

# The Impact of Climate Change and Displacement on the Right to Education

**Online from UNESCO Headquarters,  
Fontenoy Building, Paris, France  
24 May 13:30-15:30 CET**

## Provisional Agenda

In remembrance of two powerful cyclones that hit southeast Asia in May 2019 and May 2020 – climatic catastrophes that displaced millions of people overnight, UNESCO is organizing a Webinar to stimulate the global dialogue around the impact of climate change and climate displacement on the right to education on 24 May 2022 (13:30 – 15:30 CET). This event is part of a broader initiative launched by UNESCO in 2020 to investigate the barriers to education posed by climate change, as well as climate-driven displacement, given the increasing impact of climate change on human mobility.

## Main expected outcomes:

- Gather insights from experts and critical actors from various regions studied to better understand specific challenges and trends;
- Identify and discuss common as well as context-specific emerging challenges, as well as the varied and different patterns of displacement and barriers to education among the different regions;
- Taking into account the existing lack of a single, comprehensive definition of “climate-displaced person,” explore whether and/or why having such a standardized and widely-accepted definition is politically, legally, and functionally important;
- Brainstorm preliminary policy messages and key takeaways to protect and fulfill the right to education in the face of climate-driven disruptions and displacement.

Tuesday 24 May 2022  
13:30-15:30 CET

Moderator: Gwang-Chol Chang, Chief of Section for Education Policy

13:30 – 13:39	<p><b>Opening Remarks</b> Stefania Giannini, Assistant Director-General for Education, UNESCO</p>
13:40-13:45	<p><b>Presentation of the Initiative on the impact of climate change and displacement on the right to education</b> Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems</p>
13:45-14:05	<p><b>Interventions by key actors:</b></p> <ul style="list-style-type: none"> <li>• <b>Ms. Christelle Cazabat</b>, Internal Displacement Monitoring Centre (IDMC), Research Manager</li> <li>• <b>Ms. Kehkashan Basu, M.S.M.</b>, Green Hope Foundation, President and Founder</li> <li>• <b>Ms. Mathilde Treguier</b>, International Institute for Educational Planning (IIEP), Associate Programme Specialist</li> </ul>
14:05-15:00	<p><b>Panel discussion</b> To discuss four key questions:</p> <ol style="list-style-type: none"> <li>1. <i>How can countries best <b>identify populations</b> prone to, or currently experiencing, the effects of climate change and climate displacement, as well as the <b>barriers to education</b> such groups face? What are some barriers to education as a result of climate change that are often overlooked, taking into account <b>complex socio-economic vulnerabilities</b>? Additionally, it is clear that all SIDS are particularly prone to climate change and climate displacement. How can the particular geographic and socio-economic challenges that render SIDS so vulnerable be addressed?</i></li> <li>2. <i>Taking into account the lack of a single definition of “climate-displaced person,” is agreeing on a <b>standardized and widely-accepted definition of climate displacement</b> politically, legally, and functionally important - more specifically to ensure the right to education for all, and if so, why?</i></li> <li>3. <i>In what ways can countries strengthen the <b>synergy across disaster risk reduction policy, education policy, and climate change/environmental policy</b> so that the right to education is addressed more systematically in emergency response plans as is the case for shelter, food, and sanitation? What are some <b>promising practices and policies</b> already in place in some affected countries that could serve as a model for others?</i></li> <li>4. <i>What regional cooperation mechanisms currently exist that could permit states to engage in horizontal cooperation in order to share knowledge and solutions? What new forms of regional cooperation could be envisaged in the future?</i></li> </ol> <p><b>Interventions by:</b></p> <ul style="list-style-type: none"> <li>• <b>Ms. Fumiko Noguchi</b>, United Nations University (UNU), Researcher</li> <li>• <b>Mr. Victor Nyamori</b>, Amnesty International, Researcher and Advisor</li> <li>• <b>Ms. Violeta Orlovic Lovren</b>, University of Belgrade, Professor</li> <li>• <b>Mr. David Knaute</b>, Independent Researcher, Consultant</li> <li>• <b>Ms. Anja Nielsen</b>, United Nations Children’s Fund (UNICEF), Consultant (tbc)</li> <li>• <b>Ms. Dominique Russell</b>, Bahamas Ministry of Education, District Superintendent</li> <li>• <b>Dr. Tufoua Panapa</b>, Tuvalu Ministry of Education, Youth, and Sports, CEO</li> </ul>
15:00 – 15:20	

15:20 – 15:30

- Ben Tre Department of Education and Training (tbc)

Q/A session

Conclusions and takeaways by Gwang-Chol Chang, Chief of Section for Education Policy, UNESCO