



# Learning Needs Analysis on the Intersectionality of Child Protection in Humanitarian Action and the Climate Crisis

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The Alliance supports the efforts of humanitarian actors to achieve high quality and effective child protection interventions in humanitarian settings. Through its technical Working Groups and Task Forces, the Alliance develops inter-agency operational standards and provides technical guidance to support the work of child protection in humanitarian settings.

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## EXECUTIVE SUMMARY

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Child Protection, the Climate Crisis and Climate Justice together are highlighted in the Alliance for Child Protection in Humanitarian Action 2021-2025 Strategy as an essential overlapping area demanding exploration and learning. In that pursuit, the Learning and Development (L&D) Working Group of the Alliance, with the support of the Group of Friends on Climate Change and Child Protection, conducted this learning needs analysis (LNA) between May and August 2024. The learning needs analysis seeks to further understand how climate change induced crises impact the protection of children in humanitarian settings, how child protection practitioners and organisations are already responding to these impacts, and what knowledge and skills are required by both child protection in humanitarian action practitioners, and climate colleagues, to better implement strategies and interventions that enhance the safety, well-being and protection of children during climate change induced crises

Data for the learning needs analysis is drawn from: a desk review of relevant literature and mapping of available learning resources, an online survey conducted in English, Arabic, French and Spanish, and focus groups discussions with CPHA practitioners in a range of contexts.

### Summary of Main Findings

The analysis found that climate change induced crises impact child protection in a multitude of ways. increased prevalence of negative coping mechanisms, including child labour, child marriage, trafficking and child recruitment, as a result of loss of livelihoods; violence and abuse, as a result of increased pressure on parents/caregivers; lack of access to services, as a result of displacement and environmental disruption; family separation, as a result of displacement and loss of livelihoods; psychosocial distress, related to increased fear, experience of emergencies, and climate anxiety; dangers and injuries, as a result of changes in the immediate physical environment.

Based on the potential risks to children's protection and the current and recommended adaptations, the analysis found that CPHA practitioners have learning needs in the following areas:

- Raising awareness of climate crisis fundamentals.
- Understanding the impact of climate change induced crises on children.
- Analysing child protection risks and vulnerabilities in the context of climate change induced crises.
- Identifying prevention and mitigation measures for climate-induced driven child protection risks.
- Adapting child protection strategies to respond to climate-induced child protection risks.
- Working collaboratively and across sectors in the context of child protection and climate-related emergencies and climate change induced crises.
- Building evidence and expanding advocacy around child protection in the context of climate events and climate change induced crises.



The analysis found a notable absence of relevant learning materials to address these learning needs, apart from materials aimed at strengthening non-child protection specific awareness of climate change fundamentals.

## Recommendations

Recognising the key role children and adolescents can play in tackling the impacts of climate change, their participation should be mainstreamed throughout, wherever it can be conducted meaningfully and ethically. With that in mind and based on the findings, the following actions are recommended:

- Agree and disseminate a glossary of climate key terms and definitions to support a shared language amongst CPHA practitioners engaging in this issue.
- Collate and share examples of CPHA programming adaptations in response to climate-change induced crises.
- Integrate relevant pre-existing learning materials into Alliance L&D tools.
- Develop CPHAxCC key guidance and tools to enable practitioners to:
  - Analyse child protection risks and vulnerabilities in the context of climate change induced crises
  - Identify child protection prevention and mitigation measures for climate change induced crises
  - Adapt CP strategies to respond in climate change induced crises
  - Collaborate and work across sectors for child protection in the context of climate change induced crises
  - Generate evidence and advocate for integration of CPHA climate change induced crises.
  - Establish a centralised, easily accessible repository of resources to support CPHA practitioners in climate change induced crises.
  - Develop a modular learning pathway based on CPHAxCC guidance and tools for both online self-paced and in-person facilitated formats.
  - Explore opportunities to increase the use of a child-focus and/or a child protection lens in climate policy and programming.

## Background

Now and for decades to come, climate change will exacerbate child protection risks, threatening the safety and mental health and psychosocial well-being of children. As climate impacts, including more frequent and intense drought, heat waves, floods, fires and other severe weather events and climate disasters increase, so too conflict, displacement, food insecurity, financial hardship, and structural violence will intensify. Climate events are also likely to deepen existing inequities along intergenerational lines.

Child Protection, the Climate Crisis and Climate Justice together have been identified as an essential overlapping area for the Alliance to explore.<sup>1</sup> The Alliance recognises that achieving a future for children that is free of violence, and where their rights, protection, and well-being are assured, is inextricably linked



to addressing the climate crisis. Therefore, there is an urgent need to invest in foundational and exploratory steps to better understand the impact of the climate crisis on children in humanitarian settings, as well as the effects of the climate crisis on our ways of working as a sector.

From May to August 2024, the Learning and Development Working Group of the Alliance, with the support of the Group of Friends on Climate Change and Child Protection, conducted this learning needs analysis to further understand how the climate crisis impacts on the protection of children in humanitarian settings, how child protection practitioners and organisations are already responding to these impacts, and what knowledge and skills are required by both child protection in humanitarian action practitioners, and climate colleagues, to better implement strategies and interventions that enhance the safety, well-being, and protection of children during climate change induced crises.

The learning needs analysis seeks to address the following overarching questions:

- What is the impact of climate crises on child protection, and the work of CPHA practitioners?
- In what ways are CPHA practitioners, and the sector more broadly, already responding to the intersectionality of CPHA and the climate crisis??
  - How are CPHA actors adapting programming in response to climate crises?
  - How are CPHA actors supporting child-led or child-focused advocacy on the climate crisis and environmental protection?
- What knowledge and skills do CPHA practitioners need to protect children in, or at risk of, climate crises?
- What learning resources are already available to strengthen existing knowledge and skills?
- What are the gaps and priority learning needs for CPHA practitioners?

To address these questions, a mixed methods approach was employed, with primary data gathered via an online survey and focus group discussions. For further details on the methodology and respondent profiles, please refer to the [Annex 1](#).

The research found some evidence of CPHA actors already adapting their programming to better respond to the risks associated with climate change induced crises. The examples identified can be grouped into six categories of adaptation:

- Developing child protection strategies, guidance, and plans that consider the climate crisis.
- Adjusting the physical environment where child protection activities take place.
- Raising awareness and educating on climate induced child protection risks.
- Promoting safe and meaningful participation of children in climate activism.
- Generating evidence and advocacy efforts on the impact of climate change induced crises on children and adolescents.
- Developing new partnerships and coalitions.



