



## 2 DAY TRAINING ON WOMEN AND CHILD CENTRIC PLANNING FOR CLIMATE CHANGE ADAPTATION AND DISASTER RISK REDUCTION

AGENDA: Education module :

Need for sustainability of Education sector to deal with climate change impacts and its role in building climate resilience

Four Education module sessions:

**Session 1:** Climate change and Education: Context, Risks and Impact

**Session 2:** Disaster Preparedness & CCA through NMs & State climate resilient plans in the education sector, leading to community-based adaptation

**Session 3:** National Education Schemes, their role & sustainability in climate related disasters

**Session 4:** Way Forward: Building a women- and child-centric climate resilience plan in the education sector

15.12.17- DAY 1 - SESSION 1 - PLENARY

11.00-11.45 (10 minutes of allocated time within this session) – Climate change impacts on Education sector and using the sector to build climate resilience

Kerala is highly vulnerable to climate change impacts given its geographic location, the high density of population mostly along the coastal regions, urbanization, reduction of forest cover, fossil fuel use, dependency of its population on climate-sensitive sectors such as agriculture, fisheries, and forestry.

Impacts will be in the form of:

- Sea level rise, ingress into surface and groundwater, coastal erosion
- Higher temperatures, rates of transpiration, evaporation
- Shifting monsoon pattern & variation in precipitation – floods, decreased summer flows
- Soil erosion, degradation of soils, siltation, reduced capacity of canals, water bodies
- Increased storm intensity, extreme droughts, floods, landslide
- Drying up of ponds, tanks, lakes, wells

While climate change knows no boundaries, it is affecting poor, marginalized and vulnerable populations disproportionately. Those who have contributed least to climate change are likely to suffer the most. And among the most vulnerable are women and children. An IUCN 2007 report states that “women and children are 14 times more likely to die than men during disasters.” Gender inequalities worsen in the





aftermath of disasters. Increase in workload may force many girls to drop out of school. Women and girls are more likely to become victims of domestic and sexual violence after a disaster particularly when families have been displaced and are living in overcrowded emergency or transitional housing where they lack privacy.

Hence, it is important to put vulnerable communities at the centre of the climate change-related planning process.

Among the first mechanisms for coping among the poor are : (from Drought in India 2015-16. When coping crumbles: A Rapid assessment of the impact of drought on children and women in India, Unicef)

1. Reduced consumption of food
2. Distress migration
3. Withdrawal of children from school
4. Send children to work
5. Selling/mortgaging of land, assets

#### **Effects of climate related stress such as drought on women and children**

Disruption in education of children: **Working after school hours** in exploitative conditions or migrating for cheap labour; **lack of community-based protection** mechanisms to look after the 'left-behind' children, the risks towards safety and security of children and, particularly girls, increase. **Girls** tend to get **withdrawn from schools** to support their mothers in fetching water, doing household chores and tending to younger siblings.

**Caste, class discrimination** denies children & women access to minimal water resources.

**Women spend extra hours** and trudge extra distances to fetch water. This **adds to their daily strenuous routines** of household chores and income generation avenues. During droughts, women **eat the least** to ensure that the children and males are fed. Water scarcity and undernourishment of women puts their **health and wellbeing at risk**.

While administrative support during disaster relief adds to the indigenous coping capacities through external support, bringing a multi-faceted, multi-stakeholder relief mechanism into operation, through relief measures, and expanding the scope of existing systems, good governance plays a vital role in effectively minimizing risks and impacts of drought/flood/other climate-related stresses. What is needed are systems to bank on knowledge management for effective strategy, robust architecture for





enforcement of regulations, real-time monitoring, comprehensive planning and coordination of stakeholders for convergence.

Resilience is the answer to climate change impacts. A first step towards building capacity to improve readiness and response, i.e., towards building climate resilience is through understanding (1) vulnerability, (2) risk, (3) type of disasters.

#### **Education plays a major role in building climate resilience:**

- Improves socio-economic status which allows individuals to expand alternative livelihood options, increase earnings and command resources to cope with climate related stresses
- Helps people acquire skills – planning, problem-solving, business management – these improve capacity to adapt
- Ensures greater social capital, support, networks, especially for girls and women
- Improves access to communication technologies such as weather forecast, early warning messages
- Improves awareness of risks which helps individuals make informed responses.

