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RETHINKING EDUCATION FOR A CLIMATE-RESILIENT FUTURE

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WELCOME and MODERATOR:

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LAUNCH OF THE CLIMATE-SMART EDUCATION SYSTEMS FRAMEWORK:

LAURA FRIGENTI
CEO, GPE

FIRESIDE CHAT 1: POLICY, PLANNING, AND FINANCING FOR CLIMATE-SMART EDUCATION SYSTEMS:

DAN JØRGENSEN
Minister for Development Cooperation and Global Climate Policy, Denmark

THE HON. MINISTER DAVID SENGEH
Minister of Education and Chief Innovation Officer, Government of Sierra Leone
Chief Innovation Officer, Directorate of Science, Technology and Innovation in Sierra Leone

YOUTH LEADER PRESENTATION 1: CHAMPIONING CLIMATE EDUCATION AND ACTION

TEMILADE SALAMI
GPE Youth Speaker, Founder and Director, EcoChampions

FIRESIDE CHAT 2: STUDENTS, TEACHERS, AND COMMUNITIES: SHIFTING LEARNING PRACTICES TO SUPPORT CLIMATE-SMART EDUCATION SYSTEMS:

DIDACUS JULES
Director General, Organization of Eastern and Caribbean States

GWEN HINES
CEO, Save the Children UK

YOUTH LEADER PRESENTATION 2: CLIMATE-SMART EDUCATION INFRASTRUCTURE:

MANUJ BHARDWAJ
Founding Advisor, Nurture Nature Global

FIRESIDE CHAT 3: SUSTAINABLE INFRASTRUCTURE: CATALYZING PARTNERSHIPS FOR CLIMATE-SMART EDUCATION SYSTEMS:

MIKKO OLLIKAINEN
Manager, Adaptation Fund Board Secretariat

HON. AHMAD BELHOUL AL FALASI
Minister of Education, United Arab Emirates

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REBECCA WINTHROP: Good morning, everybody. Welcome. Please take your seats. I know there's lots of people we want to talk to. For those of you who are on the in person seating, please do find your seat. In fact, I don't even know where my seat is supposed to be. Where? Where am I? But when I come down. Anywhere here.

Good morning. We're going to start. My name is Rebecca Winthrop. I'm the director of the Center for Universal Education here at Brookings. So pleased to welcome you all here in the room. But a special warm welcome to the close to 1000 people who are watching online from around the world. We are really pleased you're tuning in. This is a really important topic.

We are gathered today to talk about the intersections between building climate resilience and advancing environmental sustainability on one hand, and advancing quality and relevant education for all on the other hand. And these are definitely linked. These. This is the marriage of Sustainable Development Goal 4 and Sustainable Development Goal 13 and probably many other sustainable development goals. On the one hand, the planetary crisis, which is the interlocking climate change and environmental degradation phenomenon many countries are experiencing around the world, is holding back progress in education. It affects schools, it affects teachers, it affects students, it affects how ministries work. It affects how governments can actually serve their kids and accessing quality, relevant education. And on the other hand, the education crisis, the fact that many kids are out of school, many kids who are in school are not receiving a high quality education and many kids are not learning the skills they need for today's world, including developing sustainable citizenship mindsets and developing green skills for the economy. That also in turn holds back progress on climate action. For us here at the Center for Universal Education, we were thrilled to co-host this event today because we focus a great deal on system transformation around the world, and we want to, what better way to really think deeply about how to make sure systems are transformed so they can be more equitable and relevant than really thinking at the intersections.

So it's a big shout out, and thank you to the Global Partnership for Education and look out for Laura. Laura, thank you to you and your whole team, Sartaj and Julie and Sarah and many others, as well as our Kiwi team for co organizing this event. About a week ago, the Global Partnership for Education launched a new framework. I really like it. I encourage you to go look at it. It is a framework to advance climate smart education systems. They received quite a bit of feedback from their network and ministries of education around the world that this is an area that needs more support and more work. And part of why I really enjoy reading this framework and think it's going to be helpful is it unifies a lot of the different silos and communities that have been talking about the intersection between climate change and education, from disaster risk reduction to green skills to climate literacy to infrastructure, etc. And we're going to hear all about it in a moment. And before I do, I want to before we do, I wanted to say a special thank you to all our esteemed panelists, to ministers, government officials, honorable guests. We are very, very pleased to have you. And Brookings is a platform for advancing civil dialogue on important topics, sometimes hard topics. And we always like to be very transparent. So we want to make sure, you know, that the UAE and Denmark are donors to GPE and one of our panelists today, Didacus Jules, is a board member of GPE and that we at Brookings are committed to quality, independence, and impact in all of its work and interact, and our activities reflect that commitment. The views expressed today are those of the speakers and do not necessarily represent those of the Brookings Institution, its Board of Trustees or other employees. All to say if you take issue with anything said today, don't blame my boss. So please do tweet at hashtag Climate Smart Education. We've gotten a lot of questions already. You can continue to email them at events@brookings.edu. We're going to kick off with Laura Frigenti, the CEO of GPE, sharing their work and the framework. And then we're going to go through a series of fireside chats and presentations, and we will pause and take questions from the audience and from online as we do so. And I will introduce our panelists and speakers as we go. So, Laura, over to you.

LAURA FRIGENTI: Well, thank you, Rebecca. And through Rebecca, I really want to thank Brookings for giving us the opportunity of launching this work that is so important to us in such a prestigious, you know, organization, as you know, is kind of a unique organization in a sense that

this is not a traditional donor. It is actually a partnership where so many different constituencies are. And I am particularly delighted to say that today here we have representations from all our constituencies. We have, as Rebecca said, our donors, countries that are those that make it possible for our work to actually happen in practice. We have our partner countries that tell us how things should be done. We have civil society representations that keeps us on our toes and all sorts of other players that all together contribute to, you know, the work that we are doing.

This framework that, you know, we are launching today came as a result of, I would say, some very strong demands from our partner countries that were really, you know, focusing on climate change and the need to actually mainstream, I would say, the awareness around climate change and good practices and good policies and on climate change. And at the same time we're thinking what are the right instruments that can be used? And one of the things that, you know, I have noticed having been working in global development for many years, is that development is organizing silos. So you have environment, you have education, you have out, you have all your sectors. And one of the things that actually came immediately clear to us is that this was a great opportunity to bridge some of those silos because education actually is that the education sector is a fantastic way for any message to reach so many different players and so many different factors. And this is why we thought about this framework. This framework does many things, as Rebecca said, is a simple, easy, user friendly type of document that has the beauty of concentrating together lots of good practices, lots of good ideas, leaving each government the latitude of then adjusting it to the nature of the specific context of the country that they, you know, are managing, they are representing.

