

Learning for Sustainable Development – UNICEF Case Studies on Mainstreaming climate change and disaster risk reduction in education



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children

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Impacts on Education

Damage to
Infrastructure

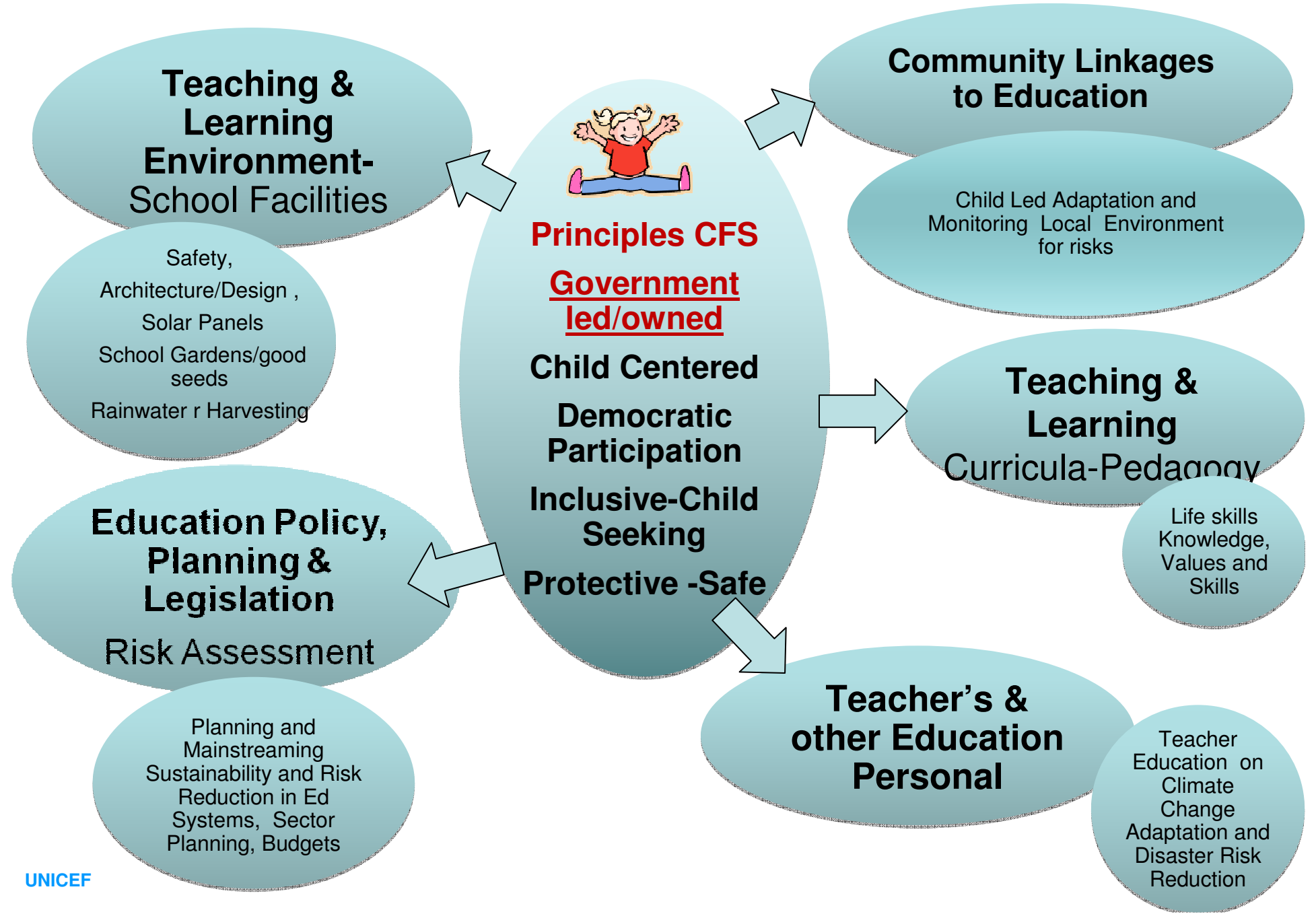
Reduced
Enrolment

Reduced
educational
outcomes

