships are available for students from ethnic groups, as are need based scholarships • Some universities (UNAH and CURLA) are developing and/or expanding distance learning opportunities • A few universities (UNA, Zamorano and ESNACIFOR) provide student housing • Universities are beginning to diversify program offerings to meet local needs (e.g. UNAH will offer 2-year technical programs) 	<ul style="list-style-type: none"> • Curricula are out-of-date and are not matched to marketplace needs • Public universities teaching facilities and equipment need updating and most do not have student housing or transportation • Enrollment is declining at some universities (e.g. CURLA) and particularly for their agriculture programs • Scholarships are more difficult to access/secure for students from rural communities • Students are often not prepared to enter university due to poor quality K-12 public education, especially from schools on the north coast and in rural communities • Students from ethnic groups have weaker preparation in math and basic sciences • Students from ethnic groups face particular challenges due to: <ul style="list-style-type: none"> ○ Language barrier

<ul style="list-style-type: none"> • All universities visited have programs and projects working with local communities (e.g. farmer training schools, aquaculture, teacher workshops, tourism training) • Some institutions have strong alumni network (eg Zamorano) • Garífuna students have access to higher education <ul style="list-style-type: none"> ○ Approximately 90 Garífuna at UNA = ~2% of student body ○ Approximately 772 at UNAH (throughout 9 campuses) = ~1% of student body 	<ul style="list-style-type: none"> ○ Logistics (housing and transportation) ○ Limited finances • Public universities have limited private sector partnerships for internships, student projects etc. • Public universities have limited career advising or mentorship • Alumni network is weak for public universities (e.g. UNA) • Very few Garífuna students at ESNACIFOR and Zamorano
External	
Opportunities	Challenges
<ul style="list-style-type: none"> • Develop problem-based approaches for curricula that are regionally relevant in collaboration with private and government sectors • Increase partnerships between public universities and the private sector on projects and/or short-term training courses to meet local needs • Expand partnerships with other universities, including from other countries to establish cooperative projects, student exchange programs etc. • Engage expertise to enhance curriculum, especially for academic areas with potential for local development on north coast <ul style="list-style-type: none"> ○ Hospitality management ○ English ○ Business and entrepreneurship ○ Management of African palm ○ Food processing ○ Aquaculture ○ Technical (electricians, irrigation specialists, mechanics etc.) • Develop career advising, mentorship and placement services at public universities and utilize alumni networks to develop employment opportunities for graduates • Develop and expand programs to provide/strengthen math, literacy and English training in local schools (education pipeline) • Provide professional development programs for teachers in new curriculum areas • Increase awareness and access to scholarships for students from rural communities and ethnic groups • Develop entrepreneurial training and programs that have potential to generate 	<ul style="list-style-type: none"> • Public universities are dependent on government funding and don't receive enough money for materials and facilities • Structural barriers for receiving external funds • Lack of employment opportunities for students who graduate from university programs, especially in agriculture and related disciplines • Difficult for recent graduates to access loans, business start-up financing or other resources • Negative perception of agriculture – for subsistence only • Migration is causing many students to dropout of education as they seek opportunities beyond Honduras • Land tenures and land access issues are disincentives for students to study agriculture and related disciplines

