

Theory of Change – Mainstreaming Climate Action in Secondary Schools across the Nexus

Outcome: By 2027, (XXX) adolescents have **improved their capacities to take climate action**, contributing to mitigating the impact of climate change on education in their communities, adapting to climate change risks and hazards, and gaining skills to drive climate preparedness, mitigation and adaptation locally



Output 1: Adolescents in secondary schools drive gender-transformative Collective Climate Action

- Development / Fragility:**
- A: Programming**
- Students (grades 6-12) have access to climate data that guides their response to local environmental hazards, thus effectively contributing to anticipatory actions and climate adaptation.
 - Youth assess their preparedness to respond to climate hazards threatening their schools and communities
- B: Coordination (LEG and/or Cluster)**
- Partners consult on context-specific climate change data collection and climate collective action

Output 2: Adolescents have improved access to (gender-responsive) learning materials on Green skills, Anticipatory Action, and Sustainable Livelihoods

- Development / Fragility:**
- A: Programming**
- Students (grades 6 – 12) experience quality learning that equips them with skills to take climate action, develop climate solutions, and advocate for continuity of education in communities where climate impacts affect the right to education
- B: Coordination (LEG and/or Cluster)**
- Partners ensure meaningful implementation of education responses, which leverage climate citizenship, preparedness and mitigation

Output 3: Ministries of education, Ministries of Environment, local education authorities and teachers improve their capacities for mainstreaming gender-transformative climate preparedness action in secondary schools, facilitating scaling up

- Development / Fragility:**
- A: Programming**
- Stakeholders cooperate with Ministries to develop risk-preparedness plans as part of education sector plans
 - Stakeholders integrate climate preparedness initiatives into secondary school curricula, thereby enabling broader implementation and scalability of climate action efforts
- B: Coordination (LEG and/or Cluster)**
- Education partners advocate for and/or coordinate the implementation of risk-informed education for resilience interventions as outlined in, or recommended for, MoE education sector plans

Output 4: Humanitarian and development stakeholders, coordinate measures that enable the delivery of gender-transformative humanitarian assistance to climate-affected children and adolescents, their schools and their communities; and the emergence of climate-resilient education systems

- Emergency / Fragility:**
- A: Programming**
- Access to quality learning is maintained, even in emergency settings
- B: Coordination (Cluster)**
- Education cluster effectively activated and staffed
 - Humanitarian partners mobilized by cluster coordinators to ensure effective education-in-emergency preparedness and response

- Nexus:**
- A: Programming**
- Adolescents participate in climate change collective actions
 - Adolescents acquire green skills for climate change mitigation and adaptation
 - Stakeholders develop sustainable measures to make learning outdoors and TLS conducive to quality learning in various climate scenarios
- B: Coordination (LEG and/or Cluster)**
- Joined up coordination across coordinating bodies is ensured across the nexus and between bodies that represent elements such as climate, environment and DRR

Inputs (xxx)

Development of data base and data collection protocols for documenting impacts of climate change hazards and risks, and ensuing needs on children, families, schools, communities, and systems
Development/ Fragility : Identification of vulnerable communities, taking into account their resilience
Emergency/ Fragility : Retrieval of 'people in need' and 'people reached' data, based on OCHA severity scales

Nexus

Development of a national (gender) transformative curricular framework on climate action
Development/ Fragility :
• Adoption of an interdisciplinary approach to look at the scientific facts, the social and economic facets of climate justice, eco-anxiety, 'climate citizenry' and action-based solutions contextualized to the learners' reality
• Include climate science literacy and environmental education
Emergency/ Fragility : integrate climate change topics into both formal and non-formal curricula that highlight examples of both female and male climate citizenry

Nexus

Development of (gender) transformative learning materials (textbooks and digital), teacher training materials and assessment assets (focus on anticipatory action and green skills), including content that leads to certification of skills
Development / Fragility :
Emergency/ Fragility :
• Preparedness plan to protect school infrastructure and materials against climate hazards
• Pre-service and in-service training for teachers addressing climate change education and adaptation

Nexus

Conduct training workshops for teachers, Ministries and local authorities to mainstream gender-responsive climate action approaches in secondary schools. Provide mentorship for teachers to implement climate change action in their schools
Development / Fragility : Conduct teacher training on climate change
Emergency/ Fragility : Conduct teacher training on climate change and risk preparedness

Nexus

Support adolescent, particularly girls, to engage in climate action through school clubs, promoting their leadership and empowerment
Development / Fragility : Mobilize environmental clubs to raise the awareness of children and youth on climate change and adaptive strategies
Emergency/ Fragility : Advocate for school greening clubs, even in crisis-settings

Nexus

Develop quality gender responsive digital learning materials around climate/environmental education
Development / Fragility : Action for use in online learning platforms that are engaging, gamified if possible, or fall in the Edutainment category
Emergency/ Fragility : Ensure that the content of these digital learning materials is easily accessible, does not need a constant internet connection and can be used through smartphones

Nexus

Inputs

Engage adolescents in developing and implementing plans for greener and resilient schools that include greener transportation to school, school gardens, reliable and sustainable energy sources, and climate-resilient school infrastructure, including WASH services

Development / Fragility :
• Development: Implementation of education programs towards resilience;
• Establishment of local education coordination groups [LEGs]

Emergency/ Fragility: Consult youth in the rehabilitation of school infrastructures, done in a resilient way

Facilitating adolescent and youth participation in policy dialogue focused on national and local climate agendas, including NAPs and NDCs

