



ENVIRONMENTAL TRAINING



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

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Letter from the Editor

Now that the euphoria of the Johannesburg Summit has ended, the directions of sustainable development are beginning to take shape; perspectives opened up by agreement to proceed with a decade in favor of education for sustainable development have begun to revitalize efforts being made both on a national scale, as well as regional and global scales. UNEP has launched an internal consultation to define the role it should play in this process. The significant progress made in Ibero-american cooperation and closer collaboration among the countries of the region in environmental education and ecological economics should also be noted.

As a result of the Iberoamerican Course and Congress on Development and Environment, held in Quito, Ecuador, from 9 to 12 April 2003, an Iberoamerican Ecological Economics Network was formed to encourage a forum for the exchange of information, knowledge, projects and courses and to provide support for sub-regional ecological economics associations being established in the region. (See page 7.)

The environmental education process in Latin America continues revitalizing itself and advancing both within and outside institutional circuits. Thus, the IV Iberoamerican Congress on Environmental Education, held in Havana, Cuba, from 2 to 6 June 2003, drew up a proposal to establish an Alliance for Environmental Education in Latin America and the Caribbean. The purpose of the alliance is to promote, consolidate and strengthen ongoing regional mechanisms to boost policy coordination, stimulate the development of programmes and projects and foster communication, exchange and mutual support in the field of environmental education and in the framework of the Latin American and Caribbean Initiative for Sustainable Development and the Johannesburg Plan of Action. This proposal will be submitted to the XIV Meeting of the Forum of Ministers of the Environment of Latin America and the Caribbean for approval. (See page 8.)

For its part, reiterating its commitment and continuing with its efforts in the field of environmental education, the Confederation of Education Workers in the Argentine Republic (CTERA) is convening the First Congress on Environmental Education in Argentina, to be held from 7 to 9 May 2004 in Río Tercero, Province of Córdoba, Argentina. This Congress proposes “to position environmental education as a field for rethinking education, science, culture and development” and “to promote environmental education as a basis for interdisciplinarity to build a body of environmental knowledge as an intercultural strategy for sustainability”. (See page 3.)

The emergence of new social movements linked to environment, sustainability and indigenous rights is opening up academic frontiers towards new social and environmental commitment at universities. The first indigenous universities on the continent are being established. In this context, the proposal to establish the Rainforest University in the Brazilian Amazonia has emerged. This implies opening up the field of science and the problems of academic interdisciplinarity to a process of reconstructing knowledge, based on dialogue between different sciences and wisdoms.

The perspectives of the signing of the Free Trade Agreement of the Americas (FTAA) in 2005 have already triggered a broad process of consultations and negotiations. Thus, there is an urgent need to build capacities to negotiate the environmental principles of sustainable development vis-à-vis the free trade systems. In this context, the week of dialogue on trade and environment was held from 24 to 28 March 2003. At the Workshop on Training in Trade, Environment and Sustainable Development for Latin America and the Caribbean, principles and basic agreements were established to proceed with this training process which will be put into operation through UNEP cooperation agreements with the Central American Commission on Environment and Development (CCAD) and the Economic Commission for Latin America and the Caribbean (ECLAC).

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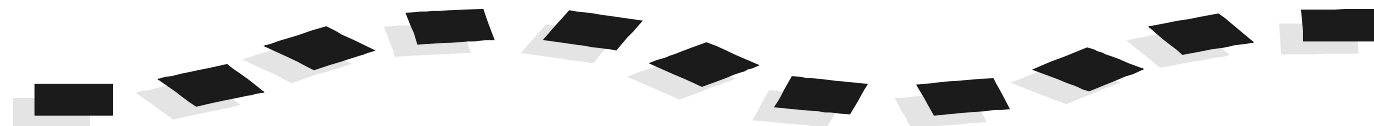
ACTIVITIES IN THE REGION

