

RESOLUTION ON CLIMATE CHANGE

The Education International Africa Regional Committee (EIARC), meeting online on 9 and 10 March 2022,

Recalling that:

1. Climate change refers to any change in the average conditions – such as temperature and rainfall in a region over a long period of time; and global climate change refers to the average long-term changes over the entire earth, which include rising temperatures and changes in precipitation, as well as the effects of the earth's warming, such as rising sea levels, and changes in flower and plant blooming times;

Noting that:

2. Extreme weather events are becoming more frequent on the African continent as evidenced by the recent cyclones in Southern Africa which destroyed educational infrastructure and displaced educators and students, particularly in Madagascar, Mozambique, Malawi and Zimbabwe, among others;
3. Desertification, drought and increasing temperatures have led to poor harvests and food scarcity in the Sahel and other parts of Africa, with negative impacts on educational quality, equity and inclusion;

Concerned that:

4. Climate change has a direct link with migrants, refugees and Internally Displaced Persons (IDPs)' forced movement from their source communities/countries and its impact on the right to education;
5. Secondary impacts of climate change on education arise from the ways in which households respond to, or choose to cope with and adapt to disaster change as evidenced by income supplementing activities of household members, including migration, child labour, and child marriages;
6. Climate change has a devastating impact on school infrastructure as adverse weather destroys basic infrastructure such as bridges, roads and schools;

Considering that:

7. The Education International Manifesto on Climate Change calls for (i) inclusion of quality climate change education as part of governments' climate commitments; (ii) ensuring that every student leaves school climate-literate; (iii) training teachers and supporting them to provide quality climate change education; and (iv) transformation of schools and learning environments to support quality climate change education;
8. Education International Africa launched a regional Climate Change Network as a platform for facilitating exchange of information and strategies on how to address the climate crisis in 2021;

The EI Africa Regional Committee:

9. Calls on African governments to take urgent action to ensure disaster prevention and preparedness for educators, students and communities, as well as build resilience and offer psychosocial support whenever disaster occurs;
10. Urges African Governments, the African Union and Regional Economic Communities to ensure that quality climate change education is incorporated into the curriculum at all levels of education, including teacher education;
11. Recommends that EI Member Organisations in the Region incorporate research on climate change in order to have needed evidence to support their advocacy and campaigns for the achievement of SDG4 and CESA objectives, as well as decent work conditions for educators; and,
12. Supports and keeps the EI Africa Climate Change Network alive to enable education unions, teachers, and education support personnel to take the lead in building a sustainable future for all.