

**Institutional Assessment of  
Mexican Environmental NGOs**

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## EXECUTIVE SUMMARY

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The U.S. Agency for International Development (USAID) works with Mexican government agencies and nongovernmental organizations (NGOs) to promote environmentally sound natural resource and energy use through the Environment and Global Climate Change (E/GCC) program. The forestry component of the E/GCC program focuses on the improved management of protected areas and buffer zones and on strengthening the institutional capacity of NGOs working to conserve the country's rich biodiversity.

Within this context, USAID/Mexico requested that the Environmental Education and Communication (GreenCOM) Project conduct a rapid assessment of fourteen NGOs working on natural resource management projects or activities, particularly those addressing deforestation. USAID/Mexico sought to identify areas of institutional strengthening that would enhance the ability of these NGOs to increase their impact and improve local environmental conditions.

Various organizational factors inhibit the dedicated, talented professionals working for Mexican environmental NGOs from being as effective as possible in developing and implementing environmentally positive methods of resource management. This report, *Institutional Assessment of Mexican Environmental NGOs*, identifies these factors and proposes training and other interventions to increase the NGOs' abilities to achieve their goals.

The information-gathering process used to prepare this report included interviews with key staff and volunteer leaders of the fourteen organizations, in-depth questionnaires, and literature reviews. The resulting assessment does not offer generalizations about the literally scores of other Mexican organizations working on environmental issues, nor does it fully detail the operations of those that are included. Strategic planning, managerial capacity, administrative skills, and technical capabilities are reviewed and discussed through the lens of the NGOs' environmental education and communication (EE&C) activities.

### **Mexican Environmental NGOs at a Glance**

The assessment found that environmental NGOs have developed more consistently in technical areas than in institutional ones. Moreover, NGO staff have taken greater advantage of technical training than of organizational development opportunities. Although few consider institutional development as high a priority as program support or technical capacity-building, their recognition of the interdependence of these elements is growing. More specifically, program-related training may be wasted if management-related training does not enable the organization to use technical advances fully. Areas for further development include strategic and financial planning, program and information management, leadership training, and coalition building.

USAID/Mexico and others interested in strengthening Mexican NGOs can capitalize on this growing realization by NGO leaders of the role of organizational development. However, this openness to institutional strengthening is tempered by distrust of “prepackaged” solutions that do not address Mexican needs. It will be necessary to carefully tailor any future training and other skill-building activities to Mexican interpersonal styles and conceptual approaches, as well as the specific situations of the organizations themselves.

*Institutional Assessment of Mexican Environmental NGOs* discusses findings in four complementary areas:

### **Environmental Education and Communication (EE&C)**

- Although all of the organizations assessed carry out EE&C activities, few use systematic, strategic approaches to achieve broader programmatic objectives or specific changes in environmental behaviors.
- Those NGOs that specialize in environmental education generally focus their efforts on school-based programs. However, other NGOs surveyed use nonformal environmental education, which takes place through organized settings other than schools, most frequently.
- Training for NGO program personnel is needed in EE&C teaching concepts, implementation strategies, pretesting, and monitoring and evaluation of materials and program activities. Many NGOs rely on uni-directional teaching methods, conducted without needs assessments or evaluations.

### **Institutional Issues**

- As noted above, NGOs do not identify institutional development as a high priority, although many are beginning to recognize the interdependence of managerial and programmatic effectiveness.
- NGO representatives usually cited funding as their major organizational deficiency, although they were not always clear about how additional monies would solve internal institutional problems.

### **Gender Considerations**

- Most NGOs expressed sensitivity to gender concerns, at least by stating their goal for balanced staffs and boards of directors.

- However, few take gender considerations into account in program design or implementation, resulting in missed opportunities to change women's knowledge, attitudes, and behaviors towards environmental practices over which they have primary responsibility in the community.

### **Training Needs for Mexican Environmental NGOs**

- NGO staff could benefit from training in various aspects of internal organizational development, most notably financial and strategic planning, administration, and fundraising.
- Program development skills, ranging from conducting needs assessments to marketing nontraditional forest products, also emerged as areas of need.
- Almost all NGOs expressed great support in convening meetings, training sessions, and other opportunities as a way to work together to build trust and cross-fertilize ideas, even though current interinstitutional relationships may be strained or nonexistent.

### **Turning Observations into Action**

Building on these and other observations made during the assessment, this report makes five general recommendations to USAID/Mexico, other funders, and the NGOs themselves:

- Develop a systematic NGO training plan and program with clear objectives and audiences, rather than respond to courses or other opportunities on an ad hoc basis.
- Tailor all training and skill-building to NGOs' specific organizational conditions and programs, taking into account existing activities, perceptions, weakness, and strengths.
- Build on existing awareness of gender issues by NGO staff to fully integrate gender considerations into organizational structure and program strategies.
- Increase opportunities for NGOs to work together on common projects and to network and collaborate through shared learning opportunities.
- Establish "train-the-trainer" and other processes as an essential component of every future training opportunity so that new skills learned by individual staff members and volunteers are shared throughout the organization.

More detailed recommendations and conclusions are included throughout the text and are organized as follows. Section I places this assessment within the context of Mexican and USAID environmental objectives and identifies the fourteen NGOs examined. Section II explains the assessment's focus and methodology. Findings in Section III are organized in the four categories

listed above: environmental education and communication; institutional issues; gender considerations; and training. Further analysis of these findings is made in Section IV, and recommendations and future options are offered in Section V.

Seven annexes provide the background information from which the analysis and recommendations are drawn. Annex A summarizes information about the NGOs in five tables. Annex B profiles the organizations surveyed. Annexes C through E contain a copy of the questionnaire used, a list of individuals interviewed, and a directory of organizational contacts and addresses, respectively. Materials reviewed and collected are included in a bibliography in Annex F. Finally, Annex G provides terms of reference for this consultancy.



## GLOSSARY

<b>AED</b>	Academy for Educational Development
<b>A/V</b>	Audio-visual
<b>Campesino</b>	Rural dweller, peasant
<b>Chiapas</b>	Southern-most, poorest state in Mexico
<b>EC</b>	Environmental communication
<b>EE</b>	Environmental education
<b>EE&amp;C</b>	Environmental education and communication
<b>Ejido</b>	Constitutionally established land cooperatives, planned and managed collectively and farmed individually by <i>campesinos</i>
<b>El Ocote</b>	Biosphere reserve in central Chiapas state
<b>El Triunfo</b>	Biosphere reserve in southern Chiapas
<b>Formal Education</b>	Covers all school-based activities, encompassing programs carried out by the federal and state education systems, including all public and private schools, technical schools and institutes, universities and teacher training.
<b>GIS</b>	Geographic Information System
<b>GreenCOM</b>	Environmental Education and Communication Project of the U.S. Agency for International Development
<b>Informal Education</b>	Includes all activities directed to mass audiences and the general public. The principal institutions through which informal environmental education is carried out are the mass media (radio, television and newspapers), folk and indigenous media, electronic networks, and community mobilization efforts. It is generally directed at broad categories of people.
<b>Los Chimalapas</b>	Remote, mountainous region of southern Oaxaca state and northern Chiapas in the Tehuantepec Isthmus
<b>Maderas</b>	<i>Maderas del Pueblo del Sureste</i> (Wood for the People of the Southeast)
<b>Nonformal Education</b>	Refers to processes which involve the active participation of specific, voluntary groups of targeted people. Nonformal EE frequently supports technical extension and community organization related to sustainable resource management. Institutions that specialize in this area include environmental and development NGOs, and some governmental agencies and offices

<b>NGO</b>	Nongovernmental organization
<b>NTFP</b>	Non-timber forest products
<b>OD</b>	Organizational development
<b>Promoción</b>	"Promotion," or the introduction to local communities of techniques, ideas or practices by a local person with external training
<b>PRA</b>	Participatory rural appraisal, a mechanism to employ a cross-section of community members in a rapid diagnosis of a community's conditions and opportunities
<b>Pronatura</b>	Network of environmental NGOs in seven states
<b>SARH</b>	<i>Secretaría de Agricultura y Recursos Hidráulicos</i> (Ministry of Agriculture and Water Resources)
<b>TNC</b>	The Nature Conservancy, manages Parks in Peril program, among others
<b>USAID</b>	United States Agency for International Development
<b>WWF</b>	World Wildlife Fund

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## I. CONTEXT

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### A. Overview of Mexican Natural Resource and Environmental Issues

Mexico may be better known for its serious industrial and urban pollution than for its natural resource problems. Human-caused urban challenges of solid waste disposal, sanitation, access to clean water, air quality, rapid population growth, and uncontrolled industrialization attract the attention and demand the energies of a wide range of national and international specialists, government and private-sector alleviation programs, and nongovernmental organizations (NGOs).

At the same time, Mexico is the focus of considerable attention from the international environmental community (governments and private organizations alike) because of its vast natural resource base and the speed with which this base is being destroyed. Mexico is a country of great biological richness, but one with increasing deforestation and resource degradation. With growing worldwide concern over greenhouse gas emissions, Mexico's rate of deforestation has attracted the attention of international agencies, including USAID/Mexico, which seek to reduce burning and conserve tropical forests.

In the past, recommendations for conservation in the Mexican tropics and elsewhere have followed the conventional models of U.S. National Parks and U.S. National Forests, where land is set aside for the “national interest,” regulated through federal and state laws, and managed by government agencies. Not surprisingly, this model—not always successful in the United States—has not proven effective in Mexico, where immediate needs for economic growth and land distribution must balance against longer-term benefits of natural resource protection.

In what has become a major shift in strategic focus and conservation policy, the international and Mexican conservation communities have begun to integrate the needs and goals of rural development with the imperatives of biodiversity conservation, so that environmentally sound practices also bring about local economic benefits. The underlying justification for this form of conservation is “sustainability,” through which land use aims to “meet the needs of the present without compromising the ability of future generations to meet their own needs.”<sup>1</sup>

Implementation of these strategies by Mexican government agencies and NGOs remains a challenge. Despite good intentions in some quarters and impressive rhetoric, government funding for environmental protection is disturbingly low. NGOs, dependent primarily on international donations, face institutional, organizational, and human resource shortcomings, which this survey attempted to assess.

The ultimate challenge for sustainable development in Mexico, and throughout the world, is to

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<sup>1</sup> World Commission on Environment and Development (WCED). 1987. *Our Common Future*. New York: Oxford University Press.

take a variety of sectors of human society into consideration within a general program strategy, allowing for continuous evaluation and adjustments to account for the varying and competing interests in the land and its resources. Sustainable development programs can and should be as much a learning process for the implementing organizations as they are processes of change in environmental practices and attitudes at a given site.

## **B. USAID Global Climate Change Program: Goals and Objectives**

The Environment and Global Climate Change Program (E/GCC) of the U.S. Agency for International Development (USAID) is a five-year, \$30-million effort of the agency's Latin American and Caribbean (LAC) Bureau. It responds directly to congressional mandates directing USAID to address the threat of global climate change in “key” developing countries projected to contribute large amounts of greenhouse gases, especially CO<sub>2</sub>, to the atmosphere. The emission of greenhouse gases, produced mainly by burning of forests and fossil fuels, is of concern because these gases trap heat in the Earth's atmosphere. Current scientific models predict that consequent increases in temperature could have globally catastrophic effects.

The E/GCC Program focuses on three geographic areas: Brazil and Mexico, which have received most of the program funding to date, and Central America. Overall, E/GCC's goal is to help reduce greenhouse gas emissions in the LAC region through the development and adoption of policy reforms, technologies, and practices that will result in the sustainable and efficient use of forest and energy resources. While directly reducing greenhouse gas emissions significantly goes beyond the financial resources and time frames of E/GCC, the Program develops pilot demonstration activities and promotes host-country capabilities, so that policies and technologies can have an impact beyond the specific sites, institutions, and communities with which the Program is working. E/GCC's purpose focuses on global environmental issues of importance in Mexico. USAID/Mexico's strategic objective is to promote environmentally sound natural resource and energy use.

The forestry component of the USAID/Mexico E/GCC program focuses on the improved management of protected areas and their buffer zones and on strengthening Mexican nongovernmental institutional capacity for the preservation of biodiversity. This component targets the sustainable use of forest resources because burning tropical forests for conversion to agricultural lands is considered the primary source of greenhouse gases in the region. In addition, USAID/Mexico believes forest resource management is one sector in which it can have significant land use-related impact. The premise is that promoting economically superior alternatives that rely on sustainable forest resources will provide an incentive for people to conserve their forests.

The USAID/Mexico environmental program is in fact a socio-ecological experiment that is discovering difficulties and constraints no different from those encountered by other conservation and development programs, past and present, in the tropics throughout the world. The challenges faced by Integrated Conservation and Development Projects (ICDPs) range from ideological arguments about appropriate environmental policies to the social and ecological difficulties of implementing these policies. For example, one challenge lies in the integration of

USAID/Mexico's program goals with the social and ecological realities of the implementation sites. Wildlands ("core zones") may not be wild; local governments and organizations may not be representative, consistent, or stable; and local cooperation may not equate with true acceptance or participation.

### **C. Purpose of the Consultancy**

In late 1994 USAID/Mexico requested that the Environmental Education and Communication (GreenCOM) Project conduct a rapid assessment of environmental NGOs that carry out projects related to USAID's E/GCC mandate. The primary concern was to identify how best to strengthen the NGOs' program effectiveness by assessing their environmental education and communications capabilities, awareness of gender issues as evidenced within their programs and organizational structures, and training needs related to outreach activities.

### **D. Organizations Included in This Survey**

Fourteen organizations were surveyed for this review (see chart on the next page). Of the fourteen, eight are Mexican NGOs, two are Mexican branches of U.S.-based international environmental organizations (with full legal status as Mexican non-profits), two are state government-mandated and funded agencies, one is a combined NGO and a sub-office of a federal government agency, and one is an adaptation of a U.S. program that will become a network of Mexican NGOs. Detailed information about each organization is included in the annexes of this report.

This consultancy was limited to addressing those areas falling within the Global Climate Change natural resource management mandate, and thus surveyed only some of Mexico's wide variety of environmental NGOs. Some also address urban environmental problems, but these activities fell outside the purview of this assessment and are not addressed here.

None are grassroots organizations *per se*, although at least four (ECOS, LB, MdP, and CI) work closely with community organizations. All are professional organizations or organizations staffed by professionals and para-professionals. PAFT's portfolio of thirty-four projects includes some organizations that work close to the ground, and others that are associations of community groups. World Wildlife Fund's local partners are included in the survey (IHN, PCHI, PPY, MdP, LB) and all carry out projects with rural communities. Most of The Nature Conservancy's organizational partners (ASK, PPY, and IHN) are "shared" with WWF, although they carry out different projects for each organization.

Name of Organization	Abbrev.*	Alternate Abbrev.**
Amigos de Sian Ka'an, A.C.	ASK	
Ecosolar, A.C.	ECOS	
Fundación Mexicana para la Educación Ambiental, A.C.	FUND	FUNDEA
Línea Biósfera	LB	
Maderas del Pueblo del Sureste, A.C.	MdP	Maderas
Pronatura de Chiapas A.C.	PCHI	Pronatura-Chiapas
Pronatura de México, A.C.	PMex	PRONATURA
Pronatura, Península de Yucatán, A.C.	PPY	
Centro Ecológico de Sonora, A.C.	CES	
Instituto de Historia Natural	IHN	
Programa de Acción Forestal Tropical	PAFT	PROAFT
Conservación Internacional de México, A.C.	CI	
Fonda Mundial para la Naturaleza (WWF-Mexico)	WWF	
Cuerpos de Conservación Mexicanos, A.C.	CCM	Cuerpos

\* As used throughout this report

\*\* Commonly used in Mexico

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## II. METHODOLOGY

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USAID/Mexico's primary concern was to identify areas of institutional strengthening that would most effectively enhance the ability of environmental NGOs to carry out USAID-funded activities. During the design phase of the survey, USAID/Mexico and GreenCOM determined that the assessment should focus on environmental education and communication (EE&C) as a method through which practitioners could maximize the effectiveness of their outreach. Another issue to be explored was the role of gender in enhancing or limiting the program effectiveness of the sponsoring agency and the local implementing organization.

In order to accomplish this, it was necessary to obtain a maximum amount of information in a short time, on as wide a range of relevant topics as possible. Informal interviews were held with key staff and board members. Interviews followed a general outline, without a standard list of questions, in order to maximize the likelihood that unexpected information would emerge. A questionnaire to supplement the interviews was provided to all organizations (see Annex C), either at the time of the interview or immediately afterward, to ensure consistency. In more than half of the organizations, a second interview was held to pursue some of the issues raised in the questionnaire or first interview.

USAID/Mexico's Environmental and Energy Advisor and his Program Assistant selected the organizations for the survey, based on their scope, geographic location, specific program areas, and size of projects. Thus, the assessment looked at fourteen organizations carrying out practical experiments in environmental protection and natural resource management, all focussed on limiting or reducing deforestation as a means toward diminishing carbon dioxide emissions and global climate change. The assessment was not intended as a full inventory of environmental NGOs, since there are scores or hundreds, depending on the definition used, currently working in Mexico.<sup>2</sup>

Because of this high number of NGOs, as well as university programs carrying out similar work, it was impossible to know at the outset if this group was a representative sample. Although the group surveyed reflects the diversity of Mexican civil society, it is unlikely that it is an adequate representation of the whole. It is, however, a likely representation of NGOs working in or near protected areas, attempting to reduce deforestation and protect natural resources through sustainable management.

The sampling of NGOs was too small, and the time spent with each too short, to develop a comprehensive analysis or to discern any subtle patterns that relate weaknesses or needs to other institutional characteristics (such as a tendency for smaller, younger, more politically active, or

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<sup>2</sup> Such an inventory, it was learned in the course of this survey, may soon be carried out by the recently formed *Fondo Mexicano para la Conservación de la Naturaleza*, in conjunction with the British Council and other international donors.

more well-connected organizations to share particular deficiencies). Some hypotheses were developed, however, and they are included in the body of this report.

Whether or not an NGO specializes in environmental education and communication (most do not), all conduct some sort of EE&C activities. The assessment sought to identify skills needed to improve EE&C in Mexico. Related institutional issues were also investigated, such as the capacity of an NGO to develop a coherent program based on strategic planning (USAID/Mexico has supported several logical framework exercises with some of the NGOs), the managerial capacity to implement a strategy, the administrative skill to manage funds, the technical ability to minimize negative impacts of its projects, and the capacity to measure the effects of an organization's interventions in terms of reduced environmental degradation.

A complete institutional diagnosis would require more time for interviews both in the headquarters offices of the NGOs and in field offices where they exist. Field visits and independent source interviews would have rounded out the process, and helped to ensure that the results were not limited to only the information that the staff and executives wanted to report. Limited time prohibited visits to field offices and project sites and interviews with independent sources; thus this exercise should be seen more as a “survey” than a diagnosis.

In the opinion of the interviewer, the dedication and integrity of the people interviewed were exemplary, although independent verification of the completeness or objectivity of the information gathered occurred in only a few cases. It is hoped that ultimately this survey generates considerable enthusiasm among the NGOs for organizational and professional growth where before there might have been skepticism or resistance.



### III. FINDINGS

A number of summary statements can be made, based on information provided by the organizations surveyed, and occasionally from independent observation and literature reviews. The following findings relate to the purposes of environmental education and communication; methods employed and relationship of EE&C to other organizational activities; problems and needs within the institutions; gender issues; and training considerations.

#### A. Environmental Education and Communication (EE&C)

Working definitions of environmental education used by Mexican NGOs ranged widely from one organization to another. Nevertheless, general agreement emerged that attitudes relative to natural resources and the environment should change, that they can be influenced, and that if they are influenced for the better, some change in behavior should result.

With few exceptions, Mexican NGOs view environmental education (EE) and environmental communication (EC) as separate activities serving separate purposes. EC, where it exists (although the term itself is rarely used), is most often seen as serving a specific function, such as to implore the public to respect wildlife or to support ecotourism. It is fairly indistinguishable from “informal” environmental education. Frequently, EC doubles as organizational promotion to increase public awareness of the NGO and to boost its funding base. However, Mexico does not have an established tradition of public donations to social causes, so the financial impact of such promotion is very limited.

