

Power of One Child + One Tree = A Sustainable Future for All

ECI Supporting governments:

Power of One school kits: participatory methodologies with facilities-based solutions

Capacity development for teachers, health providers, parents, youth leaders

Brazil: Ministry of Education: Let's Take Care of the Planet, 5-10 June 2010

Eco-school for teachers in Santarem

*Every child deserves a Mother
who can provide safe water,
nutritious food and clean energy.*

*We have only ONE Mother
Earth... yet she has 2.2 billion
children ready to love and
protect her.*

*Click here to help us
to help them for
Earth Day!*



ECI Supporting children and adolescents:

Small grants programme for kids

Earth Child of the week

Interactive sharing and learning social network portal



*Color your world today
by supporting ECI's*

**Small Grants Program
for Kids**

**Empowering local actions
for global results**

*One community...one school...
one tree... one drop...
one child at a time!*

ECI supporting UN partners:

UNEP and WHO: *Healthy Environments for Healthy Children*

UN Permanent Forum on Indigenous Issues: *Indigenous peoples and water*

UN DPI: *Every Body Counts, Every Drop Matters*

UNFCCC: *Intergenerational dialogue at COP15*

UNESCO; *DESD, Climate change education*

UNICEF: *Climate Change Environmental Education (CCEERP)*

Climate change environmental resource pack (CCEERP) for child- friendly schools

A policy tool for mainstreaming an educational approach to adaptation



UNFCCC Article 6 LAC workshop

Donna L. Goodman, Executive Director, Earth Child Institute for UNICEF
Bavaro, Dominican Republic | April 26-30th 2010

Earth Child Institute
for

unicef 

CCEERP and Article 6, peer review consultation:

What we hope to achieve

- Peer review, inputs and insight into resource pack modules, refining final development stages.
- Foster collaboration, shared vision and ownership at all levels of development and implementation
- Opportunity for all to contribute

CCEERP and Article 6

Why children?



**Climate change and
environmental degradation
are impacting children
worldwide**

Children's best protection is relevant education which empowers them to be prepared and active citizens



Girls in South Sudan, generating a map of
their community to identify issues
and discussing solutions

They have a **right** to this education

Win-win outcomes

Children (under 18) represent close to one-half the population in most developing countries, one-third worldwide (2.2 billion).

Quality participatory, rights-based education in CFS reduces risk and vulnerability to climate change, improving:

Environment

Natural disaster preparedness

Health

Water

Energy

Food security

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Quality Education Approach

Content ineffective without quality approach:

- Active learning
- Skills-based
- Participatory
- Empowering
- Inclusive
- Child-centred
- Holistic
- Inter-sectoral
- Value-based



Child Friendly Schools (quality education) increasing adaptive capacity at community levels



Community-based
Adaptation to
climate change

Quality Education
with relevant
content

- Embody child-centred principles of quality education for empowered citizenry
- Opportunity to work through schools to achieve community-based adaptation objectives
- Reforesting and increasing access to water, energy and food

CCEE in Child-Friendly Schools

CCEERP Policy Tool for mainstreaming



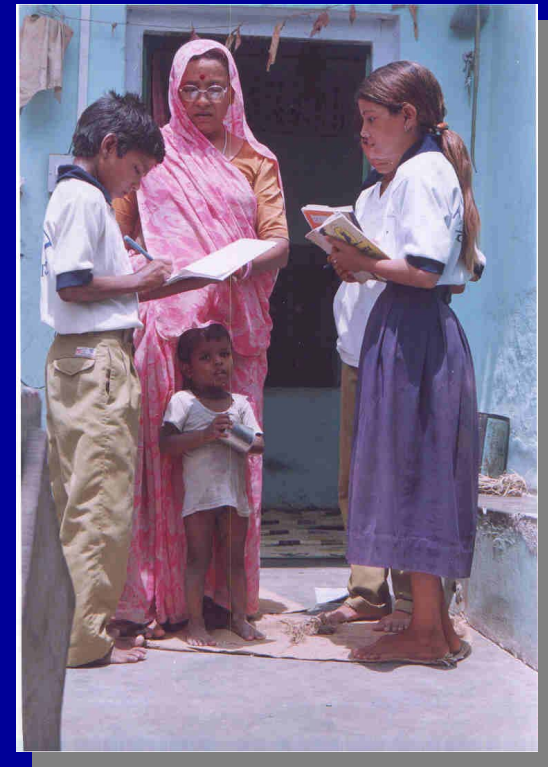
- Engaging with the education sector to fill a gap in multilateral coordination as a key element in adaptation plans
- Orientation of senior ministerial officials
- Developing capacity



