

Addressing the climate, environment, and biodiversity crises in and through girls' education: FCDO Internal Guidance Package January 2023 Edition

Contents

INTRODUCTION	2
Why does FCDO need to take a more integrated approach to education and climate and environmental change?	2
How to use this Guidance Package	3
SECTION ONE: CLIMATE FINANCE AND EDUCATION EXPLAINER.....	6
SECTION TWO: OPPORTUNITIES TO ENHANCE CLIMATE MAINSTREAMING IN BILATERAL EDUCATION PORTFOLIO	8
Overview of FCDO's bilateral education portfolio.....	8
Ways to make education programming more climate-smart	9
SECTION THREE: HOW TO BADGE EDUCATION PROGRAMMES AS ICF	13
Eligibility	14
When to consider incorporating ICF spend.....	14
How to badge ICF spend in your programmes on HERA	15
Reporting ICF spend	15
SECTION FOUR: DEVELOPMENT DIPLOMACY TO DELIVER CLIMATE-SMART EDUCATION SYSTEMS.....	16
Development diplomacy 'Top Lines' to deploy	16
Policy	17
Financing.....	20
SECTION FIVE: FURTHER SUPPORT AVAILABLE FROM HEADQUARTERS	27
ANNEX A: ADDRESSING THE CLIMATE, ENVIRONMENT AND BIODIVERSITY CRISES IN AND THROUGH GIRLS' EDUCATION – TOP LINES	29
ANNEX B: GLOBAL EDUCATION FUNDS - BRIEFING FOR POSTS.....	31

INTRODUCTION

[FCDO's Position Paper](#) sets out the case for taking a more integrated approach to tackling education and climate and environmental change. It identifies a two-way relationship whereby climate and environmental change disrupt education access and systems, but quality education, especially for girls, leads to better climate resilience, adaptation, and mitigation.

The paper argues that without making education systems resilient to climate and environmental change, we will not achieve education goals. And that without providing quality learning for all, we will not foster resilience and adaptation to, or mitigation of, climate and environmental change in the communities that need this most.

The Position Paper outlines a new framework with priority actions in two pathways:

- i) Build more resilient and inclusive education systems.
- ii) Build knowledge, skills, and agency for climate action.

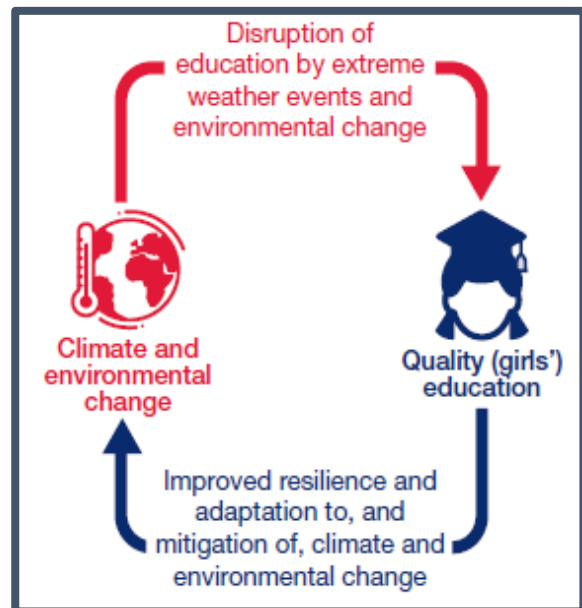
These actions are expected to lead to education outcomes of increased, sustained access to education and improved learning outcomes relevant to children's realities. Securing these education outcomes in turn unlocks climate and environment benefits, contributing to improved resilience and adaptation to, and mitigation of, climate and environmental change.

Finally, the Position Paper sets out how FCDO will operate differently to deliver this more integrated approach. This Guidance Package is provided to support FCDO staff to deliver the vision and commitments set out.

Why does FCDO need to take a more integrated approach to education and climate and environmental change?

There are three overarching imperatives for taking a more integrated approach to education and climate and environmental change:

1. Most important are the **real-world imperatives** set out in the Position Paper. Climate change and girls' education are two of the UK's top international development priorities. Continuing to operate in siloes poses a risk to both education and climate goals. Given scarce resources, maximising co-benefits is a strategic way to secure sustainable outcomes for those who need them most.



2. There is a **compliance imperative**, because every FCDO funded programme must adhere to [PrOF Rule 5](#): “All programmes (and the projects, interventions or events within them) must align with the Paris Agreement and assess climate and environmental impact and risks, taking steps to ensure that no environmental harm is done. Any International Climate Finance (ICF) programmes must identify and record ICF spend and results.”
3. And finally, the **financial imperative** due to increasingly scarce UK ODA resources with a predetermined and ringfenced International Climate Finance (ICF) budget of £11.6 billion until 2025/26. In this context, it is important that all eligible education ODA is correctly badged as ICF.

What do we mean by a ‘climate-smart education system’?

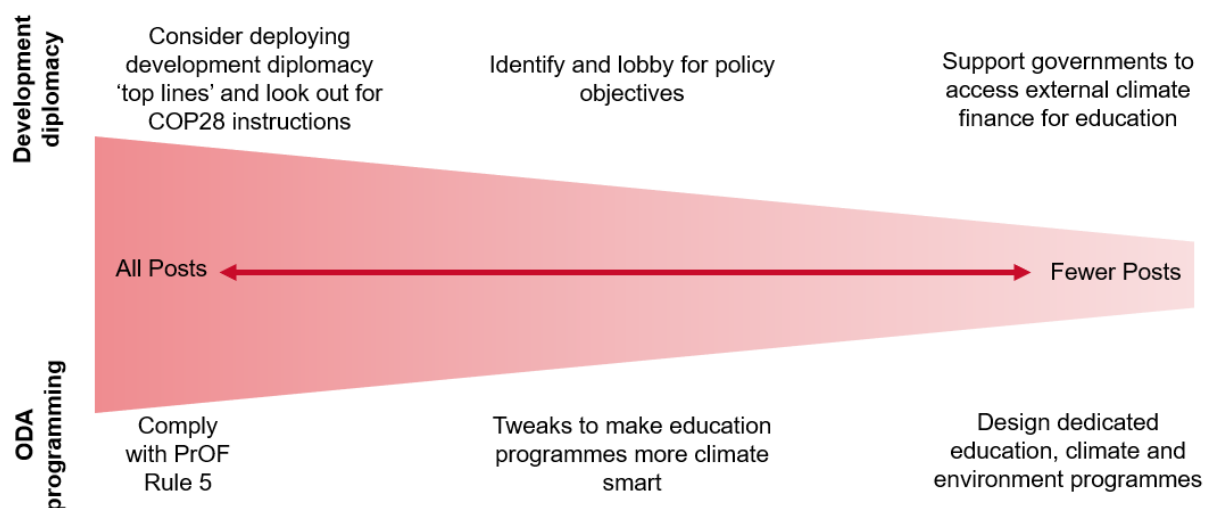
Climate-smart education systems protect children, teachers, and communities from climate and environment hazards through building resilience and adaptation capability, and contribute to mitigation and environmental sustainability. There is a common set of elements to every climate-smart education system, but how each country approaches those elements should vary from context to context. This depends upon the type of climate and environment hazards they face, resources and capacities, what the available evidence suggests is the most impactful course of action, and their current starting point.

How to use this Guidance Package

This Guidance Package is relevant to all Posts, but particularly those with existing expertise and ODA programming regarding education and/or climate and environmental change.

While both education and climate and environmental change are two longstanding priorities for the FCDO, addressing them in an integrated way will be a new policy direction for most Posts and programmes. In a context of scarce resources and competing priorities, how quickly and ambitiously Posts respond to this agenda will vary. Different approaches will be appropriate in different contexts, and Posts are in the best position to determine the best course of action.

Spectrum of possible responses



Every Post must ensure that all ODA spend is compliant with [PrOF Rule 5](#) and consider deploying top lines for development diplomacy. However, considering the disruption that climate and environmental change is already causing to education systems and children’s wellbeing (particularly in lower income countries) a more ambitious approach is needed. The schematic diagram below suggests a sequence of priority actions for Posts to consider.

Posts **with bilateral education and/or climate and environment programmes** should:

1. Consider how they can make these programmes more ‘climate-smart’. This could include embedding one or more of the priority actions in the ‘Pathways to Change’ framework (see [Section 2](#) for more).
2. Explore whether new education programmes could, either in part or in full, be eligible to be badged as ICF (See [Section 3](#) for more).
3. Consider how they can build a stronger education focus in their climate and environment portfolio.

Posts **with Education and/or Climate and Environment Advisers** (with or without ODA allocations) should:

1. Ensure join-up across different technical disciplines to identify opportunities and risks. A holistic approach would include education, C&E, infrastructure, demography, social development, and health.
2. Consider options for development diplomacy and influencing through policy processes and alternative sources of funding (See [Section 4](#) for more).

