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Environmental Training Network - Part A

Pilot Project for Education and Community Training for the Conservation and Sustainable Management of Forests in Latin America and the Caribbean

Environmental Training Network - Part A: Pilot Project for Education and Community Training for the Conservation and Sustainable Management of Forests in Latin America and the Caribbean

This document was prepared by the Inter-Agency Technical Committee on the basis of the mandates of the Eleventh Meeting of the Forum of Ministers of the Environment of Latin America and the Caribbean (Lima, Peru, March 1998). The work was carried out by the United Nations Environment Programme (UNEP) as the lead agency. The purpose of the document is to provide the Forum with support for discussing and approving courses of action in the sphere of the Regional Action Plan for the period 2000-2001.

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I. Summary

The countries of Latin America and the Caribbean have recorded that the processes of deforestation, decreased fertility in soil, genetic erosion and loss of biodiversity have advanced. These processes have become accentuated in recent years due to the effects of climate change, generating natural phenomena that are atypical –such as “El Niño”, “La Niña” and the consequences in their wake (forest fires, hurricanes, floods)–, whose magnitude has devastated extensive forest areas. The negative synergies of these processes have increased the vulnerability of ecosystems and local populations, generating ecological and human disasters in various countries of the region.

At the same time, strategies to appropriate genetic material from natural ecosystems and native populations of the countries of the region, and the implantation of transgenic cultures have generated a broad debate and controversy concerning the issues of biosafety and food security for local populations, for the countries and the region as a whole. These processes imply the need to bring about important transformations in traditional practices and forms of management of forest resources, establishing early warning programs and combating forest fires in order to ensure the conservation of biodiversity, ecological sustainability and poverty alleviation for the people of Latin America and the Caribbean.

Both governments and international bodies have recognised that ecological sustainability demands the effective participation of local populations if environmental problems are to be solved. Nevertheless, rural communities (farmers and indigenous people) have not acquired the necessary capacity to be able to participate in a more positive manner in the preservation of nature, in the transformation of productive practices, nor in the making of decisions that affect their quality of life.

The Pilot Project proposes generating actions to train the populations that inhabit the forests and biodiversity reserves of Latin America and the Caribbean in order to foster the knowledge, skills and practices needed for the conservation of biodiversity, environmental protection, and prevention of forest fires and sustainable management of natural resources. At the regional level, the project will comprise proposals and concerted programmes with the governments of the region.

In order to start-up this Regional Project, it has been agreed that the Government of Mexico will begin with a Pilot Project for Community Training in the Conservation and Sustainable Use of Tropical Forests in Mexico. This Pilot Project proposes developing a program to form leaders, promoters and instructors for training indigenous and farming populations and in settlements within the most important areas for the preservation of the biodiversity in the tropical wetland forests in six states of the Republic of Mexico. This would be carried out through an agreement for co-operation signed by the UNEP and SEMARNAP, with the collaboration of other international agencies, foundations, national institutions, non-government organisations and groups of producers.

This Pilot Project for Community Training in local communities within the Mexican tropical wetlands region may be linked to the Project for the Biological Corridor of Meso-America; it can integrate training initiatives for the sustainable ethno-eco-development of ecosystems and communities in priority areas of Mexico, to the degree that the budget baseline can be augmented for this purpose. In like manner, it may be extended to the rest of Latin America and the Caribbean on the basis of new proposals and harmonious projects concerted in other countries of the region.

II. Justification

Planetary environmental changes, the advancement of deforestation and the increasing extraction of forest resources to satisfy the demand of the world market have increased the risks of destructive effects on forest resources; forest and jungle fires are the most relevant examples.

In like manner, the economic potential that the wealth of biodiversity represents for biotechnological companies has generated new intervention strategies for the appropriation of genetic material from forests, particularly tropical forests, as the latter encompasses the broadest array of biodiversity on the planet. Prospective studies on the best use of the potential economic wealth of biodiversity, in addition to the wealth offered by the sub-soil (hydrocarbons) in tropical regions pose new problems related to the rights and forms of appropriation and handling of nature by native communities, as well as for national programmes for the conservation of natural patrimony and strategies for sustainable development in the region as a whole.

These emerging processes arose out of the urgent need to revise and redesign policies, strategies, and practices for the conservation and sustainable use of forest resources in light of global changes. The foregoing brings out the need to effect actions to promote education and provide training for the different social groups that are linked to these processes; these actions will be based on providing knowledge and training for human capacities that will support efforts or, if the case so requires, to transform practices for the use of forest resources so that they might tend toward the preservation of biodiversity, ecological sustainability and equitable distribution of derived benefits.

This purpose –concerning those who live in tropical forests and biodiversity reserves, and on whose practices depends the preservation and sustainable management of resources– has acquired particular importance, both to attain improved ecological conservation, as well as to arrive at greater self-sufficiency and well-being for these human populations.

The conservation and sustainable management of forests has been considered to be one of the priority issues within the agenda of the Forum of Ministers of the Environment of Latin America and the Caribbean. The above considerations have led to a proposal concerning the need to design and implement a community training process for the conservation and sustainable management of the forests in the countries of the region. This project proposes a strategy and a program of activities geared to environmental training and education in local communities (farming and indigenous communities) to create an internal capacity for the defence, preservation and sustainable management of the forests these people inhabit. This Pilot Project is designed within a regional program, which is made up of subregional and national projects that must be proposed and agreed on by each one of the governments of the region.

