

Universidad Central de Nicaragua

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GUIDING PRINCIPLES AND EDUCATIONAL OBJECTIVES

(1) The guiding principles of the design and conduct of studies at the UCN PI School of Environmental and Waste Management are:
freedom of science and instruction,
bridging research with instruction and implement both into practice,
interaction between teachers and students and corporations,
maintaining the autonomy of the UCN PI School of Environmental and Waste Management.

(2) Studies at the UCN PI School of Environmental and Waste Management serve the following objectives:
development of science and the instruction of scientific interdisciplinary approaches for contributions to scientific knowledge;
in addition to scientific professional instruction research serves the acquisition of the ability to contribute to the enrichment of science by independent studies;
dissemination of scientific professional education:
studies have to deliver the basic skills of the profession in a way that the students are enabled to independent research and interpret the findings of science and the purpose of research, its sources and relations, are trained in the methods of acquiring scientific expertise and application thereof; students shall become enabled to fulfill professional tasks in continuous relation to the progress of science by critical thinking and independent decision making;
education through science:
students shall acquire a conviction and expression of increased responsibility for human society through fact-based evaluations, the ability of clear decision-making, intellectual diligence, and tolerance; and the students shall comprehend and perceive the meaning of their subject as part of holistic science and the meaning of science as part of the entire whole of culture;
continuous education of alumni of the UCN PI School of Environmental and Waste Management :
in accordance with scientific development.
The UCN PI School of Environmental and Waste Management will provide higher education, professional training, scientific research and the dissemination of knowledge about waste management, devoted to achieving and maintaining highest standards.

PRINCIPLES

The School of Environmental and Waste Management adopts and abides by the following principles and declarations:

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights (www3.itu.int/udhr) calling upon all Member countries to publicise the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

„HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.“

Among the human rights enumerated in the Universal Declaration of Human Rights, the right to education (Article 26) and the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits (Article 27). Scientific and technological developments combined with the reinforcement of freedom of expression, the right to information and the right to education can be promoted through better communication technology.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

The Unesco Recommendation on the Status of Scientific Researchers, adopted on 20 November 1974, combines the problem of the freedom of researchers and the implications of science and technology for world problems such as development and international peace, recognising, that "A cadre of talented and trained personnel is the cornerstone of an indigenous research and experimental development capability and indispensable for the utilization and exploitation of research carried out elsewhere"; providing for the Vocation of the Scientific Researcher, that

„Member states should seek to encourage conditions in which scientific researchers, with the support of the public authorities, have the responsibility and the right

- (a) to work in a spirit of intellectual freedom to pursue, expound and defend the scientific truth as they see it;
- (b) to contribute to the definition of the aims and objectives of the programmes in which they are engaged and to the determination of the methods to be adopted which should be humanely, socially, and ecologically responsible;
- (c) to express themselves freely on the human, social, or ecological value of certain projects and in the last resort withdraw from those projects if their conscience so dictates;
- (d) to contribute positively and constructively to the fabric of science, culture, and education in their own country, as well as to the achievement of national goals, the enhancement of their fellow citizens' well-being, and the furtherance of the international ideals and objectives of the United Nations."

The United Nations Educational, Scientific, and Cultural Organization's report on the impact of scientific and technological developments on economic, social, and cultural rights, E/CN.4/1196 of 19 November 1975, contains important considerations on the right to freedom of expression and the campaign against propaganda for war or for national, racial, or religious hatred.

The combination of technology and organisation determines the nature of the division of labour and the job requirements relating to opportunities for advancement in the organisation, economy or society, being strongly dependent on the educational system providing individuals with abilities and skills meeting the requirements of the economic system. The educational system must educate and train persons for scientific and technological high culture, to contribute to the advancement of science and technology and fill positions; and while part of training, research and development occur within enterprises, still the economy is dependent on the effective organisation of higher education and on the effectiveness of this system in satisfying the requirements of economy and society as a whole. The role of the state in accreditation of universities and in adaption of the educational system is important for technology transfer to assist decision-making through better education, and for the promotion of education to bring about a more proficient and socialised population.