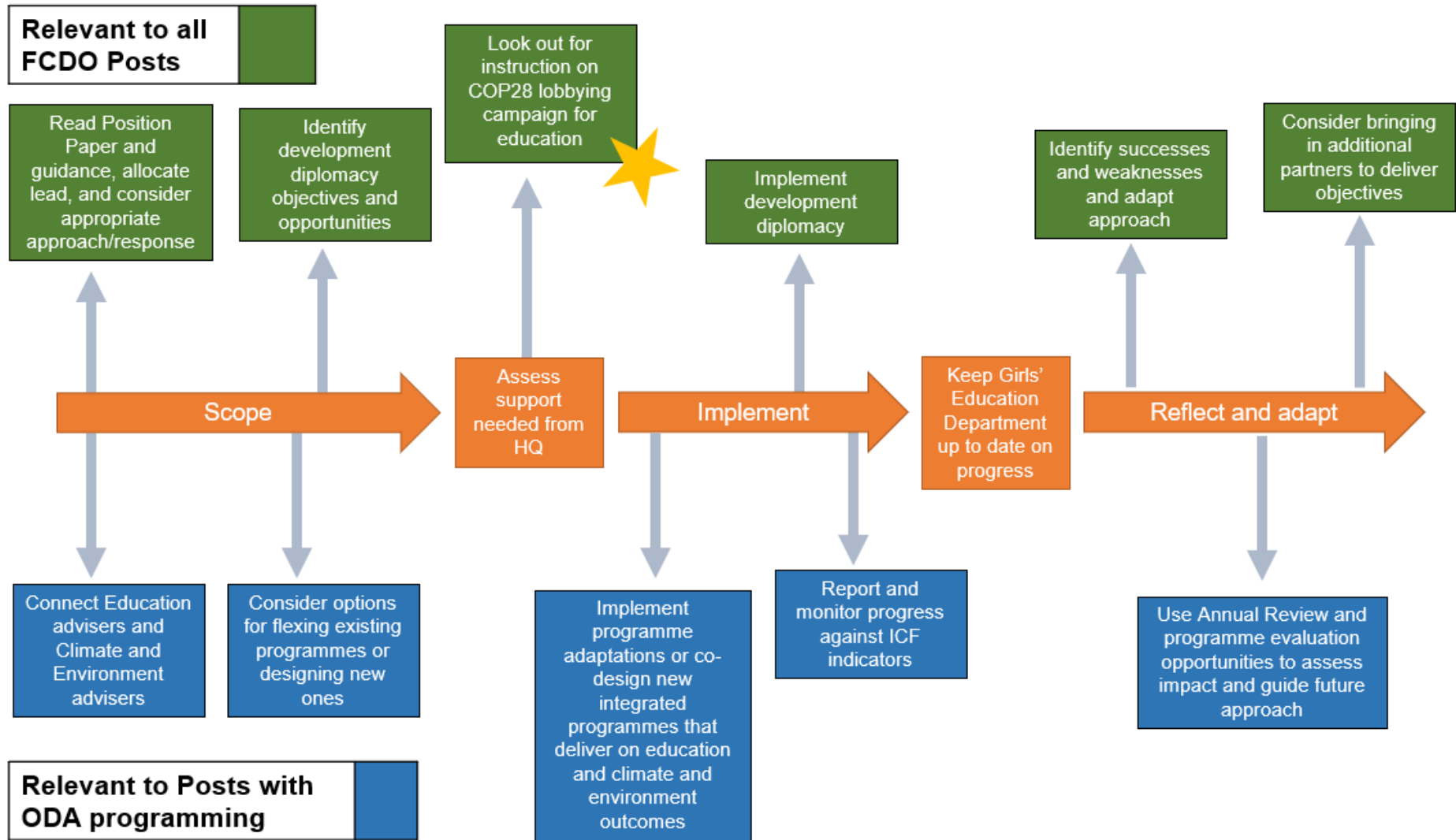
Posts **without education or climate and environment expertise** or programming should:

1. Refer to the ‘toplines for influencing’ ([Section 4](#)) and consider options for delivering these as part of COP28 preparations.
2. Note the support available from the centre to engage more ([Section 5](#)).

The Guidance Package is structured as follows:

Section	Description	Particularly relevant to
1	Climate Finance and education explainer	All Posts
2	Review of FCDO’s current education portfolio and opportunities to mainstream climate and environment objectives.	All Posts, particularly those with existing or planned bilateral education programmes
3	‘How-to’ guide for Posts interested in badging bilateral education programmes as ICF.	Posts with existing or planned bilateral education programmes. Teams managing centrally managed education programmes.
4	Focuses on development diplomacy, and how FCDO can have an impact beyond our bilateral programming. It sets out policy influencing objectives and identifies other avenues of funding.	All Posts, especially those with an embedded or regional Education or Climate and Environment Adviser, or policy lead.
5	Outlines support available from the centre to deliver this agenda.	All Posts with an interest to do more.

Schematic of actions needed



SECTION ONE: CLIMATE FINANCE AND EDUCATION EXPLAINER

Very little climate finance is currently spent in the education sector: One estimate in 2018 found that a maximum of 0.03% of all climate finance (including from the private sector) was spent on education¹. FCDO's policy position is that more climate finance should be spent in the education sector. There is both a policy and financing rationale:

- The **policy rationale** is that climate finance can both help make education systems more resilient and greener in the face of climate shocks and environmental degradation, and improve communities adaptive capacity. The current paucity of climate finance spent on education suggests a lack of understanding of the proven and potential benefits of education for climate resilience, adaptation, and mitigation, a significant missed opportunity.
- The **financing rationale** is that education funding is scarce and under immense pressure, whereas climate finance is ever-growing, but with limitations around best means of utilisation. Crowding funding into the education sector to help it respond to the climate crisis could represent a strong value for money proposition for sustainable impact in both sectors. This proposition is further strengthened by the potential to avoid loss and damage in the education sector through stronger preparedness and response when climate impacts arrive.

As set out in FCDO's Position Paper, education in its entirety is essential for addressing climate and environmental change. However, current guidance means that only a small subset of education activities with direct impacts upon the climate and environment crisis are eligible for climate finance.

The OECD Development Assistance Committee (DAC) provides an internationally agreed method of identifying climate finance eligibility by determining whether programmes are delivering against the United Nations Framework Convention on Climate Change (UNFCCC) using a system called the 'Rio Markers'. There are four objectives: i) Climate Change Mitigation; ii) Climate Change Adaptation; iii) Biodiversity; iv) and Desertification. The scoring system has three values that mark programmes as targeting these Rio Markers as a principal objective, a significant objective, or not at all.

1. An activity can be marked as **principal** when the objective is explicitly stated as fundamental in the design of, or the motivation for, the activity. Promoting the objective will thus be stated in the activity documentation as one of the principal reasons for undertaking it. In other words, the activity would not have been funded (or designed that way) but for that objective.
2. An activity can be marked as **significant** when the objective is explicitly stated but it is not the fundamental driver or motivation for undertaking it. Instead, the activity has other prime objectives, and has been formulated or adjusted to help meet the relevant climate and environment concerns.

¹ Clark, A., Falconer, A., Buchner, B., Meattle, C., Wetherbee, C., Macquarie, R., and Tolentino, R. (2019). <https://www.climatepolicyinitiative.org/publication/global-landscape-of-climate-finance-2019/>

3. The mark **not targeted** means that the activity is examined but found not to target climate change mitigation or adaptation in any significant way.

The OECD DAC provide a non-exhaustive list of indicative education activities that could be eligible for climate finance. These include science and technology (higher) education, green or climate resilient infrastructure and energy access, and climate curriculum development. What these activities have in common is a direct and intentional impact on climate and environment outcomes.

This principle of direct and intentional impact on climate and environment outcomes guides all climate finance eligibility, including FCDO (and other bilateral donors') ICF allocation as well as wider multilateral sources of climate finance, such as the Green Climate Fund (GCF) or the Global Environment Facility (GEF)².

ICF within FCDO

International Climate Finance (ICF) is UK ODA committed to mitigating future climate change through supporting low-carbon development and to adapting and building resilience to the impacts of climate change now and in the future. ICF is not a centrally managed fund but is a designation of ODA that allows us to deliver climate outcomes. In 2019, the UK committed to double its ICF spend to at least £11.6 billion of ICF from 2021/22 to 2025/26.

All FCDO ODA programmes that include climate and environment objectives (principal or significant) and deliver results should record an appropriate proportion of their spending as ICF. This is necessary to ensure the UK meets the target and to be transparent about the results we are achieving.

Full details of what counts as ICF and how to record your programme finance as ICF can be found in Sections [2](#) and [3](#).

Under the current marker system, indirect education activities with a more complex causal chain of impact on climate and environment outcomes would be difficult to categorise as climate finance. Examples include FCDO education policy priorities efforts to improve foundational learning, strengthen the efficiency and effectiveness of education systems, or improve the overall quality of teaching.

Recognising this, a three-pronged approach should be taken:

1. **Education activities with a direct and intentional impact on climate and environment outcomes should be recorded as climate finance.** The lack of international climate finance being spent in the education sector suggests that currently appropriate activities are not accessing funding from climate sources (such as the major climate funds), which means more limited education resources are being spent on these activities and not recognised for climate co-benefits. Efforts to build greener and more resilient education infrastructure in the face of climate hazards, to mainstream climate change into curriculum, or to promote science and technology education are clear starting points.

² See [Section 3](#) for a fuller articulation of FCDO's approach to ICF governance and [Section 4](#) for more information on eligibility and application processes for multilateral sources of climate finance.

