NATIONAL ENVIRONMENTAL EDUCATION POLICY

Created through
Supreme Resolution 017-2012-ED
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Presentation

The National Environmental Education Policy sets the objectives, policy guidelines and expected results in the formation and strengthening citizenship requiring national sustainable development.

This policy is the result of a process led by the Ministry of Education and the Ministry of Environment, with the active participation of public sector entities and civil society. In its development there was an extensive analysis, public participation and consultation.

The environmental education, although it has a long experience in Peru, was recently prioritized in the first National Environmental Agenda approved by CONAM in 1996 and efforts to have the first formulation of policy dates from 2006.

The present government through the strategic axes of Environmental Management, approved by the Cabinet on October 10, 2012, prioritized strengthening citizenship, communication and environmental education, the first step being the adoption of the National Policy Environmental Education and its plan of implementation.

http://goo.gl/ssrgd
Policy framework

GENERAL ENVIRONMENTAL LAW - LAW 28611:

Article 127 °. - From National Environmental Education Policy

127.1 Environmental education becomes an integral educational process that occurs through the life of the individual, and seeks to build on this knowledge, attitudes, values and practices, needed to carry out their activities in an environmentally appropriate, in order to contribute to sustainable development of the country.

127.2 The Ministry of Education and the National Environmental Authority coordinated with different state agencies in environmental and civil society to formulate national policy on environmental education, which are mandatory for education and communication processes developed by entities have its scope in the country.
General objective

According to Article 9 of Law No. 28611, General Environmental Law, the objective of the National Environment Policy is to improve the quality of life of people, ensuring healthy ecosystems, viable and functional in the long-term and sustainable development of the country, through prevention, protection and recovery of the environment and its components, the conservation and sustainable use of natural resources in a responsible and consistent with respect for fundamental rights the person.

Specific objective

Achieve a high level of environmental awareness and culture in the country, with active citizen participation, in an informed and conscious way in the decision-making processes for sustainable development.
## STRATEGIC FOCUSES*

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*Digital version:  [http://goo.gl/63cXF](http://goo.gl/63cXF)*

Approved by the Council of Ministers during session N°89 of 10.10.12 and published in the Peruvian Official Newspaper on 18.10.2012.

Multi-Sectoral Commission entrusted with producing regulatory proposals and policies aimed at improving the environmental and social conditions in which economic activities are developed, particularly the extractive industries - Supreme Resolution N° 189-2012-PCM
Paragraph 22 of Article 2 of the Constitution of Peru states that everyone has the right to peace, tranquility, leisure and rest, and to enjoy a balanced environment, suitable for the development of their lives. In addition, Article 67 provides that the State determines the national environmental policy and promotes sustainable use of natural resources.

The Nineteenth State Policy on Environmental Management and Sustainable Development of the National Agreement of 2002 states that the State shall promote responsible and informed participation of the private sector and civil society in environmental decision making, monitor the completion of their actions, and promote environmental awareness.

Subsection “v” of the introduction of Law No. 26842, General Health Law: states that it is the responsibility of the State to watch, to prevent and to address the problems of malnutrition and mental health of the population, environmental health, and health problems of the disabled, children, adolescents, mothers and the elderly in situations of social abandonment. Likewise, the Article 103 stipulates that environmental protection is the responsibility of the State and the individuals and companies, those who are required to stay within the standards, to preserve the health of people, established by the competence of the Health Authority.

Subsections “g” of Article 8 and paragraph “b” of Article 9 of Law No. 28044, General Law of Education: successfully establish the following as one of the educational principles, “Environmental consciousness, which encourages respect, care and conservation of the natural environment as a guarantee for the development of life” and that “one purpose of education is to contribute to the formation of a society to overcome poverty and boost the country’s sustainable development.”

Article 127 of Law No. 28611, General Environmental Law: establishes environmental education national policy guidelines.
The subsection “j” of Article 6, paragraph “g” of Article 9 and Article 36 of Law No. 28245, Law Framework of the National Environmental Management: consider the creation of “research and environmental education proposals” as one of the instruments of environmental management and planning. Additionally, one of the functions of the national environmental authority is to promote environmental education and citizen participation at all levels, and finally, the objectives of the National Environmental Education Policy.