#### DAY 1 SESSION 2 – GROUP TRAININGS

#### **12.15- 1.00 – Climate Change and Education: Context, Risks, and Impact**

##### **Climate change impacts on India**

**EXTREME HEAT:** Unusual & unprecedented spells of hot weather more frequently and covering expanded area. With 4 °C warming, significant impacts on agriculture in west coast and southern India

**CHANGING RAINFALL PATTERNS:** 2 °C rise in world average temperature will make summer monsoon highly unpredictable. 4 °C rise can cause extremely wet monsoon every 10 years. Abrupt changes in monsoon could trigger more frequent droughts and greater flooding in large parts. Northwest coast to southeast coast region more than average rainfall. Dry years drier and wet years wetter

**DROUGHTS:** Droughts more frequent in some areas, esp NW, Jharkhand, Odisha, Chattisgarh. Crop yields to fall significantly due to extreme heat by the 2040s

**GROUNDWATER:** Falling water tables can reduce further due to increasing demand for water from growing population, more affluent lifestyles, services sector and industry

**GLACIER MELT:** At 2.5 °C warming, melting glaciers and loss of snow cover over the Himalayas would threaten the stability and reliability of northern India's glacier-fed rivers, esp Indus and Brahmaputra. Ganges less dependent on melt water due to high annual rainfall downstream during the monsoon.





**SEA LEVEL RISE:** India close to equator, subcontinent would see higher sea levels than in higher latitudes. Saltwater intrusion in coastal areas - impacts agriculture, degrades groundwater quality, contaminates drinking water - rise in diarrhea, cholera (cholera bacterium lives longer in saline water). Kolkata, Mumbai densely populated, vulnerable to impacts of sea level rise, tropical cyclones, riverine flooding

The geophysical impacts of climate change affect the following sectors:

**Agriculture and food** – Increase in food prices expected due to growing populations and rising incomes, and greater demand for biofuels. Water scarcity, seawater intrusion, rising temperatures further reduce crop yields, esp rice and wheat.

**Energy** - Hydro & thermal power plants will be affected due to decreased water supply. Greater risk of physical damage to plants from landslides, flash floods, glacial lake outbursts, etc. Major risk factors to thermal power generation due to reduced water, increase in temperature

**Water** - Water stress in many parts of India - Urbanization, population growth, economic development, increasing demand for water from agriculture and industry

**Health** - Increased malnutrition and related health disorders such as child stunting – with the poor affected most severely. Malaria, cholera, diarrhea, meningitis likely to spread into areas where colder temperatures had previously limited transmission.

**Habitation** - Impacts on agriculture, livelihoods can increase the number of climate refugees

#### **Climate change impact on Education sector in the present:**

- School absenteeism and drop-out rates are higher in flood-prone areas; inhibits completion of school programs; closure of at least one-and-a-half months due to flooding.
- Climate related disasters such as floods, landslides, have destroyed school infrastructures. Reconstruction and refurbishment incur huge costs at the expense of continuity of education.
- Migration due to loss of livelihood in climate-change-affected areas takes children away from schools.
- Interrupted and/or impeded access to education has a detrimental impact on learning outcomes, reducing the likelihood that children and young people – especially girls – will be able to break the cycle of poverty.

#### **Climate change impact on the Education sector in the near future:**

- Impacts in the direct effects on educational provision (schooling and regular nutrition through mid day meal) due to increasing incidence of severe weather events (drought, flooding, cyclones, heat waves).
- Over the longer term, incremental environmental changes (e.g. sea level change, salination, changes in season patterns, desertification, soil erosion, species loss, etc.) are likely to result in deteriorating livelihoods, which impact upon both household expenditure on schooling and the nutritional status of children.





- Emergency responses to extreme weather events and their aftermath thus have the potential to undermine investment in improving the quality of education.

#### **Countermeasures to mitigate or adapt to climate change impact in the Education sector**

- **Education** – formal and non-formal, primary to tertiary and adult education – has an important role in addressing climate change. **Recognized as an important first step in increasing resilience.** Uninterrupted schooling and sustainability of the mid day meal programme in emergencies will ensure more children stay in a safe, secure, and learning environment.
- Better preparedness and effective response strategies - evacuation facilities if needed, logistical challenges addressed, accelerated response for scale and shortage of time.
- Development of school infrastructures as climate resilient disaster shelters and 'safe places' during emergencies.
- Climate Change Education (CCE) more than simply climate change science, and CCE must be effectively integrated as a central theme within Environmental Sustainable Development.

