

Letter from the editor

On the sustainable development agenda, environmental education has extended beyond its role as a tool in environmental management programmes and is taking root within a citizen movement – and society as a whole – to guide the civilizing change being sought through the construction of sustainable societies. In recent months, this has been reflected in the environmental education activities and programmes of universities, unions and networks of educators, non-governmental organizations and citizen groups, as well as in the progress made in the environmental education policies of the governments in the region of Latin America and the Caribbean. Thus the processes that will guide and give content to the Decade of Education for Sustainable Development 2005-2015 are becoming established as a vigorous, ongoing education process, founded on environmental thought and ethics.

The environmental education movement in Latin America is notably affected by the wide scattering of initiatives and activities, most of which are implemented outside the institutional frameworks of formal education. Recognizing the backlog in environmental education at the basic level, the Forum of Ministers of the Environment of Latin America and the Caribbean recommended that the UNEP Environmental Training Network should make special efforts to foster environmental education in the basic education systems and to prepare and distribute education materials for that level.

The Second Iberoamerican Forum of Ministers of the Environment, held in Bávaro, Dominican Republic, in June 2002, also requested UNEP and the Secretariat for Iberoamerican Cooperation (SECIB) to prepare and distribute environmental education textbooks for the basic education system in Iberoamerica. In an initial phase of this project, UNEP and SECIB conducted a study that identified and evaluated some 300 basic textbooks and teachers' guides prepared in the countries of the region in the field of environmental education for initial, primary and secondary education levels (www.pnuma.org/educamb/esp/documentos.htm). This study was presented at the Third Iberoamerican Forum of Ministers of the Environment, held in Oaxaca, Mexico, in October 2003. The Forum approved the proposal to move forward into a new phase of the project, so as to prepare prototypes of basic environmental education textbooks and teachers' guides for the basic education system. These prototypes will be adapted to the socio-cultural-environmental conditions of the different regions and localities within the education policies of the countries in the region.

The governments of the region have also been making significant efforts in the field of environmental education.

Countries such as Brazil and Colombia are establishing national environmental education policies through concerted efforts between the ministries of the environment and ministries of education. (See note, p. 5)

Environmental education activities have been taking place in very diverse spheres of collaboration with federal, state and local governments, establishing national and regional networks, and organizing national and sub-regional congresses. Outstanding activities have been the development of a degree programme in teacher training by the "Marina Vilte" School, the Environmental Education Programme of the Education Worker's Confederation of the Argentine Republic (CTERA) and the First Congress on Environmental Education for the Sustainable Development of Argentina, to be held in May 2004. (See Activities in the region, p.3)

The proliferation of initiatives and activities in the field of environmental education gave rise to the formulation of the proposal presented by Venezuela to the Fourteenth Forum of Ministers of the Environment, held in Panama in November 2003, to develop, within the framework of the Environmental Training Network, a Latin American and Caribbean Programme of Environmental Education for Sustainable Development. The Programme seeks to establish a partnership among educators and a mechanism for coordination among institutions, networks and agencies dedicated to environmental education, in order to promote a greater exchange of experiences, coordinate processes, foster education projects, build the capacity of educators and train important actors in civil society (www.pnuma.org/educamb/esp/documentos.htm).

In this context, the Fourteenth Forum of Ministers of the Environment decided to continue giving high priority and support to the future development of the Environmental Training Network, adapting its work programme to the implementation of the Latin American and Caribbean Initiative for Sustainable Development (ILAC) and to the incorporation of the Latin American and Caribbean Programme of Environmental Education for Sustainable Development. (See p.6)

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Activities in the region

Metropolitan Meeting on Environmental Education, Universidad Autónoma del Estado de México, Mexico

The most concrete result of the first Metropolitan Meeting on Environmental Education, held in November 2001, was the formulation of 11 guidelines for drawing up a metropolitan agenda for environmental education and holding the second Metropolitan Meeting on Environmental Education, as part of the tasks entrusted to the Working Group on Environmental Education of the Metropolitan Environment Commission. The outputs of this second meeting, held from 12 to 14 November 2003, included the commitment of the governments at their three levels, enterprises, academia, civil society and sponsoring institutions to support the implementation of a Metropolitan Programme for Environmental Education through the signing of interinstitutional agreements to enable the proposed strategies to be carried out so that it may become a reference point for other similar programmes at national and international levels.

