



Education International  
**The Climate Change  
Education Ambition  
Report Card**

An analysis of updated Nationally Determined  
Contributions submitted to the UNFCCC: Focus on MENA



# Education International's Manifesto on Quality Climate Change Education for All



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 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.



# Methodology

# The Education International Climate Change Education Ambition Report Card

- 6 metrics and 31 indicators were developed from the Manifesto's vision for quality climate change education (CCE)
- 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,B,C,D,F)
    - A score 60% and above is considered pass (A above 90%, B above 80%, C above 70%, and D above 60%)
    - A score 59% and below is considered fail (F)



# The Education International Climate Change Education Ambition Report Card



METRIC	INDICATOR
<b>Policy ambition</b>	<p>Does the policy include provision for CCE?</p> <p>Is the provision timebound?</p> <p>Is there provision for monitoring and evaluation of CCE?</p>
<b>Pervasiveness</b> (extent of integration)	<p>Does the policy call for the provision of CCE across all levels of education?</p> <p>Does the country mandate compulsory status to CCE?</p> <p>Does the policy call for CCE to be mainstreamed across all subject areas?</p>
<b>Inclusion</b> (of key and relevant stakeholders)	<p>Does the provision reference education unions and student organizations?</p> <p>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?</p> <p>Does the policy call for the engagement of students in the greening of the education system?</p>
<b>Quality of Climate Change Education</b>	<p>Does the policy provide pathways to future careers in a green economy?</p> <p>Does the policy call for CCE to be gender-responsive?</p> <p>Does the policy call for CCE to take an intersectional approach?</p> <p>Does the policy call for CCE to be based on science?</p> <p>Does the policy reference CCE that fosters specific, generic, and transformative capacities?</p> <p>Does the policy reference CCE that foster civic engagement?</p> <p>Does the policy reference CCE that fosters awareness of climate justice?</p> <p>Does the policy reference CCE that fosters climate action?</p>

METRIC	INDICATOR
<b>Climate justice</b>	<p>Does the policy reference climate justice?</p> <p>Does the NDC protect children's right to education, especially in the context of climate-related disasters and disruptions?</p> <p>Does the policy recognize different groups are differentially impacted by climate change?</p> <p>Does the policy promote diversity, equity, and inclusion of cultures, knowledge, epistemologies, and other ways of knowing and being?</p>
<b>System strengthening</b>	<p>Does the policy reference domestic funding for the public education system?</p> <p>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?</p> <p>Does the policy call for research to support and strengthen the scientific base on climate change (for the purposes of strengthening CCE)?</p> <p>Does the policy call for teachers' needs in CCE to be supported through professional development?</p> <p>Does the policy call for professional autonomy and academic freedom of teachers?</p> <p>Does the policy call for the provision of quality CCE teaching and learning materials?</p> <p>Does the policy call for safe, climate-proof and climate-resilient education infrastructure?</p> <p>Does the policy call for greening school infrastructure?</p> <p>Does the policy call for the support of the education workforce to participate fully in the greening of the education system?</p>

# Documents analyzed

## Nationally Determined Contributions (NDCs)

- NDCs are countries' national climate action plans for reducing greenhouse gas emissions and adapting to climate change
- 19 updated, revised, or new NDCs submitted by countries in the MENA region to the UNFCCC, as of January 26, 2022, were included in this analysis

### Middle East and North Africa

<a href="#">Armenia</a>	<a href="#">Iraq</a>	<a href="#">Mauritania</a>	<a href="#">Qatar</a>	<a href="#">Tunisia</a>
<a href="#">Bahrain</a>	<a href="#">Jordan</a>	<a href="#">Morocco</a>	<a href="#">Saudi Arabia</a>	<a href="#">Turkey</a>
<a href="#">Comoros</a>	<a href="#">Kuwait</a>	<a href="#">Oman</a>	<a href="#">Somalia</a>	<a href="#">United Arab Emirates</a>
<a href="#">Georgia</a>	<a href="#">Lebanon</a>	<a href="#">Palestine</a>	<a href="#">Sudan</a>	



# Analysis methods

## A. Content Analysis

1. Text search of key terms (frequency)
  - Key Term Clusters: Education, Training, Skills, Teachers, Children/Youth, Gender Equality, Intergenerational Equity/Future Generations, Climate Justice
2. Qualitative analysis (text analysis)

