



LEARNING BRIEF

Climate Change-Related Emergencies Impacts on Education.

This Learning Brief was compiled by the Global Campaign for Education (GCE) following the webinar held on the 11th of May 2023 focusing effects of climate change-related emergencies on education. The content presented in this Learning Brief is a compilation of discussions and recommendations that were generated from the presentations made by panellists and inputs from participants. This Brief provides insights and on the ground experiences to questions of how climate-change related emergencies are affecting the right to education for all.

June
2023

About the webinar

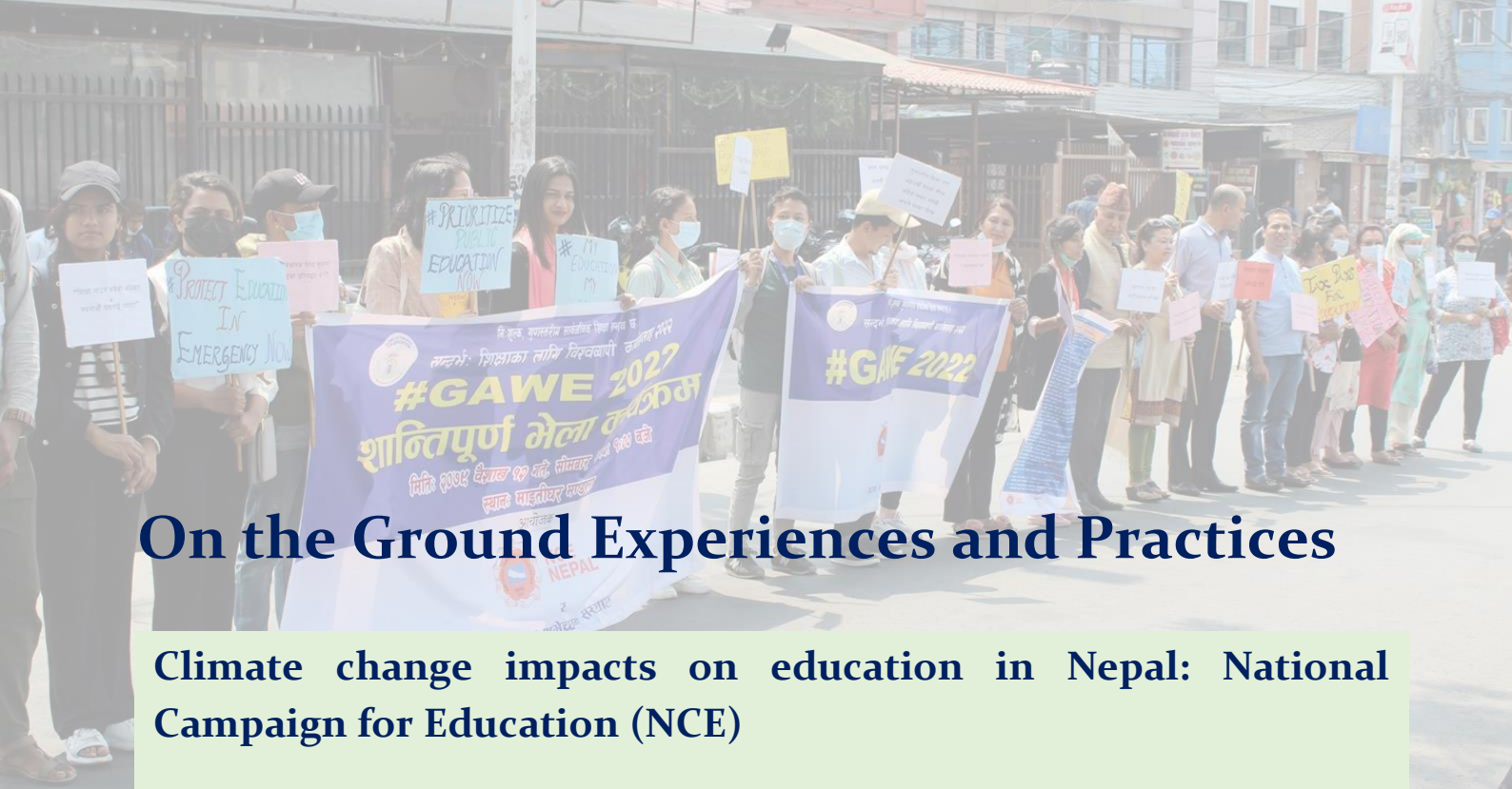
This webinar brought together GCE members, partners and education stakeholders to explore the nexus among climate change-related emergencies, social injustice, including poverty, inequality and the debt crisis. These issues were explored and discussed in the context of how they consistently disrupt people's right to education. The challenges for the reconstruction of school facilities and the provision of education during and after the initial stages of an emergency were also be addressed.

