

2026–2027

EL NIÑO

PRACTICAL GUIDANCE FOR THE EDUCATION SECTOR

Preparedness and Anticipatory Action
for Resilient Education Systems

Purpose

This guidance provides practical recommendations to support governments, education sector partners and coordination mechanisms in strengthening preparedness, anticipatory action, response and recovery for El Niño-related risks affecting education. It is intended for Ministries of Education, education authorities, education clusters, Local Education Groups (LEGs), UN agencies, NGOs, donors and other education stakeholders working to protect learning continuity and the wellbeing of children before, during and after El Niño-related hazards.

Recognising that responsibilities differ across contexts, the guidance promotes coordinated action under government leadership, in collaboration with communities and across sectors, including disaster risk management, health, WASH, nutrition, child protection and social protection partners. It complements existing global standards and guidance on education in emergencies, school safety and anticipatory action, and should be used alongside national and contextualized preparedness plans, contingency plans and relevant inter-agency frameworks.

The guidance also aims to support the identification of priority preparedness and anticipatory actions, associated resource requirements and opportunities for alignment and complementarity across sectors and partners, thereby helping to strengthen coordinated planning, financing and implementation before, during and after El Niño-related shocks.

Positioned within the existing global architecture for education in emergencies, disaster risk reduction and anticipatory action, the guidance is intended to operationalize and supplement existing frameworks by translating them into practical, context-specific actions for the education sector. It promotes coherence across humanitarian, development and climate-related initiatives, ensuring that education preparedness and response efforts are mutually reinforcing and contribute to more resilient education systems.



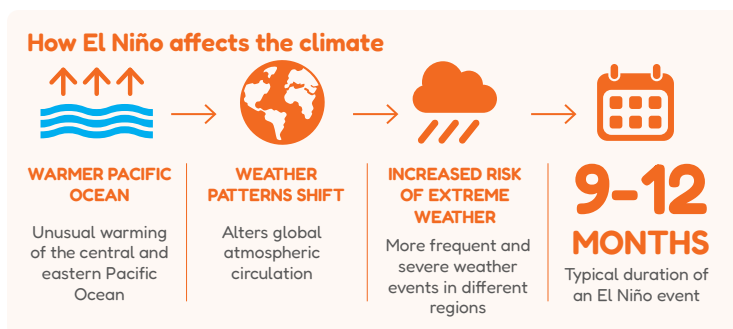
GUIDING PRINCIPLES

This guidance is underpinned by the following principles:

- ✓ Government leadership and nationally led coordination
- ✓ Risk-informed planning and anticipatory action
- ✓ Equity, inclusion and do no harm
- ✓ Child safeguarding
- ✓ Localisation and community engagement
- ✓ Multi-sector coordination
- ✓ Climate resilience and sustainability
- ✓ Financing and costed action planning to support preparedness, anticipatory action, response and recovery
- ✓ Complementarity and coherence across national plans, global frameworks, sectors and partners
- ✓ Evidence-informed decision-making to guide prioritization, planning and resource allocation

