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| February 29, 2024 |  |

Re: To inform the High Commissioner’s report to the Human Rights Council, pursuant to resolution 54/19.

Dear Secretary-General,

In terms of climate change, there can be several possible barriers to girls’ equal enjoyment of the right to education. This article examines how these barriers affect the four aspects of the right to education: availability, accessibility, acceptability and adaptability.

\*\*1. Availability:\*\*

- \*Environmental Degradation:\* Climate change could result in environmental degradation which affects the availability of education resources. For example, some severe weather events like floods or hurricanes often destroy school infrastructure and make it unavailable for girls. The traditional agriculture may also be disrupted by different changes in climatic patterns leading to families that face economic challenges hence no resources available for education.

\*\*2. Accessibility:\*\*

- \*Physical Accessibility:\* Girls’ ability to access schools can be undermined further by climate change. Thus, natural disasters occurring more frequently and with greater intensity may damage transport infrastructure complicating girls’ efforts to reach schools in such cases. This is especially true for unprotected areas that are distant from each other.

  - \*Affordability:\* Reductions in household incomes due to climate change impacts on agriculture or livelihoods might mean that education becomes too expensive for most families. In many instances, economic necessities will take precedence over educational expenses making girls not get enrolled or attend classes.

  - \*Discrimination:\* Presently marginalized peoples who are impacted by climate-induced adversities face a lot of challenges than any other group in the society already facing inequality issues. As a result, restricted access and opportunities for discriminating against girl learners are part of those unequal social, political and cultural processes in societies affected by climate change.

\*\*3. Acceptability:\*\*

  - \*Quality of Education:\* Climate related shocks cause disruptions leading to poor quality education as well as having negative impact on learning outcomes among children’s especially girls’. Perhaps during such times when extreme weather conditions cause closures or relocations frequently undermine this consistency in teaching hence undermining general performance levels amongst female students.

\*\*4. Adaptability:\*\*

  - \*Adaptation to Needs:\* Communities are affected by climate change in diverse ways, and the education system should respond to such distinct impacts appropriately. For example, gender-sensitive curricula addressing climate-related issues and resilience may be required for girls experiencing the effects of climate change. This lack of adaptability can result in an educational system that does not adequately serve the changing needs of female students and their communities.

\*\*Root Causes:\*\*

  - \*Gender Inequality:\* Gender inequalities within existing social structures contribute to women and girls being disproportionately affected by climate change impacts. When it comes to adaptation, girls are the most disadvantaged since they have unequal access to resources and opportunities.

  - \*Social and Economic Disparities:\* Existing social divisions are magnified by global warming. Poor girls usually find themselves out of school because climatic shocks intensify poverty among them as well as limit opportunities for gaining skills.

To sum up, these barriers amplify existing disparities and concerns through climate change hence making it difficult for girls to equally enjoy their rights to education across availability, accessibility, acceptability, and adaptability. Consequently, effective approaches towards dealing with these challenges must take into account how they intersect with one another such as gender equality vis-à-vis climate change including its impact on education.

Sincerely,  
  
Daniel Thomas  
  
Daniel Thomas  
LitterScout Youth Network