



Strategy for Climate-Resilient Education Systems in Eastern and Southern Africa

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Acronyms

AU	African Union
BAU	Business As Usual
CCRI	Children's Climate Risk Index
CESA	Continental Education Strategy for Africa
DAC	Development Assistance Committee
DRR	Disaster Risk Reduction
EMIS	Education Management Information Systems
ESAR	Eastern and Southern Africa Region
ESARO	Eastern and Southern Africa Regional Office
ESP	Education Sector Plan
EWS	Early Warning Systems
FCV	Fragility, Conflict and Violence
FLN	Foundational Literacy and Numeracy
GCF	Green Climate Fund
IGAD	Intergovernmental Authority on Development
KPI / KPIs	Key Performance Indicator(s)
MDBs	Multilateral Development Banks
NAPs	National Adaptation Plans
NDCs	Nationally Determined Contributions
NDMA s	National Disaster Management Agencies
SCAP	Sustainability and Climate Change Action Plan
SADC	Southern African Development Community
UN	United Nations (appears in references/citations)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

Executive Summary

The Eastern and Southern Africa region (ESAR) is facing a climate emergency that increasingly threatens children's right to education. The rising frequency and intensity of climate-related hazards, such as floods, droughts, cyclones and extreme heat, have already disrupted schooling across at least 14 countries between 2022 and 2024. This **Strategy for Climate-Resilient Education Systems** provides a bold, systems-level response, positioning climate action *within and through education* as a central pillar for achieving climate adaptation and continuity of learning for children and young people across the region.

The strategy is designed to support governments in strengthening the climate resilience of education systems through a holistic and integrated approach. It outlines **three interdependent strategic priorities**:



- ➔ **Delivering Climate-Resilient Education Services** – including early warning systems, climate-informed planning and resilient infrastructure;
- ➔ **Mainstreaming Climate in Learning Opportunities** – by embedding climate education across curricula, assessments, teacher training and non-formal learning;
- ➔ **Empowering Youth-Led Climate Action and Access to Green Skills** – ensuring young people lead, innovate and thrive in green economies.

Underpinning these priorities are **three key enablers**:

- (i) robust policy advocacy and systems alignment at national and regional levels;
- (ii) increased access to and alignment with climate finance mechanisms; and
- (iii) the design of scalable, high-impact education-climate solutions.

These enablers are complemented by **five drivers of change** – the generation of robust data and evidence, service innovation, strategic financing, inclusive partnerships and community engagement – that create the enabling environment for transformation.

To facilitate implementation, the strategy also includes **core outcome and output-level indicators**, aligned with UNICEF's Strategic Plan 2026–2029, alongside a **menu of climate and education KPIs** to support the design of context-specific country and regional programmes. These tools ensure accountability and support results-based financing.

Taken together, this strategy offers a powerful roadmap to accelerate UNICEF's contribution to the **transformation of education systems at scale**, improving access to education, safeguarding learning continuity during climate shocks and enhancing learning outcomes across the region. By leveraging its technical depth, multi-sectoral reach and long-standing partnerships with governments and communities, UNICEF ESAR is uniquely positioned to support Ministries of Education in delivering inclusive, climate-resilient learning for every child in Eastern and Southern Africa.

Introduction: The Climate Crisis and Education in Eastern and Southern Africa

The climate crisis poses a significant and complex threat to education systems in Eastern and Southern Africa (ESA). This region already faces frequent large-scale emergencies, a high number of humanitarian challenges and a severe learning crisis that disproportionately affects marginalized children, particularly girls. Children in 98 per cent of African countries are at high or extremely high risk of the impacts of climate change.¹ For children living in fragility, conflict and violence, learning poverty exceeds 90 per cent – that is, only one in ten children can comprehend an age-appropriate text.² The intensity and severity of climate change impacts are escalating rapidly, exacerbating existing humanitarian crises, burdening education systems, jeopardizing learning opportunities for children and making it extremely difficult to make progress in eliminating learning poverty. Without investments in the climate-resilience of education systems, these systems will be ill-prepared to withstand climate shocks and to prepare children and young people for thriving in a climate-changed world.

This strategy addresses the urgent need to ensure learning continuity in a rapidly changing world, where communities and schools experience more frequent and intense climate shocks.

Climate change directly disrupts learning for children and youth, often permanently. For instance, in Madagascar and Mozambique, cyclones have destroyed schools; in Kenya and Somalia, floods render routes to classrooms unsafe; and extreme heatwaves in South Sudan threaten students' well-being. Prolonged droughts in Ethiopia and Zimbabwe have also resulted in educational disruptions for millions of children.

These climate-related events worsen the existing learning crisis, with particularly devastating impacts on girls' education. The most marginalized children, including those facing emergencies and crises, and those with disabilities, are especially at risk of permanent school exclusion.



Children in **98% of African countries** are at **high or extremely high risk** of the **impacts of climate change.**

- 1 United Nations Children's Fund, 'Children in 98 per cent of African countries at high or extremely high risk of the impacts of climate change', UNICEF, 1 September 2023, <https://www.unicef.org/press-releases/children-98-cent-african-countries-high-or-extremely-high-risk-impacts-climate>.
- 2 World Bank, 'Delivering Education in the Midst of Fragility, Conflict, and Violence (FCV)', World Bank, 14 April 2025, <https://www.worldbank.org/en/topic/education/brief/education-in-fragile-conflict-violence-contexts>.

Moreover, there is a **significant correlation between high climate change risks and poor learning outcomes**:

An estimated 83 per cent of out-of-school children in emergencies globally, and 75 per cent of children who attend school but face learning deprivations, live in countries with a CCRI (UNICEF's Children's Climate Risk Index) higher than the global median value of 6.4. This indicates that most children deprived of quality education reside in countries with elevated risks of climate change impacts.³

In Africa alone, over 107 million children are currently out of school (47 million in Eastern and Southern Africa), and climate-related disruptions in 2024 may put an additional 20 million children at risk of dropping out.

Climate-resilient education systems are essential to prepare and equip the next generation to adapt to the challenges of climate change, and to ensure a more just and resilient future for every young person.

Building climate resilience in education systems is one of the most effective levers to strengthen overall community resilience, ensuring learning continuity and long-term crisis resilience in Eastern and Southern Africa.



An estimated **83% of out-of-school children** in emergencies globally, and **75% of children** who attend school but face learning deprivations, live in countries with a CCRI (UNICEF's Children's climate risk index) higher than the global median value of 6.4.

Ensuring Education Systems are Climate-Resilient

UNICEF works with governments, community groups and civil society to strengthen school resilience and keep children learning through climate shocks. We support local education and disaster agencies in reinforcing buildings and setting up simple alert systems that share timely weather and climate data. These alerts enable local authorities and communities to relocate classrooms away from flood zones or switch to remote lessons when cyclones approach, preventing dropouts and keeping students' learning on track.

UNICEF also brings together education ministries, private sector partners and innovators to design affordable upgrades and build new, climate-resilient schools that withstand extreme weather, ensuring safe, uninterrupted learning and protecting students' mental and physical well-being.

These adaptation investments in education can yield up to 10 times their cost in avoided losses each year, yet only under 2 per cent of global climate finance supports education. Each dollar invested in disaster risk reduction to make education systems climate-resilient can save up to 15 dollars in post-disaster recovery. Neglecting investments in resilient school infrastructure and early warning systems means millions in annual savings slip away.