Information:

<http://www.sma.df.gob.mx/educacion>

First Argentine-Chilean Seminar on Environmental Education

This seminar was held from 13 to 16 November 2003 and was organized by the Félix de Azara Natural History Foundation, the Universidad CAECE and the Municipality of San Martín de los Andes, under the aegis of the Argentine Foreign Affairs and International Trade Ministry and its National Parks Administration, together with the Chilean National Environment Commission and the National Committee for the Defence of the Fauna and Flora of Chile. The seminar included the participation of national and international experts in 24 sessions that dealt with environmental education issues such as formal and informal environmental education, teacher training, building social awareness, middle and higher education, protected natural areas, rural areas, visual and radio media, wildlife conservation, communities and sustainable development, among other topics.

Information:

<http://www.caece.edu.ar/fundacionhn/JAC/Presentacion.html>

Certificate Training Course for Internal Auditors in Health, Environment and Quality – CEDES

This certificate course is given by the Corporation for Education and Sustainable Development (CEDES) of Colombia. Its objectives are to contribute to the development

Second Brazilian Symposium on Environmental Education. First Meeting of the Southern Brazilian Network of Environmental Education – First Colloquium of Environmental Education Researchers of the Southern Region

These activities took place in Itajaí-SC, Brazil, from 7 to 10 December 2003 and were organized by the Universidade del Vale do Itajaí (UNIVALI) and the member institutions of the Southern Brazilian Network of Environmental Education (REASul) to promote the exchange of experiences and realities regarding environmental problems. The main objective of the three activities was to bring public and private university students and professionals closer to the public and entrepreneurial sectors. Efforts were also made to coordinate activities for ongoing training in environmental education and in the use of virtual networks to help achieve institutional integration and collaboration for the management of environmental and social sustainability.

Information: <http://www.cehcom.univali.br/2ssbea/>

First Colombian Workshop on the Methodology of Integrated Management Plans for Solid Wastes. Towards effective management of municipal solid wastes.

The purpose of this workshop, held in Bogotá, Colombia, on 15 December 2003, was to contribute knowledge and tools for correctly interpreting the methodology and opportunities offered in the Integrated Management Plans for Solid Wastes in the Colombian municipalities.

This event was aimed at mayors; heads of public services and planning; officials in charge of waste management in the Regional Autonomous Corporations; national, departmental, regional and municipal government officials who work in the National Environment System; regulation and monitoring entities; other engineers, technicians and professionals who work in areas linked to sanitation; and industries, undergraduate and graduate students and professionals interested in the topic.

Information: Coordinator: Sandra Martínez – Bogotá, PBX: 245 96 39 – Fax 323 14 08

of communication, technical, practical, managerial and leadership skills to enable different business actors to implement and audit integrated management systems in health, environment and quality and to train auditors in these areas. The certificate course is aimed at professionals, technicians, students, supervisors and directors.

Information and registration: CEDES, (+57 1)287 1314, telefax: 222 0786



Activities in the region

First Congress on Environmental Education for Sustainable Development in Argentina.

This congress will take place in Córdoba, Argentina, from 6 to 9 May 2004 and is being organized by the "Marina Vilte" Escuela de Formación Pedagógica y Sindical and the Programme of Environmental Training for Sustainable Development of the Confederation of Education Workers of the Argentine Republic (CTERA), together with the Network of Environmental Educators of Argentina.

