

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

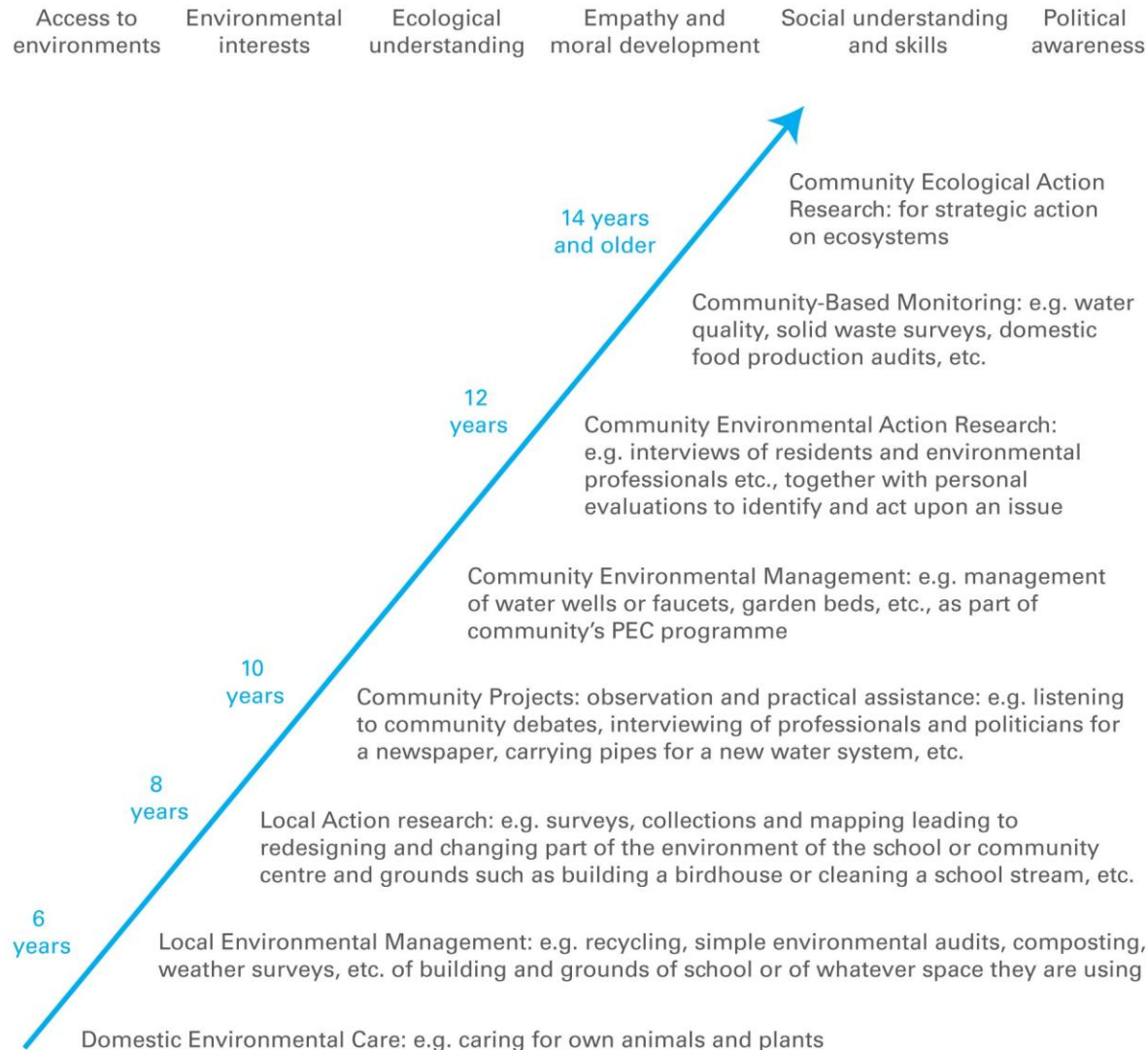
unite for
children



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 ENVIRONMENT²⁰