To begin this project, conversations and meetings have been held with the Ministry for the Environment, Natural Resources, and Fishing of Mexico (SEMARNAP) to organise and start-up a "Pilot Project for Community Training for the Conservation and Sustainable Management of the Tropical Forests of Mexico". It has been agreed that this Pilot Project will be developed in strategic tropical temperate-wetland regions where both the vulnerability and potential for wealth of biodiversity is the highest and coincides with the cultural diversity of the people inhabiting the region. This Pilot Project can be expanded to include other regions of Latin America and the Caribbean, linking harmonious projects and programs, encouraged by the governments of the countries and financed by multiple international bodies.

III. Basis for a pilot project for community training for the conservation and sustainable management of the tropical forests of Mexico

The concern of Latin American societies to put a stop to the deterioration of natural resources, specifically tropical forest regions, has given rise to several experiences, conducted by local organizations, governmental institutions, non-government organizations and education and research centres.

Various international bodies have also adhered to the regional environmental agenda, contributing to solving environmental problems and pursuing sustainable development. In this context the Interagency Technical Committee has been established, as part of the Forum of Ministers of the Environment of Latin America and the Caribbean; they seek more effective and improved coordinated co-operation among governments and international bodies for the implementation of a Regional Plan of Action for the Environment and Sustainable Development.

The Network for Environmental Formation for Latin America and the Caribbean has carried out several actions to generate knowledge and design educational material, in addition to training professionals and social players that can contribute to the preservation of the environment and sustainable management of natural resources. To this end, the Network for Environmental Formation has promoted a professional training process, as well as community leaders and promoters, through agro-ecological and agro-forestry courses designed to instigate new practices for sustainable development.

The Government of Mexico, through the Ministry for the Environment, Natural Resources, and Fishing of Mexico (SEMARNAP), has begun implementing the Program for the Protection of the Tropical Wetland Forests of Mexico. The region focused on includes high perennial foliage forests; high, mid and low sub-perennial forests; mesohpylic forests; and hydrophylic vegetation. These ecosystems are home to the greatest biodiversity in the country (see **Chart 1**). The region outlined for the start-up of this Pilot Project comprises nine states of the Republic of Mexico (Campeche, Chiapas, Hidalgo, Oaxaca, Puebla, Quintana Roo, San Luis Potosí, Tabasco and Veracruz); it covers a total surface of 26.3 million hectares, and encompasses 420 municipalities and a population of 10.4 million inhabitants, mostly indigenous (see **Chart 2**).

Chart 1: Biodiversity of the Tropical Wetlands of Mexico (number of species)

Specie	Country	Tropical wetlands	Percentage
Flora	23,702	4389	18.5
Amphibians	290	98	33.8
Reptiles	704	212	30.1
Birds	1054	649	61.6
Mammals	491	233	47.5

Chart 2: Focal Areas for the Project

State	Municipalities	
	Number	%
Campeche	6	1
Chiapas	67	16
Hidalgo	28	7
Oaxaca	84	20
Puebla	44	11
Quintana Roo	6	1
San Luis Potosi	12	3
Tabasco	16	4
Veracruz	157	37

The general objective of the Program for the Protection of Tropical Wetland Forests in Mexico is to decrease and revert the deforestation of forests and maximise the use of natural resources in such a way as to contribute to sustainable development and combat poverty in the region. The main objectives are to conserve areas that still contain forests and biodiversity; reduce forest fires; increase sustainable use of forest life, decrease the rate of deforestation; increase sustainable timber and non-timber forest production; restore deteriorated areas; improve agricultural and livestock systems to revert their environmental impact and reduce carbon emissions into the atmosphere.

