

Programming WINS in the context of Climate Change, DRR and Emergencies Situation

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Session Objective



- Provide a brief overview of WinS programming in the context of climate change, DRR and Humanitarian context
- Countries examples
- Group Reflections and Way forward

Climate Change

The impacts of **climate change** are being felt around the world. For many children, a change in climate is felt through a change in water.

In times of drought or flood, in areas where sea level has risen or ice and snow have unseasonably melted, children are at risk – as the quality and the quantity of the water they rely on is under threat.



**1 IN 4
CHILDREN**

will live in areas of extreme
water stress by 2040

Why Risk Informed Programming?.....



1. Increasing impacts of conflict, disaster, climate change, epidemics and other shocks and stresses on children

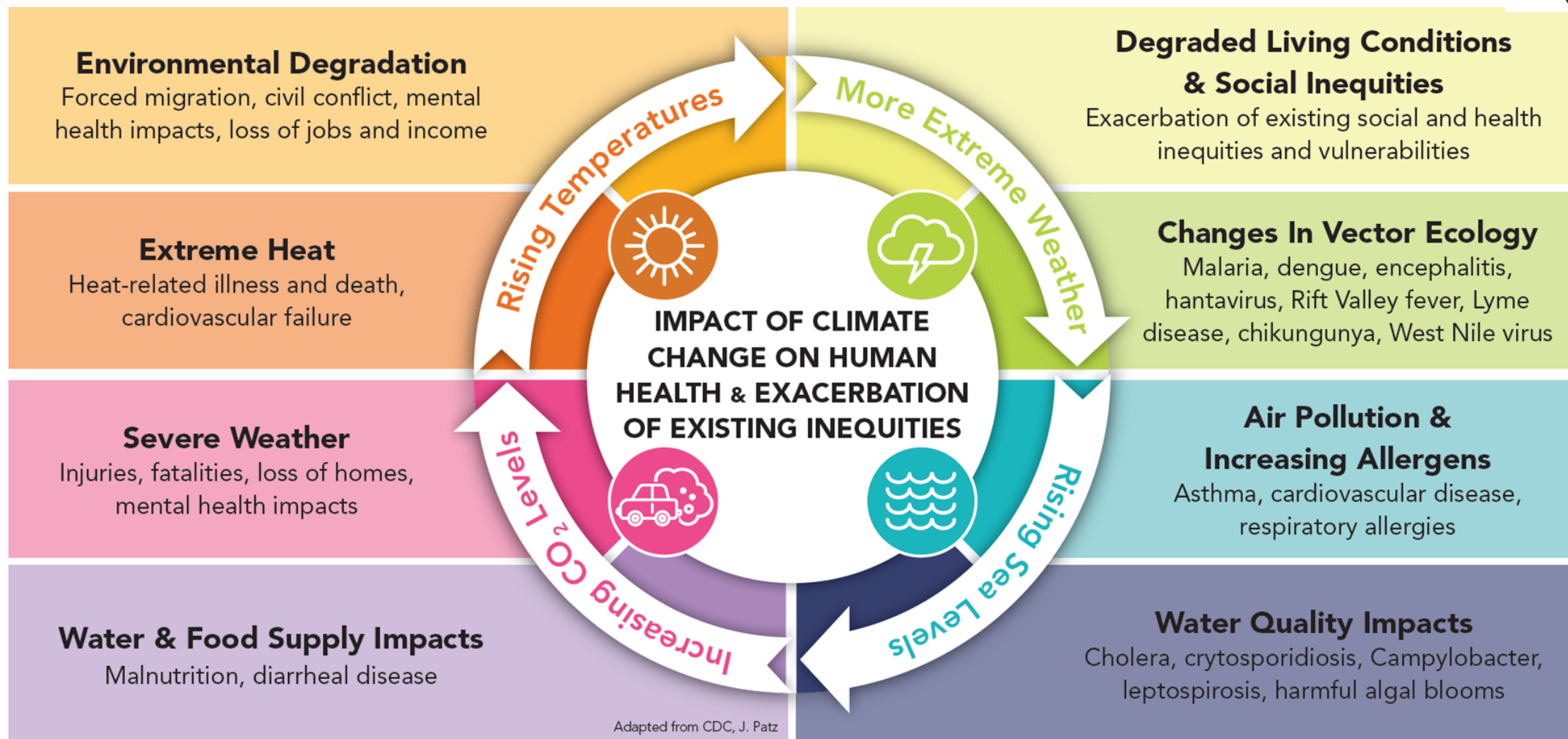
2. The 2030 Agenda recognizes these issues as development concerns



