

2019 - 2020

# WORK PLAN

ENVIRONMENTAL TRAINING NETWORK  
FOR LATIN AMERICA AND THE CARIBBEAN



## MANDATES:

### 2030 Agenda and the Sustainable Development Goals

**SDG 4.** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**SDG 4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

**SDG 12.8** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

**4ta Asamblea General de Naciones Unidas para el Medio Ambiente UNEA-4 (11-15 marzo 2019, Nairobi)**

### Ministerial declaration of the United Nations Environment Assembly at its fourth session

Paragraph "o)" "We will invest in environmental research, education and awareness raising in the framework of sustainable development with a strong focus on women and youth and we promote a wider use of innovative approaches, such as inclusive citizen science..."

**XXI Forum of Ministers of Environment of Latin America and the Caribbean (9-12 October 2018, Buenos Aires)**

### Buenos Aires Declaration

They establish: "Reaffirming the relevance of Environmental Education as an unavoidable instrument of environmental management to build citizens that are ethically committed to caring for the environment;"

At the paragraph "29" "To strengthen environmental education as a cross-cutting issue and provide more support to the Environmental Training Network of Latin America and the Caribbean to promote cooperation in the exchange of experiences among the countries of the region, generating synergies with other initiatives and networks that promote environmental education;"

### Decision: Sustainable Consumption and Production: decoupling economic growth from resource use and environmental impact

At the paragraph "4.4, d)" "Coordinate environmental education and training processes in the development of policies and technical-operational tools to generate more sustainable consumption and production patterns, with the allocation of adequate financial resources and evaluation and monitoring instruments"

### Decision: Chemicals, Marine Litter and Waste Management

At the paragraph "3.1 To stress the need to foster sustainable consumption and production, promoting the prevention, minimization and recovery of waste over its final disposal, and including awareness raising and education actions;"

## GOALS

### 2030 Agenda and the Sustainable Development Goals

**SDG Indicator 4.7.1** Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

**SDG Indicator 12.8.1** Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

## INITIAL NOTES

1. Buenos Aires Declaration and the decisions emphasize the importance of environmental education as a cross-cutting theme for the achievement of the Sustainable Development Goals.  
Follow: [https://wedocs.unep.org/bitstream/handle/20.500.11822/26515/BuenosAires\\_Declaration.pdf?sequence=2&isAllowed=y](https://wedocs.unep.org/bitstream/handle/20.500.11822/26515/BuenosAires_Declaration.pdf?sequence=2&isAllowed=y)
2. The work plan has focused on the following lines of work: i) training and research; ii) monitoring and indicators reporting; iii) advocacy; iv) coordination with universities; v) communication, information and south-south cooperation; vi) coordination with other initiatives and sectors; vii) funding; viii) governance of the network
3. An important step during the preparation of this Work Plan for the 2019-2020 period was the consultation with the focal points of the Environmental Training Network.
4. In addition, work with the English Caribbean in coordination with the Sub regional Office for the Caribbean will need to expand.