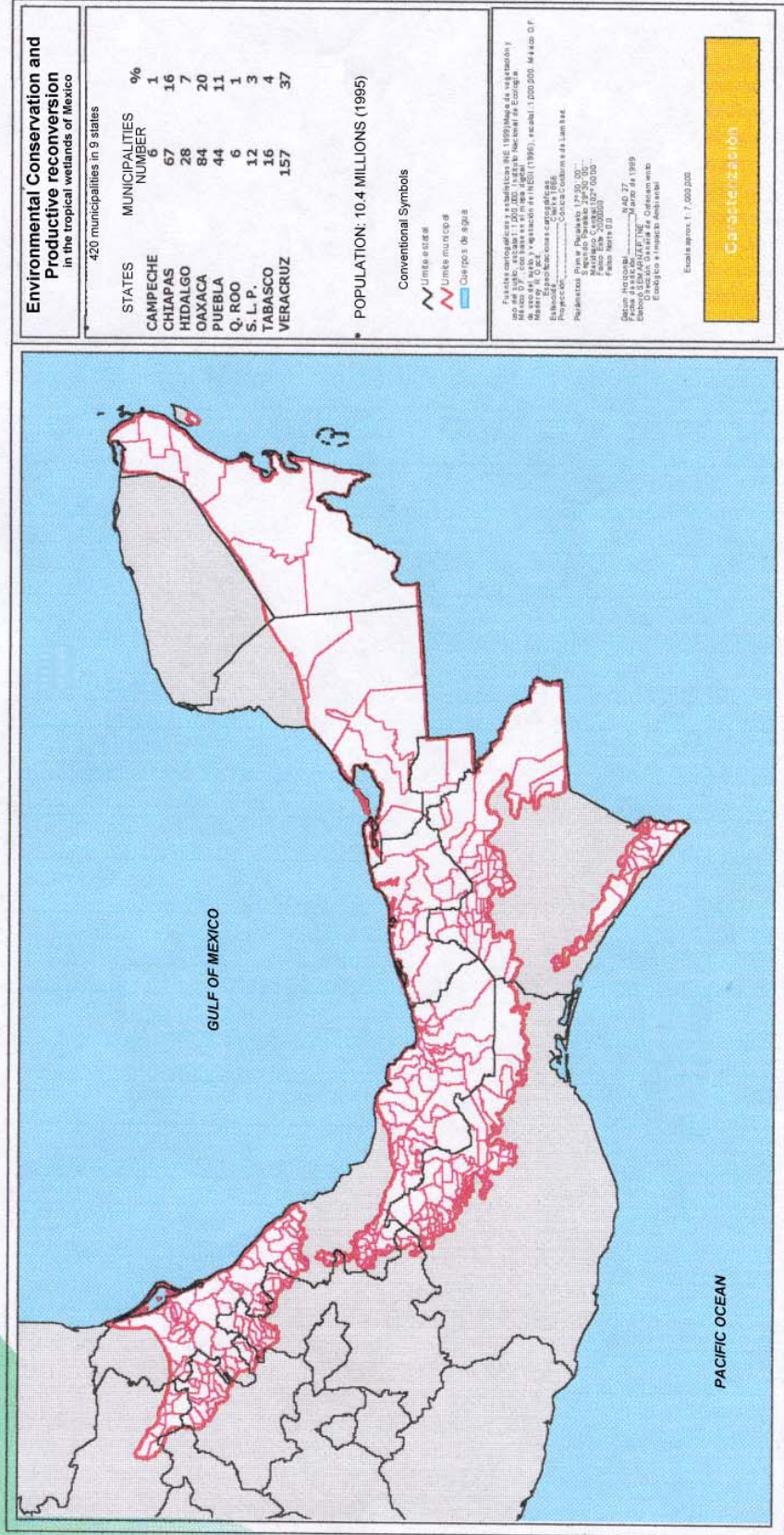
Complementarily, the following SEMARNAP programmes are being developed in the region to handle specific aspects that contribute to these objectives: the Meso-American–Mexico Biological Corridor, Sustainable Agriculture and Productive Reconversion (in conjunction with SEDESOL and SAGAR), Sustainable Regional Development Programmes (Proders), Protected Natural Areas, Prevention and Combat of Fires, Conservation, Management and Sustainable Use of Wildlife, Programme for Forest Development (Prodefor), National Programme for Reforestation (Pronare) and the National Programme for Forest Plantations (Prodeplan).

Though there has been some progress in the areas of conservation and sustainable management of biodiversity and natural resources of the tropical wetlands of Mexico, the magnitude and complexity of this problem poses the need to join efforts to provide resources and skills to reconvert the practices of primary production, encouraging the use of alternative technologies that take into account traditional know-how and conserve forest resources, increasing the management and sustainable production skills of the communities, which at the same time will improve the living conditions of the settlers of these regions.

For the above-described purpose, professional formation and community training are fundamental instruments to support national policy on participative environmental management and sustainable development. Thus, we must make progress in systematising the experience and know-how of the communities, in addition to generating methodologies, techniques and pedagogical instruments that will encourage development of innovative educational models that are adapted to the culture, and models for social self-organisation for each community that will empower local management capacities for sustainable development.