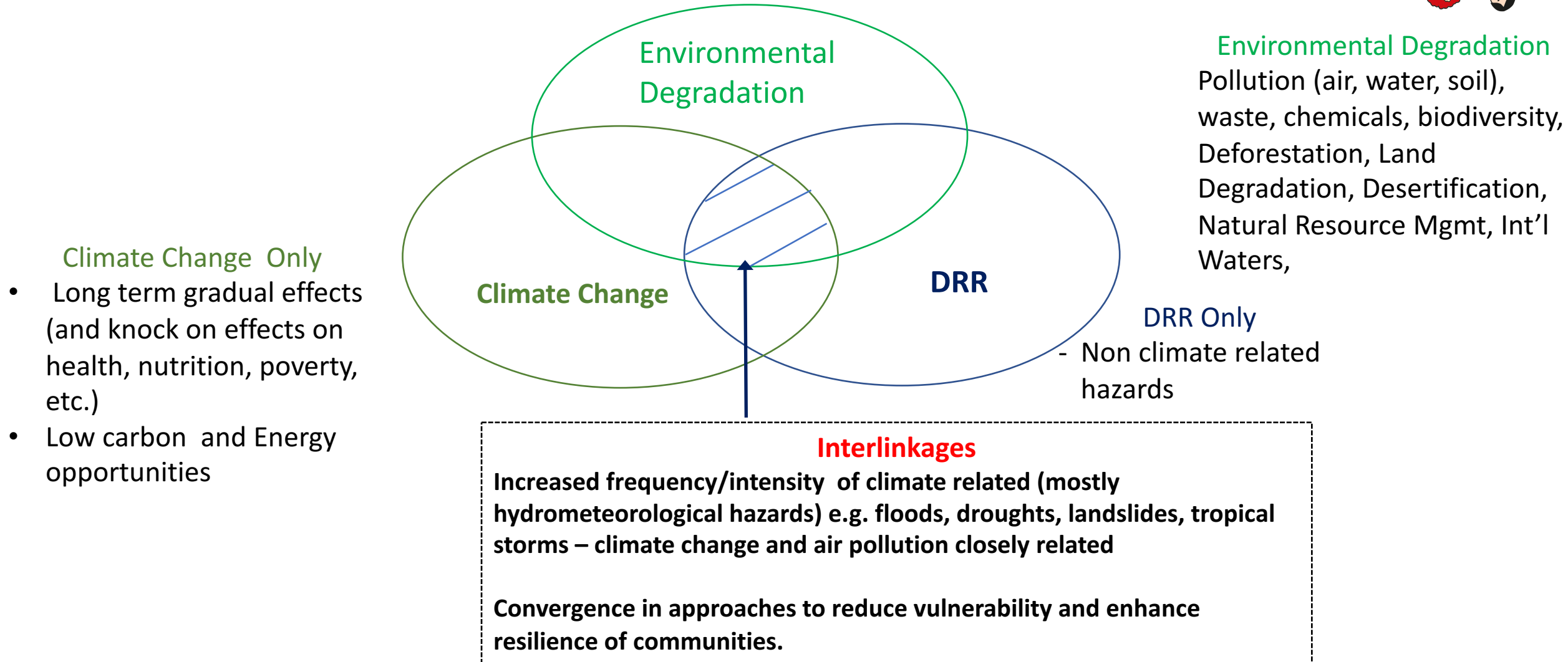
3. The Secretary General's Prevention agenda demands work of AFPs be coherent and risk-informed

4. UNICEF's Strategic Plan promotes risk informed programming and specifically monitors the extent to which CPs meet institutional benchmark`s.