Agenda 21 (1992) Chapter 8, United Nations Conference on Environment and Development, Earth Summit, Rio de Janeiro, (<http://www.un.org/esa/sustdev/agenda21>) addresses improvement of decision-making processes and stakeholder participation:

„The primary need is to integrate environmental and developmental decision-making processes. To do this, Governments should conduct a national review and, where appropriate, improve the processes of decision-making so as to achieve the progressive integration of economic, social and environmental issues in the pursuit of development that is economically efficient, socially equitable and responsible and environmentally sound. Countries will develop their own priorities in accordance with their national plans, policies and programmes for the following activities:

Ensuring the integration of economic, social and environmental considerations in decision-making at all levels and in all ministries;

Adopting a domestically formulated policy framework that reflects a long-term perspective and cross-sectoral approach as the basis for decisions, taking account of the linkages between and within the various political, economic, social and environmental issues involved in the development process;

Establishing domestically determined ways and means to ensure the coherence of sectoral, economic, social and environmental policies, plans and policy instruments, including fiscal measures and the budget; these mechanisms should apply at various levels and bring together those interested in the development process;

Monitoring and evaluating the development process systematically, conducting regular reviews ..., with a view to assessing sustainable development achievements by the various sectors and departments of government;

Ensuring transparency of, and accountability for, the environmental implications of economic and sectoral policies;“

Gerhard Berchtold: “It requires multi- and interdisciplinary and cross-cultural integrated approaches, holistic and systemic thinking and decision-making to solve the problems of the world in the 21st century. This belief is the core element of all our UCN PI School of Environmental and Waste Management degree programmes and courses.”

DECLARATIONS

UCN PI School of Environmental and Waste Management will endorse and abide by the following international declarations, in particular the Global Higher Education for Sustainability Partnership; the COPERNICUS Campus University charter; and the Talloires Declaration.

The UCN PI School of Environmental and Waste Management is committed to endorse the principles of the Global Alliance to promote higher education for sustainable development programme „Global Higher Education for Sustainability Partnership“ (GHESP) <http://www.unesco.org/iau/ghesp/index.html> formed by four international organisations with a strong commitment to making sustainability a major focus of higher education in order to combine forces in a unique effort to mobilise universities and higher education institutions to support sustainable development in response to Chapter 36 of Agenda 21. GHESP was formed in 2000, when the three university organisations (ULSF, IAU, COPERNICUS-CAMPUS) and UNESCO agreed to join forces and signed a Memorandum of Understanding to undertake joint actions in the area of higher education and sustainable development. The partnership came about as a result of the work program of the Commission on Sustainable Development (CSD) and in anticipation of the 2002 World Summit on Sustainable Development (WSSD). GHESP will be extended for a further five year period in September 2002 in order to implement a renewed Action Plan.

The four founding partners of the initiative will combine strengths in an effort to mobilize universities and higher education institutions to support sustainable development:

COPERNICUS-CAMPUS is responsible for the University Charter for Sustainable Development,

ULSF serves as the Secretariat for signatories of the Talloires Declaration, and promotes education for sustainability based on the Earth Charter;

IAU provides a global Forum for cooperation and a clearing house for information among member universities and institutions of higher education which have formally adopted the Kyoto Declaration on Sustainable Development;

UNESCO is the task manager for the implementation of Chapter 36 [Education, Public Awareness and Training] of Agenda 21 and for the international work programme on education of the United Nations Commission on Sustainable Development (CSD), as well as the convener, in 1998, of the World Conference on Higher Education, both of which have called for the renewal of higher education to address the complex societal challenges of the 21st century.

Together, GHESP partners has rallied around the Lüneburg Declaration on Higher Education for Sustainable Development which was a milestone of the organisations’ preparations for the

World Summit on Sustainable Development (WSSD) and sets out their collective commitment to action.

