

# KIX EMAP LEARNING CYCLE ON EDUCATION AND CLIMATE CHANGE

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## PARTICIPANT PROFILE



mid- and senior-level education professionals from government, academia or civil society,



who work directly in climate education, disaster risk reduction in the education sector, educational planning, policy analysis, research, or management with focus on climate,



based in a [KIX EMAP country](#), with access to a computer and a reliable connection to internet.

## STARTING ON 9 FEBRUARY 2026

The Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) Europe, Middle East, Asia, and Pacific (EMAP) Learning Cycle on “Education and Climate Change” is a professional development opportunity in the framework of the KIX EMAP Hub hosted by NORRAG. This professional development course is proposed to Ministry of Education planners and managers, researchers and civil society representatives of the [countries](#) taking part in the KIX EMAP Hub region.

This Learning Cycle will strengthen national teams’ capacity to design and advance policies that support educators in delivering quality climate change education, using equitable approaches informed by educational research and climate science.

Grounded in principles that place educators at the center of climate-resilient education systems, the Learning Cycle focuses on one core policy priority: enabling teachers to provide high-quality and culturally relevant climate change education across diverse contexts. This includes curricular reforms, national initiatives of teachers’ professional development on climate education, and the delivery of climate education in contexts where schools and learners are already experiencing climate impacts.

Throughout the Learning Cycle, participants will address the importance of ensuring educators’ and young people’s participation in policy dialogue focused on climate education as a key component of successful implementation of educational policies related to climate education. The Learning Cycle will guide participants through structured policy analysis tools, particularly a GPE-supported tool, Educators at the Heart of Greening Education: A Climate Resilience Toolkit for Policymakers, to assess the progress of climate education implementation in their countries.

Participants will be able to:

- Explain how climate change is affecting education systems and the teaching profession in their countries.
- Assess the degree to which educators are supported to provide high-quality, culturally relevant climate change education.
- Identify and evaluate policy and practice gaps that limit educators’ capacity to implement quality climate change education.
- Design context-appropriate strategies to increase educators’ and young people’s participation in social and policy dialogue related to climate education.

- Apply evidence-informed approaches and comparative insights from peer countries across the EMAP region.
- Produce a country-specific knowledge product to strengthen national efforts to support educators in delivering quality climate change education.

The KIX EMAP Hub, will issue a digital certificate of completion to participants who meet the minimum attendance requirements and whose team completes and submits a finalised knowledge product.

## INSTRUCTORS

The course will be taught by instructors with extensive experience in climate-resilient education, including strengthening the capacities of Ministries of Education on Climate Education and Climate Resilience, national scale education reforms, national scale teacher professional development initiatives, applied research and advocacy on child-sensitive climate policies, adult learning, and professional development.



**Lead Facilitator: Dr. Ingrid Sanchez-Tapia** is the Executive Director of *PlanetWise Development*, focusing on providing expert advice on education, climate, and gender to UN and government agencies. Throughout her career, Dr. Sanchez has served as UNICEF's lead for global agendas such as climate and education and girls' education, and has led global initiatives on digital learning, gender equality in education, and universalisation of secondary education. She has also provided leadership at the country level, in Latin America and MENA. Dr. Sanchez has supported Ministries of Education in their reform efforts, designing and implementing national-level initiatives on teachers' professional development and curricular reform. She

is also a published author on climate education, green skills, girls' education, and science education. She has been a professor of education in various countries, including the United States, Colombia, Panama, and Chile. She is currently a Professor at Columbia University School of International and Public Affairs, and also serves as an adviser on climate and education for UNICEF, Development Banks, and other international organisations. Dr. Sanchez holds a PhD in Education, a Master's degree in Environmental Education, and Bachelor's in Biology. She speaks English and Spanish.



**Co-Facilitator: Joanna Broumana** has worked as a policy expert supporting UN organisations and governments in advancing child and youth climate action. Her experience spans diverse geographies: Jordan, Iraq, Sweden, the UAE, Azerbaijan, and Brazil. Her expertise on climate policies applied to education and children's rights has led her to serve as advisor to COP Presidencies on child-sensitive climate policies, and as Youth and Education Specialist with the UAE COP28 Presidency. Joanna also led regional youth and peacebuilding efforts with the Swedish Folke Bernadotte Academy in Iraq, contributing to the first Regional Strategy on Youth, Peace, and Security, endorsed by the League of Arab States. Earlier, with UNFPA Jordan, she

focused on children, adolescents, and health across development and humanitarian settings. Joanna holds a bachelor's degree in Legal Science (with a focus on children's rights) and two master's degrees in European Law and Human Rights, as well as in Child Studies. She speaks Swedish, English, and Arabic.

