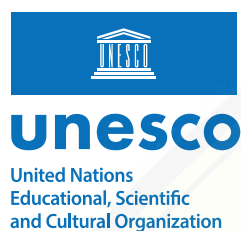UNESCO

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Asia-Pacific regional synthesis

Climate change, displacement and the right to education

Education 2030

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Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

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How climate change impacts the right to education in Asia and the Pacific

In 2020, 30.7 million people were displaced by natural disasters – disasters which the scientific community acknowledges are more frequent and more intense as a result of climate change.

In Asia and the Pacific alone, 21.3 million people were displaced, making it the region the most impacted by national disasters and climate change in the world. Therefore, country case studies were carried out in Bangladesh, India, Indonesia, Tuvalu, and Viet Nam to examine not only specific vulnerabilities to climate change and related mobility, but also the impacts of climate change on the right to education in Asia and the Pacific.

These case studies show that climate change directly threatens education – through the destruction of schools and property – but also indirectly puts education in peril by forcing people to cross borders, ensuring neither legal residency nor the right to education.

This regional synthesis report aims to guide policy-makers through providing operational policy recommendations on how to ensure education is protected in Asia and the Pacific in the face of climate change and displacement from a human rights-based approach. The report is one of four being developed and will contribute to the global initiative on climate change and displacement and the right to education – launched by UNESCO in 2020 – by informing the development of a Global Report with global policy recommendations.

21.3
million displacements
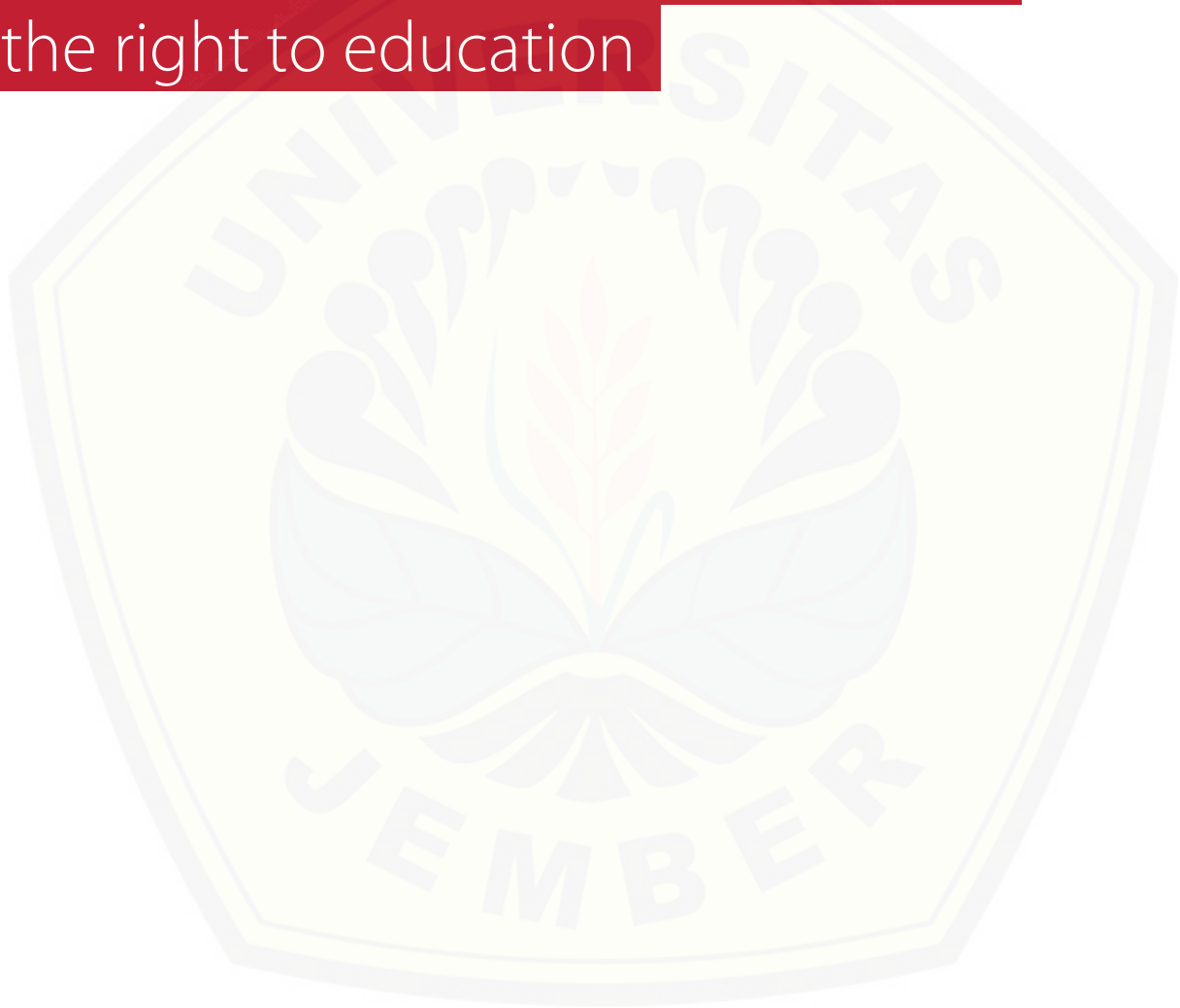took place in Asia and the Pacific

