

# Climate Justice, Mobile Populations and the Right to Education

*United Nations University (UNU-IAS)*

**Spring 2024**

Location: Tokyo, Japan (hybrid)

Time: Wednesdays, 15:50 – 17:30

Lecturer: Jonghwi Park (UNU IAS, lead instructor) with support of and co-instructors from UNESCO and IOM

Contact Information: [jonghwi.park@unu.edu](mailto:jonghwi.park@unu.edu)

Office Hours: By appointment

As of 31 January 2024

## **Course Description**

In 2022, the impact of weather-related disasters resulted in some 32.6 million internal displacements globally -- an alarming surge of 60% from the previous year, marking the highest recorded figure to date. The heightened frequency and intensity of weather-related disasters are linked to the changing climate, propelling the human mobility consequences of climate change to the forefront of global concerns in both humanitarian efforts and sustainable development. As the number of people who move as a result of climatic and environmental factors, often from socially and economically disadvantaged groups, continues to rise, ensuring their fundamental human rights, such as access to education, health services and housing, has rapidly emerged as an unprecedented challenge.

This course is to provide students with an overview of global and regional trends and current issues of migrants and displaced individuals in the context of climate change, especially from a perspective of climate justice and human rights. The course was co-developed through a close collaboration among three UN agencies, namely United Nations Scientific, Cultural and Educational Organization (UNESCO), International Organization of Migration (IOM), and UNU-IAS, and will be co-delivered. The course consists of four parts: 1) introduction to climate justice and human rights; 2) climate change related human mobility; 3) education as a fundamental human right; and 4) measures to build climate resilient education systems.

This course provides students with unique opportunities to learn directly from the experts from UN agencies who have extensive expertise on the most up-to-date trends in the interconnected issues of climate change, justice, human mobility and education. Students are also expected to benefit from the first-hand experiences of the UN experts in providing data-informed policy recommendations for Member States.

Due to the geographical diversity of the UN experts (lecturers), this course will be delivered in hybrid. Please note that students are required to attend all the classes in person and the online lectures will be delivered via zoom in the classroom.

## Course Objectives and Learning Goals

By the end of the course, students should be able to:

- Understand key concepts of climate justice and its interconnectedness with the right to education;
- Identify relevant data and gaps in current data in tracking human mobility in the context of climate change, including pre-emptive movements and displacement and ensuring their rights to social protection and education;
- Analyse pertinent issues in their local contexts (region, country, community, etc.) regarding the climate justice; and
- Apply interdisciplinary approaches to creating solutions to injustice issues in education faced by migrants and displaced individuals in the context of climate change;
- Develop data-informed policy recommendations for building climate-resilient and inclusive education and lifelong learning systems for all.

## Requirements and Grading Policy

All students are expected to complete the required readings before each class. The course requirements also include active class participation, short presentations, and short assignments, which will be compiled at the end of the semester to create a final report detailing policy recommendations for building inclusive and climate-resilient education systems of a selected country, taking into account various factors, including but not limited to: patterns of climate change (slow and rapid onsets), trends in human mobilities and demography, social and economic status, national education and/or lifelong learning systems, and infrastructure:

1. *Class attendance and active class participation (10%): 80% of the class attendance is required. 2% deducted per absence unless pre-approved.*
2. *Short written assignments (40%): Individual writing assignment (2,500 words max, excl. references)*
3. *Final report (30%): Group assignment to write a report for a government of your choice, containing practical and feasible policy measures and recommendations for ensuring climate-resilient inclusive education systems.*
4. *Final presentation (20%): Oral presentation of the final report.*

### Class Participation

*The course requires students to attend all classes, to arrive on time, to complete the readings and to participate actively in class discussions. This means speaking during each and every class. Some sessions may involve interactive discussions with all participants, for which preparation ahead of time will be essential. At the discretion of the instructor, frequent late arrivals or absences may result in a lower grade. Please note that the first session is of particular importance and cannot be missed. Students are also strongly encouraged to regularly follow the news to keep up with international developments, as these events will be reflected in the class discussions. Relevant news sites and reporting archives will be shared by the instructor during the class.*

### Short Written Assignments

In order to develop a thorough understanding of the unique contexts and constraints faced by the country they will be researching, students will be asked to write an individual paper on the following topics for the country of their choice:

- I. General background of the country: Geography, socio-economic context, demography, and trends in major impacts of climate change, etc.
- II. Diverse scenarios of human mobility in the context of climate change: mobility patterns induced by slow onsets (sea level rise, desertification, salination, etc.) and sudden onsets (floods, storms, wildfires, landslides, etc.)
- III. Current issues in education and potential needs in the context of climate justice and fundamental human rights, with specific attention to excluded groups.

