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**EVALUATION AND NEW PERSPECTIVES ON  
THE LATIN AMERICAN AND CARIBBEAN  
ENVIRONMENTAL TRAINING NETWORK**

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## **Presentation**

This document was developed for the Agenda Item of the Preparatory Meeting of Experts of the XVII Forum of Ministers of the Environment of Latin American and Caribbean (Panama, Panama; 26-30 April, 2010) on the implementation of the decisions of the Forum. Its purpose is to submit for the consideration of the Forum of Ministers the document "Evaluation and New Perspectives on the Latin American and Caribbean Environmental Training Network", presented by UNEP.

## Objective

1. The objective of this document is to analyze, evaluate and make recommendations for a new projection for the Latin American and Caribbean Environmental Training Network (ETN). The evaluation will be concentrated on the 2003-2009 period.

2. This work is based primarily on the revision and analysis of the documents which provided the ETN's mandate for action, that is to say, the Latin American and Caribbean Environmental Ministers' Forum and the reports on the ETN's activities presented by the Network to these Forums every two years, among others.

3. The analysis commenced in the year 2003, since in that year UNEP presented for consideration of the XIV Latin American and Caribbean Ministers' Forum, the document, "Proposal for Revision of the Latin American and Caribbean Environmental Training Network: Balance and Perspectives" (<http://www.pnuma.org/forodeministros/14-panama/pan09tri-EnvironmentalTrainingNetwork-rev1.pdf>). This document emphasizes the new strategic approach of UNEP considered in the 2010-2013 Medium-Term Strategy (<http://www.unep.org/PDF/FinalMTSGCSS-X-8.pdf>).<sup>1</sup>

## Evaluation

### Activities and outcomes of the ETN

4. The Network's activities during 2003-2009 covered a wide spectrum of the environmental field. Likewise, the large amount of themes on environmental policy resulted from an effort developed in five areas of work, covering by this means, an important effort sector of those demanding a systemized environmental training to be articulated with policies adopted. Here are said areas:

- a) Support and development of a system of postgraduate courses in environment and sustainable development;
- b) Support for the training of educators from the formal educational system;
- c) Support for community capacity-building in sustainable development;
- d) Organization of fora on environmental policy;
- e) Development of an editorial programme with basic texts and manuals for environmental education, capacity-building and training.

5. Under the editorial programme four series continued: Environmental Capacity-building and Training Manuals, Basic Texts for Environmental

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<sup>1</sup> The UNEP Medium-Term Strategy was adopted at the 10th Special Session of the Governing Council / Global Ministerial Environment Forum in 2008

Training, Latin American Environmental Thought, and, Fora and Environmental Debates.

6. Between 2003 and 2009, the ETN carried out the following activities:
  - a. Organized the “Meeting on Strengthening Capacities in Environment, Trade and Sustainable Development for Latin America and the Caribbean” in Mexico City in March 2003. The UNEP Economy and Trade Office in Geneva, the UNCTAD and the North American Commission for Environmental Cooperation also assisted in organizing the event;
  - b. Supported the training of teachers of the Confederation of Education Workers of the Republic of Argentina, and the First National Environmental Education Congress of the Republic of Argentina;
  - c. Contributed to the activities developed under the framework of the Decade of Education for Sustainable Development in Argentina, Brazil, Colombia, Cuba, Guatemala, México and Peru;
  - d. Centered its editorial programme on topics related to the Latin American and Caribbean Strategy for Sustainable Development (ILAC) ([http://www.pnuma.org/forodeministros/17-panama/ILAC\\_EnglishVer.pdf](http://www.pnuma.org/forodeministros/17-panama/ILAC_EnglishVer.pdf))<sup>2</sup>, with special emphasis on ecosystem resources management which includes the publication of two manuals about ecosystem water management in addition to three more titles of the series of on Latin American Environmental Thought. The Network has set up a virtual library, with free access to more than 35 titles published by the editorial programme of the Environmental Training Network (<http://www.pnuma.org/educamb/catalogo.php>).
  - e. Organized a number of regional training courses on ecosystem management of natural resources that were disseminated among the Focal Points of the Network, including courses on agro-forestry organized by the University of Chapingo in Mexico and a distance learning course on Agroecology, in collaboration with REDCAPA (<http://www.redcapa.org.br/espanhol/indexes.htm>) and the University of Berkeley. A course was organized in conjunction with ECLAC on “Multilateral Negotiations, international trade and sustainable development” (Panama, Panama, April 4 to 8, 2005), with the participation of the majority of countries of the region;
  - f. Supported education processes, training and environmental awareness in the countries of the region, particularly together with the National Networks of environmental educators from Argentina and Mexico. In Chile, promoted the establishment of a National Network of Environmental Education;
  - g. With regard to promoting the exchange of specific educational experiences among the member countries of the Forum, training of educators and the