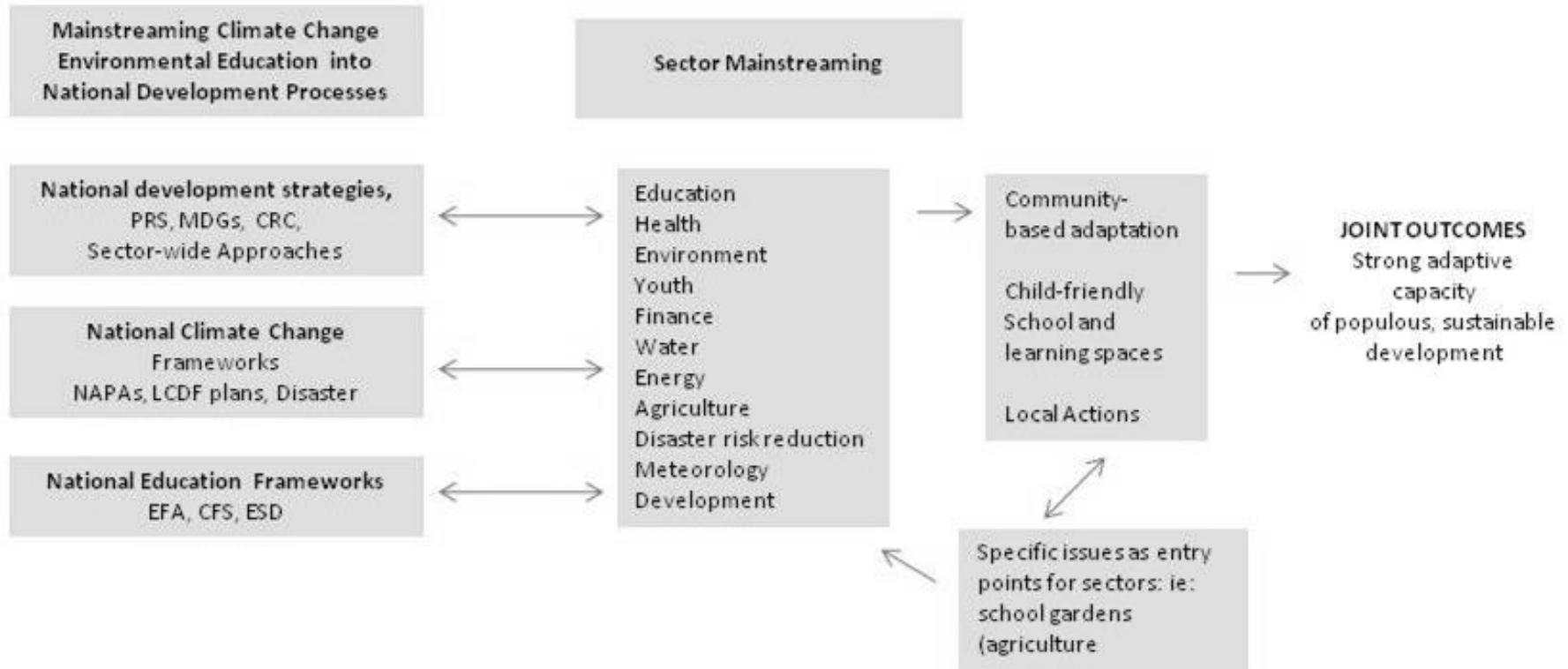
CFE Planning

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 –

Planning Across Sectors



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

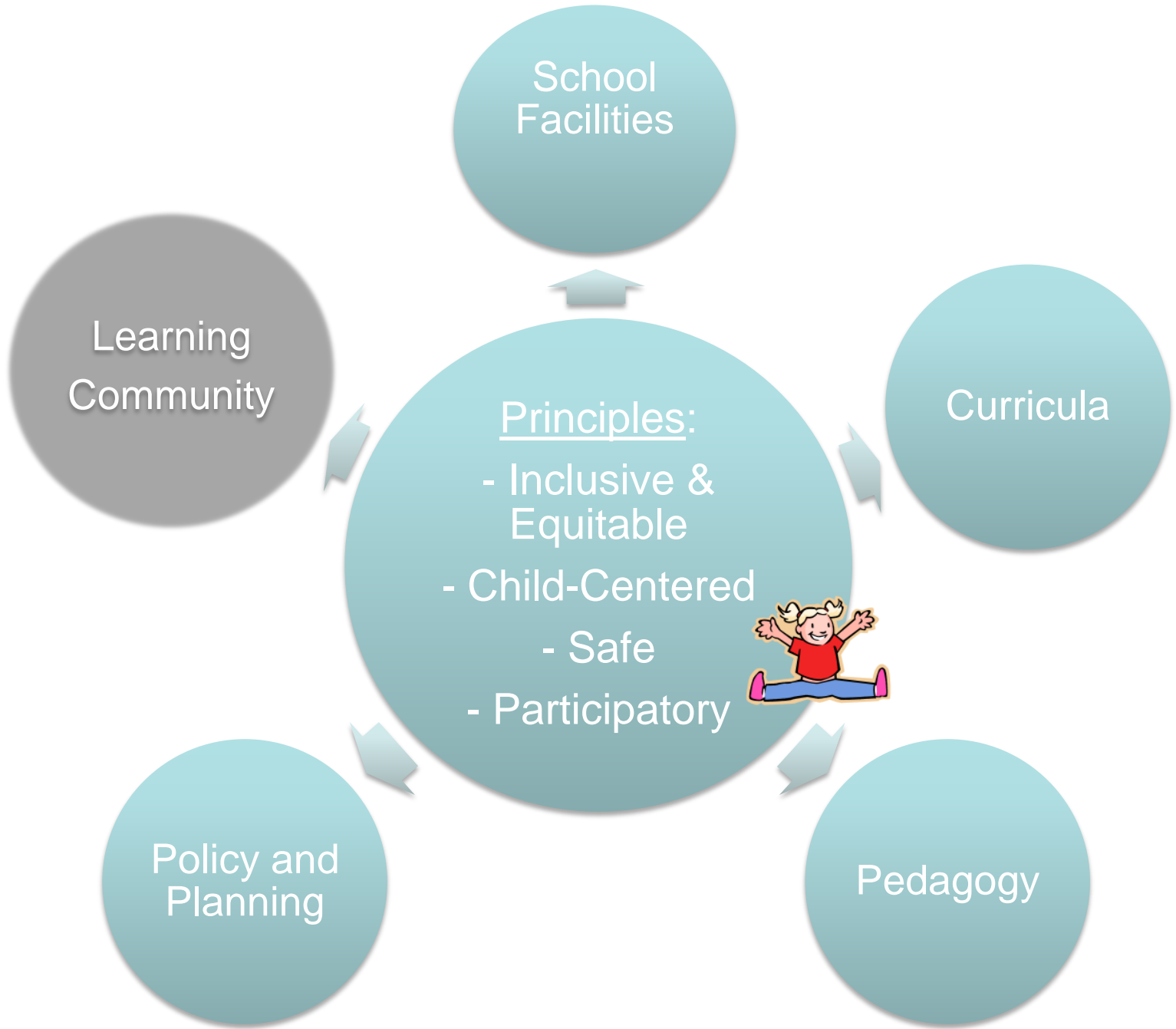
Features of Transformative CFE- Mainstreaming and Scaling up CCADRE action

- 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



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.