The main objective is to offer a space for communication, reflection and the exchange of experiences to demonstrate

the current state of environmental education in the country and its relationship to sustainability. Efforts will also be made to consolidate environmental education through agreement on conceptual, pedagogical and intercultural frameworks and to strengthen the Network of Environmental Educators through the creation of pedagogical, socio-environmental and cultural alternatives. The congress will consist of keynote lectures, seminars, workshops, discussion panels, exhibits and cultural activities. It is aimed at the national public.

For further information:

Telephones: (+54 11) 4300 5414/ 8502/ 9256

First Brazilian Congress on Agroecology Fourth International Seminar on Agroecology Fifth State Seminar on Agroecology

The science of agroecology has been gaining strength as a referential approach to guiding innovative experiences in the fields of sustainable agriculture and sustainable rural development in different regions of the world. Specifically in the case of Rio Grande do Sul, the promotion of a series of state and international seminars on agroecology in recent years provided a favourable climate for incorporating the idea of holding a congress in parallel with the seminars this year, thereby opening up a new means of participation for the different social actors involved in and committed to an agroecological approach.

The main objective of these activities was to contribute to the process of building paradigms based on socio-environmental knowledge and guided by the purpose of building a sustainable society. The event was held from 18 to 21 November 2003 in the Centro de Eventos of PUCRS – Pontificia Universidade Católica do Rio Grande do Sul, Porto Alegre (RS).

The key theme of the event was "Achieving Food Sovereignty" and it was carried out by the Rio Grande Association for Technical Assistance and Rural Extension Activities, the Sulina Association for Rural Credit and Assistance and the Brazilian Company for Agricultural Research.

Further information:

E-mail: seminario.agroecologia@emater.teche.br

Eighth Workshop on Environmental Education in Schools, Gea 2004

The Eighth Workshop on Environmental Education in Schools, Gea 2004, will be held from 19 to 21 May 2004 in Ciudad Escolar Libertad, Havana, Cuba, and is being organized by the Project on Management for Environmental Education of the Enrique José Varona Instituto Superior Pedagógico.

This workshop is convening all persons in diverse scenarios who are developing environmental education programmes. Its objectives are: 1) to promote theoretical, practical and methodological exchange on environmental education in schools and other institutions; 2) to promote school and community environmental education projects; and 3) to reflect on the current state of environmental education and its future perspectives.

Further information:

Dr. Rafael Bosques Suárez

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Course on Tropical Coastal Ecosystems Ecology OET 2004-19

Ecology of Tropical Coastal Ecosystems is an intensive field course at the post graduate level in coastal ecosystems of the Gulf of Mexico, and will be given a second time for a six-week period from 26 January to 5 March 2004 at the La Mancha Coastal Research Center (CICOLMA). It will also deal with surrounding ecosystems. The course is coordinated by the Institute of Ecology (INECOL); the Organization for Tropical Studies (OET); and Louisiana State University, (LSU).

Information: Organización para Estudios Tropicales Apartado 676-2050

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Activities in the region

Course for Specialization in Governance and Sustainable Development

This course is aimed at promoting a public administration scheme based on the influence of public policies that encourage environmental soundness in tapping and using natural resources, social and regional equity, the overcoming of deficiencies and poverty, and the sustained growth of the economy. It is aimed at public servants in middle and high-level management, social leaders and researchers

involved in development programmes and it will provide the participants with theoretical and practical elements for analysing, interpreting, formulating and applying public policies and comprehensive strategies.

Further information and registration:

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System of Postgraduate Degree Programmes

Environmental Thematic Network (RETEMA), Universidad de la República de Uruguay

The Environmental Thematic Network (RETEMA) is a space for interaction with society aimed to strengthen the University's participation in dealing with environmental issues of national interest. RETEMA is an area for academic coordination, analysis and preparation of environmental themes in order to back the University's participation in public and private national entities when requested.

One of RETEMA's objectives is to integrate and coordinate the University's academic units that are linked to the study of environmental themes in the different university functions: teaching, research and extension services. It is formed by 80 academic units in the Schools of Agronomy, Architecture, Sciences, Social Sciences, Economic Sciences and Administration, Law, Humanities and Education Sciences, Engineering, Medicine, Chemistry and Veterinary Medicine, as well as the Northern Regional School and the University Central Welfare Service.

