CLIMATE ENVIRONMENTAL EDUCATION GUIDELINES

ENVIRONMENTAL EDUCATION AND CLIMATE EMERGENCY

EXECUTION:

FunBEA

SUPPORT:

iCS instituto CLIMA e SOCIEDADE

Cemaden Centro Nacional de Monitoramento e Alertas de Desastres Naturais

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Coalizão Brasileira pela Educação Climática

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Article and public policy agenda by the Sovereignty and Climate Centre

Impact of the guidelines on the resolution of the National Environment Council (CONAMA)

Manifesto letter for COP 30

GUIDELINE 1

Structuring of a National Climate Environmental Education Program *that will help bring scale, continuity, synergy, access to resources, and quality to transformative processes.*

DETAILS

1.1. Recognize that without effective environmental education, other sectoral policies to face a climate emergency will be fragile, as the mobilization of the population is fundamental for building and strengthening their adaptive capacity and resilience, prioritizing socio-environmentally vulnerable communities;

1.2. Allocate sufficient resources (financial, material and human) to conduct the training and communication processes of the Program, in accordance with the urgency, magnitude and challenge that climate change represents, including through FunBEA - Brazilian Fund for Environmental Education, recognized by ProNEA - National Program for Environmental Education;

1.3. Create mechanisms for monitoring, evaluation and indicators jointly based on the practices, programs and projects developed in the territories and in the public policies of climate environmental education, based on the accumulation generated by the Platform of the Monitoring System.

GUIDELINE 2

Environmental education is a powerful process that brings political and ethical sense *to face the crisis in civilization and the climate emergency, going beyond and breaking with the transmission of hegemonic development thinking.*

DETAILS

2.1. Treat a critical and comprehensive approach to the care of life's territories, including animal rights, from an understanding of the complex interconnectedness of all living beings;

2.2. Create dialogical processes on public communication, explaining its controversies and tensions in the sciences, in research processes, in transmedia;

2.3. Communicating scientific evidence and evidence from the arts, their methods and creations, dealing with different time periods and scales, establishing the local-global relationship without falling into a misleading perception of totality;

2.4. Overcome the concept of objective and remote knowledge by promoting the collaborative production and communication of diverse knowledge through citizen and participatory science practices;

2.5. Develop formal and non-formal, decentralized but articulated, continuous, multiplying and permanent processes that promote the local creation of educational practices in the territories;

2.6. Consider the ethical and moral implications of everyday practices and actions, as climate change is a global environmental issue that affects all living beings on the planet.

GUIDELINE 3

Promotion of participatory methodologies, innovative practices and appropriate technologies in line with educational processes that actively and inclusively engage multiple social actors *in the protection of their communities with socio-environmental sustainability, risk management, vulnerability reduction, going beyond and breaking with the transmission of a hegemonic development thought.*

DETAILS

3.1. Provide initial teacher training involving instances of dialog in the degrees of Human Sciences, Natural Sciences and Exact/ Technological Sciences, with an inter and transdisciplinary environmental-climate approach;

3.2. Include an integrated approach to the risks of the climate crisis involving multiple fields of knowledge, scientific fields of study combined with popular knowledge, differentiating each territory, biome and ecosystem;

3.3. Include the climate emergency in curricula at all levels of formal education, with a focus on young people, to broaden worldviews (epistemologies, ways of knowing and knowing), perspectives (perceptions and ways of seeing, speaking, and living), and methodologies (ways of knowing, learning, and doing);

3.4. Conduct socio-educational interventions, with eco-educational practices, interactive activities, local research, case studies, educational communication, public debates, creation of pedagogical materials (printed, videos, online simulations, virtual field trips and other digital resources), creating opportunities for their construction in each territory of life and their interconnections;

3.5. Enhance the interaction of Climate Environmental Education with Education in Disaster Risk Reduction (ERRD) and Climate Education at (i) multi-scale (local, regional territories, different ecosystems and biomes, national and global), (ii) inter-sectoral (governments, social movements, communities, river basin committees, councils, networks and collectives, educational and research institutions, companies, etc.), (iii) transdisciplinary (scientific, traditional, original knowledge);

3.6. Guide public policies for practices and actions that actions that can be scaled up without imposing initiatives with a single hegemonic thought;

3.7. Encourage reflection from a social science perspective, broadening the interfaces between science and citizenship to develop critical thinking, knowing arguments and counter-arguments;

3.8. Express in nonviolent ways how we fit into existence as part of the cosmos, our planet, other nations, our country, our city, our neighborhood, our community, fighting totalitarianism and hate speech;

3.9. Use critical and reflective thinking to question, seek evidence, and evaluate the credibility of sources of information, including the media, politicians, activist groups, and especially social networks and other platforms, especially those powered by algorithms and artificial intelligence (AI);

3.10. Be wary of scientific "skepticism" based on uncertainties about the causes and possible consequences of the climate phenomenon, be critical of "denialism," a neo-conservative and neo-capitalist view, and be aware of the fact that the two mix;

3.11. Recognize that education alone cannot combat disinformation and climate denial, which are generally rooted in ideological, political, and economic interests.

