CLEAN HELPDESK

Climate, Environment and Nature

Monitoring Country Progress on Their Commitments to The Declaration on The Common Agenda for Education and Climate Change

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ABOUT THIS REPORT

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ABOUT CLEAN

The Climate, Environment, and Nature (CLEAN) Helpdesk is a tailored query helpdesk that offers support on climate, environment and nature mainstreaming as well as on Paris Alignment and nature proofing compliance. The CLEAN Helpdesk aims to support the United Kingdom government's delivery of meaningful contributions to build resilience to current and future climate impacts, halt and reverse global nature loss, and halve global emissions.

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Executive Summary

Building on the momentum of COP26 and COP27, 91 countries came together in 2023 at COP28 to endorse the Declaration on The Common Agenda for Education and Climate Change. The Declaration called on countries to leverage national climate policy and domestic and international finance to invest in climate-smart, climate-resilient education systems and to prepare learners to adapt, respond to and mitigate against climate change.

In endorsing the Declaration, Declaration countries (DCs, see Figure 1 and Annex 1, List of Declaration Countries) also committed to regularly monitoring progress on their actions to advance the Declaration's three commitment areas:

- to **adapt** by including education in national adaptation strategies with the aim of building climate-resilient education systems and equipping all learners with the capacity to respond to and be protected from adverse climate realities;
- to **mitigate** by including education in Nationally Determined Contributions (NDCs) with the aim of developing climate-smart education systems that empower learners to contribute to climate mitigation;
- to **invest** in climate-ready education systems by increasing domestic and international financing for education, using climate funds and partnerships to ensure that education systems and learners are prepared for climate challenges.

The purpose of this report is to provide DCs, climate and education advocates, stakeholders, and funders, with a baseline against which to measure country progress in future stocktaking exercises. Specifically, this report presents a baseline of DCs' pre-COP28 policy actions and of global financial institutions' investments toward climate and education. It also presents a snapshot of emerging trends from the post-COP28 Nationally Determined Contributions (NDC 3.0s) that DCs had submitted to the UNFCCC as of 5 December 2025.

Overall, this baseline finds that 74% of DCs' national climate policies include education in some way, with 53% positioning education as a climate adaptation or mitigation strategy – either specifically as a climate-relevant sector or generally as a set of activities supporting the adaptation and/or mitigation goals of other sectors – and 54% acknowledging the need for climate-smart and climate-resilient education systems. Moreover, the majority of DCs' climate policies recognise that children and youth are active contributors to climate action and innovation, with a growing number of NDCs recognising the role of girls and other climate-vulnerable populations of children in such action.

While this is a positive baseline for DCs, a critical gap in their national climate policies is the absence of education in the financing requirements that DCs call out as necessary to implement their climate strategies. This is an area in which every DC has the potential to strengthen its ambition and deepen its engagement.

Comparatively speaking, DCs' National Adaptation Plans perform better than their NDCs in relation to the ambitions set by the Declaration. Of the DCs that have submitted NDC 3.0s, the emerging picture is that DCs may be on the right track when it comes to the commitment areas of ‘Adapt’ and ‘Mitigate’. However, emerging trends in NDC 3.0s suggest that DCs need to make more progress when it comes to the commitment area of ‘Invest’. Fewer NDC 3.0s include education in their financing requirements than their predecessor strategies, making it difficult to ensure that DCs’ commitments to adapt and mitigate through education are followed through with sufficient financing for implementation.

To gain a better sense of how DCs may be influencing global finance flows to climate and education, this report also looks at *climate financing* from Multilateral Climate Funds (MCFs) and Multilateral Development Banks (MDBs) to the education sector and *education financing* from Multilateral Education Funds (MEFs) to education projects with climate-related objectives.

The key takeaway from this baseline analysis is that global financing to climate and education is alarmingly low. International climate finance by MCFs, MDBs, MEFs, DCs, and other private and multilateral entities to education in 2023 was just 2% of all climate-related development finance – or USD 2.95 billion of USD 145 billion committed in 2023. Of the climate finance dedicated to education, about 60% came from MCFs (USD 6.2 million) and MDBs (USD 1.76 billion) and about 36% (USD 1.06 billion) came from DCs classified as Annex 1 countries to the UNFCCC (namely, high-income countries).

In addition, this analysis found that in 2024, USD 225.2 million of education finance from two MEFs (Education Cannot Wait and the Global Partnership for Education) went to education projects with climate-related objectives, amounting to roughly 20% of all education finance committed by both funds that year. Interestingly, this is up from 2023, when roughly 14% of finance committed by both funds went to climate-related objectives.

The percentage of this climate financing to education activities that also targeted gender equality objectives varied considerably depending on the source. For instance, some MDBs (the Asian Development Bank and the Caribbean Development Bank in particular) reported that 100% of their climate finance for education also targeted gender equality as a principal or significant objective, while other MDBs (such as the African Development Bank and the Central American Bank for Economic Integration) reported that 0% of their educational climate finance also targeted gender equality.

As DCs continue to work to strengthen the integration of education into their national climate policies, this integration must be extended to ensure greater and sufficient financing and resources to support their implementation. Aligned with the key findings and insights from this baseline analysis, four recommendations are provided to guide DCs’ efforts ahead of the next Declaration stocktaking:

- Tap into the existing climate change architecture and emerging education networks for technical support.
- Identify ‘on-ramps’ in existing climate strategies to create cross-sectoral bridges to education.
- Leverage multilateral funds to increase investments in climate-ready education systems.
- Negotiate concrete targets for each Declaration commitment area.

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Acronyms

ADB	Asian Development Bank
AfDB	African Development Bank
AIIB	Asian Infrastructure Investment Bank
CABEI	Central American Bank for Economic Integration
CAF	Development Bank of Latin America
CarDB	Caribbean Development Bank
CEB	Council of Europe Development Bank
CLEAN	Climate, Environment, and Nature Helpdesk
CRDF	Climate-Related Development Finance
COP	Conference of the Parties
DAC	Development Assistance Committee
DC	Declaration Country
EBRD	European Bank of Reconstruction and Development
ECW	Education Cannot Wait
EIB	European Investment Bank
ESP	Education Sector Plan
GCF	Green Climate Fund
GEDSI	Gender equality, disability, and social inclusion
GPE	Global Partnership for Education
IDB	Inter-American Development Bank
IsDB	Islamic Development Bank
MCF	Multilateral Climate Fund
MECCE	Monitoring and Evaluating Climate Communications and Education
MEF	Multilateral Education Fund
MDB	Multilateral Development Bank
NAP	National Adaptation Plan
NDC	Nationally Determined Contribution
OECD	Organization for Economic Cooperation and Development
UNFCCC	United Nations Framework Convention on Climate Change
WB	World Bank

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1 Introduction

At the 28th Conference of the Parties to the United Nations Framework Convention on Climate Change (COP28) in Dubai, United Arab Emirates, in 2023, 41 founding partner countries came together to endorse **The Declaration on The Common Agenda for Education and Climate Change**. An additional 50 countries later adopted the Declaration as signatories. See Figure 1 and Annex, List of Declaration Countries, for a full list of Declaration countries (DCs), as of the time of writing.

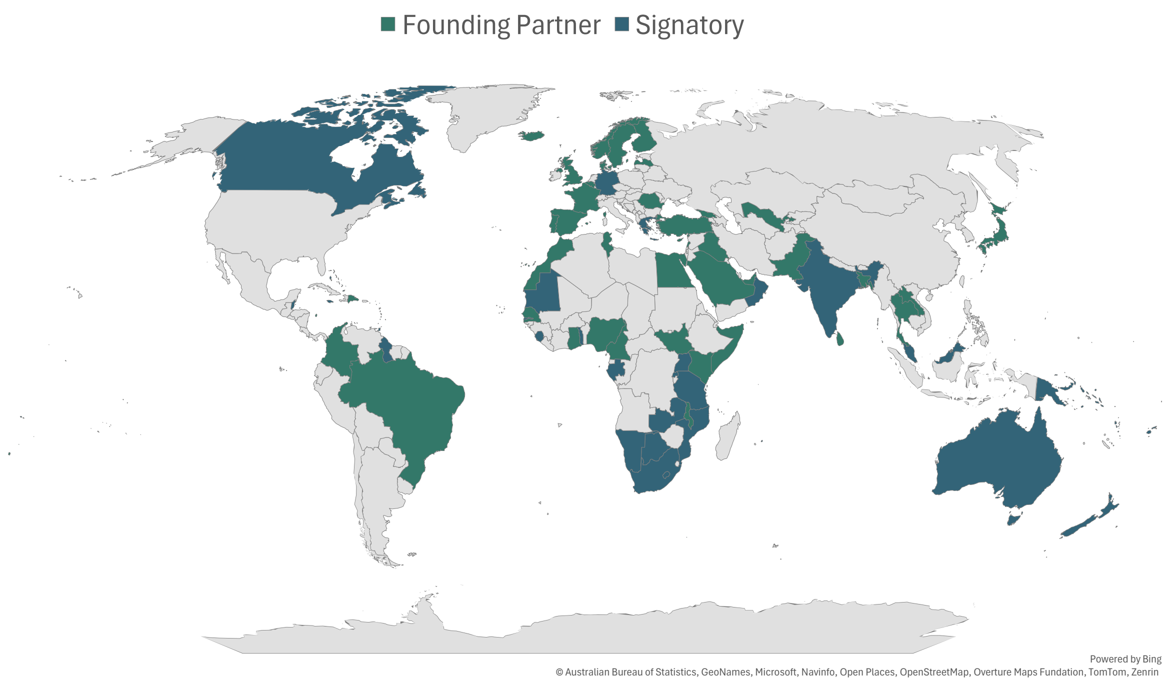


Figure 1. Declaration Countries

The Declaration builds on the momentum generated at COP26 and COP27 around the urgent need to comprehensively integrate education into global climate action. It recognises that the climate crisis disproportionately affects children, especially those from marginalised groups, and emphasises that education systems must adapt to ensure a resilient, equitable, and sustainable future.

Declaration countries (DCs) pledged to three key commitment areas:

- **Adapt** by including education in national adaptation strategies with the aim of building climate-resilient education systems and equipping all learners with the capacity to respond to and be protected from adverse climate realities.
- **Mitigate** by including education in Nationally Determined Contributions (NDCs) with the aim of developing climate-smart education systems that empower learners to contribute to climate mitigation.[1]
- **Invest** in climate-ready education systems by increasing domestic and international financing for education, utilising climate funds and partnerships to ensure education systems and learners are prepared for climate challenges.

DCs also committed to stocktaking progress at future COPs to strengthen accountability and encourage further endorsements.

1.1 Stocktaking Progress

To facilitate stocktaking, FCDO commissioned a monitoring framework and methodology to help DCs specifically and education stakeholders broadly both to track country progress on their Declaration commitments, and to identify strategic and concrete opportunities to support DCs to fulfil their Declaration commitments and take stronger actions as they develop their National Adaptation Plans (NAPs) and their third Nationally Determined Contributions (NDCs).

Specifically, this stocktaking focuses on how countries' climate policies and strategies, including their NAPs and NDCs, are addressing education in the context of climate adaptation and climate mitigation. The stocktaking also monitors international and domestic climate and education financing to track progress on both global and national investments in climate-smart and climate-resilient education systems.

Ideally, this stocktaking process would be integrated into UNFCCC global stocktaking processes and completed at regular intervals. The regularity of this monitoring exercise is key to providing stakeholders, negotiators, and focal points with the timely feedback needed to inform more ambitious policies, strategies, and planning on education and climate change.

1.2 The Declaration Monitoring Framework

The Declaration Monitoring Framework (see Figure 2) includes a set of eight indicators (four for the 'Adapt' and 'Mitigate' pillars and four for the 'Invest' pillar) and 59 metrics and sub-metrics that were derived from the text of the Declaration's commitment areas. The metrics also align with the actions in the Rapid Checklist to assess the inclusion of education in Nationally Determined Contributions (NDCs), as outlined in the **Education for Climate Action: Integrating Education into NDCs Guidance Document** (Cooke, 2025). This helps to ensure that as countries strengthen their attention to education in NDCs, they also advance their commitment to the Declaration.

1 It is critical to realise that learners in countries with very little historical or contemporary emissions responsibility should not be expected to bear the burden of emissions-reducing activities. However, and importantly, climate mitigation also includes activities that promote natural carbon sinks that naturally absorb and store atmospheric carbon emissions and other greenhouse gases; for example, through the promotion and protection of healthy forests and mangroves, oceans, soils/peatlands, seagrass meadows, etc. As such, all learners can and should be empowered to engage in climate mitigation, albeit in ways that are relevant to their contexts and responsive to their country's and community's historical and contemporary emissions responsibility.

Adapt

1. Climate policies recognise the need for climate-smart and climate-resilient education systems
2. Climate policies (i.e., NAPs) include education
3. Climate policies position education as a climate (adaptation) strategy
4. Climate policies position learners as agents of change

Mitigate

1. Climate policies recognise the need for climate-smart and climate-resilient education systems
2. Climate policies (i.e., NDCs) include education
3. Climate policies position education as a climate (mitigation) strategy
4. Climate policies position learners as agents of change

Invest

5. Education is integrated into climate finance
6. Cross-sectoral collaboration mechanisms exist in support of global finance for education
7. National education resources are allocated toward climate-related activities
8. Investments to global education funds and partnerships support climate-smart and climate-resilient education systems

Figure 2. Indicators of the Declaration Monitoring Framework

1.3 About This Report

This report provides a baseline of DCs' national climate strategies prior to 2023 and their inclusion of education, as well as a baseline of global financing mechanisms and their investments in climate-smart and climate-resilient education systems in 2023. The report also highlights emerging trends from DCs' NDCs submitted to the UNFCCC after 2023, including those updated and/or new NDCs submitted as part of the third round of ratcheting ambition under the Paris Agreement (i.e., NDC 3.0s), as of 5 December 2025.[2]

Section 2 of this report provides an overview of the indicators, metrics, and sub-metrics of the Declaration Monitoring Framework used to analyse DCs' baselines and to measure their progress. A more detailed description of the methodology can be found in Annex 2, Methodology, including lists of the data sources used for the analysis, approaches to data analysis, and calculation methods for scoring.

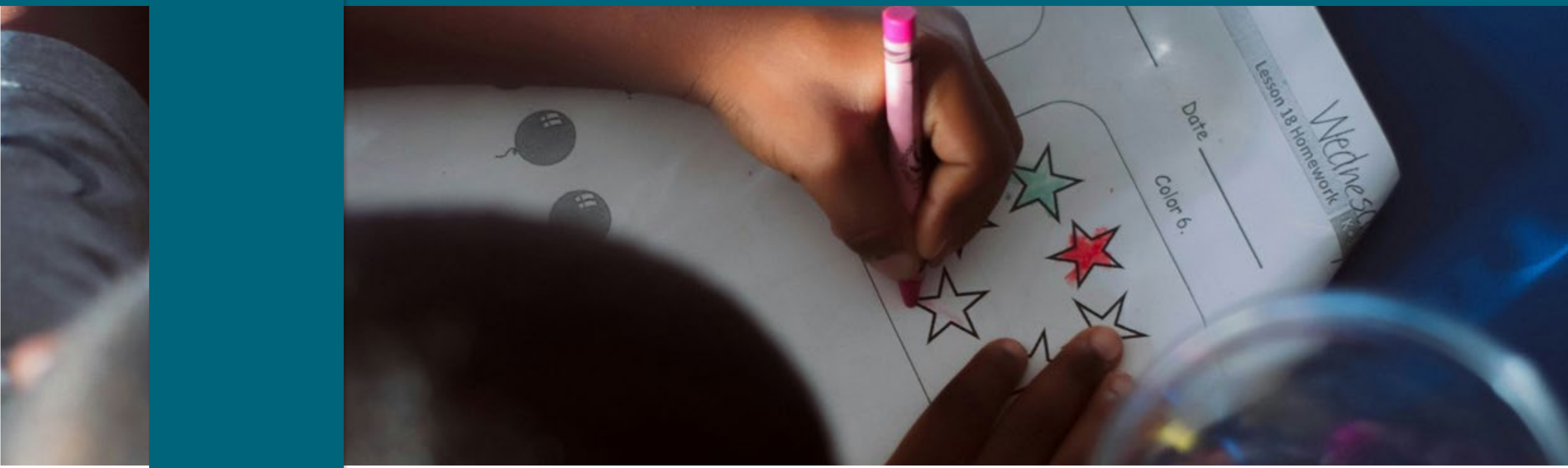
Section 3 synthesises key insights from the baseline analysis of DCs' pre-Declaration performance on each commitment area and highlights emerging trends and insights from those DCs that had submitted their NDC 3.0s at the time of this analysis.

Section 4 offers recommendations and guidance for DCs on how they can strengthen their actions and better fulfil their commitments to the Declaration, including concrete opportunities and supports available to them now.

This report and the underlying Declaration Monitoring Framework were developed through the Climate, Environment and Nature (CLEAN) Helpdesk, an on-demand, free technical assistance facility funded by the UK's Foreign, Commonwealth & Development Office (FCDO) supporting UK officials with technical assistance related to climate, environment and nature issues. In line with the CLEAN Helpdesk requirement that all deliverables be 'gender equality, disability and social inclusion (GEDSI)-sensitive',[3] this paper includes some analysis related to GEDSI-responsive indicators developed especially for the Declaration Monitoring Framework.

2 While the hope is that DCs' NDC 3.0s would be informed by their countries' commitment to The Declaration on The Common Agenda for Education and Climate Change, causal attribution should be avoided.

3 The CLEAN Helpdesk defines 'GEDSI-sensitive' as interventions/deliverables that include the assessment of and action to meet the practical needs and vulnerabilities of marginalised groups, using an inclusive approach to ensure that everyone's voice is heard.



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2 Methodology: Overview

To evaluate DCs' progress as well as international and domestic investments in climate and education, the Declaration Monitoring Framework tracks each commitment area, or pillar, through a series of metrics and sub-metrics. The following sub-sections introduce each of these pillars and offer a brief synopsis of how the framework was applied to evaluate the climate policies, education policies, and financial institutions included in the baseline analysis (pre-COP28) and emerging trends analysis (post-COP28). Annex 2, Methodology, provides a fuller description of the methodology employed.

2.1 The Adapt Pillar

Box 1. Commitment Area 1: Adapt

1.1. We pledge to identify vulnerabilities and implement national education strategies to address climate risk, adopt adaptation measures and build more resilient education systems. We will evidence our commitment by including education in our national adaptation strategies.

1.2. We pledge to emphasize the role of education in supporting all learners to develop adequate knowledge, skills, values and attitudes to adapt to new climate realities and develop innovative solutions for a sustainable future.

The Declaration Monitoring Framework includes seven metrics and 15 sub-metrics to monitor four indicators of country progress on their commitment to adapt their education systems to the impacts of climate change (see Table 1).

Table 1. Adapt Indicators, Metrics, and Sub-Metrics

Indicator	Metrics and Sub-Metrics
1. Climate policies recognise the need for climate-smart and climate-resilient education systems	1.A. The climate policy* acknowledges the education sector must adapt to climate change 1.A.i. **The climate policy positions the education sector as a climate-vulnerable sector** 1.A.i.a. The climate policy recognises the impact of climate change on education 1.A.ii. **The climate policy includes an activity addressing the adaptation gaps of the education sector** 1.A.ii.a. The activity references system strengthening of the education sector 1.A.ii.b. The activity references school safety 1.A.ii.c. The activity references resilient and/or climate-smart infrastructure 1.A.iii. **The climate policy recognises that the education needs of especially climate-vulnerable populations must be addressed**
2. National Adaptation Plan (NAP) includes education	2.A. The NAP includes a clear entry point for the education sector to support the delivery of the national adaptation goals. 2.A.i. **The NAP identifies education as a standalone, prioritised sector** 2.B. The Ministry of Education is recognised as a stakeholder involved in the delivery of the NAP 2.B.i. **The Ministry of Education has an explicit role in the delivery and monitoring of the NAP** 2.C. The NAP includes education in the monitoring framework 2.C.i. **The NAP includes dedicated indicators on education** 2.C.ii. **The NAP includes time-bound targets for the education sector**
3. Climate policies position education as a climate adaptation strategy	3.A. The climate policy positions education as a sector that can address the country's adaptation goals 3.A.i. **The climate policy includes an education activity contributing to adaptation** 3.A.i.a. The activity is child-focused 3.A.i.b. The activity includes training and skills development 3.B. The climate policy positions education as relevant to other areas/sectors' adaptation activities
4. Climate policies position learners as agents of change	4.A. The climate policy recognises the role of children and young people in actively engaging in climate adaptation 4.A.i. **The climate policy recognises the role of young women and girls in actively engaging in climate adaptation**

** Unless otherwise specified, both the country's NAP (if available) and NDC were analysed for the Adapt indicators. Only the NAPs of DCs classified as non-Annex 1 countries to the UNFCCC were included in the analysis.*

Twenty-eight NAPs, 78 pre-COP28 NDCs representing 90 DCs, and 40 post-COP28 NDCs were analysed for their attention to education as a climate adaptation strategy. The NAPs in this analysis are from non-Annex 1 (developing) countries to the UNFCCC. Data for the analysis of NAPs was provided by Save the Children and the NAP Global Network (Merryweather and Pham, 2025) (see Annex 1, List of Declaration Countries, including both Annex 1 and non-Annex 1 countries to the UNFCCC).