While the focus of the findings presented in this document is that of a learning needs analysis for CPHA practitioners all the other findings that have helped shape the analysis can be found in the [Annex 2](#), including impacts of CPHA on the climate crisis, examples of adaptation of CPHA programming and child-led, collaborative or child-focused advocacy on the climate crisis and environmental protection.

## FINDINGS

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### How the Climate Crisis Impacts Child Protection

Data from the desk review provides insight into the scale of the risk to, and impact on children, as well as specifically identifying a number of risks to their protection, well-being and safety that are exacerbated by the climate crisis. For example:

- Globally, approximately 1 billion children live in countries facing ‘extremely high-risk’ impacts because of climate change.<sup>ii</sup>
- 559 million children are currently exposed to high heatwave frequency,<sup>iii</sup> with that number rising to 2.02 billion children globally by 2050,<sup>iv</sup>
- Over the past six years, there were 43 million internal displacements of children linked to weather-related disasters – the equivalent to approximately 20,000 child displacements per day.<sup>v</sup>
- 40 million children’s education is disrupted each year because of disasters exacerbated by climate change.<sup>vi</sup>

Climate crisis is a threat multiplier for children and adolescents. It increases specific risks while affecting access to essential services either through increased displacement or other factors. Thus, while risk increases, resilience reduces, making children and adolescents yet more vulnerable.<sup>vii</sup> Over time—particularly with repeated crises — this will erode individual, collective, and systemic resilience. OHCHR reports that this threatens to “reverse progress towards improving children’s well-being.”<sup>viii</sup> Despite this, children are recognised as agents of change, undertaking “meaningful and powerful” actions to address the climate crisis.<sup>ix</sup>

Survey respondents were asked *What are the three main impacts of climate crises on child protection in your context?* Of the 298 impacts input by respondents, the main child protection themes emerging are:

- Increased prevalence of negative coping mechanisms, including child labour, child marriage, trafficking, and child recruitment as a result of loss of livelihoods (60 responses).
- Violence and abuse, because of increased pressure on parents/caregivers (18 responses).
- Lack of access to services, because of displacement and environmental disruption (15 responses).
- Family separation, because of displacement and loss of livelihood (14 responses).



- Psychosocial distress, related increased fear, experience of emergencies, and climate anxiety (14 responses).
- Dangers and injuries, because of the immediate physical environment (7 responses).

Other, non-child protection specific impacts were also identified, such as increase in sickness and disease (42 responses), disruption to education because of displacement and food insecurity (41 responses), lack of access to clean water (11 responses), and lack of shelter (4 responses). The remaining responses were risk factors for children, namely displacement (31 responses), and food security and livelihoods (40 responses).

The following section summarises the findings of the desk review and focus group discussions in relation to child protection risks.

## **Dangers and Injuries**

The Children’s Environmental Rights Initiative states that: “More than 1 in 4 children under the age of five – or 1.7 million children – lose their lives every year as a result of avoidable environmental impacts.”<sup>x</sup> Injury and death as a result of the climate crisis are identified by the Office of the High Commissioner for Human Rights as a direct risk to children.<sup>xi</sup> and Unicef notes that children are more susceptible [than adults] to injury and death in the aftermath of extreme weather events that are exacerbated by the climate crisis.<sup>xii</sup>

## **Physical and Emotional Maltreatment**

The climate crisis is intersecting with an epidemic of violence against children and is driving up the risk of known forms of violence, exacerbating existing drivers and harmful social norms.<sup>xiii</sup> These increases are threatening to undo progress that has been made in violence prevention and reduction.<sup>xiv</sup>

The direct and indirect impacts of climate change induced crises can cause new or increased stress and fear in parents and caregivers. In turn, the likelihood of domestic violence, violent punishment, and physical and emotional abuse of children increases.<sup>xv</sup>

Children who are displaced because of climate change induced crises face a higher risk of violence and abuse,<sup>xvi</sup> including those who are displaced with their families and caregivers.<sup>xvii</sup>

## **Sexual and Gender-Based Violence (SGBV)**

It is well recognised that the risk of SGBV—including child marriage and trafficking—rises following a disaster,<sup>xviii</sup> and recent reports highlight that climate crises similarly impact girls, including adolescents, disproportionately.<sup>xix</sup>

Data from Save the Children indicates that 9 million girls are “facing the dual threat of climate disaster and child marriage every year.”<sup>xx</sup> IRC and Unicef have both seen dramatic increases in child marriage following climate emergencies in Bangladesh; in the Bhola and Shatkhira regions, an IRC study found a





39% “surge” in child marriage after climate-induced disasters,<sup>xxi</sup> while Unicef reported a 50% increase in marriages of 11-14 year old girls in years with heatwaves lasting over 30 days.<sup>xxii</sup>

Similar behaviour is reported in the Horn of Africa region, where parents are marrying off daughters from age 12 in order to reduce the household size or secure dowries to support the family, with an estimated doubling of child marriage in the areas most affected by the drought.<sup>xxiii</sup> In those areas, a 27% increase in Female Genital Mutilation (FGM), considered a pre-requisite for marriage, was also recorded.<sup>xxiv</sup>

## Mental Health and Psychosocial Distress

The desk review identifies several ways in which climate change induced crises can negatively impact children and adolescents’ mental health and cause psychosocial distress:

- Climate related disasters can cause loss of livelihood and impact access to food and water, which in turn can cause distress<sup>xxv</sup>;
- Climate related disasters can cause displacement, and displaced populations commonly exhibit high rates of mental health challenges and psychosocial distress due to loss of resources, loss of control, and loss of social support<sup>xxvi</sup>;
- Climate related disasters can disrupt healthcare services, including those for both mental and physical health which, in turn, can lead to increased anguish and reduced mental well-being<sup>xxvii</sup>;
- Children are witnessing the impacts of climate change, aware of their implications for their futures, but lacking power to change the situation, causing anxiety<sup>xxviii</sup>.

