

Resumen Ejecutivo:

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Los Antecedentes

El concepto de Equipo Monterrey fue creado en septiembre 2006, después de la aprobación del decano de GSIPS (Facultad de Maestría de Estudios de Política Internacional), Eduardo Laurance. Un informe del concepto fue escrito, lo cual se puede encontrar en la sección de apéndices de este resumen, e incluyó una descripción de los retos y objetivos del proyecto, además un resumen de otros proyectos posibles. Lo que más se le llamaba la atención en cuanto al Equipo Monterrey era la potencial de juntar un equipo de estudiantes de MIIS, de todas las Facultades y programas, para crear un método de trabajo de desarrollo más multidisciplinario e integrado. Las coordinadoras principales del proyecto eran Yuniya Khan y Heather Van Nurden, con el decano Ed Laurance en el papel del representante de la facultad y también el guía y coordinador de los aspectos académicos del Equipo Monterrey.

La Preparación

Fue decidido que el equipo iba a hacer su debut durante el mes de enero, 2007 (1 – 22 enero, 2007). Ya que había tan poco tiempo—menos de cuatro meses para planificar todo—era muy necesario de trabajar con mucha rapidez. En colaboración con FSSCA, un borrador de un presupuesto fue creado, y también unas sugerencias de proyectos potenciales, y un itinerario tentativo del programa. Una vez que se la recibió la probación de la oficina del presidente de la Universidad, se llevaron a cabo unas sesiones de información para el cuerpo de estudiantes. En total, se realizaron tres sesiones de información, una de las cuales era una reunión con pizza, y la presencia del decano Laurance para contestar preguntas sobre los créditos del programa, y despensas de

lenguaje. Además, una carpeta electrónica fue creado en el sistema de FirstClass para facilitar mejor comunicación. Durante todas las sesiones de información, se les explicaron a los estudiantes las condiciones de vivir en El Salvador rural—por ejemplo, la falta de cañería interior, el calor, y las comodidades minimales. Se crearon una aplicación, incluyendo un requisito de un ensayo de 300 palabras. También, la aplicación incluyó una cláusula sobre la necesidad de tener flexibilidad y un sentido de humor. Una vez que se seleccionó los miembros del Equipo Monterrey, se llevó a cabo un serie de reuniones, en las cuales se hablaron de los detalles del programa, y también las esperanzas y la misión del Equipo Monterrey.

Aculturación

El proceso de adaptarse era difícil; este hecho fue una sorpresa. La vida en El Salvador rural es muy diferente de la de Monterey, California. Las condiciones de vivir y las diferencias culturales eran mas allá de lo esperado. Ya que el grupo llegó durante la época seca, las calles eran de casi puro polvo. Había polvo en todas partes, y cada día el grupo lo respiraban en gran cantidades. La falta de cañería interior era un asunto delicado para la mayoría del grupo. Las letrinas probablemente eran uno de los aspectos más difícil, sobretodo para las personas que estaban experimentando con dificultades del estomago, y la falta de duchas también era una decepción para muchas personas. Sin embargo, la mayoría del grupo logró estar satisfecho con las comodidades, y podía hacer las internas adaptaciones necesarias.

Los latinoamericanos llevan una tendencia de ser más relacional que los estadounidenses. Las relaciones son mas importante que en los Estados Unidos, aun en las áreas de negocios y comercios. Además, en América Latina, la gente, igual con los procesos cotidianos, a veces se mueven con un ritmo más tranquilo. Equipo Monterrey luchaba con estas dos realidades, ya que generaron un impacto muy significante sobre el progreso, la actitud, las esperanzas y los productos finales del grupo. Sin embargo, para el fin del programa, el equipo empezaba a entender—sea que lo quisiera o no—el estilo de trabajo latinoamericano: tal vez parece que está hecho de métodos indirectos, también con un

ritmo más lento que lo de lo que el grupo está acostumbrado. Pero sí se cumple todo el trabajo y con mucho éxito.

Los Dificultades/Desafíos

La mayor parte de los desafíos y dificultades surgió por que era un proyecto inicial, y el primer intento. Los papeles de los participantes del Equipo Monterey no se habían definido, ni se habían aclarado los requisitos para establecer un compañerismo en el ámbito internacional con una ONG. Además, hubo una falta de comunicación entre los grupos estadounidenses y salvadoreños que afectó negativamente el ánimo del Equipo Monterey, al principio de las negociaciones sobre la asociación. Nos pareció que La Coordinadora y la FSSCA habían imaginado una delegación típica que pudiera ayudar con las actividades manuales, mientras el Equipo Monterey llegó con la esperanza de aplicar sus estudios en negocios, valoración de las necesidades organizacionales y evaluación de programas. Pasó una semana y media antes de poder establecer sus proyectos y reunirse con el personal administrativo de La Coordinadora.

Desafortunadamente, se experimentó un sentido de rencor y inquietud entre los miembros del Equipo Monterey, un problema enorme para los directores del grupo. Sin embargo, se lograron a cumplir los proyectos del grupo, a pesar de los desafíos, y los retos de las condiciones de vivir en un clima desconocido.

Descripción de los proyectos del equipo

Hubo dos proyectos que fueron elaborados por el Equipo Monterey entero: un censo socioeconómico de la comunidad, que fue apoyado por La Coordinadora y ADESCO, y un mapa de la comunidad. Los participantes se juntaban en la mañana, para tomar las medidas de áreas específicas, y después visitaban a las familias de la comunidad para llevar a cabo el censo.

El censo. La Coordinadora suministro las encuestas, y los estudiantes en pares visitaban a cada hogar para entrevistar a la familia. Había en total 180 familias, y el Equipo Monterey hizo una encuesta de 130 de esas familias. Era la primera vez que se

utilizaba la encuesta, así que había una serie de problemas e incertidumbres con respecto al proyecto en general que se tuvieron que solucionar.

El mapa. Grupos de dos utilizaron cuerdas, e iban a unas áreas para tomar las medidas de lo largo de las calles y las zonas verdes. Documentaron los resultados en un programa de AutoCad para crear un mapa de San Hilario que resultó ser más detallado que los que habían existido anteriormente.

Descripción de los proyectos de los sub-equipos

Las tardes se dedicaron generalmente a los proyectos de los grupos pequeños, en específico a aquellos que acordaban más con los intereses y los programas de estudio de los estudiantes.

Plan de negocio para los camareros de San Hilario – Estudiantes de la MBA (Maestría en Administración Empresarial). Este equipo se preparó para trabajar con la cooperativa de los camareros en San Hilario para explorar posibles mercados locales para la venta del producto. Sus actividades incluían numerosas reuniones con los camareros, así como con un funcionario del Ministerio de Medio Ambiente de El Salvador para hablar sobre las implicaciones de las áreas protegidas.

Evaluación de necesidades para el TESOL (Enseñanza del Inglés como Segundo Idioma) – varios estudiantes. Aunque el Team Monterey no incluía ningún estudiante del programa TESOL, desarrollamos un análisis de la necesidad de la enseñanza del inglés, tanto en un contexto académico o escolar como dentro de una organización como La Coordinadora. Las actividades incluían reuniones con el director del colegio en San Hilario, con el profesor de inglés, con otros profesores y con los alumnos. Además, el equipo se reunió con el administrador de La Coordinadora para hablar sobre la posibilidad de llevar a cabo clases de inglés allí mismo.

Evaluación de las necesidades ambientales – Estudiantes del IEP (Política Ambiental Internacional) y otros. Los estudiantes de este grupo dividieron el manglar en distintas áreas para analizar el crecimiento y el progreso de los mangles plantados recientemente. Estas áreas son parte del esfuerzo llevado a cabo por La Coordinadora para reforestar miles de hectáreas deforestadas por los huracanes Mitch y Stan. El equipo también se reunió con otros estudiantes en Biología Marina de la Universidad de El

Salvador, quienes también trabajan en colaboración con La Coordinadora, para hablar de los proyectos y evaluaciones medioambientales actuales y futuros.

Evaluación de Resolución de Conflictos – Estudiantes de Resolución de conflictos y mediación internacional del programa IPS (Estudios de Política Internacional). Los estudiantes incluidos en el proyecto de Transformación de Conflictos del Team Monterey llevaron a cabo una evaluación del proyecto que había implementado La Coordinadora entre 1998 y 2004. Haciendo un examen general de los antecedentes históricos y sociales de El Salvador y de la región del Bajo Lempa, los estudiantes revisaron el razonamiento por el cual La Coordinadora decidió implementar programas de formación para la transformación de conflictos en la región del Bajo Lempa. Así como se comprobó la extrema falta de materiales y documentos disponibles para el Team Monterey a la hora de documentar apropiadamente todo el proyecto, los estudiantes llevaron a cabo un análisis de las necesidades de todo el proyecto y de los recursos de La Coordinadora con respecto al mismo. En las etapas finales del proyecto del Team Monterey, los jefes del proyecto sugirieron opciones políticas viables y realistas para futuros proyectos de transformación de conflictos implementados por La Coordinadora.

Manual de fortalecimiento organizativo – Estudiantes del programa MPA (Maestría de Administración Pública). Aunque La Coordinadora ha facilitado con éxito la realización de varios proyectos en los últimos años, existía sin embargo una discrepancia con respecto a la documentación y al diseño de los mismos. Después de la recopilación y organización de los documentos de La Coordinadora, era evidente que la mejora tanto del diseño de proyecto, como de la documentación y la evaluación del mismo beneficiarían enormemente a la organización. Se diseñó un manual como una guía de referencia y estructura para fortalecer la organización y mejorar sus proyectos. Antes de terminar el manual, se realizó una búsqueda intensiva para asegurar que el manual fuera concordante y basado en las necesidades de La Coordinadora. Según las necesidades de la organización, el manual ayudará a La Coordinadora en cuanto a documentación, diseño de proyectos y aspectos de la evaluación.

Sostenibilidad del Equipo Monterey

Para que el Equipo Monterey siga con éxito en el futuro, tendría que tomar en cuenta los siguientes factores. Hay que tener mas cuidado al seleccionar los participantes. El ambiente y la cultura en El Salvador rural es muy diferente de a que existe en Monterey, California. Se debe asegurar que los estudiantes puedan mostrar la paciencia, la creatividad, y la flexibilidad para ajustarse y adaptarse a las costumbres de El Salvador. Además, se tendría que crear una línea directa de comunicación entre Equipo Monterey y La Coordinadora, especialmente cuando tendrán que planificar proyectos y actividades para los estudiantes.

TEAM MONTEREY

El Salvador

1 – 22 January 2007

Final Report

Executive Summary: Overview of Team Monterey

- I. Preparation
- II. Acculturation
- III. Difficulties/Challenges
- IV. Description of Team Projects
- V. Description of Sub-Team Projects
- VI. Sustainability of Team Monterey

Background

Team Monterey was created in September 2006, after Ed Laurance, Dean of GSIPS, approved the original idea. A Concept Paper, which is included in the appendix, describes the project goals and objectives, as well as various potential project areas. The primary appeal of Team Monterey was its potential to bring together a team of MIIS students from across all schools and programs, creating a multidisciplinary and integrated approach to development work. Yuniya Khan and Heather Van Nurden were the primary coordinators of the project, with Dean Laurance acting as faculty representative, guide, and coordinator of the academic aspects of Team Monterey.