**Coordinator: Azraa Ismail** is a project manager, supporting public policy with a focus on community empowerment through social support and the third sector. Her background in education development and effective participatory process for youth allowed her to serve as a Senior Specialist with the Youth Climate Champion, a position that was subsequently formalised through a decision at COP28. Azraa holds a bachelor's degree focused on journalism, and she speaks English, Sinhala, and Memoni.

# ELIGIBILITY: PARTICIPANT PROFILE AND PARTICIPATION REQUIREMENTS

Applicants must:

- Be from one of the [38 GPE KIX EMAP countries](#).
- Have at least three years of prior educational planning, policy analysis, research, or management experience in education.
- Have access to Internet and reliable computer.
- Commit to weekly meetings, group work, and a strong motivation to collaboratively produce a data-based policy analysis.
- Priority will be given to applicants whose work relates closely to climate education, disaster risk reduction in the education sector, educational planning, policy analysis, research, or management with focus on climate.

To draw the full benefits of this course, participating country teams should ideally have access to their national EMIS or other databases to extract statistical information related to teachers and climate, as well as access to budgets and programmes focused on climate education, teachers' professional development, and disaster risk reduction and preparedness in schools.

## COURSE FORMAT

The online Learning Cycle will start on 9 February 2026 and run for nine weeks (from 9 February to 3 April 2026). This Learning Cycle will be offered in English. The KIX EMAP Hub can provide interpretation into Arabic and Russian, if needed.

**Instructional Sessions.** The participants will meet for Instructional Sessions for five weeks. These synchronous sessions will be held once a week, lasting for 1.5 hours. Each session will include guided analysis of assigned readings, short case examples from relevant national contexts, and structured discussions that encourage participants to apply concepts to their own national contexts.

**Facilitated Peer Knowledge Exchange Sessions.** Participants will also meet for six 1.5-hour synchronous Facilitated Peer Knowledge Exchange Sessions. The aim of these sessions is to create a rich and highly interactive peer learning environment where participants can both contribute to and extract substantial value from the collective expertise present.

**Country Team Collaboration Time.** Country teams will work offline during the intervening weeks to gather information, evidence, statistics, and relevant policy documents related to climate change and education in their national context. During these periods, teams will draft sections of their knowledge product, focusing on supporting educators to deliver quality climate education, identifying policy and capacity gaps affecting educators, and formulating early ideas for policy and advocacy options. Teams will prepare and submit interim assignments to the instructors for review and discussion.

**Knowledge Product Support.** Instructors will meet with each country team through regularly scheduled technical assistance sessions during the asynchronous collaboration weeks. These sessions are designed to ensure that participants receive ongoing, targeted support to produce high-quality, relevant, and actionable policy and advocacy briefs on climate and education.



# INFORMATION SESSION

There will be an online Information Session held on 15 January 2026, 12:00 – 1:00 PM (CET/Geneva). Anyone interested in applying is strongly encouraged to attend. Learn more [here](#).

## COURSE SCHEDULE

Date	Contents
6 February	Orientation
Week of 9 February	Instructional Session 1: Understanding Climate Impacts on Education Systems and the Teaching Profession Facilitated Peer Knowledge Exchange 1
Week of 16 February	Instructional Session 2: Core Approaches for Supporting Educators to Deliver High-Quality and Contextually Relevant Climate Change Education Facilitated Peer Knowledge Exchange 2
Week of 23 February	Country Team Collaboration Time: Parts 1 and 2 of the policy briefs Knowledge Product Technical Assistance
Week of 2 March	Instructional Session 3: Strengthening System Conditions That Enable Educators to Deliver Climate Education in Climate-Affected Contexts Facilitated Peer Knowledge Exchange 3
Week of 9 March	Country Team Collaboration Time: Parts 3 and 4 of the policy briefs Knowledge Product Technical Assistance
Week of 16 March	Instructional Session 4: Elevating Educators, Practitioners and Youth Voices in Climate Education-Related Social and Policy Dialogue Facilitated Peer Knowledge Exchange 4
Week of 23 March	Instructional Session 5: Positioning Climate-Education Priorities in National Policy Frameworks and Writing Effective Policy & Advocacy Briefs
Week of 30 March	Facilitated Peer Knowledge Exchange 5 Facilitated Peer Knowledge Exchange 6
Weeks of 6 & 13 April	Country Team Collaboration Time; draft of knowledge products due 13 April
4 May – 29 June 2026	Country teams collaborate with instructors to revise and finalise their respective knowledge product and submit to instructors by 29 June, 2026.

