



From Most Vulnerable to Most Valuable:

A Scoping Study to Put Young Children at the Heart of Climate
Actions and Environmental Protection

Webinar Launch • 14 December 2022

Welcome remarks



Dr Sheldon Shaeffer
Chair of the Board of
Directors of the Asia-Pacific
Regional Network on Early
Childhood (ARNEC).

This webinar is brought to you by



Objectives of the webinar

1

Present the
scoping study

2

Discuss how the
scoping study will
inform formulation
of a reg'l roadmap

3

Build a coalition
and movement
around
ECD-informed
climate and
environmental
actions



Your moderator
today

Evelyn Santiago

Executive Director, ARNEC Secretariat

Design of our webinar today

Preliminaries

- ARNEC
- UNICEF East Asia and Pacific Regional Office
- BvLF

1

25 mins

The Scoping Study

- University of Wollongong

2

20 mins

Panel Discussion

- UNICEF Pacific
- BRAC IED
- Commonwealth Youth Health Network
- CEU

3

20 mins

Q&A (15 mins)

4

Closing: Save the Children International (5mins)

5

Our speakers and presenters



Myo-Zin Nyunt
Deputy Regional Director,
UNICEF East Asia and
Pacific Regional Office,

Rushda Majeed
Chief Programme Officer,
Bernard van Leer
Foundation



Our speakers and presenters



Marc de Rosnay
Professor of Child
Development and
Academic Director at
Early Start, University of
Wollongong,



Joy Millan-Maler
Early Childhood
Development
Specialist of UNICEF
Pacific

Our speakers and presenters



Dr Sri Hari Govind
Doctor and
Climate-Health
Fellow at the Global
Consortium of
Climate and Health
Education

**Dr Manjuma Akhtar
Mousumi**
Assistant Professor and
Head of Academics at
BRAC University
Bangladesh



Our speakers and presenters



Dr Maria Rita Lucas

Dean of the School of
Education-Liberal
Arts-Music- Social Work at
CEU Manila



Caroline Dusabe

Pacific Education Senior
Advisor at Save the
Children Australia

Gentle reminders

Please note that the **webinar will be recorded**, and resources shared will be made available on the ARNEC's website afterwards.

Please **use the Question & Answer (Q&A)** feature located in your ZOOM Meeting Control to ask questions. You can upvote a question by clicking the thumbs up.



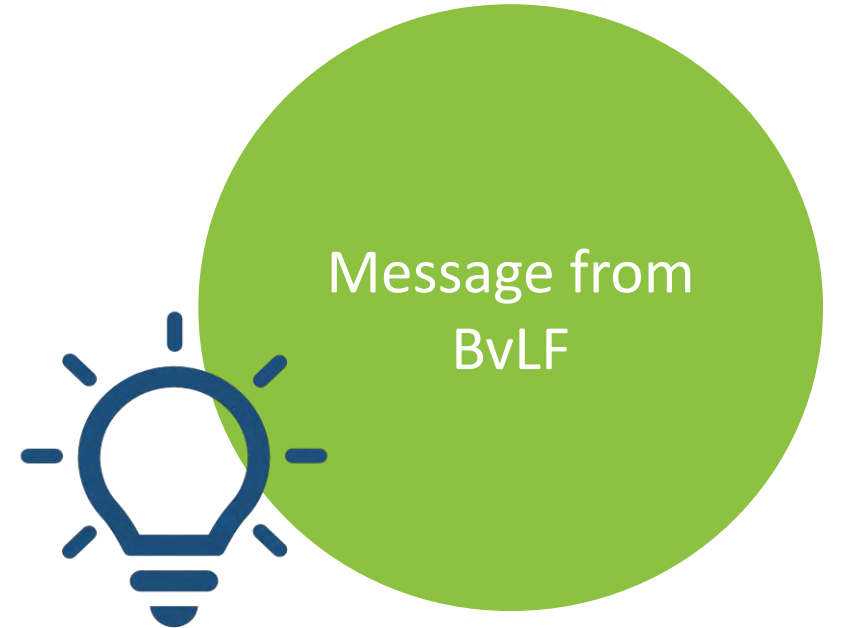
We would like to request your feedback on the webinar, please help us to complete the short survey using the link in the chatbox at the end of the webinar.