## B. Trends and Gaps Analysis





# Key findings

# Overall, based on real scores: Countries in the MENA region failed\*

Countries with the highest real score:

- Jordan (38%)
- Qatar (24%)
- Tunisia (22%)
- Mauritania (19%)

The MENA region scored on average below the global average

\*A score 59% and below is considered fail



# Graded on a 62-point curve, the picture is still bleak\*

Rank	Country	Overall Score (62 pt curve)	Grade	Policy			Quality of Climate		
				Ambition	Pervasiveness	Inclusion	Change Education	Climate Justice	System Strengthening
1	Jordan	1.00	A	0.33	0.33	0.33	0.38	0.50	0.40
2	Qatar	0.86	B	0.33	0.00	0.33	0.25	0.00	0.50
3	Tunisia	0.84	B	0.33	0.00	0.33	0.38	0.25	0.00
4	Mauritania	0.81	B	0.33	0.00	0.33	0.13	0.25	0.10
5	Georgia	0.77	C	0.33	0.00	0.33	0.00	0.25	0.00
6	Comoros	0.76	C	0.00	0.00	0.33	0.00	0.50	0.00
7	Palestine	0.74	C	0.00	0.00	0.33	0.13	0.25	0.00
7	Somalia	0.74	C	0.00	0.00	0.33	0.13	0.25	0.00
9	Iraq	0.73	C	0.00	0.00	0.33	0.00	0.25	0.10
10	Sudan	0.68	D	0.00	0.00	0.33	0.00	0.00	0.00
11	Saudi Arabia	0.64	D	0.00	0.00	0.00	0.00	0.00	0.10
12	Armenia	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00
12	Bahrain	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00
12	Kuwait	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00
12	Lebanon	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00
12	Morocco	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00
12	Oman	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00
12	Turkey	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00
12	United Arab Emirates	0.62	D	0.00	0.00	0.00	0.00	0.00	0.00

\* 62 percentage points were added to all scores. A score 59% and below is considered fail.



# How did MENA countries fare on specific metrics?

## Policy Ambition

- No NDC satisfied all 3 indicators
- Only 5 NDCs reference CCE (*Georgia, Jordan, Mauritania, Tunisia, Qatar*)

## Pervasiveness

- No NDCs mentions compulsory CCE
- Only 1 NDC (*Jordan*) calls for CCE across all levels of education

Rank	Country	Overall Score (62 pt curve)		Policy	
				Ambition	Pervasiveness
1	Jordan	1.00	A	0.33	0.33
2	Qatar	0.86	B	0.33	0.00
3	Tunisia	0.84	B	0.33	0.00
4	Mauritania	0.81	B	0.33	0.00
5	Georgia	0.77	C	0.33	0.00
6	Comoros	0.76	C	0.00	0.00
7	Palestine	0.74	C	0.00	0.00
7	Somalia	0.74	C	0.00	0.00
9	Iraq	0.73	C	0.00	0.00
10	Sudan	0.68	D	0.00	0.00
11	Saudi Arabia	0.64	D	0.00	0.00
12	Armenia	0.62	D	0.00	0.00
12	Bahrain	0.62	D	0.00	0.00
12	Kuwait	0.62	D	0.00	0.00
12	Lebanon	0.62	D	0.00	0.00
12	Morocco	0.62	D	0.00	0.00
12	Oman	0.62	D	0.00	0.00
12	Turkey	0.62	D	0.00	0.00
12	United Arab Emirates	0.62	D	0.00	0.00



# How did MENA countries fare on specific metrics?

## Inclusion

- 9 NDCs reference vulnerable populations, like girls and women
- 1 NDC (*Qatar*) mentions 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

Rank	Country	Overall Score		Inclusion
1	Jordan	1.00	A	0.33
2	Qatar	0.86	B	0.33
3	Tunisia	0.84	B	0.33
4	Mauritania	0.81	B	0.33
5	Georgia	0.77	C	0.33
6	Comoros	0.76	C	0.33
7	Palestine	0.74	C	0.33
7	Somalia	0.74	C	0.33
9	Iraq	0.73	C	0.33
10	Sudan	0.68	D	0.33
11	Saudi Arabia	0.64	D	0.00
12	Armenia	0.62	D	0.00
12	Bahrain	0.62	D	0.00
12	Kuwait	0.62	D	0.00
12	Lebanon	0.62	D	0.00
12	Morocco	0.62	D	0.00
12	Oman	0.62	D	0.00
12	Turkey	0.62	D	0.00
12	United Arab Emirates	0.62	D	0.00



