



# The Climate Change Education Ambition Report Card

An analysis of updated Nationally Determined Contributions submitted to the UNFCCC and National Climate Change Learning Strategies

Christina Kwauk  
October 2021



Education International  
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## About the author:

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## Education International (EI)

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.

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## Foreword

In the race against time to tackle the climate crisis, education will play a vital role. Climate education has the power to not only prepare students for the global transition to a low carbon economy but also to shift mindsets into sustainable ways of living. Hence, the global project of climate action will need the support of the education sector. At present, however, most governments do not recognize the importance of climate education in their climate action plans.

As part of Education International's Teach for the Planet Campaign, this study examines 95 new and updated Nationally Determined Contributions (NDCs) and 10 National Climate Change Learning Strategies (NCCLSs) to assess the state of climate education commitments in climate policy today. Currently, only a few countries have outlined their plans to include mandatory climate education curricula into formal education systems.

The study also appraises climate education plans according to standards of inclusivity, systems strengthening, and climate justice, among others. Few countries' climate plans make education commitments that align with the principles outlined in Education International's Manifesto for Quality Climate Change Education for All.

Overall, the study finds that climate change education ambition is poor. Governments need to urgently step-up efforts to provide quality climate education for all students. Educators are ready to do their part and must be recognized as key stakeholders in climate policies.



David Edwards  
General Secretary,  
Education International



# Education International's Manifesto<sup>1</sup> on Quality Climate Change Education for All

Climate change is the greatest existential threat of our time. The most vulnerable populations, including girls and women, indigenous peoples, and small island developing states, are experiencing the impacts of climate change first and worst. Climate change magnifies inequalities and multiplies inequities, calling for systemic solutions that address underlying and intersecting vulnerabilities.

To address the climate crisis, governments have focused their efforts on closing the emissions gap—the difference between the projected level of greenhouse gas emissions under “business as usual” and the level of emissions needed to keep global temperature rise to 1.5°C. Little attention, however, is given to closing the education gap—the difference between the level of our knowledge about, skills for, and attitudes toward climate change, climate action, and climate justice under “education as usual” and the level we need to achieve society-wide transformations for a sustainable, just, and equitable world.

Closing the emissions gap will require closing the education gap. Closing the education gap will require transforming the way we “do” education so that education can catalyze the mindset expansion, behavioral adaptation, and systems change required to support social transformation.

The *Education International Manifesto on Quality Climate Change Education for All* defines five pillars to help ensure such transformation is possible:

1. Governments ensure quality climate change education for all.
2. Every student leaves education climate-literate and equipped with the skills and knowledge needed to tackle climate change, adapt to uncertainties, and

1 <https://eiie.io/Elmanifesto>



take part in building a more sustainable future.

- 3.** Quality climate change education is based on science, and addresses the ethical, cultural, political, social and economic dimensions of climate change.
- 4.** Teachers are trained and supported to provide quality climate change education.
- 5.** Schools and learning environments are transformed, to support quality climate change education.

Are countries leveraging the transformative potential of education in their climate strategies?



# Methodology

To find out, we used the EI Manifesto on Quality Climate Change Education for All to develop the EI Climate Change Education Ambition Report Card to grade countries on their level of policy ambition for quality climate change education (CCE).

We identified 6 metrics and 31 indicators by which to analyze and evaluate countries' policies.

## List of Metrics and Indicators

### ***Metric 1: Policy ambition***

#### **Indicators (3):**

- Does the policy include provision for CCE?
- Is the provision timebound?
- Is there provision for monitoring and evaluation of CCE?

### ***Metric 2: Pervasiveness (extent of integration)***

#### **Indicators (3):**

- Does the policy call for the provision of CCE across all levels of education?
- Does the country mandate compulsory status to CCE?
- Does the policy call for CCE to be mainstreamed across all subject areas?

### ***Metric 3: Inclusion (of key and relevant stakeholders)***

#### **Indicators (3):**

- Does the provision reference education unions and student organizations?
- Does the provision reference vulnerable populations of students, including indigenous groups, out of school girls and boys, poor communities, people with disabilities, people of colour, women, girls, and children?
- Does the policy call for the engagement of students in the greening of the education system?

### ***Metric 4: Quality of Climate Change Education***

#### **Indicators (8):**

- Does the policy provide pathways to future careers in a green economy?
- Does the policy call for CCE to be gender-responsive?
- Does the policy call for CCE to take an intersectional approach?
- Does the policy call for CCE to be based on science?
- Does the policy reference CCE that fosters specific, generic, and transformative capacities?
- Does the policy reference CCE that fosters civic engagement?
- Does the policy reference CCE that fosters awareness of climate justice?
- Does the policy reference CCE that fosters climate action?

### ***Metric 5: Climate justice***

#### **Indicators (4):**

- Does the policy reference climate justice?
- Does the NDC protect children's right to education, especially in the context of climate-related disasters and disruptions?
- Does the policy recognize different groups are differentially impacted by climate change?
- Does the policy promote diversity, equity, and inclusion of cultures, knowledge, epistemologies, and other ways of knowing and being?

### ***Metric 6: System strengthening***

#### **Indicators (9):**

- Does the policy reference domestic funding for the public education system?
- Does the policy reference international cooperation (including ODA and open access to resources, capacity building, technical assistance) to help support education system strengthening in the context of climate change?
- Does the policy call for research to support and strengthen the scientific base on climate change (for the purposes of strengthening CCE)?
- Does the policy call for teachers' needs in CCE to be supported through professional development?
- Does the policy call for professional autonomy and academic freedom of teachers?



- Does the policy call for the provision of quality CCE teaching and learning materials?
- Does the policy call for safe, climate-proof and climate-resilient education infrastructure?
- Does the policy call for greening school infrastructure?
- Does the policy call for the support of the education workforce to participate fully in the greening of the education system?

## Calculation

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### *Report Card score calculation:*

1. Policy is given a score for each indicator (1,0)
2. Indicator scores are sub-totaled for each metric (#)
3. Metric averages are averaged again to produce the final score (%)
4. Final score is converted into a letter grade:
  - A** above 90%;
  - B** above 80%;
  - C** above 70%; and
  - D** above 60%
5. A score of 59% and below is considered fail (**F**)

## Documents analyzed

### *Nationally Determined Contributions (NDCs)*

- NDCs are countries' national climate action plans for reducing greenhouse gas emissions and adapting to climate change;
- 95 updated, revised, or new NDCs submitted to the UNFCCC, as of September 30, 2021, were included in this analysis.

### *National Climate Change Learning Strategies (NCCLSs)*

- NCCLSs are countries' national strategies to address the climate change learning and skills development needs across key climate-relevant sectors, as well as to strengthen its education and training systems to deliver these learning opportunities to all stakeholders;
- 10 NCCLSs that are publicly available, as of July 30, 2021, were included in this analysis.

## Analysis methods

The primary purpose of the study was to identify to what extent and how countries' NDCs and NCCLSs approach education for climate action. To this end, we conducted content analysis for each policy document, beginning first with a text search of key terms and recording the frequency of these references based on key term clusters. Second, we conducted a qualitative analysis of the text, paying particular attention to the nature and context in which key terms were used.

We used DeepL Translate to support the analysis of NDCs and NCCLSs not in English.