EE is a more widely used term. Most organizations want to be perceived as EE-literate and can define the term either very broadly or specifically. Only a few NGOs have EE programs, projects, or defined activities with specific goals and objectives. Confusion exists about the operational definition of “environmental education.” NGOs working with rural populations often use the term to refer to their work with women, such as Pronaturas Chiapas and Yucatán and Maderas del Pueblo. Others, such as FUNDEA, PROAFT, Pronatura México, and ASK, refer to most of their formal and informal educational activities that use audio-visuals, texts, speeches, or various teaching aids as EE. Teaching peasant farmers soil conservation techniques was also viewed as EE, as in the cases of Ecosolar, Línea Biósfera, WWF, and Maderas del Pueblo.

There is a two-fold problem in the vagueness with which environmental education is perceived and employed. First, the opportunity to link attitudes and values with environmental practices and behavior is lost. Organizations that use specific techniques to promote economic benefit miss the opportunity to transmit ecological values at the same time. Second, this vagueness leads to a one-dimensional approach to education in which a “we” teach “them” what we think they need to know. This approach narrowly measures success by how much certain environmental rhetoric can be repeated, rather than by how environmental behaviors are modified to lessen resource degradation.

Selected issues derived from the information provided by the organizations themselves and from observations are presented below:

- Either EE is a deliberate, conscious, and emphasized part of an organization's program (as in the case of Pronatura-Chiapas, FUNDEA, and CES), or it is one among many activities that support other program priorities. In a few cases (such as IHN), a separate EE project exists dependent entirely upon earmarked external funding, without being programmatically or strategically integrated into the other natural resource management and community development activities of the organization.
- Nonformal environmental education appears to be the most common and integrated, but least deliberate, form of EE practiced by most NGOs. Most consider it part of a broader strategy and thus unconsciously identify it with the organization's mission. However, nonformal EE is usually not a strategically developed dimension of their work; it is merely part of another, higher-priority project or activity.
- Those NGOs that do specialize in environmental education tend to focus on formal education settings, such as teaching children, teachers, or other specific audiences with a standardized curriculum. Some emphasize informal or mass education, conveying a general message to non-specific target audiences. These organizations have not made great use of radio or television, relying instead on more informal, less sophisticated methods of outreach. Most produce written material, ranging from very professional magazines to very simple brochures. Speeches, meetings, flipcharts, slide shows, and occasional video programs are utilized more often than instructional manuals, texts, books, or regular newspaper columns.
- Few cases of systematic or strategic approaches to EE&C were observed, wherein specific problems, conditions, or behaviors are identified, understood, and analyzed by an organization; alternate conditions are proposed; an approach to change is designed; progress along a continuum toward the objectives is monitored; and results are measured based on those objectives.
- Environmental communication of any kind, among most NGOs surveyed, is seldom used; instead it is used only to support other primary activities related to the organizations' missions. In general, there seemed to be little understanding of communication *strategy* by NGO representatives. Rather, EC tends to begin when an organization wants to promote its activities or when it has a broad environmental message to get out. Related concepts and practices that have been developed elsewhere (such as social marketing) were not in evidence.
- Those organizations that “specialize” in EE, such as Pronatura Chiapas, Pronatura Yucatán, and FUNDEA, have developed their expertise in a largely empirical manner. Efforts to systematically professionalize and improve their programs are ongoing but results appear spotty. Evaluations of these efforts are needed; this preliminary assessment indicated that the incipient stage at which most such organizations function offers room

for considerable growth and development. Unfortunately, the limited collective experience means that those organizations that perceive themselves as EE specialists are not yet experts, and few good models exist.

- All informants acknowledged that attitudes about the environment and about natural resource management must change. Some people interviewed, reflecting either personal or organizational perspectives, believe attitudes change as a result of adoption of successful new behaviors. Others see behaviors changing as a result of changed attitudes. In the latter case, however, changing attitudes (the purview of EE) seems to be attempted in nonsystematic ways, such as putting general information before the public, or a selected portion of the public, without assessing current attitudes or practices, or evaluating the resulting behavior change.
- There does not yet appear to be a groundswell in the university and technical school systems to develop the professions of environmental science and ecology, such as exist in biology or agriculture. Most who work with the environment are self-taught, with backgrounds as diverse as engineering and architecture, biology and animal husbandry, anthropology and sociology.
- A summary of the apparent EE&C institutional methodologies might be divided as follows:

<b>EE&amp;C Method</b>	<b>Organization</b>
a. Concrete, designated environmental education projects	IHN Pronatura Chiapas
b. Special programs (unrelated to USAID/Mexico-supported activities) with EE&C components	CES, FUNDEA PPY, PROAFT ASK
c. Some EE&C activities but primarily for public relations, fundraising, and general information	Pronatura Mexico
d. Integrated with and indistinguishable from other activities	Cuerpos de Conservación, Ecosolar Línea Biósfera, Maderas del Pueblo, CI, WWF

## B. Institutional Issues

The organizations surveyed employ a range of internal structures, operating practices and decision-making processes. These include a collective of founding members and a few more recent additions that make decisions by consensus; an individual authority figure and visionary with little accountability to a board, grassroots base, or other independent group; a traditional corporate structure with a policy-making board working through an implementing staff and a hierarchical structure; a dependency on a large, foreign environmental bureaucracy with local staff that have very limited program or policy-making input; and a state-controlled NGO with an official mandate yet independent staff structure.

Institutional and program size, scope, program focus, political clout, sophistication, and degree of name recognition were equally varied. Specific findings include the following:

- Many organizations find it difficult to transfer to other staff the information, skills, and techniques that returning trainees obtained from off-site training and other events intended to improve program and staff capabilities.
- Some organizations lack the institutional commitment to follow up on training to ensure benefit to the organization months and years later. Staff members who received training more than a year earlier generally believe that they continue to use what they learned; the problem seems to be the failure of the organization to capitalize on changes as effectively as possible.
- Increasingly, NGO leaders recognize that this situation diminishes the value that accrues to the organization through training, exchanges, courses, and other means, and some are gradually seeing institutional strengthening as an investment in the organization's future.
- There is widespread dissatisfaction with certain types of organizational training activities. While only a few specific cases were cited, people appear offended by what they perceive as ideological and cultural bias on the part of many international training consultants. They are frustrated by the lack of relevance of process and content to their local situation, and they are concerned about the inability of these processes to adapt to Mexican interpersonal communication styles, accustomed pedagogical approaches, and familiar conceptual processes. They describe being alienated by methods of facilitation and process formats with which they are unfamiliar, a tendency for trainers to promote prepackage solutions, and a failure by international consultants to learn from participants (or possibly a failure to include them in the design).
- Organizations are more developed in technical areas than in institutional ones. They have developed their professional capabilities in such areas as GIS technology, audio-visual (A/V) techniques, agroecology, and protected area management, rather than their institutional capacity to set concrete goals and objectives, plan strategically, monitor regularly and effectively, or manage efficiently to make maximum use of technical skills.
- NGOs also tend to take much better advantage of technical training than of institutional

strengthening or organizational development. Organizations have a better understanding of what is offered and what they need in terms of technical training. People implicitly expressed greater comfort with technical inputs, and may also perceive them as more “legitimate” to their organization’s overall development. This is reflected in the number of training events and opportunities they have accessed, which are weighted in favor of the technical.

- There is heavy reliance on equipment, such as A/V equipment, vehicles, and computers. Significant increases in equipment and material aids would help organizations do more, possibly make better use of existing personnel, and reduce related tensions. However, this focus begs the question of how to maximize their human, organizational, intellectual, and interpersonal communication capabilities.
- Funding availability is almost universally considered the primary institutional need. Most people interviewed expressed in one way or another that if their organization had significantly more money, they could solve many other institutional problems. An accompanying assumption is that insufficient funding causes many needs, problems, or weaknesses. However, in conducting this assessment, little evidence was found to support this view.
- “Institutional strengthening” is needed by all organizations, although the specifics vary considerably. Patterns of need are analyzed in this report to guide USAID and others in making a useful, economical response. However, the sampling of NGOs was too small, and the time spent with each too short, to develop a comprehensive analysis.
- Most or all organizations are willing to accept external support for skills development, training, or other forms of institutional strengthening, but at least half do not consider it as high a priority as program support, additional funding, or technical training. Careful questioning often yielded the disquieting realization that these elements are more interdependent than they initially seem, and that program-related training might be wasted if management-related training does not first enable the organization to utilize new technical advances.
- Some organizations expressed frustration in being “trained up” without having funds to implement new skills. This coincided with their idea that the organization's primary deficiency was financial, not structural, managerial, administrative, or programmatic. Nevertheless, institutional strengthening support would be welcomed—and is needed—by most of the NGOs.
- The needs and weaknesses themselves, and the most useful remedial responses, can be placed into broad categories, described more fully in Part D below.

### **C. Gender Considerations**

Most NGOs do not consider gender as overarching issue either within their internal structures or their programming. Although awareness of inequities and of differences between the sexes is widespread, few recognize that gender-oriented approaches would enhance effectiveness.

### **1. Institutional Concerns**

Most of the individuals interviewed for this assessment demonstrated some sensitivity to gender concerns. At a minimum, most acknowledged the importance in principle of having a balanced staff of men and women, although they might define “balanced” differently. Almost all organizations opposed biased personnel practices, and many stated they prefer to have more women on their boards of directors. Most emphasized the role of women in leadership or decision-making positions within their organizations. However, these statements reflect more awareness than fulfillment.

The concept of “affirmative action” is either not well understood or not accepted by most NGOs. However, most recognize the appropriateness of having female staff members responsible for projects or programs that focus on women. Women head three of the NGOs included in this survey, without any noticeable negative effects on either intra- or inter-institutional relationships. Two of these women are known as specialists in environmental education, although only one of the three organizations specializes in EE.

### **2. Program-related Concerns**

Women tend to be seen by the NGOs as secondary consumers, decision makers, and producers. Few, if any, would defend that women *should* be perceived this way. However, they have not analyzed how their programs could strengthen female participation in sound ecological decision making by drawing on women’s roles in such areas as cultural continuity, family nutrition, health, and education. Equally scarce attention is given to areas where women share responsibilities with men, but perhaps do so with different perspectives, concerns, or behaviors.

On the other hand, understanding of methodological issues regarding women's participation is growing, such as holding community meetings at times women can attend, ensuring that projects are open to women, and hiring female extensionists and promoters to work with female community members. This awareness usually comes from women in the particular program.

With a few exceptions (such as some of CCM's and Ecosolar's activities, and some community EE activities targeted at women), projects accept local male leadership. Organizational methodologies tend to be traditional, which favor men's participation over women’s. However, several projects use more participatory techniques, which may, over time, increase women's participation in a natural way, even though this is not necessarily an initial objective.

A review of public-awareness materials produced by NGOs indicates little reflection of gender concerns. Training materials do address women when they bear primary responsibility for the

activity discussed, such as using more efficient cookstoves. Pretesting of educational materials is rarely done with either sex. Depiction of women is usually stereotypical (for example, as gardeners and homemakers, not as farmers). For the most part, environmental NGOs do not consider women as a separate target audiences with different roles and needs.

When NGOs undertake lobbying or other policy-influencing activities, they do not promote gender concerns. Furthermore, no special effort is made to consult women as a discrete group in land-use and environmental planning and policy formulation.

#### **D. Training**

The assessment found that “training” was a widely used term and a frequent activity. “Institutional strengthening,” a broader concept, was sought and needed by all organizations, but was much less practiced. Its definition ranged widely, and specific examples varied considerably among the organizations. Methodologically, the assessment did not wish to suggest in advance that “training”—as the term is commonly understood—is necessarily the most appropriate response to institutional needs. Therefore, the interview and questionnaire were broad enough to avoid a focus on training, lest a predetermined “answer” distort the information obtained.

The needs and weaknesses and the most useful remedial responses, fall into five main categories:

1. *Organizational Development*: Internal organizational development is the area of greatest need, measured by its impact on overall effectiveness. Unfortunately, few Mexican organizations are known to have adequate credentials in training and follow-up in this area. NGOs identified the following broad range of needs, although no one priority area emerged:

- Financial planning, fiscal management, budgeting, accounting, bookkeeping;
- Program design;
- Strategic planning;
- Program management, including monitoring and evaluation;
- Restructuring;
- Work and staff coordination (vertical and horizontal) and supervision;
- Administration;
- Fundraising.

2. *Program Development*: Organizations often develop their capabilities based on the people involved in them. They often do not recognize areas of weakness; otherwise, they might have already remedied their gaps. Few people were as self-critical of their NGO’s programs as they

were of other areas of operations, or as they were of other NGOs' programs; an outside view helps. The primary needs that emerged in the course of the survey include:

- EE&C concepts, implementation strategies, skills, and tools: As explained in Part A, this area needs further development.
- *Promoción* and community development: Many of the NGOs surveyed work closely with rural communities. Their abilities vary from sensitive and effective to very new and inexperienced. Some organizations, particularly WWF, have begun to improve NGO community development skills, including sharing concerns and lessons learned among the organizations who work in rural areas.
- Needs assessment: Few NGOs understand methodologies such as Participatory Rural Appraisal (PRA) and other means of assessing communities and their felt needs. They have either underestimated the importance of or given insufficient attention to this phase of working with communities, and few have carried it out effectively.
- Pedagogy, or educational philosophy/methodology: Most NGOs surveyed would agree that people will not change attitudes or behavior simply because others tell them to. However, current environmental education and communication programs still rely on traditional unidirectional teaching methods and dissemination strategies with inadequate assessment and evaluation practices.
- Ecotourism: Because of the current popularity of market-oriented solutions to social and environmental problems, ecotourism is becoming popular in Mexico, but it is entirely unregulated. NGOs working in ecotourism must develop a consciousness and the technical ability to measure carrying capacity, conduct market research, assess social costs and benefits, and identify and mitigate against long-term negative impacts.
- Production-related practices: Many of the NGOs surveyed promote the use of agroecology, non-timber forest products, sustainable forest harvesting, handicrafts, aquaculture, agroforestry, the collection and cultivation of herbs, small livestock production and other supplemental activities. They understand that complex social and economic relationships are involved, and they are learning to foster sustainability and commercial viability, but more can be done in this area.
- Information management systems: Many NGOs need to develop expertise in library sciences, information storage and retrieval, Internet conferencing, electronic mail, computer software, and analysis and distribution of applied research results. Most have developed their systems and methods empirically, and have not benefitted from new advances or specialized training in these areas.
- Lobbying and public policy: Many environmental NGOs engage in occasional efforts to influence public policy, although only a few (WWF, Pronatura de México, CES, and possibly IHN) focus on policy work. A few avoid it altogether. More strategic and technically skilled approaches by NGOs could benefit environmental, economic, and land-



tenure policies.

3. *Human Resources*: People form the basis of any organization's effectiveness; perhaps more than usual in many Mexican environmental NGOs because of the way they developed around a single or few individuals with vision and a strong sense of mission. As organizations grow in size and sophistication and mature programmatically, new demands arise that original staff are not trained to manage effectively. Lack of recognition of the problem, lack of access to solutions, and the need for fairly sophisticated methods and processes make addressing this area difficult for many NGOs. There were widespread signs that the following areas needed strengthening in many organizations:

- Leadership development: delegation of authority, acceptance of supervision, recognition of others' values, transparency, communication;
- Decision making: shared responsibility, recognition of the ripple effect of unilateral decisions, use of information, prediction of outcomes;
- Conflict resolution: separation of structural from personality conflicts, identification of commonalities, mediation;
- Training for trainers: institutionalization of training, techniques for training others;
- Board development: policy setting, supervision, accountability, compromise, effective decision making, fundraising, public speaking;
- Sustainability: marketing strategies, income generation, membership and volunteer strategies.

4. *Inter-organizational Relationships*: Low-level conflicts and tensions, jealousy, turf protection, subtle competition, and general lack of collaboration among the organizations surveyed abound, causing great waste of energy and loss of potential. Most of the organizations acknowledged some of this, but more was observed than admitted. It affects both U.S.-based and Mexican organizations. Direct training in improving inter-organizational cooperation is unlikely to attract much interest, since each organization tends to perceive that others cause the problem. Collaboration may increase, however, if organizations engage in other types of training together, in which commonalities become evident, mutual needs are identified, and joint problem solving takes place. Networking will more likely occur if inter-organizational strategy development is encouraged, joint funding approaches are developed, and incentives are provided for effective collaboration.

Most interviewees support the formation of inter-organizational processes. Many initiated the point, expressing considerable satisfaction with a USAID/Mexico-sponsored meeting (August 1993 in San Cristobal de las Casas) at which, for the first time, group discussions led to common understandings. Many expressed hope that a training program could contribute to more “networking,” “cross-fertilization,” and “dialogue for mutual learning.” World Wildlife Fund

offers a relatively effective model. In addition to occasional training events attended by several NGOs, there are annual inter-agency meetings of project representatives and NGO managers at which regional strategies, individual problems, and inter-organizational relations are discussed. In another model, The Nature Conservancy holds popular biennial training conferences for its Latin American partner NGOs and also sponsors intermittent country-specific training events.

*5. Location of Training:* Most organizations interviewed favor on-site and inter-organizational training, tailored to their specific needs. An unexpected finding of this consultancy was that formal, U.S.-based training courses are less likely to meet the specific needs of the surveyed organizations than training designed by individuals and organizations in Mexico working on-site. Few potential trainees speak or read English well enough to attend training in the United States, although the current USAID/Mexico-funded participant training program has identified universities or other agencies that design and offer courses in Spanish. The nature of the participant's needs and cultural considerations militate against counting heavily on U.S. training courses, although there are exceptions. Training might be as easily and economically provided in the United States in board of directors' leadership development, fundraising among international agencies, and technical environmental and scientific topics.

## IV. GENERAL CONCLUSIONS

Based on an analysis of the findings in the previous section, some general conclusions can be drawn. These are intended as syntheses of diverse information with the consultant's own perceptions added. Over-generalization from insufficient data, misunderstanding of responses, or the inadvertent acceptance of erroneous information may have resulted in misperceptions. Nevertheless, these observations will further understanding of the current situation of Mexican environmental NGOs.

**A. Diversity:** There is a great variety of professionals within and across organizations, including a diversity of educational and technical fields, levels of training, and skill areas under development (see Table 2 in Annex A).

**B. Formal education:** The lack of systematic education of environmental specialists at both technical and professional levels means that NGOs are the key source of training and education for practitioners in the field. NGOs in Mexico are not equipped to carry this burden.

**C. Communications in Mexico:** Mexico is one of Latin America's leaders in social marketing for family planning and AIDS prevention. Comic books, *fotonovelas*, soap operas, and other educational techniques have brought important messages to semiliterate groups. Unfortunately, these skills and experiences have not yet penetrated the environmental community.

**D. Clarity of Concepts:** Realization is growing that communication and education are not synonymous. An NGO's mission might benefit from each; while education for most is part of an action plan, communication is not.

**E. Inter-organizational Relationships:** Relationships among environmental NGOs were described by one NGO representative as "feudal." Beneath the surface, many inter-NGO relationships are strongly influenced by financial differences, especially their relative wealth (or perceptions thereof). Jealousy, resentment, and competition border on hostility. At the same time, NGOs often collaborate, at least superficially, when they find themselves working in close geographic proximity, or when a common funder requires it.

Other conflicts arise when one organization has "staked out" a geographic area of work and feels encroached upon, or when two or more organizations develop expertise in a particular field (such as community development or environmental education) and promote themselves as the "experts" in inadvertent or knowing competition with others.

**F. NGO–Government Relationship:** Government policies related to the environment leave considerable space for NGO specialization, expertise, and recognition. However, a long history of paternalism and patronage contributes to the fact that NGOs do not recognize the opportunities in this situation, but rather the disadvantages. For example, most NGOs complained in one way or another about the failings of government agencies; the Secretariat of Agriculture

and Water Resources (SARH) “abandoned its responsibilities,” abdicating to state governments over the past two years those environmental protection functions the NGOs had come to expect from the central government. With drastic budget cuts at the federal level, SARH is to become a “normative” influence, no longer an implementing agency. But NGOs expressed fear in this decentralization partly because they see no other policy-making conservationist influence taking the place of the federal government. Although it was outside the central focus of this assessment, it appeared that the NGO community has not yet developed an organized or coordinated approach to filling this vacuum, such as the generation of strategies to enable the private sector, represented by NGOs, to take over areas formerly monopolized by the federal government.