Furthermore, the potential for disruption to child development places children and young people at greater risk of poor mental health states and mental health conditions<sup>xxix</sup>. While there are examples of children and adolescents finding positive coping mechanisms, such as involvement in climate activism<sup>xxx</sup> and sustainable solutions<sup>xxxi</sup>, the lack of opportunities to voice their views and feeling that they are not being heard or taken seriously by decision makers can cause feelings of lack of power and autonomy, further damaging well-being<sup>xxxii</sup>.

## Child Labour

After a twenty-year decline, child labour is on the rise globally, with the climate crisis representing a key driver of this upswing.<sup>xxxiii</sup> Child labour is amongst the most common responses to income loss caused by climate events.<sup>xxxiv</sup> CPHA practitioners involved in the focus group discussions corroborated this, noting that climate induced crises play a significant role in the increasing levels of child labour, particularly in displacement settings, which see some of the highest levels and worst forms of child labour.

## Unaccompanied and Separated Children

During displacement caused by climate emergencies, children often become separated from families, increasing their exposure to risks<sup>xxxv</sup> including violence and abuse, exploitation, trafficking, and lack of access to education and essential services.<sup>xxxvi</sup>



Unaccompanied and separated children lack access to a full and strong socioecology, including components which significantly influence responses to climate change, including social connections and community support<sup>xxxvii</sup>.

## How the Climate Crisis Impacts CPHA Actors

Witnessing humanitarian consequences of climate change and related disasters can negatively affect the mental health and well-being of practitioners responding to these situations.<sup>xxxviii</sup> While this finding is not specific to CPHA actors, it is reasonable to conclude that they are similarly affected. It may also be the case that CPHA workers, who specifically see children and adolescents suffering the consequences of climate change are more heavily impacted than other actors.

The practitioners who took part in a focus group discussion were asked *What challenges do frontline workers face in addressing child protection issues exacerbated by climate crises?* Practitioners shared that working in situations of climate crisis can take a very heavy toll on frontline workers themselves, so caring for the mental health of these individuals is very important, particularly because as members and residents of local communities they are also affected by the situation to which they are responding. In addition, practitioners said frontline workers face these specific challenges:

- Working in difficult environmental conditions; for example, in areas with poor air quality due to forest fires, or in intense heat.
- Access problems; for example, navigating damaged infrastructure due to flooding or other climate events, making it difficult to access some children and communities.
- Lack of resources for relevant programming; for example, lack of funding for climate crisis programming components.
  - Planning and programming challenges, for example lack of strategic plans for climate crisis to guide practitioners' actions in the field.

The most common challenge identified in response to this question, however, related to a notable knowledge and skills gap, suggesting that practitioners want and need more learning and training in order to more effectively respond to the intersectionality of CPHA in the context of climate-related emergencies. Responses specifically mentioned:

- Lack of awareness around how to respond to climate change induced crises, as well as understanding coping mechanisms, and behaviours to reduce the impact on children.
- Lack of knowledge and understanding about climate issues to be able to share with children and families.
- Lack of technical skills to do the needed assessment, programme design and response to climate change induced crises.



## Knowledge and Skills CPHA Practitioners Require to Protect Children from Climate the Crisis

Survey respondents and participants in the CCxCP session at the Alliance Annual meeting were asked: *In your opinion, what are the main knowledge and skills required by CPHA practitioners to address child protection in humanitarian actions programmes in the context of climate crisis?* 253 distinct suggestions were made in response (199 in the survey, 54 at the Annual Meeting) which, once collated, could be grouped into several knowledge and skill areas.

The table below shows the practitioner responses categorised according to knowledge and skill area and listed in order of most to least prevalent.

	Survey	Annual Meeting	Total
Adapting child protection strategies to respond to climate risks	49	14	63
Understanding the impact of climate crisis on children	39	9	48
Identifying prevention and mitigation measures for climate-induced risks	25	8	33
Analysing risks and vulnerabilities in the context of climate crisis	22	5	27
Key climate terms and concepts	15	3	18
Working across sectors in the context of climate crisis	10	6	16
Collaboration and joint planning (including with governments)	8	4	12
Advocacy for child protection in the context of climate crisis	9	2	11
Child participation in the context of climate crisis	6	3	9
Key policies/instruments related to child protection in the context of climate crisis	8	0	8
Monitoring/indicators	5	0	5
Child-focused Disaster Risk Reduction	3	0	3

Table 1: Primary Data: Knowledge and Skills CPHA Practitioners Require to Protect Children from Climate Crises



Analysis of focus group discussions shows similar priority themes., Practitioners identified certain areas of knowledge and key skills they believe are essential for CPHA practitioners to possess in order to respond to the intersectionality of child protection and climate crisis in humanitarian settings. These include:

- Analysing the impacts on children/conducting climate risk assessments
- Developing mitigation plans
- Adapting programmes
- Advocacy skills, including the use of a common list of climate terms for child protection practitioners to use to ensure consistent advocacy efforts
- Tools to collect and share relevant information, in order to build a greater evidence base and monitor risks and trends

In this section, each of the most prevalent categories of learning needs identified is further unpacked. Examples of specific knowledge and skills gaps are given for each learning need, drawn from suggestions received in the survey and focus group discussions, or summarised from the findings of the desk review.

### **Awareness of Climate Crisis Fundamentals**

CPHA actors need an awareness of the fundamentals of the climate change and climate induced crises in order to establish a foundation on which to build more targeted knowledge and skills. Specific suggestions of required knowledge and skills in this category include:

- Understanding the language and definitions of climate work (e.g. climate risk, climate change, anticipatory action).
- Knowledge about the causes, dangers, and consequences of climate change.
- Awareness of key climate policies/instruments, where to access them, and how these do, or do not, consider the needs of children.

### **Understanding the Impact of Climate Crisis on Children**

A foundational understanding of the impact climate change induced crises can have on children and adolescents is essential for CPHA actors to effectively incorporate climate concerns into their work. Specific suggestions of required knowledge and skills in this category include:

- Climate risks to children's physical, psychological, and mental health.
- The immediate, medium-, and long-term impacts of climate change, and how these overlap with child protection concerns.
- Contextual knowledge of climate risks and its impacts on children.
- Access to relevant data and evidence on the impacts climate crises have on children and their protection.