The External Challenge — Risks and Impacts of Climate Change and Environmental Degradation



Interlinkages of DRR, Climate Change and Environmental Degradation

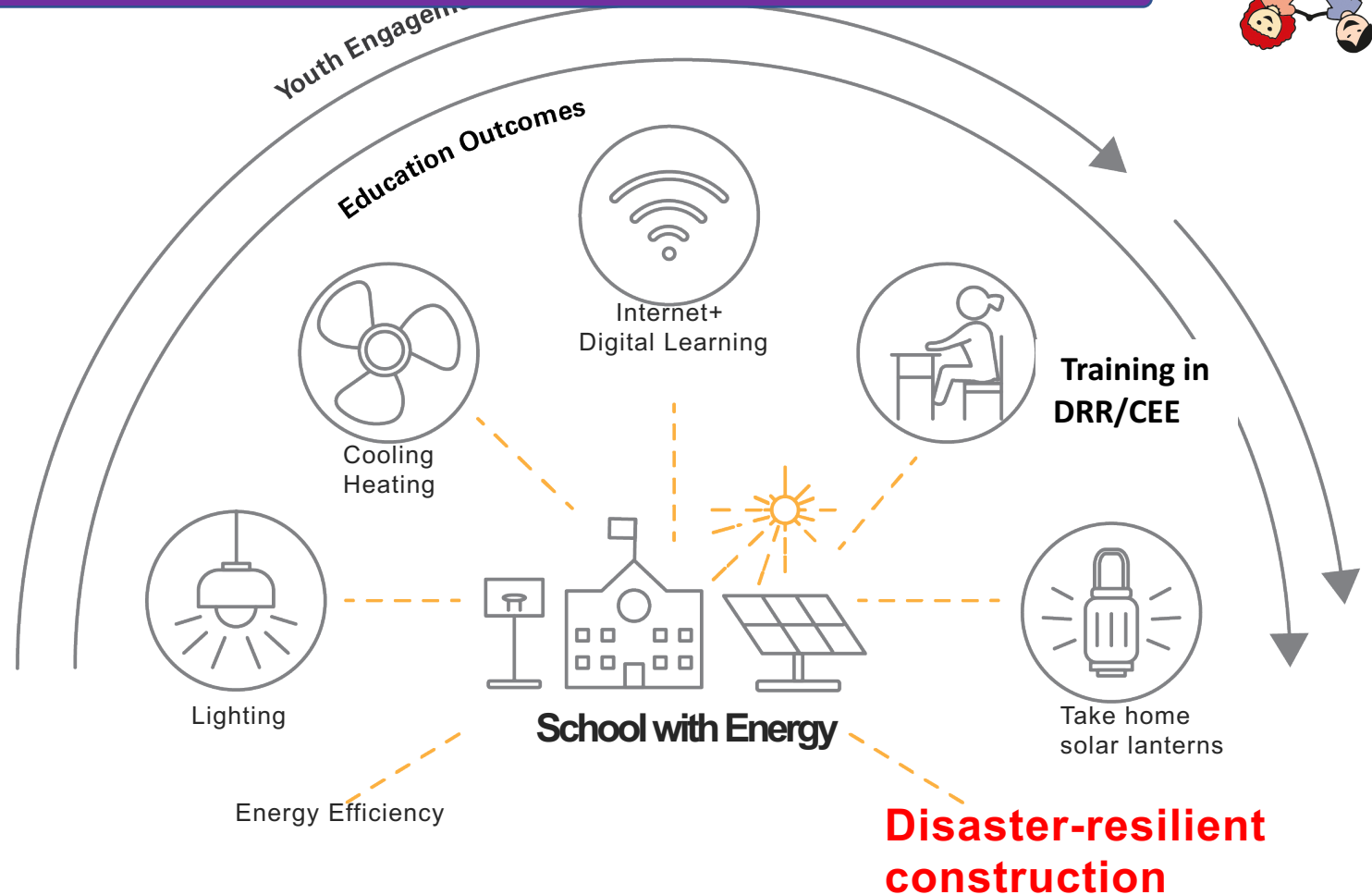


UNICEF's Climate-Smart Education Programming



Assessments, prioritization and recommendations for:

- Schools most vulnerable to disasters (construction and education)
- Sustainability education
- Sustainable energy provision
- Pollution monitoring