The webinar engaged a variety of speakers from five different countries to reflect on the impact of climate change in their regions and the realities lived therein; including Mr. Ram Gaire-National Campaign for Education (NCE)-Nepal, Ms. Diniwe Phiri,-Oxfam-Malawi, Mr. Tharwat Gaid, Egyptian Coalition for Education for All (ECEA), Ms. Huguette Rakotoarivony-Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT), Mr. Daniel Yépez Barrionuevo-Campaña Peruana por el Derecho a la Educación (CPDE) and World Vision-Peru and Ms. Anna Maria Tammi-Global Partnership for Education (GPE).

The learning event successfully raised awareness on the impacts of climate change and related emergencies on education infrastructure and the provision of the right to education for all from the reflections and evidence shared. In addition, experiences on mitigation measures taken by governments and good practices from civil society to advocate for the right to education in contexts of climate change-related emergencies were explored.

Context Analysis

Education in emergencies (EiE) and crises are characterised by the effects that natural disasters, climate change-related emergencies, pandemics, war and armed conflicts have on education and how they threaten worldwide progress to achieve Sustainable Development Goal 4 (SDG4). Worldwide, an estimated 222 million crisis-affected school children need support (ECW). It is within this context that various discussions are happening cross the globe, and a number interventions proposed so as to mitigate the effects of natural disasters and climate change on education. In his prologue, entitled 'The Fatal Complacency', Archbishop Tutu wrote: '*Climate change is the greatest human-induced crisis facing the world today. It is totally indiscriminate of race, culture and religion. It affects every human being on the planet. But, so far, its impacts have fallen disproportionately*'. Climate change has the potential to harm the life of every human being on the planet, destroys livelihoods and disrupts people's opportunities to enjoy fundamental rights, in particular education.



On the Ground Experiences and Practices

Climate change impacts on education in Nepal: National Campaign for Education (NCE)

NCE is one of the largest civil society movements in Nepal which raises the voice of the voiceless so as to put more pressure in ensuring quality education in an equitable basis. Nepal ranks 11th in terms of earthquake risk, 4th to climatic hazards, 30th in terms of floods, an average of one disaster and two deaths per day. Nepal lies on the Seismic Active Zone.¹ Climate change induced disasters such as floods, landslides, heat waves, cold waves, wildfires and other emergency situations like earthquakes and COVID-19, ultimately disrupts learning in Nepal.

Effects of climate change and disasters on the education sector in Nepal include closure of schools, lack of access to electronic, online and digital learning platforms for students creating a digital divide. Additionally, there is a lack of proper food and nutrients, higher risk of drop out of students-especially the ones from the marginalized backgrounds, students facing psychological distress, increase in abuse and violence towards children, the challenge of payment to the teachers and education staff which ultimately affects the achievement of SDG4 benchmarks in the country.

These contextual realities have contributed to some of the limitations faced by the NCE in dealing with the impacts of climate change related emergencies and disasters in Nepal. These limitations emerge from:

- ◆ Poor mapping, lack of data and a poor preparedness plan to mitigate COVID-19 and the effects of natural disasters;
- ◆ Lack of mechanisms to mainstream mental health concerns within the education sector;
- ◆ Lack of attention to EiE in non-formal education and teacher training; and
- ◆ Lack of theoretical knowledge on hazards and disasters.