## **Analysing Risks and Vulnerabilities in the Context of Climate Change Induced Crises**

Once a foundational understanding has been established about the impact of climate change induced crises on children, this can be used to incorporate climate considerations into risk and vulnerability assessments. Specific suggestions of required knowledge and skills in this category include:

- Ability to conduct climate-sensitive participatory assessments with children and communities.
- Ability to analyse climate risks and data to inform child protection programme design.
- Ability to analyse and interpret early indicators to forecast potential risks for children.
- Understanding the underlying risks and protective factors that are either exacerbated (risk factor) or jeopardised (protective factor) because of climate change.

## **Identifying Prevention and Mitigation Measures for Climate Change Induced Risks**

An analysis of the risks and vulnerabilities children and adolescents face in climate change induced crises can be used to identify appropriate prevention and mitigation measures. Specific suggestions of required knowledge and skills in this category include:

- How to link child protection to anticipatory action.
- Ability to formulate proactive measures that encompass child safeguarding protocols and ascertain relevant parameters within the framework of establishing anticipatory action mechanisms.
- Ability to develop effective response plans to protect children.

## **Adapting Child Protection Strategies to Respond to Climate Change Induced Risks**

As detailed above, the 53% of practitioners who are not yet adapting CPHA activities in the context of climate-driven crises are hindered due to lack of knowledge and skills.<sup>xxxix</sup>. Specific suggestions around required knowledge and skills in this category include:

- Practical ways to adapt approaches and community-led approaches (including child-led approaches) to address child protection issues in the context of climate crises.
- Support to prevent family separation.
- How to best mainstream climate sensitivity into everyday child protection programming.
- Provision of adapted MHPSS and case management including referral services.
- Expertise and skills to provide affected populations with age-appropriate climate information.



## Collaboration and Working Across Sectors in the Context of Climate Change Induced Crises

The centrality of children's protection means, as in all humanitarian action, that we must work across sectors and engage all humanitarian actors to ensure the safety, protection, and well-being of children and adolescents. Specific suggestions of required knowledge and skills to support collaboration and working across sectors include:

- Understanding how to more effectively across sectors to tackle child protection issues in the context of climate crisis, including examples of integrated programming.
- Supporting governments to ensure climate policies and actions are child-sensitive.
- Engaging other sectors and actors to ensure meaningful child participation in climate-related programming.
- Development of new coalitions and strategic partnerships with climate-focused organisations and experts.

## Evidence and Advocacy for Child Protection in the Context of Climate Change Induced Crises

The survey also showed that lack of funds is a significant barrier to adapting CPHA activities to consider climate risks (main barrier for 29% of respondents), indicating that further evidence and advocacy is required to obtain support and funding for child protection work in the context of climate-related crises, or climate change more generally. Specific suggestions of required knowledge and skills in this category include:

- Strategic advocacy with donors to prioritise, integrate, and fund programmes that address climate risks.
- Clear monitoring indicators that can be integrated within Humanitarian Response Plan (HRP) and project cycle management.
- Ability to measure successful child protection outcomes in the contexts of climate related programming;
- Availability of successful examples of CPxCC work.
- Stronger ability to advocate for this work, including child-led and collaborative advocacy.

Learning needs for climate partners were also identified in the focus group discussions, including an understanding of what child protection is, child protection principles, and mitigation and response measures. In the desk review, capacity gaps in governments and policy makers were identified, which CPHA actors may have a role in addressing. Specifically: ensuring climate policies, plans, and legal frameworks are child-sensitive; raising awareness and skills to ensure the safety and protection of children during climate action; and strengthening willingness and skills to meaningfully engage children and adolescents in climate planning and action.



## Existing learning initiatives and materials

A mapping of learning resources was conducted to identify existing content which may be relevant to strengthening the capacity of CPHA practitioners to prevent and respond to climate-induced risks. The mapping considered resources that are openly available (that is to say not hosted on internal platforms that can only be accessed by the staff of a specific agency or facilitated only within a specific organisation), and included self-paced, online facilitated, blended and in-person learning initiatives. Recorded webinars were excluded from the mapping due to limited possibility of measuring their effectiveness in fostering deep knowledge and skill development.

Resources were identified through a review of humanitarian learning platforms including Kaya, Disaster Ready, IFRC learning platform, Agora, FutureLearn, Coursera, and ReliefWeb. The focus on humanitarian platforms was intentional: to identify resources that target humanitarian practitioners and contexts.

The full learning resource mapping can be found in [Annex 3](#) and a summary of findings is provided below.

Identified learning resources have been created by 14 entities, some of which are individual organisations, some are partnerships, and some are consortia. Of these, there are three for whom the primary focus is climate, namely: SomRep, UNEP/OCHA Joint Environment Unit, UN CC Learn (the One UN Climate Change Learning Partnership). Eight of the 14 entities provide only one learning resource, meaning 6 entities provide 76% of the available learning resources.

Organisation(s)	No. resources
CODE (Caucus of Development NGO Networks)	1
FAO	1
Humanitarian Leadership Academy (HLA)	1
IFRC	5
Norwegian Refugee Council (NRC)	2
Professionals in Humanitarian Assistance and Protection (PHAP)	1
Red Cross Centre for the Cooperation in the Mediterranean	2
RedR UK	1
SomRep (Somali Resilience Program)	5
UNEP/OCHA Joint Environment Unit	2



UNICEF and UNITAR	1
UNITAR / UNCC Learn	9
Universitat Autònoma de Barcelona via Coursera	1
UN Shared Service Centre (UNSSC)	1

Table 2: Number of Identified Learning Resources by Learning Provider/Organization

Almost all learning resources identified are online self-paced resources (some of which are also available offline). Only one facilitated resource was identified, which is a 7-week programme from RedR UK which combines self-paced learning and facilitated online sessions.<sup>x1</sup>