GUIDELINE 4

Understand the science of climate change, even if that alone is not enough to understand the problem or to decide how to address it effectively and with the urgency it deserves. *The scientific vision, when systematically integrated with multiple contemporary crises, can encourage people to trace the complex relationships that exist, to think about ways to mitigate the negative effects of the climate emergency and take responsibility for prevention.*

DETAILS

4.1. Explain the causes and dynamics of global warming so that each person can understand both the planetary dimension of the crisis and its effects, such as the melting of the polar ice caps and the rise in sea levels, as well as its effects at the micro-local level, in each territory, such as the lack of drinking water, water and energy crises, aridity of soils, loss of biodiversity, loss of agricultural crops and consequent reduction in food supply, desertification and forest fires;

4.2. Show the difference between weather and climate, and how global and regional warming can affect the dynamics of the water cycle, so that each person understands how the climate emergency has led to an increase in the intensity and frequency of extreme precipitation events that can trigger disasters (such as droughts, floods, landslides, floods, earthquakes, tsunamis, and hurricanes);

4.3 Demonstrate that the enormous transformation of everyday life has a social, political and ethical dimension, not a logical-scientific one, since the same technoscience that has made possible the predatory model of production and consumption, and that is the anthropic contribution to climate change, can never, by itself, outline the solutions, much less implement them;

4.4. Address the relationship between the increase in the average surface temperature of the planet and the conditions for the development of life, emphasizing the effect of each tenth of a degree Celsius of elevation on these conditions of coexistence, and also discuss the causes of these effects themselves and the unequal distribution of their consequences.

4.5. Address the consequences of the current anthropogenic alteration of the greenhouse effect, and therefore of the climate, from an ecological point of view, considering the effects on the various environmental indicators of the planet, and also the interactions between them, which, by influencing each other, amplify the widespread crisis that is now unfolding, approaching a point of no return with serious consequences;

4.6. Understand the greenhouse effect and its intensification. This is a component of the climate system that is essential for life on Earth, with its dynamics that are in a transient regime due to the massive emissions of certain gases that have rapidly accumulated in the atmosphere, especially in recent decades;

4.7. Understand the inertial nature of this process in a permanent energy imbalance, since in the current regime more energy enters than leaves the Earth system, which should continue until the continuous heating that is underway reaches a new stage of equilibrium and then enters a steady state in which the rate of energy radiated out of the system is equal to the rate of energy absorbed by us from the sun;

4.8. Discuss the causes of the borderline situation in which we find ourselves, from the perspective of a critical and consistent argumentation regarding solution proposals such as “net zero”, the carbon market, etc.

4.9. Address the relationship between deforestation and land use change in all Brazilian biomes and climate change, focusing on the role of agricultural expansion in the Brazilian Amazon-Pantanal-Cerrado border interface;

4.10. Articulate the environmental (carbon emissions), ethical-political (public policies, roles of the state and the private sector) and socio-economic dimensions (such as market pressures, implications of beef and soy consumption and the model of their production) with the different activities developed in each biome;

4.11. Address the conflicts between different actors operating in the territory, highlighting the relevance of the ways of life and world views of indigenous peoples, traditional populations and local communities, on the one hand, and the interests of illegal miners and loggers, land grabbers and, in particular, large rural producers, on the other;

4.12. Invest in structuring measures of environmental education and prevention, adaptation, mitigation and regeneration actions, which, despite their medium- and long-term results, are low-cost, enable risk perception and increase the capacity to act, while structural measures such as engineering works are palliative and expensive, and may even create others environmental impacts and a false sense of security.

