Part 1
Programmes and Networks
UNEP/UNESCO/BMU Postgraduate Course on Environmental Management for Developing and Emerging Countries

The UNEP/UNESCO/BMU Postgraduate Course on Environmental Management for Developing and Emerging Countries is tailored to meet the education and training needs of developing countries and countries with economies in transition in environmental management. The programme, which started in 1977 as one ten-month course per academic year for only fifteen participants, has grown into an important programme of capacity-building for sustainable development comprising four courses with eighty-four fellowships per year. The main six-month course covers integrated environmental management. Beside this course there are several short courses of between two to four weeks duration on specific topics.

Graduates of these courses have gained skills that have enabled them to participate in national, sub-regional, regional and global negotiations on various environmental agreements and to apply these skills to the needs of their countries to ensure effective and efficient compliance and enforcement of environmental management agreements. Many of the graduates now head key government ministries and institutions, thus directly and indirectly influencing the adoption and application of sound environmental management for sustainable development.

The course is a joint programme of UNEP, UNESCO and the German Ministry of Environment, Nature Conservation and Nuclear Safety. It represents a success story of co-operation among various organizations and institutions to strengthen the capacity of developing countries in environmental management for sustainable development. The course is located in Dresden University of Technology, Germany.

During the past 27 years, over 1000 participants from 125 countries from Asia and the Pacific, Africa, Eastern Europe, Latin America and the Caribbean have successfully completed the various environmental management courses. The programme is still ongoing.

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UNEP/Watson International Scholars of the Environment Programme

At Brown University, the Watson International Scholars of the Environment Programme gathers together environmental leaders from university faculties, governments and non-governmental organizations throughout the developing world. These practitioners engage in environmental science, technology and policy approaches vital to problem solving. Participants are involved in courses, workshops, field trips, symposia, mentorship, professional networking and research projects. A strategically designed curriculum, programme symposia, field trips and outstanding labs and libraries provide the course participants with essential tools for enhancing sustainable development capacity in their countries.

The Watson Institute works in collaboration with relevant centers of excellence at Brown University such as the Department of Ecology and Evolutionary Biology, the Center for Environmental Studies, the Population Studies Training Unit and the International Health Institute. Sites visits and forums are hosted by key environmental institutions within Washington, New York, Boston, Cambridge and Woods Hole. The programme’s chief collaboration is with the United Nations Environment Programme (UNEP), which provides certification for each participant successfully completing the curriculum.

To date, 42 countries are represented in the 2001 through 2004 cadres.

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UNU/UNEP/Norwegian Government Global Virtual University project

The Global Virtual University (GVU) is an online network university on environment and sustainable human development. It has a particular objective to meet the educational needs of the developing world. The Government of Norway, the United Nations University (UNU) and the United Nations Environment Programme (UNEP), and a number of universities pledged their support and partnership. UNEP has signed an agreement with the United Nations University on co-operation on issues of common interest, including co-operation in the area of
The GVU offers a Masters in Science course on ‘The Global Environment and Development Studies (GEDS)’. This course deals with environmental issues and management on a global scale.

One of the two core courses for the first semester – the ‘GEO course’ – has selected the UNEP flagship publication *Global Environment Outlook* as the ‘set’ (mandatory) book. The course uses the ‘social constructivist’ approach. This means that the course provider only selects some of the literature and provides some additional learning resources, while the students must devote considerable effort to finding additional, relevant and reliable sources in their own university library, public libraries, on the internet and on online libraries.

The major parts of the course will be online, in a virtual classroom. In addition students and tutors will meet 2 to 3 times during 6 to 10 day sessions during the study.

Planning is already underway for two additional GEDS specializations: Environmental Information Management and Land Use Management. The first one is under development in co-operation with GRID-Arendal and Pretoria University and the other one is in its early stage of development with Noragric and the Consultative Group on International Agricultural Research (CGIAR).
UNEP-WCMC Chevening Scholarships in Biodiversity

The UNEP World Conservation Monitoring Center (UNEP-WCMC) was established in 2000 as the world biodiversity information and assessment center of the United Nations Environment Programme. UNEP-WCMC provides information for policy and action to conserve the living world. Its programmes are concentrated on areas such as species, forests, protected areas, marine, mountains and freshwaters.

The vision of UNEP-WCMC is of a wiser world, one in which people recognize that the diversity of life on Earth is vital to the future of humanity, and use this knowledge in all their decisions. In striving towards this vision, the World Conservation Monitoring Center promotes wiser decision-making and a sustainable future by providing information on the conservation and sustainable management of the living world.

Started in 2002, the UNEP-WCMC Chevening Scholarships programme offers scholars from the six UNEP regions the opportunity to gain relevant skills and techniques for analysis and policy development. Aimed at talented graduates in biodiversity-related subjects, the scholarships are designed to offer future leaders and decision-makers the opportunity to undertake a twelve month research project based at UNEP-WCMC’s headquarters in Cambridge, United Kingdom, working with experienced programme staff.

To support such programmes, the UNEP-WCMC has produced a glossary of biodiversity-related terminology to assist users in understanding the information provided by UNEP-WCMC and other biodiversity-related organizations.

The aim of the scholarships is to help young researchers prepare for a role in national and regional policy development and decision-making to resolve biodiversity-related challenges. With support from the Center’s staff they will select a subject for analysis and publish recommendations for action over a period of one year.

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UNEP-WCMC/IMO Training Course for Emergency Response Planners

Known as ‘Exercise Clean Seas’ this course, led by the International Maritime Organization, is designed to meet the needs of emergency response teams at all levels. Man-made disasters such as tanker oil spills demonstrate clearly that instant responses to such hazards are of vital importance in order to minimize harmful impacts on the environment.

