

Submission for the Midterm Review of Glasgow Work Programme on Action for Climate Empowerment and 2026 Dialogue on Action for Climate Empowerment

List of organisations co-submitting

1. Action Education
2. Africa Network Campaign on Education for All
3. Alana
4. Albanian Coalition for Education
5. CNT/EPT TOGO
6. Coalition Education France
7. Coalition Nationale pour l'Education Pour Tous du Burkina Faso (CN-EPT/BF)
8. Concern Worldwide
9. COSYDEP Sénégal
10. Education Above All Foundation
11. Education Cannot Wait (ECW)
12. Educo
13. Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)
14. Geneva Global Hub for Education in Emergencies
15. Global Campaign for Education
16. Global Student Forum
17. Global Partnership for Education (GPE)
18. International Rescue Committee
19. Plan International
20. Right To Play International
21. Save the Children
22. Sendai Stakeholders Children and Youth Constituency
23. UNICEF

Executive Summary

This submission is on behalf of 23 organisations working across education and climate change ahead of SB64 in Bonn in June 2026.

Progress

- Action for Climate Empowerment (ACE) has strengthened policy coherence and platforms for exchange (e.g. increase in education in Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs); ACE Dialogues facilitating collaboration; ACE Focal Point Academy).
- Climate education has gained prominence at COPs and across many countries, including being funded through international multilateral climate funds.

Where gaps persist

- While education is referenced more often in NDCs and NAPs, targets, indicators, costing and ministry roles remain uneven and finance linkages are weak.
- Education is not recognised or referenced consistently across other UNFCCC workstreams
- Tools on climate change and education¹ exist but are not consistently used or financed
- Education under ACE refers to climate change education. However, climate change education has the greatest impact when it is anchored in resilient education systems that are built to manage and adapt to climate risks.

Summarised recommendations

- 1. Strengthen policy coherence by embedding education across constituted-body work.**
Invite the secretariat, within existing mandates and subject to the availability of resources, to compile a light-touch compendium of good practices on integrating education across work on adaptation and loss and damage, drawing on inputs from Parties, constituted bodies and observers, and to reflect highlights in the Annual Summary Report under the Glasgow Work Programme on ACE.
- 2. Support costed, measurable education actions in national climate plans.**
Convene a technical segment on embedding education targets, indicators and cost measures in NDCs and NAPs, drawing on existing UNFCCC guidance/synthesis products and Party submissions in the ACE Dialogues.
- 3. Clarify connections between ACE and adaptation work programmes for effective delivery.**
Invite the secretariat's ACE and Adaptation teams, in collaboration with the Adaptation Committee and interested Parties, to prepare a concise guidance note linking education-related ACE actions to relevant elements of the UAE Framework for Global Climate Resilience and current Global Goal on Adaptation (GGA) indicator work, for voluntary national use.
- 4. Reinforce national coordination through empowered ACE Focal Points.**
Encourage Parties, consistent with national circumstances, to strengthen the role, resourcing and coordination functions of ACE Focal Points as bridges between education and climate portfolios; invite the ACE Focal Points Academy to prioritise modules on cross-ministerial coordination and practical access to tools/support.
- 5. Improve access to climate finance and practical tools for education.**
Encourage Parties to better reflect financial support for ACE in the Action Plan, including for example readiness and project windows across GCF/AF/LDCF/SCCF, and invite the ACE Hub to spotlight practical tools through a curated package for ACE FPs.
- 6. Strengthen monitoring, evidence and inclusive participation.**
Invite the secretariat to encourage inputs on locally led, gender- and age-responsive and intersectional research and monitoring relevant to climate change and education for the Annual Summary Report, and encourage Parties to share good practice on meaningful participation of children and youth in ACE processes and delegations.

¹ In this submission we use the term 'climate change and education' to refer to all aspects of education, including but not limited to curricula.

A. Introduction

This submission is on behalf of 23 organisations. It focuses specifically on the area of education² under the Action for Climate Empowerment (ACE) agenda and points to relevant examples, resources, tools and guidance which can assist to inform implementation of ACE activities, and to overcome critical gaps, including the accessibility and availability of financial and technical support. It further outlines recommendations based on the experience of partners who have implemented the current Action Plan.

It responds to the call for submissions to inform:

- The **midterm review of the Glasgow work programme on ACE including a new Action Plan**; and
- **Matters to be addressed at the 2026 Dialogue on Action for Climate Empowerment and the associated technical workshop at SB64**, in line with decisions 18/CP.26 and 22/CMA.3.

We note with gratitude the efforts of partners on The Futures of ACE: Joint Action for Climate Empowerment (ACE) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan.³ Throughout our submission, we have made efforts to align with this paper to demonstrate cross-sectoral collaboration and support.

B. Background on climate change and education

Children, particularly those living in countries most exposed to accelerating impacts of climate change, have contributed least to historical greenhouse gas emissions. It is critical to ensure that education, a major source of resilience for children, parents, teachers and their wider communities, is strengthened to withstand increasing climate change-related disruption to protect both children and learning.

The midterm review of the Action Plan under the Glasgow Work Programme on Action for Climate Empowerment presents a timely opportunity to strengthen the resilience of education systems, the role of education in climate action, improve coordination across education and climate ministries, policies, and processes, and increase financial and technical support to education.

The following statistics highlight the urgent need for adaptation of the education sector to support climate literacy, green skills and adaptive capacity to respond to increasing climate change impacts.

Children's schooling is severely affected by climate change.

- 242 million children had their schooling disrupted due to extreme climate events in 2024 alone. That is approximately 1 in 7 students worldwide.⁴ This is unequally felt by children living in poorer countries, who are the least responsible for climate change.
- The number of children facing school interruption is likely to increase as extreme weather becomes more frequent and severe, affecting more children, and with many of the countries most exposed to climate change having large youth populations.

² UNESCO defines an education system as: *An education system refers to the structured framework through which educational institutions deliver knowledge and skills to learners. It includes the full range of formal and non-formal education and learning opportunities available to children, young people and adults in a given country or society, whether they are provided and/or financed by state or non-state actors.*

³ Alana Institute, Care About Climate, Global Youth Coalition, PUSH Sverige, UNFPA, UNICEF and YES-Europe (2026) [The Futures of ACE: Joint Action for Climate Empowerment \(ACE\) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan](#)

⁴ UNICEF (2025) [Learning interrupted: Global snapshot of climate-related school disruptions in 2024](#)

- Heatwaves were the main climate hazard responsible for the closure of schools in 2024, affecting over 118 million students in April alone.⁵ Other factors, such as cyclones and flooding, similarly disrupt learning.
- The climate crisis also drives forced displacement and migration - internally and across borders - jeopardising access to education.⁶
- Climate change is a threat multiplier for children, their families, and communities.
- Across 21 crisis-affected countries, 104 million students faced disruption due to climate hazards in 2024.⁷

Education is the single strongest predictor of climate change awareness.

- An additional year of education increases climate awareness by 8.6%, based on data from 96 countries.⁸
- Schools play a vital role in addressing climate change. The education system can enable children, families, and communities to have the right skills and capacities to take climate action, and adapt to and cope with the impact of extreme weather events.
- Only about half of national curricula worldwide mention climate change, and often in a superficial way.⁹ This is a missed opportunity to raise awareness among children and youth, and help empower them to lead climate action for adaptation and mitigation.

