

Farm Field Schools (Escuelas de Campo)

A learning methodology to integrate gender and nutrition in the training of agricultural extension agents in Honduras

Activity 2.2 – Honduras, Work Plan

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Farmer Field School meeting. Copan - Honduras



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www.ingenaes.illinois.edu

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Background

The Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) project supports the United States Agency for International Development (USAID)-led Presidential Feed the Future initiative, which strives “to increase agricultural production and the incomes of both men and women in rural areas who rely on agriculture for their livelihoods.” In recent years, several initiatives have been launched by donors and research consortia that focus on the nexus of gender and agriculture, nutrition and agriculture, gender and nutrition (see <http://ingenaes.illinois.edu/discover/related-projects-and-programs> for more information). INGENAES complements these initiatives by focusing in particular on strengthening gender and nutrition integration within agricultural extension and advisory services (Honduras Workplan, 2016).

The principal objectives of this project are described in the INGENAES Performance Management Plan (PMP). These objectives are:

- Objective 1: Gender-responsive and nutrition-sensitive institutions built
- Objective 2: Gender-responsive and nutrition-sensitive service delivery mechanisms replicated
- Objective 3: Technologies enhancing women's productivity and promoting improved nutritional outcomes identified and promoted
- Objective 4: Gender-appropriate and nutrition-sensitive approaches and tools applied

Cooperative agreement no. AID-OAA-LA-14-0008 was awarded to the University of Illinois at Urbana-Champaign (UIUC), the prime implementer and lead organization of the consortium. The team also includes the University of California, Davis (UCD), the University of Florida (UF), and Cultural Practice, LLC (CP). The project began September 8, 2014 and will end January 7, 2018 (Honduras Workplan, 2016). In the case of INGENAES – Honduras, the team is led by Dr. Kathleen Colverson, Associate Director at IFAS Global at the University of Florida.

Gender and Nutrition Issues in Honduras

Nutrition

It is estimated that around 1.5 million Hondurans face hunger at some point each year, with some estimates placing the number between 12-15 percent of the population (Feed the Future, 2014; USAID, 2015; World Bank, 2011). Lack of resources and increasing poverty levels are factors contributing to the nutrition issues in the country. In 2010, 50 percent of stunting occurred in only one-third of the regions of Honduras – mainly in Western Honduras. In addition, children in rural areas are 2.5 times more likely to experience stunting than their urban counterparts (World Bank, 2011). In addition, the level of education is a significant indicator of potential stunting, with over half of children of mothers with no education and one-third of children whose mother completed primary education being affected by stunting (UNICEF, 2009; World Bank, 2011). Within the Feed

the Future zone of influence, 40.2 percent of children under the age of five suffer from stunting (Honduras Landscape Analysis, 2016).

Gender

Agriculture and nutrition are both highly gendered in Honduras, with women typically participating in activities related to health, nutrition and the household, and men participating in activities related to production, income generation, and marketing (UNDP, 2013). “In the large majority of households, [agricultural] tasks are clearly separated between genders: while men cultivate the land, women are more involved in harvesting, post-harvest activities, processing and commercialization of products in local markets” (UNDP, 2013, p. 18). Women contribute significantly to food security in rural areas, spending up to 12 hours per day gardening, tending animals, collecting, processing, and cooking food, childcare and education, eldercare, selling products in nearby urban markets, and participating in agricultural activities (USAID, 2013, p. 24). Empowering women to participate in agriculture can have significant impacts in Honduras. In Honduras, a positive correlation exists between women’s land rights and their overall role in the household (Honduras Landscape Analysis, 2016).