UNESCO

"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed"

Asia-Pacific regional synthesis

Climate change, displacement and the right to education

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Executive summary

The year 2021 has been another year of extreme climate events: increasingly powerful tropical cyclones, more intense heatwaves, frequent wildfires, and prolonged droughts. At the time of writing this synthesis report, 2.4 million people are still in need of humanitarian assistance after Super Typhoon Rai (locally known as Odette) hit the Philippines in December of 2021. Nearly 144,000 people remained displaced for more than a month after the event. Many more still are living in damaged shelters with little access to basic services. The COVID-19 pandemic further worsened their livelihoods and security as an already vulnerable group who is often 'ignored, invisible and excluded' (Orendain and Djalante, 2021, p. 337), as access to safe shelters has been hindered by social distancing restrictions to avoid infections among the evacuees (OCHA, 2022).

Disaster displacement is now one of the world's most concerning humanitarian and sustainable development challenges. As of 2017, there were 18.8 million new internally displaced persons associated with disasters, compared with 11.8 million due to conflict and violence (IDMC, 2018). The number of new disasters displacement has increased over the last few years, with 17.2 million in 2018, 24.9 million in 2019, and 30.7 million in 2020 (IDMC, n.d.). Every year over the past decade, most of the world's new disaster displacements are recorded in East and South Asia and the Pacific. Tropical cyclones, monsoon rains, and floods hit highly exposed areas, particularly in Bangladesh and India – areas that are home to millions of people. In many communities, vulnerability to economic and climate shocks are compounding each other, locking people into a trap of repeated disruption, food and water insecurity, and economic precarity.

The impacts of slower-onset changes such as sea-level rise and salinization are felt incrementally over time, with assets and security being steadily eroded, and communities faced with a long and difficult decision-making period. Those who make the decision to move under such circumstances are being forced to move involuntarily. Many of them gravitate toward urban areas, adding more stress to the infrastructure, resources and services. Climate change and urbanization are expected to aggravate the phenomenon. Yet, although displacement and climate migration have been regarded as one of the most adversely impactful human mobility issues (IPCC, 2014; Orendain and Djalante, 2021), this issue remains underrepresented in international discourse, advocacy, and research (UN OCHA, 2018, p.46), and even within the framework of the SDGs (Zeender, 2018).

The present report is a part of the 'Climate Displacement and the Right to Education' initiative that UNESCO launched in 2020 with the publication of a policy paper on this subject.[1] This initiative takes up a rights-based approach to climate displacement and migration and is concerned about the right to education of all displaced persons including those affected by the impact of climate change. This report synthesizes findings from five country studies in Asia and the Pacific that ask: To what extent does climate change, and particularly climate displacement, threaten the right to education in the selected countries, namely Bangladesh, India, Indonesia, Tuvalu, and Viet Nam, and how to overcome any existing barriers? The goal is to provide

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1   https://unesdoc.unesco.org/ark:/48223/pf0000374966

evidence-informed recommendations for building national education systems that are resilient to the impacts of climate change and ready to ensure the minimum learning disruption for all ages during the inevitable displacements.

Drawing on the five country studies, this regional synthesis presents five climate-induced displacement scenarios prevalent in Asia and the Pacific.

Concrete policy recommendations for each scenario are also provided, with key points summarized in the table that follows.