XII International course on agroforestry for ecodevelopment

The Universidad Autónoma Chapingo and the System of Postgraduate Studies in Environment of the Environmental Training Network for Latin America and the Caribbean of the United Nations Environment Programme are, for the twelfth time, offering this course, which will be given from **2 to 20 September 2003**. The objectives are. 1) to analyse and explain the concepts, principles and potentials of agroforestry; 2) to provide basic training in skills for using diagnostic and design methodologies focused on the analysis, planning and implementation of agroforestry technologies; and 3) to discuss strategies, alternatives and available resources for disseminating agroforestry programmes. The content includes: 1) concepts, principles and potentials of agroforestry; 2) methods and procedures for designing agroforestry technologies; 3) Assessment of agroforestry systems; 4) extension, adoption and adaptation of agroforestry techniques; and 5) an individual work/study project applicable to the participant's locality. The course will be given with extensive participation by those attending through reading, discussions, field and laboratory practice, data analysis and interpretation, and presentation of reports. Many of the phases will be carried

out through teamwork. One phase will consist of key lectures by international specialists. The course is aimed at professionals in Latin America and the Caribbean with bachelor degrees in agronomy, forestry, livestock breeding, biological sciences, rural sociology and agricultural economics who are linked to sustainable rural development, and it serves as a pre-university course for the Master's Degree in Sciences Programme *Agroforestry for Sustainable Development*. For further information please contact:

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I Congresso brasileiro de agroecologia *IV Seminário internacional sobre agroecologia* *V Seminário estadual sobre agroecologia*

El propósito geral de este evento é contribuir no processo de construção paradigmática, fundamentado no saber socioambiental e orientado pelos ideais de uma sociedade sustentável. A data e local estão confirmados: será de **18 a 21 de novembro de 2003**, no Centro de Eventos da PUCRS – Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre (RS). Tendo como *Tema Chave* “Conquistando a Soberania Alimentar”, o evento é uma realização da EMATER/RS-ASCAR (Associação Riograndense de Empreendimentos de Assistência Técnica e Extensão Rural e Associação Sulina de Crédito e Assistência Rural) e EMBRAPA (Empresa Brasileira de Pesquisa Agropecuária), sendo promovido por um amplo conjunto de instituições de ensino, pesquisa e extensão rural, ademais de contar com o apoio de diversas organizações da esfera governamental e não governamental. Informações:

Comissão Organizadora
<http://www.emater.tche.br>
seminario.agroecologia@emater.tche.br

IV Curso latino-americano em biologia da conservação e manejo da vida silvestre

O curso será ministrado (**4 de novembro a 6 de dezembro, 2003**) pelo Instituto de Pesquisas Ecológicas (IPÊ) em parceria com a Smithsonian Institution - USA, com apoio do Instituto Florestal de São Paulo. O curso será oferecido em português e sua parte introdutória será realizada no Centro Brasileiro de Biologia da Conservação, do IPÊ, localizado no Município de Nazaré Paulista, próximo a cidade de São Paulo. Grande parte de seu conteúdo será abordado no Parque Estadual do Morro do Diabo, localizado no Pontal do Paranapanema, oeste do Estado de São Paulo. Instrutores com experiência nos temas conduzirão aulas teóricas e exercícios de campo em aspectos relevantes em biologia da conservação e manejo da vida silvestre. Pesquisadores com trabalhos específicos na conservação da biodiversidade brasileira apresentarão palestras sobre os resultados e a aplicação de suas pesquisas. Todos os participantes apresentarão um seminário de 30 minutos sobre seus trabalhos específicos na área de conservação da natureza. Os participantes usarão também seus conhecimentos adquiridos durante o curso para a elaboração de projetos de pesquisa de campo sobre os tópicos abordados durante o curso. Mais informações:

IPÊ
Instituto de Pesquisas Ecológicas
Caixa Postal, 47
Nazaré Paulista – SP.

Cep: 12960-000, Brasil
Tel.: (011) 4597-1327/9789-4827
cbbc@ipe.org.br
www.ipe.org.br

4th International symposium on wastewater reclamation and reuse

The Engineering Institute of the Universidad Nacional Autónoma de México (UNAM) is organizing this event, which will be held in Mexico City from **12 to 14 November 2003**. The purpose of the symposium is to gather international specialists to address topics revolving around the reuse of wastewater, particularly concerning concrete experience in case studies. Information:

Dra. Blanca Jiménez Cisneros
Instituto de Ingeniería, UNAM
Apartado postal 70-472
Ciudad Universitaria, 04510, México D.F.
Fax: +52 5 5622-3433
iwa@pumas.iingen.unam.mx
www.iingen.unam.mx/isw

