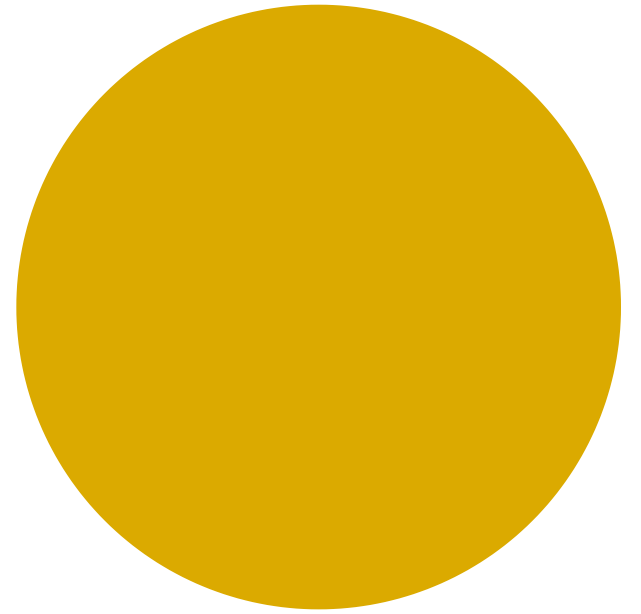


Toolkit to monitor the impact of climate change on the right to education





Introduction

This toolkit was co-created by Delphine Dorsi, Director of the Right to Education Initiative, together with members of the Global Campus Child Leadership Team and Youth Advisory Group. It is meant to support students and their communities in understanding how climate change is affecting the right to education and in documenting these impacts. It highlights how environmental challenges can disrupt learning conditions, damage infrastructure, and affect the wellbeing of both students and teachers.

By combining data collection with lived experiences, the toolkit encourages users to assess current responses and identify actions needed at school, local, and national levels to ensure that education remains accessible, safe, and resilient in the face of climate change.

What impacts can they have on your education and wellbeing?

Impacts on the infrastructures

- Destruction of schools/universities and learning materials
- Schools used as shelters or care facilities
- Roads leading to schools are damaged, making access to schools difficult and further isolating the most rural populations
- School structures are not adapted to the new climatic realities; not resistant to bad weather such as heavy rains or floods, lack of ventilation, making teaching and learning extremely difficult in these conditions

Impacts on students and teachers

- Forced displacement, creating barriers to access education (eg. lack of legal papers, language, children's work)
- Health issues and emotional impacts
- Vulnerable groups more affected

“

Heavy rainfall (over an extended period of days) results in floods damaging homes, roads, and buildings which impede children's access to education. Most school buildings are not built to accommodate the increasingly frigid winters which results in more children falling ill and missing classes.

”

Lum
South Africa

The right to education

- Education is a human right not a privilege, a promise or a goal
- 'EVERYONE has the right to education'
- It is recognised and guaranteed in the Universal Declaration of Human Rights (art. 26) and the Convention on the Rights of the Child (art. 28 & 29)

Education has to be:

AVAILABLE

There are sufficient schools with adequate infrastructures, trained teachers & materials

ACCESSIBLE

The education system is economically and physically accessible to all without discrimination, and positive steps are taken to include the most marginalised

ACCEPTABLE

The content of education is relevant, non-discriminatory, culturally appropriate & of good quality. Schools are safe and teachers adequately trained

ADAPTABLE

Education evolves with the changing needs of society and it must be adapted to the local context

Introduction

You can collect data around the following main questions:

- ❖ What climate events are happening?
- ❖ How do they affect learning conditions?
- ❖ How do they affect wellbeing and emotions?
- ❖ What is being done to address these issues?
- ❖ What changes are needed to protect education and your other rights (health, wellbeing)?

Below, you will find specific questions under each of them.

You can use them to interview:

- ☐ Your friends, other students, children
- ☐ People in your community
- ☐ Head of schools
- ☐ Teachers
- ☐ Local authorities in your community
- ☐ Parliamentarians

Some questions will guide you to find information yourself, for instance a law or a policy.

You will collect either **quantitative data** (numbers, measurable impacts) or **qualitative data** (experiences, stories).