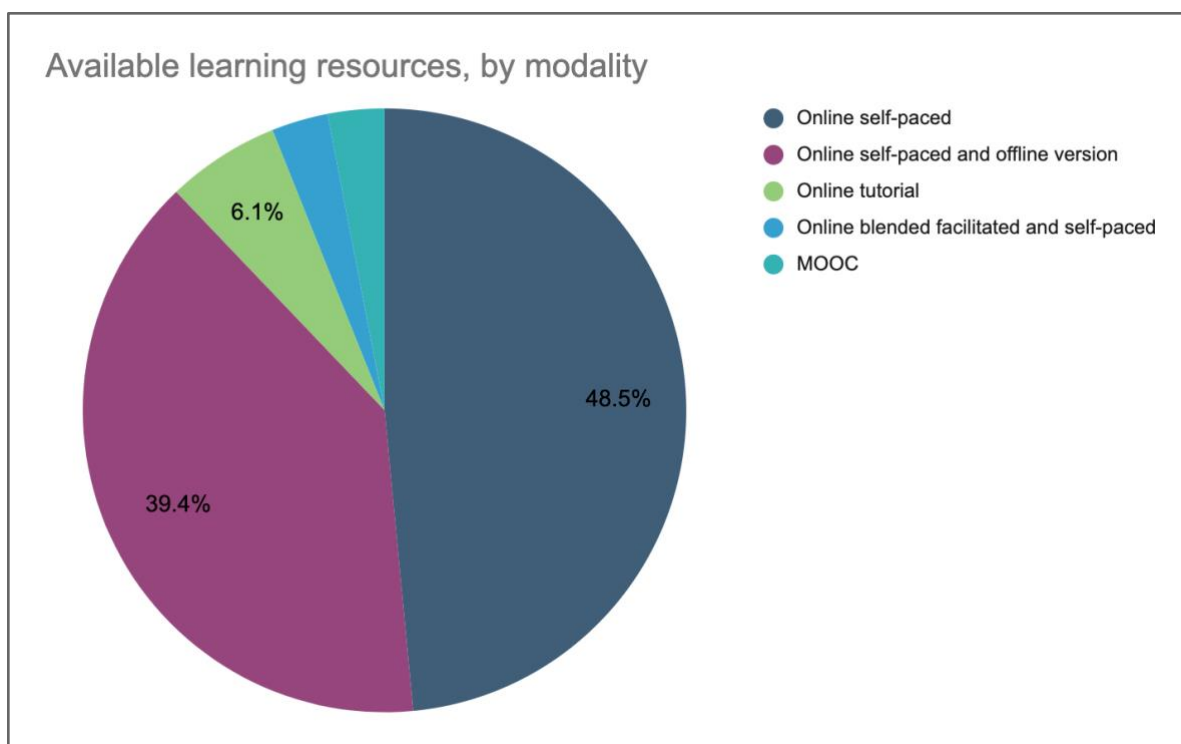


Figure 3: Available Learning Resources by Modality

Given how many of the available resources are self-paced online modules, the number of resources with a duration of more than three hours is surprising.



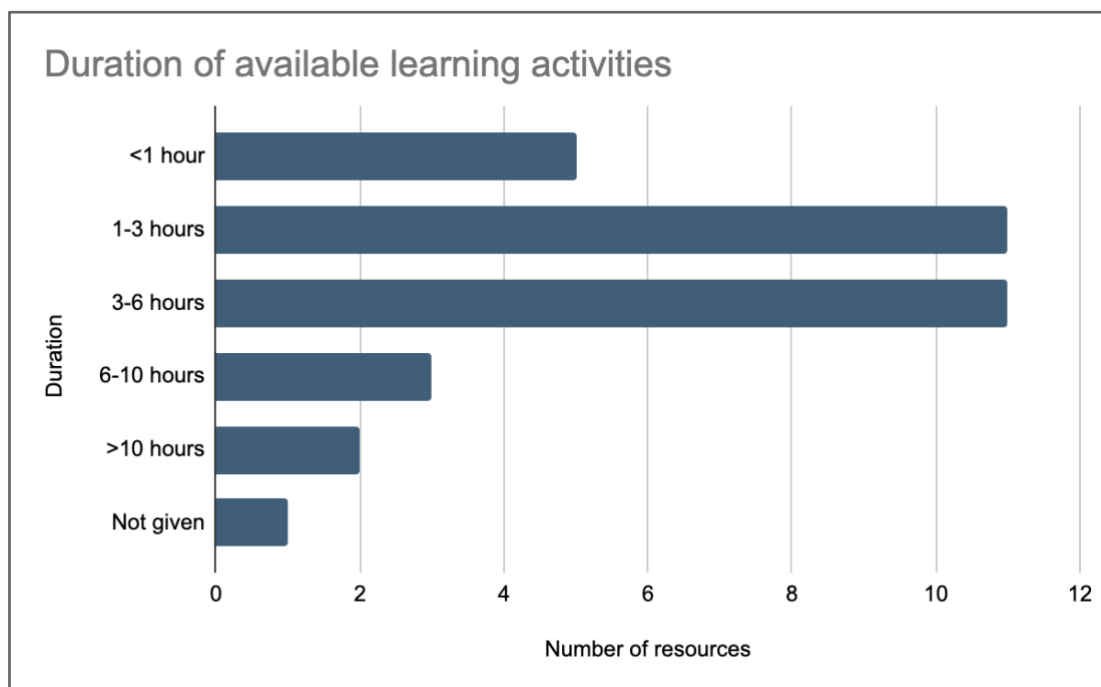


Figure 4: Duration of Available Learning Activities

An analysis of the target audience, as defined in the description of each available learning resource, shows it is most common for resources to be designed for a broad humanitarian audience (10 of 33 resources). Far fewer are designed for a specific audience such as specialists (disaster risk reduction or climate change specialists - 4 resources), civil servants, national representatives (3 resources), or youth activists (1 resource).

While all identified resources relate to climate change and are developed by humanitarian organisations, they cover a broad range of themes and topics. Most prevalent amongst these themes are:

- Programme design and planning - modules related to one or more steps in programme design and planning, such as assessment, identifying adaptations and mitigation measures, prioritisation, development of action plans.
- Disaster Risk Reduction/Disaster Risk Management - modules designed to build knowledge on how to incorporate climate considerations and adaptations into disaster risk reduction and disaster risk management.
- Climate change introductory - modules designed to provide a foundational understanding of what climate change is and why it is relevant.
- Reducing climate impacts - modules providing information on how to reduce individuals' and organisations' impact on the environment.



The table below lists all identified themes and related number of resources:

Key theme	Number of learning resources
Advocacy	1
Anticipatory Action	2
Budgeting	1
Children	1
Climate action	1
Climate change introductory	4
Climate justice	1
Disaster Risk Reduction/Disaster Risk Management	5
Food Security	1
Gender	1
Indigenous people	1
International mechanisms	1
Legal frameworks	1
Programme design and planning	7
Reducing climate impacts	3
Resilience	1
Small Island nations	1

Table 5: Number of Learning Resources by Key Theme

Notably, only 13% of survey respondents answered Yes, when asked *Are you aware of any recent capacity strengthening activity (training online or face-to-face, e-courses, massive open online courses and others) on child protection and climate crisis intersectionality?* Similarly, in the focus group discussions, very few examples were shared by participants.

