Policy Ambition

Pervasiveness

Inclusion

Quality of Climate Change Education

Climate Justice

System Strengthening

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

Updated – October 2022

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

About the author:

Christina Kwauk

is a social scientist and policy analyst with expertise on girls' education, 21st century skills and youth empowerment, sport for development, and the intersections of gender, education, and climate change. She is co-editor of *Curriculum and Learning for Climate Action: Toward an SDG 4.7 Roadmap for Systems Change* and co-author of *What Works in Girls' Education: Evidence for the World's Best Investment*. She has published numerous policy papers, including *The new green learning agenda: Approaches to quality education for climate empowerment*. Christina is an education consultant, and research director at Unbounded Associates.

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.

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

Updated - October 2022

Table of contents

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 140 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[1] 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

---

1   https://eiie.io/EImanifesto

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.

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

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;
- 140 updated, revised, or new NDCs submitted to the UNFCCC, as of October 13, 2022, 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 5th 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 26th Conference of the Parties meeting in Glasgow, which was postponed until 2021 due to the COVID-19 pandemic.

As of October 13, 2022, 166 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 October 13, 2022

Central and Southern Asia	Bangladesh (updated)	Nepal
	Bhutan	Pakistan
	India*	Tajikistan
	Kyrgyzstan (updated)	Sri Lanka
	Maldives	Uzbekistan

Europe and North America	Albania	Norway
	Andorra	Republic of Moldova
	Belarus	Rep. of North Macedonia
	Bosnia & Herzegovina	Russia
	Canada	Serbia*
	European Union	Switzerland (updated)
	Iceland	Ukraine
	Monaco	United Kingdom (updated)
	Montenegro	United States

Eastern and Southeastern Asia	Brunei Darussalam	Myanmar
	Cambodia	People's Republic of Lao
	China	Philippines
	Democratic Rep. of Korea	Republic of Korea (updated)
	Indonesia (updated)	Singapore
	Japan (updated)	Thailand
	Malaysia	Viet Nam
	Mongolia	

Latin America and Caribbean	Antigua & Barbuda	Guatemala (updated)
	Argentina	Haiti*
	Barbados	Honduras
	Belize	Jamaica
	Bolivia	Mexico
	Brazil (updated)	Nicaragua
	Chile	Panama
	Colombia	Paraguay
	Costa Rica	Peru
	Cuba	St. Kitts and Nevis
	Dominica*	St. Lucia
	Dominican Republic	Suriname
	El Salvador	Venezuela
	Grenada	

Oceania	Australia (updated)	Rep. of the Marshall Islands
	Fiji	Samoa
	Nauru	Solomon Islands
	New Zealand (updated)	Tonga
	Papua New Guinea	Vanuatu (updated)

Northern Africa and Western Asia		
	Armenia	Morocco
	Bahrain	Oman
	Georgia	Palestine
	Egypt*	Qatar
	Iraq	Saudi Arabia
	Israel	Tunisia
	Jordan	Turkey
	Kuwait	United Arab Emirates (updated)
	Lebanon	

Sub-Saharan Africa		
	Angola	Mali
	Benin	Mauritania
	Burkina Faso	Mauritius
	Burundi	Mozambique
	Cabo Verde	Namibia
	Cameroon	Niger
	Central African Republic	Nigeria (updated)
	Chad	Rwanda
	Comoros	Sao Tome & Principe
	Congo, Democratic Rep of	Senegal
	Congo, Republic	Seychelles
	Cote d'Ivoire*	Sierra Leone
	Ethiopia	Somalia
	Eswatini	South Africa
	Gabon*	South Sudan (updated)
	Gambia	Sudan
	Ghana	Tanzania
	Guinea	Togo
	Guinea Bissau	Uganda (updated)
	Kenya	Zambia (updated)
	Liberia	Zimbabwe
	Malawi	

Note: 13 October 2022 (N=140)

Overall, based on real scores: Every country failed[2]

Countries with the highest real score:

1. Cambodia (58%)

2. Dominican Republic (51%)

3. Colombia (50%)

4. Vanuatu (50%)

Graded on a 42-point curve, all but 33 countries failed[3]

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 33 'success' countries on a 42-point curve

Score range	Countries	
A (90-100%)	1.	Cambodia
	2.	Dominican Republic
	3.	Colombia
	4.	Vanuatu*
	5.	Argentina
B (80-89%)	6.	Cabo Verde
	7.	Gambia
	8.	United Kingdom*
	9.	Venezuela
	10.	Myanmar
	11.	Costa Rica
	12.	Jordan

---

2 A score 59% and below is considered fail

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

Score range	Countries
C (70-79%)	13. Antigua & Barbuda
	14. Marshall Islands
	15. Uganda*
D (60-69%)	16. El Salvador
	17. Pakistan
	18. Qatar
	19. St. Lucia
	20. Bolivia
	21. South Sudan
	22. Eswatini
	23. Tunisia
	24. Chad
	25. Nauru
	26. Democratic Republic of the Congo
	27. Central African Republic
	28. Cameroon
	29. Seychelles
	30. Sierra Leone
	31. Mauritania
	32. China
	33. Mexico

* from October update

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	**6**		Myanmar		Kyrgyzstan Pakistan
Europe and North America	**11**		United Kingdom		
Eastern and Southeastern Asia	**11**	Cambodia			China
Latin America and Caribbean	**21**	Argentina Colombia Dominican Republic	Costa Rica Venezuela	Antigua & Barbuda	Bolivia Mexico St. Lucia El Salvador
Oceania	**9**	Vanuatu		Marshall Islands	Nauru
Northern Africa and Western Asia	**8**		Jordan		Tunisia Qatar
Sub-Saharan Africa	**23**		Cabo Verde Gambia	Uganda	Cameroon Central African Republic Chad Congo Eswatini Mauritania Seychelles Sierra Leone South Sudan

When distributed across percentile:

Above the 90th percentile	Cambodia, Dominican Republic, Colombia, Vanuatu, Argentina, Cabo Verde, Gambia, United Kingdom, Venezuela, Myanmar, Costa Rica, Jordan, Antigua & Barbuda, Marshall Islands

Above the 80th percentile	Uganda, El Salvador, Pakistan, Qatar, St. Lucia, Bolivia, Eswatini, South Sudan, Tunisia, Chad, Nauru, Democratic Republic of the Congo, Central African Republic
Above the 70th percentile	Cameroon, Seychelles, Sierra Leone, Mauritania, China, Mexico, Indonesia, Liberia, Moldova, Dominica, Benin, Paraguay
Above the 60th percentile	Georgia, Kyrgyzstan, Mauritius, Tajikistan, Comoros, Egypt, Guatemala, Nigeria, Namibia, St. Kitts & Nevis, Burundi, Honduras, Togo

How did countries fare on specific metrics?

