



## GUIDANCE NOTE

# Engaging the Education Sector in the National Adaptation Plan Process

A guidance note for education ministries with a focus on children's education



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The NAP Global Network was created in 2014 to support developing countries in advancing their NAP processes, and help accelerate adaptation efforts around the world. To achieve this, the Network facilitates South-South peer learning and exchange, supports national-level action on NAP formulation and implementation, and generates, synthesizes, and shares knowledge. The Network's members include individual participants from more than 170 countries involved in NAP processes. Financial support for the Network has been provided by Austria, Canada, Germany, Ireland, the United Kingdom, and the United States. Additional support has been provided by ClimateWorks Foundation. The Secretariat is hosted by the International Institute for Sustainable Development (IISD). For more information, [www.napglobalnetwork.org](http://www.napglobalnetwork.org).

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# Executive Summary

Human-induced climate change is taking place at an unprecedented pace, and the education sector is not immune to its impacts. Climate change impacts damage and destroy education infrastructure, close schools and other education facilities, threaten the safety of students and teachers, disrupt learning, and negatively affect learning outcomes. Climate change exacerbates pre-existing challenges, such as insufficient investment in education, learning poverty, teacher shortages, and education infrastructure deficits, placing the most fragile and exposed education systems disproportionately at risk. At the same time, education is critical to supporting communities in building adaptive capacity and resilience.

The education sector, which is both highly vulnerable to the impacts of climate change and critical to building the resilience of communities, must adapt. This requires coordination, collaboration, and action among education and climate change actors, which are core aspects of the national adaptation plan (NAP) process. The NAP process provides a mechanism to elevate education sector priorities within national adaptation decision making, strengthen the case for adaptation financing for education, and help to align education sector plans with national climate commitments.

Where relevant, this guidance note takes a child-focused lens when it comes to the adaptation needs of the education sector, due to children's heightened vulnerability, the potential widespread scale of learning disruption for children, and the central role that education plays in reducing their vulnerability to the impacts of climate change. It is also a crucial way to advance climate and intergenerational justice aligned with the Paris Agreement.

## What Is the NAP Process?

The NAP process is a country-led and driven process through which countries identify and address their medium- and long-term priorities for adapting to climate change. It involves analyzing current and future climate change impacts and assessing vulnerability to these impacts. Through this process, countries identify priority adaptation measures, cost and implement them, and track progress and learn to improve.

## Education Sector Engagement in the NAP Process

The NAP process has four major phases. The implications of these phases for the education sector are summarized here:

- **Impact, vulnerability, and risk assessment (IVRA) phase:** This phase helps countries identify key climate risks that threaten development objectives, understand who and what is most affected, explain why these risks exist beyond climate hazards alone, and identify priorities for adaptation action. For the education sector, the IVRA phase can help identify which schools, educational facilities, students, teachers, and other education-related staff are most at risk from climate change. It is critical for

climate risks to the education sector to be considered in the IVRA phase, as this is the basis for identifying and prioritizing adaptation interventions in the NAP itself.

- **Planning phase:** This phase often includes defining the vision, goals, and objectives of the NAP process; identifying and prioritizing adaptation options to address the key climate risks, informed by the results from the IVRA phase; and deciding implementation arrangements. Adaptation options for the education sector will be identified and prioritized during this stage, and the education ministry and other education actors have a key role to play in advocating for the prioritization of specific adaptation measures for the education sector.
- **Implementation phase:** Implementation strategies are fleshed out in greater detail, financing is secured, and the necessary technical and human resources are procured and deployed. Adaptation priorities are implemented throughout projects and programs. Engagement in the implementation phase enables education ministries to shape implementation and investment plans and budgets, and ensure effective delivery of adaptation measures for the education sector.
- **Monitoring, evaluation, and learning (MEL) phase:** A MEL system—which includes elements such as setting objectives, managing data and information, and reporting on progress, results, and lessons learned—is put in place and operationalized. Integrating the education sector into the MEL system for the NAP process helps to monitor the implementation of adaptation measures in the education sector; evaluate the success of adaptation measures, especially for the most marginalized students; and generate evidence and learning about what is working to help improve adaptation measures within the sector.

The guidance note aims to support education ministries and education actors to engage effectively throughout the NAP process, support the adaptation of the education sector, and strengthen the education system's climate resilience.

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# Acronyms and Abbreviations

<b>ACE</b>	Action for Climate Empowerment
<b>BRACE</b>	Building the Climate Resilience of Children and Communities through the Education Sector
<b>CLEAN</b>	Climate, Environment, and Nature
<b>CSO</b>	civil society organizations
<b>DRR</b>	disaster risk reduction
<b>DSD</b>	Department of Sustainable Development
<b>EMIS</b>	Education Management Information Systems
<b>EWS</b>	early warning system
<b>GCF</b>	Green Climate Fund
<b>GESI</b>	gender equality and social inclusion
<b>GPE</b>	Global Partnership for Education
<b>IIEP</b>	International Institute for Educational Planning
<b>IPCC</b>	Intergovernmental Panel on Climate Change
<b>IVRA</b>	impact, vulnerability, and risk assessment
<b>LEG</b>	Least Developed Countries Expert Group
<b>MEL</b>	monitoring, evaluation, and learning
<b>MoE</b>	Ministry of Education
<b>NAP</b>	National Adaptation Plan
<b>NCCC</b>	National Climate Change Committee
<b>NDA</b>	national designated authority
<b>SASAP</b>	Sector Adaptation Strategy and Action Plan
<b>SOLKAS</b>	Solomon Islands: Knowledge, Action, Sustainability for Resilient Villages
<b>TVET</b>	technical and vocational education and training
<b>UNFCCC</b>	United Nations Framework Convention on Climate Change
<b>WASH</b>	water, sanitation, and hygiene

# Glossary

<b>Adaptation</b>	The process of adjustment to actual or expected climate and its effects to moderate harm or exploit beneficial opportunities.
<b>Climate resilience in the education sector</b>	The ability of children, communities, and education systems to prepare for, cope with, adapt to, and recover from climate hazards. Adaptation actions in the education sector can help to increase the resilience of children, communities, and education systems to climate risks.
<b>Climate risk</b>	The potential for negative impacts that result from climate change, specifically the risk the results from the interaction of climate-related hazards, exposure, and vulnerability.
<b>Children</b>	This report uses the UN Convention of the Rights of the Child definition of child as anyone below the age of 18 (1989).
<b>Children and youth as agents of change</b>	When referring to children and youth as “agents of change,” this report is acknowledging that their participation, knowledge, and experiences are key to more equitable adaptation actions, and that children and youth hold immense potential to advance adaptation within their families, schools, and communities (adapted from Dazé and Hunter, 2024).
<b>Education ministry</b>	As governments have distinct names and structures for the unit(s) responsible for educational planning activities, the report refers to these as the “education ministry,” noting that some might specialize on certain levels of education (“Ministry of Higher Education”), combine several sectors or areas (“Education and Information Technology,” “Science and Culture”), focus on both education and specific demographic groups (“Ministry of Youth”), or are referred to as departments rather than ministries.
<b>Education infrastructure</b>	Education infrastructure includes school infrastructure such as classrooms; school buildings; school water, sanitation, and hygiene infrastructure; playgrounds and other outdoor areas; other types of learning spaces that are used for non-formal education for children, youth, and adults; and other education-related facilities, such as teacher accommodation, technical and vocational education and training centres, and university infrastructure. It is important to note that resilient education infrastructure is a shared responsibility between the education sector and other sectors (e.g., infrastructure sector, water sector, etc.).

**Local Education Group**

A term used by the Global Partnership for Education to refer to a country-led coordination group for education sector planning and dialogue.

**NAP team**

NAP teams are responsible for a country's national adaptation plan process. They may sit in the Ministry of Climate Change or Ministry of Environment. The report uses the term "NAP team," as the ministries in which these teams sit vary from country to country.

**Youth**

The report defines youth as anyone between the ages of 15 and 24 years. However, the definition is not universally used, with different countries and regions defining youth in different ways.

# 1

## Introduction

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Human-induced climate change is taking place at an unprecedented pace, and the education sector is not immune to its impacts. These impacts can include the damage and destruction of education infrastructure, the closure of schools and other education facilities due to floods, heat waves and other climate-related events, the resultant disruption of learning and impact on learning outcomes, and risks to the safety, health, and well-being of students, teachers, and other education-related staff. Climate change exacerbates pre-existing challenges such as insufficient investment in education, learning poverty, teacher shortages, and education infrastructure deficits, placing the most fragile and exposed education systems at disproportionate risk. At the same time, education is critical for supporting communities in building adaptive capacity and resilience.

Adapting to the impacts of climate change can increase the resilience of the education system. A climate-resilient education system ensures learning continuity by creating safe learning environments through climate-resilient education infrastructure and disaster risk reduction (DRR) strategies. Incorporating climate change (including adaptation) into curricula at all levels and through non-formal education contributes to students, teachers, and communities that are better equipped to identify climate risks and cope with climate impacts. It can strengthen community resilience, as schools often serve as central hubs for resilience, integrating water, sanitation and hygiene (WASH), nutrition, health, and child protection services. The benefits of increased climate resilience in the education sector are particularly critical for children, including girls, women, and children with disabilities, from marginalized and climate-vulnerable communities.

The education sector, which is both highly vulnerable to the impacts of climate change and critical to building the resilience of communities, must therefore adapt. This requires coordination, collaboration, and action among education and climate change actors, which are core aspects of the national adaptation plan (NAP) process. The NAP process provides a mechanism to elevate education sector adaptation priorities within national adaptation decision making, strengthen the case for adaptation financing for education, and help align education sector plans with national climate commitments.

## The Education Sector

The education sector comprises multiple levels, including early learning and basic education; higher education and technical and vocational education and training (TVET); non-formal education for children, youth, and adults; extra-curricular activities; and Indigenous learning and teaching. The sector includes multiple actors, such as national education ministries and sub-national education authorities, schools, universities and TVET centres

and their associated leadership and committees, teachers and educators, parents/caregivers, communities, and, of course, students (which can include children, youth, and adults). Finally, the sector’s multiple components include curriculum and pedagogy; teacher quality and training; education infrastructure<sup>1</sup>; school safety for students, teachers, and other education-related staff; and educational continuity management.<sup>2</sup> Although the education sector facilitates learning at multiple levels, children<sup>3</sup> are often a key target group, given that education is enshrined as a right in the Convention on the Rights of the Child, and states have an obligation to uphold and protect this right (1989).

Children require specific attention when considering the adaptation needs of the education sector and as the sector engages in the NAP process. Children are particularly vulnerable to the impacts of climate change due to their physiological and developmental stages and their dependency on caregivers (United Nations Children’s Fund [UNICEF], 2024a). Their age intersects with other factors, such as gender, disability, and poverty, which can further drive marginalization. Additionally, the scale of potential educational disruption for children is immense: in 2024 alone, 242 million children had their education disrupted due to climate-related events, with children in low- and lower-middle-income countries most affected (UNICEF, 2025). These disruptions exacerbate pre-existing inequalities for girls, children with a disability, and other marginalized groups of children. Education also plays a critical role in reducing children’s vulnerability to the impacts of climate change (UNICEF, 2021). As a result, protecting children’s access to safe, continuous, and quality education in the face of the climate crisis should be a core adaptation concern for the education sector.