³ Education Cannot Wait, 'Crisis-Affected Children and Adolescents in Need of Education Support', Education Cannot Wait, June 2023, <<https://www.educationcannotwait.org/resource-library/crisis-affected-children-and-adolescents-in-need-education-support-new-global>>.

UNICEF's Commitment – the Sustainability and Climate Change Action Plan

This strategy supports the implementation of UNICEF's Sustainability and Climate Change Action Plan (SCAP), designed to galvanize efforts to fill global gaps to protect the most vulnerable children, particularly to **EMPOWER every child through their life course with the developmental opportunities, education and skills to be a champion for the environment**.⁴

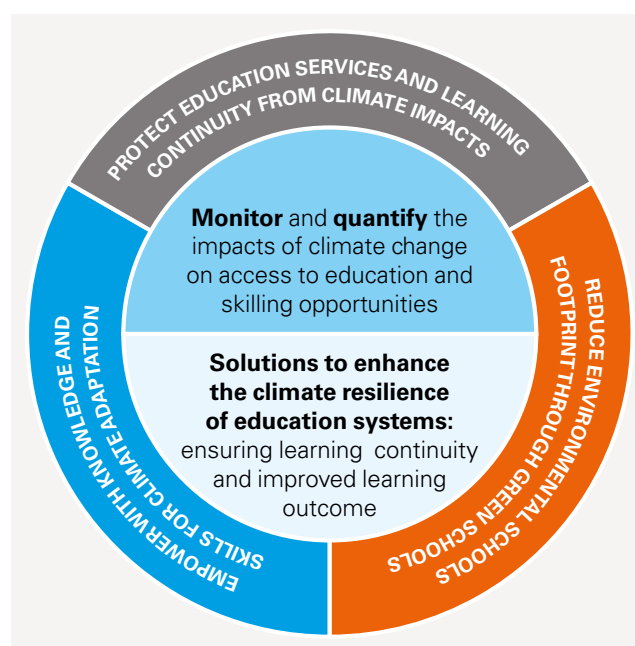
The SCAP includes three main objectives:



- ➔ PROTECT the lives, health and well-being of children and the resilience of their communities by adapting essential social services to a changing climate, more frequent disasters and a degrading environment.
- ➔ EMPOWER every child through their life course with the developmental opportunities, education and skills to be a champion for the environment.
- ➔ REDUCE the emissions and environmental footprint within UNICEF, support its global network of partners to do the same, and advocate for the fulfilment of ambitious international sustainability and climate change agreements.

Within this framework, the UNICEF Eastern and Southern Africa Regional Office is focusing efforts to ensure that education services are adapted to the changing climate and the more frequent occurrence of climate-induced disasters; while ensuring that children and young people are equipped with the necessary knowledge and skills for climate adaptation, and that they can learn in green schools.⁵

Figure 1. Implementation of UNICEF's Sustainability and Climate Action Plan, focused on Education and Skills for Eastern and Southern Africa.



4 United Nations Children's Fund, 'The UNICEF Sustainability and Climate Change Action Plan', UNICEF, November 2023, <<https://www.unicef.org/media/148816/file/UNICEF%20SCAP%202023-2030.pdf>>.

5 United Nations Educational, Scientific and Cultural Organization, 'Green school quality standard: greening every learning environment', UNESCO, 2024, <https://unesdoc.unesco.org/ark:/48223/pf0000390028_eng>.

UNICEF's Vision for Climate-Resilient Education Systems in Eastern and Southern Africa

An increased focus on climate-resilient education systems is core to UNICEF's contribution to Africa's development agendas, which includes three key areas for action: accelerating human capital development for children and young people; enhancing resilience, humanitarian action and climate action for children; and renewing commitments to child rights, as enshrined in the African Charter on the Rights and Welfare of the Child and the Convention on the Rights of the Child.⁶ Against this backdrop, this climate and education strategy identifies key challenges and priority areas for action that can be delivered through UNICEF country offices and country programmes, supported by the Eastern and Southern Africa Regional Office.

Climate change is exacerbating the learning crisis in Eastern and Southern Africa. This Climate-Resilient Education Strategy aims to systematically address the significant impacts of climate change on educational services and learning opportunities for children and young people in ESAR, through two interconnected priorities:

- Monitor and quantify the **impacts of climate-related disasters and slow onset climate change events** on access to formal and non-formal education and skill development opportunities, both foundational skills and job-related green skills; and
- Implement targeted and effective solutions to enhance the climate resilience of education systems, thereby ensuring **learning continuity and improved learning outcomes** amidst increasingly frequent climate shocks.

Strengthening data and evidence on how climate change intensifies the existing learning crisis in the region is essential. This data-driven approach will inform cost-effective, innovative solutions, equipping the next

generation of children and youth with the learning and skills necessary for climate adaptation in Eastern and Southern Africa.

A critical priority of the Strategy is to document and quantify specific impacts of climate change on education, including the rising numbers of out-of-school children, declining learning outcomes, damaged school infrastructure and disruptions to local economies that constrain youth employment and training opportunities. Leveraging UNICEF's robust evidence and data capabilities at both country and regional levels, along with strategic partnerships, UNICEF ESARO will continuously track and analyse these impacts. This evidence-based approach will empower governments to formulate effective policies, strengthen advocacy efforts and enhance resource mobilization to address the educational challenges posed by climate change.

The Strategy prioritizes identifying specific impacts of climate change on education and proposing corresponding climate adaptation solutions, highlighting the co-benefits of integrating climate resilience and education. This synergistic approach enhances the education sector's capacity to adapt, safeguarding children's immediate and long-term educational opportunities from the disruptions caused by climate change.

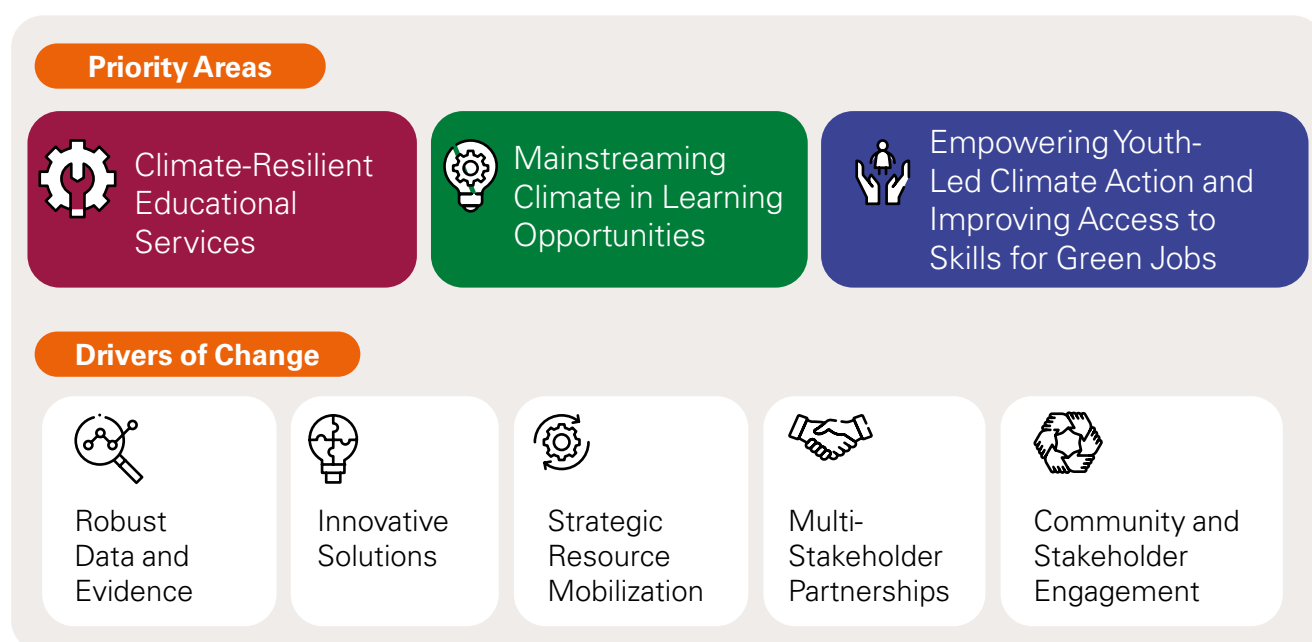
This Strategy underscores UNICEF ESARO's unwavering commitment to sustainable development and equitable educational access, with a particular focus on fragile countries and underserved communities that lack adequate resources for recovery and climate adaptation.

