



WEBINAR

Building Climate-Resilient Education Systems for Children and Youth in East and Southern Africa

Integrating Education into National Adaptation Plans

**Wednesday, 6 May, 2026
11:00 EAT (Kampala)**



United Nations
Climate Change



RCC East and Southern Africa
Collaboration for Climate Action



NAP
Global
Network



Save the Children



Lilian Kempango

Regional Adaptation Specialist, UN Climate Change RCC EASA



United Nations
Climate Change



Agenda

11:00-11:05	Welcome	Moderator: Ms. Lilian Kempango & Ms. Minky Groenewald
11:05-11:10	Opening remarks	Mr. William Otieno UNFCCC Regional Collaboration Centre for ESA
11:10-11:20	Keynote presentation: Mainstreaming Children's Education into UNFCCC Climate change adaptation planning process	Ms. Joy Mlambo, UNFCCC Secretariat
11:20-11:35	Keynote Presentation: Entry points for integrating the education sector into the NAP process	Jen Merryweather, Education Specialist, NAP Global Network and Save the Children
11:35am - 12:25pm	Panel discussion: Building Climate - Resilient Education Systems through the NAPs: opportunities and challenges	Moderator: Minky Groenewald and Panellists
12:25pm - 12:35pm	Q&A with audience	All
12:35pm - 12:45pm	Closing remarks and way forward	Mr. William Otieno UNFCCC Regional Collaboration Centre for ESA



Welcome!

Housekeeping Details



We invite you to introduce yourself in the chat. Feel free to share your name, pronouns, organization, and where you are joining us from.



Today's event will be recorded and made available through UNFCCC RCC website

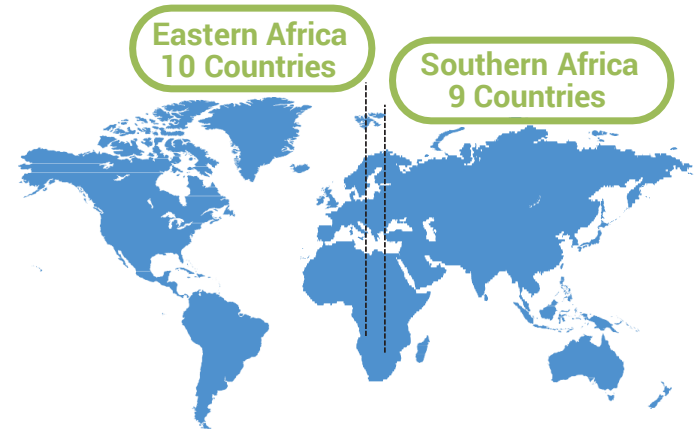


About RCC East and Southern Africa

Partnership

- Established in 2013 by UN Climate Change in partnership with the East African Development Bank (EADB), RCC EASA supports governments, NGOs, and the private sector across 19 countries in advancing climate action.
- As a key regional hub under the UNFCCC, RCC EASA provides hands-on support through technical assistance, capacity building, and strategic networking. It facilitates access to climate finance and clean development resources, helping countries implement their climate commitments under the UNFCCC, Kyoto Protocol, and Paris Agreement.
- Website: [About RCC EASAfrica | UNFCCC](#)

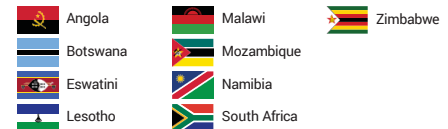
Geographical Coverage



Eastern Africa (10 Countries)



Southern Africa (9 Countries)





About the NAP Global Network

Our Goal

Enhance national
adaptation planning
and action in
developing countries



About the Save the Children

Save the Children, is the world's first and leading independent children's organization. Every year, Save the Children reaches millions of children in more than 110 countries.



Keynote address



William Otieno
UNFCCC Regional Lead, RCC EASA



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Collaboration for Climate Action

Presenter



Joy Mlambo

Associate Programme Officer, UNFCCC

Joy Mlambo is an Associate Programme Officer working on climate education; training; public awareness, public participation and public access to information; which is also known as Action for Climate Empowerment or ACE, under the UN Framework Convention on Climate Change and the Paris Agreement. In addition, Joy is responsible for supporting the work of and children and youth within the secretariat, including support to the role of the Presidency Youth Climate Champion.