Opening preliminaries



Myo-Zin Nyunt

*Deputy Regional Director, UNICEF
EAPRO*



Rushda Majeed

Chief Programme Officer, BvLF



Presentation of the scoping study

A photograph of two young children, a boy in a blue shirt and a girl in a yellow shirt, washing their hands at a public water tap. The water is splashing around their hands. The background is slightly blurred, showing greenery and a stone wall.

From Most Vulnerable to Most Valuable:

A scoping study to put
young children at the
heart of climate actions
and environmental
protection

November 2022



Prof. Marc De Rosnay

University of Wollongong

Scoping Study Launch

Most Vulnerable to Most Valuable

A scoping study to put young children at the heart of climate actions and environmental protection

Hosted by the The Asia Pacific Network for Early Childhood (ARNEC)
14th December 2022 (Online)

Marc de Rosnay, DPhil

Professor of Child Development & Academic Director | Early Start
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With

Cathrine Neilsen-Hewett, PhD

Lisa Kervin, PhD

Anthony Okely, EdD

Ellie Taylor, PhD

Karel Strooband, PhD

Lisa Kilgariff, MA



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AUSTRALIA



Introduction

Overview of the Scoping Study



Began in March 2022 with wide scope, including,

- Global impacts survey and snapshot based on desk review of existing evidence, funding schemes, policy frameworks, etc.
- Questionnaire addressing climate changes and environmental degradation (CC&ED) impacts in relations to ECD within sub-regions of Asia Pacific
- Expert insights – focus groups & interviews
- Case studies
- Advisory Committee input

Resulted in detailed recommendations concerning the adoption of a **child centred approach** to climate actions and environmental protection, **action on multiple levels** and **policy considerations**

**Global Impacts Survey
& Desk Review
(Chapters 3 to 6)**

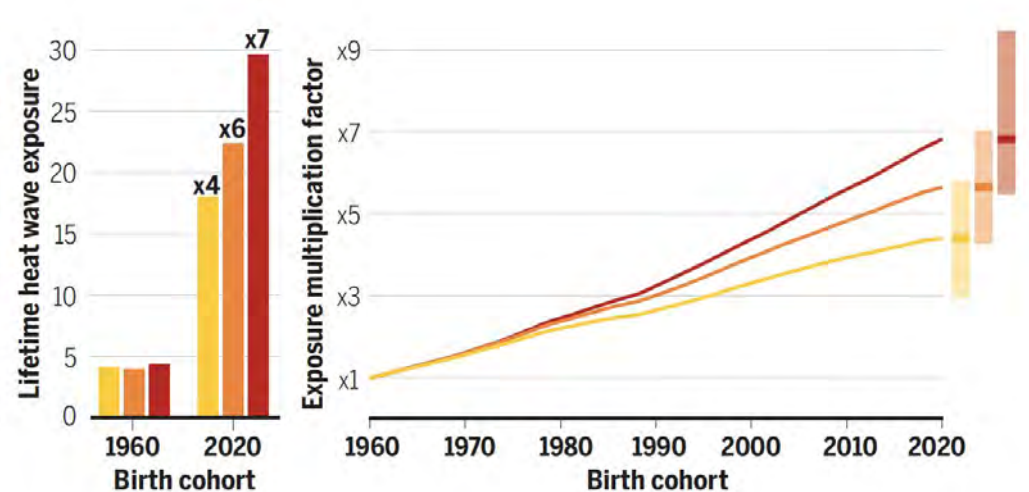
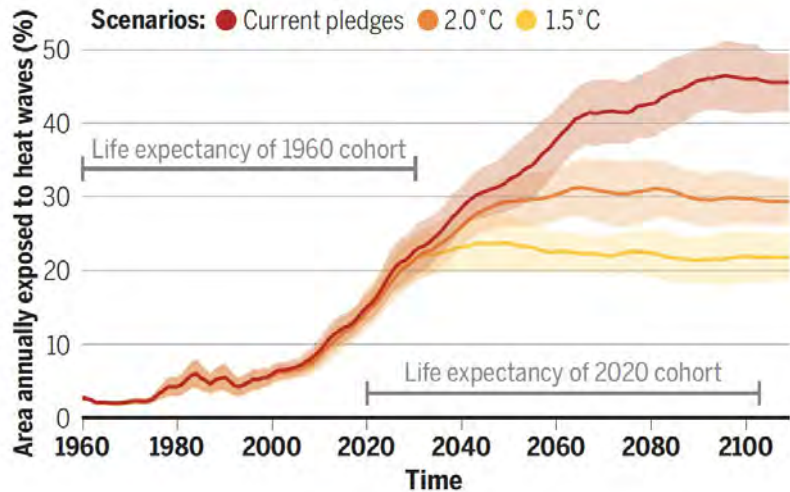
Global Impacts Survey & Desk Review