### Key term Clusters (frequency)

Education, Training, Skills, Teachers, Children/Youth, Gender Equality, Intergenerational Equity/Future Generations, Climate Justice



A secondary area of inquiry included understanding whether countries' treatment of education for climate action addresses underlying issues of equity, fairness, and justice. To do this, we analyzed the data by certain country characteristics to identify trends, gaps, and additional analytical insights across NDCs and NCCLSs.

# Key findings (NDCs)

## Nationally Determined Contributions

The year 2020 marked the 5<sup>th</sup> anniversary of the Paris Agreement and a key milestone for its signatories: the end of its first 5-year cycle. Parties to the Agreement were expected to submit updated, revised, or new NDCs prior to the 26<sup>th</sup> Conference of the Parties meeting in Glasgow, which was postponed until 2021 due to the COVID-19 pandemic.

As of September 30, 2021, only 95 parties have submitted their updated, revised, or new NDCs to the UNFCCC Secretariat—all of which were included in this analysis.

**Table 01.** List of countries, per region, having submitted their NDC document to the UNFCCC on September 30, 2021

Central and Southern Asia	<u>Bangladesh</u> (Updated)	<u>Maldives</u>
	<u>Bhutan</u>	<u>Nepal</u>
	<u>Kyrgyzstan</u>	<u>Sri Lanka</u>
Europe and North America	<u>Andorra</u>	<u>Republic of Moldova</u>
	<u>Bosnia &amp; Herzegovina</u>	<u>Rep. of North Macedonia</u>
	<u>Canada</u>	<u>Russia</u>
	<u>European Union</u>	<u>Switzerland</u>
	<u>Iceland</u>	<u>Ukraine</u>
	<u>Monaco</u>	<u>United Kingdom</u>
	<u>Montenegro</u>	<u>United States</u>
	<u>Norway</u>	



<b>Eastern and Southeastern Asia</b>	<u>Brunei Darussalam</u>	<u>Myanmar</u>
	<u>Cambodia</u>	<u>People's Republic of Lao</u>
	<u>Democratic Rep. of Korea</u>	<u>Philippines</u>
	<u>Indonesia</u>	<u>Republic of Korea</u>
	<u>Japan</u>	<u>Singapore</u>
	<u>Malaysia</u>	<u>Thailand</u>
	<u>Mongolia</u>	<u>Viet Nam</u>
	<b>Latin America and Caribbean</b>	<u>Antigua &amp; Barbuda</u>
<u>Argentina</u>		<u>Honduras</u>
<u>Barbados</u>		<u>Jamaica</u>
<u>Belize</u>		<u>Mexico</u>
<u>Brazil</u>		<u>Nicaragua</u>
<u>Chile</u>		<u>Panama</u>
<u>Colombia</u>		<u>Paraguay</u>
<u>Costa Rica</u>		<u>Peru</u>
<u>Cuba</u>		<u>St. Lucia</u>
<u>Dominican Republic</u>		<u>Suriname</u>
<b>Oceania</b>	<u>Australia</u>	<u>Samoa</u>
	<u>Fiji</u>	<u>Solomon Islands</u>
	<u>New Zealand</u>	<u>Tonga</u>
	<u>Papua New Guinea</u>	<u>Vanuatu</u>
	<u>Rep. of the Marshall Islands</u>	
<b>Northern Africa and Western Asia</b>	<u>Armenia</u>	<u>Morocco</u>
	<u>Georgia</u>	<u>Oman</u>
	<u>Israel</u>	<u>Qatar</u>
	<u>Lebanon</u>	<u>United Arab Emirates</u>



<b>Sub-Saharan Africa</b>	<u>Angola</u>	<u>Sao Tome &amp; Principe</u>
	<u>Cabo Verde</u>	<u>Senegal</u>
	<u>Congo, Republic</u>	<u>Seychelles</u>
	<u>Ethiopia</u>	<u>Sierra Leone</u>
	<u>Gambia</u>	<u>Somalia</u>
	<u>Guinea</u>	<u>South Africa</u>
	<u>Kenya</u>	<u>South Sudan (Updated)</u>
	<u>Liberia</u>	<u>Sudan</u>
	<u>Malawi</u>	<u>Tanzania</u>
	<u>Namibia</u>	<u>Zambia (Updated)</u>
	<u>Nigeria (Updated)</u>	<u>Zimbabwe</u>
	<u>Rwanda</u>	

Note: 30 September 2021 (N=95)

## Overall, based on real scores: Every country failed<sup>2</sup>

Countries with the highest real score:

1. Cambodia (58%)
2. Dominican Republic (51%)
3. Colombia (50%)

<sup>2</sup> A score 59% and below is considered fail

## Graded on a 42-point curve, all but 17 countries failed<sup>3</sup>

But, as any well-meaning teacher might do after seeing all her students fail an important test, we curved everyone's grade by adding 42 percentage points—the difference between 100% and the highest raw score (Cambodia, 58%)—to everyone's average score.

While this boosted every NDC's overall score, the results are still alarming.

**Table 02.** List of 17 'success' countries on a 42-point curve

Score range	Countries
<b>A</b> (90-100%)	1. Cambodia
	2. Dominican Republic
	3. Colombia
	4. Argentina
<b>B</b> (80-89%)	5. Cabo Verde
	6. Gambia*
	7. Myanmar*
	8. Costa Rica
<b>C</b> (70-79%)	9. Antigua & Barbuda*
	10. Marshall Islands
<b>D</b> (60-69%)	11. Qatar
	12. St. Lucia
	13. South Sudan
	14. Sierra Leone
	15. Seychelles
	16. Vanuatu
	17. Mexico

\* from October update

<sup>3</sup> 42 percentage points were added to all scores. A score 59% and below is considered fail.

**Table 03. Regional distribution of scores**

	Number of NDCs submitted (09/30/21)	Countries scoring an A, B, C, or D on EI's CCE Ambition Report Card Score (42pt curve)			
		A	B	C	D
Central and Southern Asia	<b>6</b>		Myanmar		
Europe and North America	<b>11</b>				
Eastern and Southeastern Asia	<b>11</b>	Cambodia			
Latin America and Caribbean	<b>21</b>	Argentina Colombia Dominican Republic	Costa Rica	Antigua & Barbuda	Mexico St. Lucia
Oceania	<b>9</b>			Marshall Islands	Vanuatu
Northern Africa and Western Asia	<b>8</b>				Qatar
Sub-Saharan Africa	<b>23</b>		Cabo Verde Gambia		Seychelles Sierra Leone South Sudan

**When distributed across percentile:**

Above the 90 <sup>th</sup> percentile	Cambodia, Dominican Republic, Colombia, Argentina, Cabo Verde, Gambia, Myanmar, Costa Rica, Antigua & Barbuda, Marshall Islands
Above the 80 <sup>th</sup> percentile	Qatar, St. Lucia, South Sudan, Sierra Leone, Seychelles, Vanuatu, Mexico, Moldova, Liberia, Paraguay
Above the 70 <sup>th</sup> percentile	Georgia, Nigeria, Namibia, Honduras, Nepal, Malawi, Zimbabwe, Viet Nam, Tanzania
Above the 60 <sup>th</sup> percentile	Sri Lanka, Somalia, Indonesia, Ethiopia, Barbados, Lao, Chile, South Africa, Sao Tome & Principe, Papua New Guinea



## How did countries fare on specific metrics?

### Policy ambition

Only 2 countries satisfied all 3 indicators (Cambodia & Colombia).

