

Capacity Statement

June 2024

Climate Change Education for a More Sustainable, Just and Gender Equal World

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Acronyms

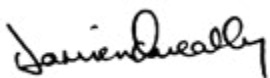
AA	Anticipatory Action
ACE	Action for Climate Empowerment
ASEAN	Association of Southeast Asian Nations
CCE	Climate Change Education
CERI	Centre for Educational Research and Innovation
CEFMU	Child, early and forced marriage and unions
COP	Conference of the Parties of the U.N. Framework Convention on Climate Change (UNFCCC)
CSS	Comprehensive School Safety
CSSF	Comprehensive School Safety Framework
CS-CCDRR	Climate-Smart, Child-Centred Disaster Risk Reduction
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
DRRMIS	Disaster Risk Management Information System
ECW	Education Cannot Wait
EiE	Education in Emergencies
ESD	Education for Sustainable Development
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GBV	Gender-based violence
GCE	Global Citizenship Education
GPE	Global Partnership for Education
GRSCSI	Gender-responsive schools and community safety initiatives
GTE	Gender Transformative Education
IDP	Internally Displaced People
INEE	Inter-Agency Network for Education in Emergencies
IQE	Inclusive Quality Education
NDCs	Nationally Determined Contributions
PtR	Pathways to Resilience
SQRIBE	Safe, Quality, Resilient, Inclusion-based Education
SSI	Safe Schools Initiative
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	U.N. Framework Convention on Climate Change
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UNEP	United Nations Environment Programme
YAP	Youth Advisory Panel

Foreword

Climate change and environmental degradation are intergenerational, colonial, gender, and economic justice issues. For children, adolescents and youth, the climate crisis poses a direct and indirect threat to their right to education. **But education is not only affected by climate change: it is also a key solution to addressing its harmful impacts.**

Plan International believes that all children, adolescents, and young people have a fundamental and universal right to access and complete inclusive quality education, from pre-primary through to secondary level. Furthermore, Plan International promotes a gender-transformative approach that addresses structural injustices and oppression, which are at the basis of gender inequality and the climate crisis.

We are pleased to present this capacity statement on Plan International's work on climate change education, which summarises nearly two decades of promising practices from our programming and influencing work: from child-led Disaster Risk Reduction (DRR) education in Asia-Pacific to global youth-led influencing of Conference of the Parties (COP) outcomes. This document aims to build knowledge and understanding of the organisation's work and inform the development of future programming and advocacy efforts in climate change education. It seeks to inform Plan International's partners and stakeholders about the organisation's work, capacity and added value in the sector. This is a live, collective document, improving constantly, that will further help us to identify areas for improvement and growth and deepen our impact for a more sustainable, just and gender equal world.



Damien Queally
Global Director Programmes and Operations and interim COO

Introduction

Plan International's climate change education work covers access, delivery, and content of education across formal, informal, and non-formal settings in priority countries across Africa, Asia Pacific and Latin America, as well as in some countries in the Global North such as Australia, Canada and Ireland.

With nearly two decades of experience, this work builds on the organisation's strong background in Child Centred Disaster Risk Reduction education, which began in 2008 and is integrated with proven organisational approaches to inclusive quality education, gender transformative education, comprehensive school safety, education in emergencies and resilience pathways.

Through key strategic partnerships, Plan International builds capacity and collaborates with grassroots and youth-led organisations, UN agencies, Ministries of Education, Ministries of Environment and Climate Change, National Disaster Management Agencies and Weather Agencies to initiate and strengthen integrated work on climate change education.

The experience mentioned above and research demonstrates the power of climate change education to save lives, build knowledge and empower children and young people to take leadership roles in climate action and policy. **Plan International is committed to building on and strengthening its work on climate change education in the coming years to deliver the scale of change needed to address the climate crisis.** This statement outlines the organisational capacity on climate change education, including an overview of the conceptual framework, programming and advocacy approaches, and best practices through case studies from across the global organisation.

What is climate change education for Plan International?

Plan International's approach to climate change education is grounded in its experience and programming on inclusive, quality, gender transformative education,¹ education in emergencies, comprehensive school safety, disaster risk management, climate change, and resilience. The organization works to advance climate change education across three priority areas:

Addressing the impact of climate change on education systems

Ensuring continuity of inclusive, quality education during climate shocks and stressors. This includes looking for increased investment and political support for climate change adaptation strategies and preparedness across risk reduction, anticipatory action, education in emergencies and strengthening resilience.

Integrating climate change into the curriculum

Including inclusive quality climate change education in formal and informal curricula, ensuring children, adolescents, and young people in all their diversity develop the knowledge, skills, attitudes and behaviours they need to keep themselves safe and improve disaster preparedness and resilience of their communities.

Translating learning to climate action

Promoting learning that empowers children, adolescents, and young people, particularly girls, to engage in climate action and advocacy, including participating in climate change policy processes at the regional, national, and international levels. The enabling environments to ensure learning leads to child, youth and girl-led action is a critical element of Plan International's approach to climate education.

¹ Inclusive Quality Education (IQE) means that all children, regardless of their physical, intellectual, social, emotional or linguistic abilities, including the most vulnerable and marginalised, learn and participate equally and effectively, in safety and free from gender bias. Through considering all aspects of the education system, from access to curriculum to delivery, inclusive quality education seeks to provide all children and young people with the necessary skills, knowledge, attitudes and behaviours to lead positive and productive lives and advance gender equality, peace, social justice and tackle issues such as climate change. See more about Plan International's approach to IQE: <https://plan-international.org/publications/overview-inclusive-quality-education/>

Why we prioritise climate change education?

Climate-related events in 2021 are estimated to have prevented at least 4 million girls from completing their education in low and middle-income countries.² If current trends continue, climate change will be a major contributing factor to preventing at least 12.5 million girls from completing their schooling each year by 2025.³

Across the world, climate change is causing more intense, more frequent and compounding disasters, seriously impacting education. Also, revealing that education systems are not as resilient as they should be in the face of large-scale disruption. Children, adolescents, and young people are among the most vulnerable to climate change impacts: they face political, social, and economic barriers and inequalities due to their age, gender, ethnicity, disability, legal status, and poverty.⁴ Moreover, communities that have contributed the least to climate change are the ones affected the most. By disproportionately impacting the most vulnerable populations, climate change magnifies existing inequalities.

