Protecting Education from Attack in the Context of Climate Change

After a flood badly damaged their primary school in Allah Dina Channa, Baluchistan, Pakistan in September 2022, young students gather in a UNICEF-supported temporary learning center (TLC). ©ECW, 2022.

November 2024

Acknowledgments

EDUCATION CANNOT WAIT

**The Global Fund for Education
in Emergencies and Protracted Crises**

Introduction

In 2022 and 2023, the Global Coalition to Protect Education from Attack (GCPEA) identified around 6,000 reported attacks on education or cases of military use of education facilities in 28 countries. These incidents damaged, destroyed, or forced the closure of schools and universities, and directly harmed over 10,000 students and teachers.[1]

Many of the children, youth, and educators affected by such attacks faced obstacles to safe learning beyond war. In 2022 and 2023, over two-thirds of conflict-affected countries with attacks on education were also experiencing an **extremely high risk of climate and environmental hazards for children**, according to UNICEF's Children's Climate Risk Index.[2]

Similar to attacks on education, both slow and sudden onset climate events have damaged, destroyed, or closed learning facilities and inflicted physical and mental harm on students and educators in recent years.[3] For example, in Sudan, after conflict erupted in 2023, schools shuttered nationally, and hundreds of education facilities were damaged, according to the UN.[4] Then, a year later, in June 2024, flooding damaged dozens of schools and disrupted learning for over 23,000 children who had just resumed classes.[5] When confronted with multiple hazards, communities and education systems are less able to absorb shocks, inhibiting the continuity of teaching and learning, particularly in fragile contexts.

This briefing paper argues that **the risks and impacts of climate change are critical to consider within any effort to prevent, mitigate, or respond to attacks on education**. In the face of these converging crises, states should act urgently to protect education in the context of climate change. The number of complex emergencies and scale of humanitarian needs are growing, a trend that will likely continue with increasing global temperatures and protracted conflicts.[6] The mounting rate of attacks on education – **a 20 percent increase** in 2022-2023 as compared to the 2020-2021 period – is just one indication of rising needs for action.[7]

Summary of Key Findings

- Some attacks on education can be linked to climate, such as: looting of school canteens, attacks on schools used as temporary disaster relief shelters, and increased risks of explosives moving near schools after flooding.

- Flooding, tropical storms, and extreme heat are the climate-induced risks most commonly impacting countries that experience attacks on education.

- School communities experience similar impacts from these converging crises, including school closures, damage and destruction of education facilities, and mental and physical harm; girls and people with disabilities are differentially impacted by both types of hazards, including being less likely to access education after an attack or climate event.

- Good practices exist to address both attacks on education and the climate crisis including:
  - ▶ Implementation and monitoring of holistic school safety policies and plans;
  - ▶ Data collection efforts that collect impact and incidence of both attacks on education and climate;

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GCPEA

> ▶ Building or repairing learning spaces to withstand both climate and conflict hazards;
>
> ▶ Strengthening of international laws and norms to protect education in the context of climate change.

Linkages between Climate Change and Attacks on Education

While linkages between climate change, armed conflict and the right to education are broadly recognized,[8] it is often difficult to establish causality between a climate event and any specific attack on education or case of military use of a school or university. For one, different countries and regions experience different types of armed violence and natural hazards, which also vary over time. Furthermore, reporting on attacks on education often does not include sufficient detail to establish causality or motive.

Despite these challenges, GCPEA has identified some preliminary relationships between attacks on education and climate-induced hazards, including:

Attacks on school canteens: In conflict and disaster-prone areas, school feeding programmes are among the most effective ways to keep children learning.[9] This is particularly true where drought or other weather events have increased food insecurity and resource scarcity, such as in the Sahel.[10] While these programmes provide critical assistance to children, GCPEA found that some school food stores were targeted in attacks. Armed groups repeatedly looted school canteens in Burkina Faso and Mali in 2022 and 2023,[11] and similar incidents were reported in Niger in 2019 and 2020.[12]