⁶ United Nations Children's Fund, 'UNICEF contribution to Africa's development agendas', United Nations Economic and Social Council: Second regular session 2024, Item 6 of the provisional agenda, UNICEF, 3–6 September 2024, <<https://www.unicef.org/executiveboard/media/23361/file/2024-32-UNICEF-contribution-Africas-development-agendas-EN-ODS.pdf>>.

Strategic Priority Areas

With the main goal to ensure continuity of learning amidst increasing climate shocks and strengthening the climate resilience of education systems, the overall strategic approach will revolve around three priority areas, aligned with the Continental Education Strategy for Africa 2026–2035,⁷ and three enablers to effectively enhance climate resilience in education systems.

Figure 2. Priority Areas of UNICEF ESARO's Climate & Education Strategy



1. Climate-Resilient Educational Services

Establishing resilient educational environments capable of withstanding climate shocks will safeguard education continuity and protect learning outcomes. This priority area includes integrating comprehensive Early Warning Systems (EWS) within Education Management Information Systems (EMIS) and related government monitoring modules, facilitating proactive responses to climate threats and ensuring uninterrupted learning. Additionally, strategic investments will be made in climate-resilient and sustainable school infrastructure, using cost-effective methods and innovative partnerships.

➔ Developing education-sensitive EWS for uninterrupted learning:

An EWS is a critical tool for climate change adaptation and disaster risk reduction. These systems prepare at-risk communities, raise public awareness and enable timely responses. In education, an EWS must incorporate climate data that affects learning and attendance, thereby helping to prevent school dropout and refine school-based disaster risk reduction (DRR) plans. By integrating climate

⁷ African Union, 'Continental Education Strategy for Africa 2026-2035: A Framework for Action', AU, March 2025, <https://au.int/sites/default/files/documents/44940-doc-AU_CESA-2026-2035_Strategy_ENGLISH.pdf>.

variables into EWS, DRR strategies, preparedness and anticipatory action plans, Ministries of Education and National Disaster Management Agencies (NDMAs) can coordinate action, identify predictable climate-related risks and design timely interventions to ensure learning continuity and to keep students safe.

➔ **Investing in Climate-Resilient and Green School Infrastructure:**

Damage to school facilities or unsafe, uncondusive learning environments not only disrupt and impede learning but also impact the mental and physical health of students and teachers. Hence, it is vital to estimate the scope of climate impacts on education and invest in cost-effective, climate-resilient school infrastructure. Generating evidence on the education and climate resilience benefits of climate-resilient school infrastructure and collaborating with Multilateral Development Banks (MDBs) and other infrastructure-focused partners are crucial for developing innovative and cost-effective approaches for retrofitting existing schools and constructing new facilities that adhere to climate resilience standards.

Ensuring Education Systems are Climate-Resilient



UNICEF works with governments, community groups and civil society to strengthen school resilience and keep children learning through climate shocks. We support local education and disaster agencies in reinforcing buildings and setting up simple alert systems that share timely weather and climate data. These alerts enable local authorities and communities to relocate classrooms away from flood zones or switch to remote lessons when cyclones approach, preventing dropouts and keeping students' learning on track.

UNICEF also brings together education ministries, private sector partners and innovators to design affordable upgrades and build new, climate resilient schools that withstand extreme weather, ensuring safe, uninterrupted learning and protecting students' mental and physical wellbeing.

These adaptation investments in education can yield up to 10 times their cost in avoided losses each year, yet only under 2 per cent of global climate finance supports education. Each dollar invested in disaster risk reduction to make education systems climate-resilient can save up to 15 dollars in post-disaster recovery.⁸ Neglecting investments in resilient school infrastructure and early warning systems means millions in annual savings slip away.

2. Mainstreaming Climate in Learning Opportunities

The integration of climate considerations into early and foundational literacy and numeracy programmes,⁹ the secondary education curriculum, assessments and teacher professional development initiatives, alternative learning pathways, school clubs and skilling programmes is essential. This involves establishing metrics to demonstrate climate co-benefits, ensuring that financial resources committed to educational initiatives for improving learning and skills outcomes yield positive outcomes related to climate change mitigation and adaptation as well. It is important to not lose sight of investing in climate learning opportunities for out-of-

⁸ [https://www.educationcannotwait.org/news-stories/directors-corner/building-resilient-futures-strengthening-education-systems-through#:~:text=Investing%20in%20disaster%20risk%20reduction,\\$15%20in%20post%20disaster%20recovery.](https://www.educationcannotwait.org/news-stories/directors-corner/building-resilient-futures-strengthening-education-systems-through#:~:text=Investing%20in%20disaster%20risk%20reduction,$15%20in%20post%20disaster%20recovery.)

⁹ A broad definition, including all primary grades and out-of-school children, when children are learning the building blocks for becoming life-long learners and learning to make eco-conscious choices in their daily lives.

school children, since this is a vulnerable population already excluded from essential services. Mainstreaming climate in all forms of learning opportunity must be done using a gender-responsive and overall inclusive perspective.

Leaving no girl behind: Supporting adolescent girls to complete secondary education, gain knowledge about climate change, and develop green skills.



Every year of secondary schooling in Eastern and Southern Africa strengthens community resilience. Insufficient investments in education in the region will lead to a generation ill-equipped to adapt to the increasing impacts of climate change, risking losing gains in education and human development. Better-educated populations enjoy improvements in health, gender equality, nutrition, and energy access, all critical enablers of climate adaptation. Only 1 in 4 young people in Eastern and Southern Africa completed secondary circa 2022, while climate change literacy averaged just 27 per cent in 2021 in the region. With limited progress on including climate education in primary and secondary education learning opportunities, entire communities remain ill-equipped to adapt to climate risks, and girls continue falling behind.

Importantly, girls have less opportunities to learn and understand climate change, develop green skills and complete secondary education. This disparity has a significant impact on climate adaptation: as temperatures rise, malaria and dengue are projected to spread into new areas. When more girls complete secondary school, families gain the knowledge and confidence to prevent infection, seeking treatment early, using bed nets and safeguarding younger siblings and offspring, dramatically reducing disease fatalities and helping communities cope with emerging health threats. Yet, on average country-level climate change literacy rates in Africa are 12.8 per cent lower for women than men.¹⁰ **Girls' education is one of the most powerful, life-saving climate adaptation measures for vulnerable communities.**

Climate literacy is best achieved through completing secondary education, and individuals who finish secondary school are, on average, 19 per cent more likely to understand climate change than those who do not complete formal schooling.

