



## Experts Meeting on Climate Change Education for Sustainable Development in Latin America and the Caribbean

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Earth Charter Education Center  
c/o University for Peace  
San José, Costa Rica

### Recommendations

These recommendations are the outcome of the Experts Meeting on Climate Change Education for Sustainable Development in Latin America and the Caribbean that UNESCO organized in cooperation with Earth Charter International, with financial support from the Government of Japan and Denmark.

They emerged from the presentations and group discussions among participants from 25 countries from the Latin America and the Caribbean region and are addressed to UNESCO and its Member States as well as all relevant stakeholders including education planners, researchers and practitioners.

- Create sustainable societies we need an education with a **clear and joint vision and bold ambitions that inspire dreams and passions among people to take action for a better future.** *“Dreams are important - go after them”*
- **Use the creativity, intuitions, spirituality and empathy** of learners to understand the multiple dimensions including the ethical dimension of climate change. Make use of the transformative power of education to transform knowledge and awareness into action.
- **Harness the momentum for global policy change** on sustainable development, climate change and Education (SDGs, COP21, GAP) to include CCE in the development and education agendas and policies of governments, regional and international organizations.
- **Move from facts to actions:** (1) *“Get the facts right”*: foster **climate literacy** within the education community to avoid misconceptions (such as ozone versus greenhouse effect; weather vs climate); (2) *“communicate the facts”*: support scientists to better communicate on CC and translate scientific discourse into common language adapted to different

audiences; use “connectors and celebrities” to lobby for CC education and awareness; organise massive communication campaigns, using different media and networks; (3) “*take informed actions*”: based on facts and knowledge, promote solutions and action oriented climate change learning. “*Balance fear and hope*”.

- **Support an understanding of the complex scope** of climate change - the causes and impacts on areas such as health, poverty, migration, conflict, inequality etc. Therefore we need to break down the barriers between different disciplines and introduce CC transversally. “*Each discipline needs to be aware of its unique contribution to CCESD*”
- **Strengthen partnerships and networks** to build a “spiderweb” of support to scale up actions: support inter-ministerial collaboration on climate change; use intergovernmental platforms such as UNASUR, ECLAC, SICA, CARICOM to strengthen CCE in policies at international, regional and sub-regional level. Create instances for dialogue on CCE between community leaders, scientists, educators, NGOs, CSOs, faith-based institutions, media, private sector and government.
- **Document good practices** on CCE in the region and facilitate the exchange between countries and institutions, using existing networks and through organisations with a regional mandate such as 5Cs, Alianza Climática Latinoamericana.
- **Recognise the leadership capacity of youth** and use their enthusiasm and commitment to actively engage in formal and non-formal CCE, through peer education - “*youth can teach youth*”-, social media, etc.; “*Youth are not the future but the present*”; provide youth with opportunities and platforms to take ownership of the education of their own generation.
- **Think globally, act locally:** CCE should help learners to understand the global causes and impact of CC and make the link to the implications at local level and on “*personal and collective life plans*”. Appreciate the value of **local and indigenous knowledge** and wisdom on CC by using diverse knowledge sources for CCE.
- **Support capacity development at all levels:** Design in-service and pre-service teacher education programs for CCE and DRR and provide training opportunities for education sector personnel including decision makers, administrators, etc. and non-formal educators and community workers.
- **Provide life-long learning** opportunities through targeted training programs on CC for learners outside the formal education system and for other sectors such as the local governments, public, private sector and the media etc.
- **Use innovative, participatory and learner centred teaching methods**, as promoted by ESD, to develop relevant competences to face the climate change challenges such as critical thinking, problem solving, dealing with uncertainties and vulnerabilities, future thinking, creativity, (for example, through arts education, enquiry based education, etc.).
- **Educate to mitigate climate change:** establish linkages between lifestyles, consumption patterns and CC, building on existing programmes such as YouthXchange.

- **Educate for resilience:** CCE should support the adaptation capacities of learners and communities. *“Local community resilience work must be based on flexibility and independence”* for people to adapt easily to new situations. **Education for resilience to disasters:** use formal and non-formal education as a means to raise awareness among learners about risk drivers and risks that affect their communities (incl. CC) and strengthen a comprehensive approach to DRR in the education sector through adequate policies, school preparedness plans, capacity development, community and child participation in and the integration of DRR in the curriculum.
- **Promote whole institution approaches** at different levels including schools, universities and other learning institutions by including CCE principles in campus and facilities management, teaching and learning processes, community participation, and capacity development of all staff. The success of a whole institution approach depends primarily on a highly motivated and committed leadership.
- **Monitoring & Evaluation** needs to be improved and conducted over the long-term to allow for the analysis and documentation of experiences, to learn from lessons, to ensure follow-up to commitments made for CCE.
- **Ensure adequate funding** for effective and comprehensive planning, implementation and monitoring of CCE.