This guidance note highlights child- and school-focused approaches where relevant. It primarily focuses on the formal and non-formal schooling sector that spans from early childhood to secondary school for children aged 0–18, including Indigenous Knowledge, teaching, and learning, while not overlooking other levels of the education system and the education sector more broadly.

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<sup>1</sup> Education infrastructure includes school infrastructure such as classrooms; school buildings; school WASH infrastructure; playgrounds and other outdoor areas; other types of learning spaces that are used for non-formal education for children, youth, and adults; other education-related facilities, such as teacher accommodation; TVET centres; and university infrastructure. It is important to note that resilient education infrastructure is a shared responsibility between the education sector and other sectors (e.g., infrastructure sector, water sector, etc.).

<sup>2</sup> Throughout this report, the term “education sector” is used to encompass the multiple levels of education, multiple actors involved in the sector, and the multiple components of the education system.

<sup>3</sup> This report uses the UN Convention on the Rights of the Child definition of child as anyone below the age of 18 (1989).

### Box 1. Children and youth as distinct groups

Children as a group are distinct to youth.<sup>4</sup> Youth also require specific attention when it comes to the adaptation needs of the education sector, as they face exclusion due to age and intersecting factors such as gender, disability, and poverty, which impacts their adaptation needs and priorities (NAP Global Network & United Nations Framework Convention on Climate Change [UNFCCC], 2019). There is crossover in the definition of children and youth, specifically in the ages of 15–17, which is captured in both the definition of “children” and “youth.” Although this guidance note highlights child- and school-focused approaches within the education sector as relevant to the NAP process, it is also relevant to education as it relates to youth. The education sector is encouraged to consider the needs of both groups as it engages in the NAP process.

## The Purpose of this Guidance Note

This guidance note aims to support education ministries and other education actors to effectively engage in the NAP process, by

1. outlining the NAP process and its relevance to education ministries and the education sector (Section 2);
2. highlighting how education ministries can promote education sector considerations in the NAP process and the enabling factors that can support them (Section 3); and
3. providing guidance to support education ministries in effectively engaging in different stages of the NAP process, including illustrative case studies (Sections 4 and 5).

This guidance note is intended as a starting point: education ministries are encouraged to identify feasible entry points into the NAP process based on country priorities, capacity, and resourcing. Full integration of the education sector into the NAP process will take time. This guidance note is structured to provide education ministries and other education actors with information about and options for engagement in the NAP process. It was developed through desk-based research; a review of evidence, tools, and approaches used in the Climate-Smart Education Systems Initiative;<sup>5</sup> and case studies. A companion report for NAP teams is also available.

<sup>4</sup> The term “youth” has different definitions depending on the country and context but is generally used to refer to the transition to adulthood and independence during the period between ages 15 and 24 years (United Nations Department of Economic and Social Affairs, n.d.).

<sup>5</sup> Access details on the Climate Smart Education Systems Initiative here: <https://www.globalpartnership.org/content/climate-smart-education-systems-initiative>

# 2

## The NAP Process

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Climate change adaptation is often about reducing climate risk, which results from an interaction between climate hazards, vulnerability, and exposure (see Box 2). The education sector needs to adapt to climate risks that are expected to become increasingly complex and more difficult to manage. Almost all countries have initiated a NAP process to plan, finance, implement, and track progress on adaptation action. Understanding this process is therefore critical to support the integration of adaptation within the education sector.

### Box 2. What is climate risk?

Climate risk is the potential for negative impacts that result from the interaction of

- **climate-related hazards:** potentially damaging climate-related physical events or trends such as heat waves, floods, cyclones, drought, wildfires, and rising sea levels;
- **the degree of exposure to the climate hazard:** the presence of assets, such as education infrastructure, and people, including students, teachers, and other education-related staff, in the hazard's path; and
- **vulnerability:** predisposition to be adversely affected, shaped by sensitivity and adaptive capacity (e.g., quality of education infrastructure; early warning of the climate hazard).

Source: Informed by Abram et al., 2019.

## What Is the NAP Process?

The NAP process is a country-led, country-driven “strategic process that enables countries to identify and address their medium- and long-term priorities for adapting to climate change. Led by national governments, the NAP process involves analyzing current and future climate change and assessing vulnerability to these impacts,” on which basis countries identify priority adaptation measures, implement them, track progress, and learn to improve iteratively (Hammill et al., 2019, pp. 1–2). Importantly, the NAP process puts in place the capacities and systems that are needed to enable effective, inclusive adaptation. The NAP process was established under the UNFCCC in 2010 with the following official objectives:

- reduce vulnerability to the impacts of climate change by building adaptive capacity and resilience and
- facilitate the integration of climate change adaptation into policies, programs, and activities in relevant sectors and at different levels, as appropriate (UNFCCC, 2011).

## Featured resources

Access a 3-minute video explanation of the NAP process here: <https://www.youtube.com/watch?v=jOhmzz3czFk>

Under the UNFCCC, principles for the NAP process include participatory and inclusive approaches that recognize the needs of vulnerable populations, including children and youth (noting their differing vulnerabilities based on age) and address gender equality and social inclusion (GESI) considerations, noting that age is one of the factors that may drive exclusion (NAP Global Network & UNFCCC, 2019).

### Box 3. The UNFCCC and the Paris Agreement: Adaptation and education

The NAP process is a key element of the UNFCCC and its Paris Agreement, which also commit countries to cooperate on education:

- **The UNFCCC (1992)** aims to stabilize greenhouse gas concentrations in the atmosphere to prevent dangerous human interference with the climate system. Countries have committed to cooperate in preparing for adaptation, to take climate change into account in relevant policies and actions, and to undertake programs to facilitate adaptation.
- **The Paris Agreement (2015)** aims to strengthen the global response to the threat of climate change. Article 7 establishes the global goal on adaptation that aims to enhance adaptive capacity, strengthen climate resilience, and reduce vulnerability to climate change, with a view to contributing to sustainable development. Countries are to engage in adaptation planning processes and the implementation of actions, which can include the development of NAPs.
- **Action for Climate Empowerment (ACE)** actions under the UNFCCC's Article 6 and the Paris Agreement's Article 12 call for cooperation on the six elements of ACE: education, training, public awareness, public participation, public access to information, and international cooperation on climate change.

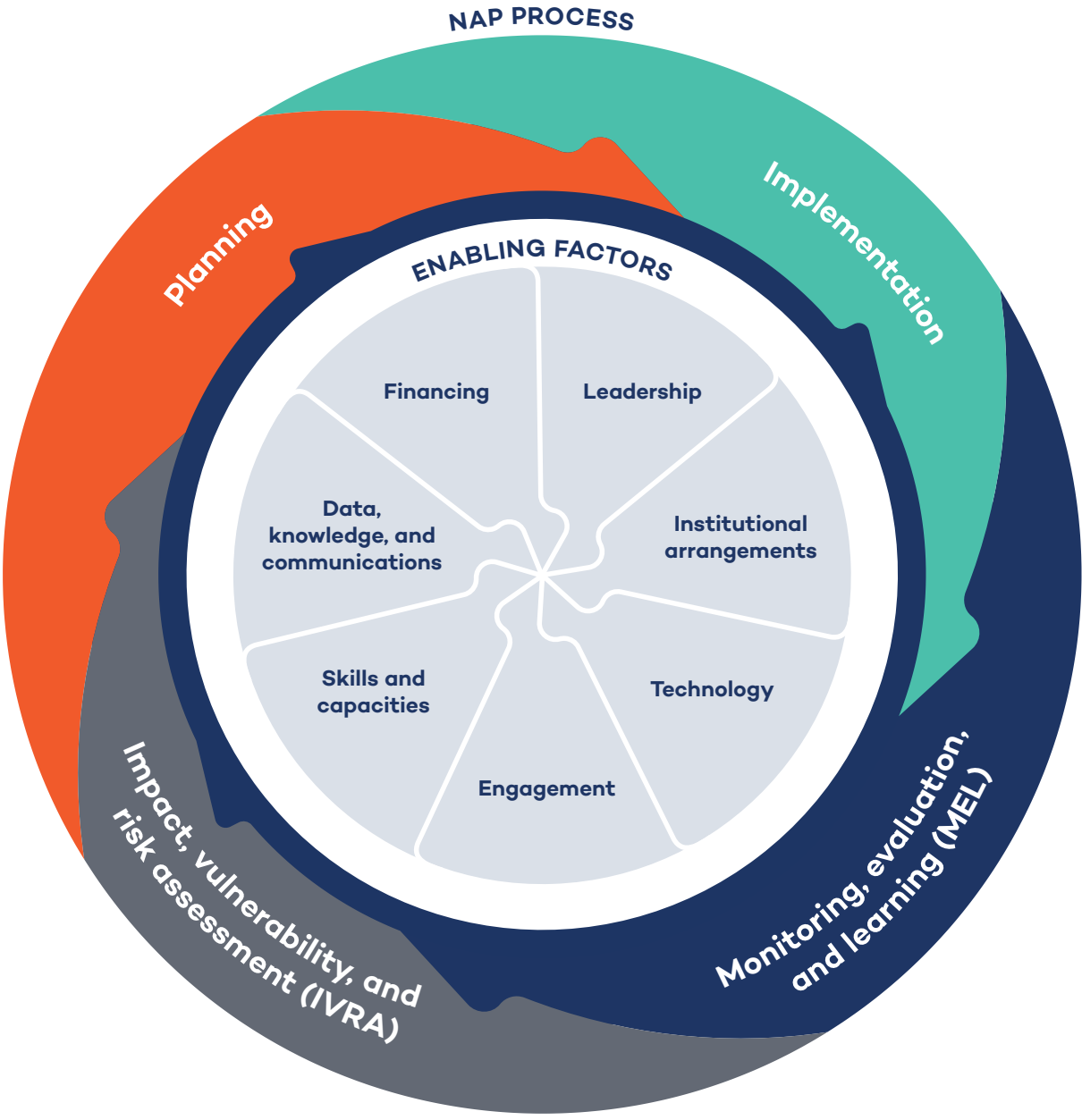
Source: United Nations, 1992, 2015; United Nations Climate Change, 2026.

## What Are the Phases of the NAP Process?

The NAP process is an ongoing and iterative process that includes four major phases (Figure 1).<sup>6</sup> These phases often overlap, and actions under different phases can occur concurrently (NAP Global Network, 2023). The NAP process is supported by seven enabling factors (see Section 3).

<sup>6</sup> In the Least Developed Countries Expert Group (LEG) technical guidelines (2025), these are called “modules.”

Figure 1. Figure of the NAP process and its enabling environment<sup>7</sup>



Source: NAP Global Network, 2023.

<sup>7</sup> For the official definition, objectives, and technical guidelines for the NAP process, visit the UNFCCC website (<https://unfccc.int/national-adaptation-plans>) and refer to the LEG 2025 NAP Technical Guidelines (LEG, 2025).

Table 1 provides a non-exhaustive description of some of the activities included in each phase.