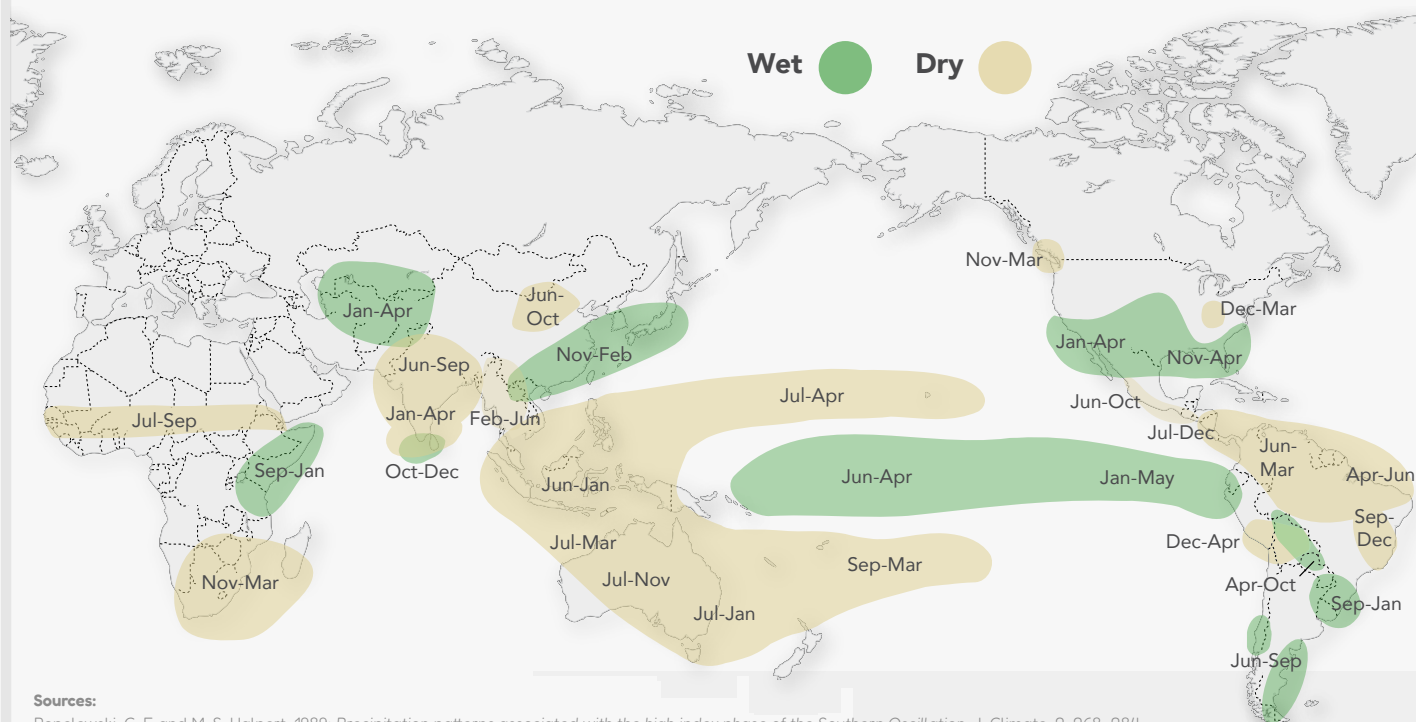
What is El Niño?

El Niño is a natural climate phenomenon caused by unusual warming of the central and eastern Pacific Ocean. This warming alters global weather patterns and can increase the likelihood of extreme weather events in different parts of the world. El Niño events usually last between 9–12 months, with effects varying significantly by location. Some areas may experience severe heatwaves, droughts or wildfires, while others may experience floods, landslides and tropical storms (see typical El Niño impacts illustrated below).



El Niño and Rainfall

El Niño conditions in the tropical Pacific are known to shift rainfall patterns in many different parts of the world. Although they vary somewhat from one El Niño to the next, the strongest shifts remain fairly consistent in the regions and seasons shown on the map below.



Sources:

Ropelewski, C. F. and M. S. Halpert, 1989: Precipitation patterns associated with the high index phase of the Southern Oscillation. *J. Climate*, 2, 268–284.
Mason and Goddard, 2001. Probabilistic precipitation anomalies associated with ENSO. *Bull. Am. Meteorol. Soc.* 82, 619–638.

The current El Niño event developed in mid-2026 and is now strengthening. Forecasts indicate a greater than 90% chance of a very strong event during the Northern Hemisphere fall and winter of 2026–27, with a 75% chance that the October–December 2026 season could reach historic strength, exceeding the intensity of previous El Niño events. The World Meteorological Organization's latest seasonal outlook projects further intensification, with the event expected to peak around November–December 2026. Against exceptionally high global ocean and land surface

temperatures, the effects could be more severe than in previous events and are likely to continue into 2027 and, in some contexts, beyond.

The nature and timing of these effects will vary considerably by region and hazard, with existing conflict, economic shocks and reduced humanitarian funding potentially further compounding their effects. No two El Niño events are the same, underscoring the importance of context-specific preparedness and early action.



