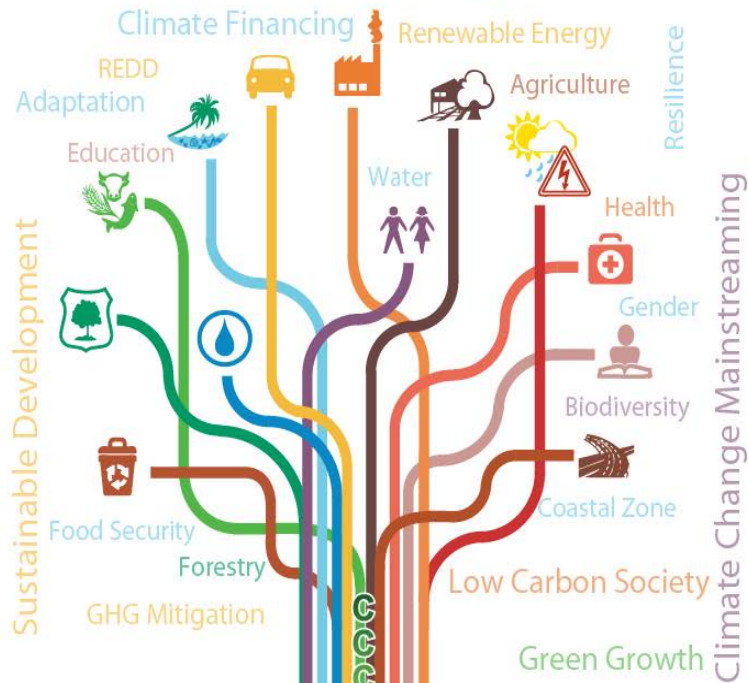


3rd National Forum on Climate Change

5 – 7 November 2013, Cambodia

“Taking Action for Sustainable Development in the Changing Climate”

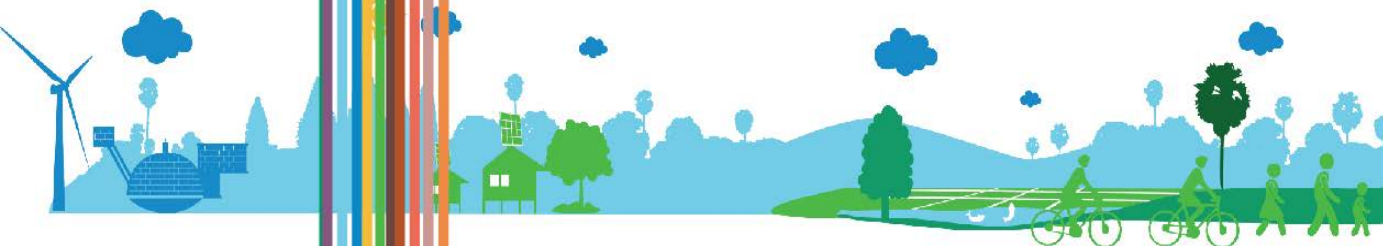
Climate Change



Environmental Education and Climate Change in Cambodia

Mr. Chuon Vanna

6 November 2013



CAMBODIA CLIMATE CHANGE ALLIANCE



Min. of Education, Youth and Sports has incorporated Environmental Education (EE) and Climate Change (CC) in the education curriculum as follows:

1. Primary Education

- Level 1 to 3: included in sciences, social study and local life skills;
- Level 4 to 6: included in sciences, social study, and local life skills.

2. Secondary education

- Level 7 to 12: included in sciences, social study, local life skills, and environmental and earth sciences.

3. DP Cooperation

- Collaboration with Action Aids to develop supplemental reading materials in Disaster Risk Reduction (DRR) for levels 4, 5 and 6 students (Banteay Meanchey, Kampong Cham, Kratie, and Svay Rieng)
- Collaboration with ADPC to develop supplemental reading materials on DRR for levels 7 and 8 students (Prey Veng, Takeo and Kandal).

- Collaboration with Plan International to review ADPC's materials to add CC for levels 7 and 8 students (Siem Reap and Kampong Cham)
- Collaboration with SCI to develop CC related materials with life skills programme mainstreamed (Koh Kong).

