



ENVIRONMENTAL TRAINING



NEWSLETTER OF THE ENVIRONMENTAL TRAINING NETWORK FOR LATIN AMERICA AND THE CARIBBEAN

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Letter from the Editor

Environmental education has made an entrance into the new millennium with renovated ideas and proposals. Impelled by world transformations brought about by economic globalisation, biotechnological revolution and environmental complexity, environmental education reaffirms and consolidates the principles of inter-disciplinary organisation and knowledgeable dialogues, as well as the values of diversity and difference facing a globalised and homogenised world, fertilising a field in which new identities and new rationalities are being forged to pave the road towards ecological sustainability, distributive equity and social justice.

Such was the spirit that dominated the Third Iberian-American Congress on Environmental Education, held in Caracas, Venezuela on 22-26 October 2000. With more than 1600 environmental educators attending from all over Latin America and Spain, these conferences were carried out to reflect on EE strategies and practices throughout a world in the process of transformation. The debates consolidated the work that EE has been achieving in Latin America and Spain through different channels, governmental or non-governmental, whether at the community level or within the academic field. The superseding of ecologism and naturalism, which have been dominating the perspectives of EE for 25 years, was highlighted as a result of the work of the Congress. This control was exerted in order to provide an opening for education aimed at perceiving nature's significance and the senses of human existence, uncorking the stream of a societal project consolidated on cultural diversity and making the road to sustainability feasible for the people. The Congress issued the Caracas Declaration for Environmental Training in Latin America and Spain, which establishes the trends, commitments and scope of the event. (See p. 3)

With 29 countries in attendance, the International Meeting of Experts on Environmental Education, was held last November in Santiago de Compostela, Spain, convened by UNESCO and the Galicia Xunta. After five magisterial conferences, the documents with the general outline of a proposal regarding approaches and perspectives of Environmental Education for the new millennium were prepared at the experts' workshops. From the content of these papers will emerge the orientations for a document that would be drawn up for the Rio+10 Conference with the object of updating and consolidating the environmental education field.

With the impetus of these two conferences, the year 2001 should be a time for reflection and elaboration of proposals that would set in motion Chapter 36 of Agenda 21, as well as unfreeze the field of environmental education in order for ideas and projects to flow from currents that encourage a new environmental pedagogy.

An important advance was achieved this year regarding the processes of teachers' education from the formal education system of the countries in the region. In this manner, the Basic Distance Course on Environmental Training was launched as organised by Brazil's Ministry of the Environment through its Environmental Education Department, as well as the Specialisation and Postgraduate Course, "Environmental and Sustainable Development Education" organised by the Pedagogic and Trade Union School "Marina Vilte" of the Confederation of Workers in the Field of Education of the Argentine Republic (CTERA). (See p. 13)

The editorial program of the Environmental Training Network has continued publishing its basic texts for environmental training and community training manuals (see the Network's publication section). A text in Portuguese was edited for the first time this year: a book titled *Interdisciplinarity*. It represents the product of a workshop organised by Brazil's Ministry of Science and Technology, which expands the dialogue and intercultural environmental education in the region, as well as co-operation between the Network and Brazil. Likewise, we have initiated a new series of Environmental Policy Fora that will be publishing a memoir on the Colloquium on *New Environmental Rights, Collective and Cultural*. Also, we have inaugurated a library with the theme "Latin American Environmental Thought" of which the first books are *What is environmentalism?* written by Julio Carrizosa, and *The unsustainable modernity* by Hector Leis, soon to be published.

The Environmental Training Network has programmed for the year 2001, an International Conference on Trade and the Environment: The perspectives for Latin America and the

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INTERNATIONAL CONFERENCE ON TRADE, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT: PERSPECTIVES FROM LATIN AMERICA AND THE CARIBBEAN

The United Nations Environment Programme, in collaboration with the International Institute for Sustainable Development (IISD), the National Autonomous University of Mexico (UNAM), the Mexican Council for Sustainable Development (COMEDS) and the United Nations Conference on Trade and Development (UNCTAD), convene the present *International Conference on Trade, Environment and Sustainable Development: Perspectives from Latin America and the Caribbean*, which will be held in Mexico City, on February 19-21, 2001. Government representatives from, academic institutions, non-governmental organisations and the organised civil society at hemispheric and global level will be in attendance. The goal is to proceed with the debate on the controversial subjects related to trade, market rationality and the sustainable use and conservation of natural resources in Latin America and the Caribbean (LAC). The Conference seeks to highlight opportunities and obligations of decision-makers that entail the institutional-regional context, as well as the global policy where the process is located.

The general objectives of the Conference are:

1. To strengthen the position of Latin America and the Caribbean (LAC) with respect to the controversial subjects involved in the debate on trade, environment and sustainable development.
2. To promote the integration of economic and environmental policies in trade negotiations, as well as in the resolution of conflicts that result from the impact caused by free trade in the environment.
3. To analyse the scenarios and challenges posed by the integration of trade, environment and sustainable development.

Specific objectives:

- 1.1 To establish the conditions for the participants in the debate of the Latin American and Caribbean region, to guide decision-makers toward a co-ordinating process and a more agreed political position.
- 1.2 To strengthen the position of this region with respect to the negotiating process seeking to establish a Free Trade Agreement Area of the Americas, respectful of the conserva-

tion of the region's ecological heritage.

1.3 To present and highlight successful cases at the institutional level and practical cases of the region.

1.4 To provide a space to expand and go deeper into subjects related to co-operation and co-ordination among representatives of all convened sectors.

The Conference will consist of eight sessions and three magisterial conferences:

Magisterial Conference: National policies on the environment and sustainable development in LAC and their connection with market access and free trade.

Session One: Trade, Environment and Sustainable Development Policies for Latin American and the Caribbean Region.

Session Two: Requirements for Effective Trade, Environment and Sustainable Development Policies in the LAC Region.

Session Three: Bio-security, Ecological Risks and Environmental Disasters.

Magisterial Conference: Achievements of Sustainable Agriculture and the Contribution from the Bio-security Global Regime.

Session Four: The Convention on Biological Diversity, Copyrights and TRIPs Agreement of the WTO.

Session Five: Environmental Education and Training.

Session Six: An Agenda for Sustainable Development for the LAC Region.

Magisterial Conference: Lessons Learned from the Environmental Provisions of NAFTA and the ACAAN Experience.

Session Seven: Opportunities for Sustainable Development for LAC Countries at National, Regional and International Level.

Session Eighth: Future Directions for LAC Countries Regarding Trade and Sustainable Development. Discussion Panel.

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(Letter from the Editor)

Caribbean, sponsored by the Centre for Interdisciplinary Research on Science and Humanities of the National Autonomous University of Mexico (UNAM), in collaboration with the International Institute for Sustainable Development of Canada and UNEP's Economy and Environment Unit. This conference, to be attended by the most important international and regional agencies in the field, as well as representatives from governments and non-governmental organisations, intends to establish an open forum for dialogue, debate and the formulation of proposals integrating

environmental and trade policies, respectful of the different points of view, interests and positions of the various stakeholders involved in this controversial topic.

Thus, it is expected that the year 2001 will be a time for drawing up proposals for both environmental policies and environmental education, to be submitted for discussion at the Thirteenth Meeting of Ministers of the Environment of Latin America and the Caribbean, to take place in Rio de Janeiro in November, and the Rio+10 Conference in June 2002.

CARACAS DECLARATION FOR ENVIRONMENTAL EDUCATION IN THE IBERIAN-AMERICAN REGION

The Third Iberian-American Congress on Environmental Education met in Caracas, Venezuela, on October 21-26, 2000 and in conclusion of the work in which more than 600 educators participated, issued the "Caracas Declaration for Environmental Education in the Iberian-American Region".

We, environmental educators, coming from 20 Iberian-American countries, assembled at the Third Iberian-American Congress on Environmental Education held in Caracas, Venezuela, on October 21-26, 2000.

Bearing in mind the urgent need to build a New World in our region comprised of just, equitable and democratic societies, where a new pact, respectful and sustainable, is established between the society and its environment including all cultural forms existing in this region.

Considering that education, specifically environmental education, must play an indispensable role to foster the necessary social and environmental changes that will guide us to a new scenario of sustainable society.

