

“South America steps up for Environment and Climate Change” *Climate Change Literacy and Environmental Education*



By. **Rodolfo Beltran** , EARTHDAY.ORG DIRECTOR, Region South America, Green Award Winner London UK, 2011, South America Master Swimming Champion 2004,2006 and Author of the Book “Four Years Closer To Heaven”

PANDEMIC COVID 19 is affecting globally our way of life and human and nature’s health. We are in a transitional stage between the menace of COVID -19 Virus emerging Variants, and the need to adapt to a “post-pandemic normality” .

Recently the Intergovernmental Panel on Climate Change (IPCC), a scientific body of the United Nations, released its highly anticipated [report](#) concluding that the human influence on our changing climate is undisputed.

The UN Secretary-General António Guterres said the Working Group’s report was “nothing less than a **code red for humanity**. The alarm bells are deafening, and the evidence is irrefutable.. the internationally agreed threshold of 1.5 degrees above pre-industrial levels of global heating was perilously close. We are at imminent risk of hitting 1.5 degrees in the near term”.

The moment calls for PLANET CITIZENSHIP, interdisciplinary actions, integral inclusive support of Public Policies, Private organizations and, no-frontiers measures to achieve this goal.

An important action that needs to be considered and approved in the next UNFCCC, COP 26th is an Integral, Mandatory Climate Change, and Environmental Education Program for K-12 School Systems

Since 1970, [EARTHDAY.ORG](#) is present in 192 countries promoting legislation and activities in favor of our Environment and Climate Change Challenges. As a Non-Profit Organization, it shares its goals with valuable supporters, partners and volunteers and maintains a sustainable civic engagement with organized communities.



Source;EARTHDAY South America <https://www.earthday.org/south-america/> Gabriel Quijandria Minister, MINAM Peru , Joao Doria, Governor of São Paulo Brasil, Jorge Muñoz, Mayor of Lima, [EDIALAINNE MUNIZ, LIMPA BRASIL LETS DO IT](#) , Master Jorge Luis Delgado, Puno, Perú, [GILBERTO TEXEIRA, PROJETO HUMANO NOVO BRASIL](#)

South America steps up for Environment and Climate Change

According to Executive Secretary of ECLA, [Alicia Bárcena](#), Latin America & the Caribbean, countries contribute only 8.3% of global emissions, however, it is highly vulnerable to #climatic change. In the last 30 years, the number of natural disasters tripled in the #Caribbean and the associated economic losses increased fivefold.

Significant actions and legislations have been taken in South America for Environment and Climate Change by National, Sub National, and Municipal Governments, private entities as well as civic organizations¹. Countries have assumed their responsibility submitting to UNFCCC their NDCs² on time according to the terms agreed in the [Paris Agreement](#).

These include plans to become “0 net emissions countries” and the compromise to gradually reduce their emission in a range of 25 % to 30% in 2025 and 50% to 50-60% in 2050 and globally 100% by the end of the century. In this road ahead, they have considered, among other components, CLIMATE CHANGE and ENVIRONMENT EDUCATION as well as GENDER participation.

Internationally The UNESCO World Conference on Education for Sustainable Development held May 2021, included the [BERLIN DECLARATION](#):

“Ensure that ESD is a foundational element of our education systems at all levels, with environmental and climate action as a core curriculum component, while maintaining a holistic perspective on ESD that recognizes the interrelatedness of all dimensions of sustainable development.”

Recently, designated president of COP 26th Mr. Alok Sharma [visited Brazil](#) and [Bolivia](#) and remarked on the important actions of South America for Climate Change ahead of the UNFCCC Climate Summit in Glasgow, UK in November 2021.

“I am delighted to be visiting Bolivia and Brazil this week after both countries took part in the ministerial meeting I hosted in London last week for 50 countries”.

Regionally the United Nations Agencies in Latin America, are supporting CLIMATE LITERACY and ENVIRONMENTAL EDUCATION: UNFCCC Secretary General Patricia Espinoza and ECLAC/CEPAL [Secretary Alicia Bárcena](#).

“While the school has an impressive catalog of courses and eleven research centers addressing the role of public policy in combating climate change, I understand that this is the Kennedy School’s first mandatory climate change course.” Patricia Espinoza, UN Climate Change Executive Secretary August 5, 2021 – [keynote address to students at the Harvard Kennedy School](#), “bold and courageous climate leadership” ahead of COP26 .

¹ it is not possible to describe in this article the valuable work of all regional Ministry s of Environment and Education and current civic and school activities in the Region. However, at [EARTHDAY.ORG](#) and [EARTHDAY SOUTH AMERICA](#), web pages there is a permanent follow-up and updates.

² Nationally determined contributions (NDCs) are at the heart of the Paris Agreement and the achievement of these long-term goals. NDCs embody efforts by each country to reduce national emissions and adapt to the impacts of climate change. The Paris Agreement (Article 4, paragraph 2) requires each Party to prepare, communicate and maintain successive nationally determined contributions (NDCs) that it intends to achieve. Parties shall pursue domestic mitigation measures, with the aim of achieving the objectives of such contributions.



