



CCCPIR Component 5

Climate Change Education

Progress Update
October 2016 – March 2018

Presentation to the Regional Steering Committee of the
SPC/GIZ programme Coping with Climate Change in the Pacific Island Region

21 March 2018
Holiday Inn, Suva, Fiji



Context of Support & Implementation

- Funded by the German Federal Ministry of Economic Development and Cooperation
- Implemented in Fiji, Kiribati and Vanuatu
- National focal points – Ministries of Education
- Key partners on national level – TVET institutions, teacher training institutions, climate change/ line ministries
- Key partners on regional level – SPC, SPREP, USP, UNESCO, Save the Children
- Implementation involves a wide range of sectors and includes all education levels from primary and secondary (in-service/ pre-service) to TVET education

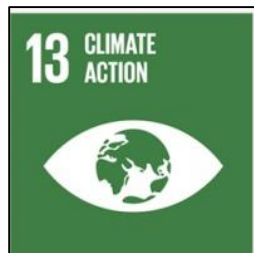




Main areas of support

Component objective: Education ministries, TVET institutions and schools contribute to a higher awareness and knowledge level on CCA and CCM in Fiji, Kiribati, and Vanuatu.

- Contributing directly towards the achievement on the following SDG



- Contributing as well more indirectly towards the achievement of other SDG's





Activities 1/2

- ☐ Teacher trainings with Fiji MOE in all education districts in Fiji, covering almost all 735 primary schools
- ☐ Training of curriculum writers of the Fiji MOE on climate change education
- ☐ Training of Pacific Voices in Unison Youths in preparation for COP 23
- ☐ Translation of education/ awareness materials into Urdu with Fiji MOE
- ☐ Integration of CCA/DRR into Year 7-8 Kiribati curricula and writing of Year 7-8 teacher guides with Kiribati MOE
- ☐ Development of Teacher Professional Development courses for Year 7-8 at Kiribati Teachers College with Kiribati MOE

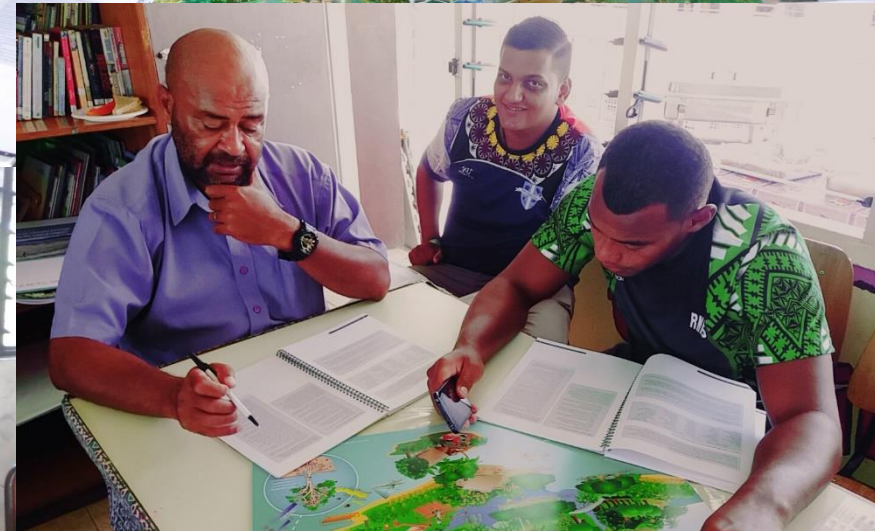


Activities 2/2

- ☐ Training of TVET trainers on CCA/DRR in Papua New Guinea together with EU-PacTVET
- ☐ Training of youth officers, youth administrators and youth volunteers with FHEC and EU-PacTVET on the new National Certificate Level 1 Qualification on Resilience to Fiji Ministry of Youth and Sports (MYS)
- ☐ Competency Based Assessment of trainers of Fiji MYS on the new National Certificate Level 1 Qualification on Resilience, with support from FHEC, EU-PacTVET and UNICEF
- ☐ Teacher trainings with Vanuatu MOE in all provinces in Vanuatu, covering all secondary schools and primary school Zone Curriculum Advisors
- ☐ First-of-its-kind, first-in-the-region development, accreditation and delivery (with EU-PacTVET) of a full Certificate Level 1 course on CCDRR at the Vanuatu Institute of Technology



Primary Teacher Trainings - Fiji





Training of YO and YAs and CBA in communities on CCA/DRR Resilience Qualification Certificate Level 1 - Fiji