# How did MENA countries fare on specific metrics?

## Quality of Climate Change Education

- 1 NDC (*Palestine*) calls for science to inform education (not specific to CCE)
- 2 NDCs (*Jordan and Qatar*) call for CCE that fosters civic engagement and/or climate action
- No NDCs call for CCE that fosters climate justice
- While 1 NDC (*Tunisia*) calls for gender-responsive CCE, no NDC calls for an intersectional approach
- 4 NDCs (*Jordan, Mauritania, Somalia, Tunisia*) call for education and training to build green skills and/or lead to careers in the green economy
  - Tunisia's NDC mentions the need to strengthen transformative green skills around gender ethics and intersectionality

Rank	Country	Overall Score (62 pt curve)		Quality of Climate Change Education
1	Jordan	1.00	A	0.38
2	Qatar	0.86	B	0.25
3	Tunisia	0.84	B	0.38
4	Mauritania	0.81	B	0.13
5	Georgia	0.77	C	0.00
6	Comoros	0.76	C	0.00
7	Palestine	0.74	C	0.13
7	Somalia	0.74	C	0.13
9	Iraq	0.73	C	0.00
10	Sudan	0.68	D	0.00
11	Saudi Arabia	0.64	D	0.00
12	Armenia	0.62	D	0.00
12	Bahrain	0.62	D	0.00
12	Kuwait	0.62	D	0.00
12	Lebanon	0.62	D	0.00
12	Morocco	0.62	D	0.00
12	Oman	0.62	D	0.00
12	Turkey	0.62	D	0.00
12	United Arab Emirates	0.62	D	0.00



# How did MENA countries fare on specific metrics?

- Climate Justice

- While 8 NDCs recognize that vulnerable groups may be differentially impacted by climate change, no NDC mentions climate justice
- Only 1 NDC (*Comoros*) recognizes children's right to education
- 1 NDC (*Jordan*) recognize diverse ways of knowing and being, including traditional and indigenous knowledge

Rank	Country	Overall Score (62 pt curve)		Climate Justice
1	Jordan	1.00	A	0.50
2	Qatar	0.86	B	0.00
3	Tunisia	0.84	B	0.25
4	Mauritania	0.81	B	0.25
5	Georgia	0.77	C	0.25
6	Comoros	0.76	C	0.50
7	Palestine	0.74	C	0.25
7	Somalia	0.74	C	0.25
9	Iraq	0.73	C	0.25
10	Sudan	0.68	D	0.00
11	Saudi Arabia	0.64	D	0.00
12	Armenia	0.62	D	0.00
12	Bahrain	0.62	D	0.00
12	Kuwait	0.62	D	0.00
12	Lebanon	0.62	D	0.00
12	Morocco	0.62	D	0.00
12	Oman	0.62	D	0.00
12	Turkey	0.62	D	0.00
12	United Arab Emirates	0.62	D	0.00



# How did MENA countries fare on specific metrics?

## Systems Strengthening

- No NDCs mentions the importance of international cooperation to support CCE, nor that funding needs to be directed to the education system
- While 1 NDC (*Qatar*) points to the need for teacher training, none calls for professional development opportunities that meet teachers' needs
- 4 NDCs (*Jordan, Mauritania, Qatar, Saudi Arabia*) articulate the need to make education infrastructure greener and more climate resilient