Education can reach a whole section of the population that is often overlooked in climate action and finance.

- There are 2.4 billion children around the world today. Nearly half of those children live in countries highly susceptible to - and in many cases already experiencing – the effects of climate change.¹⁰
- Education is life-saving, providing physical and psychological protection, delivering essential life-saving information and skills, and connecting children and young people to other vital services like health, nutrition, and child protection.
- Schools serve as platforms for these vital interventions, helping to reduce risks from violence, disease, and exploitation while fostering resilience and a sense of normalcy during crises.
- Protecting education is key to keeping children safe from overlapping shocks and ensure that those that are living in the world’s worst crisis affected areas can continue learning and are not left behind.

Education is a cost-effective solution that contributes to climate goals.

- Every year, disasters, including and beyond climate impacts, put millions of children’s learning at risk and cost education systems \$35.9 billion.¹¹
- Specifically on school infrastructure, the education sector globally experiences financial losses of US\$4 billion annually due to cyclones alone.¹²
- Conversely, education enhances adaptability via access to higher employability and incomes. Globally, every year of learning generates about a 10% increase in earnings annually.¹³

⁵ UNICEF (2025) [Learning interrupted: Global snapshot of climate-related school disruptions in 2024](#)

⁶ ODI (2024) [The Climate – Education Research Framework](#)

⁷ UNICEF (2025) [Learning Interrupted: Climate as a driver of disruption in humanitarian contexts - A 2024 snapshot of climate-related school disruptions.](#)

⁸ World Bank (2024) [Choosing Our Future: Education for Climate Action](#)

⁹ UNESCO (2021) [Getting every school climate-ready: how countries are integrating climate change issues in education](#)

¹⁰ UNICEF (2024) [The State of the World's Children 2024: The future of childhood in a changing world](#)

¹¹ United Nations Office for Disaster Risk Reduction (2025). [Global Assessment Report on Disaster Risk Reduction 2025: Resilience Pays: Financing and Investing for our Future.](#)

¹² World Bank (2024) [Choosing Our Future: Education for Climate Action](#)

¹³ *ibid*

- Education in emergencies provides much needed education, protection, nutrition, water, sanitation and hygiene services to children in the world’s hardest to reach areas.
- A low-cost package for adapting education systems for a changing climate can cost about \$18.51 per student.¹⁴

Despite its important role in UNFCCC processes and implementation, there is limited financial and technical support for education.

- Climate finance mechanisms have not prioritised investment in the education sector to date. Globally, it is estimated that 0.03% of all climate finance is spent on education and there is little to no tracking on the gender-responsiveness of these investments.¹⁵
- A comprehensive analysis of projects funded by international multilateral climate funds over a 17-year period (2006 - March 2023) found that just 2.4% of climate finance from these sources could be deemed ‘child-responsive’.¹⁶
- Humanitarian funding constraints in 2025–2026 have heightened needs for children in contexts affected by conflict and climate impacts; recent COP Presidencies have emphasised improving access to climate finance for such settings so they are not left behind.¹⁷
- Similarly, children’s rights, and education specifically, are often overlooked in political strategies to tackle climate change. During the previous cycle of Nationally Determined Contributions (NDCs 2.0), less than half of the NDCs met the standards for being child responsive.¹⁸
- Underinvestment and lack of action on resilient, climate-smart education risks undermining other key UNFCCC initiatives. The power of education for climate action and the impact of climate change on education systems can be elevated through the renewed ACE Action Plan.

¹⁴ World Bank (2024) [Choosing Our Future: Education for Climate Action](#)

¹⁵ FCDO (2022) [Addressing the climate, environment, and biodiversity crises in and through girls’ education](#)

¹⁶ CERl (2023), [Falling short: Addressing the climate finance gap for children](#).

¹⁷ ODI, [Scaling climate finance access for countries facing conflict and severe humanitarian needs](#)

¹⁸ UNICEF (2024) [Child- and youth-sensitive Nationally Determined Contributions](#)

C. Progress and Best Practice

C.i. Progress on Priority Areas

The following section provides a short description of progress under the four priority areas of the Glasgow Work Programme on Action for Climate Empowerment and its Action Plan. Brief assessments of progress are complemented by examples.

Priority Area A: Policy Coherence A.1, A.2:

Through technical guidance¹⁹ and financial and technical support, an increasing number of countries' Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs) now include references to, and actions and indicators on, education across resilient school infrastructure, child participation, education continuity and risk planning, and curricula, teacher training and pedagogy.

Indications from UNICEF's NDC tracker suggest an increasing number of NDCs 3.0 are including education:²⁰

- Inclusion of commitments on the education sector NDCs 2.0: 64% vs NDCs 3.0: 72%
- Inclusion of child-sensitive commitments on education NDCs 2.0: 44% vs NDCs 3.0: 65%
- Inclusion of ACE commitments NDCs 2.0: 97% vs NDCs 3.0: 91%

Similar progress has been seen with NAPs, with 98% of NAPs referencing education or educational institutions. 71% of NAPs include a priority or action related to integrating climate change into the curriculum. Additionally, only 34% of NAPs include a priority or action relating to resilient school infrastructure, and only 26% on school safety and educational continuity, which shows a gap in terms of considering the adaptation needs of the education sector holistically.

However, only 40% of NAPs consider the education sector in their impact, risk, and vulnerability assessment, and only 58% reference education ministries in an implementing role.²¹

Despite these increases in references to education in national climate policies, reports highlight that coordination with the education sector and financial allocations to education priority implementation is still limited. For example, only 11% of NAPs include evidence that education ministries were consulted to inform their NAP development and only 27% included cost estimates for education priorities.²²

An illustrative example:

This example is offered for learning on how a Party has framed education within adaptation planning.

Pakistan's National Adaptation Plan (NAP) provides an example of how adaptation planning can prioritise education. The NAP, submitted to the UNFCCC in 2023, includes actions to enhance school safety, strengthen educational continuity management, and integrate climate change into curricula.

¹⁹ E.g. Save the Children and Global Partnership for Education (2025) Education for climate action: Integrating education into nationally determined contributions. Available: [NDC Partnership](#); EarthDay Climate Education in NDC Tracker. Available: [NDC Tracker | Earth Day](#); Climate-Smart Education Systems Initiative has provided financial and technical support to different countries – see examples - [Bridging climate and education planning: 6 Lessons from Cambodia and Malawi | Blog | Global Partnership for Education](#).

²⁰ UNICEF, [NDCs for Every Child Data Platform](#)

²¹ Merryweather, J., & Pham, C. (2025). [Education in national adaptation plan processes](#) (NAP Global Network & Save the Children). International Institute for Sustainable Development.

²² *ibid*

It commits to developing emergency standard operating procedures for schools, alongside training and drills for teachers, students, and other education personnel to ensure effective implementation. Education is also identified as a priority under the “Human Capital” sector.

Pakistan’s NAP recognises that climate change poses a significant threat to education services and risks exacerbating existing inequalities, particularly among vulnerable groups. It highlights how physical damage to school infrastructure, closures due to extreme weather events, and disruptions to school access routes – which disproportionately affect girls and children from low-income families – can interrupt learning. It also acknowledges the increased risk of negative coping strategies, such as withdrawing girls from school, when households face economic shocks caused by climate events.

