

**PROMOTING RURAL DEVELOPMENT FROM A TERRITORIAL
PERSPECTIVE: THE CASE OF THE YEGUARE REGION, HONDURAS**

A Dissertation

by

IVAN MARCELO BORJA BORJA

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2009

Major Subject: Agricultural Education

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May 2009

Major Subject: Agricultural Education

ABSTRACT

Promoting Rural Development from a Territorial Perspective: The Case of the Yeguaré Region, Honduras. (May 2009)

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M.S., Texas A&M University

Chair of Advisory Committee: Dr. Kim E. Dooley

The purpose of this research was to determine the impact of the implementation of a territorial model of development in the Yeguaré Region of Honduras. The research questions look to determine the impact of the territorial approach for each of its major components: (a) youth development, (b) gender roles (c) sustainable livelihoods and (d) territoriality. The purpose was achieved through the following research questions: (a) What has been the impact of the youth participation and vocational education for the youth in the Yeguaré Region?; (b) What has been the impact of the territorial approach on the development of the Yeguaré Region?; and (c) How has the sustainability of livelihoods of the Yeguaré Region been impacted by the territorial approach?. This study used two methods. Quantitative and qualitative methods permitted the gathering and analyzing of different types of project data. The quantitative analysis included descriptive and inferential statistics. The qualitative analysis elaborated and expanded the quantitative analysis.

Ten themes related to the impact of the territorial model of development in the Yeguaré Region emerged during the research. Youth leadership and entrepreneurship, youth expectations and future plans, and occupational status and welfare of the families were the emergent themes for youth development. Territoriality had the following emergent themes: priorities for local development, design of policies based on the established priorities, inter-institutional alliances, and organizational capabilities in the region. Sustainable livelihoods considered association capabilities, financial services, and welfare of the families as its emergent themes.

The contribution of this study to the field of sustainable development was to expand the knowledge about the impacts of a territorial model of development in rural Honduras. Also, policymakers and project stakeholders may use this information to plan, design and implement more effective development programs, and may decrease project expenditures, increase income, and benefit the communities.

DEDICATION

I dedicate this dissertation to Dios, Jesus and la Dolorosa del Colegio. They were my light and strength during all times, good and bad.

I dedicate this dissertation to my entire family. My mother, Zoila, my father, Raul, my sisters, Rose Mary and Veronica, shaped who I am. They inspired me, supported me, and pushed me to finish. I owe much to my family, much more than I can express here. Thank you so much. Bessy, my fiancée, gave me her loving support. I admired her strength, patience and understanding during all these times. I love you.

I would like to dedicate this dissertation to my beloved countries, Ecuador and Honduras. They always reminded me that there is a reason to come back.

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I would like to thank my Chair, Dr. Kim Dooley. Without her support, patience and friendship this document would not be possible. Dr. Dooley believed in me. She supported my goals and professional dreams. Her advice was monumental during the hard times. She taught me the true meaning of being a teacher, beyond the classroom.

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I would like to thank so many people in Honduras. The people who participated in this work: the community members of San Antonio de Oriente, Guinope, Yuscaran, La Villa de San Francisco and Moroceli made this experience wonderful and rewarding. I would also like to thank Zamorano University, especially the Yeguaré Initiative staff

for their economic support and collaboration and for welcoming me into the project.

Mayra Falck, Carlos Ardon, Ronny Estrada, Nelson Gamero, Felipe Gonzalez and

Adriano Valarezo shared their experiences and became my friends.

NOMENCLATURE

| | |
|-------|---|
| CAFTA | U.S. – Central America Free Trade Agreement |
| CIRAD | French Agricultural Research Centre for International |
| HIPC | Heavily Indebted Poor Countries Initiative |
| IFAD | International Fund for Agricultural Development |
| INRA | French National Institute for Agricultural Research |
| NGO | Non Profit Organization |
| USAID | United States Agency for International Development |

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CHAPTER I

INTRODUCTION

The World Bank (2006b) describes Honduras as one of the poorest countries in Latin America with more than 50 percent of its population below the poverty line. Also, the country has one of the highest rates of inequality in Latin America. Poverty and inequality have specially been aggravated by natural disasters (like Hurricane Mitch in 1998) because the poor commonly live of small-scale agriculture in rural areas.

After the disaster of Hurricane Mitch, Honduras implemented the Poverty Strategy Reduction (PRS) in consultation with civil society and donors. The PRS looks for reducing extreme poverty by half by 2015 (World Bank, 2006b). These actions have allowed Honduras to experience positive economic growth during the last decade averaging three percent annually. However, poverty and inequality have remained constant since 1998 (World Bank, 2006a).

Improvements in its economic indicators have permitted Honduras to reach the HIPC (Heavily Indebted Poor Countries) Completion point and to benefit from the MDRI (Multilateral Debt Relief Initiative) in 2006. However these achievements do not guarantee that Honduras will be able to target the Millennium Development Goals (World Bank, 2006b).

This dissertation follows the style and format of the *Journal of International Agricultural and Extension Education*.

The World Bank (2006b) considers that Honduras must accelerate its economic growth to levels of five or six percent per year. Also, the country needs to be wiser in spending the PRS funds. The World Bank points that Honduras should increase productivity of rural areas and diversify the sources of rural incomes, considering that most of the poor live in rural areas and depend of agricultural activities.

Rural poverty persists in Latin America despite availability of funds focused on reducing poverty and inequality. Existing development models have failed and there exists a demand for alternative models (De Janvry & Sadoulet, 2004). A new approach to development should consider marginal and favorable areas, integrate rural and urban activities in a territorial dimension and promote regional economic projects (De Janvry & Sadoulet, 2000). This new development model has been defined as a territorial approach to development and has been introduced in rural areas of Mexico, Guatemala, Nicaragua and Honduras through the Micro-regions Strategy (De Janvry & Sadoulet, 2004). However there exists limited research that analyzes the impacts of the territorial approach in the development of rural areas of Latin America.

Statement of the Problem

The main concern is whether the five counties forming the basis of this study, Guinope, San Antonio de Oriente, Yuscaran, Moroceli y la Villa de San Francisco, have experienced changes in youth development, territoriality and sustainable livelihood since 2004. Guinope, San Antonio de Oriente, Yuscaran, Moroceli y la Villa de San Francisco are the five counties of the Yeguaré Region assisted by the Yeguaré Initiative Project

(YIP), a Kellogg Foundation-funded and Zamorano University-implemented project.

While these counties have experienced visible changes in the involvement of the youth in the communities, generation of local alliances to promote development and creation of business opportunities over the last 4 years, shortfalls in training, economic resources and following up could negatively affect the future of the initiatives. This study plays two roles. From a conceptual point of view the study expands the research that analyzes the impacts of the territorial approach in the development of rural areas of Latin America. From an operative point of view the study plays a role in assessing the changes and viability of those changes in the counties, particularly in light of the impending withdrawal of the Yeguaré Initiative Project from Honduras in August, 2008. If the communities are unable to sustain the benefits from the initiatives promoted by the Yeguaré Initiative Project they will come back to their original situation. The changes in the livelihood of the habitants of the region would depend on the sustainability of the positive changes.

Jansen, Pender, Damon and Schipper (2006) stated the need for more research regarding the impacts of a territorial approach of development. Jansen et al. (2006) concluded that work related to the appropriate portfolio of investments in different territorial contexts, and the implications of different investment and livelihoods strategies (natural resources, agricultural production and human welfare) are still very limited.

Purpose of the Study

The purpose of this research is to determine the impacts of the implementation of a territorial approach of development in the Yeguaré Region of Honduras. The research questions look to determine the impact of the territorial model for each of its major components: (a) youth development, (b) gender roles (c) sustainable livelihoods and (d) territoriality (Falck, 2006).

Research Questions

The purpose would be achieved through the following research questions:

1. What has been the impact of the youth participation, and vocational education for the youth in the Yeguaré Region?
2. What has been the impact of the territorial approach on the development of the Yeguaré Region?
3. How has the sustainability of livelihoods of the Yeguaré Region been impacted by the territorial approach?

Conceptual Framework

This research task was bounded by the field of sustainable development (Cowen & Shenton, 1996; Hunt, 1989; Leftwich, 2000; McGillivray, 2008). The territorial approach of development emerged as a sustainable development paradigm where more opportunities, capabilities, citizenship, political support and knowledge are required to succeed in reducing poverty (De Janvry & Sadoulet, 2005a).

McGillivray (2008) considered development as a term with many different meanings. While some definitions overlap each other, some contradict each other. To many people development is a process or outcome that could be bad to people and societies. Some others considered development as good for society. To understand development is necessary to identify, explain and analyze the differences in meaning and outline a definition of development (Cowen & Shenton, 1996; Hunt, 1989; Leftwich, 2000; McGillivray, 2008).

The Brundtland Commission (1987) defined sustainable development as “progress that meets the needs of the present without compromising the ability of future generations to meet their own needs.” This has been the most common definition of sustainable development and it has helped to shape the international agenda and the international community’s attitude towards economic, social and environmental development (United Nations Economic Commission for Europe, 2008). Since then, sustainable development has become more widely accepted, applied and researched (Toness, 2002).

McGillivray (2008) concluded that traditional meanings of development were debated from the late 1960s onward. De Janvry and Sadoulet (2005a) agreed that the concept of development was redefined in the 1970s and 1980s. New meanings of development emerged from the criticisms of the modernization strategies (McGillivray, 2008).

An Integral Rural Development approach emerged in the 1990s. This model was the result of practice through rural development projects implemented by pioneering

organizations like International Fund for Agricultural Development (IFAD), the Inter-American Foundation and innovative non profit organizations (NGOs) (De Janvry & Sadoulet, 2005a).

De Janvry and Sadoulet (2005a) stated that the integral rural development approach is characterized by pragmatic adaptation to local conditions; emphasizing decentralization, participation and collective action; returning managerial functions to communities, following a territorial approach; pursuing the advantages of new driven forces in agriculture; giving environmental and social services payments to the communities; seeking coordination with macro and sectoral policies; and, reducing the role of the state in the rural sector. De Janvry and Sadoulet (2004) concluded that rural poverty, concentration of poor in rural areas and rising inequality in the distribution of rural incomes remains constant in Latin America. Falck (2007) claimed the need for a new model of development that overcomes stagnation.

De Janvry and Sadoulet (2004) considered that the territorial approach responds to the qualitative changes in rural poverty and the emergence of new opportunities for rural poverty reduction. To be successful, De Janvry and Sadoulet concluded that the territorial approach must have five dimensions: define regions, institutional transformation of the region, productive transformation of the region, social transformation of the region, and implementation of territorial rural development as a national strategy.

The W.K. Kellogg Foundation (2007) noted that the territorial model of development must develop a new approach that break the local cycle of poverty and

improve future perspectives and quality of life for the people. The W.K. Kellogg Foundation noted that the territorial approach outcomes must be sustainable and will vary according to the context of each territory.

Falck (2006) considered that the concepts of youth development, territoriality, sustainable livelihoods and gender roles must be the conceptual framework of the model of rural development. Crave and El Sawi (2001) stated that development without the youth is not sustainable for a country. Crave and El Sawi noted that national development could be achieved by increasing the individual skills of the nation's youth. Kranjcevic (2006) stated that when planning rural development, it is important to consider territorial factors as well as economic and social aspects, as focusing entirely on economic and social aspects can result in negative changes. Rogers (2003) defined sustainability as "the degree to which a program of change is continued after the initial resources are ended." Rogers noted that sustainability issues have received much more attention than previously in Latin America and other developing regions.

Significance of the Study

The territorial approach is a sustainable development model to reduce poverty in developing countries. As such, a study on the economic, social and cultural impacts of the territorial model provides insights from the participants' perspective. Thus, the beneficiaries' feedback may help improve the design, planning, implementation, monitoring and evaluation of territorial models of development to less-developed areas.

Understanding the economic, social and cultural impacts of a territorial model of development in rural Honduras is critical, particularly considering that the approach has limited research about its impacts and the model is being scaled-up in several other developing nations.

Methodology

This research used mix methods. Quantitative and qualitative methods permitted to gather and analyze different types of data of the project. The procedure for the analysis was drawn from Fraenkel and Wallen (2006), Patton (2002) and Merriam (1998). This study was conducted in the Yeguaré Initiative Project in the Yeguaré Region of Honduras. This project was implemented in 2004 - 2008 by Zamorano University with the economic support of the Kellogg Foundation. The following is a detail description of the quantitative and qualitative methods that were used.

Delimitations

The researcher delimited the study to communities of five counties of the Yeguaré Region of Honduras. The five counties: San Antonio de Oriente, Guinope, Yuscarán, La Villa de San Francisco and Moroceli represent the locations where the Yeguaré Initiative Project was implemented. The study included 61 participants during the period May – June 2008. Women and men who were involved in the Yeguaré Initiative Project participated in the study.

Potential Sample/Respondents

This research study used a panel survey sampling technique. The panel survey is a longitudinal survey design in which the researcher examines the same people over time (Creswell, 2008). The advantage of this type of study is that the individuals studied will be the same each time, allowing the researcher to determine actual changes in specific individuals. This sample was appropriate because this study did not look to generalize its results (Fraenkel & Warren, 2006; Merriam, 1998), and the purpose of the study was to discover, understand and gain insight about the impacts of the territorial approach of development in Honduras.

The original sample size was 169 people from all of the five counties of the Yeguaré Region. This research tried to use the same sample that the Kellogg Foundation used in 2006 to develop the baseline for the project but logistics constraints reduced the sample to 63 participants. Using the same sample permitted the researcher to apply the one group pretest-posttest analysis (Fraenkel & Wallen, 2006). The selected sample identified respondents that could give rich information for the study. Also, the sample size looked to represent the questions being asked, the data gathering, research progress and available resources.

This study defined potential respondents according to the research questions. The questions were linked to three (youth development, territoriality and sustainable livelihoods) of the four components of the development model being studied. Gender roles were analyzed as a transversal in the other three components.

Data Gathering Techniques

Data was collected during May, 2008. The researcher had had past involvement with the project during the years and he had persistent observation during the research process. The researcher used archival data from the period July 2004 – May, 2008.

Data came from three different sources: (a) Long – term observation, (b) semi-structured interviews, and (c) review of documents.

A four-section instrument was used to collect data from the respondents. Sections one, two and three of the instrument were developed keeping in mind the four components of the territorial model: (a) youth development, (b) equity, (c) sustainable livelihoods and (d) territoriality. Also, section four of the instrument contains the socio-economic and demographic characteristics of the respondents. The instrument was reviewed by a panel of experts consisting of the dissertation committee members of the researcher and officers of the Kellogg Foundation and Zamorano University. The instrument was tested for validity and reliability in May, 2008 upon IRB procedures approval.

Measures of Quality

To have quality in the research process the researcher had kept permanent contact with the territorial model project and its stakeholders. The researcher had lived in the region for several years having past involvement with the project over the years. Specifically, the researcher spent one month (July – August, 2007) visiting beneficiaries

of the project and he spent four more months in the communities in February-May, 2008.

The study applied trustworthiness quality criteria. These criteria include transferability, dependability, credibility, and confirmability. Transferability was achieved by giving specific details of the research. Then others would be able to decide if the findings are applicable to other cases. Even when this study did not look for generalizing the findings, some social and economical generalizations could be drawn to similar communities in the region. Dependability was addressed by keeping complete records of the data collected and analysis procedures. Credibility was achieved through peer debriefing and stakeholders checking. The researcher conducted an audit trail that compiles the research journal, notes and peer debriefing notes. Confirmability was addressed by supporting conclusions and interpretations with excerpts from the raw data.

Data Analysis

The quantitative analysis included descriptive and inferential statistics. The analysis included measures of central tendency, hypothesis testing and non-parametrical techniques for categorical data (Chi-squared and Fishers' exact test). This analysis defined changes in the Yeguaré Region resulting from the implementation of the territorial model.

Qualitative analysis elaborated and expanded the quantitative analysis. Merriam (1998) states that qualitative research is emergent. This means that data collection and analysis are recursive and dynamic. The researcher had permanently analyzed the data

since the beginning of the investigation. This study developed a case study representative of the impact of the territorial model in the Yeguaré Region. The case studied facilitated comparisons of macro-social phenomena cases. This technique allowed to represent the case as a combination of causal and outcome conditions that the quantitative analysis fails to identify.

Assumptions and Limitations

This study assumed that participants were involved in the Yeguaré Initiative Project since its implementation. Participants were free to choose their participation and to express their own opinions and perceptions about the impact of the project. Zamorano University and the Kellogg Foundation provided all the necessary resources to achieve the objectives of the research.

This study was limited by different constraints. The investigation used a sample that could not be representative for communities outside of the Yeguaré Region. Time and budget constraints affected the number of people who were interviewed. Participants could not completely express their opinion and feeling about the Yeguaré Initiative Project due to cultural reasons. Being the researcher an outsider could not be able to understand the dynamic and structure of the Yeguaré Region.

Summary

Chapter I justified this research and stated the problem being researched. The purpose of this study was to determine the impacts of the implementation of a territorial

approach of development in the Yeguaré Region of Honduras. Three major research questions emerged: (1) What has been the impact of the youth participation, and vocational education for the youth in the Yeguaré Region?, (2) what has been the impact of the territorial approach on the development of the Yeguaré Region? and (3) how has the sustainability of livelihoods of the Yeguaré Region been impacted by the territorial approach? The conceptual framework, methods, assumptions and limitations of the study were also discussed. Chapter II will establish the conceptual framework for this research.

CHAPTER II

LITERATURE REVIEW

The purpose of this literature review was to establish a conceptual framework for a study on the impacts of a territorial model of approach in Honduras, Central America. The field of sustainable development supported this research. A broad history of international development covering the leading paradigms and international development models is provided. Then, a detailed description of the territorial approach of development and its main components is discussed. Finally, a characterization of Honduras and the Yeguaré Initiative Project set the stage for this study.

Sustainable Development

Cowen and Shenton (1996) stated “development defies definition... because of the difficulty of making the intent to develop consistent with immanent development” (p. 438). McGillivray (2008) considered development as a term with many different meanings. While some definitions overlap each other, some contradict each other. To many people development is either a process or an outcome that could be bad to people and the societies. Some others consider development as both a process and an outcome that is good. To understand development is necessary to identify, explain and analyze the differences in meaning and outline a definition of development. Also, it is necessary to look at various definitions of development from a chronological point of view (Cowen & Shenton, 1996; Hunt, 1989; Leftwich, 2000; McGillivray, 2008).

The most common used definition of sustainable development was: “progress

that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Commission, 1987). This definition helped to shape the international agenda and the international community’s attitude towards economic, social and environmental development (United Nations Economic Commission for Europe, 2008). Since then, sustainable development became more widely accepted, applied and researched (Toness, 2002).

A Brief History of Development

According to McGillivray (2008) development was defined as either historical progress or modernization during the 1950s and 1960s.

Development as historical progress referred to a steady onward process that resulted in a systematic and progressive transformation of the world. This definition of development dominated the Western European experience during the last decades of the 18th century. During that period of time the emergence of more materials and improved technologies resulted in better transportation and communication, and, improvements in health and education levels (McGillivray, 2008).

McGillivray (2008) considered that development as modernization implied a process whereby a society passed through a fundamental and structural transition from one condition to another. This shift implied not only an economic transformation but also a profound social, cultural, ideological, institutional and political change (Huntington, 1971; McGillivray, 2008).

According to McGillivray (2008) Walt Rostow and Karl Marx were the most

notorious writers about development defined either as historical progress or modernization.

McGillivray added that Rostow's stages theory of economic growth considered five stages of development: traditional society, preconditions for take-off, take off, drive to maturity, and the age of high mass consumption. Rostow (1960) concluded that a society or country can be considered to be developing as it passed through these steps and as developed as it reached the final step. Marx's stages theory of historical development defined four stages of development according to the level of freedom enjoyed by individuals and the ownership of property. Primal stage, feudal stage, capitalist stage and communism were the four stages of development defined by Marx (McGillivray, 2008).

Recent Tendencies in Rural Development

McGillivray (2008) noted that traditional meanings of development were scrutinized from the late 1960s onward. De Janvry and Sadoulet (2005a) agreed that the concept of development was redefined in the 1970s and 1980s. New meanings of development emerged from the criticisms of the modernization strategies (McGillivray, 2008).

Integrated rural development started in the 1970s and 1980s. This approach looked for delivering services to the rural poor from the public sector. It focused on agriculture, trying to expand the benefits of the Green Revolution to the poor. The approach had limited success because the results were not sustainable beyond the end of support. This approach was made dysfunctional by a decline of the role of the state and

the size of public budgets. This situation led to a drift in attacking rural poverty toward welfare transfers instead of social development and income generation (De Janvry & Sadoulet, 2005a).

Uphoff, Esman and Krishna (1998) stated that alleviation of poverty was the predominant paradigm among development agencies in the 1970s. Uphoff, Esman and Krishna concluded that macroeconomic growth bypassed the majority of the population (specially in the rural areas). Then, the governments and development agencies were led to satisfy the basic needs and to increase the productivity of the majority.

Marketization, privatization, deregulation and government substituted the antipoverty approach in the 1980s. These measures referred as structural adjustment limited the role of the government in reducing poverty (Uphoff, Esman & Krishna, 1998).

De Janvry and Sadoulet (2005a) noted that the integrated rural development model left important lessons for the future. The failure of the model reoriented rural development toward: relying more in individual and collective initiatives of the beneficiaries instead of government tutelage, achieving competitiveness of the poor by playing the rules of the markets, realizing that rural is more than agriculture, defining rural development efforts in the context of supportive international and macro policies instead of the traditional urban policy bias, recognizing the heterogeneity of circumstances in the rural sector, and increasing social investments in education, health and women's status in rural areas.

An integral rural development approach emerged in the 1990s. This model was

the result of practice through rural development projects implemented by pioneering organizations like International Fund for Agricultural Development, the Inter-American Foundation and innovative NGOs. The World Bank (2002), the Inter-American Development Bank (2004), the Inter-American Institute for Cooperation in Agriculture (2003) and the French National Institute for Agricultural Research/French Agricultural Research Centre for International Development (2001) have adopted and perfected the approach during the last years (De Janvry & Sadoulet, 2005a).