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<sup>2</sup> The ILAC was approved on August 31, 2002 at the First Extraordinary Meeting of the Forum of Ministers of the Environment for Latin American and Caribbean in the context of the World Summit on Sustainable Development held in Johannesburg. The ILAC, a part of the Implementation Plan adopted at that Summit, was ratified at the XIV, XV and XVII meetings of the Forum of Ministers as the main instrument for promoting sustainable development in the region

- sensitization of the relevant stakeholders in civil society, support was given for the preparation of the first implementation plan of the Latin American and Caribbean Programme on Environmental Education for Sustainable Development (PLACEA);
- h. Offered assistance to a sub-regional consultation which was initiated by the National Council on Environment (CONAM) in Peru, for the development of an Andean-Amazonian Sub-Program (PANACEA) and for the organization of a First Andean-Amazonian Meeting of Environmental Education and Environmental Communication (Lima, Peru; 25-27 October, 2005);
  - i. Continued to support National Networks as per requests, as in the case of Colombia, and pushed for the development of a Network of Universities and postgraduate programmes on environment and sustainable development;
  - j. The network participated in the meetings of PLACEA (Joinville, April 2006, San José, November 2006, San Clemente del Tuyú, November 2009), in addition to the PANACEA meetings in Peru;
  - k. Continued to carry out activities in the established priority areas which included courses, conferences and workshops that deal with ecosystem management of natural resources; agroecology, agroforestry and sustainable agriculture, as well as coastal zone management.
  - l. Likewise, the Network continued its editorial programme, mainly on the series on Latin American Environmental Thought;
  - m. Promoted the possible establishment of a Network of Universities and Postgraduate Programmes on Environment and Sustainable Development. Established agreements for the development of distance-learning resources: 1) Agroecology, agroforestry and sustainable agriculture with the Autonomous University of Chapingo; and 2) Ecological Water-Saving measures, with the Faculty of Higher Education-Acatlán within the National Autonomous University of Mexico (FES-Acatlán/UNAM);
  - n. Collaborated with the V and VI Latin American Conferences on Environmental Education (Joinville, Brazil; April, 2006, and San Clemente del Tuyú, Argentina, November 2009, respectively); in the Regional Consultation meeting on the Decade of Education for Sustainable Development (San Jose, Costa Rica; November 2006); and in National Seminars on Environmental Education in Argentina, Peru, Uruguay and Colombia;
  - o. Continued to support the Confederation of Education Workers of the Republic of Argentina and the development of a Masters in Environmental Education at the Autonomous University of Mexico City, from which the project to produce Prototypes of Text Books on Environmental Education for the Basic Education System in the countries of the region was developed;
  - p. Created a window on the UNEP internet site for publications to be publicized and disseminated in digital format;
  - q. Contributed to the establishment of the Center of Socio-environmental Knowledge and Care of the La Plata Basin;
  - r. An agreement was signed on December 2009 with the University of the West Indies (UWI) to incorporate environmental topics in the universities of the Caribbean. This is a follow-up to a sub-regional workshop co-organized

by UNEP and UWI that was held September 22-24, 2009, at UWI, Kingston Jamaica for the development of a regional network whose objectives include incorporating environment and sustainability into university programmes in the Caribbean. The main focus will be placed on conceptualizing a programme within the Caribbean context with priority on the management of ecosystems, climate change and resource efficiency.

**7.** The above-mentioned activities show that efforts were concentrated on collaborating in organizing national, regional, sub-regional conferences and seminars with an aim to publicizing activities regarding environmental education, and to promote Latin American cooperation in this area and in the editorial field.

**8.** The Environmental Training Network developed an important task which supports the environmental training process in Latin America. In this regard, it has advocated for the environmental vision and sustainable development to be incorporated into the analysis and alternatives that are available in the Region to effect changes in light of the serious ecological and socio-economic crisis.

**9.** The tasks of the Network are focused mainly on stimulating, training and gradually coordinating efforts in order to increase knowledge with respect to the environment.

**10.** The editorial task has been extremely broad, covering topics of great importance that are useful when a decision is to be made or when determining paths to be taken in the training of the different stakeholders.

**11.** An important aspect to the initiatives developed within the region and in the main seminars is that the Network has validated its presence. This can be gleaned from bibliographic references as well as the documents from meetings on various topics. Great strides have been made in training at the postgraduate level (as previously mentioned, agreements were established for the development of distance courses with the Autonomous University of Chapingo and with the Faculty of Higher Education-Acatlán of the National Autonomous University of Mexico (FES-Acatlán/UNAM).

