

WORK PLAN FOR THE ENVIRONMENTAL TRAINING NETWORK FOR LATIN AMERICA AND THE CARIBBEAN 2016-2018
DECISION 3, ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

Final version 10/05/2016

XX Meeting of the Forum of Ministries of the Environment of Latin America and the Caribbean

March 28-31, 2016; Cartagena, Colombia

*This English translation (from Spanish) was translated thanks to: Shannon Kirby, a United Nations (UN) volunteer.

INICIAL NOTES

1. The decision regarding environmental education is quite extensive. See: http://www.pnuma.org/educamb/documentos/2016/Decision_3_EDUCACION_AMBIENTAL__%20Adoptada%20.pdf
2. One important milestone is the preparation of this Work Plan for the 2016-2018 period, using the focal points from the Environmental Training Network (operative paragraph 2), whose elements are in great part defined in said decision, as consultation; the Work Plan has been focused by grouping those elements into 5 large **lines of work**:
 - i) training and research;
 - ii) coordination with universities;
 - iii) coordination with other initiatives and non-traditional sectors (private sector, secretaries of multilateral environmental agreements);
 - iv) experience exchange and South-South cooperation (including systematization of policies and experiences);
 - v) funding.
3. In addition, work with the English Caribbean in coordination with the Subregional Office for the Caribbean will need to expand.
4. In terms of resources, given the limitations on the Environmental Training Network trust fund (its principal funding source), the focus will be kept on regional or sub regional activities based on and in cooperation with existing initiatives, while constructing alliances with various programs and actors within and outside of UNEP.
5. The Network's trust fund as of 10/06/2016 contains USD 65,480.
6. Last, but not least, the general focus of the Network as a community of dynamic practice will remain on the guidance provided by its focal points.

Line of work	Intended action to be taken on the decision (textual)	Implementation route	Implementation milestones (timeline)	Connections/ synergies with other decisions	Responsible parties (e.g. countries, UNEP, CTI)	Implementation partners	Necessary resources (UNEP, etc.) and other possible sources
TRAINING AND RESEARCH EXPERIENCE EXCHANGE AND SOUTH-SOUTH COOPERATION	1. Ask UNEP to systematize new experiences on environmental education with integrated approaches and shift these experiences to the Network for the construction of the future 2016-2018 Work Plan, including the EE's (Environmental Education) state of the art in the region: progress and challenges	Conduct a research consultation (max. 2-3 months); consult the ETN's focal points; consult experts; conduct consultation for publication design	May-Sept 2016: Selection of consultant; consultations; publication	Decision 2 - ILAC Indicators Decision 6 - Sustainable consumption and production	UNEP	ETN focal points; UNESCO	Approx. USD 13,000 from the Network trust fund (research, editing and design of online publication)
TRAINING AND RESEARCH	2. (Coordinate) the development of the Work Plan for the ETN-ALC for the 2016-2018 period... a) promote environmental training and educational	a) Mapping out regional and/or national training, whether governmental or nongovernmental, in person or online	May-Sept 2016: Mapping of regional trainings Compilation of the	1 - ILAC 2 - ILAC Indicators 4 - Environmental dimension, Agenda 2030 6 - Sustainable Consumption and	UNEP (a, b); UNEP and Ministry of the Environment of Chile (c)	ETN focal points; UNESCO; others	a, b: UN volunteer program c): Ministry of the Environment of Chile; JICA

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	activities, including issues such as sustainable lifestyles, climate change, greenhouse gas emissions, wildlife trafficking, integrated solid waste management, chemical and mercury contamination, risk and disaster management, biodiversity, reforestation and forest regeneration, air quality, sustainable production and consumption patterns, among others	b) Compilation of ETN courses in a matrix, and availability on the ETN website c) Assignment of the international course, Education for Sustainable Development (<i>Educación para el Desarrollo Sostenible</i> or <i>EDS</i> , in Spanish), given by the Ministry of the Environment of Chile to the ETN Network	courses in a matrix, and availability on the ETN website Oct 2016-Feb 2017: Assignment of the international course on EDS (+ dissemination, etc.)	Production 7 - Climate Change 8 - Chemicals and Waste 9 - Air Quality 10 - Biodiversity 11 - Oceans			
TRAINING AND RESEARCH	2. (Coordinate) the development of the Work Plan for the ETN-ALC for the 2016-2018 period...including...a) Promote environmental training and education activities , including the issue of risk and disaster management	Include the Network in training conferences launched as part of the D&C program	Sep 2016 (at the latest): ETN Work Plan January 2017: International course on Education for SD, organized by the Chilean Ministry (includes an important module on risk and disaster management) Others to be identified during operation of the ETN Work Plan	1 - ILAC	ETN focal points (or rather the Environ. Ed. directors) of the ministries of the environment, and the Network Secretary/Coordination (or rather UNEP/ROLAC)	ETN universities (including GUPES/ARIUSA; national academic networks, UWI, others), APELL network, UNISDR, UNESCO	Must be identified. Seek synergies with MEAs and other potential sources as stated in Decision 3 and other decisions
TRAINING AND RESEARCH	c) Experience exchange for the development of		July-Nov 2016: a, b, c, d	--	UNEP	ETN focal points (especially Mexico,	a, b, c: UN volunteer program