2. **Opportunities to modify existing education activities to improve climate and environment outcomes should be explored³.** This could lead to more education activities becoming eligible for climate finance in the short term while strengthening the contribution of education to climate mitigation and adaptation goals.
3. In the medium term, **more research is needed to better understand the less direct impacts of education upon climate and environment outcomes — such as improving foundational learning — to support the expansion of climate financing for education.** It is also important to understand the counterfactual of an absence of quality education for all in the face of increasing climate hazards.

Further resources:

- [FCDO PrOF Rule 5 Guide:](#)
- [Blog on education eligibility for climate finance.](#)

SECTION TWO: OPPORTUNITIES TO ENHANCE CLIMATE MAINSTREAMING IN BILATERAL EDUCATION PORTFOLIO

Overview of FCDO's bilateral education portfolio

A [review of FCDO's current bilateral education portfolio](#) (24 programmes) was undertaken by the Climate Mainstreaming Facility in 2022, to assess FCDO's current education and climate programming nexus and identify recommendations for mainstreaming climate resilience, adaptation, and mitigation in FCDO education programmes.

The review found few FCDO education programmes also have a climate and environment focus, and even fewer have been counted as part of FCDO's ICF. The data are imperfect as we rely on self-identification and accurate coding, but it appears that:

- Three education programmes have provided results that have been reported against FCDO's ICF KPIs in period 2011/12 to 2021/22. These programmes have now closed⁴.

Of FCDO's live bilateral education portfolio⁵:

- Thirteen programmes identify no climate and environment objectives in the Business Case.
- Nine programmes identify climate opportunities in the Business Case but none have applied the Rio Markers.

³ See [Section 3](#) for recommended activities to explore in FCDO programming.

⁴ Closed programmes are Khyber Pukhtunkhwa Education Sector Programme; Kenya Essential Education Programme and Punjab Education Support Programme II.

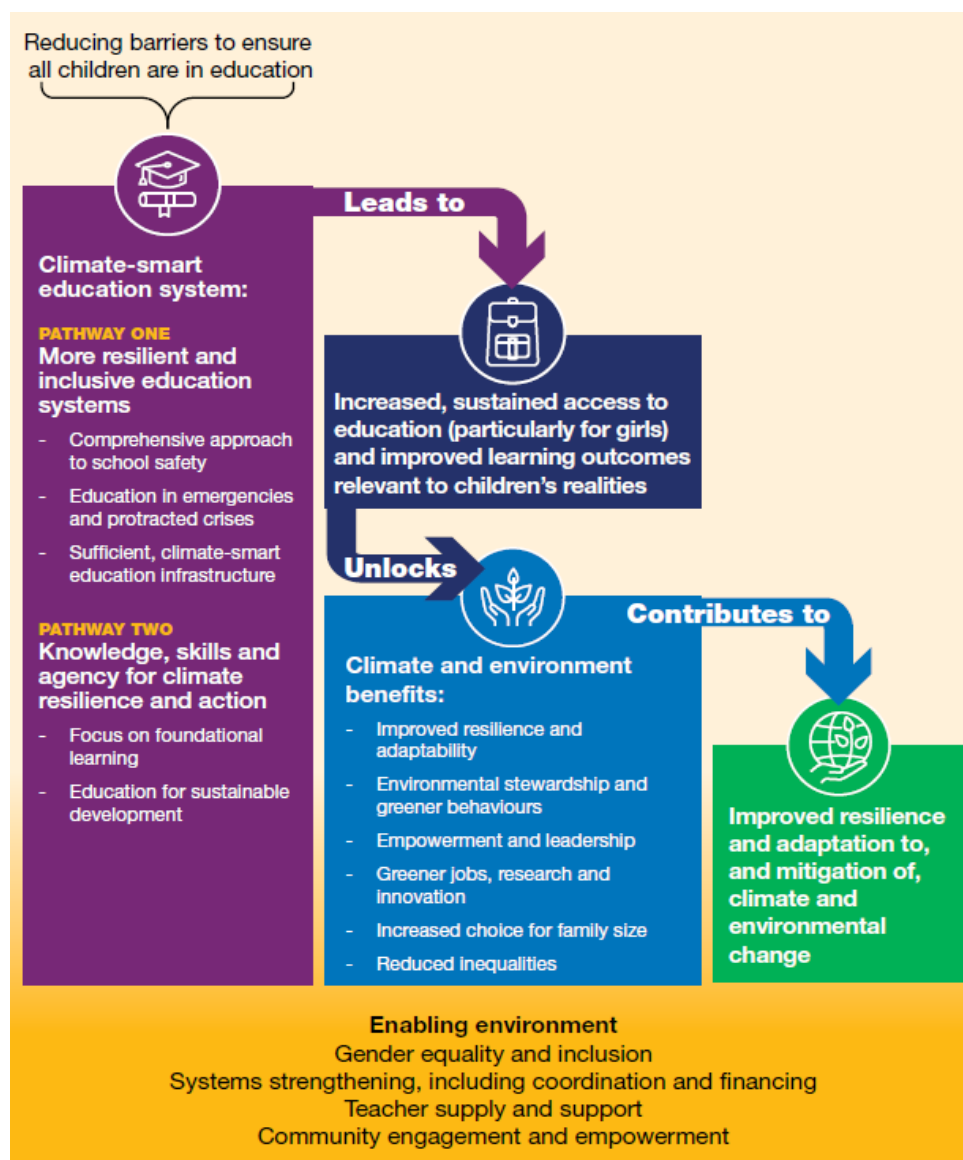
⁵ See Climate Mainstreaming Facility's portfolio review for more details: https://southsouthnorth.org/wp-content/uploads/2023/01/CMF-Report_Girls-Education-report-with-ES_Final.pdf

- Three programmes (Zambia EDGE, Bangladesh EQUIP-B, Zimbabwe TEACH) have identified climate objectives and opportunities but are yet to report against ICF KPIs.

Ways to make education programming more climate-smart

FCDO's Pathways to Change framework (below or see [Position Paper](#) for fuller explanation) articulates priority intervention areas to i) build more resilient and inclusive education systems and ii) build knowledge, skills and agency for climate action. As outlined above, not all intervention areas will be eligible for climate finance, but this should not disproportionately influence programming decisions.

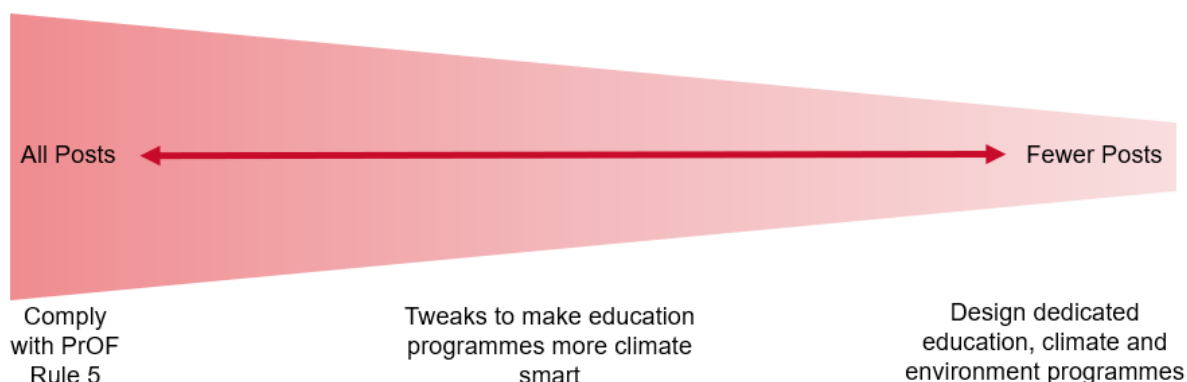
Pathways to Change Framework



Whether - and how ambitiously - Posts decide to respond to this framework will depend on a variety of factors, including the impact of climate and environmental change on education and wellbeing, existing programme priorities, and ODA availability. These

decisions should be taken by Post, but the central Girls' Education Department is available to support identification of opportunities (see [Section 5](#)).

Spectrum of possible programmatic responses



Comply with PrOF Rule 5

- All programmes must comply with [PrOF Rule 5](#). Further information about how to ensure this is achieved is set out in [Section 3](#).

Case study: Capturing Education in Emergencies results as ICF

In the context of a weather-related disaster which causes disruption to education access, the causal chain between being in school and climate and environment benefits is much clearer. This means that funding which is spent to maintain or increase children's access to education in times of climate related crises is eligible to be badged as ICF, under KPI 1: *Number of people supported to better adapt to the effects of climate change*. While it is impossible to predict the number of children that will be supported by these programmes in advance, results can be reported retrospectively to contribute to FCDO's ICF commitment. This is the approach the new Education in Emergencies and Protracted Crises (EiEPC) Business Case, managed by the Girls' Education Department, will take.

Tweaks to make education programmes more climate-smart

- The table below summarises the priority intervention areas from the Pathways to Change framework, setting out whether they support adaptation or mitigation, the time and cost they would take to implement versus likely impact, whether FCDO is likely to have a comparative advantage over other partners, and whether activities are likely to be eligible for ICF.
- See EQUIP-B Case Study below for an example of where an education programme is also delivering climate and environment outcomes. Further support to identify opportunities to tweak existing programmes is outlined in [Section 5](#).