Attacks linked to schools used as temporary shelters: Population displacement due to climate events has also become increasingly frequent, including in conflict-affected areas, according to the Internal Displacement Monitoring Centre.[13] In both climate and conflict-related displacement, schools are often used to shelter displaced persons, and recent evidence points to an increased risk of attack when schools are used as temporary shelters for displaced civilians. For example, in the Philippines, the UN found that an armed group attacked a school that was sheltering internally displaced people fleeing flooding in 2021; the group was targeting state security forces involved in disaster-relief efforts.[14] In the same year, the UN observed 13 cases wherein armed groups interfered with state security forces during disaster responses in the Philippines.[15]

Increasing risks of explosive weapons: GCPEA found that explosive weapons were involved in at least one-third of all reported attacks on education in 2022 and 2023. These included improvised explosive devices, landmines, or unexploded ordnance near schools or along school routes.[16] When flooding occurs in current or former conflict-affected areas, explosives may shift and move, as recently documented in Yemen and Libya.[17] This increases risks for children and educators, including by pushing weapons closer to education facilities.[18] The possibility of explosives damaging school buildings or killing or maiming students and educators is heightened post-flooding, even years and decades after a war ends. Explosive weapons also have direct and reverberating consequences on the environment, and states should take steps to minimise such impacts on air, water, and soil.[19]

Converging Impacts of Climate Change and Attacks on Education

Many Contexts Experience Both Climate Change and Attacks on Education

Ample data on the impacts of both conflict and climate change on education exist, which highlight the scope and convergence of these phenomena. An understanding and mapping of climate events against patterns of attacks on education can better inform anticipation, prevention, and sustainable, safe responses. Improved understanding of these impacts can also help civil society to hold states accountable for their obligations under international law.

For one, evidence shows that conflict affected **countries impacted by attacks on education are acutely vulnerable to climate risks**. Over two-thirds of the 28 countries profiled in GCPEA's Education under Attack 2024 report were considered by UNICEF as having a very high level of climate and environmental risk for children.[20] Similarly, of the 35 countries most vulnerable to and least prepared for climate change on the Notre Dame Global Adaptation Initiative (ND-GAIN) index, 16 were profiled in Education under Attack 2024.[21] In 2023, the International Rescue Committee (IRC) identified 16 countries at the epicenter of climate and conflict crises, all of which were profiled in GCPEA's 2024 report.[22]

In the conflict-affected countries that experienced attacks on education in 2022 and 2023, **flooding**, **tropical storms**, and **extreme heat and drought** were the most common climate-related hazards.[23] Flooding events occurred in areas of countries where GCPEA has recently recorded attacks on education, including **Afghanistan**, **Cameroon**, **Ethiopia**, **Democratic Republic of Congo (DRC)**, **Libya**, **Mali**, **Niger**, **Nigeria**, **South Sudan**, and **Sudan**.[24] Elsewhere, tropical cyclones and storms have hit areas of Eastern Africa and Asia that are impacted by attacks, such as **Mozambique** and the **Philippines**.[25] Extreme heat and drought also disrupted learning in countries affected by attacks on education, for example in **Somalia**, **Pakistan**, and **the Philippines**; in **South Sudan** at least a month of instructional time was lost nationwide in 2024 due to heat.[26] These types of climate risks are projected to increase, with west, east and southern African countries anticipated to suffer the worst changes.[27]

In several contexts, data highlights these converging impacts and their potential to hinder access to safe education and prevent effective response. For example, in the first half of 2024, the **DRC** Education Cluster reported that over 1,500 schools were closed, impacting nearly 600,000 children; of these schools, ten percent were destroyed due to natural hazards, six percent were occupied by armed groups, and over 60 percent were closed due to attacks and general conflict.[28] In **West and Central Africa**, UNICEF reported that 39 percent of children experienced temperatures of 36 C (95 F) or higher for at least a third of the year, threatening the health of teachers and children and disrupting learning.[29] However, many children in the region were not able to attend school at all, with over 14,000 schools closed due to insecurity, impacting 2.8 million students.[30]

Communities Experience Similar Impacts from Climate Change and Attacks on Education

The increasing convergence of attacks on education and climate events have dire implications for education, especially since these hazards cause similar harm to education. Consequences include: damage or destruction of schools and learning materials, displacement of students and teachers, days of lost learning, reduced coping mechanisms by families, mental and physical health implications, and loss of life.[31]