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	common criteria for environmental competence standards for public servants in all sectors	a) Mapping existing standards b) Compilation of standards c) Availability on the ETN website d) Proposal of standards (perhaps with a specific occasional consulting)				which has a proposal regarding this)	d): Perhaps with a specific consulting with funds from the Network trust fund
TRAINING AND RESEARCH COORDINATION WITH OTHER INITIATIVES AND SECTORS	c) Develop attractive information and communication materials for various key actors in the public sector, including members of parliament, decision makers, among others	Compilation of existing regional and national materials, and availability on the ETN website	May-Oct 2016: Compilation and availability on the ETN website	Connect with communication and information area of UNEP and other work areas	UNEP	ETN focal points; ministries of education; secretaries of multilateral environmental agreements; parliamentarians	UN volunteer program
TRAINING AND RESEARCH	d) Develop guidelines on environmental education for local or municipal plans	a) Mapping existing guidelines b) Compilation of guidelines c) Availability on the ETN website	Feb-May 2017: a, b, c and d	--	UNEP	ETN focal points; ministries of education; ICLEI, National Associations of Local or Regional Governments, universities	a, b, c: UN volunteer program d): Perhaps with a specific consulting (funds from the Network trust fund or others)

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		d) Guidelines proposal (perhaps with a specific consulting)					
TRAINING AND RESEARCH	e) Strengthen monitoring systems and the evaluation of strategies, action plans , etc. for environmental education and indicator design	a) Mapping existing indicators b) Compilation of indicators c) Availability on the ETN website d) Indicators proposal	May-Oct 2016: a, b, c, d	1 - ILAC 2 - ILAC Indicators 4 - Environmental dimension, Agenda 2030 6 - Sustainable Consumption and Production	UNEP	ETN focal points; ministries of education; UNESCO	Approx. USD 13,000 from the ETN trust fund (research, editing, and design of online publication)
UNIVERSITIES	f) Continue promoting the active participation of universities in the region in UNEP's GUPES initiative (national diagnostics on the inclusion of environmental criteria where systems of accreditation exist in institutions of higher education; promotion of inter-faculty dialogues within universities and national university networks regarding sustainability and the environment as framed by the 2030 Sustainable Development Agenda)	Carry out a cooperation agreement with ARIUSA. Carry out a cooperation agreement with University of West Indies	April-May 2016: Agreements (MOU) June 2016-Dec 2018: Implementation	1 - ILAC 2 - ILAC Indicators 4 - Environmental dimension, Agenda 2030	UNEP	Network focal points, ARIUSA, UWI, national academic networks	Approx. USD 15,000 (half from the ETN trust fund and the other half from UNEP's Environmental Education and Training Unit (<i>Unidad de Educación y Capacitación Ambiental</i> , in Spanish)) for technical and financial assistance for the 2 nd Latin American University Forum, among others
COOPERATION WITH	g) Coordinate actions with	Carry out a cooperation	First half of 2017	4 - Environmental	UNEP	UNESCO, UNITAR, OEI,	To be identified

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OTHER INITIATIVES AND SECTORS	UNESCO to reinforce the capacity of educators and trainers	agreement with UNESCO		dimension, Agenda 2030 Global Action Programme on Education for Sustainable Development GAP (coordinated by UNESCO; one of its four objectives focuses on educator and trainer capacity growth, and empowerment and mobilization of young people)		SECAB, Network focal points, ministries of education	
UNIVERSITIES	h) Coordinate actions with water and environmental centres for excellence in the region and national university systems	Linked with point 2.f.	First half of 2017	4 - Environmental dimension, Agenda 2030	UNEP	Network focal points, ARIUSA, UWI	See point f.
COOPERATION WITH OTHER INITIATIVES AND SECTORS	i) Widen the Network's scope of action to other sectors such as productive and private sectors	Prepare a strategy or immediately start alignment with the Development Bank of Latin America (CAF), with whom preliminary contact has already been established	Second half of 2016	6 - Sustainable Consumption and Production	UNEP	Network focal points; Ministries of Planning, Economy, Finance, Productivity; Industry Associations or Chambers	To be identified
TRAINING AND RESEARCH	j) Develop technical assistance for sustainable development capacity building, more innovative approaches to sustainable living, and evaluation of the application of environmental	Linked with point 2.a.	May-Sept 2016: Mapping of regional trainings Compilation of the courses in a matrix	1 - ILAC 2 - ILAC Indicators 4 - Environmental dimension, Agenda 2030 6 - Sustainable Consumption and Production	UNEP (a, b); UNEP and Ministry of the Environment of Chile (c)	ETN focal points; UNESCO; international cooperation, others	a, b: UN volunteer program c): Ministry of the Environment of Chile

