

ENVIRONMENTAL TRAINING



Letter from the editor:

The decisions adopted by the Fifteenth Forum of Environment Ministers, held last November in Caracas, Venezuela, renovated the high priority assigned to environmental education by the Latin American and Caribbean region (pages 2 and 3). With confirmation of support for implementing the Latin American and Caribbean Programme for Environmental Education (PLACEA), progress has been made towards consolidating this education process that the Environmental Training Network has been advocating since 1981, when it was established in public policies in the field of education and environment in the region. PLACEA is not a programme within another programme. Its proposal and future development respond to the progress made in environmental education in citizen activities and its ever-increasing penetration in the field of education. In Latin America, there is now a social movement for environmental education and a citizen development process founded on the values of environmentalism.

PLACEA puts into operation the re-appropriation of the above-mentioned public policy process. It will translate into strengthening the entities dedicated to the theme in the education and environment ministries that enable the development of national environmental education programmes and national environmental training networks, as well as environmental research and study centres in universities. This will take place in a broad process of integrating the countries of the region for the exchange of experience and development of regional and subregional programmes to produce integrating synergies and increasingly shared and participatory cooperation activities. It is in this sense that the Andean-Amazonian Programme for Environmental Education and Communication (PANACEA) has been formed as a subprogramme of PLACEA, in the framework of the Environmental Training Programme (page 4). We expect that similar initiatives to form other subregional programmes in Mesoamerica and the Southern Cone will soon emerge, especially in the English-speaking Caribbean.

In this context, the Third International Seminar on University and Environment, held in Bogotá, Colombia, last December, was an occasion for celebrating 20 years since the First Seminar on University and Environment was held in Bogota in 1985. For the universities of the region, that Seminar signified what the Tbilisi Conference

signified for environmental education at the global level in 1977.

The ten theses on University and Environment recorded in its proceedings established the conceptual bases that have guided university efforts in the region. The Third Seminar brought together 20 universities of Latin America and Spain to evaluate the advances made over these two decades in the environmental theme and to record them in its proceedings (page 5).

At the world level, environmental education also continues gaining ground. Global conferences on environmental education organized in the framework of the UNESCO-UNEP International Environmental Education Programme (Tbilisi 1977; Moscow 1987; Salonica 1997) generated a process that in recent years has led to new initiatives to organize global congresses on environmental education. The third of these congresses, which was held in Turin, Italy, last October, enabled encounters and exchanges of diverse experiences in environmental education throughout the world.

The spreading of these processes and activities is reaffirming the identity of the environmental education field at the outset of the Decade of Environmental Education for Sustainable Development. Thus, the Fifth Ibero-American Congress on Environmental Education, to be held in Joinville, Brazil, in April 2006 (page 6), will be an opportunity for an encounter of environmental educators of the region to update projects underway and establish bases for a new stage of expansion and consolidation of environmental education in the broadest education processes, which will guide and strengthen public policies and citizen activities in the countries of the region. All our readers are invited to this encounter, which will open avenues for civilizing transformation towards the sustainable, diverse, just and equitable development that our peoples demand.

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Fifteenth Meeting of the Forum of Environment Ministers

The Fifteenth Meeting of the Forum of the Ministers of the Environment of Latin America and the Caribbean was held in Caracas, Venezuela, from 31 October to 5 November 2005. The decisions adopted to carry out the Programme of the Environmental Training Network and activities linked to environmental education for sustainable development during the biennium 2006-2007 are transcribed below. We are also publishing the Caracas Declaration, which reflects the commitments of the Forum of Ministers related to global environmental themes and the sustainable development challenges facing our region.

Considering the decision adopted by the Fourteenth Meeting of the Forum of Ministers, referring to the adaptation of the Environmental Training Network Work Programme and the implementation of ILAC and the incorporation of the Latin American and Caribbean Environment Education Programme (PLACEA);

Considering the need to expand and strengthen current operational mechanisms of the Environmental Training Network Programme, especially regarding the adoption of decisions and the allocation of resources;

Considering that the First Meeting of Experts in Public Environmental Education Policies (Isla Margarita, Venezuela; November 2004), approved the PLACEA organizational base;

Recognizing that Peru has been promoting a subregional Andean-Amazonian initiative for the implementation of environmental education actions (PANACEA) in the framework of the PLACEA, and as a result of the Margarita agreements;

Bearing in mind the 2005 launch in our region of the Decade of Education for Sustainable Development;

Recognizing the existence of a significant environmental education movement in Latin America and the Caribbean that reflects the growing commitment of communities to education processes and their contribution to the construction of sustainable societies;

Convinced of the need to make progress in strengthening environmental education programmes as part of the public policy of various countries in the region through cooperation, communication and exchange processes among countries,

DECIDE:

1. To strengthen the capacity of the Network to promote, articulate and coordinate the process of environmental education and training in the countries of the region, particularly in the development of the activities of PLACEA and the establishment and development of National Environmental Training and Education Networks.