**12.** However, it is noted that certain areas require further analysis on the way they were developed. For instance they were concentrated in a few countries, and in some cases, they were carried out without enough involvement of concerned countries and their national training structures. This approach has been repeatedly requested by the States and reappears in recommendations from the Network (for example, one of the considerations of Decision 10 on environmental education and sustainable development of the XV Meeting of the Forum mentions the "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". This is repeated in Decision 11 on environmental education for sustainable development of the XVI meeting of the Forum. Based on the documentation

revised for this report, it is not possible to conclude or infer what were the obstacles to further integration with the national focal points.

**13.** Likewise, a limited effort was devoted to the Latin American and Caribbean Initiative for Sustainable Development that was adopted at the Summit on Sustainable Development, held in Johannesburg in 2002. This initiative was incorporated as part of the tasks of the Ministers' Forum starting from their XV meeting held in Panamá in 2003. The following are a list of priorities from the ILAC:

- Biological diversity;
- Water resources management;
- Vulnerability, human settlements and sustainable cities;
- Social themes, including health, insecurity and poverty;
- Economic aspects which include competitiveness, trade and production and consumption (energy) patterns;
- Institutional aspects, which include environmental education as one of its indicative aims;
- Climate change appears in the operational directives of ILAC and was incorporated in 2003 as requested at the meeting of the Forum of Ministers.

**14.** In reviewing the activities of the Network, it is noted that not enough special courses focusing on said priorities were promoted. Naturally, within the general training that is carried out at different levels, there is reference to all these topics, but there is no accompanying policy to guide the specific social sectors with respect to changing their practices.<sup>3</sup>

**15.** The document "Proposal for the Review of the Environmental Training Network: Results and Prospects" was prepared for the XIV meeting of the Forum of Ministers of the Environment of Latin America and Caribbean. The objective of this document was to review the development of the Network up to 2003 and to make a proposal for the future programme (<http://www.pnuma.org/forodeministros/14-panama/pan09tri-EnvironmentalTrainingNetwork-rev1.pdf>).

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<sup>3</sup> It is important to note, in a more general context and beyond the ETN, what was noted in the *Report on the Latin American and Caribbean Initiative for Sustainable Development (ILAC): Five Years after it was adopted*, presented to the XVI Forum of Ministers in 2008 ([http://www.pnuma.org/forodeministros/16-repdominicana/rde03tre-ILACReport\\_FiveYearsRev2.pdf](http://www.pnuma.org/forodeministros/16-repdominicana/rde03tre-ILACReport_FiveYearsRev2.pdf)) "The indicative purpose of ILAC of "improving and strengthening the incorporation of the environmental dimension in formal and non-formal education, in education and society" happily led to the initiative of the United Nations of the Decade of Education for Sustainable Development 2005-2014. Departing from it, new programs that are more actively promoting the education for sustainable development were designed in several countries of the Region, and there has been a multiplication of the actions from groups of citizens, researchers, educators and other groups that since decades have been fostering this topic in Latin America and the Caribbean."



**16.** The 2002 evaluation is considered as generally correct, but fundamental modifications were not carried, hence it is being raised again in 2010 with new characteristics and different actions.

**17.** The evaluation recommends that ETN promotes the exchange between countries and with other networks to extend the analysis models in formulating policies. Coordination among networks and programmes generated by networks constituted a joint cooperative effort that would bring unity of thought and would coordinate certain areas and topics that needed to be developed. This type of network coordination was not fully developed although separate thematic networks were being formed with each one of the actions that were being developed when the various themes were being dealt with, such as in the area of environmental ethics, trade and environment, environmental citizenship, inter alia.

**18.** The postgraduate courses which dealt initially with the environment by emphasizing the global aspects of environment and development as well as general planning were redesigned with strong emphasis on different faculties, exploring only one science in depth.

**19.** It is worthy of note that the editorial programme has fulfilled its mission by publishing books addressing critical issues relating to the environment. Since 2003, approximately 27 documents were published. These include basic texts for environmental training (10 books), educational manuals and environmental training (9 books), environmental discussions and debates (2 books), the series on Latin American Environmental Thought (13 books) and other publications (9). These can be accessed at the UNEP web page at <http://www.pnuma.org/educamb/biblioteca.php?PHPSESSID=c07c0f47f294e8fa89bad4a8360e3cf2>.