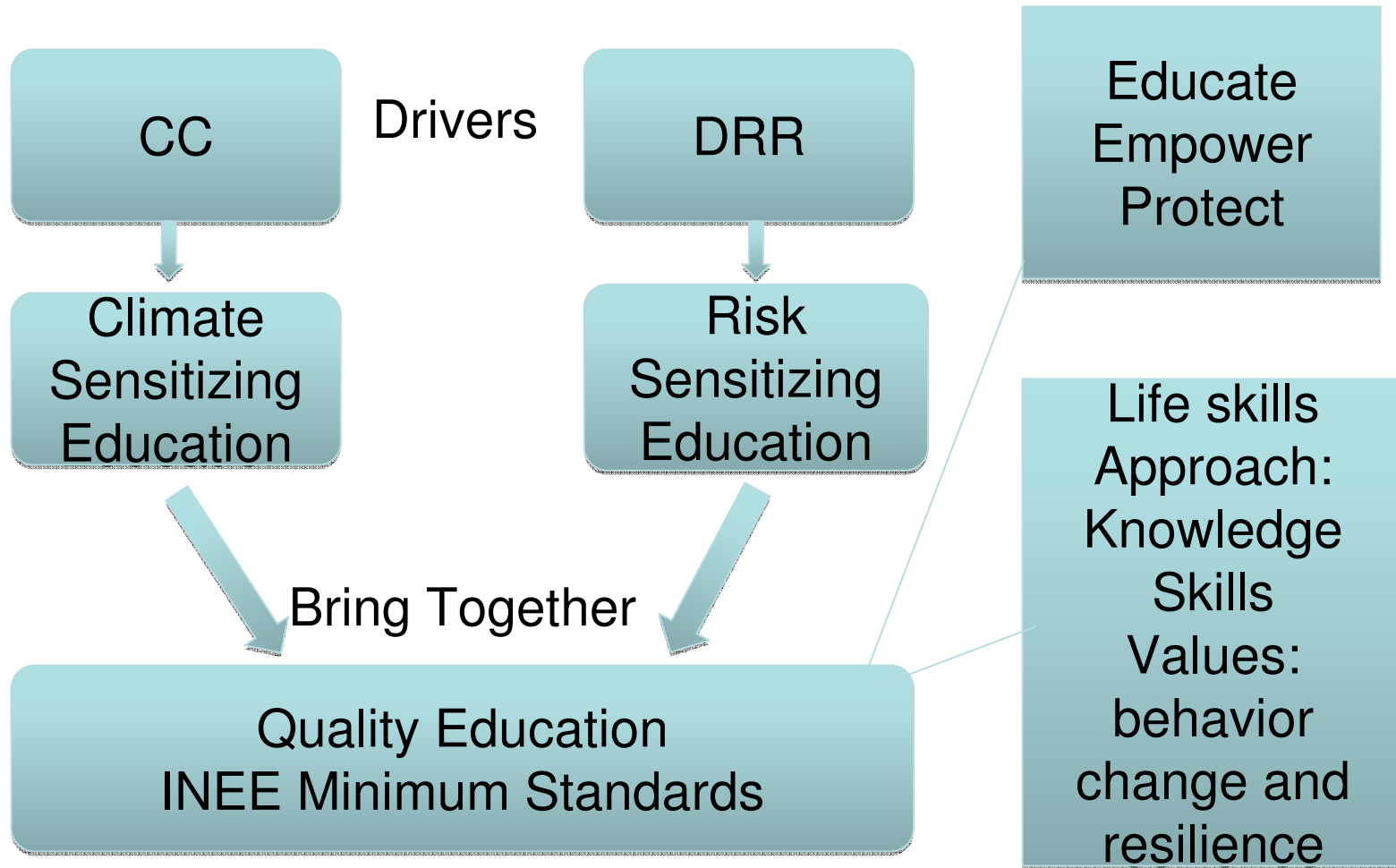
Slower progress
towards
achievement of
MDG 2

Reduced equity for
marginalized groups
i.e. rural girls,
indigenous groups,
disabled children

UNICEF's Child-Friendly Education Approach



Climate Change Education and DRR in the classroom-Change Agenda should not be burdensome! Build on what exists and keep children and teacher's interest at the center of education reform efforts.