To mitigate some of the limitations faced by the NCE in dealing with the impact of climate change related emergencies during the pandemic in Nepal, the Coalition took various steps where lessons can be drawn from which include:

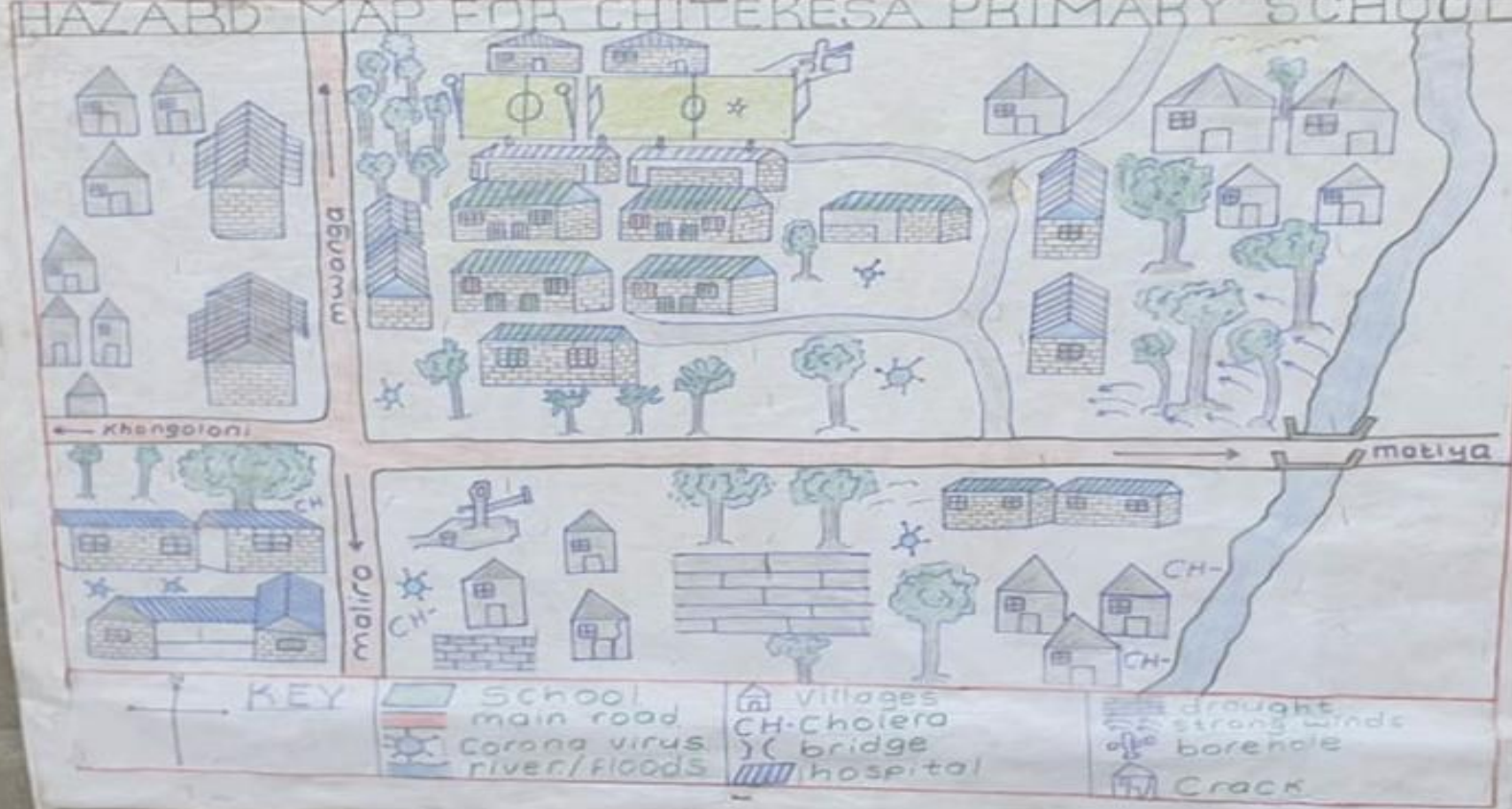
- ◆ Ensuring learning continuity during emergency by engaging with the Education Cluster from Province and Federal levels to reinforce, formulate and implement contingency education plans.
- ◆ Pushing for the safe re-opening of schools and digital learning/equality.
- ◆ Convening education dialogues and policy discourse at national, province and local levels on Safe Learning Facilities.
- ◆ Engaging in community mobilization and empowerment to amplify the campaign for education in emergencies.

Climate change impacts on education in the case of Malawi: Oxfam-Malawi

Multiple hazards annually affect Malawi including floods, stormy rains, strong winds, disease outbreaks-Cholera, the COVID-19 pandemic and ad-hoc accidents. Natural disasters and emergencies are a major source of risk for the most vulnerable populations, disrupting education and undermining development gains. In 2021 and 2022, Cyclone Ana and Gombe affected 221 127 households, 228 schools and 114 212 learners in 17 Districts (DoDMA Snapshot, 8 February 2022) leading to displacement, loss of property and livelihoods, damage to infrastructure such as schools and subsequently, disruption to learning. The COVID-19 pandemic disrupted the 2019/2020 school calendar due to closures and fluctuation of learner enrolment in between school terms.