And there are two things that I want in particular to stress. Schools are a fantastic way to pass messages on to a very large number of citizens. If you think about the negative impact of climate change, the vast majority of the people think about, you know, the big projects, the big factory with the chimney and the black smoke coming out that needs to be reorganized. The reality is that there are many things that each and every one of us does in our daily life that have a very negative impact on the environment and on the natural resources that we are using in an improper way. Which instrument can allow you to reach so many students and actually make them the ambassador of, you know, good practices, good use of resources, better than the school thinks about the multiplier effect of passing a message that has been included in our curricula in school and making sure that these good practices are absorbed, that are adopted by everybody in their daily life. And I like to believe that these children then go back home and become the ambassadors of these practices with their family that maybe haven't had the opportunity of learning these things. And so you have a multiplying effect of good that a virtuous circle, that through the classroom, through the education, you know, spreads over to society in many countries in which we are working. There are no other ways to reach as many people in one go as the education system and the network that it allows you to reach. So that I think, is a very important aspect. But then yesterday when I was talking, I was actually doing an event at the World Bank with one of these fantastic youth leaders. And I said, Why do you think that education and climate change are having such a strong nexus? And she made me think and she said, Well, because we are the leaders of the future, we are going to be the policymakers of the future, the head of industry, of the future, the decision makers of the future. And so if we learn very early in time what is a good approach to climate change and the use of natural resources, then that stays with us for a very long time. And we will have to adapt and adjust. It will just be with us, like genetically presented as. And that really made me think about that, that there is also this other aspect that so many of the children that we educate in the school are going to be the future leaders. And so to make sure that they become the champion is something that is really going. She's here actually the person that gave me that idea. Thank you for being with us. Then there are all other aspects that that important, like the way in which the schools are built, the way in which, for example, they allow a more economic use, for example, of water, of energies, of solar power, etc., etc.. There are so many different ways in which education can be a conduit for good practices. And this is why we thought that it was really important to put together this framework to make sure that there was a consolidated place where all governments that wanted to use these ideas and then transform it and adjust to the context of their particular countries could find that. And we also like to believe that this is one area where we want to continue working with the partner countries. That is also, you know, the other part of our

work that I wanted to stress and governments are asking as well, help us, for example, adjusting the curricula so that that we can introduce, you know, the right practice. And how should we do that? What is the right time, what is the right message, etc., etc.. Help us train us, our teachers so that they can pass the messages, help us, you know, understand what the right standards for constructions are. So this is a whole work that is developing with partner countries that I see as really a growing line of work with a growing demand. And I am particularly happy that our organizations can help countries that are really trying to tackle very difficult challenges with something that is simple, that is ready to, you know, be used. And that, I hope, is going to be a significant and permanent impact on the environment. With that said, we pass the word to the next panel. Thank you.

HILDA NAKABUYE (VIDEO): Change and environmental degradation are the greatest threat facing my generation, jeopardizing our collective future and our human rights. This planetary crisis is also threatening education gains as challenges faced by children and their teachers in lower income countries are worsened by climate shocks and a deteriorating natural environment. Empowering girls and women with education saves lives and leads to more effective climate action and quality. Learning for all Children has a key role to play in supporting the transition to a greener and fairer society. We need to build climate smart systems that can harness the power of education to build a resilient and sustainable future systems that can recognize that links between environmental action and education. Of course, these key areas first, policy on planning, national plans and policies for education need to address environmental issues. And on the flip side, climate change strategies must consider the role of the education sector. Next up is data and evidence. We must collect, analyze and most importantly, use data on the impacts of climate change and environmental degradation on education. Coordination is also crucial. Ministries of education must be brought into national climate change, decision making and coordinating platforms to maximize the power of education, to build greener societies. There can be no real change without investment and financing. We must mobilize equitable financing, targeting the most vulnerable to invest in climate adaptation and sustainability and education. Infrastructure faces some of the most tangible impacts from climate change. We need to plan and sign and build safe and sustainable schools to have a minimal environmental footprint. Teaching and learning is another key entry point. Teachers and students must learn to become change agents and advocates who can engage with issues of climate change critically and constructively. Finally, we need to consider schools and communities. Schools are community hubs that can promote environmentally sustainable practices and draw community members into climate and environmental initiatives. That is no time to waste as we face an increasingly uncertain future and the urgent need to protect our planet. We must harness one of the most powerful forces of change that exists. A quality education for all.

REBECCA WINTHROP: All right. Welcome. We're really pleased to have two wonderful panelists, Dan Jørgensen from the Minister of Development Cooperation and Climate Policy from Denmark. Thank you for being here. Many thanks. Also to the right, Honorable David Sengeh, minister of basic and senior Secondary Education in Sierra Leone. Unfortunately, the Minister of Education of South Sudan missed her flight because they misspelled her name and got stuck. But we're very pleased to have the undersecretary of education, Dr. Kiyoko A with us. So thank you for being here. Undersecretary So we're going to have a little bit of a discussion. We're going to see if there's a question in the audience to feel to you. I've got a bunch from the online audience. And Minister Sengeh, why don't we start with you. Sierra Leone is among the 10% of countries in the world that are most vulnerable to the adverse consequences of climate change. You are on the coast. It's beautiful, but sea level rise and I'm sure extreme weather are keep you up at night. And you have talked a lot at numerous platforms globally about the importance of building a climate resilient, resilient world and how education can do that. Can you tell us why that's important to you, why it's a priority, but most especially, what are you doing about it? What actions are you taking?

DAVID SENGEH: Thank you. Thank you very much. I think it's important that at meetings like this, weeks like this. Education is central to the conversations around financing, but also climate education in particular. I think we know that this is not theory. Our future depends on it. Our future depends on us being able to have resilient societies that our kids are able to go to school

throughout the year during their school period. And that interrupted by climate crisis. We know that this requires action and urgent action. And now, but most importantly, that there are examples of action that are happening. And for us in Sierra Leone, as you said, it's it's critical for us because we have what we call a radical inclusion. Everybody must go to school irrespective of who they are. And our priority is to keep ensuring that things like climate do not ultimately inhibit access to education. And some of the things that we're doing vary from maybe our categorized them local, national and global at a global level. Gpe is so important to what we do, and that's one of the country partners have been lucky to be on the board for the last couple of years and we have been able to contribute to a lot of the strategic documents that come out of Gpe. We hosted the Foundational Learning Exchange in Sierra Leone recently with our guy on the agenda, transformative leadership. And in each one of those we speak about climate, because climate is central to what we do on the national level. We have what we provide to schools. Apart from the fact that we have policy, we have the school infrastructure and catchment area policy, we have guidelines for building standards and ensuring that there are a lot of the principles that are within the climate smart documents, what is in our documents as well, and ensure that environmental and social management plans are in place for all new constructions of classrooms that we do recently in collaboration with some of our partners, having we've been able to actually build quite brilliant air models that can, based on data, were able to predict flooding prone areas. And this matters because when areas flood, teachers don't go and kids don't go to school, and it's important for us to allocate teachers and place schools excuse me, and place schools in communities noting where rivers are going to flow and where weather issues are going to be. And on our curriculum, we've been able to change and updates all of the curriculum. Maybe a month ago I was in the school, so the grade level of class one, primary one, the government has been able to develop textbooks for environmental science and civics that these children are learning. So all throughout basic education, within our free quality school education, we've brought civics back into school, we've brought environmental studies back into school, and we've provided the textbooks and provided the teaching guides and teacher training. So it's important that the theory goes into the classroom and the kids have the content for it. And I'll end. Perhaps with two stories. One is, I think two weeks ago I was on a trip with the president to the riverine areas in the south of Sierra Leone to drive many from booth in the biggest city to ours. You arrive and you hop onto a boat and you go in the boat one of the 2 hours out really into into a community where they'd never seen a minister not to speak about the precedent in their entire history. But we arrived there and the president hopped up and went into this small, small town village, a couple hundred people. And the only place where people could gather was in the school. And I had missed that particular stop because I was in another island. And he came back and what he told me was there's a school that was there. It's tough, that class form and this school great structure, but the environment, the roof was falling apart because of the weather situation. And his instruction was, you know, please go and make sure that these guys have their renovation grounds or that they're using the subsidy as well. So it's that we go to the communities and see and I'll end with a word with another story is a friend called I'm Jamie Barry and I had seen what he does online and he does this independently. He took climate and the environment. So importantly, he works in in West Africa. He came, he comes home, goes to cumbia where he comes from, takes these tires and recycles them, walks with the students, the paint, the tires, the beautify. It puts it into the school environment again, grew trees and transforms the community from a place where you have all this plastic and tires being an eyesore to a beautiful, colorful, cheerful environment. And so at the global, national and local level is action. And for me, that's the most important thing.

