



LEARNING TO INFLUENCE CLIMATE EDUCATION

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming
Education

EDUCATION OUT LOUD'S SUPPORT TO CIVIL SOCIETY ON CLIMATE EDUCATION

In 2024, several Education Out Loud grantees identified climate education as a learning need. Climate change hinders millions of children – especially the most marginalised – from completing their education. The grantees view strengthening climate education in their countries as essential to strengthen civil society influencing, protect education continuity, and build communities' resilience.

Quality education fosters knowledge of human rights, justice, civic engagement and policy processes, making it a crucial pathway to advance

climate justice. In response, Education Out Loud created structured learning and peer exchange opportunities among National Education Coalitions (NECs) to strengthen their capacity to generate evidence, engage stakeholders and advocate for policy change on climate education.

Participating coalitions represented a range of starting points: Some were already active in policy spaces; others had engaged reactively after extreme weather disrupted schooling; while for some the topic was entirely new. The

learning initiatives were tailored accordingly, combining technical guidance, evidence synthesis and spaces for experience sharing.

This learning brief summarises: the learning activities delivered; how grantees applied the learning in their contexts; and the key lessons Education Out Loud drew from the work to inform future advocacy and capacity building on climate education.

Cover credit: Graphic design for the Pacific Island learning collaborative learning resources by Fa Bo

THE LEARNING EFFORTS – WHAT DID WE DO?

Education Out Loud supported three learning collaboratives involving 16 NECs and other civil society organisations to address climate change, climate justice and their links to education.

1. The Education for Environmental and Sustainable Development Learning Collaborative in West and Central Africa
2. The Pacific Islands Learning Collaborative on Climate Education
3. The Transformative Climate Education Learning Collaborative in Horn, East, and Southern Africa.

The Global Campaign for Education (GCE) and the Latin American Campaign for the Right to Education (CLADE) engaged their constituencies to connect climate education with gender-transformative approaches and education in emergencies.

Through these processes, a series of practical learning resources was developed. Participants actively use these materials, which have also been shared with other grantees to inspire practice and foster further knowledge development.





West & Central Africa

EDUCATION FOR ENVIRONMENTAL AND SUSTAINABLE DEVELOPMENT LEARNING COLLABORATIVE

Learning collaborative participants at the in-person learning module in Lomé, Togo, May 2026. Photo by Madoukou Gnon

To explore how environmental issues are integrated into teaching and learning in schools, coalitions from Togo, Senegal, Burkina Faso, and Madagascar collaborated to review initiatives led by teachers, civil society,

and institutional partners in their countries.

Facilitated by the National Education Coalition in France, participants engaged with virtual modular learning between 2023 to

2026 with two in person learning exchanges. They made close links to the learning collaborative on Education in Emergencies in the same region.



West & Central Africa

WHAT CAME OUT OF IT?

The learning process included mapping key challenges, which resulted in the study [“Environmental and sustainable development education issues in Togo, Senegal, Burkina Faso and Madagascar”](#) published in May 2025.

Findings highlighted the need to more effectively integrate environmental education into school curricula and vocational training by combining theoretical instruction with practical activities and strengthening community engagement.

For further context, see the article: [Civil society unites to](#)

[put environment in the heart of education.](#)

The NECs used this research to elaborate a joint advocacy strategy and position paper; [Making education a Pillar of Climate Resilience](#). The position paper informed subsequent advocacy in each of the countries and in influencing international frameworks on the Education–Climate Nexus; like the Action for Climate Empowerment under UNFCCC – that used recommendations from education coalitions in Burkina Faso, France, Madagascar, Senegal, and Togo – participants in the learning collaborative.



The Pacific Islands

LEARNING COLLABORATIVE ON CLIMATE EDUCATION

Participants in the Pacific Islands Climate Education Learning event, Port Moresby, July 2025. Photo by Alanah Torralba

Four National Education Coalitions from Papua New Guinea, Solomon Islands, Samoa and Vanuatu, together with the regional coalition ASPBAE, participated in modular virtual sessions and

an in-person exchange during 2025. The learning process was facilitated by Alanah Torralba, a just transition specialist, who worked with the coalitions to explore how strengthened

civil society capacities can help influence climate change education for meaningful action in their countries.

The Pacific Islands

WHAT CAME OUT OF IT?

The collaboration produced a set of culturally relevant learning and advocacy resources, grounded in participants' experiences and contexts, including:

- Animated video: [Transformative Climate Change Education in the Pacific](#)
- [Infographic on climate justice](#)
- [Infographic on loss and damage related to education](#)
- Road Map posters to transformative climate education in [Papua New Guinea](#), [Solomon Islands](#), [Vanuatu](#) and [Samoa](#)

For further context, see the article: [Building Resilience through climate change education in the Pacific](#).





The Horn, East and Southern Africa

TRANSFORMATIVE CLIMATE EDUCATION LEARNING COLLABORATIVE

Participants were NECs from Egypt, Zimbabwe, Zambia, Lesotho, Eswatini, Tanzania, Kenya, Nigeria as well as HOPE Liberia, and the transnational alliance ZINECDA.