2.2 The Mitigate Pillar

Box 2. Commitment Area 2: Mitigate
2.1. We pledge to develop comprehensive education sector strategies to build climate-smart and resilient education systems that prepare all learners to actively engage in climate mitigation. We will evidence our commitment by encouraging the inclusion of education in our Nationally Determined Contributions (NDCs). 2.2. We pledge to leverage the role of education to achieve net zero emissions in the education sector.

There are seven metrics and eight sub-metrics to monitor four indicators of country progress on their commitment to mitigate against further climate change (see Table 2). The four indicators are the same indicators as in the 'Adapt' pillar, albeit directed specifically at NDCs, and tailored to suit mitigation activities.

Table 2. Mitigate Indicators, Metrics, and Sub-Metrics

Indicator	Metrics and Sub-Metrics
1. Climate policies recognise the need for climate-smart and climate-resilient education systems	1.B. The climate policy* commits to monitoring emissions for the education sector**
2. Nationally Determined Contribution (NDC) includes education	2.A. The NDC includes a clear entry point for the education sector to support the delivery of the NDC 2.A.i. **The NDC identifies education as a standalone, prioritised sector** 2.B. The Ministry of Education is recognised as a stakeholder involved in the delivery of the NDC 2.B.i. **The Ministry of Education has an explicit role in the delivery and monitoring of the NDC** 2.C. The NDC includes education in the monitoring framework 2.C.i. **The NDC includes dedicated indicators on education** 2.C.ii. **The NDC includes time-bound targets for the education sector**
3. Climate policies position education as a climate mitigation strategy	3.C. The climate policy positions education as a sector that can address the country's mitigation goals 3.C.i. **The climate policy includes an education activity contributing to mitigation** 3.C.i.a. The activity is child-focused 3.C.i.b. The activity includes training and skills development 3.D. The climate policy positions education as relevant to other areas/sectors' mitigation activities
4. Climate policies position learners as agents of change	4.A. The climate policy recognises the role of children and young people in actively engaging in climate mitigation 4.A.i. **The climate policy recognises the role of young women and girls in actively engaging in climate mitigation**

** Only the country's NDC was analysed for the Mitigate indicators*
*** This metric is not held against Declaration countries classified as non-Annex 1 countries to the UNFCCC*

Of the 91 DCs, 78 pre-COP28 NDCs (NDC 2.0s) of 90 DCs were analysed for their attention to education as a climate mitigation strategy. Lesotho did not submit an NDC prior to 2023 and is therefore excluded from the baseline. In addition, 13 of the DCs are members of the European Union and are represented by the NDC submitted by Spain and the European Commission. Forty post-COP28 NDCs (NDC 3.0s) submitted before 5 December 2025 were included in the emerging trends analysis.

It is important to note that not all countries bear the same responsibility when it comes to monitoring and reducing greenhouse emissions. When reporting on how DCs are meeting their mitigation commitments, emissions-related metrics such as 1.B. ('The climate policy commits to monitoring emissions for the education sector') are not held against non-Annex 1 (developing) countries. The other mitigation-related metrics (such as 3.C. and 4.A.) encompass broader mitigation activities, including the promotion of natural carbon sinks (e.g., forests, peatlands, seagrass meadows, oceans, etc.). All parties to the Paris Agreement share responsibility for these, and thus all DCs in the Monitoring Framework are held to the same standard in this regard.

In addition, under the 'Mitigate' commitment area, DCs are also pledging to develop climate-responsive education sector strategies. However, because this Declaration stocktake is intended to align with UNFCCC processes, the Monitoring Framework does not include indicators or metrics to monitor DCs' Education Sector Plans (ESPs) and their attention to climate mitigation (or adaptation) activities.[4] Rather, this stocktake focuses on monitoring climate policies like NDCs – although ESPs are included in the monitoring of an 'Invest' indicator to capture domestic resource allocation toward climate-related activities (see below). Other monitoring groups, such as the **Monitoring and Evaluating Climate Communications and Education** (MECCE) Project, are actively monitoring progress of national education sector policies for their attention to climate change (MECCE, 2025).

2.3 The Invest Pillar

Box 3. Commitment Area 3: Invest
3.1. We pledge strong cross-sectoral collaboration in support of increased global finance for education including through climate funds and institutions, to support education recovery and promote climate adaptation and mitigation measures in and through education systems.
3.2. We pledge to encourage both domestic and international education financing that helps address existing gaps and creates systems and learners that are climate-ready, including through investing in global education funds, partnerships, and innovative financing mechanisms.

The Monitoring Framework includes seven metrics and 15 sub-metrics to measure four indicators of progress on global financing for education and climate change (see Table 3).

4 There are other monitoring frameworks, advocacy groups, and global initiatives tracking the progress of and strengthening the education sector policy inclusion of climate change, such as the Monitoring and Evaluating Climate Communication and Education (MECCE) Project and the Climate Smart Education Systems Initiative (CSESI).

Table 3. Invest Indicators, Metrics, and Sub-Metrics

Indicator	Metrics and Sub-Metrics
5. Education is integrated into climate finance	5.A. The climate policy includes education in the resources/funding requirements section 5.B. The percentage of MCF financing committed to education 5.B.i. **The amount of approved climate finance to education** 5.B.i.a. The amount of approved climate finance to education with adaptation-related objectives 5.B.i.b. The amount of approved climate finance to education with mitigation-related objectives 5.B.ii. **The percentage of the investment that promotes gender equality[5] objectives** 5.C. The percentage of MDB climate-related financing committed to education 5.C.i. **The amount of approved climate finance to education** 5.C.i.a. The amount of approved climate finance to education with adaptation-related objectives 5.C.i.b. The amount of approved climate finance to education with mitigation-related objectives 5.C.ii. **The investment also promotes gender equality objectives**
6. Cross-sectoral collaboration mechanisms exist in support of global climate finance for education	6.A. Education is included in country platforms for climate action
7. National education resources are allocated toward climate-related activities	7.A. ESP includes climate-related investments or activities 7.A.i. **The reference addresses the adaptation gaps of the national education system** 7.A.ii. **The reference contributes to reducing emissions* across the national education system or of the country** 7.A.iii. **The reference targets the development of climate-ready learners** 7.A.iii.a. The reference directs resources to very young children, girls or young women, children with disabilities, and/or displaced children 7.A.iv. **The reference targets climate-focused teacher training**
8. Investments to global education funds and partnerships support climate-smart and climate-resilient education systems	8.A. The percentage of MEF financing committed to climate-related objectives 8.A.i. **The amount of approved education finance with explicit climate objectives** 8.B. The country has made a financial contribution to an MEF or education partnership with a climate focus 8.B.i. **The amount contributed to the MEF or education partnership that supports climate-readiness**

** This metric is not held against Declaration countries classified as non-Annex 1 countries to the UNFCCC*

Tracking domestic spending on climate-ready education systems would require a resource-intensive analysis of education sector budgets for climate-related activities that may not be easily identified. As such, several different data sources were included in the analysis (see Table 4).

5 This sub-metric focuses specifically on gender equality rather than broader dimensions of GEDSI owing to the limitations of the OECD CRDF database. Climate-related development finance has been tagged based on both the Rio Markers and the Gender Equality Markers, making it impossible to identify whether climate finance is also being targeted at other identifiers of vulnerability and marginalisation, Nonetheless, it is important to identify ways to take a more intersectional approach to this sub-metric in the future to ensure that climate finance considers all forms of exclusion and marginalisation.

Table 4. Data Sources for Tracking Progress on the Invest Pillar

Indicator	Data Source
Indicator 5.A.	NAPs NDCs GCF Country Programme documents
Indicators 5.B. and 5.C.	OECD CRDF dataset
Indicator 6.A.	Country Climate and Development Platform documents
Indicator 7	ESPs
Indicators 8.A. and 8.B.	OECD CRDF dataset MEF climate finance reports

While data sources such as the OECD CRDF dataset provide actual investment numbers, other data sources like DCs' Green Climate Fund (GCF[6]) Country Programme documents, Country Climate and Development Platform documents, and Education Sector Plans (ESPs) provide proxies for ascertaining whether national climate finance strategies are considering the financing needs of the education sector (Indicators 5.A. and 6.A.) and whether a country is actively investing in climate-related education activities (Indicator 7).

Box 4. Raising the Ambition on GEDSI in the Declaration

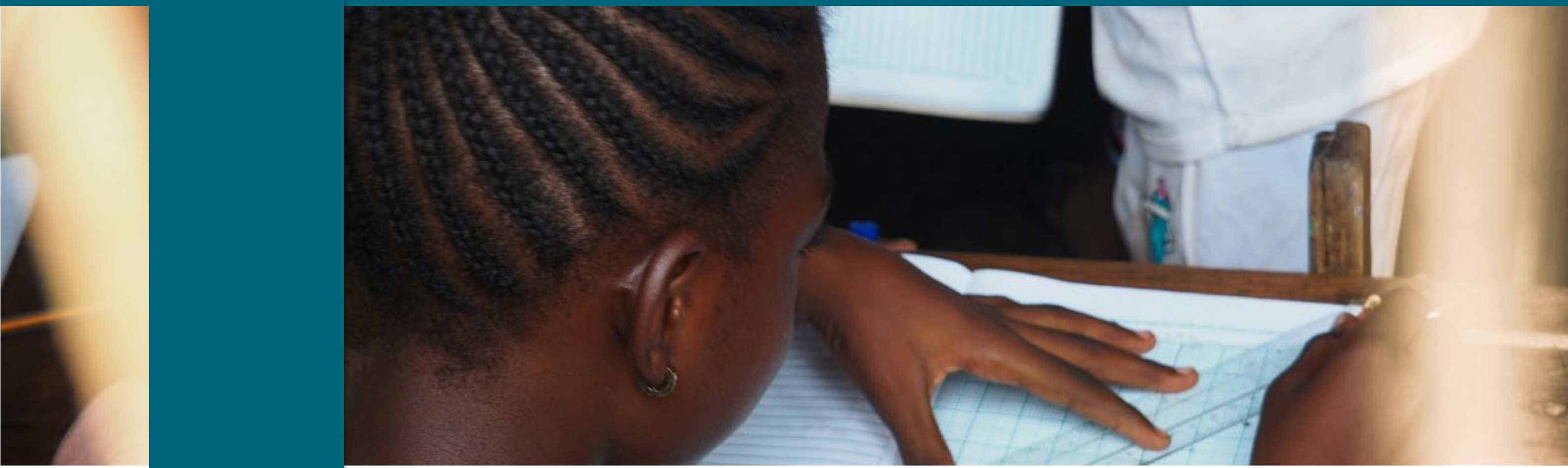
Although the preamble of The Declaration on the Common Agenda for Education and Climate Change recognises the disproportionate impact of climate change on girls and marginalised groups, the Declaration's commitment language is what advocates would describe as 'gender-unaware' (or 'gender-blind') and 'social inclusion-unaware'. That is, it treats learners and education stakeholders as if they experience climate vulnerability and climate impacts in the same way, without recognising how gender, disability, poverty, displacement, and other social factors shape who is most at risk and who is least able to benefit from climate-smart and climate-resilient education investments.

In practice, this kind of neutrality can unintentionally reinforce existing inequalities because it does not ask whose needs are being left out of education recovery after climate-related disasters, whose knowledge and experience are missing in climate change education or climate mitigation and adaptation solutions, or whose climate risks are invisible in data and monitoring.

The Declaration Monitoring Framework therefore includes GEDSI-specific metrics and sub-metrics to raise the ambition of the Declaration and to ensure these issues are systematically tracked when monitoring DCs' progress. By explicitly building these metrics into the Framework, DCs are encouraged to be more intentional about reaching the most marginalised learners and to connect national actions under this Declaration to other gender- and climate-related commitments they have already endorsed.

This note is to ensure that future efforts to take stock of DCs' progress on their commitments to adapt, mitigate and invest include measurements of gender and social inclusion. Such attention may minimise the reproduction of gender- and inclusion-unaware practices in a field where climate change is already hitting the most vulnerable learners hardest – those whose exclusion is shaped by gender, poverty, disability, displacement, and other intersecting forms of disadvantage.

6 The GCF is the world's largest dedicated climate fund.



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3 Key Findings and Emerging Insights

Nearly three years after the signing of the Declaration on the Common Agenda for Education and Climate Change, DCs are increasingly recognising the role of education as a climate strategy, although global financing for climate-smart and climate-resilient education systems is still alarmingly low.[7] Encouraging trends point to a positive shift, even as financing continues to lag behind.

3.1 Overall Findings and Insights

3.1.1 How are Declaration countries doing on their commitment to mitigate, adapt, and invest?

The climate policies of the majority of DCs (74%) include education to some degree (Indicator 2). This is defined as climate policies that state a clear entry point for the education sector to support the delivery of the climate strategy, the recognition that the Ministry of Education is a stakeholder in delivering the climate strategy, and/or the inclusion of education indicators in the policy's monitoring framework.

The climate policies of the majority of DCs (Indicator 3, 53%) position education as a climate adaptation and/or mitigation strategy and acknowledge the need to build or strengthen climate-smart and climate-resilient education systems (Indicator 1, 54%). This includes recognising that the education sector is a climate-vulnerable sector in need of climate adaptation, positioning the education sector as a specific roleplayer in addressing the country's climate adaptation and mitigation goals, and/or recognising that education generally contributes to the adaptation and mitigation goals of other sectors, like agriculture and transportation.

In addition, 64% of DCs' climate policies position learners as agents of change, with young people referred to not only as victims of climate change impacts or beneficiaries of capacity building and training interventions, but as important roleplayers in driving climate adaptation and/or mitigation actions and innovations (Indicator 4).

7 Findings from the pre-COP28 NDCs are consistent with previous analyses of NDC 1.0s and NDC 2.0s for their inclusion of and attention to education, their child-sensitiveness, and gender (Kwauk, Cooke, Hara & Pegram, 2019; Kwauk, 2022; Pegram & Colon, 2020; UNDP, 2023). Findings from the Invest analysis are consistent with previous analyses of pre-2023 MCF investments in education (CERI, 2023).

While the above indicators suggest that DCs' climate policies are doing relatively well with their inclusion of education, their commitments drop precipitously with the 'Invest' pillar – an action area central to the Declaration's ambition. Only about 14% of DCs' climate policies include education to some degree in the policy's financing requirements to implement the countries' climate adaptation and mitigation commitments (Indicator 5.A.).

Table 5 summarises the composite scores of DCs' climate policies used to monitor country progress on Indicators 1 through 5.A (for a description of the approach to calculating scores, see Annex 2, Scoring Approach). More detailed discussions of DCs' NAPs and NDCs are presented separately in the following sections.

Table 5. Composite Scores of Declaration Countries' NAPs and NDCs on Indicators 1, 2, 3, 4, and 5.A. of the Declaration Monitoring Framework

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5.A.
Declaration Country	**Climate policies recognise the need for climate-smart and climate-resilient education systems**	**Climate policies include education**	**Climate policies position education as a climate strategy**	**Climate policies position learners as agents of change**	**Climate policies include education in the funding requirements**
Andorra	0.33	0.67	1.00	1.00	0.00
Antigua and Barbuda	0.83	0.50	1.00	1.00	0.00
Australia*	0.00	0.00	0.00	0.00	0.00
Bahamas	0.67	0.67	1.00	1.00	0.00
Bangladesh	0.50	0.17	0.25	0.50	0.50
Barbados	0.33	0.00	0.00	0.00	0.00
Belgium*	0.00	0.33	0.00	1.00	0.00
Belize	0.00	0.00	0.00	0.00	0.00
Botswana	0.00	0.00	0.00	0.00	0.00
Brazil	0.50	0.17	0.25	0.00	0.00
Brunei Darussalam	0.00	0.33	1.00	1.00	0.00
Cameroon	0.25	0.67	0.25	0.50	0.50
Canada*	0.17	0.00	0.00	1.00	0.00
Colombia	0.25	0.17	0.25	0.50	0.00
Cyprus*	0.00	0.33	0.00	1.00	0.00
Denmark*	0.00	0.33	0.00	1.00	0.00

Declaration Country	Indicator 1 Climate policies recognise the need for climate-smart and climate-resilient education systems	Indicator 2 Climate policies include education	Indicator 3 Climate policies position education as a climate strategy	Indicator 4 Climate policies position learners as agents of change	Indicator 5.A. Climate policies include education in the funding requirements
Dominica	1.00	0.67	0.50	1.00	0.00
Dominican Republic	0.33	0.33	1.00	1.00	0.00
Egypt	0.33	0.33	0.50	1.00	0.00
Eswatini	0.67	0.33	0.00	1.00	0.00
Fiji	0.58	0.33	0.25	0.50	0.00
Finland*	0.00	0.33	0.00	1.00	0.00
France*	0.00	0.33	0.00	1.00	0.00
Gabon	0.00	0.00	0.00	0.00	0.00
Gambia	0.67	0.33	0.50	1.00	0.00
Georgia	0.00	0.33	0.00	1.00	0.00
Germany*	0.00	0.33	0.00	1.00	0.00
Ghana	0.33	0.00	0.00	1.00	0.00
Greece*	0.00	0.33	0.00	1.00	0.00
Grenada	0.25	0.67	1.00	1.00	0.50
Guyana	0.33	0.00	0.00	0.00	0.00
Iceland*	0.00	0.00	0.00	0.00	0.00
India	0.00	0.00	0.00	0.00	0.00
Iraq	0.00	0.33	1.00	0.00	0.00
Jamaica	0.00	0.33	0.00	0.00	0.00
Japan	0.00	0.00	0.00	0.00	0.00
Kenya	0.58	0.50	0.25	1.00	0.50
Kiribati	0.50	0.67	1.00	0.50	0.00
Lao DPR	0.50	0.83	1.00	0.50	0.00
Latvia*	0.00	0.33	0.00	1.00	0.00
Lebanon	0.00	0.00	0.00	0.00	0.00

Declaration Country	Indicator 1 Climate policies recognise the need for climate-smart and climate-resilient education systems	Indicator 2 Climate policies include education	Indicator 3 Climate policies position education as a climate strategy	Indicator 4 Climate policies position learners as agents of change	Indicator 5.A. Climate policies include education in the funding requirements
Lesotho					
Malawi	0.00	0.67	1.00	0.00	0.00
Malaysia	0.00	0.00	0.00	0.00	0.00
Maldives	0.00	0.33	0.00	0.00	0.00
Malta*	0.00	0.33	0.00	1.00	0.00
Mauritania	0.00	0.33	1.00	1.00	1.00
Mauritius	0.00	0.33	0.00	1.00	0.00
Morocco	0.25	0.00	0.25	0.00	0.00
Mozambique	0.42	0.50	0.50	0.50	0.50
Namibia	0.00	0.67	0.50	0.00	0.00
Nauru	0.33	0.33	1.00	1.00	0.00
New Zealand*	0.00	0.00	0.00	0.00	0.00
Nigeria	0.33	0.33	0.00	1.00	0.00
Norway*	0.00	0.00	0.00	0.00	0.00
Oman	0.00	0.33	0.50	1.00	0.00
Pakistan	0.25	0.83	0.50	1.00	0.00
Papua New Guinea	0.25	0.67	0.25	0.50	0.00
Portugal*	0.00	0.33	0.00	1.00	0.00
Romania*	0.00	0.33	0.00	1.00	0.00
Rwanda	0.67	1.00	0.50	0.00	1.00
Samoa	0.00	0.00	0.00	0.00	0.00
Saudi Arabia	0.33	0.33	0.00	0.00	0.00
Senegal	0.00	0.00	0.00	0.00	0.00
Seychelles	0.67	0.33	1.00	1.00	0.00

Declaration Country	Indicator 1 Climate policies recognise the need for climate-smart and climate-resilient education systems	Indicator 2 Climate policies include education	Indicator 3 Climate policies position education as a climate strategy	Indicator 4 Climate policies position learners as agents of change	Indicator 5.A. Climate policies include education in the funding requirements
Sierra Leone	0.25	0.50	1.00	1.00	0.00
Singapore	0.00	0.00	0.00	1.00	0.00
Solomon Islands	0.33	0.00	1.00	0.00	1.00
Somalia	0.50	0.33	0.00	0.50	0.00
South Africa	0.25	0.67	0.25	0.00	0.00
South Sudan	0.42	0.67	0.50	0.50	0.00
Spain*	0.00	0.33	0.00	1.00	0.00
Sri Lanka	0.25	0.83	0.50	0.00	1.00
St Kitts and Nevis	0.00	0.00	1.00	1.00	0.00
St Lucia	0.83	0.67	1.00	0.50	0.00
St Vincent and the Grenadines	0.25	0.67	0.50	0.50	0.50
Sweden*	0.00	0.33	0.00	1.00	0.00
Tanzania	0.00	0.00	0.00	0.00	0.00
Thailand	0.25	0.50	0.25	0.00	0.00
Togo	0.58	0.50	1.00	0.00	0.00
Tonga	0.50	0.50	0.25	0.50	0.50
Trinidad and Tobago	0.25	0.00	0.25	0.00	0.50
Tunisia	0.33	0.33	0.50	1.00	0.00
Türkiye*	0.00	0.33	0.00	1.00	0.00
Tuvalu	0.50	0.33	0.00	0.50	0.00
Uganda	0.67	0.67	0.50	0.00	0.00
United Arab Emirates	0.00	0.33	0.50	1.00	0.00

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5.A.
Declaration Country	**Climate policies recognise the need for climate-smart and climate-resilient education systems**	**Climate policies include education**	**Climate policies position education as a climate strategy**	**Climate policies position learners as agents of change**	**Climate policies include education in the funding requirements**
United Kingdom*	0.17	0.67	0.50	1.00	0.00
Uzbekistan	0.33	0.33	1.00	1.00	0.00
Vanuatu	0.67	1.00	1.00	1.00	1.00
Zambia	0.50	0.33	0.75	0.50	0.00

Source: Author calculation

Colour scale

0.00 0.25 0.50 0.75 1.00

3.2 Climate Policy-Specific Findings and Insights

3.2.1 How are Declaration countries' NAPs positioning education?

Notably, the NAPs of DCs classified as non-Annex 1 (developing) countries to the UNFCCC mention education more explicitly than DCs' NDCs. All 28 (100%) non-Annex 1 DCs with NAPs acknowledge that their country's education sector is vulnerable to the impacts of climate change and/or include a commitment, action, or activity that addresses the adaptation gaps of their education sector (Indicator 1.A.). Sixteen (57%) NAPs reference school safety issues and 21 (75%) reference climate-resilient education infrastructure. All but one of the 28 NAPs position education as a climate adaptation strategy (Indicator 3) – either on its own or with reference to its contributions to other sectors' adaptation goals.