Recognise

1. The undeniable progress attained by environmental education in the region, which was reflected in the Third Iberian-American Congress and consolidated by an important process of legitimisation, institutionalisation, professional specialisation, and conceptual, theoretical and methodological development, as well as the progressive incorporation of environmental dimension in study programmes, management processes and development plans.
2. That environmental education is progressively becoming one of the principal instruments to involve communities in environmental management and in the solution of conflicts and environmental challenges that the region is facing.
3. The emergence of new tendencies in environmental education that stimulate effective community participation, the gender approach, a knowledgeable dialogue and active cultural exchange.
4. The contributions of meetings and other environmental education and communication events carried out in the region, especially the conclusions and recommendations of the Iberian-American Congress on Environmental Training, from which a new course of thought has been taking shape and is spreading with regard to environmental education.
5. The efforts of governments, NGO, universities, communities, productive and labour sectors, as well as other institutions, aimed at the development of environmental education in each country in the region.
6. The relevance of proposals and ideas from the working groups of this Third Iberian-American Congress, gathered and included in the final declarations of which the creation of the Iberian-American Environmental Training Network is one of them.

Consider

1. That without failing to recognise efforts made by the Iberian

American countries to boost environmental education, important obstacles still prevail which impede greater effectiveness and impact of actions undertaken. Particularly, the following can be appreciated:

- The low level of investment in human and monetary resources devoted to this field of action.
 - The contradictions and paradoxes prevailing in the use and management of theoretical and methodological aspects related to sustainable development, the environment and environmental education.
 - The inadequacies in the instruction of teachers specialised in environmental communication.
 - The scarcity of action plans which may effectively co-ordinate environmental management with education.
 - The poor role of media messages to awaken environmental awareness of the masses.
 - The lack of evaluation and research mechanisms that allow for the assessment of the effectiveness of measures and policies intended to promote environmental education.
2. The enormous difficulties in communication, co-operation, exchange of experiences and environmental education projects between the countries in the region.
 3. The need to move forward in the recognition of environmental education as an integral part of government policies of the countries in the region.

Recommend

1. To define and develop a Regional Iberian-American Project for Environmental Training that allows to establish permanent mechanisms for co-ordination, exchange and evaluation among the countries of the region.
2. That the said project fosters the active incorporation of the different social stakeholders into the development of environmental education in the Iberian-American region, encouraging and co-ordinating the design and implementation of educational projects and programmes, research programmes and exchange and promotion of experiences, materials and knowledge.
3. To invite the governments of the region to participate in the design and implementation of the Regional Project, by means of appointing working groups, as well as divulging and discussing the range, objectives and possible project activities.
4. To invite the international co-operation agencies and those responsible for bilateral and multilateral agreements, to provide technical and financial assistance in creating and implementing the Regional Project.
5. To strengthen this project by using the interregional networks and programmes that have ample experience on these subjects, such as the Education and Communication Commission of UICN or UNEP's Environmental Training Network for Latin America and the Caribbean, among others.

ACTIVITIES OF THE NATIONAL NETWORKS OF THE REGIONAL PROGRAMME OF THE ENVIRONMENTAL TRAINING NETWORK

ARGENTINA

Incorporation Meeting. Del Plata Chapter - International Society of Ecological Economy

On Saturday, 25 November 2000, the Del Plata Chapter of the International Society of Ecological Economy was founded in Buenos Aires. Ecological Economy has as its main objective to re-think the nature of economic activities differently, granting more preference to the understanding of the physical limits to growth, bringing all sciences together in a trans-disciplinarily manner, encouraging ample knowledge in accordance with a respectful treatment and rational exploitation of resources with the application of indicators and physical models to identify them and seeking to achieve a real socio-economic and ecological sustainable development at the local, regional and global levels. **For further information:**

Dr. Jorge Morello (President)
morello@cea.uba.ar
Dr. Héctor Sejenovich
HSejenovich@sion.com

Landscaped Planning and the Environment

Advance Course of the Faculty of Agrarian and Forestry Sciences of the *Universidad de La Plata, Argentina* and *Fundación Biósfera*. This course is offered as multi-media, distance learning course and a degree in Agronomy or Forestry Engineering, Architecture, Biology or any equivalent university degree is required. The objective is for professionals to do their specialisation in the field of landscaping, training them to create being aware of the environment's variables and of balanced spaces for the development of human activity. The course starts in March 2001 and will last 9 months. Registration is open until 28 February 2001. **For further information:**

Fundación Biosfera
Calle 16 Nº 1611
Horacio P. de Beláustegui, President
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Tel.: (54 221) 457-3477
Fax: 457-0481
cursos@biosfera.org
www.biosfera.org
info@biosfera.org

BRAZIL

The Working Group on Political Ecology of the Latin American Council of Social Sciences (CLACSO)

had its first meeting in Rio de Janeiro on November 23-24. The first event was Alain Lipietz's conference "Political Ecology: A solution to the crisis of Political Pressure?" followed by thematic panels in which the perspectives of a Latin American Political Ecology were analysed. Special attention was conferred to the Andean region and Colombia, as well as to the challenges faced by the sustainability of agriculture, particularly to the Agrarian Reform process in Brazil, as well as to the policy that prohibits to grow trans-gene varieties in Rio Grande do Sul, the urban crisis and the neglected regions and peoples (the Amazonia and the Brazilian "cerrado"). A final evaluation meeting considered the need to further the definition of the Latin American Political Ecology and its theoretical-analytical tools. The papers presented will be published in the CLACSO "Working Groups" collection. The next programmed activities for the working group include co-operation to organise a meeting in Brazil on Latin American Environmental History, and the annual meeting for 2001 which will be probably held in Aguascalientes, Mexico, in parallel to CLACSO Assembly.

For further information:

Dr. Héctor Alberto Alimonda
hectorali@alternex.com.br
GT Ecología Política
ecologia@clacso.edu.ar

Second Brazilian Seminary of the New Institutional Economy

This seminary is organised by the Universidade Estadual de Campinas, the Universidade de São Paulo, the Universidade Federal de São Carlos, the Universidade Estadual de São Paulo and the Fundação Getúlio Vargas de São Paulo, with the support from economists such as Douglas North, Ronald Coase and Oliver Williamson. It will be held in the Centro de Convenções da Unicamp on 21-22 March, 2001.

For further information:

www.eco.unicamp.br/projetos/IIseminario/
fundobicolor.html

Fourth Inter-American Dialogue on Water Management

This event is organised by the Secretaría de Recursos Hídricos del Ministerio de Medio Ambiente de Brasil and will take place on April 22 - 26, 2001 in Fox de Iguazú, Paraná, Brazil.

For further information:

dialogo@acquacon.bom.br
eduardow@cnpq.br

COLOMBIA

Ibero-American Symposium and International Course on Urban Ecology. For a friendlier city, a city for the people

This symposium will be held in Santa Fe de Bogotá D.C. next October 2001 and is organised by the Foundation for Restoration of Tropical Ecosystem (FRET), the Botanical Garden of Santa Fe de Bogotá "José Celestino Mutis" and the Centre for Ecological Reserve and Forestry Applications - CREAM (Barcelona, Spain). Some of its objectives are: creating a space for reflecting on the cities, understood as open subsidised ecosystems and to make possible the exchange of experiences on the management of resources and elements that make up the city as a quality-life-generating-space, in such a way that they can be integrated from sustainable functional and structural perspectives.

For further information:

Fundación Restauración de Ecosistemas
Tropicales - FRET
Diagonal 54 No. 23-10 Oficina 302
Santa Fe de Bogotá D.C.
Telefax: 348 3626
Tel: 348 3627
fret@multi.net.co
www.redeco.org/redeco

COSTA RICA

Courses of the Agronomic and Tropical Centre for Research and Teaching (CATIE)

This institution offers several training and career development courses. The courses for 2001 are: Twelfth International Course on Protected Areas; Environmental Economy and Valuation of Environ-

mental Assets and Services; Tropical Agroforestry Systems; Geographic Information Systems; Land Economic Valuation: Concepts, Management and Applications; Diversified Management of Tropical Natural Forests; Research Methods in the Farming and Natural Resources Field; Sampling Techniques for Researchers in the National Resources Field; Identification, Formulation and Economic and Financial Evaluation of Forestry and Environmental Projects; and, Rural Development Based on Management of Tropical Natural Ecosystems. **For further information:**

M. Sc. Emilio Mora Guzmán
Escuela de Postgrado CATIE
Código Postal 7170, Turrialba, Costa Rica
Tel.: (506) 556 1016 / 556 1533
posgrado@catie.ac.cr
www.catie

World Congress on Environmental Law and Policy

San José, Costa Rica will host this Congress on January 8 -12, 2001. The meeting assemble over two thousand active participants and one hundred of the top environmental lawyers as magisterial conference speakers.