Girls' rights are often the most significantly impacted by climate change, while they are also the least likely to have the resources to adapt. In periods of crisis, girls are often the first to drop out of school to take on paid work and additional unpaid care and domestic work. Further, as research shows, the longer girls are out of school, the less likely they are to return to school, and the more likely they are to fall victims of harmful practices like child, early and forced marriage and unions (CEFMU), gender-based violence (GBV), and early unintended pregnancy.⁵ **If girls are out of school, they are less likely to learn about climate change, how to deal with its effects and how to be leaders and advocates for climate action.**

It is for this reason that Plan International is committed to working with children and young people, especially girls and young women, and their communities to reduce climate risks, adapt to climate change, and strengthen resilience, integrating a justice-centred and gender-transformative approach⁶ to work on climate change education. During climate-induced (or related) disasters and displacement, education plays a role that is protective, lifesaving and life-sustaining. For that reason, addressing access and continuity of education is a key organisational priority. Furthermore, climate change education is one of the most effective solutions to address the climate crisis, equipping children and young people with the skills and knowledge they need for community-based adaptation, disaster risk resilience, climate activism and future-proof green livelihoods.⁷



Young people plant rice as part of climate-smart agriculture project in the Philippines

Quality climate change education is also key to delivering on the urgent action needed to reach global commitments such as the **Agenda 2030**, the **Paris Agreement** and the **Sendai Framework on Disaster Risk Reduction**. Plan International's work on climate change education aligns with the work of UNESCO, UNICEF and UNEP, who have spearheaded the **UN Decade of Education for Sustainable Development (DESD)**, which aims to 'integrate the principles, values and practices of sustainable development into all aspects of education and learning, and to encourage changes in behaviours that allow for a more sustainable and just society for all'. Plan International's commitment to advancing climate change education is in line with its **Global Policy on the Environment** and its organisational focus on girls' rights, outlined in the five-year strategy (2022-2027), **All Girls Standing Strong**.

2 Inter-agency network for Education in Emergencies (INEE): Mind the Gap 2: seeking safe and sustainable solutions for girls education in crisis (2022)

3 Malala Fund, a greener, fairer future (2021) https://assets.ctfassets.net/0oan5gk9rgbh/OFgutQPKIFoi5fY2iwFC/6b2fffd2c893ebdebee60f93be814299/MalalaFund_GirlsEducation_ClimateReport.pdf

4 UNICEF, The climate-changed child (2023): <https://www.unicef.org/reports/climate-changed-child>

5 Plan International, Real Choices Real Lives (2023)

6 <https://plan-international.org/eu/blog/2019/01/24/blog-alex-munive-gender-transformative-approach/>

7 Brookings, Three Platforms for Girls Education in climate strategies (2017): <https://www.brookings.edu/articles/3-platforms-for-girls-education-in-climate-strategies/>

Esther, 24, holds session for school students on climate change education in Sierra Leone



Our unique value-add: gender-transformative climate change education

Over the last five years, Plan International has built a strong reputation in the education sector for its work on gender-transformative education. In 2021, in collaboration with UNICEF, Transform Education and UNGEI, Plan International published a **brief on the subject** that defined gender-transformative education as recognising and seeking to redress structural inequalities that prevent equal opportunities within education systems and in the families, communities and institutions that learners and educators are part of. It does this by setting ambitions and standards for gender equality in its workforce, curricula, pedagogy and learning environments, and then allocating resources and political attention at all levels to achieve those ambitions and standards. In doing so, it harnesses the transformative power of education to bring about more just, inclusive, and tolerant societies with gender equality as a core priority and value.⁸

Plan International recognises that gender-transformative, inclusive, quality education is an essential component of the global response to climate change. A gender-transformative approach to climate education recognises the gendered impacts of the climate crisis, particularly the distinct experiences and challenges faced by girls and young women.⁹ It seeks to address these inequalities by providing tailored information and resources to equip all learners with the knowledge and skills needed to exercise their rights and challenge the root causes of the climate crisis, gender inequality and other systems of oppression such as sexism, racism, colonialism. By encouraging children and young people to shift the way they think about others and the world around them, this approach is fundamental to driving progress towards climate and gender justice. It is also crucial to ensure children and young people, particularly girls and young women, can lead gender-transformative climate adaptation -including preparedness, anticipatory action, and rapid response- in their communities and engage in climate policy processes at national and international levels.

⁸ Plan International, UNGEI, UNICEF, Transform Education, Brief on Gender-Transformative Education (2021) https://plan-international.org/uploads/2022/01/unicef_plan_ungei_te_gender_transformative_education_web_copy_10dec21.pdf

⁹ UN Women, Gender Equality and Climate Change Explainer (2022): <https://www.unwomen.org/en/news-stories/explainer/2022/02/explainer-how-gender-inequality-and-climate-change-are-interconnected>

Our global impact: climate change education programming and influencing

Across all climate change education work, Plan International strives to adopt an approach that:

- is **child and youth-centred**
- promotes **multi-sectoral** engagement
- covers **all contexts**, including fragile and conflict-affected settings
- is **gender-transformative and intersectional**, looking to uproot structural inequalities

Working through strategic partnerships, coalitions and networks is an essential component of Plan International's global role and approach to climate change education. These include, but are not limited to:

- **Asia Pacific Coalition for School Safety (APCSS)**
- **Anticipation Hub**
- **Centre for Educational Research and Innovation (CERI)**
- **Charter on Climate and Environment for Humanitarian Organisations**
- **Children in Changing Climate Coalition**
- **Education Cannot Wait (ECW)**
- **Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)**
- **Global Education Cluster**
- **Global Partnership for Education (GPE)**
- **Greening Education Partnership**
- **Inter-agency Network for Education in Emergencies (INEE)**