‘Exercise Clean Seas’ was developed to train industry professionals how to react successfully to an emergency situation. The course uses UNEP-WCMC’s specialist Interactive Map Service (IMAPS) computer software to re-create ‘real-life’ scenarios that must be rapidly contained and resolved. IMAPS, developed jointly with the International Petroleum Industry Environmental Conservation Association (IPIECA), is a fully interactive online service that allows users to create custom-made maps of the world, adding layers of information to meet individual needs.

Using these custom-made ‘IMAPS’, industry specialists can quickly build up a picture of an area under threat from hazards such as oil spills and learn the best ways to co-ordinate an efficient, effective response.

This course has been successfully run in various countries for leading oil companies.

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UNEP-WCMC Information Management Training course

The World Conservation Monitoring Center has organised training courses in information management for many years. These courses are designed to give attendees an excellent grounding in the principles of information management as it relates to the conservation of biodiversity.

Aims of the course:

- To demonstrate the main steps in data management and use of information in biodiversity conservation planning and relevant international conventions.
- To teach basic skills in designing a data management strategy.

To achieve these aims, the course includes diverse aspects such as designing information surveys, data collection, mapping, questionnaire design and data custodianship.

Participants come from a wide variety of backgrounds, ranging from those with extensive experience in the field to those new to environmental topics.

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Who is it for? Those involved in nature conservation in the field and who need to gather and manage data about biodiversity.

When is the course run? According to demand and by agreement. Please note the course is presently not open to applications from individuals but rather pre-arranged groups, for example, from one government department, or university.

When to apply? Expressions of interest are always welcome.

How long is the course? It varies from 3 to 14 days.

How to apply? Contact the Course Secretariat at info@unep-wcmc.org.

Funding availability: No funding available. Participants are usually funded by their organizations.

Number of participants: This course is limited to a maximum of 12 to 15 participants.

For further information: www.unep-wcmc.org or www.chevening.or.id/unep-wcmc.html
In many parts of the world sewage is discharged directly into open water without treatment. Such uncontrolled discharge is one of the most serious threats to the productivity and biodiversity of the world’s oceans. At the same time it causes serious environmental and human health problems and threatens sustainable coastal development.

Who is it for? This course is open to participants from developing countries, particularly project managers and their supervisors in municipalities, however we encourage also representatives from fisheries, health and tourism as well as from community based organizations and environmental NGOs affected by or improving the wastewater management systems in their region. The identification and selection of participants is the prerogative of the local partner institution, with some guidance from UNEP and UNESCO according to the UN/DOALOS Train-Sea-Coast standards.

When is the course run? The course has multiple deliveries every year.

When to apply? The identification and selection of participants is the prerogative of the local partner institution, with some guidance from UNEP and UNESCO according to the UN/DOALOS Train-Sea-Coast standards. The local municipality or the management of a specific local project usually contacts potential candidates.

How long is the course? Five days of instruction. A hotline for review of proposals remains available to participants for one year after the course.

How to apply? Interested municipalities or training institutes may contact the programme through the following website: www.gpa.unep.org/training or by contacting the Course Co-ordinator (see contact details below).

Funding availability: Arrangements for per diems or transport, if necessary, are usually made by the local partner organisation and will differ from country to country. UNEP/GPA will provide the training material and ensure the availability of instructors. No fees are charged to selected participants.

Number of participants: About 20 participants per course.

For further information: www.gpa.unep.org/training
In response to the daunting challenges faced by many governments in addressing wastewater problems, the UNEP/GPA has developed training for municipal wastewater managers, jointly with the UNESCO-IHE Institute for Water Education and the UN/DOALOS Train-Sea-Coast Programme.

The training provides participants with analytical tools, substantive information and skills on how to select, plan and finance appropriate and environmentally-sound municipal wastewater management systems. The training is meant for project managers at municipal level, mandated with the task to develop and manage municipal wastewater collection and treatment systems with often very limited resources. The course focuses on four elements: (i) objective oriented planning, (ii) involvement of stakeholders and mobilizing local resources, (iii) conventional and innovative approaches; and (iv) formulation and presentation of proposals.

The content is based on the UNEP/WHO/UN-HABITAT/WSSCC Guidelines on Municipal Wastewater Management and stresses the need to link water supply and the provision of household sanitation, wastewater collection, treatment and re-use, cost recovery, and re-allocation to the natural environment.

The UNEP/GPA – UNESCO-IHE – UN/DOALOS Training on Improving Municipal Wastewater Management in Coastal Cities is offered in different world regions and in partnership with local government and training institutions. The programme was only started in 2003 with course development and delivery, and so far 60 participants from six countries have been trained in South Asia and East Africa. Regional adaptations for Latin America, francophone Africa and other regions are planned for 2004, the programme is presently expanding into other regions on demand.

To make the programme more sustainable, national instructors will be trained to build local capacity to deliver and eventually hand over the course to local training institutions.

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University of Joensuu-UNEP Seminar on International Environmental Law-making and Diplomacy

The seminar aims to provide a forum to foster North-South co-operation and to take stock of recent developments in negotiations and implementation of multilateral environmental agreements and diplomatic practices in the field of environmental law. The seminar seeks also to transfer past experiences in the field of environmental law to the future negotiators of environmental agreements. In addition, it would enable the transfer of ideas between the practical experts and the researchers in the subject area.

The inaugural-year programme will cover the following modules:

- Global and Regional Environmental Issues;
- International Environmental Law and Policy;
- International Environmental Law-making;
- International Environmental Diplomacy;
- Special Topic: Water.