For further information:

ciacaciv@sarenet.es
iceac.sarenet.es/Castellano/

Courses of the Organisation for Tropical Studies (OET)

The *Organización para Estudios Tropicales* offers the following post-graduate field courses: Tropical Biology: An Ecological Approach; Tropical Ecology and Conservation; Ecological Principles for Sustainable Development in Latin America; Tropical Plant Systematics; Ecology of the Amazonian Forest; Ecology of Amazonian Ecosystems; Field Course on Biological Conservation and Wildlife Management, with the Smithsonian Institute; Tropical Plants Systematisation; Advanced Comparative Neo-tropical Ecology, and Field Courses of the Tropical Biology Association. The courses in English are mainly offered to students of OET's member universities.

For further information:

Guiselle Castro S.
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Tel.: (506) 240-6696.
Fax: 240-6783
Apdo. Postal 676-2050 San Pedro
gcastro@cro.ots.ac.cr
www.ots.ac.cr

Advanced Comparative Neo-tropical Ecology

A one 10-week course is offered by OET and the Smithsonian Tropical Research Institute (STRI). It is a comparative and intense experience for post-doctorate academics, junior university professors and advanced post-graduate students. The class will visit the Biological Station *La Selva*, Barro Colorado Isle, in Panamá, the Biological Dynamics of Forest Fragments project near Manaus, Brazil and the Manu National Park in Peru. Applicants must have experience in research work or taken courses in one or more tropical forest sites. No previous affiliation with OET and/or STRI is required. **For further information:**

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Apdo. Postal 676-2050 San Pedro
gcastro@cro.ots.ac.cr
www.ots.ac.cr

Ecological Principles for Sustainable Development in Latin America

An annual course offered by the Organisation of Tropical Studies, with the academic endorsement of Costa Rica University and the sponsorship of the United States Fishing and Wildlife Service. It is designed for Latin American professionals holding political, technical and administrative posts who influence decision-making regarding the conservation of natural resources and environmental quality in their home countries. The course will be held on 17-31 March, 2001.

For further information:

Fax (506) 240-6783
edamb@ots.ac.cr
www.redeco.org/redeco/espanol/actualidades/cursos/PrincipiosEcolog.htm

Agro-ecology. The analysis of tropical agro-ecosystems with an ecological perspective

Organised by OET and the Costa Rica University, the course will take place from June 29 through August 9, 2001. It offers an opportunity to study teamed up with professionals of different disciplines and nationalities. Emphasis will be given to the study and analysis of agro-ecosystems from an ecological viewpoint. It is expected that participants will learn and apply theories, principles and methods from different disciplines to acquire a better understanding of the

impact of agro-ecosystems on the environment and vice-versa. A secondary approach is the socio-economic consequence of agricultural development. Such goals will be reached through study and practice in the recollection, analysis and interpretation of data, together with discussion of the usefulness of applied methodologies and of the general concepts emerging from field research. Deadline for registration is 31 January, 2001. **For further information:**

Agroecología 2001-7
Apartado 676-2050 San Pedro, Costa Rica
450 m oeste del Colegio Lincoln
Tel. (506) 240-6696. Fax: 240-6783
academic@ots.ac.cr
Tel.: (506) 240-6696. Fax: 240-6783
Moravia, Costa Rica
www.redeco.org/redeco/espanol/actualidades/cursos/Anuncio01-7.html

First Course on Tropical Briology

This course will be imparted by the Costa Rica University (UCR), San José, Costa Rica, on 12 - 22 February, 2001. It is intended for students and young professionals interested in career development in the field of vegetal biology. A panorama of the group floristic knowledge in Latin America will be presented. **For further information:**

Dra. Inés Sastre-DJ
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PO Box 9012
Mayagüez, Puerto Rico 00681-9012
I_Sastre@rumac.upr.clu.edu

First Latin American Congress: Challenges and Perspectives of Rural Development to Achieve Gender Equality

The Congress will meet on 24-26 January, 2001 in the Agronomic and Tropical Centre for Research and Teaching (CATIE) Turrialba, Costa Rica. The following topics will be addressed: rural development with a gender perspective; education and research for rural development; public planning and policies and alternative NGO programmes for achieving equity; the rights of rural women; and technology and production for achieving equity in rural development. The organising institutions are the Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias, Universidad Autónoma Chapingo, Colegio de Postgraduados, Dirección General de Educación Tecnológica Agropecuaria,

Red Nacional de Promotoras y Asesoras Rurales, CATIE and the Asociación de Egresadas de Chapingo.

For further information:

aech@prodigy.net.mx

Tropical Dendrology in Costa Rica

This course has been offered since 1993 and professionals of diverse specialisation fields related to natural resources have taken it. The methodology has been successfully used for over 30 years in the American tropics, utilising field features from leaves, branches, bark, secretions, odours, etc. and didactic techniques that facilitate the learning process. The course will be imparted on 12-24 March, 2001.

For further information:

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Centro Científico Tropical
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Tel.: (506) 225-2649. Fax: 253-4963
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hjimenez@sol.racsca.co.cr
www.geocities.com/RainForest/9148/
dendrologia.html

CUBA

Second International Workshop on Pollution and Environmental Protection

The Centre for Fishery Research (CIP) convenes the (CONyMA'2001) to take place in Havana, Cuba on April 24-27, 2001. The main purpose is to facilitate the meeting of experts of different disciplines, with the fundamental goal of contributing to the knowledge of the anthropogenic processes that affect the aquatic environment, in order to protect the ecosystems and the natural resources. Summaries, in English and Spanish, must be submitted by March 15, 2001 and may be sent by electronic mail.

For further information:

M.Sc. Gustavo Arencibia Carballo
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La Habana, Cuba
Tel.: (537) 29 71 07. Fax: (537) 24-9827
gustavo@cip.fishnavy.inf.cu

Third Event of Vegetal Biotechnology, Bioveg 2001. Genetic Improvement of Plants: Current trends and perspectives

The meeting will take place in Ciego de Ávila, Cuba, on 16-20 April, 2001. It is organised by the Bio-plant Centre of the Ciego de Ávila University. The main subjects to be addressed are: genetic transformation; plant-pathogen interac-

tion; molecular indicators; selection and conservation of genetic resources; plant dissemination; metabolic engineering and natural products.

For further information:

bioveg@unica.edu.cu
www2.cuba.cu/ciencia/ibp/bioveg.html

HONDURAS

ICSED Courses on Natural and Environmental Resources Management (GRENA's)

GRENA's is a cycle of post-graduate courses intensive, participatory and practical, designed to provide, comprehensively but synthesised, the principal theoretical, methodological and practical elements for better exploitation of natural resources in a context of productive efficiency, economic profitability, social equity and sustainability. Each course requires full time attendance and takes between 10 to 11 days, imparted by highly qualified international professionals.

For further information:

Sr. Exequiel González P.
Centro Interamericano para el Desarrollo de Ecosistemas Sustentables (ICSED)
Tel.: (562) 202 1137. Fax: (562) 202 1142
centro@icsed.org

MEXICO

Courses of the University Environmental Programme

The University Environmental Programme of the National Autonomous University of Mexico (UNAM) offers several courses throughout the year related to aspects of environmental pollution and its effects on human health; management, treatment and disposal of municipal solid and hazardous waste; treatment of residual waters and water management; air and water pollution; environmental analytical chemistry and risk analysis; management of forestry resources; as well as to diverse instruments for environmental management such as ecological order, environmental law and education, among others.

For further information:

Programa Universitario de Medio Ambiente
Circuito Exterior, Ciudad Universitaria
Tel.: (52) 5606-1043. Fax: 5550-8834
puma@servidor.unam.mx
http://serpiente.dgsca.unam.mx/puma/

Symposium on Environmental History

The Ecology Institute of Mexico and

UNESCO organised this symposium in which experts from all over the world will be addressing this subject. It will be held on 22-25 February, 2001 in Xalapa, Veracruz.