To accelerate both secondary education completion and climate literacy gains, with a special focus on adolescent girls, UNICEF advocates that governments, schools, communities and educational authorities work together to provide bursaries for girls, inform families about the financial returns of secondary education and green sector careers for their daughters, and expand access to science and technology learning opportunities that empower young women.

Without targeted investment, schools will be unable to equip African youth with the skills for sustainable communities and shared prosperity. Strategic funding for gender-responsive climate education can empower young women and men to spearhead the green economy and shape a sustainable future. **Every US\$1 spent on climate adaptation, including climate education, can yield over US\$10.50 in economic, social, and environmental benefits,**¹¹ and an additional year of education – be it at primary or secondary level – increases climate awareness by 8.6%.¹²

10 Afrobarometer Policy Paper No. 60 (2019). Change ahead Experience and awareness of climate change in Africa https://afrobarometer.org/wp-content/uploads/migrated/files/publications/Policy%20papers/ab_r7_policypaper60_experience_and_awareness_of_climate_change_in_africa.pdf

11 World Resources Institute (2025), WORKING PAPER Strengthening the investment case for climate adaptation: A triple dividend approach.

12 International Bank for Reconstruction and Development/The World Bank (2024). Choosing our future: education for climate action. <https://openknowledge.worldbank.org/server/api/core/bitstreams/9d1c318a-bcd3-49fa-b1c6-cc03e18d4670/content>

3. Empowering Youth-Led Climate Action and Improving Access to Skills for Green Jobs

Africa's large and rapidly growing youth population presents opportunities for green action and improving access for youth to skilling opportunities so that they are drivers of climate justice and sustainable development. This approach includes:

- ➔ **Scaling youth-led projects:** Amplifying existing initiatives and supporting climate-related innovation and green entrepreneurship, with impact tracking tools.
- ➔ **Building a global community:** Creating a digital ecosystem for young changemakers to collaborate and inspire. This includes supporting youth-led climate action and advocacy at local, national and global levels.
- ➔ **Providing comprehensive support:** Offering mentorship, resources and training to nurture the leadership and green skills necessary for climate action and green jobs.
- ➔ **Exploring funding opportunities:** Seeking avenues to financially support impactful youth-led climate projects, including through facilitating strategic partnerships and through impact financing for youth-led climate projects, start-ups and businesses.

This approach aims to foster a new generation of climate leaders driving just green transitions in Eastern and Southern Africa.

Empowering Youth with Green Skills for Climate Action and Green Jobs



UNICEF collaborates with governments, private sector partners, civil society and community groups to scale and fund youth-driven climate projects, equipping adolescents, especially girls, with practical green skills and eco-entrepreneurial opportunities. UNICEF supports the use of simple impact-tracking tools so young leaders can measure their progress and adapt for greater effectiveness. Through a global changemaker network, UNICEF helps build an online communities for collaboration, mentorship and green job readiness, connecting youth to role models, training resources and job opportunities. At the same time, UNICEF brokers resource partnerships that provide the training, tools and guidance young people need to participate meaningfully in climate action and secure green careers, ensuring that Africa's next generation leads the transition to a sustainable economy.

Investing in young people's green skills and green entrepreneurship pays off in new jobs and economic growth. **With a clean energy transition, countries across the African continent could gain 26 million new jobs by 2050, including 8 million in renewable energy alone.¹³ In the shorter term, the green economy is set to create 3.3 million direct jobs by 2030, 60 per cent of which will require technical skills, showing how investing in skilling young people on green skills unlocks real opportunities.¹⁴**

¹³ International Renewable Energy Agency - IRENA (2024). The energy transition in Africa. Opportunities for international collaboration with a focus on the G7.

¹⁴ FDSAfrica (2024). Forecasting Green Jobs in Africa. <file:///Users/ingridsa/Downloads/Forecasting-Green-Jobs-in-Africa-2024.pdf>

Drivers of Change

To accelerate results and enable effective implementation of the Climate-Resilient Education Strategy in Eastern and Southern Africa, several critical drivers of change have been identified. These drivers will facilitate and support the successful realization of the strategic priorities:

➔ **Robust Data and Evidence:** Ensuring continuous and systematic generation of reliable and relevant child-focused data on climate impacts to education services to inform policy-making, resource allocation and advocacy efforts. A priority will be to continuously monitor and quantify the impacts of climate change on education, both immediate impacts and the projected long-term impacts on schooling, learning, skilling and economic outcomes for communities. This includes assessing access to education, learning outcomes, the well-being of the teaching workforce and the state of school infrastructure. This data-driven approach informs targeted interventions and strengthens accountability and transparency, enabling stakeholders to measure progress effectively.

➔ **Innovative Solutions:** Innovation is key to achieving climate adaptation goals. Country offices in ESAR must design creative, effective and context-appropriate methods to ensure learning continuity during and after climate shocks – whether through no-tech, low-tech, or high-tech solutions. UNICEF support to Ministries of Education and relevant local stakeholders should include the democratization of access to climate adaptation technologies, including the use of Artificial Intelligence and Augmented Reality/Virtual Reality in generating real-time data to enhance early warning systems and cost-effective methods to build and retrofit climate-resilient infrastructure.¹⁵ Moreover, by fostering an innovative approach to teaching and learning, UNICEF will be contributing to equipping the next generation with vital climate adaptation skills, ultimately improving both educational and climate outcomes for communities in Eastern and Southern Africa. Harnessing innovation and technology are essential catalysts for improving educational resilience.