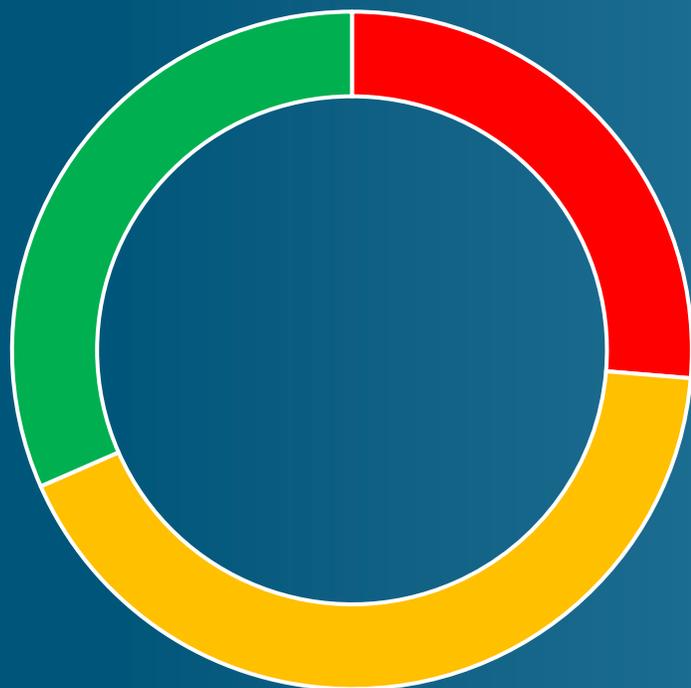
Rank	Country	Overall Score (62 pt curve)		System Strengthening
1	Jordan	1.00	A	0.40
2	Qatar	0.86	B	0.50
3	Tunisia	0.84	B	0.00
4	Mauritania	0.81	B	0.10
5	Georgia	0.77	C	0.00
6	Comoros	0.76	C	0.00
7	Palestine	0.74	C	0.00
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12	Kuwait	0.62	D	0.00
12	Lebanon	0.62	D	0.00
12	Morocco	0.62	D	0.00
12	Oman	0.62	D	0.00
12	Turkey	0.62	D	0.00
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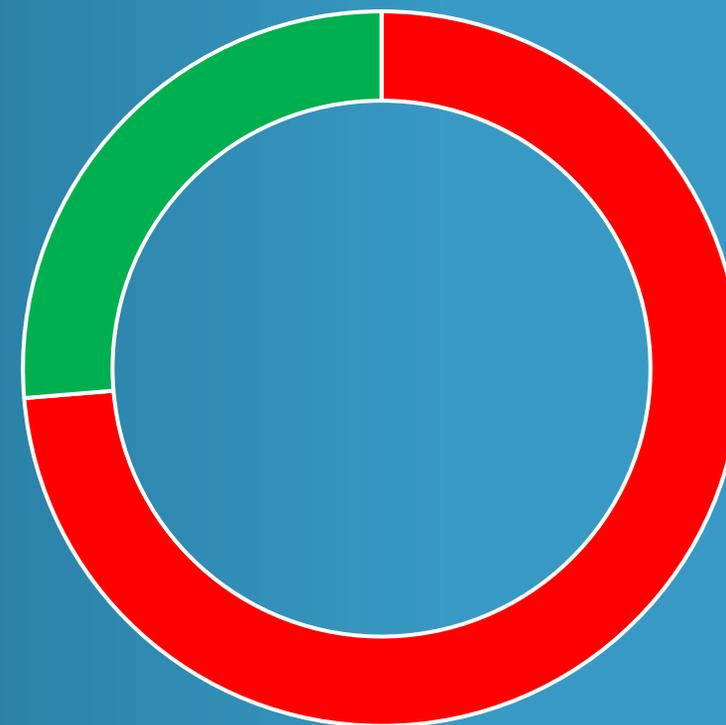
# Key findings (MENA) – CCE

While 14 NDCs reference education, 6 NDCs specifically reference the education of children and youth



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

Only 5 NDCs mention CCE; **none** are calling for compulsory CCE as a climate strategy



- No mention of CCE in the NDC
- NDC mentions CCE



# Key findings (MENA) – Teachers and students

While 2 NDCs mention teachers, **none** mention engaging teachers or teacher unions as a climate stakeholder group

- 1 NDC (*Qatar*) recognizes teachers have a role in greening the education system

While 13 NDCs reference children and youth, few NDCs position them as agents of change (N=3)

- 1 NDC (*Qatar*) recognizes students have a role in greening the education system
- 3 NDCs (*Palestine, Saudi Arabia, Tunisia*) reference intergenerational equity and/or future generations

Vulnerable Group (10)	Beneficiary (9)	Stakeholder (5)	Agent of Change (3)	Priority Group (0)
Comoros, Georgia, Iraq, Jordan, Lebanon, Mauritania, Morocco, Palestine, Somalia, Tunisia	Armenia, Georgia, Jordan, Mauritania, Palestine, Qatar, Somalia, Tunisia, United Arab Emirates	Armenia, Jordan, Lebanon, Tunisia, United Arab Emirates	Jordan, Somalia, United Arab Emirates	

