

ENVIRONMENTAL TRAINING



Letter from the editor:

The Decade of Education for Sustainable Development is now under way. Various activities throughout the region have been launched on the basis of Resolution 57/254 of the General Assembly of the United Nations, which declares the years 2005-2014 as a decade dedicated to the goal of strengthening education and redirecting it towards the objectives of sustainable development, as well as the Joint Declaration signed by the Directors of UNESCO and UNEP.

In Mexico, a national commitment to the Decade of Education for Sustainable Development has been signed at the highest government level by Vicente Fox, President of Mexico, and Mrs. Alya Saada, a UNESCO representative. On the basis of this commitment, the Decade was initiated with two important events. The National Congress of the Centre Region of the Mexican Republic was celebrated. It was organized by the Secretary of Ecology of the State of Mexico and the Universidad del Estado de México in collaboration with CECADESU/SEMARNAT – the Education and Training Centre for Sustainable Development of the Environment and Natural Resources Ministry – and the UNEP Environmental Training Network and was held on 26 and 27 April. Later, from 17 to 19 May, a National Meeting on Environmental Education for Sustainable Development was held in the city of Aguascalientes. Thus a broad interinstitutional cooperation process has been put into operation among environment ministries, education ministries, UNESCO and UNEP, as well as universities, government institutions and civil society organizations committed to environmental education.

Activities have also been initiated in other countries of the region. The Iberoamerican Congress on Sustainable Development “Sustentável 2005”, which was convened by the Brazilian Business Council for Sustainable Development and held in Brazil with the presence of Environment Minister Marina Silva and the participation of UNEP and UNESCO, officially launched activities to be conducted in the context of this decade. The Fifth International Congress on Environmental Training will be held in Cuba from 4 to 8 July 2005. And the Government of the City of Buenos Aires is organizing an Iberoamerican Seminar on Environmental Training, to be held on 21 and 22 September 2005, together with the Union of Iberoamerican Capital Cities and Mercosur Cities (Mercociudades) and the Network of Authorities for Environmental Management of the Cities of

Latin America and the Caribbean, whose purpose is to promote environmental education and an environmental ethic to form a citizens committed to sustainability.

This issue of *Environmental Training* also announces other activities for the coming months, including particularly the Third World Congress on Environmental Education, to be held in the city of Turin, Italy, from 2 to 8 October 2005 and the Fifth Iberoamerican Congress on Environmental Education, to be held in the city of Joinville, Brazil, from 5 to 8 April 2006.

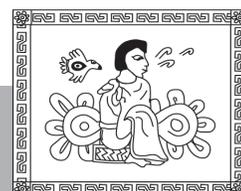
Thus, the Decade of Education for Sustainable Development is giving new impetus to efforts being made in favour of environmental education and thereby providing support for broad citizen participation and public environmental management in building a sustainable future.

The Environmental Training Network has signed a cooperation agreement with the Universidad Autónoma de la Ciudad de México to prepare prototypes of environmental education textbooks for the basic education system. This effort will seek to systematize the extensive experience in the field of environmental education in the countries of the region and Spain. National and local governments will be able to adapt and adopt these prototypes, thereby giving new impetus to environmental education in our region.

This project is being conducted as one of the first activities in the Latin American and Caribbean Programme for Environmental Education, approved at the Fourteenth Meeting of the Forum of Environment Ministers, held in Panama in November 2003, and later at the Meeting held on Margarita Island, Venezuela, in November 2004. In this manner, the Environmental Training Network, in collaboration with the governments of the region, is advancing in the development of environmental education.

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Activities outside the region

Ecological Threats and New Promises of Sustainability for the Twenty-first Century. Oxford, England, 4 and 5 June 2005

The panel discussion on “Ecological Threats and New Promises of Sustainability for the Twenty-first Century” will take place at the conference for the fiftieth anniversary of Queen Elizabeth House. The topics to be discussed will include ecology and new promises of sustainability; ethnicity, conflicts and solutions; forced migration, global economics and governance; etc.

The panel will bring together personalities in the areas of economic and ecological anthropology, political ecology, and cultural and critical theory on the development of the USA, England, Sweden, Switzerland, the Netherlands, Australia and Mexico, in order to discuss means of building sustainable development.

Information:

<http://www.qeh.ox.ac.uk>

Training Programme for the Enforcement of Environmental Law United Nations Institute for Training and Research (UNITAR), Geneva, Switzerland, 2005

This programme launched by UNITAR is aimed at improving the capacity of developing countries and countries in transition to implement international obligations related to environmental protection and sustainable development. Activities in this programme include distance training in international environmental law, programmes to consolidate and strengthen capacities through the organization of national or regional workshops and the holding of seminars on “environment and justice” with judges as the target group.