revenue for university (e.g. livestock production, school gardens etc.)	
---	--

Table E3 - Garífuna Community Groups

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Garífuna communities have many natural resources • Traditionally agriculture was organic and sustainable, focusing on crops such as yucca, cacao, maize, coconut etc. • Women hold traditional role in cultivation, while men clear and prepare fields and fish • Communal process of agricultural products has economic, social and cultural benefits • Women in community own small businesses • Patronatos and local community members provide leadership and security • Some support from local groups and NGOs and very limited support from international donor agencies • Garífuna interested in issues of conservation and environmental protection of ancestral land and water resources 	<ul style="list-style-type: none"> • Few local employment opportunities • Local people don't have required skills (math and literacy, English) to work in the tourism industry or other private sector businesses • Garífuna are losing the traditional crop cultivation skills • Some people have sold communal land to outsiders • Losing unique Garífuna culture and language • Youth leave for education and don't return to communities because there are few employment opportunities for college graduates • Lack of awareness of training opportunities • Lack of community development plans • Youth are not preparing to be entrepreneurs or employers • Agriculture is viewed as related to poverty
External	
Opportunities	Challenges
<ul style="list-style-type: none"> • Development of entrepreneurial capacity to expand local opportunities (agricultural production of traditional crops such as yucca and plantains, organic agriculture, poultry production, agroforestry, fisheries and aquaculture, production of artisanal products, services for tourism industry) • Support to develop local cooperatives (including startup capital –eg fish processing facility in Santa Fe) • Connect communities with agricultural business opportunities (eg suppliers for hotels, restaurants etc) • Assistance to develop ecotourism projects for sustainable use of natural resources • Training opportunities through INFOP, NGOs or other providers, especially for skills (metal work/welding, food processing, tourism related training, English, computers) • Development of programs to address social issues (teen pregnancy, child abuse, drug addition etc.) • Opportunity to create a regional campus of the Universidad Nacional Agrícola (UNA) 	<ul style="list-style-type: none"> • Large-scale out-migration, especially by youth • Unemployment despite education • Land tenure, encroachment and access issues • Marginalization and poor relationships with national government and local municipalities • Remittances have negative impact on Garífuna relationship with land and agriculture • Difficult to secure credit or loans to start businesses or develop agriculture • Overfishing and other resource exploitation by outside entities • Social issues related to migration of parents, children raised by grandparents or other extended family members • High rates of teen pregnancy • Increasing problems with alcoholism, drugs and crime • Tourism projects are developed without local community input • Honduran government has no vision of strategic plan for agriculture, natural resources and environment

<ul style="list-style-type: none"> • Some communities are providing scholarships for local students to continue education at colleges and universities – with agreement they will return to communities to train others • Distance learning programs are benefiting those who cannot leave community for education (e.g. teen mothers) • Implement/expand community/family garden projects to produce fruit and vegetables for local consumption (e.g. model program in Triunfo de la Cruz) 	<ul style="list-style-type: none"> • Agricultural curriculum at colleges and universities does not teach about production of regionally appropriate crops • Lack of agriculture extension/advising services • Population pressure due to in-migration by Mestizos from other areas of Honduras
--	---

Table E4 - Garífuna Organizations

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Garífuna organizations provide training and services to communities (education, health, financial etc.) • Working on issues related to land titling and tenure • Some have partnerships with other organizations, universities, NGOs etc. to provide training and support to communities • These organizations have community support • 	<ul style="list-style-type: none"> • Garífuna organizations are currently unable to work together • Disjointed and competing programs • Politically motivated
External	
Opportunities	Challenges
<ul style="list-style-type: none"> • Coordination of projects and programs amongst Garífuna organization to leverage resources for communities • Develop entrepreneurial training projects in conjunction with Garífuna organizations to facilitate business and micro enterprise development • Expand existing programs (e.g. youth agricultural groups) to other communities • Support development of regional agricultural college (UNA regional campus) 	<ul style="list-style-type: none"> • Lack of access to higher education for Garífuna • Few local employment opportunities • Large-scale out-migration, especially by youth • Land tenure, encroachment and access issues • Marginalization and poor relationships with national government and local municipalities • Racism and exclusion politically and economically • Increasing problems with alcoholism, drugs and crime • Development without local community input • Population pressure due to in-migration by Mestizos from other areas of Honduras • Lack of assistance to start businesses

Table E5 – NGOs

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Many focus on the dry corridor and the Western Highlands • Agriculturally focused projects and training programs (e.g. Caritas) • Market access programs • Prolansate and Bayan working directly with Garífuna communities 	<ul style="list-style-type: none"> • Few NGOs have active programs in the north coast region • Programs tend to be short-term and lack sustainability • Limited coordination amongst NGOs and service providers • Lack of technical support and research for traditional crops and agricultural practices
External	
Opportunities	Challenges
<ul style="list-style-type: none"> • Expand existing programs for at-risk youth to Garífuna (outreach centers, basic life skills training, mentoring etc.) • Most NGOs indicated interest to expand existing agriculture programs to north coast if they could find sufficient support (e.g. Caritas and World Vision Train-the-trainer programs and farmer field schools for traditional agriculture) • Develop and expand programs for training in eco and rural tourism, forestry, environmental protection and conservation (e.g. Prolansate) • Coordinate efforts in technical education, research and dissemination of knowledge amongst NGOs, universities, government agencies and farmer organizations (e.g. FIHA) • Develop partnerships with INFOP and private sector to implement and accredit training • Establish micro lending/microcredit programs to support farmers and small enterprise development (e.g. FUNDER) • Support the formation of producer organizations, women’s coops etc. in north coast region • Extend education programs for out-of-school youth to Garífuna communities (e.g. Bayan SAT program) 	<ul style="list-style-type: none"> • Lack of access to capital for small farmers and business development • Lack of entrepreneurship and agricultural business training • Limited access to loans and credit • Land titling and tenure issues • Competition from large, corporate farms • Lack of state-supported extension system • Government agricultural incentives targeted towards export crops system • Corruption • Strong sense of dependence on remittances in Garífuna communities