Facilitated during 2024 by Musa Chibwana – a climate change specialist – participants identified exemplary practices, challenges, and opportunities for establishing climate smart education systems which

embrace transformative approaches that can empower learners, young people and communities to take meaningful climate action.

This happened through virtual learning sessions and one in person training in 2024. The continuous sharing of practices and ideas is now facilitated with the NEC in Zimbabwe, ECOZI as convener.

Mapping of climate challenges in relation to education during learning collaborative event, Tanzania: R. Nasra (TEN7MET), Wadzanayi (ECOZI), Alfreda Nmah (HOPE Liberia). Photo: Damian-Mary Adeleke.

WHAT CAME OUT OF IT?

Out of the virtual and one in-person learning modules came a scoping study: [Transformative Climate Change Education: A scoping study of selected countries in Africa, 2024](#).

The study deals with the extent to which education systems in selected African countries have embraced climate education, and the preparedness of learning institutions to cope with impacts of climate change.



Latin America and the Caribbean

GENDER TRANSFORMATIVE EDUCATION FOR CLIMATE JUSTICE LEARNING

With the motto: *“The right to education is a necessary condition for the conservation of life on the planet!”*, CLADE and their constituency of 35 national and regional education coalitions from the Latin American region explored the linkages between the agendas of Gender Transformative Education and climate justice supported by the University of Minnesota – one of Education Out Loud’s global learning partners. They facilitated series of learning sessions with the NECs.



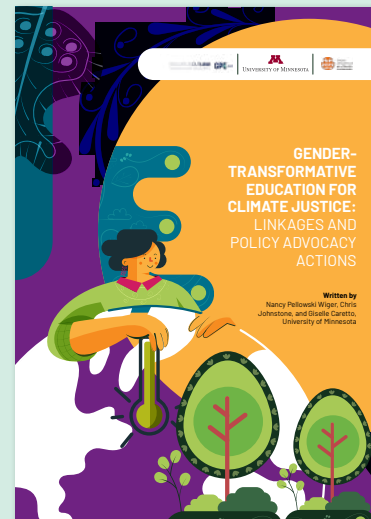


Graphic design by Esteban Zapata and Gabriel Hidalgo, care of the Latin American Campaign for the Right to Education (CLADE)

Latin America and the Caribbean WHAT CAME OUT OF IT?

In several countries, NECs established relevant evidence for advocacy purposes and developed common statements.

To support the in-country advocacy, an Advocacy Brief was developed: [Gender Transformative Education for Climate justice: Linkages and Policy Advocacy Actions](#), published in 2025.



GCE LEARNING SERIES ON THE NEXUS BETWEEN EDUCATION IN EMERGENCIES AND CLIMATE JUSTICE

The Global Campaign for Education facilitated learning series to strengthen NECs understanding of climate-education interface. The sessions revealed a strong interest among NECs to deepen engagement on climate education. Members expressed the need to explore the

diverse roles of civil society organisations in advancing climate education within the education sector. It opened for exchanges across the regions and drew lessons from organisations with strong climate education track records outside the GCE movement.

WHAT CAME OUT OF IT?

Out of this process came the GCE Learning Brief: [Social transformation for education: The role of climate education](#). It lays the foundations for future work on:

- Greening education curricula across national systems.
- Influencing Education Sector Plans (ESPs) to integrate climate-resilient education strategies within Disaster Risk Reduction (DRR) frameworks and Nationally Determined Contributions.



WHAT HAPPENED AFTER THE LEARNING?

Environmental Education Module in the school curriculum

In: **Burkina Faso**
By: **NEC Burkina Faso**
(**CN-EPT/BF**)

CN-EPT integrated climate education into its advocacy & campaign strategy and broadened their stakeholder engagement to include ministries of environment and agriculture.

An official module on environmental education was

incorporated into curricula of primary & secondary schools and teacher training colleges.

A teaching guide was designed and tested in one municipality.

The coalition also established a network of young people from the central Sahel (Burkina Faso, Mali and Niger) focusing on transformative climate education.

Safe schools in Vanuatu

In: **Vanuatu**
By: **NEC Vanuatu**
(**KoBLE**)

KoBLE has become part of the Safe schools technical working group set up by the Ministry of Education.

KoBLE influenced the recent Education in Emergencies policy review and are contributing to evidence on the impact of tropical cyclones on education.

ECO schools in Tanzania

In: **Tanzania**

By: **NEC Tanzania (TEN/MET)**

TEN/MET made a shift from fragmented efforts to coordinated, system-oriented climate education practice in their coalition.

They established the TEN/MET Community of Practice on Climate Education, bringing together 23 CSOs and education actors.

A school model called ECO schools was adopted by this network. It embarks on whole-school, learner-led approach, placing climate action within school governance, teaching

practices, and community engagement. The ECO school model strengthens climate resilience and education continuity and empowers students as environmental leaders.