Policy ambition	Only 4 countries satisfied all 3 indicators (Cambodia, Colombia, Central African Republic, Vanuatu). 4 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 (Cambodia, Dominican Republic, Gambia, and the Marshall Islands).
Inclusion (of key and relevant stakeholders)	80 NDCs reference vulnerable populations, like girls and women. 4 NDCs mention the role of students in greening the education system (St. Lucia, Pakistan, Qatar, United Arab Emirates). 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	5 NDCs (China, Nauru, Palestine, Uganda, United Kingdom) call for CCE that is based in science.
	5 NDCs call for CCE that fosters civic engagement (Argentina, Qatar, Bolivia, United Kingdom, Venezuela).
	9 NDCs call for CCE that fosters climate action (Argentina, Chad, China, Jordan, Nauru, Qatar, United Kingdom, Vanuatu, Venezuela).
	3 NDCs call for CCE that fosters climate justice (Argentina, Colombia, Costa Rica).
	7 NDCs called for gender-responsive climate change education (Colombia, Dominica, Dominican Republic, El Salvador, Honduras, Seychelles, Tunisia).
	2 NDCs called for an intersectional approach to climate change education (Colombia, Dominican Republic).
	19 NDCs called for education and training to lead to careers in the green economy (Andorra, Antigua & Barbuda, Argentina, Australia, Cabo Verde, Cambodia, Cameroon, Colombia, Costa Rica, Egypt, Jordan, Namibia, Nigeria, Sierra Leone, South Sudan, St. Kitts & Nevis, Tunisia, United Arab Emirates, United Kingdom).
Climate justice	While 72 of NDCs recognize that vulnerable groups, like girls and women, are differentially impacted by climate change, only 13 NDCs mention climate justice.
	Only 5 NDCs recognize children's right to education but not always in the context of climate-related disasters and disruptions.
	18 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 13 NDCs point to the need for teacher training, only 1 NDC calls for professional development opportunities that meet teachers' needs (Argentina, Cabo Verde, Cambodia, Central African Republic, Dominica, Dominican Republic*, El Salvador, Gambia, Marshall Islands, Myanmar, Qatar, Thailand, Venezuela).

16 NDCs articulate the need to make education infrastructure greener and more climate resilient (Antigua & Barbuda, Burundi, Cambodia, China, Colombia, Democratic Republic of the Congo, Dominican Republic, Jordan, Mauritania, Saudi Arabia, St. Lucia, Qatar, Togo, Uganda, Ukraine, Vanuatu).

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
3	Vanuatu	0.92	0.50	1.00	0.33	0.33	0.25	1.00	0.10
5	Argentina	0.91	0.49	0.67	0.00	0.33	0.63	1.00	0.30
6	Cabo Verde	0.86	0.44	0.67	0.33	0.33	0.25	0.75	0.30
7	Gambia	0.84	0.42	0.67	0.67	0.33	0.13	0.50	0.20
8	United Kingdom	0.83	0.41	0.67	0.33	0.33	0.63	0.50	0.00
9	Venezuela	0.82	0.40	0.33	0.33	0.33	0.38	0.75	0.30
9	Myanmar	0.82	0.40	0.33	0.33	0.33	0.13	0.75	0.50
11	Costa Rica	0.80	0.38	0.67	0.33	0.33	0.38	0.50	0.10
11	Jordan	0.80	0.38	0.33	0.33	0.33	0.38	0.50	0.40
13	Antigua and Barbuda	0.78	0.36	0.67	0.33	0.33	0.25	0.25	0.30
14	Marshall Islands, Republic	0.75	0.33	0.33	0.67	0.33	0.13	0.25	0.30
15	Uganda	0.73	0.31	0.67	0.00	0.00	0.25	0.50	0.20
16	El Salvador	0.69	0.27	0.33	0.00	0.33	0.25	0.50	0.10
17	Pakistan	0.67	0.25	0.33	0.00	0.67	0.13	0.25	0.10
18	Qatar	0.66	0.24	0.33	0.00	0.33	0.25	0.00	0.50

Rank	Country	Overall Score (42 pt curve)	Overall Real Score	Policy Ambition	Pervasiveness	Inclusion	Quality of Climate Change Education	Climate Justice	System Strengthening
19	St Lucia	0.64	0.22	0.33	0.00	0.67	0.13	0.00	0.20
19	Bolivia	0.64	0.22	0.33	0.00	0.33	0.13	0.50	0.00
19	South Sudan	0.64	0.22	0.33	0.00	0.33	0.13	0.50	0.00
19	Eswatini	0.64	0.22	0.33	0.00	0.33	0.13	0.50	0.00
19	Tunisia	0.64	0.22	0.33	0.00	0.33	0.38	0.25	0.00
24	Chad	0.63	0.21	0.33	0.00	0.33	0.25	0.25	0.10
24	Nauru	0.63	0.21	0.67	0.00	0.00	0.25	0.25	0.10
24	Democratic Republic of the Congo	0.63	0.21	0.33	0.00	0.33	0.13	0.25	0.20
27	Central African Republic	0.62	0.20	1.00	0.00	0.00	0.13	0.00	0.10
28	Cameroon	0.61	0.19	0.33	0.00	0.33	0.25	0.25	0.00
28	Seychelles	0.61	0.19	0.33	0.00	0.33	0.25	0.25	0.00
28	Sierra Leone	0.61	0.19	0.33	0.00	0.33	0.25	0.25	0.00
28	Mauritania	0.61	0.19	0.33	0.00	0.33	0.13	0.25	0.10
28	China	0.61	0.19	0.33	0.33	0.00	0.25	0.00	0.20
33	Mexico	0.60	0.18	0.00	0.00	0.33	0.00	0.75	0.00
34	Indonesia	0.59	0.17	0.33	0.00	0.33	0.13	0.25	0.00
34	Liberia	0.59	0.17	0.33	0.00	0.33	0.13	0.25	0.00
34	Moldova, Republic	0.59	0.17	0.33	0.00	0.33	0.13	0.25	0.00
34	Dominica	0.59	0.17	0.00	0.00	0.33	0.25	0.25	0.20
38	Benin	0.58	0.16	0.00	0.00	0.33	0.13	0.50	0.00
38	Paraguay	0.58	0.16	0.00	0.00	0.33	0.13	0.50	0.00
40	Georgia	0.57	0.15	0.33	0.00	0.33	0.00	0.25	0.00
40	Kyrgyzstan	0.57	0.15	0.33	0.00	0.33	0.00	0.25	0.00
40	Mauritius	0.57	0.15	0.33	0.00	0.33	0.00	0.25	0.00
40	Tajikistan	0.57	0.15	0.33	0.00	0.33	0.00	0.25	0.00
44	Comoros	0.56	0.14	0.00	0.00	0.33	0.00	0.50	0.00
44	Egypt	0.56	0.14	0.00	0.33	0.00	0.25	0.25	0.00
44	Guatemala	0.56	0.14	0.00	0.00	0.33	0.00	0.50	0.00
44	Namibia	0.56	0.14	0.00	0.00	0.33	0.25	0.25	0.00
44	Nigeria	0.56	0.14	0.00	0.00	0.33	0.25	0.25	0.00
44	St Kitts and Nevis	0.56	0.14	0.00	0.00	0.33	0.25	0.25	0.00
50	Burundi	0.55	0.13	0.00	0.00	0.33	0.13	0.25	0.10
50	Honduras	0.55	0.13	0.00	0.00	0.33	0.13	0.25	0.10
50	Togo	0.55	0.13	0.00	0.00	0.33	0.13	0.25	0.10
50	Guinea Bissau	0.55	0.13	0.33	0.00	0.33	0.13	0.00	0.00
50	Haiti	0.55	0.13	0.33	0.00	0.33	0.13	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
50	Malawi	0.55	0.13	0.33	0.00	0.33	0.13	0.00	0.00
50	Nepal	0.55	0.13	0.33	0.00	0.33	0.13	0.00	0.00
50	United Arab Emirates	0.55	0.13	0.00	0.00	0.67	0.13	0.00	0.00
58	Albania	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Barbados	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Cote d'Ivoire	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Ethiopia	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Mali	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Mozambique	0.54	0.12	0.33	0.00	0.00	0.13	0.25	0.00
58	Somalia	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Sri Lanka	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	State of Palestine	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Tanzania	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Viet Nam	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
58	Zimbabwe	0.54	0.12	0.00	0.00	0.33	0.13	0.25	0.00
70	Iraq	0.54	0.12	0.00	0.00	0.33	0.00	0.25	0.00
70	Chile	0.53	0.11	0.33	0.00	0.33	0.00	0.00	0.00
70	Lao, People's Democratic Republic	0.53	0.11	0.67	0.00	0.00	0.00	0.00	0.00
73	Belize	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
73	Congo, Rep.	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
73	Guinea	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
73	Panama	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
73	Papua New Guinea	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
73	Sao Tome & Principe	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
73	South Africa	0.52	0.10	0.00	0.00	0.33	0.00	0.25	0.00
80	Andorra	0.51	0.09	0.00	0.33	0.00	0.13	0.00	0.10
81	Solomon Islands	0.50	0.08	0.00	0.00	0.33	0.13	0.00	0.00
82	Thailand	0.49	0.07	0.00	0.33	0.00	0.00	0.00	0.10
83	Bhutan	0.48	0.06	0.00	0.00	0.00	0.13	0.25	0.00
83	Tonga	0.48	0.06	0.00	0.00	0.00	0.13	0.25	0.00
83	Ukraine	0.48	0.06	0.00	0.00	0.00	0.00	0.25	0.10
83	Fiji	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
83	Ghana	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
83	Kenya	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
83	Korea, Republic of	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
83	Malaysia	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
83	Maldives	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
83	Montenegro	0.48	0.06	0.00	0.00	0.33	0.00	0.00	0.00
83	Uzbekistan	0.48	0.06	0.33	0.00	0.00	0.00	0.00	0.00
93	Australia	0.46	0.04	0.00	0.00	0.00	0.25	0.00	0.00
94	Brazil	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
94	Burkina Faso	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
94	Canada	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
94	India	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
94	Peru	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
94	Philippines	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
94	United States	0.46	0.04	0.00	0.00	0.00	0.00	0.25	0.00
94	Bangladesh	0.46	0.04	0.00	0.00	0.00	0.13	0.00	0.10
94	Sudan	0.46	0.04	0.00	0.00	0.00	0.13	0.00	0.10
104	Gabon	0.46	0.04	0.00	0.00	0.00	0.13	0.00	0.10
104	Russia	0.44	0.02	0.00	0.00	0.00	0.13	0.00	0.00
104	Rwanda	0.44	0.02	0.00	0.00	0.00	0.13	0.00	0.00
104	Bosnia & Herzegovina	0.44	0.02	0.00	0.00	0.00	0.00	0.00	0.10
104	Saudi Arabia	0.44	0.02	0.00	0.00	0.00	0.00	0.00	0.10
109	Angola	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Armenia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Bahrain	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Belarus	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Brunei Darussalam	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Cuba	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Democratic Republic of Korea	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	European Union	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Grenada	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Iceland	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Israel	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Jamaica	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Japan	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Kuwait	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Lebanon	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Monaco	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Mongolia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Morocco	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
109	New Zealand	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Nicaragua	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Niger	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	North Macedonia, Republic	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Norway	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Oman	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Samoa	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Senegal	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Serbia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Singapore	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Suriname	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Switzerland	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Turkey	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	Zambia	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Note: N=140