Farmer Field Schools

The agriculture sector in Honduras remains the primary engine for rural incomes and investment, generating 38 percent of all employment and 60 percent of rural employment (Feed the Future, 2014). According to the World Bank in 2014, agriculture contributed 13.8 percent of the gross domestic product (GDP) and an important share of total exports. Considering nutrition and gender issues and their strong relationship with agriculture in Honduras, agricultural extension services play a key role in addressing nutrition and gender challenges. The Farmer Field School (FFS) approach was first developed and pioneered in Indonesia in 1989 by the FAO Regional Programme for Rice Integrated Pest Management in South and Southeast Asia. The approach developed in response to limitations of the Training and Visit extension approach and incorporates adult learning principles adapted from literacy and public health care experiences. The FFS approach creates a space for groups of farmers to actively learn in the field about a broad range of topics related to agriculture and ecology. These teachings lead to improved knowledge and skills needed to make well-informed management decisions that consider both traditional local knowledge and evidentially supported scientific results (The Global FFS Review, 2012).

In Honduras, the FFS approach is primarily used by organizations in charge of delivering agriculture services to small farmers, typically with a strong focus on agricultural information and promoting technology adoption. According to FAO (2013), in Honduras, 39% of the organizations use group methods to delivering agricultural information. FFS is one of the most commonly used methods for training diverse groups of farmers. The FFS methodology was first introduced and applied in Central America in 2000 by the Integrated Pest Management Program (PROMIPAC), a program of the Swiss Agency for Development and Cooperation (COSUDE), and implemented by Zamorano University (Cáceres et al., 2011). After that CIAT (International Center for Tropical Agriculture) and CATIE (Tropical Agricultural Research and Higher Education Center) have generated experiences on the

FFS in Honduras and the region (Central America). In Honduras, FFS programs generally include comprehensive methodology training and agricultural extension, based on the concept of “learning by doing” for participants who are mainly members of smallholder producer organizations.

Purpose of the Project

The purpose of this activity was to analyze the ability of Farmer Field Schools (Escuelas de Campo) to integrate gender and nutrition into agricultural extension programs and assess the current status of the Agricultural Extension System (AES) in Honduras. This research directly contributes to the vision of the Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) initiative by informing project partners and local stakeholders on the potential of Escuelas de Campo as a platform for introducing gender and nutrition integration into agricultural extension programs. This assessment of Escuelas de Campo in Honduras contributes to the INGENAES Performance Indicators: 3.3, 3.8, and 3.15.

According to the Work Plan for Honduras, INGENAES identified a need to develop simple, user-friendly materials on integrating gender and nutrition for low literacy audiences, as well as explore a commonly used method of disseminating agricultural information, the Escuelas de Campo. This method of disseminating agricultural information has existed in Honduras for decades, but there has been no effort to ascertain whether it would be a good mechanism for distributing information related to gender and nutrition to mixed groups. Because of its focus on training both men and women together, and its history in Honduras as a well-accepted method of information transfer, there is strong potential to integrate new material through introducing modules on gender and nutrition.

Methodology

In preparation for conducting the field work, I reviewed existing literature on FFS in Honduras and other countries, as well as secondary data of relevant topics to agricultural extension services in Honduras. After this process I coordinated with the INGENAES in-country coordinator to identify Honduran organizations that use FFS as a method for delivering technical services.

In the field I used a qualitative data collection methodology: semi-structured interviews, which consisted of a series of open-ended questions with queries that probe for more detailed and contextual data (Piercy, 2004). See Annex 1 for the semi-structured interview questionnaire. The interviews were conducted in person, one-on-one between an interviewer and the participant. I primarily interviewed women and men in technical positions who work on agricultural extension teams from governmental agencies, universities, and nongovernmental organizations (NGOs). A list of the organizations interviewed is in Annex 2. I had the opportunity to visit some of the FFS, as well as interview smallholder farmers (women and men) involved in FFS (Annex 3). I conducted the interviews in the USAID Feed the Future Zone of Influence, including Tegucigalpa, Santa Rosa de Copan, La Entrada, Gracias-Lempira, Copan Ruinas, Corquin, San Pedro de Copan and Zamorano University.

The guidelines for the interview were designed in order to gather information about the perception of the methodology (FFS), their experience using this methodology, advantages and disadvantages that they perceived, training received to implement the methodology (in the case of the technicians), analysis of the FFS curricula (inclusion or not of gender and nutrition), determination of the participating target groups (diagnostic of the territory and identification of interested farmers), different lessons learned in the implementation of the methodology and, their perception and knowledge about the Honduran agricultural extension system.