Rigorous differentiation of children by developmental period (Chapter 3)

Understandings the need to focus on young children

“For example, 64 million children born in Europe and Central Asia between 2015 and 2020 will experience 3.8 to 4.0 times more extreme events under current pledges, but 205 million children of the same age in sub-Saharan Africa face a factor of 5.4 to 5.9 increase in lifetime extreme event exposure, including a factor of 49 to 54 increase in lifetime heat wave exposure.”

Thiery et al. (2021; p. 159)



Global Impacts Survey & Desk Review

Rigorous differentiation of children by developmental period (Chapter 3)



Fetal response and adaptation to external stimuli can have lifelong impacts on health and wellbeing. Only beginning to fully appreciate full extent of **neurodevelopmental vulnerability**



Infants have heightened sensitivity to environmental toxins and pollution. Climate extremes and nutritional fluctuations are acutely felt by youngest children. Heightened dependence on caregiver amplifies negative impacts of stress and trauma



Preschool aged children require safe access to an expanding range of experiences and environments. Still very vulnerable to fluctuations in availability of caregivers. Access to high quality ECE provides life-long benefit



Access to formal, continuous education lays foundation for children's resilience and ability to adapt to future circumstances. Ability to benefit from educational experience highly dependent on contextual factors, safety and stability.



Global Impacts Survey & Desk Review

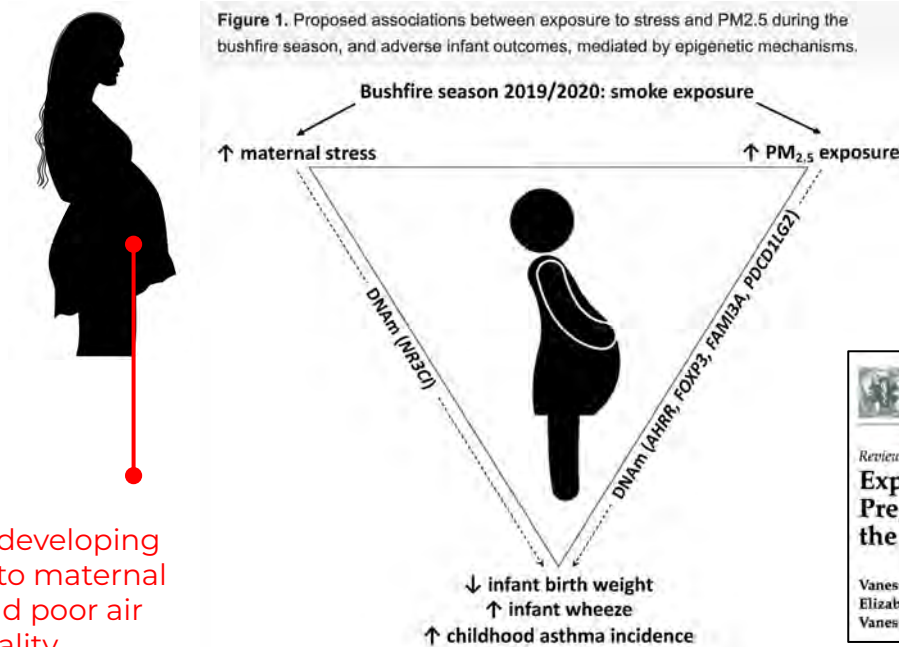
Rigorous differentiation of children by developmental period (**Chapter 3**)