Priority Area B: Coordinated Action B.2

Reports point to increasing coordination across education ministries and environment ministries on climate change and education. Civil society has contributed significantly to these efforts, including through webinars organised by IIEP-UNESCO, UNESCO and Save the Children that support implementation of ACE through concrete examples.

Initiatives such as the Greening Education Partnership, the Ministerial Roundtable on Safe Schools at the Global Platform for Disaster Risk Reduction, and others highlight increasing collaboration with education stakeholders and across sectors in line with ACE.

However, while coordination efforts are increasing, more can be done to link ACE focal points with both education ministries and environment ministries depending which ministry they sit in. To successfully *build long-term, strategic, operational, multilevel, multi-stakeholder, intergenerational partnerships that bring together different expertise, resources and knowledge to accelerate ACE implementation*, as stated in the Action Plan, ACE focal points can work with and through education ministries and act as a bridge with ministries of environment. Civil society can play an important role in developing these links, as seen in the South Sudan example below.

Similarly, ACE has yet to feature prominently in climate finance discussions, risking undermining the critical investment needed to secure the delivery of ACE commitments.

Example of progress: Africa, Brazil, Latin America and the Caribbean Network on Education Policies for Climate Sustainability and Resilience

The BRALAC Network (Network on Education Policies for Climate Sustainability and Resilience) is part of the Plan to Accelerate Solutions-COP30 agenda, specifically designed to facilitate south-south cooperation across Africa, Brazil, Latin America, and the Caribbean. This initiative addresses a critical justice issue: while the Global South is least responsible for climate change, its education systems face the highest risks of disruption. By focusing on youth from traditional and marginalised communities, BRALAC moves beyond broad environmental education to ensure that national policies proactively address the social and educational inequalities exacerbated by the climate crisis. The core of this coordination lies in its Community of Practice, a multilateral mechanism that facilitates the exchange of "social technologies" and policy innovations between continents. This South-South cooperation model is built on the principle of collective resilience, aiming to harmonise regional efforts so that successful climate adaptation strategies in one country can be scaled and adapted across the entire network.

BRALAC has established a roadmap through 2028. Key milestones include the development of training programmes for educators on disaster management and crisis response, and the alignment of national policies with the Comprehensive School Safety Framework (CSSF) as a guiding framework. This network aims to support countries to ensure that education remains a

continuous and resilient right for the most vulnerable populations in the face of increasing natural and climate change induced hazards.

Priority Area C: Tools and Support C.2

Many excellent tools, resources, and capacity strengthening initiatives have been developed throughout the period of the Glasgow work programme (see section C.ii. below). Civil society has again played a key role in this: for instance, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) has an extensive [online resource database](#) with tools for implementation of school safety, including in the context of climate change. Similarly, the Inter-agency Network for Education in Emergencies offers a [vast platform](#) for operational and strategic implementation of education in emergencies.

Opportunities for knowledge and best practice sharing have also been supported by civil society. For instance, the Greening Education Partnership and UNFCCC led a series of webinars to strengthen capacity on a wide range of issues relating to climate change and education.

However, further opportunities for disseminating these tools, resources, and capacity initiatives to environmental, climate change, and finance stakeholders can be explored in the next Action Plan. Too often, resources remain siloed within the education sector.

To address this and strengthen collaboration and coordination across education and climate change actors, a new [Climate Change and Education Platform](#) was launched in March 2026. The knowledge hub hosts tools, reports, news articles, learnings, case studies, and more, and will continue to be updated with resources and stories from organisations across the world. It is funded by the Climate-Smart Education Systems Initiative and Building the Climate Resilience of Children and Communities through the Education Sector (BRACE).

Example of progress: Providing technical assistance in the Caribbean

Through the Climate Smart Education Systems Initiative, Save the Children, the Climate Finance Access Network and the NAP Global Network are providing technical assistance to education ministries in five Caribbean countries. Through online training sessions, it is exploring regional climate trends, their impacts on school infrastructure and learning continuity, and the gendered effects of climate shocks. It also covers key global and national climate policy frameworks, including the UNFCCC, Paris Agreement, Nationally Determined Contributions, and National Adaptation Plans, and climate finance mechanisms highlighting entry points for actors.

Example of progress: Tools for climate education and youth engagement

Plan International has developed a range of practical tools to support climate education and youth engagement in schools and communities. These include the Children's Climate Cards and Green Skills Activity Cards, which translate climate science into accessible learning activities that enable children and adolescents to understand climate risks and take action in their communities. These tools are used in both formal and non-formal education settings across several countries in Asia-Pacific and Africa, supporting teachers and youth facilitators to integrate climate literacy, disaster preparedness, and environmental stewardship into school and community activities.

Priority Area D: Monitoring, Evaluation and Reporting. D.1 D.2

Monitoring, evaluation, and reporting remains a key area for growth. While annual reports are mandated under the current action plan, very few Parties submit these reports.²³ This could be contributing to what was identified as a missing link between the international/state level, ACE programmes, and the civil society levels, with the many projects and initiatives in this spectrum.

Example of progress: Climate Resilience Measurement for Communities (CRMC)

Through the Zurich Climate Resilience Alliance, Concern Worldwide has developed and applied the Climate Resilience Measurement for Communities (CRMC), a data-driven tool that supports climate change adaptation by assessing community resilience to multiple hazards. The CRMC examines resilience across key dimensions—human, social, physical, natural and financial—and captures both pre-disaster capacities and post-disaster outcomes, enabling communities and stakeholders to identify priority resilience-building actions.

The CRMC also generates community-level evidence on access to essential services, including education, by documenting how climate risks affect the safety and functionality of infrastructure such as schools and access routes. In practice, CRMC findings have informed local planning and preparedness, including in Bangladesh, where community risk monitoring helped safeguard access to education during flood seasons by linking climate information with school-level preparedness measures.

Example of progress: Comprehensive School Safety Policy Survey

In 2024, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) conducted a global policy survey to assess the status of comprehensive school safety around the world. Built on the three pillars and enabling foundation of the Comprehensive School Safety Framework,²⁴ the policy survey was a collaborative, multi-stakeholder process that engaged ministries of education, national disaster management agencies, UN agencies, national, community and international NGOs, and more. In total, 46 countries, two island territories, and 21 sub-national units participated in the 2024 CSS Policy Survey, representing over 330 million school-age children.

Findings from the survey were shared with participants via an automated profile, which could be used to inform their school safety policy and practices. Regional and global findings were aggregated and released in reports to highlight trends within school safety at these levels.²⁵

C.ii. Examples of Best Practice on Education under ACE

This section offers a non-exhaustive selection of system-level approaches to climate-smart education that are pertinent to ACE implementation. They are presented for illustration and learning purposes, not as endorsements of individual projects.

Details of each example can be found in Annex I.