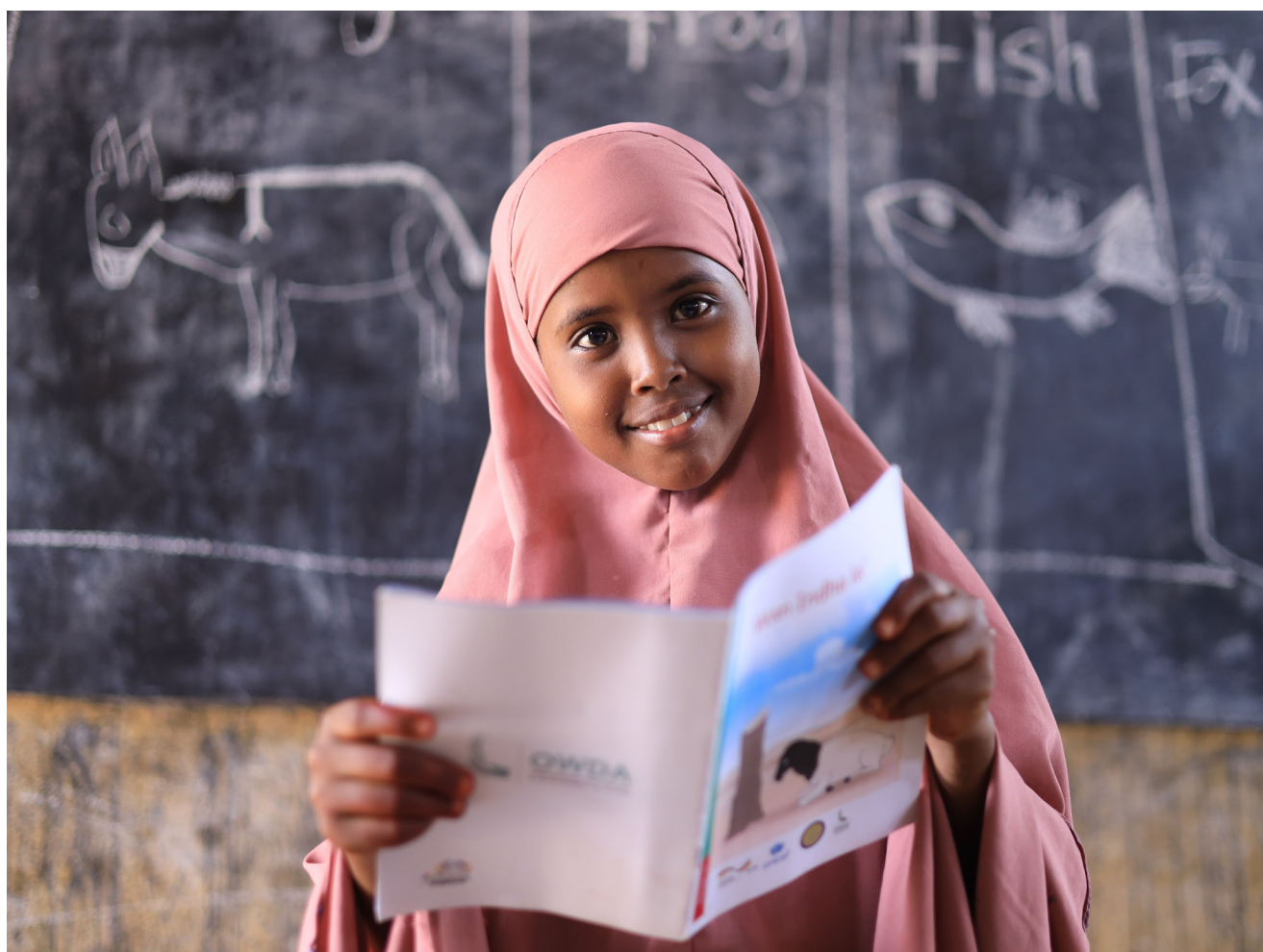
➔ **Strategic Resource Mobilization:** Unlocking climate finance through strategic knowledge and evidence generation, emphasizing the costs of not responding to events or impacts of climate change; targeted advocacy and effective partnerships; and aligning resources strategically with education sector needs. Mobilizing adequate domestic and external financing, including the exploration of non-traditional financing models, is critical to scaling up successful interventions, ensuring sustainability and the long-term impact of financed interventions. (See additional details in the ESAR's Resource Mobilization Brief).

¹⁵ World Economic Forum, 'Innovation and Adaptation in the Climate Crisis: Technology for the New Normal', World Economic Forum, January 2024, <https://www3.weforum.org/docs/WEF_Innovation_and_Adaptation_in_the_Climate_Crisis_2024.pdf>.

➔ **Multi-Stakeholder Partnerships:** Strengthening collaboration with governments, civil society organizations, the private sector, academic institutions, teachers, children and youth. Broad-based partnerships are fundamental for collective action, resource pooling and integrated approaches that amplify impact.

➔ **Community and Stakeholder Engagement:** Ensuring meaningful participation of communities, especially children, young people and educators, to shape solutions that are contextually relevant, inclusive and responsive to local needs. Active engagement fosters ownership, effectiveness and sustainability of interventions. Schools will serve as central hubs for community resilience, integrating WASH, nutrition, health and child protection services. UNICEF will facilitate multi-sectoral partnerships to ensure holistic resilience-building, safeguarding children and ensuring uninterrupted education.

These drivers of change provide essential support mechanisms, accelerating and sustaining transformative progress toward achieving the strategic priorities outlined in this Strategy. To accelerate change, it is important to start implementing these principles with the youngest learners, and systematically apply them through primary years and up to secondary education age, using a systems-level approach.



Key Enablers

Policy Advocacy



UNICEF country offices in ESAR will advocate for the integration of education into national and regional climate policy frameworks, including National Adaptation Plans (NAPs), Nationally Determined Contributions (NDCs) and Education Sector Plans. Country offices will also provide technical support to governments and education stakeholders to ensure climate considerations are embedded in education sector policies, strategies and budgets.

It is essential that education is adequately represented in these frameworks and that public financing is allocated to strengthen educational resilience to climate impacts. This positioning is critical for unlocking climate finance and elevating the role of education in national adaptation and mitigation efforts.

At the regional level, UNICEF will align its advocacy with key frameworks such as the **IGAD Regional Climate Change Strategy and Action Plan (2023–2030)**,¹⁶ which emphasizes the need for integrated, multi-sectoral adaptation strategies; the Southern African Development Community (SADC) regional framework on foundational learning and knowledge and resource sharing within a community of practice across the SADC member states; and the **African Union Continental Education Strategy for Africa (CESA 2026–2035)**, which positions education systems as drivers of sustainable development and resilience. UNICEF will work with IGAD, the African Union and member states to ensure education is recognized as a core enabler of climate adaptation and long-term development.

Unlocking Climate Finance



Currently, only about 1.3 per cent of climate-related bilateral aid from Development Assistance Committee (DAC) countries is allocated to education-focused climate initiatives¹⁷ and only 2.4 per cent of climate finance is child responsive.¹⁸ To change this, UNICEF must provide robust data to governments and donors regarding the costs associated with scaling school adaptations to climate change. Additionally, regional estimates for the Eastern and Southern Africa region concerning the educational costs of the climate crisis are lacking; the development of these estimates will facilitate better engagement with climate finance actors.

Clearly linking project objectives for climate-financed education projects and climate goals (whether adaptation or mitigation) is essential. Demonstrating the climate co-benefits and costs associated with education projects will pave the way for collaborative financing solutions involving the private sector, bilateral donors, MDBs and climate funds.

Securing access to global climate finance – particularly from mechanisms such as the Green Climate Fund (GCF) – requires that education-focused proposals meet specific criteria and demonstrate clear alignment with climate adaptation goals. A key requirement for accessing such funding is the demonstration of **additionality** beyond what would occur under a **Business as Usual (BAU)** scenario.

¹⁶ IGAD Climate Prediction & Applications Centre, 'IGAD Regional Climate Change Strategy and Action Plan (2023-2030)', ICPAC, August 2022, <<https://www.icpac.net/publications/igad-regional-climate-change-strategy-and-action-plan-2023-2030/>>.

¹⁷ Radhika Nagesh, 'Climate Finance for Education: A Review of the World Bank's Education Financing', Center for Global Development, 10 October 2024, <<https://www.cgdev.org/blog/climate-finance-education-review-world-banks-education-financing>>.

¹⁸ Children's Environmental Rights Initiative, 'Falling Short: Addressing the Climate Finance Gap for Children', UNICEF, 2023, <<https://www.unicef.org/media/142186/file/Executive-summary-Falling-short-Addressing-the-climate-finance-gap-for-children-June-2023.pdf>>.

Additionality refers to the principle that climate finance must support activities that would not have been undertaken without that financial support. In other words, climate funds should enable new, expanded, or accelerated climate actions that go beyond baseline or planned development interventions.

In this context, the **BAU** scenario represents the trajectory of current or planned activities in the absence of climate-specific financing. When evaluating proposals, entities like the GCF assess whether the proposed activities – and their associated outcomes such as increased resilience, reduced climate risk, or improved early warning systems – represent a meaningful departure from this baseline.