## WORK PLAN ENVIRONMENTAL EDUCATION FOR LATIN AMERICA AND THE CARIBBEAN 2019-2020

### ENVIRONMENTAL TRAINING NETWORK LATIN AMERICA AND THE CARIBBEAN

Line of work	Area of Action	Activities to implement	Execution milestones (timeline)	Connections/ synergies	Responsible	Implementation partners	Necessary resources and other sources
<b>TRAINING AND RESEARCH</b>	1. Promote training and environmental education activities in different environmental areas	a) Online course on sustainable lifestyles and climate change. b) Workshop and/or webinar (International Resources Panel, Regatta) c) Seminar on Environmental Education for Climate Change	-12 to 15 of November 2019 Government of Chile, EuroClima, UN Environment		UN Environment and Ministry of Environment of Chile, México, Colombia	International Resources Panel, Ministry of Environment of Chile -EuroClima	
	2. Portal of Environmental Education training courses and manuals	a) Mapping of the Network's work areas (environmental education, climate change, integrated waste management) - E-library Portal: online courses, manuals, EE guides	July-September 2019		Coordination from UN Environment (a y b), insights provided by the members of the Network	Focal points of the Environmental Training Network; focal points of SCP, focal points of education (UNESCO)	UN Environment Consultancy (funds of the Trust Fund of the Network or others)
	3. Research / design of pedagogical tools for environmental education	a) Definition of the type of tool requested.			UN Environment	Ministry of Environment of Ecuador, UNESCO	Consultancy (to be defined)
<b>MONITORING AND INDICATORS REPORTING</b>	4. Strengthen the monitoring and evaluation systems of strategies, action plans or similar on environmental education and the design of indicators	a) Continue the mapping and compilation of indicators on national environmental education strategies.	September to November 2019	Linking with UNESCO and UN Environment's SDG indicators team	Group of Allies on Education 2030- UNESCO	UNESCO	
	5. Support the measurement of SDG 4.7 on Education for Sustainable Development	a) Development of methodology and measurement of indicator 4.7	Throughout 2020	UN Environment and UNESCO link with SDG indicators team, ILAC.	Group of Allies on Education 2030- UNESCO, UN Environment	Ministries of Education and Ministries of Environment	

## WORK PLAN ENVIRONMENTAL EDUCATION FOR LATIN AMERICA AND THE CARIBBEAN 2019-2020

### ENVIRONMENTAL TRAINING NETWORK LATIN AMERICA AND THE CARIBBEAN

Line of work	Area of Action	Activities to implement	Execution milestones (timeline)	Connections/ synergies	Responsible	Implementation partners	Necessary resources and other sources
	6. Promote and measure the integration of environmental education for Sustainable Development	a) Observatory of Sustainability in Higher Education, aligned with the "Sustainability University Barometer" project  b) Inclusion of the AIU survey on "Higher Education and Research for Sustainable Development (HESD) 2019 in the OSES-LAC platform".		UNESCO, ARIUSA, Youth and Education Alliance (YEA!)		ARIUSA, Youth and Education Alliance (YEA!), UNESCO	
ADVOCACY	7. Identify political spaces and key messages	a) Calendar of relevant political spaces during 2019-2020.	<ul style="list-style-type: none"> <li>- High-Level Political Forum (HLPF) (New York, United States 2019)</li> <li>- Forum of Ministers of Environment (Inter sessional 2019, Forum 2020)</li> <li>- Regional Education Ministers Meeting (Last one: Cochabamba, Bolivia-2018)</li> <li>- COP25 Chile 2019</li> <li>- Forum of the Countries of Latin America and the Caribbean on Sustainable Development - 2019 (Last one: Santiago, Chile-2019)</li> </ul>		Focal points of the Environmental Training Network	UNESCO, UN Environment, ARIUSA, REIMA	

## WORK PLAN ENVIRONMENTAL EDUCATION FOR LATIN AMERICA AND THE CARIBBEAN 2019-2020

### ENVIRONMENTAL TRAINING NETWORK LATIN AMERICA AND THE CARIBBEAN

Line of work	Area of Action	Activities to implement	Execution milestones (timeline)	Connections/ synergies	Responsible	Implementation partners	Necessary resources and other sources
	8. Develop guidelines on environmental education plans on national, municipal and local levels.	a) Compilation of guidelines and best practices.	Throughout 2020		National governments		a) UN Volunteer Program  b) Maybe a punctual consultancy
<b>COORDINATION WITH UNIVERSITIES</b>	9. Continue promoting cooperation with the universities of the region for their active participation in the Youth and Education Alliance (YEA!) of UN Environment and university networks	a) Green campuses (Youth and Education Alliance)  b) Identify synergies and areas of cooperation in Higher Formal Education with ARIUSA, Earth Charter, REIMA, among others  c) Cooperation to the University Consortium for Sustainable Waste Management in Latin America and the Caribbean and other relevant issues. (including MOOCs).	September 2019          Two pilot courses during 2019 - 2020 (Panamá, Chile, TBC)	Linkage with UN Environment's Chemical and Waste Management Team  Universities member del University Consortium for Sustainable Waste Management	ARIUSA, UN Environment, Focal points of the Environmental Training Network	YEA!, ARIUSA	
<b>COORDINATION WITH OTHER INITIATIVES AND SECTORS</b>	10. Ensure cooperation of the Environmental Training Network with the Regional Council of Experts on Sustainable Consumption and Production, as well with the Intergovernmental Network on Chemical and Waste, and the National plan for climate change	a) Identify possible synergies and cooperation between the groups  b) Identify joint training webinars.	Second half of 2019			Regional Council of Experts on Sustainable Consumption and Production  Intergovernmental Network on Chemical and Waste.	