Unlike NDCs, discussed later, DCs' NAPs do go further than simply referencing education in the context of technical training to climate-impacted professionals or awareness-raising among those who earn a livelihood in climate-impacted sectors. They also consider education for adaptation in ways that protect children and youth, build their knowledge, skills, capacities, and leadership, and prepare them to respond to the impacts of climate change from an early age. The majority (82%) of DCs' NAPs include such references to education in the context of children and youth.[8] In addition, the majority (64%) of NAPs position learners as active participants in and innovators of climate adaptation (Indicator 4).[9]

While the majority (79%) of DCs' NAPs include a clear entry point for the education sector to support the delivery of the NAP (and recognise that the Ministry of Education is an important

8 While the NAP Global Network data does include metrics on gender and social inclusion, the data was not collected in the context of references to education and therefore was not included in this Declaration analysis. Future stocktaking should seek to integrate this data collection for the NAP analysis.

9 Again, GEDSI-related data was not collected for NAPs in the context of references to education and is therefore not reported here. Future analysis of NAPs for the purposes of monitoring progress on the Declaration should consider ways to collect this data.

stakeholder in doing so), only 10 DCs' NAPs (36%) name the education sector as a priority adaptation sector and only 10 (36%) include education-related indicators to monitor progress on the country's investment in and implementation of education-related adaptation commitments. This oversight ultimately pulls down the scores of DCs' NAPs on Indicator 2.

As mentioned earlier, where DCs' NAPs falter is with Indicator 5.A., which assesses whether the funding requirements of education activities and commitments are included in the climate policy. Only nine NAPs (32%) include estimates of the costs for education-related adaptation actions.

Table 6 provides a summary of the overall scores of DCs' NAPs used to monitor country progress on 'Adapt' Indicators 1 through 5.A. See Annex 2, Scoring Approach, for more details on how scores were calculated.

Table 6. Overall Scores of Declaration Countries' NAPs on Adapt Indicators 1, 2, 3, 4, and 5.A. of the Declaration Monitoring Framework

	Adapt Indicator 1	Adapt Indicator 2	Adapt Indicator 3	Adapt Indicator 4	Adapt Indicator 5.A.
Declaration Country	**The NAP acknowledges the education sector must adapt to climate change**	**The NAP includes education**	**The NAP positions education as a climate adaptation strategy**	**The NAP positions learners as agents of change**	**The NAP includes education in its funding requirements**
Antigua and Barbuda	1.00	0.00	1.00	1.00	0.00
Bangladesh	1.00	0.33	1.00	1.00	1.00
Brazil	1.00	0.00	0.50	0.00	0.00
Cameroon	0.50	1.00	1.00	1.00	1.00
Colombia	0.50	0.00	1.00	0.00	0.00
Fiji	0.50	0.67	1.00	1.00	0.00
Grenada	0.50	1.00	1.00	1.00	1.00
Kenya	0.50	0.67	1.00	1.00	1.00
Kiribati	1.00	1.00	1.00	1.00	0.00
Lao DPR	1.00	1.00	1.00	1.00	0.00
Lesotho	0.50	0.67	0.50	1.00	0.00
Morocco	0.50	0.00	1.00	0.00	0.00
Mozambique	0.50	0.67	1.00	1.00	1.00
Pakistan	0.50	0.67	1.00	1.00	0.00
Papua New Guinea	0.50	1.00	1.00	0.00	0.00
Sierra Leone	0.50	1.00	1.00	1.00	0.00

Declaration Country	Adapt Indicator 1 The NAP acknowledges the education sector must adapt to climate change	Adapt Indicator 2 The NAP includes education	Adapt Indicator 3 The NAP positions education as a climate adaptation strategy	Adapt Indicator 4 The NAP positions learners as agents of change	Adapt Indicator 5.A. The NAP includes education in its funding requirements
Somalia	1.00	0.67	1.00	1.00	0.00
South Africa	0.50	1.00	1.00	0.00	0.00
South Sudan	0.50	0.67	1.00	1.00	0.00
Sri Lanka	0.50	1.00	0.50	0.00	1.00
St Lucia	1.00	0.67	1.00	0.00	0.00
St Vincent and the Grenadines	0.50	1.00	1.00	1.00	1.00
Thailand	0.50	0.67	1.00	0.00	0.00
Togo	0.50	0.67	1.00	0.00	0.00
Tonga	1.00	1.00	1.00	1.00	1.00
Trinidad and Tobago	0.50	0.00	1.00	0.00	1.00
Uganda	1.00	0.67	0.50	1.00	0.00
Zambia	1.00	0.67	0.00	1.00	0.00

Source: Author calculation

Colour scale

0.00 0.25 0.50 0.75 1.00

3.2.2 How are Declaration countries' NDCs positioning education?

While Declaration countries' NDC 2.0s leave much room for improvement, overall their NDC 3.0s appear to be heading in the right direction.

Prior to the signing of the Declaration in 2023, only five (6%) DCs' NDCs would have achieved a 'passing' score (an index score above 0.60) on their commitments to the three action areas of the Declaration (see Figure 3; and Annex 2, Scoring Approach, for more details on how index scores were calculated). These countries are Antigua and Barbuda, Rwanda, Seychelles, St. Lucia, and Vanuatu. While the majority (79%) of DCs' NDCs included education to some degree, they did not satisfy all the metrics for meaningful inclusion of the sector as aspired to by the Declaration. Indeed, 18 (21%) DCs' pre-COP28 NDCs did not attend to education at all (scoring 0.00).

Source: Author calculation

Colour scale

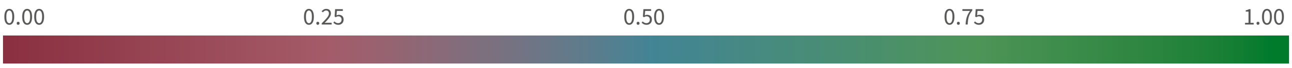


Figure 3. Declaration Index Score of Declaration Countries' Pre-COP28 NDCs

Notably, since 2023, the majority (65%) of DCs that had submitted an NDC 3.0 at the time of this baseline analysis had improved on all indicators – with the exception of 'Invest' Indicator 5.A. Over a quarter (28%) of DCs' NDC 3.0s are now achieving a 'passing' score and two DCs' NDC 3.0s have improved significantly (Bangladesh and Tonga). However, five DCs' NDC 3.0s have regressed on some or all of the Declaration indicators since their NDC 2.0 (Andorra, Seychelles, St. Lucia, Tunisia, and Zambia) (see Table 7 and Annex 2, Scoring Approach).

Table 7. Comparison of Declaration Index Scores for Declaration Countries' Pre-COP28 and Post-COP28 NDCs

	Declaration Index Score	
Declaration Country	**Pre-COP28 NDC (NDC 2.0)**	**Post-COP28 NDC (NDC 3.0) Submitted as of 12/5/25**
Andorra	0.42	0.36
Australia*	0.00	0.45
Bangladesh	0.00	0.95

	Declaration Index Score	
Declaration Country	**Pre-COP28 NDC (NDC 2.0)**	**Post-COP28 NDC (NDC 3.0) Submitted as of 12/5/25**
Barbados	0.06	0.25
Belize	0.00	0.47
Botswana	0.00	0.06
Brazil	0.06	0.28
Canada*	0.12	0.50
Colombia	0.19	0.47
Eswatini	0.33	0.61
Iceland*	0.00	0.00
Iraq	0.22	0.42
Jamaica	0.06	0.08
Japan	0.00	0.00
Kenya	0.33	0.47
Lebanon	0.00	0.61
Lesotho		0.78
Malaysia	0.00	0.06
Maldives	0.06	0.47
Mauritius	0.31	0.44
Morocco	0.00	0.61
New Zealand*	0.00	0.00
Nigeria	0.36	0.67
Norway*	0.00	0.14
Pakistan	0.50	0.72
Seychelles	0.67	0.17
Singapore	0.08	0.00
Solomon Islands	0.56	0.58
Somalia	0.17	0.47
South Africa	0.14	0.39
Sri Lanka	0.53	0.67

Declaration Country	Declaration Index Score	
	Pre-COP28 NDC (NDC 2.0)	Post-COP28 NDC (NDC 3.0) Submitted as of 12/5/25
St Lucia	0.72	0.47
St Vincent and the Grenadines	0.22	0.61
Tonga	0.00	0.95
Tunisia	0.36	0.14
Tuvalu	0.08	0.36
United Arab Emirates	0.31	0.50
United Kingdom*	0.43	0.43
Vanuatu	0.94	1.00
Zambia	0.33	0.14

Source: Author calculation

Note: An asterisk (*) denotes that the Declaration country is an Annex 1 country to the UNFCCC. The calculation used to determine their Declaration index score includes Indicator 1.B. for the 'Mitigate' pillar (whether the NDC commits to measuring the emissions of the education sector). For non-Annex 1 countries, Indicator 1.B. is excluded from the index score calculation. See Annex 2, Scoring Approach, for more details.

Colour scale

0.00 0.25 0.50 0.75 1.00

While DCs should be proud of the progress made, there is room for improvement on all Declaration commitment areas, particularly with regard to the financing required for the education sector to deliver on national climate commitments. Prior to COP28, five DCs' NDCs included education in their financing requirements; since COP28, only two DCs' NDCs now do so (Indicator 5.A.). More on this in the 'Invest' section below.

NDC 3.0s are increasingly recognising the need for climate-smart and climate-resilient education systems, but more specific and socially inclusive activities and investments are needed.

Since 2023, the NDCs of DCs are more likely to acknowledge that the country's education sector is vulnerable to the impacts of climate change and must adapt and – for Annex 1 DCs – should address the sector's emissions (Indicator 1). Seventy-three percent (73%) of NDC 3.0s do so, compared to just 33% of DCs' NDC 2.0s. More NDC 3.0s are referencing activities that could address the adaptation gaps of the education sector, such as developing school-based preparedness and disaster risk reduction plans, retrofitting high-risk school buildings, and training teachers (see Table 8). While these trends are encouraging, more advocacy is needed among climate policy stakeholders to move beyond merely recognising the climate vulnerability of education systems to integrating more specific climate adaptation measures for, in, and through education systems.

Table 8. Percentage of Declaration Countries' NDCs that Recognise the Need to Address the Adaptation Gaps of the Education Sector

	Indicator 1.A.ii.a. The climate policy references system strengthening of the education sector	Indicator 1.A.ii.b. The climate policy references school safety	Indicator 1.A.ii.c. The climate policy references climate-resilient and/or climate-smart education infrastructure
Pre-COP28 NDC (NDC 2.0)	1%	3%	22%
Post-COP28 NDC (NDC 3.0)	20%	20%	53%

Source: Author calculation

Box 5. NDC Bright Spot: Education System Strengthening

- Bangladesh's NDC 3.0 includes a few targets that could help to strengthen the country's education system: one focused on monitoring progress on the rollout of climate education through the country's Education Management and Information System (EMIS) and a second on increasing the resilience and shock-responsiveness of school nutrition services and delivery, especially in disaster-affected areas (Ministry of Environment, Forest and Climate Change, 2025, p. 43 and p. 45).
- Nigeria's NDC 3.0 commits to setting up 'an Action for Climate Empowerment (ACE) coordination platform across the ministries of education, youth, communications, women's affairs, and NCCC' (Government of Nigeria, 2025, p. 32).
- Tuvalu's NDC 3.0 aims to strengthen the broader education ecosystem of actors, including schoolteachers, government officials, community leaders, and local NGOs, through the development and delivery of targeted training programmes to ensure widespread knowledge of the impacts of climate change and capacity to engage in vulnerability assessments and adaptation planning and implementation (Government of Tuvalu, 2025, p. 14).

When it comes to investing in greener, energy-efficient public infrastructure as a means to reduce a country's greenhouse gas emissions, NDCs – especially those of Annex 1 DCs – have a significant opportunity to deploy mitigation measures through school buildings, education facilities, and other education-related infrastructure and supply chains. However, no NDC 2.0 from Annex 1 DCs referred to monitoring emissions of the education sector, while only one Annex 1 DC's NDC 3.0 does (Canada) (Indicator 1.B.). Notably, one non-Annex 1 DCs' NDC 2.0 (Solomon Islands) and two non-Annex 1 DC's NDC 3.0s (Andorra and Bangladesh) commit to mitigation activities like investing in energy technologies that would monitor and/or reduce emissions of school buildings or entire school districts. More global advocacy is needed on the mitigation potential of education investments, especially among high-income and high-emitting DCs.

Box 6. NDC Bright Spot: Addressing Education Sector Emissions

Despite not being responsible for present-day emissions, some non-Annex 1 DCs' NDCs have set an example on how education systems can contribute simultaneously to their countries' mitigation and adaptation goals. Examples are included here for inspiration for Annex 1 DCs, as well as for non-Annex 1 countries experiencing rapidly growing emissions responsibility.

- The Solomon Islands' NDC 2.0, Andorra's NDC 3.0, and Bangladesh's NDC 3.0 each reference ongoing investments in renewable energy deployment (solar–diesel hybrid energy systems in the Solomon Islands, grid-connected solar power and rooftop solar in Bangladesh, and energy monitoring technologies in Andorra) across clusters of public schools. The aim is to provide monitoring data and information on their mitigation potential, while delivering 'uninterrupted low-carbon service delivery and advancing climate-resilient development' (Ministry of Environment, Forest and Climate Change, 2025, p. 22; Ministry of Environment, Climate Change, Disaster Management and Meteorology, 2021; Govern d'Andorra, 2025).
- While Somalia's NDC 3.0 does not explicitly make the connection to its mitigation potential, it discusses how deploying adaptation solutions like passive cooling solutions in schools can help advance larger cross-sectoral efforts in the adaptation of critical infrastructure and green urban planning; achieve public health resilience; and 'address equitable access to cooling in vulnerable communities' while promoting nature-based solutions (Federal Government of Somalia, 2025, p. 22).

Notably, DCs' NDCs are also recognising that the climate adaptation and mitigation actions needed by the education sector must also be responsive to the needs of those populations of learners that are especially vulnerable to climate change – including girls and young women, children with disabilities, children who have been displaced by climate-related disruptions and disasters, Indigenous children, and other socially excluded children (see Table 9). About 30% of DCs' NDC 3.0s make such references to the education needs of climate-vulnerable populations of learners, compared to just 8% of their NDC 2.0s. While an improvement, this means nearly two-thirds of DCs' updated, revised NDCs are not considering how climate-smart and climate-resilient education systems must respond to the unique issues of access and learning experienced by socially excluded children and youth. Not only do existing structural inequities and social inequalities exacerbate the climate vulnerabilities of these populations of learners, but the lack of resilience and climate preparedness of the education system further amplifies their vulnerabilities.

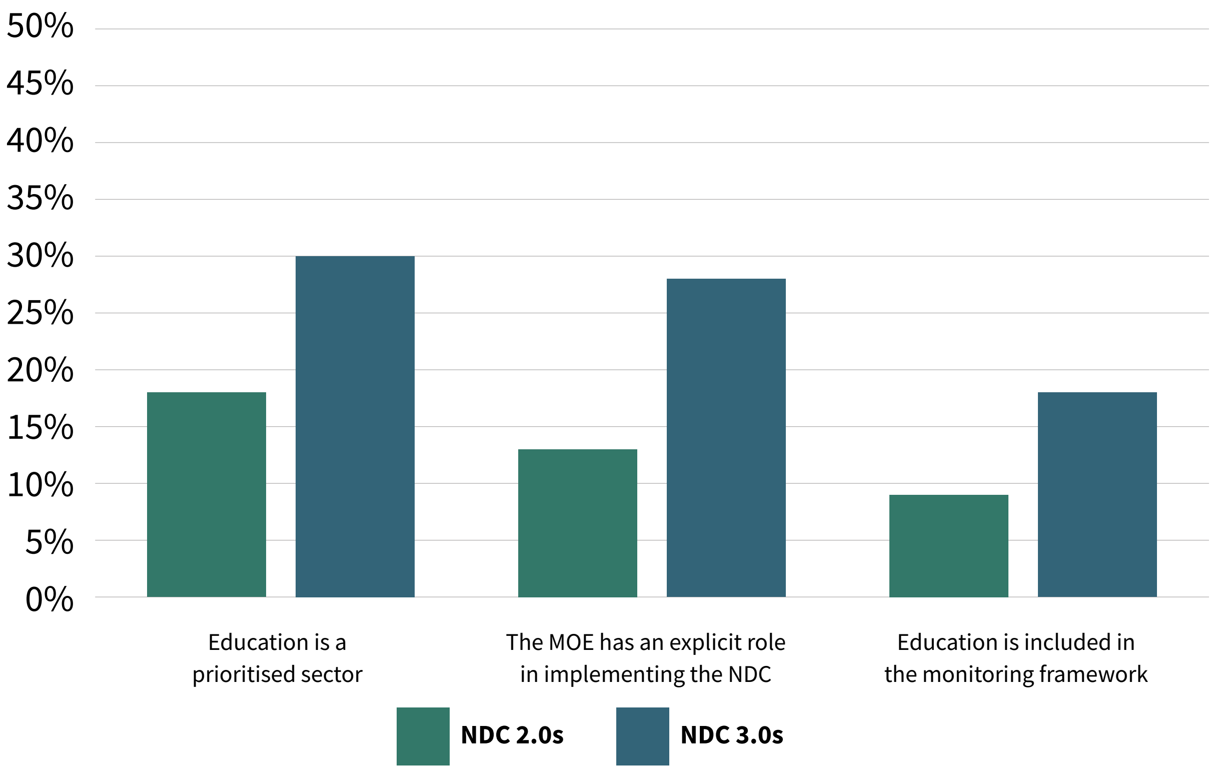
Table 9. Percentage of Declaration Countries' NDCs that Recognise that the Education Needs of Especially Climate-Vulnerable Populations Must be Addressed

	Indicator 1.A.iii. The climate policy recognises that the education needs of especially climate-vulnerable populations must be addressed
Pre-COP28 NDC (NDC 2.0)	8%
Post-COP28 NDC (NDC 3.0)	30%

Source: Author calculation

Declaration countries' NDCs may be hitting a plateau when it comes to positioning the education sector in an active implementation role.

Just under three-quarters (70%) of DCs' NDC 3.0s, up from two-thirds (67%) of DCs' NDC 2.0s, attend to education in a proactive way (Indicator 2). This includes attending to the education sector's role in supporting the implementation of the NDC; recognising the Ministry of Education as a stakeholder in the implementation of the NDC; and including education in the NDC's monitoring framework (see Figure 4). However, progress in this area has not accelerated in the manner of other indicators, especially Indicator 2.C. on whether NDCs include dedicated indicators and time-bound targets for the education sector in the NDCs' monitoring metrics. Only seven NDC 3.0s do, compared with eight NDC 2.0s.