2. To extend the operation of the Network Trust Fund through the Sixteenth Meeting of the Forum of Ministers, asking UNEP to continue managing this Fund.

3. To ask the countries of the region to pay their pending contributions, and to meet their annual commitments to the Network Trust Fund.

4. To continue the activities of the Environmental Training Network in accordance to the guidelines approved at the Fourteenth Meeting of the Forum of Ministers of Environment.

5. To establish regional strategies and inter-governmental, inter-institutional and inter-agency cooperation mechanisms,

including consortia and partnerships for the development of environmental training courses, and learning at a distance courses on priority subjects of the region that enable a multiplying process in the creation of capacities.

6. To continue supporting the organization of national, regional and sub-regional conferences and seminars in order to channel actions on behalf of environmental education and foster Ibero-American cooperation in this field.

7. To continue supporting the training of teachers, including local community teachers, within the basic education systems.

8. To continue promoting and developing the community training project for sustainable development.

9. To ratify the agreements reached at the First Meeting of Implementers of Public Environmental Education Policies held in Isla Margarita, Venezuela, November 2004.

10. To reiterate the request made to UNEP and the Inter-Agency Technical Committee to identify and manage financial resource, in accordance with their specific mandates and the contents of ILAC, to support the implementation of PLACEA.

11. To support the orientation and development of PLACEA training activities approved in Isla Margarita towards the furthering and strengthening of capacity-building at the national level, especially considering the eight priority topics identified by the Forum in the framework of ILAC, as well as the Johannesburg agreements and the millennium goals, through formal and informal education.

12. To exhort the Ministers of the Environment of the countries to strengthen the environmental education units so that they may comply with the PLACEA guidelines.

13. To organize a workshop with the participation of the region's implementers of public environmental education policies in order to draw up the PLACEA Regional Action Plan (2006-2007), as well as the subregional plans so as to articulate the strategies that permit implementation thereof.

14. To ratify the need to strengthen the presence of the Caribbean in the Programme in order to further regional integration.

15. To make progress in the promotion of new education strategies (including digital technology) that strengthen the participatory processes in the collective building of environmental know-how, especially knowledge rooted in the poorest communities and other traditionally excluded groups, that permit an exchange of experiences and a dialogue on knowledge, while at the same time recognizing their contribution and furthering their linkage to the environmental management actions proposed herein.



Caracas Declaration

We, the Ministers of the Environment and Heads of Delegation of the countries of Latin America and the Caribbean, gathered in the city of Caracas, the Bolivarian Republic of Venezuela, at the Fifteenth Forum of Ministers of the Environment,

Observing that, despite the efforts made to achieve sustainable development in the region, serious poverty, inequality and environmental degradation persist. In order to reverse this situation it is necessary to take further actions to develop public policies focused on sustainability and the participation of society;

Recognizing that our natural and cultural wealth constitutes a social and sovereign heritage of the peoples, as well as potential for sustainable development and the eradication of poverty;

Convinced that these resources are the foundation for addressing problems of inequality and unsustainability, based on the development of internal capacities, international cooperation and the consolidation of opportunities for the participation of the different sectors of society;

Considering that it is urgent and necessary to advance towards achieving the objective contained in the Johannesburg Plan of Implementation related to production and consumption patterns;

Reaffirming that although sustainable development is primarily a national responsibility and the countries of the region continue making efforts to achieve it, principally through the utilization of their own resources, there is also a need for the Official Development Assistance (ODA) already pledged at the international level;

THEREFORE:

1. We urge developed countries to honour the commitments they have made to support sustainable development by contributing 0.7% of their Gross National Product (GNP) as Official Development Assistance (ODA), bearing in mind the importance of this contribution to provide complementary financial resources for the development of our region.

2. We urge the international community to advance towards achieving the objectives of the Plan of Implementation adopted at the World Summit on Sustainable Development in Johannesburg, particularly in reference to the regionalization process, through the implementation of the Regional Action Plan of the Latin American and Caribbean Initiative for Sustainable Development (ILAC).