Threat to developing fetus due to maternal stress and poor air quality

Global Impacts Survey & Desk Review

Rigorous differentiation of children by developmental period (Chapter 3)



Threat to developing fetus due to maternal stress and poor air quality



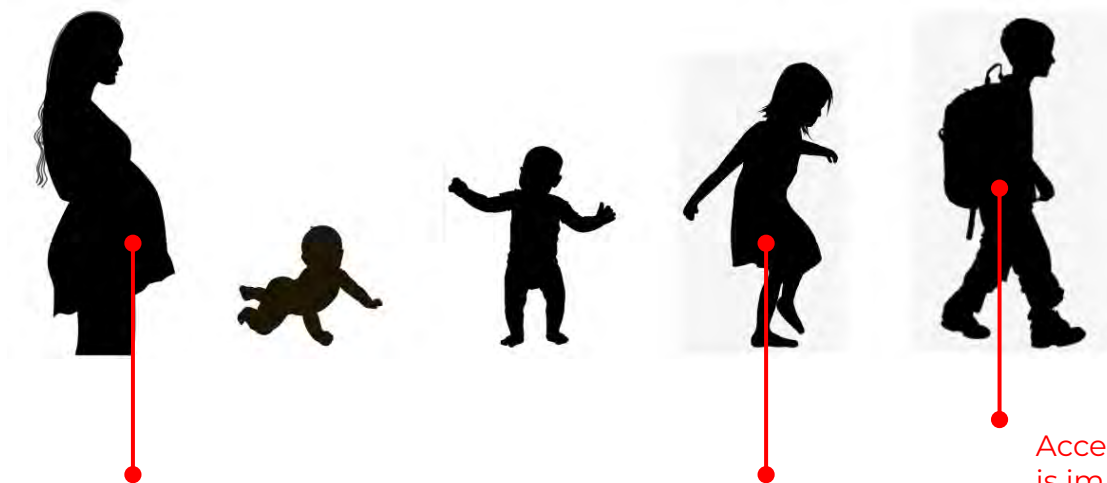
Review

Exposure to Stress and Air Pollution from Bushfires during Pregnancy: Could Epigenetic Changes Explain Effects on the Offspring?

Vanessa E. Murphy ^{1,2,3,*}, Wilfried Karmaus ⁴, Joerg Mattes ^{1,2,5}, Bronwyn K. Brew ⁶, Adam Collison ^{1,2,3,7}, Elizabeth Holliday ⁸, Megan E. Jensen ^{1,2,3,9}, Geoffrey G. Morgan ⁷, Graeme R. Zosky ^{6,9}, Vanessa M. McDonald ^{2,10}, Edward Jegasothy ⁷, Paul D. Robinson ^{11,12} and Peter G. Gibson ^{2,13}

Global Impacts Survey & Desk Review

Rigorous differentiation of children by developmental period (**Chapter 3**)



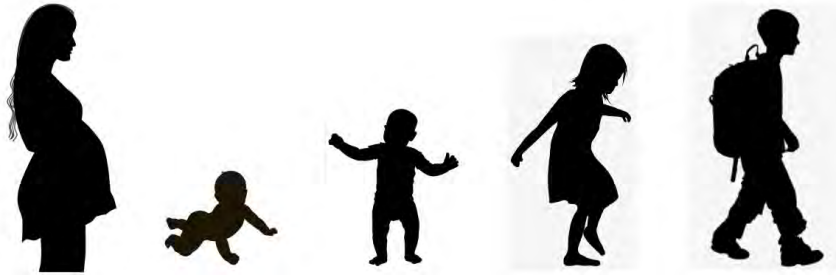
Threat to developing fetus due to maternal stress and poor air quality