The recent cholera outbreak led to delayed opening of the school calendar in January 2023 in two big cities, Blantyre and Lilongwe. Most recently, Cyclone Freddy displaced more than 500 000 people and left over 100 000 homes and buildings (including schools) destroyed since the storm began battering Southern Malawi on March 12 2023. The Cyclone claimed 510 lives, while hundreds more remain missing. Among the fatalities, 113 were students (69 boys and 44 girls) and two teachers. The Ministry of Education suspended classes in all the 10 at-risk Districts on the 12th of March 2023. According to Malawi's Disaster Management Agency, over 273 000 students were left out of school in the aftermath of the storm. Consequently, 390 schools were used as shelters for displaced people as part of Malawi's recovery program which also led to the suspension/disruption of learning and prevented schools reopening on time. Fortunately, schools reopened on 27th of March 2023. Recovery efforts in schools is still ongoing through provision of learning materials and the rehabilitation of learning infrastructure.

GCE & Southern African National Education Coalitions' Statement on the effects and destruction caused by Cyclone Freddy in Malawi, Mozambique, Zimbabwe and Madagascar



Oxfam-Malawi and Partners' Interventions

As Malawi has been making efforts to recover from the effects of Cyclone Freddy, various interventions have been rolled out to mitigate the negative effects of climate change related disasters and to promote the right to education in Malawi during and after emergencies. As an organisation that has been involved in rolling-out humanitarian and emergency response projects across the world, OXFAM has been proactive in increasing disaster preparedness for teachers, learners and communities in Malawi. OXFAM, in partnership with PLAN International, continue working with schools to raise awareness on existing and potential climate change related hazards to schools and communities, triggers of disasters to better prepare and reduce likely risks/damage posed by potential emergencies in Malawi.

Key highlights and Successes

- ◆ Community leaders and school management are also being trained/equipped to pre-identify and set-up safe havens (outside school premises) to temporarily host displaced people to minimize the disruption of learning.
- ◆ Schools and the community managed to collect community level data, coordinated by District Civil Protection Committees for support where cyclones occurred.
- ◆ Working with schools to identify and implement practical mitigation measures such as construction of waterways around education premises, locally built dykes and planting of trees to reduce landslides.
- ◆ Participating in Rapid Needs Assessments (RNA) and Joint Education Needs Assessments (JENA) after floods and cyclones.
- ◆ Supporting 3662 households (largely IDPs) in camps with MPCT and few NFIs-19 921 individuals against a target of 27 500 individuals representing 72.44% against targeted 80% of the affected.
- ◆ Education stakeholders assisting 6000 learners from 22 affected schools with study materials to ensure continuity of learning.

- ◆ The Ministry of Education (MoE) actively collaborating with other Ministries, local and international organizations, as well as United Nations agencies, in mobilization of human and financial resources for the emergency response. The MoE is the lead Ministry responsible for overall preparedness and emergency response in the education cluster and operation.
- ◆ All stakeholders working together to ensure that teaching and learning continues in all learning institutions in areas affected by disasters and that special attention is given to learners with disabilities, those injured or traumatized by the disaster and other vulnerable children.
- ◆ Education cluster stakeholders continuously being mobilized and activated to support different interventions to restore quality teaching and learning for the affected learners or school going children in various locations based on the INEE Minimum Standards.

Lessons learned from the interventions

As an organisation actively involved in the climate emergency in Malawi where lessons can be drawn from, OXFAM has drawn the following lessons from rolling-out various interventions:

- ◆ Mechanisms and capacity building on Disaster Risk Reduction (DRR) for teachers and communities bearing in mind that disruptions to education can be significantly reduced in times of disasters with proper preparedness and planning.
- ◆ Decentralising and prepositioning of Learning and Teaching Materials (LTMs) in regions prone to natural disasters as delivery to affected schools might be rendered difficult to be coordinated from the capital in times of an emergency. Pre-positioning of learning and teaching materials should be done before cyclones occur so that they are readily availed after the disaster.
- ◆ A harmonized approach to assessments during disasters which brings unified and integrated response, value for money and efficiency. For example, interagency assessments and coordination.
- ◆ Interventions strengthened coordination among area/village civil protection, school management and District Civil Protection Committees in the target Districts before and after disasters.
- ◆ MPCT as an early response mechanism empowers the recipients to spend the money on their most pressing needs if markets are functioning.
- ◆ There is still a need to bridge capacity gaps to mainstream EiE and Disaster Risk Management to ensure access to quality education. This was revealed after engagements with Ministry of Education officials.
- ◆ There is inadequate funding to ensure continued learning and renovations of school infrastructure.
- ◆ Benefits of one-off Multipurpose Cash Transfers (MPCTs) as an early response mechanism are being undermined in cases of occurrence of multiple disasters (cyclones Ana, Gombe and most recently Freddy).
- ◆ Damage to roads contributed to delayed Rapid Needs Assessments (RNA) and early response to meet lifesaving needs of those affected by cyclones.
- ◆ Schools continue to be used as temporary evacuation centres/shelters in times of disasters which frequently lead to the suspension of learning for a long time.

Climate change impacts on education in the case of Egypt: The Egyptian Coalition for Education for All (ECEA)

Egypt directs more efforts every year towards the “green economy” path as it invests billions of pounds in its general budget in every fiscal year in all fields, and even increases these allocations year after year. In the fiscal year 2020/21, the government directed about 15% of the year’s budget and the State’s investment plan into green projects. The percentage doubled in the following year 2021/22 to 30%. The government aims in the current year’s budget 22/23 to direct about 40% amplifying its “greening the State Investment Plan.”

According to the report issued by the Ministry of Planning and Economic Development on the State’s investment plan for the current fiscal year 2022/2023, which is directed to the Parliament’s Plan and Budget Committee, and towards this “green economy” path, Egypt has launched “5 strategies” which come as a plan of change under the ‘Climate 2050’ blueprint. Egypt hosted the COP27 Climate Change Conference between 6 and 18 November 2022 recognized as one of the most important global events and attracted the participation and interest of all countries in the world. This Conference came at a time when all countries are affected by climate change and its negative effects. During the event, Egypt launched its “5 strategies” to confront climate change, in which education is a focus.

Egypt National Climate Change Strategy

Good strategy implementation practices	Strategy implementation challenges
<ul style="list-style-type: none"> ◆ On education, Egypt has designed many subjects that deal with climate change adaptation, as well as practices and procedures that spread awareness among students and rolling out community awareness programs through the use of green messages via social media tools/platforms, television channels, electronic and paper newspapers. ◆ The country is also developing qualified teachers' capacities in green education issues, how to preserve the environment and is also using the simplest means and methods to transfer it to students. ◆ On infrastructure, Egypt has made many efforts to design it so that it is able to mitigate the effects of climate change. These changes have focused on buildings-including schools-and their equipment, drainage systems, electricity, emergency shelters, toilets, and the internet. ◆ On the budgets and resources, the Ministry of Finance has allocated a lot of resources to the Ministry of Education and Technical Education to facilitate these upgrades and new infrastructure. 	<ul style="list-style-type: none"> ◆ Administrative capacities at various levels. As climate change and its associated interventions are relatively new and developing at a fast pace, most government departments do not have the knowledge and capacity to implement and run the projects without the assistance of climate experts. ◆ Comprehensive climate data that provides a solid base for planning and action. ◆ Awareness about the need to prepare teachers to deal with emergencies. ◆ Commitment of key stakeholders in combating the effects of climate change in the education sector. ◆ An adequate budget for emergency responses. ◆ Public awareness on the effects of climate change on education. ◆ A crisis management plan to ensure the smooth handling of emergencies or disasters in Egypt.

ECEA's interventions and lessons learned

As a Coalition that has been pivotal in advocating for climate action and setting-up of mechanisms to mitigate the effects of climate change in Egypt, ECEA has taken various practices and actions where lessons can be drawn from which include:

- ◆ Developing the capacities of educational principals and school management committees to manage Education in Emergencies.
- ◆ Continuously preparing teachers for 'teaching in emergencies' by establishing the relationship and impact of emergencies as a subject of education in schools, including enriching educational curricula in emergency situations by integrating topics on climate change and its effects in the various curricula.
- ◆ Carrying out large scale awareness campaigns on Education in Emergencies.
- ◆ Developing and rolling out emergency response plans at District levels where emergencies are more concentrated and disruptive.
- ◆ Rolling out initiatives on green education to confront the climate crisis.
- ◆ Rolling out art exhibitions organized by students at major events, through which they express climate change and its impact on the environment around them. About 1 000 students participated in the implementation of 1 700 'green projects' since 2020 up to date.