The rationale for the partnership is the consensus that higher education must play a central role within the overall process of achieving sustainable development. The partners are convinced that the leaders of higher education institutions and their academic colleagues in all disciplines must make sustainable development a central academic and organisational focus in order to create a just, equitable and ecologically sound future. This requires the generation and dissemination of knowledge through interdisciplinary research and teaching, policy-making, capacity-building, and technology transfer. It is critical that higher education institutions understand and accept their responsibility within the broader context of social and economic development, and the building of democratic, equitable and ecologically-minded societies.

The objectives of the partnership are to:

1. Promote better understanding, and more effective implementation of strategies for the incorporation of sustainable development in universities and other higher education institutions, beginning with the over 1000 signatories to the charters and declarations sponsored by the partner organisations. Emphasis is put on the need for interdisciplinary approaches to teaching and research;
2. Undertake a global review and assessment of progress in making sustainability central to curriculum, research, outreach and operations in institutions of higher education. In so doing, assist UNESCO in its role within the UN system with respect to education for sustainable development;
3. Identify, share and disseminate widely, via internet, in print, through seminars and other venues, effective strategies, models and good practices for promoting higher education for sustainable development (HESD);
4. Make recommendations on HESD based on the partnership's research and review and in consultation with key stakeholders from North and South, including business, governments, other UN bodies such as the United Nations University (UNU), as well as other relevant non-governmental organisations;
5. Demonstrate that it is possible to form a partnership of non-governmental organisations working closely with the UN system to develop and implement a joint action plan addressed to achieve common goals; and analyse this experience as an international demonstration project.

The UCN PI School of Environmental and Waste Management is committed to the belief that no single science or technology, no unilateral stakeholder perspective can sufficiently address the challenges of modern societies.

The COPERNICUS Campus University charter

http://www.copernicus-campus.org/sites/charter_index1.html

Preamble

Man's exploitation of the biosphere is now threatening its very existence and delicate balance. Over the last few decades, the pressures on the global environment have become self-evident, leading to a common outcry for sustainable development. In the words of the Brundtland report, we must learn to care for the needs of the present without compromising the ability of future generations everywhere to meet their own needs. The awareness is there. What is required is a comprehensive strategy for building a sustainable future which is equitable for all human beings, as highlighted by the Rio Conference (UNCED) in 1992. This requires a new frame of mind and new sets of values. Education is critical for promoting such values and improving people's capacity to address environment and development issues. Education at all

levels, especially university education for the training of decision-makers and teachers, should be oriented towards sustainable development and foster environmentally aware attitudes, skills and behavior patterns, as well as a sense of ethical responsibility. Education must become environmental education in the fullest sense of the term.

The role of universities

Universities and equivalent institutions of higher education train the coming generations of citizens and have expertise in all fields of research, both in technology as well as in the natural, human and social sciences. It is consequently their duty to propagate environmental literacy and to promote the practice of environmental ethics in society, in accordance with the principles set out in the Magna Chart of European Universities and subsequent university declarations, and along the lines of the UNCED recommendations for environment and development education. Indeed, universities are increasingly called upon to play a leading role in developing a multidisciplinary and ethically-oriented form of education in order to devise solutions for the problems linked to sustainable development. They must therefore commit themselves to an on-going process of informing, educating and mobilizing all the relevant parts of society concerning the consequences of ecological degradation, including its impact on global development and the conditions needed to ensure a sustainable and just world. To achieve these aims and fulfill their basic mission, universities are urged to make every effort to subscribe to and implement the ten principles of actions set out below.

Principles of action

Institutional commitment: Universities shall demonstrate real commitment to the principle and practice of environmental protection and sustainable development within the academic milieu.

Environmental ethics: Universities shall promote among teaching staff, students and the public at large sustainable consumption patterns and an ecological lifestyle, while fostering programmes to develop the capacities of the academic staff to teach environmental literacy.

Education of university employees: Universities shall provide education, training and encouragement to their employees on environmental issues, so that they can pursue their work in an environmentally responsible manner.