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Mainstreaming Children's Education into the UNFCCC Climate Change Adaptation Planning Process

Joy Mlambo

UNFCCC Secretariat



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Presenter



Ms Jen Merryweather

Education Specialist, NAP Global Network and Save the Children

Jennifer is an Education Specialist at the NAP Global Network, seconded from Save the Children. After starting her career as a secondary school teacher, Jennifer has since worked in policy and advocacy for over a decade in both government and non-government organisations. Her previous roles include Policy and Advocacy Manager at UNICEF Australia, and Policy and Advocacy Manager at Plan International Australia, where she led climate, education and humanitarian advocacy.



Save the Children



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Integrating the Education Sector into the NAP process in East and Southern Africa

Jen Merryweather
Education Specialist



Credit: Astaan TV/ Save the Children



How is children's education impacted by climate change in East and Southern Africa?

- Direct impacts: floods, heatwaves and cyclones close schools, damage education infrastructure and disrupt access routes.
 - In 2019, Cyclone Idai disrupted education for over **305,000 children** in Mozambique.
- Indirect impacts: increasing risk of malnutrition, child marriage and child labor keep children out of school.
 - Over 107 million children are out of school in Africa (53 million in ESA). **Another 20 million** were at risk of dropping out from climate impacts in 2024.
- Equity: girls, children with a disability, internally displaced persons, and other marginalized groups disproportionately affected.



Credit: iAko Randrianarivelo /Save the Children

Critical role of education in building climate resilience

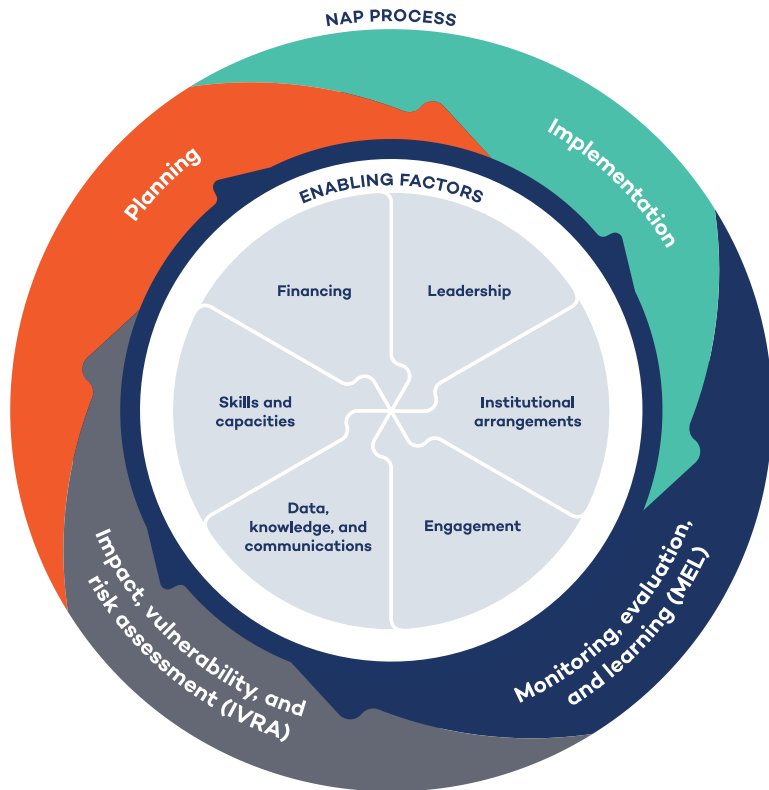
- Integrating climate change adaptation into formal & non-formal curricula support communities to build the skills, knowledge and understanding needed to adapt.
 - Climate change literacy can be strengthened in the region - in 2021 the average rate was 27%, with rates lower for women than men
- Children are a group that is particularly vulnerable to the impacts of climate change: they make up 46% of the population in the region and education is critical to developing their adaptive capacity

Source: United Nations, Department of Economic and Social Affairs, Population Division, 2024; UNICEF Eastern and Southern Africa Regional Office, 2025



National Adaptation Plan (NAP) Process

Putting adaptation at the heart of decision-making



- **Identify and address medium- and long-term priorities** for adapting to climate change
 - Assess risk, identify and prioritize options, implement options, track, measure and learn from progress
- Put in place the systems and capacities to make this a part of regular development planning and budgeting
- Today in 2026, almost every country in the world has a NAP process underway



Why integrate the education sector in the NAP process?