**G. Monitoring and Evaluation:** Few organizations have developed the skills, taken the time, or established mechanisms to measure their effectiveness. This makes strategic mid-course adjustments in program activities difficult and rare.

- In response to funders' requirements for reports, NGOs generally provide uncritical, unanalytical descriptive narrative. When outside agencies impose a diagnosis or evaluation, the NGOs acknowledge the importance of the exercise, but have no system in place to integrate it or to make modifications based on the findings.
- Self-evaluations, if carried out at all, are usually not systematic. Evaluation methodology, highly refined in only a small number of cases, tends to be heavily quantitative. There is little experience and training upon which to draw. Ongoing monitoring processes are almost equally underdeveloped.
- Most organizations take criticisms from outsiders very personally, especially if put in writing. They have difficulty trusting the motives of such comments because they have functioned within a relatively hostile financial and political environment for the entirety of their existence. They fear the cutoff of funding if they admit to shortcomings, and do not want to show their imperfections to other NGOs.

**H. Variations in Degree of Acceptance:** The level of acceptance of the need for organizational development (OD) or institutional strengthening varied. Acceptance depended considerably on the individuals interviewed; their functions and positions in the organization; how free they felt to criticize their own organizations; the degree of recognition of needs, weaknesses, or inefficiencies. There also seemed to be an institutional perception of OD as a ‘luxury’ that busy, committed, underfunded organizations cannot afford, and dare not admit they need.

**I. Gender Issues:** Most NGOs do not recognize that approaches to the “entire community” frequently reach only adult men. A systematic analysis is lacking of the roles and functions of different sectors of a target population. Indeed, most also fail to recognize the strategic advantages of including women in project design. For example, environmental problems, such as solid waste disposal and air quality in cooking areas, have effects well beyond the home.

**J. Training:** The training of NGO staff is heavily weighted toward technical areas. Institutional and management skills are generally perceived as secondary in importance, not well understood by

NGO managers, and not systematically diagnosed.

- Long-term training plans and strategies that cover technical and organizational development do not exist in any of the organizations surveyed. Training tends to be reactive, depending on two primary causes: the existence of externally developed training opportunities known to the organization and the amount of initiative or aggressiveness with which the organization (or an individual) pursues training. Organizations do not proactively identify appropriate training resources or priority needs, although exceptions exist. Overall, however, the demands of program pressures, financial solvency, and administrative complexities generally diminish an organization's ability or willingness to take the time for this type of analysis.
- Great disparities exist in the level and number of trainings received by different organizations. These disparities do not altogether reflect the size, budget, or level of sophistication of the organization, but rather the degree to which a given organization has availed itself of opportunities or recognized that progress partly depends on managerial capabilities. Relevant organizational psychologies also exist; some NGOs feel they do not need help, while the culture in others supports continually seeking out new information.
- Technical, program-related training is perceived as more credible and legitimate than organizational development or institutional strengthening. This is partly a function of the kind of people who staff these organizations: people with a mission, dedicated to a cause out of personal commitment. It is understandable that they would find greater satisfaction in training in the technical areas that drew them to their organizations in the first place.
- Ultimately, funders such as USAID/Mexico have to decide how much they want to encourage an intervention that an implementing organization might perceive as lower priority. On the one hand, responding to requests from project implementers means that funding may not be given where it is needed most. On the other hand, until they develop a perception of need, NGOs may not make maximum use of opportunities offered, even resenting the intervention. This broaches the common issues of proactive donor-to-project relationships vs. autonomy; responsible stewardship of resources vs. laissez-faire approaches; and mutual respect vs. dependency, all of which are implicated in any sincere discussion of donor-funded institutional strengthening.

**K. External Consultants:** There was widespread caution and some mistrust about outsiders prescribing solutions for their organizational diagnoses. Some exceptions exist, which make it appear that trust can develop over time.

**L. Potential Leadership:** Three of the NGOs interviewed share characteristics that might play a role in the development and/or implementation of a training program: The Nature Conservancy, World Wildlife Fund, and PROAFT. The first two are U.S. organizations, with Mexican-based operations that work in partnership with Mexican regional NGOs. PROAFT is a Mexican government dependency/NGO, which sponsors and supports more than 30 projects implemented by other public and private local agencies. All three organizations commit resources to the training and institutional development of their respective implementing partners. There is also overlap, in which two or more work with some of the same NGOs.

Each has strengths and weaknesses such that, in different combinations depending on the area, strategic and well-planned collaboration could create a valuable resource for the environmental NGO community.

- The Nature Conservancy has undertaken detailed diagnoses of its local partners, all of which were reviewed in this assessment. TNC is also developing ongoing monitoring, training, technical assistance, and related organizational development/institutional strengthening work with them, as it has done for several years with many of its other Latin American partner NGOs. If certain strategic criteria are met (especially if institutional strengthening would significantly affect the protection of fragile resources), TNC may be willing to share its expertise with other NGOs.
- WWF has an Organizational Development officer in its Washington, DC, headquarters responsible for Mexico and Central America, who has undertaken diagnostic exercises with WWF's Mexican partners. No specific follow-up has been committed, although generic training workshops have been mentioned. Some Mexican partners questioned the usefulness of this support. The OD office clearly wants to increase its assistance, but suffers budget and staff limitations.
- PROAFT is severely understaffed to cover the 34 projects it now supports, much less the additional ones for which it is seeking external funding. Although institutional development support ranks high on its list of priorities, PROAFT would need specialized staff to fulfill this objective. There is scant hope that this will occur without additional independent, earmarked funding. Although the agency could not provide significant assistance at this time, PROAFT has an interesting and potentially effective structure for future institutional development of its partners or other NGOs.

## V. RECOMMENDATIONS AND FUTURE OPTIONS

The findings and conclusions presented in the previous sections lead to five overall recommendations for those interested in strengthening Mexican environmental NGOs:

- development of a proactive training plan;
- tailoring of future training and other skill-building opportunities to NGOs' specific needs;
- integration of gender considerations into organizational structure and program offerings;
- increased opportunities for NGO collaboration and networking; and
- establishment of processes to spread throughout an organization the new skills gained by individual staff members and volunteers.

These considerations, particularly development of a training plan, underlie options that USAID/Mexico, other funders, and the NGOs themselves may choose to emphasize in the future. The options summarized on the next page present a sense of topic areas and instructional formats and structures available in Mexico and throughout the region to consider after priority needs and groups have been identified through a comprehensive training plan.

### A. Recommendations

#### **1. Develop a systematic, well-defined training plan and program with clear objectives and identifiable audiences.**

This should be the first step in avoiding the piecemeal response to opportunities that has characterized training to date. The training plan should identify key areas of need and relevant training opportunities that can take place on-site within a specific NGO or elsewhere. Topics covered in the plan should include institutional strengthening, organizational development, community mobilization, and EE&C methodologies, as described throughout this report.

#### **2. Tailor all training and skill building to NGOs' specific organizational conditions and programs, taking into full account their existing activities, perceptions, weaknesses, and strengths.**

Prefabricated training developed elsewhere and merely modified for language, idiom, and local issues should be avoided. This assessment discovered a surprisingly consistent and widespread rejection of external resource people who have not adequately adjusted their methods, approaches, subject matter, and style to the Mexican context. It would be difficult to overstate

the importance of this consideration to the eventual acceptance of future external interventions, especially in areas where the NGOs are not already actively seeking assistance, such as environmental communication and organizational development.

**3. Build on existing awareness of gender issues by NGO staff to fully integrate gender considerations into organizational structure and program strategies.**

All institutional strengthening and training activities should ensure the participation of women as trainers and trainees. Training for women staff, promoters, extensionists and project participants so they can learn from each others's experiences would also be valuable. Although the areas of work vary from cottage industries making cosmetics (Ecosolar) and handicrafts (CI) to female health promotion in remote villages (Maderas del Pueblo) to community gardening activities (PPY), the participants could develop common approaches that would increase their integration into community-wide strategies. In addition, the NGOs surveyed would benefit considerably from skilled orientation in gender analysis, to help them look at programmatic issues with a gender-sensitive lens. By applying gender analysis to the problems they work with daily, they could modify their interventions to increase effectiveness in the community as a whole.

**4. Increase opportunities for NGOs to work together on common projects and to network and collaborate through shared learning opportunities.**

Cooperation among Mexican environmental NGOs is weak. Although direct training in improving working relationships would probably not attract much participation, almost all NGO representatives supported engaging in other kinds of joint training and projects. These common endeavors would result in increased collaboration and stronger working relationships.

**5. Establish processes to spread throughout an organization the new skills gained by individual staff members and volunteers.**

What one person learns is seldom shared systematically with others, and the entire organization rarely benefits. Training for trainers should be included in every event, process, and consultancy, in order to generate a multiplication of skills. The survey revealed that traditionally in Mexico (as elsewhere), competent technical advisors and consultants who have worked with organizations to rectify institutional problems fail to transfer skills to the trainees so that they can replicate or modify the experience in the future. Even with on-site, tailor-made training there is a lack of periodic follow-up. This should be taken into consideration in the design of any institutional strengthening approach.



## **B. Future Options**

Development of a training plan and consideration of the recommendations summarized above could lead to implementation of one or more of the following options by USAID/Mexico, other funders, or the NGOs themselves.

### **1. Within Mexico**

#### **a. Tailored workshops for small groups of NGOs**

Workshops could take place intermittently or in a concentrated block of time, bringing together staff from several NGOs to focus on a specific topic. USAID/San Salvador is currently supporting a workshop series in El Salvador for thirty representatives of local environmental NGOs. Sessions cover design and implementation of an EE&C work plan, including the design of a research project; development of an environmental communications strategy, using the results of the research; development, pretesting, and implementation of EE&C materials and programs, based on the strategy; and monitoring and evaluation of the communication activities carried out. At each step, participants apply what they have learned to a project underway in their respective NGO. Participants also apply the basic process skills gained during the workshop series to other efforts within their organizations, from membership development to program evaluation. This or other ongoing, incremental training in areas should be prepared with full NGO participation to maximize relevance, specificity, and subsequent application.

#### **b. Environmental Education and Training Institute of North America, Mexico City**

EETINA was founded in early 1995 with the goal of building human resource capacity to carry out the commitments for environmental protection entered into under NAFTA. Headquartered just north of Mexico City, EETINA (IECANA in Spanish) is a non-profit private organization made up of twenty-four Founding Associate Institutions from the academic, business, and NGO sectors of Canada, Mexico, and the United States. Discussions with EETINA about scheduled or customized courses could prove fruitful to assess the institution's capabilities and applicability to the needs expressed in the NGO assessment.

#### **c. On-site specialized skill building**

As described in the assessment, focused skill-building in a number of areas is needed. The transfer of these skills could take place through specific, on-site visits to individual organizations. Daily operations of an NGO or group of NGOs would be observed, with “on-the-job” training taking place in such areas as information management, proposal writing, or project management. Skill-building in communications, lobbying techniques, and policy development would also make Mexican environmental NGOs more effective. Whether skill-building takes place at the host

organization's locale or elsewhere, on-site monitoring and ongoing follow-up would ensure that the NGO can apply the principles and practices learned, benefit from them, and become committed to institutionalizing them.

**d. Working with other Mexican institutions, both within the environmental community and in other sectors.**

Nonprofit and commercial organizations with communication expertise in other sectors, such as family planning and AIDS prevention, could work with NGOs that know environmental issues but lack experience or ability in strategic communications. These organizations could be identified and assessed, then tested with specific, useful short-term assignments. Successful completion could lead to a contractual relationship to provide ongoing services to select NGOs. In this event, a scope of work should be drawn up, limited so that a single agency does not attempt to identify the NGOs' needs and serve as a major provider of training and other services.

PROAFT, WWF, and TNC could also assist with NGO institutional development by forming a training service or consortium with a single manager. Or, they could each offer courses or consultancies in areas in which they have the most appropriate expertise.

**2. Training Opportunities Elsewhere in Latin America**

**a. Observational tours and two-way exchanges**

Another option to impart solid skills, foster a sense of cooperation, and establish informal EE&C networks among NGOs is through EE&C observational tours and two-way exchanges within Central and South America. As a model, Salvadoran environmental educators will be visiting relevant sites in Costa Rica, Guatemala, Ecuador, and the United States through USAID-sponsored programs in the near future. This tour, in turn, builds on farmer-to-farmer and similar exchanges, which have been particularly effective in Latin America as a way for peers to exchange information in an informal, non-threatening setting.

**b. Regional and National Conferences**

Learning through targeted regional conferences, in which colleagues come together to share information, would also be valuable. South American environmental educators have done this successfully, and USAID sponsored a successful session for Mexican environmental educators in 1993. World Wildlife Fund and The Nature Conservancy bring together their affiliates throughout the region, and this idea could be expanded for other NGOs.

**3. Short-term Participant Training with U.S. Institutions**

Within the United States, a number of locations offer regular courses on environmental education and related NGO topics. Most of these include components on institutional strengthening, organizational development, fundraising, and community mobilization. The regularly scheduled courses described below give an overview of the types of skills that can be imparted. While all these institutions emphasize making their training relevant to participants' home situations, an alternative is to develop a customized course specifically for Mexican NGO personnel.

Keeping in mind some of the concerns about “pre-packaged” training expressed during the assessment, these U.S.-based institutions have the capability to develop customized courses that could take place in Mexico or the United States. Descriptions of their regular course offerings are provided to illustrate their areas of expertise.

#### **a. North American Association for Environmental Education**

Many Mexican EE&C practitioners already belong to NAAEE. Its last annual conference was held in Mexico in 1994 and a large number of Mexicans attended and presented papers.

NAAEE holds a well-received short course entitled *Solving Natural Resource Problems through Education, Social Marketing, and Communications Strategies*. Participants work on strategic and program planning, fundraising, grantwriting, and communication and presentation skills. NAAEE has also offered specialized training in long-range planning, as well as leadership and organizational development programs, for environmental organizations of various sizes. These could be focused to fit Mexican needs, in Mexico or in another location.

#### **b. Institute for Training and Development, Amherst, MA**

ITD offers a five-week course to strengthen participants' capabilities to effectively plan, monitor, manage, and evaluate environmental projects and organizations. Entitled *Management Skills for Leaders and Mid-level Managers of Environmental Projects and Organizations*, the course is offered in Spanish and covers such topics as organizational development (including strategic planning and evaluation methods); project management (including financial planning and fundraising); gender issues; and coalition building.

ITD has also offered a course for Salvadoran environmental educators on *Education, Outreach, and Mobilization*. Participants learned about community-based environmental education, including the development and management of nature centers, media advocacy, and the design of environmental messages for education and communication programs. The course combined practical exercises with in-depth visits to U.S. institutions with goals similar to the Salvadorans' home organizations. ITD could offer a course specifically for Mexican NGO staff that draws from some of the topics described above.

### **c. Santa Cruz Institute, AZ**

A consortium of institutions that includes the Sonora Field School, this program blends content and training methodologies, with an emphasis on leadership development for all participants. The Arizona location has much in common ecologically with many parts of Mexico. Courses are customized in areas such as management, pedagogy, and training-of-trainers. As an example, a course designed for Honduran environmental educators covered outreach skills, leadership development, and training methods. Another course emphasized small business promotion and development, imparting many skills (such as efficient administration and personnel management) applicable to the successful operation of an NGO.

### **d. University of Idaho**

The University of Idaho also has strong programs tailored for participants from Latin America. One training course was specifically developed for Bolivian school directors and community promoters that included planning, communication, training-of-trainers, and leadership skills.

The University of Idaho recently conducted a training course on environmental interpretation and park management for Salvadoran personnel. The program combines training in El Salvador and in the United States. Among expected outcomes of the training, the participants will train personnel in their home institution and develop environmental interpretation plans for El Salvador's four priority protected areas.

### **e. University of California, Riverside; California State University, Chico, CA**

These two California institutions are known for their short courses targeted at strengthening NGOs. A program to address some of the organizational issues identified in the assessments could be developed at either institution, or their resources could be used in Mexico.

### **f. Mississippi Consortium for International Development**

This consortium draws upon the resources of three Mississippi institutions: Alcorn and Jackson State Universities and Tougaloo College. One of its programs, *Financial Management for NGOs*, builds capacity through improved management of financial resources. Topics include planning, computer applications, and developing and administering budgets. Another program, entitled *Environmental and Natural Resource Management*, is designed to enhance participants' management, planning, and project design skills. Technical topics (such as global ecology issues) are included, but participants also focus on coalition building, legal aspects of environmental protection, and the training of trainers.

#### **g. University of Tennessee**

The University of Tennessee offers a well-known *Environmental Education and Communication* course, in which, among other activities, participants prepare environmental education plans for their organizations.

UT also offers a course for mid-career managers entitled *Management for Sustainable Natural Resource Development and Environmental Protection*, which includes topics on policy and planning (both strategic and operational planning) and on management (including inter-organizational collaboration and human resource development). The focus of the course is on the practical application of management techniques and tools, including computers, to the planning and implementation of resource development and protection programs.

#### **h. College of Santa Fe, New Mexico**

The College's Center for Environmental and International Studies currently conducts student and faculty exchange programs with several Mexican universities. The program could be tailored to NGO staff already working in the environmental field. CSF has designed training that covers ecologically appropriate commercialization and business development, environmental business management, and various aspects of natural resource management. CSF also has a program to strengthen research skills, with several field sites located in northern Mexico.

#### **i. Management Training and Development Institute, Washington, DC**

MTDI offers scheduled seminars, and can also tailor a course specifically to the needs of Mexican environmental NGO staff. The seminars that MTDI offers give an idea of the strengths of the institution. They include *Project Management and Evaluation* (focusing on needs analysis, planning, and monitoring and evaluation); *Management-Communication for Development* (focusing on application of management and communication skills to improve technical programs); and *Training of Trainers and the Management of Training* (development and implementation of a training plan, training techniques, evaluation of training).

#### **j. Global Excellence in Management Initiative, Case Western Reserve University, OH**

The GEM Initiative offers several programs to strengthen PVOs and NGOs through a cooperative agreement from USAID's Office of Private and Voluntary Cooperation. In the *PVO and NGO Organizational Excellence Program*, strengthening institutional capacity is undertaken through a multi-phase approach: preparatory workshop and research at the organization's home site, a five-day workshop in the United States for a team of staff and leaders from the NGO, and follow-up consultation back at the organization's home site. The emphasis is on defining a shared vision, leadership development, strategic planning, and alliance building.

## ANNEX A: SUMMARY TABLES OF NGOS PROFILED

The following tables summarize responses provided by the NGOs primarily through questionnaires (see Annex C), with additional information derived from interviews.

Basing comparisons on the tables is not entirely accurate because of different levels of detail provided by respondents, varying interpretations of some of the questions, occasional differences in terminology, incomplete responses in a few cases, and the inability to confirm and clarify questionnaire responses with second interviews. One organization, Línea Biósfera, did not provide responses, and is not included here.

Nevertheless, the tables serve as a rough, visual guide to patterns of diversity and concentration, areas in need of further attention, and differences and similarities among the organizations surveyed.