3 countries mention monitoring and evaluating CCE.

### Pervasiveness

(extent of integration)

No country's NDC mentions compulsory CCE.

4 countries mention teaching CCE across all subject areas and all levels of education.

### Inclusion

(of key and relevant stakeholders)

19 of the 20 highest scoring NDCs reference vulnerable populations, like girls and women.

2 NDCs (St. Lucia and Qatar) mention the role of students in greening the education system.

No NDC mentions teacher unions or consulting teachers in discussions of stakeholders that were consulted during the development of the strategy.

### Quality of Climate Change Education

No NDC calls for CCE that is based in science.

2 NDCs (Argentina and Qatar) call for CCE that fosters civic engagement and climate action.

3 NDCs call for CCE that fosters climate justice (Argentina, Colombia, Costa Rica).

4 NDCs called for gender-responsive climate change education (Colombia, Dominican Republic, Honduras, Seychelles).

2 NDCs called for an intersectional approach to climate change education (Colombia, Dominican Republic).

11 NDCs called for education and training to lead to careers in the green economy (Andorra, Antigua & Barbuda, Argentina, Cabo Verde, Cambodia, Colombia, Costa Rica, Namibia, Nigeria, Sierra Leone, South Sudan).

### Climate justice

While 41% of NDCs recognize that vulnerable groups, like girls and women, are differentially impacted by climate change, only 8 NDCs mention climate justice.

Only 3 NDCs recognize children's right to education in the context of climate-related disasters and disruptions.

10 NDCs recognize diverse ways of knowing and being, including indigenous knowledge.

**System strengthening**

While 9 NDCs point to the importance of international cooperation to support education and training opportunities, only 2 NDCs specify that more funding needs to be directed to the education system (Andorra, Argentina, Bangladesh, Bosnia & Herzegovina, Cabo Verde, Cambodia\*, Costa Rica, Gambia, Myanmar\*).

While 9 NDCs point to the need for teacher training, only 1 NDC calls for professional development opportunities that meet teachers’ needs (Argentina, Cabo Verde, Cambodia, Dominican Republic\*, Gambia, Marshall Islands, Myanmar, Qatar, Thailand).

8 NDCs articulate the need to make education infrastructure greener and more climate resilient (Antigua & Barbuda, Cambodia, Colombia, Dominican Republic, St. Lucia, Qatar, Republic of Korea, Ukraine).

**Table 04. Overall and specific scores per country**

Rank	Country	Overall Score (42 pt curve)	Overall Real Score	Policy Ambition	Pervasiveness	Inclusion	Quality of Climate Change Education	Climate Justice	System Strengthening
1	Cambodia	1.00	0.58	1.00	0.67	0.33	0.25	0.50	0.70
2	Dominican Republic	0.93	0.51	0.67	0.67	0.33	0.38	0.50	0.50
3	Colombia	0.92	0.50	1.00	0.33	0.33	0.63	0.50	0.20
4	Argentina	0.91	0.49	0.67	0.00	0.33	0.63	1.00	0.30
5	Cabo Verde	0.86	0.44	0.67	0.33	0.33	0.25	0.75	0.30
6	Gambia	0.84	0.42	0.67	0.67	0.33	0.13	0.50	0.20
7	Myanmar	0.82	0.40	0.33	0.33	0.33	0.13	0.75	0.50
8	Costa Rica	0.80	0.38	0.67	0.33	0.33	0.38	0.50	0.10
9	Antigua and Barbuda	0.78	0.36	0.67	0.33	0.33	0.25	0.25	0.30
10	Marshall Islands, Republic	0.75	0.33	0.33	0.67	0.33	0.13	0.25	0.30
11	Qatar	0.66	0.24	0.33	0.00	0.33	0.25	0.00	0.50
12	St Lucia	0.64	0.22	0.33	0.00	0.67	0.13	0.00	0.20
13	South Sudan	0.64	0.22	0.33	0.00	0.33	0.13	0.50	0.00
14	Seychelles	0.61	0.19	0.33	0.00	0.33	0.25	0.25	0.00
14	Sierra Leone	0.61	0.19	0.33	0.00	0.33	0.25	0.25	0.00
14	Vanuatu	0.61	0.19	0.33	0.33	0.33	0.13	0.00	0.00
17	Mexico	0.60	0.18	0.00	0.00	0.33	0.00	0.75	0.00
18	Moldova, Republic	0.59	0.17	0.33	0.00	0.33	0.13	0.25	0.00
18	Liberia	0.59	0.17	0.33	0.00	0.33	0.13	0.25	0.00
20	Paraguay	0.58	0.16	0.00	0.00	0.33	0.13	0.50	0.00



Rank	Country	Overall Score (42 pt curve)	Overall Real Score	Policy Ambition	Pervasiveness	Inclusion	Quality of Climate Change Education	Climate Justice	System Strengthening
21	Georgia	0.57	0.15	0.33	0.00	0.33	0.00	0.25	0.00
22	Namibia	0.56	0.14	0.00	0.00	0.33	0.25	0.25	0.00
22	Nigeria	0.56	0.14	0.00	0.00	0.33	0.25	0.25	0.00
24	Honduras	0.55	0.13	0.00	0.00	0.33	0.13	0.25	0.10
24	Malawi	0.55	0.13	0.33	0.00	0.33	0.13	0.00	0.00
24	Nepal	0.55	0.13	0.33	0.00	0.33	0.13	0.00	0.00
27	Barbados	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
27	Ethiopia	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
27	Indonesia	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
27	Somalia	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
27	Sri Lanka	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
27	Tanzania	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
27	Viet Nam	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
27	Zimbabwe	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
35	Chile	0.53	0.11	0.33	0.00	0.33	0.00	0.00	0.00
35	Lao, People's Democratic Republic	0.53	0.11	0.67	0.00	0.00	0.00	0.00	0.00
37	Belize	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
37	Congo, Rep.	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
37	Guinea	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
37	Panama	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
37	Papua New Guinea	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
37	Sao Tome & Principe	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
37	South Africa	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
44	Andorra	0.51	0.09	0.00	0.33	0.00	0.13	0.00	0.10
45	Solomon Islands	0.50	0.08	0.00	0.00	0.33	0.13	0.00	0.00
46	Thailand	0.49	0.07	0.00	0.33	0.00	0.00	0.00	0.10
47	Bhutan	0.48	0.06	0.00	0.00	0.00	0.13	0.25	0.00
47	Tonga	0.48	0.06	0.00	0.00	0.00	0.13	0.25	0.00
49	Ukraine	0.48	0.06	0.00	0.00	0.00	0.00	0.25	0.10
50	Fiji	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
50	Kenya	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
50	Malaysia	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
50	Maldives	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
50	Montenegro	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
50	Sudan	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00