Assignments should be no more than 2,500 words, **not** including a works cited page. Quality visualizations such as charts and graphs are strongly encouraged. Reference to key policy and strategic frameworks, data, and existing evidence is recommended. Students are expected to edit the assignments based on instructor and classmates' feedback, as these may serve as chapters in the final report.

The document must be in MS format and single-spaced, 12-point Times New Roman font. The papers must have a title, a proper introduction and conclusion section and all material that is used to support the student's argument must be clearly cited. For the in-text citations and the bibliography, we suggest that students use APA **or** Harvard style citations. Be consistent in using the style once you choose a style.

### Final Report:

The final report for the class should be a synthesis report containing a set of recommendations for a country of the group's choice, explicitly informed by currently available data. The groups are encouraged to choose a country from one of the members' individual assignments (short assignment) so that the group can build up the final assignment on the findings of the short assignment.

The requirements of the final report include:

- *Introduction to Climate Justice and Education Rights within the context of the specific country.*  
Discuss how climate change affects the right to education, particularly focusing on the most vulnerable groups. This can include case studies or examples that highlight unique challenges and responses. Discuss how climate change has specifically impacted education and migration in this context.
- *Overview of existing data on human mobility in the context of climate change, including migration patterns due to environmental factors.*  
Identify significant gaps in current data, explaining how these gaps hinder effective policy-making and support for displaced individuals.
- *Application of interdisciplinary methods (such as a combination of sociology, environmental science, education theory, and public policy) to propose solutions for the challenges faced by migrants and displaced individuals.*  
Explain how these approaches can be used to ensure educational access and quality for these groups in the face of climate change.

- *Specific, data-informed policy recommendations*, based on the data analysis and interdisciplinary approaches.

These recommendations should aim at building climate-resilient and inclusive education systems, with a focus on lifelong learning opportunities for all, including migrants and displaced individuals, aligned with country priorities and strategic frameworks. As part of the analysis, the analysis can highlight the pros and cons of various policy options, or how these policies can be implemented at various levels (local, national, international) and by different stakeholders (governments, NGOs, educational institutions, etc.).

The final report should be no more than 4,000 words, **not** including a works cited page. Quality visualizations such as charts and graphs are strongly encouraged. The document must be in MS format and single-spaced, 12-point Times New Roman font. The papers must have a title, a proper introduction and policy recommendation section and all material that is used to support the student’s argument must be clearly cited. For the in-text citations and the bibliography, we suggest that students use APA style or Harvard style citations.

*Final Group Presentation:*

Students will have 15-20 minutes to present the group final report, using a PowerPoint or similar style of presentation platform. More details will be shared during the course.

## Course Outline

Lecture No.	Title	Date	Instructors
<b>Module 1: INTRODUCTION</b>			
1	Introduction to the Course: <ul style="list-style-type: none"> <li>• Course orientation</li> <li>• Definition of climate justice and the right to education</li> <li>• Intersectionality of climate justice and education</li> </ul>	3 April	Jonghwi Park (UNU IAS)
2	Legal frameworks and human rights <ul style="list-style-type: none"> <li>• The Refugee Conventions, Paris Agreement and Nansen Initiative</li> <li>• UN agencies and international governance on climate change, migration and education</li> <li>• Right based approaches</li> </ul>	17 April	Himangana Gupta (UNU IAS)
3	Global climate movement and the rising focus on climate justice <ul style="list-style-type: none"> <li>• The root causes of climate injustices</li> <li>• The history and politics of climate negotiations and advocacy</li> <li>• Existing approaches to climate justice: recognitional, procedural, distributive, and transformative justice</li> </ul>	24 April	Ying-Syuan (Elaine) Huang (Guest lecture, McGill University, the lecturer will be joining online)
<b>MODULE 2: HUMAN MOBILITY IN THE CONTEXT OF CLIMATE CHANGE (IOM)</b>			
4	Overview <ul style="list-style-type: none"> <li>• Definition and terminology</li> <li>• Causes and scenarios</li> </ul>	1 May	Chris Richter, IOM Regional Office for Asia and the Pacific