Preparation

It was decided early on that the team would make its debut during the 2007 winterim term—January 1 – 22, 2007. With such limited planning time—just under four months—speed was of the essence. With close coordination with FSSCA, a draft of the program budget was created, as well as potential project areas and a tentative program itinerary. Once approval of the program was received from the President's office, information sessions were held for the general student body. In total, three were held, one of which was a pizza gathering with Dean Laurance present to answer questions regarding credit and language waivers. In addition to the information sessions, a Team Monterey conference folder was created on First Class to facilitate important communication points. In all of the information sessions, a description of the living conditions in rural El Salvador was provided: e.g., lack of indoor plumbing, the heat, and minimal basic amenities. An application was created, which included a 300-word essay requirement, which also included a clause about the need for flexibility and a sense of humor.

Acculturation

The process of acculturating was surprisingly challenging—life in rural El Salvador is a far cry from that of Monterey, California. As such, the living conditions and cultural differences were probably beyond what most of the group had expected. Because the group arrived in the dry season, the roads were almost pure dust. There was thick dust everywhere, and we breathed in volumes of it with each passing day. The absence of indoor plumbing was a sore point for most of the people in the group. The latrines themselves were probably one of the most challenging aspects, especially for those who were experiencing stomach issues, and the lack of showers was also disappointing for many people. Still, most of the group managed to make the most of the amenities and were able to make the necessary internal adjustments.

Latin Americans in general tend to be a more relational people. Relationships usually take on a more important role than in the United States, even in the areas of business and commerce. In addition, people and processes tend to move at a more relaxed pace in Latin America. Team Monterey struggled with these two cultural aspects, as they generated a significant impact on the team's progress, attitude, expectations, and end products. In the end, however, the team began to understand—whether they wanted to or not—the Latin American style of work: it may seem to be in a roundabout, circuitous fashion, and at a much slower pace than that which we are accustomed to, but the work *does* get done.

Difficulties/Challenges

Many of the challenges and difficulties originated because this was a pilot project. The roles of each person were not defined, nor were there precedents for an international partnership with a local NGO. Additionally, the lack of communication between the United States and El Salvador during the preliminary steps of the partnership was detrimental to the team's morale. While La Coordinadora expected traditional delegations to assist with manual labor activities, Team Monterey was expecting to apply business, needs assessment, and evaluation skills taught at MIIS. A week and a half passed before the team was able to define their projects and meet with the administration of La Coordinadora. Unfortunately, during this time animosity rippled through the members and motivating the group became a daunting task for the co-directors. However, even faced with these challenges and those of nature (heat, illness, etc.), the group accomplished their designated projects.

Description of Team Projects

There were two primary projects on which the whole team worked: a socio-economic census of the community, which was sponsored by La Coordinadora and ADESCO, and the creation of a map of the community. The team gathered each morning, first to take measurements of various areas, and then later on to go house to house to take the census.

Census. La Coordinadora provided the surveys to be used for the census, and students went out in twos to interview each household in the community. The total number of families was about 180, and the team surveyed about 130 of those families. The survey was being used for the first time, so there were a number of kinks that needed to be worked out.

Map. Using ropes, groups of two were deployed to several areas of the community to measure the length of roads and green zones. The results were recorded into an AutoCad program in order to produce a more up-to-date and detailed map of San Hilario than currently exists.

Description of Sub-Team Projects

The afternoons were generally dedicated to small group projects, those more specifically aligned with students' interests and programs of study.

Business Plan for the Shrimpers of San Hilario – MBA students. This team set out to work with the shrimp cooperative in San Hilario to explore possible local markets for the sale of their shrimp. Their activities included numerous meetings with the shrimpers, as well as with an official from the Ministry of Environment office in San Salvador to discuss the implications of protected areas.

Needs Assessment for TESOL – various students. Although Team Monterey did not have any TESOL students, we performed an analysis of the need for English education, both in an academic/school setting, as well as within an organization like La Coordinadora. Activities included meeting with the director of the school in San Hilario, the English teacher and other teachers, and students. In addition, this team met with the administration of La Coordinadora to discuss possibilities for English classes there.

Environmental Needs Assessment – IEP students and others. Students in this group transected a number of mangrove areas in order to assess the growth and progress of recently planted mangroves. These areas are a part of La Coordinadora's efforts to reforest the thousands of hectares of trees lost to Hurricanes Mitch and Stan. The team also met with

Marine Biology students from the University of El Salvador, who also work in partnership with La Coordinadora, to discuss current and future environmental projects and assessments.

Conflict Resolution Assessment – IPS Conflict Resolution & International Negotiation students. Students participating in Team Monterey's Conflict Transformation project conducted an evaluation of the Conflict Transformation Project that La Coordinadora implemented between 1998 and 2004. Examining an overview of the historical and social background of El Salvador and the Bajo Lempa region, students reviewed the reasoning for La Coordinadora's decision to implement conflict transformation training programs for the communities of the Bajo Lempa region. While recognizing the extreme lack of materials and documents available to Team Monterey to properly assess the entire project, students conducted needs assessment of the entire Project and of La Coordinadora's resources surrounding the project. In the final stages of Team Monterey's project, the project's leaders suggested viable and realistic policy options for future conflict transformation projects implemented by La Coordinadora.

Organizational Strengthening Manual – MPA students. Although La Coordinadora has successfully facilitated several projects throughout the years, there was still a discrepancy regarding documentation and design. After researching and organizing La Coordinadora materials, it was evident that enhanced project design, documentation, and evaluation would greatly benefit the organization. A manual was designed to provide guidance and frameworks to strengthen the organization and improve its projects. Before the manual was produced, extensive research was performed to ensure that the manual would be all-encompassing and based on the needs of La Coordinadora. Based on the needs of the organization, the manual will aid La Coordinadora in documentation, project design, and aspects of evaluation.

Sustainability of Team Monterey

In order for Team Monterey to continue to be successful in the future, several factors need to be taken into consideration. First, more care needs to be taken in the selection of participants. As mentioned earlier, the environment in rural El Salvador is a far cry from that of Monterey, and not everyone has the level of flexibility needed to make the necessary cultural adjustments. Second, a direct line of communication needs to exist between MIIS and La Coordinadora, particularly when it comes to planning project areas and activities for students.

Team Monterey

Heather Van Nurden and Yuniya Khan

Campo Cartography 101:

Mapping the Community of San Hilario

Trisha Bury and Heather Van Nurden

Introduction

The San Hilario map improvement was a side project intended to update ADESCO's existing map of the community, which required the participation of all 14 members of Team Monterey. Despite a serious dearth of information and resources, the project was executed successfully. If this project is to be expanded to other communities, however, it is imperative that the recommendations listed herein be considered.

Background/Data

Upon our arrival in El Salvador, it was suggested by Dean Ed Laurance that Team Monterey upgrade the existing map of San Hilario, which had been drawn up by ADESCO. We had been given these maps to guide us through our census of the community, but there was no scale, nor had any of the public facilities in the social areas been marked. As we conducted the census, various members of the community suggested additional ways to upgrade the map, including marking empty lots or homes that doubled as stores.

We had limited resources to conduct such a large undertaking, and as such had to resort to the most primitive of cartography methods. In the interest of maintaining consistency between groups, we decided that the age-old step-counting method was not the best way for 14 people to measure every street in town. Instead, we opted for sending out groups of two with a 10-meter length of rope to count end to end. At the end of the day, each group would consult Trisha and Heather, the project leaders, to use the tape measure for any leftover fractions and add their measurements to the existing map. Unfortunately, all of the rope lengths had been cut 30cm short, so it was necessary to add a "baby step" to each rope length, which further compromised the accuracy of the new map. The sole tape measure was held in the custody of the project leaders, and was used for more detailed building measurements in the main social area and in the small "green zones" located throughout the

community. It was understood that these measurements might prove useful for infrastructure projects in the future, including a waste management system.

When all the necessary measurements had been taken, Trisha helped Anabella Mejia, an architect who acted as our local liaison, put the data into a mapping program on the computer. Our lack of experience in cartography became evident when some of the measurements didn't add up, as did the fact that at least one group opted against using the somewhat standardized rope method. Nevertheless, the project leaders were able to quickly remeasure the disputed areas and put the correct data into the mapping program. The electronic copy of the map is maintained by Anabella, and paper copies of the map have been distributed to MIIS, La Coordinadora and ADESCO leaders in San Hilario.

Options

The following criteria were used to evaluate the alternatives:

1. Feasibility
2. Cost effectiveness

Status quo. The first option is to continue sending inexperienced groups out to measure the communities with rudimentary materials. This alternative is certainly feasible, as evidenced by the success of this team's efforts. Our methods also required minimal equipment, which need only be purchased one time. The obvious disadvantage to making a map this way is that the product is simplistic at best, and will not likely be sufficient for planning community improvements in the future. Also, this task would have been nearly impossible in such a short amount of time had there not already been a map to begin with. One benefit is that it is now in electronic form, and can be altered as the community grows and changes, or as more specific data is collected.

Bring in the experts. Another option is bringing in people who actually have experience in cartography, be they professionals or students, Salvadoran or foreign. This is an excellent opportunity for someone who knows what they're doing, and the community will reap the benefits when it comes time to plan their infrastructure upgrades. This alternative is feasible in that there is no shortage of people in the world with topographical skills, surveying equipment, and an inclination to travel. It may also be cost effective if posed as an experiential learning opportunity for interns or a specialized delegation, as they would pay their own way.

Recommendations

It is the recommendation of this delegation that future Team Monteveys not participate in such mapping efforts. While it is demonstrably feasible as a 1- to 2-week side project, it takes time away from other projects for which the team is much better suited. Furthermore, we recommend the following for any mapping efforts in San Hilario or the surrounding communities:

- The mapmakers need to know the exact purpose of the map in advance so they can gather the necessary equipment and collect the right kind of data from the outset.
- Because this area is still developing, the final product should be made in electronic form to facilitate future alterations as the communities change.
- The mapmakers should continue to work very closely with the community members, as they fill in knowledge gaps and can help outsiders prioritize what kind of information should be included in the map.

Conclusion

Though an accurate portrait of the communities of Bahía de Jiquilisco is certainly a necessary precursor to any future infrastructure improvements, drawing that kind of portrait is the domain of people more experienced in the fields of cartography and topography. While it may be a helpful start that the map of San Hilario is now to scale and includes additional detail, it is unlikely that the map we produced will be much more useful for future undertakings than the map we started with. For all intents and purposes, this particular project was an unanticipated success, but it should definitely be carried out in a more professional capacity in the future.