De Janvry and Sadoulet (2005a) stated that the integral rural development approach was characterized by pragmatic adaptation to local conditions; emphasizing decentralization, participation and collective action; returning managerial functions to communities, following a territorial approach; pursuing the advantages of new driven forces in agriculture; giving environmental and social services payments to the communities; seeking coordination with macro and sectoral policies; and, reducing the role of the state in the rural sector. Bunch (1997) also realized the need for an integral model of development that considers agricultural, social, political and economic factors; female and male; and, formal and vocational education.

The Need for a New Model of Rural Development

De Janvry and Sadoulet (2004) concluded that rural poverty, concentration of poor in rural areas and rising inequality in the distribution of rural incomes remains constant in Latin America. Falck (2007) claimed the need for a new model of development that overcomes stagnation.

De Janvry and Sadoulet (2005b) discussed evidence of failure of past development models. Evidence shows that rural poverty and the number of rural poor has increased over time, rural inequality is high and increasing, social development has improved but there still exists considerable gaps between rural and urban social development, and there is a displacement of poverty toward urban areas.

De Janvry and Sadoulet (2005a) stated that there exist several reasons why a new model of development has a chance to succeed. The world has experienced major changes during the last 15 years. De Janvry and Sadoulet concluded that the most important opportunities for rural development are: widespread progress in democracy, decentralization and local civil society organization; greater freedoms; increasing importance of environmental issues, limited increases in foreign aid budgets; and, steep learning curve of the integral model of development.

According to De Janvry and Sadoulet (2005a) a new model of development must address four issues: explain the determinants of rural well-being, identify the programs and policies for rural development interventions that can improve well-being, identify the processes through which pro-poor rural policies and programs are determined, and identify instruments for greater efficiency in implementing these policies and programs.

The enormous heterogeneity of conditions under which rural areas operate requires creativity and flexibility in project design and implementation. De Janvry and Sadoulet (2005a) recommended that the new integral model of development must focus in creating capabilities, citizenship, opportunities, political support and knowledge to be successful in reducing poverty.

The Territorial Model of Development

Bassett, Blanc-Pamard, and Boutrais (2007) analyzed the evolution of the concept of territory from a social-natural perspective to one that considers the territory as a way of governance that facilitates the organization of people and resources within its borders. Bassett et al. (2007) concluded that a territory links local communities and their identities to a place. Governments, NGO and aid donors should take advantage of the positive factors that territories offer for intervention processes. Bassett et al. expands the concept of territory to several social sciences beyond rural development.

De Janvry and Sadoulet (2004) considered that the territorial approach responds to the qualitative changes in rural poverty and the emergence of new opportunities for rural poverty reduction. To be successful, De Janvry and Sadoulet concluded that the territorial approach must have five dimensions: define regions, institutional transformation of the region, productive transformation of the region, social transformation of the region, and implementation of territorial rural development as a national strategy.

The W.K. Kellogg Foundation (2007) noted that the territorial model of development must develop a new approach that break the local cycle of poverty and improve future perspectives and quality of life for the people. The W.K. Kellogg Foundation noted that the territorial approach outcomes must be sustainable and will vary according to the context of each territory.

Falck (2007) stated that Honduras' development has been affected by geographical and climate conditions, production heritage and international markets.

However they have not been considered in the implementation of macroeconomic and sector policies. Falck suggested that the process of development must prioritize the territorial division before the political division.

Falck (2006) considered that the concepts of youth development, territoriality, sustainable livelihoods and gender roles must be the conceptual framework of the model of rural development. These four concepts must be accompanied in the operation level by appropriate communication, training, alliance and logistics to achieve development in rural areas. The literature review will expand on each of these concepts.

Territoriality

Kranjcevic (2006) stated that when planning rural development, it is important to consider spatial factors as well as economic and social aspects, as focusing entirely on economic and social aspects can result in negative changes. Space aspects should be considered as an important resource during rural development planning. Kranjcevic noted that space planning provides an instrument for creating quality changes in rural spaces, and can be used to balance the interests of different sectors. A spatial or territorial approach therefore has a major role to play in the preservation and development of rural areas.

De Janvry and Sadoulet (2005a) concluded that the purpose of territorial development is to endow the poor with assets in a context where growth offers them new employment and investment opportunities. De Janvry and Sadoulet realized the need for

large economic regions (territories) as a unit of decision-making appropriate for the promotion of income-generating strategies.

According to De Janvry and Sadoulet (2005a), countries should reconsider decentralization in support of economic projects. De Janvry and Sadoulet suggested to promote the formation of associations of municipalities or to define regions administratively to intensify the effects of the projects. To be successful, De Janvry and Sadoulet recommended that territories endow themselves with institutions for consultation and coordination, planning, and promotion. Then the poor will maximize the value of the programs when they are located where need intersects with a real opportunity for improvement (Bunch, 1997).

The W.K. Kellogg Foundation (2007) considered that the territories objectives depend of their own characteristics and should be determined by the partnering institutions. The W.K. Kellogg Foundation noted that the activities in the territories must focus in an appropriate use of resources, the formation of partnerships, evaluation, communication and dissemination of knowledge, and the impact of public policies, practices, and systems.

Youth Development

Crave and El Sawi (2001) stated that development without the youth is not sustainable for a country. Crave and El Sawi noted that national development could be achieved by increasing the individual skills of the nation's youth.

According to Crave and El Sawi (2001) youth must be considered as full partners of development activities. Youth develop valuable planning, organizing and monitoring skills when they participate in the implementation of projects. The development of youth skills and competences permit the youth to earn a livelihood as well as to strengthen their organizations, communities and nations.

Crave and El Sawi (2001) considered that youth must be viewed as assets and resources to be developed rather than youth as a problem to be fixed. Crave and el Sawi noted that developing youth address the development challenges of the communities and countries.

Kretzmann and McKnight (1993) concluded that youth must appreciate that they have many strengths and assets (economic, personal and community). Programs must help youth to realize that they have strengths and assets on which to build (Crave & El Sawi, 2001). Cooperrider and Whitney (1999) considered that youth that appreciate and identify their strengths have higher expectations.

According to Crave and El Sawi (2001) youth development is achieved through the involvement of the youth in the decision and rule making of the programs. Crave and El Sawi considered that offering these opportunities to the youth guarantee the success and sustainability of the programs. Knowles, Holton and Swanson (2005) noted the importance of motivating the youth to accomplish their goals. Knowles, Holton and Swanson considered that adults are motivated to keep growing and developing if access to opportunities or resources, available time and programs is provided. Through developing practices the youth gain skills that permit them to earn a livelihood while

contributing to the development of their communities and countries (Crave & El Sawi, 2001).

Youth development and leadership are important factors to reduce the rates of poverty and out-migration from the rural areas. Since poverty tends to pass from one generation to the next, the most effective and sustainable means of ending this cycle is to employ the involvement, leadership, and energy of the youth. Young people represent a strategic leverage point from which positive effects can ripple outwards to their families, their communities, and society as a whole (W.K. Kellogg Foundation, 2007).

Sustainable Livelihoods

Rogers (2003) defined sustainability as “the degree to which a program of change is continued after the initial resources are ended.” Rogers noted that sustainability issues have received much more attention than previously in Latin America and other developing regions. An innovation needs to be highly compatible with the needs of clients and available resources to be continued over time.

Carney (1998) and Scoones (1998) concluded that the key to development of sustainable rural livelihoods is investment in rural capital. Carney noted that investment must be an appropriate and socially profitable mix of physical, human, natural, financial, and social capital. Scoones stated the investment should take into account the diversity of context in developing countries.

The W.K. Kellogg Foundation (2007) stated that the creation of sustainable livelihoods for a sustainable and ongoing process of regional development requires international policy and systems changes.

Jansen, Pender, Damon and Schipper (2006) concluded that Honduras hillside households base their livelihoods strategies in limited assets. Jansen et al. (2006) considered that sustainable livelihoods requires the following factors: investment in road infrastructure, encourage family planning, improve access to land, broaden households' physical asset base, promote improved sustainability of agricultural production, and taking into account local conditions.

Gender Roles

The World Bank (2001) stated that gender inequality vary among societies in extent and manifestations. Norms for gender roles and rights are part of the moral order of the communities and permeate other institutions. The World Bank considered that gender inequalities are reinforced unless efforts are made to avoid it.

Most developing countries present unequal opportunities in health, education, economic welfare, and political agency. Men and women around the world have different access to assets and opportunities. Gender differences are perpetuated by unequal norms and social structures. Gender inequity directly affects investment in children and household welfare (World Bank, 2005).

The World Bank (2001) considered that increasing gender equity has enormous benefits in creating and developing a culture of human rights as well as more material

benefits. Gender equity generates material benefits through its effects on productivity and next generation's human capital. The World Bank concluded that paths to gender equity include giving men and women equal legal rights, equal access to education and health, and equal access to services related to income generation.

Malhotra and Schuler (2005) concluded that the empowerment of women has been widely recognized as an important goal of international development. The World Bank (2005) concluded that economic, social, cultural and political inequalities that reinforced gender inequality must be eliminated. The World Bank noted that poverty reduction could be achieved by providing the women with more access to property rights, education and health. Empowered women are able to influence the household decisions and improve the well-being of the their families.

The Context of Honduras

Geography and People

Honduras (Figure 1) is located in Central America, bordering the Caribbean Sea, between Guatemala and Nicaragua and bordering the Pacific Ocean (Gulf of Fonseca), between El Salvador and Nicaragua (Central Intelligence Agency, 2008). Tegucigalpa is the capital. Other leading cities are San Pedro Sula, Comayagua, Choluteca and La Ceiba.



Figure 1. Map of Honduras (Britannica Student Encyclopedia, 2008).

Honduras has a population of 7.3 million (U.S. Department of State, 2008). The majority of the population is mixed Indian and European (90%) while there are considerably fewer European, Arab, African, Asian or indigenous Indians descendants. Spanish is the national language. Honduras has a 76% literacy rate.

The area of Honduras is 43,278 sq. mi. (112,090 sq. km.). Most of the terrain is mountainous (U.S. Department of State). Honduras' land uses are arable agricultural land (10%), permanent crops (3%), and forest, woodlands and others (87%) (Central Intelligence Agency, 2008).

The predominant climate in Honduras is tropical to subtropical depending of the elevation (U.S. Department of State). The average daytime temperature in both the Caribbean and Pacific lowlands is between 81-90 degrees Fahrenheit (27-32 degrees

Celsius) and it is cool at night. The interior highlands have a pleasant climate, with an average high temperature ranging from 77-86 degrees Fahrenheit (25-30 degrees Celsius). Above 6,500 feet (2,000 meters), temperatures can fall to near freezing at night and frost sometimes occurs. The average rainfall ranges from 39-94 inches (1,000-2,400 mm). Honduras has a dry season from November-April and a wet season from May-October (Library of Congress, 2008).

History Background

Booth, Wade and Walker (2006) described Honduras as “an unusual and paradoxical country” (p. 133). Even when the country has not developed a significant export economy, Honduras has been a calm eddy in a problematic region (until 1970s).

Honduras was originally inhabited by indigenous tribes, being the Mayans the most powerful. Another tribe, the Lencas, inhabited the western central part of the country. These two groups had their conflicts but maintained their commercial relationships with each other and other groups in Mexico and Panama (U.S. Department of State, 2008).

In 1502 Columbus discovered Honduran soil and named it as Honduras (meaning “depths”) for the deep water off the coast. During 1523-1526 Hernan Cortes ruled the new territory and established the Honduran government. During the colonial era Honduras formed part of the Captaincy General of Guatemala. Comayagua and Tegucigalpa were the two main cities in Honduras that developed as mining centers. In 1537 Governor Montejo gained the battle in the Valley of Comayagua and vanquished the indigenous tribes led by the Lenca chief, Lempira (U.S. Department of State,

2008).

Honduras gained independence from Spain in 1821 and was briefly annexed to the Mexican Empire. During 1823-1838 Honduras joined the United Provinces of Central America federation. Honduran national hero Gen. Francisco Morazan led unsuccessful efforts to maintain the federation but it finally collapsed in 1838 (Booth, Wader, & Walker, 2006).

During the 1900s the Honduran economy was based on agriculture and it was dominated by U.S. companies that established vast plantations in the north coast of the country. Later, foreign capital, banana-plantation life and conservative politics dominated Honduras from the late 19th century until the mid-20th century (U.S. Department of State, 2008).

Political instability dominated Honduras during the 20th century. Several military regimes ruled the country until 1982. In 1980 Honduras elected a constituent assembly and voted in general election in 1982. Until 2008 Honduras has had seven consecutive democratic elections. Jose Manuel Zelaya won the 2005 elections and has been President since then (U.S. Department of State, 2008).

During the last decades Honduras has had international aid and support from USAID, the Peace Corps and, non-governmental and international voluntary agencies. The international support increased after 1998 when Hurricane Mitch devastated the country, leaving more than 5,000 people dead and 1.5 million displaced. Damages totaled \$3 billion. Recently Honduras became the first country in Latin America to sign a Millennium Challenge Account agreement with the U.S. and promoted Central

American integration (U.S. Department of State, 2008).

Honduran Economy

Honduras is the second poorest country in Central America and one of the poorest countries in the Western Hemisphere. Also the country has an extraordinarily unequal income distribution and massive unemployment (World Bank, 2006a).

Honduras has signed and ratified the U.S.-Central America Free Trade Agreement (CAFTA). The country is banking on expanded trade under CAFTA and on debt relief under the Heavily Indebted Poor Countries (HIPC) Initiative (Central Intelligence Agency, 2008).

Despite improvements in tax collections and other macro-economic policies, the country has a growing fiscal deficit resulting from increases in current expenditures and financial losses from the state energy and telephone companies. Honduras is the fastest growing remittance destination in the region with inflows representing over a quarter of GDP, equivalent to nearly three-quarters of exports (Central Intelligence Agency, 2008). Honduras economy relies heavily on a narrow range of exports, notably bananas and coffee, making it vulnerable to natural disasters and shifts in commodity prices, however, investments in the maquila (U.S. factories operated in Honduras under preferential tariff programs) and non-traditional export sectors are slowly diversifying the economy. Growth remains dependent on the economy of the U.S., its largest trading partner, and on reduction of the high crime rate, as a means of attracting and maintaining investment (U.S. Department of State, 2008).

Figure 2 provides a conceptual framework for this study on the factors of a territorial model of development in the Yeguaré Region from May 2004 to August 2008.

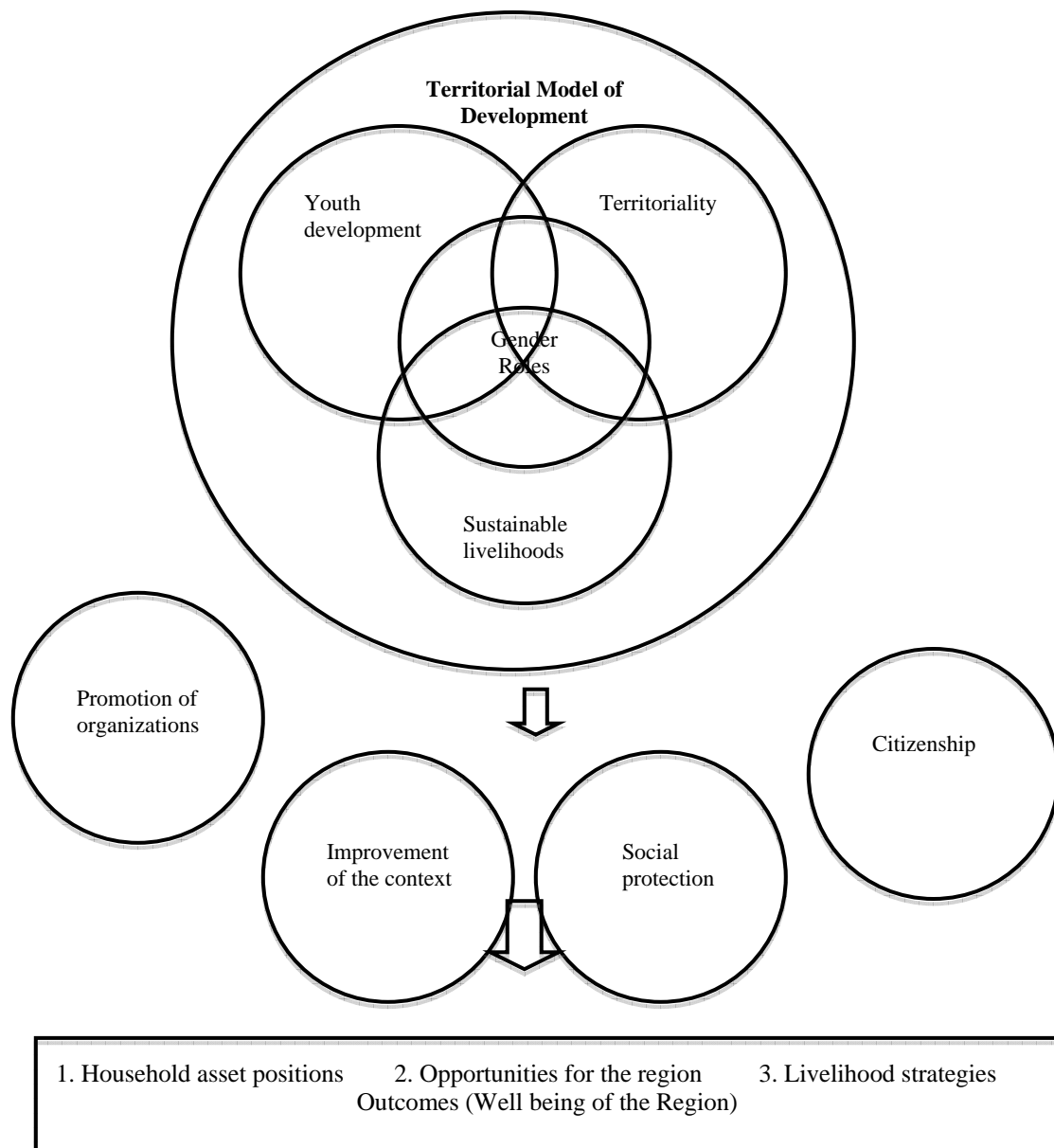


Figure 2. Conceptual Framework: Factors of a Territorial Model of Development in the Yeguaré Region, 2008.

CHAPTER III

METHODOLOGY

This research followed a research protocol throughout the study to accurately assess the perceptions of the stakeholders regarding the impact of the Yeguaré Initiative Project in the Yeguaré Region, Honduras. The stakeholders considered in the research were habitants of the Yeguaré Region, strategic local actors, local businessmen, associated producers, financial officers, business development providers, extension agents and project officers. The research used mix methods. Quantitative and qualitative methods were selected to gather and analyze different types of data of the project and to evaluate the impacts of the project on the region. Long-term observation, review of documents, use of archival data and face-to-face semi-structured interviews with open-ended questions were the basis for the qualitative methodology while close-ended category-scale questionnaires were the basis for the quantitative methodology. The data analysis followed a case study research methodology. This methodology was selected because this study looked for gaining in-depth understanding of the project impacts and meaning for those involved, had multiple scenarios and dealt with qualitative and quantitative data (Dooley, 2002; Merriam, 1998).

In compliance with human subject research requirements, a copy of the research instruments and personal consent forms were submitted to Texas A&M University's Institutional Review Board (IRB). Approval of the research instruments was granted by the IRB (Appendix A).

This chapter will discuss: research design, target population, sampling, instrument development, methods of data collection, and data analysis.

Research Design

A qualitative and quantitative research design was used to take advantage of the collected data and to increase triangulation. Frankel and Wallen (2006) stated that mixed-methods research allows the researcher to gather and analyze considerably more and diverse data than just one approach. Patton (2002) wrote that triangulation strengthens research through combining methods. Patton mentioned that data triangulation and methodological triangulation allows the use of a variety of data sources and multiple methods to study a single program respectively. Frankel and Wallen identified that a mixed-method triangulation design allows the researcher to collect quantitative and qualitative data, to compare the results, and then to use the findings to see whether they validate each other. Considering that this study was diverse in participants and data types and sources, a mixed-methods methodology enhanced understanding of the impacts of the Yeguaré Initiative Project in the region.

The qualitative research design used a standardized open-ended and sequenced interview questions that were developed by the Kellogg Foundation in 2004 to generate the baseline of the project. There were three sets of different interview questions and each of them represented one component of the territorial model of development (youth development, territoriality and sustainable livelihoods). The stakeholders were asked different questions according to their area and level of involvement with the project. The

use of an open-ended interview allowed the participants to respond freely and generated wide, deep and diverse information. The stakeholders were asked questions related to at least one of the three research questions:

1. What has been the impact of the youth participation and vocational education for the youth in the Yeguaré Region?
2. What has been the impact of the territorial approach on the access to education and work wages for men and women of all ages in the Yeguaré Region?
3. How has the sustainability of livelihoods of the Yeguaré Region been impacted by the territorial approach?

Patton (2002) considered that the strength of open-ended questions resides in the flexibility, spontaneity, and responsiveness they offer to individual differences and situational changes. Patton noted that open-ended questions offers maximum flexibility to gather information in whatever direction appears to be appropriate. However, informal interviews require a great amount of time to collect systematic information and it can be difficult to pull together and analyze. The use of open-ended questions permitted the researcher to collect abundant data regarding the impacts of the project in the region. The researcher gathered and analyzed the responses, then developed a coding system that allowed a quantitative analysis of the responses.

The quantitative research design used standardized questions and response categories that were developed by the Kellogg Foundation in 2004 to generate the baseline of the project. Fraenkel and Wallen (2006) considered that open-ended questions are popular, easy and faster to tabulate, and enhance consistency of response

across participants. On the other hand, open-ended questions need more questions to cover the research subject, could limit range of responses and take more time to develop. The four-point category scale included the following markers: incipient, emergent, developing, and developed. Incipient meant that the organization capabilities were barely perceptible in the institutions. Emergent meant that the organization capabilities were perceptible in the institutions. Developing meant that the organization capabilities were in a positive permanent evolution in the institutions. Developed meant that the organization capabilities were totally installed in the institutions.

The researcher conducted face-to-face conversations to implement the quantitative and qualitative research design. This technique was efficient and effective in gathering data on participants' knowledge, opinions, perceptions and feelings. The researcher kept a long-term engagement with the project and the habitants of the communities. Trust was developed and the participants felt comfortable to express their ideas and opinions. Before the interview the researcher explained to the participants the nature of the research, gave information about confidentiality issues, clarified their questions, and showed gratitude for their participation. Fraenkel and Wallen (2006) considered that face-to-face interviews are the most effective method to get the cooperation of the participants. Also, they noted that the technique permits the researcher to spend more time with the participants while rapport is established, questions are clarified and answers are follow-up.