Programmes in environmental education: Universities shall incorporate an environmental perspective in all their work and set up environmental education programmes involving both teachers and researchers as well as students - all of whom should be exposed to the global challenges of environment and development, irrespective of their field of study.

Interdisciplinarity: Universities shall encourage interdisciplinary and collaborative education and research programmes related to sustainable development as part of the institution's central mission. Universities shall also seek to overcome competitive instincts between disciplines and departments.

Dissemination of knowledge: Universities shall support efforts to fill in the gaps in the present literature available for students, professionals, decision-makers and the general public by preparing information didactic material, organizing public lectures, and establishing training programmes. They should also be prepared to participate in environmental audits.

Networking: Universities shall promote interdisciplinary networks of environmental experts at the local, national, regional and international levels, with the aim of collaborating on common environmental projects in both research and education. For this, the mobility of students and scholars should be encouraged.

Partnerships: Universities shall take the initiative in forging partnerships with other concerned sectors of society, in order to design and implement coordinated approaches, strategies and action plans.

Continuing education programmes: Universities shall devise environmental educational programmes on these issues for different target groups: e.g. business, governmental agencies, non-governmental organizations, the media.

Technology transfer: Universities shall contribute to educational programmes designed to transfer educationally sound and innovative technologies and advanced management methods. This document is a follow-up to a number of university initiatives concerned with environmental awareness and responsibility, recent examples of which include: the Magna Charta of European Universities, Bologna, September 1988
University Presidents for a Sustainable Future,
the Talloires Declaration, October 1990
Urgent Appeal from the CRE, the association of European universities, presented to the Preparatory Committee for the United Nations Conference on Environment and Development (UNCED), Geneva, August 1991
Creating a Common Future: An Action Plan for Universities, Halifax, December 1991
Endorsing the Charter
The COPERNICUS Secretariat invites university rectors to endorse the Charter on behalf of their institutions. Their signature will constitute a commitment to secure the support of their university, teachers and students alike, in adopting and implementing environmental guidelines which are consistent with the Charter. The principles of action listed above are general and open-ended. It is left to each individual institution and its students and staff to give them substance compatible with local circumstances. Expressed in terms of specific guidelines, they should form a key element in the mission statement of the university concerned.

What is the Talloires Declaration?

Composed in 1990 at an international conference in Talloires, France, this is the first official statement made by university administrators of a commitment to environmental sustainability in higher education. The Talloires Declaration (TD) is a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities.

THE TALLOIRES DECLARATION

http://www.ulsf.org/programs_talloires_td.html

We, the presidents, rectors, and vice chancellors of universities from all regions of the world are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources.

Local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "green house" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature.

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

QUALITY STANDARDS

UCN PI School of Environmental and Waste Management abides by all standards and legal requirements of the Republic of Nicaragua, Federal Ministry of Education regulations and CNU Consejo Nacional de Universidades authorisation provisions in accordance with the National Legislative Congress of the Republic Decree N° 2822 according to law, confirmed by the Office of the President of the Republic via Presidential decree.

The School of Environmental and Waste Management – as a standard policy of the Division of International Programs – will obey and apply all applicable standards of UNESCO and international university and higher education agreements and declarations of bona-fide higher education.

When developing a country-specific programme, all national laws regarding environmental and waste management qualifications will also be taken into account.

For environmental and waste management programmes the School of Environmental and Waste Management pursues to meet the accreditation standards of CIWM, the Chartered Institute of Wastes Management, for CIWM Accreditation and Approval. CIWM is able to Approve and Accredite third party Events, Seminars, Training Courses, and Academic Programmes. Accredited and Approved events can contribute to the Continuing Professional Development (CPD) of Corporate Members and the Structured Education and Training (SET) of Graduate and Licentiate Members, according to CIWM.

In providing long-distance and open education the School will strive to apply the standards of the ODLQC, the Open and Distance Learning Quality Council, the UK guardian of quality in open and distance learning, set up originally by government in 1968, now independent.

The School of Environmental and Waste Management aims to evaluate against these standards in the self-assessment of the School in accordance with Nicaraguan tertiary education laws.