Contact Information

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Appendices

1. Team Monterey's map of San Hilario

Census

Jade Anthony

Monterey Shrimpers Coalition: An Examination of Shrimp Production in San Hilario

Eytan Elterman, Angelique Ngandu-Ntumba, Neal Reardon, Pamela Schreier,
Helen Young

Introduction

This project aimed to explore the current state of the shrimp industry in San Hilario. This industry is fundamental to the economic survival of the area as the shrimp cooperative provides necessary financial support for over 250 members of the community and has the potential to stimulate further economic growth. The Monterey Shrimpers Coalition (MSC) chose this project due to the great growth potential of San Hilario, as well as the plethora of difficulties currently hindering shrimp production.

Background

The San Hilario Shrimp Cooperative (SHSC) is one of five cooperatives in the Tierra Blanca region. It has a hierarchical organizational structure, which includes a president and vice president. The cooperative consists of 81 members, 25 of which receive a salary. Of these 25 members, two are in charge of sales and receive \$190 per month, one is in charge of production and receives \$190 per month, and 22 are in charge of security and receive \$140 per month. Each member pays annual dues of \$12 and receives a total of \$250 in two payments based on 2006 returns. Each member has the option to work directly for the cooperative or to be represented by any family member. Fifty percent of all money earned is divided equally among the members, while the other 50 percent is reinvested in production. The other four cooperatives have a less capital-intensive structure, so the funds are divided up with little or no reinvestment. The SHSC has three working tanks, and one which is currently non operational; together these tanks yield 3,293 pounds per hectare per year for a total of 125,134 pounds of shrimp per year collected in three harvests. This makes SHSC the largest producer of the five cooperatives by almost 100,000 pounds, which is due to the large area of the tanks and production at a semi-intensive level as opposed to an artisan level. The tanks cover an area of 10,000 square meters, and can sustain five to ten shrimp per square meter. This variation is due to differences in water quality and micro climate and the fact that they were originally constructed for the purpose of making salt. The SHSC is currently constructing a new, deeper tank, which is expected to be able to sustain up to 16 shrimp per square meter. To avoid internal competition, the various cooperatives attempt to harvest at

different times throughout the year. Over the last ten years, the industry has been developing in a piecemeal fashion. This developmental pattern results from the implementation of new techniques and technology each year. It is important to note that the members of the cooperative were farmers (and later military combatants) by trade and had no previous experience in the shrimp industry.

As mentioned above, the cooperative is currently producing at the semi-intensive level, which entails using a pump to control the water level. This allows for the use of a greater density of shrimp larvae. Larvae are acquired through two channels: pumping in estuary water that naturally carries shrimp larvae, or through purchases made at a laboratory. Both of these channels have downsides—estuary water contains small fish and crabs, and purchases made at the laboratory require an anticipatory prepayment of 50 percent. To combat these challenges, SHSC hopes that Fundación Usulután II (their major source of funding) will build their own larvae laboratory in nearby Playa el Espino—this would ensure availability of larvae and remove the problematic prepayments. Funds for this lab have been appropriated, but the foundation is awaiting permission from the Ministry of the Environment, which requires a favorable Environmental Impact Statement. Construction is expected to start by May of 2007, and the lab should be operational by the end of the calendar year. It should be noted that these are estimates, as an implementation strategy and timeline were not yet available.

There is a range of biological, legal, and economic problems currently facing SHSC. A virus, commonly called *Mancha Blanca*, has swept out entire tanks of shrimp within just three to four days. Another, *Cabeza Amarillo*, also affects harvests. These biological problems are exacerbated in the winter or rainy season, due to lower water temperature, contaminated runoff, and lower salt content. Furthermore, shrimp have natural predators such as birds and fish which feed off the tanks. With regards to economics, they are harmed by competition on an international market level from nearby Honduras, as well as Vietnam, Thailand, and US-subsidized shrimp farmers. Though they are a large local producer, they cannot effectively compete on the international level with subsidized and technologically savvy producers abroad. They are subject to market prices, which vary by season. This results in a higher net price during the summer or dry period. SHSC also faces an unfriendly legal environment. They are not supported nationally and have no secure hold on their land as it is considered a Protected Area by the government. This results in financial stress as well, as they cannot use this land as collateral towards a loan. Also, SHSC is required to pay four separate taxes, including a 13 percent tax on net sales, as well as an added tax for permission

to use the land. Local Salvadoran competitors of a larger scale can avoid some of these taxes due to their alignment with the government. With respect to their infrastructure, SHSC lacks the ability to transport or even refrigerate their product. Therefore, they need to sell live shrimp as demanded by intermediaries who come directly to the tanks. There is also a prevailing perception that markets are monopolized. They would rather sell in bulk to an intermediary than directly to restaurants.

Data Collection & Analysis

After meeting with SHSC, MSC focused its efforts on three functional areas: market research and advertising, finance, and legal status. Market research was conducted through in-person interviews with restaurateurs and street vendors in the nearby town of Zacatecoluca. Concurrently, MSC implemented a face-to-face advertising strategy aimed at increasing awareness of SHSC and possibly increasing clientele. To bridge the gap into finance, a meeting was held with the leader of Fundación Usulután II, the main fiscal agent for SHSC. The aim of this meeting was to better understand and, therefore, potentially improve the financial support afforded to the SHSC. Per the legal situation, a meeting was held with a representative from the Ministry of the Environment in San Salvador. The goals of this meeting were also to better understand the technicalities of the laws applied to Protected Areas, specifically the *Ordinación de la Pesca y Agricultura*, and the *Ordinación del Medio-Ambiente*. Because these areas have been utilized for salt or shrimp production for over ten years, their recent classification as a Protected Area under national law requires research. As is often the case in developing nations, the enforcement of these laws merits the most attention.

MSC's market research focused on three restaurant owners and four street vendors. Of the four vendors interviewed, shrimp were being purchased from both El Salvador (Salinas and San Hilario) and abroad (Honduras and Spain). Restaurateurs complained that their shrimp supply was both inadequate and unpredictable. MSC approached these potential clients with flyers detailing the location and merits of SHSC, and also offered free transport of any purchase during the coming week. Of the seven approaches made, two resulted in shrimp sales for a combined total of 25 pounds. Both of these two successful sales were made in restaurants. Street vendors had a closer relationship with their current providers, were less inclined to experiment with a new product, and were especially concerned with the size of the shrimp. One vendor, though, was inclined to purchase up to 200 lbs from SHSC provided

they cook the shrimp. This deal was never actualized due to the inability of SHSC to cook shrimp according to market standards. As a tool, face-to-face advertising proved to be extremely effective in increasing awareness and quite successful in making new sales. It is the hope of MSC that the recently increased awareness will result in future sales.

MSC also met with Carlos Parada Romero, the president of Fundación Usulután II, the main fiscal agent used by SHSC. The foundation came from a program started by the EU after the 1992 Peace Accords. They are a nonprofit organization used to aide those within the country who do not normally have access to credit sources due to their connections with the FMLN. Their main objective is to integrate small farmers into traditional financial system. The fund was previously administered by Banco Salvadoreño, which charged high administration fees. The foundation ended relations with this bank and is looking for a new bank at this time. It should be noted that they do still have the ability to give out loans, which they do in the form of equipment and cash financing. Fundación Usulután II works in four sectors: shrimp, coffee, agriculture (including livestock and produce), and commerce/small businesses. The two largest sectors, shrimp and coffee, are both run in a cooperative format. Projects are selected based on merit, not the individuals involved. For example, in regards to the shrimping industry, they invest based on technology, techniques and equipment. If the cooperatives pay back their loans they then have access to cash credit. Currently the San Hilario Cooperative is the only organization paying back their loans. SHSC was granted \$62,363.92 in credit in 2006 (breakdown not available). The largest current investment project for the foundation is a new laboratory to harvest shrimp larvae. Tecnico, a local organization, and the International Development Bank are managing the construction. The project is called *Competitividad de la Producción de Camarón por Pequeños Productoras en el Departamento de Usulután* (Shrimp Production Competitiveness for Small Producers in the Department of Usulután). Once constructed, Fundación Usulután II will maintain management of the facility. The lab, which will be owned by Usulután II, is awaiting the approval of the Ministry of the Environment.

MSC then followed up the request from SHSC to investigate laws surrounding the environment and protected areas. MSC met with César Funes Abrego, the manager of environmental systems and mangroves at the Ministry of the Environment and natural resources in San Salvador. He informed MSC that two of the main causes of mangrove destruction are the construction of shrimp farms and 25,000 displaced guerilla fighters building illegally on coastal areas, mainly in the Bay of Jiquilisco. In February 2005, a law was passed to conserve national protected areas, including the Bay of Jiquilisco. All future

construction in the bay must be approved by the Ministry of the Environment and appropriate fees must be paid. Depending on the method of shrimp farming, the producers must pay a fixed tariff per hectare that buys five years of land usage. To produce at the artisan level, the tariff is \$50 per hectare, for the semi-intensive method it costs \$125 per hectare, and for the intensive method it is \$175 per hectare. Mr. Abrego is one of three staff members who evaluate requests for land usage. Their policy is that if the plot of land is near a mangrove forest, the development request is rejected. Despite this law, and the existence of penalty fees and incarceration, illegal development continues because of lack of enforceability. In order to construct anything, the interested party must present a document of the project, including economic, social and environmental feasibility statements. Since the law was enacted in 2005, not one concession has been approved. The strict regulations may cause a problem in the legal construction of the previously mentioned larvae laboratory.

Options

The following criteria were used in the analysis of five potential projects between MSC and SHSC:

1. Sustainability of projects within the shrimp cooperatives
2. Supply of time and resources
3. Impact of projects for the shrimp cooperatives

Increase clientele through face-to-face advertising. Clientele will be increased through face-to-face advertising. This method of advertising is effective in advertising and facilitates market research. Face-to-face advertising could also lead to repeat customers. However, it requires a great deal of time, energy and personnel. Additionally, this type of advertising would likely result in many small sales rather than preferred bulk sales.

Research environmental laws pertaining to the industry. Due to the fact that the SHSC is located in an environmentally protected area, research into the pertinent laws is essential in understanding all aspects of the industry. Research can also lead to support from the government and ensure that there will be no punishment. With knowledge of such laws, a long-term vision of management becomes more plausible. The problem with such research is that the laws are time sensitive and might not be applicable for future endeavors.

Increase production capacity through outside consultants. It is essential to the success of SHSC to increase knowledge in terms of capacity and further production. This will increase revenue and productivity while at the same time improving the technical skills of the

staff. Although this option is optimal for increasing production, SHSC was not receptive to the idea and felt that production was already at a sufficient level.

Differentiate product through sustainable farming. High competition rates create a demand for greater diversification in product among competitors. The use of sustainable farming creates a larger divide between SHSC and their competitors while simultaneously positioning their product for international markets. This option requires a large level of technical experience and investment in both knowledge and products. This can also be hindered by current or future environmental regulations.

Exchange between US shrimp farmers and local farmers. An exchange between US and Salvadoran shrimp farmers would allow local farmers to gain technical knowledge and create business partnerships. This also creates greater exposure to potential export markets; however, SHSC has little to offer in an exchange with US farmers. SHSC works at a lower level of production and uses lower levels of information and technology. An exchange will not be mutually beneficial.