To effectively unlock climate finance for education systems, UNICEF and its partners must:

- ➔ Clearly articulate the BAU scenario, including existing risks and limited capacities to respond to climate-induced disruptions in education.
- ➔ Demonstrate how proposed interventions go beyond BAU to strengthen resilience, safeguard learning continuity, or integrate climate adaptation into infrastructure and service delivery.
- ➔ Develop robust methodologies and tools to measure additionality and establish clear indicators that track climate-specific outcomes, not just educational improvements.
- ➔ Incorporate these metrics into monitoring and evaluation frameworks to demonstrate the effectiveness and transformative potential of education-sector investments supported by climate finance.

Programmatic proposals must therefore frame education resilience interventions not as routine infrastructure or service delivery upgrades, but as transformative responses to climate risks that would not be feasible, timely, or scalable without climate finance.

This approach is essential to ensuring that climate finance mechanisms such as the GCF recognize education as a viable and impactful sector for climate investment.

Design climate solutions for scale



To continue positioning UNICEF ESARO and country offices in the region as emerging leaders in fostering climate-resilient education systems, UNICEF ESARO will advocate for a paradigm shift from isolated projects, or exclusive focus on individual youth actions, to comprehensive approaches that prioritize large-scale implementation, systemic transformation and innovative leadership. By leveraging our unique contributions and deep understanding of local contexts, we will create tailored solutions that enhance the relevance and efficacy of climate-resilient education for all learners in Eastern and Southern Africa.

UNICEF's Comparative Advantage

UNICEF stands at a unique intersection of **policy influence, technical delivery and community engagement**, positioning itself as a lead organization in the transformation of education systems toward greater climate resilience in Eastern and Southern Africa. UNICEF's comparative advantage is not singular, it is an ecosystem of strengths that work in concert to deliver results at scale for strengthening the climate resilience of education systems in ESAR.

At the foundation of this advantage lies **UNICEF's ability to strengthen national education systems** for climate resilience. UNICEF's trusted relationships with government partners at regional, national and subnational levels enable regional and country teams to effectively support the inclusion of climate change considerations into education sector plans, policies, budgets, teacher training, school infrastructure and curriculum reform. This systems-level positioning allows for sustainable change, driven by national ownership and aligned with regional and global development and climate goals.

Climate resilience, however, cannot stop at the policy level. Drawing on decades of experience in **DRR** and education in emergencies, UNICEF supports governments to develop **risk-informed EMIS** and **EWS** to anticipate and mitigate climate shocks that disrupt learning. These systems enable schools and education actors to respond quickly to climate shocks, safeguarding learning continuity in flood-affected, drought-prone and cyclone-exposed areas, and during heatwaves, across the region.

Supporting this risk-informed approach is UNICEF's recognized leadership in **school infrastructure planning and service continuity**. Working closely with government, bilateral cooperation and MDB partners, UNICEF designs and scales **climate-resilient, child-friendly learning spaces**. These include not only physical structures that can withstand the increased impacts of climate events, but also the integration of **solar energy, rainwater harvesting** and **WASH systems** that improve safety, sustainability and climate adaptability. Infrastructure is treated not as a standalone intervention, but as a platform for climate-smart services that benefit the entire school community.



UNICEF stands at a unique intersection of policy influence, technical delivery and community engagement, positioning itself as a **lead organization in the transformation of education systems toward greater climate resilience in Eastern and Southern Africa.**

To complement infrastructure investments, UNICEF champions **innovation as a driver of adaptive service delivery**. From no-tech and low-tech radio instruction to high-tech digital platforms and mobile outreach, UNICEF supports countries in testing and expanding new delivery models that keep children learning amid disruptions. These solutions are tailored to context, cost-effective and capable of reaching marginalized children, especially those in rural or climate-vulnerable zones.

But resilient systems require more than good tools, they require **whole-child, whole-community approaches**. UNICEF's multisectoral programming, spanning education, WASH, child protection, health and nutrition, ensures that schools serve as hubs of resilience. By coordinating services around the school and linking climate preparedness with child learning and well-being, UNICEF maximizes the reach and impact of adaptation interventions.

At the heart of this transformation is UNICEF's deep commitment to **child and youth engagement**. UNICEF elevates young people as partners in climate advocacy, dialogue and action; whether through student-led initiatives, climate clubs, or national youth platforms. UNICEF also helps develop pathways for green skills development, entrepreneurship and employment, enabling young people to lead change in their communities and economies.

Crucially, UNICEF supports countries to **unlock climate finance** for education, an area historically underfunded but essential for equitable climate adaptation. Through technical assistance, cost modelling, and evidence generation, UNICEF supports national governments to align proposals with climate goals and meet the criteria

of key climate finance mechanisms. By demonstrating the "additionality" of education investments, making it clear when enhancing climate resilience exceeds the capabilities of the education sector, UNICEF facilitates governments and partners to mobilize climate finance – attracting new, catalytic resources for transformative climate action.

Finally, UNICEF's **regional convening power** is a force multiplier. UNICEF works alongside the African Union, IGAD, SADC and other intergovernmental bodies to shape climate and education agendas that are shaping the futures of children and young people in Eastern and Southern Africa. UNICEF prioritizes harmonizing standards, facilitation of cross-country learning and amplifying the voice of Eastern and Southern Africa in global fora, ensuring that the region's insights inform international policy and financing instruments.

Taken together, these comparative advantages position UNICEF as a uniquely capable catalyst for systemic, scalable and sustainable climate action in and through education. In a region where climate vulnerability, underinvestment in climate resilience for the education sector and a rapidly growing youth population converge, UNICEF's integrated approach – spanning policy influence, technical innovation, community engagement and global advocacy – enables governments and partners to drive transformative adaptation efforts. By placing education at the heart of Africa's climate response, UNICEF helps ensure that the youngest generation is not only protected from the escalating impacts of climate change, but also empowered to shape a more resilient and equitable future.

Monitoring and Impact

Alignment with the UNICEF global Strategic Plan's monitoring framework and establishing effective Key Performance Indicators (KPIs) at project level are essential actions for monitoring the progress and impact of the Climate-Resilient Education Strategy. Country offices can progressively include climate and education KPIs in their programmes and new projects, contributing to global goals while also informing impact evaluations of climate and education programmes, demonstrating impact and supporting mobilization of further investments.

Strategic Plan Results

In alignment with UNICEF's global strategic plan 2026–2029,¹⁹ this Climate & Education Strategy should be monitored using the Strategic Plan's impact results and output indicators, to facilitate comparability across countries and contribution to global goals.



Two impact results are particularly relevant:

IMPACT RESULT 2

350 million more children and young people learning and skilled

- ➔ **Output 2.1:** 200 million more children and adolescents in school (pre-primary to secondary), of whom 100 million are girls and 15 million are children with disabilities
- ➔ **Output 2.2:** 120 million more children, of whom 60 million are girls, achieving minimum learning proficiency levels
- ➔ **Output 2.3:** 160 million more young people, of whom 80 million are adolescent girls and young women, acquiring skills for work and life

IMPACT RESULT 5

500 million children better protected from disasters, climate and environmental risks

- ➔ **Output 5.1:** 300 million children benefit from climate-resilient water and sanitation, health and education infrastructure and services
- ➔ **Output 5.2:** 200 million children reached by solutions that reduce the risks of climate disasters and environmental hazards

¹⁹ United Nations Children's Fund, 'UNICEF Strategic Plan, 2026–2029', UNICEF, 2025, <<https://digitallibrary.un.org/record/4086225?v=pdf>>.