Climate Resilient WASH Framework of UNICEF



Building upon our work on WASH Climate Resilience

THE FRAMEWORK



Strategic Framework for WASH Climate Resilience



> THE FRAMEWORK

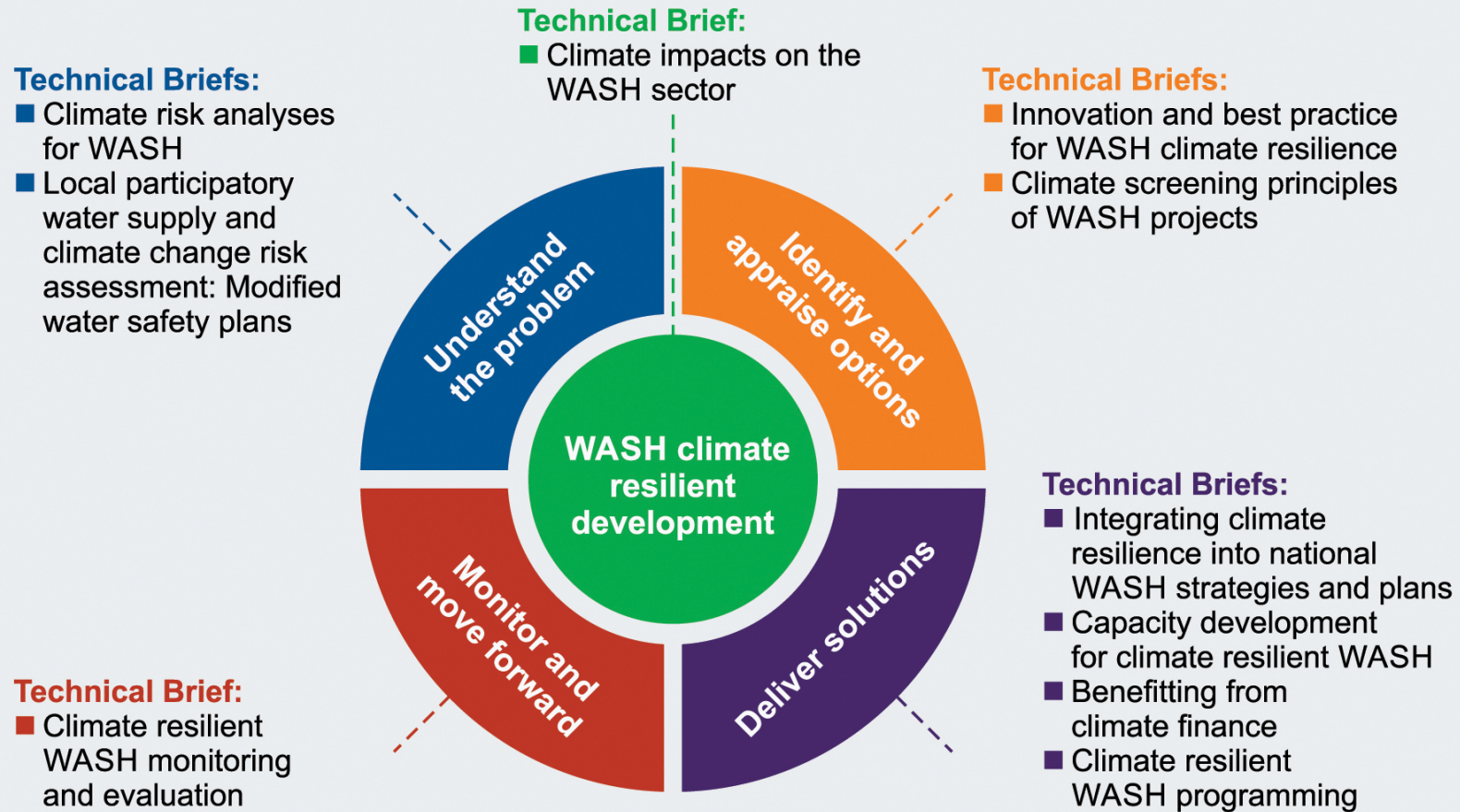
> TECHNICAL BRIEFS

> LEARNING MODULES



Climate Resilient WASH: Framework and Technical Briefs

Strategic Framework for WASH climate resilient development



LEVEL 1: Understand the problem



Information on risk and vulnerability analysis

Child Centred Risk Assessment

Climate Landscape Analysis for Children

Availability of school maps / safe schools map

School safety assessments, national education database

WASH framework for risk-informed programming

Disaster risk education

Formal, informal; for preschool, school

DRR integration to formal education curricula

Child-friendly, age appropriate DRR materials for children (innovating, interactive, edutaining, etc.)

