



## CO-EDUCAR PROJECT

### Contributing to innovate and improve the educational offer of secondary education

This project seeks to impact Honduran youth in rural areas between 14-30 years old, with emphasis on youth with high migration potential and returned youth, proposing the updating, replication and institutionalization of the EDUCAR Model in the central west and south of the country. .

The project is divided into three levels of intervention, which are:

- i. The focus on demand through the development and strengthening of the skills of young people through formal and non-formal education.
- ii. The priority given to the supply, to the employment sector and to self-employment, strengthening links with the private sector and providing support to young people so that they can undertake.
- iii. The institutional part with the reinforcement of good governance and institutionalization of the model, to guarantee better coordination and appropriation of the project.

The project also incorporates innovative elements, focusing on issues of migration and climate change, and will focus on the replication and sustainability of the EDUCAR model, with a long-term vision and impact, focusing on systemic changes.

### DEVELOPMENT OBJECTIVE

Underserved youth (with high migration potential or returnees, of indigenous ancestry), mainly from rural areas, have employability and entrepreneurship opportunities and contribute to sustainable and resilient economic development in rural communities in Honduras.

### PROJECT OBJECTIVES

1. Young people from rural communities, with high potential for migration or returnees, acquire the technical and soft skills required by the labor market and self-employment through formal and non-formal education.
2. Access to employment and self-employment is facilitated by greater commitment from the private sector, including the financial sector, and greater support for young people in the process of becoming entrepreneurs.
3. The governance system is reinforced through the establishment/reinforcement of educational networks and the involvement of the main interested actors, which allows the efficient implementation and institutionalization of the EDUCAR Model.

## RESULTS

**1.1:** Training of 2,280 young people (2,160 in the BTPIDA/BTPDA and 120 through workshops, 50% women).

**1.2:** Validation by SEDUC of the curricular design in BTPIDA and BTPDA for the three grades (tenth, eleventh and twelfth) – formal education, review/validation of the curricula used in previous phases and creation of at least 1 additional curricular design (non-primary education). formal), including all technical aspects, soft skills, financial education, resilience to climate change and/or green businesses) as well as certification of these curricula by INFOP or CONEANFO

**1.3:** Training of 93 teachers (63 in the 21 institutes of the ITC-Network and 30 in the 10 institutes of the new network) and 20 instructors (INFOP and CONEANFO staff).

**2.1:** Relationships are established with at least 12 private companies in the west and 5 in the south that offer internship programs and employment opportunities for young people

**2.2.:** 200 young people (35% women) obtain a loan from credit committees, 200 start-ups obtain an initial loan, the financial sector offers at least one line of credit for youth start-ups.

**3.1:** Preparation of a document systematizing the experiences of the ITC-Network and middle-level Agricultural Educational Centers in Honduras and dissemination, establishment of a new network in the south of the country, including at least 10 technical institutes.

**3.2.:** Establishment of a new network of departmental directors (in the south) and strengthening of the existing network of directors in the center-west, organization of a national dialogue table and development of an action plan (with follow-up the following year )

**3.3:** An advocacy plan and a proposal for political debate.

## IMPLEMENTATION APPROACHES

- Enfoque Focus on dual vocational training
- Community focus
- Approach to mitigating the effects of climate change
- Migration approach
- Market Systems Development (MSD) Approach
- Human Rights Approach
- Digital focus

## FAST FACT

### Geographic location:

The intervention area prioritized in this phase coincides with another HELVETAS intervention in the WASH sector that is carried out in the departments of Valle and Choluteca.

Departments and municipalities in the south of the country that will be part of the new Network:

- Department of Francisco Morazán: Azacualpa and Villa de Francisco, Reitoca
- Valle Department: Nacaome
- Department of Choluteca: El Triubfo, Marcovia, Apacilagua and Concepción de María
- Department of El Paraíso: Alauca, Jamastran, Villa Santa, Danli
- Danli community of baths, El Paraíso, San Antonio de Flores
- Jacalapea, Trojes Arenales, Trojes, and Oropoli

**Duration:** Two year

**Start Date:** January 2024 and includes a three-month preparatory phase in 2023

**Date Ending:** December 2025

**Phase Budget:** CHF 450,000

**Target group:**

- Young people who neither study nor work
- Families with income less than \$1.90 per day
- Ethnic minorities: indigenous population in this case
- Single mothers
- Female-headed households
- Young people with disabilities
- Young people from remote areas
- Young people without land or with little land

### Partners and Strategic Actors:

- ITC Network
- Education secretary
- National Institute of Vocational Training (INFOP)
- Other vocational training centers such as the National Commission for the Development of Non-Formal Alternative Education (CONEANFO)
- Private sector
- local governments
- Departmental Directorates of Education

### Donors:

- Own funds of HELVETAS Swiss Intercooperation

### Implementers:

- Helvetas
- ITC Network: Network of Community Technical Institutes



## More information in:

### Network of Community Technical Institutes

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