A summary of displacement scenarios in Asia and the Pacific, barriers to education and policy recommendations

	General profile of CDPs at risk	Main barriers to education	Policy recommendations
Learning disruption due to sudden onset disasters	Children and youth living in remote and/or disaster-prone areas; low-income households in disaster-prone areas	▪ Inconsistent and disintegrated disaster response policy and measures across government sectors, thereby delaying students' return to learning ▪ Issues associated with inadequate school buildings and disaster management ▪ School closures, or unstable schooling in the schools that are used as emergency shelters ▪ Lack of resources and limited capacity of schools. Lack of emotional support and counselling for displaced children and youth, resulting in low engagement and motivation for learning in school	▪ Strengthen governance with clear communication and implementation guidelines to ensure timely local responses ▪ Plan and implement holistic and inclusive remote learning to mitigate school closures ▪ Identify public buildings other than schools to be selected as emergency shelters ▪ Prepare schools with receiving areas for accommodating the influx of CDPs after a disaster through increased structural capacity and resource reserves ▪ Prioritize appropriate responses to already vulnerable groups of learners, such as women, children, youth, and ethnic, religious, and linguistic minorities ▪ Support teachers (prioritize teachers in providing aid akin to prioritizing medical staff for COVID-19), including thorough teacher training on climate change issues and potential responses that they can pass onto students, as well as through targeted teacher training on hybrid learning pedagogies, teaching at the right levels, assessment of learning losses, and more ▪ Consider creating a cash transfer programme for those students most financially disabled to encourage them to return to school post-disaster

	General profile of CDPs at risk	Main barriers to education	Policy recommendations
From seasonal to permanent migration	Children and youth experiencing frequent migration; low-skilled migrants	■ Complex administrative procedures for school enrolment ■ Pre-existing inequalities becoming structural barriers for CDPs to assess and enjoy their right to education ■ Unresponsive education practices lead to various barriers to learning	■ Simplify administrative procedures for CDPs in accessing education, notably through flexible, exceptional registration and documentation requirements ■ Provide financial support for education-related expenses (e.g. learning materials, uniforms) ■ Implement TVET programmes and informal adult learning programmes in target cities, such as Dhaka and Ho Chi Minh City, to encourage upskilling and lifelong learning ■ Increase teachers' and educational staff's awareness of climate change impacts on CDPs and their learning needs
Government-planned relocation	Marginalized groups, such as less educated women, indigenous people	■ Persistent gender-specific risks as well as other intersecting inequalities ■ Pre-existing inequalities faced by indigenous communities ■ De-prioritization or exclusion of school/teacher relocation in the national relocation master plan.	■ Adopt a gender-responsive approach to redressing unequal access to resources across and within relocated communities, including education support and lifelong learning opportunities for girls and women ■ Take into account indigenous peoples and indigenous knowledge in educational planning ■ Prioritize school/teacher relocation to ensure the right to education of relocated persons as well as communities in receiving areas ■ Ensure that relocated communities are close enough to former livelihoods, or create livelihood opportunities to avoid poverty becoming a barrier to their children's education

Chapter 2

Synthesis context and study methods

This regional synthesis aims to understand the existing barriers to the right to education of people displaced by the effects of climate change in the five countries, with a particular focus on the law and policy implications of heightened human mobility in the region.

The specific objectives are:

- to identify the characteristics and profiles of climate displaced persons (CDPs);

- to identify barriers to education for CDPs (and opportunities if they exist);

- to investigate whether national policies, strategies, actions or measures already exist for CDPs in the field of education; and

- to develop policy recommendations to enhance the quality and inclusiveness of national education systems and optimize education opportunities for CDPs.

Table 1: Profiles of selected countries

	Bangladesh	India	Indonesia	Tuvalu	Viet Nam
Demographic					
Total land area (km^2)	130,170	2,973,190	1,877,519	30	310,070
Population	164.7 million	1.38 billion	273.5 million	11,792	97.3 million
Population density (per km^2)	1,265	464	146	393	314
Urban population (% of total population)	38	35	57	64	37
Urban population growth (annual %)	3.0	2.3	2.2	2.4	2.8
Total number of disaster displacements in 2021	99,000	4,903,000	749,000	–	780,000
Economic					
GDP ($ billion, current)	323.1	2,660	1,058	0.049	271.2
GDP per capita ($, current)	1,961.6	1,927.7	3869.6	4,143.1	2,785.7
GDP growth (annual %)	3.5	-7.3	-2.1	4.4	2.9
National poverty rate (% of population)	24.3 (2016)	21.9 (2011)	9.4 (2019)	26.3 (2010)	6.7 (2018)
Agriculture, forestry and fishing, value added (% of GDP)	12.9	18.3	13.7	16.5 (2015)	14.9
Services, value added (% of GDP)	53.4	48.9	44.4	70.0[a]	41.6