For further information:

Dr. Sergio Guevara Sada
guevara@ecologia.edu.mx
Dr. Alfred H. Siemens
asiemens@interchange.ubc.ca

PANAMA

Eighth International Course on Project Design and Analysis for Management of Biological Diversity

The course is organised by the University of Panama, the Institute of Environmental Science and Biodiversity (ICAB), the Centre for Conservation of Biology (CCB), and Stanford University (California, USA), on 15-30 January, 2001 in Humedales de Montijo, Veraguas and Cerro La Vieja, Coclé, Panama. The general objective is to promote alternative training processes for students and professionals in Latin America in project development, to confront the crisis of biological diversity. The specific objective is to study in depth theoretical and methodological concepts important for the development of monitoring programmes and biological diversity management, by means of combining ecological theory with the design and analysis results.

For further information:

www.stanford.edu/group/CCB/Courses/
resumenpana.htm

DOMINICAN REPUBLIC

New Projects of PPS/FMAM

On 2 June, 2000 twenty-five projects started operations related to biodiversity management, use of renewable energy sources and aquiferous protection. These projects belong to the Small Subsidiary Programme of the Environment Global Fund (PPS/FMAM), co-ordinated in the Dominican Republic by the *Fondo Pro Naturaleza* (PRONATURA) and the National Planning Office (ONAPLAN), and managed by the United Nations Development Programme.

For further information:

Fondo Pronaturaleza (PRONATURA)
Calle Paseo de los Periodistas 4, 2o. piso
Ensanche Miraflores, Santo Domingo
Tel.: (809) 687-5609 / 687-5878
Fax: (809) 687-5766
pronatura@codetel.net.do
www.redid.org.do/pronatura

GUATEMALA

NATIONAL NETWORK OF ENVIRONMENTAL TRAINING AND RESEARCH (REDFIA)

REDFIA was established in 1996, within the context of UNEP's Environmental Training Network for Latin America and the Caribbean, with participation from the universities of San Carlos, Rafael Landívar, Guatemala Valley, Mariano Gálvez and Rural of Guatemala, together with the Association for Research and Social Studies, the Latin American Faculty for Social Science and the National Commission for the Environment.

After six years of operations, REDFIA has turned into the national authority in charge of catalysing research and environmental education initiatives, as well as promoting and co-ordinating efforts to open spaces for dialogue, reflection, analysis, discussion and reaching agreements in aspects related to the management of environmental and natural resources.

The six main subjects of REDFIA's work are: training and education; research; diffusion and popularisation; pronouncements before decision-making authorities; follow up of the seminar-workshop "The university and its commitment to the environment"; and management of national and international

co-operation to provide support for different projects.

Within this context, REDFIA has prepared and submitted to the Ministry of Education of Guatemala and to the Consultative Commission for Educational Reform, a proposal for the inclusion of environmental education in the Educational Reform Process, which starts from a local and participatory diagnosis carried out by the educational community, and where the key subjects to be included as transversal subjects in the educational project stem from. Each of these subjects has its own general objectives and values and a minimum of content for the protection and sustainable use of natural resources.

The key subjects have the Universal Declaration of Human Rights as a framework of reference, making flexibility and adaptability to the local, regional and national context their main foundation, and allowing the inclusion of the context own values and those of the educational project intended to be developed in the community. Among its main components it envisages the society-nature interrelation, the environmental

deterioration process and a methodological proposal for education with certain values through transversal themes. On the other hand, and bearing in mind the need for reaching social and political consensus regarding environmental and natural resources management, which are politically viable and have a linking effect between the government and civil society, REDFIA intends to organise a "National Dialogue on the Environment and Natural Resources". This event would create a space for reflection, discussion, analysis and would seek comprehensive and representative social agreements, supported by the principles of participatory democracy on the rights and obligations of Guatemalan citizens and of the State's obligations and power in its relationship with the environment and natural resources. The main objective is to reach agreements that allow the establishment of environmental policies coherent with the needs of human, social, economic and cultural development.

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ACTIVITIES OUTSIDE THE REGION

BELGIUM

Masters on Human Ecology

The Free University of Brussels is offering this postgraduate programme backed up by the Human Ecology Network, which unites nine universities in Belgium, France, Switzerland, Italy and Portugal. The design of the curriculum is intended to reflect the present way of thinking about human ecology and sustainable development, by means of providing an integral view of human inter-action with the environment, underlining the study of individuals, societies, populations and institutions. For the 2001 promotion it is important that scholarship applications are received no later than 15 February. **For further information:**

Serge Elliot
VUB, Human Ecology Department (GF)
Laarbeeklaan 103, B-1090
Brussels, Belgium
Tel.: (32) 2-477-4281. Fax: 2-477-4964
sgillot@meko.vub.ac.be

CANADA

"Telling Our Stories", Seventh Annual Meeting of the Canadian Environmental Network

Organised by the Canadian Journal of Environmental Education and the Environmental Education Association of the Yukon, the meeting will be held at the Yukon College, in Whitehorse, on 18-20 July, 2001. It will focus on environmental education in the Northern Hemisphere but will also address education and wild habitat, the role of experience, natu-

ral history and circum-polar perspectives.

For further information:

Canadian Journal of Environmental Education
Yukon College
Box 2799, Whitehorse, Yukon Y1A 5K4
eecom2001@yukoncollege.yk.ca
cjee@yukoncollege.yk.ca

ISRAEL

Environmental Management and Planning Programme

The Gallilee College is the leading training institution in Israel for senior managing staff from developing countries. For the current year, a special programme in Spanish for professionals from Latin America has been drawn up. The course will take place on 7-26 March, 2001. **For further information:**

Rosana Resnik, Directora

Departamento Latinoamérica
Galilee College Israel
Kiryat Tivon 36000
Tel.: (972 4) 983-7444. Fax: 983-0227
resnik@galicol.ac.il
www.galicol.ac.il

NETHERLANDS

Internet Course on Water

The University Network (NTU) and the IRC International Water and Sanitation Centre are organising a three-week course for professionals on water issues to be imparted from 15 January through 2 February 2001. This course offers and

introduction to institutional change in the water sector, access to a knowledge network through which participants share experiences, a guide for the main sites and links of the sector and a learning-discussion group atmosphere from which collaboration for development may be obtained. **For further information:**

Mona Hansen
Project Co-ordinator
The (European) Network University, (TNU)
Oude Turfmarkt 141
1012 GC Amsterdam
Tel.: (0)20 525-5302
watersharing@netuni.uva.nl
www.netuni.nl

SPAIN

Course on the Creation of Models for Ecology and Management of Natural Resources

This 20-hour course, available throughout the year, includes applications in studies of environmental impact, management of natural resources and projects of regional planning. It includes the simulation software. An Official Specialisation Diploma from the Polytechnic University of Catalunya is conferred.

For further information:

<http://lambda.upc.es/catedraunesco/cursos/castella.htm>

NON-GOVERNMENTAL ORGANISATIONS

BRAZIL

Universidade Livre do Meio Ambiente (UNILIVRE)

To lengthen benefits from environmental management in Curitiba, the Prefecture of this city established in 1991, the *Universidade Livre do Meio Ambiente* (UNILIVRE). Sometime afterwards, in 1992, its administration was transferred to a non-profit civil association specially created for this purpose, which was recognised as "of public usefulness" by the municipal and state legislation. The mission of UNILIVRE is to disseminate practices, knowledge and experiences related to environmental urban issues with the object of raising and consolidating public conscience and a position that effectively contribute to improving the quality of global life standards. To reach this goal, it is co-ordinating groups of thematic subjects, does research work and offers courses, seminars and consultancies among other activities.