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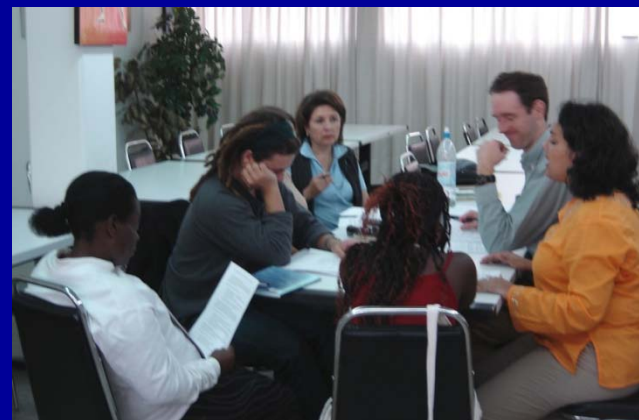
CCEERP a modular approach to mainstreaming

1. Introduction and setting the stage
2. Setting and adapting quality standards
3. Entry points in and around sectors
4. Steps for mainstreaming CCEE
5. Environmental impact assessment
6. Fact sheets
7. Illustrative examples
8. Case studies
9. Glossary
10. Additional resources
11. Non-formal education, youth engagement



Module 1: Introduction and setting the stage

- Purpose and objectives
- Target audience
- Structure of the resource
- Scope of work
- About climate change
- Impacts of climate change on children and adolescents
 - Ecological vulnerabilities
 - Complex and wide reaching
 - Poverty
 - Gender
 - Urban-rural divide
 - Intergenerational and international
- Quality environmental education for community based adaptation
- Making the case: international agreements
 - CRC
 - MDGs
 - Article 6 and New Delhi Work Programme
 - WSSD



Module 2: Setting and Adapting Quality Standards

- Orientation on CCEE for senior officials in the Education sector
- Education sector mainstreaming and national development processes
- Setting standards
- Transmission channels for mainstreaming
- Framework for analysis
 - Policies and legislation
 - Capacity development
 - Curricula and pedagogy
 - Child participation
 - Adolescent engagement
 - Out of school youth and extracurricular activities
 - Children's participation
 - Community leaders, parents and school committees
 - Emergency preparedness and prevention
 - Communication specialists in the media

Module 3: Entry points in and across sectors

- Orientation on cross-sectoral coordination
- Internal and external mainstreaming
- Establish a steering committee
- The quality education framework as a cross-sectoral strategy
- Identifying linkages across sectors
 - Agriculture
 - Child protection/social welfare
 - Disaster risk reduction
 - Energy
 - Environment and forestry
 - Finance
 - Health
 - Meteorology
 - Urbanization and housing
 - Water and sanitation
 - Youth



Module 4: Steps for Mainstreaming CCEE

- 'Big bang' or 'roll-out' strategies
- Simulation modeling and mainstreaming
- Assessing the situation
- Conducting the assessment
- Developing capacity for mainstreaming
- Planning for action
- Mobilizing financial resources
- Estimating resource requirements for CCEE
- Use of simulation model for costing
- Implementing arrangements
- Ensuring sufficient capacity
- Undertaking action
- Documenting action
- Taking stock and scaling up



Module 5: Environmental Impact Assessment

- EIA adapted from UNICEF Programme, Policy and Planning Manual
- Background
- Scope of and EIA
- UNICEF EIA procedures
- Enhancing positive impacts on children's environment



Module 6: Fact sheets

- Background information to support policymakers in four thematic categories:
 - **Implications to child health**
ie: air, biodiversity, health, HIV/AIDS, water
 - **Educational principles and pedagogy**
ie: ethics and values, indigenous knowledge, peace education
 - **Ecological vulnerabilities**
ie: drylands, floodplains, land degradation, highlands, rainforest, ozone
 - **Policy frameworks**
ie: MDGs, human rights, gender,

Module 7: Illustrative examples

- Short excerpts of concepts in action in countries:
 - National policies to address climate change in Guyana
 - Reducing pollution and carbon emissions with biodiesel in Barbados
 - NGO supported school gardens in South Africa
 - Adolescent girls leading the way in Burkina Faso
 - Children's participation in community decision making in India

Module 8: In-depth case studies

- Albania
- Brazil
- Maldives
- Philippines
- Togo
- Zimbabwe

Module 9: Glossary

Module 10: Additional Resources

Module 11: Non-formal education, youth
guide

We'd love to include your experiences.

Climate Change Environmental Education Resource Pack for Child Friendly Schools (CCEERP)

PEER REVIEW WORKSHEET

Dear Colleagues, thank you so much for taking the time to review the CCEERP. We value your insights and inputs and look forward to working with you to ensure optimal readability and functionality for mainstreaming climate change environmental education into national policy frameworks.

The matrix below is aligned with the sections of the CCEERP policy tool as well as space after each section to comment more broadly. .