- i. Climate-Smart Education Systems Initiative** - Save the Children, UNESCO, UNESCO-IIEP, Global Partnership for Education

²³ Alana, Care About Climate, Global Youth Coalition, PUSH Sverige, UNFPA, UNICEF and YES-Europe (2026) [The Futures of ACE: Joint Action for Climate Empowerment \(ACE\) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan](#)

²⁴ GADRRRES (2022) [Comprehensive School Safety Framework](#)

²⁵ GADRRRES (2025) [Global Status of School Safety](#)

- ii. **Comprehensive School Safety Framework** - Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
- iii. **Youth Leadership in Climate Action through Education** - Plan International
- iv. **Climate Education and Young People’s Activism for Climate Justice** - Oxfam Denmark
- v. **Building the Climate Resilience of Children and Communities through the Education Sector** - Global Partnership for Education, Green Climate Fund, Save the Children
- vi. **Strategic donor action** - Education Cannot Wait
- vii. **Early Warning Systems for Education** - Concern Worldwide
- viii. **Green Generation** - World Wildlife Fund and Save the Children
- ix. **Enhancing climate resilience in schools/learning centres through youth-led participatory approaches** - International Federation of Red Cross and Red Crescent Societies
- x. **Reach Out to All (ROTA) Programme** - Education Above All Foundation
- xi. **Green Visions and Thriving Futures: Empowering Youth for Sustainable Impact in Egypt, Jordan, Lebanon, and Colombia** - Education Above All and Generation Unlimited/UNICEF
- xii. **Climate Resilient Education Systems Trial (CREST)** - International Rescue Committee

D. Gaps and Recommendations

This section sets out the gaps and challenges remaining in the widespread and successful implementation of the education-related elements of ACE. For each area, we propose a key discussion question for SB64, as well as recommendations for further implementation of the Work Programme.

Theme	Gap	Guiding question for SB64 Workshop	Recommendations for strengthening ACE Work Programme
Climate Finance	Limited alignment between ACE and delivery-focused climate action , particularly climate finance. ACE is most often missing from climate finance discussions, despite its importance as a cost-effective tool for climate action.	What practical steps can be taken to secure more climate finance for education under ACE? <i>Note: it is recommended that climate finance focal points are invited to this discussion.</i>	Increase investments in climate resilient education strategies , leveraging opportunities for more strategic co-financing across sectors. This includes: <ul style="list-style-type: none"> • prioritising climate education for all children and youth - especially in climate-vulnerable, conflict-affected and fragile contexts - while enabling the continuity of learning and the resilience of education system. • including clearer avenues and links with climate finance within the ACE Work Programme.
Resilience	Education in climate policy processes is often limited to climate change education , overlooking the resilience of the education system, which is critical in ensuring children have access to climate literacy through education continuity. ACE is too often limited to climate education, putting education systems at risk as they are not considered part of the adaptation or loss and damage agendas.	How can the new ACE Action Plan strengthen the resilience of education systems, including in fragile and conflict settings, to ensure that the full potential of education for climate action can be harnessed?	Strengthen education system resilience and climate education. Recognise resilient education systems as a core adaptation measure, including by: <ul style="list-style-type: none"> • promoting the use of practical tools - such as the Comprehensive School Safety Framework (CSSF)- within ACE implementation (see Annex for details). The CSSF is a well-tested approach endorsed

	For example, education is not a thematic area highlighted in the Global Goal on Adaptation.	<i>Note: it is recommended that adaptation focal points are invited to this discussion.</i>	<p>across education and disaster risk reduction stakeholders.</p> <ul style="list-style-type: none"> investing in climate-resilient school infrastructure, school safety, Nature-Based Education, and climate change teaching and learnings.
Policy alignment and coordination	Education is often not meaningfully included in climate policy , including in NDCs and NAPs, for example not having indicators, costings, or involvement of education ministries.	<p>Where is education currently reflected within climate adaptation and Loss and Damage policy, financing, and programmatic response?</p> <p>Why is education not receiving traction within climate policy, and what evidence, actions, coordination or training is needed to improve this?</p> <p><i>Note: it is recommended that NAP and NDC focal points are invited to this discussion.</i></p>	<p>Position ACE as an implementation enabler.</p> <p>Reaffirm ACE as essential to effective delivery of climate finance, adaptation, resilience and mitigation outcomes, rather than a standalone or auxiliary agenda, including by:</p> <ul style="list-style-type: none"> resourcing and including education in national climate policies e.g. NDCs and NAPs and related processes such as the Global Goal on Adaptation. continuing to bring together constituted bodies and expand to offer training on the integration of ACE elements into the context of other work, especially finance, adaptation, and loss and damage.²⁶ encouraging Parties to submit ACE-related inputs into UNFCCC constituted body processes, especially the Standing Committee on Finance.²⁷ encouraging Parties to ensure education is integrated in adaptation strategies and loss and damage response plans, assessments,

²⁶ Aligned to Alana, Care About Climate, Global Youth Coalition, PUSH Sverige, UNFPA, UNICEF and YES-Europe's [Joint Action for Climate Empowerment \(ACE\) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan](#)

²⁷ Aligned to Alana, Care About Climate, Global Youth Coalition, PUSH Sverige, UNFPA, UNICEF and YES-Europe's [Joint Action for Climate Empowerment \(ACE\) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan](#)

			<p>costings and funding proposals of fragile and crises-affected countries.</p> <ul style="list-style-type: none"> ● encouraging Parties, consistent with national circumstances, to strengthen the institutional authority, resourcing and coordination role of national ACE focal points so they can effectively connect climate and education portfolios and facilitate access to tools and support. Where feasible, Parties may consider clarifying responsibilities and streamlining competing duties to enhance delivery. This approach aligns with the Glasgow Work Programme’s invitation to designate, assign responsibilities to and support ACE focal points.
<p>Capacity</p>	<p>Insufficient training and support for education actors. Less than 40% of teachers in a UNESCO survey felt confident in teaching about the severity of climate change.²⁸</p> <p>In many climate-vulnerable contexts, school-level disaster preparedness and risk management mechanisms remain weak. Teachers, school leaders and education personnel often lack the training, tools and institutional support needed to prepare for and respond effectively to climate-related emergencies.</p>	<p>What practical tools, resources, and training can be identified to strengthen preparedness within climate education, utilising existing resources?</p>	<p>Strengthen local-level action and civil society engagement. Investment should prioritise strengthening the capacity of civil society organisations and local education actors to engage with local governments on climate change and education initiatives. This includes:</p> <ul style="list-style-type: none"> ● supporting school-based disaster risk management measures such as hazard mapping and school contingency plans. ● investing in teacher training and school preparedness so teachers, school leaders and education personnel are equipped with updated knowledge and skills to address climate-related risks, manage school disruptions, and support students.

²⁸ UNESCO (2021) [Only half of the national curricula in the world have a reference to climate change](#)

<p>Data</p>	<p>Limited intersectional and localised data and analysis. There remains a significant absence of disaggregated data capturing how climate change affects education across intersecting dimensions such as age, gender, disability, race, socio-economic status, and location. There is also limited localised data on how climate change is affecting individual schools. This limits the ability of policymakers and practitioners to design targeted and equitable education and climate responses to those most at risk.</p>	<p>What existing processes and data can be used and strengthened to effectively and efficiently collect disaggregated data to inform ACE?</p> <p>What can ACE learn from other sectors?</p>	<p>Build awareness and capacity around monitoring and evaluation, supporting age-, race-, disability and gender-disaggregated data.</p> <p>Invest in undertaking country-wide climate risk analyses on how localised climate change impacts and future forecasts are and will affect schools. E.g. From Cambodia to Zimbabwe: A three-step climate risk analysis to build education system resilience.</p>
<p>Research and evidence</p>	<p>Limited locally grounded research and evidence. Current knowledge on climate change and education is often dominated by global or technical perspectives, with insufficient research produced at the local level that captures lived experiences, community knowledge, and the differentiated impacts of climate change—particularly from a gender and climate justice perspective.</p>	<p>What practical actions can be included in the ACE Action Plan to encourage localisation of research?</p>	<p>Support locally grounded and intersectional research. Develop locally led research and evidence on climate change and education that integrates intersectional perspectives, particularly addressing the gendered dimensions of climate impacts. Such research can elevate the voices and knowledge of communities most affected by the climate crisis, including children, women, indigenous peoples, people with disabilities and rural populations, to inform more equitable and effective policy responses.</p>
<p>Participation</p>	<p>Lack of institutionalised participation structures for children and youth.</p>	<p>What practical commitments can Parties make to strengthen the meaningful inclusion of children and young people in ACE?</p>	<p>Advance child- and youth-responsive implementation of ACE by strengthening meaningful participation, accessibility and safeguarding measures across national climate policies and plans, in line with the Action Plan’s emphasis on inclusive, intergenerational and gender-responsive approaches through:</p> <ul style="list-style-type: none"> ● inclusion of ‘children’ throughout the updated ACE Action Plan, considering its