Moreover, circular economy was implemented in 271 schools with practical hands-on learning on recycling, garbage handling, and greening compounds.

TEN/MET made recommendations to the committee on the review of the Education Act on the inclusion of climate education in the act.





Indigenous knowledge in non-formal education curricula

In: **Lesotho**
By: **The Lesotho Council of NGOs (LCN)**

LCN carried out research on how climate change issues are featured in non-formal education. Gaps and impact evidence were collated in communities, including climate change related consequences such as GBV, and documenting indigenous coping practices.

LCN lifted the evidence and advocacy into the Local Education Group for integrating climate education into the curriculum, linking it to Disaster Risk Reduction, gender & human rights.

Moreover, climate resilience among learners were strengthened by integrating indigenous knowledge into non-formal education modules, grounding it in local realities.

Teachers at the center of climate education

In: **Solomon Islands**
By: **NEC Solomon Islands (COESI)**

COESI carried out research on climate change education practices in 9 schools documenting teachers' perspectives and classroom practices.

Out of that came 11 key recommendations for their advocacy strategy on curriculum development, teacher education, resource allocation and localisation, awareness and interim support.

Culturally relevant learning material on climate education

In: **Samoa**

By: **NEC Samoa (SEN)**

SEN strengthened the capacity of their members and included climate education and the link to education in emergencies in its advocacy plans.

SEN is now developing community-based culturally relevant learning material on climate education, valuing traditional knowledge and practices .

They also led multi-stakeholder consultations on climate education.

Climate justice and gender transformative education linkages

In: **Latin America & the Caribbean**

By: **Latin American Campaign on the Right to Education (CLADE)**

CLADE led research on climate justice in national school curricula and issued a Policy Brief & public statement on gender transformative education in relation to climate justice.

CLADE engaged with high-level policy spaces such as the Pan-Amazon Social summit, summit of amazonian presidents, and Peoples' summit leading up to COP 30.

WHAT LESSONS DID WE LEARN?

Learning partners and grantees highlighted several important lessons on convening learning and advancing climate education within diverse education and policy environments.

1. Adopt a transdisciplinary approach. Climate education spans transformative education, climate change, climate justice, Education for Environmental and Sustainable Development (EESD), and Education in Emergencies, and intersects with other forms of marginalisation such as gender. Each area has distinct systems, data and policy spaces. Learning interventions should bridge these

fields, supporting integrated policymaking and practice.

2. Embed mapping and evidence creation in learning. Systematic mapping and evidence-generation strengthen advocacy credibility and ensure interventions are contextually relevant. This includes elevating youth voices and documenting indigenous and community knowledge.

3. Focus action on the influencing role of National Education Coalitions. Strengthening NECs to translate practice-based

evidence into clear policy messages and system-level advocacy helps preserve their strategic convening and influencing functions, avoiding drift into direct service delivery roles such as teacher training, material production, or community sensitisation.

4. Ensure basic knowledge in climate change and climate justice. Foundational understanding of climate science and justice frames climate education around equity and helps connect climate learning to related inequalities, including gender.

5. Prioritise sustained peer learning. Long-term peer exchange and sharing of grantee practices build trust, strengthen relationships, and foster regional collaboration and joint advocacy agendas. NECs should commit to genuine dissemination so learning reaches members beyond coalition secretariats.

6. Use adaptive, practice-based learning approaches. Integrate opportunities for grantees to apply learning between sessions, co-create resources, and refine practice in their local contexts.

7. Promote continued learning collaboration for application and influence. Move beyond knowledge exchange to emphasise application, reflection and influence so that civil society can leverage learning in future funding and policy engagement.

Going forward, Education Out Loud will further support and strengthen national, regional and global influencing work on climate education.

“Going forward, Education Out Loud will further support and strengthen national, regional and global influencing work on climate education”

– Dorte Jørgensen, Education Out Loud

Why prioritise climate education? Key insights from the learning processes

- Quality education has the transformative power to create knowledge, agency and practices in learners on the causes and effects of the climate emergency and how to respond to it.
- Schools are a key pillar in providing knowledge to the next generation about the importance of our climate, environment, and biodiversity. It can inspire learners and communities how to live more sustainable lives and how to organise for change locally as well as influencing decision-makers at various levels.
- If education systems are to fulfil this crucial transformative role, political will is needed to ensure adequate investment, accountability processes, support for teachers, and space for student and civil society activism.
- Climate education deals with knowledge and awareness of human rights, justice, civic engagement and policy processes and is therefore a crucial pathway for advocating climate justice.
- This can happen when education is transformative and builds agency, action and hope in response to the climate crisis. Transformative education has a direct redistributive impact, benefitting the most marginalised populations and enhances social mobility.

Education Out Loud is Global Partnership for Education's fund for civil society advocacy and accountability in education. The programme aims to strengthen civil society's capacity to engage in education sector planning, policy dialogue and monitoring, and to promote transparency and accountability in national education policies, as well as create a stronger global and regional enabling environment for civil society advocacy and transparency efforts in education.

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