Table of intervention areas in Pathways to Change framework

Intervention area	Mitigation or adaptation	Time and cost vs impact	FCDO comparative advantage for ODA spend?	Likely to be ICF eligible?
Comprehensive approach to school safety	Adaptation	Relatively quick to instigate and not costly High impact	Yes. This fits well with FCDO's focus on education system strengthening and post-COVID recovery. Contingency plans and inclusive remote learning approaches are needed whether schools are disrupted by a future pandemic or climate shocks. Including education in disaster management plans and engaging parents and community helps to limit disruption and get schools back in action as soon as possible after any disaster.	Partly. Responses to and preparation for C&E hazards would be eligible.
Education in emergencies and protracted crises (EiEPC)	Adaptation	Relatively quick to instigate but often high cost High impact	Yes. FCDO bilateral ODA often responds to EiEPC. Where wraparound approaches such as social protection, school feeding, and mental health, violence prevention, and psychosocial support are implemented, they can support the most marginalised children and communities facing multiple hazards, including C&E hazards.	Partly. Responses to C&E disasters would be eligible.
Climate-smart infrastructure	Both. Infrastructure can be built/retrofitted to be made more climate-resilient for adaptation. And/or it can be built/retrofitted to be more sustainable.	Slow and expensive to implement at scale High impact	No. Governments and multilateral banks are best placed to run public works programmes at scale due to ODA affordability and fiduciary risks for FCDO. However, if FCDO is engaged in school infrastructure activities, it is important that effort is made to make this climate-smart. FCDO has an important role to play through development diplomacy to influence others spend – small amounts of ODA could be useful to support this.	Yes. There is a direct and intentional causal link.
Focus on foundational learning	Both. Foundational learning is a pre-requisite for adaptation and mitigation outcomes.	Moderately slow and expensive to instigate High impact in general, less direct link to C&E outcomes	Yes. This is a natural fit with existing education priorities. Curriculum reform provides an opportunity to make sure curricula are accessible and relevant to all children. This means teaching content at the right level which speaks to children's realities, including the reality of climate and environmental change. While FCDO does not advocate for standalone additional climate curricula, developing foundational skills through the lens of climate and environmental change could have multiple benefits.	Not currently. The causal chain is too long.
Education for sustainable development	Both. Providing skills, knowledge and agency can lead to adaptation and mitigation benefits.	Curriculum and pedagogy change are slow and expensive to implement Limited evidence on impact	Partly, where it is possible to mainstream within existing plans. For instance, recruiting and training teachers to respond to the climate crisis could influence what types of teachers are needed within workforce planning (eg secondary level, subject-specific) and strengthen pedagogical approaches that focus on developing socio-emotional skills such as critical thinking and problem solving, with benefits for learning and climate and environment outcomes.	Yes. The proportion of spend that is climate focussed would be eligible.

Case study: Bangladesh Education Quality Improvement Programme (EQUIP-B)

EQUIP-B is an example of a Technical Assistance programme delivering FCDO education priorities which also capitalises on opportunities to deliver climate and environment outcomes. The expected programme outcomes are: i) Support interventions to improve low learning outcomes; ii) Strengthen the education system's efficiency and effectiveness; iii) Support interventions to enable adolescent girls to stay in secondary school.

The Business Case addresses climate and environmental change in two main ways:

1. It identifies the fact that improving learning outcomes in and of itself is expected to improve children, and their communities' resilience to climate and environmental change.
2. It outlines how the programme will make planned activity climate-smart, for instance by introducing climate and environmental topics in the school curriculum and teaching materials; raising awareness of teachers, students, parents, and communities of the impact of climate change and environmental degradation; and identifying and sharing emerging good practice for integrated education and climate initiatives in Bangladesh.

Not all activities count as ICF; the long causal chain between overall improved learning and climate resilience make this currently ineligible. But activities in the second bullet might. This is estimated to represent £0.5million of programme spend.

Design dedicated education, climate, and environment programmes

- For a smaller subset of Posts, opportunities will arise to design new programmes which deliver more substantive climate and environment outcomes. FCDO's policy position is that this should not displace the overarching education priority of securing improvement of learning for all. However, making education systems more climate-smart need not be at odds with improving learning outcomes. Indeed, in many contexts where FCDO works, it may become a prerequisite as climate shocks cause increased disruption to education.
- It is likely that such programmes will be co-designed between education, climate and environment, and possibly other sectors. For these Posts, the Pathways to Change framework should provide a starting point for identifying interventions within the education system.
- See EDGE Case Study below for an example of an education programme specifically designed to deliver climate and environment outcomes. Further help is available to support programme design (see [Section 5](#) for details).

TOP TIP

It is critical to ensure join-up across different technical disciplines to identify opportunities and risks. At a minimum Education Advisers should work with Climate and Environment Advisers. But a more impactful approach would include education, C&E, infrastructure, demography, social development, and health.

Case study: Zambia Empowerment and Development for Girls' Education (EDGE) programme

EDGE is an example of an education programme designed with climate and environment objectives in mind. The Business Case recognises the challenges posed by climate change to achieving improved educational outcomes. Using an innovative and catalytic approach, it sees the programme as an opportunity to address these challenges and accelerate climate resilient human development. Identified focus areas seek to pursue sustainable approaches to address communities' vulnerability to climate risks. These activities are well aligned with approaches that could be classed as ICF, including:

- Financing three new schools and four school expansions using climate-smart technology and building materials, at a third of the cost of government schools with a view to influence the construction approach of the Ministry of Education to be more cost efficient and climate-smart.
- Mainstreaming climate in the curriculum and introducing whole school approaches such as students planting orchards and learning about climate-smart agriculture.

There are several ICF KPIs, both on mitigation and adaptation, against which the programme could report. These include KPI 1: Number of people supported to better adapt to the effects of climate change; KPI 2: Number of people and social institutions with improved access to clean energy; KPI 4: Number of people with improved (climate) resilience; KPI 6: Greenhouse gas emissions reduced or avoided; KPI 6: Clean energy capacity installed; and KPI 15: Extent to which an ICF intervention is likely to have transformational impact.

Asks of Posts:

- Ensure every programme adheres to PrOF Rule 5
- Consider opportunities to move along the spectrum of possible programmatic responses to make education programmes more climate-smart

Further resources:

- FCDO [Position Paper](#)
- [K4D Helpdesk Report on Improving resilience, adaptation and mitigation to climate change through education in low- and lower-middle income countries. This includes examples of existing approaches.](#)
- [Blog on planning for climate-resilient education systems](#)
- [Blog on climate-smart infrastructure](#)

SECTION THREE: HOW TO BADGE EDUCATION PROGRAMMES AS ICF

FCDO ODA programmes that include climate change objectives (primary or secondary) and deliver results on climate change should record (an appropriate proportion of) their spending as ICF.

Eligibility

For a programme to be eligible for ICF:

- There must be explicit objectives and results on climate change that are stated in the Business Case and Logframe.
- The Business Case should explicitly consider how climate risks are changing now and, in the future, and have a primary or secondary objective which support adaptation and/or mitigation.
- Results in the Logframe should report against at least one of the ICF KPI Indicators.

There are 11 active [ICF Key Performance Indicators](#) but those likely to be most relevant to education programmes are:

KPI	Indicator
1	Number of people supported to better adapt to the effects of climate change
2	Number of people and social institutions with improved access to clean energy
4	Number of people with improved (climate) resilience
6	Greenhouse gas emissions reduced or avoided (tCO₂)
7	Clean energy capacity installed (MW)
15	Extent to which ICF intervention is likely to have transformational impact (scorecard)

When to consider incorporating ICF spend

The best time to incorporate climate change objectives into your programme for ICF eligibility is during programme design, especially within the Business Case. It will not be possible to badge spend as ICF without meeting the above eligibility points. If you have a live programme, then please assess whether the Business Case gives consideration to climate change and contains any objectives which support the response. Please also consider how future programmes can be climate-smart, as set out in [Section 2](#).

Where you have incorporated climate change objectives into your programme, you should also include the relevant ICF KPI's as output indicators in your programme Logframe. This is necessary to badge spend as ICF. It will be used to track ICF activity in your programme and as back of the central commission for tracking ICF spend across FCDO.

*****TOP TIP*****

Climate and Environment Advisers are well placed to support other sectors to assess potential for ICF badging. If you are unsure whether your education programme's activities can be badged as ICF spend then you should engage with the relevant Adviser at your Post or find a relevant adviser through contacting the Head of Profession for Climate and Environment, David Potter.
The ICF Strategy and Results Team in Energy, Climate and Environment Department (ECED) also run drop-in sessions if you need extra support.

How to badge ICF spend in your programmes on HERA

Now that FCDO has migrated from the exDFID Aid Management Platform (AMP) to HERA, the process for badging as ICF is under review. Please refer to the [Climate and Environment PrOF Guide](#) where the latest guidance on how to achieve this will be updated in due course.