Information:
Dra. Mabel Burger

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Centre for Local and Regional Development Studies (CEDER) Universidad de los Lagos, Chile

The Centre for Local and Regional Development Studies is an academic unit of the Universidad de los Lagos in Chile and its main purpose is to contribute to the analysis, explication and promotion of development at the local and regional levels in the University's area of influence.

The Centre's objectives include providing a place for reflection on the region's problems; providing bases for the formulation and execution of social, economic, institutional and cultural development plans; helping to obtain the participation of institutions and the community in advocating and promoting social and economic development; and providing advisory

Master's Degree Programme in the Economics of Natural Resources and the Environment

The School of Economic and Administrative Sciences of the Universidad de Concepción, with the support of the EULA-Chile Centre, UNEP and the John D. and Catherine T. MacArthur Foundation, have been offering this Master's Degree Programme for Spanish-speaking professionals and academics of all the Americas since 1994.

Its main objective is to provide its students with rigorous training, together with a set of specific analytical tools, to enable them to carry out research and generate policies in the area of environment and natural resources that will be important and applicable to the context of the countries of Latin America and the Caribbean from an economic standpoint.

The curricular structure of the programme consists of a common area of economics and three areas of specialization: economics of natural resources and environment, economics of biodiversity and quantitative methods.

Further information:

<http://www.udec.cl/mernyma>

services for the formulation and evaluation of projects that will guarantee the efficient use of resources at local and regional levels.

As an information mechanism, the Centre periodically publishes the journal LIDER, which is aimed at analysing and discussing the most important theoretical and methodological perspectives of the social sciences and regional and local development; it also communicates successful experiences in public and private innovation for strengthening and developing the regions.

Further information: <http://ceder.ulagos.cl/>



National Policies

Republic of Colombia Decree Number 1743 of 3 August 1994.

Colombian policy for environmental education has arisen as an unpostponable need for cooperation among its Ministries of Environment (MMA) and National Education (MEN) and is included in the Colombian proposal for natural resources conservation and sustainable development, whose formulation included consideration of not only the spaces opened up by the Plan for Educational Openness, the CONPES document on environmental policy (1991 and 1994) and the 1991 National Constitution, but also the experiences of previous programmes and projects, such as the "Incorporation of the environmental dimension in basic education in rural and small urban areas in the country", the curricular guidelines in the formal sector and the developments achieved by numerous governmental and non-governmental organizations that have been working in non-formal education for several decades.

In this way, the Colombian policy on environmental education is seeking to provide a basic conceptual and methodological framework to guide the environmental education activities proposed in the country for formal, non-formal and informal education, seeking to strengthen participatory processes, the installation of technical capacities and the consolidation of the institutionalization and project of environmental education towards horizons for building the region and an ethical and responsible culture for sustainable environmental management. In this context, this policy seeks to open up spaces for moving forward towards development models that incorporate a concept of sustainability that include the natural and social, as well as the environmental and cultural diversity.

Colombian policy on environmental education seeks to formulate strategies that will allow the incorporation of environmental education as a cross-cutting axis in the plans, programmes, projects and other schemes that emerge in the environment sector and in the education sector, as well as in the dynamics of the National Environment System (SINA) in the activities of diverse social actors with spheres of competence and responsibilities in relation to specific problems. It also promotes joint consensus, planning, implementation and assessment (intersectoral and interinstitutional) of environmental education activities that emerge from SINA for all levels, recognizing the unique features of the diverse environmental contexts and adapting them to local development dynamics, in accordance with the goals of decentralization and regional autonomy.