**20.** The development of topics in the Network has adequately dealt with theoretical aspects but has made very little progress in important methodological aspects. It is fair to say that, at the conceptual level, emphasis has been placed on analyzing alternative societies, different qualities of life and dialogue of knowledge. At the methodological level there has been little development of new and different alternatives to the limited traditional evaluations of environmental impact or environmental process. This leads to a lack of tools to show the effects of the environmental crisis at an ecological, economical and social level. In addition, the ETN only at the end of the period of analysis in this paper delved into virtual training.

### **Links with other initiatives in Latin America and the Caribbean as well as global initiatives**

**21.** During the course of the present evaluation, the PLACEA proposal was formulated. This programme was created by governments attempting to reaffirm the predominant role of environmental education in sustainable development in the region.

**22.** Pursuant to Decision 10 of the XIV Meeting of the Forum of Ministers on Environment for Latin America and the Caribbean (Panama, 2003), the Ministers decided: "9. To support the proposal of a Latin American and Caribbean Programme of Environmental Education for Sustainable Development so that it may be carried out within the framework of the Environmental Training Network. In this context and in accordance with the availability of financial resources, it is recommended that the exchange of specific educational specific experiences among the countries of the Forum be promoted, in addition to the capacity-building of educators and the training of relevant actors in civil society."

**23.** PLACEA embodies the following range of actions: a) training of environmental managers, environmental education in communities and schools; b) training programmes in higher education centres; and c) prioritizing the educational processes around priority themes as established by ILAC, allowing for the possibility to incorporate new themes that may arise from the needs and specifications of the focal points. Other provisions of PLACEA can be found in **Annex 1**.

**24.** The objective of the Network has always been to unite efforts with respect to coordination and association, as a means of advancing environmental education. Additionally, placing the regional coordination of PLACEA in the hands of the Network and a member country elected by the Plenary reaffirms the need to carry out joint and coherent action in order to avoid overlapping of efforts and creating synergy in the activities.

**25.** Similarly, there was minimal progress in relation to support for the development of PLACEA training activities that were approved at the First Meeting of Specialists in Public Sector Management for Environmental Education in Latin America and the Caribbean (Margarita, Venezuela; November 22 – 26, 2005, <http://www.pnuma.org/forodeministros/15-venezuela/ven08nfi-FinalReportFirstMeetingSpecialistPublicManagementEnvEduLAC.pdf>) mainly due to a lack of concrete proposals by countries. These activities were geared towards fomenting and strengthening the development of national capabilities, especially considering the 8 priority themes identified by the Forum within the framework of the ILAC, as well as the Johannesburg agreements and the millennium goals, through formal, non-formal and informal education.

**26.** As was observed at the III Meeting of Specialists in Public Management in Environmental Education in Latin America and the Caribbean (San Clemente del Tuyú, Argentina, September 18, 2009), there appears to be no clarity regarding the role of the Network for Environmental Training in PLACEA and the link between PLACEA and the Network, as far as financial resources are concerned. UNEP has the responsibility of coordinating ETN, in addition to being Regional Coordinator of PLACEA together with a member country. The ETN trust fund is not the financial mechanism of PLACEA, but rather an inter-

governmental fund for supporting activities of the Environmental Training Network.

**27.** Another relevant initiative is the Andean-Amazon Plan for Environmental Communication and Education (**PANACEA**). The representatives of the Ministries of Education as well as Environmental Authorities of Bolivia, Brazil, Chile, Colombia, Ecuador, Peru and Venezuela, responsible for matters relating to Environmental Education in those countries, along with representatives of the Amazon Cooperation Treaty (OTCA), Secretary General of the Andrés Bello Convention – SECAB, GTZ Peru and of the Environmental Training Network of UNEP, met in Iquitos, Peru, in February 2006, with the aim of establishing mechanisms for implementing. This represents a collaborative initiative by countries of the Andes and the Amazon regions, on the theme of environmental education for sustainable development under the PLACEA framework.

**28.** In 2007, the Alliance of Ibero-american Networks of Universities for Sustainability and Environment (ARIUSA) was formed, consisting of a network of university environmental networks in which various Colombian and International networks participate, as well as a number of universities in Latin America. ETN is among the founding institutions of this Network Alliance.

**29.** As was previously mentioned, the ETN participated actively in the Ibero-american Conferences on Environmental Education (Joinville, Brazil, April, 2006; and San Clemente del Tuyú, Argentina, November 2009).