The tables summarize the following:

1. Education and Dissemination Methods Used
2. Professionals Working in Surveyed Environmental NGOs
3. Number of Events and Types of Training Received
4. Priority Institutional Needs
5. Priority Training Needs

# 1. Education and Dissemination Methods Used

## ORGANIZATIONS

Methods of Dissemination	ASK	CES	CI	ECOS	FUND	MdP	PAFT	CCM	PCHI	PMex	PPY	WWF	IHN
Physical Work								X					
Group Games/Dynamics					X				X	X	X		
Chats, Discussions		X	X					X			X	X	X
Field Visits		X						X	X	X	X	X	
Exchanges							X	X					
Bicycle Rallies									X				
Drama							X				X		X
Workshops		X			X		X		X	X	X		X
Training			X	X			X			X	X	X	
Community Mtgs/Assemblies								X			X		
Talks/Speeches	X							X					X
Experiments/Demonstrations			X						X		X	X	
Consulting/Technical Asstnce.							X				X		
Seminars					X		X				X	X	
Courses		X	X		X					X	X	X	
Conferences									X				
Exhibits/Bulletin Boards		X	X						X				X
A/V Presentations		X					X		X		X	X	X
Teaching Guides	X									X			X
Brochures	X	X			X				X		X		
Cloth Posters (quilted/printed)					X								X
Posters	X										X		
Newsletters					X		X		X				
Radio Programs		X								X	X	X	
TV Campaigns		X											

## 2. Professionals Working in Surveyed Environmental NGOs

### ORGANIZATIONS

Field or Title	ASK	CES	CI	ECOS	FUND	MdP	PAFT	CCM	PCHI	PMex	PPY	WWF	IHN	TOT
Biologist	2+	8	3		3	1	2		5		8		13	45
Accountant	1	2	1		1	1		2	2	2	2	2		16
Administrator		2	2			1		3		1	2			11
Natural Resource Mgmt.		3		1	2				1	2		1		10
Ecologist		5												5
Agronomist/Agric.						1	1		1				9	12
Anthropologist	1					1					1	1		4
Agroforester/Forestry Tech.									1			1		2
Economist		2				1								3
Info. Systems/Computers		1	1								2			4
Fundraiser										1				1
Pedagogue/Teacher							1				1			2
Oceanographer/Marine Biol.		3												3
Communications			1	1						1	1			4
Agroecologist				1										1
Aquaculturalist/Fishery Tec.													2	2
Ecotourism			1							1				2
Environmental Policy										1				1
Veterinarian													1	1
Library Science					1									1
Architect	1						1							2
Rural/Urban Development					1	1								2
Social Worker		1					1							2
Other			1						2		1		1	5
<b>Totals</b>	<b>5</b>	<b>27</b>	<b>10</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>12</b>	<b>9</b>	<b>18</b>	<b>5</b>	<b>26</b>	<b>141</b>



### 3. Number of Events and Types of Training Received: Jan. 1993 - Nov. 1994

#### ORGANIZATIONS

Type of Training	ASK	CES	CI	ECOS	FUND	MdP	PAFT	CCM	PCHI	PMex	PPY	WWF	IHN
Strategic Planning					3	1	3					1	1
Org. Development/Management		2				2						1	
Project Management/Oversight		1					1			1			
Staff Exchanges/Org. Visits			1					1					1
Evaluation					1		3						1
Leadership	1							1	1				
Group Formation/Management		1					1	1					
Promoter Training							1		1			1	1
Promotion of Participation					1		1		1				
Administration										1			
Proposal Writing	1									1	1		1
Fundraising/Grantsmanship													
Bookkeeping/Accounting			1									1	
Secretarial Updating										1			
Computer Programs/Communication			1		4								
English					1								
Teacher Training					5						1		1
Nonformal EE&C Techniques					1			1	1				2
Materials Production		1			2		1		1				1
Gender Issues									1				
EE&C Planning/Evaluation									1				1
Incorp. into Conservation Activities									1				
Conservation/Resource Management	3	9	1	3	5		5		3		1	2	15
Eco-Techniques		3	5	2				1	1				2
Environmental Rights/Law			1						1			1	2
Ecotourism				2									
NTFP/Traditional Practices						1			1				
Sustainable Agriculture							1					3	4
Artisanry/Production			1				1						

## 4. Priority Institutional Needs

### ORGANIZATIONS

Needs	ASK	CES	CI	ECOS	FUND	MdP	PAFT	CCM	PCHI	PMex	PPY	WWF <sup>1</sup>	IHN
Training	X	X	X	X	X	X	X	X	X	X	X	X	X
Finan. Support and/or Stability	X	X <sup>2</sup>		X	X		X		X	X	X	X	X
Personnel (new staff, specified)	X			X	X	X		X	X				
Strategic Planning/Defining SOW				X	X	X				X		X	
Project Management										X		X	X <sup>3</sup>
Instit. Policy-making/Administration					X	X				X			
Project Monitoring/Oversight										X		X	X <sup>4</sup>
Organizational Exchanges/Intervisits			X					X	X				
Budgeting/Financial Planning										X			
Board Development									X				
Fundraising								X					
Conflict Resolution Skills				X	X								
Prod. of EE&C, A/V Materials							X						
Improved Interinstitutional Communic.					X <sup>5</sup>		X <sup>6</sup>	X					
Administrative Strengthening						X							
Training of Mid-level Leadership		X											X
Permanent Training Plan		X											
Personnel Selection System		X											
Integrate Conserv. & Development												X <sup>7</sup>	X <sup>8</sup>
Communication/Dissemina. Equipmnt.			X					X					
Computers/Office Equipment										X			
Vehicles						X		X	X	X		X	

NOTES:

<sup>1</sup> WWF responses refer primarily to needs of its project partners with which WWF can help

<sup>2</sup> For Department of EE&C

<sup>3</sup> Improve system of coordination between field activities and administration

<sup>4</sup> Improve oversight by central office

<sup>5</sup> With donors, particularly USAID/Mexico

<sup>6</sup> With the Tripartite Alliance members, especially project implementers

<sup>7</sup> Better integration of the two

<sup>8</sup> Incorporate both into all other programs

## 5. Priority Training Needs

### ORGANIZATIONS

Type of Training	ASK	CES	CI	ECOS	FUND	MdP	PAFT	CCM	PCHI	PMex	PPY	WWF	IHN
Strategic Planning					1	1				1	1	1 <sup>1</sup>	
Org'l. Development/Management			1						2				
Project Management/Oversight					1						1		2
Staff Exchanges/Interorg'l. Visits		1						1	1				
Evaluation		1			1		1						
Leadership		1						1					
Group Formation/Management								1		1			
Promoter Training												1	
Promotion of Participation		1			1						1		
Administration			1	1					1			1	
Proposal Writing	1								1				
Fundraising/Financial Management										1			2
Bookkeeping/Accounting				1		1			1				
Secretarial Skills Updating			1							1			
Computer Programs/Skills/Communic.		1				1			1				
English	1		1	1	1	1							
Teacher Training	1												
EE&C Methods/Techniques		3									1 <sup>2</sup>	1 <sup>3</sup>	
EE&C Materials Production		3				2	1						
Natural Sciences		1											
EE&C Planning/Evaluation		1											
Endangered Species Identification		4											
Conservation/Resource Management		1										1	
Ecotourism											1		
Sustainable Agriculture						1	1						
Artisanry/Cottage Industry Production							2						
Family Health/Reproduction						1	1						

NOTES: <sup>1</sup> "Training in analysis of regional policies that influence our work"  
<sup>2</sup> "Techniques of improving environmental education"  
<sup>3</sup> "Strengthen concepts of ecodevelopment and EE&C"

## **ANNEX B: ORGANIZATIONAL PROFILES**

These profiles are drawn from the questionnaires filled out by staff members of the organizations themselves, with occasional supplementary material from interviews, document reviews, and independently derived information from diverse sources. The profiles do not attempt to provide all the information pertinent to the survey or the analysis, nor to present all the information obtained from the questionnaires and interviews.

The profiles should be interpreted as self-descriptions as much as external diagnostic summaries. They provide greater detail for identification, comparison, and analysis. It should be noted that inaccuracies may exist either because of incorrect or incomplete information furnished by the respondents and interviewees, or incomplete data acquired by the process.

## 1. AMIGOS DE SIAN KA'AN, A.C.

Apdo. Postal 770,  
Cancún, Quintana Roo, C.P. 77500 Mexico  
Tel (98) 84-95-83, Fax (98) 87-30-80.

<b>Contact:</b>	Juan E. Bezaury Creel, Executive Director.
<b>Main purpose:</b>	To integrate the needs of local residents with environmental protection efforts and make the Sian Ka'an Biosphere Reserve an example of conservation and rational use of natural resources in Mexico.
<b>Principal Activities:</b>	Collaboration with local, state and federal governments, the (tourist-oriented) private sector, as well as the local inhabitants of the area, to achieve the objectives of the Reserve.
<b>Professional staff:</b>	Three professionals in the office plus support staff, and a fluctuating number of biologists in the field, two of whom are permanent staff.
<b>Key organizational strengths:</b>	The institution is finally recognized and taken seriously by the state government as a legitimate organization with the capacity to develop conservation projects while avoiding confrontations. During a long period of less than ideal relationships with agencies responsible for Reserve management, ASK developed numerous useful research activities and several ecotourist packages, as well as relationships with neighboring <i>ejidos</i> . As a result, when official relations finally normalized recently, ASK was in an excellent position to assume a partnership role in Reserve management.
<b>Principal organizational challenges:</b>	Difficulty developing the assembly of members to relieve the same few individuals by distributing responsibility more widely. Excessive dependency on the Executive Director for even small decisions. Delegation of authority is slow and difficult. Because of limited staff, each person becomes indispensable and changes in personnel cause great disruption. Difficulty in writing proposals in English. Lack of money.
<b>Primary institutional needs:</b>	Money for administration. Money for dissemination activities. Training in social development projects. Training in product marketing.
<b>Personnel needs:</b>	<ul style="list-style-type: none"><li>• Ecotourism guide;</li><li>• Coordinator of social development programs;</li><li>• Person to implement environmental education.</li></ul>

## ENVIRONMENTAL EDUCATION AND COMMUNICATION (EE&C)

<b>Areas and populations served by EE&amp;C:</b>	Yucatán Peninsula, Quintana Roo. Campesinos, ejido members, teachers, urban youth, children and professionals.
<b>EE&amp;C activities:</b>	Creation of EE materials. Discussions in educational centers.
<b>Major EE&amp;C achievement:</b>	Successful introduction of EE materials into the state educational system of Quintana Roo.
<b>Obstacles to EE&amp;C success:</b>	No EE&C staff.
<b>Equipment and materials on hand:</b>	Overhead projector, slide projector, electric generator.

## TRAINING

<b>Training received:</b>	<i>Technical</i>  Third annual meeting of conservationists on protected areas management (1 week); Planning and logical framework for global climate change (4 days); Management of protected areas (1 week).  <i>Institutional</i>  Proposal writing (3 days); 1 <sup>st</sup> Meeting of board members of Latin America and the Caribbean on "Boards of Directors' capabilities" (three days).
<b>Further training needs:</b>	Programs to train teachers in the educational centers of the Sian Ka'an Biosphere Reserve and the zone of cooperation. Internal proposal writing workshop was planned for six staff persons in March 1995.

## GENDER CONSIDERATIONS

At the staff level, one woman and three men are in decision-making positions. At the board level, there is one woman (the president) and seven men. Programs do not discriminate on the basis of gender but their focus is on activities generally engaged in by men, such as small-scale commercial lobster and fishing, agricultural and forestry production, ecotourism management, wildlife research, and protected areas management. No special effort is made to recognize different social and

environmental circumstances of women or develop activities that emphasize women's special roles.

## **OTHER CONSIDERATIONS**

Strategic planning has been introduced by TNC as part of its long-term partnership arrangement with several Mexican NGOs, and a five-year plan is being contemplated. An external facilitator is desired to further develop the organization's capacity to manage its activities more efficiently and with greater interdependency and fluidity, and to develop all key staff members' capabilities in program planning and monitoring.

## 2. CENTRO ECOLÓGICO DE SONORA, A.C.

Apdo. Postal 1497  
83000 Hermosillo  
Sonora, México;  
Tel/Fax (62) 50-1034, 50-1137, 50-1225.

<b>Contact:</b>	Dr. Samuel Ocaña García, General Director.
<b>Main purpose:</b>	Promotion of a ecologically-conscious society in Sonora and Mexico that uses nature appropriately.
<b>Principal Activities:</b>	Ecological research into methods of resource management and protection of endangered species and ecosystems. Environmental education through recreational activities, exhibitions and demonstrations. Management of protected areas by including all stakeholders in the process.
<b>Professional staff:</b>	28 professionals in the conservation program.
<b>Key organizational strengths:</b>	The Center's mission to develop conservation projects in Sonora is clear and secure. The Center has built up considerable experience in conservation and the management of resources, and in protected natural areas. Core funding from State government ensures continuity and ability to hire skilled staff. A base of positive experience has contributed to a growing respect throughout the state from ranchers, peasants and other stakeholders.
<b>Principal organizational challenges:</b>	Throughout Mexico, a general lack of higher education institutions with experts in conservation means that the Center's personnel require much training. Inadequacies exist in the system of selecting people to specialize in conservation work. No budget exclusively designated for communications.
<b>Primary institutional needs:</b>	<ul style="list-style-type: none"><li>• Other training and educational institutions that produce conservation experts;</li><li>• Mid-level leadership training;</li><li>• Long-term training plan for CES staff.</li></ul>
<b>Personnel needs:</b>	Training for mid-level staff; ongoing training in landscape planning and management of natural resources.



## ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)

<b>Definition of Environmental Education:</b>	<p>A series of actions designed to form and strengthen the consciousness of people in order to make harmonious the relationship between humans and natural resources.</p> <p>“Conservation Education” (CE): Achieving greater awareness and change in the attitude of the community toward conservation, management and rational exploitation of natural resources. CE is implemented in a complementary way with the Dissemination Department and with the projects of the Natural Resources Conservation Program.</p>
<b>Areas and populations served by EE&amp;C:</b>	<p>State of Sonora; residents near and users of protected areas, campesinos, <i>ejidatarios</i>, and decision-makers; the general public in urban areas. Area of reach covers 13 of 16 protected areas (parts of 20 counties); informal education via media and courses reaches statewide.</p>
<b>EE&amp;C activities:</b>	<p>Consensus-building discussions with land resource users and native residents (<i>usuarios y pobladores</i>) of the protected natural areas. Training courses for managers of protected areas. Regularly scheduled presentations on the radio and television. Production and dissemination of audiovisual and written materials. Discussions and conferences with requesting organizations. Cyclical themes, discussions, conferences, workshops, video and film viewing, teaching about regional and exotic flora and fauna for urban school students and general public, explanation of concepts, dissemination of messages, campaigns for the protection of natural resources, creation of publications, special events, and advice to groups and individuals.</p>
<b>Major EE&amp;C achievements:</b>	<p>Formal acceptance by landowners, settlers and <i>ejidatarios</i> for an inclusive protected areas planning process. Established the country's first course to train thirty agricultural technicians in management of protected natural areas. Participation of children and youth in workshops and increases in the numbers visiting the ecological exhibition of the center.</p>
<b>Obstacles to EE&amp;C success:</b>	<p>None recognized; EE is clearly defined as part of CES' mandate; quantitative limits on budget, staff and material resources are the only recognized limitations.</p>

## TRAINING

### Training received:

#### *Technical*

- Training for conservationists of Latin America and the Caribbean (1 week);
- Conservation of rare plants, on-site (1 week);
- Planning strategies for conservation of biodiversity (12 days);
- International workshop on semi-tropical mammals (9 days);
- Planning and management of protected areas (3 days);
- Techniques for capturing the deer rat (*Peromyscus maniculatus*) (3 days);
- Advanced database management for conservation (1 month);
- Regional seminar for administrators of protected areas (1 month);
- Ecological monitoring workshop (1 day);
- Training on Spotted Owl (5 days);
- Volunteer training for the BBS project (2 days);
- Training on the wild turkey (7 days);
- EE workshop on making teaching materials on resident and migratory birds in Mexico (4 days);
- Annual meeting of team to recover the Mexican Spotted Owl (4 days).

#### *Institutional*

- Designing and managing research conferences and participatory design workshops (6 days);
- Management and operation of CITES (5 days);
- BBS coordinator training.

### Problems encountered:

Trainings in management of protected areas are designed elsewhere, and are often not applicable to the socioeconomic reality of Mexico. Training should be given at several levels, e.g. executive management, program staff, students or interns.

**Further training needs:**

- Leadership training regarding conservation;
- Management of natural resources;
- Promotion of participation;
- Rapid evaluations.

The Education and Communications Department listed the following needs:

- Planning and evaluation of EE programs;
- Programs of promotion and dissemination;
- Running educational workshops;
- Eco-educational dynamics;
- Computer programs (design, graphics and special educational programs);
- Creation of EE materials;
- Exchange visits to other centers of EE;
- Production of special themes (e.g. species of flora and fauna, for radio, television and publications);
- Series about endangered species, species interpretation;
- Plans, programs and activities on protected natural areas;
- Sciences - nature relationships (geology, paleontology, etc.);
- Management of endangered fauna;
- Species identification;
- Public outreach for staff of Education and of Operations;
- Basic first-aid for staff of Education and of Operations.

**Training Planned:**

*Technical*

- Course in training and management of conservation databases (1 week);
- Training on the Masked Quail (*Codoniz Mascarita*) (1 day);
- Analysis workshop on the habitat and population of *Berrendo Peninsular* (3 days);
- General training for conservationists of Latin America (1 week);
- Exchange visits to the Triunfo and Manantlán Reserves.

*Institutional*

- Management of computer systems (1 month);
- Leadership workshop for conservationists (4 months).

**Equipment and materials on hand:**

Auditorium for 120 people, audiovisual room, 3 acrylic white-boards, 2 opaque projectors, 2 slide projectors, television, VHS cassette player, video camera, 2 screens, a giant screen television, used soundviewer, and library.

**GENDER CONSIDERATIONS**

Four women and six men are in decision-making positions. The conservation department is directed by one woman and three men sharing the decision making. Programs divide into general outreach and work targeted to residents in 16 protected or NRM areas. In the former, no gender distinctions exist, and there was no mention of plans for outreach for women. Emphasis is on producers and local community leaders and decision-makers, who are generally men. Women's specific roles and responsibilities do not appear to be addressed overtly or strategically.

### 3. CUERPOS DE CONSERVACIÓN MEXICANOS, A.C.

Apdo. Postal No.65,  
C.A.P. Dante C.P. 97102  
Mérida, Yucatán, México;  
Tel/Fax (99) 25-46-74.

<b>Contact:</b>	John A. Chater, Regional Coordinator.
<b>Main purpose:</b>	Working with Mexican youth to build on their awareness of nature and to solve environmental problems while imparting leadership, organizing and marketing skills.
<b>Principal Activities:</b>	Establishment and support of conservation corps through technical assistance, ongoing skills training, environmental education, and help with conservation and productive projects.
<b>Professional staff:</b>	Five professionals as well as several part-time administrative people, primarily college students.
<b>Key organizational strengths:</b>	Excellent institutional relations with Conservation Corps in the U.S. Positive relationship developing with the Australian Conservation Corps. Excellent administrative and technical support from the Partners of the Americas and to a lesser degree from their Mexican network of affiliates. Enthusiastic volunteers and capable college students working part-time in the Mérida office and in organizing activities. Replaced top-down administration/managerial structure with a bottom-up, grassroots strategy. Staff are now primarily administrative, to support development of a decentralized network of autonomous organizations that will form a national association, which will hire or contract some specialists (some of whom may be affiliated with one of the local corps) to advise the local organizations. This replaces the original idea of having a national organization with dependent chapters.
<b>Principal organizational challenges:</b>	Few Mexicans have experience in Conservation Corps. Volunteerism is fairly undeveloped.
<b>Primary institutional needs:</b>	<ul style="list-style-type: none"><li>• Trained Mexican staff;</li><li>• People with physical experience in conservation corps;</li><li>• Buses and trucks for transportation;</li><li>• Reliable communication systems for the local corps that are forming;</li><li>• Local fundraising know-how;</li><li>• Individual scholarships for exchanges are needed to establish other Conservation Corps.</li></ul>

**Program needs:** Development of a program to attract overseas-based, environmentally concerned Mexicans to return for short- and medium-term participation in conservation programs in Mexico. Exchanges of participants and staff of the Mexico Conservation Corps with other corps so they can learn about other Conservation Corps.

## **ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)**

**Definition of Environmental Education:** The process of raising people's awareness of their environment and their relationship with the world.

**Areas and populations served by EE&C:** Active groups in Yucatán, Chiapas, Tabasco, Campeche, D.F., Jalisco, Chihuahua, Puebla.  
Youth (above 15 years of age); governmental and non-governmental environmental organizations; wider communities where Corps are forming and where volunteers have come from.