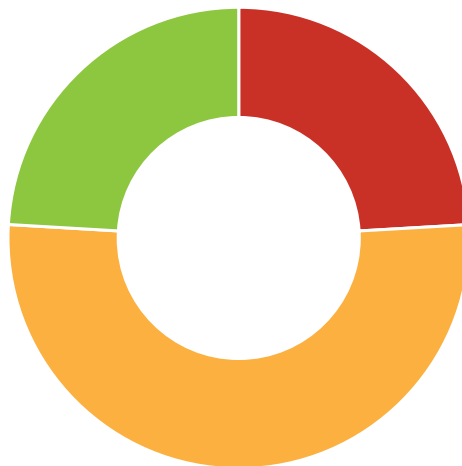
Rank	Country	Overall Score (42 pt curve)	Overall Real Score	Policy Ambition	Pervasiveness	Inclusion	Quality of Climate Change Education	Climate Justice	System Strengthening
56	Brazil	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
56	Canada	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
56	Peru	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
56	Philippines	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
56	United States	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
61	Bangladesh	0.46	0.04	0.00	0.00	0.00	0.13	0.00	0.10
62	Russia	0.44	0.02	0.00	0.00	0.00	0.13	0.00	0.00
62	Rwanda	0.44	0.02	0.00	0.00	0.00	0.13	0.00	0.00
62	United Kingdom	0.44	0.02	0.00	0.00	0.00	0.13	0.00	0.00
65	Bosnia & Herzegovina	0.44	0.02	0.00	0.00	0.00	0.00	0.00	0.10
65	Korea, Republic	0.44	0.02	0.00	0.00	0.00	0.00	0.00	0.10
67	Angola	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Armenia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Australia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Brunei Darussalam	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Cuba	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Democratic Republic of Korea	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	European Union	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Grenada	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Iceland	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Israel	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Jamaica	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Japan	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Kyrgyzstan	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Lebanon	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Monaco	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Mongolia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Morocco	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	New Zealand	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Nicaragua	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	North Macedonia, Republic	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Norway	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Oman	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Samoa	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Rank	Country	Overall Score (42 pt curve)	Overall Real Score	Policy Ambition	Pervasiveness	Inclusion	Quality of Climate Change Education	Climate Justice	System Strengthening
67	Senegal	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Singapore	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Suriname	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Switzerland	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	United Arab Emirates	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
67	Zambia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Note: N=95

## Education (out of 95 NDCs)

While 76% of updated NDCs (N=72) are referencing education (up from 68% of first NDCs<sup>4</sup>), 24% of NDCs (N=23) specifically reference the education of children and youth (down from 26%<sup>5</sup>).



- No reference to education in the NDC
- NDC references education
- NDC references the education of children and youth

Figure 1. Mentions of Education in NDCs (out of 95 NDCs)

4 Kwauk et al (2019) analyzed 160 countries' first NDC submissions

5 Ibid.



## Climate change education (CCE) (out of 95 NDCs)

While 21% of NDCs (N=20) mention CCE, none are calling for compulsory CCE as a climate strategy.

- 15% of references to CCE have timebound targets.
- 13% of references to CCE are in the context of developing green skills.
- 3 NDCs mention building transformative green skills: capacities to change social and economic systems (Barbados), the capacity to address gender inequality (the Marshall Islands), visionary thinking (Namibia).

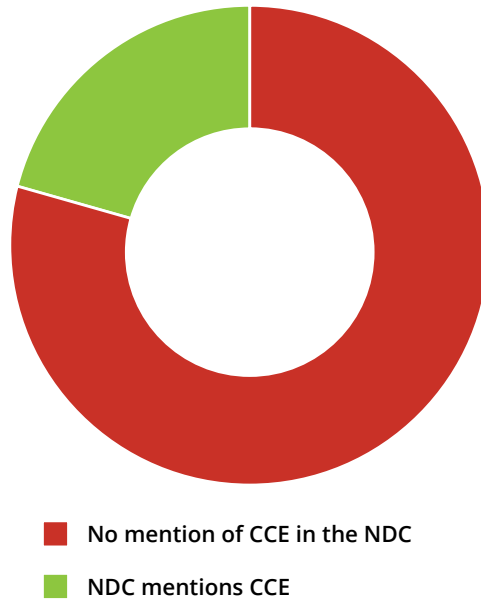


Figure 2. Mentions of CCE in NDCs (out of 95 NDCs)

## Teachers and students (out of 95 NDCs)

While 12% of NDCs (N=11) mention teachers, none mention engaging teachers or teacher unions as a climate stakeholder group.

- 1 NDC (Marshall Islands) recognizes teachers have a role in greening the education system.

While 69% of NDCs (N=66) reference children and youth (up from 42% of first NDCs<sup>6</sup>), few NDCs position them as agents of change (N=10) or as a priority group (N=6).

- 1 NDC (St. Lucia) recognizes students have a role in greening the education system.
- 32 NDCs reference intergenerational equity and/or future generations (up from 8 of the first NDCs<sup>7</sup>).

## NDC positioning of children and youth in the context of climate change

When NDCs reference children and youth, they are far more likely to be positioned as a vulnerable group, beneficiary of climate mitigation or adaptation efforts, or as a stakeholder to be included in consultations and policy development. Children and youth are much less likely to be positioned as agents of change or as a priority group.

### Vulnerable Group (43)

Antigua and Barbuda, Argentina, Barbados, Belize, Brunei Darussalam, Cabo Verde, Cambodia, Congo Rep., Costa Rica, Fiji, Gambia, Georgia, Grenada, Guinea, Honduras, Indonesia, Kenya, Lebanon, Liberia, Malaysia, Maldives, Marshall Islands, Mexico, Moldova, Morocco, Myanmar, Namibia, Nepal, Nicaragua, Nigeria, Panama, Papua New Guinea, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, Sri Lanka, St. Lucia, Tanzania, Vanuatu, Viet Nam, Zimbabwe

6 Kwauk et al (2019) analyzed 160 countries' first NDC submissions.

<https://www.brookings.edu/research/girls-education-in-climate-strategies/>

7 Ibid.

<p><b>Beneficiary (39)</b></p>	<p>Angola, Antigua and Barbuda, Argentina, Armenia, Belize, Cambodia, Canada, Congo Rep., Dominican Republic, Ethiopia, Gambia, Georgia, Guinea, Honduras, Lao, Malawi, Malaysia, Marshall Islands, Moldova, Myanmar, Namibia, Nepal, Nigeria, Panama, Papua New Guinea, Paraguay, Qatar, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Sudan, Sri Lanka, St. Lucia, United Arab Emirates, United Kingdom, Vanuatu, Zambia, Zimbabwe</p>
<p><b>Stakeholder (38)</b></p>	<p>Andorra, Argentina, Armenia, Bhutan, Brunei Darussalam, Cabo Verde, Cambodia, Canada, Colombia, Costa Rica, Dominican Republic, Gambia, Grenada, Honduras, Republic of Korea, Lebanon, Liberia, Marshall Islands, Mexico, Moldova, Myanmar, Namibia, Nepal, Nicaragua, Nigeria, North Macedonia, Panama, Papua New Guinea, Peru, Philippines, Seychelles, Sierra Leone, Singapore, St. Lucia, South Africa, United Arab Emirates, United States, Zimbabwe</p>
<p><b>Agent of Change (10)</b></p>	<p>Cabo Verde, Cambodia, Dominican Republic, Honduras, Namibia, Papua New Guinea, Seychelles, Somalia, South Sudan, United Arab Emirates</p>
<p><b>Priority Group (6)</b></p>	<p>Cambodia, Costa Rica, Honduras, Nepal, Sierra Leone, Sri Lanka</p>

## Gender

NDCs have improved regarding their inclusion of gender, but they have much work to do when it comes to attending to the unique climate vulnerabilities of girls and to advocating for girls' education.

While 82% of NDCs (N=78) mention women and gender (up from 43% of first NDCs<sup>8</sup>), only 15 NDCs mention girls (up from 3<sup>9</sup>).