Paragraph 3.3 of Article 73 of Law No. 27972, Organic Law of Municipalities: states that it is the responsibility of municipalities to promote environmental education and research in their area and encourage citizen participation at all levels.

The “e” of Article 53 of Law No. 27867, Organic Law of Regional Governments: expresses that regional governments should promote environmental education and research in their area and encourage citizen participation at all levels.

The clause “or” Article 7 of Legislative Decree No. 1013, Law of Creation, Organization and Functions of the Ministry of Environment: establishes that one of the specific functions of MINAM is to promote the participation of citizens in decision-making for sustainable development and the promotion a national culture of environmental consciousness.

The Supreme Resolution No. 001-2007-ED approved by the National Education Project 2021: states that from early childhood all develop their potential, gain access to the learned world, solve problems, practice values, continue their education, accept rights and responsibilities as citizens, and contribute to the development of their communities and the country’s combined cultural capital and natural global progress.

The letter “e” of paragraph 5.3 of Article 5 of Law No. 29664, Law of the National Disaster Risk Management: states that the national education system and instruments should establish me instruments and mechanisms that guarantee to generate a culture of prevention within public and private organizations and with society in general, as a cornerstone for sustainable development and the internalization of disaster risk management.

The Axis of Policy 3.2. of the National Environmental Policy, approved by Supreme Decree No. 012-2009-MINAM: establishes policy guidelines: a) Form a culture and lifestyle compatible with the principles of
sustainability, b) Include in the national education system the development of competencies in investigation and innovation, entrepreneurship, participation, eco-efficiency and good citizen practices to assess and manage sustainably and responsibly the natural heritage, and c) to encourage individuals, families, businesses and institutions environmental responsibility and eco-efficiency, such as citizen participation in public decisions on environmental protection.

**Article 2 of Supreme Decree No. 009-2009-MINAM, approving Ecoefficiency Measures in the Public Sector:** establishes the need for action to enable continuous improvement of public services, using fewer resources and generating less negative environmental impacts.

**Article 4.4 The foundations and guidelines of the National Curriculum Design, approved by Ministerial Resolution No. 440-2008-ED:** states that all pedagogic processes will work across the following four main curriculum areas to ensure an integrated formation: learning how to be, learning how to live together (cohabitation, citizenship, environmental awareness), learning to learn and learning to do. Also, in 4.5, it is stated that environmental education is one of the CCTs.

**Strategic Actions 7.6, 7.7 and 7.8 of the National Environmental Action Plan - 2011-2021 PLANAA Peru, approved by Supreme Decree No. 014-2011:** establish the need to strengthen the implementation of the environmental focus in schools within the framework of education for sustainable development. Also there is a need to create opportunities for public participation in environmental management as well to create opportunities for social inclusion of indigenous and rural communities with a multicultural and gender focus in environmental management.

**Chapter 6.3.a Bicentennial Plan: Peru to 2021, approved by Supreme Decree N ° 054-2011-PCM:** establishes the national objective of the conservation and sustainable use of natural resources, biodiversity with an integrated focus, ecosystems, and an environment suitable for a good quality of life for people, healthy ecosystems, viable and functional for the long term.

**Strategic Objective 8 of the National Plan for Gender Equality 2012-2017, approved by Supreme Decree 004-2012-MIMP:** establish the importance of women’s contribution in the sustainable management of natural resources. Specifically, at the national and regional levels it demands environmental management, risk management, disaster
prevention, such as natural resource management with a focus on gender. Additionally, rural women will receive information, training, and technology for natural resource management at the national and regional levels, gender, risk management and disaster prevention and management and care of natural resources with a focus on gender and rural women receiving information, training and technology transfer for the management of natural resources: water, soil, and forests.

INTERNATIONAL INSTRUMENTS WITH IMPLICATIONS FOR THE PROMOTION OF CULTURE, ENVIRONMENTAL EDUCATION, AND CITIZENSHIP:

Subsection “i” of Article 4 of the Framework Convention on Climate Change: each party commits to promote and support with their cooperation the education, training and public awareness related to climate change, and encourage the widest participation in this process, including NGOs.