Under these modules, a broad range of subjects will be discussed including ‘The Mechanics of Negotiation’, ‘Legal Drafting’ and ‘Monitoring of Compliance of Multinational Environmental Agreements’. The seminar is based on interactive methods.

The inaugural seminar will be a high-profile seminar involving lecturers representing experienced hands-on diplomats, government officials and the academia. It will include, among others, the following lecturers: Shafqat Kakakhel (Deputy-Executive-Director of UNEP); Svein Tveitdal (Director, Division of Environmental Policy Implementation and Division of Environmental Conventions, UNEP); Halifa Drammeh (Deputy Director, Division of Environmental Policy and Law); Lal Kurukulasuriya (Chief, Environmental Law Branch, Division of Policy Development and Law, UNEP); Elizabeth Mrema (Legal Officer, Division of Environmental Policy Implementation and Division of Environmental Conventions, UNEP); Marc Pallemarts (Professor of Environmental Law, Vrije Universiteit, Brussels); Patrick Széll (Former Head of the International Environmental Law Division, UK Department of the Environment); and Niels Ipsen (Head of Center, UNEP Collaborating Center on Water and Environment, Denmark).

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Global Training Programme on Environmental Policy Analysis and Law

One important area of focus of UNEP since its inception has been the promotion of environmental law. UNEP’s programme of work in this area has evolved throughout its 30 years of existence, and is increasingly based on a long-term, strategic approach. One of the ways in which UNEP promotes environmental law, both in terms of its understanding, development and implementation, is through capacity-building of the different stakeholders. This is being done through the Global Training Programme on Environmental Policy Analysis and Law.

These series of Global Training Programmes are organised by UNEP every two years since 1993. So far, about 185 environmental lawyers and policy-makers from countries in Africa, Latin America and the Caribbean, West Asia, Asia and the Pacific, Central and Eastern Europe, as well as some participants from Europe and North America, have benefited from this Programme.

The Programme is intended to provide the legal and institutional component of capacity-building for improved environmental management for sustainable development, and is designed specifically to respond to the needs of developing countries and countries with economies in transition.

The overall and ultimate goal of the Programme is to strengthen participants’ capacities to develop and implement environmental law in their respective home countries. This goal is pursued through: informing and training participants on legal and institutional developments in the field of environmental law; inspiring a greater interest in and commitment towards environmental law as an instrument for translating sustainable development policies into action; developing requisite skills; providing the chance for exchange of views and networking during and after the programme, both among the participants and between the participants and UNEP and its resource persons.

The following were some of the new features of the 2003 Global Training Programme:

- Multi-stakeholder and disciplinary group of participants included judges, parliamentarians, government officers engaged in the area of environmental policy and law, legal officers of business and industry, legal NGOs involved in environmental advocacy and litigation, enforcement officers and academics in the field of environmental law;
Programmes and Resources for Environmental Education and Training

- Resource persons included eminent professors of environmental law from around the world, as well as senior judges from national courts, in addition to the senior officials from UNEP and UN Habitat. The participants themselves presented special assignments on different topics;

- The participation of some 20 distinguished professors of environmental law as resource persons, several of whom are already collaborating with UNEP in the preparation of the new UNEP Training Manual of Environmental Law, allowed the establishment of an open-ended UNEP Academic Contact Group on Environmental Law.

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Environmental Management Course for Africa

UNEP with its motto of Environment for Development and its special focus on Africa, is working with the Environmental Ministry of Libya to develop an environmental management course that will encapsulate the focal areas of concern in environmental and development issues in Africa. This course will focus on Africa’s problems and challenges in environmental management and assist in the realization of the NEPAD environmental initiative.

The course aims to provide an opportunity for decision-makers in national and local level public administrations, to obtain an overall competence in environmental and development matters. This will be achieved by developing multi-disciplinary perspectives necessary for them to make informed decisions leading to effective environmental and developmental change.

This course is an example of the African Renaissance vision which is grassroots-oriented. This vision seeks a sustainable development and a better life for all, and is based on achieving a desirable and environmentally sustainable future. The course, sponsored by the Government of Libya, will bring together 20-25 participants twice a year.

The course adopts an integrated inter-disciplinary approach, with practical exercises and field trips to industrial and natural resource sights. It will highlight environmental problems and aim to show successfully applied environmental management practises.

An expected outcome of the course is the establishment of a forum for north/south knowledge sharing and joint collaboration in tackling regional environmental and development problems.
The course’s content is dealt with in six modules which will be tailored to address current and emerging environmental and developmental issues affecting the African continent:

1. Basics of Ecology and Global/African Environmental Issues such as desertification, management of coastal zones, climate change, wetlands, etc;
2. Environmental Governance;
3. Water and Waste Management;
4. Energy Issues;
5. Environmental Assessment and Environmental Management;
6. Environmental Law Enforcement including Negotiation and Implementation of International and Regional Environmental Agreements.

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Partnership for Development of Environmental Law and Institutions in Africa

Partnership for Development of Environmental Law and Institutions in Africa (PADELIA) is a successor to the UNEP/UNDP/Dutch Joint Project on Environmental Law and Institutions in Africa, which was implemented systematically in seven African countries with a grant of US$5 million from the Netherlands Government between 1995 and 2000. In four of the countries, namely Burkina Faso, Malawi, Mozambique and São Tomé and Príncipe, activities involving development of laws are country-specific. On the other hand, in Kenya, Tanzania and Uganda the focus is on development and harmonization of laws on issues of a common and trans-boundary nature within a sub-regional project.

Beside development of laws, activities comprise training on environmental law and its enforcement, including the role of the judiciary. Publications used in the training exercises are distributed world-wide. These include:

- A four-volume Compendium of Judicial Decisions;
- A ten-volume Compendium of Environmental Laws of African Countries;
- Handbook for the Implementation of Conventions Related to Biological Diversity;
- Industries and Enforcement of Environmental Law;
- Eight-volume Reports of Development and Harmonization of Environmental Laws in East Africa.