- The NAP process is an important opportunity for the education sector to **assess** climate risks, **articulate** its national adaptation priorities, **implement** them, and **monitor, evaluate, and learn**
- The NAP process can:
 - Set out a national commitment to adaptation in the education sector
 - Ensure comprehensive adaptation approaches and investments in the education sector
 - Coordinates approaches to adaptation across sectors
 - Increase access to climate finance

Source: Merryweather, Regmi and Murphy, 2026 (in press)

Current trends: Education and NAP Processes



of NAPs that identify the education sector as a priority sector

Two are in East and Southern Africa (Mozambique and Kenya)

In an analysis of 62 multisectoral NAPs as of 30 June 2025:

- Globally, **almost all** NAPs mention education and **84%** include an education related priority/action
- In the ESA region, **all** NAPs mention education, and **57%** include an education related priority or action

Current Trends: Education and NAP Processes



- **Curriculum change** is the most common type of education priority in NAPs globally (71%)
- **57%** of ESA countries prioritise curriculum change, **43%** prioritise education infrastructure & **14%** prioritise school safety



- Only **27%** of NAPs include cost estimates for education priorities - this is similar in ESA



- **Coordination** with education ministries can be strengthened - in ESA, **71%** include education ministry in an implementing role, **but none as part of NAP coordination mechanism**

Entry points for the Education Sector in the NAP process





Where to start?

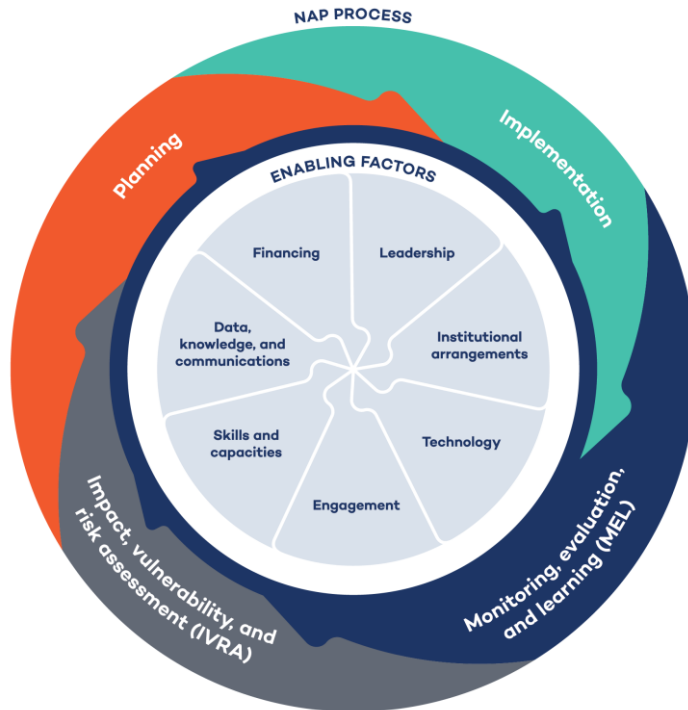
- Engage the education ministry throughout the NAP process, including as part of NAP consultations and in the NAP coordination mechanism.
- Engage children and youth through their representative organisations in the NAP process
- Explore available climate finance sources to understand what resources exist to support early preparedness and adaptation in the education sector.

Planning

- Stocktake to identify current priorities and gaps
- Consider all components of a resilient education system
- Look for opportunities to align with other sectors
- Identify and cost priority adaptation investments & integrate into existing planning and budgeting processes

IVRA

- Identify the most relevant climate hazards affecting the education sector, and determine which schools, students and teachers are most exposed.
- Assess the vulnerability of the education sector & disaggregate findings where possible
- Use this to inform the prioritisation and costing of adaptation measures



Implementation

- Define clear implementation roles for education ministry and other education actors
- Develop an adaptation finance roadmap to help operationalize the mobilization of resources for priority adaptation investments
- Work with education ministry to access finance to support implementation

MEL

- Identify and map existing data sources and education sector MEL systems that can contribute to the MEL system for the NAP process.
- Where appropriate, include indicators for adaptation measures that are beneficial for the education sector
- Establish collective learning agenda

Seven Enabling Factors



Leadership: identify a champion in the education ministry for adaptation



Institutional arrangements: ensure education ministry representation on the NAP coordination mechanism



Engagement: Engage with education actors and child and youth representative organisations to ensure that the NAP process is participatory, inclusive and responsive to diverse needs