Paragraph “a” of Article 13 ° of the Convention on Biological Diversity: establishes that “each party will promote and encourage the comprehension of the importance of conserving biodiversity and the steps necessary for this purpose, such as media coverage and the inclusion of these topics in educational programs. Similarly, in subsection “b” states that “the parties will appropriately cooperate with other States and international organizations in developing educational programs and public awareness regarding the conservation and sustainable use of biological diversity”.

Section 10 of the Stockholm Convention on Persistent Organic Pollutants: establishes the promotion and facilitation of media activities aimed at the implementation of training programs, conscious-raising, and public participation, especially for women, children and the under-educated public about persistent organic pollutants and their alternatives effects on health and the environment. There is also a need for training staff and workers, scientists, educators and technical and managerial personnel at the national level.

The United Nations Summit on the Millennium Development Goals 2000 included environmental sustainability among the eight development goals to be achieved by 2015.

Paragraph 5 of Resolution 59/237, Declaration for the Decade of Education for Sustainable Development 2005-2014: encourages Governments to consider include
measures to implement the Decade of Educa-
tion for Sustainable Development in their res-
pective systems and instructional strategies
and, where appropriate, in their national deve-
lopment plans when it is completed and ap-
proved.

**K.1 and K.2 Strategic Objectives of the Declaration and Platform for Action, Beijing 1995**, seek to achieve the active par-
ticipation of women in the adoption of decisions
relative to the environment at all levels, such as
integrating gender-related gender concerns
and perspectives in policies and programs for
sustainable development.

**Paragraph 9 of Resolution 61/198, Declaration of the International Strategy for Disaster Reduction**: recognizes the effort
made by the Member States to develop local
capacity and national efforts to implement the
Hyogo Framework for Action and encourages
States Members who have not yet done so to
develop such capabilities.

**The Latin American and Caribbean Program of Environmental Education within the framework of Sustainable De-
velopment** promotes as an objective the es-
tablishment of a permanent mechanism to
encourage regional policy coordination, stimu-
late the development of programs and projects,
, foster communication, exchange and mutual
support between regional governments and
other stakeholders involved in the develop-
ment of environmental education programs.
In modern times, humanity has made progress in developing science and technology, the market and industries, as well as in establishing public policies for safeguarding people, societies and the environment; but also faces new challenges such as global climate change, loss of biodiversity and natural resources, pollution, desertification, and depletion of the ozone layer.

These challenges are related to certain values and lifestyles that need to be changed in order to live more harmoniously with nature, to recognize the rights of other species to exist, to live more inclusively and democratically with all cultures and societies; assume complete social and environmental responsibility for real or potential environmental impacts; develop consumption patterns more sustainable and environmentally responsible; resulting in a widespread culture of prevention and the creation of lifestyles more sustainable for all.

These modifications of human behavior must be directed via sustainable development, which is defined as development that meets the needs of the present without compromising the needs of future generations.

In this challenge environmental education has a key role in the education system and for society, in general.

Thus, the educational process with an environmental, gender, and intercultural focus, is geared toward the formation of a new type of citizen, with new values and meaning of life based on:

- To respect and protect all forms of life (biospheric equity principle).
- To take responsibility for the impacts and environmental costs of their activities (principle of responsibility).
- To acknowledge and value ancestral knowledge as an expression of a better environmental relationship between human kind and the natural world (principle of multiculturalism).
To respect the lifestyles of other social groups and cultures, encouraging those who seek harmony with the environment (Principle of coexistence).

To work for human welfare and well-being for present and future generation based on a respect of the received inheritance of past generations (intergenerational solidarity principle).

Therefore, environmental education is not only an ethical and theoretical focus but also a strategy for operational management of the entire educational process as well as a cultural revitalization of the national society as a whole.

To effectively have environmental education in Peru, the country’s sustainable development needs must be responded to through conservation priorities, the utilization of natural and cultural mega-diversity, adaptation to global climate change, environmental risk prevention and management, integration and territorial management.

Environmental education, in the framework of sustainable development aimed towards building sustainable lifestyles and cultures, can occur throughout the education system (state-regulated public service), and in economic and social dynamics (scope of the private sector and civil society).

At the primary educational institution level, those responsible for environmental education are:

- Institutional management, by developing tools and organizing the school for the purposes of environmental education.