Table E6 - Donor Projects

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Have developed strong relationships collaborations with local, national and international organizations • Have secured in-kind contributions from Honduran government agencies • Some projects have collaborated with local universities (CURLA & UNA) and/or training institutions (e.g. INFOP) • A few projects are working in La Ceiba/urban area e.g ProParque • Have existing in-country expertise • Have produced training materials, curricula and resources for many stakeholders/agricultural sectors 	<ul style="list-style-type: none"> • Country strategy focus on food security and western highlands and on urban areas primarily • Majority of projects are focused on western Honduras and Feed-the-Future region • Currently no projects in Tela, Trujillo or rural areas on north coast • Lack of resources to address the extent of the needs • Donor agencies may have prescribed programs that include little consultation with local communities regarding their needs
External	
Opportunities	Challenges
<ul style="list-style-type: none"> • Expansion of existing programs to north coast region (e.g. Acceso model could work on north coast) • Expansion of project partnerships to other universities • Develop youth conservation corps to train young people to work in national parks and other protected areas and in tourism- related jobs. Could use CARSI funds that are currently used for urban outreach centers to form CCC • Coordination of projects by NGOs and other donor agencies to exploit opportunities for synergy and avoid duplication 	<ul style="list-style-type: none"> • “Bumpers Amendment” prevents support for agricultural activities that enhance production of commodities for export that would directly compete with exports of similar U.S. agricultural commodities. But can’t ignore impact and economic potential of African palm. • Over-reliance on donor funds for extension activities. Need to engage private sector to provide technical assistance • Honduran government has limited agricultural vision which focuses on a few commodities (palm, coffee, cacao, sugar, maize and beans) • Many producers (especially small holders) are conservative and risk adverse, making them slow to adopt new technologies, practices etc.

Table E7– Government and Policy

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Established national agricultural policy and service for agricultural education, capacity building and agribusiness development (SEDUCA) • INFOP provides technical training and English instruction at regional centers throughout the country • DIGEPESCA provides support and training for fishery projects • Municipalities providing local capacity development training, often in collaboration with international development agencies (e.g. MAMUGAH training in administration and entrepreneurship with IICA) • Municipalities supporting local economic development projects (e.g. establishment of fishery cooperatives in Tela, cruise ship terminal in Trujillo) • 	<ul style="list-style-type: none"> • Limited budgets for Ministries of Agriculture and Education • Policy of decentralization of services (health, education etc.) • No formal connections between Ministries of Agriculture and Education at Ministerial level • Lack of resources for SEDUCA • Lack of public extension service • Public education system is perceived to be of very poor quality • Particular lack of agricultural investment and economic development in the coastal region • National educational centers need strengthening in food security, natural resources management, climate change, innovation, and entrepreneurship. • Few Garífuna representatives at national, regional or local government levels (e.g. only 2 Garífuna mayors in 7 traditionally Garífuna communities of MAMUGAH)
External	
Opportunities	Challenges
<ul style="list-style-type: none"> • Develop strategic alliances between schools and private sector to connect educational institutions to labor market • Develop collaboration between SAG and universities to provide extension service • Support education reform by GOH to be more responsive to local and regional needs and employment opportunities • Facilitate networking and coordination of local and regional government agencies to provide training and development opportunities • Public-private partnerships for capacity development • Identification of value chains with high potential for expansion • Exploration of new markets 	<ul style="list-style-type: none"> • Politicization of education with teachers unions, local governments, inequalities in scholarships etc. • Poverty and drought in Western Honduras • Increasing urbanization as people migrate from rural areas • Banking policies and regulations that limit access to credit • Difficult to find funding for local development opportunities • Poor relationships between Garífuna communities and local, regional and national governments • High levels of migration to other regions and countries • High student drop out from education and low employment levels