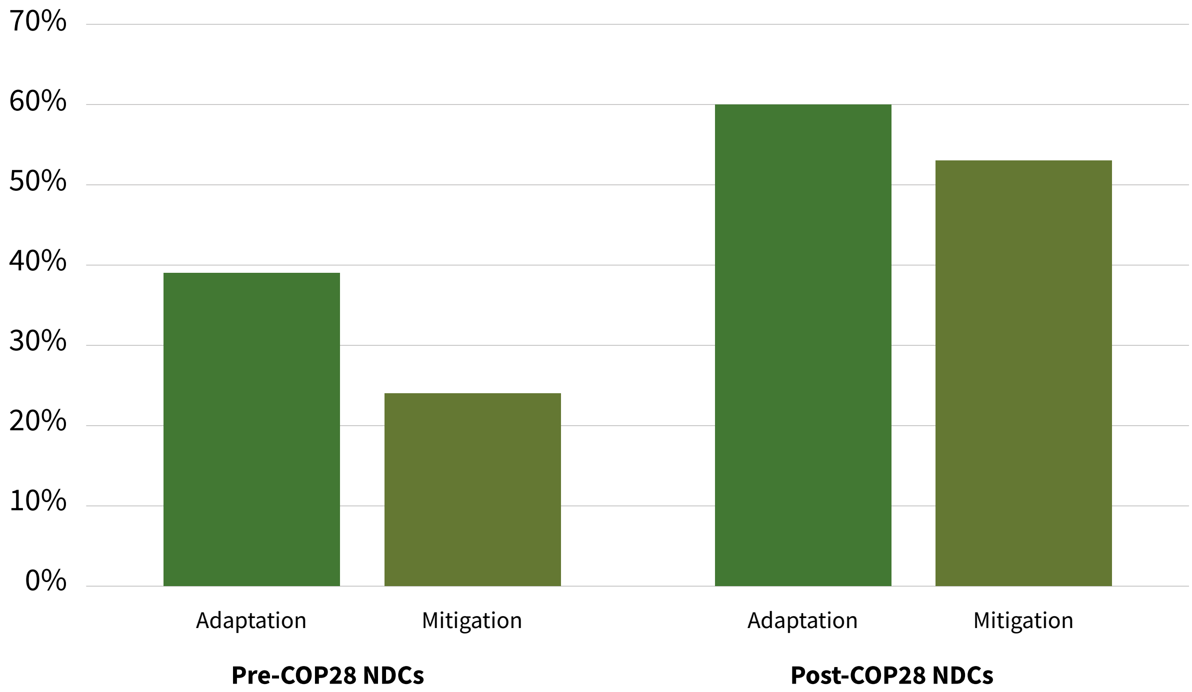


Source: Author calculation

Figure 4. Percentage of Declaration Countries' NDCs that Position the Education Sector in an Active Implementation Role

There is growing attention to education as a climate adaptation and mitigation strategy in Declaration countries' NDCs, but this number still represents about half of all DCs.

Prior to 2023, 39% of DCs' NDCs recognised that the education sector could address the DCs' adaptation goals, while 24% recognised that it could help address the country's mitigation goals (Indicators 3.A and 3.C). After 2023, this attention appears to be trending in the right direction, with more DCs' NDC 3.0s positioning education as a climate adaptation (60%) and mitigation (53%) strategy. Notably, there is a greater increase in mentions of mitigation than of adaptation (see Figure 5).



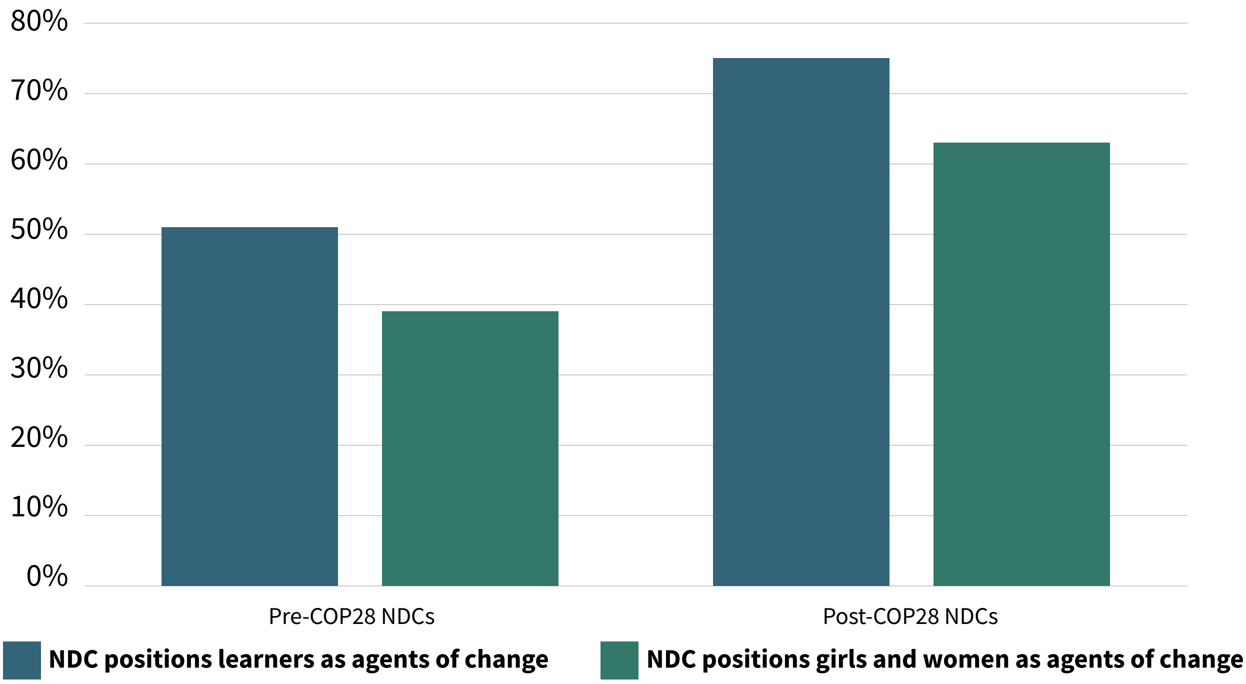
Source: Author calculation

Figure 5. Percentage of Declaration Countries' NDCs Positioning Education as a Climate Adaptation and/or Mitigation Strategy

Declaration countries acknowledge youth as key agents of change

Children and youth, and especially girls, adolescent girls, children and youth with disabilities, and children and youth who have been displaced or who are refugees, are among the most vulnerable populations to the impacts of climate change. At the same time, they are not merely victims of past and present generations' unsustainable environmental actions, nor are they simply beneficiaries of social services and development programming meant to protect them from climate hazards or to enhance their capacity to adapt and cope; they are also dynamic agents of change. Their engagement, innovation, and mobilisation are critical for effective climate action (Indicator 4.A).

DCs appear to be grasping this point: more and more of their NDCs are positioning young people as key agents of change (see Figure 6). Moreover, 63% of DCs' NDC 3.0s recognise the role of girls and women in climate mitigation and adaptation actions, up from just 39% of DCs' NDC 2.0s.



Source: Author calculation

Figure 6. Percentage of Declaration Countries' NDCs that Position Learners, Girls and Women as Agents of Change

Box 7. NDC Bright Spot: Children and Youth, Girls and Women, and Climate Migrants as Agents of Change

DCs' NDC 3.0s are devoting increasing attention to marginalised populations experiencing heightened climate vulnerability and a disproportionate burden of the impacts of climate change. The examples below highlight what is possible for socially inclusive climate action and provide a stark reminder of the need to address the root causes of climate vulnerability.

- Table 17 in Bangladesh's NDC 3.0 is dedicated to priority actions in which children and youth can be involved and can lead climate mitigation and adaptation. Among these are youth hackathons; outreach activities conducted by children and youth to promote solar irrigation among farming households; children and youth-led afforestation, reforestation, and urban greening; and student-led renewable energy installation and management in schools (Ministry of Environment, Forest and Climate Change, 2025, p. 41–42).
- Nigeria's NDC 3.0 includes a focus on climate-related migration and points to the important role that climate migrants can play in contributing to Nigeria's green transitions through the adoption of new green livelihoods, if they are given relevant green learning opportunities and other services, such as support to green entrepreneurs implementing climate resilience measures. The NDC emphasises the rights of climate-displaced communities and the need to provide renewable energy-powered education facilities in internally displaced persons (IDP) camps to set them on course for a just transition (Government of Nigeria, 2025, p. 51).

Box 7. NDC Bright Spot: Children and Youth, Girls and Women, and Climate Migrants as Agents of Change

- Somalia's NDC 3.0 envisions a just and resilient future where '… women, youth, and marginalised groups are not merely beneficiaries but actively engage in providing climate solutions – driving equitable policies, green economies, and inclusive adaptation efforts. This requires transforming women and youth from vulnerable groups into key drivers of climate innovation, policy, and grassroots action for a just, sustainable and equitable future through the following. […] *Integrate climate literacy into school curricula and vocational training, emphasising gender equity and disability inclusion. *Support community-led awareness campaigns to shift behaviors toward sustainability, with leadership from women, youth, and underrepresented voices. […] *Strengthen climate-responsive social protection and safeguard services, including cash transfers, safe schools, and child-focused disaster preparedness to prevent harmful coping mechanisms like child labor and early marriage. *Promote child participation and awareness by supporting climate education in schools and engaging children and youth in climate action and decision-making processes.' (Federal Government of Somalia, 2025, p. 30–31).

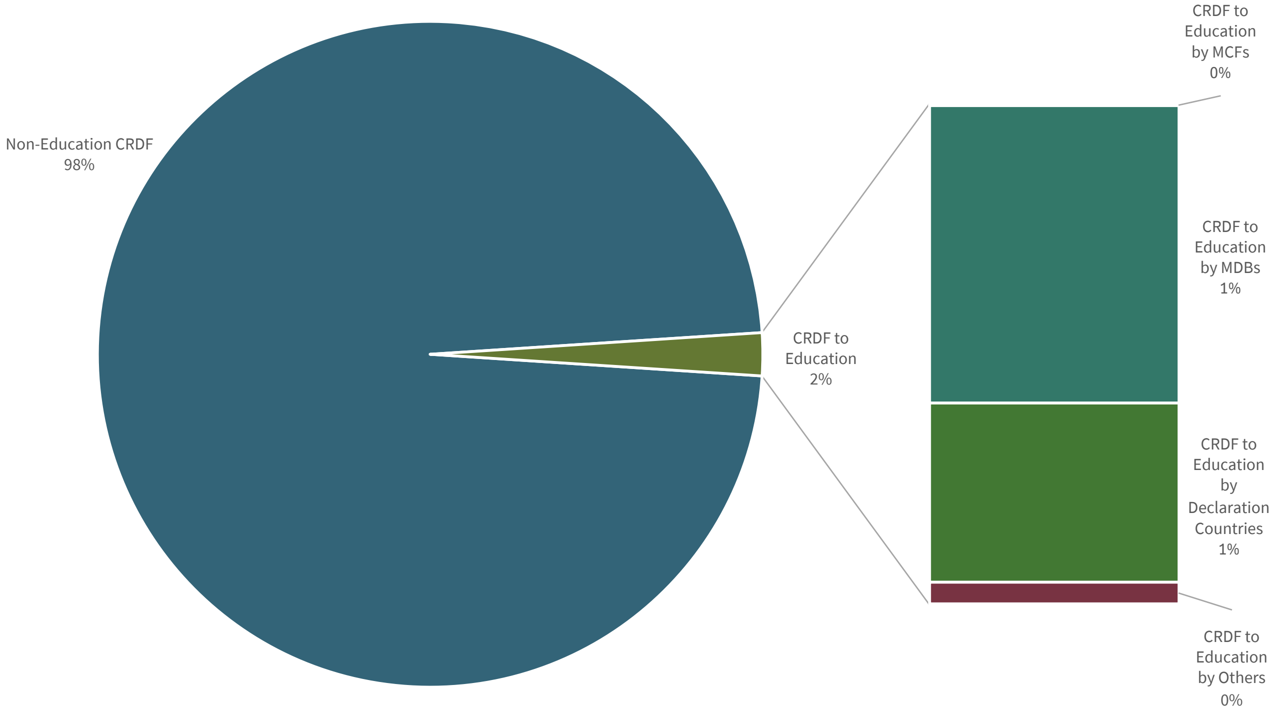
3.3 Investment Findings and Insights

3.3.1 How does global financing for climate and education pan out?

According to data reported to the OECD's Development Assistance Committee (DAC), **globally, just 2.0% of all climate-related development finance committed in 2023 was directed to the education sector**, or USD 2.95 billion out of USD 145.11 billion CRDF committed in 2023 – a finding that echoes previous studies of climate financing for education (CERI, 2023; Munnelly, Tammi & Martinez, 2023).[10] This figure includes all multilateral, bilateral, and private financing reported to the OECD-DAC, whose Climate-Related Development Finance (CRDF) database provides the most comprehensive data on climate finance flows. The figure is alarmingly low.

Of the total CRDF to the education sector committed in 2023, **about 60% was financed by MDBs** (see Figure 7) – or just above 1% of total CRDF committed in 2023. DC contributions constituted the next largest share, about 36% of all CRDF committed to the education sector – or about 0.7% of all CRDF committed in 2023. The remaining CRDF to education was committed by MCFs (about 0.2% of CRDF to education, or 0.004% of all CRDF committed) and non-Declaration countries like Italy and the United States (i.e., OECD-DAC member states), other multilateral institutions like the Food and Agriculture Organization, and private donors that report data to the OECD-DAC (about 4.4% of CRDF to education, or 0.1% of all CRDF committed in 2023).

10 The CERI study found that 2.4% of climate finance by MCFs between 2006 and 2023 supported child-responsive activities, including education, although education-specific projects were negligible during this period (CERI, 2023).



Source: Author calculation of OECD (2025) CRDF-RP-2023 dataset

Note: "Others" includes non-Declaration countries (e.g., Italy, the United States, and other OECD-DAC member states), other multilateral institutions, and private donors).

Figure 7. International Climate-Related Development Finance to Education, by Source

Multilateral Climate Funds

In 2023, the GCF was the only MCF that reported climate financing tagged for the education sector to the OECD-DAC. These funds, USD 6.2 million (or roughly 0.3% of GCF's total financing committed for 2023 [Indicator 5.B], and 0.2% of all CRDF to the education sector), were granted to the Solomon Islands to build climate resilience across its school infrastructure and to develop a Youth Climate Resilience Livelihoods incubator to accelerate youth-led climate action and green projects (GCF, no date, a).[11] Notably, this project was also tagged with gender equality as a principal objective because it mainstreamed GEDSI considerations throughout the project's decision-making, activities, and indicators.

It is important to note, however, that in 2025 the GCF added its first major education-focused climate resilience initiative to its portfolio: the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) Initiative (GCF, 2023). (Note that this data was not included in this baseline analysis.)

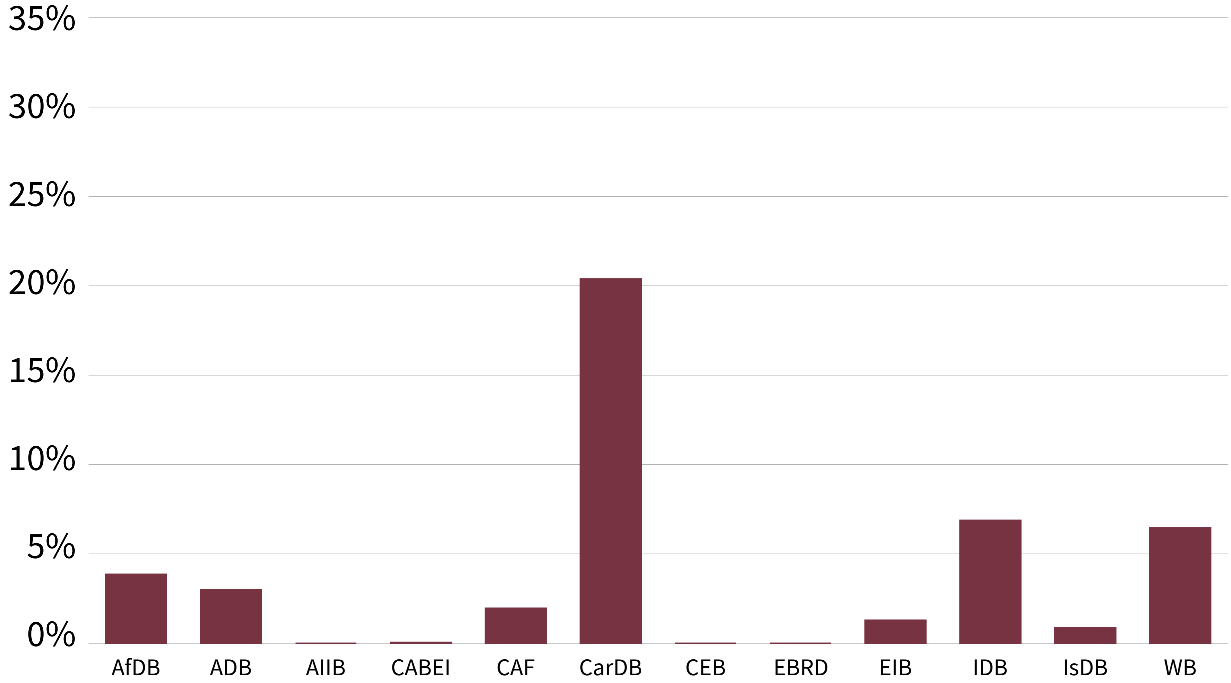
BRACE is a five-year USD 70 million project co-financed with the Global Partnership for Education (USD 40.7 million of which will be financed by GCF) focused on building climate-resilient and green schools, integrating climate change in school curricula, and providing climate early warnings to schools in Cambodia, South Sudan, and Tonga (GCF, no date, b). This investment should be included in the next stocktaking of progress on the Declaration.

11 The total GCF contribution is approximately USD 31.8 million until 2030.

Multilateral Development Banks

While contributing more than the MCFs, MDB climate finance to education varied widely across institutions. In 2023, MDBs invested between 0.0% and 20.4% of their institution-specific total CRDF to education (Indicator 5.C; see Figure 8). In total dollars, this amounts to USD 1.8 billion, or just 1.2% of all CRDF reported to the OECD-DAC in 2023, and approximately 60% of all CRDF going to education.

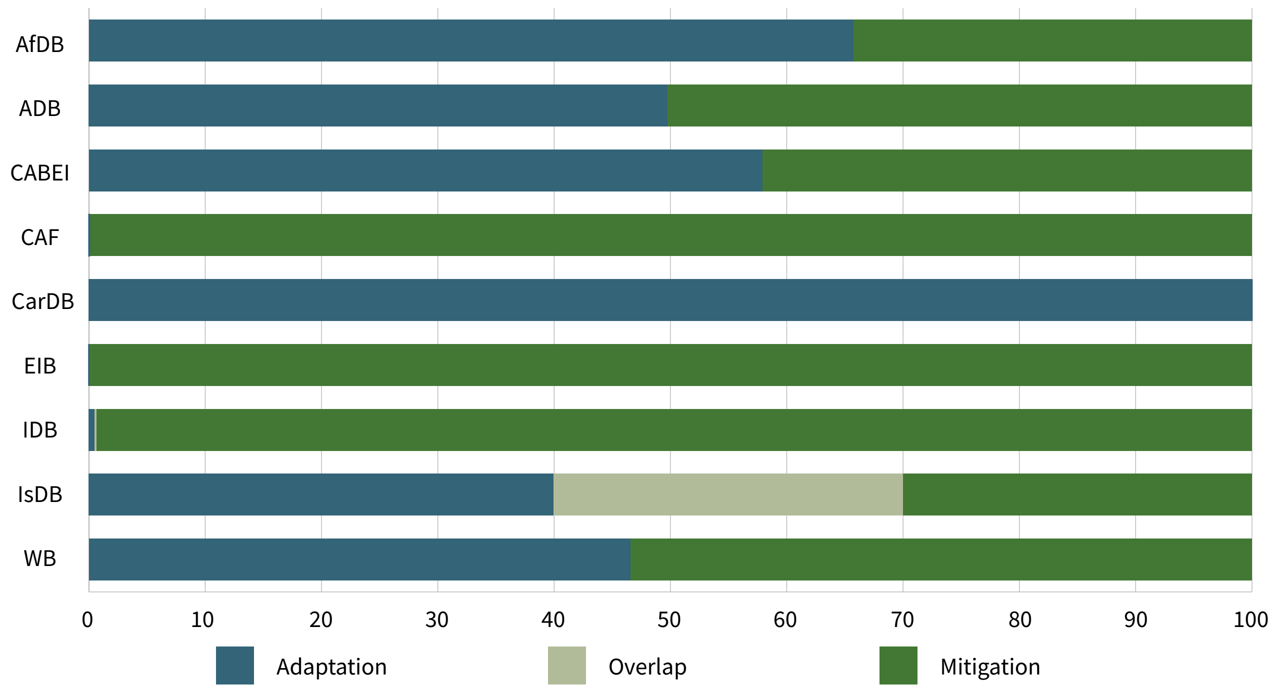
Of this MDB CRDF going to education, the OECD-DAC also reports on whether this financing is directed toward gender equality as a principal or significant objective. Only five MDBs investing in climate and education are doing so with a gender lens: 100% of the ADB's and CarDB's CRDF to the education sector was also tagged as having gender equality as a principal or significant objective; 87% of the WB's, 79% of the IDB's, and 0.05% of the CAF's CRDF to education was tagged as achieving gender equality objectives. None of the AfDB's, CABEI's, EIB's, or IsDB's CRDF to education was also directed toward gender equality objectives.