**Table 1. Description of NAP phases**

Phase	What does this phase include?
<b>Impact, vulnerability, and risk assessment (IVRA)</b>	The IVRA provides the analytical foundation for the NAP process. It helps countries to identify key climate risks that threaten development objectives, understand who and what is most affected, explain why these risks exist beyond climate hazards alone, and identify priorities for adaptation action.
<b>Planning</b>	This phase defines the vision, goals, and objectives of the NAP process, which are informed by the results from the IVRA phase; identifies and prioritizes adaptation options to address the key climate risks; establishes implementation arrangements; and compiles and endorses the NAP document for submission to the UNFCCC.
<b>Implementation</b>	Implementation strategies are fleshed out in greater detail, financing is secured, and the necessary technical and human resources are procured and deployed. Adaptation priorities are implemented throughout projects and programs.
<b>Monitoring, evaluation, and learning (MEL)</b>	A MEL system—which includes different elements, such as setting objectives, managing data and information, and reporting on progress, results, and lessons learned—is put in place and operationalized. MEL is both a distinct phase of the NAP process and an ongoing set of activities that are carried out throughout its other phases.

*Source: Adapted from LEG, 2025; NAP Global Network, 2023.*

## What Is a NAP Document?

The planning phase of the NAP process often includes the preparation of a NAP document (or series of documents) that sets out a country’s approach and priorities for adaptation. It can be an important milestone in the process (Hammill et al., 2020). Many countries produce an overarching, multi-sectoral NAP document, and some countries have opted to prepare a series of sectoral NAP documents. For example, to complement its 2018 NAP document, Saint Lucia developed five priority Sector Adaptation Strategy and Action Plans (SASAPs), with three more, including for education, in development. However, it is important to note that the NAP document is only one part of the NAP process (Hammill et al., 2020).

## Who Leads the NAP Process, and What Governance Structures Support the NAP Process?

The NAP process is led by national governments, and each country will establish governance structures to oversee and manage the NAP process appropriate for their national situation. This can include establishing coordination mechanisms that provide input and guidance on the NAP process and oversee the preparation of the NAP document.<sup>8</sup> NAP coordination mechanisms can include representation from sectoral ministries, including education; sub-national governments; civil society organizations (CSOs), including youth and women's groups; academia; and the private sector.

Some countries choose to designate a NAP focal point—or unit, team, or individual—to coordinate the NAP process within the NAP lead ministry (usually the ministry of climate change or environment). Some countries may also establish a climate change unit or focal point in relevant sector ministries that are responsible for climate change actions. For example, Grenada established a Climate Change Focal Point Network, which brings together designated sectoral climate change focal points (Government of Grenada, 2025).

## Why Is the NAP Process Important for the Education Sector?

The NAP process can help the education sector by

- **Setting out a national commitment to adaptation in the education sector:** Active engagement in the NAP process can ensure that the NAP document includes education as a priority sector and incorporates the role of the education sector in identifying and addressing adaptation priorities. This can highlight the importance of adaptation in the education sector with senior officials and political leadership. It also provides an opportunity to explicitly recognize the differentiated impacts of climate change on girls, boys, children with disabilities, Indigenous learners, and other marginalized groups.
- **Ensuring comprehensive adaptation approaches and investments in the education sector:** An improved understanding of climate risks can help education ministries ensure a more comprehensive approach to national adaptation planning for the education sector that includes, for example, resilient education infrastructure, educational continuity management, and teaching and learning at all levels. It supports the translation of these priorities into clearly defined adaptation investments that can be costed, financed, and implemented.
- **Coordinating approaches to adaptation across sectors:** Active participation in national-level adaptation coordination mechanisms can assist the education ministry in identifying opportunities for cross-sector programs that promote education objectives. Aligning adaptation actions for the education sector with NAP priorities increases the likelihood that these needs are considered in the adaptation actions of other sectors.

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<sup>8</sup> Referred to as “NAP coordination mechanism” throughout this Guidance Note.

Coordination through the NAP process can also help countries move away from short-term, ad hoc, project-based approaches to more long-term and strategic programmatic approaches to adaptation and avoid the duplication of efforts (Hammill et al., 2020). This coordination can also help address cross-cutting vulnerabilities, such as those related to age, poverty, gender inequality, disability, or displacement.

- **Increasing access to climate finance:** The NAP process can support countries in better accessing finance for climate change adaptation (Hammill et al., 2020). Engagement in the NAP process can support greater awareness of adaptation finance opportunities and how to access these funds. It can help the education ministry to better articulate the climate evidence or how climate change adaptation in the education sector contributes to development objectives and political priorities. Incorporating GESI considerations into funding proposals can also strengthen their alignment with international climate finance requirements and improve their competitiveness. Increased knowledge of adaptation programs being implemented in other sectors offers an opportunity to contribute to their design to better address the adaptation needs of the education sector or to access funds from ongoing initiatives, such as local environment funds.
- **Tracking progress and learning about what works in education sector adaptation through the MEL system for the NAP process:** By tracking progress and assessing and learning about what works (in which contexts, for whom, and why), the NAP process can support a deeper understanding of the implementation of adaptation interventions for the education sector, so they can be iteratively improved. This can help to avoid maladaptation and unintended consequences, as well as an assessment of equity in adaptation processes and outcomes for the education sector (Beauchamp et al., 2024).

# 3

## Getting Started: Promoting education sector considerations in the NAP process

This section outlines the steps that education ministries can take to promote education sector considerations in the NAP process—for example, by sourcing information about, establishing a clear role in, and preparing to contribute to the NAP process.

### Know Where to Find Out About the NAP Process

Education ministries can locate official information on the NAP process to help inform their engagement. Table 2 provides practical tips for sourcing information on the NAP process.

Table 2. A non-exhaustive list of actions and resources to learn about the NAP process

Action	Detail	Resource
<b>Identify the NAP focal point</b>	Contact the official NAP lead ministry to request anticipated timelines for key activities, process documents, and updates.	Adaptation focal points for each country can be found on the UNFCCC website. <a href="https://unfccc.int/topics/adaptation-and-resilience/resources/adaptation-contact-points">https://unfccc.int/topics/adaptation-and-resilience/resources/adaptation-contact-points</a>
<b>Attend climate change coordination bodies and sector working groups</b>	Request that the education ministry be included in the NAP coordination mechanism. Participate in national climate change committees, adaptation task forces, sub-national consultation processes, and sector forums where NAP updates and sector inputs are discussed.	The inventory of multilevel governance coordination mechanisms in the NAP process provides an overview of some of the multilevel coordination mechanisms that countries are using to advance their NAP process. <sup>9</sup> <a href="https://napglobalnetwork.org/multilevel-governance-coordination-mechanisms-in-the-nap-process/">https://napglobalnetwork.org/multilevel-governance-coordination-mechanisms-in-the-nap-process/</a>

<sup>9</sup> This inventory is based on an analysis of submitted NAP documents by March 31, 2025.

Action	Detail	Resource
<b>Consult NAP Central and related UNFCCC portals</b>	Access submitted NAPs, progress reports, and guidelines. These sources contain official process documents and technical materials.	All published NAP documents submitted to the UNFCCC are found on NAP Central. <a href="https://napcentral.org/submitted-NAPs">https://napcentral.org/submitted-NAPs</a>
<b>Seek information from climate finance focal points</b>	Many countries access the Green Climate Fund (GCF) Readiness and Preparatory Support Programme to support their NAP process, which can provide a useful overview of priorities. The National Designated Authority (NDA) is the national government institution that acts as the interface between the GCF and the country. They can share consultation schedules for the NAP process. Similarly, there may be a focal point for the Adaptation Fund or Global Environmental Facility.	Find published GCF Readiness Proposals here: <a href="https://www.greenclimate.fund/readiness">https://www.greenclimate.fund/readiness</a> Find the NDA for your country here: <a href="https://www.greenclimate.fund/about/partners/nda">https://www.greenclimate.fund/about/partners/nda</a>
<b>Collaborate with the NAP team to explore opportunities to engage in NAP-related events</b>	Explore educational engagement in national, regional, and international climate change events. For example, the UNFCCC's NAP Expos provide updates, tools, and stakeholder guidance.	Search "adaptation" on the UNFCCC calendar to find relevant events. <a href="https://unfccc.int/calendar/events-list?region=5327&amp;text=adaptation">https://unfccc.int/calendar/events-list?region=5327&amp;text=adaptation</a> You can find out about the NAP Expo here: <a href="https://unfccc.int/topics/adaptation-and-resilience/workstreams/national-adaptation-plans-naps/nap-expo-0">https://unfccc.int/topics/adaptation-and-resilience/workstreams/national-adaptation-plans-naps/nap-expo-0</a>
<b>Identify other useful contacts</b>	The LEG is mandated to provide technical guidance and support to least developed countries on the NAP process and has developed technical guidelines and other resources. The ACE focal point can be another useful contact.	LEG resources are available here: available here: <a href="https://unfccc.int/LEG">https://unfccc.int/LEG</a> The list of ACE focal points is available here: <a href="https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/national-ace-focal-points">https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/national-ace-focal-points</a>

Action	Detail	Resource
<b>Engage with partner networks</b>	Join networks such as the NAP Global Network to receive newsletters and engage with NAP teams to access technical support. Engage with the technical agency supporting the national government on the NAP process.	Join the NAP Global Network here: <a href="https://napglobalnetwork.org/">https://napglobalnetwork.org/</a> Subscribe to the Climate Change and Education Platform, a global knowledge hub at the intersection of climate change and education, supported by the GCF, the Global Partnership for Education (GPE), and Save the Children: <a href="https://climateandeducation.org/">https://climateandeducation.org/</a>
<b>Use climate and adaptation training materials</b>	Utilize UNFCCC and partner e-learning courses and guidelines to build internal understanding of the NAP process.	The UNFCCC provides links to online courses on adaptation: <a href="https://unfccc.int/topics/capacity-building/resources/capacity-building-portal/history-of-the-portal/capacity-building-e-learning">https://unfccc.int/topics/capacity-building/resources/capacity-building-portal/history-of-the-portal/capacity-building-e-learning</a> Access free, self-paced courses, such as MEL for NAP processes from the NAP Global Network: <a href="https://www.edx.org/learn/environmental-studies/sdg-academy-monitoring-evaluation-and-learning-for-national-adaptation-plan-processes?correlationId=347d66b8-8797-4d5e-8a2e-c02279136376">https://www.edx.org/learn/environmental-studies/sdg-academy-monitoring-evaluation-and-learning-for-national-adaptation-plan-processes?correlationId=347d66b8-8797-4d5e-8a2e-c02279136376</a>

Source: Compiled by the authors.

## Establish a Clear Role for the Education Ministry in the NAP Process

A clear role moves the education ministry from passive consultation to active leadership. Education ministries can contribute data and evidence for education vulnerability assessments; propose and cost adaptation measures for the education sector; integrate climate resilience into education sector plans, policies, strategies and budgets; and monitor, evaluate, and learn from education-related adaptation. This could be enabled by identifying an education ministry focal point for the NAP process. Formalizing these responsibilities within NAP coordination mechanisms ensures accountability and sustained engagement throughout the NAP process.

## Be Prepared: Analyze climate risks and solutions in the sector

Where possible, education ministries can draw on existing plans, policies, and evidence about the adaptation needs of the education sector to help inform the NAP process. This can show the main climate risks for the education sector, potential solutions, and, where feasible, how much they will cost. Ideally, plans and data should be grounded in a strong evidence base, highlight risks, identify who and what is most vulnerable in the sector, and present costed, ready-to-implement actions. This may also make it easier for other ministries to partner on education-related adaptation proposals.