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



# Key findings (MENA) – Gender

13 NDCs mention gender, 6 NDCs mention girls

- Armenia, Comoros\*, Georgia\*, Iraq, Jordan\*, Lebanon, Mauritania\*, Morocco, Palestine\*, Somalia, Sudan, Tunisia\*, United Arab Emirates

Out of the 3 countries in the region where climate change is expected to impact the education of girls the most (Mauritania, Somalia, Sudan), only Mauritania's NDC mentions girls

While 2 NDCs (*Comoros and Tunisia*) 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

Vulnerable Group (10)	Beneficiary (9)	Stakeholder (2)	Agent of Change (3)	Priority Group (0)
Comoros, Georgia, Iraq, Jordan, Lebanon, Mauritania, Palestine, Somalia, Sudan, Tunisia	Comoros, Iraq, Jordan, Mauritania, Palestine, Somalia, Sudan, Tunisia, United Arab Emirates	Tunisia, United Arab Emirates	Georgia, Tunisia, United Arab Emirates	

**NDC positioning of girls and women in the context of climate change**



# Gaps and trends (MENA)

Except Qatar, countries in the MENA region that mention CCE are all countries with low carbon footprints.

**None** of the NDCs of the top oil-exporting countries in the MENA region mention CCE (Saudi Arabia, Iraq, United Arab Emirates, Kuwait, Oman).\*

In the MENA region, country climate vulnerability appears to bear no influence on whether the country's NDC pays attention to vulnerable populations, like children and youth or women and girls, nor climate solutions like education that could strengthen climate resilience and adaptive capacity.

\*Except Oman, these countries are also all climate vulnerable countries



# Gaps and trends (MENA)

Of the countries in the MENA region that have submitted an updated, revised, or new NDC, 3 are countries where children shoulder extremely high or high climate risk (Mauritania, Somalia, and Sudan). Yet only 1 country's NDC (*Mauritania*) references CCE and the education of children and youth.

**NDC attention to children in countries where children bear high climate risk**

Country	Children's Climate Risk Index Score (0: extremely low risk; 10: extremely high risk)	Attention to children and youth in the NDC?	Attention to the education of children and youth in the NDC?	Attention to CCE in the NDC?	Attention to the need to build adaptive capacity in children and youth in the NDC?
Somalia	8.4	Yes	No	No	Yes
Sudan	7.6	No	No	No	No
Mauritania	6.7	Yes	Yes	Yes	No



# Case studies

# Selection criteria

Illustrative of varying levels of ambition in the NDC's approach to CCE

Indicative of emerging best practice in incorporating education in climate policy





# Jordan



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## UPDATED SUBMISSION OF JORDAN'S 1<sup>st</sup> NATIONALLY DETERMINED CONTRIBUTION (NDC)

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October 2021  
(Updated version)

- Jordan's updated NDC includes a short discussion of the importance of integrating climate change mitigation and adaptation into the national curriculum, with the goal of building young people's knowledge of the causes, impacts, and solutions to climate change and their capacity to take action and engage in climate decision-making.
- The NDC points to the need to build in young people, including those with disabilities, green entrepreneurial and green technological skills not only to help spur green job growth and a transition to a greener economy, but also to help combat Jordan's challenges with high youth unemployment and with achieving its sustainable development goals.
- Jordan's treatment of youth not only recognizes their unique vulnerabilities, but also positions them as stakeholders and agents of change. Its updated NDC emphasizes the need to empower youth, to plan and design climate programs around their needs, and effectively views youth (as well as gender) as cross-cutting themes.
- Jordan's attention to gender equality emphasizes the need to catalyze transformative change that addresses the root causes of gender inequality and gender discrimination in the country, including addressing unequal access to resources and opportunities and unequal relations of power between men and women.