Aprobacion Ley de Educacion Ambiental, ARGENTINA



Escuelas Verdes Gobierno de Buenos Aires

The Congress of Argentina approved recently the [CLIMATE EDUCATION LAW](#)³ and international Agencies and the World Bank and International Development Bank have supported related programs. Most countries in South America have included these areas in their Constitution and National Decrees by their Ministries of Education and Environment. The Government of the City of Buenos Aires⁴ has implemented [GREEN SCHOOLS](#) and has launched its new open data platform, [BA Cambio Climatico](#)

In Peru, the Ministry of Labor and Employment Promotion and the [ILO presented the definition of green jobs](#) and indicators for assessing them, an essential step in driving a recovery in the labor market with decent work. Virtual and Semi Presential access to rural areas have been provided in well and Coordinated Program of digital transition for Education coordinated with the Ministers of Environment and Education through their UGELs, [PERU EDUCA](#), national [CEBA](#) Centros de Educacion Básica Alternativa and the Municipal Government of Lima. [EDUCCA](#). Government entities like [SEDAPAL](#) have environmental education programs related to civic engagement with clean water resources. Similar programs are being implemented in Colombia, Chile, Ecuador, Paraguay and Uruguay



- 1) SIMA : Government of the State of Sao Paulo, Brazil launches a Program of ENVIRONMENTAL LITERACY
- 2) IE ALFRED NOBEL UGEL 05, Lima Peru. Foto & Source – Org. SEMBRANDO VIDA PERU



COLOMBIA Leader **FRANCISCO JAVIER VERA MANZANARES** an Earth Day 2020 Honorary Partner leads the Guardians of the Earth Movement. Organizes strikes and meets with Political and Civic Leaders demanding attention for

³ Source . [Photo and Text TELAM Agrentina](#) Télam S.E. Agencia Nacional de Noticias. [El Decreto 356/2021](#) lleva la firma del presidente Alberto Fernández; el jefe de Gabinete, Santiago Cafiero; el ministro de Ambiente, Juan Cabandié; y su par de Educación, Nicolás Trotta

⁴ Source. Photo and information. [Gobierno de la Ciudad de Buenos Aires](#)., Jefe de Gobierno Horacio Rodríguez Larreta

Environment, Climate Change, Fracking, and Flora and Fauna Protection. Source Earthday South America Honorary Partner COLOMBIA Lucía Garzón

In Brazil, the [OECD, with the support of the Lemann Foundation](#), has analysed some of the proposed changes to SAEB. (Sistema de Avaliação do Ensino Básico) for Brazil's new National Common Curricular Base (Base Nacional Comum Curricular, BNCC) that will set out the core of competencies and knowledge that all students should acquire by the end of basic education. [The Government of the State of Sao Paulo](#) SIMA implementing Climate Education and Environment in their Ensino Fundamental and Medio in Schools. On Earthday 2021 Governor JOAO DORIA [launched a task force for AN ENVIRONMENT AGREEMENT](#) for Sao Paulo on NDC's and SDB's with participation of Municipal Governments, private and academic sectors of the State and included EARTHDAY.ORG South America as an INTERNATIONAL OBSERVER.



Fonte. Governo do Estado de São Paulo

“Let´ take a Time.....for Time”

In the last decades, millions of K-12 students have graduated with almost no Climate Change Literacy nor integrated Environment Education Courses in their Curriculum. Environment and Climate Change goals must consider the time gap of decision makers. At present, a child in elementary school will be 18 years old in 2025, 23 in 2030, and 43 in 2050. They are and will be leaders and key decision-makers, of the Climate Change Revolution. Teachers, families, and students need to participate and must be prepared to meet the future profiles of jobs, innovation and technology challenges.

Combined with civic education, climate, and environmental literacy will create jobs, build a green consumer market and allow citizens to engage with their governments in a meaningful way to solve climate change. The progress made by Teachers Parents Students in the last months is commendable. To adapt almost overnight to Virtual - Hybrid - face-to-face education. The TICs, on line [Spaces like Google Classroom](#) and mobile apps have benefited Education Pubic Systems. In the case of South America, value has been added with original cultural and diverse cosmo-vision legacy.

It is expected that Human-Nature Interchange of relationships will increase, new space designs and landscapes will be provided by Architects and [Biophilic design](#)⁵ specialists. With the inclusion of advanced environment courses, **digital transition** will be easier for School Teachers to held Pre-Vocational Programs for students, promote innovation, early entrepreneur opportunities, future careers and specialties. Most students will gradually have “**the thrill of a re-encounter**” in Schools after the Education Disruption period caused by

⁵ Biophilic Design: The Latest Architecture and News Neurodiversity and Biophilia: the Future of the Workspace in the Post-Pandemic Era. [Biophilic Design | Tag | ArchDaily](#)

COVID. The [UNESCO](#) and [UNICEF](#) are providing updated information on the gradual and safe return to classes that Governments and Educational Systems will decide according to their local reality

“ Alarm Bells are deafening for Humanity and calling us to Schools! ”

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OTHER EARTHDAY.ORG ARTICLES ON THE SUBJECT.

EARTHDAY.ORG Releases All-New Africa Climate Ambassador TOOL-KIT - AFRICA

<https://mg.co.za/environment/2021-07-30-environmentalists-launch-tool-kit-to-teach-africas-youth-about-climate-change/>

GREEN JOBS , EARN WHILE YOU SUSTAIN/EARTHDAY.ORG - INDIA <https://www.ctn.news/other-energy-innovation-news/green-jobs-earn-while-you-sustain>

TO ACCELERATE CLIMATE ACTION, START WITH MANDATING CLIMATE EDUCATION IN SCHOOLS - MALAYSIA <https://www.eco-business.com/news/to-accelerate-climate-action-start-with-mandating-climate-education-in-schools/>

CLIMATE CHANGE AND ENVIRONMENTAL EDUCATION; A GLOBAL PRIORITY / CAMBIO CLIMÁTICO Y EDUCACIÓN AMBIENTAL OBLIGATORIA: UNA PRIORIDAD GLOBAL – SOUTH AMERICA

<https://www.redem.org/cambio-climatico-y-educacion-ambiental-obligatoria-una-prioridad-global/>

Calling on Governments to Commit to Urgent Action on Climate and Environmental Literacy at the Conference of the Parties (COP26) in Glasgow, UK

https://action.earthday.org/cop_26_literacy_petition?locale=en