The broad steps needed to badge a proportion of a programme as ICF are likely to remain the same:

1. Identify climate and environment opportunities in the Business Case
2. Set up the appropriate component(s) and apply the relevant Rio Markers
3. Choose ICF KPIs for the Logframe
4. Report on ICF results

It is likely that ICF will continue to be allocated on using ICF budget centres. For projects which are not 100% climate finance, one or more separate climate components need to be created and must be mapped to the ICF budget centres. If your office does not yet have an ICF budget centre, please email the [Management Accounts Group](#) mailbox to arrange to have one set up.

Reporting ICF spend

All programmes spending ICF should report against all relevant ICF KPIs once a year. The central ICF monitoring team will issue the commission around February/March each year, and programmes will be asked to provide an update on their in-year achieved results, as well as their expected results, using the [Results and Evidence EXchange](#) (REX).

A dedicated [ICF Results Teamsite](#) contains the ICF KPI methodology notes and additional guidance to support ICF results reporting, including recorded webinars.

For each KPI you should ensure where possible that you collect data disaggregated by gender, age, and disability where beneficiaries are directly reached through programmes.

Asks of Posts:

- Make any changes necessary to ensure existing or new education programming is correctly badged as ICF

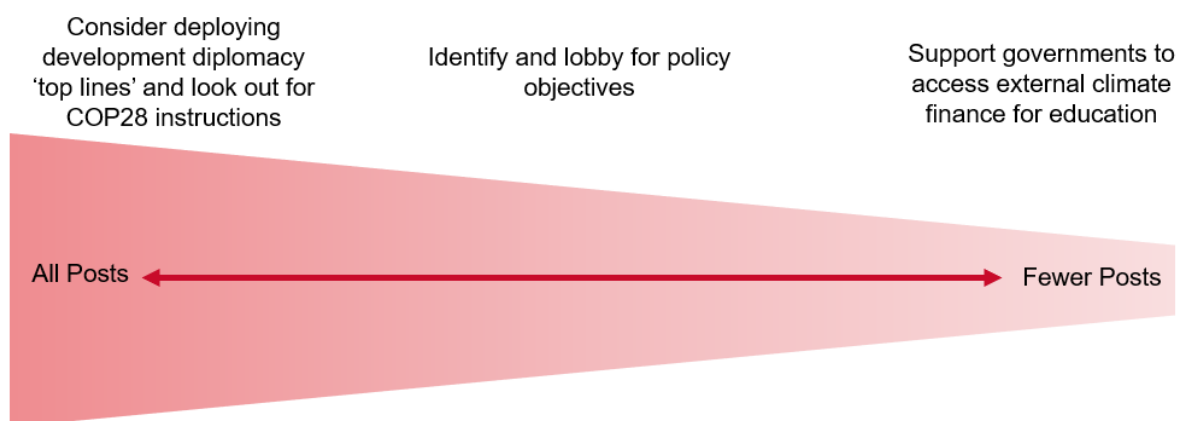
Further resources:

- [Climate and Environment PrOF Guide](#)
- [ICF Results Teamsite](#)
https://teams.microsoft.com/l/team/19%3a40_ToT0jvSqz5obu6u2TPjUOyjhOlfJy69mhzEnxkNg1%40thread.tacv2/conversations?groupId=adad01df-e186-43b1-bf98-f323d0fe2f8a&tenantId=d3a2d0d3-7cc8-4f52-bbf9-85bd43d94279
- [ICF Gender Equality and Social Inclusion Guidance](#)
- [OECD DAC Rio Markers Handbook](#)

SECTION FOUR: DEVELOPMENT DIPLOMACY TO DELIVER CLIMATE-SMART EDUCATION SYSTEMS

FCDO’s programmatic response to these issues will remain a fraction of what is needed. While making our education programme portfolio more climate-smart is important, there is much more that the UK can achieve by deploying our considerable development diplomacy as a force for good across the world.

Spectrum of possible development diplomacy responses



All Posts (regardless of education/climate and environment expertise) are encouraged to deploy the below top lines for influencing on this agenda.

Development diplomacy ‘Top Lines’ to deploy

All Posts are encouraged to raise the intersection of education and climate and environmental change with governments and partners. Suggested top lines are outlined below, with more detail available at [Annex A](#).

1. *Addressing climate and environmental change and delivering education are essential to poverty reduction and building prosperous, resilient economies and peaceful, stable societies. Too often these issues are viewed in isolation, when in fact they are inextricably linked:*
 - *Without urgently adapting education systems to extreme weather events and environmental changes, education goals will continue to fall further out of reach and future generations will be less able to survive, let alone thrive, in our changing world.*
 - *Without harnessing the power of education, we are unlikely to solve the climate and environment crisis. Quality education is essential for reducing vulnerability, improving communities' resilience and adaptive capacity, identifying innovations, and for empowering individuals to be part of the solution to climate and environmental change.*
2. *By bringing these priorities together, FCDO hopes to stimulate efforts from a broad range of partners to combat the threat that climate and environmental change poses to education and maximise the potential of educated populations in addressing the climate and environment crisis.*

Posts who wish to engage at a deeper level can take further action to influence policy and financing.

Policy

Education is not consistently considered when climate policies and priorities are set, and climate and environmental change are largely absent from countries' education sector plans (ESPs) and policies. This poses a risk to both education and climate goals. Education as a sector has both huge needs in terms of support to be more resilient and adaptable in the face of climate and environmental change, and huge potential as part of the solution. Education stakeholders, including young people, need to have a seat at the climate and environment decision-making table, and vice versa, so that both of these dimensions are considered.

Education in climate policy

[Analysis of countries' Nationally Determined Contributions](#) (NDCs⁶) shows that while increasing numbers reference education, very few meaningfully consider either the need to protect education systems from climate and environmental change or the potential of education as a tool for climate resilience, adaptation and mitigation⁷.

Analysis of National Adaptation Plans (NAPs) has not been undertaken to the same degree but exploration of a small sample found that the focus is on the role of education in fostering individual awareness and capacity to respond to climate change,

⁶ Country action plans to respond to the climate crisis

⁷ When NDCs were ranked in terms of their inclusion of education the top scorers were Cambodia, Dominican Republic, Colombia, Vanuatu, Argentina, Cabo Verde, Gambia, United Kingdom, and Venezuela. However, even for these countries, scores were low. 107 out of 140 NDCs received a score of less than 59%, and 32 scored 0%.

rather than on adapting the education sector as a whole. There are currently no sectoral education NAPs (but some health-sector NAPs do exist).

*****TOP TIP*****

FCDO and the UK Department for Education (DFE) work closely together to advocate for better inclusion of education in climate fora, and in NDCs and NAPs. Since hosting the first ever Education and Environment Ministers Summit at COP26 in Glasgow we have been building a global coalition for education in climate action, which culminated in over 20 education events run by different partners at COP27. Look out for a new campaign in 2023 gearing up for COP28 in UAE, where we expect there to be a strong focus on education, likely with a dedicated theme day. Posts will be asked to mobilise efforts behind this campaign, to secure ambitious commitments from countries to mainstream education in their climate plans and policies.

When education is not included in climate policy, this has a knock-on effect on efforts to mobilise climate resources for education. Inclusion in NDCs and NAPs is therefore the first step needed to unlock climate finance for education.

Case study: Education in Cambodia's NDC

Cambodia's NDC is considered the strongest in terms of including education. It recognises the multiple pathways in which education can play a role in the response to climate change and the institutional linkages that are required. Cambodia's NDC pays attention to mainstreaming climate change into its ESP and recognises the education of children and youth as an enabling action in achieving its climate targets. It lists its Ministry of Education, Youth and Sports as relevant in its NDC, since the Ministry creates a pathway for the education sector to engage in decision making related to climate policies. It makes explicit reference to the education sector's barriers and capacity needs that must be met to strengthen its role in addressing the climate crisis, considering both climate resilient infrastructure and teacher training.

Climate and environment in education plans and policy

Many ESPs make reference to climate change, but often without specific objectives or targets⁸. Even when assessing risks, very few Education Ministries plan for weather-related disasters even though such events are already disrupting the education of 40 million children per year. Similarly, while evidence shows that rising temperatures and levels of environmental pollution will have a negative effect on learning levels, very few ESPs consider how to minimise these impacts.

Similarly, opportunities should be identified to strengthen consideration of climate and environment in education plans and policies. Cyclical revisions of, or newly designed, ESPs offer an obvious entry point, but other avenues include:

⁸ One notable exception is Bangladesh, which includes both response to climate hazards in relation to emergency planning (ie protecting education systems), and relevant curricular content (ie maximising on the potential of education for climate action).

1. Negotiation and design of compacts for Global Partnership for Education (GPE) funding (more below).
2. Key education moments in the calendar such as the Education World Forum or UN General Assembly.

Case study: FCDO development diplomacy to secure higher ambition on climate from Jordan's Ministry of Education

In Jordan, FCDO is the donor coordinator of a large multi-donor trust fund to support the Ministry of Education. Funding is limited, but when the Transforming Education Summit (TES), came onto the horizon, the UK used it as an opportunity to influence the Ministry to ensure climate and environmental change was high on Jordan's agenda as an EiE priority. This resulted in the Minister for Education committing to better integrating climate and environment into their ESP and approach and calling on others to do more. Once FCDO's new education programme is up and running, small pots of TA funding will be used to help identify priority actions, catalysing more substantive funding for delivery from other partners like the World Bank and UNICEF.