Climate change impacts on education-the case of Madagascar: Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT)

Madagascar is one of the countries on the frontline of the climate crisis. Its vulnerability translates to one million people facing catastrophic drought and experiencing violations of their rights to life, education, health, food and water each year. Education systems are drastically affected by climate change in Madagascar as floods and rising sea levels often destroy learning and living spaces. Each year, extreme temperatures cause droughts and famines. The consequences of the drought on the exercise of human rights for Malagasy people living in the Grand Sud region is unprecedented where 91% of the country's population lives below the poverty datum line. All of these factors combined have a negative impact on how education systems continue to function. Over the past 35 years, more than five million children and youth have been affected by 46 natural disasters in Madagascar including cyclones, droughts and floods.

In addition, the risks associated with school closures increase social vulnerabilities as well as household financial hardships. Poverty is also one of the major factors which contributes to the lack of concentration of children and adapt to digital learning at home. Perennial natural disasters, intensified by climate change, keep on destroying school infrastructure across the country and reduces school attendance, especially for students from marginalized families. This has made recovery efforts difficult and the reversed the gains made. Financial and economic instability which makes it difficult for Madagascar to deal with these disasters. The situation is made worse as resources are allocated to other 'pressing' social needs such as the provision of water, food, ablution, shelters, among others which has seen education becoming a secondary priority during and after disasters.

CONAMEPT's interventions to promote the right to education in emergency contexts

As a network that has been active in mobilising civil society to intervene in climate emergencies and convinced of the paramount importance of respecting and promoting the fundamental right to education in Madagascar, the national coalition-CONAMEPT, has:

- ◆ Implemented a project to strengthen resilience of the education system in the face of possible pandemics to promote the right to education in emergency contexts. This project follows-up on the equal distribution of access to information and communication technology to mitigate the negative and potential impacts of the crises on the schooling and digital learning of students with support for teacher performance.
- ◆ Placed students, teachers and parents as essential actors in the promotion of digital learning for the continuity of education. Three types of actions have been prioritized by the organisation's intervention/project which are i. Training and support for teachers to integrate digital tools into student progress monitoring at home ii. The endowment of digital support (students and teachers), solar kits (parents) and iii. Guarantee the well-being of students through the school canteen where they get free meals and drinks, especially for learners who come from disadvantaged families and walk long distances to get to school.

Climate change impacts on education-the case of Peru: The Peruvian Campaign for the Right to Education (PCRE) and World Vision-Peru

Peru is frequently hit by Cyclone Yaku which is a "Coastal El Niño" phenomenon causing intense and unusual rains which cause flooding, river overflows and landslides known in Peru as "huaicos". In 2023 alone, the Cyclone left more than 100 people dead, 239 669 internally displaced, 624 educational premises destroyed and 5 331 educational establishments battered by the storm. Between March and April 2023 alone, almost two million boys and girls could not go back to school due to the Cyclone. In essence, the Cyclone deprived learners of their right to education, delayed the start of face-to-face schooling as most schools are used as temporary shelters in the aftermath of the cyclone since many homes will have been destroyed by the storm.

CPDE's and World Vision-Peru' efforts to promote the right to education in affected regions

Following the cyclone, stakeholders swiftly identified the schools and victims affected by the disaster, with the coordination of the Ministry of Education of Peru at the national and subnational level with the help of INDECI, civil society organizations and international organisations such as UNICEF, Save the Children, PLAN International, among others. Following the Cyclone, the Coalition-PCRE, in coordination with other stakeholders have:

- ◆ Actioned debris removal and physical rehabilitation of schools, with 20 schools having benefited so far.
- ◆ Trained 639 teachers in socio-emotional support so as to rehabilitate survivors of the cyclone through counselling and emotional support, accompanied by the delivery of 30 emotional support kits.
- ◆ Distributed protection kits to 11 390 girls and boys that can be handy for survivors residing in camps and temporary shelters.