Finally, a case study research methodology was used to analyze the data upon data collection and tabulation.

Population

Fraenkel and Wallen (2006) defined population as the group of interest to the researcher. Determining the population of the study was important to select the appropriate sample and to know the group to whom the researcher could apply the results. The population of this study involved 8,600 habitants of 4,600 households of the five counties of the Yeguaré Region. The population includes youngsters, strategic local actors, local businessmen, associated producers, financial officers, business development providers, extension agents and project officers that participated in the Yeguaré Initiative Project during the period 2004-2008. The project was implemented in the following five counties of the Yeguaré Region: San Antonio de Oriente, Guinope, Moroceli, Villa de San Francisco and Yuscarán.

Sampling

This research study used a panel survey sampling technique. According to Creswell (2008) a panel survey is a longitudinal survey design in which the researcher examines the same people over time. The advantage of this type of study is that the individuals studied will be the same each time, allowing the researcher to determine actual changes in specific individuals. The disadvantage of the panel survey is that individuals may be difficult to locate. This sample was appropriate because this study did not look to generalize its results (Fraenkel & Wallen, 2006; Merriam, 1998), and the purpose of the study was to discover, understand and gain insight about the impacts of a territorial approach of development in Honduras.

The researcher used the same sample that the Kellogg Foundation selected in 2004 to develop the baseline of the project. In 2004, the Kellogg Foundation chose a purposeful sample of 358 habitants of the five counties of the Yeguaré Region that represented 4.16% of the total population of the project. All the participants had in common that they were called in because of their relation with the Yeguaré Initiative Project. In 2008, the researcher identified 169 participants of the 2004 sample that were involved in at least one of the four elements of the territorial approach of development. At the end of the field work the researcher had been able to contact and to interview 63 participants that represented 37% of the expected sample size. The 63 participants answered questions related to their involvement in three of the four factors of the territorial approach: youth development (15 participants), territoriality (15 participants) and sustainable livelihoods (33 participants). Gender roles were considered as a transversal factor for the other three factors. The 63% attrition rate corresponded to participants that left the project due to several causes like migration and lack of interest in the Yeguaré Initiative.

Using the same sample permitted the researcher to apply the one group pretest-posttest analysis (Fraenkel & Wallen, 2006) for the quantitative analysis of the study. The selected purposeful sample identified respondents that gave rich information for the study. Also, the sample size represented the questions being asked, the data gathering, research progress and available resources.

Instrument Development

The researcher used an instrument with open-ended interview questions and close-ended category-scale questions (Appendix B) for face-to-face conversations. The questions were based on those developed by the Kellogg Foundation in 2004 to elaborate the project baseline. The use of similar questions was appropriate for the quantitative analysis of this study.

The instrument was developed following the three research questions. The researcher presented a draft of the instrument to the project director and two members of the dissertation committee. They verified the instrument for content validity. The project director gave suggestions to improve the clarity of the instruments and the members of the committee focus on the structure of the instrument. The objective of the review by experts and colleagues was to finalize the substantive content of the instrument (Dillman, 2000). The researcher was fluent in Spanish. He translated the instrument ensuring that he used the same words in Spanish, thus ensuring the content validity of the instrument.

The interview protocol was divided into four sections: (a) Youth development, (b) Territoriality, (c) Sustainable Livelihoods, and (d) Socio-economic and demographic characteristics. There were a total of 111 questions in the interview protocol.

The second section of the instrument (territoriality) had a survey part where participants were asked to indicate agreement with 15 statements related to territoriality. The responses were based on a four points interval-scale. The points on the scale were as follows: 1 = Incipient, 2 = Emergent, 3 = Developing, 4 = Developed.

Pilot Study

A pilot study was conducted for testing the reliability, clarity, and length of the instruments. Dillman (2000) noted that a pilot test emulates the procedures proposed for the main study and allows the researcher to determine if all of the parts of the study are included and sufficient. Specifically for this study, the pilot test determined if useful information was being obtained from open-ended questions and if the number of questions was appropriate. The pilot study was conducted with 5 participants of the Yeguaré Initiative project. The participants suggested to change some questions for more clarity, however they considered the instrument adequate. The pilot study helped to increase the clarity and understanding of questions.

Data Collection

Data came from four different sources: (a) Long-term observation, (b) semi-structured interviews, (c) review of documents, and (d) archival data. The researcher had past involvement with the project during the years and he had persistent observation during the research process. During his involvement with the project, the researcher interviewed the participants, reviewed documents and analyzed archival data from the period July 2004 – May 2008.

The interview data was collected from mid-May to mid-June, 2008. Before this, the researcher had prolonged engagement with the project, the region and the habitants of the area. The researcher engaged with the Yeguaré Region during his work there between 2004-2006. Also, he visited the region in May, 2007 and July-August, 2007.

The purpose of these visits was to meet with the project stakeholders to plan and discuss the research proposal. In February 2008 the researcher made his last trip to Honduras to do the required field work and to collect the data. Data collection started in mid-May, 2008 upon approval of IRB procedures. The permanent contact between the researcher and the communities and the stakeholders of the project allowed him to create a positive and trustworthy relationship.

In February 2008 the researcher arrived to Zamorano University, the institution that operated the project and location of project officers. During February – April, 2008 the researcher and the project extension agents identified participants of the baseline that still were involved in the Yeguaré Initiative Project. All participants agreed to participate so meeting dates and times were arranged. It was agreed that the researcher and participants meet at participants' homes or work places. For participants under 18 years old, it was agreed that their parents or legal guardians would be required to be present during the interview.

The researcher collected the data through various means: semi-structured interviews (open-ended and close-ended questions), persistent information, personal conversations and, review of documents and archival data. The semi-structured interviews provided most of the data. On the date of the interview, the researcher was introduced to the participants by a project extension agent. Also the researcher introduced himself, explained the purpose and objective of the study, and assured the confidentiality of the information. The interviews took place in quiet and private places, where the participants felt comfortable.

Before the interview took place, the researcher ensured confidentiality and notified the participants that only the researcher was gathering and analyzing the data and writing the reports. The researcher required written consent (Appendix C) from the participants (and their parents or legal guardians) to interview them. Each interview lasted approximately two hours.

The use of multiple sources of data and multiple methods of data collection ensured the triangulation and trustworthiness criteria of confirmability, credibility, transferability and dependability (Merriam, 1998). During the interviews and in follow-up visits the researcher asked for feedback from the participants to know if they would like to add to their comments, or if they needed any additional clarification. Moreover, the researcher developed an audit trail of the materials (Appendix D). The researcher recorded their notes and observations during the interviews. The data gathering instrument and field notes were filed after the interview for confidentiality of the information.

Merriam (1998) noted that qualitative research is emergent, with data collection and analysis recursive and dynamic. The researcher applied this concept during his field-work. During the time the researcher interviewed the 63 participants, the researcher realized the need for more information from project officers and more stakeholders involved in the project.

Measures of Quality

To have quality in the research process the researcher had prolonged engagement with the territorial model project and its stakeholders. The researcher lived in the region for several years having past involvement with the project over the years. Specifically, the researcher spent May, 2007 - August, 2007 visiting beneficiaries of the project and discussing the research proposal with the project officers. The researcher spent four months in the communities during February-June, 2008.

The study applied trustworthiness quality criteria. These criteria included transferability, dependability, credibility, and confirmability. Transferability was achieved by providing thick description from respondents views. Therefore others can decide if the findings are applicable to other cases. Some social and economical generalizations can be drawn to similar communities in the region. Dependability was addressed by keeping complete records of the data collected and analysis procedures. Credibility was achieved through peer debriefing and member checking. The researcher conducted an audit trail that compiled the research journal, notes and peer debriefing notes. Confirmability audit was addressed by supporting conclusions and interpretations with excerpts from the raw data.

Data Analysis

During the interviews and the data entry process the researcher coded all participants' names to maintain confidentiality as stated in the consent form. The responses to the open-ended interviews were categorized and tabulated based on the

frequency of responses. Close-ended responses were analyzed descriptively and reported as frequency of responses and percentages.

The researcher selected a case study data analysis methodology for this study. Dooley (2002) noted that the case study methodology is a valuable tool for researchers. Moreover, the use of case study methodology permits the researcher to observe events and experiences from multiple perspectives. The case study methodology allowed the researcher to analyze the data using quantitative and qualitative techniques. Also the case study methodology was appropriate for the large amounts of data, the number of participants and the five counties being considered.

During the analysis the researcher was concerned with producing valid and reliable knowledge in an ethical manner (Merriam, 1998). Merriam stated that internal validity deals with the question of how research findings match reality, external validity is concerned with the extend to which the findings of the research can applied to other situations and reliability refers to the extend to which search findings can be replicated. The researcher ensured internal validity using triangulation, member checks, long-term observation, peer debriefing examination and reflexive journaling. External validity was addressed by the use of rich and thick descriptions, and multisite designs. The researchers' position, triangulation and audit trail were the strategies applied to address reliability in the study.

The quantitative analysis included descriptive and inferential statistics. The analysis included measures of central tendency, hypothesis testing and non-parametrical techniques for categorical data (Chi-squared and Fishers' exact test). The quantitative

analysis used SPSS 15.0 and SAS 9.1 statistical software. This analysis defined changes in the Yeguaré Region resulting from the implementation of the Yeguaré Initiative Project.

Qualitative analysis elaborated and expanded the quantitative analysis. Merriam (1998) states that qualitative research is emergent. This means that data collection and analysis are recursive and dynamic. The researcher permanently analyzed the data since the beginning of the investigation. This study developed a case study representative of the impact of the territorial model in the Yeguaré Region. The case studies facilitated comparisons of macro-social phenomena cases. This technique allowed representing each case as a combination of causal and outcome conditions that the quantitative analysis failed to identify.

The researcher looked for themes about the impacts of a territorial model of development implemented in the Yeguaré Region of Honduras. The results of the study provided feedback for the project stakeholders in areas related to youth development, territoriality and sustainable livelihoods. Also, the results contributed to the literature in expanding the knowledge about development models.

Assumptions and Limitations

This study assumes that participants were involved in the Yeguaré Initiative Project since its implementation. Participants were free to choose their participation and expressed their own opinions and perceptions about the impact of the project. Zamorano

University and the Kellogg Foundation provided all the necessary resources to achieve the objectives of the research.

This study was limited by different constraints. The investigation used a sample that could not be representative for communities outside of the Yeguaré Region. Time, high attrition rates and budget constraints affected the number of people who were interviewed. Using the same sample as in the 2004 baseline allowed the researcher to apply the one group pretest-posttest quantitative technique. However, the high attrition rate caused small sample sizes that limited the statistical analysis of the data. Participants may not completely expressed their opinions and feelings about the Yeguaré Initiative Project due to cultural reasons.

CHAPTER IV

FINDINGS

The researcher conducted the investigation as part of an existing project involving The Kellogg Foundation and Zamorano University in the Yeguaré Region, Honduras. Both institutions funded travel and living expenses during the time the research took place. Zamorano University acted as a gatekeeper, helping the researcher make contact with the participants of the project.

The research questions that emerged during the formulation of the research study included:

1. What has been the impact of the youth participation and vocational education for the youth in the Yeguaré Region?
2. What has been the impact of the territorial approach on the development of the Yeguaré Region?
3. How has the sustainability of livelihoods of the Yeguaré Region been impacted by the territorial approach?

In answering these research questions, the researcher analyzed the educational, social and economic impacts of the Yeguaré Initiative Project on the participants of the project and the region overall. First, the researcher described the Yeguaré Initiative Project, its context and characteristics. Later, the researcher detailed quantitative and qualitative effects of the Project for each of the research questions. Then, he discussed the findings of the investigation.

The Yeguaré Initiative Project

The Yeguaré Region (Figure 3) includes eleven counties of the Francisco Morazan and El Paraiso states in Honduras, Central America. The five counties that participated in the Yeguaré Initiative Project were Villa de San Francisco, San Antonio de Oriente, Guinope, Yuscarán and Moroceli. The area of the Yeguaré Region is 274.8 squared km. equivalent to 0.24% of the country area.



Figure 3. Map of the Yeguaré Region (Yeguaré Initiative Project, 2008).

The Yeguaré Initiative Project involved 13 villages (Table 1), most of them in the Moroceli and Villa de San Francisco counties.

Table 1

Villages of the Yeguaré Region

| County | Village | Area (squared km.) |
|------------------------|------------------------|-------------------------------|
| Moroceli | Moroceli | 33.47 |
| | Buena Vista | 13.91 |
| | Hoya Grande | 31.20 |
| | Los Limones | 10.10 |
| | Liquidambos | 5.51 |
| Villa de San Francisco | Villa de San Francisco | 24.71 |
| | El Coyolito | 6.00 |
| | El Hato | 2.14 |
| Guinope | Guinope | 28.30 |
| Yuscaran | Yuscaran | 50.76 |
| San Antonio de Oriente | La Cienega | 14.60 |
| | El Jicarito | 30.10 |
| | San Antonio de Oriente | 24.00 |
| Total | | 274.80 |

The Yeguaré Region has a population of 84,227 people. The five counties of the Yeguaré Initiative have 53,613 habitants (Table 2). The region has an average population growth rate of 2.1% (3.3% for the country). Moroceli county is expected to have the highest population growth rate (3.2%) because of its agricultural, livestock and commercial activities (Instituto Nacional de Estadística, 2001).

Table 2

Population in the Yeguaré Initiative Project

| County | Population (habitants) |
|------------------------|-----------------------------------|
| San Antonio de Oriente | 12,063 |
| Moroceli | 11,968 |
| Yuscaran | 11,384 |
| Valle de Angeles | 10,454 |
| Villa de San Francisco | 7,744 |
| Total | 51,613 |

The Yeguaré Region had a younger population with 61% of the population under 24 years old and 21% of the population between 15-24 years old. The economically active population in the Yeguaré Region (15-64 years old) represented 55% of the region population (Document 4).

The Yeguaré Initiative Project

The purpose of the Yeguaré Initiative Project was to promote sustainable development in the Yeguaré Region, Honduras through a comprehensive cluster of projects (CIP). The cluster of projects promoted strategic alliances between different actors in the region and developed a shared commitment among several institutions in the region. Also the cluster involved the youth in community activities, strengthening local governments and taught families how to use rural technology to improve the sustainability of their livelihoods. The project was funded by the W.K. Kellogg Foundation and implemented by Zamorano University (Documents 1 and 5).

The Initiative promoted the development of all social units in the region, and put a special emphasis on the youth. The actions were implemented in territories to maximize the impact of the activities. The project considered that working with the youth and a territorial perspective would be the best approach to break down the inter-generational circle of poverty (Documents 1, 4, 19, 20, 21).

The Yeguaré Initiative Project was implemented using the “Ojo de Buey” (Ox Eye) Model. The Ojo de Buey Model was developed by the Kellogg Foundation to determine the importance of the interrelations between the social actors (or social units) of the territories. To be successful and sustainable the model considered the social units as empowered dynamic structures that contribute to the development process (Documents 1, 2, 5 and 6).

The Yeguaré Initiative Project selected five territories (counties). The project stakeholders selected the territories with the use of participatory techniques. Eleven criteria were defined to select the territories: level of organization and participation of the communities; social, economic and political potential of the territories; economic diversification potential; previous successful experiences; presence of possible allied institutions in the territory; involvement of local authorities in the project; low access to irrigation; level of income of the communities; low access to education; low access to health services; and roads and safety (Documents 1, 2 and 5).

The Yeguaré Initiative Project was conceived as the first phase of a development process in the Region. During the first four years (2004-2008) the project involved five micro-regions (territories) located in the Yuscarán, Villa de San Francisco, San Antonio

de Oriente, Guinope and Moroceli counties. In future projects it is expected to involve the 11 counties of the Yeguaré Region (Documents 1, 2 and 5).

During 2004-2008 the Yeguaré Initiative Project focused on education, health, local economic development, sustainability of natural resources, strengthening of local governments, social and civic responsibility, and involvement of the youth in the development process (Document 1).

Mission, Vision and Principles of the Yeguaré Initiative Project

In 2004 the stakeholders of the project defined the mission, vision and principles of the initiative. The mission was defined as

To promote the integral development of the Yeguaré Region with a youth centered approach, developing experiences and generating knowledge that contributes to human capital development, sustainable management of natural resources and local economic development, through strategic alliances with other actors. (Document 2)

The Yeguaré Initiative Vision was

To be a successful and recognized model of development in Latin America. The Yeguaré Initiative Project is a comprehensive cluster of projects; facilitator of processes that permit the integral development of the youth; and, with capabilities to break down the inter-generational circle of poverty and influence in public policies. (Document 2)

The Yeguaré Initiative Project defined three principles: respect for the environment, excellence and team-work (Document 2).

The Strategic Objectives

The Yeguaré Initiative Strategic Objectives were based on the areas of action of the W.K. Kellogg Foundation and Zamorano University. The W.K. Kellogg Foundation defined four areas of action: leadership; institutional development and alliances; citizenship and social responsibility; and, information technologies. Zamorano University established three areas of action: development of human and social capital, sustainability of natural resources and local socio-economic development. The strategies to implement the project were based in the Ojo de Buey Model developed by the Kellogg Foundation (Document 1).

The main strategic objective was to reduce poverty, promote and strengthen leadership, and create alliances through a cluster of projects. The cluster of projects looked for developing experiences that contributed to strengthen human capital, local economic development and sustainable natural resources (Document 2).

The Yeguaré Initiative Project defined eight specific strategic objectives: (a) To develop the capabilities of the youth and their families; so, the youth and their families would improve their level of life, leadership and welfare of the communities; (b) To promote the growth and consolidation of associations, organizations, local and regional governments; so that the strategic actors would participate actively in the integral sustainable development of the region; (c) To strengthen the process of development so

that the local actors would be aware of the communities' problems and would identify development opportunities; (d) To create alliances in the region that fund and develop social and economic initiatives in the region through a common agenda, shared responsibilities, and appropriated development policies and programs; (e) To implement social, economic and environmental sustainable processes that contribute to improve the communities and micro-regions; (f) To promote the involvement of the citizens in the making decision process, election of local authorities and accountability processes of their communities; (g) To promote the culture, art, recreation, traditions, beliefs and values of the society; and, (h) To reduce the gap in information technologies in the region, so the productivity and competitiveness of the region would increase (Documents 1, 2 7 and 8).

The Lead Alliance

In accordance with strategic objective 4, the Yeguaré Initiative Project promoted the consolidation of a local organization that led the development process of the Yeguaré Region upon the end of the Initiative (in 2008). After 2008 the W.K. Kellogg Foundation and Zamorano University will become two additional partners of the development process. To develop the local organization the Initiative promoted a mentoring program where the local strategic actors (mostly young) received training on the implementation processes. The group of strategic actors was supposed to take the leadership of the development of the region when the Yeguaré Initiative Project left the region (Documents 1, 2 and 16).

In 2008, the lead alliance was still in a process of consolidation. The lead alliance had three main actors: The Department of Socio-Economic Development and Environment at Zamorano University, the VIDA (spanish word for life) Foundation, and the Mancomunidad del Yeguaré (association of all five territories) (Documents 1, 2, 16, 19, 20 and 21).

The First Year of the Initiative

The period June 2004-May 2005 was the first year of the Yeguaré Initiative Project. The Initiative planning process and the beginning of several projects in the region dominated the actions for this first year (Documents 1 and 19).

The planning process included the selection of territories, the hiring of the project collaborators, the development of a 2004-2008 strategic plan, and the implementation of the required administrative, evaluation and monitoring processes. (Document 19).

Change theory and the Ojo de Buey Model defined the framework for the different interventions of the Initiative in the Yeguaré Region. The projects focused on involving the youth as strategic actors of the region's development, promoting alliances and inter-institutional collaboration, committing local governments in the process of development, developing a shared vision for the region, and promoting autonomous and sustainable local development (Document 19).

The first year of the project was a learning experience for all people involved in the Initiative. First, the application of the change theory and the Ojo de Buey model did not implemented well in the field. Some extension agents did not identify with the new

approach and implemented projects in the traditional approach of development. The traditional model of development was based on productive agricultural activities that generated new income for the families. Second, all communities showed a real interest for environmental issues. The environmental problem became a motivation to participate in the different projects. Third, outsiders of the project were called to advise in the planning process and strategies' design. The participation of people not related to the project gave more objectivity to the strategic planning process. Fourth, the Yeguaré Initiative Project was a group of development professional with vast knowledge of the region. This characteristic facilitated the beginning of the project. Fifth, the involvement of Zamorano University students motivated the work of the youth organizations (Document 19).

The results of the first year defined the challenges for the following years of the Initiative. During the first year most of the projects were related to the youth and the communities. The project realized the need for expanding its actions to the families and local communities. In 2004 some projects were not integrated with the rest of initiatives. The Initiative identified the need for more integration of social units and geographical areas. Publication of results was a weakness during the first year of the Initiative. However, the Initiative team felt empowered with the project and its objectives. The team considered 2005 as a year with opportunities to be more creative and innovative (Document 19).

The Second Year of the Initiative

The period June 2005-May 2006 was the second year of the Yeguaré Initiative Project. During the second year the Initiative worked on involving the youth as strategic actors of development, promoting the participation of local and regional governments, strengthening the Lead Alliance, developing a shared vision for the region, promoting local alliances, promoting an autonomous and sustainable local development, and involving Zamorano University's faculty and students in the projects (Documents 1 and 20).

During the second year the youth continued being the most important social actor of the Initiative. The youth worked on the consolidation of their organizations, developed working plans and were political actors during the national elections. The Initiative worked with the municipalities in elaborating strategic plans with a high involvement of the youth. Finally, in 2005-2006 the youth continued with social initiatives in their communities (Document 20).

The local governments became strategic partners of the Initiative in 2005-2006. They designed and promoted public policies that contributed to the development of the region. The Initiative worked with the governments at the local and regional level (Document 20).

The Yeguaré Initiative Project conceived the Lead Alliance as the leader of the development process in the Yeguaré Region. During the second year the Yeguaré Initiative invited leader institutions and organizations of the region to join the Lead Alliance. At the end of the second year four institutions started the Lead Alliance: (a)

Zamorano University, Mancomunidad del Yeguaré, VIDA Foundation and ASOCIAL Yeguaré (Association of Local Agricultural Research Committees). Also, the initial members of the Lead Alliance defined the mission, vision, objectives, organization and future plans of the new organization (Document 20).