Source: Author calculation of OECD (2025) CRDF-RP-2023 dataset

Figure 8. MDB CRDF to the Education Sector as a Percentage of Total MDB CRDF Committed in 2023

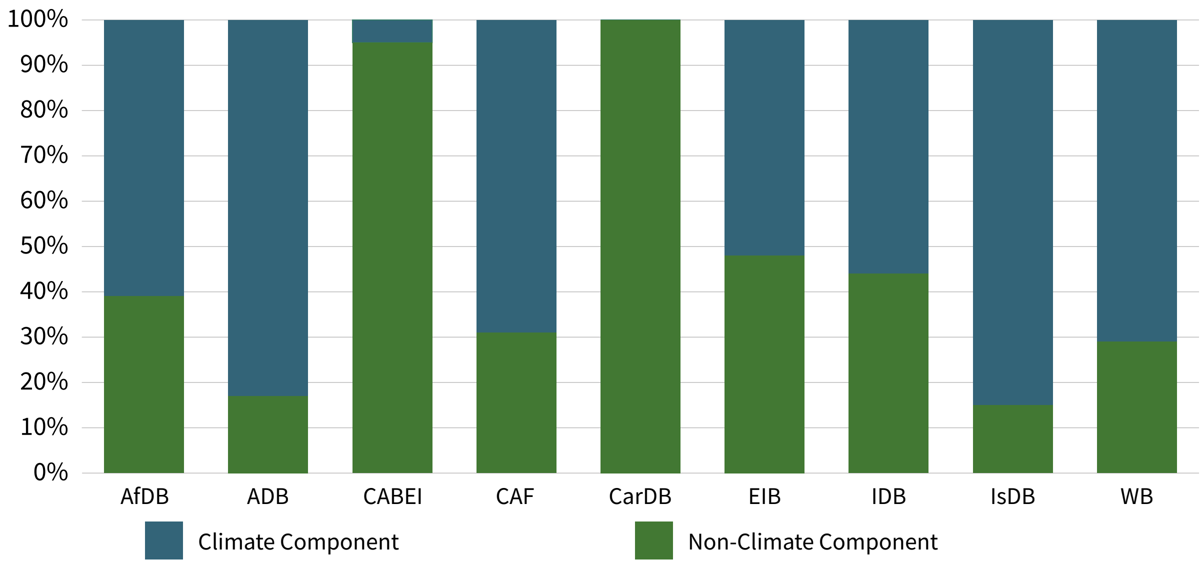
On average, 40% of MDB climate finance allocated to education achieved climate adaptation objectives, as defined by the **Joint Methodology for Tracking Climate Change Adaptation Finance** (EIB, 2022). In contrast, 57% of MDB climate financing went to mitigation-related education activities, while 3% went to education projects targeting both adaptation and mitigation objectives – although this varied widely across MDBs (Indicators 5.C.i.a and 5.C.i.b; see Figure 9).



Source: Author calculation of OECD (2025) CRDF-RP-2023 dataset

Figure 9. Percentage of MDB CRDF to Education, by Adaptation and Mitigation Objectives

With regard to MDB project-specific funding, the climate-related component(s) of education projects constituted 47% of the total project budget, on average – although this varied across institutions as well (see Figure 10). For example, the climate component(s) of an AfDB-funded project that went to the education sector constituted 39% of the overall project budget, compared to 15% of the overall project budget of an IsDB-funded project that went to the education sector.



Source: Author calculation of OECD (2025) CRDF-RP-2023 dataset

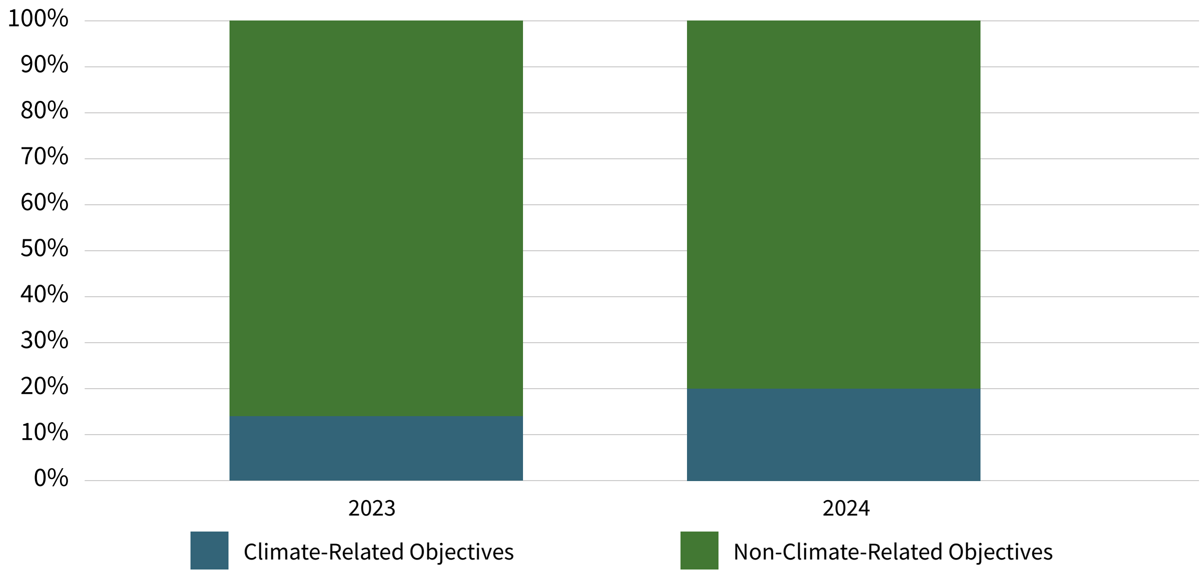
Figure 10. Average Share of the Climate Component of an MDB CRDF-Funded Education Project in 2023

This baseline suggests that the limited MDB climate finance that is going to the education sector is doing so through diverse project designs, and that strategies need to be explored to increase overall attention (and thus project budgets) to achieving climate-related objectives in education.[12]

Multilateral Education Funds

Tracking MEF financing to climate-related activities and objectives proved more challenging than tracking international climate financing to education. Of the major MEFs with data available, only Education Cannot Wait (ECW) and the Global Partnership for Education (GPE) report climate-related education finance. However, these two funds use different methodologies for calculating the proportion of education finance allocated toward climate-related activities, making analysis of climate-related investments difficult to compare at the fund level as was possible for the MDBs. For this analysis, grand totals across both funds from 2023 and 2024 are used to provide a sense of overall trends.

Looking across these two institutions, the data suggest that while a greater percentage of international education funds are going toward strengthening climate-resilient and climate-smart education systems than is the case for international climate funds (see Figure 11), the total dollar amount is much smaller. However, this dollar amount is trending in the right direction. In 2023, 14% of ECW and GPE's committed funding (or about USD 143.7 million of USD 1.0 billion in committed funding) went to achieving climate-related objectives (Indicator 8.A). In 2024, the percentage increased to 20% of ECW's and GPE's committed funding (or about USD 225.2 million of USD 1.1 billion). Notably, in 2023, 100% of ECW's climate-related education financing went to adaptation-related activities, and in 2024, the fund added mitigation-related spending to a total of 0.2% of its climate-related education financing. (GPE data disaggregated by adaptation and mitigation financing is currently unavailable.)



Source: Author calculation of data provided by ECW and GPE

Figure 11. MEF Financing to Climate Objectives as a Percentage of Total MEF Financing Committed in 2023 and 2024

12 See recent publications by CLEAN for strategies that the education sector can pursue to increase co-financing with climate funds, especially for education activities with direct links to climate outcomes (Gulati, 2025; Kwauk, 2025).

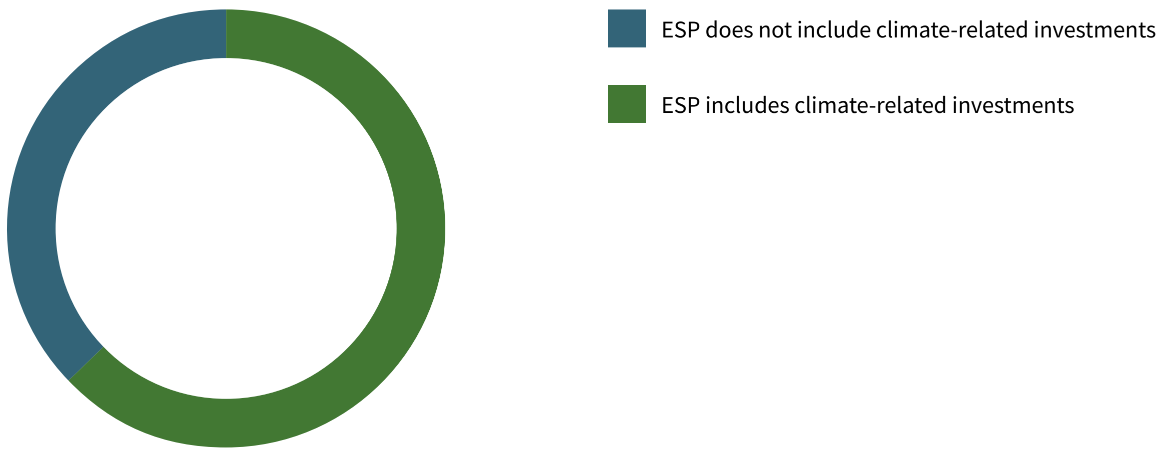
If international financing is to be directed toward strengthening climate-resilient and climate-smart education systems, more action by DCs is needed to ratchet up climate spending in education projects, as well as education spending in climate projects.[13]

3.3.2 How are Declaration countries doing on their national financing priorities and international contributions to climate and education?

At this time, it is not possible to report on actual dollar amounts of domestic financing going to DCs' own investments in strengthening the climate-resilience and climate-readiness of their education systems. However, this baseline assessment does report on several proxy measures to understand whether national financing strategies include financing for education and climate change. We also report on whether Annex 1 DCs (i.e., high-income DCs) are doing their part to strengthen global finance to climate-smart education systems. In this regard, this section reports on DCs' investment priorities as captured by their national education and national climate policies and, if they are high-income countries, their contributions to international climate financing for education.

Nationally Determined Financing Priorities to Education and Climate

From an education sector policy perspective, DCs are increasingly recognising the need to invest in climate-resilient and climate-smart education systems (Indicator 7). Of the 75 DCs with an Education Sector Plan (ESP), or equivalent, 63% suggest that they are directing education resources toward climate-related activities (see Figure 12). Attention to these climate-related investments appears to have grown over time, too: of those ESPs published before COP28 (any time between 2002 and 2023), 60% included climate-related activities, and of those published after COP28 (2024 and later), 70% did.



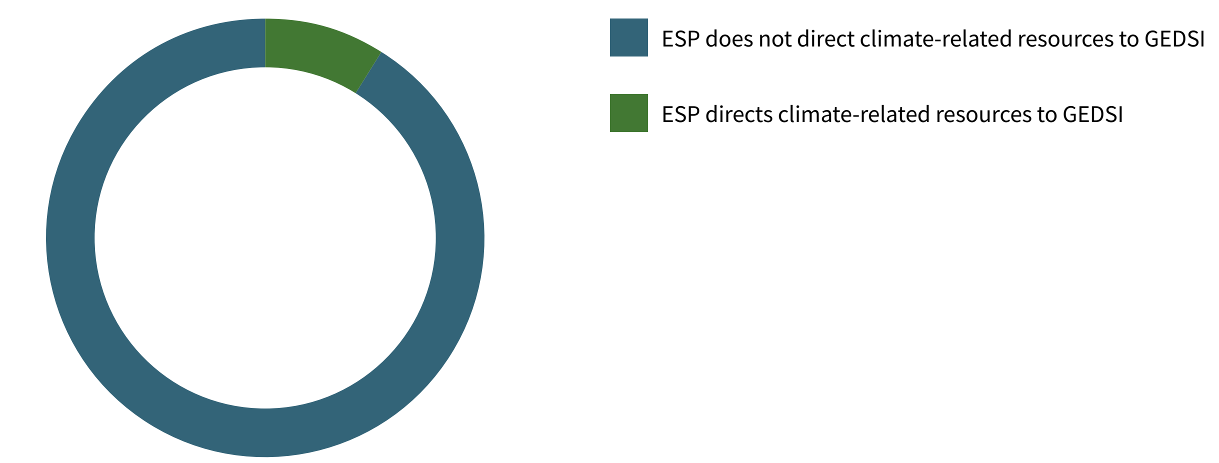
Source: Author calculation

Figure 12. Declaration Countries' ESPs and their Attention to Climate-Related Activities

13 Important to note: This analysis does not capture what this landscape of 'climate projects' with education components might look like, nor how big this landscape might be. This would include, for example, CRDF going to the agriculture or energy sectors that nonetheless include education and training components at the project level, which are relevant for assessing how much international climate finance ultimately goes to education. As noted in the Methodology Annex, this dimension of CRDF cannot be discerned from the OECD-DAC CRDF dataset; only CRDF data tagged as going to the education sector is included in this analysis.

Of all the DC ESPs that reference climate-related priorities or activities, 43% attempt to address the adaptation gaps of the education sector (Indicator 7.A.i), 28% seek to prepare climate-ready learners (Indicator 7.A.iii) and 17% mention investing in climate change-relevant training for teachers (Indicator 7.A.iv). Five ESPs (Finland, Kenya, New Zealand, South Africa, and Thailand) make reference to contributing to the reduction of emissions either in the education system or in the country more broadly (Indicator 7.A.ii). Notably, two of these are high-income countries, and none are relatively high greenhouse gas-emitting countries.

Alarmingly, only 9% of DC ESPs reference girls and young women, very young children, children with disabilities, and/or displaced children in the context of climate-ready learning (Indicator 7.A.iii.a; see Figure 13). This suggests a potentially missed opportunity by DCs to ensure that educational resources directed toward climate-related activities are allocated with GEDSI awareness, taking into consideration the educational needs of socially excluded groups. Specifically, the ESPs of four DCs (Bangladesh, Dominican Republic, Senegal, and South Sudan) reference children with specific needs; two (Mozambique and South Africa) mention the needs of children with disabilities; one (Mozambique) considers gender; and one (Pakistan) mentions children who have been displaced in the context of climate change.



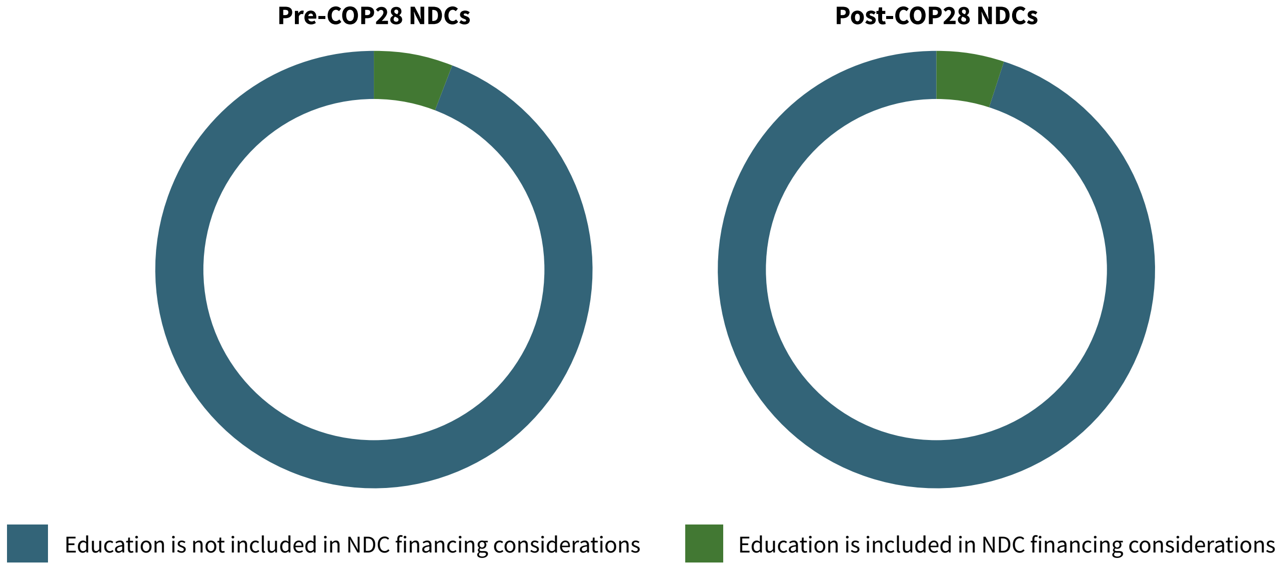
Source: Author calculation

Figure 13. Declaration Countries' ESPs and their Attention to GEDSI in the Context of Climate Change

Although climate ambition may be clear in DCs' national education policies, their education sector decision makers and stakeholders seem to be missing key opportunities to communicate this to their climate sector colleagues. Critical climate policies and climate financing coordination mechanisms in DCs are not signalling that greater climate financing for education is needed.

For instance, prior to COP28, just 6% of DCs' NDCs (specifically, those of Mauritania, Rwanda, Solomon Islands, Sri Lanka, and Vanuatu) referenced education among their NDC-related financing priorities. Unfortunately, emerging trends suggest that awareness about the climate-related financing needs of education is not growing. After COP28, just 5% of DCs' NDC 3.0s (specifically, Tonga's and Vanuatu's NDC 3.0s[14]) reference education among their financing needs – an alarming trend that DCs should seek to reverse immediately (Indicator 5.A.; see Figure 14).

14 As of 26 October 2025, the Solomon Islands and Sri Lanka are the only two DCs that have submitted an NDC 3.0 but have reversed on this indicator (5.A.).



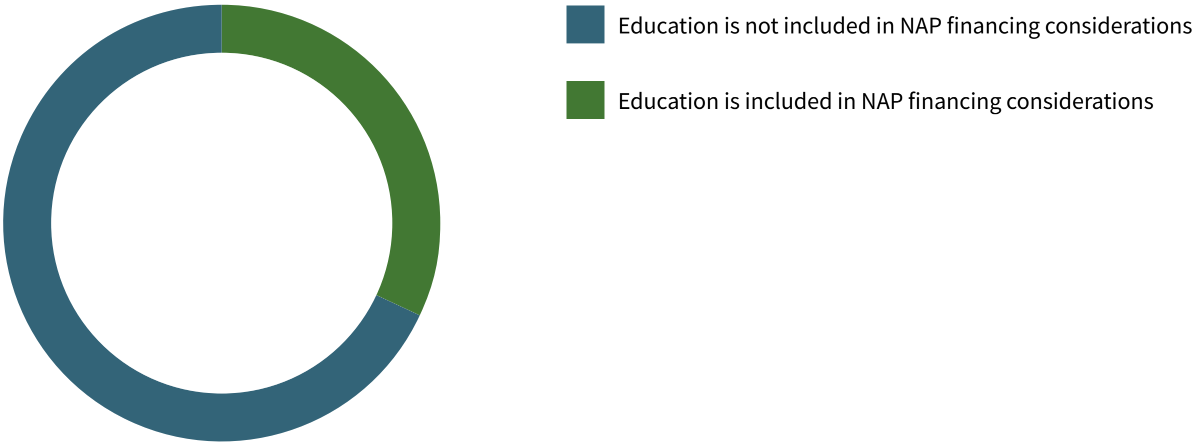
Source: Author calculation

Figure 14. Declaration Countries' NDCs and their Attention to Financing Education as a Climate Strategy

Box 8. NDC Bright Spot: Attention to Education Financing Requirements

In its Means of Implementation and Financing Needs section, Vanuatu's NDC 3.0 includes a breakdown of the financing required for the country to achieve its commitments across its mitigation, adaptation, and loss and damage thematic areas of action. Among its adaptation financing needs, Vanuatu estimates that its 'Children, Youth, and Education' sector will require USD 197.3 million to implement its adaptation commitments. This amounts to 15.66% of the country's total adaptation financing requirement – second only to the adaptation finance required by the infrastructure sector (requiring 20.56% of the adaptation budget) and just higher than the adaptation finance required by the water sector (15.07%) (Ministry of Climate Change, 2025, p. 125).

While NAPs fare better overall in terms of their reference to the cost of education-related adaptation activities, the majority (68%) of NAPs do not reference such financing needs for education activities (Indicator 5.A.; see Figure 15). Moreover, of the nine NAPs that were submitted after COP28, only two (Grenada's updated NAP and Trinidad and Tobago's NAP) mention the financing requirements of education activities.



Source: Author calculation of data from the NAP Global Network (Merryweather & Pham, 2025)

Figure 15. Declaration Countries' NAPs and their Attention to Financing Education as a Climate Adaptation Strategy

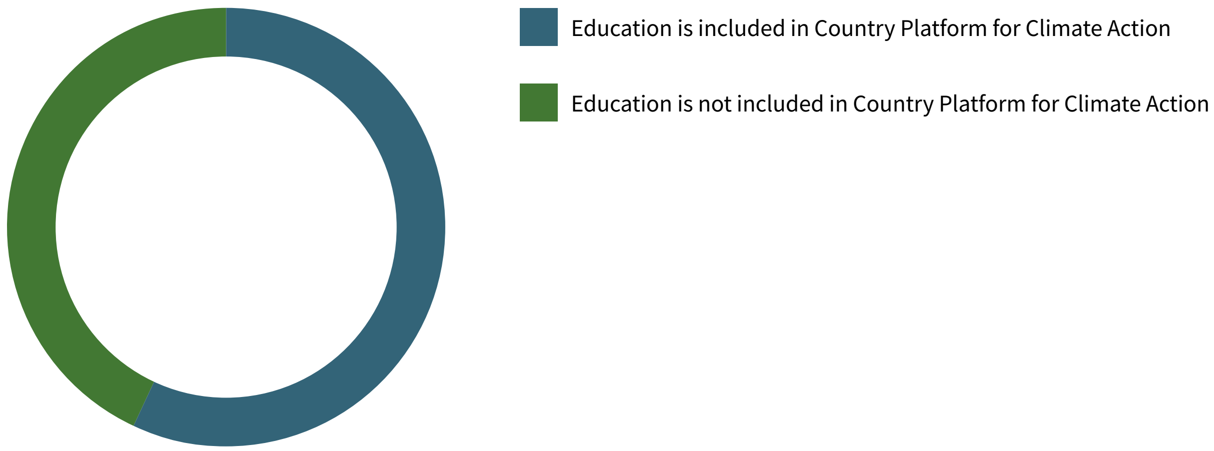
Turning to how DCs are positioning future international climate finance opportunities, the picture looks much more promising. To date, 26 DCs have developed and published a GCF Country Programme – a country-driven national strategy document that includes a 'pipeline' of projects and ideas for potential submission to the GCF for funding consideration (see List 3 in Annex 2, Methodology, for the DCs with a GCF Country Programme). Of these strategies, 22 make some reference to education and training as a priority area in need of funding support from GCF, or as an explicit component in a 'pipeline' project (Indicator 5.A).[15] Such attention to education suggests GCF's funding portfolio should witness a growing proportion of education financing – a hopeful trend to keep an eye on with the next Declaration stocktake.

