Climate Smart Education Systems

Strategic Capability Initiative
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Through this strategic capability, GPE seeks to enhance countries’ capacities to mainstream climate change adaptation and environmental sustainability into education sector plans, budgets and strategies as well as to enhance education ministry capacity for cross-sectoral coordination on climate and environment-related policy and programming.

This initiative aims to ensure that:

1. Education ministries have enhanced capacities to develop evidence-based policies and plans for climate change adaptation and environmental sustainability

2. Education ministries are better equipped to improve the resilience of schools to climate risks, including enhanced capacity to strengthen infrastructure, school safety and educational continuity management

3. Education sector has timely access and capacity to use climate-related data and integrates it into its monitoring systems

4. Education sector coordinates effectively with other sectors around climate change policy and programming (including disaster risk mechanisms), and is able to access increased climate financing for education sector activities

5. Education system integrates climate change and environmental sustainability into curricula, pedagogy and teacher training
Ministry of Education climate adaptation and environmental sustainability roadmap

This initiative aims to support ministries to identify opportunities and strategies to strengthen climate resilience and sustainability within and through the education system. These climate action “roadmaps” will build on and be integrated into existing national education and multi-sectoral policy and planning frameworks, with support from initiative partners to reinforce ministry capacity for their operationalization.

To inform the climate action roadmap, the following inputs to the planning and policy development process may be drawn on iteratively, based on the emerging country-level priorities and needs which are identified by ministries and partners:

- **Education sector risk analysis on the expected impacts of climate change on the education sector** and children’s learning.
- **Development of costed climate change adaptation and environmental sustainability measures**.
- **Indicators and/or a monitoring plan** for climate adaptation and environmental sustainability actions.
- **Mapping of resource mobilization opportunities** for the roadmap activities, including climate finance.
The offer of support

Strengthen ministries implementation of climate-risk reduction and resilience strategies (as part of an all-hazards approach) in the education sector including comprehensive approaches to school safety

Who needs this?

- Ministries of Education with constraints to assess the safety of infrastructure for schools and learning institutions, or which need a plan to prioritize and retrofit resilient buildings.
- Ministries of Education that need national and sub-national level costed operational plans that include climate change adaptation and environmental sustainability measures.
- Ministries of Education that do not have or would like to strengthen their school safety and educational continuity management frameworks.

Activities offered include:

1) Undertake infrastructure assessment of schools and learning institutions and propose a costed plan for resilient building and prioritization plan for retrofitting and replacement.
2) Develop a school safety and educational continuity management framework including establishing risk assessment, risk reduction, and response-preparedness protocols (at National, Sub-National, school level).
3) Develop national and sub-national level costed operational plans including climate change adaptation and environmental sustainability measures aligned with existing national climate change and DRR frameworks.
4) Select, translate and contextualize model policy guidance tools by subject matter experts in country, to support implementation of national safety and educational continuity management framework (e.g. participatory school safety and resilience guidance handbooks, planning forms; public awareness and education messages, SOPs for disasters and emergencies in schools etc.)
The offer of support

Integration of relevant climate change data into the management of the education sector including for the collection, harmonization, analysis and use of country level data and information on climate change

Who needs this?

- Decision makers and planners in the education sector that lack harmonized data and evidence to effectively prioritize climate resilience and climate action strategies in education planning.

- Ministries for which the collection and use of climate-related data and information as it relates to education tends to be fragmented.

Activities offered include:

1) Identify climate-related data and information needs, including diagnostic study on climate change data and information needs for the education sector and mapping of existing data collection tools used at country level.

2) Revise, harmonize and develop data collection tools in the areas prioritized by the ministry.

3) Contextualize and pilot digital tool sets appropriate for integration into EMIS, for planning and decision making, at national, subnational, and school levels.

4) Support the use of data including through capacity development on national and sub-national maps that bring together GIS, spatial data and information, education and climate data and information in order to inform policy and planning.
THE OFFER OF SUPPORT

4 Improved cross sectoral coordination, planning, programming and financing between ministries of education and those responsible for climate change and sustainable development

Activities offered include:

1) Support for the effective functioning of national school safety coordination mechanisms (connected to the LEG) for collective Impact approach, engaging all possible governmental and non-governmental stakeholders in this long-term effort

2) Support to ministries of education to advocate for inclusion of education in national risk management strategies and approaches and alignment with multi-sectoral risk management policy and implementation

3) Support to MoE advocacy to ensure education is reflected in climate change adaptation and mitigation plans at national and subnational levels, including in Nationally Determined Contributions (NDC) and National Adaptation Plans (NAPs).