#### DAY 1 SESSION 3 – GROUP TRAININGS

#### **14.00-15.30 – Disaster preparedness & CCA through National Missions and State climate resilience plans in the education sector**

##### **India's response to climate change – in mission mode**

National Action Plan on Climate Change (NAPCC) is a comprehensive action plan which outlines measures on climate change related adaptation and mitigation while simultaneously advancing development. The 12 Missions form the core of the Plan, representing multi-pronged, long termed and integrated strategies for achieving goals in the context of climate change. These Twelve Missions are:

##### ***Mitigation-focused missions aiming to reduce India's GHG emissions***

*National Solar Mission*

*National Wind Mission*

*National Mission for Enhanced Energy Efficiency*

##### ***Adaptation-focused missions to build resilience***

*National Mission for a Green India*

*National Water Mission*

*National Mission for Sustaining the Himalayan Ecosystem*

*Mission on Coastal Ecosystem*

*National Mission for Sustainable Agriculture*





### ***Missions common to mitigation and adaptation***

*National Mission on Sustainable Habitats*

*National Mission on Strategic Knowledge on Climate Change\**

*National Health Mission*

*Waste to Energy Mission*

In 2009 the Government of India directed all state governments and union territories to prepare State Action Plans on Climate Change (SAPCC), consistent with the strategy outlined in the National Action Plan on Climate Change (NAPCC).

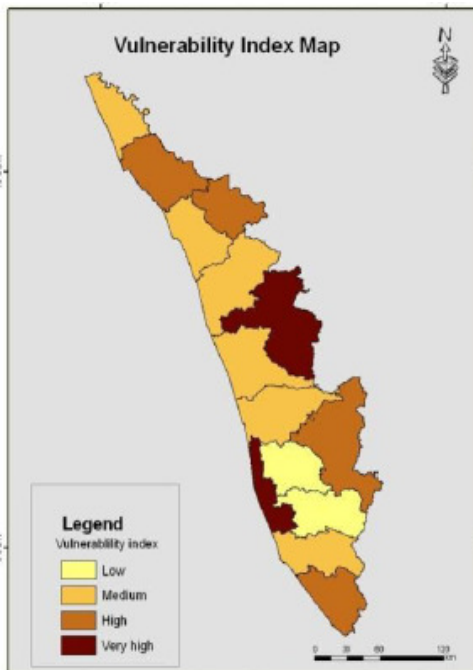
Twenty two states in India have since initiated the process of drafting SAPCCs, putting in motion a dynamic process involving tie-ups with multiple stakeholders, formation of new committees, cross-sectoral deliberations, workshops, and significantly, the marriage of new research and plans with existing policy programmes.

The state-level action plans are envisaged to be an extension of the NAPCC at various levels of governance aligned with the 12 National Missions.

*Procedurally, it has been a sizable effort at mapping regional climate vulnerability, examining future projections, arriving at sectoral implications, and framing actionable strategies.*

### **Kerala – vulnerability index**





Kerala is highly vulnerable to climate change due to unique social, economic, environmental and physical conditions that amplify susceptibility to negative impacts and contribute to low capacity to cope with and adapt to climate related hazards:

- Has 3.1% of India's population but 1.18 % of the total area of India. Density of population is 859 persons/sq.km, i.e., three times more densely populated.
- High dependency of population to climate-sensitive sectors like agriculture, fisheries and forestry.
- More exposed to climate related hazards like flood and droughts.
- Long coastline of 570 km, of which 322 km is prone to severe sea erosion.
- Occurrence of many fragile ecosystems like mangroves, shola forest and tropical evergreen forest, rivers, etc. and many biodiverse regions.
- Predicted decline in rainfall could reduce availability of fresh water, impact agriculture production and food security.
- Boundary shifts for different forest types, with consequent implication for species diversity and forest dependent communities.
- Threats of sea-level rise in the low-lying areas along the coastal areas of the state.
- Changes of virulence and disease pattern especially vector borne and water borne diseases.
- Increase in energy demand and subsequent impact on climate-sensitive infrastructure.