Box 9. Best Practices in GCF Country Programme Strategies

- Vanuatu's GCF Country Programme includes a project idea explicitly focused on preparing teachers to educate students about climate change and climate resilience, which also includes the development of a gender-responsive climate change teacher training curriculum as an expected outcome (Ministry of Climate Change, 2021).
- St. Kitts and Nevis's GCF Country Programme includes education as a priority area in need of GCF support. It positions education as 'a significant facilitator of paradigm shift potential' that can help to support 'the long-term transition of the country to a sustainable society' (NDA of St. Kitts and Nevis, p. 40). It also frames education as playing an important role in facilitating a just transition, enabling 'the social transition that must go along with the envisaged economic transition towards a sustainable green and blue economy' (ibid.). The strategy seeks to mainstream education in the country's GCF-funded activities, especially in the design of technical assistance components or when determining the 'readiness needs' of projects (ibid.).

15 Of note, less than half (n=12) of DCs' GCF Country Programme documents refer to the education and training of children and/or youth. The remaining (n=14) position education and training in the context of building the technical capacities and skills of professionals (e.g., government officials, urban planning agents, farmers, etc.) or the population in general.

Finally, of the seven DCs (Bangladesh, Barbados, Brazil, Colombia, Egypt, Senegal, and South Africa) with a Country Platform for Climate Action, four (57%) include education-related investment priorities: Bangladesh, Barbados, Senegal, and South Africa (Indicator 6.A; see Figure 16.). These platforms are nationally-determined cross-sectoral collaboration mechanisms intended to channel international climate and development financing toward locally identified priorities. While this baseline of country platforms shows promise, as more platforms are launched in the future (including those recently announced at COP30 in Belém[16]), DCs should work to ensure that these critical climate finance coordinating mechanisms name and direct international financing toward education.



Source: Author calculation

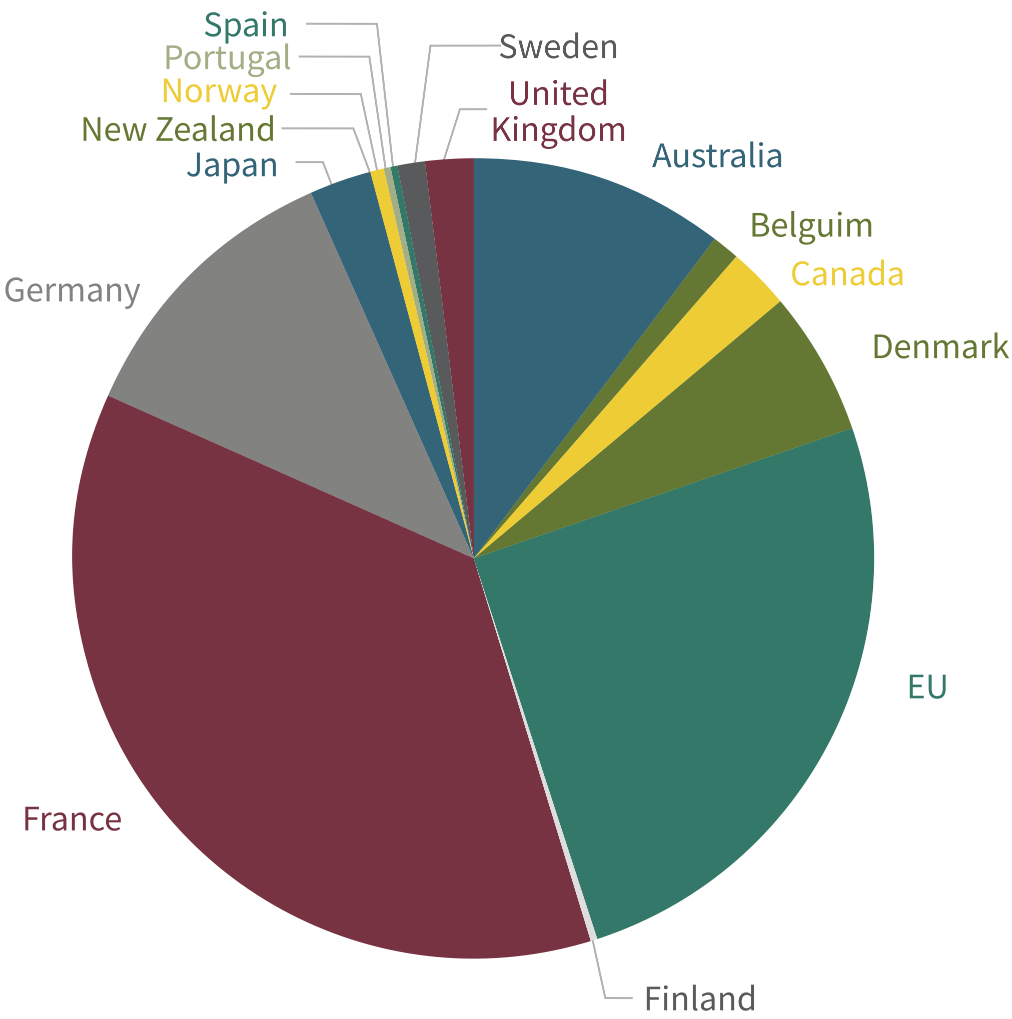
Figure 16. Declaration Countries' Prioritisation of Education in their Country Platform for Climate Action

Declaration Country Contributions to International Climate Finance

A review of the OECD CRDF indicates that of the 21 DCs classified as Annex 1 (high-income) countries to the UNFCCC, 14 are channelling official development finance towards climate-related objectives in the education sector (Indicator 8.B). This includes climate finance from DCs such as Canada, Japan, the UK, and member states of the European Union as well as from multilateral institutions like UN agencies, MDBs, and GPE.

In 2023, Annex 1 DCs contributed USD 1.1 billion of CRDF to education, or about 35.8% of all CRDF to the education sector and 0.7% of all CRDF committed in 2023 (refer to Figure 7 above). France contributed the most (USD 385.7 million), followed by the EU (USD 267.6 million), Germany (USD 122.6 million), and Australia (USD 110.3 million) (see Figure 17). Two countries channelled a portion of their CRDF through GPE: Denmark (USD 36.3 million) and Japan (USD 4.0 million).

16 The Green Climate Fund announced at COP30 in Belém, Brazil, that 14 new Country Platforms will be developed under the GCF Readiness Programme. Advocacy efforts should be targeted at these platforms and their development should be closely monitored (GCF, 2025).



Source: Author calculation of OECD (2025) CRDF-RP-2023 dataset

Figure 17. Annex 1 Declaration Country Contributions to Multilateral and Bilateral Climate Finance to Education in 2023

All Annex 1 DCs that contributed CRDF to education, except for Portugal, did so with a gender lens.[17] Japan's CRDF to education had the smallest proportion (21%) tagged as promoting gender equality as a principal or significant objective, followed by Norway (48%), while 100% of the CRDF contributions to education by Belgium, Canada, the EU, Finland, France, New Zealand, Sweden, and the UK were tagged as doing so. Australia (77%), Denmark (84%), Germany (85%), and Spain (81%) integrated gender equality objectives at roughly the same rate.

Looking across the different data sources used to measure progress on the 'Invest' pillar, it is quite clear that overall global financing to build climate-resilient, climate-smart education systems and to prepare climate-ready learners is alarmingly low. However, there are important signals coming from DCs that the awareness is there (e.g., GCF Country Programme documents). DCs have a significant opportunity to shape global investments and to help turn commitment into finance and action.

17 The CRDF database includes finance data that has been tagged with Rio Markers and Gender Equality Markers, limiting our ability to track climate-related development finance to education sector activities according to GEDSI dimensions beyond gender.

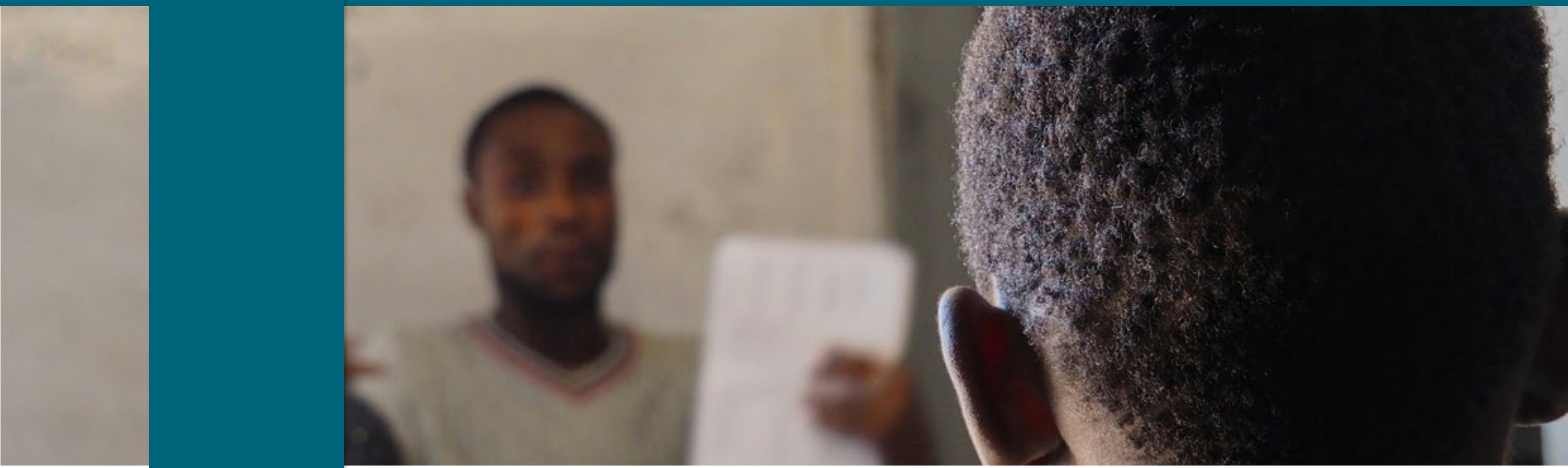


Photo credit: David Geneugelijk via Unsplash

4 Recommendations

By endorsing the Declaration, countries acknowledge that they and the global community need to adapt education systems to the impacts of climate change while preparing learners to do the same. They also recognise the role that the education sector can play in mitigating further climate change by minimising its environmental footprint and maximising its handprint, again while preparing learners to do the same.

Importantly, DCs are also acknowledging the importance of financing education as an indispensable strategy for tackling climate change and strengthening climate resilience.

The 26% of DCs that did not include education in their pre-COP28 national climate strategies should work to ensure their NDC 3.0s do so, if they have not already. DCs have a number of resources they can consult, including Integrating Education into NDCs Guidelines (Cooke, 2025), Integrating Action for Climate Empowerment into Nationally Determined Contributions: A Short Guide for Countries (UNESCO & UN Climate Change, 2020), and Education in National Adaptation Plan Processes (Merryweather & Pham, 2025).

To move to the next step of turning commitments into finance and action, DCs should consider the following strategies and available supports to accelerate their progress before the next Declaration stocktaking.

4.1 Tap Into the Existing Climate Change Architecture and Emerging Education Networks for Technical Support

In addition to the resources listed above, DCs (and non-Declaration countries) have at their disposal global and regional support mechanisms to help them strengthen the integration of education into national climate strategies. The climate change architecture, for example, already offers multiple entry points for collaboration and technical assistance, including the UNFCCC's **Action for Climate Empowerment (ACE) Hub** and **ACE Focal Points**, the **NDC Partnership**, and the **NAP Global Network,** to name a few. Such entities collectively help countries align education, training, and capacity building with broader climate mitigation and adaptation goals.

At the same time, emerging education-focused initiatives, such as the **Greening Education Partnership** and the **Climate Smart Education Systems Initiative**, provide tailored platforms to exchange technical know-how and technical assistance to plan, finance, and implement education sector actions that advance climate resilience. If DCs have not yet tapped into these networks for technical support, this should be high on the priority list ahead of the next Declaration stocktaking.

4.2 Identify 'On-Ramps' in Existing Climate Strategies to Create Cross-Sectoral Bridges to Education

Frequently, when climate strategies refer to education, they do so in the context of skills development and technical training, increasingly targeting women and adult populations from socially excluded groups.[18] However, these references rarely extend to engagement with the Ministry of Education, for example, or the national education system, or programmes being implemented by the education sector.

DCs could treat these references as 'on-ramps' to connect existing priority activities and sectors with education activities and education actors. In doing so, they could build on current policy attention to technical training for women or the professional development of the workforce. This approach would also create opportunities to strengthen education earlier in the life course – particularly during adolescence and childhood (with attention to GEDSI), when critical foundational skills are developed and the pathways for more advanced skills are established.

In other cases, where climate strategies focus on supporting youth climate action or facilitating the participation of youth in climate processes, DCs can and should bridge these activities 'back' or 'sideways' to formal and non-formal education opportunities that are a vital part of empowering youth agency, initiative, and leadership. Such 'bridging' work is a necessary and relatively easy action DCs can take to better integrate education into national climate policies and increase opportunities for climate-related investments in education.

4.3 Leverage Multilateral Funds to Increase Investments in Climate-Ready Education Systems

It is unequivocal that global financial institutions need to increase climate financing for education, and increase education finance for projects that also have climate adaptation and mitigation objectives. There is precedent for both, but not at the scale needed to unlock the education sector's potential contribution to climate adaptation and mitigation goals.

This analysis shows that too few climate policies are carving out budget lines for inclusive and accessible education, and not enough education policies are earmarking resources and finance for climate-related activities. Such findings highlight the urgent need to strengthen efforts to better *include* education and to *invest* in education as a climate strategy.

18 The UNDP's (2023) analysis of gender and NDC 2.0s finds that there has been growing attention to climate action that targets increased access to resources, training, and skills among women and increased technology transfer for women. This could bridge priorities from the gender and climate advocacy community to stakeholders invested in gender, education, and climate.

At the same time, this baseline assessment suggests that countries are using multilateral funds for climate-related education purposes, and that multilateral funds are increasingly responding to demand, especially by non-Annex 1 DCs, for more climate-related education investments. To ensure that more climate finance supports inclusive education-related climate action, DCs can decide to use their funding allocation (or direct their funding contribution) toward climate-related education activities.

Indeed, MEFs like GPE and MCFs like GCF have begun to co-invest in readiness support for countries seeking to better leverage multilateral financing toward climate-ready education systems. GPE's new education and climate co-finance platform promises to coordinate a strong line-up of country-led climate and education proposals for co-financing consideration by MCFs. If successful, countries will be able to unlock GPE's 1:4 multiplier allocation, adding further critical financial support.

For these multilateral funds to be effective, however, it is critical for DCs that are donors to the MCFs, MDBs, and MEFs not to renege on their aid commitments but to remain steadfast in upholding the Declaration's 'Invest' pillar and to increase domestic and international climate financing for education.

4.4 Negotiate Concrete Targets for Each Declaration Commitment Area

Finally, this analysis also sheds light on the importance of developing and integrating education-related indicators in national climate policies' monitoring frameworks. Critically important, and currently missing, is a set of targets that countries agree on when it comes to what successful climate adaptation, mitigation, and investment by and in education looks like. Such targets, disaggregated by age, disability, gender, and other markers of identity as applicable, can help bolster national prioritisation of education, strengthen the case for funding and resources, and provide the necessary accountability required by climate finance institutions.

As part of upcoming UNFCCC processes, DCs should aim to convene and negotiate through consensus a set of Declaration-aligned targets that would simultaneously advance the goals of the Paris Agreement. These targets could then be used to refine the indicators within the Declaration Monitoring Framework and inform the next stocktaking exercise.

Box 10. Recommendation for MCFs and MDBs: Develop Funding Guidance and Eligibility Criteria for the Education Sector

As more countries develop GCF Country Programme strategies and set up Country Climate and Development Platforms, MCFs and MDBs must prepare to respond to the increasing demand by DCs for financing support to implement climate-related education activities and investments. One way to do so is for MCFs and MDBs to ensure there are specific funding windows for the education sector and to develop explicit funding guidance and eligibility criteria for education investments. Such guidance and criteria can help to clarify misunderstood connections between education investments and climate impact (Kwauk, 2025) and to demystify what can appear to be an overwhelmingly complex and intimidatingly bureaucratic path to climate co-financing (Gulati, 2025).

Box 11. Recommendation for MEFs: Adopt a Common Methodology for Reporting Education Finance Committed to Climate-Related Activities

The research conducted for this baseline analysis highlights a few practical challenges across MEFs that need to be resolved to facilitate better monitoring and tracking of global education finance to climate-related activities. First, more MEFs need to track such climate-related education investments. Second, MEFs need to adopt a common methodology for reporting these investments – by adopting either the OECD-DAC Rio Markers or the joint methodology used by the MDBs, or by developing a similar methodology. This methodology should be used alongside the OECD-DAC **Gender Equality** and **Disability Policy Markers** to allow for better tracking of these mutually reinforcing areas of investment. Ideally, MEFs would report this data to the OECD-DAC for integration into the CRDF dataset (the most comprehensive dataset on global climate finance flows), or at minimum publish annual reports on these figures to enable global monitoring.

Box 12. Recommendation for Civil Society Organisations and Advocates: Broaden the Declaration's Reach to More Countries

This baseline analysis considered the national climate policies and country contributions to international climate finance of 91 DCs, yet there are 195 parties to the Paris Agreement. While efforts are made to better support these DCs and accelerate their progress on their commitments to adapt, mitigate, and invest, equal efforts should be made to increase the number of signatories to the Declaration. A starting point would be to encourage those countries whose NDCs performed well on previous 'education in NDCs' analyses, including Argentina, Cabo Verde, Cambodia, and Gambia, for example (Kwauk, 2022). In addition, as countries use the *Integrating Education into NDCs Guidelines* (Cooke, 2025) – guidance that is aligned with the spirit of the Declaration – advocates should encourage these countries to become signatories to the Declaration. With more countries prioritising education as a climate strategy, we may begin to see the underlying ambition behind the Declaration turn into real resources and financing for implementation.

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Annexures

Photo by David Lartey – unsplash

Annex 1 List of Declaration Countries

1. Andorra*
2. Antigua and Barbuda
3. Australia*
4. Bahamas
5. Bangladesh*
6. Barbados*
7. Belgium (EU)
8. Belize*
9. Botswana*
10. Brazil*
11. Brunei Darussalam
12. Cameroon
13. Canada*
14. Colombia*
15. Cyprus (EU)
16. Denmark (EU)
17. Dominica
18. Dominican Republic
19. Egypt
20. Eswatini*
21. Fiji
22. Finland (EU)
23. France (EU)
24. Gabon
25. Gambia
26. Georgia
27. Germany (EU)
28. Ghana
29. Greece (EU)
30. Grenada
31. Guyana
32. Iceland*
33. India
34. Iraq*
35. Jamaica*
36. Japan*
37. Kenya*
38. Kiribati
39. Lao P.D.R.
40. Latvia (EU)
41. Lebanon*
42. Lesotho**
43. Malawi
44. Malaysia*
45. Maldives*
46. Malta (EU)
47. Mauritania
48. Mauritius*
49. Morocco*
50. Mozambique
51. Namibia
52. Nauru
53. New Zealand*
54. Nigeria*
55. Norway*
56. Oman
57. Pakistan*
58. Papua New Guinea
59. Portugal (EU)
60. Romania (EU)
61. Rwanda
62. Samoa
63. Saudi Arabia
64. Senegal
65. Seychelles*
66. Sierra Leone
67. Singapore*
68. Solomon Islands*
69. Somalia*
70. South Africa*
71. South Sudan
72. Spain (EU)
73. Sri Lanka*
74. St. Kitts and Nevis
75. St. Lucia*
76. St. Vincent and the Grenadines*
77. Sweden (EU)
78. Tanzania
79. Thailand
80. Togo
81. Tonga*
82. Trinidad and Tobago
83. Tunisia*
84. Türkiye
85. Tuvalu*
86. Uganda
87. United Arab Emirates*
88. United Kingdom*
89. Uzbekistan
90. Vanuatu*
91. Zambia*

Note: (EU) indicates the Declaration country falls under the NDC submitted by the European Union. A (*) indicates the Declaration country is included in both the baseline and emerging trends analysis because the country has an NDC on the UNFCCC NDC Registry that was submitted prior to 31 December 2023 and after 1 January 2024. A (**) indicates the Declaration country is not included in the baseline analysis because only a post-2023 NDC is available on the UNFCCC NDC Registry. Countries were up to date as of 5 December 2025.