The Initiative continued with the projects that began in 2004-2005. The actions were focused in diffusing new production techniques, especially in the processing of agricultural products. The Initiative also promoted the sustainable use of the natural resources and the reduction of water contamination (Document 20).

The involvement of faculty and students of Zamorano University continued in the second year of the Initiative. Faculty and students participated in learning-by-doing activities in the five territories and internships in different projects of the Initiative (Document 20).

The 2005-2006 period left five important learned lessons for the Yeguaré Initiative team. First, the team realized the need for sharing successful experiences that motivated the communities. Second, the Initiative promoted the use of resources and capabilities of all actors in the region to avoid a complete dependency of the project. Third, the interventions in youth development considered the participation of their families. Involving families helped to achieve the expected objectives. Fourth, local governments and organizations had a high political influence. Political influence limited and stopped several development processes. The Initiative discovered the need to exclude politics of the programs. Fifth, local alliances were key factors in the success of

the Initiative. The team realized the need for consolidating the Lead Alliance and the creation of more local alliances (Document 20).

At the end of the second year the Initiative defined the challenges for the following year. In the third year the Initiative planned to: (a) review agreements with the new local authorities and social organizations; (b) organize the social actors through local alliances, involve new partners and consolidate the Lead Alliance; (c) promote development through projects focused in health, education, environment, youth, housing, infrastructure, public policies, continuing education, financial services and government organization; (d) promote youth entrepreneurship; (e) expand the information systems in the region; and (f) continue with the process of monitoring and evaluation of results (Document 20).

The Third Year of the Initiative

The period June 2006-May 2007 was the third year of the Yeguaré Initiative Project. New initiatives started to consolidate the sustainability of the Initiative in the Yeguaré Region. In 2006-2007 the Initiative focused on youth participation as a key factor of development in the five territories; economic development and organizational strengthening; eco-tourism; health; information and communication technologies; municipalities; and, Zamorano University's faculty and students involvement (Documents 1 and 20).

In 2006-2007 eleven youth organizations were operating and contributing to the development of the Yeguaré Region. The youth organizations had 573 members, 298

men (52%) and 275 women (48%). The groups had well-organized structures and had development annual plans. Annual plans focused on social initiatives like community-oriented projects, entrepreneurship activities and, promotion of the art and culture of the region. The youth participated in the Youth National Forum to increase their participation in local politics (Document 21).

In the third year of the Yeguaré Initiative communities recognized youth organizations as strategic actors of the region. The youth had promoted community development projects like Community Centers in Villa de San Francisco, Moroceli and San Antonio de Oriente counties; the House of the Youth in Yuscaran, and recreational areas in San Antonio de Oriente. The youth promoted the art and culture of their territories, and demanded commitments from their local authorities to benefit the communities (Document 21).

The Yeguaré Initiative conceived local development as an integrated process that would improve the conditions of life of the communities and protect the environment. In 2006-2007 projects focused in increasing the level of income of the families and promoting sustainable use of the natural resources (Document 21).

Eco-tourism was a new activity in the region for 2006-2007. The Initiative designed a plan to attract national and foreign tourist to the Yeguaré Region. The purpose of this activity was to generate income for the communities and to promote the understanding and knowledge of the region and its development process (Document 1 and 21).

Health issues were prioritized during the third year of the Initiative. The context

and processes developed during the first two years of the project facilitated the promotion and education of the communities in waste management and preventive health. The Initiative considered health as an important factor to improve life conditions of the people in the Yeguaré Region (Document 21).

In 2006-2007 the Yeguaré Initiative addressed the regional weakness in information and communication technologies. Computer centers, radio stations and websites were the strategies used to communicate between territories and with others outside the community (Document 21).

During the third year the Initiative continued supporting local government. The municipalities received support in the design and implementation of reliable tax systems. Zamorano University's faculty and students continued supporting the project. They assisted in the preparation of reports, and collaborating with the projects through internships and field days (Document 21).

The period 2006-2007 left seven learned lessons to the Yeguaré Initiative team. First, the youth entrepreneurship activities showed to be more successful when an experienced adult was involved in their implementation. The Initiative realized the need for providing follow-up and support to those activities. Second, specific topics like sex education required the support of recognized and prestigious organizations. The Initiative valued the collaboration of public and private organizations in addressing those subjects. Third, the eco-tourism projects appeared to be more successful when diverse regional actors were involved. Again, alliances constituted an important factor of development in the region. Fourth, the region had not been positioned in the mind of the

Hondurans yet. The Initiative realized the need for promoting more aggressively the Yeguaré Region. Fifth, the partners of the Initiative were pro-active in facing the regional challenges. However, they still needed support and follow-up in getting investment funds and commercial contacts. Six, the support of the families to youth activities was not complete. The lack of support limited the involvement and success of the youth in certain initiatives. Seven, a gap existed between the plans and the results in some projects. The Initiative team realized the need for adjustments in the operative plans (Documents 1, 2, 5, 20 and 21).

In 2007 the W.K. Kellogg Foundation started a transition period with changes in priorities and programs. The Kellogg Foundation established August, 2008 as the deadline to complete all the projects implemented by the Yeguaré Initiative. This decision affected the plans of the Initiative team that needed to adjust their objectives and plans to a shorter period of time. The Yeguaré Initiative was challenged to implement activities that generated impact during the last year. Five areas were identified as relevant for 2007-2008. The areas were: (1) Promoting the Yeguaré Region as a touristic destination, (2) prioritizing productive projects, (3) promoting sustainable environmental initiatives, (4) consolidating the work with the youth, and (5) creating a market brand for the Yeguaré Region (Documents 20 and 21).

Research Question 1: Youth Development

Research question 1 sought to determine the impacts of the youth participation, preventive health program and vocational education for the youth in the Yeguaré

Region. In answering this research question, the researcher interviewed 15 youth of the region who have been involved in the project since 2004. Participants included 10 women and 3 men. Respondents' ages ranged from 15-30 years old. The participants were interviewed about their knowledge and perceptions of the social, economic and political initiatives that they have developed in the region, the youth capabilities to implement those initiatives, the influence of the initiatives on the probability of occurrence of the future plans of the youth, reasons for changes in the situation of their families, participation in youth organizations, and characteristics of the jobs that they hold.

Quantitative Analysis

To understand the youth's perceptions about the impacts of the Yeguaré Initiative Project on their development, four questions were asked.

1. What have been the entrepreneur activities that the youth have developed? What has been the impact of those activities on their development?

Table 3 shows the social initiatives implemented by the youth in 2004 and 2008. In 2004 a majority of the youth (61.5%) had developed social service initiatives. There were two teenagers (15.4%) that did not participated in any activity. The rest of the youth (38.5%) had implemented cultural (7.7%), religious (7.7%) or community-related (7.7%) activities. In 2008, most of the youth (61.5%) developed their own initiatives through youth organizations while the rest of them (38.5%) implemented recreational (7.7%), community-related (7.7%) and social service (23.1%) activities.

Table 3

Initiatives Implemented by the Youth in 2004 and 2008

| Activity | Year | N | None | | Recreation | | Cultural | | Religious | | Community organization | | Youth groups | | Social Service | |
|----------|------|----|------|------|------------|-----|----------|-----|-----------|-----|------------------------|-----|--------------|------|----------------|------|
| | | | f | % | f | % | f | % | f | % | f | % | f | % | f | % |
| Social | 2004 | 13 | 2 | 15.4 | 0 | 0.0 | 1 | 7.7 | 1 | 7.7 | 1 | 7.7 | 0 | 0.0 | 8 | 61.5 |
| | 2008 | 13 | 0 | 0.00 | 1 | 7.7 | 0 | 0.0 | 0 | 0.0 | 1 | 7.7 | 8 | 61.5 | 3 | 23.1 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the youth initiatives in 2004 and 2008 were independent from each other (Table 4). A statistically significant relationship was found between the frequencies of the 2004 and 2008 youth initiatives [$\chi^2(5)=13.198, p<.05$]. The finding was that the youth changed the type of initiatives that they developed since 2004. The youth implemented mostly social services activities in 2004 while they moved to youth organizations activities in 2008.

Table 4

Pearson Chi-Square Test, Initiatives Implemented by the Youth

| | df | χ^2 | Sig. |
|-------------------|----|----------|-------|
| Social Activities | 5 | 13.198** | 0.022 |

**p<.05.

As shown in Table 5 the influence of the entrepreneur activities on their development varied according to the type of activity. The youth considered that social

initiatives had medium (22.2%) and high (77.8%) influence on their development for year 2004. In 2008 the perception was similar (18.2% medium influence and 81.8% high influence). In 2004 the youth considered that economic initiatives had low (12.5%), medium (50%) and high (37.5%) influence on their development while in 2008 the youth perceived low (9.1), medium (18.2) and high (72.7) levels of influence. Political initiatives showed medium and high levels of influence on youth development for both 2004 and 2008. In 2004 most of the youth (66.7%) considered that political initiatives had a high level of influence on their development while 33 percent of the youth gave a medium level of influence. In 2008 the perceptions were exactly the same about economic initiatives.

Table 5

Influence of Initiatives on Youth Development

| Activity | Year | N | Low | | Medium | | High | | \bar{x} | SD |
|-----------|------|----|----------|------|----------|------|----------|------|-----------|-------|
| | | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | | |
| Social | 2004 | 9 | 0 | 0.0 | 2 | 22.2 | 7 | 77.8 | 2.78 | 0.147 |
| | 2008 | 11 | 0 | 0.0 | 2 | 18.2 | 9 | 81.8 | 2.82 | 0.122 |
| Economic | 2004 | 8 | 1 | 12.5 | 4 | 50.0 | 3 | 37.5 | 2.25 | 0.250 |
| | 2008 | 11 | 1 | 9.1 | 2 | 18.2 | 8 | 72.7 | 2.64 | 0.203 |
| Political | 2004 | 6 | 0 | 0.0 | 2 | 33.3 | 4 | 66.7 | 2.67 | 0.211 |
| | 2008 | 6 | 0 | 0.0 | 2 | 33.3 | 4 | 66.7 | 2.67 | 0.211 |

A Fisher's exact test was conducted to compare if the frequencies of the influence of the economic, social and political activities on the youth development in 2004 and 2008 were independent from each other (Table 6). A statistically significant relationship was found between the influence of the initiatives for years 2004 and 2008 ($p < .10$). A statistically significant relationship was not identified for social and political activities for both, 2004 and 2008.

Table 6

Fisher's Exact Test, Influence of Initiatives on Youth Development

| | Sig. |
|----------------------|---------|
| Social Activities | 0.4087 |
| Economic Activities | 0.0655* |
| Political Activities | 0.4545 |

* $p < .10$.

The capabilities that the youth had developed through their social initiatives were analyzed in Table 7. In 2004 the youth considered that they developed mostly their personal abilities and attitudes (30%). The rest of the youth (70%) perceived that their vision, reflection and knowledge (10%), team-work (10%), leadership (10%), project development (10%), technical and management (10%) and other (20%) capabilities were developed through the initiatives. The youth mostly (36.4%) considered that their vision, reflection and knowledge capabilities were developed in 2008. For the same year, personal abilities and attitudes, team work, leadership, project management and, technical and management capabilities were developed evenly.

Table 7

Capabilities Developed by the Youth Through their Initiatives

| Activity | Year | N | Vision, reflection and knowledge | | Personal abilities and attitudes | | Team work | | Leadership | | Project management | | Technical and management skills | | Other | |
|----------|------|----|----------------------------------|------|----------------------------------|------|-----------|------|------------|------|--------------------|------|---------------------------------|------|-------|------|
| | | | f | % | f | % | f | % | f | % | f | % | f | % | f | % |
| Social | 2004 | 10 | 1 | 10.0 | 3 | 30.0 | 1 | 10.0 | 1 | 10.0 | 1 | 10.0 | 1 | 10.0 | 2 | 20.0 |
| | 2008 | 11 | 4 | 36.4 | 1 | 9.1 | 1 | 9.1 | 1 | 9.1 | 1 | 9.1 | 1 | 9.1 | 2 | 18.2 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the capabilities developed by the youth through the social initiatives in 2004 and 2008 were independent from each other (Table 8). A statistically significant relationship was not found between the frequencies of the 2004 and 2008 youth capabilities [$\chi^2(6)=2.759$, $p>.10$]. The finding was that the frequencies of the youth capabilities developed through the social initiatives were not statistically different during the life of the project.

Table 8

Pearson Chi-Square Test, Capabilities Developed by the Youth

| | df | χ^2 | Sig. |
|-------------------|----|----------|-------|
| Social Activities | 6 | 2.759 | 0.838 |

Table 9 shows the youth's perceptions about the places that promoted their development. Home (40%) and the community (30%) were the most mentioned places for social activities in 2004 while high school/college (72.7%) was named in 2008. Economic activities were mostly the youth's own initiatives (37.5%) or promoted by their homes (37.5%) in 2004. In 2008 the response was slightly different (30% self-development, 40%, home) for economic activities. In 2004 and 2008, political activities were mostly developed by the youth (60%).

Table 9

Places that Promoted the Development of Youth Capabilities

| Activity | Year | N | High school/college | | Community | | Home | | Self-development | | Work | |
|-----------|------|----|---------------------|------|-----------|------|------|------|------------------|------|------|------|
| | | | f | % | f | % | f | % | f | % | f | % |
| Social | 2004 | 10 | 2 | 20.0 | 3 | 30.0 | 4 | 40.0 | 1 | 10.0 | 0 | 0.0 |
| | 2008 | 11 | 8 | 72.7 | 0 | 0.0 | 2 | 18.2 | 1 | 9.1 | 0 | 0.0 |
| Economic | 2004 | 8 | 1 | 12.5 | 1 | 12.5 | 3 | 37.5 | 3 | 37.5 | 0 | 0.0 |
| | 2008 | 10 | 2 | 20.0 | 1 | 10.0 | 4 | 40.0 | 3 | 30.0 | 0 | 0.0 |
| Political | 2004 | 5 | 1 | 20.0 | 0 | 0.0 | 0 | 0.0 | 3 | 60.0 | 1 | 20.0 |
| | 2008 | 5 | 1 | 20.0 | 0 | 0.0 | 0 | 0.0 | 3 | 60.0 | 1 | 20.0 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the places that promoted the development of youth capabilities in 2004 and 2008 were independent from each other (Table 10). A statistically significant relationship was found between the places that promoted youth development through social activities for

2004 and 2008 [$\chi^2(3)=7.235, p<.10$]. A statistically significant relationship was not found between the places that promoted youth development through economic and political activities for 2004 and 2008 [$\chi^2(3)=0.257, p>.10$; $\chi^2(3)=0.000, p>.10$]. The finding was that the frequencies of the places that promoted youth development through social activities were statistically different along the project lifetime. However, the frequencies of the places that implemented economic and political activities were not statistically different between both years.

Table 10

Pearson Chi-Square Test, Places that Promoted Youth Development

| Activity | df | χ^2 | Sig. |
|-----------|----|----------|--------|
| Social | 3 | 7.235 | 0.065* |
| Economic | 3 | 0.257 | 0.968 |
| Political | 2 | 0.000 | 1.000 |

*p<.10.

The initial capabilities of the youth when starting a social, economic or political activity are presented in Table 11. In 2004, most of the youth participating in social activities mentioned that they had a high level of capabilities (80%) to develop the initiative. In 2008 the response was similar (81.8%). The rest of the youth participating in social activities showed a medium level of capabilities for 2004 and 2008 (20% and 18.2%). Youth that implemented economic activities considered that they had medium (50%) and high (50%) levels of capabilities in 2004. In 2008 the youth felt more confident about their qualifications to start economic activities (60% high level). The

rest of the youth perceived themselves with a medium level of capabilities for both 2004 and 2008. Eighty-three percent of the youth were highly confident about their capabilities to start or to participate in political activities for 2004 and 2008.

Table 11

Initial Capabilities of the Youth

| Activity | Year | N | Low | | Medium | | High | | \bar{x} | SD |
|-----------|------|----|-----|-----|--------|------|------|------|-----------|-------|
| | | | f | % | f | % | f | % | | |
| Social | 2004 | 10 | 0 | 0.0 | 2 | 20.0 | 8 | 80.0 | 2.80 | 0.133 |
| | 2008 | 11 | 0 | 0.0 | 2 | 18.2 | 9 | 81.8 | 2.82 | 0.122 |
| Economic | 2004 | 8 | 0 | 0.0 | 4 | 50.0 | 4 | 50.0 | 2.50 | 0.189 |
| | 2008 | 10 | 0 | 0.0 | 4 | 40.0 | 6 | 60.0 | 2.60 | 0.163 |
| Political | 2004 | 6 | 0 | 0.0 | 1 | 16.7 | 5 | 83.3 | 2.83 | 0.167 |
| | 2008 | 6 | 0 | 0.0 | 1 | 16.7 | 5 | 83.3 | 2.83 | 0.167 |

A Fisher's exact test was conducted to compare if the frequencies of the initial capabilities of the youth in 2004 and 2008 were independent from each other (Table 12). A statistically significant relationship was not found between the frequencies of the initial capabilities of the youth when starting social, economic and political activities for years 2004 and 2008 ($p > .10$).

Table 12

Fisher's Exact Test, Initial Capabilities of the Youth

| | Sig. |
|----------------------|--------|
| Social Activities | 0.4135 |
| Economic Activities | 0.3359 |
| Political Activities | 0.5455 |

2. *What are the youth expectations for their life? How have the expectations changed since the beginning of the project?*

Table 13 presents the youth expectations for their future. In 2004, to graduate from college (30.8%), to graduate from high school (23.1%), and to get a job (23.1%) were the three main expectations of the youth. To start or to continue high school/college (15.4%) and to get married (7.7%) were less mentioned expectations by the youth. In 2008, to graduate from college (53.8%) and to graduate from high school (30.8%) were the most mentioned expectations.

Table 13

Youth Expectations

| Year | N | To start or to continue high school/college | | To graduate from high school | | To graduate from college | | To get a job | | To get married | | Other | |
|------|----|---|------|------------------------------|------|--------------------------|------|--------------|------|----------------|-----|----------|------|
| | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| 2004 | 13 | 2 | 15.4 | 3 | 23.1 | 4 | 30.8 | 3 | 23.1 | 1 | 7.7 | 0 | 0.0 |
| 2008 | 13 | 0 | 0.0 | 4 | 30.8 | 7 | 53.8 | 0 | 0.0 | 0 | 0.0 | 2 | 15.4 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the youth expectations in 2004 and 2008 were independent from each other (Table 14). A statistically significant relationship was not found between the frequencies of the 2004 and 2008 youth expectations [$\chi^2(5)=8.961, p>.10$]. The finding was that the frequencies of the youth expectations were not statistically different between the beginning and the end of the project.

Table 14

Pearson Chi-Square Test, Youth Expectations

| | df | χ^2 | Sig. |
|--------------------|----|----------|-------|
| Youth expectations | 5 | 8.961 | 0.111 |

The youth were asked about how important are their expectations in their future (Table 15). In 2004, the youth considered that their expectations were important (7.7%), very important (53.8%) and decisive (38.5%) in their future. The youth considered that their expectations were mostly (76.9%) decisive in their future for 2008. For the same year 23 percent of the youth mentioned that their expectations were very important for their future.

Table 15

Importance of the Expectations in the Youth Future

| Year | N | Important | | Very Important | | Decisive | | \bar{x} | SD |
|------|----|-----------|-----|----------------|------|----------|------|-----------|-------|
| | | f | % | f | % | f | % | | |
| 2004 | 13 | 1 | 7.7 | 7 | 53.8 | 5 | 38.5 | 2.31 | 0.175 |
| 2008 | 13 | 0 | 0.0 | 3 | 23.1 | 10 | 76.9 | 2.77 | 0.122 |

A Fisher's exact test was conducted to compare if the frequencies of the youth expectations in 2004 were independent from the expectations in 2008 (Table 16). A statistically significant relationship was found between the frequencies of the importance of the expectations in the youth future ($p < .05$). The finding was that the frequency of the youth expectations had changed between 2004 and 2008.

Table 16

Fisher's Exact Test, Importance of the Expectations in the Youth Future

| | Sig. |
|--------------------|----------|
| Youth Expectations | 0.0346** |

** $p < .05$.

Table 17 shows the youth's perceptions about the probability of occurrence of their expectations. Probability of occurrence of youth expectations was defined as the level of confidence that the youth had to accomplishing their goals. In 2004 the youth perceived that their expectations had low (30.8%), medium (30.8%) and high (38.5%)

probability of occurrence. In 2008 most of the youth agreed that their expectations had a high (69.2) probability of occurrence. The rest of the youth (30.8%) mentioned low (7.7%) and medium (23.1%) probabilities of occurrence.

Table 17

Probability of Occurrence of the Youth Expectations

| Year | N | Low | | Medium | | High | | \bar{x} | SD |
|------|----|-----|------|--------|------|------|------|-----------|-------|
| | | f | % | f | % | f | % | | |
| 2004 | 13 | 4 | 30.8 | 4 | 30.8 | 5 | 38.5 | 2.08 | 0.239 |
| 2008 | 13 | 1 | 7.7 | 3 | 23.1 | 9 | 69.2 | 2.62 | 0.180 |

A Fisher's exact test was conducted to compare if the frequencies of the probability of occurrence of youth expectations in 2004 were independent from the probability of occurrence in 2008 (Table 18). A statistically significant relationship was found between the frequencies of the probability of occurrence of the youth expectations for 2004 and 2008 ($p < .05$). The finding was that the frequency of the probability of occurrence of the youth expectations had changed between 2004 and 2008.

Table 18

Fisher's Exact Test, Probability of Occurrence of the Youth Expectations

| | Sig. |
|---------------------------|----------|
| Probability of occurrence | 0.0337** |

** $p < .05$.

The youth were asked about the level of knowledge and attitude that they needed to accomplish their future expectations (Table 19). Most of the youth (53.5%) mentioned that they knew very well what they had to do to achieve their goals in 2004. For the same year, the rest of the youth (46.2%) answered evenly that they know and they know very well what they had to do. In 2008, most of the youth mentioned that they knew very well (61.5%) what to do. The rest of the youth perceived that they knew well what to do (38.5%).