**EE&C activities:**

- Construction of permanent footpaths to reduce human damage;
- Education about the importance and use of plants and reforestation;
- Studies of the flora and fauna, the relation between trash and recycling, and of cultural/historical sites, etc.

**Major EE&C achievements:** Program has stimulated youthful participants to begin careers in environmental education. Groups in eight states work actively on local conservation projects. Have begun renovation of the Hacienda Tabi natural protected area in Yucatán to serve as an EE center, focus of practical conservation study, research, archeology, and construction of botanical gardens with medicinal plants, and tree nursery of medicinal and disease-resistant varieties. Successful experiments in combining project work with environmental education.

**Obstacles to EE&C success:**

- Many Mexican institutions (NGOs and government agencies) are suspicious of participating in new programs, and are often unable or unwilling to provide financial support given their own limited budgets.
- General lack of people trained in EE&C.

**Equipment and materials on hand:** Blackboard, computer, basic tools, and kitchen equipment.

## **TRAINING**

- Training received:** Institutional strengthening for local Conservation Corps - courses in basic leadership, administration, environmental education teaching techniques; a workshop in the use of tools; an evaluation of program progress; and exchanges of trained people with other conservation corps. Previous trainings also included group management, service, skills development, and group organization.
- Problems encountered:**
- Communication;
  - Difficulty identifying training capabilities among Mexican organizations;
  - The time it takes to "train up" young people into skilled professionals.
- Further training needs:**
- Opportunities to observe and participate in the work of other Conservation Corps;
  - Work crew management (crew safety, use of tools, task management);
  - Roles and responsibilities of camp leaders.
- Training Planned:**
- Leadership;
  - Course on how to teach environmental education in the communities;
  - Course for administrators and directors;
  - Trainings in service provision.

## **GENDER CONSIDERATIONS**

According to the Coordinator, eleven women and eight men are in decision-making positions. These include the local corps in the process of formation. Distribution of male and female volunteers and trainees is roughly even. No special effort has been made to differentiate the roles that young women will play on return to their communities, schools and organizations. The structure being formed (described under organizational strengths) will put emphasis on voluntary local group development, where women will have more opportunity to exercise their influence. As the network develops regionally and nationally, it will be interesting to see if gender distribution in decision-making continues to reflect the distribution at the local level. There are currently no explicit plans to ensure this (it is probably premature), nor current emphasis on the unique roles of women in society and as targets of education and communication. Successful efforts have been made to ensure numerical balance between men and women as corps members.

## **OTHER CONSIDERATIONS**

The programmatic and institutional challenge will be to demonstrate to field-level project coordinators in other NGOs (ICDPs, ecodevelopment projects, etc.) that this program is effective in training promising local youth, so that those chosen as promoters in NGO projects will be sent for training in the corps to enable them to carry on the local work after the external NGO has left.



#### **4. CONSERVACIÓN INTERNACIONAL DE MÉXICO, A.C.;**

Camino al Ajusco No.124, 1<sup>er</sup> Piso, Fracc. Jardines en la Montaña,  
C.P. 14210 Mexico, D.F.  
Tel/Fax 631-3032, 630-3032, 630-1407.

- Contact:** Ing. Alejandro Robles González, General Director.
- Main purpose:** To improve conservation of the Montes Azules Biosphere Reserve in Chiapas and the Sonoran Gulf of California through community-based management, conservation and development.
- Principal Activities:** Protection of the core and buffer zones, agricultural extension, community organizing, and conservation.
- Professional staff:** Thirteen at the time of the survey.
- Key organizational strengths:** High-caliber staff with knowledge of technical and administrative issues, as well as field experience related to the management of protected areas. Contact with indigenous populations in Guatemala and other countries experiencing similar problems.
- Principal organizational challenges:** Need for modernization of computers and computer skills and administrative techniques. Difficulty creating support materials for dissemination and consciousness-raising. Some residual problems in coordination and collaboration among the various levels of the larger institution.
- Primary institutional needs:**
- Exchanges with Latin American organizations with similar experiences;
  - More interchange between CI programs;
  - Exchanges of experiences regarding community work;
  - Access to dissemination and communication equipment.
- Personnel needs:** None in the short-term.

## **ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)**

<b>Definition of Environmental Education:</b>	A participatory process with targeted local communities accomplished through an exchange of information, concepts and actions about ecology, conservation and the management of natural resources which will change attitudes and actions regarding the conservation of nature.
<b>Areas and populations served by EE&amp;C:</b>	Sonora, Oaxaca, Selva Lacandona (Chiapas). Campesinos, artisans, school children, indigenous communities.
<b>EE&amp;C activities:</b>	Workshops and exhibitions for rural artisans. Discussions on the environment in rural elementary schools. One-week eco-technology seminar in January, 1993. Photographic exposition of CI's activities. Agroecology workshop in late spring, 1993.
<b>Major EE&amp;C achievements:</b>	Acceptance by communities and participation of 20-50 people per week in the events. Requests from communities for more information and activities. Awakening of interest in conservation and nature.
<b>Obstacles to EE&amp;C success:</b>	Lack of response capability in the elaboration of tools for consciousness-raising and dissemination. Deficiency of teaching techniques. Lack of dissemination equipment (see below).
<b>Challenges faced in EE&amp;C:</b>	Design materials according to the specific characteristics and conditions of target audiences, such as ages, regional differences, etc.; Maintain a constant flow of activities; Measure the impact of environmental education.
<b>Equipment and materials on hand:</b>	Video cassette player and monitor, a facility for meetings, a modest headquarters in Nueva Palestina. Needed: Televisions, video players, blackboards, etc.

## TRAINING

**Training received:**

*Technical*

- Conservation activities for technicians;
- Eco-technologies (4 months);
- Geographic information system;
- Field visit/experience exchange;
- Planning and management for protected natural areas (2 months);
- Remote sensing for agriculture and forestry resources;
- Environmental rights (9 months).
- Use of remote sensing;
- Garment making course (2 years);
- Applied statistical software for social sciences (1 week);
- One institutional training in administrative bookkeeping systems.

**Problems encountered:**

The information and skills acquired by individual staff as a result of training does not flow through the organization. No mechanism exists for evaluating the impact of trainings on the projects. Courses too often lack technical training or are "anti-pedagogical." Skill, experience and educational levels of participants are very different, diminishing the effectiveness of the courses. Dissemination after a training opportunity is often a bottle-neck. The information is concentrated, does not flow, and is difficult for others to access.

**Further training needs:**

*Institutional*

- Course in basic English (1 year);
- Administrative assistance;
- Secretarial modernization;
- Personnel management (*manejo de estaciones*).

## GENDER CONSIDERATIONS

Three women and six men are in decision-making positions. Although CI de México is incorporated as a Mexican NGO, it is part of a much larger U.S. institution whose Mexico program is directed and funded by the U.S. headquarters. In Mexico, all but one of the key programs are headed by men; Communications and Environmental Culture is run by a woman, as is one research project. Most projects tend to focus on traditionally male activities; some handicraft production is being developed with indigenous women, as part of a larger strategy of sustainable community development.

## **OTHER CONSIDERATIONS**

A monitoring project is underway that will systematically measure and evaluate projects' impacts in communities and their attitudinal changes related to natural resource conservation.

A personnel assessment is being made, and a training plan will result.

Systematic strategic planning will depend on an institutional strengthening analysis that is also underway.

## 5. ECOSOLAR, A.C.

Av. Eugenia #1510  
Col. Narvarte, México, 03600, D.F.  
Tel 687-5474, 687-5494, Fax 523-0555.

- Contact:** Aurelio Ahumada Rivera, Hector Marcelli - General Coordinators.
- Main purpose:** Promotion of sustainable development in areas of ecological importance through the promotion of self-managed community projects.
- Principal activities:** Technical training, research and technology transfer, organizing and promotion, direct project assistance, and integrated environmental education.
- Professional staff:** Seven staff members total; three professionals.
- Key organizational strengths:** To extend the reach of its small core staff, Ecosolar works through a network of informally affiliated universities, businesses, embassies, NGOs and state and federal agencies. For project fund management, Ecosolar has developed a sophisticated computer program.
- Principal organizational challenges:** Lack of money prohibits them from having a larger team of full-time, salaried technical people. An overly limited administrative staff diminishes the organization's ability to produce reports, projects, etc. They lack consistent operational funds to expand the staff.
- Primary institutional needs:**
- Operational funds;
  - National and international training courses and seminars;
  - Money to allow for participation in training courses.
- Personnel needs:**
- Administrative coordinator;
  - Coordinator of finances;
  - Agroecology technician;
  - Project technician.

## ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)

<b>Definition of Environmental Education:</b>	EE must include three factors in order to move toward the goal of sustainable development: basis in the social reality of the receivers; positive economic impact; the environmental content adapted to the traditions/culture of the receiving group.
<b>Areas and populations served by EE&amp;C:</b>	Oaxaca, Chiapas, Jalisco, Quintana Roo, Morelos, Sinaloa. All sectors.
<b>EE&amp;C activities:</b>	EE&C is understood to be an integral and supportive part of (and never separated from) training courses for rural communities in sustainable development themes, including community organization, project administration, organic agriculture, agroforestry, and eco-technologies especially related to treatment and recycling of water resources.
<b>Major EE&amp;C achievements:</b>	<ul style="list-style-type: none"><li>• Community development with follow-up provided by communities themselves;</li><li>• The self-declaration of the community El Mazunte, Tonameca, as a "campesino ecological reserve."</li></ul>
<b>Obstacles to EE&amp;C success:</b>	Failure to replace corporate start-up grants with funds from other sources for general administration and program management. Seventy-five years of PRI, official bureaucracy, internal struggles.
<b>Equipment and materials on hand:</b>	Two projectors (types unspecified), two cameras, three video cassettes, audiovisual materials. Desired: Hi-8 or SVHS editor, video projector.

## TRAINING

<b>Training received:</b>	<ul style="list-style-type: none"><li>• 3rd Symposium on Tourism, County and Ecology;</li><li>• First International Training on Water Contamination;</li><li>• Workshop on ecology and tourism;</li><li>• World Coast Conference on Global Climate (UN &amp; Holland);</li><li>• Co-Planet '94;</li><li>• 5th International Symposium of Reinforced Concrete;</li><li>• Convention of technological transfer.</li></ul>
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**Problems encountered:** Lack of money to follow-up and systematize the training received. Lack of operating funds to promote courses and materials. Staff have too many diverse responsibilities, making specialization difficult.

**Further training needs:**

- Financial management;
- Training of community promoters in administration;
- English.

**Training Planned:**

- Computer training;
- Hotel management for promoters;
- Agroecology for promoters.

## **GENDER CONSIDERATIONS**

Three women and four men comprise the core group of decision-makers. Both general coordinators are men. In community work, some focus is put on consulting and working with women as well as with men. In one strategically important county (*municipio*), upon entering the community, the men expressed their highest priority as the construction of a soccer field. The Ecosolar team then consulted the women who identified lack of water resources as most important. By working closely with community members according to their expressed needs, ECOSOLAR developed its eventually successful approach to the community. Training and promotional outreach addresses women's sometimes distinct roles and perspectives.

## **OTHER CONSIDERATIONS**

The organizational structure is horizontal; staff divide responsibilities along thematic areas and make collective decisions.

Community people and staff both express the concern that, "We've had nearly enough *training*; what we need is more funding to start applying all the things we have learned."

## **6. FUNDACIÓN MEXICANA PARA LA EDUCACIÓN AMBIENTAL, A.C. (FUNDEA)**

Apdo. Postal No. 44  
Tepetzotlán, Estado de México 54600, México  
Tel 895-0386, 895-0390, Fax 895-0385.

- Contact:** Dr. Mario Huerta Huitzil, Sub-Director.
- Main purpose:** To raise awareness in the general population to achieve changes in attitude and promote concrete actions which benefit nature.
- Principal Activities:** Introducing environmental education into school curricula; running the Jardines Xochitla demonstration park and an environmental information center; research and documentation at the environmental training center.
- Professional staff:** Eight.
- Key organizational strengths:** Physical facilities; semi-rural setting; independent funding.
- Principal organizational challenges:** Lack of clear guidelines to define projects that can be supported by existing USAID agreement so FUNDEA is considered more than a funding channel. Frequent rejection of receipts submitted. Time and money wasted due to the required external audit in addition to the internal audit.
- Primary institutional needs:**
- Defined standards in the ways to apply for USAID funds;
  - Apportion of per diem;
  - Need for more specifics on type of projects likely to be funded.
- Personnel needs:**
- Informatics technician for the Information Center;
  - Teacher/trainer to coordinate the training programs;
  - Support person for the Environmental Education director's office;
  - Secretary for community development.



## ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)

<b>Definition of Environmental Education:</b>	An ongoing learning process through which the individual develops concepts and internalizes attitudes. EE people evaluate the interdependent relationships between society and the natural environment so they can act upon the society they live in to positively modify the relationship.
<b>Areas and populations served by EE&amp;C:</b>	Mexico City, Guanajuato, Estado de México, Puebla, Jalisco, Veracruz, Colima, Tamaulipas, Sonora and Tlaxcala, and the towns Tepotzotlán, Cuautitlán and Cuautitlán Izcalli. Campesinos, ejidatarios, rural and urban housewives, teachers, youth, children, professionals, decision-makers, fathers and mothers.
<b>EE&amp;C activities:</b>	<ul style="list-style-type: none"><li>• Environmental education programs for students from kindergarten to high school;</li><li>• Workshops in environmental problems resolution;</li><li>• Recovery of natural and cultural inheritance of Tepotzotlán area through three projects -- school management of solid wastes; environmental conduct; participation of ejidatarios in administration of Tepotzotlán State Park;</li><li>• Forum of non-governmental organizations, PNUMA-FUNDEA;</li><li>• Environmental fair of Tepotzotlán.</li></ul>
<b>Major EE&amp;C achievements:</b>	Translated into English a Manual of Environmental Rights, by Dr. Raúl Brañes. Manages and distributes USAID grants to other organizations through their accounting department. School EE programs reaching 15,000 young people. Training of 64 people in environmental problem resolution workshops. Initiation in 1994 of Tepotzotlán Recovery program and training projects. Environmental fair with 2,600 participants.
<b>Obstacles to EE&amp;C success:</b>	(none provided by organization)
<b>Equipment and materials on hand:</b>	Slide projector, VHS video player and monitor, overhead projector.

## TRAINING

**Training received:**

*Institutional*

- Strategic planning (several days);
- Planning and evaluation methods (2 days);
- Three courses on computer and information systems (duration not specified);
- English (during 16 month period).

*EE&C*

- Four courses on environmental education and teaching EE (28 days total);

*Technical*

- Program of advanced studies in environment and development (8 weeks);
- Environmental problems of Mexico City (1 day);
- Workshop on natural protected areas (13 days);
- Environmental auditing (6 days);
- Workshop on sustainable development for professors (2 days).

**Problems encountered:**

Lack of mechanisms to integrate rest of staff into what has been learned by people being trained. No way to evaluate what was learned, or what the benefits to the institution were. Hard to make time to attend trainings. The training courses require a lot of work in a short time; no budget to cover this.

**Further training needs:**

- Project evaluation;
- Strategic planning and project administration;
- Participatory methodology;
- English.

Note: the first two are planned and presumably completed by now; several other education training courses planned. Most recent annual plan includes a training course for all staff members, which will include specific, targeted consultancies.

## **GENDER CONSIDERATIONS**

Four women and two men are in program decision-making positions. Policy is determined at a higher level (gender information unavailable). Teachers being trained are both men and women, without special focus on the role of girls and women in value transference, community attitudes or environmental health. Unconfirmed possible stereotypical gender role division between male and female in activities such as agriculture, teaching and training of decision-makers.

## **OTHER CONSIDERATIONS**

FUNDEA's relationship to USAID/Mexico is unique, in that in addition to carrying out its own activities (for which it has occasionally received small USAID/Mexico grants) it serves as a pass-through administrator of training and consultancy funds. Thus, their concerns related to USAID/Mexico support currently are more administrative than programmatic. They would like it to be otherwise; they seek greater clarity about funding guidelines, want to have more opportunity to initiate or recommend projects of their own, and want to have more input into the kind of activities supported by USAID/Mexico through their administrative mechanism.

## 7. INSTITUTO DE HISTORIA NATURAL (IHN) A.C.

Apdo. Postal No.6  
Tuxtla Gutiérrez, Chiapas, México C.P. 29000  
Tel/Fax (967) 2-36-63.

- Contact:** Biol. José Carlos Pizaña Soto, Chief, Department of Natural Areas (DAN)
- Main purpose:** IHN is a state government "decentralized public" entity created to maintain and preserve the state of Chiapas' flora and fauna, and to cooperate with public and private agencies in natural resource recovery.
- Principal Activities:** The community-based ecodevelopment and EE projects are a very small part of IHN's overall work, which includes scientific research and dissemination about the state's biological resources, general conservation and protection of all wildlife and plants on state lands, management and operation of all state-administered Reserves and parks, including enforcement of laws related to wildlife, forest, and all other natural resources, providing advice to other institutions and individuals engaged in academic activities, and overseeing all conservation, protection and natural resource utilization activities.
- Professional staff:** IHN as an agency has a staff of 67 professionals, 26 of whom work within the Department of Natural Areas, where the ecodevelopment and environment education projects are housed.
- Key organizational strengths:** The Institute has an adequate infrastructure, with vehicles, equipment, facilities, a field team and a radio-communications system that serves the needs for work in the reserves and the central offices. The staff people have broad knowledge and experience in their work areas. In addition, IHN has a private NGO ("*Patronato*") sponsor (or Trusteeship) which was established to support IHN's administration and operations and financial resources. It is responsible for obtaining external (non-State) funds and administering them.

**Principal  
organizational  
challenges:**

- Improving the systems for coordination between field activities and administrative and oversight of the central office;
- Increasing support for field activities and for technical/administrative oversight procedures by central office staff;
- Financial administration is complicated due to federal, state and USAID accounting requirements which "limit or slow down" some of the work in the field (such as general expense verification);
- Development of a strategy for sustained funding for existing conservation projects;
- Limited government support to solve financial and normative problems (the government's conservation policy is not adapted to the environmental reality in the State) and to accomplish goals of managing and protecting natural resources in the natural protected areas.

**Primary  
institutional  
needs:**

- Long-term financial sustainability to implement the programs in the reserves;
- Strengthening of the conservation and development strategy in the work areas of the institution;
- Development of a more flexible and viable mechanism for increasing the participation, coordination, and communications support between technical personnel in the field and the central offices;
- An effective administration that will eliminate the complex procedures of field expense verification and adjust to the realities in the reserves, as well as to provide greater staff motivation and make the best use of external funding;
- Increase the skills of the field staff in techniques, goals, concepts and experiences related to their jobs.

IHN has a diagnostic list of staff training needs for the DAN. Staff exchanges have been organized between park rangers in different Reserves and in the various social areas of the Parks in Peril program. IHN also has organized an number of meetings seeking a mechanism to improve coordination and support between field staff and the central offices.

## ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)

**Definition of Environmental Education:** A continuing and formative process directed toward promoting in human beings a valuing and "re-valuing" of the natural world, fostering appreciation, respect and understanding, and incorporating these elements into individual and collective ways of being, acting, thinking and relating with their environment.

**Areas and populations served by EE&C:** Chiapas... in particular, El Triunfo Biosphere Reserve, La Encrucijada Ecological Reserve, El Ocote, Laguna Belgica, and the El Zapotal Ecology and Recreation Center. Peasants and rural community leaders are served, as well as rural teachers, technicians of government institutions, students, children, housewives, municipal authorities, general public in countryside and towns, urban students and teachers, and civil organizations.

**EE&C activities:**

- Periodic visits to communities to discuss diverse themes and topics regarding natural protected areas;
- Creation of printed and audio-visual educational materials;
- Education and dissemination through mass media;
- Environmental culture (*cultura ambiental*) events in communities related to the natural protected areas;
- Educational tours;
- Theoretical/practical workshops in environmental education and community development;
- Growing of edible mushrooms in coffee pulp;
- Biological pest control for coffee (against the coffee bore);
- Rural workshops for artisan production;
- Ecotourism projects.