Chapter 3

How climate change is driving displacement

This chapter presents evidence on the linkages between the impact of climate change and human mobility in Asia and the Pacific, with a specific focus on the five studied countries.

Chapter 4

Status of the right to education in the studied countries

This chapter starts by introducing what the right to education is. It then goes on to explain the essential features of the right to education drawing on the 4As framework – a widely used framework for understanding the normative content of the right to education (UNESCO, 2018). Afterwards, the chapter turns to the national education systems of the countries selected for this regional synthesis.

Chapter 5

Displacement scenarios and policy recommendations

This chapter synthesizes the key findings of the five country cases and presents the displacement scenarios where people's right to education is likely to be threatened in the region. The five scenarios are: (1) learning disruption due to sudden-onset disasters, (2) seasonal migration and challenges faced by migrant households, (3) government-planned relocation for climate mitigation and adaptation, (4) cross-border migration (international) and challenges faced by migrants, and (5) trapped populations and their right to education. The discussion of each scenario follows a structure that is in line with the objectives of this report. That is, the characteristics of CDPs in each scenario are first identified. Afterwards, barriers to education for the CDPs in that scenario are elucidated with a particular focus on existing national policies and actions. Policy recommendations that seek to enhance the quality and inclusiveness of education systems to ensure the right to education of CDPs are offered, and the discussion is closed with some examples of promising practice in the region.

However, this process is often difficult for CDPs who lost their documents when fleeing their home due to a disaster. It is also difficult to track out-of-school children through this system because it does not collect information on the educational status of children who migrate with their parents. Thus, the ways in which frequent migration affects school drop-outs in India remains unclear. As some parts of India are experiencing a widening school drop-out gap between urban and rural areas (Menon, 2020), complex administrative procedures will further discourage families in remote and disaster-prone areas from sending their children to school. The zoning system in Indonesia is an example of this issue. Although the system has improved over the years (e.g. simplifying the required documents for a student to enroll in a school in new location within fourteen days), infrastructure disparities, such as power outages, unstable connectivity, printer availability, continue to be major barriers to minimizing the learning disruption, and can result in months of wait time for some students (Aziz, 2018).

While poverty is a pre-existing barrier to education for many in Asia and the Pacific, it is further exacerbated by climate change and is hurting CDPs the hardest. As has been made clear earlier, even when compulsory education is free, because of the costs of educational materials, uniforms, transport, etc. those from a lower socio-economic background continue to struggle more than those with means to access quality education. In Bangladesh, drop-out students came from significantly low-income households, with household heads working as unskilled labour and mostly in informal sectors (Hasan and Muneer, 2019; Hossain, 2021). The survey results in Bangladesh also reveal a similar trend where 41.7 per cent of the respondents are borrowing money from relatives and informal social networks.

As climate change exacerbates poverty for those remaining and for those already displaced, families are likely to use their small disposable income for essentials such as food rather than fees associated with education. They might also encourage their children to work instead of study to cope with the worsened poverty (Rastogi, 2019). This phenomenon is seen in both urban and rural settings, as evident in the Dhaka slum in Bangladesh (Hossain, et al. 2009; Hossain, 2022; Nath, et al. 2008; Quattri and Watkins, 2019), in households relying upon agriculture for their source of income in India (Roy, et al. 2015), and in the Delta and HCMC corridor in Viet Nam (Bui, et al, 2020). In Dhaka, while almost 67 per cent of the respondents share that they will send their children to school when they are financially secure, about 11.7 per cent of the respondents say their children are engaging in income generating activities.

