



Climate change, displacement and the right to education: 5 key lessons from the AP regional study

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Climate change displacement in AP

80%

of the CCD in the world is from AP (IDMC, 2022)

57M

people severely affected by climate disasters in 2021 in the region (IFRC, 2021)



The Study

- **Duration:** June 2021 – March 2022
- Case countries: Bangladesh, India, Indonesia, Tuvalu and Vietnam
- Objectives:
 - 1) Analyse **regional and national trends** of climate displacement scenarios,
 - 2) Identify **profiles and educational needs** of climate displaced persons
 - 3) Document the **barriers and policy measures** to ensure learning continuity of the climate displaced persons, and
 - 4) Draw **concrete policy recommendations** for Member States



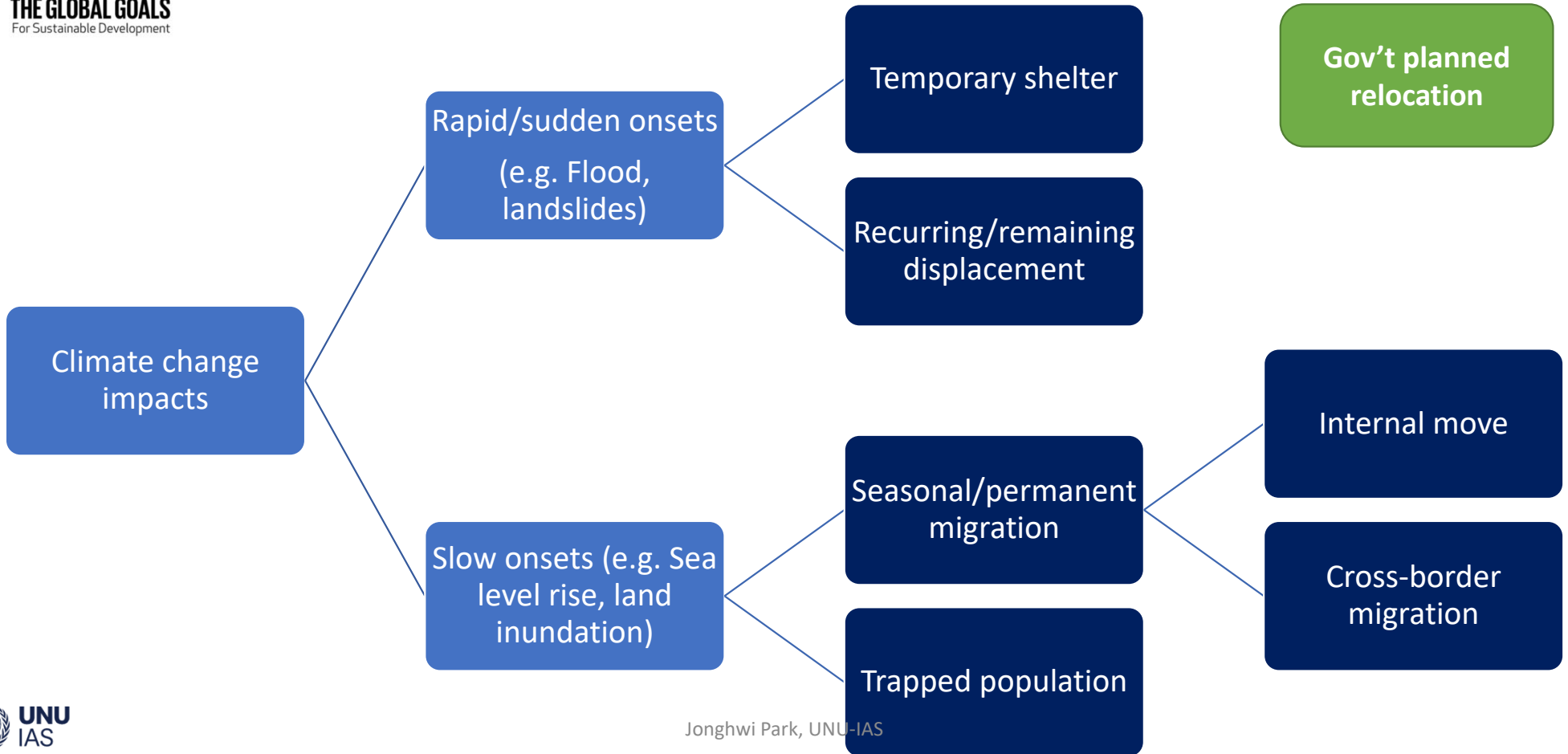


5 key lessons



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1. Multiple and complex scenarios



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2. Need for data-based prioritization in emergency aids

- Leaves secondary students and youth behind
- Contributes to the increasing drop out of secondary students (esp. girls) after the disaster-driven school closure