**30.** On the other hand, within the within the framework 2008-2009 Regional Action Plan of the Forum of Ministers and pursuant to Decision 4 of the XVI Forum, it was decided to establish a number of working groups, based on certain criteria, including one on Environmental Education for Sustainable Development. The latter is focused on:

1. Promote the creation of sub-regional plans on environmental education associated with PLACEA, along with the creation of concrete projects to be developed within these programmes.
2. Follow up on activities at the Center of Socio-environmental Knowledge and Care of the La Plata Basin, and promote similar projects in other basins in the Region which share a relationship of cooperation.
3. Supervise the implementation of the General Programme of the Environmental Training Network, promoting, in particular, the following actions:
  - a) Support measures aimed at ensuring that outstanding contributions and annual payments are made to the Trust

Fund of the Network. Strengthen the Trust Fund of the Network;

- b) Strengthen the environmental education and participation units of Ministries of the Environment of the Region;
- c) Promote the establishment of public policies and national programmes on environmental education in countries of the Region;<sup>4</sup>
- d) Promote the establishment and functioning of an university alliance and an association of postgraduates institutions in environment and sustainability;
- e) Promote the development of community training projects to encourage sustainable development in countries of the Region. Develop national or sub-regional pilot projects;
- f) Support the organization of the VI Ibero-american Conference on Environmental Education, to be held in Argentina in 2009;
- g) Assist in the preparatory process of the International Conference on Children and Youth International Conference "Let's take care of the Planet", to be held in Brazil in 2010.

**31.** The working group on Environmental Education for Sustainable Development was not constituted based on the procedure described in Decision 4. However, many of the actions were carried out or are being carried out (for example, collaboration on the VI Ibero-american Conference on Environmental Education, held in Argentina in 2009, and the preparatory phase of the Infant and Juvenile Conference on the Environment, to be held in Brazil in 2010).

**32.** The United Nations Decade of Education for Sustainable Development 2005-2014 has, as its objective, the use of aspects of education and learning "in order to address the social, economic, cultural and environmental problems we face in the 21st century". This initiative is coordinated by UNESCO as part of an inter-agency effort.

**33.** In light of this, UNESCO and UNEP signed a global memorandum of understanding in April 2009, which pays special attention to the creation and maintenance of a scientific knowledge base, establishment of national policies in the fields of science, environment, technology, innovation and education for responsible consumption patterns.

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<sup>4</sup> In the case of the third line of action mentioned above, the ministers of the environment of the region have been given responsibility for this, and in some cases they represent the national focal point of the Network

## Links with other regional and global programme areas of UNEP

34. The document under review that was used for the preparation of the present analysis shows links with environmental law and, trade and environment areas; and to a lesser extent with programmes with strong regional components such as GEO, OzoneAction, Environmental Citizenship, Communication and Information, among others.

## Financial aspects

35. Countries The countries and agencies have carried out significant work on environmental education in many areas. However, their contributions to the Network have been reduced (see table below).

**Contributions to the Environmental Training Trust Fund 2002-2009**

Countries	2002	2003	2004	2005	2006	2007	2008	2009
ARGENTINA	0	0	10.170	0	0	0	0	0
BARBADOS	10.000	0	0	0	0	0	0	0
BOLIVIA	0	0	0	0	0	0	0	0
BRASIL	37.192	0	10.086	20.000	0	20.000	19.351	0
CHILE	0	0	0	0	0	0	0	0
COLOMBIA	15.605	29.040	0	0	61.446	19.015	20.000	0
COSTA RICA	0	0	0	1.980	2.438	1.312	6.218	4.759
CUBA	5.000	0	0	10.000	0	0	0	0
ECUADOR	5.000	3.000	3.000	7.400	2.500	10.000	0	5.000
EL SALVADOR	0	0	0	0	0	0	0	0
GUATEMALA	0	0	5.000	8.600	0	0	0	0
HONDURAS	0	0	0	0	0	0	0	0
MÉXICO	36.842	6.240	53.374	48.788	20.000	48.284	20.000	0
NICARAGUA	0	0	0	0	0	0	0	0
PANAMÁ	0	0	0	0	2.500	0	10.000	0
PARAGUAY	0	0	0	0	0		0	0
PERÚ	0	0	0	0	0		0	0
REP.DOMIN.	0	0	0	0	0		0	0
TRINIDAD AND TOBAGO	0	0	0	0	0		0	0
URUGUAY	0	0	0	0	0		0	0
VENEZUELA	0	0	26.921	12.000	24.000	0	0	0
Publications	7.000	0	0	0	0		0	0

Countries	2002	2003	2004	2005	2006	2007	2008	2009
<b>TOTAL</b>	<b>126.858</b>	<b>38.280</b>	<b>108.551</b>	<b>108.769</b>	<b>112.884</b>	<b>98.611</b>	<b>75.569</b>	<b>9.759</b>

*Note. Contributions correspond to those reported by UNEP Headquarters by 31 December 2009*

**36.** Similarly, UNEP fulfilled its mandate in response to the request to continue administering the Network's fund. It also took the necessary steps to ask the countries to bring their contributions up-to-date.