Background reports on environmental law in Burkina Faso, Kenya, Malawi and São Tomé and Príncipe have been published.

As a Phase II – the African Law Project – PADELIA seeks to enhance capacity of the countries in the implementation of existing laws; develop legal instruments to fill gaps in existing laws; and enhance capacity for sustained development and implementation of environmental law. Some of the projects that PADELIA has been developing include:

- Development of sub-regional Protocol(s) on Environment;
- Development and harmonization of sub-regional laws;
- Seminars on selected topics in environmental agreements e.g. (drafting national laws to include provisions of MEAs and conventions;
- Establishment of teaching programmes in environmental law in universities comprising curriculum development and teaching and reference materials including information technology (IT);
■ Exchange visits of countries outside the project countries;
■ Backstopping national enforcement capacity-building and operations of environmental agencies.

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Achieving Sustainability through Environmentally Sound Technologies

UNEP – International Environmental Technology Center (IETC)

IETC’s main role is to promote the transfer of Environmentally Sound Technologies (ESTs) for managing urban environmental problems, such as sewage, air pollution, solid waste and also integrated freshwater management to developing countries and countries with economies in transition. In order to develop an effective response to the myriad challenges of sustainability, IETC has developed a comprehensive capacity-building (CB) programme to tackle these and related issues in the formulation of policy and practice of urban and water environmental management.

The objectives of the CB programme are three-fold: (1) to develop awareness and to educate people on issues related to urban environments; (2) to assist in policy and programme development; and (3) to facilitate monitoring and evaluation.

The attractiveness in the programme lies in its conceptual approach to develop a holistic view towards urban environmental management, which provides a framework to bring issues, resources and solutions together, rather than dealing with each of them individually. The programme also focuses on developing appropriate leadership skills for urban managers to help them to achieve better communication, people management, cross-sectoral issues etc.

The CB programme offers face-to-face sessions, backed up by intensive online and offline information dissemination both before and after the sessions. It uses a range of e-products and services to achieve the CB objectives: (a) Databases: Online databases provide categorized and comparable information on environmentally sound technologies to facilitate decision-making; (b) eCourses: Using the anytime-anywhere asynchronous model of learning, IETC has developed eCourses on a number of topics related to its mandate;
(c) Web Portals: These are online alliances among key organizations to create gateways for information on specific topics; (d) Online Forums: These are stakeholder partnerships that provide an opportunity for dialogue and the exchange of information among stakeholder and their constituencies; and (e) Knowledge Networks: IETC has pioneered a unique online system called ESTIS – a multi-language information management tool to assist the transfer of environmentally sound technologies. This constitutes a decentralized information technology (IT) network for improved access and local control of information transfer.

In addition to the above, a series of tools, strategies and publications are provided on CD-ROMs, online on the web and in print format to facilitate capacity-building and aid decision-making at the local level in developing countries and those countries with economies in transition.

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**World Environment Day**

The World Environment Day (WED) was established by the United Nations General Assembly in 1972 to mark the opening of the Stockholm Conference on the Human Environment. Another resolution, adopted by the General Assembly the same day, led to the creation of UNEP. Since then, World Environment Day, commemorated each year on 5 June is one of the principal vehicles through which the United Nations stimulates world-wide awareness of the environment and enhances political attention and action.

The World Environment Day theme selected for 2004 is *Wanted!* *Seas and Oceans – Dead or Alive?* The theme asks that we make a choice as to how we want to treat the Earth’s seas and oceans. It also calls on each and every one of us to act. Do we want to keep seas and oceans healthy and alive or polluted and dead?

The main international celebrations of World Environment Day 2004 will be held in Barcelona, Spain in close collaboration with the Universal Forum of Cultures. UNEP is honoured that the City of Barcelona, the Catalan Regional Government and the Government of Spain will be hosting this important United Nations day.
UNEP’s agenda is to give a human face to environmental issues; empower people to become active agents of sustainable and equitable development; promote an understanding that communities are pivotal to changing attitudes towards environmental issues; and advocate partnership which will ensure all nations and peoples enjoy a safer and more prosperous future. World Environment Day is a people’s event, with colourful activities such as street rallies, bicycle parades, green concerts, essays, poster competitions in schools and tree planting, as well as recycling, clean-up campaigns and much more.

In many countries, this annual event is used to enhance political attention and action.

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Training for Women in Managing Natural Resources
Women in most developing countries have an intricate relationship with natural resources owing to their traditional roles and responsibilities which require them to gather food, collect water and meet the energy needs of their households. However, most energy
and water related institutional and technological interventions have traditionally failed to consider women, even though they are primarily responsible for managing energy and water requirements at the household level. Strategies to alleviate water and energy scarcity therefore need to be sensitive to prevailing gender-based inequities and should aim to develop among women not only knowledge, but also confidence and communication skills to articulate their needs.

A UNEP pilot project, incorporating the Energy and Water Needs of Women in the Rural Areas of the Himalayas, is being implemented between 2002 and 2004 in Nepal, Bhutan and India in collaboration with the International Center for Integrated Mountain Development (ICIMOD). The project aims to increase the capacity of women in the rural areas of the Himalayas in energy and water management through training and the implementation of pilot projects. The lessons learnt from this project will be used to replicate this project on a larger scale in the Himalayas and the wider sub-region.