Recommendations

Based on these considerations and the stated desires by SHSC, MSC concluded to pursue a combination of the first and second options. MSC chose these options as a result of the limited time in country and the lack of knowledge of these areas on the part of MSC and SHSC. Concerning the face-to-face advertising, SHSC did not have an expansive knowledge of potential markets and no plan for marketing. MSC decided that this would be a good area to pursue in order to provide a better understanding of the market structure and to test the viability of face-to-face advertising. MSC discovered that potential clients were extremely receptive to such methods and succeeded in selling over 25 lbs of shrimp to restaurants and other vendors. In regard to researching environmental laws, MSC found there were many restrictions on expansion of the industry. This is especially true for small shrimp farmers because of the high tariffs required for any construction. Furthermore, SHSC's location in a mangrove area may prohibit them from receiving permission to expand due to strict laws regarding these protected areas.

Conclusion

MSC's experience working with SHSC was a raw learning experience. Without prior knowledge of the in-country situation and the shrimp industry, MSC was able to wade

through large amounts of information and focus on specific goals. MSC's main goal was to assess the needs of the cooperative for future delegations. After the initial assessment, MSC chose to focus on the specific areas of face-to-face advertising and research into environmental laws regarding the mangrove areas. This yielded a greater understanding of the issues surrounding the industry. It is the hope of MSC that this information will serve as a stepping stone for future delegations interested in working with SHSC.

Lessons Learned

- Shrimp farmers in San Hilario are not business people.
- Confirm meetings or be aware of Latin American time. Things do not happen as quickly as you would like.
- Complete outside research before arriving in country since it is not easy to do while in the campo.
- Be aware of the political situation, since you will be working in the campo with FMLN supporters who are not aligned with the current government interests.
- Plan meetings early to maximize time. Often one meeting leads to another as connections are made face-to-face.
- Do not expect everything to be written down. There is little or no documentation.
- Bring at least one business casual outfit if you plan to meet with government officials.
- Be flexible and open-minded. The Salvadorans may not be receptive to your ideas even if you think it is the best for them. It is necessary to give them options so that they are part of the decisions.

Recommendations for Future Projects

- San Hilario Shrimp Cooperative
 - Market Research
 - Competition from Honduras
 - Sustainable Farming
 - Research implementation methods
 - Cost/benefit analysis of implementation
 - Translation of industry information
 - English to Spanish translation
 - Finance
 - Research into private investment or credit institutions
 - Application process/steps to find funding
 - Intermediaries
 - In country interviews to learn more about in country markets
- Other Shrimp Cooperatives

- San Hilario is one of five cooperatives in the same area and it is the most advanced. The other smaller cooperative may benefit from assistance in business development strategy.
- Salinas Shrimp Cooperative
 - Partner with La Coordinadora
 - Talapia production
 - Investment research
 - Market research (pricing, competition, sale- direct or indirect)
 - Commercialization
- La Coordinadora Business Projects (see appendix of project descriptions)
 - Cyber Café
 - Marketing/management
 - Indigo Project
 - Export Study
 - Cost in US and El Salvador
 - Market research (styles) in US and El Salvador
 - Cashew Project
 - Cost in US and El Salvador
 - Market research (conditions) in US and El Salvador

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Translation and Interpretation

Alison Rives and Adele Negro

Objectives

To practice translation and interpretation in the field. To solidify language and communication skills through use. To expand vocabulary in general and specifically in the context of regional use in El Salvador. To resolve and reflect upon the various problems that arise while interpreting and translating in diverse situations. To provide Spanish language support to the other members of Team Monterey as needed.

Pre-Departure Preparation

This section is provided in order to outline, based on my experience, how a future Graduate School of Translation and Interpretation (GSTI) student can prepare him or herself before going to El Salvador with Team Monterey. Some of the items mentioned in this section will also be included in the recommendations section.

In order to prepare myself for the project, I first researched El Salvador and facts on the country. I paid particular attention to its history, looking at parallel English and Spanish texts; for example, I began with general information and consulted encyclopedias. Next, I studied La Coordinadora’s website and also the information packet provided by the Foundation for Self-Sufficiency in Central America, which arranged our trip. Then I spoke with colleagues who had lived and worked in El Salvador, specifically regarding terminology used in the country and cultural practices. Finally, I attended Team Monterey meetings to determine the nature of potential projects, so that I could compile a glossary.

As any translator/interpreter knows, the more prepared you are, the better you will be able to execute your job. As such, gathering as much information as possible before the trip is crucial. First of all, learn about El Salvador. Study background information such as history (civil war, etc.), environmental issues (i.e. mangroves), cultural norms, geographic description, and a map of the area. Secondly, learn about La Coordinadora's work. Read about their mission and ongoing projects (i.e., this report and their website). Finally, familiarize yourself with working documents, projects already being implemented, and those projects under consideration for implementation. For instance, with Team Monterey I undertook a census project to collect data on the community in which we lived for the three weeks. It would have been helpful to obtain a working copy of the survey questions beforehand, which was not possible since this was the pilot project. Finally, meet with the other members of Team Monterey with whom you will be traveling in order to become acquainted with their interests and scope of possible projects.

This pre-departure preparation allows GSTI members to develop a conceptual framework and to compile a rudimentary, project-based glossary in advance which can then be expanded on site. Preparation is key in order for GSTI members to build confidence and fulfill their duties more satisfactorily.

On-Site Implementation of Objectives

Due to the nature of Team Monterey and its projects, you will be faced with unforeseeable and often imperfect conditions for interpreting and translating which will oblige you to adapt to the role as you go along. You will acquire resources, overcome reticence, and devise solutions on the job. On one occasion, I was obliged to interpret on the beach after Team Monterey participated in releasing sea turtles. I actually had to interpret in my bathing suit, which, I must admit, removed several layers of inhibition and, oddly, increased my confidence. This led to us humorously calling this the "bathing-suit mode of interpreting." It was really eye-opening for me to see how increased confidence positively affects interpretation.

You will also develop diverse modes of conducting yourself and utilize a range of adaptive skills according to the context. I had the additional advantage of alternating and consulting with an experienced interpreter/translator, which I recommend for future groups. In this section, I detail the types of events and documents encountered on the trip that

required interpretation or translation, and I summarize the range of skills employed. The locations of interpreted events are in parentheses:

Interpretation

Welcome and introduction meeting with leaders of the community (San Hilario)

Informative meeting on conducting census (San Hilario)

Visit to shrimp farm for biological research purposes (Bahía de Jiquilisco)

Informal meeting between La Coordinadora's program head and GSIPS dean (San Nicolás)

Visit to tilapia and shrimp farm to discuss Team Monterey projects (Salinas-El Portrero)

Theatrical Performance (Ciudad Romero)

Narration of historical events by ex-FMLN combatant (El Mozote)

Personal narration of civil war massacre (Perquín)

Turtle release and ecological meeting (Isla de Mendez)

Family-centered conversations (various)

Assorted meetings and planning sessions (various)

Translation

Census survey

La Coordinadora's strategic plan

Ecological glossary and definitions

Assorted short documents

Following is the range of skills employed for the above events (subject matter in parentheses):

Short and long formal consecutive interpretation with and without notes
(introductions, question and answer sessions, informational meetings, long narration)

Escort interpretation (biological research in the field)

Simultaneous interpretation (interpretation of theatre performance)

Summary interpretation (narration of historical events)

Interpretation as needed for less fluent Team Monterey members (various)

Translation (census, strategic plan)

Site translation (various)

Factors Influencing Translator/Interpreter's Ability to Fulfil Role

This section is intended to highlight the positive and negative factors that enhanced and detracted from on-site implementation of the objectives.

A positive factor was having a professional interpreter/translator with whom to confer. Working with an experienced interpreter/translator provides the less experienced student a model to follow as well as a sounding board and source of advice. It is advisable to know in advance for whom you are interpreting and the nature of the content to be interpreted. Furthermore, once at the site, an interpreter must assure that he or she can hear and see speakers well (i.e., stand in close proximity to speakers). As a student of GSTI, you have the opportunity on this trip to implement the interpreting guidelines that you have learned and inform those using your T&I services of those guidelines. An interpreter should also assert his or her needs, such as asking for breaks during sessions (at least 15 minutes per hour), especially when not working with a second interpreter.

Several factors rendered the interpretation more difficult. Many times a last-minute interpretation was required which had to be done without preparation, as occurred for the theatrical performance. On occasion the interpreter was even thrust into the position of having to assume responsibilities other than interpretation, such as speaking for a participant in a conversation. When a participant in a conversation became overly reliant on the interpreter as a result of language limitations, the interpreter unexpectedly had to intervene as a participant (i.e., asking questions related to content rather than for linguistic clarification).

The interpreter must keep in mind the limits of his/her role, meaning he/she is required to render all verbally expressed ideas or sentiments, whether they are intended for interpretation or not. The expressions of emotions, attitudes and body language, especially when they carry a negative charge, can be particularly challenging for the interpreter. The position of the interpreter can be compromised when he/she feels under duress to convey negative opinions and verbal reactions, or to censor them for fear the interpreted words might be inappropriate, either of which may ultimately damage the outcome of the communication. Other frequent difficulties that arose were excessive ambient noise, more than one voice speaking at a time, very fast rate of speech, and lengthy sessions without breaks for the interpreter.

Recommendations

For Team Monterey in the future, it is recommended that the team be composed earlier in the semester preceding the trip in order to allow the GSTI students to better prepare by becoming familiar with possible project content, plans, and goals/interests of the other team members. Team Monterey should also be provided with project-related materials in advance of the trip. Furthermore, the contact organizations (in this case La Coordinadora and the FSCCA) should be informed of the presence of an interpreter/translator in Team Monterey, who could then be called upon as needed to provide language assistance for different projects, gatherings, and events. This could even lead to a GSTI internship program in the future. As mentioned earlier, having two interpreters/translators on the team is extremely useful. One option would be to include two GSTI students, preferably from different semesters, so that different skill levels are represented and a collegial bond could be formed. Where this is not possible, it is recommended that the Spanish language specialist/instructor also be an experienced interpreter/translator in order to serve as a mentor and assist the less experienced GSTI student in assuming the collegial role. As a final recommendation, there should be a greater effort on the part of MIIS to disseminate information about Team Monterey's work to all students and faculty, and, if the leadership structure expands for Team Monterey II, GSTI should have a representative on the leadership committee.