I Congress on environmental education in Argentina

The Confederation of Education Workers in the Argentine Republic (CTERA) is convening this congress, which will be held from **7 to 9 May 2004** in Río Tercero, in the province of Córdoba, Argentina. The objectives of the congress are:

- To position environmental education as a field being constructed to rethink education, science, culture and development.
- To promote environmental teaching as a basis for the interdisciplinarity to build a body of environmental knowledge as an intercultural strategy for sustainability.
- To rethink the curricular and institutional structure of the education system in the context of the modern scientific revolution, the environmental crises, the dialogue among fields of knowledge and sustainability.
- To recover and exchange environmental education experiences in all spheres: formal, non-formal, informal and communicational.
- To agree on teaching and policy strategies and commitments to environmentalize science, technology and training curricula, in order to transform traditional educational approaches.
- To encourage ongoing training and capacity-building structures for teachers in our country to enable the designing of educational scenarios aimed at greater social development and inclusion.
- To consolidate linkage and communication networks of environmental educators as an ongoing national and international training and exchange strategy.

Information at the Escuela Marina Vilte of CTERA:

www.ctera.org.ar
eduambiente@ctera.org.ar

4th International congress on higher education “University 2004”

The Ministry of Higher Education and the universities in the Republic of Cuba are convening this congress, which will be held from **2 to 6 February 2004** in the Palacio de Convenciones in Havana. The event is being organized by the Higher Education Ministry of the Republic of Cuba (MES) and Cuban universities, and is being sponsored by numerous international and Cuban organizations. The key topics that will be addressed are: new developments and perspectives of higher education for a better world; universalization of the university; pertinence, quality, accreditation and internationalization of higher education; the contribution of higher education to sustainable development; improving higher education teaching; and information and communication technologies in the transformation of university processes. The following scientific events will also form part of the congress:

- VII International Workshop on “Higher Education and its Perspectives”.
- IV Workshop on Teaching in Higher Education.
- IV Workshop on “University, Environment and Sustainable Development”.
- VII Consultative Meeting on Postgraduate Study Programmes in Iberoamerica.
- V Symposium on “The University, Science and Technology”.
- VI International Workshop on Distance Education.

Information:

www.universidad2004.cu

III International scientific conference on environment in the twenty-first century (MAS XXI)

The Universidad Central de Las Villas, Cuba, and the Universidad Autónoma de Barcelona, Spain, sponsored by the Cuban Higher Education Ministry and several Catalan institutions, are convening MAS XXI, to be held in the city of Santa Clara from **25 to 28 November 2003**. The event will address the following subject areas: Energy, resources and environment; Sustainable development and clean technologies; Environmental education and communications; Environmental management; Biodiversity. Information:

Ing. Pedro Casanova Treto
Secretario Ejecutivo MAS XXI
UCLV, Cuba
Teléfono: 53 42 281630
Fax: 53 42 291608
eventos@fim.uclv.edu.cu
pcasanova2000@yahoo.com

Distance course on agroecology: designing biodiverse and sustainable agroecosystems

This course is being offered by the Network of Institutions Linked to Training in Agricultural Economics and Policies in Latin America and the Caribbean (RECAPA); the UNEP Environmental Training Network for Latin America and the Caribbean, as part of its general programme on environmental education and training; and the University of California at Berkeley; under the direction of professors Miguel Altieri and Clara Nicholls. The general objective is to examine organization as a social component from a systemic perspective, to understand the phenomena of change and their impact on management and to find out about different administrative tools to assist decision-making. The course, which will be given from **20 August to 7 November 2003**, is aimed at advanced students in agricultural sciences and at professionals involved in agricultural research and outreach. In addition to exploring basic concepts of ecological pest and land management, the course will provide methodological tools for conversion to organic management, the assessment of agro-ecosystems and

environmentally sound and socio-economically viable rural development plans. List of topics:

- Agro-ecology: concepts and principles
- Key processes in the agro-ecosystem
- Importance of biodiversity in agriculture
- Traditional agricultural production systems
- Biological pest control
- Ecological weed management
- Ecological disease management
- Ecology and soil management
- Ecological bases for the transition to organic management
- Biodiversity and pest management
- Diversified-alternative production systems
- Agro-ecology and rural development (sustainable systems for peasant farmers)
- Sustainability indicators
- Social, economic and political dimensions of sustainable agricultural development