3. We note the serious and multiple challenges faced by the region due to its vulnerability to climate change and the importance of adaptation and mitigation strategies to deal with this phenomenon through the full application of the Buenos Aires Programme of Work on Adaptation and Response Measures.

4. We emphasize that the region has contributed significantly to the effective implementation of the United Nations Framework Convention on Climate Change and the Kyoto Protocol, and active regional participation should be maintained in the negotiations that will define the post-2012 period.

5. We urge the international community to promptly fulfil its commitments to SIDS as agreed to in the Mauritius Strategy, recognizing that the vulnerability of Caribbean SIDS continues to be a major constraint to sustainable development, particularly because of the high susceptibility to disasters. This situation will worsen unless urgent actions are taken.

6. We express our commitment to continue working on the preparation of regional and subregional strategies aimed at reducing economic, social and environmental vulnerability and building resilience to address these challenges.

7. We recognize that the devastating consequences of recent natural disasters that have affected the countries of the region with the loss of human lives and vast deterioration in the economic and social infrastructure makes it necessary to apply disaster prevention, adaptation, mitigation and response measures, taking into account the existing initiatives in the region.

8. We confirm the strategic importance to the region, as the possessor of the planet's greatest biodiversity, of the negotiations underway to adopt an

international regime on access to genetic resources and sharing of the benefits arising from their utilization, in the framework of the Convention on Biological Diversity, based on strict respect for the sovereign right of the States over their biological resources, and helping to overcome poverty.

9. We reaffirm our commitment to the Millennium Development Goals in the field of water and sanitation, as well as to advancing in integrated water resources management. In this regard, we call on the international community to participate constructively and actively in the Fourth World Water Forum, to be held in Mexico City in March 2006.

10. We reiterate our commitment to advancing in the use of renewable energy sources, as a means of including the disadvantaged, enabling access to basic services, and providing opportunities to become more productive and achieve sustainable development, taking into account the potential and interests of each country.

11. We reaffirm the need to develop conditions of equity and complementarity between trade and environment, eliminating subsidies that have an adverse impact on the environment and preventing the application of environmental measures as disguised trade barriers.

12. We recognize the cross-cutting nature of environmental management and we commit ourselves to continuing with efforts to strengthen intersectoral work opportunities and to achieving the incorporation of the environmental dimension in policies, plans, programmes and projects, as well as to capacity-building and the strengthening of effective citizen participation mechanisms to satisfy these goals.

13. We will continue to implement integrated health and environment policies, and to strengthen the coordination between both, giving priority to partnerships with health ministries and encouraging intersectoral collaboration to contribute to a better quality of life among our peoples, especially in the most vulnerable communities.

14. We acknowledge the significant role of citizen participation and the promotion of partnerships between state and non-state actors.

15. We reaffirm our commitment to the process of promoting responsible citizenry, environmental education and public awareness programmes, emphasizing the inclusion of marginalised groups, and furthering national policies shared with the Ministries of Education, technical training centres and universities. We support the efforts of regional and subregional cooperation, including those within the framework of the PLACEA and the development of environmental education in the Decade of Education for Sustainable Development.

16. We reiterate the need to further regional and subregional cooperation and integration mechanisms for the exchange of experiences and the building of capacities in the region, including the promotion of science, technology and innovation to advance the process of sustainable development.

17. We recognize and promote the accomplishments and potential of regional cooperation (South-South), and we will continue to further it as a way to share the best practices available and provide better technical cooperation.

18. Finally we recognize the Forum of Ministers as a platform for analysis, dialogue and joint action; an adequate mechanism for regional participation, integration and cooperation in reference to environment and sustainable development issues.

19. We thank the Government and People of the Bolivarian Republic of Venezuela for their hospitality and assistance in holding this Fifteenth Meeting of the Forum of Ministers of the Environment of Latin America and the Caribbean.

20. We welcome the invitation of the Government of the Dominican Republic to host the Sixteenth Meeting of the Forum of Ministers of the Environment of Latin America and the Caribbean in 2007.



First Andean-Amazonian Encounter on Environmental Communication and Education

AGREEMENTS

The representatives of the Education Ministries and Environmental Authorities of Bolivia, Brazil, Chile, Colombia, Ecuador, Peru and Venezuela in charge of the themes of environmental education in our countries, gathered in Lima on 27 October 2005, agreed:

To jointly put into operation an action proposal called the Andean-Amazonian Plan for Environmental Education and Communication (PANACEA).