Child, adolescent participation in DRR



Level 2: Identify and appraise options

- **Sector legislation & policy/strategy and plans:**

Provisions for disaster risk

Child centered DRR tools / guidelines

- **Institutional arrangements on DRR**

DRR unit in the ministry

DRR committees in schools and other public institutions

DRR in communities

Systems and procedure in place including regulations and benchmarks

- **Coordination mechanism on DRM with sector actors representation**

Government unit in charge of the coordination with regular meeting, planning and monitoring

- **Budget allocations for DRR**

Government funds

Partners resources

Level 3: Deliver solutions



- Providing **evidence** Cost benefit analysis
- Prioritizing WASH interventions
- Making financial cases and developing options
- Investing in safe school infrastructure [Applying a Child-friendly schools standards]
- Resilient WASH services in communities
 - Safe water communities

Priority 4: Preparedness for response, and recovery



- Education in emergencies standards applied, plans, provisions (schools not shelters)
- Disaster preparedness plans at schools
- Early warning system at schools
- Coordination and information sharing
- Education services during emergencies: capacity and needs
- Emergency drills / training for teachers and children
- Equipment for disaster preparedness at schools

Governance: Legislation, Strategies and Plans

Does relevant legislation exist for DRR in WASH?

Is it adequate?

Does it address resilience?

Are there consequences for not following it?

Does it set out clear roles and responsibilities?

Is legislation translated into coherent strategies and actionable plans for preparedness, response and recovery?

Is there a clear framework for planning in WASH?

Governance: Coordination and institutional arrangements

Are there clear communicated roles and responsibilities for action in an emergency?

Is there evidence of joint programming between sectors?

Monitoring and Data access

Are assessment data made freely available?

Is there adequate data available to assess progress and inform new plans?

Is climate modelling data available?

Understanding risk

Is there capacity in the WASH system to understand how the risk to WASH delivery is changing including interpretation of climate model data?

Preparedness: Communication and awareness raising

Are there adequate mechanisms for sharing data in emergency situations and at other times

Do communication platforms exist?

Are there targeted messages for specific groups?

Are these tested?

Is the changing risk communicated through trusted sources?

Investment: Finance and mobilisation

Is there adequate, ring fenced funding?

Can it be accessed quickly when needed?

Can it be used flexibly?

Evaluation and Learning

Are evaluation systems adequate to address changing needs?

Are learning systems rapid and responsive to ensure systems adapt as new evidence emerges?

Assessment findings

- The strongest areas of WASH capacity across the region appear to be ‘understanding risk’, ‘existence of relevant legislation’, ‘WASH emergency coordination’ and ‘planning processes’. There was ‘substantial presence’ for many of the EAP countries and, at least, ‘limited presence’ for all assessed countries
- Viet Nam, Philippines and Cambodia have greatest capacity across all levels of the assessment i.e. minimum preparedness, risk informed planning and resilience mainstreaming. Viet Nam and Philippines have the greatest capacity at the level of minimum preparedness.

PACIFIC		Indicator Score	
Indicator Area		Minimum Preparedness	Risk Informed Program
Legislation, Policy, Governance & Standards		Moderate presence	Limited Presence
Strategy, Plans, Management & Delivery		Moderate presence	Limited Presence
Accessing Finance		Limited Presence	Limited Presence
Co-ordination		Substantial presence	Moderate presence
Communication		Moderate presence	Limited Presence
Selecting & Managing Resilient Solutions		Moderate presence	Moderate presence
Undertaking risk Assessment & Management		Moderate presence	Limited Presence
Monitoring & Data		Moderate presence	No presence
Evaluation & Continuous Improvement		Moderate presence	Limited Presence