REBECCA WINTHROP: That's a great reminder that actually we can all do something. And teachers and community members have a lot of power to take action. Thank you for that, Minister Sengeh. Minister Jørgensen, you actually have a very interesting job because it's an integrated role in Denmark's government covering global climate policy and international development. And so the question we want to pose to you is how can international aid better address the interconnections between climate and education? And I would wonder if you would want to speak a little about where gender equality fits into that nexus, because I know that's a great concern to your government.

DAN JØRGENSEN: Yes, definitely. Thank you so much for that. It's two microphone working. Yes. I recently gave a speech where? Well, it didn't go very well. People didn't laugh at my jokes. And.

REBECCA WINTHROP: Because they didn't hear you?

DAN JØRGENSEN: Well, I thought maybe they didn't hear me. So I asked, can you hear me in the back? And then somebody in the back said, Yes, we can hear you fine. But then somebody on the first row said, I'd like to change seats then. Well, okay. So, so sorry that.

REBECCA WINTHROP: This is not going to be one of these kind of things. We're going to we're going to laugh at all of your jokes.

DAN JØRGENSEN: Okay. Okay. Well, this is a serious matter. So I don't I don't know how many we will have of those. But no, thank you so much for that. And thank you also for organizing this event. It is extremely important. And so the reason why the Prime Minister decided to create a new portfolio in the Danish government that is responsible for both development, collaboration, cooperation and global climate policy is that we think it's important that countries and international community acknowledge that really most of the challenges that we face in development across the planet are today very tightly interlinked with climate change. So climate change is not something that might happen in the future. It's something that's already here now and that we know for certain will be worse in the future. Even if we succeed in doing more to fight it, it will still become worse than it is now. And this has some very, very extreme consequences that we need to deal with. Now, I'm sure that many of you work with education, probably all of you every day, and you're probably used to arguing. Well, there's not really any changes in development policy that's not interconnected to the question of education. Right? Well, I would definitely say the same thing about climate. So we have two subjects here. We have two themes which are at the core of development policy, climate change, education and how what they and interconnected. Well, I'd like to just talk to you a little bit about a visit that I was on recently to Ethiopia, but I only have 30 seconds. So that's going to be short ahead.

REBECCA WINTHROP: Go ahead. Okay, I'll give you two minutes.

DAN JØRGENSEN: So, yeah, great. So in Ethiopia, the Afar region, that's the hottest inhabited place on the planet there. They have now another failed rainy season. So it doesn't rain. Not even the few weeks it's supposed to rain. This means that even the camels are dying from first. What happens in a family of Hertz when the camels die? Obviously, the poverty, the social consequences are enormous. And what we see is that one of the first things that happens to poor families when they're hit by drought, poverty, what it might be is that they, the kids stop, go to going to school. This is just an example from Ethiopia. I could give you a menu from all over the world of of how when climate change hits, it affects the ability of families to prioritize their kids going to school. So that's just one very, very concrete example. And that is, of course, that's a vicious circle, right? Because as many of you have eloquently spoke about, spoken about today, we need children to be educated in order for them to also be a part of the solution for climate change. So if they don't go to school because of climate change and and they're not able to fight climate change and adapt to climate change because they don't go to school, it just shows you what an evil circle we might end up in. So this is basically the reason why we need to to work closer together to to solve these problems.

REBECCA WINTHROP: And what would you say you're doing differently in Denmark because of that insight?

DAN JØRGENSEN: Well, I would say first and foremost, we are focusing a lot on not only mitigation. Now, most of the meetings that I go to all over the world, I speak about mitigation because Denmark is known for our energy transition and deployment of renewable energy. All of that is important for us to fight climate change. But what people forget very often is that, as I said earlier, climate change is already here. So we need adaptation. Plus it's easier. Even though it's hard enough, it's easier to mobilize financing for a big wind turbine project that will generate some

revenue than it is to help the deaf, our region to adapt to droughts because there's no money in that. That's that's just basically drawing on the willingness of governments and institutions to, for idealistic reasons, help. So we need more governments and institutions to realize. That if we don't start allocating more money for climate adaptation and resilience right now, the consequences will be catastrophic. Catastrophic. Sorry.

REBECCA WINTHROP: Great. Great. Thank you. That's super helpful. I'm going to have one question from the online audience to close out our panel before we let you go. This is a question that's come in from someone at the Malala Fund, and I'd like you each to answer it in your own way. So it's a question about global financing aid, architecture for the intersection of climate and education. And Minister Sengeh, I'd like to ask you if to say, you know, if you had one one thing that you would like to say to the donors of the world and the people who are working on reforming the global aid architecture and watching the global finance architecture to ensure that it's fit to respond to climate emergencies, what would it be? And then, Minister Jørgensen, what is your assessment of the impact that this reform on the global finance architecture is going to have? So, Minister Sengeh.

DAVID SENGEH: I was smiling because it's this afternoon we have a lunch that focuses specifically on climate financing architecture and to which I think those who are going to be I encourage you to come with ideas and hopefully we will all have a better answer for the person who's asked. But I think the one important thing to mention is that the world is moving forward. We are aware about the current aid architecture and global financing architecture, particularly for education, needs to be transformed. Countries and the world have said we need to transform education. The thought leaders have said that they've given commitments to transforming education. We cannot transform education within the same systems of delivery that existed. We are where we are because those systems themselves did not give us the results we needed. And unfortunately, you cannot do everything without money, the same things you can do. My team has what we call the zero Leones challenge, where we have to solve problems with no money. But largely we need money. And so the important thing for the donors and for the people who have money, by the way, Denmark is a good ally to Sierra Leone through the Lego Fund. Lego Foundation is supporting a lot of what we do. And the reason why I cite them in this example is because they practice what everybody should practice. They put the country's priority first. And when I engage with partners, then actually this morning I sent an email. I was patient because I received an email from somebody and organization, international organization, for which I recommended my deputy CEO, a female amazing person who we've invested in to attend this meeting. I recommended her and this person replied to say to me, The Minister, we're just looking for your confirmation to approve this other person who's somebody junior to go. And I told them in an email, I'm sorry, are you telling me that you know what's better for me to do in my organization for. But that was kind of my response to them then?

REBECCA WINTHROP: I think it's a good message.

DAVID SENGEH: Yeah, I think that. But the takeaway is the countries know what they want to do. We have our peoples interests at heart. We have plans, we have directions. You should work with the countries to ensure that we can deliver to reach the most people.

REBECCA WINTHROP: Thank you. Minister, final word.

DAN JØRGENSEN: I definitely agree on that point. I mean, even though climate change is a global challenge, actually when you make look at it, most of the solutions will be local if they are true to work. Now, I think the most easy answer to your question is that governments around the world needs to do more. So. Denmark is one of the few countries that allocates 0.7% of our gross national income every year to development aid. I wish more countries would do that. But even if all developed countries did that, we still wouldn't be where we need to be. So it's the first step also because government aid you can spend and use more directly also in projects that are not necessarily good business, but that you need to do anyway. Having said that, though, it's it's I think the main focus of of the discussions this week in the World Bank is how do we manage to use

governments and institutions like the World Bank and other and DBS to leverage more private funding? Because let me give you just one example and then I'll stop. But in in the climate negotiations to cut process. Already back in 2009, it was promised that we would mobilize from 2020 to 2025, \$100 billion a year. We meaning the developed world for climate finance. And that still hasn't happened. It's we need trillions, but we cannot even raise 100 billion. That just shows you, first of all, governments are not stepping up. But also, we are far from where we need to be in mobilizing private finance.

REBECCA WINTHROP: That is a wonderful call to action. I thank you both. And I'm going to invite up a youth speaker. So thank thank you both so much for being with us. Yes, a round of applause. It's a great call to action. And who better to talk about moving forward than our next speaker, Temilade Salami, who is the founder and director of Eco Champions, which is the largest African network of young people leading climate action through education. So, Temilade, welcome to the stage.