For more detailed information, see the [NOAA Climate Prediction Center's ENSO Diagnostic Discussion](#) and the [WMO Global Seasonal Climate Outlook](#). Practical resources on anticipatory action are also available through the [Anticipation Hub](#).

What are the likely impacts on education?

El Niño is unfolding against exceptionally high levels of climate risk and vulnerability. An estimated 1.1 billion children — nearly half of the world's children — are already exposed to at least three overlapping climate hazards, compounding risks to their health, education and survival.¹

Forecast El Niño conditions are expected to intensify pressures on children and their families. Food insecurity, nutrition deterioration, disease outbreaks, heat stress, displacement and disruption to basic services can all affect children's ability to access education and continue learning. For detailed country-level analysis, visit [An Inter-Agency Report of the Global ENSO Analysis Cell: El Niño Status and Humanitarian Outlook](#) | OCHA.

Extreme weather events can disrupt education and learning directly through damage to schools, displacement and disrupted transport, and indirectly through food insecurity, water scarcity, illness and livelihood pressures. These shocks can reduce attendance and instructional time, interrupt learning, disrupt teaching, affect teacher attendance and place additional pressure on host schools. Where El Niño-related hazards coincide with conflict, displacement or other crises, impacts on children's learning and already strained education systems may be compounded.

The consequences go beyond temporary disruption. Repeated or prolonged interruptions can lead to learning loss, widen inequalities and make it harder for children already behind to catch up. Stress and deteriorating household conditions can further affect concentration, wellbeing and learning. Disruptions may also affect assessments, progression and completion, while prolonged absence increases the risk that the most vulnerable children may not return to school.

Keeping children learning safely during and after crises is therefore a critical protection and recovery measure. Education continuity provides stability and routine, supports mental health and psychosocial wellbeing, helps sustain learning and progression, and reduces protection risks when children are out of school.



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Education is not only affected by El Niño – it must be part of the response that keeps children safe. It is a critical platform for preparedness, early warning, risk communication and protecting children before, during and after climate-related shocks.



1.1 BILLION CHILDREN

Nearly half of the world's children are already exposed to at least three overlapping climate hazards.



SCHOOL DAMAGE



DISPLACEMENT



WATER SCARCITY



FOOD INSECURITY

¹ UNICEF, *The Children's Climate Risk Report 2026*, UNICEF, 2026.

How to advocate for education as part of El Niño preparedness?

El Niño is not only an education emergency – it is a predictable climate risk. Seasonal forecasts provide a window to act before hazards occur, reducing disruption to learning and protecting children, teachers and education systems. Education is lifesaving and life-changing – it protects children now while safeguarding their futures. **Governments, education sector partners and coordination mechanisms should:**

- 1 Position education as an essential part of child-centred climate preparedness and anticipatory action, not only response.
- 2 Advocate for timely and predictable financing to enable preparedness and anticipatory action before hazards occur.
- 3 Promote the inclusion of education in national preparedness, anticipatory action, humanitarian and disaster risk financing mechanisms.
- 4 Advocate for early financing before hazards occur and investment in climate-resilient education systems through adaptation and disaster risk financing to strengthen long-term resilience.
- 5 Integrate risks related to El Niño into education sector planning, contingency plans and learning continuity arrangements.
- 6 Strengthen cross-sector coordination with child protection, WASH, health, nutrition, social protection and disaster risk management partners, meteorological services and other relevant partners to support coordinated preparedness, anticipatory action and recovery.
- 7 Promote risk-informed education systems, including safer schools and disaster risk reduction in policies, plans and curricula.
- 8 Plan for recovery before impacts fully unfold, including accelerated learning, psychosocial support and rapid resumption of education services.
- 9 Prioritize the most vulnerable learners, including girls, displaced children, children with disabilities and other marginalised groups.
- 10 Use programme evidence and children's experiences to advocate for education in national preparedness, adaptation and climate financing processes.

i For more advocacy points on the inclusion of Education in Anticipatory Action (AA) refer to the [Global Education Cluster's Guidance on AA](#).