Where Posts are engaged in education system reform, further opportunities to make this more climate-smart will become evident. All the intervention areas in the Pathways to Change framework lend themselves to development diplomacy as well as ODA spend, some – such as climate-smart infrastructure – even more so.

Success will look different in different contexts. For instance, in lower income countries which are more vulnerable there must be a clear focus on strengthening the resilience of education systems to withstand and adapt to climate and environment impacts. Whereas in higher income countries responsible for higher emissions, the focus would be better placed on making education infrastructure greener and climate education for behaviour change. The Country Typologies Annex in the Position Paper provides a useful starting point to determine priority areas and further help is available from headquarters to guide influencing priorities according to context (see [Section 5](#)).

Case study: Using data to limit the impact of climate and environmental change on schools in Sierra Leone

In Sierra Leone, FCDO is supporting the Ministry of Education to benefit from an innovative approach which uses satellite data and advanced geo-spatial techniques to understand which schools are most at risk of flooding for acute events and for accessibility during rainy seasons – where the risks are realised every year. This is useful both for micro-planning (such as where to improve roads first) and for targeting interventions through schools and communities to build resilience. It also allows targeted support that can factor in climate impacts – on questions such as where to build teacher accommodation; or where to locate new exam centres to minimise disruption.

Given the number of schools that need to be built in Sierra Leone, and the increasing impact of rainy seasons and flooding, improving the planning processes is more crucial than ever and by identifying data-driven approaches FCDO can have an outsized impact.

Financing

While FCDO ODA to respond to climate and environmental change in and through education is likely to remain limited, there are external sources of funding which FCDO can influence to encourage more resources to be spent on this intersection.

Education funds

FCDO is a major contributor to the two global education funds: the Global Partnership for Education (GPE) and Education Cannot Wait (ECW). Annex B provides an overview of the two funds. Both funds represent an opportunity to access funding for addressing climate and environmental change in the education sector.

Global Partnership for Education (GPE)

GPE supports governments in low and lower-middle income countries⁹ to transform education systems to improve access and learning for all. There are several windows which could provide funding to make education systems more climate-smart, outlined in the table below.

*****TOP TIP*****

Countries can choose to utilise any GPE funding to respond to climate and environmental change. The guiding document for GPE investments in each country is the partnership compact; a prioritised plan of action agreed by all partners in country. For countries to be able to utilise GPE funding to respond to the threat of climate and environmental change, this must be reflected as an area of concern within the Partnership Compact.

Grant	Description	Possible climate and environment uses
System Transformation Grant	GPE's largest grants. Support prioritised reforms that enable education system transformation, determined by the Partnership Compact.	Opportunity for large scale investments to transform education systems to be more climate-smart – whether through resilience/adaptation or mitigation.
System Capacity Grant	Small scale funding to support analysis, gender responsive planning, data, and longer-term system capacity to plan, implement and monitor the sector.	Data collection/analysis on climate-related risks and opportunities. Capacity building/cross-sectoral working between Ministries of Education and Environment.
Multiplier	Support countries to leverage additional external funding from partners alongside GPE funds.	Opportunity to crowd in additional funding from climate sector (multilateral or privately funded) alongside GPE funds for climate-related activities.
Girls' Education Accelerator	Support gender equality in 30 eligible partner countries	Opportunity to address climate and environment related barriers to girls'

⁹ List of eligible countries available here: <https://www.globalpartnership.org/where-we-work/partner-countries>

	where girls' education is identified as a key challenge.	education, such as preventing child marriage and removal from education in times of climate-shock via social protection measures.
Strategic Capabilities	New approach to match countries with organisations that have strategic capabilities, which can help to reinforce ministry capacity to address education and cross-sectoral challenges.	Specific window on climate/education to support countries to identify risks and opportunities and to access climate financing. Currently being piloted in Malawi and Zimbabwe.

Case study: Malawi development diplomacy in action

The Minister for Education in Malawi is a strong advocate for addressing climate and environmental change in and through education. She has joined several UK hosted events to discuss what this means in the Malawi context, including COP26 and a three-day Wilton Park conference that FCDO co-hosted with GPE.

FCDO Malawi has leant in to shape this enthusiasm, working closely with the Minister and her team to highlight the evidence base and context. Attention has turned to accessing funds for climate-smart education investments, particularly climate-resilient infrastructure. FCDO is supporting the LEG to identify opportunities in GPE's new operating model, including through Malawi being a pilot country for new Strategic Capability funding. FCDO will ensure that climate is referenced in Malawi's new Compact, so funding can be spent on this priority issue. And FCDO is supporting identification of avenues of financing from the major climate funds (Green Climate Fund), to bolster efforts in the education sector.

This work sits outside FCDO's bilateral ODA programme, which is focussed on traditional education outcomes. By leaning into discussions around other funding opportunities, FCDO is likely to secure foundational learning outcomes *and* have an influence on climate-resilience, far beyond what we could achieve through bilateral spend alone.

ECW

ECW is the global fund for education in emergencies, including extreme weather events. Its 2023-26 strategic plan commits ECW to do more to protect children and ensure their access to education in the face of climate related impacts.

ECW's First Emergency Response (FER) window provides funding for emergency education, including in response to extreme weather events. When disasters strike, ECW's rapid funding protects children and supports the resumption of education, focusing on the most vulnerable and at-risk children. Investments have constructed temporary learning spaces, rehabilitated damaged schools, and provided educational materials, school feeding programmes and psychosocial support. Funding can be rapidly agreed (within 1-2 months). Recent climate-induced disasters which ECW is responding to include floods in Pakistan and drought in the Horn of Africa (Somalia).

*****TOP TIP*****

If an extreme weather event which disrupts education occurs in your host country, the central ECW team in Girls' Education Department can help you identify whether an ECW grant is being considered and to engage with the design process. If no FER is being planned, we can help you advocate for one.

ECW's Multi-Year Resilience Programmes (MYRPs) take a longer-term approach to protracted crises, including those induced or compounded by climate and environmental change. Programmes run for three-four years¹⁰.

Case study: Development diplomacy to influence Education Cannot Wait (ECW) programme response in South Sudan

In South Sudan, the increase in seasonal rain is causing extreme flooding and displacing hundreds of thousands of children every year. FCDO South Sudan has prioritised influencing the new \$40m (2023-2025) ECW Multi-Year Resilience Programme so it is more climate smart. This has been helped by the in-country Education Advisers' role as co-Coordinating Agent with both ECW and GPE (joint with USAID) which formalises influencing and accountability. Progress includes:

- Establishing a flexible emergency facility within the multi-year programme to respond to annual floods during the rainy season.
- Given the scale of need, worked with GPE to secure \$10m of additional funding through GPE's Accelerated Funding mechanism to further bolster flood response.
- Influenced move away from temporary learning spaces to semi-permanent climate resilient model. The new standardised model has been adopted by the Ministry of Education and now rolled out across the sector.
- New programme's Theory of Change includes a package of training for teachers and schools to support disaster risk readiness and crisis planning.

ECW is funded by FCDO HQ and sits outside Post's bilateral portfolio. By dedicating time to better utilise multi-donor funding, FCDO amplifies our impact beyond what we are able to do in bilateral programmes. This is more likely to help influence change across the sector and with government ministries.

Multilateral Development Banks (MDBs)

Posts should explore opportunities to influence education funding invested by the MDBs. MDBs were already a significant source of finance for climate-related strategies, and at COP27 the MDBs were called on to increase climate financing even further. However, education continues to be under-represented in MDB climate investments and there is potential to ensure education sector needs are addressed in wider climate efforts such as the African Development Bank's Africa Adaptation Acceleration Program (AAP) and the World Bank's Country Climate and Development Reports (CCDRs). Conversely, MDBs should ensure that their education investments are climate-smart, leveraging their cross-sectoral knowledge and

¹⁰ Details of active MYRPs is available on ECW's website:
<https://ecwwsitetweunk7axyq.devcloud.acquia-sites.com/our-investments/where-we-work>

investments to integrate climate and environment considerations (for e.g. in early warning systems or green infrastructure) into education program design.

*****TOP TIP*****

The World Bank's 'climate co-benefits' approach measure the share of financing dedicated to climate change adaptation or mitigation in operations which also further development objectives. They have set a target of 35% of Bank finance representing climate co-benefits by 2025. This means that all education financing must consider how it can deliver climate co-benefits. Leaning into programme design, could therefore provide an entry point for influencing significant amounts of education financing.

The MDBs track and report on their application of climate finance, using their own set of mitigation and adaptation markers. Climate finance eligibility aligns with the multilateral climate finance funds, in that it requires identification of the vulnerability context, an explicit statement of intent of the project to reduce that vulnerability, and articulation of clear and direct links between project activities and the objective to reduce vulnerability to climate change.

Multilateral Development Banks often fund large-scale school infrastructure projects. Sometimes these are co-funded by GPE. There is a clear opportunity to influence design to ensure any new education facilities are climate-smart, both in terms of being resilient to known climate risks and being more sustainable wherever possible.

