Climate Change, DRR and Education:

Addressing Climate Change Adaptation and Disaster Risk through Formal and Non-Formal Education

Stephanie Hodge, Education Specialist, UNICEF Education
UNFCCC COP-17
Understanding Climate Change and DRR Success Stories in Education and Awareness-raising
Why Focus on Children?

• **27% of the world’s population** – or **1.8 billion people** – are under the age of 15. In many of the countries most exposed and most vulnerable to climate change, children (<18) form close to half the population. In Uganda, for instance, 57 per cent of the population is under 18.

• **69 MILLION CHILDREN OUT OF SCHOOL**

• **Children, especially the poor children in developing countries** are disproportionately vulnerable to the impacts of climate change and will have to live with the consequences of today’s decisions on climate change.

• The existing hardship of many of these children is already significant. Today, **8.8 million children under 5 die each year mostly from preventable causes.** Over **101 million children are out of school.** And **1 billion children** are deprived of one or more services essential to survival and development.

• There is increasingly convincing evidence that many of the main killers of children (malaria, diarrhea and under nutrition). These are expected to worsen as a result of climate change.

• **Gender is an important factor. Children are not all the same**
  - In many regions boys and girls have different social and economic roles and responsibilities. Young girls, for example, often assist with domestic tasks like fetching water and cooking, whereas boys may assist with herding cattle or working in the market to supplement family income.
  - **Urban-Rural Divide.** Urban challenges are different than rural...
School Facilities

Learning Community

Principles:
- Inclusive & Equitable
- Child-Centered
- Safe and Sustainable
- Participatory

Policy and Planning

Curricula

Pedagogy
In Practice: Nigeria

- Funding: Africa Adaptation Programme
- Implementing Agencies: UNICEF, UNDP, UNIDO
- Executing Entity: Special Climate Change Unit, Ministry of Environment
In Practice: Nigeria

UNDP

- Policy and strategy development
- Systematic approach to Capacity Development (including women’s leadership)
- Strengthening ability to expand funds
- Assisting ministries to budget for adaptation
- KM and M&E

© UNICEF/NYHQ2007-0300/Christine Nesbitt
A girl outside Ungwan Baro Koranic School in Nigeria
In Practice: Nigeria

UNIDO

• Small hydropower –flooding control, electricity
• Agriculture adaptation techniques
  – Linked with school gardens
In Practice: Mainstreaming in Nigeria

UNICEF- Formal and Non Formal

• Education Policy
• Architecture - Sustainable School Design
• Skills-Based Education
  – School gardens
  – Water and waste management
  – Conflict management
• Teaching Education – learning for resilience
• Environmental Clubs
• Awareness raising and community engagement
• School as centers for CC action
• Studies on climate change and children
In Practice: Philippines

• 2006 Typhoons:
  • Destroyed 7,000 schools
  • Affected 470,000 school children
• Building Safe Learning Environment for Children Project
• Disaster-resilient school buildings
• Building knowledge, skills and values for resilience

Disaster-resilient CFS schools constructed in Myanmar after Cyclone Nargis

Photo by Carlos Vasquez
Bringing together: Emergency – Development Continuum

Enabling Environment: social/physical

- CC
  - Climate Sensitizing Education
- Adjective Education
- DRR
  - Risk Sensitizing Education
- Drivers
- Bring Together
- Child Friendly Schools Approach
  - INEE Minimum Standards
- Educate
  - Empower
  - Protect
- Life skills
  - Approach: Knowledge Skills
  - Values: behavior change and resilience
UNU Regional Centres of Expertise on ESD (RCEs)

**Formal education**
- Research centers
  - Universities
  - Secondary Schools
  - Primary Schools

**Non-formal education**
- (Science) museums
  - Botanical gardens
  - Zoos
  - Natural parks
  - Local Governments
  - Community leaders
  - Media
  - Local businesses
  - Local NGOs

**Links**
- Vertical links
- Lateral links
- Horizontal links
For more information please contact:

- Stephanie Hodge (shodge@unicef.org)
  - Focal point for climate change and environmental education - ESD
- Aisling Falconer and Antony Spalding
  - Focal point for DRR and education
- Morgan Strecker
  - Consultant on climate change and environmental education and learning community facilitator
- Carlos Vasquez (cvasquez@unicef.org)
  - Focal point for school construction and design
- Anna Maria Hoffman (amhoffman@unicef.org)
  - Focal point for Life Skills Based Education
- Change Mannathoko (cmannathoko@unicef.org)
  - Focal point for Child Friendly Schools
- Kerry Constabile (kconstabile@unicef.org)
- Focal point for Youth and Urban Environment - Climate Change Issues