### **Coastal vulnerability**

- The coastline of Kerala is 580 km long and comprises nine districts.
- Total area of coastal districts is 22,418 sq. km with population density of 2022/sq. km (2001 census) as against 859/sq. km in the state.
- The major population centers at low elevations, including five corporations of the state, i.e. Thiruvananthapuram, Kollam, Ernakulam, Trissur and Kozhikode, are concentrated here.
- Coastal areas have a vibrant economy influencing all sectors of the state.
- The coast has among the most picturesque parts of the state, i.e., beaches, lagoons, backwaters, mangrove forests and estuaries, that are a major world tourist attraction.
- This coastal region is particularly vulnerable to climate change.

Impact on economic sectors - **rising temperatures, seasonal extremes in rainfall causing floods and water scarcity, accelerated coastal erosion** have led to **failure of crops, drop in fisheries catch, increase in diseases**, and **sea level rise** threatening the coastal cities.

- Kerala State Action Plan on Climate Change (SAPCC) outlined strategies and provided recommendations to deal with climate impacts. It was supported by vulnerability assessment leading to sector-specific action plans over short-, medium- and long-term for identified institutions.
- Gaps in the SAPCC:
  - Fails to address economic growth, development for resilience to shocks & stresses.
  - No detailed climate vulnerability analyses, state-specific climate research and evidence-building including time series data mechanisms.
  - Documentation of community voices and their perception of climate change impacts missing.
  - Lack of identification of sources for significant and sustained finance to implement large-scale adaptation measures such as retrofitting core infrastructure assets that are at risk from extreme weather events.
  - Sector-specific priorities & programs need re-alignment to include adoption of risk-informed planning; classification of adaptation actions as part of CC agenda.

However, while the state government prepares the action plan for implementation, unlike other Indian states, it is the local self governments who manage climate change adaptation, mitigation, resilience initiatives at the village, block and district level at the rural areas through the Panchayats, and urban areas through the Municipality or Municipal Corporations.

Each LSG has a Climate change representative, who coordinates initiatives within each development sector to ensure climate change element is built into the process.





## Recommendations for revision to the SAPCC through 'Climate Resilient Kerala' (CRK)

Policy making and implementation should involve women as the encouragement for lifestyle changes, considered crucial for combating climate change, would likely come from women. The new Kerala SAPCC should ideally have a separate chapter on women and children as they utilize resources differently from men, for example, a child may want to have a pond in an area whereas an adult would want to fill it for making playground.

Some specific recommendations are-

- Education system needs to focus on overall health and preparedness of a person;
- Policies and programmes such as 'Harithasree' for leasing land for farming together with 'Kudumbasree' scheme helps women to earn livelihoods. The government needs to build on such existing best practices in the State based on analysis;
- Adopt "0 D + 0 D" (zero disease + zero days lost in school) for school safety with the aim of making all schools resilient to / adapt to disasters (climate-linked or man-made hazards);
- Climate change and mid-term (10 to 20 years) impacts should be included in the school curriculum to indicate the situation when children will grow into adults.

### Activity: Finding the gap – a micro-perspective

Participants to indicate what challenges they face in climate change in their workplace

The list will be made into a Knowledge Mission / Repository

## Building climate change resilience in the Education sector – some pointers

- CC-ready schools - Level of preparedness, infrastructure, Access to school, toilets
- Disaster shelters
- Drinking water – availability/contamination
- MDM – to combat malnutrition
- Infection – health & hygiene maintenance
- Toilets – enclosed & safe space/hygiene & cleanliness/water for washing/separate for girls?
- Vulnerability of children - Why aren't they able to come to school?
- Peer learning & civic awareness

## Education sector's role in CC adaptation and resilience

- Climate change in school curriculum
- Schools as disaster shelters





- MDM scheme scope to extend to community

#### **Interlinkages between WASH/Nutrition & Education**

- National Health Mission NHM
- Food Security Mission FSM
- MGNREGA and climate resilience

#### **Group Activity: Finding the gap – the macro-perspective**

#### **Moving from the micro-perspective to a macro-perspective**

Participants to be divided into groups. The groups read recommendations from the Climate Resilient Kerala document and look for linkages with education from other recommendations

Presentation and discussion around:

- The key issues in Kerala affecting the Education system
- Micro-perspective
- Macro-perspective
- State level action plan
- Based on this what are the key messages to take forward to the **education system**?