Results

Many organizations use FFS as a mechanism to deliver extension services, and consider it the best method to integrate gender and nutrition into agricultural extension in Honduras. Some of the principal advantages of FFS that were mentioned include: learning by doing methodology ("hands-on" practices); the ability to address and monitor field problems in "real time", enhancing social group cohesion for further action and community development, and flexibility to introduce other topics into the curriculum such as gender and nutrition. Many of the organizations that I interviewed have already included or are aware of the importance of gender and nutrition in agricultural extension services.

Organizations like World Vision, Heifer, MANCORSARIC, OCDIH, and USAID's projects "Access to Markets and Access to Production and Nutrition" (ACCESSO and now MERCADO; both implemented by FINTRAC) have been including nutrition and/or gender aspects into their work. In the case of World Vision and the Access to Production and Nutrition project, they promote a nutritional diagnosis in children under five years of age. They found high levels of malnutrition in girls, boys, and their families. They work with families to build a culture of harvesting and eating what they grow to address malnutrition. In the case of gender the organizations cited above have been considering gender as a cross-cutting topic. In general, they work through the FFS to stimulate women's participation especially in productive decision-making and to increasing gender equity awareness to foster equitable relationships.

Organizations in Honduras, have experienced different challenges in the implementation process of gender and nutrition strategies into extension services. One of the principal challenges is building capacity for extensionists. In the case of gender, there is a general misunderstanding of the basic concepts of gender issues. Gender indicators are mainly associated with women's participation in extension activities. Another challenge is the weaknesses or lack of monitoring and evaluation process of the different methods used to deliver information in FFS. However, there are important opportunities to create strategies to overcome the issues described above that I will suggest in the recommendations section.

In Honduras, FFS has different interpretations that can change from one organization to another. This is one of the consequences that Honduras has faced by not having a formal agricultural extension system; the current system lacks a systematic methodology across all organizations for implementing FFS. The Integrated Pest Management Program - PROMIPAC project from Zamorano

University is one of the leaders of building capacity in this area. However, their curricula has been focused on Integrated Pest Management (IPM) and agronomic techniques. Gender and nutrition are not visible in their current training curricula of FFS. Another institution that is currently working on building capacity of FFS is CATIE (Tropical Agricultural Research and Higher Education Center). They have been doing this through “The Mesoamerican Agroenvironmental Program (MAP)” which is a platform designed to develop climate smart territories that use the FFS methodology. In their FFS curriculum they dedicate space for gender equity and the role of the family members.

In August of 2016, the government of Honduras launched the National Agricultural and Livestock Extension Program in partnership with Zamorano University. In this first stage, the goal is to train teachers from agricultural schools and institutes in five Honduran departments. The objective is to include agricultural extension modules in the curriculum for high school technical degrees in agricultural development and production. INGENAES is planning to work with Zamorano in the design of nutrition and gender modules to be included within Zamorano's curricula. This will be followed up by the Honduras team and the Office of Economic Development for Honduras who is leading the effort.

Recommendations

This section is devoted to providing practical recommendations that could assist with the integration of gender and nutrition into Farmer Field Schools. It is important to consider that gender and nutrition have multiple dimensions and are highly context-specific. Many extension agents have rudimentary training skills, so it is important to apply practical tools to understand and address the principal challenges and opportunities for the integration of gender and nutrition into FFS. INGENAES has developed useful activity sheets that can assist practitioners in this process. Each of these activity sheets could be incorporated individually as an exercise, or used as a series of exercises as appropriate. Other recommendations for organizations using Farmer Field Schools include:

- Understanding "Who does What" in the rural household is a gender analysis that outlines the principal activities that each member of the family does. This activity helps to determine the various roles and responsibilities of family members according to their sex, and based on a particular context and culture. This type of exercise is critical for extension agents to help them understand their target audience, and when and where are most appropriate venues for working with stakeholders. For more information visit: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-1-Who-Does-What.pdf>
- Power dynamics play an important role in any strategy that include gender and nutrition in agriculture extension systems. The "Who has Power and Control" activity sheet is designed to help practitioners understand what gives people power as a first step in addressing gender inequalities within the family and society. For more information visit: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-2-Who-Has-Power-and-Control.pdf>

- There is a general misunderstanding of the basic concepts surrounding gender issues. For these reasons, it is important to analyze "Gender Stereotypes and Myths" to understand their impact on men and women's interactions, and potentially targeted interventions. For more information visit: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-3-Exploring-Gender-Stereotypes.pdf>
- In order to move forward, it is important to understand how power is exercised in households, and who has the power to make decisions. The "Power Over vs Power With" activity sheet helps practitioners analyze and understand the two types of power. This exercise examines the challenges of discussing issues of power with men and women in a way that is not threatening. For more information visit: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-4-Power-Over-v.-Power-With.pdf>

When considering how to introduce the combined topic of gender and nutrition, these activity sheets are of value:

- The activity sheet "Who Eats What?" allows us to analyze the relationship between gender and nutrition. It is important to understand the cultural aspects that determine the type and amount of food each family member receives. Often those who need it most (pregnant and lactating women and female children) eat the least amount and nutritious food. This activity helps to unpack this issue and describes ways to address it. For more information visit: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-5-Who-Eats-What.pdf>
- "What Goes on the Plate?" is an activity that identifies the components of a nutritionally balanced diet and the effects of nutritional inequalities in a household. It also demonstrates the challenges of providing a healthy diet on a limited budget. For more information visit: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-6-What-Should-Go-on-the-Plate.pdf>
- Strategies to integrate gender and nutrition should be part of the local agricultural production systems. "Integrating Gender and Nutrition into Agricultural Value Chains" helps understand the value chain from a gendered perspective, and how to identify nutritional bottlenecks. The emphasis on this activity at each stage of the value chain is who has access to and control of resources, who makes decisions, and who performs the work. These are all critical pieces of information to understanding better ways to increase gender equity in agricultural systems. For more information visit: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-7-Integrating-G-and-N-into-Agricultural-Value-Chains.pdf>

In order to integrate the activities described above FFS staff can also use the "Introductory Workshop on Integrating Gender and Nutrition within Agricultural Extension Services - Facilitator's Guide" developed by Drs. Jan Henderson and Kathleen Colverson, members of the INGENAES team. This facilitator's guide has been prepared for public, private, and NGO extension providers to strengthen their capacity to address gender in a transformative manner and to integrate nutrition sensitivity in designing and facilitating workshops and trainings for men and women farmers. For

more information visit: http://ingenaes.illinois.edu/wp-content/uploads/ING-Training-2016_04-Gender-and-Nutrition-Facilitators-Guide-v.2-Colverson-Henderson.pdf

Currently, the INGENAES Honduras team is developing "Activity Sheets" on specific crops of particular significance to male farmers as a way to integrate gender and nutrition. The focus of these activity sheets is very practical, and includes applied exercises which can contribute to the "Farmer Field Schools". They could be used as part of a strategy to include gender and nutrition into the FFS curricula and training processes, and will be shared with all the partners that were interviewed through the next country newsletter, as well as the final regional INGENAES symposium in Honduras later in 2017. The focus for integrating gender and nutrition into FFS should be on adapting existing programs that are implemented by public and private organizations, as opposed to developing new programs.

