Abstract
Environmental education is a condition to enable an attitudinal and aptitudinal generation of change, a condition that facilitates the balance between man and his surroundings. Environmental education needs the support of almost every discipline. In order to solve environmental problems, one must count on the active participation of a wide set of people and institutions. This article examines environmental education in Colombia focusing on the case of training programs, making emphasis on a case study that took place in Medellín, capital of the department of Antioquia. Results show there is a lack of clear conceptualization about the reasons and ultimate purposes concerning why environmental education is finally accomplished. That situation has conducted to the formulation of objectives and strategies that are too general to be properly fulfilled, and the implementation of detailed, and isolated actions. Lack of coordination between institutions and groups has resulted in duplicity of functions and efforts, which in turn result in a far from rational use of scarce resources. The conclusion is that environmental education in Colombia is still inefficient and must advance to higher levels, taking into account these three main perspectives: environmental, educative and pedagogic.

Keywords
Environmental education, environmental training, environmental conditions, environmental dimension.