GUIDELINE 5

Education becomes vital to the production of knowledge and collective actions for the Common Good. *It emphasizes the urgency of using every minute of our days to act in a radical transformation of means and ways of life. Shared knowledge helps strengthen integrated public policies for climate justice, human rights and nature conservation.*

DETAILS

5.1. Ensure that the spread of concepts about the seriousness of the situation in the Anthropocene and Capitalocene does not panic or paralyze people into feeling powerless in the face of the magnitude of the problem;

5.2. Consider that this historical construction of an unsustainable hegemonic society can be deconstructed by encouraging engagement in collective actions, orchestrated by integrated and transversal public policies, with knowledge sharing;

5.3. Allow popular environmental education to bring the places of life closer to the study of the thematic universe of the people by the people themselves who inhabit the territories, to problematize and map the conflicts, to understand the complexities and contradictions that characterize them;

5.4 Encourage participation and intergenerational dialog in organizations, activism, youth movements, environmental militancy, climate strikes, struggles for decolonization or counter-colonization, etc.

5.5. Defend sustainable policy initiatives in their communities based on the defense of the common good and territories of life, strengthening global alliances and movements of anti-capitalist action;

5.6. Act to prevent the worsening of the climate crisis by identifying its causes and effects, illuminating and strengthening other ways of being and living together that confront colonial capitalism;

5.7. Correlate the scopes of consumption and production in the model in which we live in most of the world, identifying its different agents and highlighting the ability to make choices through collective action. These can problematize the current model of production in order to overcome the social and environmental exploitation of unsustainable human activities on the planet, in articulated actions of social movements, states, the business sector and public policies.

GUIDELINE 6

Environmental education is civic education, responsible, critical and participatory, capable of supporting transformative decision making based on the natural or built environment. *Therefore, EE helps prepare learning spaces, both socially and physically, to promote interventions in situations of risk and vulnerability, including those exacerbated by extreme weather events.*

DETAILS

6.1 Environmental climate education in schools also means addressing the structural problems that make the working and living conditions of educators and the teaching-learning process precarious;

6.2. Educate the population to face the climate emergency, especially in disaster prone areas, in peripheral areas where vulnerability increases - age (children and elderly), gender (women and LGBTQIAP+ community), race (black and indigenous people), people with disabilities (such as visually impaired, deaf, wheelchair users and neurodivergent people, among others);

6.3. Valuing community knowledge and presenting good practices for adapting to the tragic impacts of climate emergency, based not on market logic, but on the existence/resistance of peoples and communities seeking well-being, climate justice and the reduction of socio-economic inequalities;

6.4. Deconstruct the vision that separates nature from society and value the knowledge and practices of traditional peoples and communities in perceiving and addressing the climate crisis, especially in historical strategies for building adaptive capacity.

GUIDELINE 7

Creation and maintenance of formal and non-formal spaces built with educational intentionality of sustainability and resilience, *anchored in the principles of integral education, educational cities and sustainable and resilient educational spaces to address non-sustainability and climate change.*

DETAILS

7.1. Invest and decentralize resources to build sustainable and resilient schools, spaces for the daily experience of a changing society, becoming dynamic references for their communities, integrating curriculum, management and construction and protecting their territory of life;

7.2 Support the creation of articulating spaces for Climate Environmental Education with the contribution of resources (financial, material and human), so that they can develop territorial projects, including the training of educators;

7.3. Consider the complementarity of the components of the sustainable and resilient school in the transdisciplinary curriculum, in democratic governance, in the school space with sustainability and capacity to host the community in case of disaster, and in the school-community relations that consider permanent and lifelong education for the local community.

GUIDELINE 8

An integrated view of society, the environment, management and the economy is essential to mitigate the effects of the climate emergency.

DETAILS

8.1. Prioritize renewable energy, such as wind and solar, and minimize the social and environmental impacts of implementing them in large enterprises;

8.2. Encourage the conservation and restoration of natural environments;

8.3. Challenge consumerism (disposability, predation, ostentation) and reduce waste;

8.4. Advocate for sustainable transportation, with an emphasis on affordable and quality public transportation and active forms of mobility;

8.5. Research on sustainable and supportive practices and lifestyles, many of which exist in traditional and indigenous communities, but also in new alternative experiences;

8.6. Provide guidance on Nature-Based Solutions (NBS), such as agroecology and permaculture, which have the potential to mitigate the impacts of climate change and increase biodiversity, while seeking to balance the environment with economic activity and social well-being;

8.7. Encourage admiration and respect for life by promoting a sense of co-responsibility for environmental management, emphasizing the crucial role of federal entities (national, state and municipal).