## Contribute to NAP Consultations Through Education Ministry Representation

Effective engagement in the NAP process requires the education ministry to coordinate the sector's inputs in a structured and strategic way. To support this, the education ministry can explore opportunities to bring together education planning, infrastructure, curriculum, finance, and disaster risk management teams within the ministry (among others) to agree on priorities, data, and evidence. Ideally, the education ministry can also lead inclusive sector-specific consultations, in coordination with the NAP team. Well-informed representatives can effectively represent the education sector in national discussions. Appendix A includes a non-exhaustive list of potential education actors who may need to be involved to inform engagement with the NAP process.

## The Role of Enabling Factors in Promoting Education Sector Considerations in the NAP Process

The NAP process is supported by seven connected enabling factors. NAP teams and education ministries can work together to strengthen these enabling factors to promote education sector consideration in the NAP process (outlined in Table 3).

**Table 3. How education ministries can strengthen NAP process enabling factors to promote education sector considerations**

Enabling factor	How education ministries can strengthen these factors
<b>Leadership</b>	<ul style="list-style-type: none"><li>Identify a “champion” from within the education ministry. Ideally, this should be a high-level champion that can support education ministry involvement in the NAP process and advocate for the education sector’s adaptation priorities, as well as for climate change adaptation mainstreaming in education ministry planning.</li></ul>

**Enabling factor****How education ministries can strengthen these factors****Institutional arrangements**

- Work with NAP teams to define a clear role for the education ministry throughout all stages of the NAP process.
- Work with the NAP team to ensure that there is education ministry representation on the NAP coordination mechanism. Ensure that education ministry representatives have sufficient decision-making power and understanding of the NAP process to engage.
- Identify any mechanisms within the education ministry that support coordination within relevant climate change ministries. Consider how these mechanisms can be expanded or aligned to support engagement in the NAP process.

**Engagement**

- Engage in NAP coordination mechanisms.
- Engage with other education actors to ensure a participatory and inclusive education sector process. This can include sub-national education authorities, the Local Education Group (or regional education groups), schools, teachers and teacher representative groups, CSOs, child and youth representative organizations, and children and youth themselves.

**Data, knowledge, and communication**

- Communicate the education ministry rationale for being involved in the NAP process to the NAP lead ministry.
- Identify and share pre-existing education data that can be used to contribute at different stages of the NAP process, for example, as part of the IVRA or MEL phases.
- Strengthen capacity to collect disaggregated data.
- Develop child- and youth-sensitive communication and reporting tools about adaptation in the education sector, as well as communication materials that engage schools and other education actors, to promote engagement in the NAP process. Integrate considerations of GESI beyond age, including gender and disability, into these communication and reporting tools.

**Skills and capacity**

- Identify skills and capacity-strengthening needs within the education ministry to support effective participation in the NAP process, as well as for other education actors, and work with NAP teams to invest and support the required capacity strengthening.

**Enabling factor****How education ministries can strengthen these factors****Financing**

- Identify the resources and the gaps within the education ministry to support education sector involvement in the NAP process.
- Work with NAP teams to ensure that education sector needs are considered in financing for the NAP process—for example, capacity building, engagement of a broad range of education actors, and data collection.
- Work with NAP teams to include financing for these actions in GCF Readiness Programme proposals, which provide funding support for adaptation planning.
- Work with NAP teams to track and source funding for the implementation of adaptation priorities for the education sector.

**Technology**

- Identify existing technology resources that would support education ministry engagement in the process and the implementation of adaptation measures in the education sector.

*Source: Authors, adapted from NAP Global Network, 2023.*

# 4

## Engaging Throughout the NAP Process

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This section provides an overview of what each phase of the NAP process entails, as well as detailing approaches, considerations, and tools to support education ministries and other education actors to engage in each phase. This is intended as a starting point, not as a comprehensive list of actions that every education ministry can or must do. Strategic, phased engagement focused on the most relevant entry points based on capacity and resources can be highly impactful while building a strong foundation for ongoing collaboration between education ministries and NAP teams. Education ministries and other education actors are encouraged to identify entry points and actions that are relevant to their context, as well as resource and capacity constraints.

The phases of the NAP process are iterative and overlap, with countries often undertaking actions under each phase concurrently (NAP Global Network, 2023). Although each phase is addressed as a separate section in this guidance note, it is important for education ministries to recognize the overlapping nature of these phases when engaging in the NAP process.

### Engaging in the IVRA Phase

#### What Is the IVRA Phase, and Is It Important?

The IVRA phase is used to identify who and what is most at risk from climate hazards, now and under different projected climate scenarios. This includes the risk for people, communities, assets, infrastructure, ecosystems, and systems as a whole (Beauchamp et al., 2024). For the education sector, the IVRA phase can help identify which schools, educational facilities, students, teachers, and other education-related staff are most at risk from climate change. It is critical to consider the specific vulnerabilities and needs of children and the gendered impacts of climate change in the education sector, as well as the ways in which this intersects with other factors such as disability, ethnicity, and poverty, to determine who is most vulnerable when assessing climate risk (NAP Global Network & UNFCCC, 2019).

It is critical for climate risks to the education sector to be considered in the IVRA phase, as this is the basis for identifying and prioritizing adaptation interventions in the NAP itself (LEG, 2025). Additionally, attracting climate finance for adaptation requires strong climate evidence that shows how a particular project or program is impacted by and addresses climate risk (Climate, Environment, and Nature [CLEAN], 2024). The IVRA phase can support a strong evidence base to inform the integration of the education sector in adaptation planning, which in turn, can strengthen the case for climate finance.

## What Education Sector Exposure and Vulnerabilities Can Be Reflected in the IVRA Phase?

Climate risk results from the interaction of exposure, vulnerability, and hazards in a given setting. Exposure refers to physical proximity to or distance from the hazard, and while vulnerability is affected by exposure, it is also influenced by sensitivity and adaptive capacity. Sensitivity is the set of pre-existing conditions that make students, teachers, and education systems more likely to be harmed. Adaptive capacity is the systems, mechanisms, and capacities already in place to anticipate, respond to, and recover from climate impacts and risks (Intergovernmental Panel on Climate Change [IPCC], 2022). An illustrative, non-exhaustive list of examples of education sector exposure and vulnerability is described in Table 4.

**Table 4. Education sector exposure and vulnerability to climate hazards**

<p><b>Exposure</b></p>	<ul style="list-style-type: none"> <li>• The presence of education-related assets, including education infrastructure and learning materials, exposed to the climate hazard.</li> <li>• Access routes from students' homes to the school or other education facilities (and vice versa) inclusive of roads, bridges, water bodies, and pedestrian tracks.</li> <li>• Students, teachers, and other education-related staff that are exposed to the climate hazard.</li> </ul>
<p><b>Vulnerability: Sensitivity</b></p>	<ul style="list-style-type: none"> <li>• Building design/orientation/stock (e.g., lacking ventilation, shading, and susceptibility to rising ambient classroom and outdoor temperatures).</li> <li>• Poorly designed and maintained access routes will more quickly fall into a state of disrepair.</li> <li>• Poorly designed and maintained WASH facilities can be easily compromised, with the potential to exacerbate waterborne disease outbreaks.</li> <li>• Physical vulnerability leading to injury, illness, disease, or death, noting that climate hazards particularly impact those with predisposed underlying health conditions (e.g., asthma, malnutrition). This also addresses a lack of gendered WASH facilities and impacts on menstruating girls and the heightened vulnerability of children (UNICEF, 2024a).</li> <li>• Mental vulnerability before, during, and/or after a climate event: Mental unwellness related to climate hazards often goes undiagnosed, which further impacts students, teachers, and school communities' resilience.</li> </ul>

### Vulnerability: Adaptive capacity

- No to low awareness in teachers and students about local climate change, extreme weather events, and their causes or solutions.
- No to minimal education climate safety/DRR plans in place; if plans are in place, no training or materials/equipment available (e.g., school DRR kits). No early warning systems (EWSs) in place at schools or other education facilities and/or lack of access to or ability to interpret available EWSs or climate information services.

Source: Authors, informed by IPCC, n.d.

## Education Sector Contributions to the IVRA Stage

The NAP team leads the national IVRA process, and the education sector can provide data, evidence, and experience to help inform the IVRA; help to analyze this data to identify and assess climate risks to the sector; and engage with other education actors to inform and validate results. The first step for the education ministry is to understand the key existing and projected climate hazards identified in the first stage of the IVRA. This initial assessment of the key climate hazards will most likely be undertaken by the NAP team or another unit in the lead ministry for climate change. Education ministries can subsequently work with NAP teams to assess and prioritize climate risks to the education sector based on the intersection between anticipated climate hazard exposure and vulnerability (noting that vulnerability is influenced by both sensitivity and adaptive capacity) and underlying risk drivers. Where ministries may have already undertaken education sector climate risk analyses, these can be adapted to national contexts and integrated into the IVRA process.<sup>10</sup>

It is also important to note that climate risks do not occur in a vacuum. Climate impacts compound pre-existing challenges for the education sector, such as learning poverty, teacher shortages, and/or infrastructure deficits. As a result, the most fragile education systems are at disproportionate risk. Education ministries should work with NAP teams to consider baseline education system conditions as an integral part of the vulnerability assessment, in addition to climate-specific factors.

## Identifying Education Data Sources to Inform the IVRA

Climate data can be merged with education data, including school geolocalization data and vulnerability data (if this data is collected). Education Management Information Systems (EMIS) may have education data that can be used in the IVRA process. In recent years, there have been increasing efforts to integrate climate-related indicators into EMIS. For example, under the Climate-Smart Education Systems Initiative, some countries have begun incorporating data on school infrastructure characteristics, exposure to climate hazards, and disruption to education services into routine data collection systems. Strengthening and

<sup>10</sup> UNESCO's International Institute for Educational Planning (IIEP) is developing a data technical tool and guidance on education climate risk analyses as part of the Climate Smart Education Systems Initiative.

leveraging EMIS in this way can support more systematic and scalable analysis of climate risks in the education sector.

A range of other sources can also be used—for example, education sector analysis reports, humanitarian impact reports that provide information on the impacts of disasters on education, and reports from CSOs documenting the impacts of climate change on their education programs. Prevention Web, the World Bank Knowledge Portal, and verified news coverage may also be good sources of information. Education units that monitor attendance rates and learning outcomes can provide information about current education attainment rates, as well as trends over time, which can be mapped against climate risks.

If the data is not available, consider where education ministries can work with sub-national authorities and other education actors (including schools) to help address the gaps, through, for example, participatory workshops or aggregating data from school or district-level risk assessments. This will also help to ground the IVRA in lived experience. Education ministries can also work with NAP teams to include actions to address data gaps as part of the NAP document. For example, Pakistan’s NAP includes an action to “improve data collection, reporting, analysis, and record keeping of loss to education-days, student absenteeism” (Ministry of Climate Change and Environmental Coordination, 2023, p. 67).