Challenges

- There is limited room in main textbook to accommodate adequate text on environmental education (EE) and CC;
- Lack of reference materials and documents on EE and CC;
- Limited financial resources to produce the materials, and to provide teachers and education staff training on EE and CC;
- Teacher and educational staff have limited capacity on EE and CC;

4. Cooperation with MoE

Through collaboration with MoE, MoEYS has developed Climate Change Strategic Plan (CCSP) and Climate Change Action Plan (CCAP) for the Education Sector.

1. CCSP

MoEYS defines **five** priorities as strategic objectives below:

1. Improve education policy, analysis, research and plan for CC adaptation;
2. Strengthen teachers' capacity on teaching methods and planning capacity on CC;
3. Conduct training on adaptation, disaster management, and resilience to CC

4. Disseminate information and raise awareness on CC through informal schemes, such as media, ...
5. Develop school infrastructure responsive to CC.

2. CCAP (in progress)

12 priorities actions have been identified as follows:

1. Develop education policy, analysis, research and planning for CC adaptation
2. Strengthen teachers and relevant officials' capacity for M&E and for effective CC planning;
3. Promote public and private universities to integrate CC in their academic curriculum;
4. Assess academic institutions for their comprehensiveness in delivering courses on CC;

5. Strengthen research in academic institutions on CC adaptation and mitigation
6. Improve school curriculum, teaching method, and development of additional reading materials on CC for school library;
7. Provide training and enhance primary and secondary teacher's capacity to teach CC related subjects
8. Formulate degree on CC for universities and vocational schools.

9. Develop CC working groups, both in the formal and non-formal schools;
10. Assess safe locations for building school and university to respond to CC
11. Upgrade and refurbish existing schools to meet CC requirements;
12. Mainstream GG concept and low carbon development to general and higher education curricula;

The selected activities are scored as below:

Action	Effectiveness				Co-benefits			Feasibility			Aggregate
	Reduced costs of climate risk	Cost per beneficiary	Number beneficiaries	Mitigation cost effectiveness	Economic	Social	Environmental	Political commitment	Capacity	Easy to implement	
	-1-3	0-3	0-3	-1-2	0-2	0-2	0-2	0-2	0-2	0-2	
Developing educational policy, analyses, research and planning for climate change adaptation and mitigation.	2	2	3	2	2	2	2	1	1	2	19

Action	Effectiveness				Co-benefits			Feasibility			A BB re
Strengthening capacity of the relevant departments under MoEYS for planning and monitoring of education effectiveness related to climate change.	3	2	2	1	1	1	2	2	1	2	17
Promoting comprehensive university for delivering climate change courses.	2	1	1	2	1	2	2	1	1	1	14

Action	Effectiveness				Co-benefits			Feasibility			A BB re
Assessment of the current capacity of Higher Education Institutions (HEIs) in providing education and training related to climate change subjects.	2	1	1	2	1	2	2	1	1	1	14
Strengthen research capacity of universities in climate change adaptation and mitigation.	3	2	3	2	1	2	2	1	1	1	18

Action	Effectiveness				Co-benefits			Feasibility			A BB re
Upgrading curriculums, training methodologies and libraries for primary and secondary schools, non-formal education for climate change subject.	3	3	3	1	1	2	2	2	1	2	20
Enhancing capacity of teachers for primary and secondary schools in teaching climate change subjects.	3	3	3	2	1	2	2	2	1	2	21

Action	Effectiveness				Co-benefits			Feasibility			Aggregate
Integration and Development of Climate Change Courses or Degrees for Universities and Vocational Institutes.	2	1	1	2	1	2	2	1	1	1	14
Establishing climate change communities and non-formal education networks at the primary, secondary school levels and HEIs.	2	2	0	0	1	2	2	2	1	2	14

Action	Effectiveness				Co-benefits			Feasibility			A BB re
Mapping of current climate change impacts on schools and universities.	3	1	0	0	1	2	2	2	1	2	14
Promoting climate proofing and retrofitting of existing and planned schools.	3	1	0	0	1	2	2	2	1	1	13
Integration of green growth concept and low-carbon development in school and university building and design.	3	2	0	1	2	1	2	2	1	2	16

Thank You!

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