Table 19

Level of Youth Knowledge and Attitude to Accomplish Future Expectations

| Year | N | I know | | I know well | | I know very well | | \bar{x} | SD |
|------|----|----------|------|-------------|------|------------------|------|-----------|-------|
| | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | | |
| 2004 | 13 | 3 | 23.1 | 3 | 23.1 | 7 | 53.8 | 2.31 | 0.237 |
| 2008 | 13 | 0 | 0.0 | 5 | 38.5 | 8 | 61.5 | 2.23 | 0.281 |

A Fisher's exact test was conducted to compare if the frequencies of the level of youth knowledge and attitude to accomplish future expectations in 2004 were independent from the level in 2008 (Table 20). A statistically significant relationship was not found between the frequencies of the levels of knowledge and attitudes of the youth for 2004 and 2008 ($p > .10$). The finding was that the frequency of the level of knowledge and attitudes had not changed between 2004 and 2008.

Table 20

Fisher's Exact Test, Level of Knowledge and Attitude

| | Sig. |
|---------------------------------|--------|
| Level of knowledge and attitude | 0.2897 |

3. Do the youth receive support from their families to achieve their goals?

Table 21 shows the perceptions of the youth about the support they received from their families to achieve their future expectations. In 2004 the youth mentioned that they did not have support (7.7%), they had some support (30.8%), they had a lot of support (15.4%) and they had full support (46.2%) of their families. Four years later, the youth felt more confident about the full support of their families (84.6%). Fifteen percent considered that they did not have any support of their families.

Table 21

Family Support for the Achievement of the Youth Expectations

| Year | N | I do not have support | | I have some suport | | I have a lot of support | | I have full suport | | \bar{x} | SD |
|------|----|-----------------------|------|--------------------|------|-------------------------|------|--------------------|------|-----------|-------|
| | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | | |
| 2004 | 13 | 1 | 7.7 | 4 | 30.8 | 2 | 15.4 | 6 | 46.2 | 2.33 | 0.909 |
| 2008 | 13 | 2 | 15.4 | 0 | 0.0 | 0 | 0.0 | 11 | 84.6 | 3.15 | 0.355 |

A Fisher's exact test was conducted to compare if the frequencies of the family support to the youth were independent in 2004 and 2008 (Table 22). A statistically

significant relationship was found between the frequencies of family support to the youth for 2004 and 2008 ($p < .05$). The finding was that the frequencies of youth perceptions about their families' support changed between 2004 and 2008.

Table 22

Fisher's Exact Test, Family Support

| | Sig. |
|----------------|----------|
| Family support | 0.0291** |

** $p < .05$.

The youth were asked four items about the support of their families to be involved in youth organizations (Table 22). In 2004 when asked about the support of their families, most of the youth agreed (84.6%) that their families supported their involvement in youth organizations. The rest of the youth (15.4) mentioned that their families did not support them (7.7%) or they did not respond (7.7%). The youth also were asked if they believed that participating in youth organizations was important for their future. In 2004 most of them (92.3%) responded that they agreed with the statement while seven percent did not answer. The responses were the same for 2008. Finally, the participants were asked if the youth appreciated being involved in youth organizations. In 2004, 92 percent of the youth agreed with the statement and seven percent did not respond. In 2008 all of the youth (100%) mentioned their agreement with the statement.

Table 23

Family Support for Youth Involvement in Organizations

| Statement | Year | N | I do not agree | | I do not respond | | I agree | | \bar{x} | SD |
|---|------|----|----------------|-----|------------------|-----|---------|-------|-----------|-------|
| | | | f | % | f | % | f | % | | |
| My family always supports my participation | 2004 | 13 | 1 | 7.7 | 1 | 7.7 | 11 | 84.6 | 2.77 | 0.166 |
| | 2008 | 13 | 0 | 0.0 | 0 | 0.0 | 13 | 100.0 | 3.00 | 0.000 |
| I believe that participating is important for my future | 2004 | 13 | 0 | 0.0 | 1 | 7.7 | 12 | 92.3 | 2.92 | 0.077 |
| | 2008 | 13 | 0 | 0.0 | 1 | 7.7 | 12 | 92.3 | 2.92 | 0.077 |
| Young people appreciate participating in organizations | 2004 | 13 | 0 | 0.0 | 1 | 7.7 | 12 | 92.3 | 2.92 | 0.077 |
| | 2008 | 13 | 0 | 0.0 | 0 | 0.0 | 13 | 100.0 | 3.00 | 0.000 |

A Fisher's exact test was conducted to compare if the frequencies of the three statements related to family support for youth involvement in youth organizations in 2004 were independent from the frequencies in 2008 (Table 24). A statistically significant relationship was not found for any of the frequencies of the three statements related to family support for youth involvement in 2004 and 2008 ($p > .10$). The finding was that the frequency of the family support for youth involvement statements had not changed between 2004 and 2008.

Table 24

Fisher's Exact Test, Family Support for Youth Involvement

| Statement | Sig. |
|---|-------------|
| My family always supports my participation | 0.4800 |
| I believe that participating is important for my future | 0.5200 |
| Young people appreciate participating in organizations | 0.5000 |

4. *How has the life conditions of the families changed during the last years?*

Table 25 shows the perceptions of the youth about changes in their families' conditions between 2004 and 2008 (Table 24). In 2004 most of the youth (75%) mentioned that their families had improved in comparison with the previous year. The remaining 25 percent commented that their situation was similar. In 2008 the perceptions were almost the same. Seventy-seven percent of the youth considered that their situation had improved and the remaining 23 percent commented that the situation of their families was the same in comparison to 2007.

Table 25

Change in Family Conditions

| Year | N | Worst | | Same | | Better | | \bar{x} | SD |
|-------------|----------|--------------|-----|-------------|------|---------------|------|-----------|-----------|
| | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | | |
| 2004 | 12 | 0 | 0.0 | 3 | 25.0 | 9 | 75.0 | 1.75 | 0.131 |
| 2008 | 13 | 0 | 0.0 | 3 | 23.1 | 10 | 76.9 | 1.77 | 0.122 |

A Fisher's exact test was conducted to compare if the frequencies of the change in family conditions in 2004 were independent from the frequencies in 2008 (Table 26). A statistically significant relationship was not found between the frequencies of change in family conditions for 2004 and 2008 ($p > .10$). The finding was that the frequency of change in family conditions had not changed between 2004 and 2008.

Table 26

Fisher's Exact Test, Change in Family Conditions

| | Sig. |
|-----------------------------|--------|
| Change in family conditions | 0.3553 |

Qualitative Analysis

The Yeguaré Initiative Project considered the youth as the key element to promote development in the region. This section identified changes in the roles the youth played in the development of the Yeguaré Region. The researcher analyzed the responses of the participants and three themes emerged from the analysis. The emergent themes were: youth leadership and entrepreneurship, youth expectations and future plans, and occupational status and welfare of the families.

Youth Leadership and Entrepreneurship

The Yeguaré Initiative Project Strategic Plan conceived the youth as the center of the model of the territorial model of development in the region (Documents 1, 2, 3, 4,

and 5). The Yeguaré Initiative Project promoted youth leadership and entrepreneurship through the support of youth organizations in the region. In 2008 the project continued supporting 11 youth organizations. The 11 youth organizations involved 573 youth, 298 men and 275 women. The project helped the groups in defining their vision and mission, developing their annual plans and structuring their organization. The youth organizations focused their work in social service projects, entrepreneur activities, leadership development and, cultural performances (Document 1). Some of the most recognized organizations in the region were: La Roca (El Jicarito, San Antonio de Oriente), Cultural Center (Yuscaran), Moroceli Youth Network (Moroceli) and COMVIDA (Communication for Life) (Yuscaran).

The youth appreciated their participation in youth organizations and entrepreneur activities and considered them as very important for their future. Participant 31 stated that “participating in a group has allowed me to help the youth in the development of the community” and participant 19 shared that “being a member of the ROCA group I have learned to respect each other, to help my neighbors and to value my capabilities.”

The youth in the Yeguaré Region developed their leadership skills through their participation in youth and student organizations and activities. Also, the youth received several leadership workshops during the life of the project (Document 1). Participant 63 mentioned that “during my time in the Cultural Center I have improved my leadership capabilities like oral expression and training” while participant 11 stated, “The Moroceli Youth Network has given me additional qualifications like leadership and speaking qualifications.”

The researcher identified 11 youth organization in the Yeguaré Region. Most of them were created in 2002. By 2004 the organizations did not have a consolidated structure, objectives and action plans. Participants indicated that the Yeguaré Project has been very helpful in building capabilities for their organizations through training sessions and permanent follow up of their actions (Documents 1, 19, 20 and 21; Participants 11, 23 and 62).

By 2008 the youth organizations had been able to define their objectives and to implement actions related to them. However, the organizations had not defined their mission, vision and area of influence. Also, the communities were not completely aware of their activities. Participants considered that the implementation of formal programs and integration as part of the communities would be the next stage in the development of their organization upon consolidation of their structure and definition of their goals (Documents 1, 19, 20 and 21; Participants 11, 4 and 63).

Participant 21 stated, “My organization planted trees and cleaned the streets of the village. We believe we can create a better environment and improve the daily life of everybody here with our actions.” Most of the participants did similar social service activities like participant 21’s organization. Youth organizations saw their organizations as a channel to improve and be part of the community. Since 2004, the participants considered the youth had taken relevant roles in the development of the villages. Participant 23 stated, “We have understood our role in the communities. With our actions we are showing to the adults that we are able to communicate, to work as a team and most important to be part of the change of the community.”

Youth organizations realized the importance of moving forward and going beyond the borders of their communities. Youth organizations in the Yeguaré Region have become part of national youth initiatives like the National Youth Forum. Participants considered that this forum allowed them to expand their political, cultural, community and religious initiatives in favor of the well being of the region (Participants 31, 32, and 35).

The youth developed social, economic and political activities in their communities. Most of them participated in a wide range of social service activities like health prevention, cleaning of their communities and protection of the forests. Participants involved in social service initiatives were motivated by their strong commitment with the villages and their desire to be better citizens (Documents 19, 20 and 21). Participant 27 shared that “working together in building the Cultural Center we have improved our community but also we have been able to work as a team and (personally) I have a better self-esteem now.”

A reduced group of the participants have been involved in political activities. Their participation was related to supporting candidates during the election process. They were mostly motivated by their own interests rather than by the well being of the community. The youth considered that being part of a political campaign they would have better chances to get a job.

A considerable number of participants were involved in economic activities. In 2004, their economic activities were very simple and included the sale of raw agricultural products and groceries, and the offer of maintenance services for homes and

rural properties. Since that time, the Yeguaré Initiative Project made important efforts to develop those isolated (and very small) business ideas and transform those unorganized economic activities in well-structured and organized small business. By 2008, the experiences were diverse in type and results. Participant 24 mentioned that “the project supported our initiatives and we had been able to become economic sustainable” and participant 4 stated, “The project helped us to get the funds for the building of the community computer center. Now, we have learned to manage the center and we provide a good service to the students and people from the village.” However, most of the economic initiatives did not give the expected step forward or they just simply lost interest. Participant 27 shared, “My organization plans parties and events in the community to support our current activities like celebration of mothers’ day or cultural nights. We are not interested in developing businesses.” Participants also shared their experiences related to non-successful economic activities. Participant 19 mentioned, “My group lost motivation and we separated. So, we had to close our small jelly business” and participant 11 stated, “Our bakery idea died even before we started the business. This was not a money related problem. We just lost interest.”

Youth Expectations and Future Plans

During the needs assessment analysis the Yeguaré Initiative concluded that most of the youth had limited and short-term expectations for their future. The Initiative had a priority to motivate the youth to establish higher expectations for their life. Also, the Initiative cared about supporting the youth to achieve their goals. Since 2004 the

Initiative provided and promoted formal and continuing education, health education and services, economic initiatives and leadership workshops for the youth. The Initiative considered that these activities would generate a favorable environment for the youth to feel motivated to accomplish their goals (Documents 1, 2, 19, 20 and 21).

Since 2004, youth expectations have remained similar. Most of the youth gave priority to start or finish their education. Participant 63 stated, “I want to go to college and get my BS in Pedagogy” while participant 23 shared that he “wanted to finish med school and to get a specialization in pediatrics.” The second priority for the youth was to get a job. Participant 62 mentioned that “after finishing my studies, I would like to get a good job and start my family” and participant 28 showed her interests in “starting my own business.”

Even though when the youth expectations have not changed during the last four years, they felt more confident about themselves. Participant 11 stated, “I feel a change in my life. I have learned how to express myself appropriately and I have become a leader between my friends. These abilities would help me to achieve my goals.” The researcher could perceive a positive attitude in the youth to pursuit their objectives, however several economic (level of income of the families), cultural (gender discrimination) and social (racism) barriers appear to be the main obstacles to the youth future aspirations (Document 1).

Occupational Status and Welfare of the Families

Most of the youth perceived that their families' situation had improved in different ways. The youth mentioned positive changes in the economic situation and the integration of the families. New job opportunities (Participants 4, 32, 63, 27 and 28) and the possibility of starting their own businesses (Participants 23 and 19) were the main reason for improvements in the families' economies. The youth also perceived better communication with their families. They stated that the influence of the church, maturity of the families and openness of the parents had motivated important changes in the family's environment (Participants 11 and 21).

Discussion of Findings

The analysis of the impacts of the territorial model of development in the Yeguaré Region determined four emergent themes: youth leadership, youth entrepreneurship, expectations and future plans of the youth, and occupational status and welfare of the families.

The qualitative analysis showed that the youth perceived they have developed leadership and entrepreneur capabilities during the existence of the project. Most of the youth considered that being involved in youth organizations had been the perfect scenario to develop skills. The quantitative analysis determined a more active participation of the youth in organizations and a high influence of their participation in their development.

The youth gave priority to start or finish their education in both 2004 and 2008. The qualitative analysis showed that they felt more confident about their capabilities, thus they considered as higher the odds of accomplishing their goals. The quantitative analysis supports the qualitative findings.

The qualitative analysis found that the youth perceive an improvement in their conditions of life. Most of the youth mentioned changes in the economy of the family and, in the communication and support in their homes.

Research Question 2: The Territorial Approach

Research question 2 sought to determine the impacts of a territorial model on the development of the Yeguaré Region. In answering this research question, the researcher interviewed 15 strategic actors of the region that had been involved in the project since its beginning. Participants included 3 women and 12 men. Strategic actors' ages ranged from 30-60 years old. Strategic actors were defined as those with social, economic or political power to influence policies and initiatives that promote territorial integration. The participants were interviewed about their knowledge and perceptions about current actions that promote development in the region, level and quality of cooperation between different actors and organizations, future actions that need to be implemented, and organizational capabilities of their institutions. To determine patterns of change, the researcher compared the participants' answers with those they gave in 2004 to a similar interview.

During the interview and analysis of the information the researcher looked for identifying perceptions of the strategic actors about the actions and agreements that were important to promote development in the region, identifying the participation and involvement of the youth in the initiatives of their communities and estimating the organizational capabilities of the strategic actors' institutions.

Quantitative Analysis

To understand the strategic actors' perceptions about the impacts of the territorial approach of development in the region, five questions were asked.

1. What are the characteristics of the strategic actors in the Yeguaré Region?

Table 27 describes the strategic actors by type of organization. In 2004 most of the strategic actors (46.7%) were representing NGOs. The rest of the strategic actors came from state government (13.3%), local governments (6.7%), community organizations (6.7%), religious organizations (13.3%) and others (13.3%). In 2008 the strategic actors showed similar membership for municipal governments (6.7%), religious organizations (13.3%) and others (13.3%). There was an increment in strategic actors representing community organizations (20%) and a reduction of those representing the state government (6.7%) and NGOs (40%).

Table 27

Strategic Actors by Type of Organization

| Year | N | State government | | Municipal government | | NGO | | Community organization | | Religious organization | | Other | |
|------|----|------------------|------|----------------------|-----|----------|------|------------------------|------|------------------------|------|----------|------|
| | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| 2004 | 15 | 2 | 13.3 | 1 | 6.7 | 7 | 46.7 | 1 | 6.7 | 2 | 13.3 | 2 | 13.3 |
| 2008 | 15 | 1 | 6.7 | 1 | 6.7 | 6 | 40.0 | 3 | 20.0 | 2 | 13.3 | 2 | 13.3 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the type of organizations in 2004 and 2008 were independent from each other (Table 28). A statistically significant relationship was not found between the frequencies of the 2004 and 2008 types of organizations [$\chi^2(5)=1.410, p>.10$]. The finding was that the strategic actors belong to similar organizations in 2004 and 2008.

Table 28

Pearson Chi-Square Test, Strategic Actors by Type of Organization

| | df | χ^2 | Sig. |
|----------------------|----|----------|-------|
| Type of organization | 5 | 1.410 | 0.923 |

Table 29 shows the location of the strategic actors. In both, 2004 and 2008 the strategic actors came from the same areas. Sixty percent of the strategic actors came from urban areas and forty percent from rural areas.

Table 29

Strategic Actors by Location

| Year | N | Urban | | Rural | |
|------|----|----------|----|----------|----|
| | | <i>f</i> | % | <i>f</i> | % |
| 2004 | 15 | 9 | 60 | 6 | 40 |
| 2008 | 15 | 9 | 60 | 6 | 40 |

2. *What are the current and future priorities for the development of the region? Is there support for the accomplishment of the priorities?*

Strategic actors in the Yeguaré Region were asked about the main priorities for local development (Table 30). In 2004 the strategic actors considered water (20%), environmental sustainability (20%), agricultural infrastructure (20%) and NGOs support (13.3%) as the four main priorities for the region. In 2008 agricultural infrastructure (33%) continued being one of the most important priorities for the Yeguaré Region. However, three new priorities arose: support for entrepreneurs (13.3%), educational infrastructure (13.3%) and recreational infrastructure (13.3%).

Table 30

Main Priorities for Regional Development

| Statement | 2004 | | 2008 | |
|------------------------------|----------|------|----------|------|
| | <i>f</i> | % | <i>f</i> | % |
| Water | 3 | 20.0 | 0 | 0.0 |
| Sewer | 1 | 6.7 | 0 | 0.0 |
| Environmental sustainability | 3 | 20.0 | 1 | 6.7 |
| Agricultural infrastructure | 3 | 20.0 | 5 | 33.3 |
| Support for entrepreneurs | 1 | 6.7 | 2 | 13.3 |
| Support for formal education | 1 | 6.7 | 0 | 0.0 |
| Support from NGOs | 2 | 13.3 | 0 | 0.0 |
| Public Policies | 1 | 6.7 | 0 | 0.0 |
| Educational infrastructure | 0 | 0.0 | 2 | 13.3 |
| Continuing education | 0 | 0.0 | 1 | 6.7 |
| Health infrastructure | 0 | 0.0 | 1 | 6.7 |
| Health services | 0 | 0.0 | 1 | 6.7 |
| Recreational infrastructure | 0 | 0.0 | 2 | 13.3 |
| Total | 15 | 100 | 15 | 100 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the main priorities for local development in 2004 and 2008 were independent from each other (Table 31). A statistically significant relationship was not found between the frequencies of the 2004 and 2008 main priorities [$\chi^2(12)=16.833, p>.10$]. The finding was that the frequencies of the main priorities were similar in 2004 and 2008.

Table 31

Pearson Chi-Square Test, Main Priorities for Regional Development

| | df | χ^2 | Sig. |
|---------------------------------|----|----------|-------|
| Main priorities for development | 12 | 16.833 | 0.156 |

Table 32 shows the strategic actors' opinions about three statements related to the support that their organizations gave to regional development. First, the strategic actors were asked if their organizations contributed with resources to the priorities of the region. In 2004 and 2008 the responses were the same. Seventy-three percent of the organizations contributed with resources and twenty-seven percent did not give any kind of support. The strategic actors were also asked if the regional priorities benefited the youth. In 2004 most of the strategic actors (80%) considered that the regional priorities benefited the youth and in 2008 all of the strategic actors (100%) mentioned the same answer. Finally, the strategic actors were consulted if the actions in the regions were a consequence of inter-institutional alliances. In both, 2004 and 2008 all of the strategic actors (100%) concluded that the actions were results of alliances between different organizations.

Table 32

Organizational Support for Main Priorities of Regional Development

| Statement | N | 2004 | | | | 2008 | | | |
|--|----|----------|-------|----------|------|----------|-------|----------|------|
| | | Yes | | No | | Yes | | No | |
| | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| My organization contributes with resources | 15 | 11 | 73.3 | 4 | 26.7 | 11 | 73.3 | 4 | 26.7 |
| The priorities benefit the youth | 15 | 12 | 80.0 | 3 | 20.0 | 15 | 100.0 | 0 | 0.0 |
| Actions are consequence of alliances | 15 | 15 | 100.0 | 0 | 0.0 | 15 | 100.0 | 0 | 0.0 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the statement evaluating if the priorities benefited the youth in 2004 and 2008 were independent from each other (Table 33). A statistically significant relationship was found between the frequencies of the 2004 and 2008 statement [$\chi^2(1)=3.333, p<.10$]. The finding was that the perception about the priorities benefiting the youth changed between 2004 and 2008.

Table 33

Pearson Chi-Square Test, Organizational Support

| | df | χ^2 | Sig. |
|----------------------------------|----|----------|--------|
| The priorities benefit the youth | 1 | 3.333 | 0.068* |

* $p<.10$.

The strategic actors were asked about the future areas of action for local development (Table 34). In 2004 the strategic actors mentioned that environmental sustainability (26.7%), continuing education (20%), formal education (13.3%) and NGOs cooperation (13.3%) were the future areas of action for local development. In 2008 strategic considered continuing education (26.7%), organizational capabilities, (20%) and roads and highways (13.3%) as the future priorities for the region.