Information:

<http://www.redcapa.org.br/espanol/cursos/mas-agroecologia.htm>

SYSTEM OF POSGRADUATE PROGRAMMES

Master's degree programme in economics of natural resources and environment

The School of Economic and Administrative Sciences of the Universidad de Concepción in Chile is offering this post-graduate study programme with three areas of specialization: Economics of natural resources; Economics of biodiversity and conservation; and Quantitative methods. The programme objectives are: a) to promote and reinforce research development in the area of environmental and natural resources economics in Latin America and the Caribbean, b) to train professionals who will be able to conduct high-level research in the area of natural resources and environmental economics;

and c) to provide professionals in the public and private sectors with training for efficient environmental management and natural resources use. Information:

Facultad de Ciencias Económicas y Administrativas
Casilla 1987 – Correo 3
Concepción, Chile
Tel.: (+56 41) 25 4951
mernyma@udec.cl
www.udec.cl/mernyma

Specialization in environmental policy management and analysis

The National Institute of Public Administration and the National Institute of Ecology of Mexico are presenting the eighth promotion in this specialty that will enable the participant to acquire theoretical and information instruments, as well as practical tools for the formulation, implementation, assessment and control of ecosystem conservation policies and strategies, the sustainable use of natural resources and environmental protection. The programme is divided into the following modules and has an academic load of 300 class hours to be taken in nine months: I Institutional framework: 1, public administration in Mexico, 2, the new profile of public management, 3, the political and economic context of environmental policies; II. Structural components: 1, the legal framework, 2, public management of environmental policies, 3, the international forum, 4, infrastructure for environmental management; III. Environmental management instruments: 1, environmental

programmes, 2, ecological management, 3, environmental risk, 4, environmental impact assessment, 5, economic tools; IV. Natural resources protection: 1, sustainable use of natural resources, 2, biodiversity protection, 3, marine environment, 4, citizen participation; V. Environmental protection: 1, atmospheric pollution prevention and control, 2, water pollution prevention and control, 3, waste and chemicals management, 4, inspection and surveillance. Information:

Guadalupe González Flores
Subcoordinación de Formación Permanente
(+52 55) 5081-2600 ext. 4429
Fax: (+52 55) 5257-4834
sdfp@hotmail.com

Postgraduate study programme: Specialization in environmental education for sustainable development

The Confederation of Education Workers in the Argentine Republic (CTERA) is offering this specialization that may be taken by those who come from different areas of knowledge. It is aimed especially at practicing teachers who are carrying out activities in institutions with faculty at the graduate level or teacher training institutes in all the jurisdictions of Argentina. It is divided into the following modules with a total duration of 360 hours: I: Science, culture and society; II: Ethics and sustainable development; III: Environmental knowledge:

sustainability, rationality, complexity and power; IV: Ecology; V: Sustainable human development; VI: Sustainability and socio-environmental indicators; VII: Development on a human scale; VIII: Environmental education for sustainable development; IX: Education for a sustainable future. Information:

eduambiente@ctera.org.ar
<http://www.ctera.org.ar/>

Postgraduate programme in “Gender, equality and sustainable development”

The Universidad Técnica de Ambato (UTA) of Ecuador and the Centre for the Promotion of Women and the Family (CIMUF) are offering this postgraduate programme with specialization in gender and environment and gender and education, which are aimed at training professionals to apply a gender perspective and approach in education and socio-environmental subject areas as a contribution to building sustainable development. Its objectives are:

- To encourage the study, analysis and criticism of knowledge and conceptual, methodological and research approaches to incorporate the perspective of gender and equality in sustainable development.
- To strengthen leadership capacities and the capacity to plan and design proposals that will contribute to sustainable development through the positioning of gender equality.
- To identify, analyse and define strategies and instruments

for gender intervention in conservation and sustainable development management and in education management.

- To put into practice the plan for preparing a degree thesis in its research, strategy and operation phases.