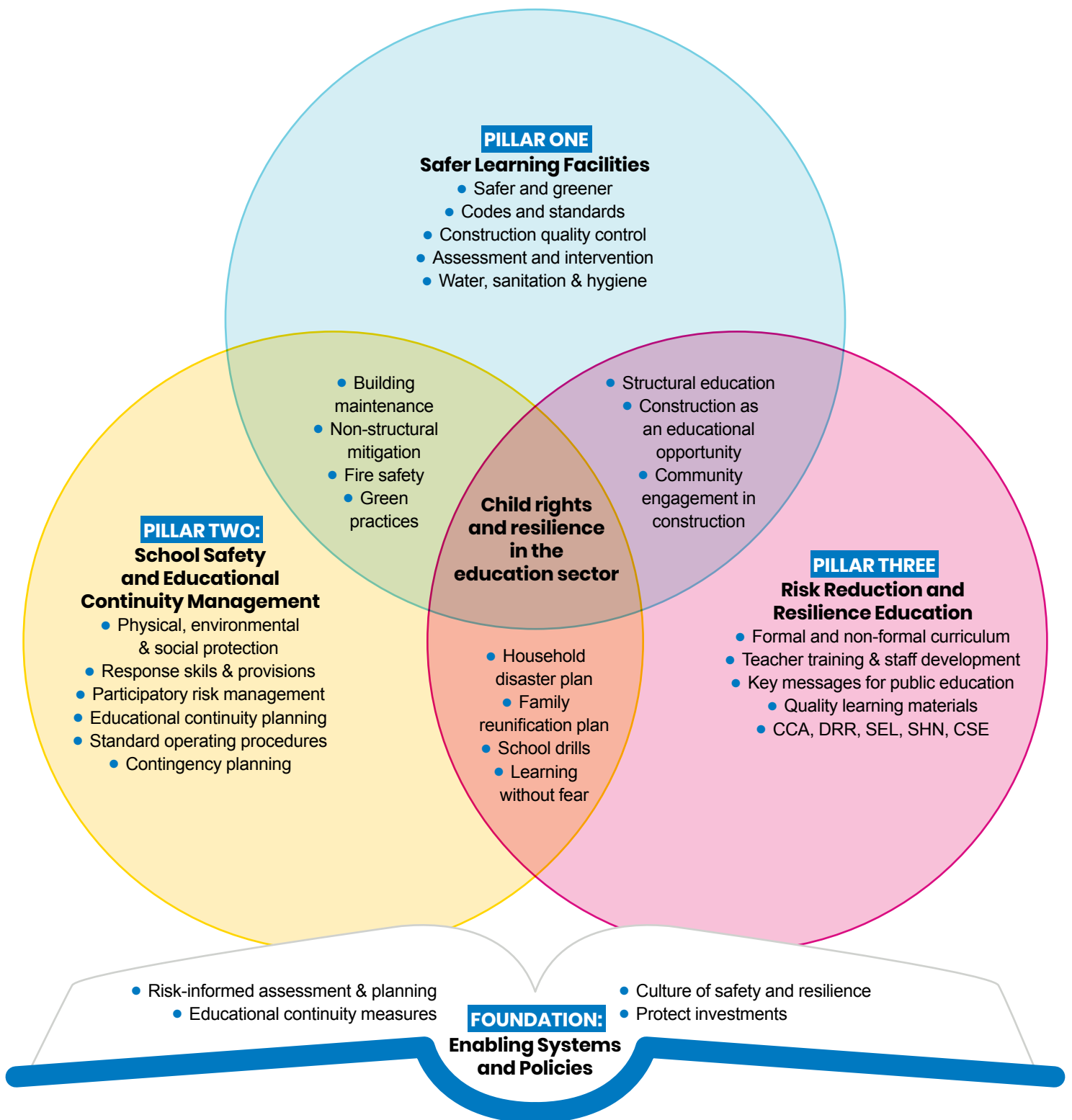


Girl waters plants at school garden in Tillabéri Region in Niger

Programming

Plan International's programming on climate change education is aligned with the updated **Comprehensive School Safety Framework (CSSF 2022-2030)** developed in collaboration with members of the **Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)**. The framework provides a comprehensive approach to resilience and safety from all hazards and risks faced by education systems¹⁰. It is revised to address climate change impacts within today's global landscape, where factors such as climate change and conflict interplay to create complex protracted humanitarian crises. The CSSF aims to support child rights, sustainability, and resilience in the education sector, identifying three intersecting pillars: safer learning facilities; school safety and educational continuity management; and risk reduction and resilience education. **See more in the image below**

¹⁰ "All hazards and all risks" is a helpful approach for education authorities to be able to tackle natural and climate-induced, technological, biological and health hazards, conflict and violence, and everyday dangers and threats. See more: <https://inee.org/sites/default/files/resources/CSSF%202022-2030%20-%20Full%20version%20.pdf>



Over the last decade, Plan International has developed specific expertise in the implementation of pillars two and three of the CSSF, with a focus on translating knowledge and skills into action, through a gender-transformative approach. Plan International has supported the contextualisation of the CSSF at the local level, including translation into Bahasa Indonesia and Chinese, and consistently advocated for the inclusion of gender-transformative language, in line with its continued commitment to strengthening the gender lens across all programming frameworks and tools.

The following sections demonstrate Plan International's experience on:

- Addressing the impact of climate change on education systems
- Integrating climate change into the curriculum
- Translating learning into climate action



Nelly takes part in group activity with fellow youth leaders in Ecuador

Addressing the impact of climate change on education systems

To address the impact of climate change on education systems, Plan International adopts a Disaster Risk Management (DRM) approach that covers the full preparedness and response spectrum to strengthen climate resilience: from disaster risk reduction and adaptation measures, to anticipatory action, rapid response and recovery from climate shocks and stresses. Preparedness, anticipatory action and rapid response in education are key investment areas for Plan International. The **Pathways to Resilience (PtR) Framework** represents the organisation's vision to strengthen resilience across all programming and policy work, adopting an inclusive and gender-transformative approach that addresses the root causes of vulnerability and inequality. Aligned with the CSSF, it includes support for key education services to continue before, during and after an extreme weather or climate event.

Through program implementation, Plan International supports the capacity of schools, caregivers, and communities to conduct risk assessments, establish inclusive early warning systems and develop risk reduction and contingency planning strategies, protection mechanisms, and conduct school and community mock drills. At the country level, Plan International works to raise awareness on the effects of climate change and the importance of developing schools' capacity for planning,

adaptation, and protection, so that children, adolescents, and young people have the necessary knowledge and skills to protect themselves and contribute to risk reduction, resilience building and sustainable development.

Plan International is also strengthening its work on anticipatory action, which refers to protective actions to reduce the humanitarian impact of a predictable hazard before it occurs, or before its most acute impacts are felt, and upon issuance of a warning or activation of a trigger.¹¹ Through its co-leadership role in the Protection, Gender and Inclusion in Anticipatory Action Working Group of the **Anticipation Hub**, and through the Global Education Cluster's Preparedness and Anticipatory Action Task Team, Plan International with partners, has been spearheading scoping work on the integration of education and anticipatory action, producing the brief 'Integrating child protection, education and gender-based violence in anticipatory action' and the **Guidance on Coordinated Anticipatory Action in Education**.

To respond to climate shocks and stresses, Plan International builds upon its strong experience in Education in Emergencies (EiE). This has included supporting the rebuilding of education systems after Cyclone Idai in Zimbabwe and Mozambique,¹² and innovative school feeding interventions as a response to the unprecedented food crisis in Central Sahel countries due to protracted conflict and climate change.¹³

¹¹ See more on Anticipatory Action: <https://www.anticipation-hub.org/about/what-is-anticipatory-action>

¹² Plan International, Building Back Better: Focusing on EiE in Zimbabwe and Mozambique (2018): https://plan-international.org/uploads/sites/51/2022/02/building_back_better_focusing_on_eie_in_zimbabwe_and_mozambique_1.pdf

¹³ Plan International, School Feeding Initiatives in the Central Sahel (2023): <https://reliefweb.int/report/burkina-faso/school-feeding-initiatives-central-sahel-burkina-faso-case-study-october-2023>