	<ul style="list-style-type: none"> <li>Conceptual framework of human mobility in the context of climate change</li> </ul>		(the lecturer will be joining online)
5	<p>Slow and sudden onset processes and events</p> <ul style="list-style-type: none"> <li>Disasters and mobility</li> <li>Climate and environmental change and mobility</li> </ul>	8 May	Anupam Khajuria, UNU IAS (the lecturer will be joining online)
6	<p>Data and methodological issues:</p> <ul style="list-style-type: none"> <li>Current data status and issues in tracking human mobility in the context of climate change</li> </ul>	15 May	IOM Regional Data Hub (TBC) (the lecturer will be joining online)
7	<p>Governing human mobility in the context of climate change</p> <ul style="list-style-type: none"> <li>Legal and policy frameworks</li> </ul>	22 May	Chris Richter, IOM Regional Office for Asia and the Pacific (the lecturer will be joining online)
<b>MODULE 3: EDUCATION AS A FUNDAMENTAL HUMAN RIGHT (UNESCO and UNU IAS)</b>			
8	<p>Overview of SDG4 Quality Education for All</p> <ul style="list-style-type: none"> <li>International legal framework on the right to education</li> <li>Right to education in the context of SDG4-Education 2030, with a focus on SDG4.7: targets and current score cards</li> <li>Particular vulnerability of certain populations</li> </ul>	29 May	Rolla Mounme and Faryal Khan, UNESCO (the lecturer will be joining online)
9	<p>Education in the face of climate change and displacement</p> <ul style="list-style-type: none"> <li>Comparing the educational challenges faced by refugees and climate displaced persons</li> <li>Main barriers to education induced by climate change and related displacement</li> <li>Samples of policy recommendations to address barriers and challenges</li> </ul>	5 June	Rolla Mounme and Faryal Khan, UNESCO (the lecturer will be joining online)
10	<p>Skills development for climate displaced and affected people</p> <ul style="list-style-type: none"> <li>Needs for reskilling and upskilling</li> <li>Unique challenges of trapped populations</li> </ul>	12 June	Rolla Mounme and Faryal Khan, UNESCO
11	<p>Innovative learning technologies for EiE</p> <ul style="list-style-type: none"> <li>Inclusive design of learning technology</li> </ul>	19 June	Jonghwi Park
<b>MODULE 4: CLIMATE-RESILIENT EDUCATION (UNU IAS)</b>			
12	<p>Building climate resilient education systems</p> <ul style="list-style-type: none"> <li>Safe Schools</li> <li>Teachers and curriculum for climate change education</li> </ul>	26 June	Jonghwi Park

	<ul style="list-style-type: none"> <li>• Climate change literacy</li> <li>• DRR</li> </ul>		
13	<p>From learning to mitigate towards learning to adapt to climate change</p> <ul style="list-style-type: none"> <li>• Human mobility and climate change adaptation</li> <li>• Why and who should adapt? A historical debate from environmental to climate movements</li> <li>• The failure of environmental education and the emergence of action-oriented pedagogies for climate change education</li> </ul>	3 July	Anupam Khajuria, UNU IAS
14	<p>Education in an uncertain future</p> <ul style="list-style-type: none"> <li>• Complexity thinking: What does a just and sustainable future mean, for whom, and who should pay for it?</li> <li>• Ongoing challenges concerning SDG4: <ul style="list-style-type: none"> <li>○ Growing calls for decolonizing development education</li> <li>○ The role of Indigenous and local knowledge in public school systems</li> <li>○ The rise of ecological grief and climate anxiety among youth</li> </ul> </li> <li>• Rethinking the purposes and value of education and lifelong learning in the face of complex societal challenges</li> </ul>	10 July	Ying-Syuan (Elaine) Huang (Guest lecture, McGill University, the lecturer will be joining online)
15	Final presentation	17 July	

## Course Readings

*Each class will have a series of required readings that have to be completed prior to the class. The average reading load per class period is 40~80 pages. Students are expected to actively contribute to class discussions based on the material provided. The lecturer reserves the right to update the reading list throughout the course and will alert students to the changes in class. The texts will also be a critical component of the arguments in the course, and the familiarity with material should be demonstrated as it pertains to each assignment. The textbooks used in the course are available at the UNU library and relevant chapters can be copied at the designated copy machines. If any required readings from academic journals or e-books are added to the course, these can be accessed through the public work stations at the UNU library, using your UNU student login and password. Additional readings from web based content will also be included.*

- UNESCO. 2023. [Learning at Risk: The Impact of Climate Displacement on the Right to Education](#). UNESCO: Paris.
- UNU-IAS and UNESCO. 2023. [Asia Pacific Regional Synthesis: Climate Change, Displacement, and the Right to Education](#).