PAPUA NEW GUINEA		Indicator Score	
Indicator Area		Minimum Preparedness	Risk Informed Program
Legislation, Policy, Governance & Standards		Limited Presence	Limited Presence
Strategy, Plans, Management & Delivery		No presence	Limited Presence
Accessing Finance		No presence	Limited Presence
Co-ordination		Limited Presence	No presence
Communication		Limited Presence	Limited Presence
Selecting & Managing Resilient Solutions		Limited Presence	Limited Presence
Undertaking risk Assessment & Management		Moderate presence	Limited Presence
Monitoring & Data		Moderate presence	Limited Presence
Evaluation & Continuous Improvement		Moderate presence	Limited Presence

		Indicator Score	
Indicator Area		Minimum Preparedness	Risk Informed Program
Legislation, Policy, Governance & Standards		Substantial presence	Limited Presence
Strategy, Plans, Management & Delivery		Substantial presence	Moderate presence
Accessing Finance		Substantial presence	No presence
Co-ordination		Moderate presence	Moderate presence
Communication		Substantial presence	Limited Presence
Selecting & Managing Resilient Solutions		Moderate presence	Limited Presence

Data Visualization and Dash board



EAPRO WiE Capacity
Assessment Tool

Preparedness Level

- ☒ P1-Minimum Preparedness
- ☐ P2-Risk Informed Programming
- ☐ P3-Resilience Mainstreaming

Indicator Score

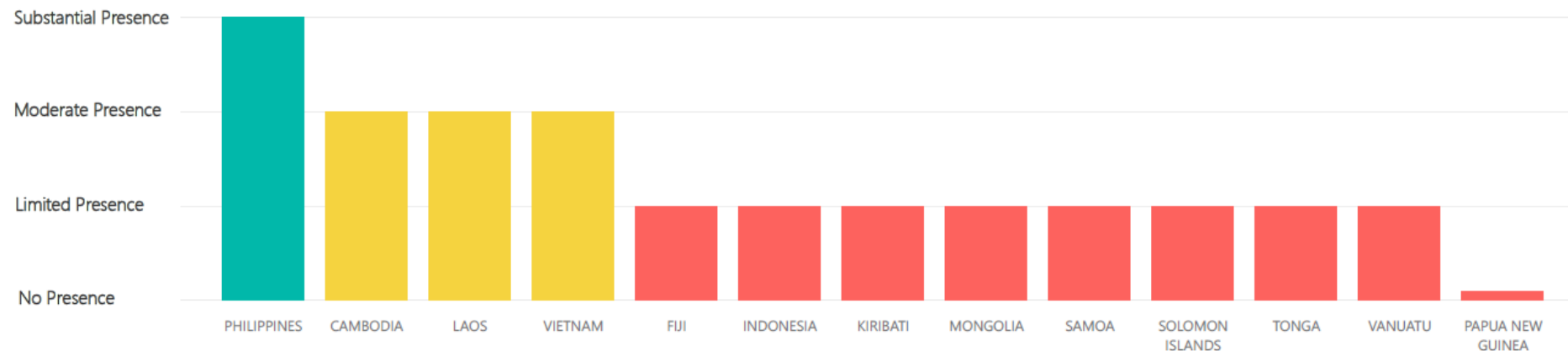
- ☐ A-No Presence
- ☐ B-Limited Presence
- ☐ C-Moderate Presence
- ☐ D-Substantial Presence

Indicator Area

- ☒ Accessing Finance
- ☐ Communication
- ☐ Co-ordination
- ☐ Evaluation & Continuous Improvement
- ☐ Legislation, Policy, Governance & Standards
- ☐ Monitoring & Data
- ☐ Selecting & Managing Resilient Solutions
- ☐ Strategy, Plans, Management & Delivery
- ☐ Undertaking risk Assessment & Management

P1 - Minimum Preparedness

Accessing Finance



Way Forward



- Vulnerability and risk assessment of schools
- Integration of WinS programming in national and sub-national plans and policies
- Advocacy for increased priority on WinS in emergencies
- Integration of CCA and DRR in school curriculum/learning
- WinS standards and guidance for uninterrupted learning

Thank You