TEMILADE SALAMI: Good morning, everyone. I'm really excited to be here and thank you for inviting me. My name is Temilade Salami and I'm a leader from Nigeria and the founder of Eco Champions, a youth led organization that works at the intersection of climate change and education. This is Lagos, and over the past few years, Lagos has experienced an increase in flooding, especially in waterlogged areas. Rainfall levels in the city of greatly increased due to climate change and sea level rise. Last year, over 24,000 households were affected by excessive flooding in Lagos, Nigeria. I have lived in this city for the most part of my life and also studied here, so it's really personal. During the heavy flooding last year. School buildings were damaged, classrooms were inaccessible, and children were unable to attend classes or even have access to quality education. This picture is a picture of a school called Community Primary School, and the school is a victim of yearly flooding and values through regular peugeots. The students and teachers would always have to walk through this bridge in order to access the classrooms. And when the flood becomes unbearable, the teachers and students have to stay at home. Climate change and access to quality education are closely intertwined, and as we can see from the flooding incidents, this reality continues to fuel my passion for advocates to take action on climate change and education in Nigeria and in Africa. And this is why I'm playing my part through Eco Champions in Nigeria, an organization I founded six years ago while I was in school and through our two programs. First, the climate change in classrooms and also the climate Education Leader's fellowship. We have taught thousands of students in different schools about climate change, and I've produced contextualized materials on climate change, and this is one of the books that I wrote. As you can see, is illustrated in Black Answers, just to give more context in the schools. And we use this book to teach in primary schools and secondary schools in Nigeria and this is one of our fellows is name is Don and this is him just trying to host a roundtable discussion in his university. And he's one of our climate leaders fellows from Kenya. And Don brought together his classmates to discuss climate change and how they can also go to communities to effect change, you know, for the teachers and also the students. My experience with Aqua Champions has really illustrated that the impact of climate change is really severe on education. From floods in Nigeria to Cyclone Fredy, Malawi and droughts in East Africa. In the midst of all of this. It is very important to note that girls are often the most affected. For example, they have to walk long distances to fetch water for their families and this also reduces their participation in schools. Recently, cycling Freddy, a powerful and deadly storm. As we can see from this picture, this is a school. It severely impacted several countries, including Malawi, where weeks later half of a million children were unable to attend schools as buildings have been damaged and women amputees are being used as shelters for displaced people. Through my work with students and young people, we see the impact of education on resilience, on climate change and mitigation, for example, as equity on people who have been able to reach thousands of students in schools and young champions across Africa. So far, we have trained 70 young people across 26 African countries to take the lead on climate change education. And I can only imagine what would happen if investments in climate education and teachers was scaled up so that every girl and boy receive quality education. That includes climate education. This will not only empower young people like me to take action, it will also accelerates the green transition. So I ask today, the ministers and every guest sitting right here that climate change education is very important to drive the green transition. Thank you.

REBECCA WINTHROP: Thank you so much Temilade, she brought up a lot of issues around teaching and learning. In particular. I'd like to invite my next panelists who I'll introduce as they come up. Didacus Jules Director general of the Organization for Eastern Caribbean States. Please join us and Gwen Hines, the CEO of Save the Children UK. Please join us on the stage. We are moving now. We've gone from policy planning and financing and we're moving into students, teachers and communities and thinking about shifting learning practices to support climate smart education systems. And. Temilade Thank you for that. That was powerful. That was strong. I wish we could broadcast you around the globe. Didacus, I'd like to start with you. You ready? Yeah. Got your stuff. Okay. Your region, the Caribbean, is particularly vulnerable to changes from from a warming planet. You've got extreme weather. You have hotter temperatures. Rise in sea level. We heard a little bit of that from the minister of education from Sierra Leone. And you have said before in numerous places that education is about shaping an ecological consciousness as an existential, a existential imperative to our era, a very eloquent and powerful phrase. We would love to hear how you are taking action on that insight. What are you doing to sort of transform teaching and learning in the Caribbean and better prepare students?

DIDACUS JULES: Okay. I would first of all, like to put that statement in context because sorry, I suffer from spring allergies. The reference to ecological consciousness is more than just environment. It is really about having a more universal mindset about the purpose of education at this historical moment, because in the Caribbean we are not just faced with challenges of the traditional challenges of climate change, as in sea level rise and hurricanes and so on. But we also have what I describe as a concatenation of crises affecting us. So just in the last year, for example, while COVID was was raging across the region, we also had in Saint Vincent and the Grenadines 32 volcanic eruptions happening, which which resulted in not just a shutdown of the economy, but the relocation of half of the island to the south. And while half of the island was relocated to the south, we were faced with torrential flooding in the south. So, you know, this thing is is a series of crises that keep coming at us. And in the context of education, not only has it affected education from the point of view of the disruption of learning, but it poses key challenges to what is the purpose of education, How do we refine education so that it becomes a new tool for rebuilding civilization, given all the problems faced by humanity? In that context, we are talking about a transformation of education that takes into account a more holistic approach of often railed against a tendency, certainly in the Caribbean, for us to create new subjects as clusters for every soul. So, for example, you know, there is a problem of crime. People talk about, why don't we do crime as a, you know, take crime into the curriculum. A classic case has been a long ranging argument that I had as former registrar of the Caribbean Examinations Council, where several governments were calling on me. We must introduce a subject called Critical Thinking. And I'm like, Well, critical thinking is not really a subject because mathematics, mathematics, properly taught, is critical thinking. Learning a foreign language is critical thinking in a linguistic sense. English literature is critical thinking. So the challenge if I transpose that argument to the face of climate change, while I agree that we must address climate change issues in education, we have to look also at ways in which, first of all, define what is the purpose of education, as I said, and then look at what are the core things that we need to do in education. We don't need to throw the baby out with the bathwater. Let us look at a redefinition of some of the core subjects. Define those core subjects. So in every subject there are opportunities for introduction of critical thinking, as in problem solving, linking those problems not to obstruct academic problems, but the problems facing communities in society. In the Caribbean. Examinations Council, for example, there's something called school based assessment, and the school based assessment can be done by an individual student or by a group of students which encourages group work, collaboration as well as competition. These the subject matter of these SB as could be the application of knowledge in the particular subject area to real life situations and and problems. Looking at how we can embed issues of climate change not just in a scientific understanding of climate change, but importantly the action that needs to be taken by students to begin to make the changes at home in their communities and within the country as a whole. So an opportunity for education to be a generator of new ideas, innovations, community based action, as well as stimulate the knowledge base and the awareness about education. And by the way, whatever we do in schools automatically reaches into the homes.

Because if students are fired up with the need for, for example, food security and they do school gardens at home, they do home gardens.

REBECCA WINTHROP: Great. Thank you. Gwen, I'd like you to build on that a little bit and talk about just picking up on what Didacus said about the importance of schools at the center of their communities. Kids come back. It's not a you know, one hopes that it isn't, you know, an impervious wall between the school, the school door and the hope and the rest of the community and, you know, really hear from you what the role of communities themselves can be and how. They can work together to support schools, monitor progress, drive systems to become more climate smart. And I know that you have a lot of examples from community engagement, given Save's work trying to do that. So we'd love to hear some.