Another example of female empowerment in the field of natural resources management comes from the global pilot seminar on Women Leaders on the Uptake of Renewable Energy Technology, held in Perth, Western Australia, in June 2001. The seminar, supported by the Swedish government, was the first event of a UNEP awareness and education programme for women leaders on the uptake of renewable energy technologies. It involved thirty participants from twenty-two developing countries in Latin America, Africa, Asia and the Pacific. The seminar’s objectives were to:
Train participants to advocate for the political will and resources to support integrated and holistic energy policies which take into account women’s needs;

Educate participants on sustainable energy issues and concerns relevant to women’s needs so that they can share this knowledge with others;

Provide technical education to increase women’s access to friendly energy technologies;

Promote women’s collaboration with other organizations to improve access to sustainable energy for both women and men;

Encourage women to participate in energy policy and planning discussions, and to play their role as stakeholders.

Environmental Action Learning

UNEP is promoting an environmental action learning (EAL) programme in eastern and southern Africa aimed at enabling curricular and co-curricular environmental education activities directly relating to the school environment and the role of communities in addressing environmental problems. EAL is aimed at providing the ground for environmentally sound decisions.

Since 1999, UNEP has been playing a catalytic role in supporting environmental action learning (EAL) through workshops and training activities for government officials, civil society and school representatives. The EAL programme is highly action-oriented to bring about social change to environmental conditions at local level and is not solely limited to the school environment. UNEP is working with
countries, relevant institutions and regional networks to obtain necessary political endorsement for the implementation of this initiative at both national and local levels.

This programme is part of UNEP’s ongoing contribution to help countries achieve sustainable development at a local level, ensuring environmental sustainability and meeting the objectives of the New Partnership for Africa’s Development (NEPAD) and the forthcoming United Nations Decade on Education for Sustainable Development. Practical action plans for implementing EAL will be developed and suggested to the relevant institutions in countries for consideration and adoption.

As part of its catalytic and supportive role, UNEP organised a workshop on ‘Environmental Action Learning’ for 17 countries from the southern and eastern African regions from 25 – 27 February 2004 in Howick, South Africa. This workshop is part of an ongoing process and UNEP aims to replicate this initiative throughout the African continent. The workshop in South Africa concentrated on the development of guidelines and realistic action plans for the implementation of environmental action learning in southern and eastern Africa.

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UNEP Internship Programmes

UNEP provides a number of internships for students interested in developing skills and practical experience in their field of study, which at the same time benefits the United Nations (UN) office to which the intern is assigned.

The purpose of the internship programmes is to:

- promote among the students a better understanding of major global problems confronting the world and to give them an insight into how the UN attempts to find solutions to these problems;
- enable students from all parts of the world to exchange information during and after the internship so as to appreciate cultural diversity among different peoples; and

For further information: www.unep.org
expose the students to the UN and its policies and programmes to help them become ambassadors of good will.

Students applying for internship programmes need to:

- Be currently enrolled in a third or fourth year of under-graduate (BA/BSc) or in a graduate (Masters) or post-graduate (PhD) programme;
- Submit an endorsement from their Nominating/Sponsoring Institution;
- Be willing to intern on a full-time basis spending five days a week usually for a period of not less than three months and not exceeding six months.

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Environmental Education and Training
Initiatives and Networks in the Asia-Pacific

UNEP’s Regional Office for Asia and the Pacific (ROAP) has embarked on a new initiative in developing a Regional University Consortium on Sustainable Development (RUCSD), based at the UNEP-Tongji University joint Institute for Environment and Sustainable Development (IESD). One of the initial activities of this inclusive consortium is the convening of Regional Leadership Training Programmes on Sustainable Development for emerging leaders from the Asia-Pacific region. The first of these executive training programmes is scheduled for the end of July 2004 in Shanghai, China, as a collaborative effort between the Consortia members. Further activities of the Regional University Consortium would be the development of a regional Masters degree curricula on Sustainable Development from 2005 onwards, as well as increased networking and partnerships among the consortia members. For more information visit www.rolac.unep.mx/educamb/esp and www.rrcap.unep.org/uneptongji/.

These activities draw upon earlier efforts of the Network for Environmental Training at Tertiary Level in Asia and the Pacific (NETTLAP), initiated in 1993, which explicitly recognized the major role that tertiary institutions play in building capacity for sustainable development. Initially, NETTLAP focused on strengthening key tertiary institutions in 35 developing countries in the region, and focused on thematic areas such as coastal zone management, toxic chemicals and hazardous waste management, and environmental economics. Incrementally, NETTLAP made a difference throughout the region, whereby sets of curriculum guidelines and associated training methods, resource materials, and tools developed through Training and Resources Development Workshops were widely sought and extensively used in the region.

Over recent years NETTLAP focused on building sub-regional and national networks that can facilitate the linking of policymakers, development planners, and environmental managers from industry and key staff from tertiary institutions. In addition to sharing expertise, experiences, and best practices, the networks are also designed to help identify current and emerging needs that can best be addressed through a symbiotic relationship between these key players. Through these national partnerships, NETTLAP links research, training, and
education in order to improve the capacity to prevent or minimize adverse impacts on the environment.

Over the late 1990s and early 2000s, environmental education efforts at ROAP focused on the formulation, endorsement, and adoption of sub-regional environmental education action plans and strategies. Starting with the South Pacific Action Strategy on Environmental Education and Training (1999–2003), followed by the Association of South East Asian Nations (ASEAN) Action Plan on Environmental Education (2000–2005), and the South Asian Environmental Education and Training Action Plan (2003–2008). Efforts are currently underway to develop a similar sub-regional strategy for Northeast Asia by building upon existing initiatives in the sub-region, such as the Tripartite Environmental Education Network (TEEN), between China, Japan, and the Republic of Korea.