Information:

<http://www.ideam.gov.co/legal/decretos/1990/d1743-1994.htm>

Republic of Brazil Law No. 9.795 of 27 April 1999

This law provides for implementing a National Policy on Environmental Education whose principal objective is cooperation with the National Environment System, educational institutions of the public and private teaching systems at all levels, states, municipalities and non-governmental organizations that dedicate themselves to environmental education. Proposals for the implementation of this policy include, *inter alia*: 1) a concrete definition of environmental education, including people's social values, knowledge, skills, aptitudes and spheres of competence, aimed at environmental conservation; 2) the right that society as a whole has to environmental education, as part of a broader education process, 3) the adoption of a humanist, democratic, ethical and participatory approach that respects and recognizes diversity in culture and ideas as basic principles of environmental education; and 4) the development of comprehensive understanding of environment in its multiple and complex relations as one of the main objectives, including ecological, psychological, legal, political, social, economic, scientific, cultural and ethical aspects.

Republic of Brazil, Decree No. 4.281 of 25 June 2002

This decree was issued to regulate law No. 9.795 of 27 April 1999 to establish a National Policy of Environmental Education for Brazil.

The managing body of this decree will encourage the Environment and Education Funds at the federal, state and municipal levels to allocate resources for the development of environmental education projects in Brazil.

PUBLISHING PROGRAMME OF THE ENVIRONMENTAL TRAINING NETWORK



The Publishing Programme of the UNEP Environmental Training Network for Latin America and the Caribbean directs its efforts towards building, systematizing and disseminating environmental management information, knowledge, methods and techniques that will serve as basic materials for environmental training programmes, as a tool to support sustainable development policies of the region at different government levels, and as material for capacity-building in different social sectors, both at professional levels and at levels for citizen activities and community development programmes.



Fourteenth Forum of Ministers of the Environment Environmental Training Network

The Fourteenth Meeting of the Forum of Ministers of the Environment of Latin America and the Caribbean, held in Panama on 24 and 25 November 2003, taking into account the priority assigned by the Forum of Ministers to the objectives of the work programme of the Environmental Training Network for Latin America and the Caribbean, adopted the following decisions for "Adapting the Work Programme of the Environmental Training Network to the Implementation of the ILAC and Incorporation of the Latin American and Caribbean Programme of Environmental Education for Sustainable Development".

The priorities and orientation of this Decision constitute the mandate for the development of the activities of the Environmental Training Network's activities during the biennium 2004-2005.

1. To redirect the Work Programme of the Environmental Training Network for Latin America and the Caribbean towards the development of national capacities and training in the priority themes identified in the Latin American and Caribbean Initiative.

2. To request the countries in the region to reconfirm their commitments and to make efforts to comply with their annual contributions to the Environmental Training Network Trust Fund.

3. To extend the operation of the Network Trust Fund for two more years until the next meeting of the Forum of Ministers and request UNEP to continue administrating the Fund.

4. To use the financial resources from the Trust Fund of the Environmental Training Network in a priority manner to ensure fulfilment of the provisions in point 1, with the main direct beneficiaries being the officials, specialists, and general personnel in the Environment Ministries or their equivalent in each of the countries of the region.

5. To recognize the importance of the role of teachers, public educators and civil society in implementing the ILAC through activities such as courses, events, research and community action.

6. To ratify the usefulness of the Publishing Program of the Environmental Training Network of Latin America and the Caribbean, adapting it to fulfil the provisions referred to in point 1, including translation of the texts into English, depending on the interest of the English-speaking Caribbean countries and the availability of funds.

7. To develop in the period 2004-2005 within the work programme of the Environmental Training Network of Latin

America and the Caribbean and in accordance with the availability of funds, at least two workshops for training in and development of national capacities, with the participation of all the countries of the region, directed towards the priority goals of the Latin American and the Caribbean Initiative, beginning with:

- a) Trade and environment
- b) Integrated management of ecosystems

8. To strengthen the promoting, linking, coordinating and supporting nature of the Environmental Training Network, redirected in keeping with the ILAC towards environmental education, capacity-building and training processes, establishing partnerships and coordination mechanisms with other regional, sub-regional and national environmental education networks.