Unresponsive education practices, including issues related to diverse languages and lacking mental health and psychosocial support, lead to various barriers to learning. As mentioned in Chapter 4, language barriers are a major challenge for achieving quality education in many multilingual countries, such as India, Indonesia, and Viet Nam. India, for example, is home to 19,500 languages and dialects spoken as mother tongues. This means that it is very likely for CDPs to end up in a region that does not provide instruction in their mother tongue, even if they move within the same state (The Indian Express, 2018). Even when CDPs manage to learn the local language, or one of the major languages of instruction such as Hindi or English, they are most likely to be in less advantageous learning conditions in comparison to local students. They might also face discrimination by other students and/or teachers, which could lead to low academic performance and even dropping out. Addressing this issue requires not only policy action, but also adequate professional training for teachers – in both disaster-prone and receiving areas – for understanding the effects of slow-onset climate events on CDPs as well as their unique learning needs. Even outside of the immediate impacts of language barriers on

Sarva Shiksha Abhiyan (Education for All) in India: The interventions put forward by Sarva Shiksha Abhiyan can be used to overcome the linguistic and cultural challenges that CDPs face. Sarva Shiksha Abhiyan, working together with Rashtriya Madhyamik Shiksha Abhiyan (RMSA), provides for seasonal hostels in source villages and schools at destination sites. Under this scheme, seasonal boarding schools have been established for migrant children, which can also be used to support CDPs. Further, Sarva Shiksha Abhiyan provides teaching volunteers who speak the mother tongues of the migrant children to counter the linguistic barriers faced by the children.

Zoning policy for internal migrants in Indonesia: The purpose of Indonesia's zoning system is to equalize the quality of public schools, reduce the transportation time and cost, and eliminate the dichotomy between desired schools and less preferred schools. Under this regulation, public schools are obliged to accept at least 90 per cent of the registrants from the zone radius, 5 per cent with academic and non-academic achievements and merits, and 5 per cent for prospective students who may be transferred during the school year for household relocation or 'natural/social disaster' (see Minister of Education Regulation No. 14, 2018, Article 16). In addition, 20 per cent of the main quota (90%) is allocated for low-income families, certified by 'Relief Letter (SKTM)'.

5.3 Government-planned relocation for climate mitigation and adaptation

Key points	▪ Resettlement programmes can be instrumental in decreasing the exposure and vulnerability of those at risk; ▪ Without livelihood opportunities available upon relocation, community members risk returning to their place of origin; ▪ Displaced women's adaptive capacities are often limited; and ▪ Without proper planning, the right to education of both relocated and indigenous pupils is at risk.
Barriers to education	▪ Persistent gender-specific risks as well as other intersecting inequalities, ▪ Pre-existing inequalities faced by indigenous communities; and ▪ De-prioritization or exclusion of school/teacher relocation in the national relocation master plan.
Policy recommendations	▪ Adopt a gender-responsive approach to redressing unequal access to resources across and within relocated communities, including education support and lifelong learning opportunities for girls and women; ▪ Take into account indigenous people and indigenous knowledge in educational planning; ▪ Prioritize school/teacher relocation to ensure the right to education of relocated persons as well as communities in receiving areas; and ▪ Ensure that relocated communities are close enough to former livelihoods or create livelihood opportunities to avoid poverty becoming a barrier to their children's education.

5.3.4 Examples of promising practices

EmPower in Viet Nam was implemented from 2019–2022 in partnership with the Ministry of Agriculture and Rural Development, Ministry of Natural Resources and Environment, Ministry of Labour, Invalids and Social Affairs, Viet Nam Women's Union and other strategic partners to address gender equality in climate change and disaster risk reduction. It aims to strengthen the knowledge, capacity, and leadership of women's NGOs to engage in climate change and DRR processes. It also promotes women's entrepreneurship in renewable energy in the Central Highlands.

UNHCR's gender-responsive climate projects: Since 2014, with the support of the US government, UNHCR has implemented thirty-seven multi-sectoral and gender-based violence risk mitigation mainstreaming projects in twenty-seven countries. Projects include improving gender-responsive measures for safe and sustainable energy solutions, targeted livelihoods inclusion, and increasing women's access to technology in a wide range of displacement contexts, including in areas most vulnerable to climate change like the Sahel, the Horn of Africa and Asia.

One house one family at a time project in Bangladesh: In 2015, Displacement Solutions (DS) and local partner Young Power in Social Action (YPSA) identified a range of viable land parcels that are suitable relocation sites for climate displaced families in Sitakund, Bangladesh. They developed affordable houses that provide all the basic amenities, including a kitchen and washing facilities, a tube well to provide safe drinking water, and a solar heating and energy system for the house. The homes are provided at no cost to the families, and legally held in trust by YPSA to ensure that these homes will remain permanently within the social housing sector. YPSA and other partners provide ongoing support for livelihood opportunities, healthcare, and education in the area.