Table 34

Future Actions for Regional Development

| Statement | 2004 | | 2008 | |
|------------------------------|----------|------|----------|------|
| | <i>f</i> | % | <i>f</i> | % |
| Environmental sustainability | 4 | 26.7 | 0 | 0.0 |
| Agricultural infrastructure | 1 | 6.7 | 1 | 6.7 |
| Technical assistance | 1 | 6.7 | 0 | 0.0 |
| Educational infrastructure | 1 | 6.7 | 1 | 6.7 |
| Formal education | 2 | 13.3 | 0 | 0.0 |
| Continuing education | 3 | 20.0 | 4 | 26.7 |
| Organizational capabilities | 1 | 6.7 | 3 | 20.0 |
| NGOs cooperation | 2 | 13.3 | 0 | 0.0 |
| Roads and highways | 0 | 0.0 | 2 | 13.3 |
| Sewer | 0 | 0.0 | 1 | 6.7 |
| Tourism infrastructure | 0 | 0.0 | 1 | 6.7 |
| Local governments | 0 | 0.0 | 1 | 6.7 |
| Total | 15 | 100 | 15 | 100 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the future areas of action in 2004 and 2008 were independent from each other (Table 35). A statistically significant relationship was not found between the frequencies of the 2004 and 2008 types of organizations [$\chi^2(11)=12.943, p>.10$]. The finding was that the future priorities for the region remained the same for 2004 and 2008.

Table 35

Pearson Chi-Square Test, Future Actions for Regional Development

| | df | χ^2 | Sig. |
|--------------------------------|----|----------|-------|
| Future actions for development | 11 | 12.943 | 0.297 |

Table 36 shows the strategic actors' responses when asked the support that their organizations would give to the future areas of action (Table 36). When asked if their organizations would contribute with resources to the future actions, eighty-seven percent of the strategic actors responded "yes: while the rest (13%) said "no" in 2004. In 2008, the percent of strategic actors responding yes decreased to 80 percent and the negative responds increased to 20 percent. The strategic actors also commented if the future actions in the region would benefit the youth. In 2004 and 2008 all of the strategic actors (100%) responded affirmatively. Finally, the strategic actors were questioned if the actions would be the result of inter-institutional alliances. In 2004 most of the strategic actors (93.3%) mentioned that alliances would be required to accomplish the future actions and in 2008 all of the strategic actors (100%) agreed.

Table 36

Organizational Support for Future Actions of Regional Development

| Statement | N | 2004 | | | | 2008 | | | |
|--|----|----------|-------|----------|------|----------|-------|----------|------|
| | | Yes | | No | | Yes | | No | |
| | | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| My organization will contribute with resources | 15 | 13 | 86.7 | 2 | 13.3 | 12 | 80.0 | 3 | 20.0 |
| The future actions will benefit the youth | 15 | 15 | 100.0 | 0 | 0.0 | 15 | 100.0 | 0 | 0.0 |
| Actions will be consequence of alliances | 15 | 14 | 93.3 | 1 | 6.7 | 15 | 100.0 | 0 | 0.0 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of the support of the organizations to future actions in the region in 2004 and 2008 were independent from each other (Table 37). A statistically significant relationship was not found between the frequencies of the 2004 and 2008 support of the organizations [$\chi^2(1)=0.240, p>.10$]. The finding was that the organizations continued their support in 2004 and 2008.

Table 37

Pearson Chi-Square Test, Organizational Support for Development

| | df | χ^2 | Sig. |
|--|----|----------|-------|
| My organization will contribute with resources | 1 | 0.240 | 0.624 |
| Actions will be consequence of alliances | 1 | 1.034 | 0.309 |

A similar test was conducted to compare the frequencies related to the statement: actions will be consequence of alliances. A statistically significant relationship was not found between the frequencies of the 2004 and 2008 statement [$\chi^2(1)=1.034, p>.10$]. The finding was the perception that alliances would promote future development actions remained the same in 2004 and 2008.

3. What is the status of the inter-institutional alliances in the Yeguaré Region? Do the alliances promote the development of the Yeguaré Region?

Strategic actors were asked about the quality of the agreements between the organizations promoting regional development (Table 38). In 2004 most of the strategic actors (60%) considered that the quality of the agreements was high. The rest of the strategic actors mentioned as low (26.7%) and medium (13.3) the quality of the agreements. In 2008 the perception was similar. Seventy-three percent of the strategic actors considered as the quality of the agreements high while the rest of the strategic actors (26.6%) considered it as low (13.3%) and medium (13.3%).

Table 38

Quality of Agreements between Organizations Promoting Development

| Year | N | Low | | Medium | | High | | \bar{x} | SD |
|------|----|-----|------|--------|------|------|------|-----------|-------|
| | | f | % | f | % | f | % | | |
| 2004 | 15 | 4 | 26.7 | 2 | 13.3 | 9 | 60.0 | 2.33 | 0.232 |
| 2008 | 15 | 2 | 13.3 | 2 | 13.3 | 11 | 73.3 | 2.60 | 0.190 |

A Fisher's exact test was conducted to compare if the frequencies of the quality of the agreements in 2004 and 2008 were independent from each other (Table 39). A statistically significant relationship was found between the frequencies of the quality of the agreements for years 2004 and 2008 ($p > .10$). The finding was that the frequency of the quality of agreements had changed since 2004 to 2008.

Table 39

Fisher's Exact Test, Quality of Agreements

| | Sig. |
|-----------------------|---------|
| Quality of agreements | 0.0975* |

* $p < .10$.

Table 40 shows the strategic actors' perceptions about youth involvement in the inter-institutional alliances. In 2004 strategic actors considered that most of the youth had a low (33.3%), medium (26.7%) and high (33.3%) level of involvement. In 2008 most of the strategic actors perceived a high level (73.3%) of involvement of the youth

in the alliances. The remaining twenty-six percent considered that the youth had none (6.7%) or low (20%) involvement in the alliances.

Table 40

Youth Involvement in the Inter-institutional Alliances

| Year | N | None | | Low | | Medium | | High | | \bar{x} | SD |
|------|----|------|-----|-----|------|--------|------|------|------|-----------|-------|
| | | f | % | f | % | f | % | f | % | | |
| 2004 | 15 | 1 | 6.7 | 5 | 33.3 | 4 | 26.7 | 5 | 33.3 | 1.87 | 0.256 |
| 2008 | 15 | 1 | 6.7 | 3 | 20.0 | 0 | 0.0 | 11 | 73.3 | 2.40 | 0.273 |

A Fisher's exact test was conducted to compare if the frequencies of the level of involvement of the youth in the alliances in 2004 and 2008 were independent from each other (Table 41). A statistically significant relationship was found between the frequencies of youth involvement ($p < .01$). The finding was that the youth were more involved in the inter-institutional alliances at the end of the project in 2008.

Table 41

Fisher's Exact Test, Youth Involvement in the Alliances

| | Sig. |
|------------------------------------|-----------|
| Youth involvement in the alliances | 0.0032*** |

*** $p < .01$.

4. What are the organizational capabilities of the local and regional organizations?

Strategic actors of the Yeguaré Region responded to 15 questions related to the organizational capabilities status of their organizations (Table 42). The results showed that all of the organizational characteristics experienced advances between 2004 and 2008. This means that all of the characteristics moved positively from incipient/emergent in 2004 to developing/developed in 2008. When asked if their organizations make decisions on time, most of them mentioned that the topic had been developed in their organizations (40% for 2004 and 60% for 2008). In 2004, 46 percent of the strategic actors believed that the resources were used honestly in their organization while in 2008 the percent increased to 73 percent. There was an increment in the perception about the presence of a developed level of communication of the organizations. In 2004 half (53.3%) of the strategic actors considered that their communication characteristics had been developed while in 2008 the percent increased to 80 percent. Strategic actors considered the level of collaboration between their organizations in a stage of developing (40%) and developed (33%) in 2004. In 2008 most of the strategic actors (67%) mentioned that their level of cooperation had been developed in their organizations. Questioned about if their organizations followed their own plans, 53 percent of the strategic actors responded that that characteristic was been developed in 2004. For the same year 33 percent of the organizations perceived that they had developed completely that characteristic.

Table 42

Organizational Capabilities

| Statement | Year | N | Incipient | | Emergent | | Developing | | Developed | | \bar{x} | SD |
|--|------|----|-----------|------|----------|------|------------|------|-----------|------|-----------|-------|
| | | | f | % | f | % | f | % | f | % | | |
| We make decisions on time | 2004 | 15 | 0 | 0.0 | 5 | 33.3 | 4 | 26.7 | 6 | 40.0 | 3.07 | 0.228 |
| | 2008 | 15 | 1 | 6.7 | 2 | 13.3 | 3 | 20.0 | 9 | 60.0 | 3.33 | 0.252 |
| We use the resources honestly | 2004 | 15 | 1 | 6.7 | 3 | 20.0 | 4 | 26.7 | 7 | 46.7 | 3.13 | 0.256 |
| | 2008 | 15 | 1 | 6.7 | 2 | 13.3 | 1 | 6.7 | 11 | 73.3 | 3.47 | 0.256 |
| We communicate appropriately | 2004 | 15 | 2 | 13.3 | 0 | 0.0 | 5 | 33.3 | 8 | 53.3 | 3.27 | 0.267 |
| | 2008 | 15 | 1 | 6.7 | 1 | 6.7 | 1 | 6.7 | 12 | 80.0 | 3.60 | 0.235 |
| We collaborate with other organizations | 2004 | 15 | 3 | 20.0 | 1 | 6.7 | 6 | 40.0 | 5 | 33.3 | 2.87 | 0.291 |
| | 2008 | 15 | 3 | 20.0 | 0 | 0.0 | 2 | 13.3 | 10 | 67.7 | 3.27 | 0.316 |
| We follow our plans | 2004 | 15 | 0 | 0.0 | 2 | 13.3 | 8 | 53.3 | 5 | 33.3 | 3.20 | 0.175 |
| | 2008 | 15 | 1 | 6.7 | 1 | 6.7 | 4 | 26.7 | 9 | 60.0 | 3.40 | 0.235 |
| We have access to local and national politicians | 2004 | 15 | 6 | 40.0 | 3 | 20.0 | 5 | 33.3 | 1 | 6.7 | 2.07 | 0.267 |
| | 2008 | 15 | 7 | 46.7 | 1 | 6.7 | 2 | 13.3 | 5 | 33.3 | 2.33 | 0.361 |
| We are efficient in raising external funds | 2004 | 15 | 5 | 33.3 | 3 | 20.0 | 3 | 20.0 | 4 | 26.7 | 2.40 | 0.321 |
| | 2008 | 15 | 2 | 13.3 | 3 | 20.0 | 3 | 20.0 | 7 | 46.7 | 3.00 | 0.293 |
| We work in improving human capital | 2004 | 15 | 4 | 26.7 | 4 | 26.7 | 3 | 20.0 | 4 | 26.7 | 2.47 | 0.307 |
| | 2008 | 15 | 4 | 26.7 | 0 | 0.0 | 2 | 13.3 | 9 | 60.0 | 3.07 | 0.345 |
| We permanently evaluate our results | 2004 | 15 | 3 | 20.0 | 7 | 46.7 | 0 | 0.0 | 5 | 33.3 | 2.47 | 0.307 |
| | 2008 | 15 | 2 | 13.3 | 5 | 33.3 | 1 | 6.7 | 7 | 46.7 | 2.87 | 0.307 |
| We follow our success results | 2004 | 15 | 3 | 20.0 | 4 | 26.7 | 3 | 20.0 | 5 | 33.3 | 2.67 | 0.303 |
| | 2008 | 15 | 0 | 0.0 | 0 | 0.0 | 4 | 26.7 | 11 | 73.3 | 3.47 | 0.236 |
| We account for our actions | 2004 | 15 | 5 | 33.3 | 2 | 13.3 | 6 | 40.0 | 2 | 13.3 | 2.33 | 0.287 |
| | 2008 | 15 | 4 | 26.7 | 0 | 0.0 | 3 | 20.0 | 8 | 53.3 | 3.00 | 0.338 |
| We have credibility | 2004 | 15 | 3 | 20.0 | 2 | 13.3 | 9 | 60.0 | 1 | 6.7 | 2.53 | 0.236 |
| | 2008 | 15 | 2 | 13.3 | 1 | 6.7 | 3 | 20.0 | 9 | 60.0 | 3.27 | 0.284 |
| The youth participate in the planning process | 2004 | 15 | 2 | 13.3 | 6 | 40.0 | 3 | 20.0 | 4 | 26.7 | 2.60 | 0.273 |
| | 2008 | 15 | 1 | 6.7 | 2 | 13.3 | 4 | 26.7 | 8 | 53.3 | 3.27 | 0.248 |
| The youth make decisions | 2004 | 15 | 3 | 20.0 | 3 | 20.0 | 5 | 33.3 | 4 | 26.7 | 2.67 | 0.287 |
| | 2008 | 15 | 2 | 13.3 | 0 | 0.0 | 5 | 33.3 | 8 | 53.3 | 3.27 | 0.267 |
| The youth participate in the evaluation | 2004 | 15 | 8 | 53.3 | 3 | 20.0 | 3 | 20.0 | 1 | 6.7 | 1.80 | 0.262 |
| | 2008 | 15 | 4 | 26.7 | 0 | 0.0 | 3 | 20.0 | 8 | 53.3 | 3.00 | 0.338 |

When asked about their access to politicians, efficiency in raising external funds and improvement of human capital in their organizations, strategic actors agreed that there had been progress in those capabilities. In 2008 strategic actors considered access to politicians, efficiency in raising external funds and improvement of human capital as developed characteristics (33.3%, 46.7% and 60.0% respectively). In 2008, 47% of the organizations had developed their evaluation processes, 73 percent followed their successful results, 53 percent accounted for their actions and 63 percent got credibility. Credibility was an important issue for their organizations because of the lack of trustworthiness of the donors of local organizations (Document 1). In 2004 the strategic actors had mostly responded emergent for evaluation and follow-up (46.7 and 26.7 respectively) and developing for accountability and credibility (40% and 60% respectively). Since 2004 organizations had involved more of the youth in the planning, decision-making and evaluation processes. In 2008 strategic actors considered the inclusion of the youth in the planning (53.3%), decision-making (53.3%) and evaluation (53.3%) processes, as developed.

A Fisher's exact test was conducted for each of the 15 organizational capabilities statements to compare if the frequencies of each of the statements in 2004 and 2008 were independent from each other (Table 43). A statistically significant relationship was found in all Fisher's exact tests. The frequencies of the following statements: we make decisions on time, we use the resources honestly, we communicate appropriately, we collaborate with other organizations, we follow our plans, we are efficient in raising external funds and we permanently evaluate our results were statistically significant at

$p < .05$. The rest of the statements frequencies: we have access to local and national politicians, we work in improving our human capital, we follow our results, we account for our actions, we have credibility, the youth participate in the planning process, the youth make decisions, and the youth participate in the evaluation process were statistically significant at $p < .01$. The finding was that all of the organizational capabilities improved since 2004.

Table 43

Fisher's Exact Test, Organizational Capabilities

| Statement | Sig. |
|--|-----------|
| We make decisions on time | 0.0237** |
| We use the resources honestly | 0.0205** |
| We communicate appropriately | 0.0146** |
| We collaborate with other organizations | 0.0108** |
| We follow our plans | 0.0192** |
| We have access to local and national politicians | 0.0056*** |
| We are efficient in raising external funds | 0.0179** |
| We work in improving human capital | 0.0032*** |
| We permanently evaluate our results | 0.0404** |
| We follow our success results | 0.0020*** |
| We account for our actions | 0.0031*** |
| We have credibility | 0.0004*** |
| The youth participate in the planning process | 0.0094*** |
| The youth make decisions | 0.0080*** |
| The youth participate in the evaluation process | 0.0005*** |

** $p < .05$.*** $p < .01$.

Qualitative Analysis

The Yeguaré Initiative Project was conceived as a territorial model of development. This section identified changes in the perception and status of territoriality in the Region. The researcher analyzed the responses of the strategic actors and four themes emerged from the analysis. The emergent themes were: (a) priorities for local development, (b) design of policies based on the established priorities, (c) inter-institutional alliances and (d) organizational capabilities in the region.

Priorities for Local Development

In 2004 and 2008 strategic actors were asked to list five priorities for the Yeguaré Region. The objective of the prioritization was to build a common and regional vision of development for the region instead of separated and isolated initiatives. In 2004, participants suggested that the most important needs of their communities were the sustainability of the environment, water, sewer and management of waste, and infrastructure.

The researcher identified that the Yeguaré Initiative Project, its allies and the communities have been working in the prioritized areas. Since 2004 more than 80 diverse projects have been developed in areas related to natural resources management, water quality, preservation of natural sources of water, distribution and appropriate use of water, waste and contaminated water management, and agricultural infrastructure. After four years from the beginning of the project, the strategic actors still prioritized the same areas of action, but they also included the development of small businesses, the

involvement of women in productive areas and the educational development of kids, youth and adults (Participants 39, 40, 54, 48, 7, 5, 6, 15, 17, 26, 42, 46, 50, 58 and 61). Participant 5 stated, “We have received technical assistance that has increased our yields. But also, we have created micro-businesses and women have been involved in their activities. We need to continue working with the youth and women of the communities to improve our life.” This opinion was expanded by participant 58 who stated, “We have improved our fields, but we have learned to take care of our environment and people too.” This change in perception shows a shift from a need to fulfill basic needs (water, natural resources, waste management) to one where productive and educational activities become important for the region. Participant 46 shared that “the project has worked widely with us. The project and us have worked together in agricultural initiatives but they have not been the only ones. Now, the community is interested in educating our people, taking care of our health and supporting the youth and women of the villages.”

Strategic actors considered that the participation of non-government organizations (NGO's), local governments and community organizations is important for the process of development. Participant 46 stated, “Electricity would have not been a reality in the community without the team-work of the community, the local government, the INFOP (National Institute for Continuing Education) and the church.” However they agreed that the objectives and mission of the organization influenced the type of agreements and initiatives that are implemented in the region. The researcher observed that several of the local organizations were focused in the area of natural

resources and environment, thus their activities were mostly related to environmental issues.

There exist a change in the prioritization of the youth as important actors of the development process. In 2004, most of the strategic actors did not prioritized the youth although they believed teenagers were indirect beneficiaries of positive agreements in the region. Four years later, there exists a slight change in this perception. Half of the interviewed participants shared the need for involving women in productive activities and educating the youth. However, even when the strategic actors consider it important to work with the youth and women in the region, policies and agreements do not consider them at all (Documents 19, 20 and 21; Participants 39, 40 and 54).

Design of Public Policies Based on Local and Regional Priorities

Strategic actors agreed that most of the prioritized areas (in 2004) were included in the local development programs. These areas were access to water, infrastructure, roads, education and health. Youth development and women empowerment were not considered in 2004, nor in 2008. The youth and women were not fully considered in the local initiatives because local governments' policies responded to the government policies instead of the priorities of the communities. However strategic actors agreed that local governments have realized the importance of youth development and women empowerment and have started to work on those areas (Documents 1 and 2; Participants 48, 7, 39, 40, 54 and 5).

Inter-institutional Alliances

The Yeguaré Initiative Project has looked for inter-institutional alliances that promote the development of the region within a territorial model of development. Since 2004 the project has supported the creation of alliances between different public and private organizations. In 2008 the most significant alliance is integrated by Zamorano University, the VIDA Foundation, the Mancomunidad del Yeguaré (Yeguaré Big-Community) and ASOCIAL Yeguaré. Strategic Actors 6, 15, 17 and 26 shared that the alliance “has worked for the integral development of the Yeguaré Region.” However, they agreed that this alliance is in an initial phase of development and still faces several cultural and political challenges. Participant 39 stated,

The Mancomunidad del Yeguaré have worked for the integral development of the region. We have been able to improve our capabilities, to get economic resources and to expand the vision of our neighbors. However, we still need more empowerment of our local authorities, put collective interest before own political interest and work all together for the development of the region. Those are the main challenges the Mancomunidad del Yeguaré faces in the future.

The participants looked at this alliance as the beginning of diverse organizations and institutions that promote development in the short and medium term.

Participants concluded that actions in the regions must be the result of inter-institutional agreements. Also, all of them contributed with resources and materials to the initiatives. Strategic actors considered that all implemented actions benefited the youth. Participant 39 shared, “We need to involve the citizens, the donors, the church,

the society overall. Alliances are one of the important factors of our development. Also, the youth and their families are the drivers of our change.” This perception has not changed since 2004.

Most of the strategic actors agreed that an important weakness of the alliance is the lack of formal and systematized working mechanisms. However they considered that there was an informal system in the extension agents level. Also, there was open and shared information at all levels and this supported the implementation of actions in the region.

Organizational Capabilities

Strategic actors mentioned that new organizations have limited capabilities. They consider that youth organizations were limited to carry out their activities according to their plans, to keep a good communication with external stakeholders, to use the money in appropriate ways, to make decisions on time and to collaborate with other organizations in an efficient way (Document 1).

In 2004 participants agreed that the weak capabilities of the organizations in the region were access to local, regional and national politicians, fund raising activities, human capital development, follow up and evaluation of results, and participation of the youth in the monitoring and evaluation process. By 2008 strategic actors realized important advances in all areas with the exception of access to local politicians and youth involvement in the monitoring and evaluation processes (Document 1; Participants 39, 40, 54, 48, 7, 5, 6, 15, 17, 26, 42, 46, 50, 58 and 61).

Discussion of Findings

The researcher identified four themes related to the impact of the project in the territoriality conditions of the Yeguaré Region. The emergent themes were: priorities for local development, design of policies based on the established priorities, inter-institutional alliances and organizational capabilities in the region.

At the beginning of the project, strategic actors mentioned that the most important needs of their communities were the sustainability of the environment, water, sewer and management of waste, and infrastructure. Later, in 2008 the strategic actors still prioritized the same areas of action, but they also included the development of small businesses, the involvement of women in productive areas and the educational development of kids, youth and adults. The quantitative analysis supported the change in priorities over time.

Strategic actors considered that alliances were fundamental to accomplish the regional priorities. However, they perceived that alliances were still weak and they needed to be strengthened. The quantitative analysis found an improvement in the quality of the alliances since 2004, and an increase in youth participation in them.

At the beginning of the project strategic actors agreed that the weak capabilities of the organizations in the region were access to local, regional and national politicians, fund raising activities, human capital development, follow up and evaluation of results, and participation of the youth in the monitoring and evaluation process. By 2008 strategic actors realized important advances in all areas with the exemption of access to local politicians and youth involvement in the monitoring and evaluation processes. The

quantitative analysis expanded the qualitative findings. The analysis found a positive improvement of the organizational capabilities from an incipient/emergent stage of development to an developing/developed situation.