9. To support the proposal of a Latin American and Caribbean Programme of Environmental Education for Sustainable Development so that it may be carried out within the framework of the Environmental Training Network. In this context and in accordance with the availability of financial resources, it is recommended that the exchange of specific educational specific experiences among the countries of the Forum be promoted, in addition to the capacity-building of educators and the training of relevant actors in civil society.

10. To request that the UNEP and the Inter-Agency Technical Committee identify and negotiate technical and financial resources, in accordance with their specific mandates and the ILAC mandates, to support the Network's activities and particularly the development of the Latin American and Caribbean Programme of Environmental Education for Sustainable Development.

11. To request the assistance of regional and international agencies to prepare modalities of environmental education for decision-makers and particularly members of national assemblies and parliaments.

12. To consider the need to establish coordination mechanisms between environmental and educational authorities at the national level and, at the same time, urge UNEP to design effective and efficient coordination mechanisms at the regional and sub-regional levels, with a view to strengthening environmental education.

13. To request the member countries of the Forum of Ministers to reinstate talks at the next session of the UNEP Governing Council/Global Ministerial Environment Forum (Jeju, Republic of Korea, 29-31 March 2004), to restore a global environmental training programme in cooperation with UNESCO.



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Publications of the Environmental Training Network

Series: Basic Texts for Environmental Training

Curso de Economía Ecológica (Course on Ecological Economics), Joan Martínez Alier, 2nd edition, number 1, México, 1998, 164 pages.

Economía de la Biodiversidad (Economics of Biodiversity), Alejandro Toledo, number 2, México, 1998, 273 pages.

Agroforestería Básica (Basic Agroforestry), L. Krishnamurthy and Marcelino Ávila, number 3, México, 1999, 340 pages.

Agroecología: teoría y práctica para una agricultura sustentable (Agroecology: theory and practice for a sustainable agriculture), Miguel Altieri and Clara Nicholls, number 4, México, 2000, 250 pages.

Interdisciplinaridade em ciências ambientais (Inter-disciplinarity in the Environmental Sciences), Arlindo Philippi Jr., Carlos E. Morelli Tucci, Daniel Joseph Hogan and Raúl Navegantes (coordinators), number 5, Ministry of Science and Technology of Brazil, UNEP, Signus Editora, São Paulo, 2000, 318 pages.

Gestión ambiental de ciudades. Teoría crítica y aportes metodológicos (Environmental Management of Cities), Roberto Fernández, number 6, México, 2000, 335 pages.

Salud ambiental básica (Basic Environmental Health), Annalee Yassi, Tord Kjellstrom, Theo deKok and Tee Guidotti, number 7, UNEP, INHEM, WHO, México, 2002, 552 pages.

Tecnologías agroforestales para el desarrollo rural sostenible (Agroforestry Technologies for Rural Sustainable Development), L. Krishnamurthy and Miguel Uribe Gómez (editors), number 8, UNEP, SEMARNAT, México, 462 pages.

Series: Manuals for Environmental Education and Training

Manual comunitario de saberes ambientales (Community Manual of Environmental Knowledge), Maritza Gómez Muñoz, number 1, México, 1999, 72 pages.

Principios de Intervención en la Capacitación Comunitaria, (Intervention Principles for Community Training) Gonzalo Abella and Ramón Fogel, number 2, México, 1999, 96 pages.

Protegiendo lo nuestro. Manual para la Gestión Ambiental Comunitaria, Uso y Conservación de la Biodiversidad de los Campesinos Indígenas de América Latina (Protecting What is Ours. Community Manual for Environmental Community Management, Use, and Conservation of the Biodiversity of the Latin American Peasants) Eckart Boege, with the collaboration of Porfirio Encino and Gustavo Ramírez, number 3, UNEP, Latin America and the Caribbean Indigenous Peoples Development Fund, Instituto Nacional Indigenista (México), México, 2000, 165 pages.