For further information:

Universidade Livre do Meio Ambiente
Rua Victor Benato 210 – Barrio Pilarzinho
82.120-110, Curitiba, PR
Tel.: (41) 254.7657 / 5548. Fax: 335.3433
unilivre@unilivre.org.br
www.unilivre.org.br

CHILE

National Network for Ecological Action (RENACE)

RENACE is an organisation that favours citizenship active participation for the establishing of an ecological society. Its members are governmental and non-governmental organisations and its

objectives are: to promote the exchange of information and experiences among individuals and organisations working towards an ecological society; to encourage mutual support among citizens organisations working for the environment and to contribute to their instruction; to promote common actions among citizens organisations with the purpose of contributing to the solution of environmental problems that trouble the population; to encourage and facilitate the establishing of training instruments and technical and legal support for members of the Network; and to support editing, publishing and promotion of texts that contribute to the strengthening of citizens organisations working for the environment and helping to achieve the Network's goals. **For further information:**

Red Nacional de Acción Ecológica
Seminario 774
Ñuñoa, Santiago, Chile
Tel.: (56-2) 223.4483. Telfax: 225.8909
enace@rdcl.cl
www.renace.net

MEXICO

Xochitla Foundation

This is a non-profit civil association that owns seventy hectares of land in the Tepozotlán municipality in the state of Mexico. The word Xochitla (in náhuatl) means "the place where flowers are plentiful" and that is precisely what its purpose is, to provide a permanent green area where man and nature can meet. Besides its mission to develop, consolidate and guarantee the permanence of such a place with the participation of and for the benefit of society, Xochitla offers

educational programmes and special events for schools, companies and organised groups. Also, there are weekend workshops for the public in general in which through games, audio-visual presentations and didactic courses, it intends to raise awareness towards nature and the conservation of the environment.

For further information:

Fundación Xochitla
Tepozotlán, Estado de México
Tel.: (52) 5895.0390 / 92 / 94
contact@xochitla.org.mx
www.xochitla.org.mx

PERU

Pyramid Cultural Association

The objectives of this association are: to contribute to the achievement of a harmonious and sustainable social development in Peru and throughout Latin-America, by means of educational and cultural activities, instruction and the exchange of knowledge, communication and research. It intends to achieve the improvement of knowledge, attitudes and awareness of the population towards different subjects of social and natural science, health, art, and the technical areas, as well as further the adequate management, conservation and valorisation of natural and cultural resources of the planet, based on the principles of ethnic equity and gender and maintaining harmony and peace among humans and with nature. **For further information:**

Eloísa Trellez Solís, Presidenta
Asociación Cultural Pirámide
Calle Diego Ferré 387-F
Miraflores, Lima 18
Telfax: (511) 446-1487 / 444-2691

INTERNATIONAL MEETING OF EXPERTS ON ENVIRONMENTAL EDUCATION: NEW PROPOSALS FOR TAKING ACTION

Santiago de Compostela, Spain, 20-24 November, 2000

The International Meeting of Experts on Environmental Education: New proposals for taking action, was held in Santiago de Compostela, Spain on 20-24 November, 2000, sponsored by UNESCO and the Galicia Xunta with the object of reviewing progress and perspectives of environmental education for this new millennium. The Conference work was centered on five main areas: globalisation and environmental complexity, poverty, peace, biodiversity and tourism in mountain ecosystems. Its practical purpose was to draw up guidelines and proposals for carrying out activities within the framework of Chapter 36 of Agenda 21, as well as working out directions for updating and renovating of environmental education with a view towards the Rio+10 Conference. The following is an advance view at framework ideas and principles for taking action, which were discussed within the field of Environmental Education faced with Complexity and Globalisation. Drafts are still to be revised before the Conference official documents are published.

Framework ideas

1. The globalisation concept has transcended geographic and economic levels and has been assimilated into the cultural, social, political and psychological context and therefore, it attains a historical dimension. "Global" can either refer to international relations or anything in daily life; it affects the entire world population and involves every single individual and community. Globalisation, so understood, is one of the main characteristics of contemporary reality that must be considered when anticipating the future.

2. Critical speeches on globalisation, within which we place ourselves, question the merits of a world joined together by the market as the main cohesive element. We affirm that economic, social and cultural relations and interdependencies established between individuals do not respond to equity and solidarity criteria in this new order. We formally denounce that globalisation may result in cultural homogenisation and social alienation. The ineffectiveness of national governments faced with problems that escape the limits of their sovereignty combined with the absence of effective transnational government authorities, is generating a vacuum conducive to violation of individual and collective rights and abusive exploitation of natural resources. Within the context of economic globalisation, the environment is considered to be only a reserve of resources to meet human needs. Environmental education (EE) must insist on other environmental dimensions and values, particularly in the line of its intrinsic value as a vital system and cultural heritage.

3. EE must regard globalisation as a reality to be taken into consideration when promoting changes necessary for the reconstruction of estranged relations among human beings, among societies and between human beings and nature. It must unveil and demonstrate the adverse effects that such phenomenon generates, explaining how it affects the lives of individuals and communities and pointing out at the same time, the role played by these people in the problems caused or

made worse by it. EE must expose the complex relationships affecting environmental problems: economic, political and ecological.

4. EE recognises that the environmental crisis is also a problem of the development of knowledge. The technocratic belief that science by itself will end up offering definite solutions for environmental problems is now proving to be false. The inherent complexity of the globalisation process contributes to hide and make incomprehensible the role that individuals, communities and societies play in the generation of the socio-environmental dilemma. Within this context, it is also frequent that people feel impotent, ignore responsibilities and be inhibited when faced with the possibility to try out other alternatives in view of what they perceive as a threat, difficult to understand and define. EE must propose theoretical and ethical frameworks, as well as promote actions to enable communities and individuals to critically analyse what is ecologically unsustainable and socially unjust in the globalisation process and promote whatever changes are necessary at different levels.

5. EE must include the issue of cultural globalisation in its agenda of work and reflection. Homogenisation is simplifying cultural diversity and generalising unsustainable life styles, therefore, EE must defend cultural diversity as a form of guaranteeing that individuals and peoples may carry out their projects to develop sustainability. Sustainability, as one of the possible frameworks of EE in years to come, must be permanent and critically revised with a dual purpose: to avoid its use in order to disguise developmental and unsupportive approaches and prevent its indiscriminate application in any initiative associating education and environment. Along this line it is necessary to interpret the term "sustainability" into intermediate values: sufficiency, efficiency, durability, solidarity, moderation, participation, responsibility, equity, voluntary simplicity, communitarianism, prevention, etc. These values are more operative for the development of "practical" ethics guiding any EE initiative.

6. It is necessary to revise the slogan "act locally, think globally" in order to investigate how to connect what is local to what is global, whether by means of reflecting or acting. In this sense, any EE strategic programme or project, local or regional, must establish connections between its territorial issues and their global involvement and vice versa. "To think and act locally", "to think and act globally" might be complementary slogans. What is local cannot be isolated from what is global, but what is global must not impose upon what is local.

Principles and proposals for action

1. It is essential to clearly define the specific role of EE in understanding the complexity and holistic character of environmental realities, particularly in relation with the contemporary phenomenon of globalisation.

EE offers its own views and codes on these issues, as well as

its own approaches that may be illustrated by means of case studies, such as the problem of water as an object of an environmental market; the case of genetically modified organisms and their ecological, economic and social impact; or the issue of environmental risks.

EE invites participants to analyse and understand the biophysical aspects of these problems, critically situating them with respect to social aspects (cultural, political and economical). It also invites the seeking or creating of solutions at different levels (individual, community, political, etc.) in order to eradicate causes and repair the effect of impacts at both levels, biophysical and social that are closely related.

2. It is also necessary to establish the objectives of EE given the complexity and globalisation of such issues as:

a) Becoming aware of the complexity of environmental phenomena and the interdependency between the physical and social world and its ecological, economic, ethical and artistic dimensions;

b) Analysing complex environmental realities and develop pertinent cognition that allows the development of an interdisciplinary position and favours a knowledgeable dialogue;

c) Exploring characteristics and involvement of the contemporary globalisation phenomenon;

d) Developing a critical view towards positive and negative aspects of globalisation;

e) Contributing to restore ethical aspects of the human-nature relationship, collaborating in the reestablishment of moral links between human beings and the live non-human world;

f) Taking into consideration the different ways to approach the environment (rational, intuitive, emotional);

g) Connecting local, regional and global aspects from the perspective of a complex world and the need for co-ordination;

h) Developing a know-how and a capacity-to-do in order to confront the adverse aspects of globalisation; and

i) Using imagination and creativity to find alternative answers to the problems, in order to strengthen capacity for transformation.

3. It is important to value and enrich the pedagogical heritage of EE, offering a repertory of strategies and appropriate pedagogical models for dealing with complexity issues and the global character of environmental realities, particularly those concerning the phenomenon of globalisation. It is also necessary to stimulate the development of new pedagogical proposals to deal with such topics as:

a) Analysis of the ecological influence;

b) Analysis of the social and ecological genealogy of consumer goods;

c) Analysis of bio-regional type processes;

4. EE should incorporate a culture of evaluation that permits to orientate the constant improvement of its practice. Such

evaluative discipline must involve every phase of EE's devising and the adoption of a negotiating and mediatory role by means of participatory practices.