PANACEA is a coordination initiative of the Andean-Amazonian countries in the theme of environmental education for sustainable development in the framework of PLACEA. Its basic purpose is to develop strategies that will enable advances towards the defining an environmental education and communication policy for the region.

The PANACEA lines of work are as follows:

Line 1: Environmental education and communication public policies and national and regional strategies.

- Define a common conceptual framework
- Identify, systematize and exchange experiences in formulating, applying and developing national policies and strategies for environmental education and communication.
- Advocate linkage between initiatives underway in the countries of the Andean-Amazonian sphere.
- Link ongoing horizontal cooperation and integration mechanisms of the countries with integration and cooperation organizations in the themes of environmental education and communication.

Line 2: Communication for environmental education and management.

- Identify, characterize and link existing networks of environmental education and communication in the Andean-Amazonian countries.
- Include communication as a cross-cutting strategy for environmental education.
- Advocate the creation and operation of a fund to finance communication strategies, with the support of the countries, integration entities and other international organizations.

Line 3: Training, capacity-building and research in environmental education and communication.

- Identify, systematize and popularize training, capacity-building and research programmes in environmental education and communication on environmental education at formal and non-formal levels in the Andean-Amazonian countries.

- Identification and furthering of spaces for promotion and exchange among the different actors involved in training, capacity-building and research in environmental education.
- Establishment of agreements for the exchange of training, capacity-building and research processes and programmes in environmental education and communication.
- Exchange of educational materials for discussion and use, in accordance with the realities and needs in each country.
- Promotion of citizen training and capacity-building in environmental education in and with their community.

The countries responsible for promoting each line are:

Line 1: Colombia, supported by Brazil, Chile and Venezuela

Line 2: Peru, supported by Bolivia

Line 3: Ecuador, supported by Peru.

Work timetable

- Date for delivery of document proposals by the leader of each group: 20 December 2005.
- Date for the delivery of PANACEA: Ibero-American Congress in Brazil.

This proposal will be presented to the plenary of PLACEA.

Venezuela commits itself to strengthening the dissemination processes of PLACEA.

The participating countries asked the Andres Bello Agreement to incorporate the theme of environmental education at its next meeting of Ministers of Environmental Education and to invite environmental authorities to the meeting.

Lima, 27 October 2005

Martiza Torres (National Education Ministry of Colombia), Marianela Hidalgo (Sustainable Development Ministry of Bolivia), Adriana López Correa (Environment, Housing and Land Development Ministry of Colombia), Martha Sánchez (Environment and Natural Resources Ministry of Venezuela), David Gómez (Andres Bello Agreement), Víctor Hugo Valencia (Education Ministry of Ecuador), Roberto González (National Environment Commission of Chile), Cristian Gutiérrez (National Environment Commission of Chile), Rachel Trajber (Education Ministry of Brazil), José Pereira (Environment Ministry of Ecuador), Felipe Vargas (Education Ministry of Peru), David Solano (National Environment Council of Peru), Eliana Naranjo (Education and Sports Ministry of Venezuela), René Donoso (Education Ministry of Chile), Olga María Bermúdez (IDEA of Colombia), María Calara Ortiz (Education Ministry of Colombia).

We invite you to sign the Manifesto for Life
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<http://pnuma.org/educam/esp/manintro.htm>



Third International Seminar on University and Environment

Advances in environmental training, outreach and research in universities of Colombia and the rest of Latin America

On 8, 9 and 10 November 2005, the Third Seminar on “University and Environment in Latin America and the Caribbean” was held in Bogotá, Colombia. This Seminar took place in the context of celebrations for official recognition as a university granted to the Universidad de Ciencias Aplicadas y Ambientales (UDCA). The event was convened by UDCA, in addition to the Pontificia Universidad Javeriana and the Colombian Environmental Training Network, and it was sponsored by the Environment, Housing and Land Development Ministry of Colombia, the Colombian Association of Universities, the International Organization of Universities for Sustainable Development and Environment, the Union of Universities of Latin America, the Association of Universities of Latin America and the Caribbean for Integration and the Network of Regional Latin American Universities. The Environmental Training Network for Latin America and the Caribbean also provided support and UNESCO participated in the official launching in Colombia of the Decade of Environmental Education for Sustainable Development.