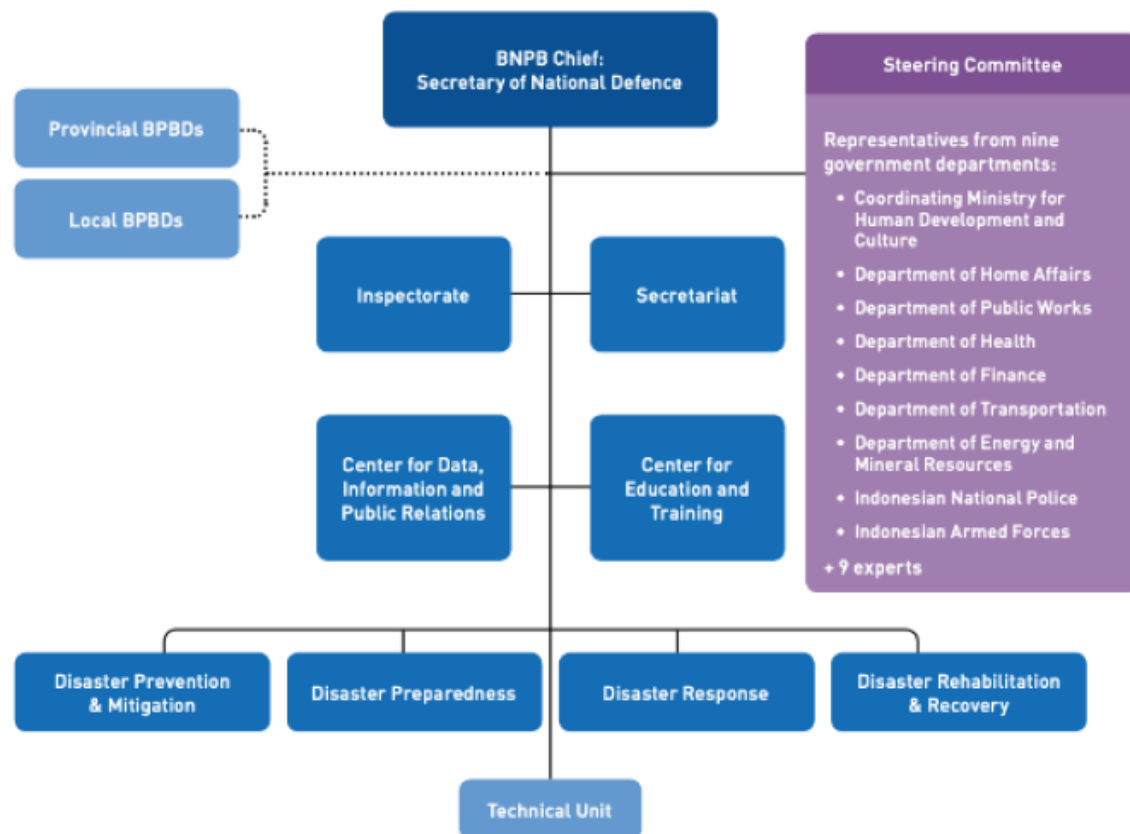
Photo: Students in Parigi Moutong, Indonesia in a temporary shelter school (by: Nurlina Kabid Paud Dan Dikmas, July 2021, UNU Focus Group)



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3. Education in national climate adaptation plan

- Nationally Determined Commitment (NDCs)
- Policies to facilitate seasonal and internal migration (ID registration)
- Curriculum for DRR, ESD, climate literacy, etc. - time to review and integrate
- Schools to be last place as disaster shelter.



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Organizational structure of disaster management in Indonesia
(UNDRR, 2020)



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4. Lifelong learning for everyone

- Access to lifelong learning is felt lacking after the disasters. (Bangladesh and Indonesia)
- Language minorities need to learn new languages (Indonesia and India)
- Diverse learning needs by seasonal workers (reskilling and upskilling) and trapped population (DRR)
- Combined effects (climate impact x poverty x gender x language)



Dholkhali childrens group teacher, Mithu Mondal, says she can empower her students through education, but not financially since there's no vocational training at the school. Credit: Sam Eaton. Source: <https://theworld.org/stories/2015-09-15/after-floods-come-human-traffickers-these-girls-are-fighting-back>



5. Teachers as climate displaced persons

- Long absence of teachers
- Need for training to provide psychological support to students
- Need systematic support for delivering climate change education and DRR education

One girl said if she could be boss of the school she would build a new school and demand that all of the teachers come back to work as currently not all of them have returned.

Source: Empatika (2018) *Listening to children who were affected by the Central Sulawesi earthquake and Tsunami*. Available at: www.empatika.org



News photo: 'Dozens of highland teachers lost their homes after floods' (07/09/2018)

Source: <https://baonghean.vn/hang-chuc-giao-vien-vung-cao-mat-nha-sau-lu-213792.html>



Policy recommendations

1. Include education sector in the national climate adaptation plans and provide clear mandates to education sectors in NDCs.
2. Collect disaggregated and longitudinal data to prepare multiple scenarios of CDPs (to project influx and outflux mobilities by climate impact).
3. Provide lifelong learning opportunities for climate displaced people to ensure their smooth adjustment and social and economic wellbeing in a new settlement.
4. Prioritize teachers, like medical staff under the pandemic.
5. Establish international agreements and conventions to recognize climate displaced persons.



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Thank you!



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