Coordination for El Niño Preparedness

Effective preparedness and anticipatory action require coordinated planning across government, humanitarian and development partners. Coordination should build on existing national mechanisms and avoid creating parallel structures. Roles and coordination arrangements will vary by country context but may typically include:

- **Ministries of Education:** Lead education sector preparedness, contingency planning, coordination and learning continuity planning.
- **National Disaster Management Authorities:** Coordinate multi-sector preparedness, early warning, disaster response and resilience-building across government.
- **National Meteorological and Hydrological Services:** Provide seasonal forecasts, early warning information and technical advice to inform risk analysis and trigger-based decision-making.
- **Education Clusters (where activated):** Coordinate humanitarian education preparedness, anticipatory action and response among education partners.
- **Local Education Groups:** Support alignment between humanitarian and development partners and strengthen integration of preparedness into education sector planning.

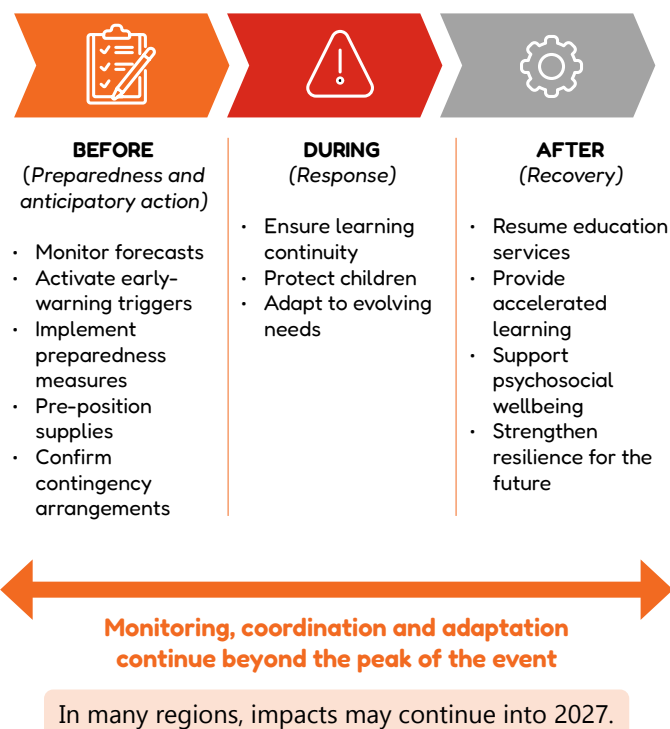
- **Humanitarian Country Teams and inter-sector coordination mechanisms:** Ensure education is reflected in multi-sector preparedness and anticipatory action planning.
 - **Anticipatory Action Working Groups (where established):** Coordinate forecast-based planning, trigger development, financing and activation of anticipatory actions across sectors.
 - **Communities, parents and caregivers:** Support risk identification, preparedness and response efforts at community level, promote school attendance and learning continuity, and contribute to protecting children's wellbeing before, during and after El Niño-related hazards.
- Strong coordination across these mechanisms helps ensure preparedness actions are complementary, resources are used efficiently and learning continuity remains central to national and multi-sector preparedness efforts.

When should we act?

Preparing for El Niño is not a single activity – it is a process that starts well before impacts are expected and continues as forecasts become more certain. Effective El Niño risk management combines preparedness and anticipatory action, followed by response and recovery if hazards occur.

El Niño impacts may emerge or intensify at different times across regions and may continue beyond the peak of the climate event as households, livelihoods and essential services come under sustained pressure. Education preparedness and monitoring should therefore continue beyond the immediate hazard period and, where risks remain elevated, into 2027, with actions adapted as the situation and forecasts evolve.

From early action to recovery



The window for action is now. Although El Niño is already underway, significant opportunities remain to reduce risks before peak seasonal impacts in many regions. Education authorities and partners should use the available forecast window to establish early warning systems and pre-defined triggers, complete priority preparedness measures, pre-position essential supplies, confirm contingency arrangements and strengthen coordination before impacts escalate.