The main objective of the programme is to train public officials, academics, lawyers, judges and, in general, all people who work in the field of environmental law, policies and management. These are the people targeted by this distance training course.

Information:

<http://www.unitar.org/elp>

First International Interdisciplinary Congress on Socio-Educational Participation, Encouragement and Intervention Barcelona, Spain, 21 to 23 November 2005

This congress seeks to create a space where professionals and scholars in education and pedagogy, sociology, psychology, social work, anthropology, health, cultural management, law and, in general, all the disciplinary spheres involved in social issues, can exchange experiences, debate and reflect on socio-educational participation, development and intervention from an approach of interdisciplinarity, complexity, cooperation and construction.

Its objectives are to enable interdisciplinary reflection, to contrast the perspectives, terms and concepts used by the different agents and professionals and to share the different education practices being developed in diverse social contexts.

An invitation is being extended by the Department of Systematic and Social Pedagogy of the Universidad Autónoma de Barcelona, in collaboration with the Education and Training Policy Analysis Group (GAPEF) and the Iberoamerican Social Pedagogy Association (SIPS).

Information:

<http://dewey.uab.es/congresipais/cas/index.htm>



Activities outside the region

Third International Symposium on the Environmental History of Latin America and the Caribbean.

**Third Spanish Meeting on Environmental History.
Seville, Spain, 6, 7 and 8 April 2006**

Growing concern about the effects of the ecological crisis and the most appropriate way to manage natural resources has ended up including the historian community, giving rise to deep reconsideration of the conventional forms of approaching history. Environmental history seeks to contribute to knowing and solving the socio-environmental problems that afflict our civilization.

That is why the Spanish Section of the European Society for Environmental History (ESEH), is convening the Third International Symposium on Environmental History of Latin America and the Caribbean, as well as the Third Spanish Meeting on Environmental History, to be held on 6, 7 and 8 April 2006 at the Universidad Pablo de Olavide in Seville, Spain.

The main objective of the symposium is to take environmental history as a field open to building sustainability.

Information

<https://aramis.upo.es/simposiohistoriambiental/> y historiambiental@upo.es

**Second Annual Conference on Sustainable Development in Latin America. The Business of Environment in Latin America.
La Jolla, California, USA, 16 and 17 June 2005**

The Second Annual Conference on Sustainable Development in Latin America will take place on 16 and 17 June 2005 at the Weaver Center located in the headquarters of the Institute of the Americas in La Jolla, California.

The Conference will have a group of specialists in the field from different parts of the world and will bring together high officials in environment and sustainable development throughout the region to discuss the most vital themes at the present time and to renew dialogue and cooperation in the field.

Information:

jorge@iamericas.org and www.iamericas.org

Ecological Alternatives in Hygiene. International Advanced Training Programme.

Sweden, South Africa, Mexico, August 2005 and February / March 2006

The Swedish International Development Cooperation Agency (SIDA) is the government body that manages Swedish bilateral cooperation programmes with other countries.

This agency is receiving applications to participate in the advanced international training programme. The main objective of this programme is to spread information and knowledge on new options in hygiene to reduce risks to human health, improve nutrition, protect water resources and deal with other environmental aspects.

The long-term goal is to improve health and the quality of life, and to protect the environment.

The programme is divided into three phases: phase one, from August 15 to September 2, 2005, in Sweden; phase two in February 2006 in South Africa; and the final phase in March 2006 in Mexico. Eligible applicants are people working in areas of hygiene and water in urban and peri-urban areas.

Information: www.sei.se y www.ecosanres.org

Consult our Virtual Library



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



Decade of Education

Decade of Education

National Meeting on Environmental Education for Sustainable Development “Ten Years to Change the World” Aguascalientes, Aguascalientes, 17-19 May 2005

Enrique Leff

The Decade of Education for Sustainable Development has been launched in the world and in Mexico. This Decade renews and updates a long march in favour of environmental education initiated in Stockholm in 1972 and understood as the need to form new ways of thinking and new skills to internalize the environmental dimension and new knowledge in rationality, attitudes, behaviours and decision-making criteria. These were the principles that gave rise to the International Environmental Education Programme, established by UNESCO and UNEP in 1975 and carried out until 1995. These were the principles that produced the General Guidelines for Environmental Education in Tbilisi in 1977, open to an understanding of the environmental complexity of our times.