- Antigua & Barbuda, Argentina, Barbados, Cambodia, Canada, Dominican Republic, Georgia, Honduras, Namibia, Panama, Sao Tome & Principe, Sierra Leone, South Sudan, United Kingdom, Viet Nam

8 Kwauk et al (2019) analyzed 160 countries' first NDC submissions.

<https://www.brookings.edu/research/girls-education-in-climate-strategies/>

9 Of the three countries that mentioned girls in their first NDCs, Malawi's and Zambia's updated submissions did not reference girls. Venezuela has not yet submitted its updated NDC. The 15 NDCs mentioned above are all new countries.



Out of the countries where climate change is expected to impact the education of girls the most, those that have submitted an NDC do not mentions girls.

While 2 NDCs (Cambodia and the United Kingdom) mention girls in the context of their education, **none** formally recognizes the contributions that an investment in girls' education could make toward their climate strategy (no change since the first NDCs).

## NDC positioning of girls in the context of climate change

<b>Vulnerable Group (9)</b>	Antigua & Barbuda, Argentina, Cambodia, Canada, Namibia, Panama, Sao Tome & Principe, Sierra Leone, Viet Nam
<b>Beneficiary (7)</b>	Antigua & Barbuda, Argentina, Cambodia, Dominican Republic, Panama, Sao Tome & Principe, United Kingdom
<b>Stakeholder (1)</b>	Sierra Leone
<b>Agent of Change (2)</b>	Dominican Republic, Georgia
<b>Priority Group (0)</b>	

## Key trends (NDCs)

Looking across NDCs, several alarming key trends emerge.

1. Countries scoring an A on the EI CCE Ambition Report Card are all countries with greater climate vulnerability, according to their ND-GAIN score.
2. Countries with the lowest carbon emissions are more likely to mention CCE in their NDCs.  
**None** of the top 20 carbon emitting countries' NDCs mention CCE.
3. **None** of the top 20 wealthiest countries' NDCs mention CCE.

**Table 05. Top 20 carbon emitting countries/block\* in the world**

	Top 20 carbon emitting countries/block in the world	Updated, revised, or new NDC submitted? (9/30/21)	NDC mentions climate change education?
1	China		
2	United States	x	No
3	India		
4	European Union*	x	No
5	Russian Federation	x	No
6	Japan	x	No
7	Iran		
8	Indonesia	x	No
9	Korea, Republic of	x	No
10	Saudi Arabia		
11	Canada	x	No
12	South Africa	x	No
13	Brazil	x	No
14	Mexico	x	No
15	Australia	x	No
16	Turkey		
17	United Kingdom	x	No
18	Kazakhstan		
19	Thailand	x	No
20	Taiwan		

\* Note: European Union countries are being considered as a block because these countries submit a combined NDC to the UNFCCC as the European Union.

**Table 06. Top 20 wealthiest countries/block\* in the world**

	Top 20 wealthiest countries/ block* in the world	Updated, revised, or new NDC submitted? (9/30/21)	NDC mentions climate change education?
1	United States	X	No
2	European Union*	X	No
3	China		
4	Japan	X	No
5	United Kingdom	X	No
6	India		
7	Canada	X	No
8	Korea, Republic of	X	No
9	Russia	X	No
10	Brazil	X	No
11	Australia	X	No
12	Mexico	X	No
13	Indonesia	X	No
14	Switzerland	X	No
15	Turkey		
16	Saudi Arabia		
17	Thailand	X	No
18	Nigeria	X	No
19	United Arab Emirates	X	No
20	Israel	X	No

\* Note: European Union countries are being considered as a block because these countries submit a combined NDC to the UNFCCC as the European Union.

Only 3 of the top carbon emitting countries make reference to the wellbeing of future generations.

Countries are not listening to youth climate activists; countries where Fridays for Future strikes were most active were not any more likely to mention CCE, intergenerational equity, or the wellbeing of future generations in their NDCs than countries with fewer youth climate strikes.

## Key messages (NDCs)

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*Countries are not paying attention to the need to strengthen education systems, including the education workforce, to support the delivery of quality climate change education.*

*Countries least responsible for present-day emissions and most vulnerable to the impacts of climate change are more likely to be focusing on CCE as a climate strategy in their NDC.*

## Key findings (NCCLSs)

To complement our analysis of NDCs, we also graded countries' National Climate Change Learning Strategies (NCCLSs).

These strategies are intended to address countries' climate change learning needs across climate-relevant sectors, as identified in countries' NDCs, and to strengthen countries' education and training systems to deliver these learning opportunities. These strategies are important because they have been developed to support the education, training, and capacity building needs of countries necessary for making progress toward their NDC actions and targets.

### National Climate Change Learning Strategies

**Table 07.** List of countries, per region, having submitted their NCCLS document to the UNFCCC on September 30, 2021

Central and Southern Asia	/	
Europe and North America	/	
Eastern and Southeastern Asia	<u>Indonesia</u>	
Latin America and Caribbean	<u>Central America</u>	<u>Dominican Republic</u>
Oceania	/	
Northern Africa and Western Asia	/	
Sub-Saharan Africa	<u>Benin</u> <u>Ethiopia</u> <u>Ghana</u> <u>Malawi</u>	<u>Uganda</u> <u>Zambia</u> <u>Zimbabwe</u>

Note: 30 September 2021(N=10)



## Overall, based on real scores, countries' National Climate Change Learning Strategies are not up to par

Countries with the highest real score<sup>10</sup>:

- Ghana (72%)
- Zambia (65%)
- Zimbabwe (65%)

### Graded on a 28-point curve

Similar to the analysis of NDCs, we curved countries' NCCLS grades—but this time by a smaller margin: 28 points. That is, we added 28 percentage points—the difference between 100% and the highest score (Ghana, 72%)—to every NCCLS grade. The result is now every NCCLS receives a passing grade.

Table 08. The 10 countries graded on a 42-point curve

Score range	Countries
<b>A</b> (90-100%)	1. Ghana
	2. Zambia
	3. Zimbabwe
<b>B</b> (80-89%)	4. Dominican Republic
	5. Malawi
	6. Benin
<b>C</b> (70-79%)	7. Uganda
	8. Indonesia
<b>D</b> (60-69%)	9. Central America
	10. Ethiopia

10 Out of 10 NCCLS

## How did countries fare on specific metrics?

Table 09. Overall and specific scores

Rank	Country	Overall Score	Policy Ambition	Pervasiveness	Inclusion	Quality of Climate Change Education	Climate Justice	System Strengthening
1	Ghana	0.72	1.00	0.67	0.67	0.63	0.75	0.60
2	Zambia	0.65	1.00	0.67	0.33	0.63	0.50	0.80
3	Zimbabwe	0.65	1.00	0.67	0.33	0.63	0.75	0.50
4	Dominican Republic	0.59	1.00	0.67	0.33	0.50	0.25	0.80
5	Malawi	0.58	1.00	0.33	0.33	0.38	0.75	0.70
6	Benin	0.52	0.67	0.33	0.67	0.25	0.50	0.70
7	Uganda	0.49	1.00	0.67	0.00	0.38	0.50	0.40
8	Indonesia	0.48	0.67	0.33	0.33	0.38	0.50	0.70
9	Central America	0.38	0.67	0.00	0.33	0.38	0.50	0.40
10	Ethiopia	0.34	1.00	0.67	0.00	0.00	0.00	0.40

### Policy Ambition

Nearly all NCCLSs scored an A.