GWEN HINES: Sure. Well, we could all talk for many hours. I know. And I could give you hundreds of examples and but I won't. But I'll really try and build on what Didacus and many others have said today and to hates I want to put on the table today. One is silo working. So it's lovely that we're talking about how climate and development come together. You know, in all the debate this week about funding, it gets into, well, do we fund climate change, Do we fund development Of course we need to do both are very, very linked. There are trade offs. We need to look at that over the time horizon. But fundamentally, these things are linked. And as other have said, climate crisis is something happening now and we need to think about those things. My second pet hate is that we're going backwards. You know, I've been in international development for 25 years. First 20 years, great. We all talk about the progress being made and it's great we have child mortality. We make all this progress. Pre-COVID. We all talked about how far off track we were for the 2030 SDGs. This year we have the mid-term review. In the last couple of years, we've gone further backwards and it's shocking and we still have so far to go. We cannot afford to keep going backwards. So I was saying earlier, one of my really big issues at the moment is how do we do much better at shock proofing progress? When I lived in Malawi and I ran the UK program there, you know, I sit with the finance minister. He needed 27,000 new classrooms. Well, if we're losing them because Cyclone Freddy, if we're losing them because other things happened, how on earth do we keep up with that? Never mind the kids. You know, when I was in Uganda last year, schools have been shut for two years. The loss for those kids is massive. So coming back to your point at what do we do about it? Something we've been working on in just given one example is the Philippines, where we've been working with the government, working with the Prudence Foundation who work in insurance so love this kind of thing on a comprehensive schools safety framework. And what I like is it's not just for climate risks. It's all hazards. In fact, it was actually designed for different kinds of hazards. So when we work all over the world, the disruption can be conflict. The disruption can be an earthquake, the disruption can be floods, it can be famine, it can be COVID, it can be anything. We need these comprehensive frameworks that bring all those different things together. And what I really like about the work we did, again, as Minister Sengeh said, it was led by the government, by the Ministry of Education in the Philippines. We came in behind with global experience ideas, but it was really designed to apply at the community level. And we saw during COVID, I mean, including in the UK where I live, the community level is where things happen. You can have the most sophisticated systems in the world, but if they don't work at that community level, they're not going to work. That is your point of bigger risk or biggest opportunity. And we've gone beyond that and brought kids in. My husband's a teacher. I have teenage boys and I can tell you now my husband's pet hate is people say, oh, school should be doing this. What you need is to actually design it and you need to designed it around the way teachers and schools and communities work and the way kids work. Because kids are the ones who can tell you, well, you think that's a really smart idea, but that doesn't really work in reality. I've got a better idea. And so how you have those comprehensive frameworks and we're keen there that we adapt that kind of mechanism around the world. We were just talking about how do we take the lessons that we've all got, How do we do this as a public good? And just one final thing to say is something else we're working on and I think leads from that and I think for all of us is what is the de one contingency plan for education in crisis? You know, I'm a humanitarian by training. We pre-position food, we pre-position supplies. How do we pre-position for education restarts on day one in a crisis so we don't have all these losses. Thank you.

REBECCA WINTHROP: Thank you, Gwen. There's a question from the audience that I want to pose to both of you, and then I want to see if there's any questions in the room that you would like to ask. So just raise your hand and we'll have a microphone come to you. So we have a question online from the Association for Progressive African Educationalists. And they the question is, do you think that the framework, GP's framework on climate smart education systems can be taken up and used by communities? And I would love to hear your thoughts. Didacus?

DIDACUS JULES: Yeah. I'm just looking.

REBECCA WINTHROP: At you even. Yeah. Quiz you on the framework.

DIDACUS JULES: I thought you'd-- Look at the framework. Covers policy and planning and finance, physical infrastructure and facilities, partnership and coordination. Curriculum. Teaching and learning and data and evidence on school community linkages. I mean, that is a pretty comprehensive framework, and one can come with different models. But the seven elements of that framework pretty much covers everything. And I believe it can be applied not just at the level of the state or the nation, but also at a community level. So one then has to find creative ways of ensuring that these different elements are touched on. So for example, in terms of physical infrastructure and facilities, as we heard earlier today, a lot can be done by communities in maintaining their schools and helping to upgrade the schools, even if it is ultimately the responsibility of the state. But communities taking charge and assuming responsibility for these facilities is a very important step in claiming ownership and having a bigger say in the governance of schools. So at every level in the Caribbean, we have designed and I was. Chair of the working group at the Caribbean level, looking at a redefinition of the New Caribbean school and that preceded COVID. So the whole idea was to come up with a model like that, that touch on all the elements. And you can see from what I'm going to describe, the convergence of that model with the GPA model. We spoke about first determining the school outcomes, the purpose, the way of education, but we looked at the resource infrastructure, cultural schools, processes, human capacity curriculum and on the good in that were quality indicators of access, equity, quality and relevance. Right. So using these models I think is a good way to mention and keep in focus a holistic and integrated approach to education transformation, regardless of which level one is operating that and it provides the opportunity for the synergy between the actors. I heard talk earlier with Minister Sengeh about silos. The sad reality and I was having a long discussion with my colleague before the meeting started and we talked about the work that they are doing in this space is admirable, the way in which they try to break the silos and bring convergence. But the reality is that even within silos, they are silos within silos. So so, you know, we face I'm telling you, I was coming from a Caribbean country. It's horrific what is happening with some of the doing in the space. Agencies are competing with each other. They are separating agendas. Everybody wants to plant the flag on every initiative. In some cases, they come out with oxymoronic solutions. I mean, one example was one agency coming up with the idea of something called child friendly schools, and then they provided funding. They provide. And so you.

REBECCA WINTHROP: An agency not to be named.

DIDACUS JULES: Not to be named, frankly, but it's so well known the agency. And and they were actually providing grant funding for schools. And there was a template to assess the degree of child friendliness of a school. And I'm like, what the hell is this? A school, by its definition, should be child friendly. So I agree with the need to ensure that schools are child friendly, but you don't create a category, an apartheid of child friendly and non child friendly schools. If a school is non child friendly, it should be closed to.

REBECCA WINTHROP: So, Gwen, before I come to you on this, on this question from from about applying the framework to communities, I have a follow up question for you and I want to see, is there anybody who has a question in the from the audience? We have a young person here, we have two. We have two people. So we'll take both of you. Very, very. But if you could be very brief.

AUDIENCE MEMBER: Sure. I did want to thank everyone here for putting this all together. So thank you. And I guess just one question I have is given there's so many critical parts of the work everyone here is doing. I do have one question, though, does concern me. I agree that, you know, educating about better climate practices is one really crucial part of a broader solution. And I'm not I don't ask this question because I think one thing should be done instead of another. But, you know, if we if we can agree that, you know, incorporating smarter, more responsible climate practices is something we should all be doing, then would you have a message to people who just objectively, by. The numbers, are contributing much greater to climate change, which is a universalized issue, right. Even holding up a mirror to what we do in the U.S. and all the nations that are just objectively a not only people and this applies to me too. I know for a fact that I am contributing way, way more on a personal level to climate change. It's universalized, as you say. What message would you send to people in wealthy nations, to corporations that are that are driving this issue? If if we can all agree that, oh, we should be teaching these better practices.

REBECCA WINTHROP: Thank you.

AUDIENCE MEMBER: Sorry, I know I'm rambling.

REBECCA WINTHROP: But no, you're not. And this is a great question.

AUDIENCE MEMBER: Thank you for your work. Seriously, I just want to stress that.

REBECCA WINTHROP: It's a great question and it's a little bit of self-reflection and a speak truth to power away. So what would be your message? You know, I live in the U.S. I'm sure my carbon footprint is much larger than people in your part of the world. So I want to take the second question and then you can both respond. Go ahead.

AUDIENCE MEMBER: Hi, I'm Joyce Abdullah, and I'm actually with Save the Children and it's it's about that the point that you. Raised, Rebecca, about the the utility of of the of the framework at the community level and the engagement of private partners and by private. Public institutions, because we know we can't deal with it if the oil producers. Like in Nigeria are. Not part of the solution. So, you know, just putting it out there, I don't know what your thoughts are about that because that's something that I felt was was not addressed.

REBECCA WINTHROP: Thank thank you. So Gwen framework at the community level and can you wrap in public private partnerships and I think it's a it's a good challenge like what's our message to the people who produce a lot of the harm when it comes to climate.