			<p>primary consideration and disproportionate impacts of climate change on children.</p> <ul style="list-style-type: none">● inclusion of child- and youth-friendly mechanisms in NDC/NAP processes and regular opportunities for children and youth to contribute to ACE Dialogues, COPs and national climate processes.
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E. Towards a new ACE Action Plan

The updated ACE Action Plan offers the opportunity to set out an ambitious but achievable plan to deliver ACE, including climate-smart, resilient education systems that work for children and youth. The Action Plan should be seen as a live document, inviting regular stocktakes, workshops, and collaboration to ensure delivery of this critical area.

Below is a non-exhaustive list of key deliverables that we recommend adding to the new Action Plan within the relevant Priority Areas to address the gaps identified above.

Priority Area A: Policy Coherence

- Collate good practices or a compendium of good practices for integrating education into the work of the UNFCCC constituted bodies, with particular focus on adaptation and loss and damage, and include these in the annual summary report under the Glasgow Work Programme.²⁹
 - *Potential delivery: UNFCCC (Secretariat) to collate, including through a submission; constituted bodies, Parties and other organisations to provide examples.*
- Submit ACE-related inputs to UNFCCC constituted body processes, including the Standing Committee on Finance.³⁰
 - *Potential delivery: Parties (through ACE Focal Points working with national SCF negotiators) share submissions to the ACE Summary Report; UNFCCC (constituted bodies/Secretariat) share highlights from the ACE Summary Report to the SCF ahead of SCF forums or calls for inputs.*
- Organise and host a technical workshop on embedding education targets, indicators and costed measures in NDCs and NAPs through the ACE Dialogue.
 - *Potential delivery: UNFCCC (Secretariat/SBI) to convene under ACE Dialogue and/or Regional Climate Weeks; Parties and other organisations can share existing guidance. Utilise the ACE section in the NDC Synthesis Report provided by the UNFCCC.*
- Facilitate connections between ACE and the UAE Framework for Global Climate Resilience and related work programmes through a light touch guidance that links ACE education actions to national GGA indicators.
 - *Potential delivery: UNFCCC secretariat (ACE and Adaptation teams) could draft a joint note.*

Priority Area B: Coordinated Action

- Reinforce the role and mandate of ACE focal points, ensuring they are embedded and working with and through ministries on existing policies and strategies, and coordinating across ministries of education and climate.
 - *Potential delivery: Parties; UNFCCC secretariat to continue the ACE FP Academy with a focus on coordination and accessing climate finance. Utilise existing guidance and tools.*³¹
- Facilitate connections, create opportunities, and promote tools and resources to galvanise investment of climate finance in education, such as a high-level event on financing education within ACE.³²

²⁹Aligned to Alana, Care About Climate, Global Youth Coalition, PUSH Sverige, UNFPA, UNICEF and YES-Europe's [Joint Action for Climate Empowerment \(ACE\) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan](#)

³⁰ Aligned to Alana, Care About Climate, Global Youth Coalition, PUSH Sverige, UNFPA, UNICEF and YES-Europe's [Joint Action for Climate Empowerment \(ACE\) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan](#)

³¹ For example [Education in NDCs](#) and [FP274: Building the Climate Resilience of Children and Communities through the Education Sector \(BRACE\) | Green Climate Fund](#)

³² Aligned to Alana, Care About Climate, Global Youth Coalition, PUSH Sverige, UNFPA, UNICEF and YES-Europe's [Joint Action for Climate Empowerment \(ACE\) Policy Paper on the Midterm Review of the Glasgow Work Programme and the new ACE Action Plan](#)

- *Potential delivery: UNFCCC secretariat (ACE team); Funds (GCF, AF, GEF/LDCF/SCCF) to present entry points and windows.*
- Collate guidance and support children and youth to be represented as part of national climate negotiations and delegations, encouraging meaningful participation in ACE.
 - *Potential delivery: Parties; UNFCCC secretariat compile and share a good-practice note; Other organisations to offer support.*

Priority Area C: Tools and Support

- Promote the use of practical tools, such as the Comprehensive School Safety Framework, widely through ACE focal points and beyond.
 - *Potential delivery: UNFCCC secretariat (ACE team) publishes tools compendium through open submission.*
- Host an annual virtual workshop on best practices and tools to strengthen the role of existing and new ACE FPs.
 - *Potential delivery: UNFCCC secretariat and AF Academy.*
- Commission national education climate risk analyses.
 - *Potential delivery: Parties with support from other organisations.*

Priority Area D: Monitoring, Evaluation and Reporting

- Collate guidance on locally-led research and evidence on climate change and education that integrates intersectional perspectives, particularly addressing the gendered dimensions of climate impacts.
 - *Potential delivery: UNFCCC secretariat.*

Guiding questions and proposed presenters for the 2026 ACE Dialogue

Based on the above gaps and recommendations we propose the following guiding questions for the ACE Dialogue, specific to education:

- What practical steps can be taken to secure more climate finance for education under ACE?
- How can the new ACE Action Plan strengthen the resilience of education systems, including in fragile and conflict settings, to ensure that the full potential of education for climate action can be harnessed?
- Where is education currently reflected within climate adaptation and Loss and Damage policy, financing, and programmatic response?
- Why is education not receiving traction within climate policy, and what evidence, actions, coordination or training is needed to improve this?
- What practical tools, resources, and training can be identified to strengthen preparedness within climate education, utilising existing resources?
- What existing processes and data can be used and strengthened to effectively and efficiently collect disaggregated data to inform ACE?
- What can ACE learn from other sectors?
- What practical actions can be included in the ACE Action Plan to encourage localisation of research?
- What practical commitments can Parties make to strengthen the meaningful inclusion of children and young people in ACE?

Proposed speakers include:

- Adaptation Committee member
- Warsaw International Mechanism / Santiago Network representative
- ACE FP Academy lead
- Country case study
- Education ministry official

- Civil society organisation
- Standing Committee on Finance member
- Green Climate Fund Secretariat
- Direct Access Entity (DAE) or Accredited Entity implementing a climate change and education project e.g. [BRACE](#)

Annex I.