In response to accumulated education deficiencies in many countries of the world and in Latin America, education has undoubtedly been at the centre of social debates in recent years. This led to the World Education Forum, held in Dakar, Senegal, in April 2000, deciding to promote a decade of Education for All, recovering the goals approved at the World Conference on Education for All, held in Jomtien, Thailand, in 1990.

These goals were integrated into the Millennium Goals and reiterated in the Johannesburg Plan of Implementation in 2002, including the promotion of a Decade of Education for Sustainable Development. Within these processes, an education community has been formed in Latin America and it has formulated a Latin American statement in favour of education for all, as a critical and proposal-oriented position related to access to education and quality of education processes at the present time. However, environmental education continues to be marginal in these social spaces seeking to strengthen the right to education.

Environmental education originated with the orientation of an environmental concept in which the environment is understood as an externality of the economy and as everything that is unknown and denied by the rationality of modernity. Environmental education is an education to understand the complexity of the current world. It is not only an ecological education or a holistic view of interrelationships between objects. Environmental education calls for relating natural, physical and biological processes with economic, social and cultural processes as pillars of sustainable development, but it is more than that. It involves education on the world's complexity generated by the

intervention of knowledge on the world and on life. Environmental education is education on an ethic of life and sustainability in relation to the imposition of the economic and instrumental rationality of modernity.

Environmental education is not only the incorporation of a new subject in the curricular structure. It is not a question of inserting a cross-cutting object of study in the formal education system; it is not simply updating education. It is an education that prepares students to understand a world in transformation and enables new generations to consciously and actively involve themselves in building a sustainable future. Environmental education is not a drive belt for transmitting new information to the minds of students; it is the crucible in which new mentalities, new values and a new rationality are forged.

Environmental education is a new pedagogy that changes the relationships of power within the education process and in the political life of nations and persons. It is an education that more than informing, seeks to form; to form people to think in a world in crisis, whose chief failure is its not being thought of in a responsible manner; that is, not being thought of critically. Environmental education reiterates the right to education, but, above all, the right to think as a principle of people's autonomy in the self-determination of their conditions of existence and the worlds they live in. More than a tool for achieving a pre-established objective of sustainable development, environmental education is the right to be, beginning with the right to think.

Environmental education is therefore not a fad or an appendage to the education system to bring it into line with the Millennium Goals. Education for sustainable development demands a substantive change in formal and informal education. In view of the education deficit, the Millennium Goals in the field of education not only require the expansion of education coverage, but also doing away with illiteracy and making basic education equally compulsory for boys and girls.

Environmental education revalues education as an investment for the future of humanity and fosters the teaching vocation. At the same time, it demands a deep transformation in the education system, in what is taught and how it is taught. From this perspective of change, some countries of the region, such as Brazil and Colombia, have established national environmental



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education laws and programmes. In this process, a growing and vigorous social movement in favour of environmental education has been produced. An example is the teachers' movement of the Confederation of Education Workers in the Argentine Republic (CTERA), which not only fights for the right to education, but also has undertaken a national crusade for renovation of the teaching vocation and in favour of an environmental pedagogy through a specialization career for all teaching staff in the Argentine Republic, which is an example to be followed in public policies and teachers' union practices throughout our Latin America.

In this promotion, the Forum of Ministers of the Environment of Latin America and the Caribbean adopted a proposal to develop a Latin American and Caribbean Environmental Education Programme in the framework of the UNEP Environmental Training Network. The Programme seeks to strengthen this rich and vigorous social process in favour of environmental education in our region and to link it with public policies for sustainable development.

UNEP has been decisively supporting all these efforts in favour of a new environmental sensitivity, awareness and education in Latin America and the Caribbean. The Environmental Training Network has been concentrating its efforts on the substantive themes in the Millennium Goals and the Johannesburg Plan of Implementation, such as training in trade and environment and in the ecosystemic management of natural resources such as, for example, agroforestry and agroecology, and in the sustainable management of water resources. In basic education, the Network assists teacher training processes such as those carried out by the Confederation of Education Workers in the Argentine Republic (CTERA) and continues supporting the efforts of various universities that are developing environment programmes.