Introducing a Framework for Action Towards Climate Smart Education Systems: Global Partnership for Education (GPE)

GPE acknowledges that climate change has various effects on education. Almost half of all children live in countries classified as extremely high risk to the impacts of climate change. Extreme weather emergencies destroy or damage schools, learning materials and vital infrastructure, making it harder for children to remain in school and keep learning. Adverse childhood experiences associated with climate disasters have lifelong consequences on educational outcomes. Natural disasters and pandemics have multiple indirect effects on children's education, increasing risks of malnutrition, disruption of livelihoods and negative health impacts and others keeping children out of school. Through its strategy, GPE seeks to accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

GPE's framework for action

Through its intervention framework to mitigate climate change and emergencies, GPE is:

- ◆ Rolling out a seven-dimension framework to maximize complementarity between presently siloed approaches which outlines potential entry points within national education systems to strengthen the resilience and relevance of education to climate change and environmental degradation;
- ◆ Highlights opportunities for leveraging the role of education in wider climate change, disaster risk and environmental efforts;
- ◆ Identifies gaps in evidence and practice in relation to EiE; and
- ◆ Highlights existing frameworks and approaches related to climate change resilience and adaptation.

Cross-Cutting Role of Gender in Climate-Smart Systems

In its work, GPE puts gender at the centre of its interventions and believes in a two-way relationship between gender and climate change, acknowledging that:

- ◆ **Climate change poses a growing threat to gender equality in education:** GPE acknowledges that climate change exacerbates pre-existing gender equity gaps and socially constructed power relations, norms, and practices. To mitigate this, GPE puts girls and women at the centre of its programming to ensure that they are not left behind and further marginalized.
- ◆ **Evidence points to a positive association between girls' education and resilience to climate disasters:** A study of 125 developing countries from 1980 to 2010 emphasized the role of girls' education in reducing the impact of disasters, stating that education was "the single most important social and economic factor associated with a reduction in vulnerability".
- ◆ **Empowering girls and women lead to more effective climate action:** Positive correlation between women's civil society and political participation and beneficial environmental outcomes, including a reduction in carbon emissions.

In rolling-out its program, GPE has implemented seven projects in countries such as the Philippines, Ivory Coast, Cambodia and Haiti in data and evidence, policy and planning, teaching and learning to promote climate-smart education. Full details can be accessed: [here](#).

Recommendations from the discussions

Webinar participants proffered the following recommendations to mitigate climate change-related emergencies and their impact on the right to education:

- ◆ Priority should be given to increased/deliberate investment in permanent evacuation centres outside school premises in disaster prone areas to avoid disruptions to education.
- ◆ There is need to ensure shelter management training for people managing public buildings used as evacuation shelters such as schools. Linking with other humanitarian organisations such as Red Cross on shelter management training resources.
- ◆ Humanitarian organizations should work with the Ministry of Education to improve its capacity in disaster preparedness, response, recovery and enhance resilience.
- ◆ There is need to continue lobbying government to integrate Education in Emergencies in teacher training curricula to promote equitable access to education during emergencies.
- ◆ There should be functional Disaster Risk Reduction (DRR) clubs in schools championing knowledge dissemination on disasters at both school and community level and school afforestation. There should be deliberate popularisation of the DRR resource book in primary and secondary schools.
- ◆ Popularising seasonal weather forecast at local level is of utmost importance. This can be done via social media, local radio stations and community meetings to minimize the effects of disasters.
- ◆ Prepositioning learning and teaching materials and non-food items should be done which ensures timely response when an emergency occurs.
- ◆ Including topics in the curriculum on emergencies, natural disasters and trauma management and raise awareness among students regarding emergencies.
- ◆ Teacher education and training curricula should include provisions to enable teachers to address education in emergencies.
- ◆ Disaster management plans should include a mechanism for providing rehabilitation of education facilities following a disaster/emergency.
- ◆ The educational resources available in the private sector should be identified and the information made available to all.
- ◆ A common curricular framework in general, as well as vocational education, should be applied to educational institutions in both the public and private sectors.
- ◆ Adoption of in-country laws to allocate a fixed percentage of the profits of major companies to finance education within the social responsibility clause of the private sector.
- ◆ Improving education tax collection from all taxpayers, centrally at the State level, for the scientific planning of educational development programs.
- ◆ Launching a local fund dedicated to financing education from public companies, individuals, and various agencies.

Resources

- The webinar recording can be accessed: [here](#).