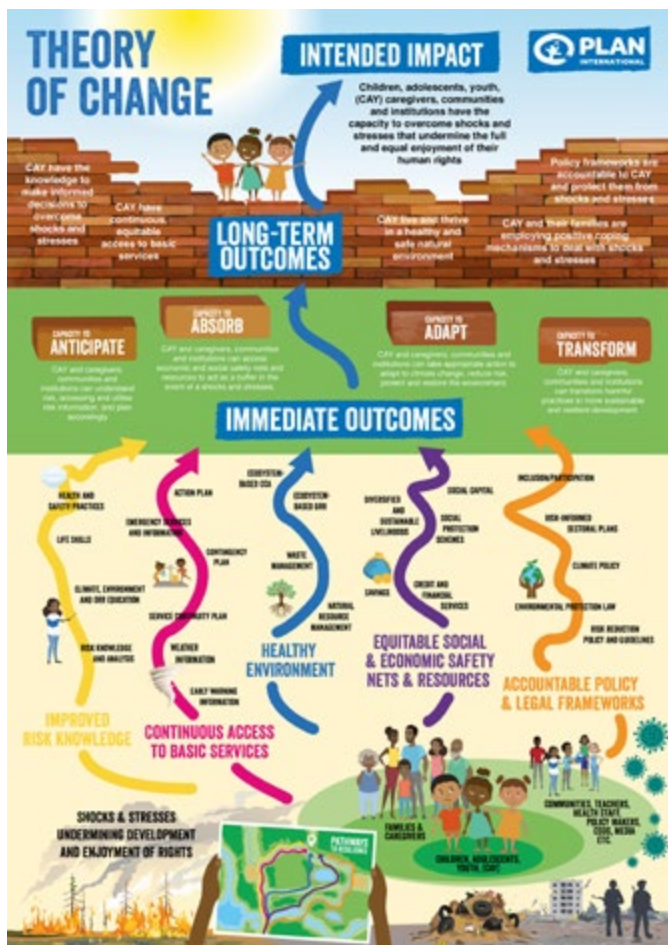


Children learn how to stay safe during disasters in Vietnam

Safe Schools Global Programme and ASEAN Safe Schools Initiative (ASSI)

Safe Schools Global Programme (2014-2017) was a coordinated effort that reached nearly 1 million students in 33 countries.¹⁴ It engaged education sector partners, in development and humanitarian contexts alike, to promote schools as a platform for children, adolescents and young people to grow up safely in resilient communities with their rights respected. The programme built upon the CSSF and incorporated Climate-Smart, Child-Centred Disaster Risk Reduction (CS-CCDRR), Plan International’s unique participatory rights-based approach to the global safe school movement that is aligned with the Children’s Charter for Disaster Risk Reduction. These mutually reinforcing approaches ensure that the programme not only protects learners, schools and their communities but also empowers a new generation of climate-smart, disaster resilient citizens. In the Safe Schools Global Programme, learners actively participated in the development and execution of risk vulnerability mapping, evacuation and contingency planning, and school safety assessments, amongst other vital disaster risk reduction and climate change adaptation activities.

As lead of the Asia-Pacific School Safety Coalition, Plan International established a **Safe School Task Force** in the region to promote knowledge sharing on implementation of the CSSF, including a common framework and compilation of case studies. In Indonesia, Cambodia, the Philippines, Timor Leste, Vietnam and Thailand, Plan International has worked with ministries and educational facilities to ensure uptake of CSSF at the national levels. In Indonesia, in collaboration with the Ministry of Education, Plan International worked on a Disaster Risk Management Information System (DRRMIS) focused on collecting and enhancing data on safe school implementation, and developing a real time and standardised assessment of disaster impact on schools.



14 https://planinternational.sharepoint.com/teams/drm/team003/Resilience-Site/TeamDocuments/GLO-Safe_Schools_Initiative-Final-IO-Eng-Jan18.pdf#search=safe%20schools%20initiative

Gender-responsive schools and community safety initiatives (GRSCSI) in Nepal

Plan International is currently implementing in Nepal the GRSCSI in eight schools and 24 surrounding communities, in collaboration with Plan International's office in Bangladesh and the Asia Pacific Regional Office, as well as local partners (HANDS Nepal and the Education and Disaster Management office). The project aims to support a safe gender-transformative learning environment ready to respond to multi-hazard risks. This includes awareness-raising sessions and capacity development on climate change adaptation both at school and community levels through the following interventions:

- Improved access to inclusive, safe and gender-responsive infrastructure and environment
- Gender-responsive and inclusive approaches to community DRM systems and integration with school preparedness initiatives
- Promotion of gender-responsive safe school initiatives at local, provincial, national and regional levels.

"After attending the training organised by the GRSCSI project, I found myself more confident to share proper information and messages to students and their parents."
Pramila Karki, school disaster management committee¹⁵

Integrating climate change into the curriculum

Plan International recognises that integrating gender-transformative climate education into curricula, teacher training programmes, textbooks, policies, and plans, is fundamental to ensure long-term sustainable outcomes. In concrete terms, this means striving to ensure a gender-transformative approach to the delivery of climate change education tools, as well as developing relevant gender content for curricular uptake.

Plan International's key value is working with its partners to ensure gender remains central to the design and delivery of climate change education.

Plan International takes a strategic multi-faceted approach that includes a focus on gender equality, human rights, risk and resilience education and climate change adaptation. Further, its work is guided by and supports child, and especially girl-led climate action across formal, non-formal and informal education, with the vision to be increasingly youth-centred.

This includes recognising the importance of engaging young people, especially girls and young women, in the design, use and promotion of climate change education curriculum and tools. Several research projects conducted by Plan International feature recommendations made by young people,

including integrating a gender-transformative approach to curriculum reform, investing in teacher training on climate change, and ensuring the meaningful participation of children and young people in the development of learning plans.¹⁶

"I learned something about how to protect nature to address climate change in the country such as planting trees and other methods to help prevent floods. But that is not enough...It should be taught in school how to adapt to the current situation. For example, during the dry season, there should be technologies that can help people know the appropriate method to not be affected by bad weather."

REYNA (16, PHILIPPINES) Real Choices Real Lives (2023)

At the global level, as a member of the **Greening Education Partnership** (GEP), a global initiative established by UNESCO, Plan International is contributing to the development of a global framework for climate education. Further, through the GEP's Greening Curriculum working group, Plan International is working to ensure the framework can be practically utilised by advocating for a mapping of the learning objectives against practical tools teachers can select for integration into their lessons. Critically, this process will also identify key gaps in learning materials and effectively address gaps in climate change education, specifically through age-appropriate and gender-responsive materials.

The integration of climate change content typically requires considerable procedural time for technical reviews and consensus of cross-sectoral expertise. Determined by country context, Plan International works towards curricular integration through positioning locally-led climate education initiatives, promoting national-level dialogues with relevant public offices, as well as contributing as an active, technical partner in global-level collaborations. At the local level, strategic rollout of climate education tools and resources is key in building a country-specific evidence base of effective approaches tailored to the context. In this regard, Plan International collaborates with local implementing partners and engages with Ministries of Education, Environment, Civil Protection, Disaster Response Management Agencies and Weather Agencies from the outset to achieve joint ownership.