Annex 2 Methodology

This Annex provides a detailed description of the approach used to monitor country progress on their commitments to the Declaration on the Common Agenda for Education and Climate Change, including an overview of the data sources included in this baseline assessment, the approaches used to analyse these data sources, and the approach used to calculate combined and index scores to create a synthesis of findings. This Annex also includes a brief note on how 'education' is defined in the context of the Declaration Monitoring Framework and stocktaking.

Definitions

'Education', as defined by the Declaration, includes the formal and non-formal education of children and youth, specifically primary education and secondary education. However, in the context of NDCs, education is often referenced without much distinction between formal and non-formal education and training, and rarely do references make distinctions between the primary, secondary, and post-secondary/tertiary levels, unless the reference is in a specific section on children and youth. Instead, education is often couched in terms of awareness raising, capacity building, skill building, and training.

For this stocktaking exercise, the policy analysis takes a more generous and inclusive approach to interpreting references in NDCs to education, skills building, training, and capacity building, especially in the context of achieving the country's broader mitigation and adaptation goals. The Monitoring Framework includes sub-metrics that allow for more fine-tuned reporting as to whether references to education and training in NDCs are child- and/or youth-focused, and whether attention is given to women and girls. It is hoped that this more inclusive approach to scoring NDCs will provide stakeholders with an on-ramp for advocacy efforts aimed at bridging existing attention to adult-targeted education and training with enhanced opportunities for the education of children and youth.

In short, while references to education and training of an informal nature (e.g., public awareness campaigns, dissemination of information, etc.) and/or targeted at adult populations (e.g., farmers, ministry officials, trainers, etc.) fall outside of the scope of education implied by the Declaration, they are nonetheless counted in this analysis.

For example, more often than not, references to skills, training, and capacity building in NDCs refer to adults. In Vanuatu's NDC 2.0: 'Vanuatu commits to improve access to appropriate technology, knowledge and skills in food production and ensuring that at least 5% of all training conducted by Government and NGOs will cover food preservation and storage' (p.7). Or in St. Kitts and Nevis's NDC 2.0: 'Skills training will be needed to facilitate the e-mobility transition' (p.18). While these are clearly not aligned with the intention of the Declaration, they are references by NDCs to the role of education and training in climate mitigation and adaptation efforts. Claiming that the NDC does not recognise the role of education in these cases may be counterproductive from a stocktaking perspective, but could provide a basis for targeted advocacy to see such references be complemented by age-appropriate learning opportunities for children and youth in schools.

Data Sources

Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs) were used to measure Indicators 1–5.A. The OECD-DAC's **Climate-Related Development Finance** (CRDF) database for 2023 (OECD, 2025) was used to measure Indicators 5.B. and 5.C. for the Multilateral Climate Funds (MCFs) and Multilateral Development Banks (MDBs), and Indicator 8.B. Country Climate and Development Platforms were used to measure Indicator 6. Education Sector Plans (ESPs) were used to measure Indicator 7. Fiscal year reports for Multilateral Education Funds (MEFs) were used to measure Indicator 8.A.

Nationally Determined Contributions

The NDCs of DCs submitted to the **UNFCCC NDC Registry** prior to 31 December 2023 were analysed to establish a baseline of DCs' commitments to the 'Adapt' and 'Mitigate' pillar and 'Invest' Indicator 5.A.

NDCs submitted after 1 January 2024 were analysed to identify emerging trends and the general direction of momentum regarding country progress on advancing the Declaration's commitment areas.

Of the 91 DCs, 78 NDCs were included in the baseline analysis (see Annex 1 List of Declaration Countries). NDCs in Arabic, French, Russian, or Spanish were translated into English using either WBG-Translate, the World Bank's automated machine translation portal, or DeepL Translator, a neural machine translation tool.

Lesotho did not have an NDC listed on the UNFCCC NDC Registry prior to 31 December 2023, and was therefore excluded from the baseline. In addition, 13 of the DCs are members of the European Union and are represented by the NDC submitted by Spain and the European Commission. The NDCs of 12 DCs are therefore duplicates.

As of 5 December 2025, 40 DCs had submitted a second or third NDC since the adoption of the Declaration. These countries' NDCs ('NDC 3.0s') were analysed to identify emerging trends and momentum around the Declaration commitment areas.

It is important to note that this stocktaking exercise does not attempt to claim any degree of causality in terms of the Declaration's direct impact on countries' actions and priorities around climate and education. Rather, the exercise is intended to provide stakeholders with data for improved advocacy and accountability.

National Adaptation Plans

Because of the longer timeline between NAP updates, NAPs submitted to the UN Climate Change's **NAP Central** prior to 5 December 2025 are included in the analysis to establish a baseline of DCs' commitments to the 'Adapt' pillar. Only NAPs of DCs classified as non-Annex 1 Parties to the UNFCCC are included.

Of the 70 non-Annex 1 DCs, 28 had submitted NAPs at the time of the analysis (see List 1), meaning 42 non-Annex 1 DCs had not yet submitted a NAP to NAP Central. Of these, nine NAPs were submitted after COP28.

List 1. Declaration countries with NAPs submitted to NAP Central, as of 5 December 2025.

1. Antigua and Barbuda
2. Bangladesh
3. Brazil
4. Cameroon
5. Colombia
6. Fiji
7. Grenada
8. Kenya
9. Kiribati
10. Lao P.D.R.
11. Lesotho
12. Morocco
13. Mozambique
14. Pakistan
15. Papua New Guinea
16. Sierra Leone
17. Somalia
18. South Africa
19. South Sudan
20. Sri Lanka
21. St. Lucia
22. St. Vincent and the Grenadines
23. Thailand
24. Togo
25. Tonga
26. Trinidad and Tobago
27. Tuvalu
28. Zambia

OECD Climate-Related Development Finance Dataset

The OECD currently maintains a global dataset on bilateral and multilateral development finance (from Development Assistance Committee (DAC) member and non-member states, MDBs, other multilateral entities, and private donors) that promotes the objectives of the UN conventions on climate change (UNFCCC), biodiversity (CBD), and desertification (UNCCD). While the CRDF dataset is the most comprehensive and is published annually, the data lags by two years. As such, the Declaration Monitoring Framework will track the financial data from MCFs and MDBs from two years earlier. For this baseline analysis, data for Indicators 5.B. and 5.C. are from 2023.

The CRDF includes development finance data that is tagged as having climate change as a significant or principal objective according to the Rio Markers (OECD, 2013) and according to the Joint MDB Methodology (EIB, 2022; EIB, 2023). The former provides an upper estimate of the proportion of a project's total cost that can be counted as climate finance (e.g., 40% for significant and 100% for principal), while the latter quantifies the dollar-value share of the 'climate components' of a project that directly support mitigation or adaptation. Inclusion of both types of data makes the CRDF database the most comprehensive for tracking climate finance flows.

In addition, CRDF data is also tagged according to the Gender Equality Marker (OECD, 2024; UN Women, no date), by sector and sub-sector, and so on – a process that is self-reported by donors. While some of this climate-related development finance (CRDF) may be tagged as going to the education sector, there may be some CRDF tagged as going to agriculture, health, energy, transport, or water sectors that, at the project level, have education components and/or activities implemented in education settings (e.g., in schools). This baseline analysis only considers CRDF that has been tagged specifically as going to the education sector. As such, the baseline may underreport actual CRDF going to education, as education-related activities may be 'hidden' in CRDF going to non-education sectors – although in reality this underreporting is likely to be insignificant.

The CRDF dataset is available in two formats: one from the donor perspective and the other from the recipient perspective. The recipient perspective was used for this analysis to allow for more fine-tuned analysis.

Finally, the CRDF dataset includes data that allows tracking high-income DC contributions to climate-related development finance going to education, which was used for tracking Indicator 8.B.

Multilateral Climate Funds

There are four MCFs that the Declaration Monitoring Framework aimed to track for this baseline analysis (see List 2), all of which report finance data to the OECD-DAC. Future monitoring reports should also include the new Fund for Responding to Loss and Damage (FRLD), which issued its first call for proposals in 2025.

List 2. MCFs included in the OECD-DAC CRDF dataset

1. Adaptation Fund
2. Climate Investment Funds
3. Green Climate Fund
4. Global Environment Facility

In addition, 26 DCs had developed Country Programme documents for the Green Climate Fund (List 3) as of 20 August 2025. These documents include projects and programmes that the country has prioritised for funding from GCF in an effort to advance the country's climate strategies and plans, including its NDC and NAP. These Country Programmes were included in the analysis to offer complementary insights on emerging trends among DCs.

List 3. Declaration countries with a GCF Country Programme

1. Antigua and Barbuda
2. Bangladesh
3. Belize
4. Brazil
5. Dominica
6. Eswatini
7. Fiji
8. Gabon
9. Iraq
10. Jamaica
11. Kiribati
12. Laos
13. Lebanon
14. Maldives
15. Oman
16. Pakistan
17. Papua New Guinea
18. Rwanda
19. Solomon Islands
20. St. Kitts and Nevis
21. St. Lucia
22. Thailand
23. Togo
24. Tonga
25. Vanuatu
26. Zambia

Multilateral Development Banks

MDB climate-related finance data from 2023 was drawn from the OECD CRDF dataset for a comprehensive look at MDB investments in climate-resilient and climate-smart education systems (see List 4).

List 4. MDBs included in the OECD-DAC CRDF dataset

1. African Development Bank (AfDB)
2. Asian Development Bank (ADB)
3. Asian Infrastructure Investment Bank (AIIB)
4. Caribbean Development Bank (CarDB)
5. Council of Europe Development Bank (CEB)
6. Development Bank of Latin America (CAF)
7. European Bank of Reconstruction and Development (EBRD)
8. European Investment Bank (EIB)
9. Inter-American Development Bank (IDB)
10. Islamic Development Bank (IsDB)
11. World Bank (WB)

Multilateral Education Funds

In 2023, MEFs such as the Global Partnership for Education did not report CRDF to the OECD-DAC, and as such are not included in the CRDF dataset unless a donor country that contributed CRDF to GPE reported GPE as a channel of delivery. As such, the author approached several of the major MEFs directly to enquire whether their institutions tagged their annual education financing with the OECD-DAC Rio Markers or any other climate-relevant tagging scheme. Only two MEFs currently track annual climate finance information: Education Cannot Wait (ECW) and the Global Partnership for Education (GPE). Through access and permission granted by these two individual funds, this data was included in the analysis. Both funds provided data for 2023 and 2024, so a trends analysis was also included in this baseline.

Country Climate and Development Platforms

According to ODI, a Country Climate and Development Platform – or country platform for climate action – is a 'government-led, multi-stakeholder partnership that is used to attract and coordinate international public finance in support of common goals. […] It is a vision for how international cooperation on development and climate change could (or should) be organised at the country level'.[19] WRI describes these platforms as 'efforts to bring together myriad sources of finance at the *country* level to invest in sectoral or economy-wide transformations that achieve both domestic and international goals.'[20]

While less than a dozen Country Platforms have been launched, more than a dozen additional platforms are in development.[21] Analysts and advocates suggest that Country Platforms are key to leveraging international finance to enable the large-scale energy system transformations necessary for achieving critical development goals.[22] This analysis seeks to spotlight Country Platforms as an important emerging finance coordination mechanism that can help to ensure countries are considering education as a key climate and development strategy in need of financing and investment.

At the time this analysis was conducted, only seven DCs had developed a Country Platform for climate action: Bangladesh, Barbados, Brazil, Colombia, Egypt, Senegal, and South Africa. There are also newly announced Country and Regional Platforms, including two recently launched by the Green Climate Fund for the **Caribbean region** and the **African Island States Climate Commission**, covering additional DCs: Belize, Colombia, Dominican Republic, Grenada, Guyana,

19 Hadley, et al., 2022, p. 6.
20 Robinson & Olver, 2025.
21 GCF, 2025.
22 Kammourieh, et al., 2025; Gilmour, Tanaka, Colenbrander, 2024; World Bank, 2024.

India, Lesotho, Nigeria, Oman, Rwanda, St. Kitts and Nevis, St. Vincent and the Grenadines, South Africa, Togo, and Trinidad and Tobago. There is also one for the **Latin America and Caribbean region** funded in partnership by the Inter-American Development Bank. Descriptions of the seven DC Country Platforms are included in the analysis to gauge the level of attention given to education by these development and climate finance coordination mechanisms. Regional Platforms are not included in this analysis.

Education Sector Plans

To gauge whether and how much of national education resources are being allocated toward strengthening climate-resilient and climate-smart education systems, national education sector plans (ESPs) are also included in the data corpus. At the time of the analysis, 75 DCs' education sector plans – or their equivalent – were included, 20 of which were published after COP28 in 2023.

For this analysis, ESPs were located on UNESCO IIEP's **Planipolis**. If an education sector plan (or equivalent) was unavailable, the country's education sector policy or another national education sector strategy that covered general or basic education was included. Only one document per country was analysed, unless a country did not have any of the above available on Planipolis.

Data Analysis

This section provides an overview of the different methodological and analytical approaches taken for the stocktake, organised by data source.

Content Analysis of NDCs

Analysis of the NDCs provides data for 31 metrics and sub-metrics used to measure five indicators of progress on countries' commitments to mitigate, adapt, and invest in education and climate change (Table 10). Each NDC was reviewed in relation to each of these metrics.

Table 10. Indicators Monitored by the Analysis of NDCs

Indicator	Metric	Sub-metric	
Adapt			
1.Policy recognises the need for climate-smart and climate-resilient education systems	1.A. The policy acknowledges that the education sector must adapt to climate change	1.A.i. The policy positions the education sector as a climate-vulnerable sector	1.A.i.a. Policy recognises the impact of climate change on education.

Indicator	Metric	Sub-metric	
Adapt			
1.Policy recognises the need for climate-smart and climate-resilient education systems	1.A. The policy acknowledges that the education sector must adapt to climate change	1.A.ii. The policy includes an activity addressing the adaptation gaps of the education sector	1.A.ii.a. Policy references system strengthening of the education sector 1.A.ii.b. Policy references school safety 1.A.ii.c. Policy references resilient and/or climate-smart infrastructure
		1.A.iii. The policy recognises that the education needs of especially climate-vulnerable populations must be addressed	
3. Policy positions education as a climate (adaptation/ mitigation) strategy	3.A. Policy positions education as a sector that can address the country's adaptation goals	3.A.i. The policy includes an education activity contributing to adaptation	3.A.i.a. The reference to education is child-focused 3.A.i.b. The reference to education includes training and skills development
	3.B. Policy positions education as relevant to other area or sector adaptation activities		
4. Policy positions learners as agents of change	4.A. Policy recognises the role of children and young people in actively engaging in climate adaptation and mitigation	4.A.i. Policy recognises the role of women and girls in actively engaging in climate mitigation and adaptation	
Mitigate			
1.Policy recognises the need for climate-smart and climate-resilient education systems	1.B. Policy commits to monitoring emissions for the education sector		

Indicator	Metric	Sub-metric	
Adapt			
2. NAP/NDC includes education	2.A. NDC includes a clear entry point for the education sector to support the delivery of the NAP/NDC	2.A.i. The policy identifies education as a standalone, prioritised sector	
	2.B. The Ministry of Education is recognised as a stakeholder involved in the delivery of the NAP/NDC	2.B.i. The Ministry of Education has an explicit role in the delivery and monitoring of the NAP/NDC	
	2.C. NDC includes education in the monitoring framework	2.C.i. There are dedicated indicators on education	
		2.C.ii. Policy includes time-bound targets for the education sector	
3. Climate policy (NAP/NDC) positions education as a climate adaptation/mitigation strategy	3.C. Policy positions education as a sector that can address the country's mitigation goals	3.C.i. Policy includes an education activity contributing to mitigation	3.C.i.a. The reference to education is child-focused 3.C.i.b. The reference to education includes training and skills development
	3.D. Policy positions education as relevant to other areas/sectors' mitigation activities		
4. Policy positions learners as agents of change	4.A. Policy recognises the role of children and young people in actively engaging in climate adaptation and mitigation	4.A.i. Policy recognises the role of women and girls in actively engaging in climate mitigation and adaptation	
Invest			
5. Education is integrated into climate finance	5.A. Climate policy includes education in the resource/funding requirements section		

To conduct the analysis of NDCs, a text search of key terms was first conducted to determine where in the NDC references to education and training are included, and to gauge the extent to which key indicators of the Declaration Monitoring Framework are included (Table 11).

Table 11. First Set of Key Terms

Issue area	Key term	Search term	Language
Education	education, teach, school,	educat*, teach, school, universit*, college,	EN
	éducation, enseigner, école, université, collège, lycée , éducation de la petite enfance	éducat*, enseign*, école, universite, college, lycee, enfanc*, scolaire	FR
	educación, enseñar, escuela,	educa*, ensen*, aprend*, escuela*, universid*, coleg*	SP
Training	training, capacity building	train*, capacit*, vocation	EN
	formation	format*, former, professionnel*	FR
	formación, capacitación	formacion, capacit*, vocacional	SP
Skills	skills, capacities, competencies	skill*, capacit*, competenc*	EN
	capacité, compétence	capacit*, compéten*	FR
	competencia, habilidad	competenc*, habilidad	SP

Once the key sections were identified, the text was analysed according to the questions listed in the template spreadsheet and responses were recorded. Entire sections may have been read for context and to decipher intent, especially to determine whether the reference targeted the education of children and youth.

NDCs were given the benefit of the doubt. For example, Vanuatu's NDC 2.0 mentions that it commits to 'reduce gaps in relation to climate disaster responsiveness of school facilities' (p. 26). While this is not an explicit reference to resilient and/or climate-smart infrastructure, the intention is there, so the score for indicator 1.A.ii.c. would be 1 ('Yes'). Another example is Tuvalu's NDC 2.0 that states, 'The Department of Energy has also been running a quarterly education programme, broadcast on public radio, covering household energy efficiency' (p. 12). While this does not explicitly reference the education of children and youth, it is feasible that the DoE may include radio messages targeting younger audiences. Without an opportunity to verify this, the approach is to give the NDC the benefit of the doubt and assign a score of 1 ('Yes') for indicator 3.C.i.a.

In some cases, key terms may be present, but the intent is clearly not aligned with the Declaration. For example, Zambia's NDC 2.0 includes indicators that use the key term 'capacity' ('Level of capacity of human resource base for addressing climate change' (p. 21). However, the indicator is in reference to a measure of the quality of human resources, rather than a measure of education systems. In this case, the score for Indicators 2.C. and 2.C.i. would be 0 ('No'). Another example is Vanuatu's NDC 2.0 that includes a reference to training and skills development: 'By 2030, training and capacity building for livestock farming and pasture management' (p. 5). Since this is an example of a specific activity for adaptation and we are giving NDCs the benefit of the doubt, the NDC would score 1 ('Yes') for Indicator 3.A.i. However, since this is in reference to livestock farmers and pasture managers and the context is clearly not children or youth, Indicator 3.A.i.a. would score 0 ('No'). It would score 1 ('Yes') for Indicator 3.A.i.b. on being focused on skills development.

Indicators like 3.A.i.a. ('Is the reference to education child-focused?') help to ensure that education activities that may blur the line between children or youth and adults or the general public are evaluated in reference to the education of children and youth.

Once the above terms were exhausted, some indicators, like those below, may have been reviewed with an additional key term search (see Table 12) to ensure a thorough analysis of the NDC:

- Indicator 1.A.iii. Does the climate policy recognise that the education sector needs to protect the education of especially climate-vulnerable populations (e.g., girls, children with disabilities, displaced children, refugee children, indigenous children, etc.)?
- Indicator 2.C. Does the policy include education in the monitoring framework?
- Indicator 2.C.i. Are there dedicated indicators on education?
- Indicator 4. Does the policy position learners as agents of change?
- Indicator 5.A. Does the climate policy include education in the resource/funding requirement section?

Table 12. Additional Key Terms

Issue area	Key term	Search term	Language
Children/youth	infant, baby, children, youth, young, adolescent, girl, boy, students, learners	infant, baby, child*, you*, adolescent, girl, boy, student*, learn*, disab*, displace*, refugee	EN
	Enfant/enfance, jeune/jeunesse, juvénile, adolescent/adolescente, bébé, fille, garçon, étudiante, apprenant	enfan*, bébé*, jeune*, juvénile, adolescent*, fille, garçon, étudiant*, appren*, handicapé*, déplacé*, réfugié*	FR
	infancia, bebé, niña, niño/niños, chica/o, joven/jóvenes, juventud, adolescente, hijo/hija, estudiante, alumna, aprendiz	infancia, bebe, nin*, chic*, jov*, juv*, adolescente, hij*, estudiant*, alumn*, aprendiz*, discapaci*, displaza*, refugiad*	SP
Monitoring/ indicators	monitor, indicator	monitor*, indicator	EN
	surveillance, évaluation, indicatrices/indicateur	surveillance, évaluation, indicat*	FR
	monitoreo, evaluación, indicador	monitor*, evaluac*, indicador*	SP
Finance	finance, funding	financ*, fund*,	EN
	finance, financement	finance*	FR
	fondos, finanzas	fondos, finanzas	SP

Future stocktakes should focus on NDC 3.0s that were submitted after 5 December 2025 for a more comprehensive picture and comparison with NDC 2.0s included in this baseline.