GUIDELINE 9

Addressing the climate emergency requires climate justice, *prioritizing measures based on equity (right to difference and reduction of socio-economic inequalities), inclusion (right to access) and well-being (right to life).*

DETAILS

9.1. Address the disproportionate impacts of the climate emergency on marginalized and peripheral communities, emphasizing the need for equitable solutions that strengthen their adaptive capacity, combat environmental injustice, and recognize the diversity, knowledge, and practices of those who contribute least to climate change and who suffer (and will suffer) most from its impacts;

9.2. Prioritize the voices and perspectives of vulnerable communities in decision-making processes;

9.3. Hold accountable the economic groups in countries and regions that have historically contributed most to the climate crisis, so that they radically change their modes of production and adopt mitigation and adaptation measures in the countries and regions where they operate.

GUIDELINE 10

Climate environmental education must be based on listening to the instituting movement that is built from the perspective of everyday micropolitics, *recognizing the action of local collectives and organizations of peoples and communities in different territories .*

DETAILS

10.1. Promote more democratic processes of knowledge construction and communication that enable people and communities to make decisions and take a civic stand on events in their daily lives;

10.2 Promote the decentralization of financial resources to grassroots organizations, collectives and social movements, promoting territorial initiatives to face the civilizational and climate crisis.

10.3. Mobilize and hold scientists accountable to their primary purpose: to systematize knowledge for the common good of society, territories, and the planet;

10.4. Support continued training processes with different audiences, prioritizing the strengthening of grassroots organizations, collectives and local existence/resistance movements,

10.5. Organize participatory processes for the elaboration and implementation of educational interventions that focus on topics of interest to groups in the territories, with an emphasis on art, culture, sports, and other daily collective and community practices.

MANIFESTO LETTER TO COP 30

To the presidency of COP 30

Dear all,

The Brazilian Coalition for Climate Education (CBEC), in partnership with The Climate Reality Project Brasil and Centro Brasil no Clima (CBC), and on behalf of more than 100 organisations and collectives operating in different regions of Brazil, hereby requests the inclusion of the theme 'The Role of Education in the Global South in the Climate Agenda' in the Blue Zone of the Conference of the Parties (COP) 30, which will be held in November this year in the city of Belém, Pará.

CBEC is an initiative that represents a broad articulation between the government, civil society and various institutions engaged in promoting Climate Change Education in Brazil. We seek to raise awareness of the importance of formal and informal education, together with the fight for Climate Justice, so that the Brazilian population can act consciously on the current Climate Crisis.

According to the 2024 School Census, in a survey carried out by INEP, four of the seven states that offer the least Environmental Education in public schools (considering state and municipal networks) are in the Amazon Rainforest. Pará, for example, which will host COP 30, is the seventh Brazilian state with the lowest proportion of schools that do not properly address Climate Education in their school curriculum. We at CBEC want to change this!

In 2023, the analysis 'A Look at Environmental Education and Climate Change Practices' pointed out that, despite its importance and urgency, Climate Education is still an emerging field in formal and non-formal education, and actions and policies are needed to strengthen and expand it with quality.

The study was part of the 'Environmental Climate Education' initiative, promoted by FunBEA, with the support of the Cemaden Education Programme of the National Centre for Monitoring and Alerts on Natural Disasters and the Climate and Society Institute (ICS) and, based on it, the Environmental Climate Education Guidelines were drawn up, which went through a public consultation process with 236 participants from 23 states.

For this reason, we invite you to reflect, consider and provide opportunities for addressing and spaces for debate on Climate Education in Brazil and the Global South at COP 30. As a starting point, we are looking for points of convergence between the organisations, collectives and individuals represented by CBEC to echo in a single voice for Fair, Accessible and Widely Applied Climate Education, with the aim of:

- Connect partners and foster productive dialogues between the various actors involved in multidimensional educational processes and the implementation of climate policies;
- Build strategic alliances and partnerships, highlighting the relevance of the role of Climate Education in the implementation of the Nationally Determined Contributions (NDCs);
- Articulate initiatives to strengthen Climate Education aimed at mitigating and adapting to climate challenges, contributing to the results expected by the UNFCCC;
- Strengthen arrangements and pathways for decentralised and accessible financing of Climate Education in Brazil and the Global South;
- Propose a minimum percentage of the Federal, State and Municipal government budget to be applied annually, on a permanent basis, to Environmental Education actions involving Climate.

We are certain that this space for dialogue will contribute significantly to broadening discussions on the intersections between Education and Climate, generating an environment conducive to innovation and collective construction of solutions to current challenges.

We would like to thank you in advance for your attention and collaboration, and we remain at your disposal for any clarifications that may be necessary.

Yours sincerely,

CBEC

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