Recently, a regional project known as Environmental Education, Awareness and Training in Asia and the Pacific (EEATAP) was initiated in 2002, with support from GAIAX Inc., Japan. The general objective of EEATAP is to create awareness and equip target groups in the Asia-Pacific region, such as people, communities, and societies, to develop and modernize in less wasteful and environmentally damaging ways, without losing the sound social and cultural values and practices that underpin their traditional way of life. EEATAP also aims to support implementation of sub-regional environmental education and training action plans adopted by inter-governmental fora, such as ASEAN, SACEP, and SPREP, as mentioned above. Most importantly, EEATAP aims to create a regional mechanism for the documentation and dissemination of environmental education initiatives through pilot demonstration projects.

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Environmental Training Network for Latin America and the Caribbean (ETN-LAC)

ETN-LAC promotes environmental education for all the countries in Latin America and the Caribbean. It was established to create awareness of the region’s environmental problems, and the acquisition of the knowledge, methods and techniques to comprehend and solve them. The network addresses the ecological, economical and cultural roots of environmental problems, and is
designed to build endogenous capacity for sustainable development in the region.

Since 1981, the Environmental Training Network has strengthened institutional capacity by providing technical assistance and academic consultancy on request to governments, universities, training centers and NGOs for the development of programmes, courses, seminars and meetings in the region. ETN-LAC builds capacity, *inter alia*, by:

- Promoting the integration of an environmental dimension in all levels of formal and non-formal education, and assisting governments, universities, training institutions and NGOs for this purpose;
- Developing activities for training teachers at different levels of the educational system;
- Establishing and consolidating a system of postgraduate courses on environment and sustainable development;
- Developing scientific capacities and expertise in priority environmental issues, to orient policies towards sustainable development;
- Community training for participatory management of natural resources.

The network provides training in areas such as: environmental health, environmental law, biodiversity, urban development, citizen awareness-raising, agro-forestry, sustainable trade and environment, eco-tourism and community forestry training.

ETN-LAC also has a publishing programme including a series of manuals for environmental education, a series of environmental forums and debates, and a series on Latin American environmental thinking that provides basic educational and training materials for schools, universities, governments and NGOs.

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**Capacity-building in the Global Environment Outlook process**

The Global Environment Outlook (GEO) is a cross-sectoral, participatory and consultative process for integrated environmental assessment and reporting (IEAR), underpinned by a global network of collaborating centers (CCs), good data and capacity-building.
GEO’s approach is to strengthen environmental assessment capacity in the regions through ‘learning-by-doing’, as well as by providing appropriate tools, methodologies and training. Working groups provide advice and support to the GEO process, particularly on IEAR methodologies, scenarios, policy analysis and process planning.

The Capacity-building for Integrated Environmental Assessment and Reporting Training Manual, developed by UNEP and the International Institute for Sustainable Development, is an important tool, which is currently under revision (revised version expected late 2004).

The electronic version of the manual is available at http://iisd.ca/about/prodcat/perfrep.htm. Other technical reports produced by the working groups can be found on the GEO web site (www.unep.org/geo) or ordered from Earthprint (www.earthprint.com). A new training tool for IEAR, the GEO Kit, is currently being developed. The GEO Kit is a CD-ROM that explains step by step how to do an IEAR. Not only GEO collaborating centers, but also many other involved in the development of regional, sub-regional and national assessment processes, benefit from the GEO capacity-building training materials.

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Geneva Environment Network (GEN)
The Geneva Environment Network (GEN) is a co-operative partnership between over 40 environment and sustainable development organizations and units based in International Environment House, Geneva and elsewhere in the locality, including United Nations offices and programmes, specialized agencies and non-governmental organizations.

One of its projects is International Environment House. This project gathers under one roof a range of United Nations and non-governmental organizations active in the field of environment and sustainable development in Geneva. The center attempts to foster synergies and encourage partnerships between different organizations, secretariats and numerous other environmental institutions. It also contributes to raising awareness of the considerable potential for international environmental collaboration in Geneva.
The Geneva Environment Network also maintains a list of useful links to environment-related organizations that are members of the GEN, including United Nations agencies, NGOs and educational institutions. Selected links to other important environment addresses are also included on their web site.

Many partners of the Geneva Environment Network produce unique environmental databases containing valuable information on pollution, climatic issues, wetland eco-systems, biological diversity, endangered species and chemicals. The GEN also has a library which contains publications from members of the Geneva Environment Network, including books and periodicals on chemicals, endangered species, hazardous wastes, climate change, desertification, human settlements, Agenda 21, and much more.

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United Nations Institute for Training and Research (UNITAR)
The United Nations Institute for Training and Research (UNITAR) was established in 1965 as an autonomous body within the United Nations with the purpose of enhancing the effectiveness of the organisation through appropriate training and research. The Institute is supported by voluntary contributions from governments, intergovernmental organizations, foundations, and other non-governmental sources. UNITAR has the following functions:

- To conduct training programmes in multilateral diplomacy and international co-operation for diplomats accredited to the United Nations and national officials involved in work related to United Nations activities;
- To carry out a wide range of training programmes in the field of social and economic development;
- To carry out result-oriented research, in particular, research on and for training and to develop pedagogical materials including distance learning training packages, workbooks, as well as software and video training packs;
- To establish and strengthen co-operation with other intergovernmental organizations, faculties and academic institutions, in particular for the development of research on, and for, training.

For further information: www.environmenthouse.ch
UNITAR’s vision of training and capacity-building is centered on the conviction that training should be linked more closely to international, national and local efforts to initiate change. To ensure that training can indeed make such a contribution, UNITAR’s programmes are designed around several core themes and principles such as: the transfer of experiences, technology and skills must be driven by the needs and demands of partner countries; training must be an integral component of capacity-building and human resource development; training must be directed to enhance capabilities for task performance; training must contribute to national strategy development and policy-making.