In both types of crises, women and girls are disproportionately affected; for instance, girls are more likely to be held back from school due to health or safety reasons or because of the economic impacts on families, which hinder abilities to pay school fees and lead to prioritization of boys.[32] Children with disabilities are also differentially impacted by disasters and conflict, especially in situations of forced displacement; for example, some children with disabilities may face physical constraints to flee, and in displacement sites, temporary schools are often less accessible or lack teachers who are trained on inclusion techniques.[33]

These examples show the cumulative effects on education and the challenges to prevention, mitigation, and response in complex crises. Countries grappling to respond to devastating impacts on education wrought by both armed conflict and climate will have diminished capacities to absorb shocks. This includes a weakened ability of education service providers to continue services, and for children to attend, progress, and learn. In conflict areas, weaker governance structures may be less able to provide early warning or response, especially to marginalized communities.

Acknowledging and understanding such patterns and their overlap with attacks on education can inform better responses and increase urgency for action to address root causes. This can also increase efficiency and effectiveness, since many children will experience the impacts of these events in similar ways and require similar types of interventions. Such interventions must be developed with a gender perspective, as well as being inclusive, disability-sensitive and uphold the do-no-harm principle, in order to avoid stigmatization and additional negative stress. They should address children's needs holistically, including their educational, socio-emotional, physical and mental health needs.[34]

Protecting Education from Attack in the Context of Climate Change

Measures to anticipate, prevent, and respond to attacks on education should be climate sensitive and support comprehensive school safety. Numerous tools and strategies exist, drawing from crisis-sensitive education planning,[35] the **Comprehensive School Safety Framework** (CSSF) led by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES),[36] and the Inter-agency Network for Education in Emergency's (INEE) **Minimum Standards, 2024 Edition**.[37]

The **Safe Schools Declaration**, an intergovernmental political commitment endorsed by 120 states,[38] promotes a holistic approach to protection of education in conflict settings that supports states to fulfil their obligations under international law, including in the context of climate change. The Declaration is specifically referred to in the Comprehensive School Safety Framework (CSSF)

as one of the foundational frameworks to address the compounding effects of climate change, armed conflict and other hazards.

Critically, implementation of the Safe Schools Declaration relies upon an intersectoral approach and involves governments, international organizations, and civil society, and impacted communities.[39] These same actors can integrate conflict, climate change and disaster risk reduction into education system strengthening and intersectoral initiatives. Many actions already taken to support the Safe Schools Declaration have a climate-sensitive aspect or can easily support the protection of schools from both attacks and climate-related hazards. **Given the limited resources for education in emergencies**,[40] **approaches that address multiple crises offer better value and higher potential for impact**.

What Can Be Done?

Examples of efforts to safeguard education through comprehensive approaches that address both attacks on education and climate-related risks are detailed below, organized under commitments of the Safe Schools Declaration.

Collect Reliable, Relevant Data

Data on both the scope and impact of attacks on education and climate hazards are important for prevention, mitigation, and response. When multiple crises hit the same area, data that points to the different causes of damage or destruction of schools or the closure of education facilities is needed to assess where and how to build or reconstruct schools. This data can also inform humanitarian access, if for example flooding damages roads used to deliver a response to an attack.

Some organizations regularly report on these types of impacts, such as the **DRC** Education Cluster which details different climate and conflict related reasons for damage and destruction of schools, as mentioned above.[41] Similarly, the **Ethiopia** Education Cluster provides data on the type and extent of damage, as well as the number of students impacted by both attacks on education and different weather events in different areas of the country.[42]

Often, data on the impact of a crisis is collected in the weeks or months after an event through a needs assessment or survey. However, **real-time community-level incident data** on multiple hazards and impacts can support quicker response, as well as prevention and mitigation efforts in surrounding areas. In **Nigeria**, the education sector deployed an online Incident Monitoring Tool in northeastern states in 2023.[43] The tool, which is hosted on Kobo, captures information on events that disrupt education or affect safety, including flooding, droughts, and windstorms, as well as looting, military use, or attacks on schools, violence against teachers and students, and the use of schools as shelters for IDPs. To develop the tool, the Education in Emergencies Working Group convened education partners as well as the Disability Working Group.[44]

Implement Conflict-Sensitive Approaches to Education

Conflict- and crisis-sensitive education is essential for peacebuilding in conflict-affected contexts that are vulnerable to climate risks. Ministries and multilateral and civil society organizations can ensure that crisis-sensitive education is resilient to both climate and conflict-related shocks.

