

EDUCATION



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IMPACTS OF CLIMATE CHANGE

Impacts of climate change are increasingly being felt by people around the world and impacts are projected to increase in the coming years. Changing weather patterns, rising temperatures and increasing occurrence of droughts and floods are typical impacts making life more difficult among the poor in the Global South. Climate change challenges poverty reduction and resilience. For all interventions, it is important to target the most vulnerable as part of the approach as they are the most exposed to climate change impacts.

HOW TO USE THIS CLIMATE INTEGRATION TOOL

This climate integration tool is primarily intended for assisting organisations, which are not having climate change actions as their core area of operation. As CISU, we want to **support our member organisations to further integrate climate action in their development work.** Integrating climate actions is defined as the process of inclusion of climate change related actions into sector implementation, outcomes and policies.

How to use this tool

The climate tool has two main sections, one on **ENTRY POINTS** with **KEY QUESTIONS FOR YOUR ANALYSIS** related to climate action integration when developing your intervention. Here you will also find inspiration on where to look for relevant information.

The second section **OPPORTUNITIES FOR INTEGRATION** has examples and practical

inspiration on **ACTIVITIES AND APPROACHES**, as well as examples on outcomes and indicators for climate action integration.

When should we think climate?

In the intervention preparation phase, ask yourselves and your partners the following questions to find out whether climate actions are relevant:

- **Is the target group impacted by climate change?**
- **Is the thematic focus impacted by or impacting on climate change?**

If you can answer yes to any of these questions, this climate tool can provide inspiration on how to get started with integrating climate actions in your intervention!

CLIMATE ACTION

It covers adaptation, mitigation, risk reduction and resilience building. It is linked to disaster risk reduction and closely linked to green economy and environmental management.

ADAPTATION

Climate change adaptation is the processes by which human beings and societies adjust to changes in climate by making changes in production systems and social and economic organisation in order to reduce vulnerability to changing climatic conditions. Adaptation is closely linked to building resilience of societies and contributes to people's adaptive capacity. In many ways, it resembles good sustainable development.

MITIGATION

Mitigation is limited to the processes by which human beings and societies address the various human activities with potential to reduce emission of greenhouse gas. With CISU funded interventions having a focus on poverty reduction, the focus in climate action integration will naturally be on adaptation. Mitigation should be understood mainly as a co-benefit in the process.

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HOW-TO-GUIDE ON INTEGRATION OF CLIMATE ACTION IN DEVELOPMENT WORK



ENTRY POINTS

Education is a sector with limited direct impacts from climate change, but certainly a sector with opportunities to build future capacities for adaptation and mitigation. In most countries education is not a priority sector in relation to climate action integration.

Educational systems must prepare the learners/students to adapt to a changing climate and how to engage in greener productive activities. It is critical that the various educational opportunities contribute to building resilience to climate change.

TYPICAL IMPACTS FROM CLIMATE CHANGE

- Climate change impacts are primarily on school infrastructure from climate related extreme weather.
- Potential impacts are less school/class attendance and less motivated learners due to undernourishment and other difficulties in terms of school attendance caused by reduced resilience of local target communities.
- The poor are clearly most directly impacted.

Sector Policies

When addressing climate action integration in education, a number of different entry points can be used. The entry points for seeking information on integrating climate action include the education sector policies, plans and programmes for the specific countries. Seek information on which climate actions are mentioned in these documents. And consider if these climate actions could be relevant to integrate in your intervention.

National Climate Plans

Other entry points are the NAPs, the NAPAs, the NDCs and the National Communications for the respective countries. The NAPs can be accessed here: UNFCCC-NAPs. The NAPAs can be accessed here: UNFCCC-NAPAs. The NDCs can be accessed here: UNFCCC-NDCs, and the National Communications can be accessed here: UNFCCC – National Communications. All the documents will have information relevant to the education sector.

Local Development Plans

An important entry point can be local development plans. Typically the district or municipal development plans have plans related to the education sector and might have a number of climate related actions included.

Other Entry Points

There might be different assessments from the target area including vulnerability assessments or participatory poverty assessments. These might include something on education related to climate change. Check also with other CSOs in the area, what material they might have.

There are some tools and guides addressing climate action integration within the education sector. The most relevant can be accessed here UNCCLearn Educ.