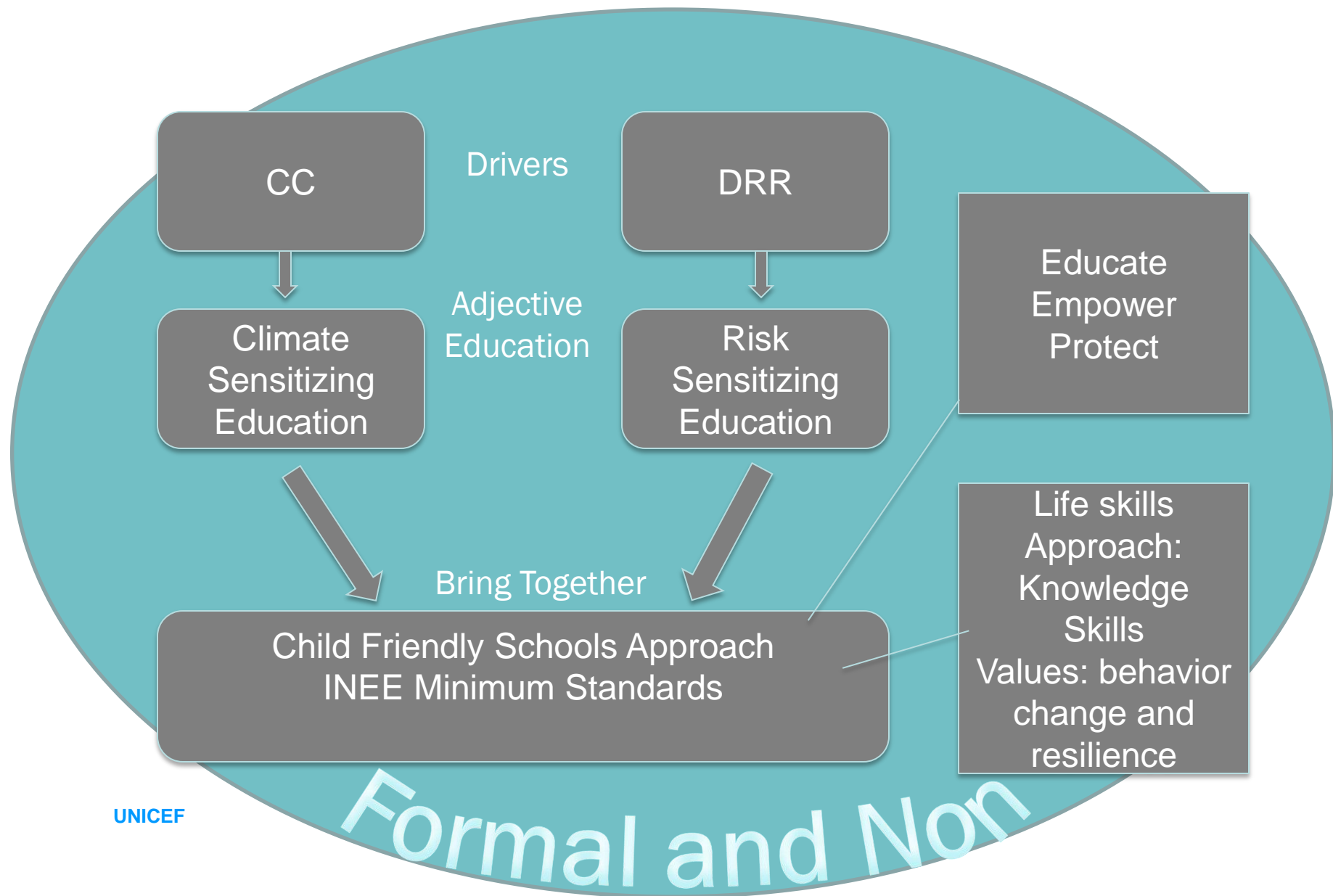
Chair of Inter-Agency Committee (IAC) of the UN Decade of Education for Sustainable Development (DESD) in 2013

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

UNICEF

CLIMATE CHANGE ADAPTATION AND
DISASTER RISK REDUCTION IN THE
EDUCATION SECTOR

Education for Sustainable Development (ESD)



For more information please contact:

Stephanie Hodge (shodge@unicef.org)

Focal point for climate change and environmental education- sustainable literacy

Takae Ishizuka (tishizuka@unicef.org)

Consultant on climate change adaption and education

Aisling Falconer (afalconer@unicef.org)

Focal point for DRR and education

Carlos Vasquez (cvasquez@unicef.org)

Focal point for school construction and design

Changu Mannathoko (cmannathoko@unicef.org)

Focal point for Child Friendly Schools

THANK YOU!



UNICEF

CLIMATE CHANGE ADAPTATION AND
DISASTER RISK REDUCTION IN THE
EDUCATION SECTOR