Children's behaviour in ECE settings suggests high incidence of trauma

Access to school is impacted

Global Impacts Survey & Desk Review

Rigorous differentiation of children by developmental period with NCF (WHO, 2018) (**Chapter 4**)



NCF (WHO, 2018) core impacts

Good health



Threat to
developing
fetus



By integrating NCF and ECD we ask focused questions about air quality which have differentiated implications

Adequate nutrition



Responsive caregiving



Security & safety



High
incidence
of trauma

Early learning



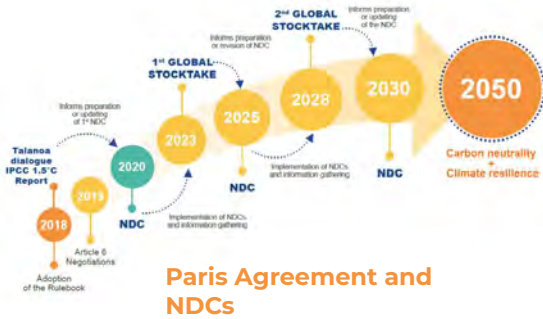
Limited
access to
school



By focusing on all developmental periods, we see how responses need to be bespoke and how current policy frameworks are inadequate

How well are children represented in Policy Frameworks?

A global snapshot of current policies, programs and funding (**Chapter 5**)



In these major international agreements and frameworks, the needs of children might be acknowledged but there is little recognition of the disproportionate impact experienced by young children, and the distinct supports they require to meet future challenges for adaptation and mitigation

**Sub-Regional Analysis
& Case Studies
(Chapters 7 to 9)**

Regional (Asia Pacific) and sub-regional analysis

Used desk review, questionnaire, focus groups and interviews to built up profiles of the sub-regions
(Chapters 7 & 8)

Region Profile

Oceania and Pacific

CHALLENGES

	Good health	Adequate nutrition	Responsive caregiving	Security & safety	Early learning
Strongly impacted by rising sea levels and tropical cyclones	✓	✓		✓	
Poor public awareness of impact of CC&ED on ECD			✓		
Families facing multifaceted challenges caused by CC&ED	✓		✓	✓	
Loss of family income due to climate impacts on industry and economy		✓	✓		
Limited availability of funding to address impact of CC&ED on ECD	✓			✓	✓
Strong social and emotional impact of displacement on young children			✓	✓	✓
Poor availability of information on children's needs in relation to NCF	✓	✓	✓	✓	✓

OPPORTUNITIES

- High level of awareness of CC&ED impacts on children amongst regional representatives and leaders (e.g., Pacific Regional Council for Early Child Development)
- Conditions are conducive to working to include climate change in the national ECE curriculums
- Regional representatives across governing bodies and relevant organisations are collaborating to advocate for policy makers to commit to investing in and prioritising ECD in the Blue Pacific to ensure a climate resilient future
- Regional forums on climate change include diverse perspectives such as youth advocates and young children on the importance of ECD in building resilience, addressing inequity and adversity and accelerating efforts for sustainable development (e.g. Pacific Islands Forum Leaders Meeting)

NCF (WHO, 2018) core impacts



Recommendations

- Targeted CC&ED education programming is necessary for young children, parents, and educators; see 11.1(a) & 11.2(a). This can include wider engagement of the community; see 11.2(b) & (c)
- Focused CC&ED planning for ECE and early primary school can be undertaken, including curriculum and resource development, that is suitable for rollout in evacuation centres or to be delivered to homes and communities in times of climate crisis; see 11.3(a), (b), (c), & (d)
- Adopt a child centred approach to integrate children's voices creatively (e.g., through art and play) in the development of policy and program development; see 10.2, 11.3(e) & 12.2
- Age-appropriate responses are necessary, both in terms of policy and program development. Emphasis should be given to gathering age disaggregated data; see 11.1(e) & 11.5(e)
- Additional government support is needed, specifically addressing the impacts of CC&ED on young children; see 11.4(a), 11.5(a) & 12.2