A children's group in Sundarbans, India: Save the Children India and local partners work to support drop-out children in an area that has been targeted by human traffickers. The group also provides lessons on how to keep an eye out for human traffickers. If an unknown person enters the village, they confront him to find out why he's there. And if he seems out of place, they report him to their teacher, who contacts authorities. Collectively the children serve as a kind of vigilante group for their peers, checking in with kids' families when they don't show up for school and looking out for children talking to strangers or leaving their homes wearing new clothes, something they wouldn't do unless they were leaving town, possibly with a trafficker. In the 80+ villages where the programme now operates, trafficking rates have dropped nearly to zero.

⮑ Dholkhali childrens group teacher, Mithu Mondal, says she can empower her students through education, but not financially since there's no vocational training at the school.
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Chapter 6

Conclusion

exacerbate existing educational inequalities and barriers to education and more adversely affects the financially disadvantaged, girls and women, rural communities, those with pre-existing health risks, and the disabled. Moreover, for those facing forced migration – within and cross-border, administrative barriers, lack of documentation, residency requirements, and language barriers impede full access to quality education.

Protecting their right to education requires strong leadership in the education sector in the current disaster risk reduction efforts. In disaster-prone areas, for example, emergency response training must include teachers and educators based on the reality of specific needs of their schools and regions because simply offering learning materials is not a long-term solution to ensure the continuity of quality education for displaced students.

The other four displacement scenarios, albeit subtle, also illustrate the ways in which climate change impacts have already undermined people's right to accessing quality education and lifelong learning opportunities. Children and youth who experience displacement and frequent migration, for example, are often denied access to school due to such reasons as missing required documents that were lost when fleeing their homes, difficulties in changing residency between states, or lacking social and financial support in continuing education.

As floods, storms, droughts, and other climate-related extremes are expected to be more extreme and frequent, permanent migration and planned relocation projects have both been considered as plausible solutions to mitigating climate risks. However, social, psychological, economic, and political effects of these large-scale movements require more attention and research in order for long-term adaptation, resilience, and social cohesion to be the result. The country cases studied for this regional synthesis have shed light on some of the challenges to come: voluntary versus involuntary relocation, comparing issues of climate justice, the rights of undocumented displaced persons at a foreign border, their children's right to quality education, and exacerbated vulnerabilities of those left behind, to name a few.

As a step forward, some overarching recommendations are provided here to highlight the policy and data gaps of this issue. Specifically:

On policy and governance:

- Leverage existing legal frameworks to include policy provisions to protect the right to education for all from a lifelong learning perspective, notably placing the rights of CDPs at the forefront of transforming education efforts through both formal, informal, and non-formal education;

- Ensure that climate displaced persons have access to high quality education through mainstreaming Education for Sustainable Development including climate change education in order to raise knowledge, awareness and action on the scientific and structural causes of these climate induced disasters so as to empower learners to become an active part of solutions, as well as through targeted teacher training on hybrid learning pedagogies, teaching at the right levels, assessment of learning losses, and more;

- Mainstream climate resilience and adaptation into policy and planning for education and development, including investing in contingency planning, with a specific focus on contingency planning at the school level, informed by thorough risks analysis at the local level;