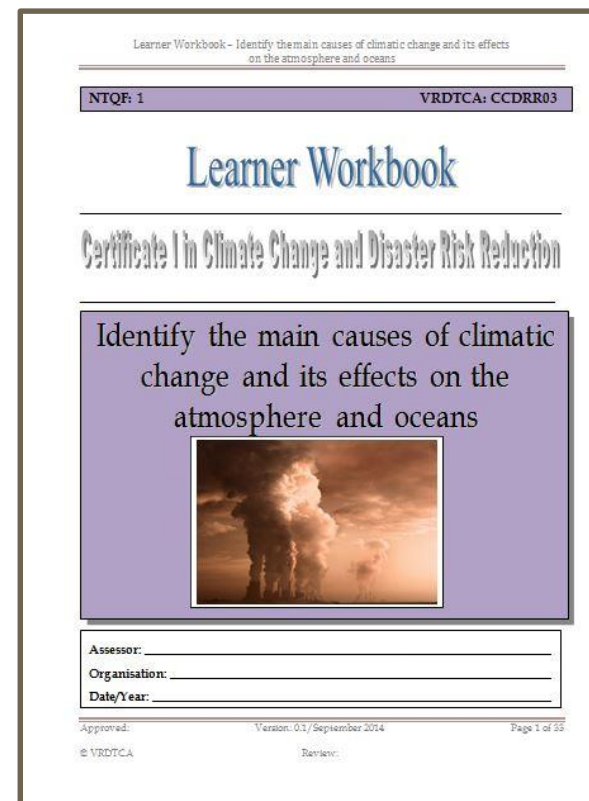
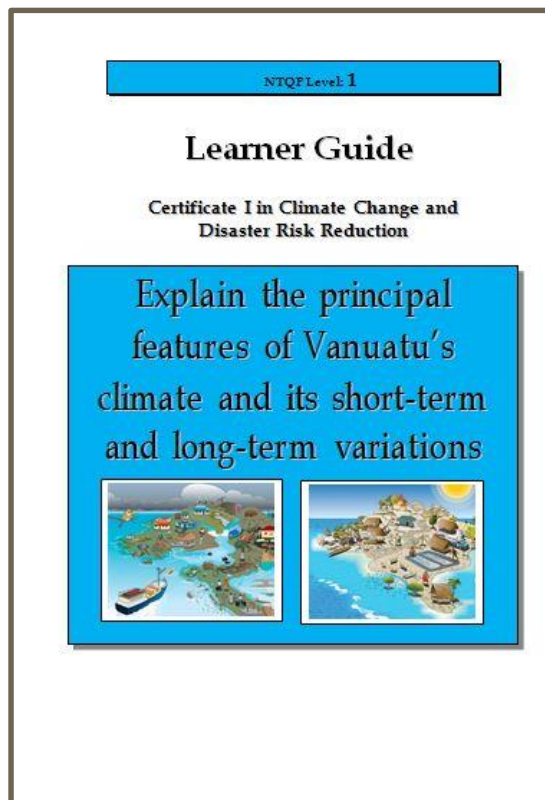
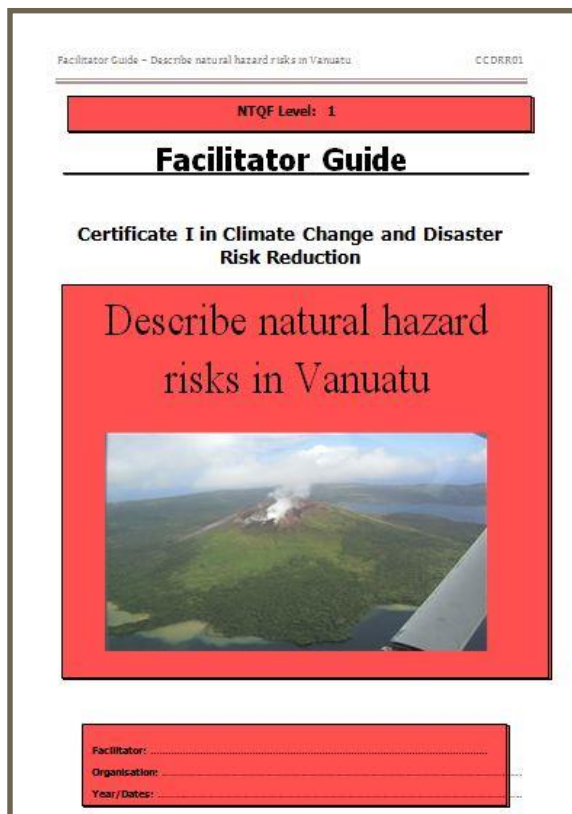
Teacher Trainings - Vanuatu