The Network has also been implementing a project for the preparation of prototypes of environmental education textbooks for the basic formal education system. They gather the best experiences in the field of environmental education produced in the different countries of the region. These prototypes may be adopted and adapted by national or local environmental education policies in the countries of the region. In the field of community education and training, UNEP and the Mexican Environment and Natural Resources Ministry (SEMARNAT) have been developing a Project to Provide Indigenous and Peasant-Farmer Communities with Training for Conservation of Biodiversity and the Sustainable Management of Natural Resources in collaboration with the Commission on the Knowledge and Use of Biological Diversity (CONABIO) and the Mexican Biological

Corridor. At the same time, UNEP is boosting a new environmental ethic, an ethic of sustainability for life. In this way, the Manifesto for Life and the Earth Charter have been inspiring a number of education activities in favour of sustainability.

Thus, the Decade of Education for Sustainable Development is being launched in Mexico and in Latin America with a firmly established social and institutional base and with broad experience that should take advantage of this new impetus to become stronger and more consolidated. Environmental education in Latin America already has its own personality. Thus, instead of camouflaging itself as education for sustainable development, it defends its environmental identity as an ethic and thought that guides the education process towards the building of sustainable societies, as aptly reflected in the title of this Meeting.

Meeting these challenges will require involving more decisive and committed institutional support than that which has so far been provided to universities and schools, and to citizen groups that have been developing programmes and projects that are frequently isolated and lacking continuity. Environmental education converted into the right of all should be included in national environmental education laws and programmes, as is taking place in some countries of the region, and in national programmes shared by the education and environment ministries in collaboration with international organizations, such as UNEP and UNESCO. But the institutionalization of environmental education does not mean that it should be standardized, since it should continue being a creative field, an innovating space for pedagogical practices to forge new men and women.

Environmental education should not be simply an education in information and information technology to enable people to adapt to the environmental changes of our times, but rather a forming and transforming education. Environmental education is not an updating of the education system, understood as an ideological apparatus of the State, but an education for emancipation situated at the forefront and lighting the paths we must take to build a sustainable future.

The Decade of Education for Sustainable Development constitutes a high aim and a challenge for federal, state and local governments, as well as for the educators and citizens in the region. It is a call to renovate education and place it at the forefront of the social and cultural changes of our times, so as to achieve sustainable, equitable and democratic development. These are, undoubtedly, the dreams of the peoples of Latin America and the Caribbean, richly endowed by nature and their diverse cultures, and seeking a destiny with a better future for all.



Decade of Education for Sustainable Development

Fifth Iberoamerican Congress on Environmental Education

Joinville, Brazil, 5 to 8 April 2006.

The Iberoamerican Congresses previously organized in Mexico, Venezuela and Cuba will hold its Fifth Forum in Joinville, Brazil, on 6-8 April 2006, to update and exchange experiences among environmental educators in the region.

The Fifth Iberoamerican Congress on Environmental Education will bring together representatives of governments, public and private institutions, non-governmental organizations, the academic community, social movements, activists, entrepreneurs, communication professionals, educators and students from the Iberoamerican countries to discuss the role of environmental education in building global sustainability in the context of the Decade of Education for Sustainable Development.

The Congress is being organized by the entity that manages national environmental education policy – the Education and Environment Ministry of Brazil – in collaboration with the government of the State of Santa Catarina and the Municipal Prefecture of Joinville, in the framework of the UNEP Environmental Training Network. The Congress will present a framework of regional integration of environmental educators and will discuss the launching of the Decade of Education for Sustainable Development. On this occasion, the Iberoamerican Congress will be open to participation by the English-speaking Caribbean countries and will seek to expand collaboration in this field towards environmental educators in the Portuguese-speaking African countries.

Information:

claudia@rodaviva.org.br y www.siberoea.org.br

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1. *Curso de Economía Ecológica* (Course on Ecological Economics), Joan Martínez Alier, 2nd edition, Mexico, 1998.
2. *Economía de la Biodiversidad* (Economics of Biodiversity), Alejandro Toledo, Mexico, 1998.
3. *Agroforestería Básica* (Basic Agroforestry), L. Krishnamurthy and Marcelino Ávila, Mexico, 1999.
4. *Agroecología: teoría y práctica para una agricultura sustentable* (Agroecology: theory and practice for a sustainable agriculture), Miguel Altieri and Clara Nicholls, Mexico, 2000.
5. *Interdisciplinaridade em ciências ambientais* (Inter-disciplinarity in the Environmental Sciences), Arlindo Philippi Jr., Carlos E. Morelli Tucci, Daniel Joseph Hogan and Raúl Navegantes (coordinators), Ministry of Science and Technology of Brazil, UNEP, Signus Editora, São Paulo, 2000.
6. *Gestión ambiental de ciudades. Teoría crítica y aportes metodológicos* (Environmental Management of Cities), Roberto Fernández, Mexico, 2000.
7. *Salud ambiental básica* (Basic Environmental Health), Annalee Yassi, Tord Kjellstrom, Theo deKok and Tee Guidotti, UNEP, INHEM, WHO, Mexico, 2002.
8. *Tecnologías agroforestales para el desarrollo rural sostenible* (Agroforestry Technologies for Rural Sustainable Development), L. Krishnamurthy and Miguel Uribe Gómez (editors), UNEP, SEMARNAT, Mexico.