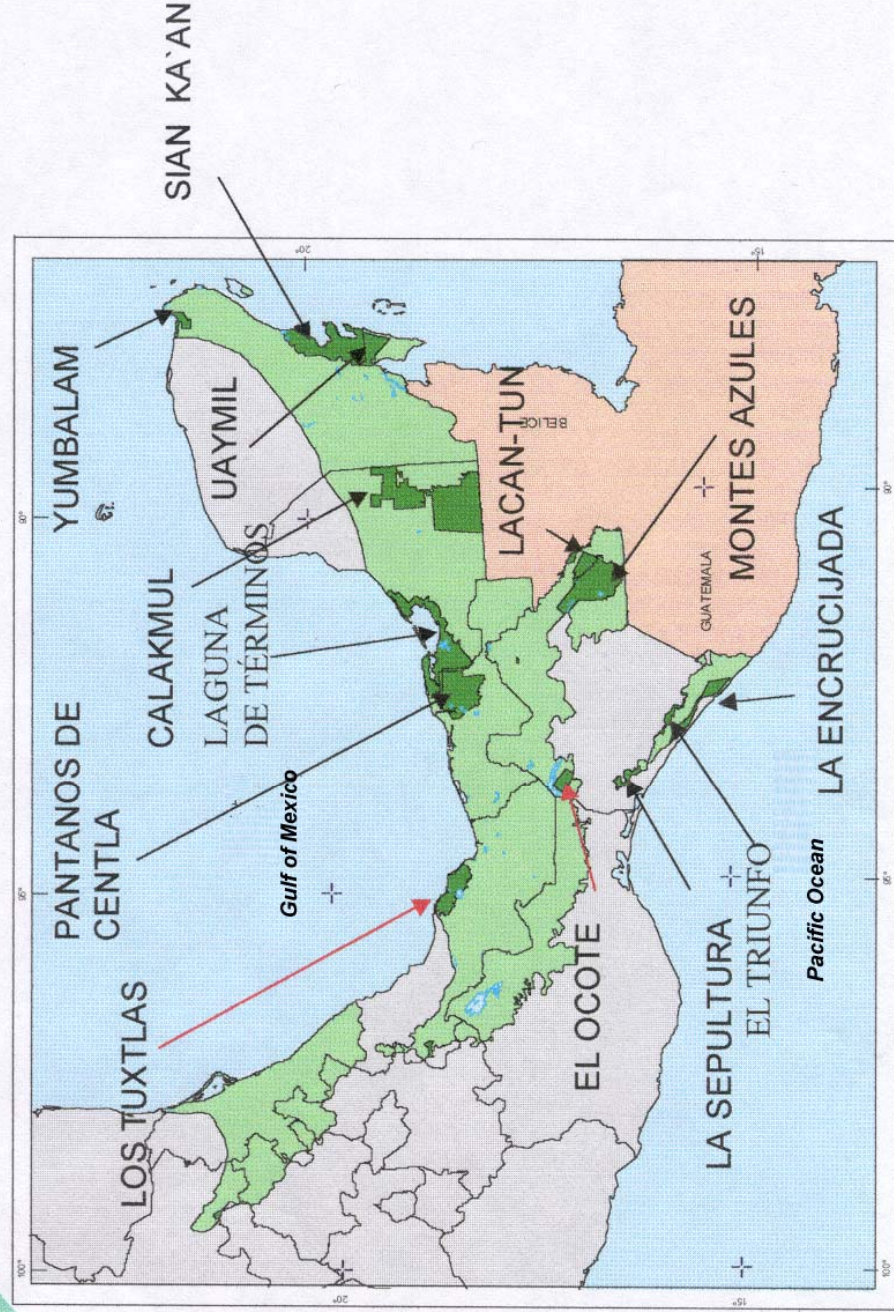
Programme for the protection of the tropical forests of Mexico - SEMARNAP

COVERAGE OF PROGRAMME



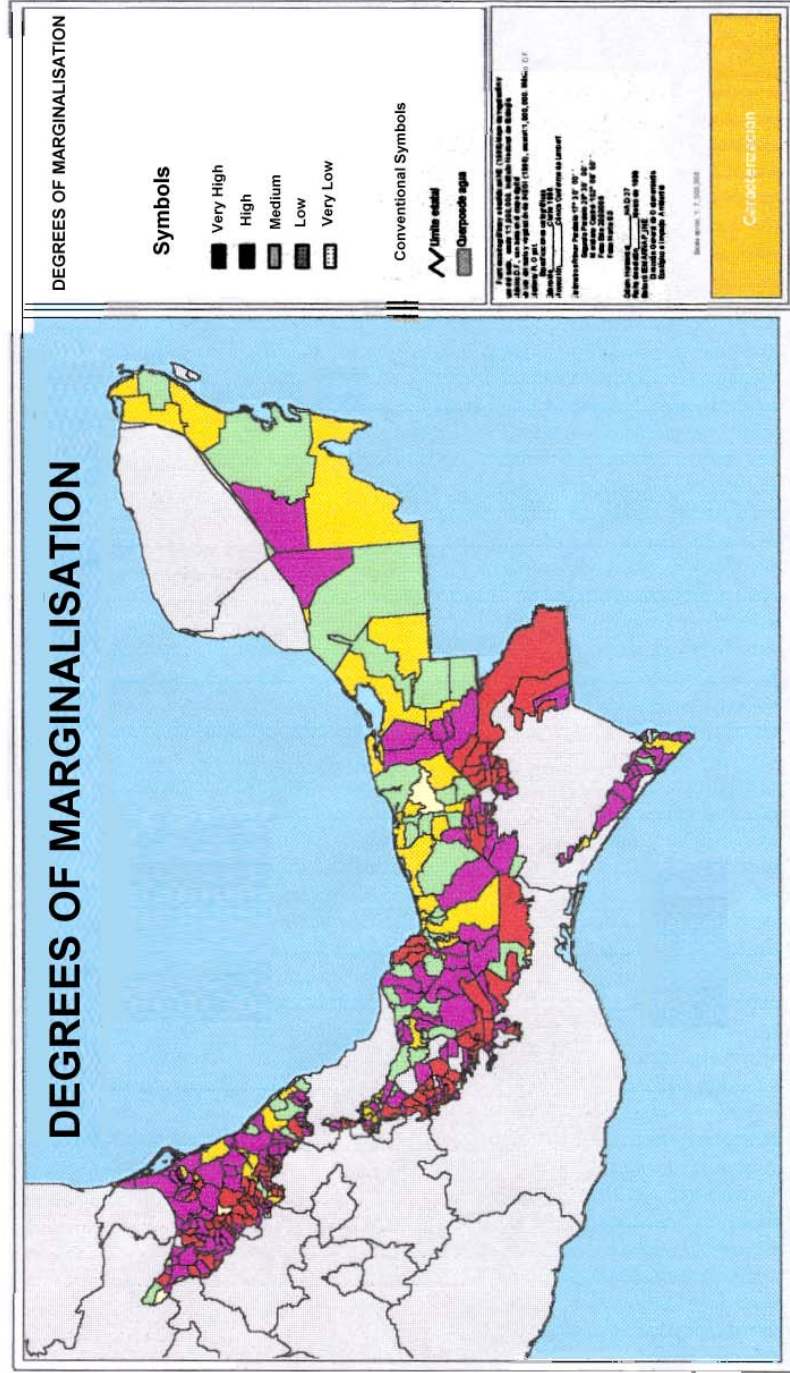
Programme for the protection of the tropical forests of Mexico - SEMARNAP