# Jordan

- "Education is one of the most powerful tools for positive change in Jordan which has always invested heavily in enhancing educational infrastructure, learning systems and maximizing the potential of students. Understanding the causes, impacts and solutions for climate change is now a priority area for education to prepare student to take active roles in addressing climate change impacts. Some proposed actions are:
  1. Raising awareness and engagement through formal and informal education means in climate change, environment and sustainable development in the community and among children and young people
  2. Developing an enhanced, unified, common entry level education curriculum that includes new themes on climate change and environment (Raising Climate and Environmental awareness > contextualized materials for Jordan to be disseminated through a) social media b) informal settlements, c) schools d) youth centers and youth innovation incubators)" (p. 54)
- "Transformative change relies on translating the gender equality commitments to practical actions that address root causes of inequalities, discrimination, and imbalanced distribution of resources, unequal power relations, and marginalization. Promoting gender equality, social justice, inclusion and equal human rights entails a strategic shift in recognizing the differential circumstances among and between groups of women, men, girls and boys that calls for approaching priorities, designing action, planning implementation and monitoring progress in a more responsive and targeted manner." (p. 22)
- "There is a need to streamline the process of creating and sustaining high skill green jobs. Establishment of a green jobs council or similar body, with a strong representation of private sector and key public sector stakeholders could be explored. This could lead demand-side and supply-side assessments to identify gaps in Jordanian ecosystem in terms of green technology and green entrepreneurship skills; supporting and coordinating private sector-led green technology skills' development and national awareness activities" (p. 21)

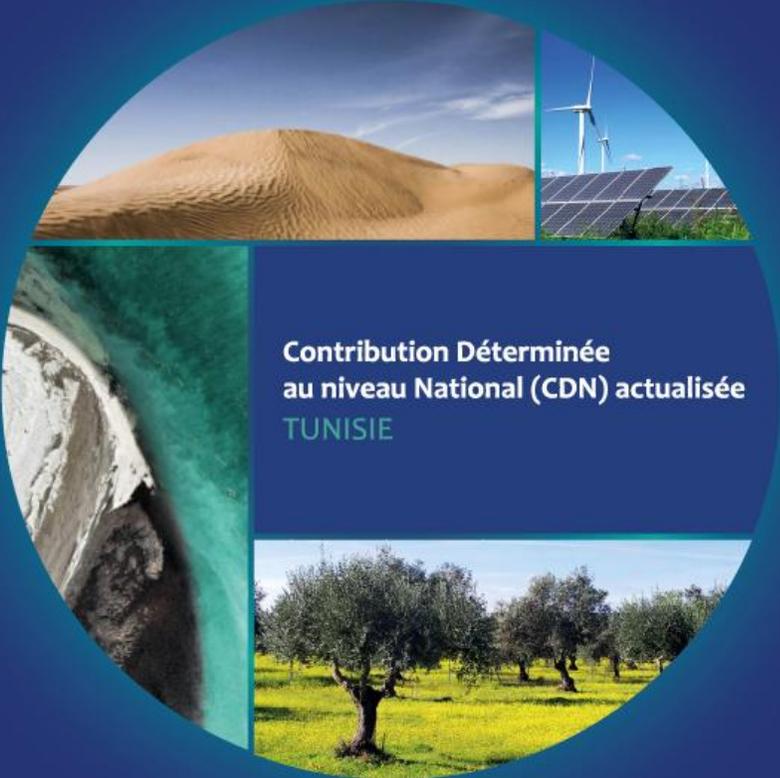




République Tunisienne

# Tunisia

- Although Tunisia's updated NDC references CCE, the target audience is focused on young adults and working professionals (from university students to parliamentarians, from journalists to extension officers, from tourism actors to water sector decision makers). The levels of education mentioned include higher education, technical and vocational education and training, and other formalized capacity building channels. The NDC overlooks the education of children and youth about climate change, its impacts, and solutions in primary and secondary school.
- Tunisia's NDC has a very strong emphasis on gender mainstreaming and includes several pages of gender priorities, including building awareness among girls about potential climate impacts in coastal areas—the closest reference to educating girls about climate change observed in NDCs to date.