The general organization of the Master’s degree programme is by semester, with three semesters of classroom work (12 events/modules) and the preparation of a degree thesis. The first two semesters form the core curriculum and the third semester is specific to each special field of study and requires some classroom work. Information:

Janett Miranda
CIMUF

Av. Gran Colombia 242
Edificio MM Jaramillo Arteaga, piso 8, oficina 813
Tel.: (593 2) 2953 728, 2570 156
Quito, Ecuador
cimuf@uio.satnet.net

ACTIVITIES OUTSIDE THE REGION

Learning and the world we want: intersecting conversations on education, culture, and community

This is an international and interdisciplinary conference in celebration of 100 years of the Faculty of Education at the University of Victoria. An international conference on education and lifelong learning in the context of local and global searches for communities of economic and social well-being. This conference is for all concerned with the role of learning in calling forth and creating a sustainable global community and a peaceful world. The conference will be held at Victoria, British Columbia, Canada, **November 20-23, 2003**. For further information contact:

Maria del Carmen Rodriguez, Ph.D.
Communications Liaison
International Conference Learning and The World We Want
Faculty of Education
University of Victoria
Victoria, BC, Canada V8W3P1
<http://www.educ.uvic.ca/learning>

NON GOVERNMENTAL ORGANIZATIONS

CALIMA Foundation for the development of Micro, Small and Medium-Scale Companies (MIPyME)

The Calima Foundation operates in the city of Palmira in the Valle de Cauca, Colombia. Its purpose is to recover and maintain urban spaces, especially parks and green areas, so that workers and their families will have valid options for scenic and leisurely recreation. To achieve its objective it seeks to involve different sectors of the community, children, adults and the elderly, through diverse activities that include a mass education component. CALIMA is also supported by organizations such

as the Regional Autonomous Corporation of Valle del Cauca, the Environmental Studies Institute of the Universidad Nacional – at Palmira – the Geriatrics Programme of the Universidad San Buenaventura and the Municipal Environmental Unit, among other entities. Information:

fundacalima@terra.com.co

Mexican Learning for Conservation Initiative

The Mexican Learning for Conservation Initiative (IMAC) is a joint effort of the Mexican Fund for the Conservation of Nature (FMCN), The Nature Conservancy (TNC) and Private Agencies Collaborating Together (PACT), with funds from the Packard Foundation. IMAC was created to contribute through intra- and inter-institutional learning to enable civil organizations to achieve the conservation of Mexican nature. An exchange for achieving this goal is carried out in two ways: through events in person and through the IMAC portal- this portal is a repository of knowledge that the organizations have

adopted to facilitate exchange, since the users themselves can directly add articles, discussion forms, events, better practices and photos, among many other items. Information:

Tel. (+52 55) 5611-9779, ext. 36
gromo@mail.fmcn.org
www.imacmexico.org

IBEROAMERICAN NETWORK OF ECOLOGICAL ECONOMICS

During the Iberoamerican Congress on Development and Environment, held in Quito, Ecuador, from **9 to 12 April 2003**, it was decided to establish the Iberoamerican Network of Ecological Economics (RIEE). The RIEE will have its permanent secretariat in FLACSO-Ecuador, with the support of the ecological economics group of Barcelona. The RIEE already has the support of the Argentine-Uruguayan Association of Ecological Economics, of Eco-Eco of Brazil, of IUCN Mesoamerica, of the Centro de Desenvolvimento Sustentável in Brasilia, of the Institut de Ciencia i Tecnologie Ambientals in Barcelona, of FLACSO-Ecuador and of the Confederation of Indigenous Peoples of Ecuador (CONAIE). The RIEE is not an association but rather a network for the exchange of information and of support for work in common. Consequently its actions will always be aimed at supporting activities that are already being conducted by sub-regional ecological economics associations. The RIEE will launch an on-line academic journal on ecological economics, whose official

languages will be both Portuguese and Spanish. The purpose of this journal will be to serve as a non-English reference publication in the field of ecological economics in the region. The scientific committee of the event will help to decide on the Editorial Board and the publication strategy in the medium term, with the intention of including all important actors who have anything to do with sustainability in the region. The RIEE will also promote a publishing line on ecological economics with FLACSO, with publications in both Portuguese and Spanish. The next RIEE meeting will be held in Mexico in 2005. Information:

Sede Académica FLACSO-Ecuador
Ulpiano Páez 118 y Ave. Patria Casilla 17-11-06362
Quito, Ecuador
Tel.: (593-22) 223-030/223-031
Fax: (593-22) 566-139
flacso@flacso.org.ec
<http://www.flacso.org.ec>

IV Iberoamerican Congress on Environmental Education

The Fourth Iberoamerican Congress on Environmental Education was held in Havana, Cuba, from **2 to 6 June 2003**. In the framework of the event, the Second Symposium of Iberoamerican Countries on National Strategies and Policies for Environmental Education was held. The Symposium's main recommendations are presented below because of their importance to establishing a Latin American and Caribbean Alliance for Environmental Education in the framework of the Environmental Training Network for Latin America and the Caribbean.