Education (out of 140 NDCs)

While 77% of updated NDCs (N=108) are referencing education (up from 68% of first NDCs[4]), 31% of NDCs (N=43) specifically reference the education of children and youth (down from 26%[5]).

■ No reference to education in the NDC

■ NDC references education

■ NDC references the education of children and youth
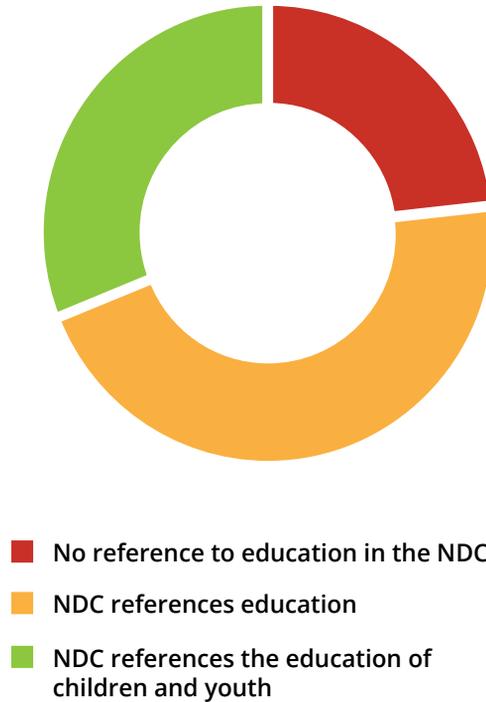
Figure 1. Mentions of Education in NDCs (out of 140 NDCs)

---

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

Climate change education (CCE) (out of 140 NDCs)

While 32% of NDCs (N=45) mention CCE, none are calling for compulsory CCE as a climate strategy.

- 11% of references to CCE have timebound targets.
- 45% of references to CCE are in the context of developing green skills.
  - 6 NDCs mention building <u>transformative green skills</u>: capacities to change social and economic systems (Barbados), the capacity to address gender inequality (Mali, the Marshall Islands, Tunisia, Uganda), visionary thinking (Namibia).

■ No mention of CCE in the NDC

■ NDC mentions CCE
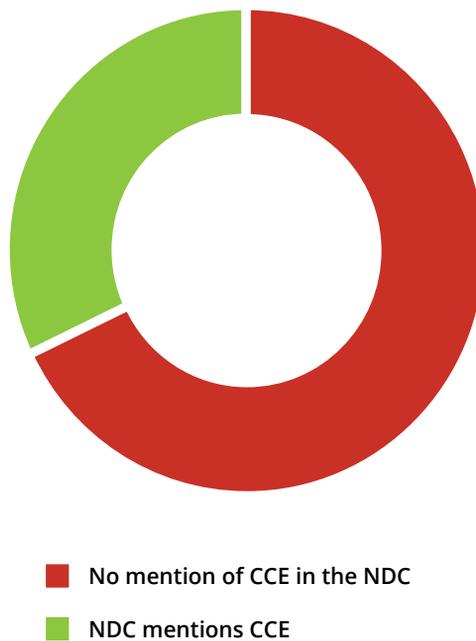
Figure 2. Mentions of CCE in NDCs (out of 140 NDCs)

Teachers and students (out of 140 NDCs)

While 14% of NDCs (N=19) mention teachers, none mention engaging teachers or teacher unions as a climate stakeholder group.

- 2 NDCs (El Salvador, Qatar) recognize teachers have a role in greening the education system.

While 74% of NDCs (N=103) reference children and youth (up from 42% of first NDCs[6]), few NDCs position them as agents of change (N=11) or as a priority group (N=6).

- 3 NDCs (Pakistan, Qatar, St. Lucia) recognize students have a role in greening the education system.
- 41 NDCs reference intergenerational equity and/or future generations (up from 8 of the first NDCs[7]).

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.