The examples below are included to illustrate delivery pathways and system-level approaches relevant to ACE implementation, rather than to promote specific projects.

i. Comprehensive School Safety Framework (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector)

The Comprehensive School Safety Framework (CSSF), led by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), provides strategic guidance for safe, equitable and continuous access to a quality education for all. It takes an all-hazards approach, including natural and climate change induced hazards, health hazards, and conflict to strengthen the resilience of both the education sector and children to all shocks and stresses through three pillars. This approach empowers children to be leaders in addressing and responding to risks and provides the knowledge and skills to take climate action.

GADRRRES compiled an [Operational Guidance Catalogue](#) and a series of Best Practice guides, Case Studies, and Templates to support implementation of the Comprehensive School Safety Framework, together with associated Targets and Indicators.

Plan International, a GADRRRES member, supports coordinated action between education systems, local governments, and community actors to strengthen climate-resilient education. Through programmes aligned with the CSSF and partnerships under GADRRRES and the Greening Education Partnership, Plan works with ministries of education, local authorities, and youth groups to integrate climate risk reduction into school planning and preparedness.

For example, in Bangladesh and Timor-Leste, Plan International has supported school-level risk assessments, early warning dissemination, and disaster preparedness planning involving teachers, students, and community disaster management committees. These coordinated actions help ensure learning continuity during climate shocks while strengthening collaboration between education and climate actors at local and national levels.

ii. Youth Leadership in Climate Action through Education

Plan International supports youth leadership in climate action through programmes that combine climate education, community engagement, and policy advocacy. Through initiatives such as the Youth Leadership Academy and programmes like the DURBAR project in Bangladesh, adolescents and young people—particularly girls—are supported to develop climate leadership skills, design community adaptation initiatives, and advocate for climate justice at local and national levels. These programmes integrate climate education with practical action, enabling young people to lead awareness campaigns, participate in school-based environmental initiatives, and engage with policymakers on climate and education issues. By positioning youth as agents of change, these initiatives contribute to the objectives of Action for Climate Empowerment (ACE) by strengthening climate literacy, participation, and community-based climate action.

iii. Climate-Smart Education Systems Initiative (Global Partnership for Education, Save the Children, UNESCO, UNESCO-IIEP)

The [Climate-Smart Education Systems Initiative](#) is a technical assistance initiative funded by the Global Partnership for Education and implemented by Save the Children, UNESCO and IIEP-UNESCO. It was launched in March 2023 and aims to enhance countries' capacities for mainstreaming climate change adaptation and environmental sustainability into education sector plans, budgets and strategies, and for cross-sectoral coordination on climate and environment-related policy and

programming. To achieve this goal, the Initiative provides support through seven interconnected components of targeted, context-specific technical assistance:

1. Evidence-based policies and planning
2. Cross-sector and internal coordination
3. Access to climate finance
4. Climate data and evidence for educational planning and policies
5. Safer and greener infrastructure
6. School safety and educational continuity
7. Curricula, pedagogy and teacher training

Example from Malawi

Malawi advanced from climate risk analysis to the development of a consolidated, sector-wide strategy for climate action in education. Strengthened cross-sector coordination supported the integration of education into national climate processes, underpinned by an enhanced evidence base and strategic planning. These efforts helped unlock pathways for climate finance and positioned education more prominently within national adaptation discussions. Progress was also made in advancing climate-resilient schools through strengthened data systems, risk assessment processes, and the development of school-level standard operating procedures limiting use of schools as shelter camps, flooding, heat waves, earthquakes and fire in both primary and secondary schools. At the same time, climate resilience and sustainability were further embedded in teaching and learning through curriculum reform, new learning resources, and strengthened teacher education.³³

iv. Climate Education and Young People’s Activism for Climate Justice (Oxfam Denmark)

Recognizing the critical role of education and students’ and young people’s activism in driving climate-related change, four leading Danish organisations - Oxfam Denmark, The National Union of Students in Denmark (Danske Studerendes Fællesråd, DSF), ActionAid Denmark, and PlanBørnefonden - have joined hands into an innovative learning project on Justice. The project aims to enhance the capacities and strategic approaches of these organisations and their partners in Africa, fostering a collaborative and inclusive effort to integrate young people’s perspectives and agendas from the Global South, most affected by climate change, into the global climate education and climate justice discourse.

v. Building the Climate Resilience of Children and Communities through the Education Sector (Save the Children)

[Building the Climate Resilience of Children and Communities through the Education Sector](#)

[\(BRACE\)](#) is a five-year initiative (2025-2030), helping children continue learning safely as climate risks intensify. Funded by the Green Climate Fund (GCF), and the Global Partnership for Education (GPE), BRACE is delivered in partnership by Save the Children and the governments of Cambodia, South Sudan and Tonga.

BRACE strengthens education systems in these countries in four key areas:

- Policies and action: Strengthening the overall policy environment and enhancing cross-sectoral coordination and engaging the voices of children in climate change policy
- Resilient school facilities: Retrofitting school facilities, including WASH, for greener, safer, climate-adaptive learning environments

³³ See more - [Malawi: Building a climate-smart education system for the future](#)

- School safety management: Ensuring children can continue learning before, during and after climate-related disruptions by mobilising school management and leadership, developing contingency plans and expanding access to early warning systems.
- Teaching and learning: Supporting teachers, students, and the wider community with teaching and learning materials and information on climate change and disaster risk reduction.

Alongside country-level implementation, BRACE plays a global role in unlocking and coordinating climate finance for education, building on the foundations of the Climate-Smart Education Systems Initiative and other climate change and education initiatives. It helps education ministries build the skills and systems needed to access climate finance, while also developing a pipeline of climate-resilient education investments. BRACE also brings donors, governments and partners together to align financing, share knowledge and learning, and accelerate support for climate-resilient education systems around the world.

BRACE is helping demonstrate that resilient, climate-smart education systems are not only possible, but are achievable at scale. As global momentum grows, there is an opportunity to ensure every child can be protected and learn safely in a changing climate.

vi. Strategic donor action (Education Cannot Wait)

Education Cannot Wait (ECW), the Global Fund for Education in Emergencies and Protracted Crises, has funded CSOs, NGOs and UN agencies in over 40 countries to ensure children and adolescents living at the frontline of climate change and conflict are not forgotten.³⁴ Through ECW's Acceleration Facility, ECW is also supporting global partnerships for education and climate sectors to develop new global goods and resources.

For example, in Pakistan, when flood alerts hit Punjab at the end of August 2025, early warnings were provided to schools in districts like Muzaffargarh and Rajanpur, triggering action. Teachers and school management committees preserved school records and learning materials in pre-identified safe spaces. They activated flood-adaptive learning plans, moved furniture, and informed parents about the relocation of schools to support continuity of learning. In particularly flood-prone schools school staff laid sandbags to protect schools from flooding and associated damage.

These actions are what anticipatory action for education can look like: assistance at small and large scales to allow children to continue learning in the face of extreme weather events.³⁵

Likewise, ECW is supporting setting new standards for greening temporary learning spaces in crisis settings. The initiative will develop, pilot and share practical, user-friendly tools for education actors operating in crisis areas. The guidance will cover the full lifecycle of temporary learning spaces – from design and material sourcing to maintenance and decommissioning – with an emphasis on low-impact construction and local adaptation. It will also focus on the inclusion of children with disabilities and those facing gender-based barriers.³⁶

vii. Early Warning Systems for Education (Concern Worldwide)

As part of the Zurich Climate Resilience Project in northern Bangladesh, Concern Worldwide works in 35 flood- and heat-prone communities. Through joint planning with the Sub-District Education Department, continuity of education was maintained for around 10,000 students during flood seasons.