NATURAL PROTECTED AREAS



Programme for the protection of the tropical forests of Mexico - SEMARNAP

FORESTS ARE LOCATED IN THE REGIONS OF GREATEST POVERTY AND MARGINALISATION



Based on this background criteria and principles, the Pilot Project propounds the following objectives:

1. General Objectives

- a) Develop ethno-eco-development strategies and programmes for the conservation of biodiversity, sustainable management of forests and agricultural and livestock activities, and combating forest fires with the participation of local communities.
- b) Promote the development of local communities (indigenous and farming) in priority forest regions of the tropical wetlands of Mexico, based on sustainable forest management, through an education and training process that will strengthen local environmental management capacities.
- c) Develop, through the experiences of this project, educational and training skills that may be extended to other regions and localities of Latin America and the Caribbean.

2. Specific Objectives

- a) Strengthen local capacities at the core of indigenous and farming populations located in priority areas identified by the project through diverse training modalities.
- b) Establish an interinstitutional and community network for the systematisation, exchange, feedback and sharing of experiences in environmental training and education for the tropical wetlands of Mexico.
- c) Recompile, evaluate and generate appropriate didactic and pedagogical materials to support diverse environmental training and education modalities.
- d) Generate and disseminate methodologies and tools for participative education and training, integrating traditional local know-how and technical and scientific knowledge to increase capacity for local environmental management.
- e) Instrument programmes for preparing leaders, trainers and community promoters for the conservation of biodiversity, the maximisation of natural resources and other priority issues for sustainable development.
- f) Develop a programme for courses and workshops to train diverse sectors of the population in indigenous and farming communities within the territory identified for the Project.
- g) Establish regional organisation groups and regional "centres" for community training for sustainable development.

3. Actions undertaken

Several actions have been undertaken to start-up the Pilot Project: Work meetings have been held between the authorities of SEMARNAP and UNEP to agree on the terms of the Pilot Project. Three meetings were held with the participation of personnel responsible for similar SEMARNAP programmes. Lastly, a workshop was organised with the participation of the principal operators and players of the programmes for community organisation and training in the selected regions and localities, to organise and schedule initial project

activities (including a revision of training materials, intervention and education methods and organisation of workshops for community training).

This Project Document was drafted as a result of these meetings, and activities have been scheduled for the first year operations of the project. Based on this, SEMARNAP and the UNEP have signed a memorandum of understanding with the purpose of complementing efforts and resources to promote, support and instrument the Pilot Project for Community Training in the Conservation and Sustainable Use of Tropical Forests in Mexico.

There is a proposal to begin project activities in the communities that border on the conserved regions in the following areas: Los Tuxtlas, Veracruz; La Chinantla, Los Chimalapas and the Biosphere Reserve "Selva del Ocote", Oaxaca; La Lacandona, Chiapas; Calakmul, Campeche; and Sian Ka'an, Quintana Roo.