Data, knowledge, and communications: Identify relevant education data for the NAP process, promote the use of disaggregated data to better understand differential climate impacts within the education sector and include measures for child- sensitive communication



Skills and capacities: Invest and support capacity strengthening on adaptation for the education ministry and other education actors



Financing: Resourcing to support the education ministry engagement in the NAP process and work to access, budget and track funding for the implementation of priority education adaptation measures



Technology: Identify existing technological resources, such as early warning systems, that support building climate resilience in the education sector and promote equitable access to these technologies





Good practice from the region - Malawi

- Malawi's Ministry of Education Science and Technology (MoEST) conducted a standalone education climate risks assessment - provided evidence for the country's NAP.
- The analysis informed the development of the Malawi Consolidated Climate Change Strategy for the Education Sector, 2025-2030.
- MoEST prioritized a series of key actions that enabled the education sector to contribute to the NAP process.
- Critical for success: strengthened coordination across key government bodies, including the Ministries of Education and Climate Change, the Department of Disaster Management Affairs, the National Designated Authority, and the Environmental Affairs Department.

Note: supported through the Global Partnership for Education's Climate Smart Education System Initiative, with the support of UNESCO International Institute of Educational Planning and Save the Children.

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guidance note?**

Scan the QR code and we'll
send it to you!

Integrating the Education Sector
into the NAP process



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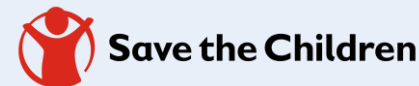
Thank you!

Email:

info@napglobalnetwork.org

Website:

www.napglobalnetwork.org



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Minky Groenewald

NDC/LTLEDS Expert and Coordinator, UN Climate Change RCC EASA



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Panellists



Ms Rosalia Pedro

Head of the Environmental Education Department, Ministry of Agriculture, Environment and Fisheries, Mozambique

Ms. Rosalia has been contributing to the formulation of environmental and climate change policies and strategies, notably the National Environmental Policy and Environmental Law (under review); the National Strategy for Adaptation and Mitigation of Climate Change; the National Adaptation Plan; the Nationally Determined Contribution; the National Biodiversity Conservation Action Plan (NBSAP), among others. She has been the National Focal Point for Gender and Climate Change since 2020 and has recently also been acting as the Focal Point for ACE (Action for Climate Empowerment) within the framework of the UNFCCC.



Panellists



Ms. Nomfundo Sukati

Acting Senior Curriculum Designer (Language Arts Department) - Eswatini

Ms. Nomfundo is a curriculum specialist and leader in curriculum integration, working alongside a team of curriculum designers at the National Curriculum Centre. In collaboration with the Ministry of Tourism and Environmental Affairs, the Ministry of Natural Resources, the Ministry of Health and Social Welfare, and the Deputy Prime Minister's Office, as well as partners including UNESCO, the World Bank, UNICEF, and UNFPA, the team develops culturally responsive curricula that address cross-cutting issues and align with global development priorities.



Panelists



Ms. Leeya Nix

Policy Specialist (Adaptation), UNICEF

Leeya Nix, a climate policy specialist focused on adaptation in UNICEF's global practice on Children and Climate Resilience. Her work focuses on integrating a child rights-based approach in climate policies, action and finance within intergovernmental processes and at the national level, including through NDCs and NAPs. Through political engagement and technical support, she is passionate about centering and responding to the disproportionate impacts of climate change on children.



Panellists



Ms. Leonora MacEwan

Senior Programme Specialist, UNESCO-IIEP

Ms. Leonora MacEwan is a Senior Programme Specialist at IIEP and the Cluster Lead for IIEP's work on Equity and Resilience. This includes working with countries on the development of sector plans, as well as risk analyses and risk reduction strategies for the education sector and integrating climate change adaptation and conflict and disaster risk reduction into education sector analyses and planning documents. Finally, this work includes planning for climate change adaptation and environmental sustainability, including enhancing ministries of education's capacities to access and use data and information on climate change, emergencies, and other relevant data for crisis-sensitive planning.



Panellists



Mr. Malama Mwila

Senior Child Rights Advocacy Campaigns Advisor, Save the Children

Malama Mwila Malama leads high-level advocacy and campaigns to advance children's rights across the continent at Save the Children. He has extensive experience engaging in UNFCCC climate negotiation processes and regional climate policy spaces, including Africa Climate Summits, where he has coordinated the Child-Focused Non-State Actors Cluster on Children and Future Generations, amplifying children's voices in climate governance.