Conclusions and Recommendations of the Second Symposium of Iberoamerican Countries on National Strategies and Policies for Environmental Education

At the III Iberoamerican Congress on Environmental Education, held in the Republic of Venezuela in October 2000, the First Symposium of Iberoamerican Countries on National Strategies and Policies for Environmental Education was held to open a discussion process aimed at establishing an Iberoamerican vision of environmental education and sustainable development and, with that vision, to establish the bases for a Regional Environmental Education Project. Its objectives will consist of promoting, consolidating and strengthening ongoing regional mechanisms aimed at advocating policy coordination, stimulating the development of programmes and projects and fostering communication, exchange and mutual support in the field of environmental education in the framework of the Latin American and Caribbean Initiative for Sustainable Development and the Johannesburg Plan of Action.

On that occasion, it was agreed that Venezuela, through its Ministry of the Environment and Natural Resources, would prepare an environmental education proposal document that could be presented to the governments of the region for discussion after being examined by the countries participating in a second symposium.

Pursuant to the commitment assumed, the Venezuelan delegation presented a project proposal for initial consideration and discussion by those attending the II Symposium of Countries, held in the framework of the IV Iberoamerican Congress on Environmental Education. This document was submitted for analysis to the representatives of ten countries, of whom five were government officials (Mexico, Cuba, the Dominican Republic, Brazil and Venezuela) and five were not accredited (Argentina, Portugal, Spain, Colombia and Peru),

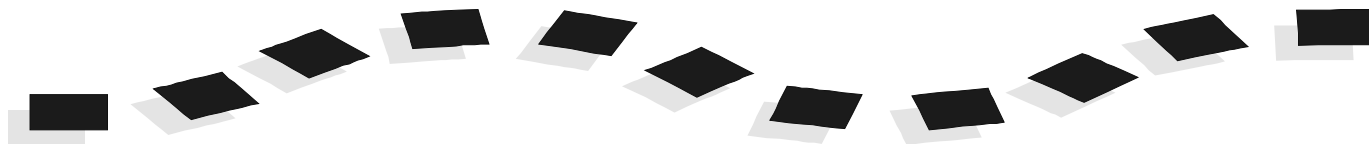
and to the representatives of two international organizations (UNESCO and UNEP). They made joint contributions and observations that are included in a version that was submitted at the closing session of the Congress.

The participants in this symposium agree:

A. To continue the process of distributing, as widely as possible, the document proposing the creation of an Alliance for Environmental Education in the Latin American and Caribbean countries through the environment and education ministries of these countries, so as to initiate a participatory consultation among the different sectors of society. This period of review and consultation will last until 30 July of the present year. As a dissemination strategy, it was decided that the draft project would be included in the portals of the Environment and Natural Resources Ministry of Venezuela; the Science, Technology and Environment Ministry of Cuba; the Education and Training Centre for Sustainable Development of the Environment and Natural Resources Ministry of Mexico; and the portal of the United Nations Environment Programme (UNEP); together with documents related to the III and IV Iberoamerican Congresses on Environmental Education and any other document that might contribute to the process of analysing and reviewing this proposal.

B. As of that date and based on that document, the Environment Ministries of the Republic of Venezuela and of the Republic of Cuba, with the support of UNEP, will prepare the proposal document that will be reviewed at the Meeting of Focal Points of the UNEP Environmental Training Network and submitted to the XIV Meeting of the Forum of Ministers of the Environment of Latin America and the Caribbean, to be held in November in the Republic of Panama, so it may be approved and then implemented with the support of the UNEP Environmental Training Network and as an environmental education policy in the countries of Latin America and the Caribbean, extending to the sphere of Iberoamerican cooperation with Spain and Portugal.