5. It is essential to surpass the evident contradiction between the central role assigned to EE and the limited economic and human resources assigned to it. A genuine interest in environmental education must be manifested by the allocation of sufficient resources.

6. EE must also be part of educational programmes for politicians and environmental managers with the object of combining complex and integrated perceptions of reality, in such a way that it will revert to the benefit of decision making and the way in which environmental issues are dealt with.

7. EE must expand its curriculum to include globalisation-generated issues. For this purpose it is important to start from active and participatory research strategies that will allow a complex overview of reality and of educational processes that approach such reality. For this task, universities and research centres must play a central role.

8. It is essential to define new fundamental concepts that will lead to interdisciplinary convergence. Some of these concepts are already being worked on, such as interdependency, awareness of limits, evolutionary processes, uncertainty, multicausality, risk, etc. These and other concepts must be identified and incorporated as transverse axis in every curriculum of any educational scenario, formal or non-formal. Such a novel conceptual framework also requires devising appropriate research and evaluation methodologies and instruments, coherent with a perspective from complexity.

9. It is essential to include in EE's programmes and actions, formal and non-formal, a culture related to the prevention of major risks derived from environmental imbalances caused by human activity.

10. Genetic engineering and biotechnology, applied to human and other species, are opening a new field for reflection and action for EE. The complexity of ethical, economic, political and ecological issues, which must be solved in the following years, demand answers that must also be educational.

11. The New Information and Communication Technologies (NICT) have a great potential to accede to an increasingly globalised and complex world. EE must make critical use of these advantages with the purpose of creating educational networks for the exchange of ideas, intercultural dialogues and action co-ordination. It is decisive to value the quality of accessible information, as well as the ethical and methodological usefulness and coherence of educational and environmental experiences that use NICT to function.

12. EE must contribute to the design and implementation of quality communication and educational plans in order to involve the mass media in the treatment given to environmental issues from an integral and complex perspective. It is very important that EE contributes to unmask the media people when they present technology as the only possible means for solving environmental problems.

POSTGRADUATE SYSTEM

ARGENTINA

Specialisation Course: Environmental Education for Sustainable Development

The Comahue National University and the Pedagogic and Trade Union School "Marina Vilte" of the Confederation of Workers in the Field of Education of the Argentine Republic (CTERA), have created this specialisation course as a space in which to provide a theoretical and political basis for the creation of pedagogic and didactic ideas that emerge, disseminate and consolidate, providing a viewpoint committed to justice, social equity, democratic values and sustainability. Furthermore, within this context, CTERA and the Ministry for Social Development and the Environment have signed an agreement to develop joint activities in their own jurisdictions to include the environmental issue and sustainable development as fundamental objectives of formal, non-formal and informal education.

For further information:

CTERA
Escuela Marina Vilte
Av. Rivadavia 2009, 2o. E (1033)
Ciudad de Buenos Aires
Tel.: (54) 4953-0491
ctera@wamani.apc.org

Sustainable Development Masters Degree 2001-2002

The Latin American Forum for Environmental Sciences (FLACAM) and the Lanús National University (UNLa) invite to this postgraduate course to be imparted in a part-time-attendance modality, adequate for accommodating needs and possibilities of working professionals. The course offers college graduates training in environmental projection strategies and capabilities for effective development management. The deadline for application is February 15, 2001. **For further information:**

Geógr. Lucía Pesci
Calle 57, 393
1900 - La Plata, Argentina
Tel.: (54 221) 425-6556
Fax: 425-7482
C.E.: flacam@satlink.com
www.flacam-red.com

BRAZIL

Postgraduate Course on Ecology, Conservation and Management of Wildlife

The Federal University of Minas Gerais, through its Institute of Biological Sciences, offers this course at Masters and Ph.D. level. The objective is to prepare specialists in this area with emphasis on management of animal and vegetal species, both aquatic and terrestrial, for sustainable development and the establishment of ecological mechanisms that generate and sustain biodiversity.

For further information:

Secretaria do Curso ECMVS
ICB/Universidade Federal de Minas Gerais
Av. Antônio Carlos, 6627
Pampulha 31270901
Belo Horizonte – Minas Gerais
Fax: (31) 499-2567
ecmvs@icb.ufmg.br
icb.ufmg/-ecmvs

COLOMBIA

Masters Degree on Caribbean Studies

The Institute of Caribbean Studies of the National University of Colombia (San Andrés Campus) offers this degree with the objective, among others, of preparing analysts at the highest academic level to contribute to the study and systematisation of knowings about the Caribbean in its geopolitical, cultural and social, and economic development aspects. **For further information:**

Sede San Andrés Instituto de Estudios Caribeños
Carretera circunvalar San Luis
Sector Free Town No. 52 -44
San Andrés Isla Colombia
Telfax: (098) 5131281 / 5131283
caribeno@col1.telecom.com.co

COSTA RICA

CATIE Postgraduate Courses

The Postgraduate School of the Agronomic and Tropical Centre for Research and Teaching (CATIE) offers the following advance courses: Master's Degrees: 1) Ecological Agriculture, with two majors: Phylogenetic Resources and Biotechnology, and Integrated Management of Plagues; 2) Tropical Agroforestry; 3) Management and Conservation of

Tropical Forests and Biodiversity with two majors: Management and Silviculture of Forests and Biodiversity Conservation; Integral Management of Hydrographic Basins; 5) Environmental Socio-economy, with the following two majors: Environmental Management and Administration, and Environmental Sociology and Economy. Doctorate Degrees: 1) Tropical Forest Sciences, 2) Tropical Agroforestry. **For further information:**

M. Sc. Emilio Mora Guzmán
Asistente Académico
Escuela de Posgrado
Código Postal 7170
Turrialba, Costa Rica
Tel.: (506) 556 1016 / 556 6431
Fax: (506) 556-0914 / 556-1533
posgrado@catie.ac.cr
www.catie.ac.cr

CHILE

Master's Degree on Environmental Education

The Faculty of Exact Sciences of the Playa Ancha University of Education Science (UPLACED) and the *Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas* (CPEIP) of the Ministry of Education organise this postgraduate course carried out in four full-time-attendance periods and four distance-learning inter-periods, culminating with the presentation and defence of a thesis. **For further information:**

Dr. Juan Camus Arancibia, Coordinador,
UPLACED
Facultad de Ciencias
Av. Bretaña 50, Playa Ancha
Casilla 34-V, Valparaíso, Chile
Tel.: (56 32) 281-190. Fax: (56 32) 286-713
C.E.: jcamus@uplaced.upa.cl
Prof. Claudio Molina Díaz, Coordinador,
CPEIP
Camino Nido de Águilas s-n
Lo Barnechea, Santiago, Chile
Casilla 16162, Correo 9, Providencia
Tel.: (56 2) 216-7602
Fax: (56 2) 216-7662

MEXICO

Master's Degree on Population

Mexico's Academic Headquarters of the Latin American Faculty of Social Sciences (FLACSO) announces its Master's Programme aimed at preparing specialists in the analysis of demographic processes and their interrelations with the environment, health, and labour markets,

as well as to design and evaluate projects of government institutions and NGOs. The programme has four specialisation areas: Population, Natural Resources and Environment; Population and Labour Markets; Population and Health; and Statistical Demography.

For further information:

Laura Cázares
FLACSO-Sede Académica de México
Coordinación de la Maestría en Población
Carretera al Ajusco 377 (km 1.5)
Col. Héroes de Padierna, 01000 México D.F.
Tel.: (52) 5631-7891 / 5631-7016
cazares@flacso.edu.mx
http://flacso.flacso.edu.mx

Master's Degree on Agroforestry for Sustainable Development

The *Centro de Agroforestería para el Desarrollo Sostenible* (CADS) of the Chapingo Autonomous University offers this programme to professionals from Mexico, Latin America and the Caribbean. **For further information:**

Dr. L. Krishnamurthy
Centro de Agroforestería para el Desarrollo Sostenible
Universidad Autónoma Chapingo
Apartado postal 88, 56230, Chapingo
Edo. de México, México
Telfax: (52 59) 540-516
krishna@mail.internet.com.mx
www.chapingo.mx

Doctorate (PhD) Programme on Environment and Development

This programme offered by the National Polytechnic Institute aims at preparing high level personnel that will contribute alternatives leading to the improvement of the relationship between society and nature. It is organised and taught by the Centro de Investigaciones Interdisciplinarias y Estudios en Medio Ambiente y Desarrollo (CIIE-MAD) and the Centro Interdisciplinario de Desarrollo Integral Regional (CIIDIR) in Oaxaca in the modality of tutored research, preparing individual specific programmes for each student. The promotion for this course

will be initiated in February 2001.