#### **DAY 1 SESSION 4 PLENARY**

4.45- 5.00 – Trainers' recap of day and homework distribution (Participants should read 'Climate Resilient Kerala', and do activity – Bridge the Gap) and Day 2 Agenda sharing.

#### **16.12.17 - DAY 2 SESSION 5 – PLENARY**

10.00 – 10.30 – Recap of Day 1 and Agenda for Day 2

10.30 – 11.00 (10 minutes of allocated time within this session) – INTRODUCTION TO WOMEN AND CHILD CENTERED INTEGRATED ADAPTATION PLANNING – best practice example from Education.

#### **DAY 2 SESSION 6 – GROUPS**

**11.30-13.00 – National Education Schemes, their role & sustainability in climate related disasters**





## Education shapes the future

School education carries a significant role in shaping the attitude and behavior of a child. Lessons learned and practiced in schools will have a long-term effects in a person's life. Hence, the Primary education system around the world for several decades has been constantly reviewing and revamping to accommodate the changing needs and social context.

Environmental awareness and concerns should cross boundaries of the classroom and should be adapted by the individual's life and become part of the future.

## Kerala – education statistics and the state education programs

As per the census, Kerala ranks first in the state with a literacy rate of 94% out of this 96.02% of males and 92.07% are females.

The literacy rate increased from 74.04% in 2001 to 94% in 2011. Kerala has become the first Indian state to achieve 100% primary education.

District wise analysis of Kerala's literacy rate shows that Kottayam district (97.21%) has the highest literacy rate in the state followed by Pathanamthitta (96.55%) and Alappuzha (95.72%) districts. Wayanad district has the lowest literacy rate in the state (89.03%). (Department of Economics and Statistics 2015-16)

**DPEP (District Primary Education Programme):** The Centrally-Sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalise the primary education system and to achieve the objective of universalisation of primary education.

<https://archive.india.gov.in/sectors/education/index.php?id=14>

**SSA (SARVA SHIKSHA ABHIYAN):** SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in service training and academic resource support, free textbooks & uniforms and support for improving learning achievement levels / outcome.

<http://ssakerala.in/home/home.php#>

## Environment education in schools





The State Government school curriculum emphasizes the importance of environment education but it doesn't include environmental studies as a separate subject. However, CBSE and ICSE boards have Environmental studies as a different subject in their curriculum.

**Media initiative on environmental education** Two leading media papers *MalayalaManorama* and *Mathrubhumi* spearheaded learning projects in the primary classrooms of the state schools in 2015.

They introduced awareness programs among the primary school kids in popularizing the importance of environment and created awareness programs for restoration, preservation, and sustainable practices through projects like 'NallaPaadam' (Good Lesson), 'Palathulli Project' (Many a Drop Project) by *MalayalaManorama*, 'SEED' (Student Empowerment for Environmental Development) by Mathrubhumi.

**Eco-Clubs and nature clubs** with specific purpose and targets were created in each school. "*Catching those Young*" - key agenda in implementing these projects in the primary school level of an organized learning system. Created awareness to take actions in school, at home, in the community on environment.

United Nations (UN), UNESCO, World Bank and other international agencies cited these as unique and awarded them with many acclaims and recognitions.

### **Some gaps that could be addressed in the education system (using 2014-15 stats)**

Kerala higher secondary pass percentage is 73% - how can that be raised?

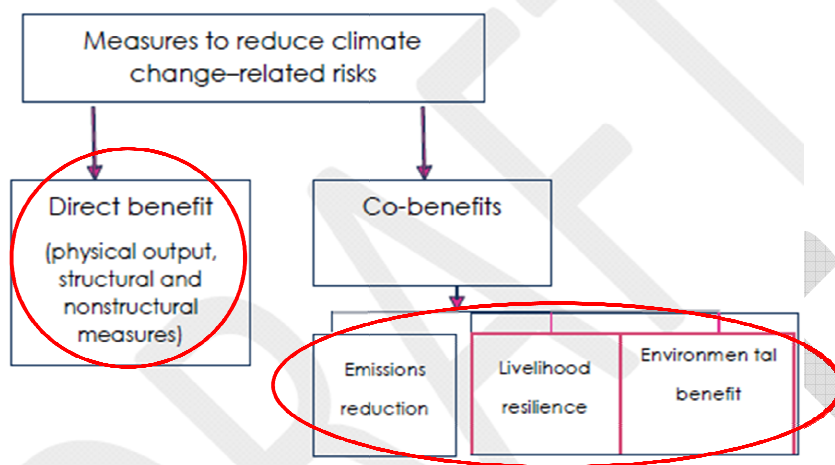
Numbers of drop-outs: - How can we reduce these numbers?

