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“Education is the most powerful weapon which you can use to change the world”.

–Nelson Mandela–

I. Background

Which Sustainable Development Goals (SDGs) holds the key to unlocking the potential of realizing the 2030 Agenda? What should we prioritize? These are some of the common arguments that we encounter in conversations on SDGs under the global Agenda 2030. Capacity building, is intricately linked to attainment of almost all of SDGs such as employment, education, health, poverty reduction, gender equality, food security, poverty reduction, climate change to name a few.

Capacity building is the cornerstone of Belize’s national implementation plan to achieving the Rio+20 Outcomes and United Nations Sustainable Development Goals by 2030. If we are committed to producing a meaningful shift in the way we address sustainability, and enhancing the efficiency of current approaches to it, capacity building is the key which offers all involved stakeholders the possibility of abandoning their role as passive spectators and becoming engaged actors of change.

II. Discussion

Capacity building provides the basis for making the appropriate choices, whether by a Mayor redesigning the plans for a city or town, a farmer choosing which seeds to plant in a drought-affected region, or a commuter considering options on how to go to work. Wherever we live in the North or the South, capacity building is a universal tool for forging the path to sustainability, to a genuinely global way of life.

How do we build the capacity to enhance the quality of life of future generations in Belize? Sustainability, from basic daily actions to complex development agendas, can be learned about and nurtured by means of knowledge sharing, including through education, training and awareness-raising programs and initiatives.

National Reports submitted during the past years to the United Nations Secretariat provide evidence for an increase in the number of countries where climate change has been mainstreamed across various education channels and integrated in formal school curricula, in particular in primary and secondary schools. Once teachers have received training on climate science concepts, they can help younger generations to understand the impacts of climate change, and the importance of incorporating an environmentally friendly behavior and attitudes in their daily lives. With their enhanced awareness of climate, children and young students are becoming engaged agents of change, including within their families and circles of friends.

At higher education levels, countries are reporting efforts undertaken to build the capacity of new generations of climate scientists to deepen their knowledge of a rapidly evolving science and to master interdisciplinary approaches linked to climate change. At the same time, universities continue to be drivers of innovation, and academia, as a repository of authoritative scientific information, is increasingly supporting policymakers in shaping cross-sectorial implementation of mitigation and adaptation actions. University of Belize recently announced the increase in the careers they offer but this is far from the expectations and needs to catalyze our economic development.

Non-formal education initiatives and programs are also crucial to catalyze public interest in sustainability pathways. Websites, newspaper articles, TV programs, as well as the greening of schools and markets, contribute to raising awareness among citizens on climate change causes, impacts and solutions. In Belize there is a wide recognition of the role of non-governmental organizations in increasing public sensitivity to environmental and development problems and fostering a sense of personal environmental responsibility and commitment towards sustainable development policies and actions, in particular at the local level.



The recently concluded Agricultural Fair was an excellent scenario to share experiences and exchange ideas, best practices and lessons learned on enhancing capacities for the implementation of Nationally Determined Contributions in the context of the Paris Agreement on climate change. The information exchange, will be geared towards the identification of ways to address capacity-building gaps and needs, including through enhanced coordination and collaboration efforts at local and national levels.





We live in extraordinary times, when the challenges we face may seem overwhelming, when a dark view of our common future can too easily grip our imaginations. A fraying of social cohesion tears at the political parties of our country, manifesting its worst in the form of extremism and protracted violence. These are the corrosive effects of a narrow, financially driven development model that has dominated public policy from government to development institutions for decades.

We should ask indeed, we have an obligation to ask, what sort of future is possible in the face of a dysfunctional economic model that is set against, and driving escalating social and environmental risks, from growing inequalities and alienation to climate change and biodiversity loss?

This is fertile ground for pessimism to take root, that is the easy path; but there is a place for optimism, too. That is the harder and bolder path laid out in the Agenda of Sustainable Development Goals at 2030. Its adoption by world leaders in Paris Agreement is a watershed moment in development discourse, charting a trajectory to a shared future for people and planet that breaks markedly from the damaging norms and trends of the past.

III. Conclusions

Capacity building is a long term, ongoing process. According to the report, Effective Capacity Building in Non-Profit Organizations as improvements are made in one area of the company, deficits appear in other sectors that require attention. Consequently, capacity building requires commitment and perseverance. Unfortunately, Government of Belize spent millions of dollars every year in workshops and training for its personnel without a visible outcome, rather than invest in schools and university programs that prepare the adequate personnel to occupy offices' post rather than political appointment of people without the proper skills, expertise and knowledge. Together we must bridge the gap and foster a better future for Belize, without regard for geographical location or political affiliations.

We may not always agree, the diversity of perspectives has its own intrinsic merit, but we cannot retreat into old silos and behind old walls. The boundaries between the institutions, sectors and disciplines we work-in should never blind us to the potential for joining force, respecting one another's different departure points, identities, and views and, above all, for helping Belize to take the remarkable consensus that Agenda 2030 and the Sustainable Development Goals represent from a statement of aspiration to a vehicle for success.

IV. References

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