Case Study: Mongolia

Based on Chapters 7 & 8 case studies were identified to illustrate good practice, innovation and challenges
(Chapter 9)

Table 1. *Climate change, environmental degradation, and disaster risk recovery issues in Mongolia*

Issue	Impact
Air pollution due to high dependence on coal for heating	Respiratory health disease, increased childhood mortality (pneumonia), increased incidence of heart disease and stroke
Drought	Dust storms, crop failure, reduced water supply
Increasing temperatures	Heat waves, desertification and deforestation, threat to biodiversity
Increased frequency of <i>Dzud</i> (temperatures of -40°C in winter to 50°C following a hot and dry summer)	Death of livestock, economic damage
River flooding	Crop destruction, displacement

Good practices

- Worked with WHO and UNICEF to address impacts of CC&ED through NDCs
- Engaged in a Country Partnership Framework with World Bank to address impacts of CC&ED on the most vulnerable populations

Innovation

- Investment in **Strong Health Networks** Includes support for health workers treating children with respiratory illness
- **Green Development Policy** (2014-2030) Includes development of services including ECE and health centres
- **Youth Climate and Clean Air Network** (YOUCCAN). Enables youth to become champions and changemakers through education and facilitated action

Case Study: India

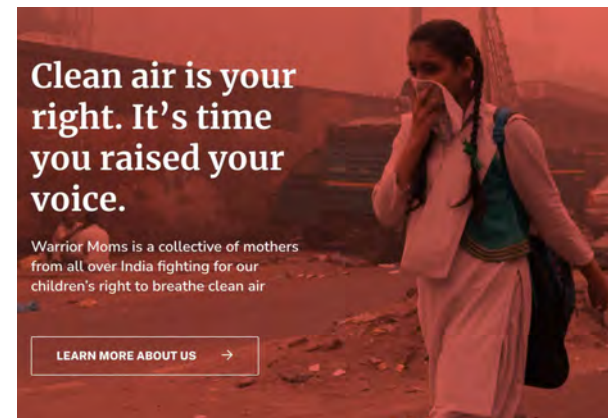
Based on Chapters 7 & 8 case studies were identified to illustrate good practice, innovation and challenges
(Chapter 9)

Table 2. *Climate change, environmental degradation, and disaster risk recovery issues in India*

Issue	Impact
Shifts in natural vegetation	Deforestation
Monsoons, tropical cyclones, and unseasonal rains	Crop failures
Rising sea levels	Reduced water supply
Habitat loss and fragmentation	Threat to biodiversity
Air pollution	Respiratory health issues
Flash flooding	Acute water shortages
Earthquakes	Trauma, death, injuries

Good practices

- At COP 26 in Glasgow, representatives from India announced they would put climate change at the centre of their environmental policies
- Renewed commitment from UNICEF India – following COVID-19 – to strengthen support of vulnerable communities with a focus on CC&ED resilience