Plan International also initiates curricular integration of climate education through the positioning of the Comprehensive School Safety Framework with Ministries. As a steering group member of GADRRRES, Plan International promotes national-level endorsement of the CSSF, followed by active implementation. The CSSF includes a specific focus for curricular integration under pillar three on 'Risk and Resilience Education.' Several Plan International offices in Asia Pacific and the Americas have made good progress on this approach including Timor-Leste, utilising the Ministry-endorsed CSSF framework guidance to leverage a package of Plan International co-designed interactive climate change adaptation resources in schools, with teachers under the CSSF pillar 3 on risk and resilience education.

¹⁵ Plan International, Emerging female leaders for safe schools in Nepal: <https://plan-international.org/asia-pacific/case-studies/female-leaders-safe-schools-project-nepal/>

¹⁶ Plan International, Real Choices Real Lives (2023); Plan International, Young People and Green Skills (2022)

Building on the success of the 4CA Programme (2012–2016)

Building on pillar three of the CSSF, Plan International compliments its work on climate change curriculum with its approach on Child-Centred Climate Change Adaptation (4CA), which aims to build awareness of climate change with children and their communities and empower them to be active participants in adaptation efforts. The 4CA programme was implemented from 2011 to 2016 in 14 countries across Asia-Pacific.¹⁷ Supported by the Australian Government, COFRA, Oak Foundation and the Government of Spain, it has directly engaged over 100,000 children and reached over 750,000 people.

The overall goal of the 4CA programme was to build “safe and resilient communities in which children and young people contribute to managing and reducing the risks associated with changes in the climate” through:

- Increasing the awareness and capacity of children, adolescents and young people and their communities on climate change and related disasters to facilitate child and youth-centred adaptation processes
- Developing and implementing locally appropriate climate-smart solutions
- Advocating for the incorporation of good practices and learning on 4CA in local, district and/or national government processes

The programme fostered the agency of children and young people to explore how and why things are changing because of climate change and the impact on their rights, while encouraging adults to learn from children about the roles they can play in community resilience. Activities included the translation of complex climate science topics into real life practice using the tools and knowledge of local communities and asking communities and schools to design and implement adaptation projects using small scale funding. One great success of the programme was the development of gender and age responsive educational materials tailored to local contexts, ranging from teacher manuals and student books to cartoons, animation films, and games.¹⁸ In Thailand, the Ministry of Education officially approved the teacher manual, which was used to train over 1,380 teachers on climate change education using interactive teaching methods. The approach also encompassed a peer-to-peer learning model, enabling children and young people to raise awareness among their peers and within communities. In Quang Tri province in Vietnam, a group of children called the Climate Change Communicators led and trained other children on climate change adaptation and mitigation through games, films and other communication activities.

Lastly, tangible resources, like the Children’s Climate Cards, Y-Adapt and the Youth Policy workbook (see next section) that promote learning-action-sharing pedagogies are prioritised. These aim to support and inspire child-led climate change adaptation and advocacy, demonstrating practical relevance and application of learning. The resources are initially implemented across after-school clubs, youth and girl-led networks, IDP camps, as well as used by teachers integrating into their lessons, with a strategic view to longer-term curricular integration.

Learning to Action

Plan International’s programmes on climate change education support children and young people to engage in climate action in their communities and participate in climate policy processes at the regional, national, and international levels. This includes, among other priorities, recognising the importance of building green skills amongst children and young people as key to preparing for a sustainable future and a just transition to a green economy.

Plan International’s work on youth economic empowerment includes consultations with young people on green skills, mindset, and entrepreneurship, to build resilience to both gradual and immediate effects of climate change.

To date, Plan International has co-designed three practical education tools to promote climate action in collaboration with children and young people, teachers and Ministries of Education and Environment:

- **Y-Adapt curriculum**

an innovative curriculum, co-designed with Red Cross Red Crescent Climate Centre, Plan Philippines, and Philippines Red Cross, that uses a games-based educational approach to engage 13 to 25 year olds to develop and implement their own climate change adaptation action and advocacy plans. So far this has been rolled out in target schools in the Philippines and Indonesia, where one example includes youth-led advocacy to build a raised and covered walkway to ensure access to school during heavy rains.¹⁹ In Egypt, Plan International is currently contextualising the cards and Y-Adapt for the national context, as well as incorporating an additional session on the intersection of climate and gender and adapting the resources to be inclusive for children and young people with visual and hearing impairments.

- **Children’s Climate Cards**

a series of interactive activities to be used in school and out-of-school settings to support primary school children to raise their voices in a global call for ‘climate action now’.²⁰ The cards are currently being used across contexts: in collaboration with Ministries of Education in schools in Somaliland; through curricular integration in Timor-Leste; integrated into nature-based solutions initiatives in Kenya; in after-school clubs in Indonesia; and in Internally Displaced

17 Bangladesh, Indonesia, Laos, Myanmar, Nepal, the Philippines, Thailand, Vietnam, Fiji, Kiribati, Papua New Guinea, Solomon Islands, Tonga and Tuvalu

18 Plan International’s Approach to Child-Centred Climate Change Adaptation (2016): <https://www.plan.org.au/wp-content/uploads/2020/08/evaluation-of-plan-international-child-centred-climate-change-adaptation-project-july-2016.pdf>

19 <https://weadapt.org/knowledge-base/y-adapt/>

20 Each card has a fun climate craft mission where you can learn what climate change is, discover the global and local impacts, and get inspired by climate action stories. The goal is to inspire a call for climate action from children in every country in the world to hold decision makers accountable to children’s voices.



Youth advocator from Thailand get creative in raising awareness on climate change

People (IDP) camps in Myanmar; and being translated into Spanish for use in the Americas. ²¹

● **Youth Leadership in Climate Policy Workbook and Facilitators Guide:**

the workbook enhances young people's knowledge and skills to engage in climate policy by offering targeted content and activities on climate empowerment actions, including developing and presenting a country's Nationally Determined Contribution²², conducting a stakeholder mapping of climate actors, and preparing a Climate Policy Action Plan. The tools aim to assist young people in accessing climate decision-making spaces and encourage critical thinking about mitigation and adaptation from a rights-based perspective, integrating concepts of climate justice, equity and fairness. The workbook prompts learners to reflect on barriers to participation and inclusion faced by structurally excluded groups in climate policy processes. ²³

Girls Leadership Programme on Climate Change in Indonesia

In 2022, Plan International launched in Indonesia the Girls Leadership Programme on Climate Change aimed at providing a platform for young women to be involved in adaptation and mitigation actions to respond climate change. A total of 337 young women were registered online with 24 girl leaders representing 23 regencies/cities and 12 provinces chosen to participate in the final programme.

The young women took part in several activities including an inspirational session with the Principal Mentor, a leadership class series with youth mentors, and youth camps. At the end of the programme, each girl leader was offered a seed grant of Rp 2 million (around 125 USD) to take real action to deal with the climate crisis in their environment. The results of these activities were presented in an interactive dialogue.