Conclusion

Since this was my first translation/interpretation assignment in the field, I gained invaluable experience. Working with an experienced interpreter was immensely helpful. For me, the project was especially rewarding when I was able to interpret for team members whose proficiency in Spanish was very limited. I should stress that future GSTI members be informed as to the Spanish levels of the other team members before going on the trip, since such information can be an indicator of how much practice they will be afforded on-site. If all of the team members speak fluently, the GSTI students will definitely not be able to take full advantage of the opportunity to practice. An added benefit is living in a Spanish-speaking country where the language is spoken very rapidly and with a particular pronunciation that provides new challenges for the non-native Spanish speaker. This will only improve the participant's ability to carry out the role of a translator/interpreter more resourcefully. In conclusion, I can attest to the fact that a beginner translator/interpreter can gain confidence and acquire further skills through the Team Monterey experience. I recommend this

experience to GSTI students as a challenging vehicle to practice and solidify skills learned at MIIS, as well as to be part of a project that encompasses all disciplines taught at MIIS. This will promote a more united and informed student body, with an enhanced capability of improving society both at home and abroad.

English Needs Assessment:

Teaching English as a Second Language in San Hilario

Jade Anthony, Yuniya Khan, Courtney Noblett, Shelly Schmidtke, Helen Young

Introduction

This paper presents a needs assessment and analysis for developing an English program for the rural communities supported by La Coordinadora, as well as recommendations for creating and sustaining this program.

A shared interest between La Coordinadora and the Monterey Institute of International Studies to develop a program for teaching English in this area prompted this delegation to conduct a needs assessment. Due to time constraints, this group conducted data analysis in the La Coordinadora organization and the Centro Escolar Puertas Chachas School in San Hilario. This school educates pupils in kinder through ninth grade and, by self-report, is a good example of other rural schools in the surrounding communities.

Background

The government of El Salvador declared English as the country's official second language approximately three years ago, perhaps a move intended to go hand in hand with the change in currency from the colón to the US dollar. In order to create conditions to meet the English-as-a-second-language declaration, the government also mandated that all schools and all grades include English classes in the curriculum. Schools scrambled to meet this new requirement, setting out to hire teachers to fill posts. However, due to a lack of funds for training, the majority of English teachers were not specifically trained to teach English, and many possessed minimal English skills; their abilities were only slightly more advanced than those of their students. Many students study English in the classroom for multiple years, yet can only recite a few English words and phrases. Though clearly motivated to learn English to improve their educational and occupational situations, many students express frustration or

a general lack of interest in the language, largely due to poor quality of instruction and large class sizes. Students often resort to online programs to help them with their homework, without really making an effort to understand the reasoning and logic behind language construction, which further stunts their learning.

The school year in El Salvador begins in the middle of January, and ends in the middle of November. Students typically go through three cycles before entering high school: Grades 1-3 are the first cycle, grades 4-6 are the second cycle, and grades 7-9 are the third cycle. Following the third cycle, students have the option of continuing on to high school, or *bachillerato* level, at which point they choose the general track, which is two years long, or the technical track, which is three years long and prepares students more directly for university studies or skilled careers. English is required at all levels of the *bachillerato*. This motivates students in the communities to learn English—it is important for their future to have a good mastery of the language. Therefore, it is critical that each student have the best instruction and materials, at the same level as those in urban areas, in order to compete in the higher education environment and achieve success in the contemporary job market.

The community of San Hilario, where this year's Team Monterey stayed, has one school with grades 1-9. About 500 students attend this school, but only one English teacher is on staff. English classes are taught only in the third cycle (grades 7-9), although the school's directors have expressed a desire to expand the English program to all grades. The lack of resources, however, currently prevents this from happening. The closest high school is in Tierra Blanca, which is about five miles away. The distance from San Hilario, as well as tuition costs for high school, prevents many students from continuing beyond the ninth grade.

Earning a teacher qualification in El Salvador requires teachers to study teaching for five years in a university. Teachers receive an identification card certifying their credentials when completed. Teachers are required to obtain a specialization, for example in mathematics or social sciences, but any teacher can teach English, regardless of their specialization. The English teacher at Centro Escolar Puertas Chachas has a specialization in social sciences but is teaching English because he has traveled and lived in English-speaking countries and therefore has knowledge of the language.

La Coordinadora has never had an official English program. In the normal course of events, volunteers from the US come down for a summer to teach English, but few are TESOL trained. When an English-speaking volunteer is available, the community youth go door-to-door and gather interested persons for English classes. These volunteer-led English classes are rarely structured and provide little advanced notice for participants. Not

surprisingly, many community members attend initially, but progressively fewer remain until the end. There has been no set curriculum or strategic plan for teaching English, and therefore, no marked improvements or impact made.

Data Collection & Analysis

Team Monterey collected data over a period of two weeks from La Coordinadora's staff and people in the community of San Hilario. Methods of data collection included interviews with stakeholders, an observation of an English class, and gathering of materials used in English instruction. From this data, we identified several needs groups:

- 1) La Coordinadora staff interested in learning English to improve their job skills; staff interested in learning methods for teaching English.
- 2) Schoolteachers interested in learning English and English teaching methods.
- 3) Pupils. This group is sub-divided into the kinder – sixth grades, seventh – ninth grades, and high school students.
- 4) Adults interested in learning English.

Summary of Data Collection. Two themes emerged over the course of data collection. The first consensus is that there is a severe lack of materials for teachers and students. Children are required to buy English manuals, which are beyond the price range of most families, and the Ministry of Education does not provide these materials for students. Materials needed by teachers are outdated or simply do not exist. There is also a lack of qualified English teachers. The Ministry of Education does not require English teachers to have a specialization in English and this creates a need for English training for teachers. The Ministry also does not provide materials or guidance for incorporating English into the lower grades in rural communities.

Interviews with stakeholders from La Coordinadora. This delegation interviewed the Program Coordinator of La Coordinadora to determine the needs and objectives for an English program for both their staff and the communities they serve. La Coordinadora's objectives are as follows: 1) Teach English in a structured, school-like setting by native speakers or people with a good command of the language, and 2) teach from a curriculum which contains a progressive and systematic process, and which English-speaking volunteers or interns of La Coordinadora can use as a tool in the classrooms. La Coordinadora has several staff members who are interested in learning English to communicate better with the many English-speaking delegations with whom they work. In particular, the volunteer staff

operating the radio station expressed a desire to learn English. La Coordinadora would like to see an English program which serves several communities and which ideally involves a MIIS delegation teaching alongside an English teacher.

This delegation interviewed a La Coordinadora employee and former high school English teacher to gain additional background of English needs in the schools. He reported that high school students are generally less motivated to learn English and schools must go for a year or more without English teachers when no one who speaks English is available to teach. The general method of teaching English is writing the words on the board and having the students copy them. It is very difficult for teachers to attend classes to learn English at nights or on the weekends because of cost and distance. Many people who teach in the rural communities live outside the community, but may be able to commit to classes in the summer.

Interviews with stakeholders from Centro Escolar Puertas Chachas. This delegation interviewed the Directors of Centro Escolar Puertas Chachas in San Hilario and their English teacher to learn about the current program, qualifications of English teachers, and their needs for future programs. Teachers attempt to engage the younger students (those below seventh grade) in English-learning, primarily through games or play, but there is no formal English instruction at this age in these communities. Formal English instruction begins in grade seven, though younger kids are educated in the urban schools of San Salvador. The school states their greatest needs are for an English program for the lower grades and a formal curriculum with which to teach, as well as enhanced English-speaking ability in the English teachers.

This delegation interviewed a sample of students during the school day from grades seven to nine to gain an understanding of their interest in an English program. The students had many concerns with their current English classes, mainly that they only learn vocabulary words, have very few materials or dictionary, no interactive materials (videos or CDs), and do not feel they are learning much English. The method of learning English is consistent with others' reports and is accurately demonstrated on the taped session of the English class. This method is primarily the teacher writing paragraphs of English on the board, with the students copying and practicing pronunciation. The students indicated that they would like to learn English in order to better understand the music and movies they enjoy and feel that English is important for their future occupations. All children interviewed stated they have plans to finish high school and attend university and are interested in careers as teachers, lawyers,

doctors, and nurses. All demonstrated a sincere motivation to learn English and stated they are interested in a summer intensive program.

The delegation also observed and video taped a ninth grade English class at Centro Escolar Puertas Chachas in San Hilario for future evaluation by a TESOL team. From this observation, a tremendous need for qualified English teachers is evident. The team noticed during the observation that the teacher used some incorrect English words and punctuation and it appeared the children did not understand what they were copying. The “conversation practice” consisted of students repeating the paragraph to the teacher, in some cases copying his incorrect pronunciation. Students did not have copies of the English book and the book itself is outdated (examples of the text are included in the appendices). There is an immediate need for updated materials and curriculum.

Options

The following criteria was used in this analysis:

1. Sustainability of English program
2. Cost effectiveness of implementation
3. Impact of English program on the community

Training of Teachers program. There is a strong need in the schools for qualified English teachers. Current teachers are very motivated to learn English and some attend classes at universities in San Salvador, but many are unable to sustain this due to cost and time limitations. This option gives teachers the necessary English proficiency and skills to effectively teach English programs in their schools, thereby affecting a significant amount of students. This gives teachers the ability to sustain an English program after an English-speaking volunteer leaves. This option is costly in terms of time commitment for both trainers and participants, and requires a qualified English volunteer to implement the training. There are approximately twelve to twenty persons in the communities who currently teach English, and obtaining a strong commitment from participants is necessary, possibly by providing incentives to encourage completion. Several incentives would work well in this community, including: transportation and childcare assistance for participants, providing meals during training, and structuring the training around other cultural responsibilities, such as agriculture or household duties.

Community-based English programs for adults and children. Stakeholders, including this delegation, suggested several ideas for community-based programs, including

intensive summer programs to learn English, non-intensive semester or weekend courses, or summer camps designed to teach English. These programs have the potential to affect large numbers of adults and children in the communities who are interested in learning English, especially those adults who did not complete their schooling or children who are not currently attending school. These programs can also reinforce the curriculum in the schools or offer additional practice or initial English instruction for children, thereby increasing its impact on the communities. During the summer months (November to January), children are expected to engage in household chores but many have free hours during the day. Students indicated an interest in English programs, especially those taught by native speakers. Community-based programs are initially dependent on qualified English-speaking personnel and may require multiple summers to increase students' proficiency. These programs likely require some follow-up after the program ends to retain participant knowledge. Reading books in English, developing a relationship with English-speaking pen pals, and utilizing conversational partners with delegations are viable ways to accomplish this.

La Coordinadora operates a radio station in the communities and is one possible existing program that can be modified to include English instruction. The existing program teaches reading and writing (in Spanish) over the airwaves and works in accordance with previously distributed materials to interested listeners who then tune in at specific times for the lessons. English instruction by highly proficient speakers or through previously-recorded CDs can utilize this existing medium.

La Coordinadora English School. La Coordinadora currently operates an Art School, Political School, and Agricultural School for community members and is open to the possibility of creating an English school as well. In this context, each school is a program for approximately a dozen people. This school could include teaching English to their staff, as well as adults and children from surrounding communities. This option is likely costly to establish and requires qualified English-speaking personal to sustain the school until participants can reach high English proficiency; however, an English school of this nature is a sustainable option for the communities.