#### **Key Tip**

Use the best available data that already exists, wherever possible. For example, data available through EMIS or data that is collected to inform progress reporting on the Sustainable Development Goals (SDGs) can be relevant to informing the IVRA. UNICEF’s Children’s Climate Risk Index also provides national-level data on the exposure and vulnerability of children to the impacts of climate change: <https://data.unicef.org/resources/childrens-climate-risk-index-report/>

## Using Data and Evidence on Exposure and Vulnerability in the Education Sector to Identify and Assess Climate Risk

Noting that the identification of key climate hazards (existing and projected) will occur as part of the national IVRA, education ministries can work with NAP teams to consider two aspects of climate risk for the education sector: exposure to the climate hazards (to which schools, education facilities, students, and teachers are exposed) and vulnerability (influenced by sensitivity and adaptive capacity).

Table 5 outlines a non-exhaustive list of illustrative examples of how education ministries can contribute to assessing elements of exposure and vulnerability to inform an assessment of climate risk for the education sector. All data should be disaggregated by gender, age, and disability.

**Table 5. A non-comprehensive list of examples of how education ministries can approach the assessment of exposure and vulnerability**

Element of IVRA	Example
<p><b>Exposure</b></p> <p>When assessing exposure, education ministries can:</p>	<ul style="list-style-type: none"> <li>• Provide information on the number of schools, education facilities, students and teachers that are exposed to the main climate hazards (current and projected), by region or district. Disaggregate student data by gender, age and disability.</li> <li>• In anticipation of higher magnitude and frequency of hazards, map annual weather patterns against the school calendar to determine when and how education services, students, and teachers are most exposed at a national and sub-national (region or district) level.</li> <li>• Use historical data to assess education disruption due to climate change. For example, how many schools have temporarily closed—for how long, and where were these located—after climate hazards in the last 5 years? What (if any) mitigation actions were implemented (for example, online or remote learning)?</li> <li>• Map exposure of access routes to schools and other education facilities. Consider who will be most impacted by disruptions to access routes. For example, there may be safety or accessibility concerns for girls or children with disabilities.</li> </ul>
<p><b>Vulnerability</b></p> <p>When assessing vulnerability, education ministries can:</p>	<ul style="list-style-type: none"> <li>• Provide information on and assess the susceptibility of education infrastructure to damage by climate hazards, including damage and education closures from previous climate hazards. Information can cover construction and maintenance (or lack thereof) of education infrastructure, as well as information on the regulations that currently exist in relation to site selection, design, and construction. Consider which students may be most affected—for example, girls may be more impacted by damaged WASH infrastructure at schools, and children with disabilities may face increased physical barriers.</li> <li>• Consider evidence of factors that increase the vulnerability of school communities—for example, a lack of school climate safety or DRR plans in place, or if they are in place, the training or materials/equipment available to support their implementation; lack of access to EWSs. Consider the accessibility of EWSs to children, including girls and children with disabilities.</li> <li>• Consider evidence on who is most at risk of not returning to school, based on historical data—for example, girls, children on the move, and children with disabilities.</li> <li>• Collate and consider information about how teaching and learning addresses climate change adaptation and/or DRR at all levels of formal and non-formal education, and what training is in place to support teachers and other educators in delivering this.</li> </ul>

*Source: Authors, adapted from education climate risk assessments conducted with the support of UNESCO's International Institute for Educational Planning (IIEP) in Malawi and Zimbabwe and Save the Children in Somaliland through the Climate-Smart Education Systems Initiative.*

## Participatory Approaches

The IVRA phase should be participatory and inclusive, drawing on the experience and knowledge of a wide range of communities and stakeholders (Beauchamp et al, 2024). This means engaging with sub-national education authorities, the Local Education Group, CSOs, schools, teacher representative groups, youth groups, and children and youth themselves. The education ministry plays a key role in convening and facilitating participation and engagement from these stakeholders, where possible, and/or encouraging NAP teams to include key education actors outside of the education ministry in the IVRA process.

The education ministry and other education actors can help to advocate for and support the involvement of children and youth in participatory climate risk assessments, recognizing their potential as agents of change when it comes to climate change adaptation (GPE, 2023). Child-centred participatory approaches can help to highlight the specific risks facing children and youth, ensuring that their needs and capacities are taken into account in adaptation planning (Children in a Changing Climate Coalition, 2015).

### Featured resource

Plan International's *Child-Centred Multi-Risk Assessments: A Field Guide and Toolkit* provides a list of sample tools and resources for child-centred risk assessments that can be adapted for the IVRA phase: [https://plan-international.org/uploads/2021/12/41472\\_plan\\_multi-risk\\_assessment\\_guide.pdf](https://plan-international.org/uploads/2021/12/41472_plan_multi-risk_assessment_guide.pdf).

## From Assessment to Action

IVRA findings for the education sector should directly inform the prioritization of adaptation measures and costing of interventions in the planning phase. NAP teams and education ministries can use this evidence to identify which schools, education facilities, students, and teachers face the greatest risks and therefore warrant early action. It can also be used to build the case for investment in targeted adaptation measures, such as climate-resilient education infrastructure, development and implementation of procedures and training for educational continuity management, revised school calendars, heat-responsive design standards, and climate literacy curricula. Education ministries can work with NAP teams to explicitly link IVRA outputs to adaptation options and budget estimates; this is essential to ensuring the education sector secures adequate representation in the overall NAP investment framework.

### **Good Practice Approach 1: Somaliland's education sector climate risk assessment**

An education sector climate risk assessment in Somaliland combined climate data with education-related data to assess the key risks for the sector.<sup>11</sup> This included overlaying the key climate hazards with education-related data such as school location data, the number of students and teachers in each location/region, and known infrastructure conditions. Education-related data sources included national population data, Open Street Map and World Pop spatial data sets, and World Bank datasets on location of education facilities,<sup>12</sup> among others. A series of “hotspot” maps were developed, bringing together the climate impacts on and risks for the education sector. The analysis will inform the integration of climate adaptation in education planning and policy processes (among other purposes).

## Key Tips for Engaging With the NAP Team in This Phase

- Promote the need to include the education sector in the IVRA based on what is already known about the impact of climate change on the sector.
- Strengthen the capacity of education ministry staff to understand climate hazards and their impacts on the education sector and to undertake or interpret analyses such as climate risk assessments. This can support more effective engagement with NAP teams and improve the quality of sector inputs to the IVRA.
- Communicate with NAP teams about what education data does and does not exist, and the capacity, resourcing, and time required for participatory activities with key education actors.
- Strengthen and leverage education data systems, including EMIS, to support climate-informed analysis. Where possible, this can include integrating climate-related indicators into routine data systems to enable more systematic and sustainable contributions to the IVRA.
- Identify sub-national and district-level education authorities, CSOs (especially those representing or who can support engagement with children and youth), schools, and other education actors who should be involved in the IVRA stage. Facilitate their involvement throughout participatory stakeholder engagement workshops.

<sup>11</sup> Supported by Save the Children through the Climate Smart Education Systems Initiative.

<sup>12</sup> Somaliland's education facilities are mapped here: <https://datacatalog.worldbank.org/search/dataset/0061849/somaliland-education-facilities>

# Climate Change Adaptation Planning for the Education Sector

## What Is the Planning Phase in the NAP Process?

The NAP process planning phase often includes defining the vision, goals, and objectives of the NAP process, which are informed by the results from the IVRA phase, and identifying and prioritizing adaptation options to address key climate risks (LEG, 2025). Implementation arrangements, such as the ministries responsible for delivering specific adaptation actions, can also be decided during this stage (LEG, 2025).

Adaptation options for the education sector will be identified and prioritized for inclusion in the NAP document during this stage, based on evidence from the IVRA and, ideally, input from the education ministry and education actors more broadly. Relevant adaptation actions will be assessed in a national prioritization process that considers priority actions across all sectors. Therefore, the education ministry and other education actors can play a key role in advocating for the prioritization of specific adaptation measures for the education sector for inclusion in the NAP document.

### Key Tip

The planning phase can be a relatively long process and include multiple consultations, validations, and reviews to set priorities for inclusion in the NAP document. Education ministries should be prepared to actively participate at every step of the planning phase to meaningfully influence NAP priorities. Proactively working with other sectors that may have shared priorities with the education sector—for example, disaster response, health, and WASH sectors—can also help to build alignment and support for the inclusion of education sector priorities.

Education ministries can also focus on the social dimensions of education, its relevance for development goals and climate change pledges, and its role in building adaptive capacity and equipping children and communities with the skills and knowledge to drive climate action to make the case for prioritizing the integration of the education sector in the NAP process.

## Stocktaking and Assessing What Is Missing

A critical step in the planning stage for NAP teams is stocktaking, which involves identifying ongoing and past adaptation activities and opportunities for mainstreaming adaptation in existing policies, plans, projects, and programs (Price-Kelly & Hammill, 2015). This information gathering can be used to identify gaps, current priorities, and areas for action.

Education ministries can play an important role in the stocktaking stage by identifying where and how adaptation actions are already integrated into education sector plans, policies, and strategies, as well as planned and ongoing activities, programs, or priorities (including those

that are currently not resourced). This should also consider how these activities address (or do not currently address) GESI barriers. Education ministries can also seek to link education sector planning cycles, such as those for education sector plans, school development, safety, or DRR plans and curriculum reviews, with the planning phase of the NAP process to leverage opportunities, mainstream climate change adaptation, and avoid duplicating efforts. Examples of the types of activities education ministries might consider identifying and sharing from education sector plans, strategies, or programs are included in Table 6. These examples of education sector plans and strategies are illustrative and non-exhaustive, and policies or plans may have different names in different countries.

Some countries have developed climate change adaptation plans and strategies for the education sector that can also inform the NAP process. For example, Malawi’s Ministry of Education, Science and Technology<sup>13</sup> conducted a standalone education climate risk assessment, the analysis from which informed the development of the Malawi Consolidated Climate Change Strategy for the Education Sector, 2025-2030.<sup>14</sup> Based on this, the Ministry of Education, Science and Technology prioritized key actions that supported the education sector to contribute to the NAP process.

**Table 6. A non-exhaustive list of examples of education sector policies and plans, as well as climate change adaptation-related activities**

Climate adaptation in education policies	Example
Climate change adaptation activities in education sector plans	South Sudan’s General Education Sector Plan integrates climate change throughout. Its strategies include expanding teacher training programs on DRR and climate change, as well as investing in the construction and retrofitting of climate-resilient primary schools in underserved states (Ministry of General Education and Instruction, 2023).
Climate resilience or adaptation activities that are part of education risk management policies	The first program of action in Guyana’s National Risk Management Policy for the Education Sector includes actions to ensure that “education buildings and facilities are maintained and resilient to hazards” (Ministry of Education, 2021, p. 26).

<sup>13</sup> Previously the Ministry of Basic and Secondary Education.

<sup>14</sup> Undertaken with technical assistance and methodology provided by UNECSO’s IIEP and GPE as part of the Climate Smart Education Systems Initiative.

## Climate adaptation in education policies

## Example

Commitments to school safety and educational continuity management in education or disaster risk management plans or policies

Nepal's Comprehensive School Safety Master Plan includes mainstreaming DRR in Nepal's schools, including a focus on safe infrastructure, disaster risk management, and resilience education (Ministry of Education, Science and Technology, 2017).