Lower primary section drop-outs higher than upper primary – 4324 and 2403

High school drop out rate is higher. 6207

### **DRR and climate resilience positively impact the education sector**





Co-benefits are the **added benefits** we get when we act to control climate change, above and beyond the direct benefits of a more stable climate. Also referred to as "multiple benefits" or "synergies", they do not include the *direct* benefits of climate policy arising from a more stable climate. One of the most obvious examples is cleaner air.

Education sector measures have both direct benefits as well as have co-benefits.

### Building DRR and climate resilience in Schools

#### Some measures

- Recommend upgradation of schools with improved infrastructure facilities
- Ensure easy and safe access to schools during CC disasters
- Ensure quick resumption of school programmes post disaster
- Include climate change education in the school curriculum, make sure it is simple to understand, with easy steps on what each individual can do
- Develop material on instruction & practice of safety measures & procedures in the event of hazard, at school, at home or out in the community.
- Girl guides and boy scouts to take charge of first-aid kits and their contents, health and safety measures that could include list of doctors, medicinal plants, and staying safe after hazard has subsided. Chart on staying safe to be put up on school premises.
- Appointing school and village climate change coordinators who will be responsible for managing mock drills, exercises, ensure familiarization with hazard early warning signs and signals, instruction in evacuation or sheltering procedures.
- Include parental volunteering in managing MDM scheme in school



- Sourcing locally available foods and opportunities for local population to supplement MDM scheme nutrition requirements
- Ensure relevant NGO support to each school group initiative
- Help communities build resilience, or even cope with disasters, through greater involvement in school disaster management activities

### Building DRR and climate resilience in MDM scheme

- Recommendation for establishing a system to check improvement in nutritional levels of children. It should coordinate with the concerned department and ensure maintenance of health cards in all the schools to monitor the health status of the children.
- Find ways to narrow the gap between enrolment vs. actual number of children availing MDM.
- Monitoring and Supervision mechanisms should be implemented effectively. The State government needs to strengthen the internal controls as well as the inspection and monitoring mechanism at all levels.
- The quality of cooked food served needs to be enhanced, and supplemented with nutritious locally available foods.
- Transfer of funds up to school level is needed to ensure full utilization of funds.
- Grievance Redressal Mechanism could be widened and implemented at all levels.
- Provision for training of cooks-cum-helpers on aspects of hygiene, health, sanitation, cooking and serving.
- Essential for children and their parents to be given nutrition education, so that MDM is not taken as a substitute for home food but as an addition to food provided by the family.

### Recommendations from participants

- **Leverage** girls' clubs, assemblies, sports, and arts :
  - to build skills such as leadership, critical thinking, problem solving, networking, organization, financial literacy (for self-reliance), and self-defense (where long distances to collect water are traveled).
- These skills will prepare girls to explore new and available opportunities to build resilience at the household, school, and community levels.
- Further, they will help girls to gain confidence enabling them to participate in drought preparedness and response planning.
- Climate science is a growing field. Girls can be prepared to participate in climate issues by encouraging them to study sustainability & environment subjects. Girls play a central role in the





use and management of natural resources such as water and fuelwood, hence have a wealth of knowledge that is largely untapped.

- Girls can be more involved in climate-related activities at the school level, such as staffing school-based weather stations and collecting rainfall records as part of this work. (ref. WOTR case study)
- Nutrient garden in schools to supplement nutrition of school midday meal
- Children's biodiversity registry
- Secondary school climate action groups – different initiatives according to geo zones; manage Met weather stations and feed information to local IMD centre
- Nirmiti Kendras – government NGO, expertise in buildings to be used for retrofitting school buildings
- Kudumbashree – recognized by MoRD as a National Resource Organization (NRO). Its focus is women's empowerment and poverty eradication programs that are implemented through SHGs. Signed MOUs with 9 different states. Kudumbashree can use women's capacities for building community capacities in climate resilience.
- Science projects on National Missions and related to climate resilience to be encouraged at schools.