DRR integration in Peru



- **Objective:** Strengthening Global , Regional and National/ Local Level alliances to ensure education in emergency situations and to promote a culture of prevention in the most vulnerable communities.
- **Means:** National level activities to strengthen capacities, provide training, and support the development of tools and guidance notes for integration of disaster risk reduction into the core curriculum.

Some Results...

- Children are more prepared for disasters
- Children are proactively identifying and addressing risk in their communities
- Children transfer knowledge and protect their communities

Some Lessons Learned...

- UNICEF has been instrumental in strengthening capacity for linking the national disaster management offices with the Ministry of Education.
- DRR needs to be integrated, rather than added on to the curriculum.

Building Back Better in Myanmar

Construction of Disaster-resilient CFS schools constructed in Myanmar after Cyclone Margi's

Some Results...

- In 2010, 49 CFS schools were completed in collaboration with the government, in five cyclone-affected townships:
 - Adequate toilet and safe water storage facilities, a library, a playground, a fence and a teacher's room.
 - Child friendly learning environment, healthy interaction among children and makes provision for children with disabilities.

Some Lessons Learned...

- Incorporating traditional local architecture and materials readily available, the school design includes innovations to reduce heat and noise.
- Schools provide emergency shelter for the community in a future disaster, sturdy enough to resist another cyclone or earthquake.
- The school construction created new jobs and generated incomes.
- The village community actively participated in the school construction sites – ensuring their commitment and support

Reaching in and out of school children in Madagascar

Principles:

- ✓ Environmental education
- ✓ Youth engagement & participation
- ✓ Contributing to efforts of climate change adaptation for children & youth
- ✓ Supporting pursuit of MDG 7

Strategies:

- ❖ Connecting Classrooms
 - ❖ Forging cross-cultural interactions
- ❖ Saturday School
 - ❖ Engaging with biodiversity conversation
- ❖ Climate Action Media
 - ❖ Junior Reporter Club
- ❖ Networking Networks
 - ❖ Link in- and out-of-school youth and communities

Connecting Classrooms, Communities, and Youth for Biodiversity Conservation

Youth Corps for Sustainable Development

Climate Action for Children in Madagascar

Situation Analysis on Climate Change, Natural Disasters, and Children

Mainstreaming of CCA and DRR into all core programs



A one UN Case study – Nigeria

- ❖ **Funding:** Africa Adaptation Programme
- ❖ **Executing Entity:** Special Climate Change Unit, Ministry of Environment
- ❖ **Implementing Agencies:**

UNICEF	UNDP	UNIDO
Skills-Based Education ✓ School gardens ✓ Water and waste management ✓ Conflict management Teaching capability – learning for resilience Environmental Clubs Awareness raising and community engagement School as center for action Studies on climate change and children	Policy and strategy development Systematic approach to Capacity Development Strengthening ability to expand funds Assisting ministries to budget for adaptation KM and M&E	Small hydropower – flooding control, electricity Agriculture adaptation techniques <ul style="list-style-type: none"> ✓ Linked with school gardens



UN CC:Learn in the Dominican Republic

- The Dominican Republic is one of 5 pilot countries to implement the UNITAR led UN CC: *Learn Project on Strengthening Human Resources and Skills to Address Climate Change*.
- UNICEF is playing a key partnership role in providing technical guidance on the integration of CCA and DRR in the education sector.
- Ongoing development of *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development* through multi-sectoral and multi-stakeholder collaboration.

Some Results...

- Contribution to the implementation of Article 6 of the UN Framework Convention on Climate Change (UNFCCC) and the UNFCCC Capacity Development Framework.
- Partnerships of 32 international organizations to support the roll-out of the UN CC Learn initiative.

Article 6 Successor Work Plan - Thoughts!

Lessons

- Global, National /Local policy coordination and trilateral support important for broad change in learning systems – early, basic, secondary, TVET, Higher Education.
- Training and capacity strengthening are needed to kick start Ed/Public awareness change processes in many LDC Countries
- Learning for CC adaptation is congruent with South South development agenda and there is a need for more guidance on SSC approaches

Challenges

- Need to move beyond scaling up intensive work on systematic Education change project in single countries
- Need to promote development cooperation around the cross sector linkages and benefits of working on climate change adaptation through schools and for delivering quality education for long term sustainability .

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