One way to achieve this is through crisis-sensitive sector planning, which includes education sector analyses, policies, plans, and frameworks that address risks of both attacks on education and climate.[45] When possible and appropriate, planning should include a joint analysis of risks to better analyze the compounding effects of multiple crises. Some examples include:

- In **Burkina Faso**, the government integrated conflict and disaster risk reduction into its 10-year education sector plan (2012-2021).[46] This planning process occurred after flooding and political unrest, but before current armed conflicts. The plan established intersectoral structures, such as a committee for education in emergencies and dialogue between the Ministry of Education and the National Commission for Emergency and Rehabilitation Aid.[47] More recently, Burkina Faso's Technical Secretariat for Education in Emergencies published monthly reports on school closures, which reported on both insecurity, conflict, and natural hazards.[48]

- **Somalia's** 2022 Education Sector Analysis provides in-depth background on climate, conflict and fragility, the political context, and COVID-19, and explicitly includes risks of attacks on education.[49]

- In **Pakistan**, a country that has experienced a high level of attacks on education and devastating floods and droughts, the 2017 School Safety Framework explicitly mentions both attacks on education and climate events impacting school infrastructure and systems. The framework includes suggested interventions, steps in planning and implementation of school safety plans, and guidelines for monitoring and evaluation from the local to national levels.[50]

- In 2021, the **Nigeria** Federal Ministry of Education (FME) published Minimum Standards for Safe Schools which incorporates the Safe Schools Declaration within a Safe Schools Common approach that addresses armed conflict, natural hazards, and everyday hazards and violence. See the textbox below for more details.[51]

Governments and organizations that have taken steps to enact comprehensive school safety policies are also encouraged to share good practices through GADRRRES, including through its CSS Policy Survey.[52]

Nigeria's Minimum Standards for Safe Schools: Addressing Risks Related to Attacks on Education

In Nigeria, the federal government adopted the National Policy on Safety, Security and Violence Free-Schools (NPSSVSF) in 2021. This policy takes a holistic approach to safety and security, with a strong emphasis on both attacks on education and climate-related risks. To guide its implementation, 17 states have established Steering Committees and drafted costed implementation plans based on needs, context, and budget.

The Minimum Standards for Safe Schools (MSSS) translates the NPSSVSF into 21 standards across six Result Areas: Strong School Systems, Violence Against Children, Natural Hazards, Conflict, Everyday Hazards, and Safe School Infrastructure. UNICEF supported the Federal Ministry of Education to measure implementation of the Standards by developing a monitoring tool and conducting a pilot survey of school-level implementation in ten states in northwest and northeast Nigeria in 2023.

The 2023 survey results showed that many schools struggle to ensure student and teacher safety. For example, one-third of schools reported putting in place measures to prevent military use, and less than half reported the ability to sustain learning during conflicts. Many schools have reported requiring further reinforcements to school buildings and gates that will improve resilience to both climate and conflict-related events.

Through a series of reports, briefs, and state-level school cards, the results have provided evidence for accelerating holistic MSSS implementation. For example, just over a third of schools reported having an early warning system. Now, the government and partners are in the initial phases of designing Early Warning Systems at schools that will communicate and coordinate around risks and hazards related to both conflict and natural hazards.

Some additional actions that have been guided by the results of the study include:

- The Federal Government of Nigeria and UNICEF developed awareness-raising materials in English, Igbo, Yoruba, and Hausa to improve understanding of holistic school safety among both students and educators.
- The Climate Change Education National Technical Working Group, co-chaired by FME and UNICEF, supported the development of teaching and learning materials on climate change, which have been distributed to schools in northern Nigeria to support youth-led climate action.
- School-based management committees were trained on safe schools with a comprehensive approach including preparedness for attacks on education and climate -related hazards.
- The results of the pilot have been shared at national and state level seminars on school safety to further galvanize action by federal, state and local governments, school actors, and development partners.

Holistic approaches to addressing school safety are further supported by policy dialogue and advocacy at the federal level. For instance, the Inter-ministerial Committee on Safe Schools ensures coordination and dialogue on the Safe Schools Declaration and includes representatives of the ministry of education and the National Emergency Management Agency which oversees disaster relief. This is a promising practice towards holistic responses to conflict and climate crises on education.