³⁴ See [Education Cannot Wait | The Global Fund For Education In Emergencies](#)

³⁵ Education Cannot Wait (2025) [Getting Ahead of the Flood: How Education Cannot Wait Investments in Anticipatory Action Is Keeping Pakistan's Children Learning](#)

³⁶ Education Cannot Wait (2025) [Greening Learning Spaces in Crisis Settings](#)

The project disseminated flood early warning messages to community members and key stakeholders, including Sub-District officers, government officials, Union Parishad chairpersons and teachers, using information from RIMES (Regional Integrated Multi-Hazard Early Warning System for Africa and Asia) and the Flood Forecasting and Warning Centre (FFWC). With those messages, the Education and Union Disaster Management Committees took timely actions to prepare communities and coordinate response. As a result, about 80,000 people benefited from flood early warning information in time, enabling them to protect lives and essential assets. Joint planning meetings were held with the government Department of Agriculture, Livestock Services, and Education, alongside Community Resilience Action Groups. These platforms enabled different sectors to align priorities, sequence activities and jointly support the communities, whose structures served as delivery platforms, ensuring information sharing, inclusive participation, and follow-up across sectors.

The programme's strength lies in responding to the interconnected climate risks through a coordinated, multi-sector approach. Instead of receiving isolated services, households accessed combined packages of early warning messaging, heat-stress awareness, protection, and preparedness planning, reducing vulnerabilities and strengthening overall resilience, including for education systems.

viii. Green Generation (World Wildlife Fund and Save the Children)

The World Wildlife Fund and Save the Children are supporting the Green Generation approach in multiple countries across different regions and contexts. Generation provides flexible opportunities for children to learn about the climate crisis and local environmental challenges and participate in and/or lead actions for change. A project-based learning approach supports children's leadership and active participation. They are encouraged to find answers and solutions for themselves and make active choices.

Project-based environmental education leads to:

- child-led environmental action in schools and communities
- caring attitudes and sustainable behaviour toward the environment
- encouraging preservation of natural resources
- strengthening children's leadership and crucial skills such as critical thinking, collaboration, communication, and creativity.

Green Generation has nine contextualised teaching and learning modules for Grades 3-7 focusing on locally relevant environmental and climate change issues. The topics were selected through a consultation process with schools and children. The modules include: Why Nature Matters, Our Forest, Deforestation, Water Consumption and Water pollution, Waste and Litter, Wildlife, Climate Change, Energy and Air Pollution.

Green Generation is an effective, flexible and adaptable approach for children in all communities, tailored to context, language and culture. With limited funds it can be implemented in any formal or non-formal educational setting. While designed for children, knowledge, awareness and skills trickle down to parents and communities.

ix. Enhancing climate resilience in schools/learning centres through youth-led participatory approaches (International Federation of the Red Cross and Red Crescent)

Over the past five years, the International Federation of the Red Cross and Red Crescent (IFRC) has developed the Participatory Approach for Safe Shelter and Settlements Awareness (PASSA) Youth Methodology to engage young people in disaster preparedness.³⁷ Norwegian Refugee Council (NRC) is partnering with IFRC to adopt the PASSA Youth in educational settings, empowering local

³⁷ See <https://passayouth.org/>

communities, youth and school attendees to assess local hazards such as floods, heatwaves, and storms, and to implement practical, low-cost green solutions that strengthen risk reduction and adaptive capacity. The approach is currently being piloted in fragile and hard to reach conflict affected contexts in Nigeria and Mali with core activities including: (1) training youth leaders in participatory risk assessment and nature-based solutions; (2) conducting school-level vulnerability assessments, in close collaboration with Parent Teacher Associations (PTAs) and School Management; (3) piloting green infrastructure projects such as tree planting for heat mitigation, improved drainage for flood management, and rainwater harvesting systems.

The pilot has shown positive results, and the learnings will be used to adapt the approach for its application in different contexts.

Emerging results are:

- Increased awareness and knowledge of teachers, students, youth leaders and school committees in participatory risk reduction approaches.
- Youth life skills, such as teamwork, innovative thinking and communication, and technical skills around greening and climate are improved.
- Youth engagement and leadership roles within the community improved, resulting in collective disaster preparedness at community and school level.
- Public schools catering for conflict and displacement affected students in disaster prone areas, are greener and better prepared for future climate shocks.

Finally, the PASSA approach aligns with state priorities for integrating climate resilience in education and provides a school-level practical and participatory operational model.

x. Reach Out to All (ROTA) Programme (Education Above All Foundation)

Since being established in 2005, the Reach out to All (ROTA) Programme of Education Above All Foundation (EAA), together with partners, volunteers, and local communities, has provided education and training to children and youth around the world in order to build their capacity to contribute to a sustainable future. In January 2023, ROTA's Strategic Review highlighted climate change as a major challenge curtailing the successful achievement of the UN's Sustainable Development Goals around the world. As such, ROTA revised its mandate to provide 'Education for Climate Action' in order to support the integration of Climate Change Education in secondary schools; and capacity building for refugee and community-based youth in Green Skills for Climate Action. In addition, ROTA considers it vitally important to develop young people's green skills in order to prepare them for green jobs in the green economy.

Throughout the past several years, EAA's ROTA Program, and its partners, have designed, tested, refined and identified a number of best practices in the youth climate education and action space. These projects contribute to the objectives of Action for Climate Empowerment (ACE) under the United Nations Framework Convention on Climate Change by strengthening climate literacy, youth awareness and participation, and community-level climate action and contributing to systems strengthening in formal education systems as well as non-formal education spaces or pathways.

Below is a list of best practices that support in advancing ACE and as aligned with the ROTA Programme's key thematic areas. Examples are taken from a select number of ROTA projects being implemented with partner organizations in different geographies.

Strengthening climate education and empowerment in the education system in Uzbekistan

EAA, with its partner UNDP Uzbekistan, are currently implementing the "Empowering and nurturing leadership skills of youth through climate action education in Uzbekistan." This initiative, implemented in coordination with the Ministry of Preschool and School Education of the Republic of

Uzbekistan, aims to equip 1.3 million students across seven regions with climate knowledge and leadership capacities.

- Rather than treating climate change as a standalone topic, the project conducted a comprehensive audit of 1,083 educational topics across Grades 7–11. This led to the validation of 198 interlinked climate-related recommendations for the national core curriculum (Biology, Geography, Chemistry, Physics, and Mathematics).
- To ensure a sustainable transition to a green economy, the project pivoted its vocational component to align with national structural reforms. By partnering with the newly established Agency for Vocational Education, the project is institutionalizing state-recognised certifications in Renewable Energy and Smart Agriculture within State Technicums.
- A critical best practice for ensuring continuous access to education during institutional reorganization is our "Mandate-Matching" strategy. By framing climate education and green skills as solutions to our national partners' (MoPSE/Agency for Vocational Education) own institutional KPIs and modernization targets, the project secured rapid high-level buy-in.