3 countries did not mention monitoring and evaluation plans for CCE.

### Pervasiveness (extent of integration)

All NCCLSs failed to call for compulsory CCE.

4 countries did not mention climate change should be integrated across all subject areas (Malawi, Benin, Indonesia, Central America).

1 NCCLS (Central America) did not mention climate change topics should be integrated across all levels of education.

### Inclusion (of key and relevant stakeholders)

No NCCLS referenced teacher unions as a stakeholder.

Only 2 countries acknowledged the role that students play in greening the education system (Ghana, Benin).

### Quality of Climate Change Education

The majority of NCCLSs called for education and training that builds green skills and pathways to green careers.

Half of NCCLSs called for CCE that is based in science.

Few NCCLSs called for CCE that is gender responsive (N=3) and intersectional (N=0).

5 NCCLSs referenced CCE that fosters civic engagement.

4 NCCLSs referenced CCE that fosters climate action.

1 NCCLS referenced CCE that fosters climate justice.

### Climate justice

The majority of NCCLSs recognized that there may be other ways of knowing and being (e.g. indigenous knowledge).

The majority of NCCLSs acknowledge that vulnerable groups experience the impacts of climate change in different ways.

Only 3 NCCLSs mention that children's right to education must be protected.

### System strengthening

All NCCLSs point to the importance of international cooperation in strengthening education systems.

- 7 NCCLSs mention the need to fund the education sector, but mostly in the context of implementing the priority actions of the NCCLS rather than in the context of systems strengthening.

All NCCLSs point to the need for adequate teacher training.

- 9 NCCLSs mention the need to develop quality teaching and learning materials in climate change topics.
- 3 NCCLSs mention the need to provide teacher professional development that meets teachers' needs.
- None advocate for the professional autonomy or academic freedom of teachers.

3 NCCLSs mention greening or strengthening the climate resilience of education infrastructure.



## Key messages (NCCLSs)

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*While NCCLSs fare better than NDCs when it comes to CCE Ambition, there is still need for bolder, transformative approaches to quality CCE.*

*Just as farmers, energy technicians, and water managers require capacity building to support the greening of their sectors, teachers and students must be viewed as key agents of sustainability and climate action.*

## Case studies

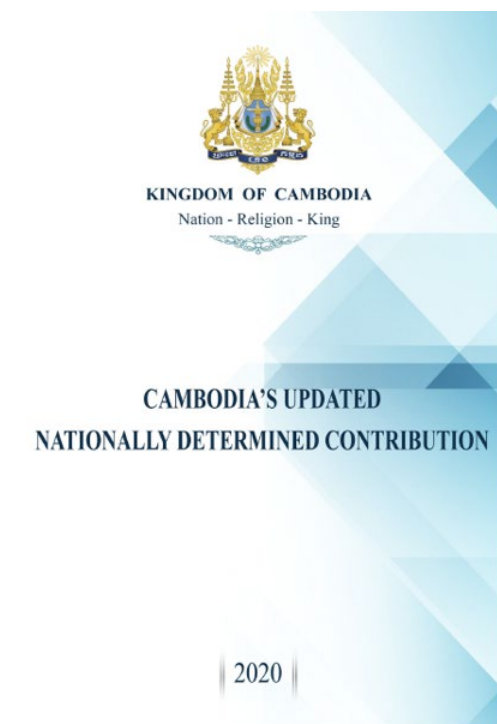
We conducted a series of case studies to help illuminate what high-scoring NDCs are doing well when it comes to CCE policy ambition.

These countries were selected based on three criteria:

1. Illustrative of varying levels of ambition in the NDC's approach to CCE
2. Indicative of emerging best practice in incorporating education in climate policy
3. Geographically representative

Each case study includes a brief description of what the NDC did well and features several indicative quotes that illustrate the NDC's strengths.

### Cambodia



Cambodia's approach to its updated NDC clearly links its climate goals with the Sustainable Development Goals, while embedding its climate goals within its national education policy frameworks. For example, Cambodia's NDC states plans to mainstream climate change into its 2019-2023 Education Strategic Plan as well as its SDG4 Roadmap for Education.

The NDC also acknowledges specific student learning goals in climate change topics as important co-benefits of education. However, these are heavily science-based



learning areas (e.g. pollution, biodiversity, conservation) and do not include explicit climate justice-based concepts.

Cambodia's NDC makes reference to girls' education and includes time-bounded targets to increase girls' access to school and to women's access to higher education, skills development centers, and resources in urban areas. While the treatment of girls' education positions girls as a vulnerable group and their education as collateral damage, the NDC also points to the importance of building women champions in different climate-relevant sectors.

Cambodia's NDC also positions the education of youth as an enabling action to achieving its climate targets. It lists the Ministry of Education, Youth, and Sports (MOEYS) as a relevant ministry in the NDC, listing out its barriers and capacity needs toward addressing climate change (including strengthening its data management systems as it pertains to tracking climate-relevant data and integrating climate change into curriculum and teacher training curriculum).

Cambodia's NDC makes a note that women-focused NGOs and youth organizations were consulted in the preparation of its updated NDC but does not explicitly reference teacher unions as a stakeholder group consulted.

*“Upgrading curriculum and training methodologies, including libraries, to include climate change subjects in primary schools. Upgrading curricula to include climate change for non-formal education. Build centres of excellence for delivering climate change courses and research among Universities. Conduct training for education officials on climate change e.g. as a required component of teacher training.” (p. 38)*

*“Climate change affects gender minorities disproportionately, including women and girls. The areas where women play a central role--food security, nutrition, energy, livelihoods, health, natural resource management, among others--are those most directly impacted by climate change. By exaggerating gender inequality, climate change also reinforces a structural root cause of violence against women and girls.” (p. 40)*

*“It is crucial to develop training and awareness materials that take particular gender-based needs and priorities into account to ensure that women and girls benefit equally from climate action.”  
(p. 43-44)*

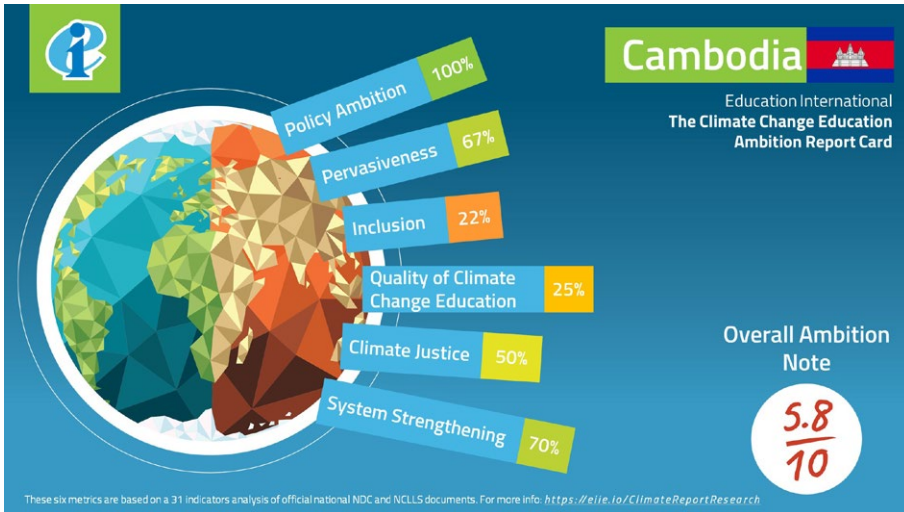


Figure 3. Cambodia visual report card

## The Dominican Republic



While the Dominican Republic’s NDC prioritizes the energy, tourism, water, agriculture, and forestry sectors (and education and capacity building within these sectors), the NDC also recognizes the need to strengthen capacity of the formal and informal education and training system to deliver the country’s individual and institutional learning needs.