Climate change adaptation-related projects or programs

The Building the Climate Resilience of Children and Communities through the Education Sector<sup>15</sup> (BRACE) project will support climate-resilient school infrastructure improvements, including school WASH facilities in South Sudan, Cambodia and Tonga (GCF, 2023).

*Source: Authors.*

**Education ministries can also provide estimates of the cost** of current or planned adaptation measures and identify where resourcing has already been allocated to their implementation. This can inform the resourcing needed for the implementation phase and contribute to the mobilization of adaptation finance (Hernández et al., 2025). As part of stocktaking, education ministries can work with NAP teams to assess how existing adaptation measures address the climate risks to the education sector identified in the IVRA phase.

## Identifying and Prioritizing Adaptation Investments for the Education Sector With NAP Teams

Following a stocktake of existing measures and commitments, adaptation investments will be identified, prioritized, and assessed based on key climate risks to the education sector and identified gaps. Key questions to consider include the following:

- What are the main climate risks to the education sector? Where, and for whom, is action needed most, considering gender, disability, and other intersectional factors?
- What is already planned, or committed to, in education sector plans, policies or strategies, and projects/programs? What actions and activities are underway? How does this address current and future risks?
- What remaining gaps need to be addressed?
- What concrete investments are required in the short and medium terms to reduce the exposure and vulnerability of the education sector and increase its resilience to the potential impacts of climate change?

Through the identification and prioritization process, education ministries can help NAP teams define the intended results of adaptation investments in the education sector, their overall contribution to the NAP goals and objectives, and the ways in which these adaptation

<sup>15</sup> BRACE is supported by Save the Children and co-financed by the GPE and the GCF.

activities are expected to contribute to short- and long-term change (Beauchamp et al., 2024). This can be achieved through the development of a logic model (Beauchamp et al., 2024).

Not all adaptation measures for the education sector will be reflected in the NAP document. NAPs can highlight national-level priorities for the education sector, with further detail reflected in education sector plans, policies, and strategies.

As with the IVRA phase, this phase should be participatory and inclusive (Beauchamp et al., 2024). The education ministry can facilitate consultation and engagement with sub-national education authorities, CSOs, school-level representatives, teacher representative organizations, and children and youth themselves, to inform the prioritization process.

## A Comprehensive Approach to Integrating the Education Sector in Adaptation Planning

Many NAPs focus primarily on curriculum initiatives, overlooking other elements of a climate-resilient education system (Merryweather & Pham, 2025). Education ministries can play a key role in the planning phase to ensure that a comprehensive and coherent approach to adaptation planning for the education sector is adopted that considers adaptation needs across education infrastructure, educational continuity management, and teaching and learning, and that includes mainstreaming GESI. Some potential resources to support this are included in Box 6.

### **Featured resources to support adaptation planning in the education sector**

*Heat-Proof Education in Latin American and the Caribbean* and *Heat Smart Schools* both provide adaptation options to strengthen education resilience to extreme heat.

- <https://publications.iadb.org/en/heat-proof-education-latin-america-and-caribbean>
- [https://dymez6ioe12by.cloudfront.net/media/wp-content/uploads/2025/11/12150339/Heat-Smart-Schools\\_Guidance-Document.pdf](https://dymez6ioe12by.cloudfront.net/media/wp-content/uploads/2025/11/12150339/Heat-Smart-Schools_Guidance-Document.pdf)

Characteristics of Safer Schools and the Roadmap for Safer Schools provide comprehensive and systemic approaches to improving the safety of school infrastructure at risk from hazards, including some climate hazards.

- [https://www.gfdrr.org/sites/default/files/170120\\_Characteristics%20of%20Safer%20Schools\\_Report\\_Arup.pdf](https://www.gfdrr.org/sites/default/files/170120_Characteristics%20of%20Safer%20Schools_Report_Arup.pdf)
- <https://www.gfdrr.org/sites/default/files/publication/gfdrr-roadmap-05.pdf>

The Comprehensive School Safety Framework provides guidance on how to promote safe, equitable, and continuous access to a quality education for all, taking an “all-hazards, all-risks” approach.

- <https://gadrrres.net/comprehensive-school-safety-framework>

UNESCO’s Greening Curriculum Guidance provides guidance on how quality climate change and sustainability can be reflected in the curriculum.

- <https://unesdoc.unesco.org/ark:/48223/pf0000390022>

## Gender Equality and Social Inclusion

Climate change threatens gender equality in education, both in terms access to quality and inclusive education and in education's role in advancing gender equality in society (GPE, 2023). Gender also intersects with other factors, such as age, disability, poverty, displacement status, ethnicity, or geographic location, which also influence vulnerability to climate change and adaptive capacity (NAP Global Network & UNFCCC, 2019). In addition to being impacted by climate change, education systems can either reinforce or reduce inequality through adaptation design choices (for example, through infrastructure design or educational continuity management). GESI is also about equitable participation, leadership, and decision-making power in adaptation planning for the education sector.

GESI must therefore be mainstreamed throughout education sector adaptation planning to ensure equitable and effective adaptation outcomes, equity in resource allocation, and long-term resilience for all. This can include specific strategies to address the gendered impacts of climate change, such as gendered disruptions to education access, including increases in gender-based violence and the heightened risk of child marriage. It can also include curriculum and informal education initiatives that empower girls and women to lead climate action (GPE, 2023) or GESI-responsive education continuity planning. Children with disabilities are also disproportionately affected by climate change, and it is essential that schools, for example, consider the climate risks that may worsen the impact for children with disabilities and seek their participation (or that of a representative group) in designing inclusive and accessible adaptation solutions. This includes, but is not limited to, accessible alert systems with visual and audio cues and educational continuity management that meets the needs of children with disabilities (UNICEF, 2024b).

## Alignment Across Sectors

The planning phase also allows for alignment across sectors (Dazé et al., 2018). For example, ministries responsible for education, climate change, and social protection may work together in the design of social protection programs, such as cash transfer programs that help vulnerable households deal with economic shocks, including those resulting from climate events, and provide incentives for school attendance (Asian Development Bank, 2024). The education and infrastructure sector may work together to improve building standards for schools and consider climate risks when choosing the location of new schools.

## **Good Practice Approach 2: Participatory approaches to school climate and disaster resilience planning in the Solomon Islands**

The Solomon Islands: Knowledge, Action, Sustainability for Resilient Villages (SOLKAS) project supports locally led school adaptation by enabling School Disaster Management Committees to assess risks and implement practical, school-prioritizing solutions. Across six provinces, 48 of 100 targeted schools have completed participatory climate risk assessments and developed School Climate and Disaster Resilience Plans aligned with provincial systems. Assessments used tools adapted from the Solomon Islands Integrated Vulnerability Assessment and Community-Based Disaster Risk Management, with digitization underway to strengthen data-driven planning. The school process drew on the Ministry of Education's school-based disaster and climate resilience handbook, with training delivered alongside the National Disaster Management Office.

Teachers, students, and parents participated in facilitated workshops, ensuring that plans reflected lived experience and inclusive decision making. Provincial disaster management officers, provincial education offices, Ward Development Committees, and community leaders endorsed priorities, clarified roles, and confirmed resources and timelines. Tools connected schools to up-to-date climate information, while three Automatic Weather Stations provided real-time data to the Meteorological Service to inform planning. As implementation scales starting in 2026, schools are measurably safer, better prepared for hazards, and less disrupted by climate impacts, creating reliable, equitable learning environments.

The SOLKAS school-based climate adaptation planning contributes directly to provincial and local adaptation processes, which will form critical inputs into the Solomon Islands NAP process. By strengthening risk-informed planning at the school and community levels, SOLKAS generates locally grounded evidence and priorities that inform sub-national adaptation plans and supports the NAP process.

Source: Save the Children Solomon Islands, personal communication, 2026.

## **Key Tips for Engaging With the NAP Team and Other Education Actors in this Stage**

- Ensure that education ministry representatives participate in NAP coordination bodies and that stakeholder workshops can speak to the comprehensive needs of the education sector (including, for example, education infrastructure, educational continuity management, and teaching and learning). Ideally, they will have decision-making power.
- Facilitate the involvement of key education actors, which could include sub-national education authorities, the Local Education Group, CSOs, schools, and children and youth, in the NAP planning process.
- Work with NAP teams to cost adaptation measures and identify clear timelines and roles for implementation.

## Implementation Phase

### What Is the Implementation Phase?

The implementation phase often includes identifying funding and resourcing needs for implementation and implementing adaptation activities. The planning and implementation phases often overlap, and the transition from planning to implementation has several steps. These steps can include developing concept notes for adaptation programs of work or costing adaptation priorities to inform an estimate of the resourcing needs for implementation (NAP Global Network, 2023). Engagement in the implementation phase enables education ministries to shape implementation and investment plans and budgets and ensures effective delivery of adaptation measures for the education sector.

### Implementation Strategies

NAP implementation strategies are one way that NAP teams support the move from planning to implementation. They can involve identifying the lead ministries or agencies responsible for specific adaptation activities; aligning these with other national, sectoral, and sub-national planning; sequencing implementation; and developing indicative costing and sources of funding (LEG, 2025). To engage in this part of the process, education ministries can do the following:

- In collaboration with the NAP lead ministry, identify the aspects of NAP implementation for which it is responsible and identify other education actors that also need to be involved to support implementation. This process may involve developing child-sensitive communication materials to involve children and young people in the implementation of NAP priority actions in their schools.
- Ensure that national adaptation priorities for the education sector identified in the NAP are integrated into education sectoral and sub-national plans and strategies and identify and pursue opportunities to mainstream adaptation activities into ongoing education programs and projects.
- Work with the NAP team and other ministries to develop cross-sectoral adaptation investment packages and determine the sequence for their implementation.
- Use the stocktaking exercise to identify where resourcing is already allocated to the education sector for adaptation measures in the NAP document, develop indicative costing for adaptation investments that require new funding, and identify potential sources of funding.

These steps will support the implementation of priority adaptation initiatives (see Box 4).

#### Box 4. Examples of adaptation initiatives for the education sector

**The BRACE project** focuses on improving the climate resilience of the education system in South Sudan, Cambodia, and Tonga, generating evidence-based models for climate-resilient education that can be adapted and scaled globally. It includes actions to increase the climate resilience of school infrastructure and green school design; support continuity of learning, early warnings, and contingency planning; and promote climate literacy in curricula and teacher training (GCF, 2023).

**Grenada's Greenz Climate Champions program** supports children's climate change education from an early age and empowers them to become advocates for climate resilience. The toolkit includes a teacher manual, worksheet collection, stickers, passport, and posters (Ministry of Climate Resilience, the Environment & Renewable Energy, 2025).

In Ecuador, the World Bank is supporting **climate-resilient improvements to school infrastructure**, including a contingent emergency response component, which supports funds to be reallocated in the event of a climate-related emergency to assist schools with affected infrastructure (World Bank Group, 2023).

As part of the Climate-Smart Education Systems Initiative, Malawi's Ministry of Education, Science and Technology developed **gender-sensitive and inclusive key messages and school-level Standard Operating Procedures** to help schools prepare for and respond to climate-related emergencies.<sup>16</sup> These Standard Operating Procedures were based on a series of consultations with children (both boys and girls), teachers, school management committees, and county education officials. These were translated into two local languages and adapted into child-friendly formats. Training was delivered to sub-national offices and 112 schools to support their successful implementation.