---

6 Kwauk et al (2019) analyzed 160 countries' first NDC submissions.
   https://www.brookings.edu/research/girls-education-in-climate-strategies/
7 Ibid.

Vulnerable Group (70)	Albania, Antigua and Barbuda, Argentina, Barbados, Belize, Benin, Bolivia, Brunei Darussalam, Burundi, Cabo Verde, Cambodia, Cameroon, Chad, Comoros, Congo Rep., Costa Rica, Dominica, Dem. Rep. of the Congo, El Salvador, Eswatini, Fiji, Gambia, Georgia, Grenada, Guatemala, Guinea, Guinea Bissau, Haiti, Honduras, Indonesia, Iraq, Jordan, Kenya, Kyrgyzstan, Lebanon, Liberia, Malaysia, Maldives, Marshall Islands, Mauritania, Mauritius, Mexico, Moldova, Morocco, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Nigeria, Palestine, Panama, Papua New Guinea, Rep. of Korea, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, Sri Lanka, St. Lucia, Tanzania, Togo, Tunisia, United Arab Emirates, Vanuatu, Venezuela, Viet Nam, Zimbabwe
Beneficiary (62)	Angola, Antigua and Barbuda, Argentina, Armenia, Belize, Benin, Burkina Faso, Burundi, Cambodia, Canada, Central African Rep., Chad, Congo Rep., Dominica, Dem. Rep. of the Congo, Dominican Rep., Ethiopia, Egypt, El Salvador, Eswatini, Gambia, Georgia, Ghana, Guatemala, Guinea, Honduras, Jordan, Lao, Malawi, Malaysia, Mali, Marshall Islands, Mauritania, Mauritius, Moldova, Myanmar, Namibia, Nauru, Nepal, Nigeria, Palestine, Pakistan, Panama, Papua New Guinea, Paraguay, Qatar, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Sudan, Sri Lanka, St. Lucia, Togo, Tunisia, Uganda, United Arab Emirates, United Kingdom, Vanuatu, Venezuela, Zambia, Zimbabwe
Stakeholder (59)	Albania, Andorra, Argentina, Armenia, Bhutan, Bolivia, Brunei Darussalam, Burundi, Cabo Verde, Cambodia, Canada, Central African Rep., Chad, China, Colombia, Costa Rica, Dem. Rep. of the Congo, Dominican Rep., Eswatini, Gambia, Grenada, Guatemala, Honduras, Indonesia, Jordan, Kyrgyzstan, Lebanon, Liberia, Mali, Marshall Islands, Mauritius, Mexico, Moldova, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Nigeria, North Macedonia, Pakistan, Panama, Papua New Guinea, Peru, Philippines, Rep. of Korea, Seychelles, Sierra Leone, Singapore, South Africa, St. Kitts & Nevis, St. Lucia, Tunisia, Uganda, United Arab Emirates, United Kingdom, United States, Uzbekistan, Zimbabwe
Agent of Change (11)	Cabo Verde, Cambodia, Dominican Rep., Jordan, Honduras, Namibia, Papua New Guinea, Seychelles, Somalia, South Sudan, United Arab Emirates
Priority Group (6)	Cambodia, Costa Rica, Honduras, Nepal, Sierra Leone, Sri Lanka

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 84% of NDCs (N=117) mention women and gender (up from 43% of first NDCs[8]), 33 NDCs mention girls (up from 3[9]).

- Antigua & Barbuda, Argentina, Barbados, Benin, Cambodia, Canada, Chad, Comoros, Democratic Republic of the Congo, Dominica, Dominican Republic, El Salvador, Eswatini, Georgia, Honduras, Jordan, Mali, Mauritania, Namibia, Nauru, Pakistan, Palestine, Panama, Sao Tome & Principe, Sierra Leone, South Sudan, Togo, Tunisia, Uganda, United Kingdom, Vanuatu, Venezuela, Viet Nam

Out of the 30 countries where climate change is expected to impact the education of girls the most, only 6 NDCs mention girls (Benin, Chad, Mali, Mauritania, Togo, Uganda).

While 9 NDCs mention girls in the context of their education, 3 do so in the context of CCE (Benin, Cambodia, Chad, Comoros, Tunisia*, United Arab Emirates, the United Kingdom, Vanuatu*, Venezuela*). However, **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

Vulnerable Group (24)	Antigua & Barbuda, Argentina, Cambodia, Canada, Chad, Dem. Rep. of the Congo, El Salvador, Jordan, Mali, Mauritania, Namibia, Pakistan, Palestine, Panama, Sao Tome & Principe, Sierra Leone, Tajikistan, Togo, Uganda, United Kingdom, Vanuatu, Venezuela, 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. 32 of the 33 NDCs mentioned above are all new countries.

Beneficiary (17)	Antigua & Barbuda, Argentina, Benin, Cambodia, Comoros, Dominica, Dominican Republic, El Salvador, Haiti, Jordan, Mali, Pakistan, Panama, Sao Tome & Principe, Togo, Tunisia, United Kingdom
Stakeholder (5)	Eswatini, Haiti, Pakistan, Sierra Leone, Vanuatu
Agent of Change (4)	Dominican Republic, Georgia, United Kingdom, Vanuatu
Priority Group (0)	

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.

   Only 3 (China, Indonesia, United Kingdom) of the top 20 carbon emitting countries' NDCs mention CCE.

3. **Only 3 (China, Indonesia, United Kingdom)** 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? (10/13/22)	NDC mentions climate change education?
1	China	X	**Yes**
2	United States	X	No
3	India	X	**Yes**
4	European Union*	X	No
5	Russian Federation	X	No
6	Japan	X	No
7	Iran		
8	Indonesia	X	**Yes**
9	Korea, Republic of	X	No
10	Saudi Arabia	X	No
11	Canada	X	No
12	South Africa	X	No
13	Brazil	X	No
14	Mexico	X	No
15	Australia	X	No
16	Turkey	X	No
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? (10/13/22)	NDC mentions climate change education?
1	United States	X	No
2	European Union*	X	No
3	China	X	**Yes**
4	Japan	X	No
5	United Kingdom	X	No
6	India	X	**Yes**
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	**Yes**
14	Switzerland	X	No
15	Turkey	X	No
16	Saudi Arabia	X	No
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 7 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)

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 NCCCLS document to the UNFCCC on September 30, 2021**

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

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[10]:

- 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	
A (90-100%)	1.	Ghana
	2.	Zambia
	3.	Zimbabwe
B (80-89%)	4.	Dominican Republic
	5.	Malawi
	6.	Benin
C (70-79%)	7.	Uganda
	8.	Indonesia
D (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)