To learn more, see:

- Minimum Standards for Safe Schools
- Minimum Standards for Safe Schools in Nigeria: Monitoring Report July-December 2023
- The state of implementation of Safe School Declaration (SSD) in the Sahel, DRC and Nigeria
- Safeguarding education: Policy and data landscapes for the protection of education from attack in Nigeria
- National Policy on Safety, Security and Violence-free Schools with its Implementing Guidelines

Seek to Ensure the Continuation of Education During Armed Conflict

Efforts to ensure continuity of education can take climate-sensitive approaches. For example, damage and destruction of education facilities, or the displacement of teachers and students are common impacts of attacks on education. Responses might involve building temporary learning spaces (TLS) or repairing schools. In **Chad**, hundreds of thousands of school-aged children have fled violence in Sudan; in response, at least 100 TLS have been erected since April 2023.[53] However, eastern Chad is prone to flooding, extreme wind, and high temperatures, and TLS built out of tents or tarpaulin did not withstand harsh environmental factors or have appropriate ventilation. To address this, the Working Group for Refugee Education in Chad validated and adopted a climate-appropriate TLS model that was semi-durable and adapted to local materials.[54]

Guidance also exists on how to best orient and construct schools and TLS with climate challenges in mind, including a UNICEF Compendium for TLS design[55] and the World Bank's Global Library of School Infrastructure.[56] Also, the UNESCO International Institute for Educational Planning has developed tools and methods to support the selection of less-risk prone school locations by mapping geospatial, climate, and conflict data against school maps to inform planning by ministries of education and partners.[57]

In addition, post-disaster needs assessments (PDNA) support governments and partners to understand and plan for damage, loss, and needs following a disaster. In **Laos**, flooding in 2018 affected most of the country and damaged over 220 schools, according to a government-led PDNA.[58] Since around 30 percent of land in Laos remains contaminated by UXO from bombings in the 1960s and 1970s,[59] the PDNA carefully mapped and assessed the risk of UXO moving due to flooding, including near schools, and recommended inspection and proper clearance of schools prior to repairs or reconstruction.[60] Comprehensive mine risk education in Laos has also raised awareness among students to identify and avoid UXOs.[61]

Meet to Review Implementation of the Safe Schools Declaration and Support the Efforts of the UN

By endorsing the Safe Schools Declaration, states commit to cooperate with the UN to protect education in armed conflict. This should include effectively implementing UN recommendations and guidance relevant to the protection of education from attack in the context of climate change.

Some examples of international law and norms that address these crises include:

- **The UN Committee on the Rights of the Child** has developed authoritative guidance that provides scope for advocacy and action on the issue of schools being targeted while being used as shelters for IDPs or other emergency responses. General Comment No. 26 (2023) on children's rights and the environment, with a special focus on climate change asserts that, "when responding to emergencies caused by severe weather events in areas already affected by armed conflict, states should ensure that schools do not become targets for armed groups' activity."[62] In the same General Comment, the Committee also stated that "environmental degradation increases children's risk of facing grave rights violations in armed conflict due to displacement, famine and increased violence".

- **The UN Special Rapporteur on the Right to Education** has elaborated on the adaptability of education systems based on migration and refugee flows, conflicts,

environmental disasters and climate change, while calling for states to endorse the Safe Schools Declaration.[63]

Furthermore, international and regional meetings to review and share good practices can promote climate-oriented action. In one example, in October 2024, the Government of Spain together with GCPEA, GADRRRES, INEE, and the Regional Education Working Group for Latin America and the Caribbean organized a workshop on school safety with the goal of advancing implementation of the Safe Schools Declaration and the CSSF.

In the Caribbean region, three Ministerial Forums on School Safety have taken place since 2017, with the most recent one in 2022 producing the Sint Maarten Declaration on School Safety. The Declaration recognizes the need to build school resilience to climate-related risks and violence through harmonized approaches. Importantly, the process drew on children and youth voices and also called for the establishment of national structures, including school level focal points.[64] Although most Caribbean countries have not experienced attacks on education, many are signatories to the Safe Schools Declaration.

During COP28, Education Cannot Wait (ECW) hosted events focused on the impact of climate change-induced displacement on education. These sessions addressed how climate shocks disrupt education and discussed innovative approaches to ensure access to education amid climate-induced crises, including conflicts.