Research Question 3: Sustainable Livelihoods

Research question 3 sought to determine the impacts of the Yeguaré Initiative Project on the sustainability of livelihoods of the Yeguaré Region. In answering this research question, the researcher interviewed 33 people that included local producers, directors of local producers' associations, financial services officers and business services officers. Participants included five women and five men and their ages ranged from 20-50 years old. All of the participants lived or were closely related to the Yeguaré Region and they had participated in the Yeguaré Project since the beginning. The participants were interviewed about their knowledge and perceptions about the status of the producers' associations in the region, reasons and motivations for being associates, characteristics of financial services in the communities and existence of business development services.

Quantitative Analysis

Table 44 shows the gender and age of the participants for this section of the study. To understand the strategic actors' perceptions about the impacts of the territorial approach of development in the region, one question was asked.

1. What is the level of association in the Yeguaré Region?

Table 44 shows the level of association of the producers in the Yeguaré Region. In 2004, 40 percent of the participants were associated while 60 percent were not associated. In 2008 most of the producers (70%) were associated while the rest (30%) were not associated.

Table 44

Association Membership of Local Producers

| Statement | Year | N | Yes | | No | |
|---|------|----|----------|------|----------|------|
| | | | <i>f</i> | % | <i>f</i> | % |
| I am member of a producers' association | 2004 | 10 | 4 | 40.0 | 6 | 60.0 |
| | 2008 | 10 | 7 | 70.0 | 3 | 30.0 |

A Pearson Chi-Squared test was conducted to compare if the frequencies of producers' association in 2004 and 2008 were independent from each other (Table 45). A statistically significant relationship was not found between the frequencies of the 2004 and 2008 level of association [$\chi^2(1)=1.818, p>.10$]. The finding was that the frequencies of producers' association were not statistically different between the beginning and the end of the project.

Table 45

Pearson Chi-Square Test, Association Membership of Local Producers

| | df | χ^2 | Sig. |
|---|----|----------|-------|
| I am member of a producers' association | 1 | 1.818 | 0.178 |

Qualitative Analysis

The Yeguaré Initiative Project promoted the building of business capabilities as an important development driver in the Yeguaré Region. This section identified changes in the business capabilities of the Yeguaré Region since 2004. The researcher analyzed the responses of the participants and three themes emerged from the analysis. The emergent themes were: association capabilities, financial services and welfare of the families.

Association Capabilities

Local producers considered that producers' association have grown and consolidated since 2004. They felt more motivated to be part of formal producers' associations. Participant 60 mentioned, "My association has permitted me to work as a team, then to improve the level of life of my home" and participant 36 shared that "the organization has taught us to be responsible and we have been able to take advantage of opportunities provides by the Kellogg Foundation."

Local producers had kept interest in the producers' associations because of their success in the region. Most of the producers agreed that there were more advantages than

disadvantages in being part of the producers' groups. Participant 43 stated that "the association helped me to make more money, to meet people with the same interests and to help youngsters" while participant 52 shared, "Through my coffee producers' association I have gained recognition and respect in the community and the city. Also, I have experienced personal development." Producers mentioned training as another important advantage of the associations. Participant 60 recognized that, "Through the association I could learn about business administration" and participant 56 shared that "being part of the association I was able to crop coffee without affecting my environment."

Local producers perceived time and economic resource constraints as the main disadvantages of being part of producers' associations. Also, they considered that their associations were not mature enough to work without the support and follow up of the Yeguaré Initiative Project. The associations showed their concern about their future when the project ends in August, 2008. Participant 56 mentioned, "We are afraid of the end of the project. We don't feel confident to continue alone" while participant 52 stated, "Some members could not feel comfortable with the commitment. If they left us, the association could not grow."

Producers that belong to producers' associations felt they have gained from their participation. Producers considered that their level of income has not increased considerably but they are very optimistic that their economic situation would improve in the near future. Also, they realized gains beyond those on the level of income. Participant 2 shared, "I feel I have gained a lot. I have learned agricultural techniques to

use in my farm” while participant 13 stated, “the new knowledge has improved my family situation.”

Local producers considered that associations have contributed to the development of the communities. The associations have generated new income opportunities for the habitants of the Yeguaré Region, have promoted the sustainability of the environment, have supported social initiatives and have served the communities.

Financial Services

Since 2004 there has been a relative expansion of the financial services in the Yeguaré Region. The Yeguaré Initiative Project has promoted the creation of rural credit unions, however financial institutions have not been attracted to the region. The rural credit unions were owned and operated by members of the community who have received economic and technical support from the project. Participants considered that the rural credit unions have satisfied (with limitations) the need of the communities for specific financial services (Documents 1, 20 and 21). Participant 3 mentioned, “The credit union provides short term loans for agricultural activities and small businesses. The lenders do not need to look for high cost loans (in the informal financial sector) anymore.” The success of the credit unions has been their knowledge of the region and the limitations of the habitants to get loans in the formal financial sector.

Financial officers considered that their services were limited because most of business plans were not able to submit the appropriate guarantees that the financial

institutions required. Also, the interest rates were above average, so they were not attractive for the participants (Documents 1 and 19).

Welfare of the Families

The Yeguaré Initiative Project supported and followed-up new economic activities that improved the level of life of the families in the region. Also, the Initiative made efforts in motivating the families to support the youth expectations and goals (Documents 1 and 21).

During its permanence in the Yeguaré Region, the Initiative supported more than 80 economic initiatives. The support was focused in profitable economic activities with an important youth involvement, short-term impacts, and environmentally sustainable approaches (Documents 1, 19, 20 and 21).

In 2004 the youth mentioned that their economic activities did not require specific training or processes. Also, the investment was very low (Participants 9, 29, 30, 22, 12 and 25). In 2008 the youth considered that their economic activities had evolved to more diverse and complex activities. The youth started small businesses dedicated to food processing (jelly), computer services, and restaurants (Document 21). By 2008 the economic results were very diverse, however all of the youth stated that they felt more confident to start new activities. Their experience in developing new economic activities had given them more skills (entrepreneurship, oral, management) to succeed in their future life (Participants 10, 14, 34, 1, 41, 9, 29, 39, 22, 12).

The Yeguaré Initiative also supported economic activities managed by the parents. The types of initiatives were very diverse like greenhouses, coffee processing plants, restaurants, bakery, and tourism (Documents 1, 2, 19, 20, and 21). Similar to the youth the economic results of the parents' economic initiatives were diverse, with successful and failed experience. However, like the youth all of the parents considered that they felt more confident and better trained at the end of the Initiative in 2008 (Documents 1, 2, 3, 4, 19, 20 and 21; Participants 10, 14, 34, 1, 41, 9, 29, 39, 22, 12).

Since 2004 to 2008 the families changed their perceptions about the future of their kids. In 2008 most of the families considered that their kids would finish high school, get a college degree and get a job (Participants 10, 14, 34, 1, 9, 29, 30, 22, 12 and 25).

Discussion of Findings

Three themes emerged during the analysis of the impacts of the territorial model of development on the sustainable livelihoods of the Yeguaré region. The emergent themes were: association capabilities, financial services and welfare of the families.

Local producers considered that producers' associations have grown and consolidated since 2004. They felt more motivated to be part of formal producers' associations.

There was a limited expansion of financial services. New services came from credit unions supported by the project. However, there was not an increment in services provided by formal financial organizations like banks and cooperatives.

The Yeguaré Initiative Project supported several economic activities managed by the youth and their families. The activities presented diverse economic results and they provided invaluable experience to the participants. The activities were not able to consolidate as part of an integrated economic system in the Yeguaré Region.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the problem, the research questions, a summary of the methodology, a summary of the findings, the conclusions emerging from the findings, and recommendations for practice and further research.

Statement of the Problem

The main concern of this research was to identify changes in youth development, territoriality and sustainable livelihoods in the five counties forming the basis of this study, Guinope, San Antonio de Oriente, Yuscaran, Moroceli and Villa de San Francisco, since 2004. Guinope, San Antonio de Oriente, Yuscaran, Moroceli and Villa de San Francisco were the five counties of the Yeguaré Region assisted by the Yeguaré Initiative Project (YIP), a Kellogg Foundation-funded and Zamorano University-implemented project. While these counties had experienced visible changes in the involvement of the youth in the communities, and local alliances to promote development and creation of business opportunities over the last four years, shortfalls in training, economic resources and follow up could negatively affect the future of the Yeguaré Initiative Project. This study played two roles. From a conceptual point of view the study expanded the research that analyzes the impacts of the territorial approach in the development of rural areas of Latin America. From an operative point of view the study played a role in assessing the changes and viability of those changes in the counties, particularly in light of the impending withdrawal of the Yeguaré Initiative

Project from Honduras in August, 2008. If the communities are unable to sustain the benefits from the initiatives promoted by the Yeguaré Initiative Project they will come back to their original situation. The changes in the livelihood of the habitants of the region would depend on the sustainability of the positive changes.

The researchable problem addressed in this study was the impacts of a territorial model of development in the Yeguaré Region, Honduras. The territorial approach of development has emerged as a new model of development since 2000 (De Janvry & Sadoulet, 2004). The absence of literature on the impacts of the territorial approach of development in Honduras and elsewhere hinders the knowledge base required for effective implementation of this model in Honduras and other countries. This study constitutes a first step in evaluating the impacts of the territorial model of development.

Purpose and Objectives of the Study

The purpose of this research was to determine the impacts of the implementation of a territorial approach of development in the Yeguaré Region of Honduras. The research questions looked to determine the impact of the territorial model for each of its major components: (a) youth development, (b) gender roles (c) sustainable livelihoods and (d) territoriality (Falck, 2006).

The purpose was achieved through the following research questions:

1. What has been the impact of the youth participation, and vocational education for the youth in the Yeguaré Region?

2. What has been the impact of the territorial approach on the development of the Yeguaré Region?
3. How has the sustainability of livelihoods of the Yeguaré Region been impacted by the territorial approach?

Summary of the Methodology

Type of Research and Conceptual Framework

A qualitative and quantitative research design was used to take advantage of the collected data and to increase triangulation. Frankel and Wallen (2006) stated that mixed-methods research allows the researcher to gather and to analyze considerably more and diverse data that just one approach would be able to. Patton (2002) wrote that triangulation strengthens a research through combining methods. Frankel and Wallen identified that a mixed-method triangulation design allows the researcher to collect quantitative and qualitative data, to compare the results, and then to use the findings to see whether they validate each other. Considering that this study was diverse in participants and data types and sources, a mixed-methods methodology enhanced understanding of the impacts of the Yeguaré Initiative Project in the region.

The conceptual framework of this study was based on Sustainable Development, as discussed by De Janvry and Sadoulet (2000, 2004, 2005a), Falck (2007) and McGillivray (2008). McGillivray conceived development as a process or an outcome that has evolved during the history of humankind. McGillivray noted the evolution from a traditional modernist development to a more reflective, more critical and participatory

development. The territorial approach of development, as presented by De Janvry and Sadoulet, and Falck, is an innovative and contemporary model of development that follows and contributes to the field of sustainable development. In addition, this research focused on the impacts of a territorial model of development, a topic overlooked in the literature.

Population and Sample

The population of this study involved 8,600 habitants of 4,600 households of the five counties of the Yeguaré Region. The population included youth people, strategic local actors, local businessmen, associated producers, financial officers, business development providers, extension agents and project officers that participated in the Yeguaré Initiative Project during the period 2004-2008. The project was implemented in the following five counties of the Yeguaré Region: San Antonio de Oriente, Guinope, Moroceli, Villa de San Francisco y Yuscaran.

This research study used a non-probability purposeful sample. This sample was appropriate because this study did not look to generalize its results (Fraenkel & Wallen, 2006; Merriam, 1998), and the purpose of the study was to discover, understand and gain insight about the impacts of a territorial approach of development in Honduras.

The researcher used the same sample that the Kellogg Foundation selected in 2004 to develop the baseline of the project. In 2004, the Kellogg Foundation chose a purposeful sample of 358 habitants of the five counties of the Yeguaré Region that represented 4.16% of the total population of the project. All the participants were

sampled because of their relationship with the Yeguaré Initiative Project. In 2008, the researcher identified 169 participants of the 2004 sample that were involved in at least one of the four elements of the territorial approach of development. At the end of the field work the researcher had been able to contact and to interview 63 participants that represented 37% of the expected sample size. The 63 participants answered questions related to their involvement in three of the four factors of the territorial approach: youth development (15 participants), territoriality (15 participants) and sustainable livelihoods (33 participants). Gender roles were considered as a transversal factor for the other three factors. The 63% attrition rate corresponded to participants that left the project due to several causes like migration and lack of interest in the Yeguaré Initiative.

Using the same sample permitted the researcher to apply the one group pretest-posttest analysis (Fraenkel & Wallen, 2006) for the quantitative analysis of the study. The selected purposeful sample identified respondents that gave rich information for the study. Also, the sample size represented the questions being asked, the data gathering, research progress and available resources.

Instrument Development

The researcher used an instrument with open-ended interview questions and close-ended category-scale questions (Appendix B) for face-to-face conversations. The questions were based on those developed by the Kellogg Foundation in 2004 to elaborate the project baseline. The use of similar questions was appropriate for the quantitative analysis of this study. The instrument was developed following the three

research questions. The researcher was fluent in Spanish. He translated the instrument ensuring that he used the same words in Spanish, thus ensuring the content validity of the instrument.

The interview protocol was divided into four sections: (a) Youth development, (b) Territoriality, (c) Sustainable Livelihoods, and (d) Socio-economic and demographic characteristics. There were a total of 111 questions in the interview protocol. The second section of the instrument (territoriality) had a survey part where participants were asked to indicate agreement with 15 statements related to territoriality.

Validity and Reliability

The researcher presented a draft of the instrument to the project director and two members of its dissertation committee. They verified the instrument for content validity. The project director gave suggestions to improve the clarity of the instruments and the members of the committee focused on the structure of the instrument. The objective of the review by experts and colleagues was to finalize the substantive content of the instrument (Dillman, 2000).

Pilot Study

The researcher conducted a pilot study for testing the reliability, clarity, and length of the instruments. Dillman (2000) noted that a pilot test emulates the procedures proposed for the main study and allows the researcher to determine if all of the parts of the study are clear and sufficient for data collection and analysis. Specifically for this

study, the pilot test determined the usefulness of the open-ended questions and if the number of questions was appropriate. The pilot study was conducted with 5 participants of the Yeguaré Initiative project. The participants suggested some changes for more clarity, however they considered the number and type of questions adequate. The pilot study helped to increase the clarity and understanding of questions.

Data Collection

The researcher collected data from mid-May to Mid-June, 2008. The researcher collected the data because of his familiarity with the study, the purposes and methods used in the Yeguaré Region Project and the knowledge of the region. The interviews followed a standard protocol.

The 63 respondents were not compensated for their contributions to the research. Before starting the interview, the researcher ensured respondents' confidentiality. The participants had the right to refuse participation in the study. The questionnaires were coded to ensure confidentiality. Data were collected in conformity with the research guidelines set by the Texas A&M University Institutional Review Board (IRB).

Data Analysis

The researcher selected a case study data analysis methodology for this study. Dooley (2002) noted that the case study methodology is a valuable tool for researchers. Moreover, the use of case study methodology permits the researcher to observe events and experiences from multiple perspectives. The case study methodology allowed the

researcher to analyze the data using quantitative and qualitative techniques. Also the case study methodology was appropriate for the large amounts of data, the number of participants and the five counties being considered.

Quantitative data analysis was conducted via the SPSS Version 15 and SAS Version 9.1 statistical softwares to determine frequencies, percentages, means, standard deviations, chi-square test for independence and Fisher's exact test. Alpha for all statistical procedures was set a priori at 0.10.

Key Findings, Conclusions and Recommendations for Practice

This section presents a summary of the key findings, conclusions, implications, and recommendations for future practice and research for each of the three research questions. Ten themes related to the impact of the territorial model of development in the Yeguaré Region emerged during the research. Figure 4 presents the ten themes, and how they overlap between the three territorial model's components.

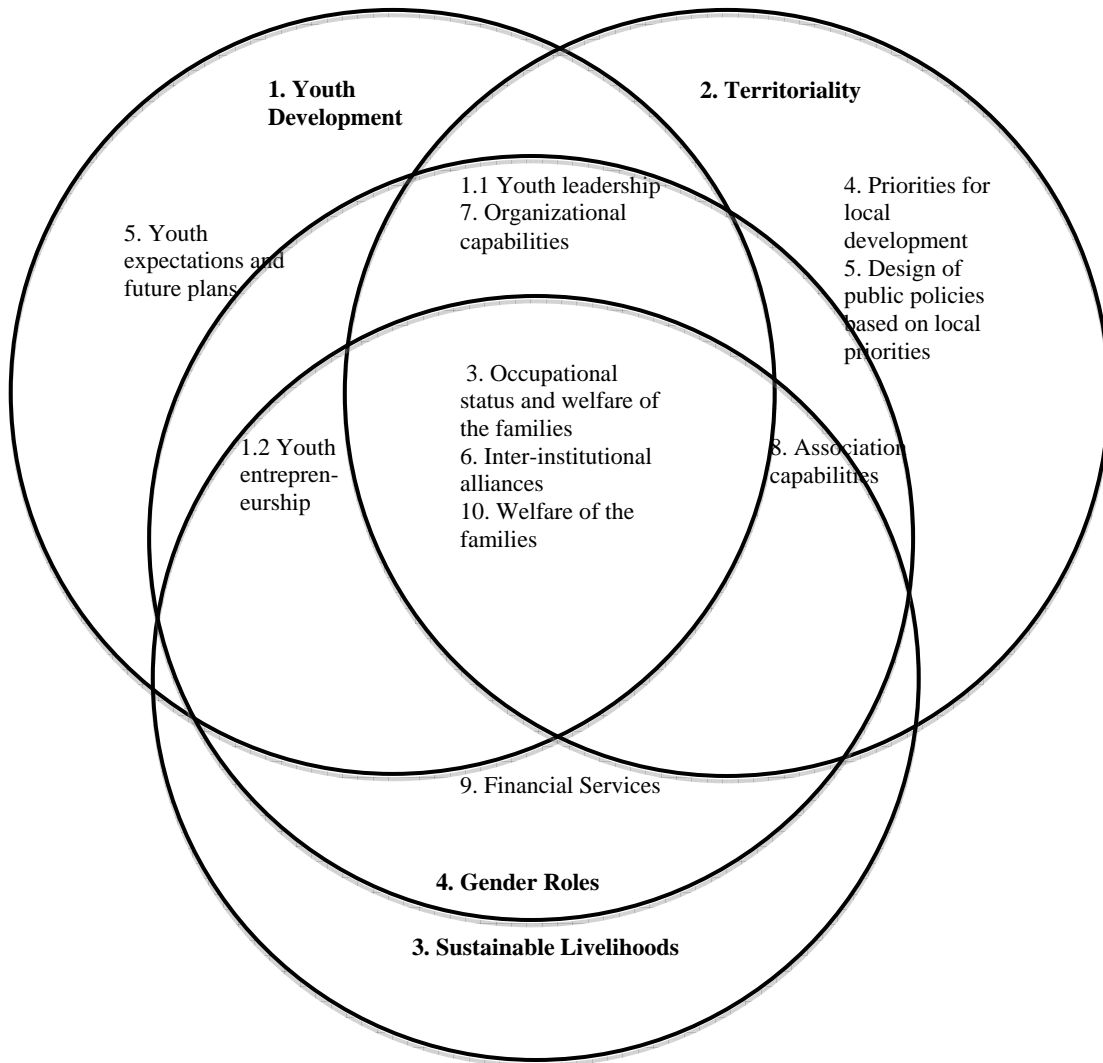


Figure 4. Emergent Themes in the Yeguaré Region.

Research Question 1: Youth Development

The analysis identified three emergent themes related to youth development. The themes were youth leadership and entrepreneurship, youth expectations and future plans, and occupational status and welfare of the families.

Youth Leadership and Entrepreneurship

The Yeguaré Initiative Project gave priority to youth development to achieve its strategic objectives. Creation, development and strengthening of youth organizations were the most important means to promote youth development (Crave & El Sawi, 2001). In 2008 the Yeguaré Initiative continued supporting 11 youth organizations that involved 573 youth. The conclusion is that youth organizations became an effective way to promote youth leadership and entrepreneurship in the Yeguaré Region. Therefore it is recommended that future development initiatives continue to involve the youth as key actors of change in the Yeguaré Region.

A second key finding was the positive perception of the youth about their participation in youth and student organizations, and entrepreneur activities. In 2008 the youth considered that they were able to develop leadership and entrepreneurship skills. Also, the youth perceived their participation in youth organizations was very important in their personal development. The conclusion is that youth organizations permit the youth to develop personal skills. Therefore it is recommended that development programs use youth organizations as a mechanism to develop the youth capabilities, thus motivate them to involve in the development of their communities.

A third key finding was that youth organizations are still in the process of development and they are not implementing formal development programs yet. In 2008 youth organizations had been able to define their objectives and to implement actions related to them but the organizations had not defined their mission, vision and area of influence. However, participants recognized that the Yeguaré Initiative had been very helpful in building capabilities for their organizations through training sessions and permanent follow up of their actions. The conclusion is that the youth organizations have not developed a solid structure and the required capabilities to lead development programs, and they are still in a process of consolidation as organizations. Therefore, it is recommended to continue strengthening, supporting and following up youth organizations until they become self-sustainable.

A fourth key finding was the limited participation of the youth in social and politic organizations. In 2008 youth organizations had started to involved in national youth initiatives like the National Youth Forum. Participants considered that participating in the forum allowed them to expand their political, cultural, community and religious initiatives in favor of the well being of the region. The conclusion is that the youth realized the importance of youth networks in their own development as well as in the development of their communities. It is necessary to create mechanisms to promote youth participation in local, regional and national youth networks.

A fifth key finding was the active participation of the youth in social and economic activities. In 2008 the youth had participate in social service activities like

health prevention, protection of the forests and cleaning of their communities. Youth participation in social service activities was motivated by their desire to be better citizen and their strong commitment with the villages. Economic activities evolved since 2004. In 2008 the youth had moved from the sale of the sale of raw agricultural products, groceries and non-skilled labor activities to the sale of value-add products (pizza, jelly) and skilled activities (computers centers). The conclusion is that the participation of the youth in social and economic activities promotes the involvement of the youth with their communities and generates new sources of income for them. Therefore, it is recommended to continue promoting and supporting the involvement of the youth in social and economic activities as a mechanism of social and economic change in the villages.