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
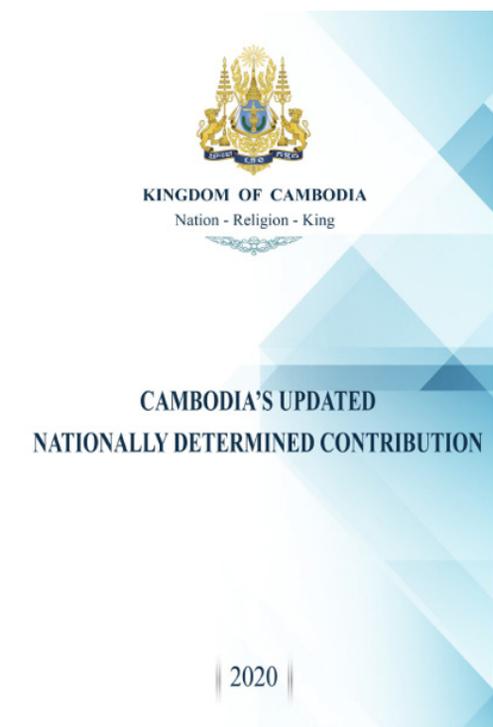
Cambodia's approach to its updated NDC clearly links its climate goals with the Sustainable Development Goals, while embedding its climate goals within its national education policy frameworks. For example, Cambodia's NDC states plans to mainstream climate change into its 2019-2023 Education Strategic 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)
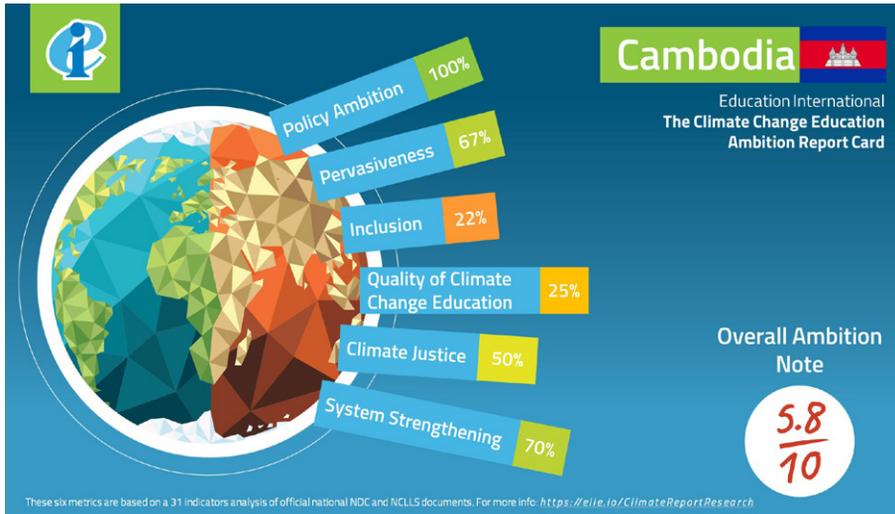
Figure 3. Cambodia visual report card

The Dominican Republic

Contribución Nacionalmente Determinada 2020
NDC-RD 2020

Diciembre 2020

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 Repubic visual report card

Cabo Verde
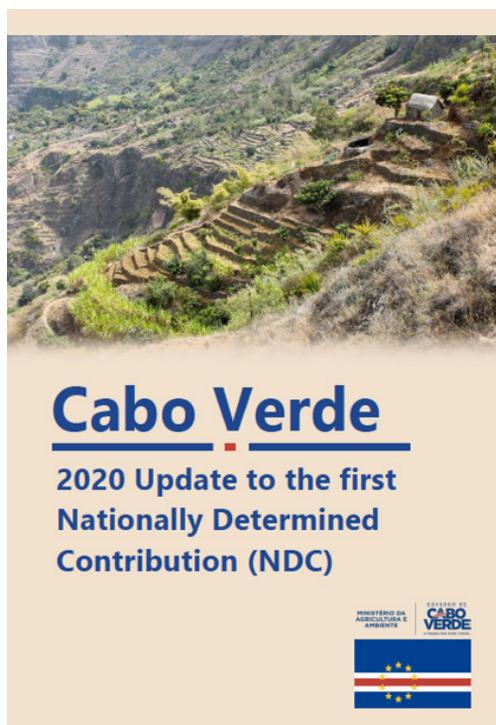
While Cabo Verde's NDC did not fare well in terms of the specific indicators of the EI CCE Ambition Report Card, its NDC has a strong youth-centered, women-centered, time-bounded, local, and intergenerationally grounded approach to the broader agenda of action for climate empowerment. Its NDC recognizes 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

Jordan

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.

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.

"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:

> *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*

> *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)

Figure 7. Jordan visual report card

The Republic of the Marshall Islands

Tile Til Eo
2050 CLIMATE STRATEGY
"Lighting the way"

The Republic of the Marshall Islands

September 2018
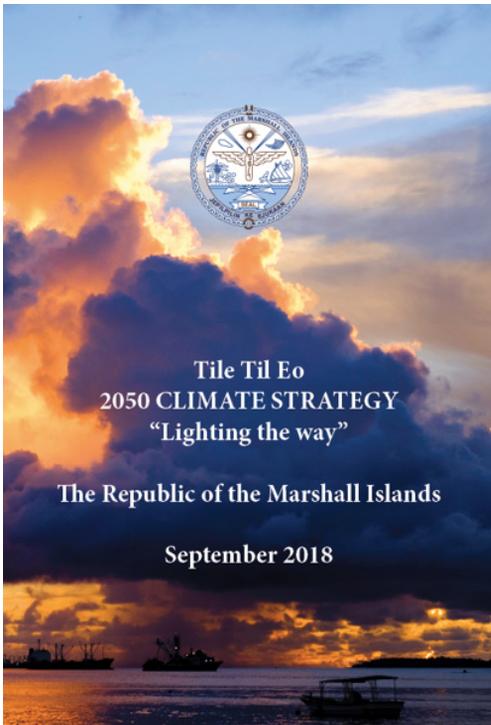
The Marshall Islands' NDC approaches education primarily as a path to the achievement of other sectors' climate targets. For instance, it positions schools as a site on which the country can apply new approaches to bringing renewable energies to the islands; it views education programs as a mechanism 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)
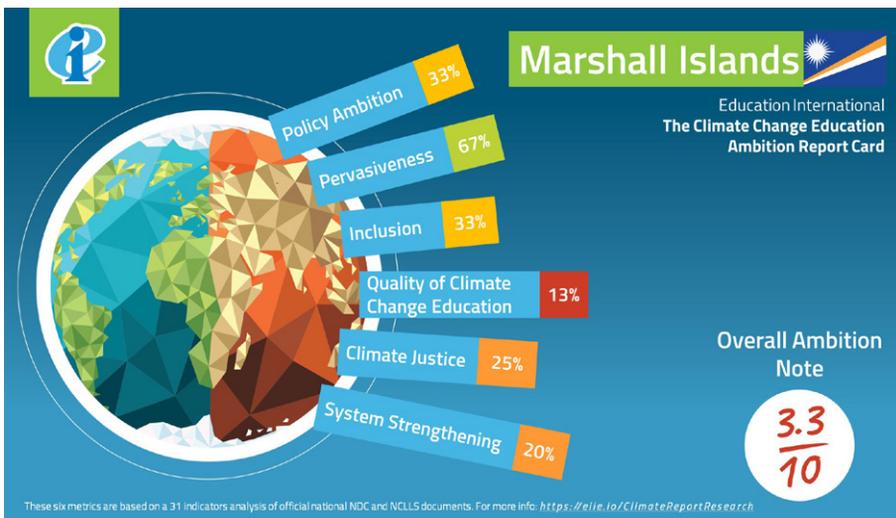
Figure 6. Repubic of the Marshall Islands visual report card

Mauritania
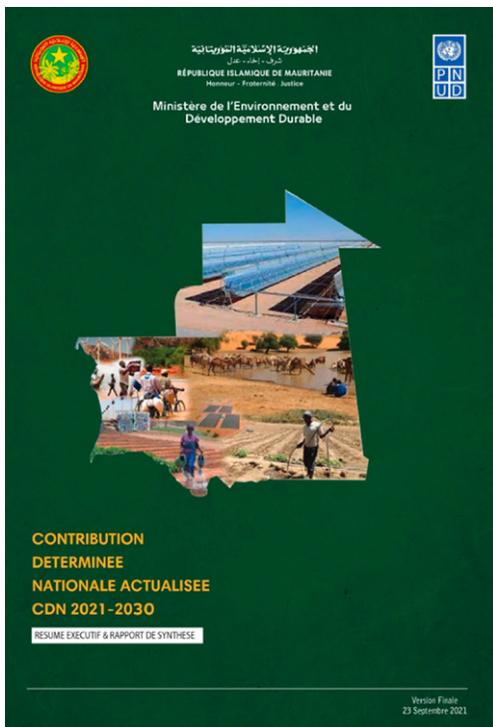
As a climate vulnerable country whose children bear high climate risks and for whom girls' education is expected to be especially disrupted by increased climate shocks, Mauritania's NDC checks the boxes when it comes to attending to children and youth, gender, and climate change education.