Menu of KPIs for programme and project design and monitoring of results

In addition to reporting against UNICEF Strategic Plan indicators, country offices may select from the following KPIs to support programme design, real-time adaptation and regional learning:

1. Climate-Resilient Educational Services

➔ **Per centage of country offices supporting schools with climate vulnerability assessments:** Measures regional progress on supporting schools to assess and understand their exposure to climate impacts.

➔ **Number of children affected by climate-related school closures in ESAR:** Tracks instances of school closures due to climate events by country. This data should be collected annually and disaggregated by country and type of climate event.

➔ **Changes in enrolment and enrolment rates in climate-affected areas in ESAR:** Monitors the enrolment trends before and after climate events per country.

➔ **Number of country offices monitoring the time taken to respond to climate alerts in education systems:** Measures regional progress in terms of supporting education administrators to be responsive to climate-related risks based on early warning systems.

➔ **Number of UNICEF-supported schools utilizing EWS to prevent dropout per country:** Tracks the implementation of early warning systems in identifying students at risk of dropout due to climate factors.

➔ **Community engagement levels in EWS initiatives in ESAR:** Assesses the degree to which country offices involve local communities²⁰ in early warning systems to support their decision-making to keep children safe and learning.

➔ **Per centage of school-related infrastructure upgraded to climate-resilient standards by country:** Measures the proportion of school infrastructure (e.g., classrooms) that meets climate-resilience criteria. This indicator should monitor separately actions related to retrofitting of existing infrastructure and new construction from scratch.

➔ **Reduction in climate-induced damage to school facilities retrofitted or built with UNICEF support:**

Tracks the extent of damage to school infrastructure before and after implementing resilience measures.

➔ **Number of new approaches to improve the resilience of education systems implemented at scale by country offices in ESAR:** Tracks the introduction of innovative²¹ tools, approaches and technologies in education that support climate resilience, while tracking their climate co-benefits.

2. Mainstreaming Climate in Learning Opportunities

➔ **Number of country offices supporting national and subnational governments to include climate education in formal and non-formal education:** Measures progress towards including climate knowledge in FLN (foundational literacy and numeracy) programmes, pre-primary, primary and secondary education programmes, accelerated learning and job training programmes for youth.

➔ **Per centage of teachers trained in climate education in ESAR by country:** Assesses the training of educators on climate issues and integration into their teaching practices. Disaggregated by education level and type of education (e.g., formal, non-formal; general education, technical education).

➔ **Learning outcomes in schools supported with climate investments vs. unsupported schools:** Evaluates the effects of climate investments on learning outcomes. This type of indicator would be well-suited for impact evaluations and could consider metrics such as the number of lessons taught per year, attendance and pre-post intervention scores from learning assessments.

➔ **User engagement metrics for climate adaptation technologies:** Assesses the extent of use and effectiveness of technologies introduced in educational contexts for improving climate adaptation skills amongst students and teachers.

²⁰ Community engagement refers to establishing mechanisms for community members (families, teachers, school administrators, children and adolescents) to participate in shaping the EWS by providing relevant local information and knowledge, while also having easy access to the output/information generated by the EWS, which would be expressed in ways that facilitate active use by community members to inform their own decision-making about improving climate resilience and protecting continuity of learning amidst climate shocks.

²¹ To be considered as an innovative approach the intervention should be cost-effective, contextually relevant and should translate into improved continuity of learning during and after climate shocks.

3. Empowering Youth-Led Climate Action and Improving Access to Skills for Green Jobs

- ➔ **Number of youth-led climate initiatives, by country, implemented at scale and supported by UNICEF or its partners:** Tracks the scale and scope of youth-led projects receiving financial, technical, or mentorship support to drive climate action at local or national levels.
- ➔ **Per centage of adolescents and youth enrolled in climate-relevant skilling or green jobs training programmes, by country:** Measures access to structured learning pathways that equip youth with the skills needed for climate adaptation and green economy participation.
- ➔ **Number of youth networks or platforms established or strengthened through UNICEF's support to promote climate action and advocacy, regionally and by country:** Tracks engagement infrastructure for youth collaboration, policy advocacy and climate project implementation.
- ➔ **Number of countries that support²² young people's participation in climate and education policy dialogue processes at national or subnational levels:** Measures how meaningfully youth are included in decision-making spaces related to climate change and education planning.
- ➔ **Number of innovative, youth-led solutions or proposals documented and disseminated for replication or scale-up, by country:** Monitors the generation and diffusion of grassroots innovations by young people in response to climate-related challenges.

4. Policy Advocacy

- ➔ **Number of countries where national climate policies include education provisions:** Measures how many national policies recognize the importance of education in climate adaptation strategies (NDC, NAP).
- ➔ **Number of countries where the Education Sector Plan (ESP) includes climate provisions:** Measures the extent to which ESPs integrate climate-resilience goals, targets and dedicated funding lines.
- ➔ **Per centage increase in climate funding for education within climate adaptation budgets per**

country: Assesses how much funding for education has increased in national climate budgets over time.

5. Unlocking Climate Finance

- ➔ **Amount of climate finance secured for educational initiatives by country and by partnership:** Tracks funding acquired for climate adaptation projects specifically targeting education.
- ➔ **Amount of funding mobilized or allocated specifically for mainstreaming climate education in formal education systems:** Tracks financial support channeled to young changemakers through grants, partnerships, or government schemes influenced by UNICEF advocacy.
- ➔ **Amount of funding mobilized or allocated specifically for youth-led climate action initiatives:** Tracks financial support channeled to young changemakers through grants, partnerships, or government schemes influenced by UNICEF advocacy.
- ➔ **Amount of funding mobilized or allocated specifically to climate-resilient infrastructure projects in ESAR:** Monitors funding directed toward building or retrofitting schools for climate resilience.

Overall Impact Indicators

- **Change in overall student enrolment in countries affected by climate change:** Monitors enrolment trends post-strategy implementation.
- **Improvements in student learning outcomes in climate-affected regions:** Evaluates progress in learning outcomes related to enhancing climate-resilience and climate education in schools.
- **Community feedback on the effectiveness of projects linking climate and education outcomes:** Collects qualitative and quantitative feedback from stakeholders, including parents, teachers, children and youth, and community members.

By using these KPIs, UNICEF ESARO can effectively evaluate the performance of the Climate-Resilient Education Strategy at country level and make data-driven adjustments to enhance its impact.

²² Support includes, but is not limited to, financial support to youth participation in policy dialogue, upskilling of youth advocacy champions/networks and the creation of formal channels/platforms for youth to engage in policy development.

Annex: Climate Change in Africa and its Impacts on Education

The impacts of climate change – in the form of extreme and slow-onset disasters – are increasing in frequency and intensity. Between 2022 and 2024, at least 14 countries in the region faced climate-related hazards that led to a state of emergency and school closures, further exacerbating the learning losses experienced by many. This decade is Africa's warmest decade on record, with unprecedented droughts and floods that have destroyed lives and livelihoods, and threatened losing gains on access to education – particularly for the most marginalized children and young people.

The State of the Climate in Africa 2024²³ and UNICEF reports highlight several key climate impacts affecting the continent.