Certificate Level 1 Qualification on CCDRR

Course Material for 11 units with Facilitator Guide, Learner Guide and Learner Workbook in English and French for each unit



Certificate Level 1 Qualification Course on CCDRR at VIT



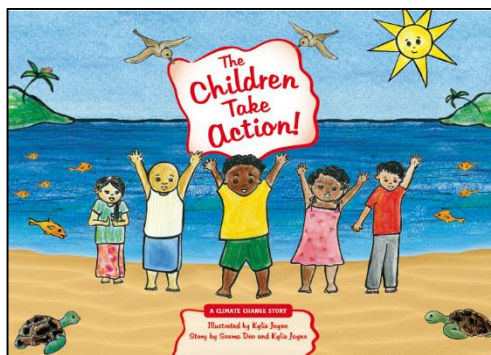
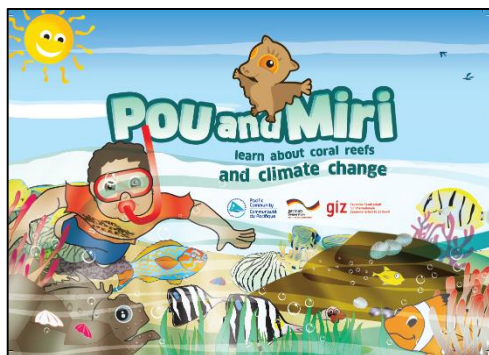
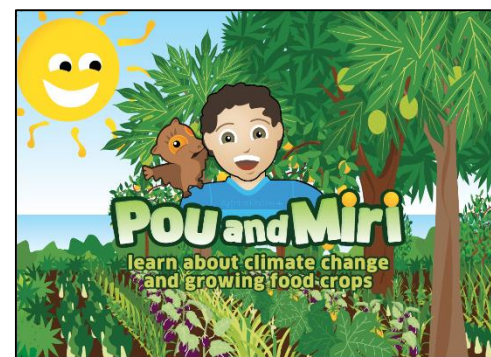
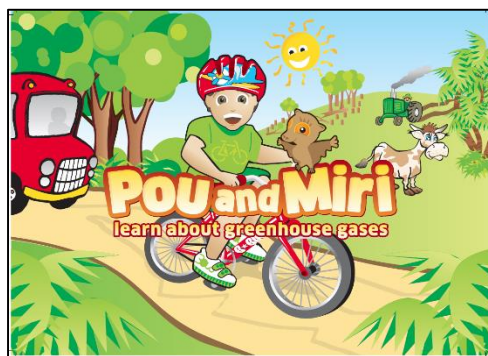
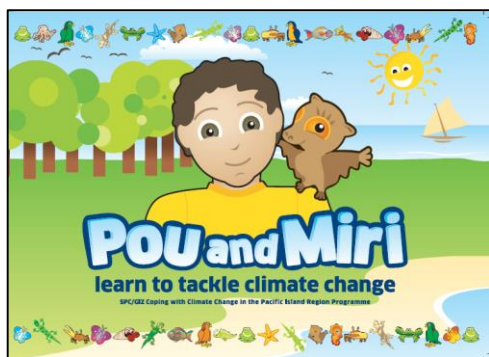
Certificate Level 1 Qualification Course on CCDRR at VIT

Field trips





Translation of reading and awareness materials into Urdu Language for Urdu classes in Fijian primary schools





THANK YOU FOR YOUR ATTENTION





Key Lessons Learnt : Climate Change Education

What we learned about climate change and education

National leadership and ownership are central to success



- ❑ *All activities from integration of climate change in school curricula to development of resources to trainings and teacher professional development align with national processes and ensures national line ministers are taking the lead role in implementation.*



Governance coordination level are as important as sectoral technical planning level