For further information:

www.ipn.mx/escuelas_centros_y_unidades/
ciemad.htm

PARAGUAY

Master's Degree on Environmental Management and Auditing

The programme of this postgraduate course offered by the American University has been designed to develop in students, the specific knowledge, creativity, initiative and capabilities needed for the formulation and implementation of adequate strategies for sustainable development. The programme offers the dual option to obtain a degree with Spain or Brazil. **For further information:**

Ladislao Nagy
Av. Brasilia 1100
Asunción, Paraguay
Telfax: (595 21) 291-965
universidad@uamericana.edu.py
www.uamericana.edu.py

THE ENTRE RIOS NATIONAL UNIVERSITY PROGRAMME FOR THE ENVIRONMENT (PUNERAMA)

The *Consejo Superior de la Universidad Nacional de Entre Ríos* (Board of Governors of the Entre Ríos National University) established PUNERAMA in 1993 in collaboration with the Research and Development Project (PID) of the "Sustainable Development Programme for the Gualeguay River Basin". It is an inter-academic unit programme that coordinates demand for appropriate technologies and knowledge in order to solve concrete regional environmental problems where the university is involved. Internally, the programme constitutes the driving force for the creation of a space for inter-discipline production. In this way, PUNERAMA intends to also participate as a social protagonist as part of its specific role in the production and implementation of alternative development models, to which its existence is conditioned. Likewise, it seeks to strengthen its integration into the local and regional environment whose development processes constitute part of its service area. Once the technical-scientific production has been fostered, inter-action would expand continuously to the social system, forming a supportive cooperation network with individuals, non-governmental organisations, governments and companies that will greatly widen its available resources and will make possible to further advance towards the programme's objectives.

Research:

The Research and Development Project "Systematising of resource data for management of sustainable development in Maria Grande, Hasenkamp, Tabossi and Viale and their respective service areas" drawn up by the department of Climatology of the Agricultural and Livestock Science Faculty together with PUNERAMA in 1999.

Formulation of the research-development project "Model for

the adaptation and improvement of an environmental management and sustainable development planning in Maria Grande and its service area".

Teaching:

The integration into the teaching department of the Education of Teachers Programme of the university, aiming at establishing a module that strengthens the incorporation of the environmental approach within this educational proposal. The co-ordination of the Programme with other faculties of the lectures for reflecting on environmental issues in which topics such as sustainability, equity, development, environment, gender, human rights, inter-discipline, poverty, research-action, universities, systems, complexity, paradigms and approaches are addressed.

Formulation of a proposal for teaching based on experiences, knowledge and development from PUNERAMA and its specific study area.

Extension:

To carry out university-environment meetings with the objective of generating a permanent favourable atmosphere for exchanging information, analysing reality, debate and collective drawing up of proposals aimed at the strengthening of institutional integration, a supporting trans-discipline and inter-sectorial practice, facilitating the incorporation of the environmental approach into college teaching programmes and contributing to the establishing of a network for collaborating in the promotion of sustainable development in the region. **For further information:**

punerama@cu.uner.edu.ar

EDUCATION ON DIVERSITY, COMPLEXITY AND SOLIDARITY

By Carlos Galano*

Since 1993, the Confederation of Workers in the Field of Education of the Argentine Republic (CTERA), has approached the environmental issue as a strategic aspect to devise a cultural model that favours development without exclusions, more just and human, and a socio-productive model that does not devastates society and nature. In other words, two models that have their correlation within an educational inclusive project. This theoretical, instrumental and ethical approach materialises as a programme of the CTERA Pedagogic and Trade Union School “Marina Vilte”, forming a work group whose participants have diverse specialisations and come from different parts of the country.

The incorporation of the environmental issue into the educational reasoning, means that CTERA has to get involved in the field of training of teachers starting from a critical analysis of the institutions’ daily activities, their pedagogic practices and within the context of the position that the model assigns to educational activities, according to what is established in the document “Training for a Sustainable Future” of the Conference held in December 1997 in Tesseloniki.

“It is within this context that educating public opinion and raising its awareness is a priority to create conditions for sustainable development. Ethical values such as equity are instilled through education in its most ample sense. Education is also essential in order that people may put its ethical values at the service of well-founded and ethical options. With time, education also has a bearing on cultures and societies, inciting concern for unsustainable practices and their capacity to face up to and induce changes. In reality, the potential of education is enormous. Not only does it permit to inform the people, but it can also make people change. It is not only an instrument for personal erudition, but also a tool for cultural renovation. Education does not only offer the necessary scientific and technical capabilities, but also offers motivation, justification and social support to acquire and apply such capabilities. Education improves people’s capacity to transform its ideas of society into functional realities. It is for all these reasons that education constitutes the main agent for transformation towards sustainable development.”

The educational programme for sustainable development that CTERA is promoting in the area of teachers and trade union education, includes the following activities:

1. Postgraduate course on “Environmental and Sustainable Development Education”. This proposal intends to create a space that could provide the basis for a theoretical and political support that permits the developing of pedagogic and didactic ideas that emerge, propagate and consolidate providing a viewpoint of committed to justice, social equity, democratic values and sustainability.

For the time being, it is not possible to consider solving

the environmental conflict from the point of view that suggests an Educational Reform that reaffirms the central elements of a development model, intensely destructive of nature and devastator of biological and cultural diversity, which translates into greater inequality and an unsustainable scientific and technological model.

To deal with the environmental crisis from the field of education and from the strong image of public school, means to introduce an idea based on three substantial elements:

a) Dealing with redesigning the society-nature relationship from diversity, complexity and sustainability;

b) Studying in depth the incorporation of theoretical pedagogic, political and social elements that get over the fragmentation of the knowledge barrier, as well as the science and cultural barriers that promote the model of exclusive neo-liberalism thought; and

c) Questioning power concentration, which is responsible for the exclusion and environmental and social degradation.

2. Training workshops for trade union leaders and school delegates. It was necessary to raise the question of including the environmental issue in the trade union and educational reasoning from a comprehensive perspective that integrates all points of view. For this reason, it was deemed indispensable that this subject should be the responsibility of CTERA’s Base Line Entities, together with other trade union organisations committed to the development of a society model for imparting knowledge and a style of alternative development instead of the one that is now being offered to us as the only option.

During this year, and within this framework, five “workshops for trade union leaders” will be carried out in different parts of the country: Cuyo, the Center, Patagonia, Buenos Aires and the Northeast.

3. Workshops/seminars/ for teachers. This proposal for training of teachers coming from the workshops/seminars on Environmental and Sustainable Development Education, intends by means of collective development to provide a space for imparting knowledge, and a style of alternative development instead of the one that is now being offered to us.

As background information, a seminar/workshop with similar characteristics, was organised in Ingeniero Jacobacci, Rio Negro in 1997, resulting in a practice of enrichment and mobilisation. This experience was reproduced, almost exactly, during the Regional Meetings on Education, Integration and Sustainable Development.

The programme included Regional Meetings on Education, Integration and Sustainable Development with the purpose of contributing to reconstruction of networks or social fabric that interact in the instruction field with NGO, intermediate organisations, municipalities and other trade unions, national

* Escuela Pedagógica y Sindical “Marina Vilte”; Confederación de Trabajadores de la Educación de la República Argentina

and international.

Likewise, the first meetings on specific environmental issues were initiated:

- a) On soils, in the Sastre locality, Santa Fe province;
- b) On arid lands, in San Juan city, San Juan province; and
- c) On metropolitan areas in Buenos Aires.