Heatwaves:¹⁸ The warming trend is faster in Africa than the global average, at +0.3°C per decade between 1991 and 2022. From February to March 2024, many countries in Eastern and Southern Africa encountered heatwaves, including South Sudan, Kenya, Tanzania, Botswana, Namibia, Mozambique, South Africa, Zambia, and Zimbabwe. These conditions created unsafe classroom environments for children and, in some instances, led to school closures. Even when schools remain operational, extreme temperatures and pollution can diminish children's learning abilities and limit teachers' effectiveness. Recent evidence from Tanzania shows that excessively hot classrooms impair cognitive functions, negatively impacting children's learning and well-being, while also deteriorating working conditions for teachers.



Droughts: Between 2020 and 2023, the Horn of Africa faced its worst drought in 40 years, impacting Ethiopia, Kenya and Somalia, leading to widespread displacement and food insecurity. Ethiopia, Zimbabwe, and Zambia suffered from severe and prolonged droughts that have intensified the drivers of school exclusion and harmful practices against children. In Ethiopia alone, conflict, drought, poverty and other factors have resulted in 13 million children being out of the classroom.²⁴ An estimated 3.6 million children in Kenya, Ethiopia and Somalia are at risk of leaving school as a result of the pressure the drought is putting on their households.²⁵ Angola was also impacted by the El Niño climate event, exacerbating persistent drought conditions, particularly in the southern provinces.

²³ World Meteorological Organization, 'State of the Climate in Africa 2024', WMO, 12 May 2025, <<https://wmo.int/publication-series/state-of-climate-africa-2024>>.

²⁴ Education Cannot Wait, 'Long Delayed: Education for Every Child in Africa', Education Cannot Wait, 16 June 2024, <<https://www.educationcannotwait.org/news-stories/directors-corner/long-delayed-education-every-child-in-africa>>.

²⁵ Maria Bou Chaaya, 'How Drought is Changing Childhood in East Africa', World Vision, 31 March 2023, <<https://www.wvi.org/stories/child-sponsorship/how-drought-changing-childhood-east-africa>>.



Tropical Cyclones and Storms: The region has been severely impacted by a series of tropical cyclones and storms over the past five years. Between late 2024 and early 2025, Mozambique was struck by several cyclones, including Chido, Dikeledi and Jude, which caused widespread destruction to schools, cutting off tens of thousands of children from education.²⁶ In 2024, Cyclone Chido damaged or destroyed 1,126 classrooms in 250 schools, impacting the upcoming return to school for at least 109,793 students. Southern Africa experiences an active annual tropical cyclone season, with multiple cyclones and storms causing significant damage and loss of life.



Flooding: Extreme flooding in the KwaZulu-Natal province of South Africa in April 2022 resulted in over 400 deaths and 40,000 displaced people. Kenya, Tanzania, and Burundi experienced heavy rainfalls as well, making it unsafe for children to reach their classrooms. In South Sudan, climate change has contributed to the increased severity, duration and spread of annual floods, which are increasingly unpredictable – in some areas water has not retreated over several years, damaging school infrastructure and leading to school closures. Since 2019, floods have affected between 750,000 and one million people every year,²⁷ forcing half of them to leave their homeland in search of safety and leaving children without an education.



Rising Sea Levels and Coastal Erosion:²⁸ Coastal cities in Kenya, Tanzania, Mozambique, Madagascar and South Africa that are densely populated and provide education services for millions of children and young people are becoming at greater risk of floods and salinization of groundwater sources and soil, triggering damage of school infrastructure and human displacement that disrupts children's schooling and health.



Socioeconomic Impacts:

➔ **Food Insecurity:** An estimated 4.4 million people in Kenya faced acute food insecurity in October-December 2022. More than 3.5 million refugees in the region experienced major cuts in food assistance. In Lesotho, Malawi, Namibia, Zambia and Zimbabwe, 7.4 million children²⁹ are living in child food poverty, of which over 2 million are surviving on extremely poor diets that hinder their ability to learn. This is now exacerbated across large parts of Southern Africa due to drought. Climate change, by impacting food security through extreme weather events like droughts and floods, can significantly disrupt education by causing food insecurity, leading to malnutrition, poor attendance, decreased cognitive ability and ultimately hindering children's academic performance, particularly in

26 United Nations Office for the Coordination of Humanitarian Affairs, 'Mozambique: Tropical Cyclones Flash Appeal January-June 2025 (Updated March 2025)', OCHA, 20 March 2025, <<https://www.unocha.org/publications/report/mozambique/mozambique-tropical-cyclones-flash-appeal-january-june-2025-updated-february-2025>>.

27 United Nations Children's Fund, 'The climate crisis is a child rights crisis', UNICEF, <<https://www.unicef.org/southsudan/climate-crisis-child-rights-crisis>>.

28 Bernardino J. Nhamumbo, Olusegun A. Dada and Franck E.K. Ghoms, 'Sea Level Rise and Climate Change – Impacts on African Coastal Systems and Cities', in Sea Level Rise and Ocean Health in the Context of Climate Change, edited by Yuanzhi Zhang and Qiuming Cheng, IntechOpen, 22 July 2023, <<https://www.intechopen.com/online-first/88259>>.

29 United Nations Children's Fund, 'Almost 300,000 children threatened by severe acute malnutrition in six drought-affected countries in Southern Africa – UNICEF', UNICEF, 25 July 2024, <<https://www.unicef.org/esa/press-releases/almost-300000-children-threatened-severe-acute-malnutrition-six-drought-affected>>.

vulnerable communities where access to nutritious food becomes limited; this can force children to miss school to help with household chores related to food scarcity or to work to provide for their families.³⁰

➔ **Displacement:** Millions were displaced by drought (Somalia, Ethiopia), floods (South Sudan, South Africa) and cyclones (Southern Africa). In 2022 over 1.2 million people were internally displaced in Somalia due to drought, and over 60,000 fled to Ethiopia and Kenya. Ethiopia experienced an additional 512,000 internal displacements due to drought. When communities become displaced because of climate events, access to schooling becomes difficult or impossible, especially in the absence of remote learning and school preparedness plans.

➔ **Economic Damages:** Extreme weather events caused over US\$8.5 billion in economic damages for the African continent, with flooding being the leading cause of economic loss. By 2030, it is estimated that up to 118 million extremely poor people (living on less than US\$1.90 per day) will be exposed to drought, floods and extreme heat in Africa, if adequate response measures are not put in place.³¹ This will place additional burdens on poverty alleviation efforts and threaten to cause setbacks in the progress towards universal basic education, significantly hampering human development and community resilience.

➔ **Exacerbation of Existing Inequalities:** Climate change disproportionately impacts marginalized groups, exacerbating existing gender and socioeconomic inequalities in access to education. Girls, especially those from impoverished or conflict-affected communities, face additional barriers in accessing education, and these are amplified by climate-related disruptions. Child marriage rates rise dramatically during droughts, impacting girls' educational trajectories.

➔ **Long-Term Consequences:** The cumulative effects of climate change on education have severe long-term consequences for individuals, communities and nations. Already alarmingly high learning poverty rates in the region risk significant exacerbation by climate change, threatening future economic productivity and social stability.

30 Catherine Porter, 'Education is under threat from climate change - especially for women and girls', University of Oxford, 8 November 2021, <<https://www.ox.ac.uk/news/features/education-under-threat-climate-change-especially-women-and-girls>>.

31 World Meteorological Organization, 'Africa faces disproportionate burden from climate change and adaptation costs', WMO, 2 September 2024, <<https://wmo.int/news/media-centre/africa-faces-disproportionate-burden-from-climate-change-and-adaptation-costs>>.

For every child
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Wherever he lives.
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A future.
A fair chance.
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For each and every child.
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