These activities are complemented with the promotion of agroecological practices through pilot projects, technical assistance and general orientation among local communities. Principal themes are soil conservation techniques, soil enrichment (making organic fertilizers), family gardens, reforestation and community organization.

**Major EE&C achievements:**

Formation of community promoters and *ejido*-based Councils of Natural Resources (*consejos ejidales de Recursos Naturales*). Formation of associations, such as the Trust for the Conservation of Nature (*Patronato para la Conservación de la Naturaleza*) and the Association of Ecological Peasants of the Sierra Madre of Chiapas. Achieving the active participation of county officials and other government institutions in public events to disseminate information about conservation in natural protected areas. Substantial participation of local communities in activities for conservation of natural protected areas and in productive activities.

**Obstacles to EE&C success:**

The principal obstacle, according to the DAN, is an inadequate budget to carry out field activities with communities that IHN considers critical. More staff are needed to cover a broader territory and larger number of communities, as well as a greater number of targeted groups within the communities. Training is needed for the extensionists, promoters and mid-level management staff of the Education and Environmental Culture and Community Development programs. Higher salaries are needed to give staff more security and to guarantee their permanency and the continuity of their activities. A better flow of financial resources from the IHN Trust (*Patronato*), which could be attained by improving their administration.

According to IHN, its activities are unsuccessful in motivating targeted groups to participate in activities proposed by IHN. They also note inadequate inter-institutional coordination, with some development programs of other organizations failing to coincide with IHN's conservation efforts in the Reserves. In addition, the social problems of Chiapas have caused IHN's reserve management programs to lose support and follow-through.

**Equipment and materials on hand:**

One flip chart, several cloth posters, acrylic whiteboard, 3 slide projectors, electric generator, VCR, television, overhead projector. This equipment is not considered sufficient for their educational activities which take place over a wide geographical area.

**TRAINING**

**Training received:**

*Technical*

- Conservationist workshop (8 days);
- Certification course on Environmental Impact (20 days);
- Workshop on conservation of semi-tropical migratory birds in Mexico (4 days);

- Annual meeting of CIPAMEX on study and conservation of birds in Mexico (3 days);
- Control of forest pests (2 days);
- "Logical Framework" workshop for planning and for developing an information and monitoring system (4 days);
- Intensive course on management and conservation of coastal resources (4 days);
- First international workshop on ornithology and bird monitoring (1 week);
- Seminar on administration and management of protected areas (1 week);
- Training talks for park rangers (2 days);
- Regional conference on biodiversity of south-southeastern Mexico (3 days);
- Watershed-based planning (1 week);
- Integrated management of coastal zones (2 weeks);
- Workshop on organic horticulture (6 days);
- Congress of the Society for Conservation Biology and the Association for Tropical Biology (1 week);
- Academic meeting on sustainable development and poverty (2 days);
- First international symposium on aquaculture (3 days);
- Seminar on geographic information systems (2 days);
- Monitoring workshop on environmental deterioration and fish production (1 week);
- Biological pest control course and 17<sup>th</sup> National Congress of Biological Control (1 week);
- Biodynamic vegetable production (3 days);

#### *Institutional*

- Mid-term evaluation of the Ecodevelopment Program (3 weeks);
- Exchange of experiences meeting for WWF Ecodevelopment Program (5 days);
- Strategic planning for TNC projects in Mexico (3 days);
- Course on the development (*formación*) of community promoters (4 days);
- Workshop on financial planning and proposal writing for international fund-raising (4 days);
- Training for community promoters (3 days).



### *EE&C*

- Exchange meeting on experiences of the ecodevelopment program and (evaluation of the environmental education workshop (5 days);
- Workshop on creation of EE&C materials for natural protected areas (1 day);
- Workshop on environmental legislation (4 days);
- Teacher training (5 days);
- Workshop on EE&C techniques (1 week);
- Participatory EE techniques for children (5 days);
- IPM workshop (4 days).

### **Further training needs:**

IHN has developed a full proposal for funding of a long-term training program. It identifies training needs in the areas of:

- Computer skills;
- Basic and advanced English;
- Writing and spelling;
- Basic administration;
- Project administration;
- Environmental legislation;
- Photo interpretation and cartography;
- Plant taxonomy;
- First aid and paramedic instruction;
- Techniques for collection and management of wildlife;
- Ecology of living zones;
- Planning;
- Research and biological monitoring;
- Community development;
- Organic agriculture and sustainable development;
- Operations and logistics;
- Environmental education and public use;
- Ecotourism;
- Environmental and landscape interpretation;
- Graphic design;
- Wetlands environmental education;
- Techniques for design and production of educational materials;
- Long-term financing;

## **GENDER CONSIDERATIONS**

The highest authority in the IHN itself (below state government officials) is the Technical Advisory Council which is composed of three women and eight men. The DAN has two women and 11 men involved in decision-making.

There is little or no integration of women in the ecodevelopment project. The EE project is primarily staffed by women, and addresses women's concerns in rural communities. Planning and coordination between the two projects is seriously weak. The community development team has plans to teach women to embroider and help them market the product; IHN has contracted an external woman promotor who specializes in embroidery. However, the relationship between an income producing activity entirely dependent on imported raw materials and sustainable management of local natural resources is undefined. The project has not considered or analyzed women's roles in agricultural production, so any involvement they might have in the project would be completely divorced from family production unit.

## **8. MADERAS DEL PUEBLO DEL SURESTE, A.C.**

Cerro de Sombrero Núm. 139-5

Col. Campestre Churubusco, México, D.F. C.P. 04200

Tel/Fax: 544-0596

**Contact:** Miguel Angel García, General Coordinator.

**Main purpose:** To improve the quality of human life and increase effective environmental management, through technological and social change that is managed by local communities rather than by outsiders. The organization experiments with, adapts and teaches sustainable production techniques and a process of innovation that people can utilize now and in the future. Maderas also provides political, technical and moral support to residents' struggles to regain land security as a basis for long-term investment in sustainable management of forest and crop lands.

**Principal Activities:**

- applying political pressure on the government to stop giant development projects in the Chimalapas, and publicizing the importance of the region and the dangers it is facing;
- creating alternative, small-scale projects for submission to government agencies and international NGOs;
- consolidating alliances with regional campesino organizations and non-governmental entities;
- carrying out a detailed survey and analysis of the 45 indigenous hamlets (*congregaciones*), 28 *ejidos* and 3 fishing villages in the region and initiating communal land-use planning;
- improving agricultural production and forest use through communal management and various environmentally sustainable methods;
- promoting with women the improvement of nutrition and health;
- starting environmental education with children.

**Professional staff:** Seven “professionals” among a total of 14 staff, including administrative personnel and community promoters.

**Key organizational strengths:** Identification and acquisition of committed staff who share the goals of the organization and the project and work under extremely difficult conditions. Great diversity in the composition of the staff.

<b>Principal organizational challenges:</b>	Problems with interpersonal relations within team members. Deficiency in communication flow, coordination and decision-making. Imbalance in sharing responsibilities; logistical infrastructure inadequate: administration staff underdeveloped relative to rapidly growing demands. Sub- or mis-utilization of equipment due to lack of technical and administrative skill. Lack of independent board or other functioning accountability structure.
<b>Primary institutional needs:</b>	<ul style="list-style-type: none"> <li>• Institutional strengthening in information flow, coordination and decision-making;</li> <li>• Ability to analyze and solve group conflicts as a team;</li> <li>• Logistical, human and organizational strengthening in administration;</li> <li>• Training in technical operation, management and administration;</li> <li>• New(er) and more vehicles.</li> </ul>
<b>Personnel needs:</b>	<ul style="list-style-type: none"> <li>• Lawyer;</li> <li>• Topographer;</li> <li>• Trained specialist in community health;</li> <li>• In-house bookkeeper;</li> <li>• Specialist in community promotion and organization;</li> <li>• Educator/communicator.</li> </ul>

## **ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)**

<b>Definition of Environmental Education:</b>	A broad and ongoing process of communal reflection that relates the physical/material conditions of people's lives with their natural surroundings, social organization and broader political-economic environment, leading toward greater individual and community sustainability over the long term.
<b>Areas and populations served by EE&amp;C:</b>	The Chimalapas. Campesinos, community members and ejidatarios.
<b>EE&amp;C activities:</b>	Teaching about the links between land issues and the environment. Environmental education activities with children in the rural communities.
<b>Major EE&amp;C achievements:</b>	As a result of their underlying commitment to land struggles, they have succeeded in connecting that struggle with the need for land security, conservation and natural resource management. The majority of the adult male population now has a sense of “ownership” of the Campesino Reserve.

**Obstacles to  
EE&C success:**

- Until recently, Maderas had not specifically defined EE within its program, so no concrete objectives of EE were established or realized.
- Maderas has designed a project of "Communication and Reflection on Community Environment" but lacks funds to implement the project.

**Equipment and  
materials on  
hand:**

Two easels and flip charts, two blackboards, television, VHS cassette player, overhead projector, six slide projectors, electric generator, 16mm film projector, VHS video camera. Needed: A VHS editing machine.

**TRAINING**

**Training  
received:**

Institutional - Organizational Assessment; Log-Frame Strategic Planning; Review and Analysis meetings.

**Problems  
encountered:**

The trainings have been inadequate by not corresponding to the social and/or organizational realities of the staff and project sites. They have been too theoretical and taught by instructors equally theoretical. There have been subjective and objective difficulties in multiplying the effect of the training with other staff members.

**Further training needs:**

*Technical*

- Tropical forestry management;
- Alternative tropical cattle management methods
- Techniques of graphic and audiovisual communication;
- Family medicine and reproduction;
- Photography.

*Institutional (leadership level)*

- Strategic planning;
- Project monitoring and follow-up systems;
- Decision making and conflict resolution;
- English;
- Applied computer programs.

*Institutional (administration)*

- Computer programs for bookkeeping and administrative systems;
- Software support and spreadsheets;
- English.

*EE&C-related*

- Technical training in photography;
- Communication methods and techniques.

**Training Planned:**

A basic photography training and technical training on forest management were scheduled for the end of 1994.

## **GENDER CONSIDERATIONS**

Three men are in program decision-making positions. One man is in the position of overall authority, including establishing vision, policy, and broad strategy. There is no evidence of concern on the part of the organization that gender should be a criterion or a significant factor in selecting staff, policy makers, or projects.

Until recently, there were no female Mexican staff. An American woman volunteer, pursuing the second year objectives of the program's original five-year plan, developed a women's health and nutrition program in two communities. The purposes were to

- promote bio-intensive household gardens for vegetables and fruits;
- incorporate *frijol abono* in the diet (multi-purpose bean widely promoted for soil conservation purposes);
- introduce preventive health practices by selecting and training women as community health promoters;
- promote the rediscovery of traditional uses of medicinal plants.

Before she left the project, the U.S. volunteer identified a young local woman to be trained as (the first female) promoter. At the time of the survey there were two women working full-time, one in this project, another as coordinator of social forestry. This changed subsequently when a third woman was hired to lead a research team (of men). The female promoter later resigned and was replaced by a committee of male volunteers. Another woman was hired to coordinate health promotion in another geographical area.

## 9. PROGRAMA DE ACCIÓN FORESTAL TROPICAL, A.C.

Schiller No.417, Piso 1

Colonia Polanco, C.P. 11560 México, D.F.

Tel: 658-3112 Fax: 658-3556

**Contact:** Silvia del Amo, Executive Director.

**Main purpose:** To slow the rate of deforestation and encourage integrated environmental conservation by generating viable socio-economic and cultural alternatives to unsustainable methods of managing natural resources. Primary issues are conservation and development, sustainable forestry development, and research, education and extension programs. PROAFT has primary responsibility in Mexico to implement the government's Tropical Forest Action Plan as part of the international TFAP.

**Principal Activities:**

- promotion of sustainable resource management and community development through diagnostic studies;
- funding and offering technical support to "Alianzas Tripartitas", which is made up of community campesino groups, sponsoring NGOs (or government agencies) and PROAFT.

**Professional staff:** Six full-time salaried staff including one architect on a contractual basis. The three primary staff are paid by SARH (a federal government agency).

**Key organizational strengths:** Establishment of the Alianzas Tripartitas of community campesino groups, NGOs and government sponsors, and PROAFT. Project operation is delegated to the implementer NGOs and community groups. Good methodology of project selection. Skillful and experienced work team. Proven work relationship between NGOs and campesino groups. Clear, careful and independent administration.

**Principal organizational challenges:** Lack of funds for extension promoters which would provide communication between the communities and PROAFT allowing for greater efficiency in the work. Need for a forest specialist to supervise the work of the Alianzas Tripartitas. Three administrative staff are needed.

**Primary institutional needs:**

- Increase communication between the Alliance and PROAFT;
- Money for training events;
- Money for doing evaluations and follow-up;
- Money to establish a program of periodic follow-up;
- Creation of booklets, posters, videos, audiovisuals and radio shows.



**Personnel needs:** Refill the positions of research director and director of participatory evaluation and forums (lost due to budget cuts). Administratively, a secretary, an assistant to the accountant, and a messenger are all needed.

## **ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)**

**Definition of Environmental Education:** A process to motivate people to discover their relationship with nature. This involves the way that people act in their productive activities and in their daily activities. The process is a beginning, an individual development through which, little by little, they incorporate the community dimension.

**Areas and populations served by EE&C:** 28 communities in the eight states of southeastern Mexico. Campesinos, *ejido* members, housewives, children, youth and teachers.

**EE&C activities:** Publication of quarterly bulletin, theater workshops and puppet-making, silk-screening workshops, radio show production workshops, audiovisual techniques, awareness-building seminars, leadership training, community exchanges, "Paper Tree" booklet-making training and production, technical assistance with eco-technologies, and production of a video of the Alianza Tripartitas' work over the last ten years.

**Major EE&C achievements:** Due to the permanent presence of the Program's technical groups, individuals, families and sometimes entire communities become conscientious about conservation, prevention of contamination, waste classification and environmental restoration.

**Obstacles to EE&C success:** The field personnel of the SARH, with whom they must work, are inefficient.

**Equipment and materials on hand:** PROAFT has an overhead projector; sometimes the communities can borrow video players. Needed: Video equipment and videos.

## **TRAINING**

**Training received:** Very little institutional *internal training* due to budget restraints and reduction of personnel.

*Technical*

Organized eighteen technical and programmatic workshops and trainings for own staff and those of projects:

- Consultancy on cultivation and reforestation of mangrove (4 days);
- Technical assistance on palm trees in Yucatán (4 days);
- Consultancy about Camedora Palm (4 days);
- Consultancy on Royal Palm (4 days);
- Artisans workshop in design and quality control (5 days);
- Workshop in cultural expression & community exchange using non-formal education (4 days);
- Workshop on silk-screening and production of the "Paper Tree" publication (10 days);
- Workshop on soil fertility and dynamics (4 days);
- Campesino forum: conservation and sustainable development (4 days).

#### *Institutional*

- Project formulation for Alianzas Tripartitas (A.T.)(4 days);
- Strategic planning workshop for PROAFT (1 month);
- Evaluation workshop for A.T. (5 days);
- 2nd project elaboration workshop for A.T. (4 days);
- Workshop in planning and formation of A.T. in Totonaca (4 days);
- Seminar on interpersonal relations for promoter formation (3 days);
- Participatory rural evaluation to attain territorial ordinance (5 days);
- 2nd evaluation workshop for A.T. (1 week);
- Workshop on group organization and management (3 days).

#### **Problems encountered:**

Lack of permanent funding and insufficient staff to implement a system of follow-up to evaluate the efficacy of the training.

#### **Further training needs:**

- Methodology of community development;
- Participatory evaluation;
- Motivational materials;
- Trainer trainings;
- Commercialization;
- Value-added production alternatives.

#### **Training Planned:**

##### *Technical*

- Agroforestry;
- Artisan design, quality control and marketing;
- Commercialization of agricultural products;
- Ecological management of soils;
- Ecotourism;

Also planning to visit the Experimental Fields of INIFAP El Tormento to observe plantations and intercropping of corn.

*Institutional*

- Community analysis and organization;
- Formation of territorial zoning;
- Administration;
- Cultural strengthening.

**GENDER CONSIDERATIONS**

Three women and two men are in decision-making positions. Several projects are directed at rural women, and a few are managed by a women-run NGO. Rural housewives are one of the populations targeted by PROAFT programs. Experimenting with the role of women in environmental and community development activities is a conscious part of PROAFT's strategy.

## **10. PRONATURA DE CHIAPAS, A.C.**

María Adelina Flores No.21, A.P. 219  
29200, San Cristóbal de las Casas, Chiapas, México  
Tel/Fax (967) 8-40-69

- Contact:** Biol. Rosa María Vidal, Director.
- Main purpose:** Creation of development models that contribute to a more equitable and responsible society and the conservation of nature in Chiapas.
- Principal Activities:** Management of protected areas, environmental education and communication, and promotion of sustainable farming alternatives.
- Professional staff:** Ten full-time and two part-time, including one-and-a-half (full-time equivalent) public accountants.
- Key organizational strengths:** Committed personnel, clearly defined program priorities and mission, good office and facilities and institutional backing through the affiliation with Pronatura A.C. and with the consortium of CIES, Ecosfera, Procomith and CISC.
- Principal organizational challenges:** Personnel with different levels of training. Lack of funds to contract experienced and trained people. Too much responsibility shared among too few people. Many mistakes were made in the work initially. The language barrier is still great (between Spanish-speaking staff and indigenous-speaking communities). Anthropological and cultural uncertainties continue.
- Primary institutional needs:**
- Funding to maintain and raise staff salaries;
  - Training in fundraising methodology;
  - Training for program coordinators in project administration;
  - Computer equipment, vehicles, and an office and team in the campo;
  - Strategic planning and program evaluation annually, facilitated by an independent consultant;
  - Exchanges with successful NGOs in Central or S. America to review/revise/improve fundraising strategies, organizational structures, etc.;
  - A salary for an EE coordinator.
- Personnel needs:**
- Secretary;
  - Field assistant for the coordinator in El Ocote;
  - Woman promoter.

## ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)

<b>Definition of Environmental Education:</b>	A process of analysis-reflection of the interactions between social, environmental, economic, and political factors, whose objectives are the formation of values, abilities and criteria to make decisions that lead us toward sustainable development (meaning harmony between man and nature). It has a holistic character and seeks innovative methods that foster sensitivity, understanding, analysis and formation of values and abilities in all sectors of the population.
<b>Areas and populations served by EE&amp;C:</b>	Chiapas and some regional, national and international activities. Campesinos, children, youth, tourists, teachers and the urban public.
<b>EE&amp;C activities:</b>	Programs in the El Ocote Biosphere Reserve and Huitepec Reserve, including workshops, demonstration areas, theater, audiovisuals and educational publications. Establishing a center for sciences, health and the environment for primary and secondary students. Workshops and meetings of a network of environmental educators. Helped form a conservation youth group. Workshops and conferences in EE and community development. Creation of materials on conservation, biodiversity and environmental ethics.
<b>Major EE&amp;C achievements:</b>	Realization of a youth exchange program between Minnesota and Chiapas with ongoing youth groups participating through their schools and/or in communities. While progress in the rural communities has been slower, much has been learned about the most useful themes and tools, as well as how to integrate the most pressing problems of the people into the program.
<b>Obstacles to EE&amp;C success:</b>	Inability to generate funds; the absence of an EE program coordinator.
<b>Equipment and materials on hand:</b>	A slide projector, television, video player, (video camera was stolen), borrowed overhead projector, flip chart, blackboard, children's furniture, a Science Center, a small collection of educational videos, and the Huitepec Reserve with 135 hectares of cloud forest, private property, interpretation trails, demonstration areas and a meeting room. Desired: computer with scanner for material production, money for a laser printer.

## TRAINING

### Training received:

#### *Technical*

- Medicinal plants (3 days);
- Gender roles in population and environmental issues (1 week);
- Forest diseases and pests;
- Appropriate wood-burning stoves (2 days);
- Organic agriculture for community promoters (1 week);
- Techniques of non-formal EE teaching workshop (1 week);
- Training in environmental impact (weekends for 3 months);
- Environmental legislation (1 week);
- EE material design (1 week).