Professional Curriculum Development. There is a strong need for updated and grammatically correct English curriculum in the schools as well as curriculum for the lower grades. The Ministry of Education provides schools with curriculum for the seventh through ninth grades that teachers use to develop lesson plans. These Ministry of Education guidelines are sometimes ten to fifteen years old. Separate curriculum for both the kinder to sixth and seventh to ninth grades will greatly improve the English program. English-speaking

volunteers through La Coordinadora may also use copies of the curriculum to teach in surrounding communities, including adult learners who have little to no English skills. This option requires a strong time commitment to develop, but relative lower costs to sustain. The option has the greatest impact on the community, as schools in all La Coordinadora communities are able to use the materials. The school assured the delegation that any curriculum developed for them could be incorporated into their lesson plans without official Ministry of Education approval.

Recommendations

Based on the above-mentioned criteria, this delegation recommends implementing a combination of all four options. Subsequent MIIS delegations should provide La Coordinadora and the schools with updated curriculum for the seventh to ninth grades and create curriculum for the kinder to sixth grades, using the Ministry of Education objectives and goals. Using this curriculum in accordance with a Training of Teachers program will provide an immediate impact to these communities by improving the proficiency of teachers and training La Coordinadora staff to speak English. Community-based programs, especially the English radio broadcasts, can reinforce the Training of Teachers program. Finally, future delegations or interns could work with La Coordinadora to establish an English school as a viable and sustainable option for integrating English into these communities.

Additional Recommendations for Team Monterey

- Obtain Ministry of Education requirements for a teacher specialization in English with the goal of training teachers to that level.
- The World Bank's EDUCO program may be supporting rural schools in El Salvador. Further research will determine what, if any, benefit this provides for this project.
- Include a list of recommended materials or resources for teachers of English with curricula so teachers have a resource list to utilize when funding becomes available for such purchases.
- Work with La Coordinadora to identify a few people interested in becoming teachers at a La Coordinadora school and begin working with them to learn English.
- Investigate English programs for kinder through sixth grades in San Salvador with the goal of creating an equally qualified program in the rural areas.

- Investigate grants and other funding sources to support La Coordinadora and/or schools in purchasing materials for students. Grants may also help create sustainable training programs for teachers.
- Utilize MIIS summer or IPSS interns to establish a La Coordinadora English school, conduct community-based English programs, or the Training of Teachers program.
- Develop curricula and worksheets with the intention of utilizing those multiple times because of the extreme shortage of materials—not each student will have their own copy.
- Both La Coordinadora and the Centro Escolar Puertas Chachas School in San Hilario should receive copies of any curriculum or materials that are developed. In particular, this delegation created a profound relationship with Centro Escolar Puertas Chachas School and would like to ensure they receive materials, no matter where future delegations choose to live among the communities supported by La Coordinadora.

Appendices

1. Taped English class
 2. Samples of teaching materials currently utilized
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Environmental Needs Assessment: Mangrove Reforestation in Bahía de Jiquilisco Alyssa Carlson and Trisha Bury

Introduction

Despite the high priority of environmental projects in general and mangrove reforestation in particular, La Coordinadora lacks adequate data collection practices for monitoring and evaluating their environmental projects, though they have the means to do so. Without this information, it cannot be determined whether the mangrove reforestation project is effective. A possible consequence of not implementing proper documentation techniques is inappropriate allocation of resources, time and money.

Background

Bahía de Jiquilisco (Jiquilisco Bay) is a low-lying wetlands area located at the delta of the Río Lempa where it empties into the Pacific Ocean. This entire area is protected under the Ramsar Convention, which declares it an international wetland. The mangrove forests are an integral part of life in Bahía de Jiquilisco, supporting the neighboring community of Isla de Mendez as well as Las Californias (which includes the community of San Hilario). The local human population is dependent on their survival, on several levels. First, many of the locals harvest wild animals from the mangroves for sustenance, such as fish and crabs. Mangroves¹ also maintain air and soil quality, which are essential for the health of the human population. Finally, mangroves provide economic security to people as a prime location for shrimp cultivation, and also as a natural habitat for numerous species that are collected for subsistence or sale. Although there is an apparent drive to conserve this integral ecosystem, these efforts are met by many setbacks, including financial constraints, lack of technical knowledge and a general lack of capital.

La Coordinadora has a number of projects specifically targeted at environmental problems, but strives to include some environmental component in *all* of their development projects. A major reason for this emphasis is that the area they serve—Bajo Lempa (the land surrounding the Lower Lempa River)—was damaged by cotton cultivation and other human activity long before it was even settled by its current residents. They focus on mangroves in particular because they have been subject to heavy deforestation both by human encroachment for the purpose of agriculture or aquaculture, and by Hurricanes Mitch (2001) and Stan (2005). If the mangrove population were greater, it would have the capacity to prevent further damage that may affect human populations, such as flooding. La Coordinadora hosts foreign delegations for seven to eleven days, which always includes a day planting mangroves in Bahía de Jiquilisco with the assistance of members of Asociación Mangle (Mangrove Association).

Asociación Mangle has been attempting to reforest the mangroves of Jiquilisco since 2000. Their methods of maintaining environmental data are somewhat crude; for example, the information on how many trees have been planted, what species, date of planting, and location is maintained only in the memories of a few key members of the organization. They do not collect any scientific data whatsoever on the areas they have reforested. Furthermore, the data they have on adult mangrove forests is focused on certain areas within the bay, is

¹ In Spanish, the term *mangle* refers to a single mangrove tree, while *manglar* denotes a mangrove forest; in English, the term mangrove is used interchangeably to refer to both.

collected by a number of different organizations that work throughout the bay, and is not at all systematized for comparison across data sets.

Along with Asociación Mangle, a major organization working in Bahía de Jiquilisco is the University of El Salvador's Instituto de Ciencias del Mar y Limnología (Institute for Marine Sciences and Limnology), or ICMARES. Bahía de Jiquilisco is one of three "territorial conservancy units" for ICMARES,² and their primary project there is Mangrove Forest Biodiversity. The first component of this project is research, which entails collecting biological data. The second component is extension and conservation, which entails training local people in monitoring and assessment techniques and designing a management plan for conservation and sustainable mangrove use. ICMARES is unique in that it is the *only* higher education program with a focus on marine coastal area use and sustainability. The institute receives limited funding for research from organizations like Asociación Mangle, and uses volunteers and interns to do some of the footwork in data collection—this often means that people from many different fields of study are responsible for data collection. ICMARES keeps track of who collected which data, but it is not compiled or systematized. Also, the primary focus of this research is to collect data on biodiversity, and not necessarily to examine the reforested areas. The general information is shared with organizations and the local people, but the more technical scientific data is primarily for the students' benefit.

In light of the current limitations of their Jiquilisco project, ICMARES is looking to branch out—they had a very successful partnership with a Spanish university in their project at Los Cóbano Rocky Reefs, which they are interested in expanding to their two other projects. The University of Spain at Alicante financed an intern exchange in environmental management—a member of ICMARES attended a training program in Spain, and a Spanish doctoral student was sent to El Salvador to write his dissertation about the project at Los Cóbano. Additional partnerships such as these will expand the research capacity of ICMARES while offering unique experiential learning opportunities to foreign scholars.

The Ministry of the Environment took authority over coastal lands from the Ministry of Agriculture upon its founding by presidential mandate in 1997. This transition of power brought with it an abrupt shift in emphasis from the economic welfare of the people through agricultural pursuits to the welfare of the environment and sustainability of human activities. The Ministry has taken particular interest in the protection of mangrove forests due to their pivotal role in protecting populated areas during natural disasters. They have identified four

² The others are Los Cóbano Rocky Reefs, northwest of Jiquilisco; and Golfo de Fonseca, near the Honduran border.

main causes of mangrove deforestation. The first is that deforestation throughout Central America usually entails cutting down transition forests and then mangroves to clear land for agriculture, which changes the soil structure and is ultimately detrimental even for farming. The second cause is salt production, as it necessitates clearing mangroves to build dikes along the coast. A third cause is the “fever” to produce shrimp carried over from Honduras, which also requires clearing coastal lands to build shrimp ponds. The fourth common cause of mangrove deforestation is the subsistence activities of the impoverished former guerrillas who inhabited the area after the Peace Accords of 1992; the human population has disrupted the natural order of the mangrove forest by fishing, shrimping, cultivating crops, and cutting down trees for housing materials.

The Ministry is sensitive to the local people’s subsistence needs, and as such is primarily focused on stemming the expansion of their current economic activities rather than completely denying them use of the land. However, the Ministry receives almost no financial support from the Salvadoran government, and as such only has three agents who patrol the entire country’s coastal areas. Unfortunately, the Ministry also has strained relations with the local people—the people are untrusting of the government and therefore the Ministry, though ironically the government actually has little to do with the Ministry. The Ministry of the Environment only has the people’s best interest at heart—to save the mangroves that protect the lives and livelihoods of the locals—but the inhabitants of Bahía de Jiquilisco are unable to see beyond their day-to-day needs to understand that.

Data Collection & Analysis

There are three distinct groups that are working within this area—Asociación Mangle within La Coordinadora; ICMARES, an institute of the University of El Salvador; and the Ministry of the Environment, an agency of the government. Although they are separate entities, these organizations’ interests overlap and they often work together. In fact, Asociación Mangle and ICMARES have formed a partnership to collect environmental data on currently forested areas and destruction rates.

Asociación Mangle and La Coordinadora’s mission is twofold: they are interested in both restoring mangrove populations in deforested areas and maintaining and understanding the current mangrove populations. La Coordinadora has reforested 15% of the 5,000 hectares lost during Hurricane Mitch. Of this 15%, La Coordinadora and Asociación Mangle have planted 90ha, while an additional 35ha have been planted by delegations. La Coordinadora

hosts delegations that normally stay for about a week and participate in a variety of activities, one of which is planting mangroves with Asociación Mangle. There are five species of mangroves found in El Salvador, and of these five Asociación Mangle plants two species, *Mangle Rojo* and *Mangle Blanco* (Red and White Mangroves).

In addition to the reforestation project, Asociación Mangle is committed to combating deforestation and promoting scientific research of the mangroves ecosystem. Under Fondo de la Iniciativa para las Américas El Salvador – FIAES (The Enterprise for the Americas Initiative Fund of El Salvador) Asociación Mangle has set forth a main objective and three underlying objectives that pertain solely to the improvement of the environment. There are two specific objectives that relate directly to mangroves—to reduce the extraction of mangrove wood, and, with the coordination of ICMARES, to determine the structure and composition of the mangroves and estuaries in the western Bahía de Jiquilisco in a 1000ha zone.

On January 15, 2007 the environmental needs assessment team had a meeting with ICMARES. With the coordination of local organizations, including Asociación Mangle, ICMARES collects basic biological data for the forested mangrove areas. They focus on the health of current forested areas and understanding the dynamics of this integral ecosystem. Although they have been collecting a lot of very important data, it is not systemized and does not include reforested areas. They have highlighted three areas in which they need additional help: financial support, information exchanges between young and senior Salvadoran scientists, and the need for graduate volunteers to design management plans.