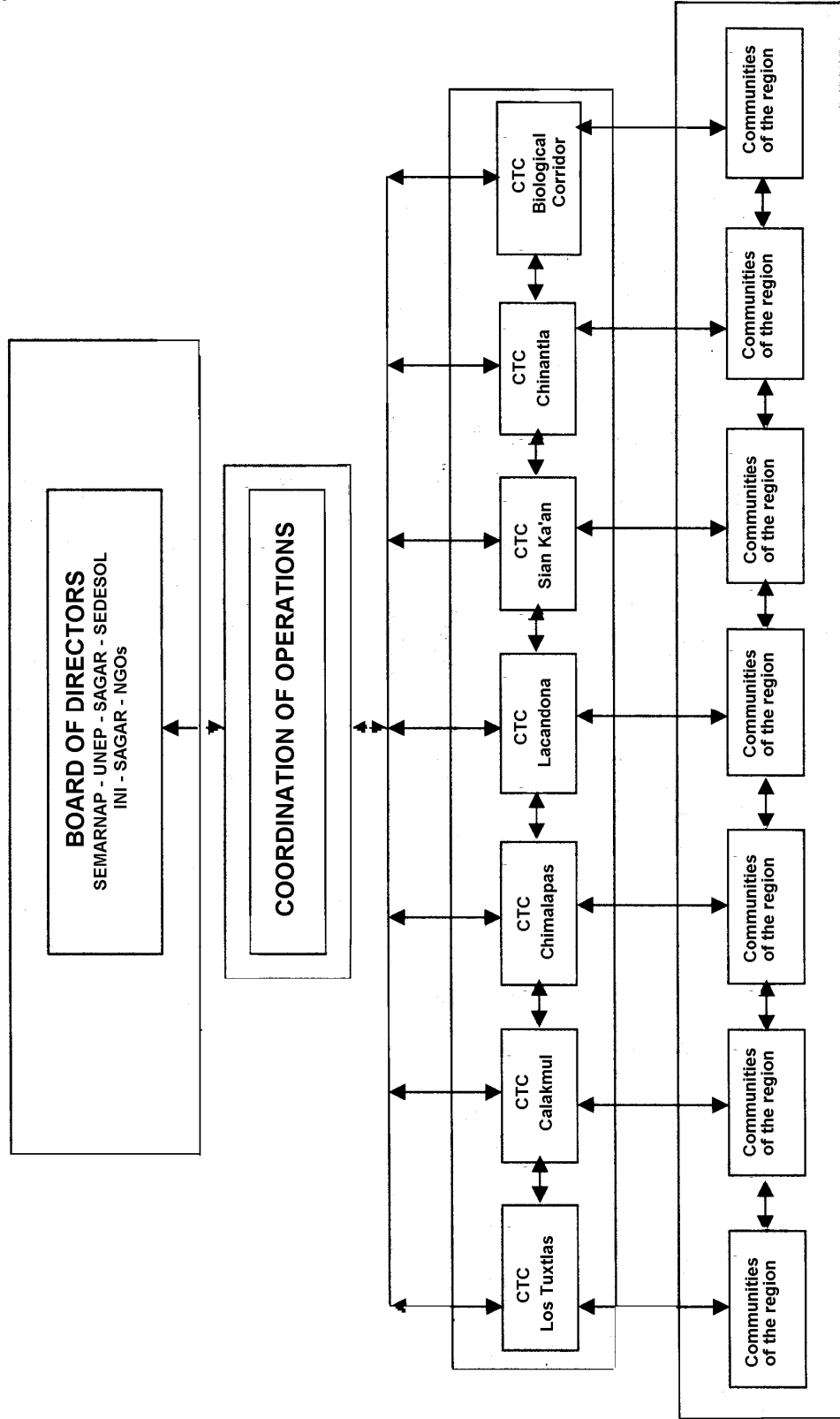
The project has agreed to designate a Board of Directors, Operations Coordination and a Network for Community Environmental Training, with representatives from diverse social and government agencies that are active in areas of environmental training and education for the region.

4. Strategies

On order to attain objectives, the Pilot Project has proposed a set of strategic principles to guide the training activities:

- a) Identify the existing local knowledge and recognise existing local capacities (strengths and weaknesses). Based on the foregoing, instrument specific training actions to strengthen the management skills of the community.
- b) Include all players in this process: officials, technicians, producers, local businesses, rural teachers, community promoters and leaders, those at the core of indigenous and farming communities, gender and age groups.
- c) Combine formal and informal training, adapting it to the needs and challenges posed by each region and community, contemplating diverse educational modalities: encounters, forums, workshops, courses, diploma courses, etc. Each of these requires formats, curricula and pedagogical methods to be designed and adapted to the different target populations.
- d) Develop training courses and curricula for the different functions of the actors involved (promoter, experimenter, extender, manager, planner, trainer, teacher): diploma courses, specialised and postgraduate courses. Incorporate national and international advisors and specialists.
- e) Advocate horizontal training, participative planning and dialogue on traditional knowledge as fundamental procedures so that the communities can acquire from within the knowledge, methods and techniques that lead to sustainable use of the natural resources within their territories. Training strategies must include work/learning-based methodologies, community to community exchange of experiences, and horizontal training.

OPERATIONS NETWORK FOR THE PILOT PROJECT FOR COMMUNITY EDUCATION AND TRAINING
AND FOR THE SUSTAINABLE MANAGEMENT OF TROPICAL FORESTS



CTC = Community Training Center

- f) Plan training for sustainable development as an ongoing medium and long-term process, which as a result of the consolidation, permanence and multiplication of the educational process assists in transforming, innovating and internalising the know-how, knowledge and practices that exist in the communities. These objectives cannot be attained through timely events or actions in the short term.
- g) Internalise the cultural context and the social institutions of the population, their production systems (family and community strategies for organising collective work) maximisation of the territory and economic development when related to the training process (participation of the leader, promoter and trainer), encouraging intervals for reflection and evaluation of the communities themselves on the educational process they are a part of, and providing follow-up and evaluation of actions for participative processes.
- h) Promote a training-action focus geared to solving specific problems and needs felt in the community, seeking to attain immediate goals that will win the trust of the people, as well as reaffirming their identity and building a community project with a vision to the future.
- i) Identify, revise and design diverse materials (printed and audio-visual) ideally suited to support each training event in addition to the design, publication and dissemination of educational and training materials that support actions and processes.
- j) Establish criteria and design mechanisms to identify the priorities in selecting the communities and the target population within those communities for the project
- k) Integrate and associate the Pilot Project to other harmonious projects and activities developed by local governments and non-governmental organizations, with support and financing from government and international foundations (Rockefeller, Ford, MacArthur, etc.)
- l) Establish methods for the coordination, monitoring, follow-up, consultancy and evaluation of project activities.