Development / Fragility :
• Advocating for the upgrading of MoE policies that give due consideration to climate hazard preparedness, financing, as well as child and adolescent participation
• Development of preparedness plans that can be mainstreamed across the nexus and that consider children's, adolescents, and teachers' roles in preparedness

Emergency/Fragility: involve youth groups and movements in the response over predictable climate change occurrences

Develop a model of predictive information system on climate risks and hazards in vulnerable educational institutions with a community approach that informs climate action of young people and local education authorities, in collaboration with development and humanitarian stakeholders. The model will be integrated (or inform) existing early warning systems, enhancing the ability of the system to account for climate impacts on school attendance

Development / Fragility :
• Emphasis on the linkages between education resilience to climate change
• Highlight risk-preparedness, through adaptation and mitigation opportunities

Emergency/ Fragility: Horizon Scan data updated and shared regularly

Provide essential resources and coordination mechanisms to ensure access to quality learning during climate-related crisis

Development / Fragility :
• Education clusters integrate and operationalize climate change considerations into the HPC
• All cluster partners commit to ensuring that access to quality learning is maintained

Emergency/ Fragility:
• Education clusters facilitate learning encounters on crisis-response lesson-learned, that will feed into better preparedness and response for the next crisis
• Education clusters propose modalities where children, adolescents and teachers can make meaningful contributions to crisis-preparedness and responses
• Preparedness and response activities that involve children and adolescents put special consideration on child learning, climate change anxiety and children experiencing themselves as effective contributors to child and community protection, well-being and resilience (climate citizenship)

Partners have assessed lessons-learned of climate change hazard responses as to their relevance for future climate change response preparedness

Development / Fragility :
• Raise awareness on good practices for preparedness ahead of climate change crises, and coping with the onslaught of hazards and shocks (this can be done within UNICEF staff) and externally

Emergency/ Fragility:
• Raise awareness on good practices for preparedness ahead of climate change crises, and coping with the onslaught of hazards and shocks (this can be done within UNICEF staff) and externally

Develop a communications strategy on climate change and the triple planetary crisis to be rolled-out nationally, including visibility assets in UNICEF outlets and partners' media channels.

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Sample Indicators to track environmental impact in the Education Sector (1)

Energy	Development	Increased share of power from renewable energy in school buildings: renewable energy capacity enabled
	Nexus	TBD
	(Protracted) crisis	Consistent and reliable access to energy sources in emergencies setting, with increased share from renewable energy when possible
	Development	Reduced energy generation from fossil fuels for school buildings and to power digital learning
	Nexus	
	(Protracted) crisis	School rehabilitation uses <i>resilient</i> renewable energy production technologies
	Development	Reduction in energy consumption for school buildings: Change in energy consumption in buildings
	Nexus	TBD
(Protracted) crisis	Climate-conscious, hazard-resilient school infrastructure rehabilitation	
Transportation	Development	Number of Students with access to low carbon transport modes
	Nexus	TBD
	(Protracted) crisis	Make schools accessible
Biodiversity, land use and food	Development	Area in schools or surrounding school community used under climate-smart agriculture (CSA) practices
	Nexus	TBD
	(Protracted) crisis	Percentage of land in schools and communities implementing sustainable land management practices that address climate change hazards and lend themselves for children and youth climate change learning
Pollution and waste	Development	Amount of waste generation and use of pollutants reduced through recycling, reuse and reduced practices
	Nexus	TBD
	(Protracted) crisis	Number of waste management practices including collection, recycling, treatment, and disposal of solid and hazardous waste

Sample Indicators to track environmental impact in the Education Sector (2)

Support resilience of young people and communities	Development	Increase in access to skills for jobs that contribute to lowering Greenhouse Gas (GHG) emissions
	Nexus	TBD
	(Protracted) crisis	Inclusion of green skills component through teaching curricula tailored to EiE
	Development	Promote resilient livelihoods: Number of young people engaged in climate-resilient projects or learning activities that prepare them sustainable livelihoods, disaggregated by age, gender, and poverty
	Nexus	TBD
	(Protracted) crisis	Percentage of young people actively engaged in resilience-building activities and initiatives to adapt to climate change
	Development	Number of young people using climate data to plan and engage in climate action
	Nexus	TBD
	(Protracted) crisis	Number of young people whose resilience is strengthened through participation in climate change adaptation and mitigation activities and through which children and adolescents experience hope through the <i>constructive satisfaction of fundamental and emotional needs</i> such as: physical and psychological safety and security, effectiveness and in-control, positive identity, comprehension of reality, positive belonging, independence and autonomy, transcendence
	Development	Number of young people engage in community-based climate/environmental projects that contribute to local climate adaptation
Nexus	TBD	
(Protracted) crisis	Same indicator as for development	
Enhance resiliency of the built environment	Development	Increase resilience of existing school buildings: Number of buildings updated to climate-informed design standards
	Nexus	TBD
	(Protracted) crisis	Number of education facilities built, reconstructed or renovated in accordance with the INEE Minimum Standard 3 on Facilities and Services
	Development	Ensure resilience of future school buildings: Number of districts with new school building codes and construction standards that account for current and future climate risks
	Nexus	TBD
(Protracted) crisis	Existence of national-level comprehensive school climate change adaptation plans for educational continuity.	
Support Ministries of Education on	Development	Support climate resilience planning and disaster preparation: Number of national and local institutions with planning instruments and increased capacity to respond to and recover from disaster induced emergencies
	Nexus	TBD