- UK Government Office for Science. 2011. [Migration and global environmental change: future challenges and opportunities](#)

**Course Readings by each Lecture**

Lecture No.	Recommended Readings
1	<p>Introduction to the Course</p> <ul style="list-style-type: none"> <li>• UNESCO. 2020. <a href="#">The Impact of Climate Displacement on the Right to Education: Working Papers on Education Policy</a>. UNESCO: Paris.</li> </ul>
2	<p>Legal frameworks and human rights</p> <ul style="list-style-type: none"> <li>• <a href="#">Universal Declaration of Human Rights</a></li> </ul>
3	<p>Global climate movement and the rising focus on climate justice</p> <ul style="list-style-type: none"> <li>• Escobar, A. (2002). The problematization of poverty: The tale of three worlds and development. In <i>Encountering development: The making and unmaking of the Third World</i> (Vol. 1) (ch. 2). Princeton University Press.</li> <li>• Schlosberg, D., &amp; Collins, L. (2014). From environmental to climate justice: Climate change and the discourse of environmental justice. <i>WIREs: Climate Change</i>, 5(3), 359–374.</li> <li>• Okereke, C., &amp; Coventry, P. (2016). Climate justice and the international regime: before, during, and after Paris. <i>Wiley Interdisciplinary Reviews: Climate Change</i>, 7(6), 834-851.</li> <li>• Roberts, J. T. (2023). Calculating what we owe. <i>Nature Sustainability</i>, 6(9), 1037–1038. <a href="https://doi.org/10.1038/s41893-023-01142-4">https://doi.org/10.1038/s41893-023-01142-4</a></li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Escobar, A. (2011). <i>Encountering development: The making and unmaking of the Third World</i> (Vol. 1). Princeton University Press.</li> <li>• Roberts, J. T., &amp; Parks, B. (2006). Equity, climate proposals, and two roads to justice after Kyoto. In <i>A climate of injustice: Global inequality, north-south politics, and climate policy</i> (ch. 7). MIT Press.</li> <li>• <a href="#">Lefstad, L., &amp; Paavola, J. (2023). The evolution of climate justice claims in global climate change negotiations under the UNFCCC. <i>Critical Policy Studies</i>, 1-26.</a></li> <li>• Newell, P., Srivastava, S., Naess, L. O., Torres Contreras, G. A., &amp; Price, R. (2021). Toward transformative climate justice: An emerging research agenda. <i>Wiley Interdisciplinary Reviews: Climate Change</i>, 12(6), e733.</li> </ul>
4	<p>Overview of migrants and displacement in the context of climate change</p> <ul style="list-style-type: none"> <li>•</li> </ul>
5	<p>Slow and sudden onset processes and events</p>

	<ul style="list-style-type: none"> <li>•</li> </ul>
6	Data and methodological issues
7	The ethical dilemmas of data-driven climate actions <ul style="list-style-type: none"> <li>•</li> </ul>
8	Overview of SDG4 Quality Education for All <ul style="list-style-type: none"> <li>• UNESCO. 2023. <a href="#">SDG 4 Scorecard: Progress Report on National Benchmarks</a>. (up to pp.25). UNESCO.</li> </ul>
9	Education in emergencies (EiE) <ul style="list-style-type: none"> <li>• UNICEF. 2023. Children Displaced in a Changing Climate. Chapter 2: Mapping disaster-related displacement of children (pp.11-14). UNICEF: NY.</li> </ul>
10	Skills development for climate migrants and displaced persons <ul style="list-style-type: none"> <li>•</li> </ul>
11	Innovative learning technologies for EiE <ul style="list-style-type: none"> <li>•</li> </ul>
12	Building climate resilient education systems <ul style="list-style-type: none"> <li>•</li> </ul>
13	From learning to mitigate towards learning to adapt to climate change <ul style="list-style-type: none"> <li>•</li> </ul>
14	Education in an uncertain future <ul style="list-style-type: none"> <li>• Mundy, K., Green, A., Lingard, B. and Verger, A. (2016). Introduction: The globalization of education policy – Key approaches and debates. In K. Mundy, A. Green, B. Lingard and A. Verger (eds.) <i>The Handbook of Global Education Policy</i> (pp. 1-20). Wiley Blackwell. <a href="https://doi-org.proxy3.library.mcgill.ca/10.1002/9781118468005.ch0">https://doi-org.proxy3.library.mcgill.ca/10.1002/9781118468005.ch0</a></li> <li>• Jickling, B. (1992). Why I don't want my children to be educated for sustainable development. <i>The Journal of Environmental Education</i>, 23(4), 5-8.</li> </ul>