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.

"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)
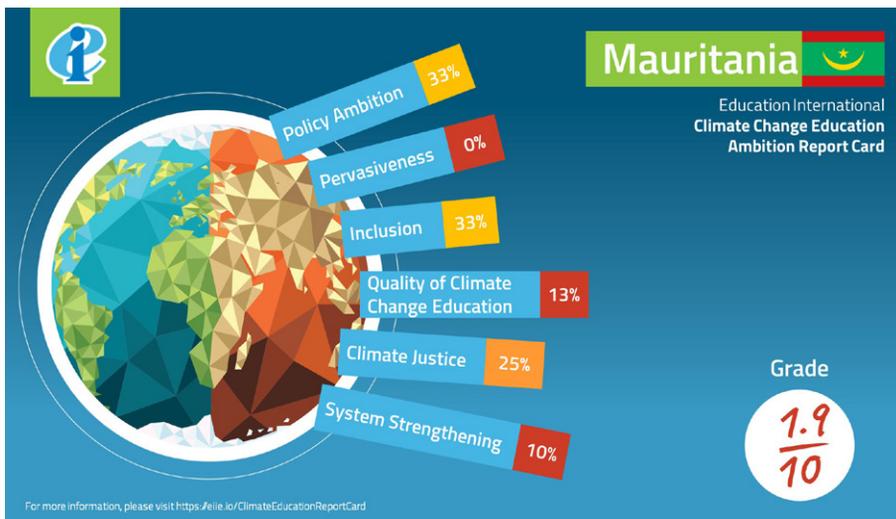
Figure 8. Mauritania visual report card

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

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

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.

Appendix. List of documents consulted

Global

Education International. https://www.ei-ie.org/

EI Manifesto on Quality Climate Change Education for All. https://eiie.io/EImanifesto

United Nations Framework Convention on Climate Change. https://unfccc.int/

Nationally Determined Contributions (NDCs)

Central and Southern Asia

Bangladesh. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Bangladesh First/Updated_NDC_of_Bangladesh.pdf

Bangladesh (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Bangladesh First/NDC_submission_20210826revised.pdf

Buthan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Bhutan Second/Second NDC Bhutan.pdf

India. https://unfccc.int/sites/default/files/NDC/2022-08/India%20Updated%20First%20Nationally%20Determined%20Contrib.pdf

Kyrgyzstan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Kyrgyzstan First/Kyrgyzstan INDC _ENG_ final.pdf

Kyrgyzstan (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Kyrgyzstan%20First/%D0%9E%D0%9D%D0%A3%D0%92%20ENG%20%D0%BE%D1%82%2008102021.pdf

Maldives. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Maldives First/Maldives Nationally Determined Contribution 2020.pdf

Nepal. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Nepal Second/Second Nationally Determined Contribution (NDC) - 2020.pdf

Pakistan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Pakistan%20First/Pakistan%20Updated%20NDC%202021.pdf

Sri Lanka. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Sri Lanka First/Amendmend to the Updated Nationally Determined Contributions of Sri Lanka.pdf

Tajikistan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Tajikistan%20First/NDC_TAJIKISTAN_ENG.pdf

Uzbekistan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Uzbekistan%20First/Uzbekistan_Updated%20NDC_2021_EN.pdf

Europe and North America

Albania. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Albania%20First/Albania%20Revised%20NDC.pdf

Andorra. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Andorra%20First/20200514-%20 Actualitzaci%C3%B3%20NDC.pdf

Belarus. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Belarus%20First/Belarus_NDC_English.pdf

Bosnia & Herzegovina. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Bosnia-Herzegovina First/ NDC BiH_November 2020 FINAL DRAFT 05 Nov ENG LR.pdf

Canada. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Canada First/Canada's Enhanced NDC Submission_EN.pdf

European Union. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/France First/EU_NDC_ Submission_December 2020.pdf

Iceland. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Iceland First/Iceland_updated_NDC_ Submission_Feb_2021.pdf

Monaco. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Monaco First/Monaco_NDC_2020.pdf

Montenegro. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Montenegro First/Updated NDC for Montenegro.pdf

Norway. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Norway First/Norway_updatedNDC_2020 (Updated submission).pdf

Republic of Moldova. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Republic of Moldova First/ MD_Updated_NDC_final_version_EN.pdf

Republic of North Macedonia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/The Republic of North Macedonia First/Macedonian enhanced NDC (002).pdf

Russia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Russia First/NDC_RF_eng.pdf

Serbia. https://unfccc.int/sites/default/files/NDC/2022-08/NDC%20Final_Serbia%20english.pdf

Switzerland. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Switzerland First/Switzerland_Full NDC Communication 2021-2030 incl ICTU.pdf

Switzerland (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Switzerland%20First/ Swiss%20NDC%202021-2030%20incl%20ICTU_December%202021.pdf

Ukraine. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Ukraine First/Ukraine NDC_July 31.pdf

United Kingdom. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/United Kingdom of Great Britain and Northern Ireland First/UK Nationally Determined Contribution.pdf

United Kingdom (updated). https://unfccc.int/sites/default/files/NDC/2022-09/UK%20NDC%20ICTU%202022.pdf

United States. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/United States of America First/ United States NDC April 21 2021 Final.pdf

Eastern and Southeastern Asia

Brunei Darussalam. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Brunei Darussalam First/ Brunei Darussalam's NDC 2020.pdf

Cambodia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Cambodia First/20201231_NDC_ Update_Cambodia.pdf

China. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/China%20First/China%E2%80%99s%20 Achievements,%20New%20Goals%20and%20New%20Measures%20for%20Nationally%20Determined%20 Contributions.pdf

Democratic Republic of Korea. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Democratic People's Republic of Korea First/2019.09.19_DPRK letter to SG special envoy for NDC.pdf

Indonesia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Indonesia First/Indonesia Updated NDC 2021.pdf

Indonesia (updated). https://unfccc.int/sites/default/files/NDC/2022-09/ENDC%20Indonesia.pdf

Japan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Japan First/SUBMISSION OF JAPAN'S NATIONALLY DETERMINED CONTRIBUTION (NDC).PDF

Japan (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Japan%20First/JAPAN_FIRST%20 NDC%20(UPDATED%20SUBMISSION).pdf

Malaysia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Malaysia First/Malaysia NDC Updated Submission to UNFCCC July 2021 final.pdf

Mongolia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Mongolia First/First Submission of Mongolia's NDC.pdf