C. We participants at the II Symposium of Countries propose that the symposia continue being held at subsequent Iberoamerican Congresses on Environmental Education, since we believe it is an appropriate backdrop for discussing and analysing proposals of common interest to the region and will also allow review, evaluation and strengthening of the proposed project on environmental education and sustainable development.



II World Education Forum

The II World Education Forum, held in Porto Alegre, Rio Grande do Sul, Brazil, immediately prior to the World Social Forum, brought together more than 15,000 educators and students representing more than 100 countries on all the continents to defend public, lay, free and quality education for all women and men on our planet.

Those attending this meeting reaffirmed their rejection of the commodification of education implemented by international bodies and by free trade agreements, of any and all forms of discrimination, and of any and all unilateral action of force in the international context of culture, war and violence; they also ratified their unconditional commitment to a culture of peace and solidarity, which is the appropriate environment for building freedom, equality and respect for differences. In conclusion the following declaration was issued:

PORTO ALEGRE DECLARATION (Unofficial translation)

In addition to the principles and guidelines already assumed in the Porto Alegre Charter of Public Education for All, we proclaim the following commitments:

I. To establish, as a pedagogical utopia, the Citizen School, a duty of the State on social control, built by all and constituting an intermulticultural curriculum – consequently, not indifferent to differences – a potentializer of democratic experiences with emancipating evaluation processes and a producer of knowledge that will prepare all human beings for active and prominent roles in the specific contexts of their respective civilization processes. Development and support for all types of movements in favour of people's education – the driving force behind society's political, economic and cultural transformation – form part of this utopia.

II. To guarantee the provision of education for children from 0 to six years of age to allow their full development.

III. To universalize basic education for all inhabitants of school age on the Earth, for those who did not have access at the proper age and for those who were expelled, ensuring their training for the exercise of full citizenship.

IV. To guarantee secondary education for all those who complete primary education, as a constituent part of basic training to which all citizens are entitled.

V. To base and structure technological education on general training of quality, able to encourage the participation of all people in the world of work, in an emancipating approach.

VI. To guarantee the right to, access to and social quality

of higher education in its teaching, research and outreach dimensions for all those who demand it.

VII. To condemn the private appropriation of scientific and technological knowledge as mere economic accumulation based on human exploitation, since its authors produce it thanks to the interplay of collective efforts, constituting a heritage of humanity.

VIII. To offer special education to guarantee priority attention for those with special needs and in situations of risk.

IX. To guarantee, on a priority basis, the use of socially produced wealth by the oppressed, silenced, exploited and disadvantaged in the world, as a form of compensating them for the imposed debt affecting their aspirations, projects, ideas and rights.

X. To guarantee the rights of education workers and unions of education workers, as well as the exercise of freedom of expression at all levels and in all types of education.

XI. To strengthen the struggle to transform rural and urban communities into pedagogical spaces and to build the Educating City, restructuring and mobilizing all its resources in all its sectors and institutions.

Thus, guided by these epistemological, political and ethical references, we declare our commitment to the effort of mobilizing and organizing all the segments of the societies to which we belong by preparing a World Platform on Education, which will contain principles and guidelines, goals and objectives, implementation and resource-building strategies, a timetable and periodical evaluation, to enable education policies, plans, programmes and projects at all teaching levels for all the peoples on Earth.

The Platform should favour the mobilization, social participation and democratic construction of proposals prepared by the diverse organizational forms of society. Its consolidation by successive and broader stages from the local level to the national level should be approved by the representation authorities involved in the process, guaranteeing the decentralization and universalization of decision-making.

The World Platform on Education will be formulated and proposed at forums established in each of the countries that participated in the World Education Forum, as well as in other countries that join this movement. Its consolidation will be initiated at the Third World Education Forum and its purpose is to build education to make an other world possible.

Porto Alegre, 22 January 2003.

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, 1st. edition, number 2, México, 1998, 273 pages.

Agroforestería Básica (Basic Agroforestry), L. Krishnamurthy and Marcelino Ávila, 1st. edition, 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, 1st. edition, number 4, México, 2000, 250 pages.

Interdisciplinaridade em ciências ambientais (Interdisciplinarity in the Environmental Sciences), Arlindo Philippi Jr., Carlos E. Morelli Tucci, Daniel Joseph Hogan and Raúl Navegantes (coordinators), 1st. edition, 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, 1st. edition, number 6, México, 2000, 335 pages.

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