Youth Expectations and Future Plans

In 2004 the Yeguaré Initiative concluded that most of the youth had limited and short-term expectations for their future. The Initiative had a priority to motivate the youth to establish higher expectations for their life. In 2008 the youth continued having the same expectations than in 2004. However, the youth felt more confident about themselves in achieving their goals. The most important expectations of the youth were to continue and finish their formal education, and to get a job. The conclusion is that the youth prioritized short-term plans instead of future plans. Therefore it is necessary to work with the youth in changing their attitudes. The youth need to be motivated to be more pro-active and think with a vision of their future.

A second important key finding was that the youth perceived that their families supported their plans. This perception was similar in 2004 and 2008. However, there is no evidence of the actions that the families took to support their kids. Therefore, it is recommended to develop programs with the parents where they realize the importance of education and how they can support the youth in the accomplishment of their future goals.

Occupational Status and Welfare of the Families

The first key finding was that local businesses, entrepreneurship initiatives and agricultural activities were the main sources of employment for the youth of the Yeguaré Region. Youth family owned businesses were another source of employment but they were not attractive for the youth because of the low level of income that they generate. Agricultural activities generate better levels of income for the youth. Therefore it is recommended to promote the development of entrepreneurship activities for the youth, specifically those related to agricultural activities.

A second key finding was that the youth perceived that the welfare of the family had improved over the years. Also, the youth mentioned positive changes in non-economic aspects like communication and spirituality. The quantitative analysis did not identify those changes in family conditions. The conclusion is that the youth felt motivated to change their familiar environments and perceived signs of change in their families. Therefore, it is recommended that future interventions continue promoting entrepreneur activities to motivate the youth to promote changes in their homes.

Research Question 2: Territoriality

The study identified four emergent themes related to the perception and status of territoriality in the Yeguaré Region. The themes were priorities for local development, design of public policies based on the established policies, inter-institutional alliances and organizational capabilities in the region.

Priorities for Local Development

The first key finding was the presence of a shared vision in the Yeguaré Region about the priorities for the territory. Priorities in the region expanded since 2004 to 2008. In 2004 strategic actors prioritized environmental issues, access to water, waste and contaminated water management. In 2008 strategic actors added entrepreneurship and women participation. However, youth involvement was not a priority for the region. The conclusion is that strategic actors shared a common vision for the region, however youth are not considered key actors of development in the Yeguaré. Therefore the recommendation is to work in expanding the shared vision of local development with the purpose of considering the youth as one of the main actors of development in the Yeguaré Region. Also, interventions should plan and implement projects' activities having youth development as one of their main components.

A second key finding was that municipalities considered the local priorities in their municipal plans (2004 and 2008). The conclusion is that local and regional governments responded to the needs of the communities. Therefore, it is recommended that the Lead Alliance and the local governments define areas of common interest, thus

there would not be isolated development efforts. Also, local governments must include economic resources in their budgets to implement activities related to the priorities.

Design of Public Policies and Inter-institutional Alliances

In 2004 and 2008 the strategic actors considered alliances as an important tool to promote development. They realized important advances in the consolidation of regional alliances by 2008. The conclusion is that alliances were important for local development, however alliances were just starting and facing multiple political and cultural challenges. Therefore, it is recommended that the process of strengthening alliances must continue. This process requires the involvement of all strategic actors of the region and the support of the institutions and organizations promoting development in the territory.

A second key finding was that the Yeguaré Region had started a process of alliances between several institutions and organizations. The alliance integrated by Zamorano University, the VIDA Foundation, the Mancomunidad del Yeguaré and ASOCIAL Yeguaré is the most representative of the region. Participants considered that this alliance had helped to support more alliances, thus development in the region. They concluded the need for three or four Lead alliances that lead the development of the region. The conclusion is the importance of the presence of the Lead Alliance as the organization that led development in the Yeguaré Region beyond the Yeguaré Initiative. Therefore the recommendation is that strategic actors continue supporting and involving more partners to the Lead alliance. Also, it is necessary to promote the

presence of more Lead alliances in the Region, so more organizations will be motivated to be part of the alliances.

A third key finding was that strategic actors considered that alliances must work with local governments in areas of common interest. This would allow coordination between local governments and alliances and generation of resources for their initiatives.

A fourth key finding was that the strategic actors of the region recognized the weaknesses of the alliances in the Yeguaré Region. Also, there must exist formal mechanisms of monitoring and evaluation of the organizations.

Therefore, it is recommended that alliances continuing working on the development and strengthening of their organizational capabilities. Specifically, monitoring and evaluation processes should be required.

Organizational Capabilities

The first key finding was that local organizations worked on developing their organizational capabilities since 2004 to 2008. Efficient communication with external stakeholders, an honest use of economic resources, and the accomplishment of the objectives and goals were considered the strengths of the local organizations by the participants in 2008. Strategic actors considered that organizations are still weak (in 2008) in their access to local, regional and national decision makers and in involving the youth in the organizations. The conclusion is that organizations had strengthened their organizational capabilities during the period 2004-2008 but they still had weak areas.

Therefore, it is recommended that organizations continuing strengthening those capabilities identified as weak.

A second key finding was the low level of youth participation in the organizations. It is recommended that organizations identify the reasons for not involving youth in their structures. Also, it is necessary to have more openness from the organizations to involve the youth in their processes.

Research Question 3: Sustainable Livelihoods

Three themes emerged during the analysis of changes in the sustainable livelihoods in the Yeguaré Region. The themes were association capabilities, financial services and welfare of the families.

Association Capabilities

The first key finding was that producers' organizations had grown and consolidated since 2004. In 2008 local producers felt more motivated to be part of formal producers' associations. Local producers had kept interest in the producers' associations because of their success in the region. Participants realized the importance of being members of organized groups to improve their level of life. The conclusion is that producers' associations provided opportunities for success to their members. Therefore, it is recommended to continue promoting and supporting the creation and strengthening of local association as a mechanism to provide more economic opportunities to local producers.

A second key finding is that local producers perceived time and economic resource constraints as the main disadvantages of being part of producers' associations. Also, local producers considered that their associations were not mature enough to work without the support and follow up of the Yeguaré Initiative Project. However, organization capabilities improved since 2004. The conclusion is that producers' associations faced time, economic and support constraints. It is recommended to continue strengthening producers' associations, thus they will be able to overcome their weaknesses and be sustainable in the long-term.

A third key finding was that producers that belong to producers' associations felt they had gained from their participation. The level of income of the producers had not increased considerably since 2004 but they (the producers) were very optimistic that their situation would improve in the near future. Also, producers realized they had gained technical skills and personal development. The conclusion is that producers' associations were a mechanism to promote economic and personal growth. It is recommended to promote producers' association as a way to generate new income opportunities, members' personal development and sustainable activities.

Financial Services

The first key finding was that there were available financial services available in the Yeguaré Region (in 2004 and 2008). However most of people in the region (specially the youth) did not have access to financial services because of their requirements (guarantees and complicated procedures). The conclusion is that financial services were

not accessible for most of the habitants in the Yeguaré Region even when they were present in the communities.

A second finding was the expansion of alternative financial services in the Yeguaré Region since 2004. In 2008 the Yeguaré Initiative Project had promoted the creation of rural credit unions. The rural credit unions were owned and operated by members of the community who had received economic and technical support from the project. The conclusion is that the Yeguaré Initiative was effective in developing alternative financial options to satisfy the financial needs of the region. Therefore it is necessary to continue promoting the development and diffusion of alternative financial providers like rural credit unions and microcredit institutions.

Welfare of the Families

A first key finding was the motivation of the youth and their families to start new businesses with resources, appropriated training and follow-up of the Yeguaré Initiative. The conclusion is that the promotion of economic activities was a way to improve the conditions of life of the families in the region. Therefore, it is recommended to continue the planning, implementation and follow up of profitable and sustainable economic activities.

A second key finding was that the participants in the economic activities valued their participation beyond the economic results. The youth and their families recognized the new skills and capabilities they developed as part of the economic activities. The conclusion is that economic activities generated changes in the welfare of the families

and in their personal capabilities and characteristics. It is recommended to continue challenging the participation of the youth and their families in economic activities. Their involvement could be used as way to generate changes in attitudes and life conditions.

A third key finding was the change in perception and attitudes of the families respect to the youth future. The parents felt more confident about their kids finishing high school, getting a college degree and getting a job. The conclusion is that the parents have changed their perceptions about the future of their kids.

Therefore it is recommended to continue working with the parents in recognizing the qualities of their children, thus the parents will feel more motivated to support their future plans.

Recommendations for Future Research

1. The key findings, conclusions, and recommendations for practice has been shared with and validated by the members of the Lead Alliance in the Yeguaré Region (Appendix 4). It is recommended that this research will guide future strategic planning processes of the Lead Alliance.
2. This study identified emergent themes at the end of the fourth year of the Yeguaré Initiative. However, the Initiative made interventions that will last in time. Future research must identify those themes that still have not emerged. Knowing all the changes that the Initiative has generated overtime will provide program planners better results about the effects of the territorial approach in the Yeguaré Region.

3. The existence of a baseline developed by the Kellogg Foundation limited the quantitative analysis of this study. Future research must expand the sample size to get more accurate and general conclusions.

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APPENDIX A
IRB APPROVAL

TEXAS A&M UNIVERSITY
DIVISION OF RESEARCH AND GRADUATE STUDIES - OFFICE OF
RESEARCH COMPLIANCE
1186 TAMU, General Services Complex
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Institutional Biosafety Committee
Institutional Animal Care and Use Committee
Institutional Review Board

DATE:
15-May-2008

MEMORANDUM

TO:
BORJA, IVAN MARCELO
77843-3578

FROM:
Office of Research Compliance
Institutional Review Board

SUBJECT:
Initial Review

Protocol Number:
2008-0243

Title:
Promoting Rural Development from a Territorial Perspective: The Case of the
Yeguaré Region, Honduras

Review Category:
Expedited

Approval Period:
15-May-2008 To 14-May-2009

Approval determination was based on the following Code of Federal Regulations:

45 CFR 46.110(b)(1) - Some or all of the research appearing on the list and found by the reviewer(s) to involve no more than minimal risk.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation or quality assurance methodologies.

(Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b) (3). This listing refers only to research that is not exempt.)

Provisions:

This research project has been approved for one (1) year. As principal investigator, you assume the following responsibilities

Continuing Review: The protocol must be renewed each year in order to continue with the research project. A Continuing Review along with required documents must be submitted 30 days before the end of the approval period. Failure to do so may result in processing delays and/or non-renewal.

Completion Report: Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the IRB Office.

Adverse Events: Adverse events must be reported to the IRB Office immediately.

Amendments: Changes to the protocol must be requested by submitting an Amendment to the IRB Office for review. The Amendment must be approved by the IRB before being implemented.

Informed Consent: Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project.

This electronic document provides notification of the review results by the Institutional Review Board.

APPENDIX B

**QUESTIONNAIRE: PROMOTING RURAL DEVELOPMENT FROM A
TERRITORIAL PERSPECTIVE: THE CASE OF THE YEGUARE REGION,
HONDURAS**

Name:
Participant Code:
County:
State:
Date:

Objective

This instrument looks to compile information about the impacts of the Yeguaré Initiative Project FY 2004 – 2008 in the following areas:

1. Youth Development
2. Gender Roles (This area does not appear as a separated item but is considered as transversal in the other three areas)
3. Sustainable Livelihoods
4. Territoriality

Instructions

This instrument will be filled out by the investigator during his interviews with the participants. The researcher will explain in detail the objective of the instrument, will clarify any question the participant could have, and the researcher will provide confidentiality of the collected information. The participant will only answer those sections that apply to each of the participants. The researcher will identify the sections that each of the participants (ie. Youngers, businessmen, teachers...) should answer previous to the interview.

A. Youth Development

a. Youth Initiatives and Capabilities

1. Do you participate in social activities?
2. If Yes, what activities?

3. How this activity affects your quality of life?
4. What capabilities did you have to participate in the activity?
5. Where did you get those capabilities?
6. How prepared are you to participate in social activities?
7. Do you participate in economic activities?
8. If Yes, what activities?
9. How this activity affects your quality of life?
10. What capabilities did you have to participate in the activity?
11. Where did you get those capabilities?
12. How prepared are you to participate in economic activities?
13. Do you participate in political activities?
14. If Yes, what activities?
15. How this activity affects your quality of life?
16. What capabilities did you have to participate in the activity?
17. Where did you get those capabilities?
18. How prepared are you to participate in political activities?
19. What social, economic or political initiatives could help you to achieve your long term goals?
20. How the previous initiatives could contribute to your long term goals?

b. Future Expectatives

21. What plans do you have for your future?
22. Why did you choose those plans?
23. How probable are your plans to occur?

24. Do you know what to do to make your plans real?

25. Do you have the enough support to achieve your plans?

c. Changes in Life Conditions

26. Do you see changes in your family during the last four years?

27. What changes have you seen?

28. What are the reasons for change in your family?

d. Participation in Youth Organizations

29. Does your family support your participation in youth organizations?

30. Do you believe that participating in youth organizations is important for your future?

31. Do you appreciate to be involved in youth organizations?

e. Employment

32. Do you have a job? If yes, what kind of job?

33. Are you paid by your job?

34. How often are you paid?

35. How much is your salary?

f. Youth Organizations

36. Are you member of a youth organization?

37. What organization do you belong?

38. What is your position/function in the organization?

39. How long have you been a member of the organization?

40. Why was the organization created?

41. What are the working areas of the organization?
42. What was the budget of the organization for the previous year 2007?
43. What is your main source of funding?
44. Does the organization have technical assistance?
45. If Yes, what individuals/organizations provide technical assistance to the organization?
46. How many members does the organization have? How many men? How many women?
47. What is the age range of the members of the organization?
48. What is the level of education of most of the members of the organization?
49. What is the main economic activity of the members of the organization?
50. Does your organization have links with other organizations?
51. Please mention the organizations you have worked with? What activities have you organized with the other organizations?
52. Does your organization is member of a regional, local, national association?
53. Do the leaders of the organization participate in other social and political organizations of the region?
54. What are the most important achievements of your organization?
55. What are the main limitations and challenges that your organization faces now?
56. What are the challenges that your organization faces in the future?

g. Policies and Projects for the Youth

57. What initiatives or projects do you consider are oriented to the youth?
58. What is the purpose of the project?
59. What are the actions that the project has implemented?

60. How long the project will be in place?
61. How many youngsters do participate in the project? What ages?
62. What is the socio economic level of the young people participating in the project?
63. What institutions or organizations are involved in the project?
64. What is the type of public or private policy, plan or program is this project related to?

B. Territoriality

a. Strategic Actors

65. What are the most important actions promoting local development in your county?
66. Does your organization contribute with resources to those actions?
67. Does the actions benefit the youth in the communities?
68. Are the actions consequence of collaboration between institutions and organizations?
69. Have the actions achieved their objectives?
70. Have the youth participated in the design of the actions?
71. What actions do you consider need to be implemented in the short run?

The following statements are related to the organizational capabilities of your organization/institution. Please respond using the presented four points interval-scale. The points on the scale are as follows: 1 = Incipient, 2 = Emergent, 3 = Developing, 4 = Developed.

| | Statement | 1 | 2 | 3 | 4 |
|-----|--|----------|----------|----------|----------|
| 72. | We make decisions on time | | | | |
| 73. | We use the resources honestly | | | | |
| 74. | We communicate appropriately | | | | |
| 75. | We collaborate with other organizations | | | | |
| 76. | We follow our plans | | | | |
| 77. | We have access to local and national politicians | | | | |
| 78. | We are efficient in raising external funds | | | | |
| 79. | We work in improving human capital | | | | |
| 80. | We permanently evaluate our results | | | | |
| 81. | We follow our success results | | | | |
| 82. | We account for our actions | | | | |
| 83. | We have credibility | | | | |
| 84. | The youth participate in the planning process | | | | |
| 85. | The youth make decisions | | | | |
| 86. | The youth participate in the evaluation process | | | | |

C. Sustainable Livelihoods

a. Financial Services Providers

87. What financial organization do you work with?
88. What financial services does your organization provide?
89. Do you work with micro, small and medium enterprises?
90. What is the main use of your financial services?
91. What interest rate do you apply?
92. Is the interest rate subsidized?
93. What institution subsidizes the interest rate?
94. Is there technical assistance to your clients?
95. What factors do you consider affect or promote the access to credit?

b. Associations

96. Have you created an economic activity during the last four years?
97. What is the activity of your business?
98. Do you belong to an association of producers?
99. If Yes, What is the association?
100. What was your motivation to be part of an association?
101. What advantages and disadvantages do you have being member of an association?
102. Have your income improved since you are member of the association?
103. Do you consider associations have been positive for the community?
104. If you are not member of an organization, why do not you participate?
105. Would you like to be part of an organization?
106. Are there opportunities in your county to belong to an association?

c. Value Chains

107. Do you participate in a value chain?
108. Do you participate in the value chain as an independent producer, association or both?
109. What is your motivation to participate in a value chain?
110. What type of relationship do you have with other business in the value chain?
111. What kind of agreements do you have in the value chain?

D. Socio Economic and Demographic Characteristics

- a. Name of the Participant
- b. Age
- c. Relationshipship status
- d. Address
- e. Gender
- f. Occupation
- g. Level of Income
- h. Level of Education

APPENDIX C
CONSENT FORM

**Promoting Rural Development from a Territorial Perspective: The Case of the
Yeguaré Region, Honduras**

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent.

You have been asked to participate in a research project studying the impacts of a territorial model of development in the Yeguaré Region, Honduras. The purpose of this study is to determine the impacts of youth participation, preventive health programs and vocational education for the youth in the Yeguaré Region; to establish the impact of the territorial approach on the access to education and work wages for men and women in the Yeguaré Region; and, how has the sustainable of livelihoods of the Yeguaré Region been impacted by the territorial approach. You were selected to be a possible participant because you are (were) a participant of the Yeguaré Initiative Project. This study is being sponsored/funded by The Kellogg Foundation.

What will I be asked to do?

If you agree to participate in this study, you will be asked to answer questions of a semi-structured interview. This study will take 2 hours.

Your participation will may be audio recorded.

What are the risks involved in this study?

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

What are the possible benefits of this study?

You will receive no direct benefit from participating in this study; however, your communities would benefit of participating in the evaluation and empowerment of their own development.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relationships with Texas A&M University ,the Kellogg Foundation and Zamorano University being affected.

Who will know about my participation in this research study?

This study is confidential, and the records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only the investigator will have access to the records.

If you choose to participate in this study, you may choose to be audio recorded. Any audio recordings will be stored securely and only the investigator will have access to the recordings. Any recordings will be kept for 6 months and then erased.

Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Ivan Marcelo Borja Borja at 776-6140 x 7150 or by email to ivanborja@tamu.edu.

Whom do I contact about my rights as a research participant?

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

Signature

Please be sure you have read the above information, asked questions and received answers to your satisfaction. You will be given a copy of the consent form for your records. By signing this document, you consent to participate in this study.

_____ I agree to be audio recorded.

_____ I do not want to be audio recorded.

Signature of Participant: _____ **Date:**

Printed Name: _____

Signature of Person Obtaining Consent: _____ **Date:** _____

Printed Name: _____

APPENDIX D

AUDIT TRAIL

| Section of the Dissertation | Participants/Observation Reference | Documents |
|---|---|-------------------------------------|
| IV. Findings | | |
| 1. The Yeguaré Initiative Project | | 1, 2, 4, 5, 6, 7, 8, 16, 19, 20, 21 |
| 2. Youth Development | | |
| a. Youth leadership and entrepreneurship | 4, 11, 19, 23, 24, 25, 27, 31, 32, 62, 63 | 1, 2, 3, 4, 5, 19, 20, 21 |
| b. Youth expectations and future plans | 11, 23, 28, 62, 63 | 1, 2, 19, 20, 21 |
| c. Occupational status and welfare of the families | 4, 11, 19, 21, 23, 27, 28, 32, 63 | |
| 3. Territoriality | | |
| a. Priorities for local development | 5, 6, 7, 15, 17, 26, 39, 40, 46, 48, 50, 54, 58, 61 | 19, 20, 21 |
| b. Design of policies based on the established priorities | 5, 7, 39, 40, 48, 54 | 1, 2 |
| c. Inter-institutional alliances | 6, 15, 17, 26, 39 | |
| d. Organizational capabilities in the region | 5, 6, 7, 15, 17, 26, 39, 40, 46, 48, 50, 54, 58, 61 | 1 |
| 3. Sustainable Livelihoods | | |
| a. Association capabilities | 2, 13, 36, 43, 52, 56, 60 | |
| b. Financial services | 3 | 1, 19, 20, 21 |
| c. Welfare of the families | 1, 9, 10, 12, 14, 22, 25, 29, 30, 34, 39, 41 | 1, 19, 20, 21 |

APPENDIX E

PEER DEBRIEFING MEMO

Date: July 15, 2008

Re: Peer Debriefing Conference with Carlos Ardon (Coordinator of the Yeguaré Initiative Project), Ronny Estrada (Extension Agent), and Nelson Gamero (Extension Agent), Zamorano University

We looked at the data collected during the research study and discussed how the quantitative data could be categorized. Also, I presented the emergent themes arising from the qualitative data. The participants gave me their comments about the emergent themes, but overall they agreed with all of them.

I used the emergent themes to organize the research document (the dissertation):

The themes were:

1. Youth Development
 - a. Youth leadership
 - b. Youth entrepreneurship
 - c. Youth expectations and future plans
 - d. Occupational status and welfare of the families

2. Territoriality
 - a. Priorities for local development
 - b. Design of policies based on the established priorities
 - c. Inter-institutional alliances
 - d. Organizational capabilities in the region

3. Sustainable livelihoods
 - a. Association capabilities
 - b. Financial services
 - c. Welfare of the families

The participants agreed that some of the emergent themes are common to two or three components of the territorial approach.

VITA

Ivan Marcelo Borja Borja received his Bachelor of Science degree in Agricultural Economics and Animal Sciences from Zamorano University at Valle del Yeguate, Honduras in 1997. He entered the Agricultural Economics program at Texas A&M University in August 2000 and received his Master of Science degree in May 2002. He entered the Agricultural Education program at Texas A&M University in August 2006 and received his Ph.D. degree in May 2009. His research interests include international agricultural development and agricultural policy analysis.

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