Recommendations

Many states, their partners, and communities have taken important steps to make schools safer and more resilient against both conflict and climate-related hazards, including by implementing the Safe Schools Declaration. However, urgent action is needed to end attacks on education and the devastating consequences of climate change and armed conflict.

Global meetings, including the United Nations Framework Convention on Climate Change (UNFCCC) Conference of the Parties (COP) are opportunities for decision-makers to make commitments on climate change and conflict.[65] The recommended actions below target states, donors, and humanitarian and development actors ahead of COP29, and also support progress towards the Sustainable Development Goals, the Pact for the Future, the Safe Schools Declaration, and other commitments to ensure safe education for crisis-affected children, youth, and educators.

As part of their efforts to ensure safe, inclusive education for all and to respond to the converging impacts of climate change and attacks on education, states should:

- Take urgent measures to mitigate climate change in order to fulfil their obligations under international law and enhance protection of education in armed conflict.
- Endorse, implement, and support the Safe Schools Declaration in a gender-responsive and climate-sensitive manner to ensure that all students and educators can learn and teach in safety.
- Endorse the Comprehensive School Safety Framework to strengthen the implementation of the Safe Schools Declaration within an all-hazards, climate sensitive approach.
- Cooperate and invest in conflict prevention and peacebuilding to mitigate environmental harm that could result from armed conflict, including by endorsing the Political Declaration

on Strengthening the Protection of Civilians from the Humanitarian Consequences Arising from the Use of Explosive Weapons in Populated Areas.

- Participate in the Fifth International Conference on Safe Schools in 2025 and involve Disaster Risk Reduction (DRR) and environmental agencies among delegations to bolster holistic school safety.

To support governments to protect education in contexts of climate change, donors should:

- Prioritize investments that strengthen the resilience of education systems to confront multiple risks, including climate change and conflict.

- Resource and facilitate strong intergovernmental, intersectoral exchange of good practices and lessons learned in protecting education from attack and improving resilience to climate shocks.

- Commit to long-term climate adaptation solutions that address underlying hazards and risks and bolster the resilience of communities and education systems confronting multiple crises.

- Finance research on the relationship between attacks on education and climate.

To better plan for and respond to attacks in a climate-sensitive manner, governments and their partners should:

- Ensure that Safe Schools Declaration Technical Committees and bodies overseeing implementation include representation from agencies responsible for DRR or the environment.

- Where countries have endorsed both the Comprehensive School Safety Framework and the Safe Schools Declaration, pursue harmonized and holistic approaches to their implementation and to building school resilience.

- Where DRR Committees exist, ensure that representatives from the education sector are included.

- Ensure that education plans, policies, and analyses utilize multi-hazard approaches that jointly address attacks on education, climate, and other hazards. Share promising practices on these efforts, including through the Comprehensive School Safety Policy Survey.

- Develop, resource, implement, and monitor climate-sensitive school safety policies and contingency plans that account for risks posed by climate change and attacks on education, in line with the Comprehensive School Safety Framework and the Safe Schools Declaration.

- Collect and report reliable data on the impacts of both climate change and attacks on education on school infrastructure, students, and educators and promote joint analysis and use of data.

- Adopt climate-sensitive and adaptive measures when repairing or rebuilding schools or universities, constructing temporary learning spaces, or otherwise allocating education resources in response to attacks on education.

- Strengthen early warning systems and anticipatory action to include climate events and attacks on education, and ensure their capacity to communicate relevant risks and threats to schools and responding agencies.

To strengthen synergies between attacks on education and DRR, governments and their partners should:

- Assess conflict-related risks associated with using schools for shelters as part of disaster relief and ensure their protection during and after a response. Identify alternative solutions to shelter that protect schools and allow children to continue their education. Establish guidelines to ensure the safe use of schools as shelters following a crisis that take into account both climate and conflict risks.
- Ensure post-disaster needs assessments take in information on attacks on education where relevant, including UXO from past conflicts.
- Address drivers of conflict, including natural hazards, within conflict-sensitive and climate-sensitive education programs and curricula.