The Dominican Republic has enacted an Environmental Education and Communication Law through which the NDC stipulates the country will attempt to integrate climate change education by 2030. Furthermore, its



focus on climate change education sits within the larger framework of Action for Climate Empowerment (ACE). As such, it includes an ambitious plan to addresses education for gender equality and environment/climate change, among other themes.

The NDC clearly states as a goal to train, by 2024, 200 teachers to teach climate change education, and by 2030 to have integrated climate change fully into teacher training institutions. The NDC also acknowledges the education infrastructure (e.g. school buildings) as critical infrastructure whose vulnerability to climate change must be addressed through strengthened climate resilience .

The NDC includes an Annex that lists a set of educational resource materials on climate action that have been developed locally with the support of national and international technical assistance and studies related to ACE” could be relevant for illustrating how international cooperation can advance progress on ACE, education, etc.

*“Asegurar la participación de la juventud a nivel nacional e internacional en los espacios de toma de decisión sobre cambio climático.”*

Ensure the participation of youth at the national and international level in decision-making spaces on climate change.

*“Desarrollar, crear e implementar una Red Nacional de Juventudes y Cambio Climático, que permita integrar la perspectiva de las juventudes dentro de los instrumentos de políticas climáticas nacionales.”*

Develop, create and implement a National Network of Youth and Climate Change, which allows for the integration of the youth perspective into national climate policy instruments.

*“Asegurar la educación, la sensibilización y la capacidad de las personas jóvenes para sostener estilos de vida en armonía con la naturaleza, y para la mitigación y adaptación al cambio climático, la reducción de sus efectos y la alerta temprana.”*

Ensure the education, awareness and capacity of young people to sustain lifestyles in harmony with nature, and for the mitigation and adaptation to climate change, the reduction of its effects and early warning.



*“Asegurar la movilidad sostenible, segura y saludable de las personas jóvenes, que satisfaga sus necesidades en armonía con el medio ambiente sano.”*

Ensure sustainable, safe and healthy mobility for young people that meets their needs in harmony with the healthy environment.

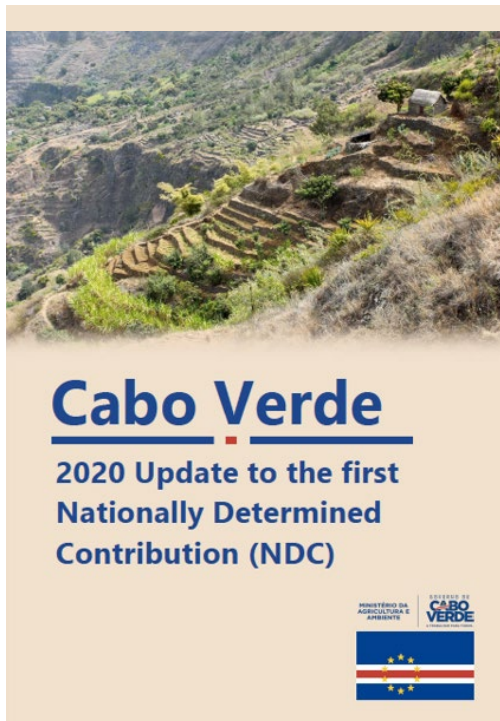
*“Fortalecer las capacidades institucionales para la inclusión del enfoque de juventudes en el diseño e implementación de planes, políticas y programas relacionados a la preservación de los recursos naturales y la mitigación y adaptación a los efectos del cambio climático.” (p. 79)*

Strengthen institutional capacities for the inclusion of the youth approach in the design and implementation of plans, policies and programs related to the preservation of natural resources and the mitigation and adaptation to the effects of climate change.



Figure 4. Dominican Republic visual report card

## Cabo Verde



While Cabo Verde's NDC did not fare well in terms of the specific indicators of the EI CCE Ambition Report Card, its NDC has a strong youth-centered, women-centered, time-bounded, local, and intergenerationally grounded approach to the broader agenda of action for climate empowerment. Its NDC recognizes that ACE is a "*non-greenhouse gas target*," but states that "*without such civic empowerment, the NDC cannot be achieved*." (p. 49)

Cabo Verde's NDC is one of two that specifically cites "*climate literacy*" (Argentina's NDC is the other).

Where Cabo Verde's NDC pays attention to education, it is primarily in the context of developing specific green skills, like "*repair and maintenance of appliances and bicycles, food processing and preservation, supply of local product to hotels, cultural services, recycling industry, digital tools allowing energy and resource savings, language proficiencies, etc.*" (p. 51). The NDC does touch on the need to train teachers, but it does not go beyond this.

Cabo Verde's NDC has a strong emphasis on training and capacity building, especially on the creation of educational pathways to green jobs. For instance, it targets the growth of at least 20% of women to be represented in the field of renewable energy, 40% of women in agriculture, and 40% in the blue economy by 2030.

*"Climate empowerment is a whole-of-society, long-term transformational process. All socio-economic groups are concerned and can become climate stewards. We are all in this together. Different groups have different assets, abilities and needs. The old, the young and women are valuable stakeholders and agents of*

*change in identifying and responding to climate change hazards, in safeguarding natural resources and in sharing their knowledge of economic, social and environmental resilience.” (p. 49-50)*

*“Society can learn a lot from the elderly in terms of working the lands, adapting and optimising genetic material, resources sobriety and management within the planetary boundaries. These ancient knowledges need to be cherished and adapted to the modern circumstances. A knowledge bridge needs to be built between the elderly and the youth. Young people have been speaking out on climate change issues all over the world, especially in recent years. This is because they are the ones most affected by the impacts of climate change significantly through their lifetimes. Therefore, this NDC supports the participation and engagement of young people in climate-related issues, climate policy and implementation to increase resilience. [...] The focus on children, youth and climate reflects the special consideration given to young people and their economic potential for sustainable development in Cabo Verde’s Ambition 2030.” (p. 50)*