1. PREPAREDNESS: Strengthen systems and prepare for hazards

Preparedness refers to the actions taken before seasonal forecasts are available to strengthen the education system's capacity to anticipate, prepare for and respond to El Niño-related risks. Too often, education is sidelined in emergency preparedness and response, yet it is lifesaving and life-changing — protecting children, supporting their wellbeing and safeguarding their learning and futures. These investments ensure that systems, plans and partnerships are already in place, allowing rapid action when credible forecasts indicate an increased risk of El Niño impacts. Preparedness actions strengthen education systems to be

more resilient over the long term and better positioned to act and adapt quickly.

Preparedness includes strengthening not only operational capacities, but also the systems, policies, governance, financing and institutional arrangements needed to manage climate-related risks. This includes integrating El Niño and other climate risks into education sector planning, contingency planning, school safety frameworks, coordination mechanisms and financing arrangements, ensuring that education systems are better positioned to anticipate, adapt and respond to future shocks.

Preparedness should also include identifying and securing financing mechanisms, including contingency funds, forecast-based financing and pre-agreed funding arrangements, to enable timely implementation of anticipatory actions once forecast thresholds are reached.

Preparedness should also strengthen community engagement by supporting schools, strengthening the preparedness and wellbeing of teachers and supporting children, parents and school management committees to understand local risks, participate in preparedness planning and contribute to early warning and learning continuity arrangements.

Typical preparedness actions

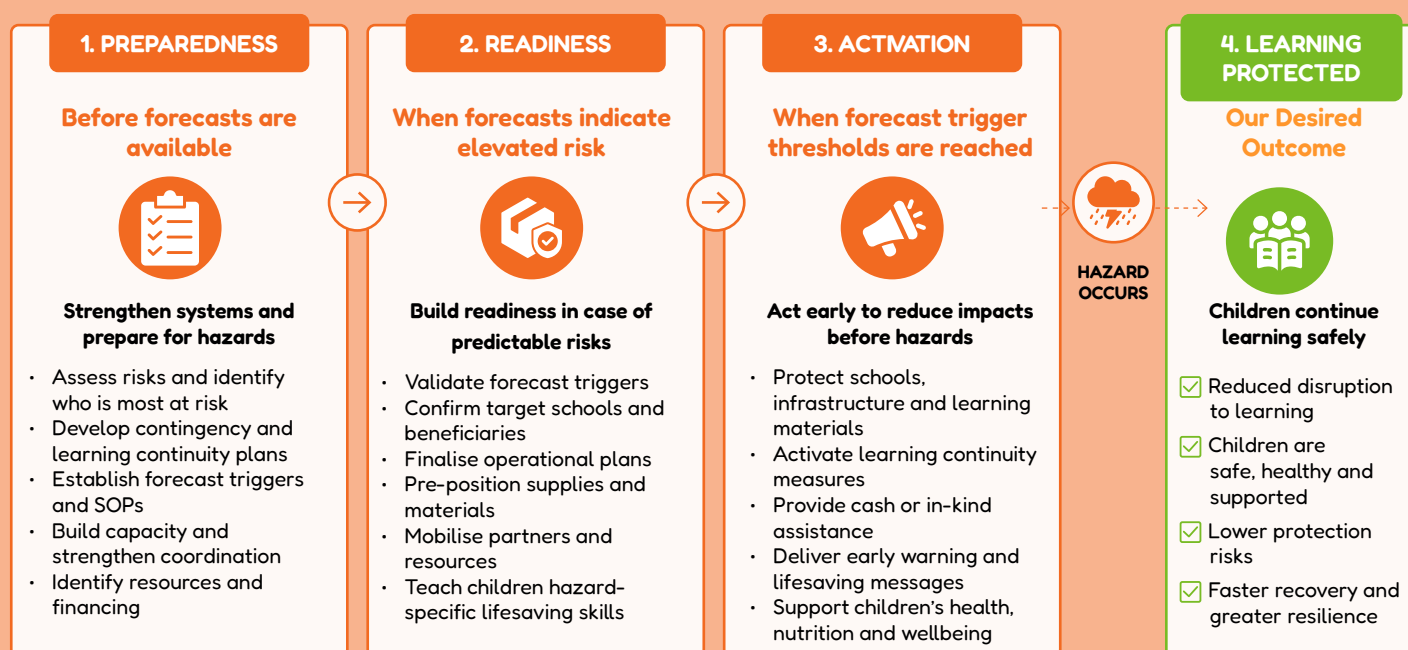
- ✓ Conduct risk assessments
- ✓ Identify schools, learners and teachers most at risk
- ✓ Develop and update contingency and learning continuity plans
- ✓ Establish forecast triggers and standard operating procedures for anticipatory action and validate these with national forecasting agencies
- ✓ Strengthen coordination across education and other sectors
- ✓ Build the capacity of education authorities, teachers and school communities
- ✓ Identify resources, partners and financing needed for early action