KEY QUESTIONS FOR YOUR ANALYSIS

When seeking to integrate climate action in education, it is relevant to consider the following questions:

- What are the impacts in the target area on the education system (e.g. damaged infrastructure and declining school attendance)?
- What are the existing understanding and capacities of the target group when it comes to climate change responses?
- How does the current education system address climate change issues?
- What obstacles are there for improving how the education system is addressing climate change?
- Will the planned activities contribute to improve the capacities of the target group to address climate change issues?
- How does the education institutional and policy environment address capacity development related to climate change response?

CHECKLIST



Information sources in education	To be found? Yes/No	Consulted? Yes/No	Relevance of information? High/Medium/Low
Sector policies, strategies, plans			
Country documents submitted to UNFCCC – NDC, NAPA, NAP, National Communications			
Local development plans			
Vulnerability assessments/Poverty Assessments			



OPPORTUNITIES FOR CLIMATE INTEGRATION

The opportunities for integrating climate action in development interventions focusing on education include activities targeting different types of learners. It covers primary and secondary education as well as vocational and adult education.

In the context of climate change, there is often a need to reconsider or adjust existing approaches to education. Especially the potential to provide learners with the necessary knowledge and training to help them respond to a diverse and rapidly changing reality. To promote climate change education, decision makers need to develop and implement relevant policies and strategies, as well as integrate these in education plans and budgets. This must be translated into what the learning institutions are doing at the actual level of implementation. Promoting inclusion of the most vulnerable in the education for strengthening resilience is important.

ACTIVITIES AND APPROACHES

- Build awareness among the learners on climate change, its impacts and the needed responses. Relevant in advocacy, capacity development and strategic services.
- Support the reorientation of curricula to integrate climate change education tailored at the local level and to stimulate problem solving and critical thinking skill needed to generate solutions. Primarily relevant within advocacy and capacity development.
- Supporting the strengthening of teachers' and educators' capacities to deliver accurate information, integrate local content, promote critical thinking about and take action on climate change adaptation and mitigation. Linked to advocacy and capacity development.
- Support development of teaching material that are integrating climate change education. Related to capacity development and strategic services.
- Support advocacy to have better strategies and policies for integration of climate change education in the learning institutions.
- Support the safeguarding and climate proofing of school infrastructure and learning centres – if relevant, support them as being emergency shelters. Primarily related to advocacy.
- Promote disaster preparedness by teaching learners how to react in disaster situations. Related to advocacy and capacity development.
- Support schools to become examples of green schools with climate adaptation and mitigation measures included. Related to capacity development.

When integrating climate action in an education intervention, it is important that the expected intervention results and outcomes reflect the envisaged impacts of the climate action. Have you for example chosen a climate integration focus on reorientation of curricula to better integrate climate change education, you should include improvement of curricula and the associated teaching into the outcomes and results.

For the actual implementation, it is important to monitor indicators related to climate actions within education. You need to reflect on whether the monitoring set-up includes indicators that are related to climate change education status.

Integration activities in education	Option analysed? Yes/No	Option Integrated? Yes/No
Build climate change awareness among the learners		
Reorientation of curricula to integrate climate change education		
Strengthening of teachers' and educators' capacities		
Development of teaching material		
Advocacy to have better strategies and policies		
Safeguarding and climate proofing of school infrastructure		
Promote disaster preparedness		
Support schools to become examples of green schools		



GREEN LEARNING AND PRACTICES AT SCHOOLS

A CISU member and their partner decided to integrate climate action in the development of a second phase of an intervention in India. The intervention is related to improving inclusive primary education and conflict resolution in many vulnerable communities.

The partners have been able to access information on climate actions related to education from education sector policies and plans from UN:CCLearn. Important activities for climate action integration are related to the integration of **climate/green learning in the curriculum** and in the approach to **running schools**.

The activities are planned to be related to capacity development, advocacy and strategic services.

Increased understanding among the learners on green and climate related challenges and their solutions is then being reflected in the objectives and outputs of the intervention. Indicators such as number of **teachings and practical exercises** related to understanding of green and climate challenges and solutions have been developed.

The practical example is constructed based on experiences from interventions of different CISU members organizations.