Suggested Approaches and Resources for Climate-Sensitive Implementation of the Safe Schools Declaration		
Safe Schools Declaration Commitment	**Climate-Sensitive Approaches to Protecting Education**	**Practical Tools and Resources**
Use the Guidelines for Protecting Schools and Universities from Military Use	If military use occurs, remove all traces or indication of militarisation that may have acute or long-term consequences on the environment, including explosive weapons and ensure that any repairs to the building or surrounding area are sensitive to climate risks such as flooding. Endorse and implement the EWIPA declaration alongside the Safe Schools Declaration.	Action on Armed Violence. Environment and explosive violence library. UNDRR. Environmental Degradation from Conflict. UNODA. Political Declaration on Strengthening the Protection of Civilians from the Humanitarian Consequences Arising from the Use of Explosive Weapons in Populated Areas
Collect data	Collect and report data on the incidence and impacts of attacks on education and data on climate-induced events.	GCPEA. Toolkit for Collecting and Analyzing Data on Attacks on Education. Nigeria EiEWG. Incident Monitoring Tool.
Provide assistance to victims	Ensure that assistance to victims is appropriate, equity-centred, and adapted to climate contexts. Assess any climate-related obstacles related to delivering assistance to victims. Identify opportunities to advance environmental and climate justice for marginalised communities within responses to attacks on education.	Population Council. Learning to Adapt: The vital role of education and gender equity in climate justice UN Women. Feminist Climate Action: A Framework for action. UNDP. Climate change is a matter of justice – here's why

Conflict-sensitive approaches to ensure the continuation of education during armed conflict	Explore drivers of conflict, including natural hazards, within conflict-sensitive education. Adapt temporary-learning spaces to climate risk and repair and rebuild schools with climate risks in mind. Ensure joint analysis and action for risks related to both attacks on education and climate within school or sector-wide analyses, policies, and plans. Use community resources to develop, adapt, and deliver education that includes DRR and conflict mitigation. Assess risks of UXO near schools as part of post-disaster needs assessments.	Asia Pacific Coalition for School Safety. Limiting and planning for schools as temporary evacuation centres in emergencies. Geneva Global Hub for EiE. Education in Emergencies and Crisis-Sensitive Planning. GADRRRES. Comprehensive School Safety Policy Survey. GADRRRES. Comprehensive School Safety Framework Operational Guidance Catalogue. GCPEA. Identifying and Reducing Risks Related to Attacks on Education. Global Education Cluster. Guidance on Coordinated Anticipatory Action in Education. Global Education Cluster. Preparedness Toolkit for Education Clusters and Child Protection Working Groups. INEE. Minimum Standards for Education, 2024 Edition. IASC. Climate Crisis Roadmap. Save the Children. Safe Schools Common Approach. Collection of Tools. UNESCO IIEP. Multi-criteria decision analysis for site classification. UNESCO and EAA. Safeguarding education: policy and data landscapes for the protection of education from attack. UNESCO IIEP. Integrating Conflict and Disaster Risk Reduction into Education Sector Planning. UNICEF. Guidance on Risk Informed Planning.

| Support the efforts of the United Nations | Implement relevant UN guidance and recommendations on protection of education in conflict with a climate-sensitive approach.

Engage in advocacy and support at various UN bodies and fora, including the Security Council and the COP, to strengthen linkages between attacks on education and climate change and advance international standards on the matter.

Convene discussions in relevant Groups of Friends and core groups of states (i.e. SSD, education, CAAC) and Climate, Peace, and Security, and fostering other intersectoral linkages. | International Committee of the Red Cross. Guidelines on protection of natural environment in armed conflict.

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UNEP. Resources on climate, peace and security.

UN Special Rapporteur on the Right to Education. Report on education in emergency situations and Securing the right to education: advances and critical challenges

UN Special Rapporteur on the human right to a clean, healthy and sustainable environment . Overview of the implementation of the human right to a clean, healthy and sustainable environment |
| Meet on a regular basis to review implementation of the Declaration and guidelines | Involve government agencies responsible for the environment and disaster risk reduction in meetings.

Advocate for the protection of education in other education coordination forums and in multi-sector risk mitigation processes (CADRI, anticipatory action, and forecast based financing). | NewClimate Institute. Climate Policy Database.

UNICEF. Towards Climate Resilient Education Systems: A Tool for Reflection, Dialogue and Progress Assessment for Ministries of Education and its Partners. |

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