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Youth and Sustainable Consumption

Sustainable consumption first appeared on the international policy agenda at the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil, in 1992 when the link between environmental degradation and the production and consumption of goods and services was officially made. Youth comprise nearly 30 per cent of the world’s population and the consumption patterns acquired by them today will influence their adult lifestyles and hence future global consumption patterns. Recognising the importance of this, UNEP has developed a strategy to investigate the role of youth in promoting sustainable consumption.

Working with its Youth Advisory Council, UNEP has conducted a campaign on Youth and Sustainable Consumption in seventeen countries on all five continents, aimed at increasing the involvement of youth in activities promoting sustainable consumption by educating young people on the impact of their consumption on the environment. Each Youth Advisory Council group relayed the general message on sustainable consumption in its own way, emphasising that aspect of sustainable lifestyle which was most likely to be adopted in their country (water, energy, food, etc).
A research survey was also carried out asking young people what they knew about the impact their lifestyles and consumption patterns had on the environment, economy and society. The survey covered 15,000 young people in 25 countries. The results have provided a resource base for dialogue with young people on what youth from different cultures and continents really know and need.

In partnership with UNESCO, UNEP developed five intensive national case studies of the drivers towards sustainable consumption among youth in Australia, Canada, Mexico, Norway and Thailand. Together, UNEP and UNESCO have published the results of this work and developed a booklet and on-line campaign tool kit called youthXchange.

UNEP has also produced a Youth for Sustainable Consumption handbook and video, launched in February 2001, during the twenty-first UNEP Governing Council. The handbook provides youth with case studies and strategies to monitor how their consumption patterns affect the environment and why we should aim towards sustainable consumption.

Global Environment Outlook for Youth

Since the preparation of the second Global Environment Outlook (GEO) report, UNEP’s flagship publication on the state of and trends in the environment, youth have actively used the information that came out of the GEO process and developed their own youth, state of the environment reports. The first GEO-for-Youth process took place at the global level and resulted in the publication Pachamama: Our Earth – Our Future in 1999. The successful English edition, which was aimed at children between 9 and 14 years old, was subsequently translated in 10 other languages. After the publication of Pachamama a strong need was felt to develop similar information resources for older youth between 15-25 at the regional level.

In Latin America and the Caribbean, the UNEP Regional Office launched ‘GEO Juvenil’: GEO-for-Youth for Latin America and the Caribbean. Over a thousand young people enrolled and contributed to the process by submitting stories, poems and drawings. Following the success of this regional youth processes, youth in Asia prepared the South Asian youth, state of the environment report ‘Children of the Monsoon’. In 2003, after the completion of Africa Environment Outlook (AEO), the first African GEO-related youth process, AEO-for-Youth, was set up based on the model used for the global and regional processes.
The GEO-for-Youth processes have in common that they are, like the main GEO reports, participatory and consultative, and underpinned by sound and up-to-date environmental information. All products are developed by youth, for youth and use the information from GEO and GEO-related products to underpin youths’ views on the state of their environment, expressed in their own words and ways, yet based on sound information. The GEO-for-Youth process has important spin-off effects with national GEO-for-Youth reports now completed or being prepared in various countries.

There is enormous scope to reach out to various audiences with GEO materials. At a global level, the GEO-for-Youth process is currently transforming into a broader approach under the name GEO Education. This forms an umbrella for the regional GEO-for-Youth processes and emphasises the important role of educators in reaching young people and how they can help them to develop educational materials, such as the Pachamama Teacher’s Guide.

Global Youth Retreat

The UNEP Global Youth Retreat is a biennial event, which brings together about 50 leaders of environmental youth organizations from around the world. (The number of participants for the next Retreat will
It provides a forum for youth representatives to examine how UNEP is working with young people both globally and regionally. As the Retreat coincides with the UNEP Governing Council, it provides young people with an opportunity to review issues which will be discussed at the Council, to participate at the Council, and address Environment Ministers with their recommendations on decisions made by the Council.

In the past, during the Retreat, members of the UNEP (now Tunza) Youth Advisory Council were elected; this has changed since the last Retreat in Nairobi. UNEP gives the 12 council members (2 per region) the responsibility of representing youth in UNEP-related intergovernmental and international environmental negotiations. The advisors also advise UNEP and its regional offices on improving ways of incorporating youth in UNEP’s activities.

The last Global Youth Retreat took place in Nairobi, Kenya from 29 January to 8 February 2003 and it gathered over 50 youth leaders from 25 countries. Over 600 children from schools around Nairobi joined the activity and planted approximately 4000 trees in Nairobi.

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Tierramerica

*Tierramerica* takes sustainable development and environmental messages to Latin America and the Caribbean. A shared project between UNEP and UNDP, *Tierramerica* targets government institutions, the education sector, NGOs and civil society in participation with the World Association of Community Radios -Latin America and the Caribbean and fourteen newspapers in the region. Beginning in 1995 as a regular newspaper supplement, Tierramerica focuses on topics such as: biodiversity, water, cities, women and the environment, energy, consumption patterns, health and the environment, environment and economy, and food security.

Today the fourteen Spanish and Portuguese language newspapers featuring a weekly *Tierramerica* supplement have a circulation of 1.5 million copies. *Tierramerica* is also being posted online in Spanish, English and Portuguese. *Tierramerica* also produces a weekly radio programme that is aired by nearly 500 radio stations mainly in Latin America but also in Europe and the United States. This increases environmental awareness and interest in an estimated audience of five million.