Keynote speakers were Dr. Enrique Leff, Coordinator of the UNEP Environmental Training Network for Latin American and the Caribbean, who presented reflections on the 20 years of incorporating the environmental dimension in higher education in Latin America; Dr. Julio Carrizosa, Adviser to the UDCA Rector’s Office, who spoke about recent experience in Colombia regarding university-environment relations; and Dr. Guillermo Hoyos, Director of the Instituto PENSAR, who presented his reflections on environmental training and research from a philosophical standpoint.

One of the main activities of the Seminar was the presentation of experiences by the participating universities in the environmental area, in the spheres of teaching, research and outreach, which have been compiled in the proceedings of the event.

A panel with the coordinators of the different participating university networks analysed the perspectives and challenges facing the universities of Colombia and the rest of Latin America in the environmental field, which was the activity with which the academic event concluded. The closing ceremony was headed by the Rector of the Universidad de Ciencias Aplicadas y Ambientales, Dr. Germán Anzola.

There were other activities at the event such as the Academic Exhibition called “Environmental Commitment of UDCA”, a gathering of university students in environmental training, a forum on “University and Environment”, organized by the Colombian newspaper “La República”, together the Colombian Association of Universities, an art exhibit called “Nature and Sensitivity” and a book fair entitled “Environment and Education”.

On 10 November, the two university networks that supported the Seminar met simultaneously on the campuses of the two convening universities. On one campus, the International Organization of Universities for Sustainable Development and the Environment held the Assembly of Rectors and Academic Authorities and the First Meeting of its Andean Chapter at the Pontificia Universidad Javeriana. On the other campus, the Colombian Environmental Training Network gathered to proceed with the final discussion and approval of the Strategic Plan to guide their activities in the next few years.

Upon celebrating 20 years of continuous activities to promote the incorporation of the environmental dimension into higher education, it is necessary to assess the results of progress made so far, and the future goals.

Reports: Dr. Orlando Sáenz (osaenz@udca.edu.co)

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<http://www.pnuma.org/educamb/esp/boletin.htm>



Activities in the Region

Fifth Ibero-American Congress on Environmental Education

Joinville, Santa Catarina, Brazil, 5 to 8 April 2006

The Fifth Ibero-American Congress on Environmental Education will continue with the efforts made in Mexico (1992 and 1997), Venezuela (2000) and Cuba (2003) to promote the integration of Latin America with the Iberian countries through environmental education.

The event, whose slogan is “The contribution of environmental education to the planet’s sustainability” will bring together representatives of Latin American governments, public and private organizations, non-governmental organizations, and regional and international organizations, as well as companies, the academic community, activists and social movements, educators and students.

Promoted by the Education and Environment Ministries, as well as by the state government of Santa Catarina and the Municipal Prefecture of Joinville, and sponsored and coordinated by the Environmental Training Network for Latin America and the Caribbean of the United Nations Environment Programme, the Fifth Congress will include the following objectives: to discuss the contribution of environmental education to building the planet’s sustainability; to consolidate and expand the Network of Ibero-American Environmental Educators; and to discuss the initiative of the United Nations Decade of Environmental Education for Sustainable Development in the regional context. The main conferences and discussion panels will deal with the following themes, among others: environmental education for sustainable societies; education, environment and globalization in the Ibero-American context; environmental education, ethics and sustainability; environmental complexity and rationality; and dialogue among fields of knowledge; policies to foster environmental education; environmental education and cultural sustainability; identity and diversity; environmental education in school; environmental education in universities.

Information:

Executive Secretary of Fifth Ibero-American Congress on Environmental Education: Tel./fax: 55 21 22247456

comunica@5iberoea.org.br

www.5iberoea.org.br

First Symposium on Environmental Education of Galician- and Portuguese-speaking Countries, “Environmental education in a world of cultural differences: themes and perspectives”

The Portuguese-Speaking Environmental Training Network, which is formed by educators of Portugal, Brazil, Cape Verde, Angola, and Sao Tome and Principe, as well as representatives of Macao, East Timor, Bolivia, Mallorca and Galicia, announced this Symposium that will be carried out within the activities of the Fifth Ibero-American Congress on Environmental Education.. Founded at the Twelfth Pedagogical Seminar of the Portuguese Environmental Education Association in January 2005 with the intention of discussing the Earth Charter, it later became the Portuguese-Speaking Environmental Training Network.