Case study: Catalytic FCDO research funding to influence large scale climate-smart infrastructure in Tanzania

FCDO Tanzania is undertaking research to understand what works to reduce the impacts of climate change education and improve learning outcomes with a focus on infrastructure. Research from the Global North has demonstrated a causal link between the built environment, classroom experience and learning outcomes. A global meta-analysis showed a 2% reduction in learning per 1°C increase. A recent study in Tanzania shows temperatures inside classrooms in Dar Es Salaam often exceed 40°C, and that temperatures can be reduced by up to 5°C through a low-cost white roof paint intervention. FCDO funded research will investigate learning outcome reductions due to temperature, lighting, and sound. The findings will give policy makers and implementing partners the practical insight they need to make decisions on how to improve learning outcomes in the face of climate impacts in a cost-effective way through built environment interventions.

FCDO Tanzania is unlikely to fund the results of the research to scale. But by having a stronger evidence base will be better able to influence the approach taken by the Government of Tanzania and partners such as the World Bank. The findings will also be relevant to other countries and be a global public good.

Climate funds

As set out above, FCDO's position is that more climate finance should be spent in the education sector, recognising the urgent need both to make education systems more

resilient and adaptive in the face of climate and environmental change, and to harness the potential of education for climate action.

While not all activities will be eligible for climate finance (see [Section 2](#) for more information), FCDO has a development diplomacy role to play to identify where education should feature in climate finance funded programmes. The most likely areas for climate finance investment include:

1. Building or retrofitting school infrastructure to make it climate-smart. This could include making infrastructure resilient to climate and environmental shocks, and/or greener, and/or multi-purpose (i.e. to provide safe shelter in times of crisis).
2. Adjusting educational curricula, teacher training programmes and assessment approaches to incorporate climate and environmental education.
3. Supporting science or technology education and research to enhance green skills, build the pipeline for green jobs, and foster innovation.

The main climate funds are set out in the table below. For more information on these funds you can contact the Climate Funds and Institutions Team in ECED.

Asks of Posts:

- FCDO has made it a priority to raise the profile of education in climate fora and to improve the inclusion of education in NDCs and NAPs. All Posts have a role to play in advocating for this, particularly at strategic moments such as when NDCs and NAPs are being reviewed and revised in the run up to COPs.
- Support Ministries of Education to be part of climate policy setting, and to access finance to make education systems more climate-smart through education funds, MDBs and climate funds.

Further resources:

- Blog on 'Multilaterals, climate change and education: Emerging options for action' <https://www.globalpartnership.org/blog/multilaterals-climate-change-and-education-emerging-options-action>
- Details on GPE operating model and funding windows: <https://www.globalpartnership.org/what-we-do/how-we-work#strategic-initiatives>
- Blog on GPE's role in making education systems climate-smart: <https://www.globalpartnership.org/blog/how-can-education-systems-rise-climate-challenge>
- Details on ECW: <https://www.educationcannotwait.org/>
- Blog on data driven approach to limiting climate impacts on education: <https://www.globalpartnership.org/blog/how-sierra-leone-betting-data-fight-impact-climate-change-schools>
- Blog on making education assessments climate-smart: <https://www.globalpartnership.org/blog/critical-role-assessment-creating-climate-smart-education-systems>

Overview of Major Climate Funds

Name	Purpose	Existing education investments	Ease of access
Green Climate Fund (GCF)	Targeting 50% of resources towards mitigation and 50% towards adaptation. Adaptation results areas are health/food/water security; livelihoods of people and communities; infrastructure and built environment; and ecosystems and ecosystem services. Mitigation results areas are energy generation and access; transport; buildings/cities/industries/appliances; and forests and land use.	Very rare. One example in 'Climate Resilient Infrastructure Mainstreaming' in Bangladesh which is developing 45 additional schools in the country to ensure continuity of education in the context of its climate exposure.	GCF projects require a strong climate rationale. There is a particular concern not to fund development projects that would exist even without the context of climate change. The application process is burdensome and can take up to two years. However, there is a readiness facility to support countries to undertake the necessary preparations to be able to apply for GCF resources.
Adaptation Fund	First direct access adaptation fund to support adaptation in developing countries (ie funding does not have to go through multilateral entities. It targets actions to reduce vulnerability across a number of key sectors: agriculture, coastal zone management, disaster risk reduction, early warning systems, ecosystem-based adaptation, food security, forests, and rural development.	Very rare. One project focused on future leaders in Armenia through a digital education module on adaptation challenges. A proposal has been submitted for a project on 'increasing the resilience of the education system to climate change impacts in the Eastern Caribbean.	Focuses on the principle of additionality to avoid 'double dipping' of development projects in climate finance, and means that the climate funds focus on providing resources to cover the additional costs of addressing climate change. In theory, this should be amenable to (education) infrastructure projects.
Global Environment Facility (GEF), including the Least Developed Countries Fund (LDCF)	Focused on both adaptation and mitigation, with a strong focus on the environment, biodiversity and land management.	Very rare. The GEF reports only one education project. This project ran for ten years but finished a decade ago (2002-12) and covered 'cost effective energy efficiency measures in the Russian educational sector'.	Principle of additionality, meaning existing spend can be topped up for additional climate and environment purposes, such as making school infrastructure climate proof or greener.

and Special Climate Change Fund (SCCF)			
Asian Development Bank Climate Change Fund	The Climate Change Fund was established in 2008 to facilitate greater investments in developing member countries to address the causes and consequences of climate change. The fund provides financing through: grant component of investments, technical assistance (standalone and piggy-back or linked to loan) and direct charge. There are three components: (i) adaptation, (ii) clean energy development, (iii) reduced emissions from deforestation and forest degradation and improved land use management.	Rare. One project focuses on green skills development in Assam University (India).	All ADB recipients are eligible for the fund resources. Project proposals are submitted by ADB user departments to the Climate Change Steering Committee through the fund secretariat. Applications are reviewed in six batches and are due on 31 January, 31 March, 31 May, 31 July, 30 September, and 30 November.
Climate Investment Funds (CIF), including the Pilot Programme for Climate Resilience	World Bank managed climate trust funds. The \$1.2bn Pilot Program for Climate Resilience (PPCR) supports developing countries and regions that are highly vulnerable to climate change. It strengthens their adaptive capacities and resilience against the impacts of climate change on their communities, ecosystems, and infrastructures.	None.	PPCR funding is only accessible through Multilateral Development Banks acting as implementing partners. PPCR proposal and approval process available here: https://climatefundupdate.org/the-funds/pilot-program-for-climate-resilience-2/

SECTION FIVE: FURTHER SUPPORT AVAILABLE FROM HEADQUARTERS

The Girls' Education Department (GED) and Energy, Climate and Environment Department (ECED) provide dedicated support to Posts seeking to advance climate and environment benefits in and through education.

Existing resources include:

- FCDO Position Paper – [Addressing the climate, environment and biodiversity crises in and through girls' education](#)
- K4D Emerging Issues Brief - [Education, Girls' Education and Climate Change](#)
- K4D Evidence Review - [Improving Resilience, Adaptation and Mitigation to Climate Change Through Education in Low- and Lower-middle Income Countries](#)
- [Rigorous review of the evidence base connecting girls' education and climate change](#)
- [Climate and Environment PrOF Guide](#)
- [ICF Gender Equality and Social Inclusion Guidance](#)

A summary of the support available is outlined in the table below:

Support	Description	Available now?	Further information
Centre of Expertise for Education	In 2023 we will launch a central Centre of Expertise to support Posts with expert policy, research and implementation advice on education programming and influencing. This will include an intranet site signposting relevant policy and research papers and links to centrally managed programmes with technical assistance to support Posts with specific issues.	The CoE is still being developed and will formally launch in early 2023.	For questions relating to GPE or ECW: Jessica Purdie, Jessica.Purdie@fcdo.gov.uk For broader queries on the Centre of Expertise: Sabina Morley, sabina.morley@fcdo.gov.uk
Climate Mainstreaming Facility/ Climate and Nature Helpdesk	The Climate Mainstreaming Facility (CMF) is a technical support facility funded centrally. The CMF can help with: <ul style="list-style-type: none"> • Identifying climate risks and 	The CMF is available now. The Climate and Nature Helpdesk will be	Climate Mainstreaming Facility - Request for Support (NEW) (office.com)

	<p>opportunities in concept notes and business cases;</p> <ul style="list-style-type: none"> Tracking down climate data relevant to programmes and business plans; Advising on national-level climate policies and plans; Assisting with the analysis for the allocation of ICF in programme budgets <p>In 2023 the CMF will be expanded into the Climate and Nature Helpdesk, which will offer further draw-down climate and environment expertise, focused on ProF Rule 5.</p>	coming in 2023.	
Climate and Environment drop-ins	ECED run weekly drop-ins, open to all to ask a question. These are a great opportunity to discuss whether programmes could be badged as ICF, and if so, how.	Yes	Info available on events page on intranet, or contact Aleks Ciezarek, Aleksandra.Ciezarek@fcdo.gov.uk
Heads of Profession (HoPs)	The HoPs manage the technical cadres of Education and Climate and Environment Advisers who are based at FCDO Posts and in HQ. They can signpost to technical education or C&E support for different countries and regions.	Yes	Education: Sandra Barton, sandra.barton@fcdo.gov.uk C&E: David Potter, david.potter@fcdo.gov.uk

ANNEX A: ADDRESSING THE CLIMATE, ENVIRONMENT AND BIODIVERSITY CRISES IN AND THROUGH GIRLS' EDUCATION – TOP LINES

Why do we need to take an integrated approach?