GWEN HINES: So so many issues in there and you know, fantastic to and obviously defer to Joyce, you know, and I think so. So just to try and wrap those issues up, firstly, absolutely, we need to mitigate the climate crisis, because if we're not doing that, we just walking into such a big issue. But what's also coming through here, I think, is that, you know, even if with the best way in the world we get to 1.5 degrees, we are still have a lot of problems baked in. And today we are seeing the Horn of Africa, Pakistan, elsewhere, where things are already being hit. And my point is, it's also all those other things which are happening. And we know you just project forward conflict, climate, more pandemics, all of these things end up overlapping. And I just have a picture in your mind. Something we did last year was we interviewed nearly 55,000 children around the world, 41 countries biggest ever survey we done. And what was fascinating to me is people often think of kids as passive. You know, we have to help sort your future. I mean, you know, we've all seen they're busy campaigning on these things. But what's interesting to me is they see the climate crisis and inequality is absolutely linked and they see it as basically grownups. You've ruined the world, so either get out of the way or fix it. And we also map there's about 800 million kids where poverty and vulnerability and risk to climate issues is very, very overlapped. So I guess what I'm saying is all these links, they're incredibly overlapped and we need to absolutely do our bit now. And that includes helping people today who have done nothing to create this crisis and who are suffering the worst effects, as well as trying to make the problem smaller. And that absolutely has to be grounded in community reality. So you look at what is the number one issue for you today

because, you know, talking about what happens in five, ten, 20 years when people are actually struggling with this today, you know, kids education cannot wait. That's the whole point. It's in the title of the organization, you know, ECOWAS all working together. If my kids lost two years of education, I stress about that. And yet we look at the rest of the world and we think, oh, yeah, well, we'll get to that sometime down the line. We can't do that. Thank you.

REBECCA WINTHROP: Thank you. Delegates, I'd like to give you the last word.

DIDACUS JULES: Yeah, I can just see what my colleague said. But really, the youth are the army of the future, and that's why the importance of the school in that whole process, the intersection of climate change issues in the school so that they can begin to shape solutions, begin to think about the issues. It's true that there's a disproportionate contribution to the effects of climate change between the developed countries and underdeveloped or developing countries. However, that does not absolve us from the developing countries, from our own responsibilities, because on a proportionate level, it's one thing to talk about recycling, and sometimes we engage in actions that feel good but really don't have an ultimate impact on the problem. So in the Caribbean, a lot of effort is put now into plastic recycling because after every flood, the extent of plastic waste is obvious coming down with the rivers and so on. However, is the solution just recycling of plastic? If we continue to import plastic stuff in plastic containers, it requires a resolute political will to say no more importation of anything involving plastic. Or if that plastic is brought in, it has to be the type of plastic that can be recycled in a meaningful way. So there you know, I think one has to be very strategic in the approach to this question. But definitely the younger there is definitely a divide between older people in the world today and youth because and I'm really heartened by the work being done by my colleagues organization, because listening to those voices is very critical. Doing the surveys, being able to map what a million kids are seeing and thinking and importantly feeling about these issues will help us determine how best we can support them in their ambition to lose their fear, to take decisive action and to shape the future that they want to see.

REBECCA WINTHROP: Thank you both so much. Thank you very much. I would, I would like to welcome to the stage our next speaker. I'm going to set him up beautifully. As youth, our future, Manuj Bhardwaj, who's the founding advisor of Nurture Nature Global from India. And welcome.

MANUJ BHARDWAJ: Hi. Good morning, everyone. Excellency, honorable ministers, members of the civil society, academia. Thanks to GP and Brookings for giving me this opportunity. My name is Manuj Bhardwaj. I am from India and also pursuing my PhD in International Islamic Policy here at American University in Washington DC. So first few slides about our work in India. So we are not only global, we partner and spread climate awareness to education. We started in 2016 as an event, just like with a simple course to create awareness around climate change and its adverse impact. So we did a lot of activities and it was started in Chandigarh, in the northern part of the country with the name Nature need to be the change, bring the change. So we did seminars, competitions, street play, cycle rallies, sapling plantation rallies and many more activities to make the people aware. The impact was like we covered around 20 cities across the country and it was like a lot of people participated, mostly young people and also help people. So we literally spread the education, education around climate change. And then there are a lot of activities we have done over the years. So this is what we are doing, obviously involving school children and young people. Now, how the climate crisis impacts education. We have been hearing from all learned speakers that climate crisis is an education crisis. So I have given this a chart that there are direct effects and then there are indirect effects. So as you can see, there is the destruction of education, infrastructure, degrading of learning, environment, stress on water infrastructure, and then ultimately increased vulnerability of education systems. And when we talk about data, the education of more than 40 million children is being disrupted, and it has been recorded by the UK government in one of the studies. Now, as we all know, that climate even destroy schools and other critical infrastructure and which prevents students children from getting formal education. So here is an overview, like how, for example, heavy precipitation of resultant drop in school attendance and poor performance school dropouts, which obviously leads to decline in educational attainment. And then obviously poverty and climate change disproportionately impacts the poorest, keeping existing inequities at our speakers from the Save the Children, you said. So what are the

main events, climate events that really affect or prevent students or children to get into the schools? These are droughts and water stress, floods and severe storms and severe heat stress. So now we see what's the climate change impact on education infrastructure in India. So we see the climate events. They are like two types of events like fast are fast, natural hazards and slow natural disaster like floods, cyclones which directly quickly impact the education infrastructure. And then we have droughts and environmental degradation, which over the period results in decline in the number of children going to the school. And then again, according to the study in India and overall 80% of Indian youth responded that education has been disrupted to climate. And so it's documented, it's backed by evidence and data. So we cannot deny there is a picture of a lot of the drawing that has been made by student children at a school in Bihar region in India, where she shows that like there is extreme heat, there is no water dried. So which prevents children to go to the schools and remain at home so that they can be bit healthy and don't get sick while they are at school, then poor infrastructure already adds to the impact of climate change. We see this of this. This is a picture from, I think, Bihar, again, the DCC Middle School, which is government school, which is a makeshift classroom under an asbestos roof, which is not like good enough for extreme heat temperatures and also like extreme weather, like rain and floods. And then again, you can see in one more of a picture that the infrastructure is really poor. So already there's poor infrastructure which is not supporting the current education system. But adding on to that of climate change, climate events affect that. It's a really bad impact in school. So schools get, I would say, destroyed. So some facts and numbers. Again, Bihar is one of the states that get a lot and terms so far. School education in 2008, around on 1429 primary schools and 105 secondary schools woefully damaged. Then again in 2017, 22 school buildings were damaged in Kerala. In 2016, 13 schools being affected by the floods and on what is around five 5735 elementary and secondary schools were reported. So India is already a very big country. So we need investment and support on a very large scale to support all these all these schools and education systems and infrastructure. One of the problems in India that there's a lack of awareness. So one of the. Balance in one of the surveys by BW said that it's a God building. We we cannot do everything. So there is a lack of awareness and knowledge in education that people think that just a God will. It's not a manmade thing, but climate change is a manmade thing. So what can help in education and knowledge? Education obviously increase the adaptive capacity, and the knowledge also helps to mitigate and tackle. Now, role of education in enhancing the use of climate resilience infrastructure. It plays a very important role in local level adaptation. Help young people to understand the impact of climate change and to fight it, and obviously it motivates them. What we are doing on in India front through our organization, and then what schools and educational institutions can already do to strengthen resilience around climate change is capacity building, partnership, nature based solution and inter-generational, which is very important. Then again, the direct and indirect effect of quality education, which improved resilience and capacity to climate risk. This is one of the schools that we supported in Punjab in India in terms of infrastructure. We helped gather funding and we got a very good infrastructure in this school with all the bases involved and to tackle with floods and other other climate change impacts. And in the beginning. Rebecca, you said it's the marriage of a good golfer and goal 13 of hazards. So I used it. So, I mean, education, infrastructure obviously deserves very great attention and adaptation policy. Education investment is more urgent. I cannot repeat more focus on climate. Education is immediate and a parallel robust online education. E-learning infrastructure is also the need because in terms of climate like disaster and after a disaster, it takes a time to build the physical infrastructure. But online infrastructure can go online quickly and rural and indigenous people request special attention. So this is what I wanted to say. Thank you very much and thank you for your time.