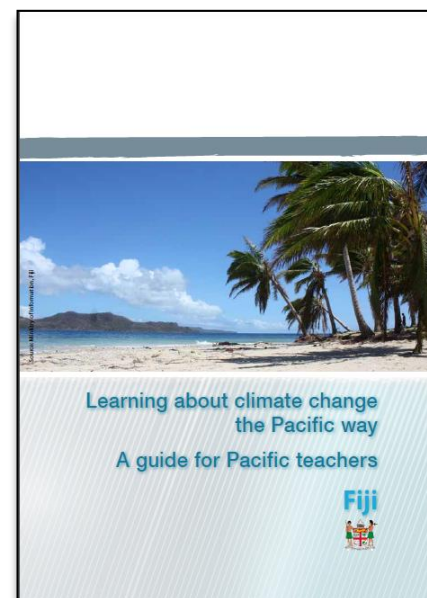
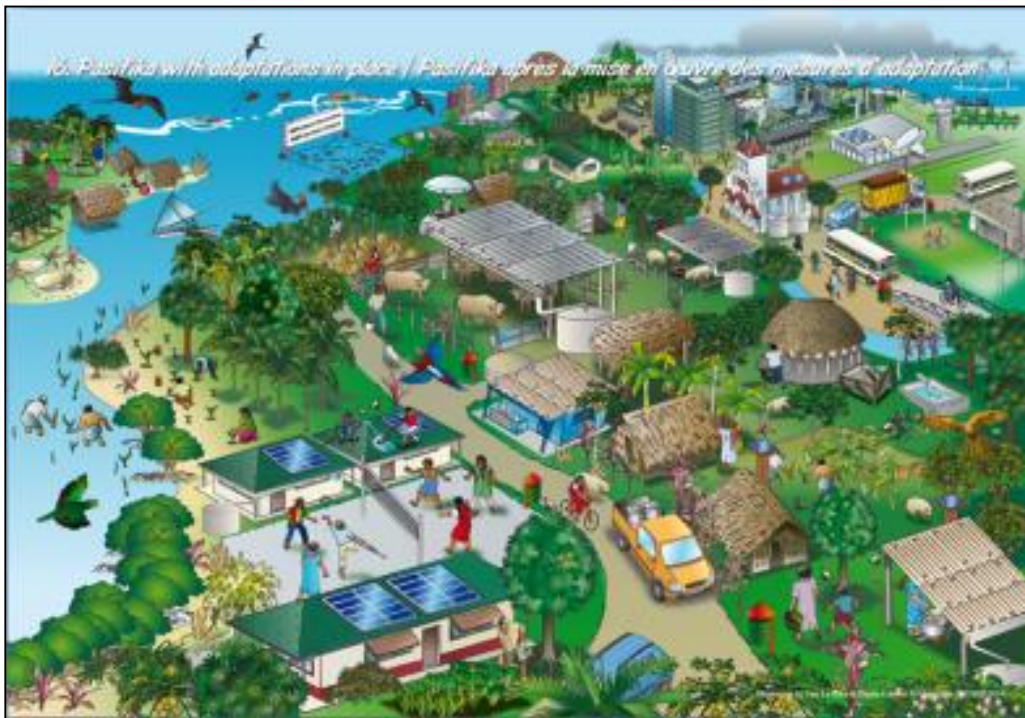
- ❑ It is essential to support the inclusion of education ministries in climate change coordinating and/or governing bodies, include education objectives in national climate change policies, strategies and programmes & recognise that sectoral technical expertise are often available, but networking and coordination between the sectors and in accessing this knowledge needs to be addressed.





High-quality, region and country-specific education resources are needed

- ❑ Involving all stakeholders / experts (national/ regional) in development of resources, national consultations ensures local ownership, include, a broad range of teaching methodologies and concepts in resources, importance of maintaining and preserving traditional knowledge and local language





Successful integration of climate change into curriculums requires partnership

- ❑ Ensuring inputs from a broad range of regional / national stakeholders, and providing space for discourse, scoping and sequencing, is essential even if time-consuming.
- ❑ Changes to curriculums can only be made during ongoing or planned curriculum reviews, not outside of these timeframes, often causing delays.
- ❑ The capacity of teachers and teacher trainers to deliver climate change education need to be strengthened. Especially demanding on outer islands because of distance and travel costs.
- ❑ For many teachers, the introduction of new methodologies means a shift in teaching practice, as it is a change from teaching *about climate change* to teaching *about climate change adaptation*. This shift is also likely to require more capacity building efforts.
- ❑ Effectively integrating climate change issues into curriculums requires work across the whole system – key messages, learning outcomes, curriculum, teacher training & assessment – demands time & resources.
- ❖ ***This resource-intensive work needs to be done in close collaboration with partners as one programme or agency is not likely to be able to do it alone.***



THANK YOU FOR YOUR ATTENTION