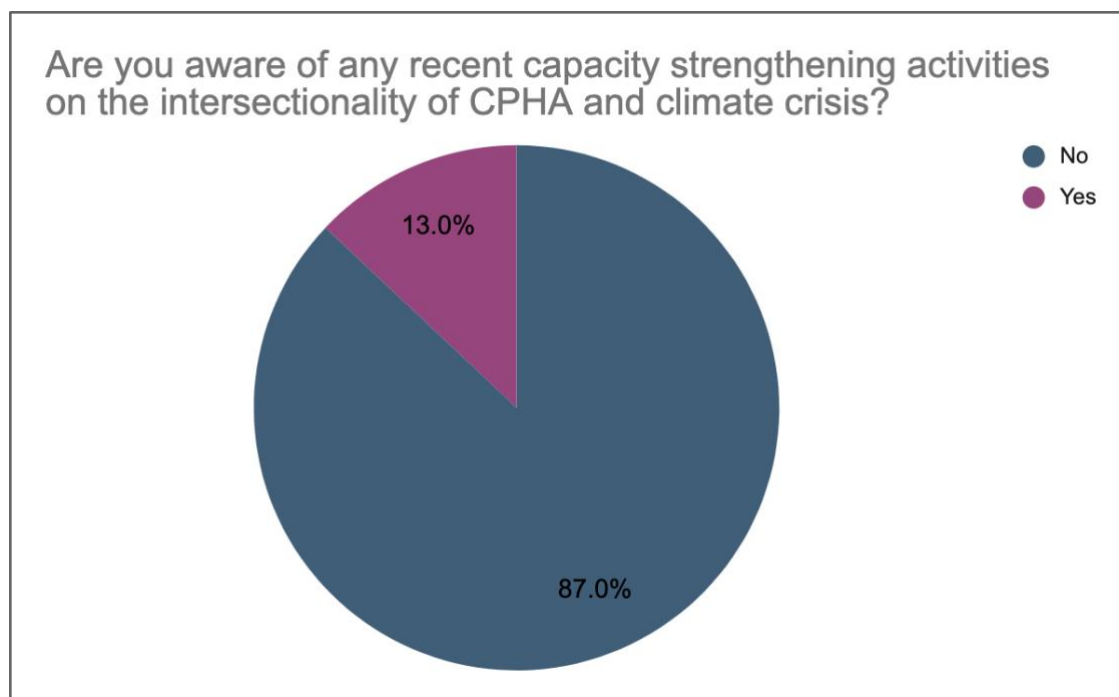


Figure 6: Awareness of Relevant Capacity Strengthening Activities

Survey and focus group participants struggled to identify relevant learning resources. Some made mention of reports from humanitarian agencies on the impacts of climate crisis on children, conferences<sup>xli</sup> and consultations<sup>xlii</sup> on the topic. Only three survey respondents or focus group participants identified learning resources that were also identified in the mapping exercise.

Survey respondents and focus group discussion participants also shared some suggestions for learning resources that should be developed. These included suggestions to:

- Develop a massive open online course on child protection in the context of climate change.
- Develop face-to-face training for frontline workers.
- Run webinars.
- Develop e-courses.

The desk review also identified several learning initiatives aimed at strengthening the knowledge and skills of children and adolescents to engage with climate issues. These include:

- IFRC’s Youth Adapt (‘Y-ADAPT) curriculum of six facilitated group sessions followed by an action phase, which empowers 13–25-year-olds to design and implement their own climate change adaptation action and advocacy plans in their communities.<sup>xliii</sup>
- British Red Cross’s “Weather Together” educational toolkit, which empowers 10-16-year-olds to understand and strengthen their resilience in the face of extreme weather events and climate change.<sup>xliiv</sup>;



- Unicef’s U-Report platform for young people, which uses chatbots to “build skills and mobilise around climate change.”<sup>xlv</sup>

## Existing Gaps

There is a distinct absence of resources that consider the climate crisis through a child protection lens. Of 33 learning resources/initiatives listed in the mapping, only three are child-focused, and only two of these apply a child protection focus to the broader climate crisis:

- Children and Climate Change 2-hour e-module by Unicef and UNITAR
- Integrating Climate Change in Unicef’s Planning and Programming, 3-hour e-module by UNITAR/UNCC Learn

The learning objectives of the learning resources identified in the mapping were reviewed against the learning needs of CPHA practitioners identified in the previous section of this report. Seven of the resources do not link to an identified learning need. The links between the remaining 26 learning resources and the identified learning needs are shown in the table and chart below.

Learning need	Related resources	
	No child focus	With child focus
Awareness of climate crisis fundamentals	15	0
Understanding the impact of climate change induced crises on children	3	2
Analysing risks and vulnerabilities in the context of climate change induced crises	3	2
Identifying prevention and mitigation measures for climate-induced risks	3	1
Adapting child protection strategies to respond to climate risks	2 <sup>xlvi</sup>	0
Collaboration and working across sectors in the context of climate change induced crises	0	0
Evidence and advocacy	3	0