Malama also serves as an external expert to the African Union's African Committee of Experts on the Rights and Welfare of the Child (ACERWC), contributing to the Working Group on Climate Change and Children's Rights. He also supports governments across East and Southern Africa in advancing child-responsive National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDCs) through advocacy and policy engagement.



Panellists



Ms Rosalia Pedro

Head of the
Environmental Education
Department, Ministry of
Agriculture, Environment
and Fisheries,
Mozambique



Malama Mwila

Senior Child Rights
Advocacy Campaigns
Advisor, Save the
Children



Nomfundo Sukati

National Curriculum
Designer from
Ministry of Education



Leeya Nix

Policy Specialist
(Adaptation), UNICEF



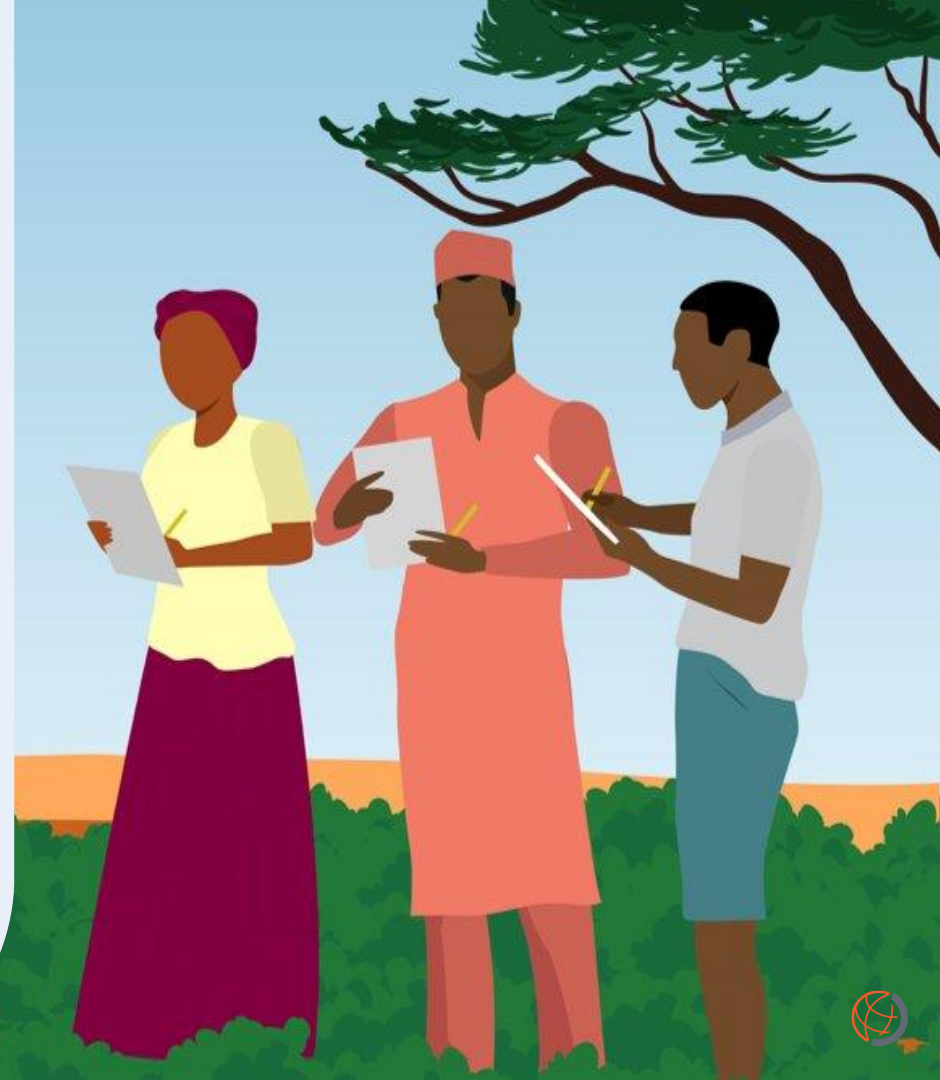
Leonora MacEwan

Senior Programme
Specialist, UNESCO-
IIEP



Question and Answer

Please write your questions in the chat



Closing remarks



William Otieno
UNFCCC Regional Lead, RCC EASA



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