**Contribution Déterminée  
au niveau National (CDN) actualisée**  
TUNISIE

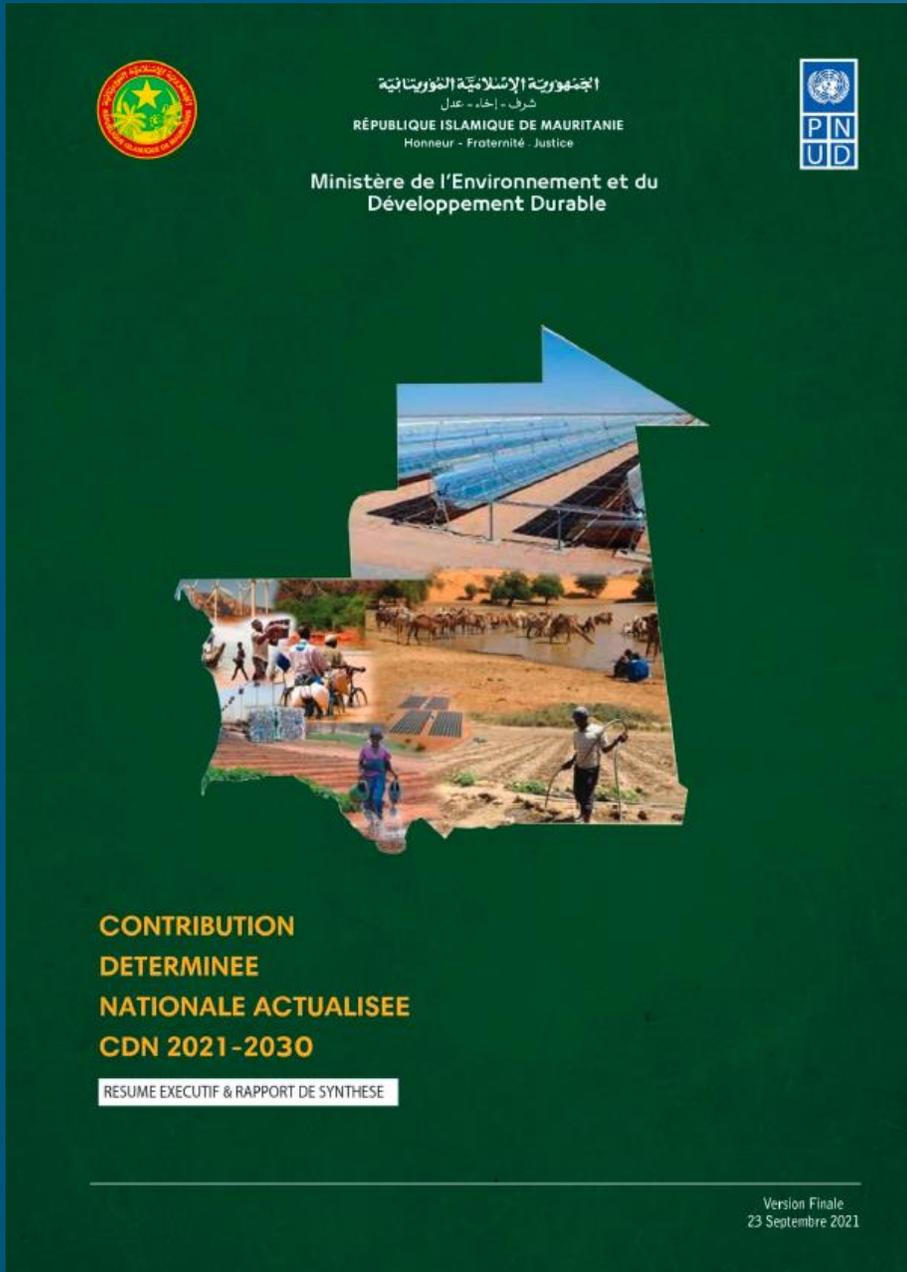
Octobre 2021



# Tunisia

- En matière de formation, il s'agira d'adapter les programmes de formation et de développement des compétences dans les domaines techniques et non techniques de l'atténuation et de l'adaptation, aux besoins/contraintes des femmes et de leur en faciliter l'accès afin qu'un entrepreneuriat féminin s'y développe.
  - Intégration de l'adaptation au changement climatique dans les cursus de l'enseignement supérieur et la formation aux métiers de l'Eau.
  - Stimuler les domaines de la recherche sur l'intégration du genre dans le changement climatique et encourager les études portant sur les domaines du genre et de la gouvernance climatique dans le cursus universitaire et les curriculums de la formation professionnelle.
  - Organiser la mise à disposition des données sur les impacts climatiques sur le littoral par des mécanismes de diffusion d'information et de contenu de sensibilisation des filles et des femmes et faciliter leur compréhension de la complexité des phénomènes climatiques extrêmes dans les contextes littoral et insulaire.
- "In the area of training, this will involve adapting training and skills development programs in technical and non-technical areas of mitigation and adaptation to the needs to the needs/constraints of women and to facilitate their access so that women entrepreneurship can develop." (p. 48)
  - "Integration of adaptation to climate change in the curricula of higher education and training in water-related professions" (p. 63)
  - "Stimulate areas of research on the integration of gender in climate change and encourage studies in the areas of gender and climate governance in the university curricula and professional training curricula." (p. 66)
  - "Organize the availability of data on climate impacts on the coast through information dissemination mechanisms and content to raise awareness among girls and women and facilitate their understanding of the complexity of extreme climate phenomena in coastal and island contexts." (p. 67)