Table 7: Number of Available Learning Resources by Learning Need

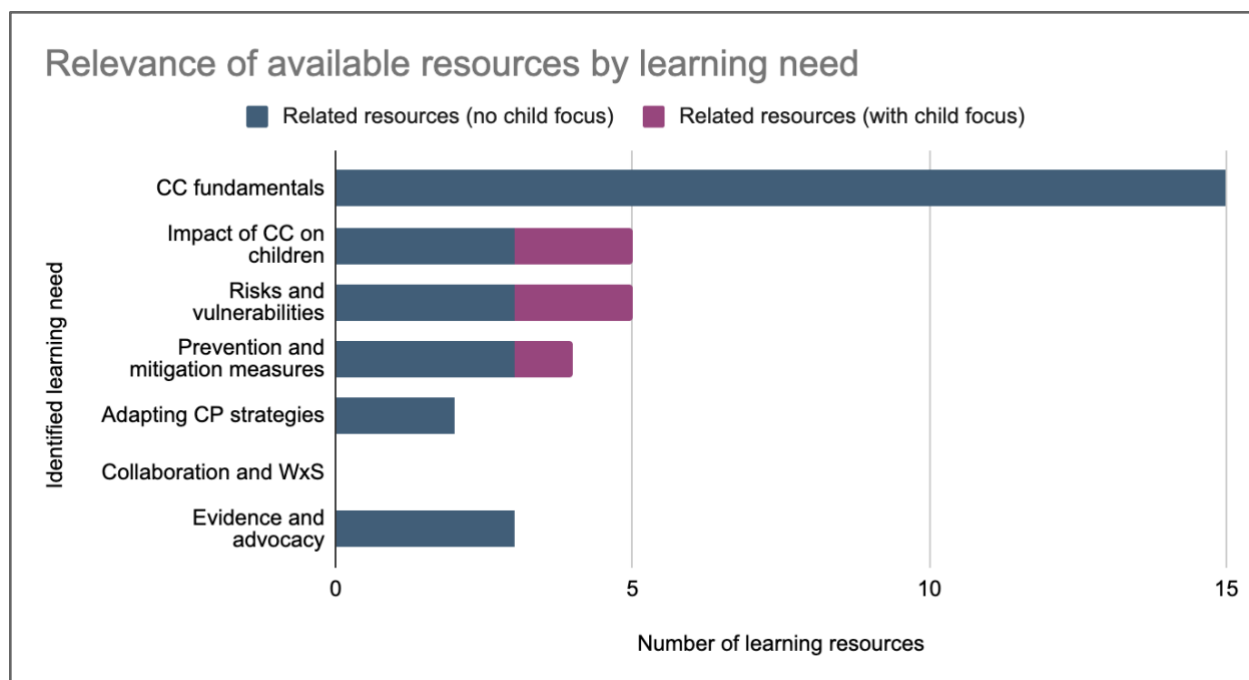


Figure 8: Relevance of Available Resources by Learning Need

The majority (15) of available learning resources are related developing an awareness of climate change fundamentals. This learning need is a general need, and does not require child protection specific information, therefore new resources do not need to be developed for a CPHA audience and practitioners can be signposted to the available pre-existing resources to strengthen this knowledge of climate change concepts.

While some existing learning resources relate to all but one of the identified learning needs (collaboration and working across sectors in the context of the climate crisis), very few resources are child focused. (5 of 26). As all the learning needs beyond the awareness of climate change fundamentals relate specifically to how to protect children in the context of climate change induced crises, the findings indicate that new, more targeted learning resources will need to be developed to fully meet the identified learning needs of CPHA practitioners.

## RECOMMENDATIONS

Based on the findings, learning needs and existing resource gaps identified in this analysis, the following actions are recommended to develop relevant tools and resources to strengthen the knowledge and skills of CPHA practitioners to better protect children in the context of climate crises. Recognising the key role children and adolescents can play in tackling the climate crisis, their participation should be mainstreamed throughout, wherever it can be conducted meaningfully and ethically.



**Agree and disseminate a glossary of key terms and definitions**, with examples, as a basis for shared understanding and shared language for CPHA practitioners engaging in the topic of climate crisis.

**Collate and share examples of CPHA programming adaptations due to climate change induced crises.** Elaborate further on the examples identified in the primary data collection and desk review to provide practitioners with detailed, concrete examples of how CPHA strategies can be adapted to consider the intersectionality of child protection and climate crisis. Disseminate examples as written/visual case studies on the CPHA Community of Practice, and through webinars.

**Integrate relevant pre-existing learning materials into Alliance L&D tools.** Existing learning materials that have been found to relate to the identified learning needs should be added to the CPHA learning resource mapping, and to the CPHA Competency Development Guide, to support CPHA practitioners to locate these and incorporate them into their professional development plans.

**Develop CPHAxCC key guidance and tools** to enable practitioners to:

- Analyse child protection risks and vulnerabilities in the context of climate change induced crises.
- Identify child protection prevention and mitigation measures for climate change induced crises.
- Adapt child protection strategies to respond to climate change induced crises.
- Collaborate and work across sectors in response to climate change induced crises.
- Generate evidence and advocate for CPHA in the context of climate change induced crises

**Establish a centralised, easily accessible repository of resources that can support CPHA practitioners in climate crisis contexts.** This repository should include guidance documents, training materials, case studies, risk assessment templates, infographics, decision-making flowcharts, policy briefs, and other tools specifically tailored to intersecting issues of child protection and climate crisis. To maximise accessibility and impact, these resources should be available in as many languages as possible.

**Develop a modular learning pathway based on the CPHAxCC guidance and tools developed.** To operationalise the guidance and tools, develop a related learning pathway. The pathway should be built in a modular format, enabling practitioners to use the content with agility, in relation to the specific learning needs of those participating. The pathway should be developed both in facilitated, face-to-face format, and as a series of self-paced e-modules.

The learning pathway should assume a foundational understanding of climate crisis fundamentals (and relevant, existing resources to support the development of this foundational understanding can also be signposted). Building on that foundation, modules in the learning pathway should include:

- Understanding the impact of climate change induced crises on children.
- Analysing risks and vulnerabilities in the context of climate change induced crises.
- Identifying prevention and mitigation measures for climate change induced risks
- Adapting child protection strategies to respond in climate induced crises



- Collaboration and working across sectors in the context of climate change induced crises.
- Evidence and advocacy for CPHA in the context of climate change induced crises.

**Explore opportunities to increase the use of a child-focus and/or child protection lens in climate policy and programming.** Build relationships that enable CPHA actors to influence climate actors and specialists to increase their focus on protection outcomes for children and recognise their learning needs for child protection mainstreaming in climate action.

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<sup>i</sup> The Alliance for Child Protection in Humanitarian Action. 2021-2025 Strategy, The Centrality of Children and their Protection: A Clarion Call. (2021)

<sup>ii</sup> UNICEF. The climate crisis is a child rights crisis Introducing the Children’s Climate Risk Index (summary edition). (New York, August 2021)

<sup>iii</sup> High heatwave frequency: Where there are on average 4.5 or more heatwaves per year.

<sup>iv</sup> UNICEF. The climate-changed child: A children's climate risk index supplement. (New York, November 2023).

<sup>v</sup> Ibid.

<sup>vi</sup> Ibid.