- Kronlid, D.O., Lotz-Sisitka, H. (2014). Transformative Learning and Individual Adaptation. In *Climate Change Adaptation and Human Capabilities* (pp. 75-105). Palgrave Macmillan, New York. [https://doi.org/10.1057/9781137428042\\_4](https://doi.org/10.1057/9781137428042_4)
- González-Gaudio, E. J., & Gutiérrez-Pérez, J. (2017). Resilient education: Confronting perplexity and uncertainty. In B. Jickling and S. Sterling (eds.) *Post-sustainability and environmental education: Remaking education for the future* (pp. 125-138). Springer.

Optional:

- Chabbot, C., Ramirez, F.O. (2000). Development and Education. In Hallinan, M.T. (eds) *Handbook of the Sociology of Education* (ch. 7). Springer. [https://doi.org/10.1007/0-387-36424-2\\_8](https://doi.org/10.1007/0-387-36424-2_8)
- Mundy, K., and Verger, A. (2016). The World Bank and the global governance of education in a changing world order. In K. Mundy, A. Green, B. Lingard and A. Verger (eds.) *The Handbook of Global Education Policy* (pp. 335-356). Wiley Blackwell. <https://doi-org.proxy3.library.mcgill.ca/10.1002/9781118468005.ch18>
- Horner, R. (2020). Towards a new paradigm of global development? Beyond the limits of international development. *Progress in Human Geography*, 44(3), 415-436.
- Jickling, B., & Spork, H. (1998). Education for the environment: A critique. *Environmental Education Research*, 4(3), 309-327.
- Jickling, B., & Wals, A. E. (2019). Globalization and environmental education: Looking beyond sustainable development. In *Curriculum and environmental education* (pp. 221-241). Routledge.
- Desjardins, R. (2022). Social contract pedagogy: enabling communication and governance for the negotiation of balanced outcomes. In *Handbook of Civic Engagement and Education* (pp. 56-66). Edward Elgar Publishing.

15	Final presentation
	N/A

## Important Information (Required)

### Class Conduct & Etiquette

*Students are expected to arrive on time and not to engage in disruptive behavior during class. This includes, among other things, private side conversations, the use of cellphones and other electronic devices, or the reading of newspapers. Cellphones should be switched off and stored in the bag. We wish to create an atmosphere of open and tolerant discussion in the classroom and request students to recognize every individual's right to have an opinion. The lecturer and other students should be treated with dignity and respect, in particular in discussions on contentious political issues where a diversity of opinion is likely to arise. However, we also recognize that there are limits to tolerance and the lecturer reserves the right to request disciplinary action against any student who violates this policy or repeatedly shows disruptive behavior in class.*

### Computer Use in Class

*The use of computers (including tablets) in the classroom is restricted to taking notes, reading of the course material or searching for course related information in the internet. Any disruption of the class by cell phones, instant messaging programs or other communication devices will not be tolerated. The lecturer reserves the right to revoke this permission if a student is found using a computer for any non-course related activities.*

### *Plagiarism & Academic Misconduct*

*Please be aware that the consequences of plagiarism are severe, and students found guilty of academic misconduct will be punished in accordance with UNU's academic honesty policies. The lecturer reserves the right to run all assignments through an anti-plagiarism software provided by the UNU. If evidence of academic misconduct on the assigned presentations, the mid-term exam or the final essay should be found, the assignment will receive a failing grade. In case of repeated violations of academic conduct, the student may receive a failing grade for the entire course and will be reported to the appropriate authorities for disciplinary action.*

## **Invited Speakers/Lecturers Bio (Required)**

### ***Irna Senekal (Lecture X)***

***Director, CIPSET, Nelson Mandela University (South Africa)***

*Irna Senekal is employed as researcher at the Centre for Integrated Post-school Education and Training at Nelson Mandela University. As part of the Education Policy Consortium's research work, she leads a team of young university and community researchers in exploring the policy implications of non-formal community education for post-schooling. Formerly she has worked for and with trade unions, community organisations, NGOs and government to apply her education and experience in contributing to progressive social change.*