#### DAY 2 SESSION 7 - GROUPS

#### 13.30- 15.00 - Way Forward: Building a women- and child-centric climate resilience plan in the education sector

##### Resilience = Adaptation + Mitigation

**Adaptation** in the context of climate change comprises the measures taken to minimize the adverse impacts of climate change, e.g., relocating the communities living close to the seashore, for instance to cope with rising sea level or switching to crops that can withstand higher temperatures.

**Mitigation** comprises measures to reduce the emissions of greenhouse gases that cause climate change in the first place, e.g., by switching to renewable sources of energy such as solar, wind energy or nuclear energy instead of burning fossil fuel in thermal power stations.

Our plan is to help communities adapt and find ways to mitigate the effects of climate change in the long term through:

1. Awareness
2. providing better facilities for health, safety, education
3. Use of better technology
4. Planning





*(Participants to add to this)*

Current government expenditure in India on adaptation to climate variability exceeds 2.6% of the GDP, with agriculture, water, resources, health and sanitation, forests, coastal-zone infrastructure and extreme weather events, being specific areas of concern.

### **Involving the community in climate change resilience in the education sector**

Creating platforms within communities to cope, adapt and transform, using:

- practice based knowledge resources, and
- institutionalizing the short and medium term experiences and knowledge into state-level policies and programs. [Suggestions: suggest better ways to run the SSA program or MDM scheme, or even introduce something else altogether]

Exploring public-private partnerships to build resilience and reduce risk through social learning, businesses to understand risks and guide in investments in mitigating them.

PPPs could reach poorer customer base, encourage informal small entrepreneurs, and boost financial mechanisms (e.g., micro-insurance, micro-finance) to support the most vulnerable in society.

### **Towards making a climate resilient plan for schools: pointers**

- Community-based climate resilience planning with a "vulnerability first" approach to climate change adaptation, is a local, bottom-up approach.
- Putting women and children from poorer areas at the centre of the planning process is essential.
- Addressing children's resilience means complete focus on education, health & hygiene, and nutrition with sustainability in mind.
- Development assistance schemes

### **Group activity: Building your own climate resilience plan for the school**

Participants to be divided into groups – Each group to use sticky notes to put down what they would add to building resilience in their school and paste in respective sections – each section will have 4 sections: immediate/emergency strategy; short term strategy; medium term strategy; long term strategy. 20 mins for the climate resilience plan.

Each group to pick a specific geographical setting for their activity and come up with as detailed a plan (taking into account ecological, social, economic and political scenarios) as they can:

#### **1. School in coastal area**



## 2. School in hilly area

Each group to come up and explain what they have done to build their own plan for their school.

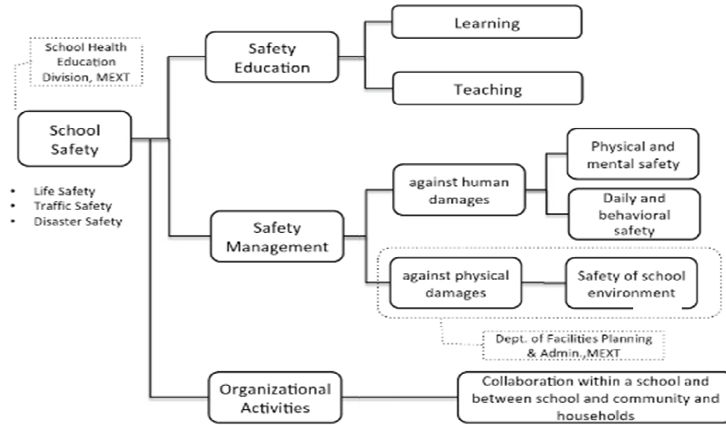


Fig. 2.2 Structure of school safety

## Day 2 SESSION 8 - PLENARY

15.30 – 16.30 – Facilitated by Shai - Group presentation and discussion on women and child centric adaptation planning in plenary by all participants (learning and sharing how they can inculcate learning in their work/roles/planning)