



## Resolutions and Recommendations Sheets

Sheet updated on: 25/11/2022

### Resolution 84. Environmental education and how to naturalise the spaces in educational centres for healthy development and a better childhood connection with nature



Year	Congress
2016	 <p>IUCN WORLD CONSERVATION CONGRESS Hawai'i 2016</p>
Sponsoring entity	Co-sponsoring entities
	<p>Aula del Mar. Diputación de Málaga</p>

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Petition	
<p>Asks the Director General and the Commission on Education and Communication to urge the State Members to use all means necessary to make children's day-to-day environment, especially schools, as natural as possible in order to promote connection with nature, particularly in urban areas, so that children grow up in contact with nature, aware of the benefits that nature and its conservation provide them with as part of their personal development. Urges IUCN Members to: recognise the educational value of natural environments and the possibilities that nature provides as a first-rate educational setting; recognise the importance for children of a connection with nature, and to provide educational centres with the tools required for including natural elements in their facilities, to enable and promote interaction with the natural environment; promote curriculum development that brings children as close as possible to natural environments; restore and create natural settings as indispensable places for children's games and learning and nature conservation; include in educational systems environmental education as a non-crosscutting subject, which offers children the possibility of coming into contact with natural environments, species and areas, and of studying the science regarding the main threats to biodiversity as well as geodiversity and the possible solutions to create awareness about the integral conservation of nature and natural heritage; adopt teacher training systems to build the capacities of schools and promote education in environmental values and science literacy, allowing for growth and ratifying children's right to grow up in a healthy environment; and include activities in schools and surroundings such as excursions for the better understanding of biodiversity and geodiversity; use of building materials from schools to teach geology and in open spaces to develop botanical and rocks museums; Encourages all IUCN Members to: cooperate actively and work to ensure that environmental education has a fundamental place in children's education; provide educational institutions with mechanisms for ambitious guidelines that set out areas of work aimed at including knowledge of nature in curricular objectives; and require, as appropriate, that staff teaching environmental education are trained and have specific means to allow them to carry out their work without the deprivation of, or overlap with, other professional rights or duties, as a result of incompatibility or overloading of functions.</p>	
State	Fulfilment in Spain
Active	In process
Summary of actions carried out with effect in Spain	
<p>"<a href="#">How should the schoolyard be?</a>". (2016). Article which shows to learn how to naturalize this environment. Guide "<a href="#">Voces de la juventud: manual de referencia curricular</a>". (2017). It aims to infuse nature into teaching and learning tasks to help (re)connect children and young people with nature and to inspire passion and action for its conservation, present and future.</p> <p>Development of "<a href="#">Working on the approach to nature of children in the Infant Education Grade. Crucial in today's society</a>". (2017). The aim is to raise awareness of these benefits among the Infant Education students.</p> <p><a href="#">Learning and imitating nature: a project for a C.E.I.P.</a> (2017) reflection on the importance of nature at school today and the importance that it should really have, in a society, that of the 21st century.</p> <p><a href="#">Proceedings of the State Congress on Physical Education in Nature.</a> (2017).</p>	

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[Proposal of SEO/BirdLife: that the naturalization of the education system be included in the new Education Law.](#) (2019)

[SummerLAB2019. Nature Deficit Disorder: Artistic practices + ECOeducation.](#) (2019).

Article "[Schools committed to climate change will have a prize](#)". (2019).

[SEO/Birdlife calls for environmental education as a pillar for a just ecological transition.](#) (2020).

[VI International Congress on Environmental Education 2020. Among other things, it defends environmental education.](#) (2020).

[Environmental Education Centers program.](#) (2020).

[Environmental education in the classroom with 'Naturaliza'.](#) (2020).

[SEO/BirdLife prepared a letter to the Minister of Education and Vocational Training with a proposal of concrete actions for the new Education Act.](#) (2020).

[Convention on Biological Diversity.](#) Recognizes the need to raise awareness and educate society, promoting understanding of biodiversity through the development of educational programs (article 3).

[Spanish Association for Environmental Education \(AEEA\).](#)

[Environmental Education Centre.](#)

[CENEAM. Environmental Education Action Plan for Sustainability.](#)

[MITECO. Education and Communication for the Conservation of Biodiversity.](#) It includes the educational programs carried out in Spain, volunteer work, etc.

[Programs, projects and educational activities of the Andalusian Government.](#) It includes Programmes such as [ALDEA](#) (environmental education programme committed to the creation of initiatives for the conservation of natural resources and the promotion of sustainable development in the Andalusian educational community).

### UPDATE 2022

[MITECO. Health and natural spaces: Resource guide.](#) (2021).

[Final Degree Project. Proposal to educate in nature in early childhood education.](#) (2021).

[A safe and healthy school environment and the way to school: benefits for children's health.](#) (2021).

[Health Education Program in Schools and Institutes \(PESEI\).](#) (2021).

[Guide for preparing climate change adaptation plans in schools.](#) (2021).

[Wild Patios. Recommendations for the design of outdoor spaces in nursery schools.](#) (2021).

[Dossier Aldea A, Red Andaluza de Ecoescuelas 21-22.](#) (2022).

### Legislation:

[Legislation for Environmental Education in Spain.](#) (2017); [Extract from the Resolution of 21 March 2019, of the State Secretariat for Education and Vocational Training](#) (grants are available to participate in the national programme "Environmental Education Centres" during 2019); [Resolution of 3 December 2019, from the General Technical Secretariat](#) (the Agreement with the Association for Research in Environmental Education (INVESTEA) is published, regarding ongoing teacher training); [Extract from the Resolution of 4 December 2019](#), from the State Secretariat for Education and Professional Training (grants are called for to participate in the national programme "Environmental Education Centres" during 2020).

[Royal Decree 95/2022, of February 1](#), which establishes the organization and minimum teaching of Early Childhood Education. Inquiry into the physical and natural environment: care, appreciation and respect.

[ORDER ECD/1112/2022, of July 18](#), which approves the curriculum and the characteristics of the evaluation of Primary Education and authorizes its application in the educational centers of the Autonomous Community of Aragon.



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DECREE 155/2022, of September 15, which establishes the organization and curriculum of primary education in the Autonomous Community of Galicia.

For more information and actions, see Resolution 62. Role of children and youth in nature conservation.

Estimated geographical scope	Geographical scope achieved
	

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