**37.** With regard to the identification and mobilization of funding to support PLACEA's implementation, a greater effort is needed. However it is important to note that most countries and agencies have developed environmental education or training programmes *per se* or within their projects. On its part, PANACEA made progress in its negotiation with regional agencies and international cooperation programmes (Andean Community, Organization of the Amazon Cooperation Treaty, Secretariat of the Andres Bello Convention, German Technical Cooperation (GTZ)).

#### **Other**

**38.** It is important to consider the development of platforms to promote environmental training. UNEP is developing an Internet-based platform that gives access to quality-guaranteed training courses and resources to support the creation of capacities on environmental protection and sustainable development. This MENTOR platform "*Marketplace for Environmental Training and On-line Resources*" is being constructed at <http://hqweb.unep.org/mentor/about/index.asp>). MENTOR responds to the objectives of the Bali Strategic Plan, for technological support and the creation of capacity, which was adopted by UNEP's Governing Council/Global Ministerial Forum at its twenty-third meeting in February 2005. The platform also deals with the new programmatic guidance for UNEP, as indicated in the 2010-2013 MTS.

**39.** MENTOR and ETN can collaborate to achieve progress in online virtual training and make optimal use of the network's human, technical and financial resources.

## **Final Considerations and Recommendations**

### **Final Considerations**

**40.** Against this background, it is necessary to consider options for improving the contribution of the Environmental Training Network for the implementation of ILAC, through a major training effort on environmental education.

**41.** Laws and national environmental education projects, which will allow for strengthening of the coordination of environmental education, between environmental and educational authorities at the national level, have been established in various countries of the region.

**42.** If we consider this growing interest of the Region in accelerating the environmental training of its technical team and of its population, in accordance with the implementation of sustainable policy development that are being promoted, it can be said that significant changes in the manner in which actions are implemented and the team of stakeholders who will execute them are required (see Report on the Sustainable Initiative of Latin America and Caribbean (ILAC) 5 years after its adoption).

**43.** A different perspective is therefore required where national cooperation from the Network in each country, cooperation of each university and faculty and research processes – actions geared towards national and regional environmental priorities – are given priority. This is to say, an improvement in the forms of association to provide environmental training. Similarly, a joint effort of the different agencies of the United Nations system, and other external research and non-governmental organizations, is made to deal with the existing emergency in the form of the serious environmental crisis being experienced by the region.

**44.** Having more funds or a strategy to obtain same is necessary to enable the ETN to act. This is why in moments of crisis, such as the present one, organizational and cooperative creativity is required in order to achieve a different vision of financing. What is most important is to promote the work of the Network, especially with regards to training.

**45.** The establishment of communication bridges between the policy-making levels and capacity-building and environmental research centres is also required, in an effort to overcome naturally existing obstacles to the theme, the times in which they were communicated and the pedagogical formats used. Generally, greater attention needs to be paid to the cultural characteristics of the different social groups and the pedagogical formats of the knowledge to be passed on.

**46.** With regard to the virtual means, a major effort is needed to engage and consolidate them in order to attract more social sectors in non-traditional ways.

## Recommendations

**47.** Based on the understanding that the Environmental Training Network for Latin America and the Caribbean was created by governments in the region at the start of the 1980's, with the main goal of coordinating, promoting and supporting activities in the areas of environmental education, capacity-building and training in the region, the following is proposed for the Environmental Training Network for the 2010-2011 period:

1. Focus on the Latin American and Caribbean Strategy for Sustainable Development;
2. Identify points of complementarity and mutual support among the activities of the ETN, PLACEA and the activities of the ITC agencies;
3. Promote on-line environmental education in Spanish, English and French within the framework of MENTOR;
4. Promote the integration of environmental subjects and focus on ecosystem management in University research and teaching in different disciplines, and on knowledge management;
5. Within the ILAC Framework and the Regional Action Plan 2010-2011, provide support to the working group on Environmental Education for Sustainable Development;
6. Build alliances with subregional organizations, the private sector and community organizations;
7. Make the publications of the Environmental Training Network known;
8. Continue supporting the Ibero-American Congresses of Environmental Education and other events of a regional nature;
9. Seek to extend the financial fund of the ETN and pursue payment of contributions by countries.
10. Continue supporting countries from a technical view point in the implementation of PLACEA; and
11. Embrace once more the proposal for the "establishment of a Consultative Committee of Focal Points that will allow for a more continuous process of consultation and decision-making, including programming and publicizing of activities, and selection of candidates as beneficiaries of the Network's activities. This committee would include, at the same time, representatives of the ITC and other agencies that collaborate in a concrete manner." The Committee would meet on a virtual mode with the support of electronic tools.