## COURSE FEES

There are no course fees. The course is funded by a Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) grant. The GPE KIX initiative is administered by the International Development Research Centre (IDRC) in Canada. NORRAG, the Global Education Centre of the Geneva Graduate Institute, hosts the Hub for the Europe, Middle East and North Africa, Asia and Pacific (EMAP) region.

# APPLICATION

All applications should be submitted through this [Application Form](#).

Please ensure to check the eligibility and knowledge product requirements (see Appendix) before submitting your application.

All applications should be submitted individually, even if potential team members have been identified. The Hub will select gender-balanced country teams consisting of 4–6 participants.

**The deadline to submit your application is 26 January 2026.**

If you have any additional questions, please contact the KIX EMAP Hub at [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch) or the KIX National Coordinator in your [country](#).

## MONITORING, EVALUATION AND LEARNING

Participants will be requested to fill in quizzes, pre- and post-course surveys to help the training team and organisers to identify needs, impacts, strengths, and improvement points for future online activities.

## KNOWLEDGE PRODUCT [SUBMITTED BY PARTICIPATING COUNTRY TEAMS]

A knowledge product is expected to be prepared progressively by the participating teams throughout the Learning Cycle and culminate into a 3,000 to 4,000 word document in English.

The knowledge product serves a dual purpose:

1. It allows participants to demonstrate their learning of the Learning Cycle content through the application of skills gained to conduct the relevant analysis on the policy context of their own country.
2. It allows participants to contribute with relevant analysis and recommendations aimed at influencing education policy and practice changes in the country.

The knowledge products should be written for an external audience (non-Learning Cycle participants) to help national, regional, and international policy stakeholders understand the country's policy context.

The knowledge products are relatively short. Teams will be asked to apply the knowledge they are developing to identify:

- An overview of climate change impacts on education and educators
- The national policy landscape, focusing on education systems and climate frameworks
- Current practice and policy gaps in supporting educators for climate change education
- Educators' and young people's participation in social and policy dialogue focused on climate education
- Policy and advocacy recommendations
- Areas for further exploration

# APPENDIX.

## KNOWLEDGE PRODUCT OVERVIEW

In country-based teams, participants will develop a 3,000 to 4,000-word policy and advocacy brief focused on supporting educators to provide quality climate education. The brief will aim to serve as a catalyst for actionable policy and practice change by addressing how education systems can better support educators and learners in the face of climate change. Each knowledge product will encompass:

### **1. Overview of Climate Change Impacts on Education Systems and Educators**

A synthesis of available evidence describing how climate change affects education systems, learning continuity, educator wellbeing, and teaching conditions in the country of the participants. Where information is limited on national policies and strategies, participants can draw evidence from comparable contexts and contextualise the data. This section should highlight key risks, inequities, and system vulnerabilities shaped by climate-related hazards.

### **2. National Policy Landscape: Education and Climate Frameworks**

A review of relevant national education and climate policies, including Education Sector Plans (ESPs), National Adaptation Plans (NAPs), Nationally Determined Contributions (NDCs), curriculum frameworks, preparedness plans, and other strategies to assess the extent to which they address climate change education, educator preparedness, and learning continuity.

### **3. Current Practice and Policy Gaps in Supporting Educators for Climate Change Education**

An analysis of existing initiatives, teacher professional development, instructional materials, school-level practices, and institutional mechanisms that aim to enable or constrain educators in providing quality climate change education. This section should identify gaps in the policy landscape at country level, as well as policy implementation, capacity, and system support.

### **4. Educators' and Young People's Participation in Social and Policy Dialogue focused on Climate Education**

A discussion of opportunities and barriers for educators, teacher organizations, schools, and youth groups to engage in social and policy dialogue focused on climate education. This may include formal consultation processes, local advocacy ecosystems, participatory mechanisms, and the extent to which educator and youth perspectives influence decision-making.

### **5. Policy and Advocacy Recommendations**

Strategic and actionable recommendations—grounded in LC content, peer knowledge exchanges, cross-country examples, and national evidence—that outline feasible options to:

- strengthen climate change education delivery
- enhance educator preparedness and support
- improve system capacity to sustain inclusive learning during climate disruptions
- expand educators and youth participation in climate education-related decision-making
- align education sector efforts with national climate frameworks (NAPs, NDCs, etc.)

### **6. Areas for Further Exploration**

Identification of policy questions, evidence gaps, or emerging priorities that warrant additional research, consultation, piloting, or inter-ministerial coordination to advance climate-education goals in the country.