- Pedagogical management, by developing the institutional curriculum and the processes of diversification through curriculum planning, and environmental education projects that have an inclusive and proactive strategy. This management allows the deployment of targeted thematic or cross-cutting components aimed at developing specific competencies through diversified and contextualized curriculum design for the educational institution. For example:

  - Health education, which allows us to achieve healthy lifestyles in the educational community, and from which promote for all society.

  - Eco-efficiency Education, which leads us to develop skills in research, entrepreneurship, participation and applicability to live sustainably, hence controlling in an eco-efficient manner, the significant environmental impacts of educational services.
- Risk management education, which allows us to strengthen a culture of prevention and safety in the educational community, including during emergencies and crisis situations.

- Added to this, are new experiences: tourist education, intercultural education and the emerging regional and local educational projects.

In the higher educational institutions, the responsibility of environmental education is assumed through the role in professional formation, investigation, outreach and institutional eco-efficiency, which are demonstrated by socio-environmentally responsible commitments, reported publicly in coordination with educational and environmental governing bodies in the country.

The economic and social sphere associated with environmental education has a significant task in human development, specifically the following fields of:

- Encouraging investment and the application of knowledge and technologies to use territories, resources and energy to produce goods and services that meet the overall well-being of the people

- Marketing the dynamics that mobilize traditional and modern resources for the transaction the products, goods and services that have effects on the environment, and the consumption of the resources and energy.

- The political life, which enables organization and coexistence, for citizen participation and consultation in the public affairs management, such as with policies, rules, institutions and acquired abilities.

- The social imaginary and symbolic resource diversity and communication as the festivities, games, literature, film, song, or other artistic expressions that channel fantasies, feelings and ideas related to nature and its relation to social dynamics.

- The artistic expression of public imagination that channels creative thought, feelings and ideas linked to nature and its relationship with social dynamics as demonstrated by the diversity of symbolic and communicative resources: festivities, games, literature, film, song, etc.

The combination and development of these components is what makes up the environmental culture, formed on an integrated understanding of the environment taking into account its multiple and complex relationships, including the political, social, cultural, economic, scientific and technological.
These and other points have been incorporated into the policy guidelines, such as transversality, considering their integration in all expressions and situations of everyday life; the encouragement of critical awareness on environmental issues; providing incentive for citizen participation, at all levels, in the preservation and sustainable use of natural resources; the complementary relationship of various ecological and natural regions in building an environmentally balanced society; the promotion and encouragement of science and technology in environmental issues; the strengthening of an environmental citizenship both informed and responsible, the development of transversal environmental education programs.

Following the mandate of Article 127.2 of Law No. 28611, General Environmental Law, the Ministry of Education and the National Environmental Authority, in coordination with various State agencies in environmental and civil society, has formulated the National Policy Environmental Education; the completion is mandatory for education and communication processes developed by companies present in the country.
III Environmental education policy objectives

GENERAL OBJECTIVE:

Develop an environmental culture and education oriented to the formation of responsible environmental citizenship and a Peruvian society with a sustainable, competitive, and inclusive identity.

SPECIFIC OBJECTIVES:

1. To ensure the environmental approach in educational institutions and processes, in their different stages, levels, types and forms.

2. To develop an environmental culture appropriate for national public and private tasks

3. To ensure Interculturalism and social inclusion in the processes and resources related to education, communication and environmental interpretation.

4. To build an informed environmental citizenship fully involved in the exercise of their environmental duties and rights and their participation in sustainable development.

5. To ensure public access to environmental information, such as investigation in education and an environmental culture.
IV Policy guidelines

The National Environmental Education Policy is mandatory for the processes of education, communication and interpretation of institutions, of which has their focus and scope in the national territory.

To accomplish this, it needs to be incorporated, developed, and/or strengthened in the application of an environmental focus in the schools and other public organizations in the framework of cross-sectorial, decentralization, democratization and modernization of the State as well as sustainable development processes at the local, regional, national, and global level with a specific focus on gender, Interculturalism, and bilingualism.
BASIC AND TECHNICAL EDUCATION

**Guideline 1** Apply environmental focus in basic education through institutional and pedagogical management, eco-efficiency education, health education, risk management education and others that contribute to a quality education and a culture of prevention and environmental responsibility.