As part of the design processes of FFS, some methodological aspects could be modified. These methodological aspects include: development and implementation of a monitoring and evaluation plan for FFS processes. It is important to consider, integration of new specific modules on gender and nutrition (these should include impact indicators), and a plan addressing capacity building for technicians. For the design of a monitoring and evaluation (M&E) plan, it is important to consider the context and the particular framework of the FFS initiative. A participatory (M&E) plan within the FFS-group and a longitudinal (before/after) comparison is recommended. In this process, farmers can define indicators reflecting their livelihood situation and rating scales realistic to their specific condition. The main focus of the M&E plan should allow both farmer participants as well as the programme team to analyze and reflect critically on their experiences, and plan for future goals and activities. The FFS guidance document by FAO (<http://www.fao.org/3/a-i5296e.pdf>) has useful information regarding the design of an M&E plan. Additionally, it is important to learn and adapt M&E plans from other experiences. An example is the M&E system developed by Müller et al. 2010 (https://www.researchgate.net/publication/228410972_Impact_monitoring_and_evaluation_system_for_farmer_field_schools_in_Kyrgyzstan_How_to_optimize_resource_allocation_for_higher_impact) which is considered a successful program and has an easy adaptation characteristic.

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Annex I. - Semi-structured interview questionnaire

The Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES)

Are Farm Schools (“Escuelas de Campo”) the best method to integrate gender and nutrition into agricultural extension in Honduras?

Semi-structured interviews and Ethnographic observations

Data collection and analytic strategies will be sex-disaggregated (men and women separately). The following are the proposed topics that will be included in the semi-structure interviews:

- Personal Information (including name, sex, occupation, age, and education level)
- How long have you been working with Farmer Field Schools? Did you receive previous training in Farmer Field School methodology? What other types of training have you received?
- What types of information do you share with your farmer groups in Farmer Field Schools? (Agronomic and livestock techniques, agricultural value chains, health, nutrition, cooperative development etc).
- What is the process that you use to design the curricula of the Farmer Field Schools? What do you consider the most important topics in the curricula of the Farmer Field School? Why?
- Who is your target group? Do you work with both men women? In separate sex or mixed sex groups? Why or why not?
- Have you received information about (the roles of men and women) and nutrition as part of your training in Farmer Field Schools or other sources? How have you used this information?

- Would you consider understanding the roles of men and women in farming systems as important elements to include in the training programs of Farmer Field Schools? What about family nutrition?
- How would you like to see this information included in Farmer Field Schools?
- What are the lessons learned from your experience working with Farmer Field Schools?
What do you consider the advantages and disadvantages of Farmer Field Schools? Why?
- Do you consider Farmer Field Schools as a potential method to integrate gender and nutrition into agricultural extension programs? Why or why not?
- What do you consider the best [ways](#) to integrate gender and nutrition into agricultural extension programs?

Annex 2. - List of organizations interviewed

Organization	Place	Contact
Heifer	Tegucigalpa	Marco Machado +504 2230 2003—2006 +504 9967 3862 marco.machado@heifer.org
Catholic Relieve Services	Tegucigalpa	Conor Walsh conor.walsh@crs.org Marlon Medina marlon.medina@crs.org
World Vision- Honduras	Tegucigalpa	Oscar Chicas(In-Country Director) oscar_chicas@wvi.org +504 2216 6600; +504 2216 6601 Ext. 314
CARE	Tegucigalpa	Arnaldo Bueso In-Country Director Elvia Zuniga Head assistant +504 2236 8050 ext. 210 +504 9800 6327 elvia.zuniga@care.org
Mancomunidad Maya-Chortí	La Entrada - Copán	Maynor Mejía +504 2661 3468 +504 3179 4684 ma.kali@hotmail.com
OCDIH	Copán Ruinas	Orvin +504 2651 4888 +504 3259 0017 orvin@ocdih.org
MANCORSARIC	Copán Ruinas	Marco Torres, +504 2651 3902 +504 9470 6275 guateco77@yahoo.es mancorsaric@gmail.com
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CUROC	Santa Rosa de Copán	Lic. Celeste Aguilar (Head Assitant) Find 2 students ing.celestemas@gmail.com +504 2662-1461 +504 2662-3316 / +504 2662-3223 Dr. Pedro Quiel Campus Director pedro.quiel@unah.edu.hn Celia Trejo

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Annex 3. - FFS Location visited (red circle)

04- Departamento de Copán
Cabecera departamental: Santa Rosa de Copán