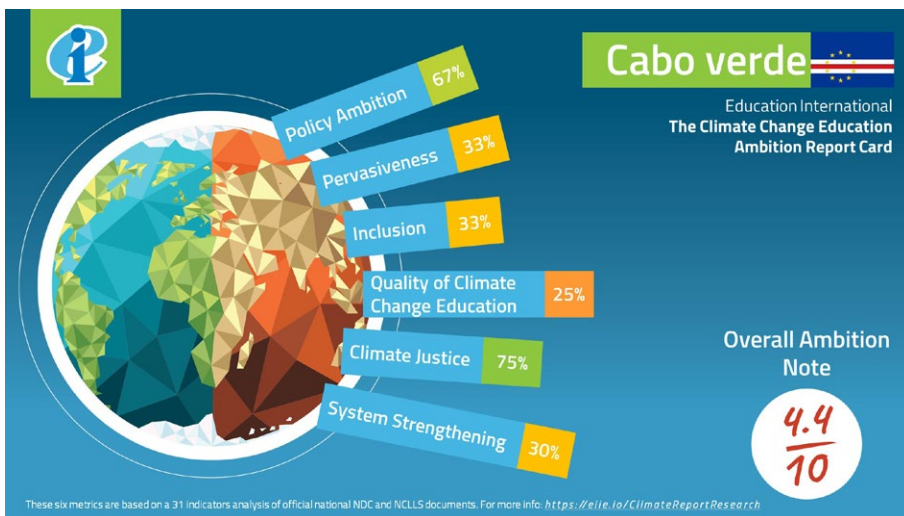
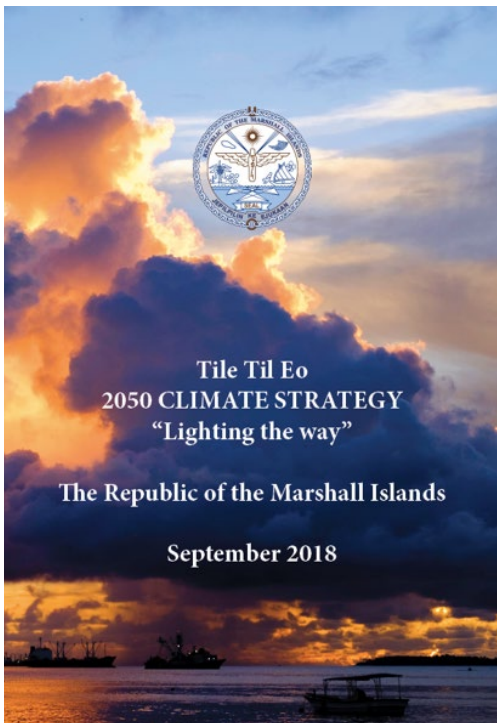


Figure 5. Cabo Verde visual report card

## The Republic of the Marshall Islands



The Marshall Islands' NDC approaches education primarily as a path to the achievement of other sectors' climate targets. For instance, it positions schools as a site on which the country can apply new approaches to bringing renewable energies to the islands; it views education programs as a mechanism to improve awareness of waste reduction, reuse, and recycling; and it views students as a conduit for increasing the adoption of more sustainable transportation methods (e.g. through school bicycle training programs).

While The Marshall Islands' NDC includes references to education for sustainable development (ESD) and CCE, it does so in the context of summarizing a set of recommendations provided by UNESCO to member countries, rather than as a set of priorities or targets the country has planned for itself. However, the inclusion of UNESCO's recommendations could be an indication of the country's intent. The NDC does point to the need for future studies to help guide the country's approach to education.

Notably, the Marshall Islands' NDC is the only one to reference the development of the full spectrum of green skills, from specific skills like climate change disaster risk management, to generic skills like critical thinking and problem solving skills, to transformative skills like the capacity to address gender inequalities and traditional skills.

*"RMI's future adaptation and resilience policies, including the NAP, should be underpinned by the following principles: our natural right to live on our islands – the Marshallese people have occupied this archipelago for some 3,000 years and have a natural and inalienable right to continue living and thriving in these islands. It is the RMI*

*Government's official policy to assure this right to the women, men, youth and future generations of Marshallese, as well as to assure continued opportunity to migrate for those who choose this as their ultimate means of adaptation, to the best of its ability;" (p. 47)*

*"Marshallese young women are empowered to respond to climate change and disasters, including through training programs rooted in traditional skills: Training developed with traditional weaving as basis for understanding; Train young women in climate change and disaster risk management" (p .60)*

*"It is recommended that education considerations in the broadest sense are clearly considered and included as part of RMI's future NAP. As a starting point studies should be undertaken to develop a better understanding of climate-related education issues and needs in RMI, including among vulnerable groups." (p. 64)*

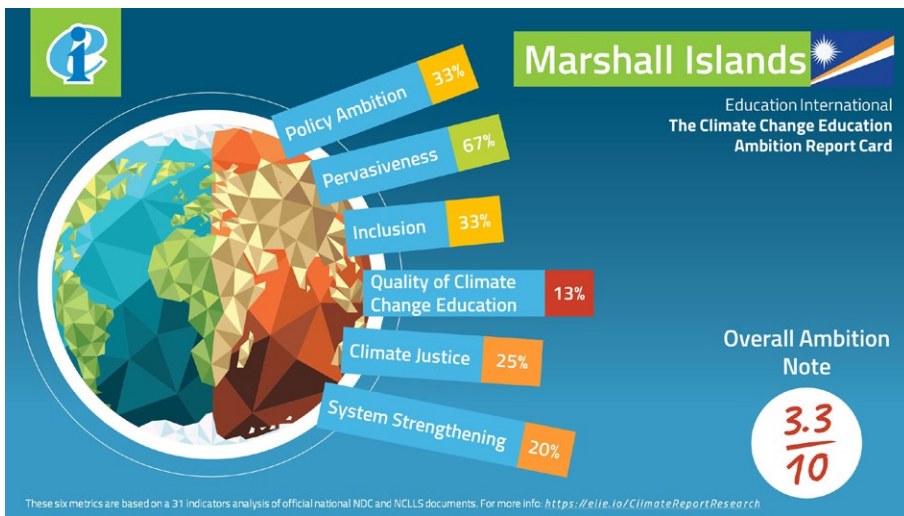


Figure 6. Republic of the Marshall Islands visual report card



# Conclusions & recommendations

## Conclusions

Overall, CCE ambition is poor.

This is especially the case among countries most responsible for current levels of greenhouse gases.

Urgent action among education and climate stakeholders is needed to:

- Integrate the education sector in climate policy and decision making,
- Position the education workforce as climate stakeholders, and
- Strengthen the capacity of education systems to engage in climate action.

A few countries' progress on CCE demonstrates that it is possible to prioritize CCE alongside climate strategies in energy, transportation, and other technical sectors.

The education sector can learn from the success of gender advocates, which have helped countries see that gender equality is a cross-cutting issue in their climate strategies.

## Recommendations

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### *For Policymakers*

**Fund, resource, and strengthen** education systems as a climate-relevant sector.

**Prioritize** as a climate strategy quality CCE that is based on science, oriented to climate action, and takes an intersectional approach to climate justice.

**Involve teachers** and educators as key stakeholders in climate policy and decision making.

### *For Education Unions*

**Identify** the barriers and capacity needs of the education workforce and the education system to address the climate crisis.

**Contextualize** NDCs and other climate policies into the learning needs of the most vulnerable and marginalized students.

**Develop mechanisms**, like the EI CCE Ambition Report Card, to hold local, national, regional, and global decision makers accountable for CCE policy and implementation.



## Limitations

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While the methodology attempted to identify the broadest references to education, the analysis focused primarily on its implications for the formal education sector.

Stakeholders should bear in mind the important role of nonformal and informal education and training, as well as other dimensions of action for climate empowerment targeted at the general public.

Countries have differing capacities to implement CCE; therefore, not all failures reflected in the Report Card are necessarily equal.

A focus on NDCs and NCCLSs offers a snapshot of national climate policy that may not necessarily capture progress at the sub-national or community level.



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# The Climate Change Education Ambition Report Card

An analysis of updated Nationally Determined  
Contributions submitted to the UNFCCC and  
National Climate Change Learning Strategies

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October 2021



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