The training shall encompass different levels of information and knowledge that can be put to use by players in the educational process:

1. Information

- a) A collection of bibliographic material, documentaries, directories, and databases to systematise information and experiences

2. Know-how and knowledge

- a) Recognition, systematisation and updating of local know-how; identification, adaptation, experimentation and assimilation of exogenous knowledge (scientific-technological)
- b) Integration of knowledge and dialogue concerning know-how (inter-culturally)

3. Pedagogic instruments and practices for community training

- a) Articulation of knowledge and know-how
- b) Learning from the community and giving back to the community
- c) "Non-formal" didactic techniques and pedagogical methods

4. Programs to form trainers

- a) Diploma courses and specialisation courses for leaders, promoters and community technicians

The training strategy must include the following thematic lines on the conservation of biodiversity, sustainable exploitation of natural resources, community organisation and policy-setting:

1. Sustainable exploitation of natural resources

- a) Sustainable agriculture: agro-ecology, conservation of soil, etc.
- b) Sustainable exploitation of the forest and wildlife: agroforestry, analogous forestry
- c) Eco-techniques: green fertilisers, apiculture, organic crops, aquaculture, recycling of water
- d) Sustainable livestock breeding
- e) Ethnobotany and its cultural uses in biodiversity
- f) Culturally adapted eco-techniques and technology
- g) Management of basins and aquaculture
- h) Integrated management of forest species and natural resources: complementary uses and alternative forms of sustainable exploitation, including community eco-tourism

- i) Sustainable commercial plantations and use of timber and non-timber species
- j) Principles and criteria on biodiversity, biotechnology and biosafety.

2. Conservation, restoration and sustainable management of natural resources

- a) Ecological ordinance of the territory
- b) Conservation of soil, forests and biodiversity
- c) Conservation of cultural patrimony
- d) Biodiversity reserves and biological corridors
- e) Reforestation and restoration of eroded areas
- f) Prevention and combat of forest fires
- g) Establishment of environmental units for exploitation and management
- h) Carbon capture and ecotourism

3. Community organisation

- a) Participative management and community organisation for sustainable production
- b) Rescuing and valuing identities, know-how and traditional techniques
- c) Recognition of and community inventories of agro-bio-diversity
- d) Property management and usufruct of resources
- e) Planning of areas (communal ordinance, "ejidal" land parcelling)
- f) Diagnosis of the potential of the environment and forms of cultural exploitation
- g) Development of community institutions, formation of leaders and participative methods in decision-making
- h) Identity and specificity of projects based on cultural-ecological diversity and sectorial-population heterogeneity
- i) Master plans, instruments and methods for community control
- j) Strategic alliances and lobbying for national and international policy (conventions on biological diversity, indigenous rights, etc.)
- k) Methods for dispute settlement (negotiation, facilitation, mediation)
- l) Record-keeping, administration, marketing and financing
- m) Social comptroller
- n) Training in the arts, trades and services for comprehensive exploitation of the resources of each region (handcrafts, carpentry, mechanical work, ecotourism, etc.)
- o) Gender equity

Chart 3. Calendar of Activities (2000-2001)

Objectives and Goals	Month													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Meetings of the Board of Directors: planning and evaluation	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Participative meetings: information, organisation, follow-up and evaluation	1					1						1		
Meetings of regional teams: identification of needs, design and coordination of training workshops		2	2	2	2	1	1	1	1	1	1	1		
Workshops for Chart Design: Leaders, Promoters, Trainers		1	1	1	1	1	1	1						
Community Training Workshops			2	2	2	2	2	2	2	2	2	2	2	2
Recompiling, evaluating and designing of training material	x	x	x	x	x	X								
Seminars for reflection and formation: systematisation of experiences, knowledge and methods				1		1		1		1		1		
Design of databases and information networks	x	x	x	x	x	X								
Diploma courses: "Environmental Education", "Biodiversity and Indian Peoples", "Sustainable Agriculture and Productive Reconversion"				1		1		1	1	1	1			
Specialisation in Agroforestry" (Chapingo)									1					
Master's Degree in Agroforestry (Chapingo)	x	x	x	x	x	x	x	x	x	x	x	x		

4. Policy-setting

- a) Legal framework for the exploitation of forest resources
- b) Intellectual property rights and collective, indigenous and community rights to access, appropriate and manage biodiversity
- c) Information on national and international legislation
- d) Community regulation for the use of resources (uses and customs)
- e) Dissemination and promotion of legislation related to environmental management
- f) Certification

IV. Budget and operations of the Pilot Project

The development of the project will require (aside from the permanent work carried out by the representatives of SEMARNAP and UNEP, and the Board of Directors) hiring a technical secretariat in charge of following up on the agreements adopted, convening coordination meetings and organising training activities.