On January 17, 2007 both the environmental needs assessment team and the business team were granted a meeting with the Ministry of the Environment. At the Ministry, we interviewed the director of the Department of Environmental Systems and Mangroves, César Funes Abrego. The Ministry's interest and authority within this area lies beyond both La Coordinadora and ICMARES. The Bahía de Jiquilisco falls under the jurisdiction of the Department of Environmental Systems and Mangroves, which covers all the land between the foot of the mountains and the ocean. The Ministry of the Environment highlights mangroves as a key area of concern and protection.

In 2002 the concession process that allows people to legally work and alter the land was moved to the jurisdiction of the Ministry of the Environment under the Forestation Law.³ The process to begin production is twofold; people need both permission and an

³ This had previously been the domain of the Ministry of Agriculture.

environmental impact statement. The decision to award a concession relies heavily on the feasibility (economic, social, and environmental) of the land use proposed. Questions that need to be addressed include the number of hectares that will be affected, the type of technology that will be used, and where the supply comes from, to name a few examples.

This law was strengthened under the 2005 Protected Areas Law, which developed a tax system based on land use. For example, there are three levels of intensity in shrimp farming and each level is associated with a different tax. However, the Ministry of the Environment has not awarded any new concessions since this law has taken effect. In fact, they know that people are using the land illegally, but have not been able to enforce the law.

Although the Ministry of the Environment has been established as its own entity within the government, there is little government support and they rely heavily on foreign financing, USAID, the World Bank's Global Environmental Fund, and Ramsar. Additionally, the area under the jurisdiction of the Department of Environmental Systems and Mangroves is huge and yet there are only three employees. During the interview, Mr. Abrego highlighted four areas where they could use the most help: enforcement, technical support and knowledge, community training, and integrated team management.

On January 16, 2007 we collected our own basic biological data in three reforested areas near Isla de Mendez in the Bahía de Jiquilisco. These areas were all planted at different times: the first was planted the most recently, in June 2006; the second was planted in November 2005; and the third was planted in February 2004. For the first area, ten random trees were sampled to measure height. We were unable to run a transect for this area because of its limited size. For the two other areas we ran a single transect with three random spots sampled for tree density and tree height. For each data point, a spot-count was performed, which entails counting the number of trees within the general vicinity of the point. Additionally, at each data point the area was broken into quadrants and in each quadrant the closest tree was identified. The height and distance from the origin were measured for the closest tree in each quadrant (see appendix for data tables). The first area was of particular interest because the damage from the *Tambarin*, a fish pest, was evident in a 5m by 8m spot of dead mangroves.

Options

The following criteria were used to evaluate the alternatives:

1. Feasibility

2. Cost effectiveness
3. Sustainability

Documentation of current projects. This alternative entails a number of improvements on the current practices of both La Coordinadora and the Asociación Mangle. The first is a logbook of mangrove reforestation efforts, which would include information such as the location, date, who planted them, how many trees were planted, what species, and any additional information about the planting environment, such as temperature and tide position. The second step is collecting follow-up data on the reforested areas. This would entail regularly collecting biological data such as area of coverage (as compared to how many were originally planted), density, height, diameter, and tracking any incidences of disease or parasites that affect the mangrove population. This regular maintenance of biological data will enable the organizations to keep track of the success rate of their reforestation efforts, and may help them identify planting techniques that are more effective. The third step is mapping the reforested areas. Currently, the organizations depend on satellite maps of the bay, which are expensive, hard to find, and often in too large a scale to be used for their purposes. A map designed exclusively for the mangroves would allow the organizations to divide the bay into zones, which would facilitate prioritizing certain areas for planting and also allow for quicker response to natural disasters. The fourth component of this documentation is developing a project manual. This would include standardized protocol for collecting and maintaining data, measuring progress or damage, prioritizing areas for planting, and what to do following a natural disaster.

With the help of environmental experts from ICMARES or from foreign delegations, improving documentation processes is well within the reach of La Coordinadora and the Asociación Mangle. The tools required to measure and document the necessary data only require a one-time cost, and the proper methods of measurement and documentation could be conveyed through ICMARES' existing training program. Mapping could be carried out by a specialized delegation with expertise in cartography and topography at little or no cost to the local organizations as a sort of experiential learning project. A project manual could be an undertaking for ICMARES faculty and students, with the guidance of a graduate or professional delegation with environmental management expertise. Again, this type of project could be set up as an experiential learning opportunity, and thus would incur minimal costs to the organizations. This option is sustainable in that volunteers or interns from ICMARES, or future delegations with expertise in the field can supplement any shortage in labor.

Strategic partnerships. This alternative entails formalizing a number of existing links both to the University of El Salvador and to outside groups like Team Monterey. While volunteers and interns have done much of the groundwork in the past, this help has been irregular at best. In order to maintain consistency in data collection and program evaluation, it would be beneficial to establish partnerships through which La Coordinadora and the Asociación Mangle could count on regularly scheduled assistance from volunteers, interns, exchange students and professional delegations. As the Ministry of the Environment is also interested in working with seasonal interns, this common partnership could be the beginning of a better relationship between the Ministry and the local population. Furthermore, many foreigners may be wary of working directly for a small organization like La Coordinadora, in which case the Ministry's government affiliation will allow them to work for an official agency while benefiting the local people and organizations.

This alternative is certainly feasible, as La Coordinadora is well accustomed to hosting foreign delegates, and there are plans to increase the number of professional delegations from the Monterey Institute. Like the existing Team Monterey partnership, this option will incur minimal costs to the organization. Incoming volunteers generally pay their own way and only require minimal assistance and resources from La Coordinadora. Because experiential learning is an integral part of the Monterey Institute in particular, and graduate programs in general, there will be no shortage of volunteers, thus ensuring sustainability.

Recommendations

This delegation recommends that La Coordinadora and the Asociación Mangle implement both of the aforementioned alternatives. Improved documentation practices will ensure that the mangrove reforestation project is carried out in an efficient manner—waste will be minimized, and the mangroves themselves will enjoy a higher survival rate. Establishing strategic partnerships with ICMARES, the Ministry of the Environment, and specialized delegations such as Team Monterey will enable the organizations to borrow the human resources they lack to implement their projects more effectively. These institutions can offer many types of assistance in the reforestation projects, including skills training, program evaluation, and collecting biological data.

Furthermore, we recommend that the Monterey Institute set up internships that tie into all of the organizations listed above. One possibility is an internship with ICMARES, which would include designing a management plan for Bahía de Jiquilisco much like that of the

previous exchange with the University of Spain at Alicante, and training the Salvadoran students and members of Asociación Mangle in methods of systematized data collection. Another internship with ICMARES and Asociación Mangle might entail a project design for managing the reforested areas, which is particularly important given the prevalence of predators and natural disasters that affect the mangrove population. One possibility for an internship with the Ministry of the Environment is developing a policy-based management plan for the mangroves, a necessity given the newly mandated protected areas in Bahía de Jiquilisco. Another project for the Ministry is workshop and training facilitation, which would entail interns training the communities on mangrove resource management on behalf of the Ministry. Since the Ministry and the University already have spaces for interns to fill, La Coordinadora could be involved by bringing the interns to work in Bahía de Jiquilisco and integrating them into the surrounding communities. These projects are well suited for IPSS internships through the Ministry of the Environment (with the probable cooperation of USAID), or for Team Monterey environmental delegations through the University of El Salvador.

Conclusion

The mangroves are an integral ecosystem that must be conserved and protected. Mangroves face a number of threats, most significantly human encroachment and natural disasters. These threats are interlinked and are heavily influenced by development levels. Human encroachment occurs because there is a need for more land for agriculture, livelihoods are derived from the mangroves, and mangroves are key holders of many natural resources necessary for human development. However, this human encroachment also means the destruction of ecologically sensitive areas that could help mitigate the effects of natural disasters. Additionally, the weaker the ecosystem the more susceptible it is when a natural disaster hits. This destruction of human habitats can be particularly costly in a developing country.

If the view is limited to the environmental side, the solution is easy—the creation of high level protected areas that prohibit human use within the specified area. However, is this the best solution in a developing country where people are often just trying to live, as opposed to make more money? And even if they are making more money, should their development be hindered? This is the larger debate of sustainable development—which

should take precedent, the environment or people—or can there be a win-win situation? Is it possible for humans to develop and live harmoniously with nature?

The people living in Bahía de Jiquilisco are no exception to the rule—when it is living versus environmental protection, living will win out. It is a misconception that developing countries and their people choose to destroy the environment or place no weight on it. The problem is that survival takes precedent over environmental protection. Although they may understand the importance of conserving and protecting the environment and its resources, they have neither the capability nor the resources to do so.

All three of the organizations have recognized the importance of the mangroves and the needs of their human inhabitants. However, as tied as these organizations are to each other, they are coming at it from different angles, which could be detrimental to the overall success of mangrove protection and development within the area of Bahía de Jiquilisco. The government is taking a strict environmental stance that dictates that mangroves need to be preserved in their entirety. Although the government understands and is sympathetic to the needs of the people, they have explicitly stated that their main objective is the preservation of mangroves, which takes precedent over economic development.

Furthermore, aside from the obvious conflict of interest, it remains questionable whether the communities will even be willing to work with the government. The communities that lie within Bahía de Jiquilisco are predominantly ex-FMLN guerrilla fighters that still harbor much distrust toward the government. Additionally, during the interview with César Funes Abrego, he mentioned the government's fear of the citizens rising against any government action. There may, however, still be hope. Mr. Abrego also mentioned that the communities do not closely associate the Ministry of the Environment with the government in general and may, in fact, be more willing to cooperate with the Ministry in order to protect the mangroves.

To further complicate the situation, the most obvious middle ground—La Coordinadora—is anti-government and strongly leftist in nature, due to its primarily ex-FMLN composition. This is especially unfortunate because La Coordinadora not only has the potential to act as a mediator between the people and the government, but is also an advocate for sustainable development. La Coordinadora has a huge potential role to play in the development of the Bajo Lempa. However, because of the political tensions—much of which remain from the civil war—it is unlikely that La Coordinadora will be able to fill this position.

Fortunately, Asociación Mangle and ICMARES also have the potential to act as mediators—perhaps more so than La Coordinadora, as both are less politicized. Both Asociación Mangle and ICMARES advocate for sustainable development and could easily have the political pull and community trust that can allow them to be a safe middle ground.

The need for a “win-win” situation is apparent for Bahía de Jiquilisco, an area with an invaluable natural resource—the mangroves—and people in dire need of development and improvement of the human condition. Not finding a middle ground should not and cannot be an option if either the mangroves are to be protected or the people in these communities are to improve their economic situation. There is enormous potential for Asociación Mangle and ICMARES to step up to this role and create further unions between the government—specifically the Ministry of the Environment—and the people.