Myanmar. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Myanmar First/Myanmar Updated NDC July 2021.pdf

People's Republic of Lao. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Lao People's Democratic Republic First/NDC 2020 of Lao PDR (English), 09 April 2021 (1).pdf

Philippines. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Philippines First/Philippines - NDC.pdf

Republic of Korea. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Republic of Korea First/201230_ ROK's Update of its First NDC_editorial change.pdf

Republic of Korea (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Republic%20of%20 Korea%20First/211223_The%20Republic%20of%20Korea's%20Enhanced%20Update%20of%20its%20 First%20Nationally%20Determined%20Contribution_211227_editorial%20change.pdf

Singapore. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Singapore First/Singapore's Update of 1st NDC.pdf

Thailand. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Thailand First/Thailand Updated NDC.pdf

Viet Nam. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Viet Nam First/Viet Nam_NDC_2020_Eng. pdf

Latin America and Caribbean

Antigua & Barbuda. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Antigua and Barbuda First/ATG - UNFCCC NDC - 2021-09-02 - Final.pdf

Argentina. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Argentina Second/Argentina_Segunda Contribuci%C3%B3n Nacional.pdf

Argentina (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Argentina%20Second/ Actualizacio%CC%81n%20meta%20de%20emisiones%202030.pdf

Barbados. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Barbados First/2021 Barbados NDC update - 21 July 2021.pdf

Belize. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Belize First/Belize Updated NDC.pdf

Bolivia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Bolivia%20Second/NDC_Bolivia-2021-2030_ UNFCCC_en.pdf

Brazil. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Brazil First/Brazil First NDC (Updated submission).pdf

Brazil (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Brazil%20First/Updated%20-%20 First%20NDC%20-%20%20FINAL%20-%20PDF.pdf

Chile. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Chile First/Chile's_NDC_2020_english.pdf

Colombia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Colombia First/NDC actualizada de Colombia.pdf

Costa Rica. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Costa Rica First/Contribucio%CC%81n Nacionalmente Determinada de Costa Rica 2020 - Versio%CC%81n Completa.pdf

Cuba. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Cuba First/Cuban First NDC (Updated submission)1.pdf

Dominica. https://unfccc.int/sites/default/files/2022-07/The%20Commonwealth%20of%20Dominica%20 updated%20NDC%20July%204%20%2C.pdf

Dominican Republic. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Dominican Republic First/ Dominican Republic First NDC (Updated Submission).pdf

Grenada. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Grenada Second/ GrenadaSecondNDC2020 - 01-12-20.pdf

Guatemala. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Guatemala First/Contribución Nacionalmente Determinada Guatemala.pdf

Guatemala (updated). https://unfccc.int/sites/default/files/2022-06/NDC%20-%20Guatemala%202021.pdf

Haiti. https://unfccc.int/sites/default/files/NDC/2022-06/CDN%20Revisee%20Haiti%202022.pdf

Honduras. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Honduras First/NDC de Honduras_ Primera Actualizaci%C3%B3n.pdf

Jamaica. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Jamaica First/Updated NDC Jamaica - ICTU Guidance.pdf

Mexico. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Mexico First/NDC-Eng-Dec30.pdf

Nicaragua. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Nicaragua First/Contribuciones_ Nacionales_Determinadas_Nicaragua.pdf

Panama. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Panama First/CDN1 Actualizada Rep%C3%BAblica de Panam%C3%A1.pdf

Paraguay. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Paraguay First/ACTUALIZACI%C3%93N DE LA NDC DEL PARAGUAY_Versi%C3%B3n Final.pdf

Peru. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Peru First/Reporte de Actualizacio%CC%81n de las NDC del Peru%CC%81.pdf

St Kitts and Nevis. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Saint%20Kitts%20and%20 Nevis%20First/St.%20Kitts%20and%20Nevis%20Revised%20NDC_Updated.pdf

St. Lucia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Saint Lucia First/Saint Lucia First NDC (Updated submission).pdf

Suriname. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Suriname Second/Suriname Second NDC.pdf

Venezuela. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Venezuela%20(Bolivarian%20 Republic%20of)%20First/Actualizacion%20NDC%20Venezuela.pdf

Oceania

Australia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Australia%20First/Australia%20 Nationally%20Determined%20Contribution%20Update%20October%202021%20WEB.pdf

Australia (updated). https://unfccc.int/sites/default/files/NDC/2022-06/Australias%20NDC%20June%202022%20 Update%20%283%29.pdf

Fiji. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Fiji First/Republic of Fiji's Updated NDC 20201. pdf

Nauru. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Nauru%20First/Nauru%20Updated%20 NDC%20pdf.pdf

New Zealand. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/New Zealand First/NEW ZEALAND NDC update 22 04 2020.pdf

New Zealand (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/New%20Zealand%20First/ New%20Zealand%20NDC%20November%202021.pdf

Papua New Guinea. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Papua New Guinea Second/ PNG Second NDC.pdf

Republic of the Marshall Islands. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Marshall Islands Second/180924 rmi 2050 climate strategy final_0.pdf

Samoa. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Samoa Second/Samoa's Second NDC for UNFCCC Submission.pdf

Solomon Islands. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Solomon Islands Second/NDC Report 2021 Final Solomon Islands.pdf

Tonga. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Tonga Second/Tonga's Second NDC.pdf

Vanuatu. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Vanuatu First/Vanuatu's First Nationally Determined Contribution (NDC) (Updated Submission 2020).pdf

Vanuatu (updated). https://unfccc.int/sites/default/files/NDC/2022-08/Vanuatu%20NDC%20Revised%20and%20Enhanced.pdf

Northern Africa and Western Asia

Armenia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Armenia First/NDC of Republic of Armenia_2021-2030.pdf

Bahrain. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Bahrain%20First/NDC%20of%20the%20Kingdom%20of%20Bahrain%20under%20UNFCCC.pdf

Egypt. https://unfccc.int/sites/default/files/NDC/2022-07/Egypt%20Updated%20NDC.pdf.pdf

Georgia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Georgia First/NDC Georgia_ENG WEB-approved.pdf

Iraq. https://www4.unfccc.int/sites/ndcstaging/Pages/Party.aspx?party=IRQ&prototype=1

Israel. https://www4.unfccc.int/sites/ndcstaging/Pages/Party.aspx?party=ISR&prototype=1

Jordan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Jordan%20First/UPDATED%20SUBMISSION%20OF%20JORDANS.pdf

Kuwait. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Kuwait%20First/Kuwait%20updating%20the%20first%20NDC-English.pdf

Lebanon. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Lebanon First/Lebanon's 2020 Nationally Determined Contribution Update.pdf

Morocco. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Morocco First/Moroccan updated NDC 2021_Fr.pdf

Oman. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Oman Second/Second NDC Report Oman.pdf

Qatar. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Qatar First/Qatar NDC.pdf

Saudi Arabia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Saudi%20Arabia%20First/KSA%20NDC%202021%20FINAL%20v24%20Submitted%20to%20UNFCCC.pdf

State of Palestine. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/State%20of%20Palestine%20First/Updated%20NDC_%20State%20of%20Palestine_2021_FINAL.pdf

Tunisia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Tunisia%20First/Tunisia%20Update%20NDC-french.pdf

Turkey. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Turkey%20First/The_INDC_of_TURKEY_v.15.19.30.pdf

United Arab Emirates. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/United Arab Emirates Second/UAE Second NDC - UNFCCC Submission - English - FINAL.pdf