## Financing for Implementation

Financing is a critical component of implementing education initiatives identified through the NAP process. Understanding the various options for scaling up finance can also help build the case for prioritizing adaptation action in the sector. It is important to note that mobilizing climate finance is often a medium- to long-term outcome; setting this expectation upfront can help maintain momentum, sequence preparatory work (e.g., readiness, evidence, and design), and encourage sustained engagement by education actors and partners.

Those identifying sources of finance need to consider domestic budgets; dedicated climate funds, such as the GCF or Adaptation Fund; and international public funds provided by multilateral banks and organizations, bilateral partners, private investment, and private foundations. Adaptation projects for the education sector can be attractive to climate funders because they can achieve scale (e.g., system-wide measures across many schools), deliver multiple co-benefits (health, WASH, gender and inclusion, DRR), and protect development gains by safeguarding learning continuity and human capital in the face of climate shocks. Financing for education initiatives can also be indirect through adaptation projects with

<sup>16</sup> Supported by Save the Children.

educational co-benefits by mainstreaming adaptation in ongoing education projects or through co-financing that combines funding from education and climate finance mechanisms. Potential sources of financing are outlined in Table 7.

**Table 7. Potential finance sources and descriptions**

Finance source	Description
Domestic public finance	National and sub-national governments can allocate funds for education sector adaptation and can re-align or make adjustments in expenditures to improve adaptation outcomes, such as incorporating climate resilience when constructing or retrofitting education infrastructure. Adaptation can also be integrated into ongoing education ministry planning and budgeting.
International public finance	Projects that aim to directly increase climate resilience in education systems may be able to access multilateral sources under the UNFCCC, such as the GCF, Adaptation Fund, and the Global Environment Facility, including the Special Climate Change Fund and Least Developed Countries Fund. Multilateral sources outside of the UNFCCC can also be a source of finance, as development banks and multilateral organizations and initiatives also have dedicated climate funds and programs. Many multilateral funders provide financing for education projects, and opportunities exist to integrate adaptation actions in these initiatives. For example, the World Bank is the largest financier of education in developing countries and is increasingly emphasizing the need to increase the adaptive capacity of education systems, through climate-resilient infrastructure, training teachers, and learning continuity during climate disruptions (Sabarwal et al., 2024). Bilateral funds, dependent on country-to-country agreements, can also be a potential source of funding.
Private sector	The private sector invests in education systems in developing countries, often financing private schools and post-secondary educational facilities. Blended finance for education and co-financing mechanisms, which combine financing from the public, private, and non-profit sectors, including philanthropic sources, to implement education projects, offer an opportunity to attract private investment for adaptation initiatives. Innovative financial instruments <sup>17</sup> can offer the opportunity to unlock private investment.

Source: Authors.

<sup>17</sup> The NAP Global Network’s Inventory of Innovative Financial Instruments for Climate Change Adaptation defines innovative financial instruments for climate change adaptation as “mechanisms and approaches that can be used to acquire, structure, govern, and allocate financial resources toward adaptation priorities. They can enable access to financial resources from financial institutions, private investors, institutional investors (such as pension funds), impact investors, foundations, and other philanthropists, and may be blended with traditional sources of financing” (NAP Global Network, 2024).

## Accessing Finance for Adaptation: Eligibility criteria

Eligibility criteria to access public climate finance vary across the funds and providers. However, grant funding that is allocated under the financial mechanisms of the UNFCCC requires strong climate evidence showing that the proposed program addresses climate risk or contributes to climate change adaptation (CLEAN, 2024). Project developers need to provide data and evidence that the adaptation action in the education sector directly addresses a climate risk. Of particular importance is the generation of evidence on the benefits of the adaptation action and the costs of not responding to and preparing for the impacts of climate change in the education sector (CLEAN, 2024). Alignment with a national plan is also a key requirement, meaning that including education actions in the NAP is a necessary step to mobilize resources for adaptation action in the education sector.

Other criteria include demonstrating co-benefits, mainstreaming gender equality perspectives, and demonstrating that beneficiaries are specifically vulnerable to climate impacts and that there is a lack of alternative financing sources for the intervention (CLEAN, 2024).

## Innovative Financial Instruments for Adaptation in the Education Sector

A mix of financial instruments can be used to finance adaptation in the education sector, and the examples mentioned here are illustrative rather than exhaustive. Grants remain essential, particularly for preparatory work such as risk assessments, feasibility studies, the design of climate-resilient education infrastructure, curriculum and teacher-training pilots, and other readiness activities. Concessional loans can then support larger, long-term investments in resilient school construction or digital systems that strengthen preparedness and learning continuity. Guarantees and other risk-sharing tools help reduce perceived risk and crowd in private capital for climate-resilient infrastructure and services.

Alongside these traditional options, innovative instruments can broaden the finance mix. Thematic bonds, such as green, sustainability, or climate resilience bonds, can channel capital toward projects like climate-smart school retrofits or EWSs. Debt-for-climate-resilience swaps can create fiscal space that governments may direct to education sector priorities, with agreements for school construction or rehabilitation incorporating climate-resilient design standards. Climate and disaster risk insurance, including parametric products, can provide rapid liquidity to restore learning continuity after extreme events by financing urgent repairs or temporary learning spaces. Blended finance approaches can combine grants, concessional debt, and guarantees to de-risk investment and mobilize additional private resources at scale. For further ideas and country applications, see the NAP Global Network's *Inventory of Innovative Financial Instruments for Climate Change Adaptation* (2024).

## Key Tips for Engaging With the NAP Team, Finance Ministries, and Other Actors in This Stage

- Work closely with the finance ministry to ensure that adaptation needs are considered in planning and budgeting processes, including identifying where education sector adaptation priorities can be integrated into medium-term expenditure frameworks or annual budget cycles.
- Build the capacity of education ministry officials and educators engaged in planning and budgeting processes, as well as in climate finance project development and proposal preparation, to understand climate risks, identify cost-effective actions that improve adaptation outcomes, and prepare cost estimates for these adaptation actions. This work could include basic training on climate finance, financial sources and instruments, financing roadmaps, or what makes an adaptation investment “bankable.”
- Participate in NAP coordination mechanisms that can provide information to the education ministry on funds and projects that could potentially finance or integrate adaptation actions.
- Engage early with the NDA or focal point for climate funds (e.g., GCF, Adaptation Fund) to understand entry points, readiness opportunities, and expectations for accessing finance.
- Coordinate with the finance ministry and the NAP team to clarify what evidence is needed (e.g., climate rationale, cost estimates, vulnerability data) to position education sector adaptation needs as investment-ready and to strengthen the case for their inclusion in national adaptation investment plans.
- Work with funders and development partners to ensure that adaptation is considered in the design and implementation of all education projects.

## MEL Systems for NAP Processes and the Education Sector

### What Is the MEL Phase?

The MEL phase of the NAP process is both a distinct phase and integrated throughout the whole process. Countries use MEL to analyze the achievements of the NAP process, generate evidence about what works and what needs to be adjusted, and learn (Beauchamp et al., 2024). The MEL phase also enables reporting on progress and informs the next iteration of the NAP process (Beauchamp et al., 2024).

Integrating the education sector into the MEL system for the NAP process is critical in order to monitor the implementation of adaptation measures in the education sector; monitor and evaluate the success of adaptation measures for children, especially those who are most marginalized; and generate evidence and learning about what is working in the education sector to help improve these adaptation measures (Montpetit et al., 2025).

## Key Considerations for Aligning Education Sector MEL and NAP MEL

MEL systems for NAP processes can build on existing structures and sectoral approaches while also consolidating these with a unifying framework (Beauchamp et al., 2024). Education ministries can identify and share pre-existing education sector MEL systems that can be used or adapted for MEL of adaptation in the education sector as part of the NAP processes. In partnership with the NAP team, education ministries can undertake a stocktake of existing education MEL systems that can include any of the following (adapted from Beauchamp et al., 2024):

- current education MEL systems at national and sub-national levels and existing adaptation program- and project-level MEL systems;
- existing data sources, indicators, and baselines for adaptation in the education sector, as well as those that provide important context—for example, enrolment, attendance, and school completion rates, literacy rates, and the conditions of education infrastructure—and include where climate-related indicators have been integrated into the existing EMIS;
- existing tools, technologies, and platforms already being used for education MEL and reporting, including education projects supported by development partners; and
- relevant international frameworks that education MEL systems are aligned with, such as the SDGs, Sendai Framework, and Comprehensive School Safety Framework.

## Supporting NAP Teams to Monitor the Adaptation Priorities of the Education Sector

Monitoring is an ongoing activity throughout the NAP process (Beauchamp et al., 2024). Education ministries can support NAP teams to reflect adaptation logic in MEL frameworks, ideally based on the education sector component of the logic model developed during the planning phase and the key climate risks for the education sector identified in the IVRA phase. Monitoring can enable MEL of adaptation to track both the implementation and results of education sector activities. It can also help to clarify how and why change happens (Beauchamp et al., 2024).

Indicators are a tool that can be used to track the implementation and results of adaptation for the education sector. Indicators can be identified and selected based on the logic model or Theory of Change, and education ministries can work with NAP teams to design indicators that are gender and age responsive; measure the integration of adaptation in the education sector at multiple levels, including output, outcome, and impact; and disaggregate data by gender and age (including other disaggregation by disability or other factors if possible). However, indicators have limitations, namely that they are not designed to show how or why change happened. As such, it is important to complement the use of indicators with additional information and techniques, such as qualitative analysis, to more deeply understand causal pathways (Beauchamp et al., 2024).

### Key tip

Development of adaptation indicators for the education sector should be informed by what was identified in the MEL stocktake and should use existing indicators and data where possible. Data sources identified in the IVRA phase can also be used in the MEL phase to inform the development of indicators.

Data disaggregation is critical for revealing disparities and monitoring the differentiated impacts of climate change. Children are disproportionately vulnerable to the impacts of climate change and are at significantly higher risk of physical harm than adults. These challenges are further compounded for children experiencing intersecting inequalities and the most vulnerable and marginalized children, such as girls, children with disabilities, or children on the move. By better understanding children's specific needs and heightened vulnerabilities, governments and other stakeholders can develop more targeted and effective solutions that effectively address inequalities and ensure that no child is left behind. Collecting and analyzing data disaggregated by age, gender, and disability informs each stage of the policy cycle, providing critical insights into the differentiated impacts of climate change and guiding targeted interventions for vulnerable groups (UNICEF & United Nations High Commissioner for Refugees, 2023).

## Evaluating Adaptation Measures for the Education Sector

Education ministries play a role in ensuring that adaptation measures for the sector are also included in the evaluation of NAP processes, thereby helping track their performance and the extent to which these activities meet their stated objectives (Beauchamp et al., 2024). Education ministries can help align NAP evaluations with education sector evaluation cycles and integrate consideration of adaptation measures into education sector evaluations.

## Learning About Adaptation for the Education Sector

Education ministries can help establish a collective and deliberate learning agenda on adaptation and the NAP process for the education sector, with NAP teams, within the education ministry, and with other education actors (Dekens et al., 2025). This process might include establishing regular opportunities for information sharing and capacity strengthening on adaptation interventions in the education sector between education and climate actors (Dekens et al., 2025). As part of this, education ministries can feed learning back into the NAP process via various learning loops, including curricula. For example, MEL findings on the integration of adaptation in the education sector should inform updates to the IVRA, future adaptation planning, and implementation strategies with the education sector.