21 <https://plan-international.org/publications/childrens-climate-cards/>

22 The Paris Agreement requests each country to outline and communicate their post-2020 climate actions, known as their Nationally Determined Contributions (NDCs). <https://unfccc.int/process-and-meetings/the-paris-agreement/nationally-determined-contributions-ndcs>

23 <https://plan-international.org/publications/youth-leadership-in-climate-policy-workbook-and-facilitators-guide/>

Influencing

Plan International's global advocacy on climate change education is focused on advancing girls' leadership in climate action, including supporting girls and young women to "anticipate, adapt and transform in the face of climate impacts and have opportunities to engage in the development, implementation and monitoring of key climate strategies and action in all development and humanitarian settings."²⁴ Plan International is committed to deepening advocacy alliances with girl and young women-led movements for climate action, and advocating for their meaningful engagement in climate processes. So far, this has included campaigns to raise awareness and mobilise financing for gender-transformative climate education, calling on world leaders to invest in education that empowers girls to become leaders, innovators and change makers.

Engagement within UNFCCC spaces is a key element of Plan International's climate change advocacy. Since 2009, the organisation has participated in 10 COPs, supporting meaningful engagement of children and youth delegates, and consistently advocating for child and youth-centred and gender-transformative approaches to climate policy. In recent years, Plan International has highlighted the right to education as a critical element within negotiations on loss and damage, adaptation, and Action for Climate Empowerment (ACE). Ahead of COP27, and in collaboration with the Loss and Damage Youth Coalition, Plan International published a brief

on the meaning and impact of loss and damage through an intersectional, youth-centred, gender-equality lens.²⁵ As part of its work on anticipatory action, Plan International supported young activists from Sierra Leone to participate in the COP28 Presidential Roundtable, calling on world leaders to ensure the newly launched **Getting Ahead of Disasters' Charter** delivers for girls globally.²⁶ Following the conference, Plan International welcomed the **Declaration for a Common Agenda on Education and Climate Change**, while underlining the need for explicit commitments to children and addressing the specific needs of girls and young women.

"Girls are at the forefront of the climate movement. We are leading solutions to raise awareness and address our specific needs. I am happy to see the COP28 statement "encouraging efforts by Parties to broaden climate education, and to empower people, in particular children and youth, with the knowledge, skills, values and attitudes necessary for active action to combat climate change." But on its own, this is not enough. It must go further to resource and commit to climate education that is inclusive of girls and young women, recognising our specific knowledge and agency, and addressing root causes of gender inequality."
April, COP28 youth delegate from Indonesia



Nasrin hands out leaflets containing flood awareness messages in Bangladesh

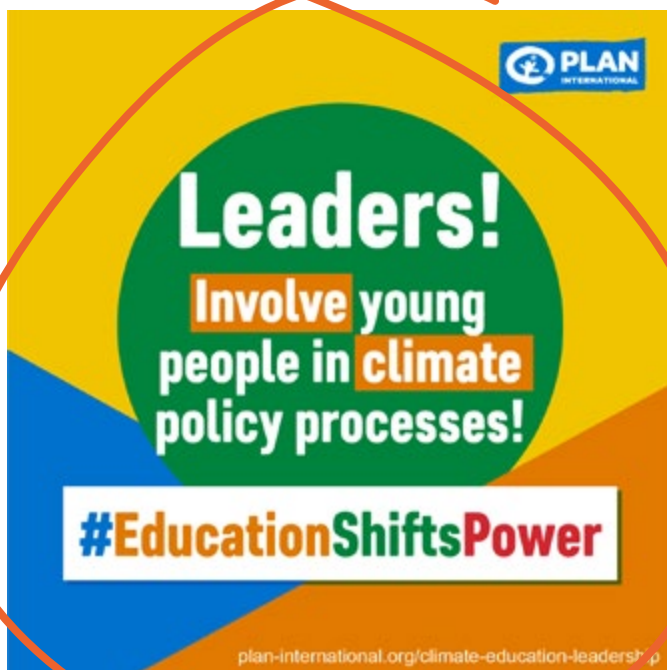
24 Plan International, Global Advocacy Strategy (2022-2027): <https://plan-international.org/publications/global-advocacy-strategy/>

25 Plan International, From the Frontlines (2022): <https://plan-international.org/publications/loss-and-damage/>

26 Plan International, COP28 news (2023) <https://plan-international.org/news/2023/12/05/at-cop28-girls-call-for-inclusive-early-action-to-get-ahead-of-disasters/>

Plan International's work on climate change education also works with young people in donor countries recognizing that these countries bear greater responsibility for the climate crisis and that young people in these countries must learn and take action to advance climate justice.

Plan International Ireland's SQRIBE (Safe, Quality, Resilient, Inclusion-based Education) program's Global Citizenship Education (GCE) component engages members of Plan International Ireland's Youth Advisory Panel (YAP), a group of young people aged 16-24, in various climate change education and advocacy activities. Through collaboration with young people supported by Plan International in Liberia and the Philippines, the Irish YAP members participate in a Global Youth Reporter project where they focus on the Sustainable Development Goals and create youth-friendly climate change education content.²⁷ Other initiatives include various workshop and speaking engagements that have allowed the YAP members to shine a spotlight on the importance of climate change education. As a follow up to attending COP 28, two YAP members successfully organised a youth-led climate education event titled Feminist Voices for Climate Justice in Dublin in April 2024.



#EducationShiftsPower campaign

#EducationShiftsPower was a 2021 campaign led by Plan International in partnership with Transform Education, a coalition of feminist activists and youth-led networks hosted by UNGEI. The campaign set out to amplify youth voices in decision-making spaces, increase funding for girls' education and raise awareness of the links between gender and climate justice.

It identified three global moments, G7, the Global Partnership for Education Summit and COP26, as critical opportunities to leverage concrete political and financial commitments for gender-transformative climate education. In collaboration with eight country offices across Africa, Plan International engaged in national, regional and international level advocacy, contributing to the launch of the G7 Girls' Education Declaration, and a collective \$4 billion mobilised to replenish the Global Partnership for Education.

As part of this initiative, Plan International supported Transform Education to host the first ever youth-led power shift, where 6000 youth activists issued a joint call to G7 leaders to reverse aid cuts, fund girls' education, and prioritise safe and inclusive schools with gender and climate front and centre.²⁸

The campaign also facilitated a youth-led feminist statement of recommendations on gender-transformative climate education that was launched at COP26. The statement outlined current gaps in climate education and described eight key aspects needed to equip girls with the skills and knowledge to tackle the climate crisis, claim and exercise their rights, and empower them to be leaders and decision makers, including by challenging the systems and norms which reinforce gender and climate injustice.²⁹

"It is refreshing to be in a meaningful partnership rather than tokenistic inclusion of youth. To be given a platform and the freedom to create, rather than to be put on a stage with a premade set of speaking notes. To be in a space where our ideas are of equal value. A space that shifts power."³⁰

Nnenna Onwuka, Transform Education co-coordinator

27 The content is published on the project's Instagram page [sustainablysmart.plan](https://www.instagram.com/sustainablysmart.plan).