**Guideline 2** Promote the transversality of environmental education articulated with local, regional, and national educational and development projects.

**Guideline 3** Strengthen the trans-sectorial environmental education in educational institutions.

**Guideline 4** To incorporate the environmental approach in all the instruments of educational management like the institutional educational project (PEI), the project curricular institutionally (PCI) and the annual plan of work (PAT).

**Guideline 5** Implement integrated environmental education projects, utilizing scientific and technological advances and encouraging entrepreneurship, criticism, inventiveness and innovation.

**Guideline 6** Establish environmental committees as a basic form of organization in institutions for the purposes of environmental education.

**Guideline 7** Articulate environmental education activities in educational institutions, the home and the local community.

**Guideline 8** Strengthen competencies in environmental education and communication with teachers and promoters with public and private programs and projects.

**Guideline 9** The centers of technical education will apply an environmental focus in the formation of job-related and business skills.
HIGHER EDUCATION: UNIVERSITY AND NON-UNIVERSITY EDUCATION

**Guideline 10** Develop an environmental focus in vocational training, research, outreach and institutional management of higher education institutions.

COMMUNITY ENVIRONMENTAL EDUCATION

**Guideline 11** Promote the development of an environmental focus in education and community outreach and through which, reach the national society.

**Guideline 12** Promote environmental education as part of the social and environmental responsibility of the private sector.

**Guideline 13** Incorporate environmental education policies, programs, investment projects, and development of the public sector.
MULTICULTURALISM AND INCLUSION

Guideline 14  Promote dialogue and multiculturalism on environmental issues, especially regarding the use and occupation of territory, the sustainable use of natural resources, conservation of biodiversity and the provision of environmental services.

Guideline 15  Promote the recovery, importance and dissemination of languages and ancestral environmental knowledge as well as good environmental practices of the population.

EDUCATIONAL RESOURCES AND ENVIRONMENTAL COMMUNICATION

Guideline 16  Apply procedures for quality assurance in production, use, dissemination and evaluation of application materials and resources of environmental education and communication for the education system.

Guideline 17  Incorporate environmental education resources in production plans and distribution the of educational materials at the national, regional and local levels.

Guideline 18  Promote the use of information technologies, platforms, and virtual communication in environmental education.
ENVIRONMENTAL CITIZENSHIP AND COMMUNITY PARTICIPATION

**Guideline 19**  Promote environmental education in the processes of informed, efficient civil participation

**Guideline 20**  Promote the formation and strengthening of civil society organizations and networks specializing in environmental education.

**Guideline 21**  Promote a culture of dialogue, participation and coordination of the public, companies and organizations for the environmental education development.

**Guideline 22**  Promote volunteerism in the processes of environmental education.

**Guideline 23**  Encourage the participation of students, adolescents and women in programs and institutions linked to the management of environmental education.

**Guideline 24**  Promote spaces and mechanisms articulated with resources of international cooperation resources and the national private sector, for the implementation of the national policy of environmental education.
INNOVATION AND RECOGNITION OF PERFORMANCE ON ENVIRONMENTAL ISSUES

**Guideline 25** Promote research and innovation in culture, education and environmental citizenship by knowledgeable persons and entities.

**Guideline 26** Develop personal and institutional capacities for the design, development, implementation and evaluation of research and innovation projects in culture, education and environmental citizenship.

**Guideline 27** Promote the organization of information about culture, education and environmental citizenship, considering indicators of gender, age and interculturism, ensuring public accessibility through the National Environmental Information System.

**Guideline 28** Develop procedures for tracking, monitoring, evaluation, recognition and diffusion of performance achievements in education, culture and environmental citizenship.
V Compliance standards

The National Policy of Environmental Education is a legally binding instrument that guides the public and private activities in the context of the country’s development strategy.

To organize the implementation, monitoring and public reporting applied to the performance as defined in the National Environmental Policy, the National Education Project, the National System of Evaluation and Accreditation of Educational Quality and the National Environmental Action Plan-PLANAA.

In addition, the National Policy of Environmental Education establishes the following standards:

- Primary Education Institutions with outstanding environmental achievement.
- Higher education institutions with outstanding environmental achievement.
- A population with a proper environmental culture.
- Civil experiences of outstanding environmental performance.