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	education plans		and availability on the ETN website Oct 2016-Feb 2017: Assignment of the international course on EDS (+ dissemination, etc.)	7 - Climate Change 8 - Chemicals and Waste 9 - Air Quality 10 - Biodiversity 11 - Oceans			
TRAINING AND RESEARCH	k) Support the translation from Portuguese to Spanish, along with adaptation to the context of Latin America, of upcoming courses carried out by Brazil.	May-Dec 2016	May-Dec 2016 (confirm)	4 - Environmental dimension, Agenda 2030	Brazil focal point, with support from UNEP	Ministry of the Environment of Brazil	Resources from the Ministry of the Environment of Brazil
FUNDING	l) Support the preparation of a South-South cooperation project to propose to the Brazilian Cooperation Agency , aimed at obtaining funds for the promotion of processes for environmental education and climate change	May-Dec 2016	May-Dec 2016 (confirm)	7 - Climate Change	Brazil focal point, with support from UNEP	Brazilian Cooperation Agency (confirm)	Brazilian Cooperation Agency (confirm)
COOPERATION WITH OTHER INITIATIVES AND SECTORS	m) Create a publication on public policy and environmental education activities in Latin America and the Caribbean	Linked with point 1.	See point 1.	See point 1.	See point 1.	See point 1.	See point 1.
EXPERIENCE EXCHANGE AND SOUTH-SOUTH COOPERATION	3. Promote access to the exchange of information, knowledge, experiences, and technical resources , such as South-South cooperation , including intercultural dialogues and dialogues of knowledge, as well as the	a) Organize the Network's in-person meeting for 2017 or 2018 b) Organize 3-4 virtual meetings per year	May 2016-December 2018	To be identified	UNEP and host focal point	Host country (tentatively Honduras or Uruguay)	a) In-person meeting: Approx. USD 20,000 from the ETN trust fund for plane tickets. Host country covers lodging, food, and local transport. b) No cost

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	participation and technical and financial assistance, where appropriate, of regional Environmental Education Congresses	c) Document exchanges on the ETN website					c) ETN trust fund
COOPERATION WITH OTHER INITIATIVES AND SECTORS	4. Encourage cooperation between UNESCO, UNEP, and other United Nations agencies and programs regarding environmental education and training within the framework of decisions made at meetings of the Forum of Ministries of the Environment of Latin America and the Caribbean, with an emphasis on the Latin American and Caribbean Initiative for Sustainable Development (<i>Iniciativa Latinoamericana y Caribeña para el Desarrollo Sostenible</i> or <i>ILAC</i> , in Spanish) and the Environmental Training Network for Latin America and the Caribbean	Connect with all operative paragraphs of this decision	Throughout implementation of the operative paragraphs of this decision as applicable	1 - ILAC 2 - ILAC Indicators 4 - Environmental dimension, Agenda 2030 6 - Sustainable Consumption and Production 7 - Climate Change 8 - Chemicals and Waste 9 - Air Quality 10 - Biodiversity 11 - Oceans	UNEP; ETN focal points	ETN focal points; UNESCO; UNITAR; others	Connect to all operative paragraphs of this decision
COOPERATION WITH OTHER INITIATIVES AND SECTORS	5. Ensure cooperation between the Environmental Training Network and the Regional Council of Government Experts on Sustainable Consumption and Production			6 - Sustainable Consumption and Production			
FUNDING	6. Join forces at national and regional levels for fund mobilization	a) Research how many national budgets and other funding sources	May - Nov 2016: a, b	2 - ILAC Indicators 4 - Environmental dimension, Agenda 2030	UNEP, ETN focal points	UNEP, ETN focal points, Ministries of Finance, Planning;	Approx. USD 8,000 from the Network trust fund (research, editing, and