Annexes

Annex D

Summary report of Bangladesh case study

Outcomes	Outputs	Activities
Outcome 2: Removal of the barriers and taking advantages (if any exist) of education for the person displaced due to climate change induced hazards	**Output 2.1:** Identification of location-specific challenges/ barriers for different disaster contexts that are spawned from changing climatic conditions	**Activity 1:** Identification of location specific barriers to protect the 'rights to education' and regular reporting (maybe yearly) by BANBEIS aiming to make the knowledge/information available in the public domain and to create appeal in this regard **Activity 2:** Promote counselling of students and awareness development of the parents about the 'right to education' and about potential resources available and motivate them to continue education
	Output 2.2: Segregation of roles and responsibilities to reduce human displacements and thus decrease school drop-outs	**Activity 1:** Improve the allocation of business of the agencies and educational institutions to protect and promote the 'right to education' of the students displaced. **Activity 2:** If inevitable, ensure human mobility is safe acknowledging the need to keep the learning materials of the students protected so they could be used while awaiting readmission in new locations.
Outcome 3: Policy improvements and advocacy campaigns to protect the 'right to education' of displaced persons	**Output 3.1:** Improvement of policy coherence towards protecting the 'right to education' of the climate change displaced persons	**Activity 1:** Current gaps, strengths and constraints for climate change induced disaster preparedness in Standing Orders on Disaster (SOD), DM Act 2012, NPDM 2020-2015, BCCSAP 2009, NAP 2019 etc. and identification of areas of needed improvements **Activity 2:** Develop national consensus about the issues and promote advocacy campaigns to improve the conditions.
	Output 3.2: Converging development actions towards protecting potentially displaced persons/families and supporting climate vulnerable students	**Activity 1:** Provisions for aligning the annual development plans and works of Department of Education Engineering, LGED, the local government development planning and DRR projects of MoDMR with the 'right to education' of the students who are vulnerable from climate change threats. **Activity 2:** Provision for special lessons for targeted displaced students to recover the loss of learning through government projects such as PEDP IV, SESIP, SEQAEP.

⮑ Recommendation 4: Assigning unique identification numbers to students

The Government of Bangladesh is currently working on developing a unique student identification number (BANBEIS project under the Ministry of Education) where the information about parents, students, education history of the students and other related information will be retained. The project should be implemented soon since any delay may cause millions of students to drop out of the educational institutions permanently and become a burden on the nation. It is imperative to mention that migration is considered negatively in Bangladesh. This needs to change since human migration has been a part of the human story and people have the right to move to new places for convenience or security. The government needs to facilitate processes in appropriate cases, provide basic services, offer security and necessary information, create a seat for the new/migrated students in the educational institutions in the receiving areas, provide skills development trainings towards income security, provide access to resources when necessary to address unwanted situations and provide opportunities for healthcare. These are

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Annex E

Summary report of India case study

Annex F

Summary report of Indonesia case study

Annex G

Summary report of Tuvalu case study

When it comes to climate change displacement (CCD) within the context of Tuvalu, three scenarios are typically discussed in both the academic literature and the news media: 1) slow onset out-migration from Tuvalu due to sea-level rise, coastal erosion, and salinity intrusion into aquifers caused by climate change; 2) sudden out-migration from Tuvalu, due to rapid onset of climate change such as flooding, storm surges, and severe cyclones; and/or, 3) continued out-migration (both seasonal and permanent) from Tuvalu, but for reasons not directly related to climate change (including economic opportunities, education opportunities, better access to medical care, etc.). These three scenarios are relevant not only to Tuvalu but to many low-lying islands and coastal areas in the Asia-Pacific region where there are limited or no options for internal migration within a given country. If an island community decides displacement or evacuation is the best option, the timing of the migration is critical. While policy-makers often want migration to occur gradually with a long-term plan, it may be necessary (and easier to convince people) to evacuate after a major disaster. The major disadvantage to long-term planning in this scenario is that an extreme event could strike at any time (Kelman, 2008).

➲ Internal migration and displacement: urbanization

The minuscule landmass of Tuvalu's nine islands makes internal migration away from coastal areas an unrealistic long-term option for the country's resident population in response to rising sea levels and coastal erosion. Nonetheless, internal migration remains common within Tuvalu due to urbanization, especially migration into the nation's already densely populated capital of Funafuti. It is expected that this high rate of internal migration into the capital will create additional challenges without significant economic development and associated employment opportunities for internal migrants (Curtain, 2019). Within the Pacific Island nation of Kiribati, some islands have already become overcrowded due to migration form outer islands, creating social tensions and health hazards (Salem, 2020). Tuvalu's urban population has grown from 15 per cent in 1960 to 63 per cent in 2019 (United Nations Population Division, 2019), and while this increasing rate of urbanization has brought greater access to services and infrastructure, it has not offered enough livelihood opportunities for the residents' population since the early 2000s, leaving many Tuvaluans to look for employment overseas (ADB, 2003).