Innovation

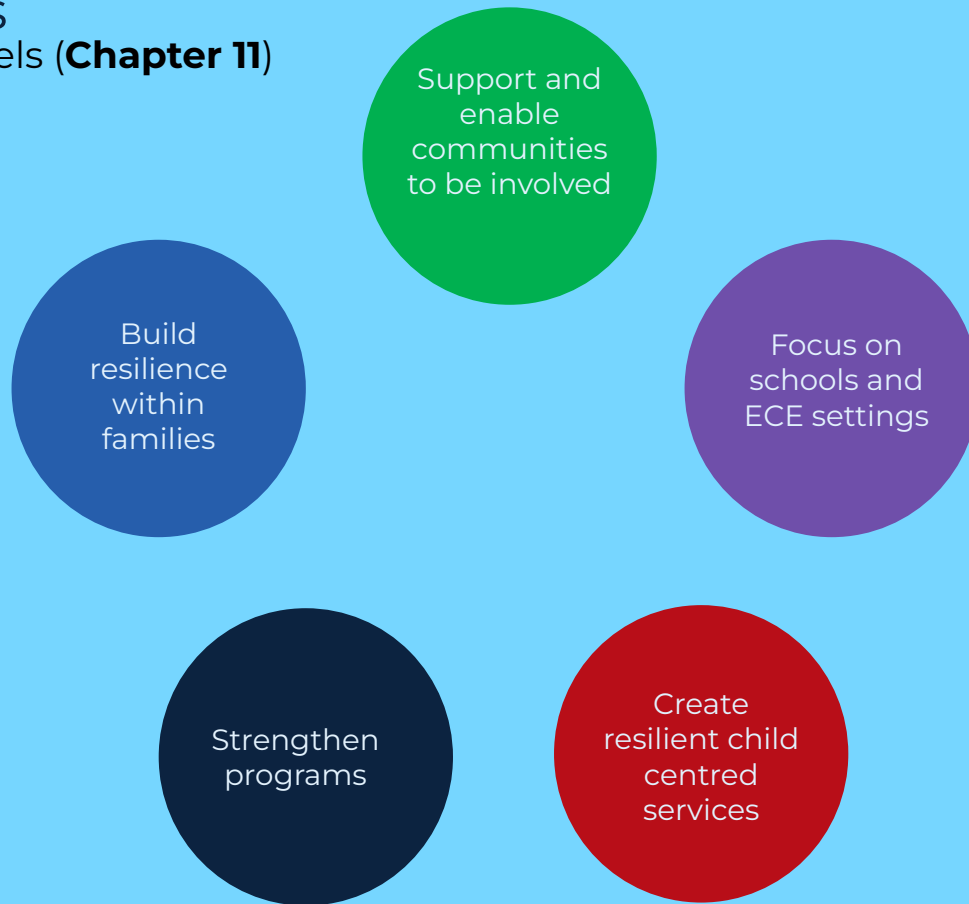
- **Bernard van Leer Foundation's Urban95 Program.** Focus on creating healthy urban environments for child development through cross-sectorial collaboration
- **Warrior Moms.** A movement across 14 regions of India seeking to address impact of air pollution on ECD and raise awareness of community impact on decision and policy makers

Recommendations

(Chapters 10 to 12)

Recommendations


A call to action at many levels (**Chapter 11**)



Recommendations

Policy considerations (**Chapter 12**)

- Rigorous disaggregation of childhood based on meaningful developmental transitions and other child characteristics
- A focus on young children's voice
- Evidence based policy development
- A focus on young children's learning and education environments
- Attention to funding mechanisms
- A focus on young children's physical environments



CHILD-CENTRED ADAPTATION:

REALISING CHILDREN'S RIGHTS IN A CHANGING CLIMATE

Taking a child-centered approach to climate change adaptation means:

- Focusing on the specific risk factors faced by children in a changing climate
- Ensuring children's needs and capacities are central to adaptation planning and implementation
- Increasing the voice and agency of children in adaptation decision-making processes

How do we extend this to the early childhood?

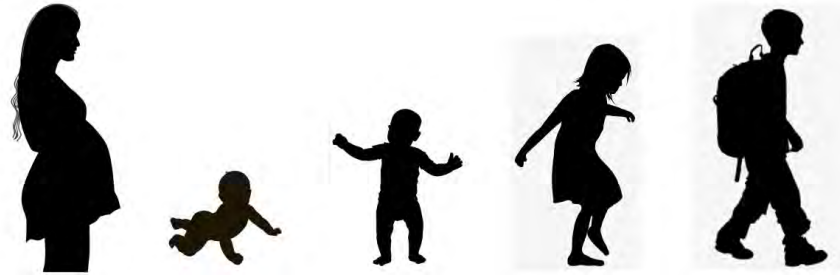


Taking a child-centered approach to climate change adaptation **for young children** also means:

- Taking an inherently developmental approach
- Using a holistic framework to understand and differentiate children's nurturing care needs
- Focus on child characteristics (e.g., gender, disability) and context

A Child Centred Approach

Rigorous differentiation of children by developmental period , NCF and circumstances (**Chapter 10**)



NCF (WHO, 2018) core impacts

Good health



Adequate nutrition



Responsive caregiving



Security & safety



Early learning



Add dimensions

- (In)tractability
- Severity
- Duration

A Child Centred Approach

Key factors to consider in the development of a tool to support policy and program development (**Chapter 10**)



1. Identification of ***differentiated domains of impact*** on the young child and the caregiving system as, for example, defined within the nurturing care for early child development framework (WHO et al., 2018)
2. A determination of whether/how environmental and climate impacts differ in relation to the stage of development (i.e., conception to birth, infancy, toddlerhood, preschool, early primary school)
3. A determination of whether/how environmental and climate impacts differ in relation to important characteristics of the child (e.g., gender, presence of a disability, etc.)
4. Understanding of how the ***duration, intensity*** and ***(in)tractability*** of environmental and climate impacts affect children (at different stages of development) differentially and cumulatively
5. Articulation of the ways in which proposed or current responses will address the differentiated domains of impact on the child (see point 1), and how that will be **evaluated or measured**
6. A clear strategy to capture and communicate the views, voices and perspectives of children and their caregivers, and an ***accountability mechanism*** to ensure that such information is used appropriately
7. Consideration of how **risk factors and situational volatility** will threaten or undermine proposed or current responses



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Response and insights from the Panel

Panel Discussion



- *Joy Millan-Maler*
ECD Specialist, UNICEF Pacific
- *Dr Manjuma Akhtar Mousumi*
Assistant Professor and Head of Academics, BRAC University, Bangladesh
- *Dr Sri Hari Govind*
Doctor and Climate-Health Fellow at the Global Consortium of Climate and Health Education
- *Dr Maria Rita Lucas*
Dean of the School of Education-Liberal Arts-Music- Social Work at CEU Manila



Questions
from
participants



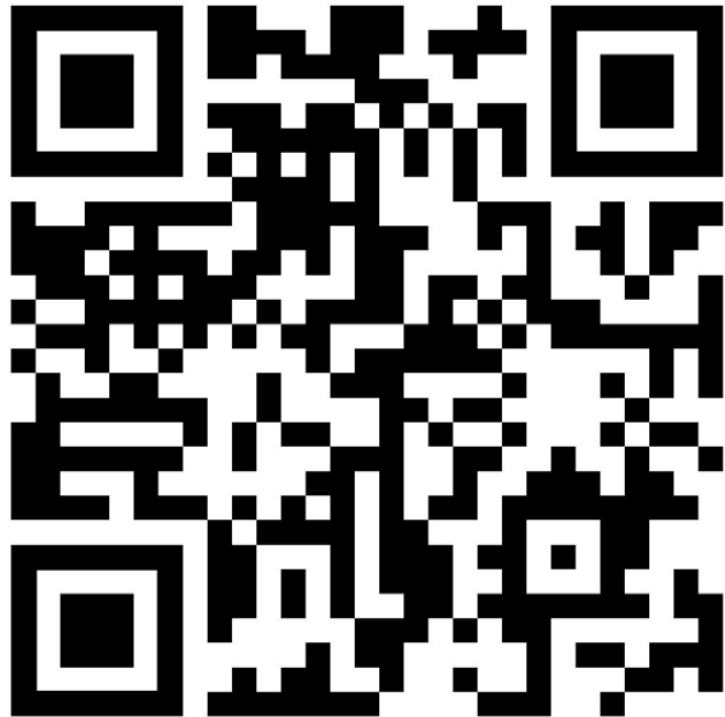
Closing
program

Caroline Dusabe

Pacific Education Advisor, Save the Children Australia



Please complete the evaluation before you leave. Use the link in the chat box or this QR Code. Thanks.



1min

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Link:

<https://forms.gle/x2hqovbroEHaY7MbA>