Name of reviewer -----

Organizational Affiliation-----

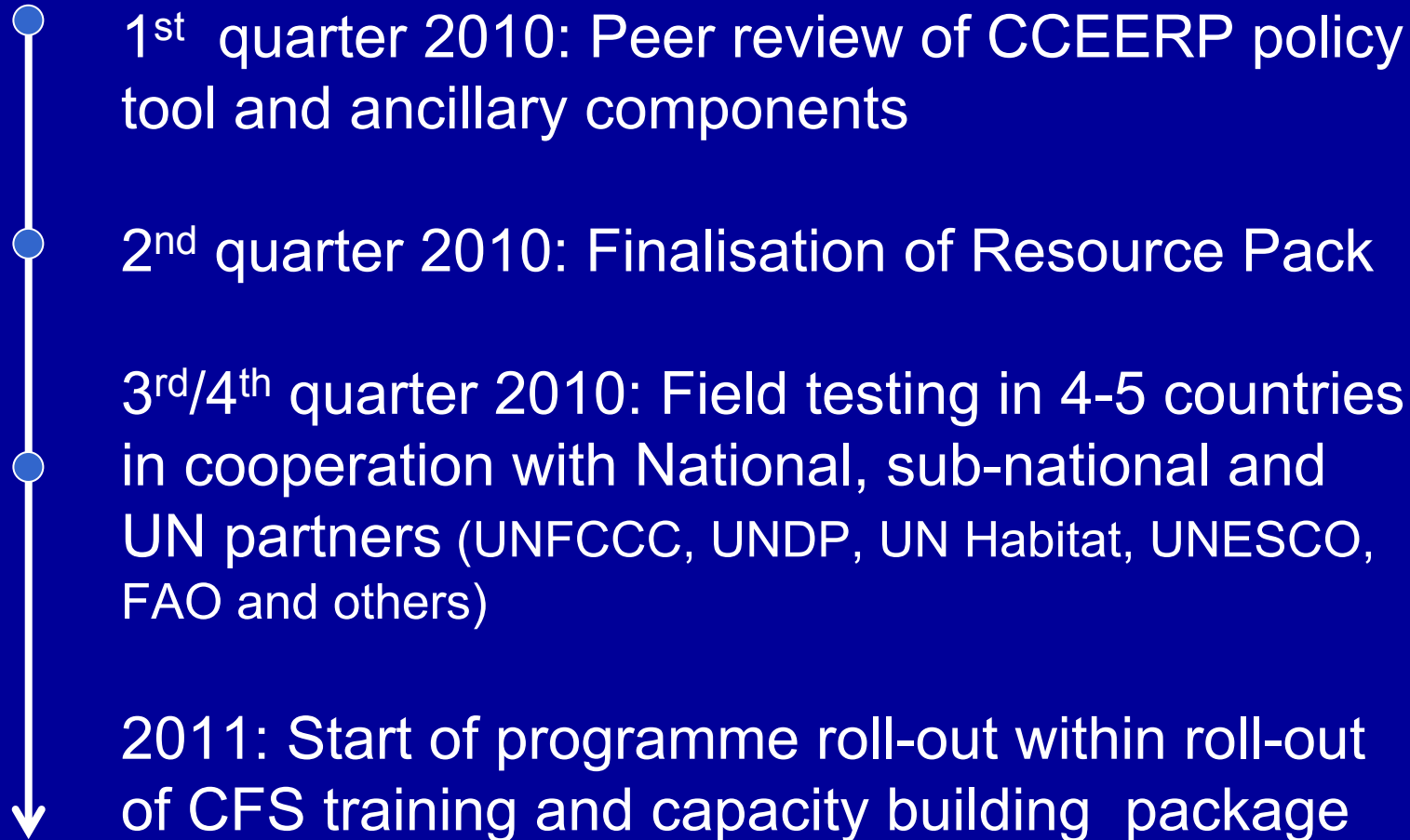
Email address and phone number-----

Comments and recommendations: -----

MODULE and sub-section	Pg	Comments
Module One: Introduction and setting the stage		
Purpose and objectives	1-2	
Target audience	1-2	
Structure of the resource	1-3	
Scope of the work	1-3	
About climate change Ecological vulnerabilities Complex and wide reaching Poverty Gender	1-5	

Additional inquiries and comments can be emailed to donna@earthchildinstitute.org with copy to shodge@unicef.org, cmamathoko@unicef.org and ssugar@unicef.org

CCEERP timeline



Empowered young people

➔ Sustainable Development

- Increase community based adaptive capacity
- Enhance children's health and quality of life
 - Improve and protect the environment
 - Climate change adaptation and mitigation
 - Future livelihoods



Thank you!



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