Content Analysis of NAPs

Analysis of NAPs provides data and insights on 23 metrics and sub-metrics to measure five indicators of progress on countries' commitments to integrate education in their NAPs (Table 13) and to address the commitment areas of the 'Adapt' pillar.

Table 13. Indicators Monitored by the Analysis of NAPs

Indicator	Metric	Sub-metric	
Adapt			
1.Policy recognises the need for climate-smart and climate-resilient education systems	1.A. The policy acknowledges that the education sector must adapt to climate change	1.A.i. The policy positions the education sector as a climate-vulnerable sector	1.A.i.a. The policy recognises the impact of climate change on education.
		1.A.ii. The policy includes an activity addressing the adaptation gaps of the education sector	1.B.ii.a. Policy references system strengthening of the education sector 1.B.ii.b. Policy references school safety 1.B.ii.c. Policy references resilient and/or climate-smart infrastructure
		1.A.iii. The policy recognises that the education needs of especially climate-vulnerable populations must be addressed	
2. Climate policy (NAP/NDC) includes education	2.A. NAP includes a clear entry point for the education sector to support the delivery of the NAP/NDC	2.A.i. The policy identifies education as a standalone, prioritised sector	
	2.B. The Ministry of Education is recognised as a stakeholder involved in the delivery of the NAP/NDC	2.B.i. The Ministry of Education has an explicit role in the delivery and monitoring of the NAP/NDC	
	2.C. NAP includes education in the monitoring framework	2.C.i. There are dedicated indicators on education	
		2.C.ii. The policy includes time-bound targets for the education sector	

Indicator	Metric	Sub-metric	
Adapt			
3. Policy positions education as a climate (adaptation/ mitigation) strategy	3.A. Policy positions education as a sector that can address the country's adaptation goals	3.A.i. The policy includes an education activity contributing to adaptation	3.A.i.a. The reference to education is child-focused 3.A.i.b. The reference to education includes training and skills development
	3.B. Policy positions education as relevant to other areas'/sectors' adaptation activities		
4. Policy positions learners as agents of change	4.A. Policy recognises the role of children and young people in actively engaging in climate adaptation and mitigation	4.A.i. Policy recognises the role of women and girls in actively engaging in climate mitigation and adaptation	
Invest			
5. Education is integrated into climate finance	5.A. Climate policy includes education in the resource/funding requirements section		

Analysis of NAPs in the monitoring framework is partially based on data from: Merryweather, J., & Pham, C. (2025). **Education in National Adaptation Plan Processes**. NAP Global Network & Save the Children. International Institute for Sustainable Development.

The Merryweather and Pham (2025) report reviewed multi-sectoral NAPs submitted by developing countries to the UNFCCC as of 30 June 2025, which are posted on the UNFCCC's NAP Central (**www.napcentral.org**). Four additional countries' NAPs (Lao P.D.R., Lesotho, Somalia, and Tuvalu) and one updated NAP (Grenada) were submitted to NAP Central after the Merryweather and Pham. (2025) analysis and were therefore analysed independently by this author using the Declaration Monitoring Framework metrics.

Although the UNFCCC began accepting NAP submissions from 'developed countries' to NAP Central in 2023, the Merryweather and Pham (2025) report focuses on developing country NAPs only, recognising that developing countries face a particular set of circumstances, gaps, and needs with respect to adaptation planning.

The report conducted keyword searches and text analyses. A questionnaire was developed to standardise the data collection process, and reviewers completed this questionnaire in SurveyMonkey to capture the results of the keyword searches and text analysis. This questionnaire was based on a standardised questionnaire used by the NAP Global Network. Results were exported into Excel for quantitative and qualitative analysis. NAP documents published in languages other than English were translated with the DeepL translation tool. The keyword searches and text analyses were conducted on the main body texts of the NAPs, annexes, appendices, footnotes, and endnotes.

The report focused on the education sector as it relates to children and youth, including pre-primary, primary, and secondary education, and non-formal education. It did not consider broader elements of education such as general awareness raising and community engagement, adult formal or non-formal education.

The Declaration Monitoring Framework also uses data from **NAP Trends**, an initiative of the NAP Global Network, which is updated on a monthly basis.

To align the data collected for the report and NAP Trends with the Declaration Monitoring Framework's indicators, Table 14 illustrates how metrics were aligned.

Table 14. Alignment Between the Declaration Monitoring Framework NAP Metrics and the NAP Global Network Metrics

Declaration metric	NAP Global Network Analysis metrics
1.A., 1.A.i.	In what section of the NAP is education mentioned? >> risk
1.A.i.a.	Does the NAP consider adapting the curriculum and/or teacher training?
1.A.ii.	Is adapting the curriculum or teacher training an adaptation priority or action?
1.A.ii.b.	Does the NAP consider school continuity or school safety in the face of climate shocks and hazards? Is school continuity or school safety an adaptation priority or action?
1.A.ii.c.	Does the NAP consider the resilience or adaptation of school infrastructure? Is the adaptation of school infrastructure an adaptation priority or action?
2.A.	Does the NAP describe a role for the Ministry of Education? >> implementation, coordination, MEL
2.A.i.	NAP identifies priority sectors >> education (NAP trends)
2.B.	Does the NAP describe a role for the Ministry of Education? >> implementation, coordination
2.B.i.	Does the NAP describe a role for the Ministry of Education? >> MEL
2.C., 2.C.i.	Are there education-related indicators in the NAP?
3.A., 3.A.i.	In what section of the NAP is education mentioned? >> goals/objectives, priority/action
3.A.i.a.	Is the priority/action child-sensitive?
4.A.	Does the NAP refer to children and young people? How are children and young people positioned in the document? >> value
5.A.	Are adaptation costs for education estimated?

Declaration Monitoring Framework Indicators 1.A.ii.a., 1.A.iii., 2.C.ii., 3.A.i.b., 3.B., and 4.A.i. do not have data collected by the NAP Global Network's analysis, and as such are not included in the scoring for the NAPs.

Future stocktakes should incorporate NAPs submitted after 5 December 2025.

Analysis of Datasets and Documents from Multilateral Funds

Together, the OECD CRDF dataset and documents from MCFs, MDBs, and MEFs provide data for 15 metrics and sub-metrics to monitor two indicators of progress on the 'Invest' action areas to: integrate education into international climate finance; integrate climate into international education finance; and increase country-level investments in climate-smart and climate-resilient education systems (Table 15).

Table 15. Indicators Monitored by Multilateral Fund Data

<table>
<tr><th>Indicator</th><th>Metric</th><th colspan="2">Sub-metric</th></tr>
<tr><td colspan="4">Invest</td></tr>
<tr><td rowspan="3">5. Education is integrated into climate finance</td><td>5.A. Climate policy includes education in the resource/funding requirements section</td><td></td><td></td></tr>
<tr><td rowspan="2">5.B. % of MCF financing in the prior year includes education components</td><td>5.B.i. USD amount of approved climate finance with explicit education activities or objectives</td><td>5.B.i.a. USD amount of approved climate finance for adaptation-related education activities or objectives
5.B.i.b. USD amount of approved climate finance for mitigation-related education activities or objectives</td></tr>
<tr><td>5.B.ii. % of the investment that promotes gender equality objectives</td><td></td></tr>
</table>

Indicator	Metric	Sub-metric	
Invest			
5. Education is integrated into climate finance	5.C. % of MDB climate-related financing committed in the prior year includes education components	5.C.i. USD amount of approved climate finance with explicit education activities or objectives	5.C.i.a. USD amount of approved climate finance for adaptation-related education activities or objectives 5.C.i.b. USD amount of approved climate finance for mitigation-related education activities or objectives
		5.C.ii. % of the investment that promotes gender equality objectives	
8. Investments to global education funds and partnerships support climate-smart and climate-resilient education systems	8.A. % of education financing committed in the year prior include climate-related activities or objectives	8.A.i. USD amount of approved education finance with explicit climate activities or objectives	
	8.B. The country has made a financial contribution to an education fund or partnership with a climate focus in the year prior	8.B.i. USD amount contributed to the multilateral education fund or partnership that supports climate-readiness	

Analysis of the OECD Climate-Related Development Finance Dataset

The OECD-DAC CRDF dataset for 2023 (OECD, 2025) provides data for MCFs and MDBs organised by adaptation- and mitigation-related funding (and overlapping adaptation and mitigation funding) committed for 2023 and organised by sector. To calculate the percentage of climate finance flows to education in 2023 (Indicators 5.B. and 5.C.), the total climate-related development finance to the education sector (including adaptation and mitigation finance) reported for MCFs (or MDBs) was divided by the total climate-related development finance committed by MCFs (or MDBs) for the year. Calculations were made for each MCF or MDB, as well as for MCFs and MDBs altogether.

The CRDF dataset also provides climate finance data for the 21 DCs classified as Annex 1 (high-income) parties to the UNFCCC[23] that are DAC members. The data is also organised by adaptation- and mitigation-related funding (and overlapping adaptation and mitigation funding) committed for 2023 and organised by sector as well as by channel of delivery (e.g., to an MEF like the Global Partnership for Education, to an international NGO like Save the Children, etc.). To determine whether the 21 Annex 1 (high-income) DCs made contributions to MEFs and education partnerships (Indicator 8.B.), the total climate-related development finance committed in 2023 to the education sector was taken from the CRDF dataset, as it is difficult to discern from the

23 https://unfccc.int/process/parties-non-party-stakeholders/parties-convention-and-observer-states

dataset what proportion of the contribution went through an education fund (unless specifically stated as going to GPE, for example) or an education partnership, specifically.

Note: The contributions of EU member states that are DCs may have been recorded in the dataset as contributions by the European Commission. These contributions were reported as such.

Analysis of GCF Country Programme Documents

Analysis of GCF Country Programme documents provides data for monitoring Indicator 5.A. additional to the data analysed from NDCs and NAPs. This additional analysis for Indicator 5.A assesses whether countries are prioritising education in their climate finance priorities for funding by MCFs – in this case, specifically from the GCF.

To assess whether climate finance priorities include education, the Country Programme documents were scanned using an approach similar to that used to assess NDCs and NAPs for Indicator 5.A. That is, a keyword search for 'education' and its related terms was conducted, and then a determination was made as to whether the national pipeline of projects and programmes to be considered for funding by GCF includes a focus on education.

Analysis of MEF Grants Datasets

Analysis of MEF grants datasets provides data for Indicator 8.A and additional insights into Indicator 8.B.

For Indicator 8.A., grants datasets from Education Cannot Wait (ECW) and the Global Partnership for Education (GPE) were reviewed. The total amount of climate-related financing committed for 2023 and 2024 was recorded. Where possible, this amount was disaggregated by mitigation and adaptation as the main objective.

Analysis of Country Climate and Development Platforms

The objectives, priorities, and goals of Country Platforms provide the data for monitoring Indicator 6.A (Table 16). Not all Country Platforms included in this analysis have sufficient information readily available to the public. These platforms, mainly Colombia's recently launched Country Platform, were excluded from the analysis.

Table 16. Indicators Monitored by Country Climate & Development Platform Documents

Indicator	Metric	Sub-metric	
Invest			
6. Cross-sectoral collaboration mechanisms exist in support of global climate finance for education	6.A. Education is included in Country Platforms for climate action		

To assess whether Country Climate and Development Platforms include education as a priority sector, the platform description was scanned using an approach similar to that used to assess

NDCs and NAPs for Indicator 5.A. That is, a keyword search was conducted for education and its related terms, and then a determination was made as to whether the platform's priority areas for coordinated financing include attention to education.

Future stocktakes should monitor when new Country Platforms are developed, including those recently announced by the GCF at COP30.[24]

Analysis of Education Sector Plans

Owing to the time- and resource-intensity of conducting regular stocktakes of national education sector budgets and their investments toward climate-related activities – as well as the technical challenges of identifying climate-related activities in these budgets – the stocktaking approach to monitoring country progress on domestic financing toward climate-smart and climate-resilient education systems uses national Education Sector Plans (ESP) as a proxy for measuring Indicator 7 (Table 17).

Specifically, it is assumed that if the ESP is responsive to climate change, the country is directing national resources toward achieving a climate-smart and climate-resilient education system in some way. The Declaration Monitoring Framework focuses on whether ESPs are responding to the impacts of climate change on the education system; leveraging education's contributions to reducing greenhouse gas emissions; and supporting climate-relevant learning and teacher training.

Table 17. Indicators Monitored by Analysis of ESPs

<table>
<tr><th>Indicator</th><th>Metric</th><th colspan="2">Sub-metric</th></tr>
<tr><td colspan="4">Invest</td></tr>
<tr><td rowspan="4">7. National education resources are allocated toward climate-related activities</td><td rowspan="4">7.A. ESP includes climate-related investments or activities</td><td>7.A.i. The reference addresses the adaptation gaps of the national education system</td><td></td></tr>
<tr><td>7.A.ii. The reference contributes to reducing emissions</td><td></td></tr>
<tr><td>7.A.iii. The reference seeks to make learners climate-ready</td><td>7.A.iii.a. The reference directs resources to very young children, girls or young women, children with disabilities, and/or displaced children</td></tr>
<tr><td>7.A.iv. The reference targets climate-focused teacher training</td><td></td></tr>
</table>

As such, ESPs were scanned for inclusion of any of the following keywords:

24 GCF, 2025.

Table 18. Key Words to Search for Climate-Responsiveness in ESPs

Issue area	Key term	Search term	Language
Climate	climate change, climate impacts, climate mitigation, climate adaptation, climate resilience, hurricane, flood, storms, drought, heat, sea level rise, green, global warming	climat*, mitigat*, emission, adapt*, resilience, hurricane, typhoon, cyclone, storm, flood, drought, heat, sea level rise, green, global warming	EN
Children/youth	infant, baby, children, youth, young, adolescent, girl, boy, students, learners	infant, baby, child*, you*, adolescent, girl, boy, student*, learn*, disability*, displace*	EN

ESPs that were not in English were translated using the World Bank's WBG-Translate tool and then searched using the key terms shown above.

Scoring Approach

To report findings from the analysis of DCs' climate policies, an overall score was calculated for Indicators 1 through 5.A. by averaging the relevant metric and sub-metric scores. The approach varied slightly depending on whether the NDCs and NAPs were reported together or independently, and whether emissions-related metrics were present. This section gives an overview of the approach taken to calculate these combined scores, as presented in Tables 5, 6 and 7, and Figure 3.

The order presented below follows the order of the steps taken in the analysis, rather than the chronological order of the Tables and Figures as presented in this report.

Scoring Approach for Table 6

Table 6 presents the overall scores of DCs' NAPs on Adapt Indicators 1.A, 2, 3, 4, and 5.A. However, because the data from the Merryweather and Pham (2025) report did not align perfectly with the Declaration Monitoring Framework indicators and metrics (see Table 14), it was not always possible to take the average of every indicator's metrics and sub-metrics to calculate a combined indicator score. Adjustments were made to reflect the best average of the metrics and sub-metrics for which data was available (see Table 19).

Table 19. Approach to Calculating the Overall Indicator Scores for Declaration Countries' NAPs

Indicator	Metrics and sub-metrics from which averages were calculated from the NAP analysis
Indicator 1.A.	1.A.i., 1.A.ii.
Indicator 2.	2.A., 2.B., 2.C.
Indicator 3.	3.A., 3.A.i.a.
Indicator 4.	4.A.
Indicator 5.A.	5.A.

Scoring Approach for Figure 3 and Table 7

Figure 3 presents a single index score for DCs' Pre-COP28 NDCs that combines Indicators 1.A., 1.B., 2, Adapt 3, Mitigate 3, 4, and 5.A. Overall scores for the relevant indicators were first calculated (see Table 20).

Table 20. Approach to Calculating the Overall Indicator Score for Declaration Countries' NDCs

Indicator	Metrics and sub-metrics from which averages were calculated from the NDC analysis	Notes
Indicator 1.A.	1.A.i., 1.A.ii, 1.A.iii	
Indicator 1.B.	1.B.	This score was only included for Declaration countries classified as Annex 1 countries to the UNFCCC
Indicator 2.	2.A., 2.B., 2.C	
Indicator 3. Adapt	3.A., 3.B.	
Indicator 3. Mitigate	3.C., 3.D.	
Indicator 4.	4.A., 4.A.i.	
Indicator 5.A.	5.A.	

After the combined scores were calculated for each indicator, an index score was calculated by averaging these combined scores. For Annex 1 countries (i.e., high-income countries), the NDCs' averaged scores for Indicators 1.A., 1.B., 2, Adapt 3, Mitigate 3, 4, and 5.A. were added together and then divided by 7. For Non-Annex 1 countries (i.e., low- and middle-income countries), the NDCs' scores were added together and then divided by 6, essentially discounting Indicator 1.B. (whether the NDC commits to measuring the emissions of the education sector) in order to avoid penalising Non-Annex 1 countries for not attending to emissions that they historically did little to contribute. If Non-Annex 1 countries' NDCs did mention monitoring emissions and scored a point for Indicator 1.B., the country would essentially get a bonus point in the calculation of their index score.

Table 7 repeats these calculations for DCs' Post-COP28 NDCs and presents these scores alongside the respective Pre-COP28 NDCs. Only DCs with both Pre- and Post-COP28 NDCs are included in this table.

To provide a general sense of how a DC's Pre- and Post-COP28 NDCs performed against the Declaration Monitoring Framework, an index score higher than 0.6 (or 60%) was considered 'passing' or making progress, and an index score below 0.59 (or 59%) was considered 'failing'. This scoring rubric echoes the rubric used by the Education International Climate Change Education Ambition Report Card (Kwauk, 2022).

Scoring Approach for Table 5

Table 5 presents a composite score for DCs' NAPs and NDCs that combines their scores for Indicators 1, 2, 3, 4, and 5.A. To calculate these, several adjustments were made for Annex 1 and non-Annex 1 countries and for DCs with or without a NAP (see Table 21).

For DCs that have a NAP (which are also DCs classified as non-Annex 1 countries), a combined score for Indicator 1.A. (‘Adapt’) was calculated based on the Indicator 1.A. ‘Adapt’ score from both its NAP and NDC. For example, the NAP for Antigua and Barbuda scored a 1 for Indicator 1.A. (the average of 1.A.i. and 1.A.ii). The NDC for Antigua and Barbuda scored a 0.67 for Indicator 1.A. (the average of 1.A.i., 1.A.ii., and 1.A.iii). To calculate the combined NAP–NDC score Indicator 1.A. for Antigua and Barbuda, the average of 1 and 0.67 was taken (= 0.83).

Because Antigua and Barbuda is a non-Annex 1 country, to calculate its index score for Indicator 1, only the combined NAP–NDC score for Indicator 1.A. was used: 0.83. And because all DCs with a NAP are also non-Annex 1 countries, the index score for every DC with a NAP is equal to the combined NAP–NDC score for Indicator 1.A.

For DCs classified as Annex 1, which do not have a NAP included in the stocktaking, the score for Indicators 1.A. and 1.B. from its NDC were averaged. Indicator 1.A. in this case is the average of Indicators 1.A.i., 1.A.ii., and 1.A.iii.

Table 21. Approach to Calculating the Declaration Index Score for Declaration Countries

Indicator	Metrics and sub-metrics from which averages were calculated across NAPs and NDCs	Notes
Indicator 1	1.A., 1.B.	Declaration countries with a NAP: Average of Indicator 1.A. for NAPs (calculation in Table 19) and Indicator 1.A. for NDCs (calculation in Table 20) Non-Annex 1 Declaration countries: The combined NAP–NDC score for only Indicator 1.A. was used for the index score for Indicator 1 Annex 1 Declaration countries: The average of NDC Indicator 1.A. and NDC Indicator 1.B. were used (these countries do not have a NAP included in the analysis)
Indicator 2	2.A., 2.B., 2.C.	Declaration countries with a NAP: Average of Indicator 2 for NAPs (calculation in Table 19) and for NDCs (calculation in Table 20)
Indicator 3	3.A., 3.C.	Declaration countries with a NAP: Average Indicator 3 for NAPs (calculation in Table 19) and Indicator 3 ‘Adapt’ for NDCs (calculation in Table 19) for a combined NAP–NDC score for Indicator 3.A.; and then average combined NAP–NDC score for Indicator 3.A. and Indicator 3.C. score for NDC
Indicator 4	4.A.	Declaration countries with a NAP: Average of Indicator 4.A. from both NAP and NDC
Indicator 5.A.	5.A.	Declaration countries with a NAP: Average of Indicator 5.A. from both NAP and NDC

The index score for Indicator 3 was similarly calculated across multiple steps for DCs with a NAP. First, a combined NAP–NDC score for Indicator 3.A. was calculated by taking the combined score for Indicator 3 for the DC's NAP, using the methodology shown in Table 19 and the combined score for Indicator 3 'Adapt' for the DC's NDC using the methodology shown in Table 20 (average of 3.A. and 3.C.). This was done because a composite score for this 'Adapt' indicator was needed in order to gauge how the DC's NAP and NDC both treat the 'Adapt' commitments of the Declaration.

Then, this combined NAP–NDC score for Indicator 3.A. was averaged with the DC's NDC score for Indicator 3.C, which is focused on mitigation. The resulting index score provides a composite of the DC's national climate policies' position of education as a climate adaptation and/or mitigation strategy (Indicator 3).