Strengthening action for climate education and empowerment in refugee communities in Kenya

EAA implements Green Youth 360 project in partnership with Girl Child Network (GCN) in Kenya to support refugee and host community school attending young people in two of the largest refugee camps in the world, Kakuma and Dadaab, and surrounding host communities. The project prepares youth with climate knowledge, practical skills and opportunities to act on restoring ecosystems, adopting renewable energy alternatives, practicing climate smart cultivation and sustainably managing solid waste. Some of the project's best practices included:

- Integrating climate education knowledge with experiential learning opportunities. Learners not only receive the knowledge but also are expected to take action and participate in school-based eco-clubs, tree planting and growing initiatives, recycling activities, and climate-smart agriculture demonstrations.
- Creating a space for youth to lead a model of peer education and climate action where students are trained to conduct peer education, lead environmental awareness campaigns, deliver climate actions, and mobilise community members around sustainable environmental practices.
- Strengthening a climate-resilient school learning environment where schools are supported to promote a culture of climate-resilience including restoring the trees cover, recycling waste, cultivating climate smart practices, and adopting renewable energy solutions.
- Identifying and pursuing winning multistakeholder partnerships with government agencies, schools, civil society organizations and local communities. These are hubs for knowledge sharing, compliance with national plans, education frameworks and collaboration.
- Linking climate actions with livelihoods in order to drive scalable and sustainable solutions. Youth utilised the knowledge and skills in their households and identified enterprise opportunities with the climate action products in the local markets.

Strengthening action for climate empowerment in communities in Tanzania

EAA implements the "Youth-Led Climate Change Actions for Sustainable Development in Zanzibar" project in partnership with UNICEF Tanzania to ensure that youth aged 15–24 years, both in and out-of-school, have enhanced knowledge and practical skills in climate change and are actively involved in climate-responsive initiatives that improve livelihoods and support income generation.

Interventions are delivered through extracurricular programmes in secondary schools and vocational skills development programmes for out-of-school youth through the Zanzibar Integrated Programme for Out-of-School Adolescents (ZIPOSA). Currently, some of the best practice models the project implements include:

- Developing contextualised climate materials and training for teachers, head teachers, and administrators to ensure consistent quality across the education system. Schools operate as climate smart demonstration hubs, demonstrating best practices in integrating climate education into daily learning and serving as models for other schools.
- Embedding climate smart practices (waste segregation, composting, nurseries, and water conservation) into routine school operations via clubs and management teams. Baseline assessments, continuous monitoring, and feedback loops strengthen adaptive management, data driven decisions, and systemic accountability, ensuring continuous improvement.

xi. Green Visions and Thriving Futures: Empowering Youth for Sustainable Impact in Egypt, Jordan, Lebanon, and Colombia (Education Above All and Generation Unlimited/UNICEF)

The Green Visions and Thriving Futures project has been implemented across three countries,

In Jordan: the project aims to empower young people to become active agents of climate action and sustainable development, with transformative and lasting benefits that extend beyond immediate environmental objectives. The project is implemented through Jordan's national youth infrastructure in partnership with the Ministry of Youth (MoY). Some of project's best practices to date include:

- Integrating the program's climate curriculum directly into Jordan's Ministry of Youth youth centre network, training MoY staff as certified climate trainers who can cascade climate education independently of project support. This shift — from project-delivered to institutionally owned — ensures climate education becomes a permanent feature of national youth programming rather than a time-bound intervention.
- Training youth leaders to design and implement climate initiatives, and skilling them to in turn train youth champions across youth centres nationwide. Pre- and post-assessments showed knowledge scores rising from an average of 49% to 91%, with 93% of participants reporting improved climate knowledge — demonstrating the effectiveness of peer-based climate education at scale.

In Lebanon: the project mobilises young people to address climate vulnerabilities by building their knowledge and skills related to climate change and supporting youth-led environmental action. This project has a particular focus on reaching out-of-school and marginalised adolescents through existing non-formal learning infrastructure. Some of project's best practices to date include:

- Integrating the program's Climate Action Toolkit into the existing curriculum of Makani learning centres (non-formal learning centres) — UNICEF's established hubs for out-of-school adolescents — alongside schools and universities, reaching young people without requiring new delivery infrastructure. This approach ensures that climate change education reaches young people who are excluded from the formal school system.
- Equipping youth trainers through a Training of Trainers process to coach peers and lead climate initiatives independently, creating a multiplier effect. Youth trainers subsequently facilitated climate education sessions and mobilised young people in greening actions, with activities extending across North Lebanon, Akkar, Baalbek, Mount Lebanon, and the South — demonstrating geographic breadth and community-level sustainability.

In Egypt: the project strengthens climate resilience by integrating climate education into the formal national curriculum for preparatory schools through the Mustaqbaly program, while also mobilizing young people in community-based environmental action through youth centres, schools, and partnerships with the Ministry of Education and Technical Education (MoETE) and the Ministry of Youth and Sports. Some of project's best practices to date include:

- In partnership with MoETE, developing Mustaqbaly climate education packages that connect climate change to science and mathematics through project-based learning; packages were

implemented in preparatory schools across Alexandria and Aswan. With formal accreditation through the Professional Academy for Teachers underway, this approach creates a scalable, government-owned pathway for climate education that can reach students nationally.

- Establishing Mustaqbaly Clubs in each participating school as structured, student-led spaces where adolescents translate climate learning into practical action — including tree planting, waste collection, and school gardening. Students actively engaged in climate actions, and green school spaces were created, with MoETE assuming increasing ownership of planning, coordination, and supervision.

In Colombia: The project aims to transform secondary education into a driver of climate resilience and youth leadership. By mainstreaming climate action into the national curriculum, equipping teachers with evidence-based pedagogies, and enabling adolescents to lead scalable territorial initiatives, the project will strengthen green skills for more than 300,000 youth and create opportunities for out of school and conflict affected youth to participate in climate solutions. Anticipated best practices to build on include:

- Aligning school learning with Colombia’s national climate goals and the demands of the green economy
- Positioning youth as agents of adaptation, mitigation, and environmental justice
- Strengthening institutional capacity at national and territorial levels for sustained climate education
- Bridging classroom learning with real world community action, generating tangible environmental improvements
- Contributing to a resilient, equitable, and future ready education system

xii. Climate Resilient Education Systems Trial (CREST) (International Rescue Committee)

The Climate Resilient Education Systems Trial (CREST), led by the International Rescue Committee (IRC) with government partners, has reached a significant milestone: two parametric insurance payouts were triggered during Kenya’s 2025 Short Rains season, releasing nearly USD 650,000 to protect children’s education.

Funded by FCDO and delivered in partnership with African Risk Capacity Ltd. (ARC Ltd.), CREST links satellite-based drought insurance to pre-agreed education responses. During Phase I (1 November–20 December 2025), drought conditions in Garissa and Tana River counties breached vegetation and rainfall thresholds, activating a payout of over USD 626,000. A smaller second payout was triggered during Phase II (21 December 2025–31 January 2026), bringing the total seasonal disbursement to approximately USD 650,000. All payouts were independently calculated and confirmed by ARC Ltd.

This early, rules-based financing is supporting education-protective assistance for around 8,600 households with children enrolled in CREST schools, including one-off mobile cash transfers to reduce harmful coping strategies during drought.

At the same time, CREST’s remote learning platform provides structured learning support to approximately 50,000 learners across participating schools through an 8-week programme focused on literacy, numeracy, psychosocial wellbeing, and child protection.

By linking early warning to early financing, CREST demonstrates how innovative risk financing can help safeguard education before climate shocks turn into long-term learning losses. The University of Oxford is undertaking a Randomised Control Trial (RCT) of CREST with results available later in the year.