# Mauritania

- As a climate vulnerable country whose children bear high climate risks and for whom girls' education is expected to be especially disrupted by increased climate shocks, Mauritania's NDC checks the boxes when it comes to attending to children and youth, gender, and climate change education.
- Mauritania's NDC briefly mentions in its Executive Summary that the country is prioritizing the integration of climate change topics into its national curricula and sees this action as key to supporting the broader implementation of its NDC.
- To better support the integration and implementation of cross-cutting dimensions like gender, youth, and human rights across its climate actions, Mauritania's NDC earmarks 10% of each NDC-related project budget to addressing these cross-cutting issues—a gesture that other countries' NDCs have not observed.
- Mauritania's NDC also acknowledges inputs by expert groups on gender, youth, employment, and education, and attempts to align NDC strategies and actions with the recommendations of a working group of experts on Action for Climate Empowerment.



# Mauritania



Elles concernent également l'intégration des dimensions transversales dans les programmes et projet climat. Ainsi, l'intégration des dimensions genre, jeunesse et droits humains est prévue dans tous les projets et programmes développés dans le cadre de la CDN en lui réservant une part de 10% du budget de chaque programme ou projet (Estimation basée sur l'appréciation du groupe expert Genre/jeunesse/emploi/éducation et du groupe de travail des experts se basant sur le programme de travail de Doha ainsi que l'accord de Paris en son article 12). De même, les aspects de création d'emplois et d'amélioration des cursus éducatifs pour la prise en charge des enjeux du changement climatique sont considérés parmi les priorités d'appui à la mise en oeuvre de la CDN.

La CDN entend renforcer la mise en oeuvre de la SNIG et de la SNJ en veillant à la prise en compte de la dimension genre et jeunesse dans toutes les actions d'adaptation qui y sont préconisées. En particulier, les dimensions de **Renforcement de la résilience des femmes rurales aux effets du changement climatique** et de **Développement d'approches communautaires d'adaptation au changement climatique** doivent faire partie de toute action d'adaptation entreprise avec 10% minimum de la part du budget qui leur est imparti.

"They also concern the integration of cross-cutting dimensions in climate programs and projects. Thus, the integration of gender, youth and human rights dimensions is foreseen in all projects and programs developed within the framework of the NDC by reserving a 10% share of the budget of each program or project (Estimate based on the assessment of the gender/youth/employment/education expert group and the working group of experts based on the Doha work program as well as the Paris Agreement in its article 12). Similarly, the aspects of job creation and improvement of educational curricula to address climate change issues are considered among the priorities to support the implementation of the NDC." (p. 12)

"The NDC intends to strengthen the implementation of the SNIG and the SNJ by ensuring that the gender and youth dimension is taken into account in all adaptation actions advocated therein. In particular, the dimensions of Strengthening Rural Women's Resilience to the Impacts of Climate Change and Development of Community-Based Approaches to Climate Change Adaptation must be part of any adaptation action undertaken with a minimum of 10% of the budget allocated to them." (p. 47)





# Conclusions & recommendations



# CONCLUSIONS

**With heightened attention on the MENA region ahead of COP27 in Egypt, the region's current CCE ambition is alarming.**

- To make meaningful progress on climate action at COP27, the region must step up and become a CCE champion.

**Urgent action among education and climate stakeholders is needed to:**

- Integrate the education sector in climate policy, decision making, and action,
- Position the education workforce as climate stakeholders, and
- Link the education system alongside other technical systems in need of climate proofing.

**A few bright spots in the region suggests greater prioritization of quality, inclusive, justice-oriented CCE ahead of COP27 is possible.**

- Education leaders should become climate leaders and both amplify and localize regional best practices in national climate strategies.



# RECOMMENDATIONS

## 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 alongside 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

This analysis of the MENA region consists of a small sample size (N=20), and generalizations should be made with caution.

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 offers a snapshot of national climate policy that may not necessarily capture progress at the sub-national or community level, or progress with national education policy.