#### *Institutional*

- Participatory methods for planning facilitators (3 days);
- Educational program planning for specialists working on conservation projects (1st semester);
- Evaluation of EE programs (1 week);
- The role of management and how to offer positive feedback (2 days).

### Problems encountered:

The trainings are generally obtained through the funding institution and only incorporate Pronatura staff who are directly related to the funded project even though other staff could benefit. On occasion, foreigner-provided consultancy trainings, such as EE, do not meet the expectations of the participants primarily because of different contexts, experiences, philosophies and priorities.

### Further training needs:

- Proposal writing and personnel management;
- Rural development and conservation;
- Formation and strengthening (for administrator and program coordinators);
- Exchanges with Latin American NGOs successful in fundraising, administration, evaluation and systems;
- NGO administration;
- Bookkeeping and administrative software use.

**Training  
Planned:**

Several training events are scheduled:

- EE for sustainable development;
- Self-run strategic planning workshop;
- Managers' level organizational administration;
- Community promoters' exchanges;
- Formation and strengthening of base organizations/poultry breeding-campesina women in El Ocote;
- Master's degree in U.S. in NGO development for Development Coordinator.

## **GENDER CONSIDERATIONS**

Three women and three men are in decision-making positions. Non-formal environmental education in rural areas has focussed primarily on women, identifying their felt needs as related (by Pronatura staff) to environmental protection, through developing activities that lend themselves to group activities (for purpose of empowerment through solidarity and consciousness-raising). Urban informal and formal education appear not to be gender focussed or defined. One educational training event attended was "Introducing gender in population and environment projects," representing an awareness of and concern about the issue. Traditionally, the organization has been perceived as a predominantly woman's organization.

## **OTHER CONSIDERATIONS**

The organization perceives that some of its staff can train others with less experience. It also wishes to provide training to other organizations, for which it has established rudimentary facilities in the Huitepec Reserve, has developed contacts with research centers, NGOs and other organizations with specific abilities to be sub-contracted and with which to promote courses throughout southeastern Mexico. Funds are currently being sought to support this program.

## 11. PRONATURA DE MÉXICO, A.C.

Camino al Ajusco N° 124, 1<sup>er</sup> piso A  
Fracc. Jardines en la Montaña  
14210 México, D.F.  
Tel: 630-1133, 630-1008, Fax: 631-5727

- Contact:** Ing. Hans Hermann, Executive Director.
- Main purpose:** Apply private sector funding to environmental issues by serving as a well-known and respected environmental organization (with corporate representatives on the Board); simultaneously convince corporations that conservation and sustainable natural resource management are in their long-term best interests.
- Principal Activities:** Supporting the effective functioning of Pronatura chapters; promoting the appropriate use and management of natural resources and the sound conservation of biodiversity; engaging in broad-based environmental education; providing information and advice to decision-makers.
- Professional staff:** Nine, including an administrator and two bookkeepers.
- Key organizational strengths:** Implementation of a national conservation promotional campaign achieved by Pronatura chapters and affiliates. Effective project administration, financial oversight of Chapters, and accounting systems.
- Principal organizational challenges:** Budget planning, oversight and monitoring.
- Primary institutional needs:**
- Budgeting;
  - Strategic planning;
  - Project administration;
  - Methods and procedures for institutional policies and control;
  - Methods of project monitoring and evaluation.
- Personnel needs:**
- Editor;
  - Person for management of protected areas;
  - Membership person.



## ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)

<b>Definition of Environmental Education:</b>	Community work to achieve the integration of local people into conservation projects through sustainable development. Use of formal and non-formal education to foster changes in the prevailing environmental ethic.
<b>Areas and populations served by EE&amp;C:</b>	Fundraising and policy work in Mexico City. Chapters in Chiapas (autonomous), Yucatán (autonomous), Sonora, Veracruz, Michoacan, Baja California. EE projects and programs are carried out in the chapters. Campesinos, <i>ejido</i> members, youth, children, teachers, rural housewives, and the general public.
<b>EE&amp;C activities:</b>	Community work for sustainable development. EE as training for teachers and students in elementary and secondary schools. Non-formal EE directed at the general public.
<b>Major EE&amp;C achievements:</b>	Community participation in sustainable development projects. EE in formal elementary education programs. Community participation in conservation activities.
<b>Obstacles to EE&amp;C success:</b>	Lack of timely and sufficient human and financial resources. Inadequate facilities and equipment. Insufficient number of instructors to meet the existing demand. Lack of cohesion between the formal educational school plans and the objectives of EE. Local communities are not incorporated into the management plans for protected areas. Need for training in EE. Support necessary for the production of educational materials. Training also needed in community promotion. Finally, money is needed for the building of a multi-use activities/conference room.
<b>Equipment and materials on hand:</b>	Flip charts, blackboard, slide projector.

## **TRAINING**

<b>Training received:</b>	Needs diagnosis done with The Nature Conservancy in November 1994. Two, one-week skills trainings in fundraising, proposals, project management and bio-reserves (one in Washington, D.C., one in Santo Domingo), directed by TNC for all its Latin American partners.
<b>Problems encountered:</b>	Lack of money to apply what was learned, in some cases. Insufficient follow-up by the trainers.
<b>Further training needs:</b>	<ul style="list-style-type: none"><li>• Team work;</li><li>• Strategic planning;</li><li>• Project development;</li><li>• Fundraising.</li></ul>

## **GENDER CONSIDERATIONS**

Three women and three men are in management decision-making positions. The highly professional, high-visibility Executive Director is male. A recent change has increased the number of male staff professionals. The Board of Directors is heavily dominated by men, many from the corporate sector. Activities to support local chapters, mass education activities and school-based education are not gender sensitive. Influencing of decision-makers is focussed primarily on men, as they are the majority of decision-makers in Mexican society.

## **OTHER CONSIDERATIONS**

According to the organization, “There is a need to develop an annual program of modernization and training for the other Pronatura chapters and conservation NGOs.” Pronatura intends to submit a specific proposal to AID.

Pronatura has received a contract to provide start-up services for the recently established Mexican Fund for Conservation of Nature (*Fondo Mexicano para la Conservación de la Naturaleza*), including program planning and establishment of administration systems.

## **12. PRONATURA, PENÍNSULA DE YUCATÁN, A.C.**

Calle 1-D No.254- A x 36 y 38  
Col. Campestre, 97120 Mérida, Yucatán, México  
Tel/Fax (99) 44-2290, (99) 44-3580

<b>Contact:</b>	Biol. Susana Rojas, Executive Director.
<b>Main purpose:</b>	Conservation of the biological diversity of the Yucatán Peninsula, with focus on Celestun and Calakmul Biosphere Reserves.
<b>Principal activities:</b>	Environmental education, especially of children, and the promotion of agroforestry, organic agriculture, income-producing activities and ecotourism.
<b>Professional staff:</b>	Eighteen, including administrative staff.
<b>Key organizational strengths:</b>	High technical and academic level of project staff. Strong internal organizational structure. Collective commitment to the mission.
<b>Principal organizational challenges:</b>	Lack of money for operations/administration. Offices and equipment are inadequate. Deficiency in training, in general.
<b>Primary institutional needs:</b>	<ul style="list-style-type: none"><li>• Financial resources;</li><li>• Technical and administrative training;</li><li>• Training in project execution;</li><li>• Improved institutional management;</li><li>• Training in team or group work.</li></ul>
<b>Personnel needs:</b>	Salaries, insurance, loans, facilities and training for personnel.

### **ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)**

<b>Definition of Environmental Education:</b>	Environmental education is a fundamental tool for achieving our mission, for which we will utilize formal education, non-formal environmental education, training and environmental communication.
<b>Areas and populations served by EE&amp;C:</b>	Peninsula of Yucatán, especially in the biosphere reserves. Campesinos.

- EE&C activities:**
- Leadership training and conservation program;
  - Teen adventure program in U.S.;
  - Youth exchange with Chiapas, Yucatán and Minnesota;
  - Visits to promote traditional gardens.

**Major EE&C achievements:** Helping youth achieve greater consciousness of the environment.  
Promoting the use of traditional gardens.

**Obstacles to EE&C success:** Limited resources. Inconsistent attendance by children and youth in planned activities. Help is needed in designing the goals of the EE department, training of personnel, proposal writing and funding support for field work and operations.

**Equipment and materials on hand:** Blackboard, video player (RBC), slide projector.

## TRAINING

**Training received:** Regional workshops and international training courses in EE, protected areas management and proposal preparation.

**Problems encountered:** Lack of funds for daily expense allowance for trainees. Consistency and follow-up of the training programs. Lack of training in evaluation methodology.

**Further training needs:** *Institutional*

- Project administration training;
- Project generation methodology; group relations;
- Information systems and computer technology training;
- Development of software applications;
- Technical training and strategic planning;
- Training in evaluation methods.

*Technical*

- Environmental education;
- Planning ecotourism, conservation and education programs.

## GENDER CONSIDERATIONS

One woman and one man in program decision-making positions. The Executive Director is female; program coordinators and administrators are mostly male. Projects are predominantly directed at the general public (male-dominated) or the rural peasant population (male-dominated). Environmental Education activities are part of their rural sustainable development projects and include a women's sub-project which, although fairly new, may develop into a model for its integration of entire community education and awareness through women's activities. Park protection and research are mostly carried out by men and directed toward male activities.

### **13. FONDO MUNDIAL PARA LA NATURALEZA (WWF)**

Goldsmith 38-4

Col. Polanco, 11560 México, D.F.

Tel 282-1177, 282-0164, Fax 280-2727

- Contact:** Lic. Guillermo Castilleja, Interim Director for Mexico.
- Main purpose:** To work through Mexican environmental NGOs to support local communities so that residents can better understand the ecosystem they live in and its relation to their quality of life, to define appropriate development efforts and new forms of resource use, and to organize to implement these efforts.
- Principal Activities:** WWF has been working in Mexico since 1968, with a program that is currently one of WWF's largest country programs worldwide. It has been funding development, conservation, and protected area management work in four main sites (El Ocote, El Triunfo, the Chimalapas and Calakmul). Specifically, WWF seeks to:
- stabilize and make land and resource use sustainable around these wildland areas;
  - improve the quality of life of the local populations;
  - impart a process of technological innovation and adaptation among area residents;
  - foster environmental awareness and understanding on the part of local residents;
  - ensure that the project's activities have a secure institutional and organizational base and can be technically and financially sustained through local and national resources.
- Key organizational strengths:** Mexican organizational and policy-making structures that work toward the mission of conservation and development. The field office administers and manages the projects of local NGOs and provides technical, accounting and institutional strengthening support.

**Principal organizational challenges:**

Difficulty in finding and coordinating local administrative and technical support services given their scarcity and the newness of the concept of institutional strengthening needed by the local NGOs. Lack of administrative structures in World Wildlife Fund and Mexican NGOs capable of project monitoring and follow-up. Decentralization is needed (and already in process). The institution continues to move from a conservationist approach to one that relates development with conservation. The NGOs with which WWF works in protected areas have a strong conservationist bent making it difficult for them to understand the kind of environmental information suited to local needs.

**Professional staff:**

Five, including two bookkeepers.

**Primary institutional needs:**

- Institutional strengthening for WWF and its Mexican partners;
- Medium and long-term follow-up needed for conservation and development activities;
- Strategic planning and definition of scope of work;
- Determining a process for integrating conservation and development;
- Technical and financial strengthening to continue the most viable projects;
- Elaboration of programs and projects, administration and bookkeeping;
- Institutional diagnoses;
- Special consultancies.

**Personnel needs:**

A staff person to oversee environmental education policy with a special focus on local community development.

**ENVIRONMENTAL EDUCATION & COMMUNICATION (EE&C)**

**Definition of Environmental Education:**

A change in public attitudes through information about the environment.

**Areas and populations served by EE&C:**

The El Triunfo, El Ocote and Calakmul Biosphere Reserves, and the natural area of the Chimalapas. Campesinos, ejidatarios, rural housewives, teachers, children and youth.

<b>EE&amp;C activities:</b>	Strengthening the conception of environmental education in conservation and development with national groups and networks, as well as with groups at the regional and local levels. Linking environmental education to practical, productive activities by campesinos. Extension, radio spots, theater, courses and workshops carried out in four areas for the past three years.
<b>Major EE&amp;C achievements:</b>	Making progress toward linking EE with efforts to solve local problems. Definition of activities at the national, regional and local levels and participation of campesinos.
<b>Obstacles to EE&amp;C success:</b>	WWF is in the midst of a long-term transition from a preservationist conservation approach to a perspective of integrating local populations as conservationists. Therefore, EE&C requires a new philosophical base, and implies different methods and audience. Currently, EE&C does not appear to be a program priority for the Mexican staff and no one on staff has special expertise to work in this area.
<b>Equipment and materials on hand:</b>	Flip chart, blackboard, video, retro and slide projectors.
<b>Other observations:</b>	Environmental education must be seen as a tool with techniques that support specific and concrete processes, not as a distinct project.

## TRAINING

<b>Training received:</b>	<p><i>Technical</i></p> <ul style="list-style-type: none"> <li>• Agroecology and rural development in Latin America (6 days);</li> <li>• Integrated pest management workshop (5 days);</li> <li>• Workshop on leguminous cover crops (8 days);</li> <li>• Workshop on formation of social promoters of agroecology (5 days);</li> <li>• Integrated management of watersheds (3 days);</li> <li>• Legislative changes related to natural resource management (3 days);</li> <li>• Quality control for organic coffee (5 days).</li> </ul> <p><i>Institutional</i></p> <ul style="list-style-type: none"> <li>• Course on diverse financial matters (2 days);</li> <li>• Workshop on institutional diagnoses (3 days);</li> <li>• Logical framework for NGO projects (3 days).</li> </ul>
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<b>Problems encountered:</b>	Trainings often did not help resolve the problems. Also, the models and concepts did not correspond with reality.
<b>Further training needs:</b>	<ul style="list-style-type: none"> <li>• Administrative systems;</li> <li>• Strengthening of regional planning for conservation and development;</li> <li>• Formation of local technical teams to manage protected areas;</li> <li>• Training in analysis of political issues that impact the work;</li> <li>• Strengthening of our conception of ecodevelopment and environmental education.</li> </ul>
<b>Training planned:</b>	<p><i>Technical</i></p> <ul style="list-style-type: none"> <li>• Planning for sustainable forest management (one year);</li> <li>• Regional planning in watersheds and micro-watersheds;</li> <li>• Management of revolving loan funds.</li> </ul>
<b>Other observations:</b>	The trainings should be done by qualified nationals who understand local conditions. Trainings should be evaluated to determine what was achieved by the exchange of experience.

## **GENDER CONSIDERATIONS**

Five men occupy decision-making positions in Mexico. The WWF (DC-based) regional coordinator (for greater Caribbean and Mexico) is a man. The Director for Latin America is a woman. Gender considerations do not figure significantly in program strategy and have not been made into a program focus.

## DIAGNÓSTICO DE CAPACITACIÓN Y FORTALECIMIENTO INSTITUCIONAL

El siguiente cuestionario ha sido preparado para las organizaciones no-gubernamentales (ONGs) y para los programas dentro de dichas organizaciones que reciben recursos financieros de la Agencia para el Desarrollo Internacional (USAID) para la realización de actividades relacionadas con la protección del medio ambiente en México. Además de apoyar a los proyectos financieramente, la USAID está interesada en el fortalecimiento institucional de las ONGs de manera tal que su capacidad administrativa y técnica se vea fortalecida. El interés de la agencia en este aspecto no implica el compromiso de aumentar los niveles de financiamiento para la realización de las actividades del proyecto a nivel operacional, de recursos humanos o de infraestructura. El propósito de este diagnóstico es identificar entre todas aquellas necesidades de capacitación y fortalecimiento institucional que puede tener una ONG, cuales representan lagunas no cubiertas por otras fuentes de financiamiento y que son prioritarias para el cumplimiento de los compromisos del programa apoyado por la USAID. Se espera elaborar una estrategia y un plan en los cuales se incluya la capacitación que se requiera, para de esta manera apoyarlos en sus necesidades. Dado el reducido presupuesto existente, cualquier apoyo adicional sería para complementar las carencias en actividades de alta prioridad.

*NOTA: Favor de adjuntar ojas adicionales con los puntos numerados si se requiere de más espacio.*

### **Fortalecimiento Institucional:**

- A. Cuales considera Ud. que son los puntos más fuertes de su organización en relación a su capacidad técnico-administrativa para llevar a cabo el (los) proyecto(s) financiado(s) por la USAID?
  
  
  
  
  
  
  
  
  
  
- B. Cuales considera Ud. que son los puntos mas débiles de su organización en relación a su capacidad técnico-administrativa para llevar a cabo el (los) proyecto(s) financiado(s) por la USAID?

C. Cuales son las principales necesidades que tiene su organización para desarrollar e implementar satisfactoriamente el (los) proyecto(s) apoyado(s) por la USAID? (Favor de elaborar una lista de prioridades de 1 hasta 5 en orden de mayor importancia)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

D. Cuales son las otras fuentes que han identificado para lo anterior, además de la USAID?

E. Su organización ha experimentado recientemente algunos cambios organizacionales, estructurales o de personal, o tienen planeados algunos en el futuro? (Favor de explicar brevemente las razones de los cambios experimentados)

F. Tiene Ud. alguna propuesta específica para un posible programa de fortalecimiento institucional que podría beneficiar a su organización a través de diagnósticos, consultorías, evaluaciones, capacitaciones, intercambios, etc.? (Favor de elaborar una lista especificando los temas y actividades prioritarios)

## **Recursos Humanos en su Organización:**

- A. Actualmente, cuantos profesionistas se encuentran trabajando en su organización, y cuales son sus especialidades?
  
- B. Cuantas mujeres tiene su organización en puestos de toma de decisión? Cuantos hombres?
  
- C. Ha experimentado su organización algunos cambios estructurales en la plantilla de personal en los últimos dos años, respeto al número y posición de hombres contra el de mujeres trabajando? (Por favor describa brevemente dichos cambios)
  
  
  
  
  
  
  
- D. Favor de anexar una copia de su organigrama operativo (Puede realizarse a mano).
  
  
  
  
  
  
  
- E. Qué necesidades prioritarias existen en personal?
  
  
  
  
  
  
  
- F. Qué actividades está realizando su organización para desarrollar las capacidades de su personal? Existe un plan de capacitación? Favor de anexar una copia o borrador de cualquier documento o de propuesta que describa o resuma este plan.

## Capacitación:

*[Se entiende que todas sus necesidades de fortalecimiento institucional no se cumplirán sólo con la capacitación de sus recursos humanos, que muchos cambios están en sus manos y que algunos ya están planeados. Sin embargo, si agencias de apoyo pudieran aportar algo, sería de mayor utilidad enfocar su atención en las actividades o en las áreas que no tienen otras respuestas. Ver la Tabla A, adjunta, para ayudar en su respuesta a las siguientes preguntas de la A a la E:]*

- A. Desde enero de 1993, qué tipo de eventos o actividades de capacitación técnica, organizativa, institucional o de otro índole han recibido los miembros y personal de su organización?
- B. Cuales han sido los principales temas de esa capacitación?
- C. Qué duración ha tenido cada evento/curso/actividad de capacitación?
- D. Cuantas personas de su organización han participado en cada evento/curo/actividad?
- E. Qué tipo de capacitación se eligió?
  - a. Asistencia Técnica
  - b. Becas Individuales
  - c. Consultoría en el sitio de trabajo
  - d. Experiencias Inter-Grupales
  - e. Intercambios
  - f. Individual
  - g. Grupal
  - h. Otros (Favor de explicar)
- F. Cuales han sido los mayores problemas, carencias y/o deficiencias observadas en la capacitación adquirida?
- G. Qué tipo de necesidades prioritarias tiene su organización para capacitación? (Favor de elaborar una lista, con prioridades del 1 al 4. La 1 = más importante)
- H. Con qué recursos cuenta su organización para su futura capacitación?