## ANNEX 1 - Key Elements of PLACEA

The Programme is expected to:

- a) stimulate the participation and a leading role of all the social actors involved in the planning and implementation of environmental education programmes in each of the countries;
- b) facilitate the construction of new conceptual and methodological guidelines for environmental education in the region, so that environmental education will become a factor in helping to build democratic, inclusive, prosperous and environmentally responsible societies;
- c) link environmental education with the region's priority themes defined in the Latin American and Caribbean Initiative (ILAC) and particularly those related to preparedness against natural disasters, human health improvement, the fight against poverty and racial and gender discrimination, as well as the protection of biological diversity, water conservation and sustainable use, forests and sustainable consumption and production;
- d) establish permanent channels for exchange, communication and mutual support among the countries of the region in the field of environmental education.
- e) stimulate linkage and synergy among the different existing initiatives and projects in the field of environmental education in the region; and
- f) promote the development of a Latin American and Caribbean vision and voice in relation to environmental education in the framework of sustainable development.

The organizational structure agreed to consists of four levels:

- a) the Plenary;
- b) a Regional Coordinating Unit;
- c) subregional Coordinating Units; and
- d) National Coordinating Units.

The **Plenary** shall be the maximum authority for guidance, direction, supervision and evaluation of the PLACEA activities.

- a) The Plenary shall be formed by representatives of all the focal points in each of the countries participating in the PLACEA.
- b) The functions of the Plenary shall be as follows:
  - i. to promote the linkage and consolidation of environmental education in the framework of sustainable development in all the countries of the region;
  - ii. to approve the institutional framework, terms of reference or by-laws of the PLACEA;
  - iii. to define policies and guidelines for the development of the action plans in each period;

- iv. to elect the country that will form part of the Regional Coordinating Unit in each period;
  - v. to designate the Subregional Coordinating Units;
  - vi. to approve the Regional Action Plan (RAP) submitted to it by the Regional Coordinating Unit;
  - vii. to convene, through the Regional Coordinating Unit, the meetings and activities necessary to design and implement the Regional Action Plan.
- c) a Plenary session shall be held every two years and shall be convened by the Regional Coordinating Unit or through any other mechanism that may be established in the by-laws regarding the operation of the Programme; and
- d) without prejudice to the preceding points, the work mechanisms of the Plenary, its being convened and its channels of action shall be defined in by-laws or terms of reference that should be established in the next few months.

The **Regional Coordinating Unit** shall be formed by the Coordinator of the UNEP/ROLAC Environmental Training Network and a member country elected by the Plenary:

- a) the Regional Coordinating Unit shall be the maximum authority between Plenary sessions. The parties shall meet whenever deemed advisable by its members;
- b) the functions of the Regional Coordinating Unit shall be as follows:
  - i. to coordinate execution of the PLACEA activities in the periods between Plenary meetings;
  - ii. to promote ongoing communication, cooperation and integration among the countries of the region in the field of environmental education;
  - iii. to promote mechanisms for the discussion and dissemination of Latin American and Caribbean thought in the field of conceptualization and methodology of environmental education, for which it may obtain support from ad hoc advisers or groups of advisers;
  - iv. to promote linkage of the PLACEA with other existing programmes, initiatives and projects in the field of environmental education and environmental management in the region;
  - v. to establish orientation, guidelines and methodologies for the design and implementation of the Regional Action Plan (RAP);
  - vi. to conduct follow-up and evaluation of the RAP through the Subregional and National Coordinating Units;
  - vii. to inform the Plenary and the region's governments of the results obtained through management by the Regional Coordinating Unit;
  - viii. to secure sources of funding to carry out the PLACEA activities;
  - ix. to guarantee appropriate management of resources allocated to the implementation of the Plan;
- c) the countries that form the Regional Coordinating Unit shall remain in office two years and may be reelected; and

- d) without prejudice to the provisions in the previous points, the work mechanisms of the Regional Coordinating Unit, convening and action procedures, shall be defined in by-laws or terms of reference that should be established in the next few months.

The **Subregional Coordinating Unit** shall be formed by five coordinators of the following subregions:

- a) Southern Cone (Argentina, Brazil, Chile, Paraguay and Uruguay);
- b) Northern Andes (Bolivia, Ecuador and Peru);
- c) Northern South America (Colombia, Guyana, Surinam and Venezuela);
- d) Mesoamerica (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua and Panama); and
- e) Antilles (Cuba, the Bahamas, Barbados, the Dominican Republic, Jamaica, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago).