28 "Dear world leaders" video, part of the #EducationShiftsPower campaign https://www.youtube.com/watch?v=LpfkYvEiQ98&t=10s&ab_channel=PlanInternational

29 Transform Education, Our call for gender-transformative education to advance climate justice (2021) https://plan-international.org/uploads/sites/27/2022/03/final_final_final_youth_led_statement-1.pdf

30 <https://www.generationunlimited.org/media/7341/file/English.pdf>

Research

Plan International has conducted a wealth of research with children and young people globally to understand their perspectives on climate education through participatory approaches:

- **Reimagining Climate Education and Youth Leadership** a global survey of over 1,900 adolescents and young people to learn about their experiences of climate change and the impact on their access to, and completion of, education. One in five participants rated their climate education as poor or very poor, with 82% not knowing where to find information on the Paris Agreement, and only 16% having learned about the gendered impacts of climate change.
- **Real Choices, Real Lives:** a 2023 report putting forward the views and experiences of girls in their own words, with findings that reveal how girls' education is disrupted by climate change and how education can help girls adapt and strengthen resilience. It includes recommendations on 1) safe learning environments and school preparedness, 2) improving climate change curriculum and 3) enabling environments for climate change adaptation and education.
- **Adolescent Girls in the Climate Crisis: Voices from Zambia and Zimbabwe:** detailed findings from feminist participatory action research undertaken by young women researchers on how climate change impacts adolescent girls' and young women's access to education.
- **For Our Futures:** a Plan International report on climate justice and education based on feminist participatory action research with 30 young people from Australia, Indonesia and Nepal on how the climate crisis is impacting girls' right to education. Young people were engaged as co-researchers on the project, designing, analysing and collecting data themselves, with young activists from Indonesia and Australia presenting the report at Asia Pacific Climate Week and COP28.
- **Young People and Green Skills:** 2022 survey to better understand whether young people feel prepared to participate in emerging and changing sectors and drive the transformational change required to tackle the climate crisis, including how perceptions and experiences differ by gender.
- **Girls Activism and Leadership for Climate Justice in Asia and the Pacific:** the report documents girls' and young women's role in demanding climate action and justice in Asia and the Pacific with local case study examples highlighting lived experiences, knowledge, and expertise of young female leaders.
- **Climate change: Young women and girls in Northern Thailand:** a 2018 report that sheds light on the specific climate change challenges faced by young women and girls in Northern Thailand whose experiences are not only influenced by age and gender, but also by poverty, legal status, ethnicity, language and education.

We continue to prioritize research that centres the perspectives, experiences and demands of girls impacted by climate change. Most recently our research report "**Our Voices for our Tomorrow**", which includes research findings and youth demands ahead of the Summit of the Future, outlines climate change education as a key invest needed to empower girls to advance climate justice for their communities.

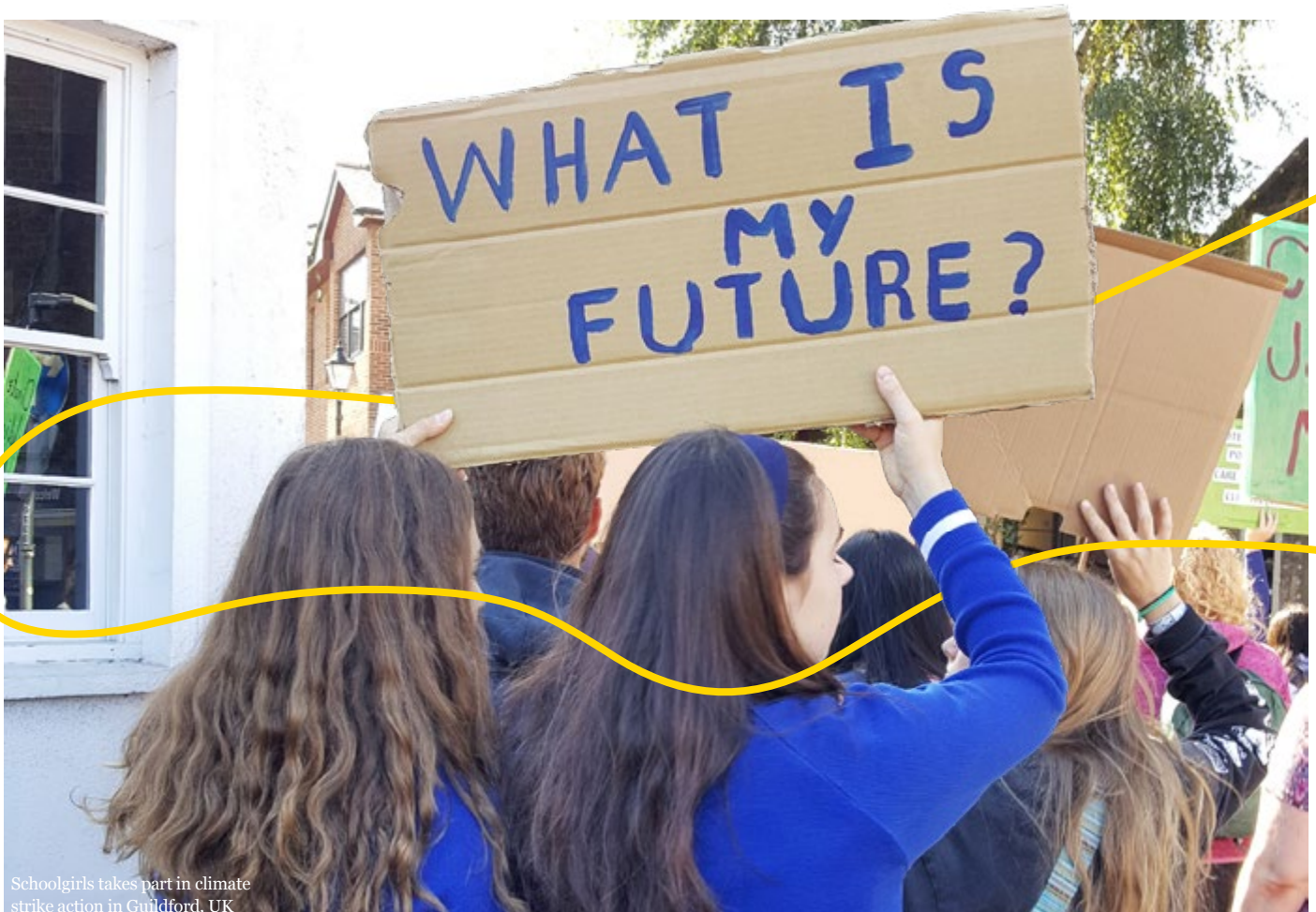
Looking forward: what's next for climate change education?