## Key Tips for Engaging With the NAP Team and Other Education Actors at this Stage

- Work with NAP teams to define a role for the education ministry in the MEL system for the NAP process. For example, the Philippines' NAP lists the Department of Education as a supporting agency in its implementation roadmap for the NAP, which includes responsibility for monitoring indicators (Climate Change Commission & Department of Environment and Natural Resources, 2024).
- Identify who is best placed from the education ministry to contribute to the MEL system for the NAP process. Education ministry representatives need a strong understanding of the existing education MEL systems in place and have decision-making power to make commitments on behalf of the ministry.
- Identify what resourcing is needed within the education ministry to support engagement in NAP MEL processes. Communicate this to the NAP team and ask that this be included in budgets for NAP processes.
- Facilitate engagement with a wide range of education actors to inform the design and implementation of an adaptation MEL system for the education sector (Beauchamp et al., 2024). These actors can include sub-national education authorities, teacher representative organizations, schools, and child and youth representative organizations.

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## Case Study: Saint Lucia

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Saint Lucia identified education as one of eight priority sectors in their 2018–2028 NAP process cycle. Subsequently, Saint Lucia developed an education SASAP,<sup>18</sup> which complements the 2018 NAP by elaborating on the sector’s approach, needs, and steps for implementing priorities. The education SASAP is designed as a comprehensive 10-year framework<sup>19</sup> for action to strengthen climate change education; address climate risks to the system’s infrastructure, services, and learning outcomes; and ensure Saint Lucians acquire the necessary competencies and skills needed to perform and thrive in a low-carbon economy. The Ministry of Education (MoE) led the development of the education SASAP, with the support of the Department of Sustainable Development (DSD), which is the Climate Change Focal Point with overall responsibility for the NAP process and the secretariat for the NAP coordination mechanism, the National Climate Change Committee (NCCC). Saint Lucia developed five SASAPs for other priority adaptation sectors, namely water, agriculture, fisheries, resilient ecosystems, and health, with infrastructure/spatial planning and tourism, alongside education, in the final stages of development. The elaboration of the education SASAP was supported by the GCF Readiness Project, Enhancing Saint Lucia’s National Adaptation Plan Process through the Elaboration of Sector Strategies and Action Plans, a Strengthened Evidence Base, and Improved Private Sector Engagement (2023–2026).

Saint Lucia recognized that investing in education would strengthen awareness, capacity, and preparedness across communities, institutions, and other stakeholders in the face of climate change. This work built on previous national strategies, such as the National Climate Communication Strategy (2018), which identified awareness raising as critical to climate action.

### How Does Saint Lucia Approach Education Sector Adaptation in their NAP Process and the Education SASAP?

Saint Lucia recognized that they needed to harness the potential of education for climate action and protect the education system from climate hazards. The education SASAP takes a comprehensive and holistic approach focusing on integrating climate change adaptation into education policies, improving climate change education, strengthening the resilience of school infrastructure, and improving educational continuity management.

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<sup>18</sup> With support from the NAP Global Network.

<sup>19</sup> 2025–2035

## What Did the Planning Process for the Education SASAP Look Like?

The planning process for the education SASAP was an iterative and tailored approach. In collaboration with the DSD, MoE's Corporate Planning Unit established a core group comprised of representatives from policy and administration, school supervision, corporate planning, and the NAP GCF Readiness team to oversee the development of the SASAP.<sup>20</sup> The core group led coordination across the MoE, engaged with other education actors, and served as a consistent partner to the NAP team. The planning process started with a gender-sensitive stocktaking process that ensured that the education SASAP built on lessons learned from previous initiatives, examined the sector's vulnerabilities to climate change, and encouraged synergies with ongoing work and existing policies.

The MoE facilitated an inclusive and participatory approach with principals, technical officers, district education officers, and parents and youth leaders, as well as with cross-sectoral agencies, including utility and infrastructure entities, councils, and CSOs for women, youth, and persons with disabilities. This also included four focus group sessions with MoE representatives from policy and administration, school supervision, corporate planning, the curriculum and materials development unit, TVET, special education needs, and early childhood services. This inclusivity ensured that the adaptation measures were directly shaped and owned by the education community.

To validate and prioritize the identified measures and objectives, a broad education stakeholder consultation was held with public and private sector representatives, including teacher training and accreditation bodies such as the Division of Teacher Education and Educational Leadership at the Sir Arthur Lewis Community College and the National Accreditation Council. Other actors engaged included Saint Lucia Teachers' Union, the Department of Gender Affairs, the Ministry of Equity, the National Emergency Management Organization, the Department of Labour, the Department of Economic Development, the Ministry of Tourism, the Ministry of Commerce, the Ministry of Finance, Invest Saint Lucia, and the NCCC.

## What Steps Has Saint Lucia Taken to Implement the Identified Priorities?

The education SASAP identifies indicative outputs, lead institutions, and project concept briefs for the implementation of adaptation measures. As part of the consultation process, participants were invited to submit concept briefs for the prioritized measures. These concept briefs were refined by the education SASAP core group and will be used to develop investment priorities. The finalized set of bankable project concepts is included in a portfolio of project concept briefs, which complement the education SASAP and will form the basis of proposals for climate finance. However, it is assumed that, over time, these measures will

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<sup>20</sup> See *Enhancing Saint Lucia's National Adaptation Plan Process through the Elaboration of Sector Strategies and Action Plans, a Strengthened Evidence Base, and Improved Private Sector Engagement (2023-2026)* for further information: <https://www.greenclimate.fund/document/enhancing-saint-lucias-national-adaptation-plan-process-through-elaboration-sector>

also be mainstreamed and integrated into other bilateral and multilateral funded education projects, as appropriate.

**Table 8. Enabling factors that supported the effective inclusion of education in Saint Lucia’s NAP process**

Enabling factor	Description
Leadership	The DSD championed the process for securing support for adaptation planning in the education sector, consistent with the prior identification of education by stakeholders during NAP formulation as a priority sector. The MoE’s leadership was central, in terms of developing the education SASAP, engaging with the wider sector, and mainstreaming adaptation planning within the sector.
Institutional arrangements	Saint Lucia established strong institutional arrangements to ensure that the MoE was effectively engaged in the NAP process. As a member of the Cabinet-approved NCCC in 1998, the role of the MoE was formalized in Saint Lucia’s Climate Change Act (2024). <sup>21</sup> As a recognized body in the NCCC, the MoE plays a role in leading and guiding the process for adaptation planning in education. The core group established by the MoE was also critical, providing a platform through which representatives across the MoE could be engaged and providing the basis for coordination between the MoE and DSD and the wider education sector. The education SASAP was developed in a cluster alongside tourism and infrastructure and spatial planning, which strengthened coordination between these sectors and promoted alignment in addressing shared climate risks and adaptation priorities.
Capacity building	The DSD ensured that capacity building for relevant ministries and agencies was included in the GCF Readiness Programme proposal to enhance adaptation planning. MoE representatives were part of targeted training on the NAP process and SASAP formulation, strengthening their understanding of climate risk and adaptation planning. The DSD also provided continuous guidance and support to the core group within the MoE as they undertook the process. Training was also delivered on project concept brief development, directly related to adaptation measures identified in the SASAP, to attract external support (financial, capacity building, and technological) for the implementation of these priorities.

<sup>21</sup> The Climate Change Act (2024) institutionalized the NCCC.

Enabling factor	Description
Engagement	The MoE engaged with a wide range of education actors, which ensured that the education SASAP was designed and driven by the sector, therefore increasing sectoral ownership. This included engagement with youth groups, organizations representing people with disabilities, and women’s organizations. The DSD continuously engages with youth (as well as a range of CSOs) as a part of climate action capacity building and awareness raising, ensuring they are well equipped to contribute and that their voices are represented in these policy processes, setting a strong foundation for equity and inclusion in the education SASAP and the wider NAP process.

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*Source: Authors.*

# 6

## Conclusion

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This guidance note demonstrates how education ministries and the wider education sector can effectively engage in the NAP process to elevate education sector priorities within national adaptation decision making, strengthen the case for adaptation finance for education, and align education sector plans with national climate commitments, in order to help strengthen the climate resilience of the sector.

It is intended as a starting point, not as a comprehensive list of actions that every education ministry can or must do. Education ministries have limited time and resources to engage in the NAP process, so it will be important to identify key entry points and actions that are feasible and relevant to their individual circumstance and contexts. At a minimum, this guidance note encourages education ministries to

- seek out information about the NAP process and identify the NAP focal point or team;
- communicate the education ministry's interests in being involved in the process and engage in NAP consultations, using some of the information included in this guidance note to frame this engagement; and
- identify and share relevant education data (where it exists) throughout the NAP process.

This initial engagement can provide a strong foundation for ongoing collaboration between the education ministry and NAP teams, which will take time to build over the medium to long term. Most of all, this engagement can help to highlight both the key role that the education sector plays in building the adaptive capacity of communities and the need to build the sector's resilience to climate shocks.

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# Appendix A. A List of Education Ministry Representatives and Other Education Actors

Table A1 is a non-exhaustive list of potential education ministry units and other education actors that can inform engagement with the NAP process.

**Table A1. A list of education actors and their potential contribution to the NAP process**

Education actor	Potential contribution to the NAP process
Climate/environment focal point within the education ministry (if such a position exists)	Lead coordination with NAP focal ministry. Can share overarching outline of sector priorities, manage communication, and follow up between education ministry and NAP team.
Planning section/Education Management Information Systems or data team	Provide data and evidence which can contribute to climate risk mapping; assist with costing.
Education policy/strategy unit	Align or mainstream NAP adaptation priorities for the education sector into education sector plans. Can share information on current policies and priorities to inform stocktaking.
Curriculum unit	Can provide information and priorities for integrating climate change adaptation and disaster risk education in the national curriculum; can inform curriculum and teacher training priorities.
Infrastructure/school construction unit	Identify priorities for addressing climate risks to school infrastructure, can provide information on current infrastructure standards, retrofitting and construction needs, and resilient school designs.
Disaster risk management/safety unit	Can provide school safety and contingency planning information at a school, sub-national, or national level.

Education actor	Potential contribution to the NAP process
Units within education ministries focused on gender equality and social inclusion (GESI) and the ministry in charge of GESI	Ensure that education sector GESI considerations are integrated throughout the NAP process.
Technical working groups (sector/ climate/disaster risk reduction)	Provide technical guidance, cross-sector expertise and coordination.
Technical and vocational education and training units	Provide priorities for climate adaptation skills, training needs, and workforce development.
Early childhood education units or representatives from the ministry responsible for early childhood development, care, and/or education	Provide priorities in relation to early childhood education.
Sub-national education authorities	Ensure that local risks, priorities, and challenges are reflected and included.
School management committees and/or school leaders	Represent schools and their communities, ensuring that NAP processes reflect the lived realities of children, teachers, and local communities.
Teachers' associations	Represent teachers' voices, classroom realities, capacity gaps, and increase ownership and buy-in.
Civil society, non-governmental organizations, and development partners	Can help to engage directly with children and youth, and can provide technical assistance, outreach, and additional resources



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