



# EDUCATION

CASE STUDY ON HOW TO  
INTEGRATE MIGRATION INTO INTERNATIONAL COOPERATION AND DEVELOP-



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## Project Details

**Title:** Climate Adaptation, Disaster Risk Reduction, and Education Programme (CADRE)

**Countries:** Micronesia and Republic of the Marshall Islands

**Donors:** Australian Department of Foreign Affairs and Trade (DFAT)

**Implementer:** IOM – International Organization for Migration

For many of the Pacific islands, the threat of climate change is existential and strongly felt by many of those residing there. **Migration can be a positive form of adaptation to cope with adverse effects such as sea-level rise but can also expose people to increased vulnerabilities.**

Through education, communities can be empowered to independently cope with, and respond to, natural hazard induced disasters which are increasingly ascribed to climate change. Education is a method for better ensuring that adaptation and disaster risk reduction responses are well institutionalized and communicated at various levels.

## Key Words

Environment and climate change;  
Human rights; Education



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## HOW WAS MIGRATION INTEGRATED?

Initiatives such as CADRE highlight how development programming to support **climate change preparedness and adaptation can take human mobility considerations into account.**

By providing combined capacity building and awareness for students, teachers, and administrators of both climate change adaptation and disaster risk reduction, the project filled a gap in the education sector and also provided a space to improve communication on how the community can improve responses to disasters. The educational component of the project also covered technical assessments of climate change impact.

These assessments were informed by the capacity of each school and its surrounding community to respond. In sum, the concrete measures taken to effectively integrate migration into education practices include:

- **Supporting sustainable adaption and preparedness strategies** and increasing the resilience of vulnerable schools and communities to climate change and natural hazards;
- **Empowering schools and communities** to independently cope with and respond to natural hazard induced disasters.



## WHAT WERE LESSONS LEARNED?

**Climate curriculum and school emergency management planning and drills should be included in education programmes:** Including knowledge on climate change, adaptation and disaster risk reduction into education programmes provides a way to streamline education materials and reduces duplication. Beyond streamlining, pairing education with community-owned climate adaptation/mitigation interventions has proven to be an effective way to build climate and disaster resilience in communities (SPC, 2015). Continuous teacher training and community capacity building should complement these efforts.

### References:

Secretariat of the Pacific Community (SPC), 2015. *Compendium of Case Studies on Climate and Disaster Resilient Development in the Pacific.*

### Further information:

AusAID and IOM. *Climate Adaptation, Disaster Risk Reduction, and Education Programme (CADRE).*