Earth Report

Television is the most effective medium of mass communication world-wide. UNEP has a long-standing partnership with the independent Television Trust for the Environment (TVE), and so reaches millions throughout the world with the *Earth Report* series. Each 30-minute *Earth Report* takes an in-depth look at issues of sustainable development and the environment. Among the most successful *Earth Report* bulletins are those under the Hands On series. Hands On concentrates on examples of the practical, affordable and replicable actions people are taking round the world to meet the challenges of sustainable development.

The collaboration between UNEP and TVE also produces video news releases and public service announcements, contributing to wide media coverage and audience knowledge of sustainable development issues. TVE has developed projects in many countries such as China with the Environmental Education Television Project for China, India, Japan and Korea. TVE is also working in many Latin American countries and thus has a large proportion of its films in Spanish.
Heart and Soul: A soap opera for Africa

Education through the mass media need not be all hard news. The soap opera *Heart and Soul* is a groundbreaking initiative supported by the private sector, UNEP and 23 other United Nations agencies based in Kenya. *Heart and Soul* explores a broad range of social and development issues based around five key themes: HIV/AIDS, poverty reduction, environmental protection, governance and human rights, and gender.

The pilot series of six episodes was broadcast in June 2002 throughout 12 countries in Africa and the last episode was broadcast in 2003. Research found that *Heart and Soul* competed well with existing soap operas in terms of audience recognition and entertainment value. Importantly, it scored particularly highly for audience perception of social relevance and educational content.

The educational value of *Heart and Soul* is supported by complementary activities such as rural theatre road shows, billboards, newspapers and magazine articles and audio-visual education packs. Using such ‘edutainment’ techniques across a range of mass media, *Heart and Soul* is reaching a broad audience in sub-Saharan Africa, helping to address the underlying causes of negative social patterns by conveying information in subtle and credible ways.
African Network for Environmental Journalists (ANEJ)

The African Network for Environmental Journalists (ANEJ) was established in Nairobi, Kenya at the UNEP headquarters in November 2002 by a group of 18 environmental journalists from the African media. ANEJ was established as a response to the need to disseminate environmental issues in the African continent and as a platform to identify, discuss and address the challenges that environmental journalists face in Africa.

The objectives of ANEJ are to:

- Mainstream Environmental Journalism in Africa;
- Enhance the capacity of African journalists to deal with new and emerging environmental challenges;
- Disseminate relevant information on environmental issues in the region;
- Promote web journalism on environment and sustainable development in Africa;
- Influence decision-making processes with regard to environmental policies in Africa;
- Provide extra leverage for the dissemination of information on UNEP’s activities in the region.

ANEJ’s plan of action comprises the following four areas of work: Capacity-building; Environmental information sharing and dissemination; Networking; Institutional development.
**EarthWire Africa**

EarthWire Africa is a news service supported by UNEP/GRID-Arendal which provides daily overviews of environmental news from 14 countries in southern Africa. Every weekday, a team of African journalists reviews more than 40 newspapers for environment-related news stories. Relevant stories are included in EarthWire Africa where they can be viewed by country, topic, or time period.

A search engine allows users to search for issues and keywords in the archive. Press releases and news from research organizations, the public sector, and environmental organizations are also included. EarthWire is used by government officials as a briefing on the day’s environmental news, journalists following important issues, students and researchers looking for current information on the state of the environment.

See: www.earthwire.org/africa

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**Information Resources**

- Global Environment Outlook-3
- Africa Environment Outlook
- Global Environment Outlook Yearbook 2003
- Our Planet
- Protecting Our Planet, Securing Our Future
- Manual Comunitario de Saberes Ambientales
- Gestión Ambiental de Ciudades. Teoría Crítica y Aportes Metodológicos
- Ética, Vida, Sustentabilidad
- Justicia Ambiental. Construcción y Defensa de los Nuevos Derechos Ambientales, Culturales y Colectivos en América Latina
- Children in the New Millennium: Environmental Impact on Health
- Ecotourism: Principles, Practices and Policies for Sustainability
- Vital Climate Graphics
- Vital Climate Graphics Africa: The Impacts of Climate Change
- Global International Waters Assessment Reports
- Vital Graphics Package
- Review of Institutional Capacity-Building for Environmental Law and Institutions in Africa
- Compendium of Environmental Laws of African Countries
- Compendium of Judicial Decisions on Matters Related to Environment
- UNEP Studies of EIA Practice in Developing Countries

**Handbooks**

- CITES Handbook
- Handbook on Environmental Law
- Handbook on the Implementation of Conventions Related to Biological Diversity in Africa
- WCMC Handbooks on biodiversity Information Management
- Handbook on Environment and Trade

**Atlases**

- World Atlas of Seagrasses
- World Atlas of Biodiversity
- Atlas of International Freshwater Agreements
- World Atlas of Coral Reefs

**Resources for Children and Youth**

- Global Environment Outlook Juvenil
- GEOactive
- TUNZA – Acting for a Better World
- TUNZA – A Magazine for Youth
- Pachamama: Our Earth – Our Future
- Pachamama Teacher's Guide
- YouthXchange – Training kit on responsible consumption
- Water World – Children’s Voices
- Taking Action: An Environmental Guide for You and Your Community

**Training Manuals and Resource Kits**

- Environmental Management System Training Resource Kit
- Training Resource Pack for Hazardous Waste Management in Developing Economies
- Capacity-building for Integrated Environmental Assessment and Reporting: Training Manual (2nd Edition)
- A Manual for Water and Waste Management: What the Tourism Industry can do to Improve its Performance
- Environmental Law Training Manual
- TSC-GPA Training Manual on Improving Municipal Wastewater Management in Coastal Cities
- UNEP/WHO/UN-HABITAT/WSSCC Guidelines on Municipal Wastewater Management (Version 3)