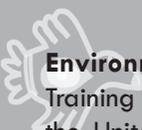
Series: Manuals for Environmental Education and Training

1. *Manual comunitario de saberes ambientales* (Community Manual of Environmental Knowledge), Maritza Gómez Muñoz, Mexico, 1999.
2. *Principios de Intervención en la Capacitación Comunitaria*, (Intervention Principles for Community Training) Gonzalo Abella and Ramón Fogel, Mexico, 1999.
3. *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 Latin American Peasants) Eckart Boege, UNEP, Latin American Indigenous Peoples Development Fund, Instituto Nacional Indigenista (Mexico), Mexico, 2000.
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9. *Lineamientos para la Aplicación del Enfoque Ecosistémico a la Gestión Integral del Recurso Hídrico* (Ecosystem Approach to Integrated Management of Water Resource), Angela Andrade Perez, UNEP. Mexico, 2004.
10. *El Hidroscopio* (The Hydroscope), Ramón Vargas & Nidia Piñeyro. UNEP. Argentina, 2004.

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1. *¿Qué es ambientalismo?* (What is Environmentalism?), Julio Carrizosa Umaña, PNUMA, Universidad Nacional de Colombia, Centro de Estudios de la Realidad Colombiana, Bogota, 2001, 134 p.
2. *La modernidad insustentable* (The Unsustainable Modernity), Héctor Leis, UNEP, Nordan Comunidad, Montevideo, 2001.
3. *El retorno de Ícaro. La razón de la vida. Muerte y vida de la filosofía.* (Icarus Return. The Reason of Life. Death and Life of Philosophy.), Augusto Ángel Maya, ASOCARS, IDEA, UNDP, UNEP, Bogota, 2002.
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5. *Ética, vida sustentabilidad* (Ethics, Life, Sustainability), Enrique Leff (editor), Ministerio del Medio Ambiente de Colombia, UNEP, UNDP, ECLAC, Earth Council, Mexico, 2002.
6. *La transición hacia el desarrollo sustentable. Perspectivas de América Latina y el Caribe* (The Transition Towards Sustainable Development. Latin American and Caribbean Perspectives), Enrique Leff, Exequiel Ezcurra, Irene Pisanty, Patricia Romero (editors), SEMARNAT/INE, UNEP, UAM, Mexico, 2002.
7. *Ecología, espiritualidad, conocimiento. De la sociedad del riesgo a la sociedad sustentable* (Ecology, Spirituality, Knowledge. From the Society of Risk to a Sustainable Society), Víctor M. Toledo, UNEP, Universidad Iberoamericana- Mexico, Mexico, 2003.
8. *Desarrollo Humano y Ética para la Sustentabilidad* (Human development and an Ethic of Sustainability). Antonio Elizalde, UNEP, Universidad Bolivariana Chile. Mexico, 2003.
9. *Naturaleza, Culturas y Necesidades Humanas* (Nature, Cultures and Human Needs) Rayén Quiroga, UNEP, Universidad Bolivariana (Chile). Mexico, 2003.
10. *Conhecimento, meio ambiente e globalização* (Knowledge, Environment and Globalization), Dimas Floriani, PNUMA, Jurua Editora. Curitiba, 2004.
11. *El Reencantamiento del Mundo* (The reenchancement of the world), Ana Patricia Noguera de Echeverri, PNUMA, Universidad Nacional de Colombia, Mexico, 2004, 206 p.



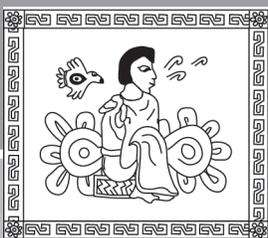


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The logotype of *Environmental Training* combines two prehispanic Mexican seals and a character from the post-Conquers Codex Mendoza. The logotype embodies a meaning of communication and environment, based on the following symbols: the flower seal 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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