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		have funding dedicated to environmental education b) Prepare a guide on potential ways of obtaining or assigning funding				other sectors	design of online publication) and UN volunteer program
COOPERATION WITH OTHER INITIATIVES AND SECTORS	7. Identify opportunities for cooperation between the Environmental Training Network and the Secretaries of the principal multilateral environmental agreements in terms of environmental education	See point 3.1 and point 4	See point 2.i and point 4	See point 2.i and point 4	See point 2.i and point 4	See point 2.i and point 4, Secretariats of multilateral environmental agreements	See point 2.i and point 4
TRAINING AND RESEARCH	8. Welcome initiatives in the region for the development of research programs, capacity development, environmental education, and knowledge networks in terms of risk and disaster management	Include members of the Environmental Training Network in forums and events for sharing best practices to link the education dimension with the technical/practical dimension. Include the Network as one of the information channels for methodology, evaluation, and lessons learned to stimulate interest in future research.	Sept 2016 (at the latest): ETN Work Plan Others to be identified during operation of the ETN Work Plan	1 - ILAC	ETN focal points (or rather the Environ. Ed. directors) of the ministries of the environment, and the Network Secretary/Coordination (or rather UNEP/ROLAC)	Environmental training network, universities (GUPES/ARIUSA; UWI, national academic networks, others), APELL network, UNISDR, UNESCO	Must be identified. Seek synergies with AMAs and other potential sources as stated in Decision 3 and other decisions
FUNDING	9. Request a report on the Network's trust fund operations from UNEP to allow for evaluation and	Create the report with input from headquarters	July-Oct 2017 (consider date of the next Forum of Ministries of the	--	UNEP	Focal points (to verify effectively obtained input)	

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	definition of strengthening strategies to be considered at the next Forum of Ministries of the Environment of Latin America and the Caribbean		Environment)				
FUNDING	10. Reaffirm the importance of making an annual contribution to the trust fund of the Environmental Training Network	Write and send letters to ministries of the environment reminding them of the annual payment to the trust fund	April 2016, and April 2017	--	UNEP	Focal points	--

NOTES ON THE CREATION OF THIS DOCUMENT

- Format proposed by the Secretariat of the Forum of Ministries of the Environment for decision follow up
- 22/04/2016: Draft circulated throughout UNEP to Spanish-speaking Network focal points
- 04/05/2016: Response received from Ecuador with input
- 06/05/2016: Response received from Mexico with input
- 10/05/2016: Final version of the Work Plan

ADDITIONAL PROPOSALS OR COMMENTS (ALTHOUGH NOT PART OF WHAT WAS DECIDED AT THE MEETING OF THE FORUM OF MINISTRIES OF THE ENVIRONMENT, THEY MAY BE OF INTEREST FOR THE NETWORK IN ANOTHER REGIONAL, SUBREGIONAL, OR NATIONAL AREAS OF WORK)

MEXICO

- Coordinate the development of the **ETN-ALC Work Plan for the 2016-2018 period...a)** promote environmental training and educational activities, including issues such as sustainable lifestyles, climate change, greenhouse gas emissions, wildlife trafficking, integrated solid waste management, chemical and mercury contamination, risk and disaster management, biodiversity, reforestation and forest regeneration, air quality, sustainable production and consumption patterns, citizenship, interculturality, and environmental training, among others
- Coordinate the development of the ETN-ALC Work Plan for the 2016-2018 period incorporating the territory's area of sustainability and civic participation to encourage the development of the population's capacity for sustainability, a fundamental aspect for encouraging policy design for regional sustainable development
- Conduct a diagnosis of the public policies in the region on the inclusion of the environmental dimension in public administration and staff training in this approach
- In Mexico we have made progress in the evaluation and accreditation of Educational Centres
- Strengthen environmental education in the informal setting through the evaluation of the impact of educational and cultural centres in the creation of an environmental culture: Centres for Environmental Education and Culture (*Centros de Educación y Cultura Ambiental* or *CECA*, in Spanish) are educational spaces with informal settings based around a comprehensive project. They have a social function that ensures access to environmental, scientific, educational, technological, and regulatory information. CECA can also be thought to include parks, museums, zoos, botanical gardens, environmental management units, protected natural

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areas, and all other spaces whose programs contain lines of action to promote environmental education. In Spain they are called facilities (*equipamientos*, in Spanish). All over the world, these spaces play a fundamental role in forming an environmental culture in the population. The experience of evaluation and accreditation of these centres has made it possible to systematize their work. Spain (as well as other European countries) and Brazil have tackled evaluating these spaces; however, Mexico is the only country with a model.

- Continue promoting the active participation of universities in the region in UNEP's GUPES initiative (national diagnostics on the inclusion of environmental considerations; the environmental dimension (curriculum greening and environmental management of the campus) at universities; development of indicators to evaluate sustainability in universities; promotion of the inclusion of criteria ... (Mexico's experience can serve as a reference))
- Design programs for the professionalization of environmental educators in the region
- Request a report that can be used to evaluate the advances public policies have made in terms of environmental education from the Ministries of Environment and Education. This is important because, regionally, we are facing a crisis; public policies regarding environmental education are being disregarded. This is reflected in the meagre funding resources available, to the point where the areas of public administration that coordinated the procedures for education, training, and communication for the promotion of environmental culture are disappearing.
- Promote environmental management procedures in institutions of basic education