## WORK PLAN ENVIRONMENTAL EDUCATION FOR LATIN AMERICA AND THE CARIBBEAN 2019-2020

### ENVIRONMENTAL TRAINING NETWORK LATIN AMERICA AND THE CARIBBEAN

Line of work	Area of Action	Activities to implement	Execution milestones (timeline)	Connections/ synergies	Responsible	Implementation partners	Necessary resources and other sources
	adaptation (PNACC) through regional program REGATTA					Regional Getaway for Technology Transfer and Climate Change Action for Latin America and the Caribbean (REGATTA)	
<b>SOUTH-SOUTH COOPERATION</b>	11. Encourage the exchange of experiences, good practices and south-south cooperation.	a) Organization of annual meeting of the Network	1-3 July 2019 Quito, Ecuador		Ministry of Environment of Ecuador, UN Environment	UNESCO, ARIUSA, Ministries of Education	Ministry of Environment of Ecuador and Trust Fund
<b>COMMUNICATION AND INFORMATION</b>	12. Maintain a fluid communication, coordination and exchange of information on environmental education and related topics. Also, disseminate and share the results in the region through different channels.	a) Preparation of quarterly newsletters b) Social networks (Facebook, Twitter) c) Website at UN Environment d) Internal drive	Throughout 2019-2020		Coordination from UN Environment (a y b), insights provided by the focal points of the Network		UN Environment (Trust Fund of the Network and others)
	13. Develop and compile information and communication materials on environmental issues for different key actors, such as the public sector, including parliamentarians, decision makers, among others, in an attractive way.	a) Compilation of existing national and regional materials and the access for the Network. Areas such as: climate change, integral waste management, biodiversity, sustainable lifestyles and air quality. b) Coordinate actions for the World Environment Day (WED), as well as future	May to July 2019  - 5 <sup>th</sup> of June: World Environment Day (WED)	Synergies with the theme of World Environment Day and World Education Day	UN Environment, YEA!, Communications, UNESCO	Focal points of the Environmental Training Network; education ministries; National Associations of local governments, Universities	a) UN Volunteer Program

## WORK PLAN ENVIRONMENTAL EDUCATION FOR LATIN AMERICA AND THE CARIBBEAN 2019-2020

### ENVIRONMENTAL TRAINING NETWORK LATIN AMERICA AND THE CARIBBEAN

Line of work	Area of Action	Activities to implement	Execution milestones (timeline)	Connections/ synergies	Responsible	Implementation partners	Necessary resources and other sources
		cooperation for International Arts Education Week (UNESCO).	- January 26: World Day for Environmental Education				
<b>FUNDING</b>	15. Join efforts at national and regional level, to mobilize financing.	a) Follow-up of the report on the operation of the Network Trust Fund and definition of strengthening strategies. b) Ratify the importance of making the annual contribution to the trust fund of the Environmental Training Network (Annual Letters of Contribution)	Second half of 2019		Coordination by UN Environment	UN Environment, Focal points of the Environmental Training Network, Ministries of Finances, Planification	Approx. USD 5,000 of the Network's Trust Fund (research, edition and design of online publication) and UN Volunteer Program.
<b>GOVERNANCE OF THE NETWORK</b>	Internal coordination of the Environmental Training Network	a) Keep the list of Focal Points updated (Sending letters)			Coordination by UN Environment		
		b) Periodic online conferences (bimonthly)					
		a) Proposal for the establishment of the technical committee of the Network (Co-chairs)			Ministry of Environment of Uruguay and Ecuador		