Manual de Técnicas Agroecológicas (Manual of Technical Agroecology), Miguel Ángel Núñez, number 4, México, 2000, 96 pages.

Nuestras comunidades (Our Communities), Denise Soares, 2nd. edition, number 5, México, 2001, 96 pages.

Los montes de la Sierra de Santa Marta (The mounts of Santa Marta Sierra), Denise Soares, number 6, México, 2001, 96 pages.

Series: Latin American Environmental Thought

¿Qué es ambientalismo? (What is Environmentalism?), Julio Carrizosa Umaña, number 1, UNEP, Universidad Nacional de Colombia, Centro de Estudios de la Realidad Colombiana, Bogotá, 2001, 134 pages.

La modernidad insustentable (The Unsustainable Modernity), of Héctor Leis, number 2, UNEP, Nordan Comunidad, Montevideo, 2001, 224 pages.

El retorno de Ícaro. La razón de la vida. Muerte y vida de la filosofía. Una propuesta ambiental (Icarus Return. The Reason of Life. Death and Life of Philosophy. An Environmental Proposal), Augusto Ángel Maya, number 3, ASOCARS, IDEA, UNDP, UNEP, Bogotá, 2002, 344 pages.

Imaginación abolicionista. Ensayos de ecología política (Abolish Imagination. Assays on Politic Ecology), José María Borrero Navia, number 4, HIVOS, CELA UNEP, Cali, 2002, 186 pages.

Ética, vida sustentabilidad (Ethics, Life, Sustainability), Enrique Leff (editor), number 5, Ministerio del Medio Ambiente de Colombia, UNEP, UNDP, ECLAC, Earth Council, México, 2002, 232 pages.

La transición hacia el desarrollo sustentable. Perspectivas de América Latina y el Caribe (The Transition Towards Sustainable Development. Latin America and the Caribbean Perspectives), Enrique Leff, Exequiel Ezcurra, Irene Pisanty, Patricia Romero (editors), number 6, SEMARNAT/INE, UNEP, UAM, México, 2002, 578 pages.

Ecología, espiritualidad, conocimiento. De la sociedad del riesgo a la sociedad sustentable (Ecology, Spirituality, Knowledge. From the Society of Risk to the Sustainable Society), Víctor M. Toledo, number 7, UNEP, Universidad Iberoamericana-México, México, 2003, 148 pages.

Series: Environmental Debate Forum

Justicia ambiental. Construcción y defensa de los nuevos derechos ambientales, culturales y colectivos en América Latina (Environmental Justice. Construction and Defense of the New Environmental, Cultural and Collective Rights in Latin America), Enrique Leff (coordinator), UNEP, CEIICH/UNAM, number 1, México 2001, 276 pages.

Comercio, ambiente y desarrollo sustentable: perspectivas de América Latina y el Caribe (Trade, Environment and Sustainable Development), Enrique Leff and Mindahi Bastida (editors), number 2, UNEP, UNAM, COMEDS, IISD, México, 2001, 450 pages.

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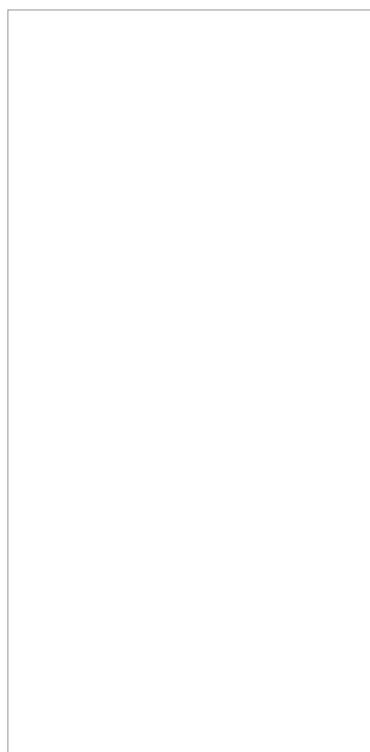
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