- Addressing climate change and delivering girls' education are essential to poverty reduction and building prosperous, resilient economies, and peaceful, stable societies. Too often these issues are viewed in isolation, when in fact they are inextricably linked.
- Without urgently adapting education systems to extreme weather events and environmental changes, education goals will continue to fall further out of reach and future generations will be less able to survive, let alone thrive, in our changing world.
- Without harnessing the power of education, we are unlikely to solve the climate crisis. Quality education is essential for reducing vulnerability, improving communities' resilience and adaptive capacity, identifying innovations, and for empowering individuals to be part of the solution to climate and environmental change.
- If we want to effectively tackle these priority issues, we must better understand how they are linked and find integrated solutions. This paper sets out a paradigm shift in how education is viewed in relation to the climate and environment crisis.

What does FCDO's Position Paper do to help?

- The Position Paper sets out FCDO's vision for bringing the relationship between education and climate change into sharper focus. We hope it will stimulate enhanced efforts from a broad range of partners to combat the threat that climate and environmental change poses to education and maximise the potential of educated populations in addressing the climate and environment crisis.
- It calls for a new approach from national governments, bilateral, multilateral, and private donors, and civil society organisations on-the-ground to address climate and environmental change in and through education.
- To support them it provides a new framework of priority actions to build school systems that are more resilient to climate and environmental changes, and to build knowledge, skills, and agency for climate action, particularly in low and lower-middle income countries.
- FCDO has set out what we will do differently by making our education portfolio more climate smart, and mainstreaming across our climate and environment portfolio; improving our technical and diplomatic offer to countries on the front line of the climate crisis; and working with partners to ensure education is recognised as a critical part of the solution.

What is the impact of climate and environmental change on education?

- Climate and environmental change have a major impact on the education of children at all levels. Disasters are increasing in severity and occurring almost five times as frequently as 40 years ago, disrupting the education of nearly 40 million children a year.
- Flooding destroys schools and books, severe storms force families to flee their homes, and famine and droughts mean that children are too hungry to learn.
- Climate and environmental change are deepening poverty, which is a major barrier to education, particularly for girls. Furthermore, degradation of the environment such as dried lakes and riverbeds, low crop yields, and depleted livestock affect livelihoods which mean that domestic work is likely to fall to children, mostly girls, who will not be able to attend school.
- When girls are out-of-school in times of crisis they are then at greater risk of early marriage and pregnancy and likely to never return to school, missing out on the crucial skills and knowledge education provides.

Examples of the impact on education

- In 2022, an additional 3.6 million children are at risk of dropping out of school due to the drought in the Horn of Africa which is driving hunger and malnutrition, and forcing family to flee for more resources.
- The 2022 Pakistan floods covering 1/3 of the entire country have left over 3 million children needing support to their education with more than 24,000 schools damaged or destroyed.
- In Mozambique, the 2019 Cyclone Idai damaged 3400 schools, interrupting the education of more than 300,000 children.
- In sub-Saharan Africa more than 1.2 million people, including 600,000 children, were affected by floods between August and September 2020

Why is education important to respond to climate and environmental change?

- Without an improved education future generations will be less equipped to adapt to changing environments or participate in jobs of the future. But education systems are failing children - over 90% of primary-age children in low-income countries and 75% of children in lower-middle income countries are not expected to be able to read or do basic math by the end of primary school.
- A good quality education can improve resilience to climate impacts now, enable adaptation to current and future changes, and mitigate future climate change. Girls' secondary education has been identified as the most important socioeconomic determinant in reducing vulnerability to climate and environmental change.
- When a child goes to school, they can learn about disaster-risk reduction and strategies which could help save their life. Children are then able to share this learning with their families and in turn support them to. Studies suggest that education levels are correlated with lower rates of death and injury due to climate-related disasters, even after controlling for income levels.
- Attending school means that children can learn new techniques such as water-harvesting and affordable technologies to maintain good crops. This supports

their own development and the resilience of both their family and wider community.

ANNEX B: GLOBAL EDUCATION FUNDS - BRIEFING FOR POSTS

Top lines

1. **The UK is a founding member and significant donor to two global education funds: the Global Partnership for Education (GPE) and Education Cannot Wait (ECW)** contributing approximately 15% of donor funds. They are critical partnerships for delivering an at scale response to the education crisis and support UK education policy priorities in over 80 countries worldwide.
2. **GPE is the world's largest fund dedicated to transforming education systems in low and lower middle-income countries.** In 2021, the UK co-hosted the Global Education Summit with Kenya, raising a landmark \$4 billion in donor pledges for GPE's replenishment. **GPE works with governments and development partners in country to agree partnership compacts for financial and technical support.** In the last two decades, GPE has contributed to the largest expansion in primary and lower secondary schooling in history, supporting around 160 million children into school (including 82 million girls). Almost three-quarters of GPE partner countries have achieved gender parity in school completion rates.
3. **ECW is the only global fund dedicated to education in emergencies and protracted crises.** The UK is a co-founding member and currently a leading donor, following a £90 million commitment from 2019-23. **ECW provides emergency support to keep children safe and learning at the onset of a crisis and longer-term support to protracted crises to increase access to quality education.** Since inception in 2017, ECW has scaled up to provide multi-year support to 25 crisis-affected countries and reached just under 7 million children (49% girls).

Background

Global Partnership for Education (GPE)

4. **GPE is the world's largest global fund dedicated to transforming education systems in lower-income countries** (low-income countries, lower-middle-income countries, and IDA (World Bank)-eligible Small Island and Developing States (SILDS)). GPE provides financial and technical support to governments to strengthen their education systems. As a partnership made up of all the major funders and partners in education (donors, developing countries, civil society organisations, UN multilateral organisations and the private sector), it is a powerful vehicle to champion and advocate for progress in global education.
5. **FCDO is a founding member and currently the top bilateral donor to GPE.** FCDO pledged up to £430 million over the next five years at the Global Education

Summit in 2021 (PROTECT: FCDO is yet to disburse any of this funding and final allocations are subject to ODA pressures). FCDO is represented on the GPE Board of Directors by Judith Herbertson, Head of GED.

6. **UK co-hosted the Global Education Summit for GPE's replenishment with Kenya in July 2021**, raising an historic \$4 billion in donor pledges. Former Prime Minister Boris Johnson put the replenishment at the centre of the UK's G7 Presidency, with G7 partners jointly pledging a record \$2.75 billion.
7. **GPE currently operates in more than 80 countries across the world.** This provides FCDO with a footprint in the 50+ GPE partner countries where we have no bilateral education programming. 90 countries are eligible for GPE funding.
8. **GPE prioritises primary and lower secondary education because the returns of investing in these stages of education benefit the greatest number of poor children.** GPE has an outsized impact on basic education, representing more than 7% of ODA spend on primary education and almost 10% of ODA spend on secondary education globally.
9. **GPE exerts influence over partner government spend on education**, with an expectation for all countries in receipt of GPE funding to allocate 20% of their national budget to the education sector. The **President of Ghana** has recently taken ownership of the Heads of State Declaration on Domestic Financing, which saw 18+ Heads of State commit to spend at least 20% of their budgets on the education sector at the Global Education Summit in 2021.
10. For individual country information, including active grants, visit [Partner countries | Global Partnership for Education](#).

Education Cannot Wait (ECW)

11. **ECW is the global fund for education in emergencies and started work in 2016.** ECW has advocated for more funding to education in emergencies, which is hugely under-funded and de-prioritised in humanitarian responses.
12. **The UK has been at the forefront of developing ECW and was a founding donor following our £90 million commitment in 2019.** FCDO's Director for Education, Gender and Equality and Gender Envoy, Alicia Herbert, is the current Chair of ECW's Executive Committee (EXCOM) and FCDO is represented on EXCOM by Judith Herbertson, Head of GED. ECW's High-level Steering Group is Chaired by former UK Prime Minister Rt Hon Gordon Brown. The Minister for Development has, thus far, been the UK representative to this forum.
13. **Since 2017, ECW has reached a total of 6.9 million children and adolescents affected by crisis (48% girls in a total of 41 countries).** This includes just under 4 million children reached with emergency support and 3 million children reached with multi-year programmes.
14. **ECW currently operates across 33 crisis-affected countries.** It provides both multi-year programmes and an emergency first response facility, enabling it to

intervene rapidly when children are affected by events such as extreme weather, conflict, or pandemics.

15. **ECW selects the countries it works in response to new crises**, but it works through the in-country coordination mechanism (Local Education Group and Education Cluster) where NGOs lead the programme design for ECW's review. ECW then selects NGOs as grantees based on a review of proposals submitted. FCDO Education Advisers have a key role to play in influencing this process.
16. **ECW takes a seed funding approach to multi-year programmes and looks to mobilise additional funds through donors at the global and country level to scale up programmes.** To date, funding gaps have been large, with limited evidence of success and ECW's new strategy commits to funding a higher percentage of programmes.
17. For individual country information, including active grants, visit [Where We Work | Education Cannot Wait](#).