4) Support for cross-sector coordination and alignment between the education ministry and line ministries (including with the Nationally Designated Authorities) in charge of climate change sustainability-related policies actions and vice versa.

5) Support for the design and integration of climate-smart education programming in wider climate-focused financing strategies and proposals.

6) Support for the development of climate-smart education proposals for international climate financing sources.

Who needs this?

• Ministries that strive to have improved cross-sectoral coordination, clarity in responsibility and authority for climate-related efforts in the education sector

• Ministries that would like help to mobilize additional funding for climate change adaptation and sustainability measures (including as a match to the GPE Multiplier)
The offer of support

To integrate climate change into curricula, pedagogy and teacher training

Who needs this?

- Ministries in need of technical support to mainstream climate change and sustainability in the country’s national curricular framework, and teacher development policy and capacity development.

Activities offered include:

1) Support MoE organizing nationwide social dialogue involving key education, climate and sustainable development stakeholders to define the key factors for each country to consider in reorienting/adjusting the curricula and identify gaps and opportunities for effective implementation, especially in terms of teacher capacity, pedagogy, assessment, learning environment.

2) Support MoE and Teaching Education Institutions to assess capacities and readiness of teachers for addressing climate, DRR and sustainability. E.g. reviewing existing in-service and pre-service teacher training curricula and teacher development policy to identify strengths and weakness of the current curriculum in terms of design, content, processes and outcomes; as well as the teacher policy, and devising plans for adjustment/consolidation of policy and practice.

3) Based on the outcomes of the first two activities, organize workshops to develop additional capacities of key stakeholders, including curriculum developers, teacher trainers, school leaders, teachers, community leaders, educators, etc., to support mainstreaming climate change and sustainability in curriculum, teacher training and school-level operations.
THE PROCESS

Inception phase
Identification of country priorities

Ministries lead, in coordination with LEG, GPE and initiative partners

Initiative partners develop a baseline assessment and participate in discussions at country level to identify existing capacity and gaps in one or more of the following areas:

- Policy and planning
- Infrastructure and continuity planning at sub-national and school levels
- Data and information
- Coordination and financing
- Curricula, pedagogy and teacher training for climate-smart education systems

Ministries develop Terms of Reference (TORs) outlining priority areas for support

- Based on baseline assessment, partnership compact priorities or wider national strategies and plans
THE PROCESS

2. Development of a costed country workplan
   - Initiative partners develop costed technical proposals
   - Identification of roles and responsibilities for implementation

3. Endorsement of workplan by the Ministry and Local Education Group
   - Ensure linkages to policy dialogue and alignment with sector policies and partnership compacts

4. Implementation of capacity support
   - Initiative partners will establish country teams to provide technical assistance
   - Ministries designate key staff

5. Monitoring, adaptation and learning
   - Initiative partners monitor and report to GPE regularly
   - Feedback from ministry as part of learning by doing
   - Adaptation and adjustment

6. Evaluation and closeout
   - Activities implemented in accordance with the pre-agreed results framework
   - Initiative partners finalize completion report
   - GPE evaluation
Save the Children is the world’s leading independent organization for children, with 30 national organizations working together to deliver programs in 122 countries. The Climate Smart Education System initiative will draw on the collective Education and Climate Change expertise, programming history, and partnerships of the entire Save the Children Movement, represented by its four accredited entities to the GPE in Save the Children Australia, Italia, UK, and US. This consortium approach will flexibly leverage and deploy the global movement’s collective experience and expertise into all geographical and national contexts.

UNESCO is the lead UN agency on education for sustainable development (ESD) and the Secretariat for the Greening Education Partnership which was launched at the Transforming Education Summit in September 2022. Through its Section of ESD based in Headquarters and its network of ESD focal points in Field Offices, including the Regional Bureau for Education for Southern Africa based in Harare, UNESCO works closely with ministries of education to ensure the integration of ESD into national education systems, including through curriculum review, teacher training, and research on pedagogy and assessment.

UNESCO–IIEP was established in 1963 as an integral part of UNESCO, and is the only specialized organization with the mandate to support educational policy, planning and management. UNESCO–IIEP delivers on its mandate through technical cooperation, training, policy research, and knowledge production and sharing. With over 60 years of experience in developing capacities of ministries of education to design and implement education policies and plans that fit countries’ needs and conditions, UNESCO–IIEP plays a unique role on the international stage, assisting countries to address challenges that impact their education system, including risks due to climate change.