<ul style="list-style-type: none"> • Support reform of financial sector to facilitate access to credit and loans for business development • Develop partnerships for micro-credit and revolving loan partnerships • Extension of alternative education programs for out-of-school youth and adults to Garífuna communities 	<ul style="list-style-type: none"> • Preferential trade agreements between US and other regions are disadvantageous for Honduras • Remittances serve as disincentives to work • High levels of crime and insecurity
---	--

Table E8 – Private Sector

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Create significant direct and indirect employment opportunities • Agribusinesses seek <ul style="list-style-type: none"> ○ Management and/or leadership skills ○ Communication skills (including English) ○ Teamwork skills ○ Knowledge about certification process ○ Results oriented employees • Some companies are partnering with universities to recruit employees (Dole with CURLA & UNA; Cargill with UNA & UNITECH) • Agribusiness provide training for new and current employees in both soft and technical skills - some partner with INFOP to deliver and certify training • Some agribusinesses partner universities and research institutions to conduct projects and provide some scholarships and/or internships for students • Many private agribusinesses are implementing Corporate Social Responsibility programs, often in collaboration with NGOs <ul style="list-style-type: none"> ○ Some private sector companies are working with schools to reintroduce agriculture into the curriculum (Jaremar; Dole) ○ Adult literacy programs (Chiquita) ○ Health and nutrition programs (Cargill & Care) 	<ul style="list-style-type: none"> • Few Garífuna employees with large agribusinesses (e.g. Jaremar African Palm has 2-3% Garífuna; Cargill “few” Garífuna employees; Dole currently has no Garífuna employees; Chiquita currently have 5 Garífuna – mostly women in packing house) or with large-scale tourism developments (e.g. Indura resort has 10% Garífuna employees) • Agribusinesses note applicants lack <ul style="list-style-type: none"> ○ Basic math and literacy ○ Knowledge of modern technology ○ IT skills ○ English ○ Work ethic • Tourism sector noted Garífuna applicants lack English, training in customer service, refinement of artisanal skills • Lack of technical knowledge and assistance for SMEs and cooperatives • Relationships between COCs and Garífuna communities are not very functional • Currently COCs have not conducted labor market surveys • Lack of coordination between municipalities, COCs and business sector • Some sectors have suffered declines (e.g. livestock, beans) • Success of African palm has been exaggerated

<ul style="list-style-type: none"> ○ Environmental programs (Jaremar & WWF; Dole) ● Chambers of Commerce are working to provide business skills training, support services, increase market accessibility and improve access to credit for SMEs and community-based enterprises – some are partnering with INFOP and other donor agencies to deliver training ● Some Chambers of Commerce beginning to develop employment databases, placement services and hold job fairs 	
External	
Opportunities	Challenges
<ul style="list-style-type: none"> ● Incorporate competencies desired by employers into K-12 school curricula (“soft” skills including communication, leadership, teamwork and “technical” skills including IT, software, certification knowledge, English etc.) ● Develop and expand 2-year training programs to provide technically trained employees for private sector jobs (working with INFOP, CURLA, UNITECH and other technical training schools) ● Establish internship programs between local universities and schools and large agribusinesses (e.g. Dole and CURLA) and tourism sector ● Provide and expand support for SMEs and cooperatives <ul style="list-style-type: none"> ○ business and entrepreneurial skills ○ equipment and facilities ○ market identification and development ○ Loan/credit programs ● Conduct/coordinate comprehensive labor market survey for north coast ● Develop community/school-based agriculture programs for production to serve local markets 	<ul style="list-style-type: none"> ● General insecurity, high levels of crime, narcotics trafficking etc. ● Overall high rate of unemployment, especially for youth ● Some stakeholders noted that Garifuna communities are difficult to engage – fractured, hostile, lacking leadership etc. ● Many private sector opportunities are geographically distant from Garifuna communities (e.g. African palm) and would require transportation ● Private sector perceives lack of appropriately trained workers as a result of migration for better opportunities in US or elsewhere (e.g. approximately 65% students in Tela dropout of school and approximately 40% leave for US) ● Move toward monoculture (African palm) which generates few employment opportunities for skilled workers ● Difficult to secure investment capital for business development, especially for SMEs and community-based enterprises ● Prohibitively stringent central bank lending regulations ● Lack of foreign direct investment in Honduras due to security and political instability ● Underdevelopment of local markets and limited access to export markets ● Land tenure and access problems ● Lack of agricultural extension and technical assistance