- I. Favor de enlistar las capacitaciones que su organización ya tiene programadas (aunque sea provisionalmente) con una breve descripción de cada una, así como las fechas previstas (si haya) o esperadas, los organismos en dónde se tomará la capacitación o quienes las repartirían, y las personas o puestos quienes participarán. *Ver la Tabla B, adjunta, para ayudar en su respuesta a esta pregunta.*
  
- J. Podría agregar algunas observaciones adicionales relacionadas a la capacitación requerida por su organización?

### **Educación Ambiental:**

- A. Cómo se define en su organización el término "educación ambiental" (EA)?

*Ver la Tabla C, adjunta, para ayudar en su respuesta a las siguientes preguntas de la B a la F:*

- B. Favor de enlistar en orden de importancia las diferentes actividades en EA que su organización está actualmente implementando.
  
- C. A través de qué mecanismos de difusión realiza su organización la educación ambiental? (Por ejemplo, pláticas, charlas, seminarios, cursos [duración], audiovisuales, materiales didácticos [número y frecuencia] tales como folletos, trípticos, manuales, dibujos, posters, juegos y dinámicas de grupos, teatro, talleres [qué temas], visitas técnicas, visitas de campo demostrativas, reuniones, capacitación, programas y mensajes radiales, campañas de televisión, convivios, etc.
  
- D. Favor de especificar número, frecuencia, duración, etc.
  
- E. A qué tipo de audiencia/poblaciones está enfocada dicha educación ambiental? (Por ejemplo: campesinos, ejidatarios, amas de casa en el área rural o urbana, maestros, adolescentes, niños,

profesionales, tomadores de decisión, el público en general, etc.)?

- F. Qué extensión geográfica tienen estas actividades? Mencionar nombres y números de regiones, estados, municipios, áreas protegidas, ciudades, pueblos, etc.
  
- G. Cuales han sido sus mayores logros en educación ambiental?
  
  
  
  
  
  
  
  
  
  
- H. Cuales son los principales obstáculos o barreras institucionales que limitan o retrasan la consecución de sus objetivos en educación ambiental?
  
  
  
  
  
  
  
  
  
  
- I. Cómo evalúan sus resultados y efectividad en este campo?
  
  
  
  
  
  
  
  
  
  
- K. Qué problemas relevantes han experimentado?
  
  
  
  
  
  
  
  
  
  
- L. Con qué equipo e infraestructura educativo cuenta su organización (por ejemplo: rotafolio, pizarron, monitor y videocassetera VHS o BETA, retroproyector, proyector de diapositivas, proyector de películas, planta generadora eléctrica, etc.)?
  
  
  
  
  
  
  
  
  
  
- M. Tiene Ud. alguna propuesta específica o algunas sugerencias para aportes externos que podrían mejorar su programa o actividades de educación ambiental?
  
  
  
  
  
  
  
  
  
  
- N. Favor de adjuntar una copia de todo tipo de materiales impresos y documentación disponible relacionado con la educación ambiental.

Número de personas que participaron en el llenado de este cuestionario:

Nombre de su organización y/o el (los) programa(s) descritos en sus repuestas arriba:



Tabla A

### Detalles de Eventos de Capacitación

Nombre de evento o actividad de capacitación	Temas	Fechas (aprox.) y Duración	# Participantes	Metodología (a-h)

**Metodología o tipo de capacitación:**

a = asistencia técnica  
b = becas individuales

c = consultoría en sitio  
d = experiencias inter-grupales

e = intercambios  
f = individual

g = grupo  
h = otros (explicar)

Tabla B

### Capacitación Planeada

Capacitación Programada	Descripción	Organismo / Fuente	Fechas Previstas	Participantes

Tabla C

### Detalles de Educación Ambiental

Tipo de Actividad de Educación Ambiental	Mecanismos de Difusión	Temas	Número, Frecuencia y Duración	Audiencia / Población	Extensión Geográfica

## ANNEX D: INTERVIEWEES

### **Amigos de Sian Ka'an, A.C.**

Barbara McKinnon	Presidenta, Junta Directiva
Arq. Juan E. Bezaury C.	Director Ejecutivo
Lic. Angélica Peralta	Directora de Desarrollo
Fidel Pérez de Valle	Coordinador de Administración

### **Centro Ecológico de Sonora, A.C.**

Dr. Samuel Ocaña García	Director General
Lic. Carlos Galinda	
Delfina Falcon	Jefe, Dpto. de Comunicación
Biól. Silvia Sanchez	Asistente al DG
Isabel Granillo	Coordinadora, Pinacate
Biól. Florentino Garza	Investigador
Biól. Martín Haro	"
Biól. Elvira Rogero	"
Biól. Eduardo López	"
Biól. Carlos Castillo	"
Biól. Andrés Lizárraga	"
Biól. Rafaela Paredes	"
Ruben Soto Williams	Contador Público
Marugenia Brinda	Contadora Pública
Guadalupe Morales	Oceanóloga
Ami Figueroa	
Lic. Marina Galaz	

### **Conservación Internacional de México, A.C.**

Ing. Alejandro Robles González	Director General, México
Ing. Javier de la Masa	Director de Programas
Lic. Celia Pigueron Wirz	Coord. de Comunicación y Cultura Ambiental
Victor Hugo Hernández	Coordinador del Programa Sur
Ricardo Hernández Sánchez	Coordinador, Educación Ambiental y Ecoturismo
Ruth Jiménez	Coordinadora, Diagnóstico y Monitoreo
Edmundo Reyes	C o o r d i n a d o r
José Hernández	Coordinador

## **Ecosolar**

Sr. Aurelio Ahumada Rivera  
Sr. Hector Marcelli

Coordinador General, Proyectos (Consultores)  
Coordinador General, Manejo (Ecosolar, A.C.)

## **Fondo Mundial para la Naturaleza**

Lic. Guillermo Castilleja  
Lic. Javier Castañeda  
Dr. Jurgen Hot  
Félix Morales

Coordinador, Mexico Programs  
Coordinador de Proyectos de Ecodesarrollo  
Responsable, Proyectos Costeros  
Administración y Contable

## **Fundación Mexicana para la Educación Ambiental, A.C. (FUNDEA)**

Dr. Mario Huerta Huitzil  
Biól. Lorena Martínez González

Subdirector  
Coordinación de Programas de Capacitación

## **Instituto de Historia Natural**

Biól. Carlos Pizaña Soto  
Alejandro Hernández Yañez

Jefe del Departamento de Areas Naturales  
Jefe de la Oficina de Planeación,  
Director de la Reserva El Triunfo (SEDESOL)

Carlos Tejeda Cruz  
Uriel Ramírez Reyes  
José Rubén García Alfaro  
Francisco Javier Jiménez González  
Marina Koller Hernández  
Marta Eugenia Barrios  
Roberto Escalante López  
Martín Castillo Paniagua  
Hector Díaz Hernández  
José Luíz Estrada Ruíz  
Uriel Trujillo Cigarroa  
Juan Antonio Hernández Llaven  
Zeferino Trujillo Herrera

Planificador Financiero, Oficina de Planeación  
Coord. del Programa de Operaciones  
Coordinador del Programa de Estudios  
Jefe de la Oficina de Preservación Ecológica  
Técnico, Oficina de Preservación Ecológica  
Tesisista, Oficina de Preservación Ecológica  
Coordinador de Campo de la Reserva El Triunfo  
Coord. del Prog. de Difusión y Cultura Ambiental  
Promotor Ambiental  
Promotor Ambiental  
Coord. del Programa de Desarrollo Comunitario  
Extensionista Agrícola, Desarrollo Comunitario  
Extensionista Agrícola, Desarrollo Comunitario

## **Línea Biósfera, A.C.**

Mauricia González  
Joaquín Gutierrez Díaz

Directora Técnica del Proyecto Ecodesarrollo  
Promotor de Salud, Tesorero de la Unión de Ejidos

## **Maderas del Pueblo del Sureste**

Sr. Miguel Angel García  
Sr. Isaac Matus  
Silvia Vásquez

Coordinador General  
Coordinador Técnico  
Administradora

## **Programa de Acción Forestal Tropical, A.C.**

Dra. Silvia del Amo

Sr. Angel Roldán Parrodi

Lic. Marcela Alvarez

Amelia Hernandez V.

Directora Ejecutiva

Coordinador de Proyectos

Coordinadora, Monitoreo y Educación Ambiental

## **Programa de Cuerpos de Conservación Mexicanos**

Sr. John A. Chater

Coordinador

## **Pronatura de Chiapas**

Biól. Rosa María Vidal

Sr. Romeo Domínguez-Barradas

Ing. José E. González Rovelo

Coordinadora General de Pronatura

Investigador, Coord. de Información y Análisis

Presidente, Consejo Directivo

## **Pronatura de México, D.F.**

Ing. Hans Hermann

Dra. Esther Vásquez Cataño

Director General

Directora de Desarrollo

## **Pronatura, Península de Yucatán, A.C.**

Sra. Joann Andrews

Biól. Susana Rojas

Lic. Armando Sastré

Dr. Eckart Boege

José de la Gala

Andrés Herrera

Presidenta

Directora General, Secretaria del Consejo Directivo

Gerente General

Coordinador, Desarrollo Comunitario

Responsable, Parques en Peligro de Calakmul

Encargado de Comunicación

## **The Nature Conservancy**

Joe Keenan

Joe Quiroz (phone)

Coordinador, Sureste de México

Director, México

## **USAID-México**

Frank Zadroga

Magdalena Cantú

María Teresa Esquivel

Environmental and Energy Advisor, USAID/Mexico

Program Assistant, GCC

Training Officer, Development Associates, Inc.

## ANNEX E: DIRECTORY OF NGOs SURVEYED

### **Amigos de Sian Ka'an, A.C.**

Arq. Juan E. Bezaury C.  
Aptdo. Postal N° 770  
Cancún, Q.R.  
(988) 4-9583, 7-3080 (fax)

### **Centro Ecológico de Sonora, A.C.**

Dr. Samuel Ocaña García  
Aptdo. Postal N° 1497  
Hermosillo, Sonora 83000  
(62) 50-1034, 50-1225 (fax)

### **Conservación Internacional de México, A.C.**

Ing. Alejandro Robles González  
Camino al Ajusco N° 124, 1° Piso  
Col. Jardines de la Montaña  
14210 México, D.F.  
631-3899, 631-3032 (tel y fax)  
630-1407, 630-1282

### **Ecósfera y Pronatura de Chiapas**

Biol. Rosa María Vidal (Pronatura)  
Sr. Romeo Domínguez-Barradas (Ecósfera)  
Carr. Panamericana y Periférico Sur  
Barrio de María Auxiliadora  
29290 San Cristobal de las Casas, Chis.  
(967) 8-1883, 8-2322 (fax)

### **Ecosolar**

Sr. Hector Marcelli,  
Director y Coord. de Proyectos  
Eugenia 1510, Col. Narvarte  
03600 México, D.F.  
687-5494, 687-5474, 523-0555 (fax)

### **Fondo Mundial para la Naturaleza**

Lic. Guillermo Castilleja  
Interim Director for Mexico  
Goldsmith 38-4, Col. Polanco  
México, D.F.  
282-1177, 282-0164, 280-2727 (fax)

Lic. Javier Castañeda  
Program Coordinator, southern Mexico  
Cosijopí N° 209  
68000 Oaxaca, Oax.  
(951) 6-0122, 6-0112 (fax)

### **Fundación Mexicana para la Educación Ambiental**

Dr. Mario Huerta Huitzil  
Carr. Circunvalación  
Cuautitlán/Tepotzotlán s/n  
Aptdo. Postal 44  
54600 Tepotzotlán, Edo. de México  
895-0386, 895-0392...4, 895-0385 (fx)

### **Instituto de Historia Natural**

Biól. José Carlos Pizaña Soto  
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(961) 1-2443, 1-1226, 2-3663 (tel y fax)

### **Línea Biósfera, A.C.**

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29600 Raudales Malpaso, Chis.  
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**Maderas del Pueblo del Sureste**

Lic. Miguel Angel García  
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01201 México, D.F.  
544-0596 (tel y fax)

**Programa de Acción Forestal Tropical, A.C.**

Dra. Silvia del Amo  
Av. Progreso N° 5, Col. del Carmen Coyoacán  
04110 México, D.F.  
658-3112 (tel), 658-3556 (fax)

**Programa de Cuerpos de Conservación Mexicanos**

Sr. John A. Chater  
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Col. García Gineres, Mérida, Yuc.  
(99) 25-4674 (tel y fax)

**Pronatura de México, D.F.**

Ing. Hans Hermann, Dir. Gen.  
Camino al Ajusco N° 124, 1° Piso  
Col. Jardines de la Montaña  
14210 México, D.F.  
631-5727, (905) 413-1347

**Pronatura, Península de Yucatán**

Biól. Susana Rojas, Dir.  
Cale 1-D, 254-A entre 36 y 38, Col. Campestre  
97120 Mérida, Yuc.  
(99) 44-3580, 44-2290 (fax)



## ANNEX F: BIBLIOGRAPHY

### General Information

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### **Amigos de Sian Ka'an (ASK)**

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## **Centro Ecológico de Sonora (CES)**

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- Centro de Datos Científicos para la Conservación de la Vida Silvestre y las Areas Naturales Protegidas del Estado de Sonora
- Endangered Plants: Palo Fierro
- Endangered Species (7 species): Aguila Calva, Berrendo Sonorense, Borrego Cimarron, Buho Manchado Mexicano, Guajolote silvestre, Tortuga del Desierto, Totoaba

CES, Environmental Education Programs/Training Sessions, including:

- "Día de la Tierra," 22 de abril
- "Día mundial del Medio Ambiente," 5 de junio 1994
- "Día de la Ternura con Nuestros Pequeños Amigos," 6 de diciembre (endanger species covered: Boa del Desierto, Mil-pies, Ardilla, Antílope, Pato Real, Bisonte, Mandril, Margay)
- "Día de la Ternura con Nuestros Pequeños Amigos," 18 de septiembre (endangered species covered: Iguana Verde, Ardilla Antílope, Boa del Desierto, Chapulin Caballo, Borrego Cimarron, Coati o Chulo, Halcon Cola Roja, Lince, Orix del Cabo, Jabali, Venado Cola Blanca)
- Three more undated programs with other endangered species

CES, Environmental Education Materials, including:

- "El Mundo de las Aves." [bird brochure]
- "Los Animales Pueden Desaparecer "
- "Vamos a Plantar un Arbol: Programa Nacional de Reforestación
- "Conceptos Básicos de Ecología." [brochure with vocabulary list]

## **Cuerpos de Conservación Mexicanos (CCM)**

CCM: Brochure.

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- "Taller Ambiental sobre Problemas Asociados a los Puertos Marítimos Industriales," Agosto 1994
- "Primer Curso - Taller de Educación Ambiental para Profesores," septiembre 1994
- "Primer Curso - Taller de Educación Ambiental para Directores, la Escuela y mi Comunidad," octubre 1994
- "Foro de Organizaciones no Gubernamentales FUNDEA-PNUMA," agosto 1994
- "Talleres de Herramientas para la Resolución de Problemas Ambientales," 1994

FUNDEA, Environmental Education Materials, including:

- "Algoritmo para la Resolución de Problemas Ambientales," [training session flowchart]
- "Descubre la Naturaleza en un Día Ecológico," [training manual for primary and secondary school students]
- "Descubre la Naturaleza en una Mañana Ecológica," [training manual for primary and secondary school students]
- "Selección de Actividades Incluidas en los Programas de Educación Ambiental para Niños y Adolescentes," [activities/lessons for students from 6-18 years of age]
- "Tortuga," [colorful adhesive decals]

## **Instituto de Historia Natural (IHN)**

IHN: "Organización, Funciones y Filosofía de Conservación del Instituto de Historia Natural." [general information, history and organizational chart]

IHN: "Reserva Ecológica la Encrucijada, Chiapas, México." [color brochure with photographs]

IHN: "Áreas Naturales Protegidas de Chiapas, Parque Educativo Laguna Bélgica." [brochure]

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IHN: "Propuesta de Capacitación para el Departamento de Áreas Naturales," mayo de 1994.

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IHN: DIF-Chiapas, "Las Plantas, los Árboles y los Animales son tus Amigos; Cuídalos; Lotería Ecológica." [card matching game]

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IHN: "Reserva Ecológica, la Encrucijada."

IHN: Selva el Ocote, color brochure with photographs. (Spanish)

IHN: Color Posters: for el Ocote (2), for el Triunfo (1), IHN, la Encrucijada.

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PPY: Propuesta para el Programa de Asesoría y Capacitación Administrativa Enfocada al Consejo Regional de Xpujil, Campeche.

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PPY: "Promoción y Formación de la Red de Educadores Ambientales de la Región Sur-Sureste de México," Attachment II.

PPY: Celestín Reserve Fact Brochure. (English)

PPY: Calakmul Reserve Fact Brochure. (English)

PPY: Campeche Reserve Fact Brochure. (Spanish)



PPY: Environmental Education Materials. [coloring pages]

PPY: Educación Ambiental: I Especies Amenazadas. [environmental education materials including fact sheets, worksheets]

## ANNEX G: SCOPE OF WORK FOR TRAINING NEEDS ASSESSMENT

### **BACKGROUND:**

Among USAID/Mexico's strategic objectives are those that are designed to: (1) support the successful implementation of the North American Free Trade Association (NAFTA); and (2) reduce the destruction of biomass and CO<sub>2</sub> emissions attributable to the burning of fossil fuels.

In striving to achieve these objectives, USAID/Mexico has developed relationships with approximately 20 environmental Non-Governmental Organizations (NGOs) throughout Mexico and is assisting them to improve their outreach activities that promote natural resource conservation and energy conservation. Many of these NGOs are institutionally weak and require skill training that will help them increase the impact of their outreach activities. Much needed skills include those directly related to environmental education and communication (EE&C), namely, strategic planning, program management, message and materials development, monitoring and impact evaluation.

### **PURPOSE OF THIS CONSULTANCY:**

The purpose of this consultancy is to assess the current status of outreach activities of selected Mexican environmental NGOs and recommend appropriate EE&C skills training and outreach strategies.

### **RESPONSIBILITIES:**

The EE&C Training Specialist will:

- Conduct in-depth interviews and/or group discussions with key personnel over a three-week period of each NGO to form the base for the assessment of training needs;
- Identify training needs related to the outreach activities of each NGO working with USAID/Mexico in the environment sector, with particular focus on EE&C activities, competencies, and training needs, and
- Prepare an assessment report making recommendations for approaches and sources for the training needs identified.

## **GENDER CONSIDERATIONS:**

Central to GreenCOM's mission -- both long- and short-term -- is the integration of gender considerations into all field-based and applied research activities. Women and girls are not a homogeneous group nor are their educational/informational/training needs necessarily the same as those of men.

Often times the decision-making hierarchy of NGOs is male-dominated; in other instances, where NGOs recognize the need for gender-specific activities and participatory methodologies, there is a tendency to revert to familiar leadership styles, which are non-participatory and non-inclusive of women.

Consequently, the consultant should assess how well environmental NGOs are currently addressing gender issues and recommend how EE&C training can be used to:

- Promote gender concerns among NGO staff, their constituencies or membership; and
- Promote and enhance the image of Mexican women and girls in society in non-stereotypical ways, especially as environmental stewards.

All recommendations about the type and number of EE&C training sessions and materials needed should also reflect gender issues. In addition, all training activities should ensure the full and active participation of women, both as trainers and trainees.

## **TECHNICAL DIRECTION**

The consultant will report directly to Richard Bossi, GreenCOM's Operation Support Manager in Washington, D.C. for technical and administrative guidance. While in Mexico, the consultant will work under the direction of Frank Zadroga, Environmental Advisor, USAID/Mexico.

## **DELIVERABLES**

- A **training needs assessment report** will include a description of current NGO EE&C activities as well as a description of the role of women in NGO programs and leadership positions. In addition, it will recommend to USAID how EE&C training activities can be used to increase NGO outreach and impact. The report will be written in English and will be submitted to USAID/Mexico at a date to be jointly determined by USAID/Mexico and GreenCOM's Project Officer, Anthony Meyer, G/R&D/ENR.
- A **2-page trip report** of the findings, results, and accomplishments of this assignment.