United Arab Emirates (updated). https://unfccc.int/sites/default/files/NDC/2022-09/UpdateNDC-EN-2022.pdf

Sub-Saharan Africa

Angola. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Angola First/INDC Angola deposito.pdf

Benin. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Benin%20First/CDN_ACTUALISEE_BENIN.pdf

Burkina Faso. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Burkina%20Faso%20First/Rapport%20CDN_BKFA.pdf

Burundi. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Burundi%20First/CDN%20%20%20Burundi%20ANNEXE%201.pdf

Cabo Verde. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Cabo Verde First/Cabo Verde_NDC Update 2021.pdf

Cameroon. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Cameroon%20First/CDN%20 r%C3%A9vis%C3%A9e%20CMR%20finale%20sept%202021.pdf

Central African Republic. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Central%20African%20 Republic%20First/CDN%20Revis%C3%A9e%20RCA.pdf

Chad. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Chad%20First/CDN%20ACTUALISEE%20 DU%20TCHAD.pdf

Comoros. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Comoros%20First/ CDN_r%C3%A9vis%C3%A9e_Comores_vf.pdf

Congo, Republic. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Congo First/CDN_Congo.pdf

Congo, Democratic Republic of the. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/ Democratic%20Republic%20of%20the%20Congo%20First/CDN%20Revis%C3%A9e%20de%20la%20RDC.pdf

Cote d'Ivoire. https://unfccc.int/sites/default/files/NDC/2022-06/CDN_CIV_2022.pdf

Ethiopia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Ethiopia First/Ethiopia's updated NDC JULY 2021 Submission_.pdf

Gabon. https://unfccc.int/sites/default/files/NDC/2022-07/20220706_Gabon_Updated%20NDC.pdf

Gambia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Gambia Second NDC/Second NDC of The Republic of The Gambia.pdf

Ghana. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Ghana%20First/Ghana's%20Updated%20 Nationally%20Determined%20Contribution%20to%20the%20UNFCCC_2021.pdf

Guinea. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Guinea First/CDN GUINEE 2021_REVISION_ VF.pdf

Guinea Bissau. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Guinea-Bissau%20First/NDC-Guinea%20Bissau-12102021.Final.pdf

Kenya. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Kenya First/Kenya's First NDC (updated version).pdf

Liberia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Liberia First/Liberia's Updated NDC_RL_ FINAL (002).pdf

Malawi. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Malawi First/Malawi Updated NDC July 2021 submitted.pdf

Mali. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Mali%20First/MALI%20First%20NDC%20 update.pdf

Mauritania. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Mauritania%20First/CDN-actualis%C3%A9%202021_%20Mauritania.pdf

Mauritius. https://www4.unfccc.int/sites/ndcstaging/Pages/Party.aspx?party=MUS&prototype=1

Mozambique. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Mozambique%20First/NDC_EN_ Final.pdf

Namibia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Namibia First/Namibia's Updated NDC_ FINAL 25 July 2021.pdf

Niger. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Niger%20First/CDN_ Niger_R%C3%A9vis%C3%A9e_2021.pdf

Nigeria. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Nigeria First/NDC INTERIM REPORT SUBMISSION - NIGERIA.pdf

Nigeria (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Nigeria First/NIGERIA 2021 NDC-FINAL.pdf

Rwanda. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Rwanda First/Rwanda_Updated_NDC_ May_2020.pdf

Sao Tome & Principe. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Sao Tome and Principe First/Updated_NDC_STP_2021_EN_.pdf

Senegal. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Senegal First/CDNSenegal approuv%C3%A9e-pdf-.pdf

Seychelles. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Seychelles First/Seychelles - NDC_Jul30th 2021 _Final.pdf

Sierra Leone. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Sierra Leone First/210804 2125 SL NDC (1).pdf

Somalia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Somalia First/Final Updated NDC for Somalia 2021.pdf

South Africa. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/South Africa First/South Africa updated first NDC September 2021.pdf

South Sudan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/South Sudan First/South Sudan Intended Nationally Determined   Contribution.pdf

South Sudan (Updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/South Sudan Second/South Sudan's Second Nationally Determined Contribution.pdf

Sudan. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Sudan First/Sudan Updated First NDC-Interim Submission.pdf

Swaziland (Eswatini). https://www4.unfccc.int/sites/ndcstaging/Pages/Party.aspx?party=SWZ&prototype=1

Tanzania. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/United Republic of Tanzania First NDC/TANZANIA_NDC_SUBMISSION_30 JULY 2021.pdf

Togo. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Togo%20First/CDN%20Revis%C3%A9es_Togo_Document%20int%C3%A9rimaire_rv_11%2010%2021.pdf

Uganda. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Uganda%20First/Uganda%20interim%20NDC%20submission_.pdf

Uganda (updated). https://unfccc.int/sites/default/files/NDC/2022-09/Updated%20NDC%20_Uganda_2022%20Final.pdf

Zambia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Zambia First/Zambia_Provisional_Updated_NDC_2020.pdf

Zambia (updated). https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Zambia First/Final Zambia_Revised and Updated_NDC_2021_.pdf

Zimbabwe. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Zimbabwe First/Zimbabwe Revised Nationally Determined Contribution 2021 Final.pdf

National Climate Change Learning Strategies (NCCLS)

Eastern and Southeastern Asia

Indonesia. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Indonesia First/Indonesia Updated NDC 2021.pdf

Latin America and Caribbean

Central America. https://www.uncclearn.org/sites/default/files/sica_plan_de_accion.pdf

Dominican Republic. https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Dominican Republic First/Dominican Republic First NDC (Updated Submission).pdf

Sub-Saharan Africa

Benin. https://www.uncclearn.org/sites/default/files/benin_national_strategy_final.pdf

Ethiopia. https://www.uncclearn.org/sites/default/files/ethiopia_strategy_final_document_digital.pdf

Ghana. https://www.uncclearn.org/sites/default/files/ghana_national_cc_and_ge_learning_strategy_final_jun_2016_0.pdf

Malawi. https://www.uncclearn.org/wp-content/uploads/2021/02/Updated-Malawis-Strategy-on-Climate-Change-Learning-2021.pdf

Uganda. https://www.uncclearn.org/sites/default/files/uganda_national_cc_learning_strategy_final_oct_2013.pdf

Zambia. https://www.uncclearn.org/wp-content/uploads/2021/04/FINAL-DraftNCCLS-3-National-Climate-Change-Learning-Final-Drafts9.pdf

Zimbabwe. https://www.uncclearn.org/wp-content/uploads/2021/03/NCCLS.pdf

The views, recommendations and conclusions in this study are those of the author/s, unless explicitly stated otherwise, and are not necessarily endorsed by Education International. All reasonable precautions have been taken to verify the information contained in this publication. However, the published material is being distributed without warranty of any kind, either expressed or implied. Neither Education International nor any person acting on its behalf may be held responsible for the use which may be made of the information contained therein.

Education International Research

You can download the EI Manifesto by clicking on or scanning the following QR-Code:

Policy Ambition

Pervasiveness

Inclusion

Quality of Climate Change Education

Climate Justice

System Strengthening

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
Updated - October 2022

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

Head office

15 Boulevard Bischoffsheim
1000 Brussels, Belgium
Tel +32-2 224 0611
headoffice@ei-ie.org
www.ei-ie.org
#unite4ed

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.