➲ Temporary and seasonal migration

While migration out of Tuvalu is often framed as permanent in contemporary narratives on climate change, many Tuvaluans continue to engage in temporary seasonal migration for economic and workforce training opportunities in other countries. Indeed, 15 per cent of adults in Tuvalu surveyed have worked internationally (Oakes, 2017). Many of these workers end up working on overseas fishing vessels or participating in programmes such as New Zealand's Recognized Seasonal Employer (RSE) scheme. Launched in 2007, the RSE permits workers from certain Pacific Island countries (including Tuvalu) to reside in New Zealand and work in the agricultural sector should there be a shortage of needed domestic workers. Current regulations stipulate that participants in the RSE scheme from Tuvalu may reside in New Zealand for up to nine months in a given eleven-month period (Immigration New Zealand, 2021).

Australia launched a similar Seasonal Worker Programme (SWP) in 2008 modelled after New Zealand's RSE scheme. Like their New Zealand counterparts, the Government of Australia implemented this programme to fill seasonal labour gaps in their agricultural industry by

remote island communities, if other physical infrastructure is not similarly improved, the lack of access to other necessities may cause a lack of access to education.

Visa programmes such as New Zealand's Pacific Access Category visa may interact with demographic and economic factors and may prove to be significant barriers for some households in both migration and accessing education, as the principal applicant for this visa must be between 18–45, and meet a minimum income requirement if they have dependents (Immigration New Zealand, 2021). These parameters may disadvantage certain types of households, such as those headed by grandparents or low-income families. Furthermore, strict visas that discourage family migration may limit on the job training opportunities available within destination countries for those who do not wish to be apart from families or loved ones. In addition, harsh immigration laws may actively discourage accessing education and training opportunities, or indeed migrating at all, even when legal means are available. In addition, mobility schemes that allow one family member to migrate may increase the childcare burden on remaining family members within Tuvalu, meaning access to education for both adults and children may be impacted (Neaki, 2022).

Policy responses and sectoral interventions

⮑ International level

Tuvalu has successfully built and maintained relationships with a number of international development partners to address the threats of climate change as well as continuing to improve the country's formal education system. Tuvalu continues to work closely with partner nations from the Tuvalu Trust Fund (TTF) on a number of initiatives relating to climate change as well as building the capacity of the education and training sector. Australia's development partnership with Tuvalu has allocated 8.4 million AUD for the 2021–2022 fiscal year. While much of this funding is allocated for human health and economic recovery in the context of the COVID-19 pandemic, 1.25 million AUD per year is targeted at the Building Education Support Programme, which focuses on training teachers, improving school management, and continuing to improve student literacy levels. This is an addition to the Funafuti Classroom Building Project which provided a 4.1 million AUD grant to expand and improve school building infrastructure in the capital, easing overcrowding and making the school buildings more resilient to cyclones. Australia has also provided funding for Tuvalu's Climate Change and Disaster Coordination Unit in the Office of the Prime Minister in order to better access global climate finance as well as to build capacity of the government to meet its commitments under the Paris Treaty (Department of Foreign Affairs and Trade – Australia, 2021b).

New Zealand has also committed to a development partnership with Tuvalu, with a greater focus on building resilience to the impacts of climate change, especially in regards to public utilities and services. Furthermore, New Zealand has committed to improving training for qualification standards and vocational pathways during 2019–2021 in the hopes this will lead to increased employment opportunities. However, there appears to be little overlap in the field of climate resilience and training among existing initiatives (Ministry of Foreign Affairs and Trade – New Zealand, 2018). Most of Japan's development aid to Tuvalu has been in the form of technology such as desalinization units. However, Japan's Ministry of Education, Culture, Sports, Science, and

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Annex H

Summary report of Viet Nam case study

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Asia-Pacific regional synthesis

Climate change, displacement and the right to education

In 2020, 30.7 million people were displaced by natural disasters. In Asia and the Pacific alone, 21.3 million people were displaced, making it the region the most impacted by national disasters and climate change in the world. Therefore, country case studies were carried out in Bangladesh, India, Indonesia, Tuvalu, and Viet Nam to examine not only specific vulnerabilities to climate change and related mobility, but also the impacts of climate change on the right to education in Asia and the Pacific. These case studies show that climate change directly threatens education.

This regional synthesis report aims to guide policy-makers through providing operational policy recommendations on how to ensure education is protected in Asia and the Pacific in the face of climate change and displacement from a human rights-based approach. The report is one of four being developed and will contribute to the global initiative on climate change and displacement and the right to education – launched by UNESCO in 2020 – by informing the development of a Global Report with global policy recommendations.

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