Approval was given to the election of the following countries to serve as the Subregional Coordinating Units: Southern Cone: Chile; Northern Andes: Peru, Northern South America: (decision delayed until the countries that did not attend the meeting can be consulted); Mesoamerica: Guatemala; Antilles: Cuba. Jamaica was designated as liaison between the PLACEA and the English-speaking Caribbean countries.

The countries that form the Subregional Coordinating Unit shall remain in office for two years and may be reelected.

The functions of the **National Coordinating Units** shall be as follows:

- a) to coordinate the implementation of the PLACEA activities in each of the countries in the region;
- b) to establish ongoing communication mechanisms between the countries of the region and the subregion and between the subregion and the Regional Coordinating Unit;
- c) to define, implement and evaluate, in accordance with the characteristics, needs and possibilities of each country, a National Environmental Education Plan based on the guidelines provided by the Regional Coordinating Unit;
- d) to support and publicize processes for the discussion and dissemination of Latin American and Caribbean thought in the field of environmental education, for which they may obtain support from ad hoc advisers or groups of advisers;
- e) to incorporate the actors and sectors that each country considers of priority into the development of the National Environmental Education Plans;
- f) to report periodically to the Subregional Coordinating Unit on the results achieved in the management of the National Coordinating Unit;
- g) to secure sources of funding to carry out the National Environmental Education Plan;

- h) to guarantee the appropriate management of resources that may be allocated to the implementation of the National Plans and other approved activities.

The National Coordinating Units shall be formed by the focal points of the Environmental Training Network selected in each country of the region.

### **Agreements regarding the PLACEA financing and distribution of funds**

- a) it is recommended that the financial resources allocated to the Programme be distributed in an equitable manner among the countries that form the different subregions to ensure that the subregional and national plans are carried out in the framework of the activities established in the PLACEA;
- b) each subregion shall define how the financial resources allocated to it or obtained by its own means are to be used, and should report to the Regional Coordinating Unit on the use of such resources; and
- c) the by-laws or terms of reference to be established should define procedures for the transfer, mobilization and use of funds allocated to or obtained by the Programme.

Three levels of action have been defined for conducting the activities to be carried out by each of the PLACEA components in the 2005-2007 period:

**Short term 2006-2007:** not listed since they are no longer valid.

### **Medium-term activities:**

- a) establish meetings with UNESCO to define orientation and guidelines for incorporating the meeting into the Decade of Education for Sustainable Development;
- b) carry out consultations to establish partnerships and financial support for the development of the PLACEA Action Plans. It is recommended that contact be made with the following cooperation entities: GEF, JICA, European Union, World Bank, Global Water Partnership, OAS and other participating agencies on the Inter-Agency Committee of the Forum of Ministers;
- c) design a conceptual methodological framework for linking the PLACEA to the Latin American and Caribbean Initiative for Sustainable Development and the Barbados Programme of Action;
- d) establish mechanisms to support holding the Fifth Ibero-American and Caribbean Congress on Environmental Education;
- e) hold a follow-up meeting of the Regional and Subregional Coordinating Units to take place at the Fifth Ibero-American and Caribbean Congress on Environmental Education;
- f) promote holding a Latin American and Caribbean event aimed at establishing work orientation and guidelines on environmental education in the framework of sustainable development with a regional vision and approach; it is suggested that this event take place in the framework of the Fifth Ibero-American and Caribbean Congress on Environmental Education.

**Long-term activities** (define orientation, guidelines and mechanisms to develop a Regional Environmental Education Plan). The following actions should be included:

- a) establish a mechanism to support the countries in producing national education materials in priority themes for different types of education and different levels;
- b) generate guidelines and mechanisms for the exchange of information and experiences on environmental education policies, strategies, successful experiences, research and publications at both the subregional and regional levels. Priority should be given to the use of existing mechanisms in the UNEP Environmental Training Network and to telecommunications tools such as existing portals and web pages in the region;
- c) strengthen national entities in charge of environmental education in the countries through the generation of horizontal training opportunities (in-service training, workshops and congresses) to enable the exchange of experiences in current environmental education in the following spheres:
  - i. environmental managers;
  - ii. communities and schools; and
  - iii. universities
- d) support the process for preparing prototypes of environmental education materials jointly developed by the Environmental Training Network and the PLACEA in a theoretical and methodological framework agreed on with the focal points;
- e) prepare a tool, approved by consensus, to evaluate the activities carried out in the PLACEA.