Plan International is committed to leveraging the transformative power of education to build a more just, equal, peaceful and sustainable world. It recognises that an effective global response to climate change relies upon making education systems stronger and more resilient, supporting learners to build adaptive capacities, and promoting environmental sustainability. Further, Plan International reiterates its commitment to integrating climate change into the curricula, focusing on preparedness, anticipatory action and rapid response, and ensuring gender-transformative and youth-centred approaches.

In the coming years, Plan International intends to build upon its programming and advocacy on climate change education. Through new and existing partnerships and strategic opportunities, it seeks to influence world leaders and decision-makers to secure political and financial commitments for gender-transformative climate education. It will also continue to strengthen its programmes on comprehensive school safety and climate change and education to ensure a gender-transformative approach is consistent throughout all areas of work and across regions. To strengthen future work on climate change and education, Plan International has identified several critical opportunities:

- adaptive education provision to reduce and mitigate climate-related disruption to education, including meaningful engagement of young people in anticipatory action;
- developing curricula and learning approaches to support environmental stewardship, green skills, sustainable development, and climate justice;
- supporting girls and young women to take up leadership and decision-making roles in climate change adaptation, resilience building and the just transition;
- strengthening advocacy on climate change education in countries that bear the historic burden for the climate crisis, supporting children and young people to reshape and reimagine what climate justice means.

Around the world, children and young people are raising their voices for inclusive, quality, gender transformative climate change education. With so much at stake for people and planet, the next step is clear: scaling up climate change education globally to deliver a more sustainable and just world for the current generation and generations to come.



Schoolgirls takes part in climate strike action in Guildford, UK

Annex – Climate Change Education Programs and Initiatives

This list highlights some of the programs and initiatives that Plan International has implemented in the past and is currently implementing in the field of climate change education. It is based on a non-exhaustive internal scoping effort conducted as part of the background research for this document.

Let's Adapt: The climate change adaptation game
Global | Learning resource

Youth Leadership in Climate Policy Workbook and Facilitator's Guide
2021 | Global | Learning resource

Y-Adapt Global Learning resource Children's Climate Cards
2021 | Global | Learning resource

Raising our voice: Funding Climate Education and Youth Leadership in SE Asia and the Pacific
2021 | Asia-Pacific | Publication

Four Our Futures: Youth Voices on Climate Justice and Education
2023 | Australia, Indonesia, Nepal | Publication

Real Choices Real Lives: Climate change and Girls' Education
2023 | Global | Publication

Real Choices Real Lives: Climate Change and Girls' Education. Insights from Benin, Togo and Uganda
2024 | Benin, Togo, Uganda | Publication

Young people and green skills
2022 | Global | Publication

Adolescent Girls in the Climate Crisis: Voices from Zambia and Zimbabwe
2021 | Zambia, Zimbabwe | Publication

Reimagining Climate Education and Youth Leadership
2021 | Global | Publication

Rapid Gender and Needs Analysis in Marsabit
2022 | Kenya | Publication

Impossible Choices, Unheard Voices. How Hunger and Conflict Repress Girls' Rights in the Sahel
2023 | Burkina Faso, Mali | Publication

Give Youth a chance: Child-centred climate change and environmental education in South-East Asia
2019 | South-East Asia | Publication

Rising Tides: Mapping Youth Movements for Climate Resilience
2022 | Ethiopia, Fiji, Indonesia, Laos, Mozambique, Myanmar, Solomon Islands, Uganda and Zimbabwe | Publication

From the frontlines. Youth call for action to address loss and damage caused by climate change
2022 | Global | Publication

Gender Transformative Climate Change Action in the Pacific
2018 | Fiji, Solomon Islands | Publication

The hunger crisis and its impact on girls.
2022 | Global | Policy brief

Child-Centred DRR Toolkit
2010 | Global | Toolkit

Child Centred Climate Change Adaptation (4CA)
2011-2014 (Phase I), 2014-2016 (Phase II) | Asia-Pacific | Programme

Safe Schools Global Programme
Since 2014-2017 | Global | Programme

ASEAN Safe Schools Initiative
2016 | Asia-Pacific | Programme

Education Shifts Power
2021 | Global | Campaign

Pathways to Resilience
2020 | Global | Framework

We strive for a just world that advances children's rights and equality for girls
2017-2021 | Vietnam | Programme

Gender Responsive School and Community Safety Initiatives (GRSCSI)
2021-2024 | Bangladesh, Nepal | Programme

Strengthening Community Resilience to Disaster through School Safety Initiatives (SCRSSI) Project
2018-2021 | Bangladesh, Nepal | Programme

Integrating Environment, Climate Change & Resilience
2022 | Mali | Programme

Flood Resilience Project and MOVE UP Project
2021-2024 | Philippines | Programme

Climate Change Awareness among farmers and school students in Aileu, Ainaro and Dili Municipalities
2019-2022 | Timor-Leste | Programme

Innovation Learning for Disaster Risk Reduction
2020 | Thailand | Programme

School feeding
Cambodia | Programme

Preparing students for climate change in Mozambique
2024 | Mozambique | Programme

Me and My Earth
2023 | Indonesia | Advocacy initiative

Youth Panel at ECW Conference on Education and Climate in Oslo
2023 | Norway | Advocacy initiative

Policy influencing around gender transformative climate change education.
2022-2023 | Mali, Sierra Leone, Senegal, Malawi, Zambia, Zimbabwe | Advocacy initiative

Launch of the Risk Informed Early Action Partnership's 'Getting Ahead of Disasters Charter at COP28
2023 | Global | Advocacy initiative

Three young activist participated in ReWirED event in COP 28, Dubai, 2023
2023 | Global | Advocacy initiative

Young activist participation in Anticipation Hub's Global Dialogue Platform on Anticipatory Action
2023 | Ecuador | Advocacy initiative

Your Future in Green Jobs
2024 | Global | Online Course

Inclusive Community Disaster Risk Reduction and Management
2022 | Asia-Pacific | Booklet

Let's Behave Green
2011 | Cambodia | Video

The role of young people in reducing the impact of climate change
2023 | Indonesia | Case study

Using body mapping with youth to learn about the intersection of sexual and reproductive health and rights and climate change
2023 | Finland, Ethiopia, Uganda, Mozambique, Zimbabwe, Laos and Myanmar | Blog

Internal mapping of Plan International's experience in Anticipatory Action
2021 | Global | Research

Disaster and Gendered Impact in a Changing Climate Towards Girls' Education
2021 | Asia-Pacific | Research

COVID-19 and Adolescents' Education in Fragile Contexts
2021 | Global | Research



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More information on Plan International's IQE work is available at Inclusive, quality education | Plan International (plan-international.org).

About Plan International

We strive to advance children's rights and equality for girls worldwide. We recognise the power and potential of every single child. But this is often suppressed by poverty, violence, exclusion, and discrimination. And it is girls who are most affected. As an independent development and humanitarian organisation, we work alongside children, adolescents, and youth, our supporters, and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until adulthood and enable them to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national, and global levels using our reach, experience, and knowledge. For 85 years, we have been building powerful partnerships for children and are active in over 80 countries.

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