REBECCA WINTHROP: Thank you. Thank you, Manuj. Thank you so much. Money. You set us up beautifully on all the themes we're about to talk about in the next panel. So I invite the panelists to please the next panelist to please come. Please come up and join us here. I am very, very happy to be joined. I'll introduce them as they as they come, Minister. Very happy to be having with us, Mr. Mikko Ollikainen, who is running the adaptation fund. Really important. All that we learned about the real life impacts on infrastructure from climate change, education, and then also very, very pleased. And thank you for being here and taking time. The honorable Dr. Ahmad Belhoul Al Falasi who's the Minister of Education of the UAE. So I would like to start with you, Mikko. You have a big organization that is focused on lots of what we just talked about in all in all of the

sessions. But we'd really like to hear from you now is, you know, to get quite practical, how can we construct infrastructure that can withstand the impacts of climate change? And can you give us some examples of the work you're doing?

MIKKO OLLIKAINEN: Absolutely. Thank you, Rebecca. Really great to be here. Thank you to GPE and the Brookings Institution for organizing this important event. The climate change has huge impacts on all kinds of infrastructure, including education, infrastructure. It's really critical that we ensure that schools are safe and healthy places for students to learn and that they factor sustainability and climate resilience in their design. It is an area that has not been paid adequate attention to. I represent the Adaptation Fund. We've been funding adaptation projects for 15 years. We have about 150 concrete projects around the world totaling more than \$1 billion, and less than ten have had significant education components in them so far. There's also very little on the education in the reports of the Intergovernmental Panel on Climate Change, which shows that it seems to be an area where we really need to focus more going forward. And that's really commend the work of GPE on the CCS framework. I've seen it and it's really impressive and it provides a good basis to build on to ensure that infrastructure is resilient. Of course, it's important to have regulatory frameworks for infrastructure that are up to date and that those are followed the following up part. This is also quite crucial quality of construction, use of materials and also something that is not always remembered is that we are not only looking at the quality with a current standards. Climate change is getting worse and we need to plan school buildings so that they will also withstand the future climate. And in 20 years, climate impacts are quite different than they were a few years ago. Climate change is here already with us, as we know, and it's getting worse. Rare events are becoming more common and this affects the impacts. They're getting stronger. And also the locations we are seeing climate impacts in places where we didn't see severe impacts before. School safety protocols are really important. But I'm really happy that already today, many times the participation of the broader community has been mentioned. Community buy in is really crucial in all adaptation projects. So consultations with stakeholders need to be done in a way that support the infrastructure and equity is an important part in that. So we cannot provide adaptation only for some and forget about others, and it's often the most vulnerable that gets forgotten, unfortunately. So for example, poorer areas in countries minorities versus majorities and gender are important aspects in that I'm happy that the MLA dimension to the girls schools and situation, we need to make sure that the girls schools are not given any less attention compared to boys schools. In terms of climate resilience within the adaptation fund, one of our most prominent school resilience projects is in Haiti and it's called Implementing Measures for Climate Change I. Citation and disaster risk reduction in the school facilities in Haiti. It's relatively new. It's launched last year and it's implemented by UNESCO's, together with international and national partners and just under 110 million U.S. dollars in value. Its objective is to enhance the adaptive capacity and resilience of the Haitian entire education sector. To climate risk is to establish an. Risk assessment tool and to provide. Most of the investment goes to school retrofitting. They've had quite significant earthquakes, two major earthquakes in the last 15 years to improve the school schools so that they are more resilient, providing training to staff and students and putting in place risk management protocols for school system. And also it includes activities that address the entire community. It's a highly relevant project that addresses urgent adaptation needs, and especially since it takes place in the wake of these these massive earthquakes that have affected schools as well and dozens of thousands of children there in Haiti. It's a new project, but but we have very encouraged by it and some of the others that UNESCO and others are developing. It's clearly a way of the future. And we are we're looking forward to funding more education action.

REBECCA WINTHROP: Thank you. Mikko, I want to follow up on exactly that. You are speaking to largely a global audience here in this room, but also a lot of people online listening. I mean, largely an education audience. Hundreds of people across many countries are tuning in largely from education. And when you said the adaptation fund, really only 10% of the funding has gone to really greening school infrastructure, education, infrastructure. What do we as an education community need to do differently to get more of that money?

MIKKO OLLIKAINEN: Well, the short answer is that you need to be heard. You need to be visible in the context of, well, there's a huge funding gap for education, as we know. I think UNESCO's put a price tag somewhere around \$40 billion per year in developing countries for adaptation is more than \$100 billion per year in developing countries. So there's a lack of money as the minister. Minister Jorgensen from Denmark mentioned as well. So we need to make sure that funding goes where where it's needed. And synergies are really an important point here. I'd like to mention that in the project in Haiti, these schools that are retrofitted, they double as climate shelters during the storms. And by doing this kind of multipurpose facilities, you can cover some of the adaptation needs while you're covering the education needs. And there are many even larger projects around the world that are doing just that, including in Bangladesh, a massive project that that uses schools as shelters. So when the countries formulate their national adaptation plans and their implementation of those national adaptation plans that essentially guide what they are planning to do in the area of Adaptation Ministry of Education need to be included. It's all, of course, up to the countries on how they in the end decide to go about it. But so far there has been a gap there, and I would really encourage the educational community as a whole to step up.

REBECCA WINTHROP: Thank you very much, Mikko. Okay, You heard it here. We have to look at our ministers, at the adaptation planning, and we need to pitch schools as multipurpose adaptation centers. Thank you. That's very practical and very useful. Minister, I would like to turn to you. There have been the UAE has lots of we heard about the Haiti example from Nico, but you have been doing lots of work in the UAE about greening schools and you have a variety of programs and initiatives. Could you please share with us your experiences, your lessons learned, and what steps your government plans to take to ensure school infrastructure is more sustainable?

AHMAD BELHOUL AL FALASI: Sure. Look, I think we live in a very harsh environment. The heat is harsh, water scarce, so it's very hard to do it in a sustainable way. But the UAE has taken this very seriously. Maybe we should start first with the learnings and the action that we have learned from these various initiatives. One thing we have learned that no matter what initiatives you do, no matter how much you go play the curriculum, all your activities, it all boils down to the teacher. And within the UAE, we have about 75% of the provisioning of education is through private providers. A lot of the teachers in the UAE are actually coming from other countries with different backgrounds, so it's extremely difficult to have a consistent agenda on sustainability when you have teachers at the forefront coming from different backgrounds with different level of awareness. Unlike other countries where the majority are public school and majority of citizens, it's sometimes a bit easier to do that. So that's one complexity we found. So we redial down on teacher training to ensure that all teachers are able and capable of expressing and really involving students what comes to sustainability and awareness about climate change overall. Secondly, we double down as well on extracurricular activities as Benjamin Franklin once said Tell me not forget, teach me, and I may remember, but involve me and I will learn. So we've noticed that once you get kids involved a very young age, it really goes a very long way. So that's one thing I think we do have found out was do not spend too much time in developing the content itself, focus on the teachers and focus on the activities. If I go back just quickly, we've been lucky enough to host Audie to the International Renewable Energy Agency. First thing we did was to sign an agreement with him and the Minister of Education to develop the curriculum and the teaching framework for teachers to be able to do that. That has really trickled down across different jurisdictions where every single American, every single entity took that down and they are putting it all down. We focus on waste management, we focus on getting schools. We focused on teaching students the cost of sustainability. So I think that really went a long way for us. We have about I can go through the list, but I want to bother with all the details. Well, 1400 schools, we've already covered approximately 400. That's about 30%. Our goal by end of year is to reach at least 50% of schools to be green. When I say green, I mean at least one principal and one teacher. To be fully immersed and fully aware of the project we are doing with the different entities.