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Appendices

1. Photo documentation of mangrove data collection:
 - a. Mangrove forest in Bahía de Jiquilisco
 - b. Collecting biological data in reforested areas
 - c. Madresal, a species of mangrove
 - d. Cincaguite, a species of mangrove
 - e. Mangrove roots
 - f. Carbón, a species of mangrove
 - g. Caracól (snail), a mangrove parasite
 - h. Chichimeja (crab), a local delicacy and mangrove inhabitant
 2. Team Monterey Reforested Mangrove Data
 3. English PowerPoint printout of ICMARES history and projects
 4. Booklet of ICMARES activities during 2005 (in Spanish)
 5. Booklet of ICMARES research on shrimp cultivation in Bahía de Jiquilisco (in Spanish)
 6. FIAES documents from La Coordinadora
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Conflict Transformation Project Needs Assessment

Julie Hicks and Heather Van Nurden

Introduction

This policy memorandum reviews the Conflict Transformation Project that La Coordinadora implemented during the time period of 1998-2004. With an overview of the historical and social background of El Salvador and the Bajo Lempa region, this memorandum reviews the reasoning for La Coordinadora's decision to implement conflict transformation training programs for the communities of the Bajo Lempa region. While recognizing the extreme lack of materials and documents available to Team Monterey to properly assess the entire project, this memo is a needs assessment of the Conflict Transformation Project and of La Coordinadora's resources surrounding the project. Furthermore, this memorandum seeks to suggest viable and realistic policy options for future conflict transformation projects implemented by La Coordinadora.

Background

Between 1998 and 2000, La Coordinadora initiated a Conflict Transformation Project within the local communities of the Bajo Lempa region of El Salvador. The Conflict Transformation Project was started under the Cultura de Paz (Culture of Peace) program, which encompassed the values of human rights, sustainable development, and the fulfillment of basic community needs. Cultura de Paz was formed in 1999, after the signing of the Peace Accords of 1992. Despite the enactment of the Peace Accords, peace and tranquility were not truly restored throughout the country. The people of the Bajo Lempa region of El Salvador were at particular risk of a resurgence of violence due to a continued presence of arms, conflicting parties (ARENA and FMLN) cohabitating in the region, gangs, and an inequality that existed among the people. Due to the necessity to instill peace among the people of El Salvador, many NGOs and government programs were created to assist in the transformation from conflict to peace. Under the façade of an NGO, five organizations that consisted of a military force gained control of the Bajo Lempa region, creating a distinct separation of two factions living in the region: the FMLN (Frente Farabundo Martí para la Liberación Nacional) and the government troops operating under the ARENA (Alianza Republicana Nacionalista) party. These military-run groups forcefully took houses and resources from the community, causing extreme unrest and a separation within the communities. This military presence pushed the region to a point where re-armament was a strong possibility. Thus, conflict transformation was needed in the area because of the historical discontent and aggressive co-existence of the two groups. In addition, alongside the violence created between the community and the military, the region also greatly suffered from escalating violence caused by the presence of local gangs.

Overview of the Conflict Transformation Project

Observing the increasing discontent and violence existing in the Bajo Lempa region, La Coordinadora initiated the Conflict Transformation Project in order to eliminate the opportunity for groups to restart conflict, as well as to change the attitudes of former combatants. According to Estela Hernández of La Coordinadora, "Conflict Transformation as a goal is fundamentally different from mediation in that it addresses not only the conflict at hand. It continues to address the relationship between the involved parties: repairing the relationship so that the involved parties do not remain estranged or predisposed to escalate future conflicts that may arise. This technique is proving very important as a supplement to

the mediation skills that CIPAZ⁴ has already learned.”⁵ Furthermore, La Coordinadora defines peace as “the harmonious state of the spirit and the body in an environment that is politically, economically, socially, and earthly good and beautiful.”⁶ Under these definitions of peace and conflict transformation, the Conflict Transformation Project was in effect during a roughly four-year span in the Bajo Lempa region.

Bajo Lempa consists of 35-40 communities, including Tierra Blanca and San Hilario. The Conflict Transformation Project began with the participation of small community groups, who were trained in mediation, negotiation, and arbitration through the use of training workshops, which lasted a little over a year. Each group consisted of 9-12 community leaders. The purpose of these community groups was to assist in mediating conflicts in the towns and to train community members in conflict transformation techniques.

The Conflict transformation techniques used by La Coordinadora’s training workshops were based on interest-based negotiation. Interest-based negotiation focuses on mutually acceptable agreements by attacking the problem or issue, rather than attacking the people or parties. In the training sessions with the community members and the facilitators, adult learning techniques were used, such as “ice-breakers” and other such community-building activities. The conflict resolution concepts were taught by a core facilitator, Mark Chupp, MSW, Ph.D. Dr. Chupp is an international consultant and trainer in civic engagement and conflict transformation, who currently teaches at Cleveland State University.

Alongside the training workshops, Círculos de Diálogo y Reflexión (CIDIRE)—translated as Dialogue and Reflection Circles—were formed in 2002 as another component of the Conflict Transformation Project. The Dialogue Circles promoted conversation between the community members as a way to create viable options to problems that they faced in the community as an alternative to violent problem solving. The Dialogue Circles first sought to define conflict, and secondly were initiated to change the perception that conflict is not just negative but that it can create change. Many of the problems faced by the community were focused around poverty and insufficient food and water, which La Coordinadora did not have the financial ability to fix. Through the Dialogue Circles, many of the resource problems were resolved, such as the importance of food shortage in the community. For example, the Dialogue Circles discovered that the use of family gardens created a beneficial way to provide food to individual families, as well as to create possible income from food sales.

⁴ CIPAZ is the Peace Initiative Committee, working under the Culture of Peace program.

⁵ “Culture of Peace Update”, Estela Hernandez, Foundation for Self-Sufficiency in Central America, 2001, <http://fssca.net/projects/peace/updates/801.html>

⁶ Foundation for Self-Sufficiency in Central America, Mission Statement, <http://fssca.net/fssca/index.html>

The Dialogue Circles were also utilized in other areas of the community and of La Coordinadora. The Dialogue Circles were implemented in the local schools to teach children the value of negotiation, while dialogue about conflict was employed in other La Coordinadora programs such as environmental programs and the local radio program, “Los Mangles”.

While conflict transformation workshops and discussion groups were effectively employed in the community, La Coordinadora recognized the grave impact that gang violence was having on the community. Members of La Coordinadora’s Cultura de Paz program (under which the Conflict Transformation Project was implemented) used their mediation skills to help build relationships between the two major gangs in the region and to provide alternatives to the violence that they created in the community. Deviating slightly from direct conflict transformation training, La Coordinadora initiated an art project created to give gang members in Tierra Blanca an alternative to street violence, as well as small-scale income from art sales.

Analysis

The funding for the Conflict Transformation Project ceased in 2003, ultimately completing the project in 2004. The primary reason for ending the project was the lack of funding required to pay trainers. La Coordinadora believed that the funds could be used in a more efficient manner, through providing money for the community rather than for Training of Trainer (TOT) programs. In addition, despite the mediation training provided to the community members through the Dialogue Circle groups, the community mediators were under-utilized by the community, which essentially impaired the confidence levels of the trained mediators.

Currently, La Coordinadora believes that the concept of conflict transformation remains within the community, through the use of the local radio station and in local community meetings. According to La Coordinadora, interest-based negotiation concepts are applied frequently in community groups and meetings, through using alternative options and other negotiation techniques.

The only physical documentation of the Conflict Transformation Project provided by La Coordinadora during the time that Team Monterey was able to assess the project was the “Informe Narrativo del Proyecto: Transformación de Conflictos”, which was written in September 2003 by Estela Hernández in response to an evaluation of the project taken the

previous year. The Informe (report) is a follow-up of the evaluation of 2002, describing the processes followed to improve the weaknesses that were revealed in the evaluation of the initial Conflict Transformation Project. Unfortunately, the evaluation of 2002 has been misplaced by La Coordinadora and is unavailable to be evaluated for the purpose of the Team Monterey assessment. La Coordinadora has moved three different times in the past few years, and therefore has lost or misplaced the documents related to many of their projects, including the Conflict Transformation Project and the Cultura de Paz program. Despite the lack of documents, La Coordinadora maintained the negotiation/mediation training books that were used during the project's lifespan. Other supporting documents that have provided background information of the project are included on the FSSCA website under the "Projects" section. However, the updates provided on the website are grossly outdated, with the most recent document written in 2002. First-hand information about the project was provided to Team Monterey in interviews with Estela Hernández and Rigo (last name unknown), both of whom currently work for La Coordinadora and have worked on the Conflict Transformation Project.

What was revealed to the Team Monterey members assessing the Conflict Transformation Project was the importance of the project's impact on the violence in the community at the time of its initiation, yet there remained an extreme lack of documentation associated to the project. The difficulty that Team Monterey had in assessing the project stemmed primarily from an inability to locate vital documents or information regarding the details, outcomes, and evaluations of the project.

Options

Re-start the Conflict Transformation Project. This recommendation should be based upon information and proper documentation of the Conflict Transformation Project from 1998-2004. Since the majority of the resources and documents have been lost by La Coordinadora and therefore have not been provided to Team Monterey for review, it is difficult to properly assess whether La Coordinadora should re-start the Conflict Transformation Project as it was implemented in the past. La Coordinadora's conclusion that conflict resolution techniques and methods are currently used in everyday life in the Bajo Lempa region is not formally documented. Therefore, this recommendation lacks the ability to effectively determine how beneficial the project was to community members in the past, and whether it would be successful again. In addition, it has been determined that the project

initially ended due to a lack of funding, and it is assumed that the funding situation may still be the same for La Coordinadora today. Monetarily, this recommendation may prove unrealistic for the organization.

Incorporate conflict transformation training and methodology into La Coordinadora's current and future projects. This recommendation integrates conflict resolution and mediation skills and training into every program and project implemented by La Coordinadora, by every project participant. This recommendation incorporates the past conflict resolution program and training techniques in order to positively affect each project. Conflict resolution and mediation skills can be strongly implemented in areas and projects of environmental conflict, agriculture, youth, education, and in domestic situations. The recommendation of incorporating conflict transformation methods into every project has great long-term outcomes for both the effectiveness of La Coordinadora's various projects and for the training benefits given to community members.

Status Quo. Maintaining the status quo suggests that the Conflict Transformation Project will remain stagnant, while useful documents of the former project reside in office limbo. The option of maintaining the status quo does not have positive short-term or long-term benefits for the local community in which La Coordinadora works. The Conflict Transformation Project was proven to aid the Bajo Lempa region in reducing violence and providing alternative non-violent solutions to daily problems affecting the community. Therefore, the concepts of mediation and conflict resolution should not be swept under the rug because procuring funding is difficult or because it is believed that community members already exercise sufficient negotiation and mediation skills.

Recommendations

Through careful evaluation of the Conflict Transformation Project, despite lack of documentation, the most viable option for La Coordinadora in regards to conflict transformation is the second option, to incorporate conflict transformation training and methodology into La Coordinadora's current and future projects. This recommendation will benefit community members and La Coordinadora in a manner that will build the community, decrease violence and local disputes, and strengthen the relationship between La Coordinadora and local communities that seek to create change and live a more fruitful lifestyle.

Appendices

1. Conflict transformation bibliography