Since the programme started, there were various adherence to international organisms:

In the International Conference “Training for a Sustainable Future” held in Tessaloníki, it was declared that “there is consensus with respect to education being the most efficient means of society to face up to the test of the future and, in fact, education will shape tomorrow’s world. Progress increasingly depends on the performance of educated minds in relation to research, invention, innovation and adaptation”. It also suggests that “reorientation of education as a whole towards sustainability, involves every level of formal, non-formal and informal education in all countries. The concept of sustainability not only covers the environment but also poverty, health, food security, democracy, human rights and peace. Sustainability has become a moral and ethical imperative in which cultural diversity and traditional knowledge must be respected”.

Within the framework suggested by UNESCO’s declaration at the Second Congress of the Education International, held in Washington, D.C., USA, on 25-29 July, 1998, with respect to Sustainable Environmental Development, it is recognised that education personnel as an organisation affiliated to the Education International, whose demands impel social progress, have a role to play as promoters of the social way and must defend a sustainable environmental development through education. It also “recognises that education at every level, including education of trade union members, is a vital component of a coherent policy for a sustainable environmental development”.

The commitment accepted by CTERA as member of the Alliance for a Responsible and Supportive World, for transforming our way of thinking and the way we live in order to avoid the auto-destruction resulting from a prevailing life style, it is presently reaffirmed and fostered by the activities carried out and programmed by the Marina Vilte school.

Postgraduate Course: Specialisation on “Training for Sustainable Development”

This specialisation is directed towards favouring the process of understanding, appropriation and a new meaning of theoretical and methodological tools that teachers need for reflection in their practice and on the development of knowledge in the educational field. In particular, and from a complex viewpoint that contemplates socio-cultural diversity within a framework of an inclusive society and participatory democracy, they must reflect on those topics connected to environmental education and sustainability. Those actions that allow projection in school rooms of possible answers to the serious imbalances brought about by the present predominant model of fragmentary, reductive and unidirectional character, which generates numerous environmental conflicts, must also be subject to reflection, as well as pedagogic practices that help a dialogue between economy and ecology, conducive to achieving an ecological economy. In other words, this course intends to contribute elements that, from a scientifically

comprehensive approach, favours the consolidation of a critical position that permits the teacher to give new meaning to the ecological conscience and acquire capabilities to enable him/her to be part of research groups on training for sustainable development or other related fields.

To put the problem into context meaning the training on sustainable and democratic development in the present world, wounded deeply by polarisation between the poor and the rich, surrounded by environmental deterioration and devastation of natural and human resources, is also to situate the core of reflections within the crisis being experienced by the contemporary cultural and scientific model.

We are immersed in the simultaneous complexity of a triple crisis: between the two hemispheres; between the rich and the poor; and between man and nature. However, the dominant paradigm approaches it from a fragmentary, reductive and unidimensional point of view, which accentuates the inclination towards economy of an anti-ecological and de-humanised horizon, freeing humanity from its context in order to favour a socio-productive model based on the profit philosophy of which one consequence is the annihilation of nature, of culture, of educational systems and of humanity itself.

The different types of tension considered in this triple crisis become more complicated when the conflict among the population, natural resources, technology and the environment, hedonism, poverty, the media and the intellect are accentuated. Which prompts to say Juan Antonio Blanco say “that this cultural model from the end of the twentieth century does not only contaminate ecology but also the social contents; not only generates non-recyclable garbage by ecological means but also human surplus difficult to recover socially. It is an integral culture of human and material waste”.

In order to make progress in dismantling an irrational cosmic vision, hatched from technological rationality, it becomes necessary to deal with epistemology from which the present scientific, political, sociologic and productive imagery has emerged.

We have said that the modern crisis is expressed differently but it particularly manifests in a cultural deep sense of unease. Habermas, in characterising the prevailing development model, places it in the middle of the ecological and anthropological imbalance and the rupture of the international system, where multiple factors converge brought due to a crisis in the sameness itself, in others and in the other. It is as if an expanding universal premonition of the old precepts and foundations that have guided us up to now would wobble. It is also true that in times of crisis, a critical thought develops that openly debates about specialisation, the system, culture and the involved world conception. For this reason, and in spite of the anguish and chaos, the moments of crisis present a good opportunity for creative thinking.

The Newtonian scientific model, dominant in the West for the past three centuries, was developed on the principles of disjunction, reduction and abstraction. Such image, mechanical and unidimensional, overstated by rationalism, makes up what is considered the paradigm of simplicity that has oriented and controlled the magic spell of thought, its actions and consequences for such a long time.

The integral approach of the ecological conscience, as complex as the idea itself of ecosystem and dynamic balance,

will constitute a singular metaphor for referring the relationship between society and nature. This with the purpose of defining the orientating nucleus of sustainable development and the curricular perspective that will guide the educational system, invigorated by the fabric of open and democratic interdisciplinary spaces.

The new paradigm, which is generically called the paradigm of complexity, based on the principles of cultural dialogic, resourceful in the shape of a curl and “hologrammatical” conception of knowledge and reality, nurtures and invigorates itself by the interaction order-organisation-disorganisation. It is a multiple verse that, as Edgar Morin says, “is composed by auto-organising processes where each system creates its own determinants and its own finalities”.

Development, from the paradigm of simplicity, was thought to be a model in which it was possible to multiply assets and improve the quality of life by means of permanently incorporating science and technology for the transformation of natural resources. This form of organising growth was proposed around the so called instrumental reason, an omnipotent requisite to organise production, distribution and consumption, generating a development concept that has produced strong asymmetries and exclusions and therefore, animated discussions, since the social aesthetics it promotes is a landscape with immense suffering for rural cultures and urban spaces and a colossal devastation and depredation of nature.

Consequences of scientific and technological development of the implosion of work division and mega-development of the market sphere are evident within the deep matrix of the triple crisis. These pillars of modernity have become the source of “economicist” mythology that promotes greater polarisation of society, as well as a production and consumption method that inexorably leads to a true planetary agony leaving unsolved the problem of problems: “the impossibility of the world to become world and the impossibility of humanity to become humanity”.

Thus, it is not possible to continue accepting a cultural model that generates unsatisfied basic needs, wastes natural and human resources and ignores great potentials of work and creativity, transforming education into an instrument to serve this model. This situation is crystallised with the educational reform to which a major boost has been given during the last years. Such reform pretends to place the school at the service of the deep economic and productive restoration process that is being carried out, adjusting it to the dynamics of the work

market. This dynamic includes under the same conditions teaching activities, reducing it to a mere passive participation, from an educational reform oriented downwards, and turning the teachers into technicians with the only purpose of being carriers of what others want to transmit from outside the school room. In particular, a very clear objective is detected: emptying and weakening public schooling.

These challenges that we confront today, will necessarily have a space in the education field, non-transferable to give fresh impetus to ethical, scientific and cultural transformations that permit the rebuilding society without exclusions. Educators and sector workers have a place in this scenario, all of them facing a captivating challenge linked to the development of knowledge and to a novel socio-cultural imagery in which ideals of a more egalitarian and supportive society and a production model respectful of humanity and the environment, may crystallise.

Objectives of the course

- To promote activities for training and establishing educators networks and/or other social actors who deal with the environmental issue, particularly environmental education, sustainability and social equity as basis of pedagogic practice from the point of view of complexity, diversity and participatory democracy.

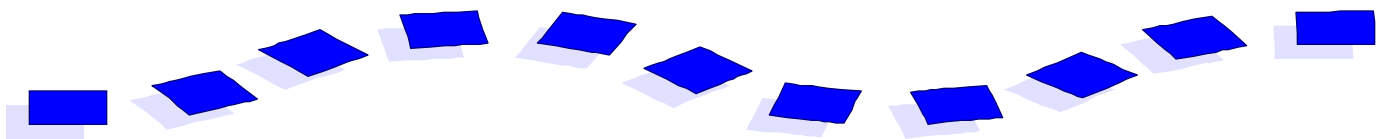
- To propose the discussion, development and incorporation of knowledge related to the Training for Sustainable Development, based on scientific, technological, social, political and educational horizons, capable of providing answers to the serious imbalances brought about by the hegemonic model.

- To demonstrate that it is possible to work out a pedagogic and learning-on-the-job practice set within the framework of an inclusive society model.

- To critically deal with the dimensions acquired by the environmental conflict, promoting the development of active commitments aimed at productive sustainability and social equity.

- To approach a critical dialogue between economy and ecology proposing the establishing of an ecological economy, identifying the social actors who take part in the processes of developing sustainability of peoples.

- To restore the image of public school as a space capable of inside production and outside projection of guidelines for participatory democracy and environmental sustainability.



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