The technical secretariat will be responsible for the following tasks:

- a) Designing and submitting to UNEP and SEMARNAP and to the Board of Directors, a calendared work program.
- b) Designing a data base cartographically linked to selected priority communities to implement environmental training and education in the tropical wetland regions of the states listed.
- c) Put together a directory of governmental institutions and civil society agents that are carrying out environmental training and/or educational activities in the region.
- d) Identify and put together a database of the projects and actions for environmental training and education that are being carried out and those foreseen for the year 2000.
- e) Define meetings in the states of the regional coordination teams to fine-tune the environmental training and education actions that will be included in the Plan of Action for Environmental Education and Training in the Medium Term for the Tropical Wetlands and a programme of activities for the year 2000.
- f) Provide assistance and collaborate with regional teams to organise pilot workshops for community training and participate in the evaluation of these.

In order to comply with the activities and goals foreseen in the Pilot Project, the UNEP has designated an initial contribution of US\$41,000 (forty-one thousand American dollars), which will cover the following headings:

- a) Employ the professional services of a technical secretariat.
- b) Operation expenses, organisation of meetings and training workshops.

In addition to the above, the UNEP General Programme for the Network of Environmental Formation will continue to assign resources for the development of educational activities, training and environmental formation linked to the Pilot Project, as well as drafting, publishing and disseminating educational and training materials.

On the other hand, SEMARNAP is committed to contributing \$225,000 Mexican pesos (US\$24,000 approx.) through the UNDP-SEMARNAP Project "Strengthening of the Civil Corporation –Proders", in addition to other human and financial resources contributed by the General Administration of Regional Programmes and various other programmes associated to the Pilot Project, subject to budgetary allowances.

The Project will complement these funds with additional funds from the Interagency Technical Committee, in addition to other sources of financing stemming from the association of the Project to other similar projects, programmes and activities that have their own resources from governmental sources, as well as international bodies and foundations (Rockefeller, Ford, MacArthur, etc.)

The budget for the Pilot Project for Mexico, estimated in the sum of US\$ 580,000 (five hundred and eighty thousand American dollars) for Project development in the 2000-2001 biennial period, and activities scheduled for this period, are listed in Annex 1 of this document.

The financial requirements estimated for the organisation and start-up of the Regional Pilot Project are approximately US\$ 860,000.00, broken-down in the budget as follows:

Chart 4. Budget proposal

Activity	Cost: US\$
Development of Pilot Project for Mexico	580,000
8 official missions to establish agreements, coordinate projects (Meso-American Biological Corridor) and draft national project proposals	40,000
8 national meetings and workshops to organise and start-up the project	160,000
16 training workshops to prepare trainers and exchange experiences (Mexican pilot project)	80,000
TOTAL	860,000

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Annex I

Activities and budget for the Pilot Project for community training for the conservation and sustainable management of the tropical forests of Mexico (2000-2001)

Objective	Goal	Target population	Products	Cost US\$
1. Strengthen local capacities at the core of indigenous and farming communities located in forest and jungle areas through diverse training modalities.	Identify training needs	One biologist, one institutional representative, one agroforestry technician and one leader, experienced in promotion and organisation Government officials and technicians, NGOs, community leaders and local players Technicians and community leaders Communities, producers	A strategy that will integrate and articulate training actions and educational processes in the communities	30,000
	Fifteen meetings of regional teams		Seven regional training plans	30,000
	Seven workshops for information, formation and planning for regional project leaders		210 informed and formed local participants	70,000
	Seven workshops to prepare promoters		210 informed and formed technicians and community leaders	50,000
	Thirty community workshops		2000 trained producers	60,000
2. Compile, evaluate and generate educational and training material, to support numerous training modalities	Constitute a team to recompile, evaluate and propose material	Team of authors, editors, pedagogues and trainers	A series of community training manuals	70,000
	Identify authors and establish agreements with collaborating institutions to design training materials		Primers and didactic materials for local application of manuals	
	Adapt manuals to local conditions and design primers			
3. Expand and consolidate a community and interinstitutional network for the systematisation, exchange and feedback of experiences	Design a database of government and academic institutions, NGOs, social organizations and individuals who carry out activities related to this project	Institutions and social organizations	Database	50,000
	Create channels for communication and feedback from experiences and training proposals		Electronic mail lists Web page for the Project An education and training network for sustainable management of tropical forests	

Objective	Goal	Target population	Products	Cost US\$
4. Design a mechanism for coordination, monitoring, follow-up, accompaniment to and evaluation	Formation of seven regional coordinating groups in which government agencies, leaders and those in charge of community training activities may participate Operation of the project coordination group	Directors and persons responsible at collaborating institutions and programs (SEMARNAP, UNEP, agencies, regional programme leaders	A Board of Directors Regional coordination groups	
5. Strengthen programmes for preparing trainers and promoters in priority issues for sustainable development	Two diploma courses in Environmental Education Two diploma courses in Sustainable Agriculture and Productive Reconversion Two diploma courses in Biodiversity One specialisation and one master's in Agroforestry (Chapingo)	Rural teachers and community leaders Local technicians and community leaders Rural teachers and community technicians Professionals, technicians and community leaders	60 formed teachers and leaders 60 trained technicians and leaders 60 trained teachers and technicians 70 trained professionals	60,000 60,000 60,000 40,000
TOTAL				580,000

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