<sup>vii</sup> The Intersectionality of Climate Insecurity and Violence against Children side event - live stream, Malta comments; UNICEF. The climate crisis is a child rights crisis Introducing the Children’s Climate Risk Index (summary edition). (New York, August 2021), page 11; IFRC. Where it matters most: Smart climate financing for the hardest hit people. (2022), page 5; Amnesty International, Global: States must safeguard children’s rights from climate change and environmental damage – UN committee. Press release November 2023. Available [here](#). Accessed 25 July 2024

<sup>viii</sup> OHCHR. Climate Change: Protecting the Rights of Children factsheet, available [here](#) accessed 25 July 2024

<sup>ix</sup> The Intersectionality of Climate Insecurity and Violence against Children side event - live stream, Luxembourg comments; Children’s Environmental Rights Initiative website, available [here](#), accessed on 26 July 2024

<sup>x</sup> Children’s Environmental Rights Initiative website, available [here](#), accessed on 26 July 2024

<sup>xi</sup> OHCHR, Climate Change: Protecting the Rights of Children factsheet, available [here](#) accessed 25 July 2024

<sup>xii</sup> UNICEF. Loss and Damage Finance for Children. (December 2023), pages 4-5

<sup>xiii</sup> End Violence Partnership, How the Climate Crisis is driving Violence against Children - and what we can do about it. Available [here](#) accessed 25 July 2024 (based on the thesis of Bess Herbert, Senior Advocacy Specialist at the End Violence Partnership)

<sup>xiv</sup> Ibid.

<sup>xv</sup> End Violence Partnership. Is there evidence that the climate crisis is driving increased violence against children? Available [here](#) Accessed 26 July 2024

<sup>xvi</sup> UNICEF, The climate-changed child: A children's climate risk index supplement. (New York, November 2023), page 12

<sup>xvii</sup> End Violence Partnership. Is there evidence that the climate crisis is driving increased violence against children? Available [here](#) Accessed 26 July 2024

<sup>xviii</sup> IFRC and the Global CPAOR. We Need to Do Better. Climate Related Disasters and Child Protection in South East Asia. (2022) page 17



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<sup>xix</sup> UNICEF. The climate-changed child: A children's climate risk index supplement. (New York, November 2023.)

<sup>xx</sup> Save the Children International, Climate Crisis: <https://www.savethechildren.net/what-we-do/climate-crisis> accessed 25 July 2024

<sup>xxi</sup> IRC press release: Bangladesh: IRC study reveals a staggering 39% surge in child marriage due to climate change. Available [here](#) Accessed on 25 July 2024

<sup>xxii</sup> UNICEF. The climate crisis is a child rights crisis Introducing the Children's Climate Risk Index (summary edition). (New York, August 2021), page 12

<sup>xxiii</sup> UNICEF. Child marriage on the rise in Horn of Africa as drought crisis intensifies. Available [here](#) Accessed 18 November 2024

<sup>xxiv</sup> Ibid.

<sup>xxv</sup> UNICEF. Protect, Prepare, Prioritize: A call to action on climate and children. (July 2022.) page 2

<sup>xxvi</sup> Ibid.

<sup>xxvii</sup> IFRC Reference Centre for Psychosocial Care. Navigating the Climate Crisis: Mental health and well-being. (Copenhagen, 2024.) Available from: [www.pscentre.org](http://www.pscentre.org) Page 8

<sup>xxviii</sup> UNICEF. The climate-changed child: A children's climate risk index supplement. (New York, November 2023.) Page 12; End Violence Partnership. Is there evidence that the climate crisis is driving increased violence against children? Available [here](#) Accessed 26 July 2024

<sup>xxix</sup> UNICEF. The climate-changed child: A children's climate risk index supplement. (New York, November 2023); OHCHR, Climate Change: Protecting the Rights of Children factsheet, available [here](#) accessed 25 July 2024

<sup>xxx</sup> Ibid.

<sup>xxxi</sup> IFRC Reference Centre for Psychosocial Care. Navigating the Climate Crisis: Mental health and well-being. (Copenhagen, 2024.)

<sup>xxxii</sup> Ibid. Pages 10-11

<sup>xxxiii</sup> International Labour Organisation (ILO) and UNICEF, 2021. Child Labour: Global Estimates 2020, Trends and the Road Forward. ILO and UNICEF

<sup>xxxiv</sup> OHCHR, Climate Change: Protecting the Rights of Children factsheet, available [here](#) accessed 25 July 2024

<sup>xxxv</sup> UNICEF. Loss and Damage Finance for Children. (December 2023) Pages 4-5

<sup>xxxvi</sup> UNICEF, The climate-changed child: A children's climate risk index supplement. (New York, November 2023.) Page 12

<sup>xxxvii</sup> IFRC Reference Centre for Psychosocial Care. Navigating the Climate Crisis: Mental health and well-being. (Copenhagen, 2024.) Available from: [www.pscentre.org](http://www.pscentre.org) Pages 9-10

<sup>xxxviii</sup> Ibid. Page 17.

<sup>xxxix</sup> Based on survey responses, where 27% cited lack of knowledge on how to adapt as the main barrier, and 26% cited lack of staff with relevant knowledge and skills to adapt as the main barrier.

<sup>xl</sup> <https://www.redr.org.uk/Training-Learning/CCADRR>

<sup>xli</sup> Such as the next conference organised by Child Friendly Justice -European Network - Annual Seminar on "Climate in-justice for children: How climate change affects Children's Access to Justice". The Seminar - scheduled for 10 and 11 October in Brussels.

<sup>xlii</sup> Such as the recent UNICEF-ICVA NGO consultation on climate in Geneva.





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<sup>xliii</sup> Red Cross Red Crescent Climate Centre, the Philippine Red Cross, PLAN International and the Engagement Lab at Emerson College. Y-Adapt Facilitator Guide. (2018)

<sup>xliv</sup> IFRC Reference Centre for Psychosocial Care. Navigating the Climate Crisis: Mental health and well-being. (Copenhagen, 2024.) Available from: [www.pscentre.org](http://www.pscentre.org) Page 20

<sup>xlv</sup> UNICEF. The UNICEF Sustainability and Climate Change Action Plan 2023-2030. (November 2023) Page 9

<sup>xlvi</sup> Note: The two learning resources noted here cover how to adapt programming in the context of climate crisis but are not specific to CPHA programming.