Climate Change Adaptation and Disaster Risk Reduction in the Education Sector

II Meeting of the Regional Centers of Expertise (RCEs) in Education for the Sustainable Development
“Ways for the Sustainability of Life”

Lima, Peru
February 28 - March 2, 2013

Presented by Stephanie Hodge
Introduction

• 140 countries
• UNICEF provides Technical, Financial, In Kind support to support the integration of Climate Change Adaptation and DRR Education as part of a system reform agenda for equity and quality education
• In general work on climate change can be linked to UNICEF Education Sector work on Child Friendly Schools/education
CHILDREN’S DEVELOPING CAPACITIES TO MANAGE THE ENVIRONMENT

<table>
<thead>
<tr>
<th>Access to environments</th>
<th>Environmental interests</th>
<th>Ecological understanding</th>
<th>Empathy and moral development</th>
<th>Social understanding and skills</th>
<th>Political awareness</th>
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<tbody>
<tr>
<td>Community Ecological Action Research: for strategic action on ecosystems</td>
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<td>Community-Based Monitoring: e.g. water quality, solid waste surveys, domestic food production audits, etc.</td>
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<td>Community Environmental Action Research: e.g. interviews of residents and environmental professionals etc., together with personal evaluations to identify and act upon an issue</td>
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<td>Community Environmental Management: e.g. management of water wells or faucets, garden beds, etc., as part of community’s PEC programme</td>
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<td>Community Projects: observation and practical assistance: e.g. listening to community debates, interviewing of professionals and politicians for a newspaper, carrying pipes for a new water system, etc.</td>
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<td>Local Action research: e.g. surveys, collections and mapping leading to redesigning and changing part of the environment of the school or community centre and grounds such as building a birdhouse or cleaning a school stream, etc.</td>
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<td>Local Environmental Management: e.g. recycling, simple environmental audits, composting, weather surveys, etc. of building and grounds of school or of whatever space they are using</td>
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<td>Domestic Environmental Care: e.g. caring for own animals and plants</td>
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14 years and older
12 years
10 years
8 years
6 years
CFE Planning

Child friendly education is a transformative education agenda that integrates contextual issues of climate change and disaster risk as part of a quality education framework.

In all country context, the equity and quality dimension of education are assessed – Asks questions of quality relevant education and asks who is in school and not learning and who is out of school and why.

The CFE framework focuses on integrated planning processes for quality education and provides guidance and space for cross sector planning for change towards more relevant education. Education of equity (for all) and relevance is education that is planned based on principles of inclusion and context/place based education –
UNICEF’s cross-sectoral approach to quality education through Child-Friendly Education benefits multiple areas simultaneously: including excluded children; expanding health interventions for at-risk children; promoting a more integrated approach to including children with disabilities; addressing violence that impacts children and adolescents; and strengthening an integrated life-cycle approach. Its effectiveness relies on the cooperation of multiple sectors.
Assessing Change in Education Systems for CCADRRE – Formal and Non Formal

• Policies and Legislation
• Teaching and Learning (Pedagogy and Curricula)
• Learning Environment (Infrastructure and Facilities)
• Teachers and other Education Personal Capacities
Features of Transformative CFE-
Mainstreaming and Scaling up
CCADRE action

• Build on what exists – scopes entry point for positive change - looks to GEF projects – Agriculture, forestry - water – REDD- sustainable land management, health, nutrition(food security), child protection.

• Create or join multi-sector collaboration planning of more relevant system wide education including early education to higher education – i.e. green human resource skills development.

• Share responsibilities - scoping CC platforms in country.

• Define CCADRRE outcomes and set on an action course to create demand for more relevant education in a country

• Understanding how Education features - as an instrument - part of the systematic problem -
Post 2015 Agenda

• Children and young people must have a meaningful and continuous say in shaping a new development agenda for their world, starting with their own communities - and in ensuring that governments follow through on their commitments.

• The framework must be flexible and dynamic to remain relevant to people and encompass innovation and change. It must in particular be innovative in tackling the dire risks and uncertainties faced by children and women in conflict-affected, disaster-prone societies and in countries with weak or “fragile” public sector capacities.
Child Friendly Schooling Approach

- Inclusive & Equitable
- Child-Centered
- Safe
- Participatory

Learning Community

School Facilities

Curricula

Policy and Planning

Pedagogy
United Nations Decade of Education for Sustainable Development

Four lessons learnt  Principles of ESD

1. Sustainable development will not be achieved unless education, training and capacity building become a priority of all governments.

2. Access to quality formal education is a human right and provides both intrinsic and extrinsic value to both individuals and society.

3. Non-formal and informal learning for sustainable development are central to bringing about the social learning and cultural changes needed to advance sustainable consumption and lifestyles.

4. As a result, education is essential for addressing many significant challenges to sustainable development.
Post 2015 Next Steps

Post 2015 Unit:
• Participate in ongoing UN Post-2015 Task Team activities;
• Liaise with UN and civil society partners (e.g. Beyond-2015, GCAP, CIVICUS, Save the Children) to ensure meaningful participation of various stake-holders, especially children and young people;
• Work with UNICEF partners at HQ, Regional and Country levels to ensure strong participation of UNICEF in “global conversation,” especially in the country and thematic consultations;
• Keep HQ, Regional and Country Offices informed of progress, key dates and deadlines, etc.

• Country and Regional Offices:
• Give feedback to and also make use of UNICEF’s post-2015 key messages;
• Participate and support thematic and country consultations, especially staff working in countries where a consultation will take place;
• Keep Post-2015 Unit informed of key activities and conversations on MDGs/post-2015 happening in your country or region.
### Chair of Inter-Agency Committee (IAC) of the UN Decade of Education for Sustainable Development (DESD) in 2013

<table>
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<tr>
<th>Date</th>
<th>Location</th>
<th>Country</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March 20-22</td>
<td>Grand Baie</td>
<td>Mauritius</td>
<td>Expert Meeting on Climate Change Education for Sustainable Development in Africa</td>
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<td>April 8-9</td>
<td>Paris</td>
<td>France</td>
<td>Expert Consultation on Guidelines on Climate Change Education for Sustainable Development</td>
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<td>May 19-23</td>
<td>Geneva</td>
<td>Switzerland</td>
<td>Global Platform on Disaster Risk Reduction - The Fourth Session</td>
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<td>May 22-23</td>
<td>Khanty-Mansiysk</td>
<td>Russia</td>
<td>International Congress on ESD</td>
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<td>June 1-3</td>
<td>Yokohama</td>
<td>Japan</td>
<td>Tokyo International Conference on African Development (TICAD)</td>
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<td>June 3-14</td>
<td>Bonn</td>
<td>Germany</td>
<td>United Nations Framework Convention on Climate Change (UNFCC) - Climate Change Conference</td>
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<td>July 23-24</td>
<td>Paris</td>
<td>France</td>
<td>Third Meeting of the International Steering Group (ISG) for the UNESCO World Conference on Education for Sustainable Development</td>
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<td>September</td>
<td>New York</td>
<td>USA</td>
<td>Annual meeting of IAC Members and thematic workshop</td>
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<td>November 11-22</td>
<td>Warsaw</td>
<td>Poland</td>
<td>The Conferences of Parties (COP) 19</td>
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Education for Sustainable Development (ESD)

Drivers

CC
Climate Sensitizing Education

Adjective Education

Bring Together

Child Friendly Schools Approach
INEE Minimum Standards

DRR
Risk Sensitizing Education

Educate Empower Protect

Life skills Approach: Knowledge Skills Values: behavior change and resilience

UNICEF
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THANK YOU!