Information: michelesato@gmail.com

Ibero-American Network of Universities for Environment and Sustainable Development

In the framework of the Decade of Education for Sustainable Development and seeking to advance in consolidating the efforts advocated by the Environmental Training Network for Latin America and the Caribbean, the three Regional Seminars on University and Environment held in Bogotá (1985), Cali (2000) and Bogotá (2005) and the various national and subregional seminars held in the countries of the region, the Fifth Congress will sponsor a Meeting of Universities to agree on interuniversity cooperation guidelines (complementary activities in undergraduate and postgraduate programmes, teacher and student exchanges, joint research and publications) to enable the strengthening of efforts being made by the various institutes, schools, centres, core groups and environment and sustainable development programmes in the Ibero-American universities.

To register and participate in this meeting, contact:

Enrique Leff (educamb@pnuma.org),

Orlando Sáenz (osaenz@udca.edu.co)



Activities in the Region

IV World Water Forum, Mexico 2006

The World Water Forum is an initiative of the World Water Council, and its purpose is to discuss water issues throughout the world. It seeks to enable multi-stakeholder participation related to the theme of water in order to prepare global policies that will improve the living standards of humanity and assure more responsible social behaviour towards water uses. The central theme of the Fourth Forum is “Local Actions for a Global Challenge”, in the understanding that, regardless of the causes that give rise to water-related problems, their greatest impact is at the local level.

The guiding principles of the Forum are: to give priority to local knowledge and experience; to produce concrete and policy-oriented outputs to support local actions; and to promote dialogue between sectors responsible for water policy and water users. Some of the concrete objectives of the Forum are to reinforce the conviction that local actors are facing serious challenges and risks regarding water management and implementation of measures appropriate to the situation in which they live; to seek a way to remove barriers obstructing measures and actions to be taken to solve problems; and to promote regional debate geared to addressing specific challenges in different regions, leading to regional and global commitments.

In this framework, the International Decade for Action ‘Water for life’, 2005-2015, convened by the United Nations, has commenced, and it focuses attention on the need to improve equity in the access to and quality of water and sanitation services.

The World Water Forum will also have a Water Fair, which is conceived of as an educational space and will be useful in developing and expanding networks of stakeholders who work in the theme. In parallel, the Forum will have a World Water Expo to present the best equipment and technology practices and solutions to address global water problems.

The Forum will be held from 16 to 22 March in Mexico City.

Bibliographical Notes

Environmental Education, Ethics & Action.

A workbook to get started

Bob Jickling, Heila Lotz-Sisitka, Rob O’Donoghue, Akpezi Ogbuigwe

This workbook was prepared as a resource for educators who work in the theme of environment and sustainability in the United Nations Decade of Education for Sustainable Development. The book explores creative ways to work with ethics in education.

**Information: h.lotz@ru.ac.za,
rjicklin@lakeheadu.ca.org,
akpezi.ogbuigwe@unep.org**

The final version of this workbook will be available as of December 2005 through the United Nations Environment Programme, and on the UNEP website: www.unep.org

United Nations Environment Programme, Nairobi, 2005

Agroecology and the Search for a Truly Sustainable Agriculture

Miguel A. Altieri and Clara I. Nicholls

Agroecology is the science of ecological management of natural resources. We present this textbook by Miguel Altieri and Clara Nicholls, which is the first UNEP/ETN title of the series “Basic Textbooks for Environmental Training” published in English. This English version of the textbook published in Spanish in 2000 seeks to extend to the Caribbean the benefits that agroecology can offer to improve the sustenance of the population and the sustainability of its territories.

UNEP/ETN, Basic Textbooks for Environmental Training, 9, Mexico, 2005

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The logotype of *Environmental Training* combines two prehispanic Mexican seals and a character from the post-Conquers Codex Mendoza. The logotype embodies a meaning of communication and environment, based on the following symbols: the flower seal signifies vegetation and crops and is related to water as shown by the presence of wavy lines. The bird is associated with life in the air and finally, the character with the glyphs represents the communication of thought, traditions and teaching.



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Director of PNUMA/ORPALC
Ricardo Sánchez Sosa

Editor and Coordinator
of the Environmental Training Network
Enrique Leff Zimmerman

Editing, desing and layout
Mauro Mansuy López



United Nations Environment Programme
Regional Office for Latin America and the Caribbean
Boulevard de los virreyes 155
Col. Lomas de Virreyes, 11000, México D.F.
MÉXICO

Phone: (52 55) 5202 4841 / 6913 / 7493 / 4955 / 7529
Fax: (52 55) 5202 0950
E-mail: educamb@pnuma.org
Website: www.pnuma.org

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