REBECCA WINTHROP: Yeah, wonderful. I wanted to pose this question to you that came from an online audience, and I have a partial answer, but I'd be interested in and your answer too. And then we can go to the audience. So please think of your question and raise your hand and the microphones can come to you. This is from Community Resources for Science. And and the

participant who's listening online asked are are people making their climate education resources for for teaching and learning? You've talked a lot about teachers publicly available. Are is any of sort of your lessons learned? Are you sharing it in the region? Are you what? Yeah. Can you tell us a little bit about that?

AHMAD BELHOUL AL FALASI: Yes, of course. So I think we're also hosting Cup 28 and our goal is to create a legacy. We intend to share all of our resources that we've developed within our school with other entities to be available in Arabic and in English for countries globally. So all the resources, whether they're curriculum material or even broadly knowledge, we're planning to keep this as a legacy to be developed, didn't come to an end, but also dispersed, at least in English and Arabic, for the surrounding region.

REBECCA WINTHROP: Wonderful. And I want to give a shout out. We were talking about it in the right before the panel to a new initiative called Teachers for the Planet that has come out of last year's U.N. General Assembly meeting around transforming education. It's come out of this initiative called 17 Rooms that looks at each of the U.N. Sustainable Development Goals. It's run by the learning planet, and it is focused on curating. So I'm sure you're part of that, curating teaching resources on climate education around the. Around the globe that anybody can access. So speaking of COP, can you tell us we're excited to hear can you tell us about the plans to center education at COP? Because education has has not been central to COP for most of the convening. So this is an exciting moment.

AHMAD BELHOUL AL FALASI: Absolutely. So I think to be fair, it was inclu but not fully to what it was under youth overall. But there was a specific vertical on education. This would be the first. As i said before, it it really boils down to the education and the students. You are really educating them for the future. So we have been blessed to be the CEO of Monster, which the renewable energy company. I'll be in the board for the past seven years over there working on the supply side of supplying of sort of power, wind power, renewable energy. But at the end of the day, you need to also work on the demand side. So no matter how much can LG produce, you need to work on the way that people can behave to reduce the carbon footprint. So on COP 28, a big focus on education, as I said before, will be developing the framework with a little bit with the elastic and other entities were working on growing the schools and that has four pillars. So physically, first of all, the physical space I cannot teach students about sustainability when the school is not that sustainable. So I want to get the kids involved with the teachers to make the school's footprint as small as possible. So that's one thing. Secondly, the learning, whether it's extra curricular or curriculum that's also being developed. Secondly, the capacities of the teachers themselves to really offer a training manual for all teachers also sustainability. And fourthly, equally important, the community around the school, because schools are dispersed in all geographical locations. If you're able to equip the school not only to be as a beacon of light for the student, but also for the wider community that you really go along with. So these are the four pillars to working on with our partners. And again, coming out of that, we want to make the resources available for everyone, Arabic and English.

REBECCA WINTHROP: Wonderful. Thank you. Questions from the audience. Temilade has a question and one question over here. Yeah, we'll take them both together and then have a final response.

TEMILADE SALAMI: Good morning. Your Excellency. And really amazing seeing you again. I know you is all still contented. And we also saw that there has been increased interest for youth to attend. And one of the things I always see whenever I attend court is how are we engaging young people, you know, beyond talking and also like giving speeches. And you talked about, you know, a framework for education for COP 28. And I know that required is also specific and strategic partner. So my question to you is, how are you engaging ICE from the start of the process for the framework? You know, the normal thing we're used to is the framework is ready and then to get a youth to come on board like a fireside chat and then we launch the framework. But how is COP 28 on UAE ensuring that young people like me are very much involved right from the beginning so that we can bring a fresh perspective and also contextualized solutions. Thank you.

REBECCA WINTHROP: Thank you. Hold on. We're going to take another question. Yes, please.

AUDIENCE MEMBER: Mine is actually very similar to that. We've heard a lot from policymakers and people today who control where funding goes with education. And many people have said that the communities are very important. However, with a top down approach, we're seeing a standardization of materials and things being given to schools to follow. These specific practices. So what are concrete things that you are doing to leave room for communities and their decisions and values within those spaces?

REBECCA WINTHROP: Great. And I'm going to add so there's a theme you're going to close on this theme. So we have basically engagement of people in the system, students, teachers, communities. There's a I'm going to add, because there's another question from our online audience from Earth Force, which says to you, All our decision makers, you lead international organizations, you lead a ministry. What do young people, students have to do? It's very similar to two models. What should they do differently? So you can you would listen to them more. So all in all, a similar theme. Mikko, why don't you start and then we'll the minister will close.

MIKKO OLLIKAINEN: Thank you. Yes. The emergence of of of the youth environmental movement, the climate movement during the last almost ten years of this more than five years now. But it's been really impressive. And we see it in our work obviously that as it started as the Fridays for Future movement, but now it's spread around the world and and has really energized young people as a as a resource and as a constituency because we are talking about the future and the young people have the biggest stake in the future compared to older people, you know. So in adaptation fund projects, we've really tried to engage as much as possible with with young people. It's not easy always. There aren't always structures to to do that. But through consultations as we try and consult comprehensively with other segments of society, gender groups and different ethnic groups and so on, we we also involve youth and in some projects more than others, we've been able to really actively have a role for, for young people. For example, we are funding a project in Armenia that is developing an app for high school students that will help them see impacts of climate change in their immediate environment. And we just need and we also have realized that we need to find the appropriate tools that we can use to reach youth when we're talking about young people. I would also like to mention the importance of civil society. There's an overlap, if I may, you know, in a way that the young people are working representing the civil society, and that's really crucial for us to at the level of each project, but also at the level of the fund to make make sure that what we are doing is being checked. And the young people are a tremendous resource in that respect as well.

REBECCA WINTHROP: Thank you. It's true that it's I've always found it a little painful that the Fridays of the Future Movement had to leave school to advocate for climate action. It's quite telling. So tell us your final, final remarks, Minister.

AHMAD BELHOUL AL FALASI: Well, I think when it comes to the involvement of youth, I said before that it'll be the first cop with a specific vertical on education. We will have the education pavilion as well. We're working with the Foundation for Education, which also gathers input from different parts of the world, different schools, and also from different policy makers and different teach. So we hope that it'll be interesting process. There's no finished curriculum issues. There's always an evolution. That's one part. But the point that was made was very good about how prescriptive should you be and how much room should you leave. I think we all know the quality of an education system is a function of the lowest performing teacher. For us, we came to education a bit late, so our the quality of the teachers in the UAE is not at par to other geographies, and therefore you would have to at least prescribe a bit more than you would. You would have to tell them. What are the main pillars as you have stronger teachers into the system, as you improve your education? It's always good to give more leeway to them. We're doing that transition right now by rewarding better performing teachers with more autonomy. There's a certain level of talent that we give, but then you want to make sure that if that teacher's supposed to teach sustainability, he or she would not only double don't know about it, but also balance it with social and financial as

well as the balance. Right? So we need to make sure that they have the right framework and then you can always leave, leave room. And again, the context differs from Dubai to Lagos to, you know, as with India and the Caribbean. So there's always a level of autonomy based on the context of the environment, and there's a level of autonomy for the teacher by the virtue of being a teacher and being close and allowing them to get their own perspective as well.

REBECCA WINTHROP: Thank you. All right. Well, we are at time. Thank you all so much. Thank you for being here. Thank you for joining us. And thank you for all of you for staying with us and participating.