2. ANTICIPATORY ACTION: Build readiness in case of predictable risks and activate once forecast triggers are reached

Anticipatory action uses forecast information to reduce the expected impacts of El Niño before hazards occur. It is implemented in two stages: Readiness and Activation.

EDUCATION ANTICIPATORY ACTION: ACT EARLY, PROTECT LEARNING

Use forecasts. Act before impacts. Keep children safely learning.



Anticipatory action readiness

When seasonal forecasts indicate an increased likelihood of El Niño impacts, preparedness transitions into anticipatory action readiness. During this stage, operational arrangements are finalised to ensure anticipatory actions can be implemented rapidly if forecast trigger thresholds are reached. Readiness focuses on ensuring that the final plans, resources, coordination mechanisms and operational processes are in place and can be easily deployed to risk areas so there is no delay in taking early action.

Preparedness and anticipatory action should be based on the best available forecast information while recognising forecast uncertainty and updating actions as forecasts evolve.

Typical readiness actions

- ✓ Validate forecast triggers
- ✓ Confirm target schools and beneficiaries
- ✓ Finalise learning continuity arrangements
- ✓ Pre-position supplies and materials
- ✓ Mobilise partners and resources
- ✓ Complete operational planning for rapid implementation
- ✓ Teach children hazard-specific lifesaving knowledge

Anticipatory action activation

Once the agreed forecast trigger thresholds are expected to be reached, planned anticipatory actions are activated. These anticipatory actions are specific pre-agreed measures implemented before the expected hazard occurs. They are designed to immediately reduce the anticipated impact of extreme weather events such as drought, flooding, storms, extreme heat or displacement on children, teachers and education systems.

The window of opportunity for anticipatory action is often short, so such activation measures should already be planned, costed and ready for immediate implementation. Early action during this period helps reduce disruption to education and protect the learning, wellbeing and safety of children and teachers before the worst impacts occur.

Typical activation actions

- ✓ Protect schools, infrastructure and learning materials
- ✓ Activate learning continuity measures
- ✓ Provide cash or in-kind assistance to learners, schools or teachers
- ✓ Disseminate early warning and lifesaving messages
- ✓ Implement targeted interventions to help children continue learning safely during drought, flooding, storms, extreme heat or displacement

Preparedness and anticipatory action are complementary parts of the same approach. Preparedness builds the systems, capacities and plans before forecasts are available. Readiness ensures those plans are operational once forecasts indicate elevated risk. Activation implements agreed early actions once forecast thresholds are reached, before impacts occur. Strong preparedness enables timely anticipatory action, helping reduce disruption to learning and better protect children's education, wellbeing and safety.

3. RESPONSE AND RECOVERY: Restore learning and build back better

Response and recovery begin once hazards have occurred and focus on restoring safe access to learning, supporting children's wellbeing and strengthening the resilience of education systems to future shocks. Recovery should begin as early as possible and include measures that reduce future risk rather than simply restoring pre-existing conditions.

Key actions may include:

- ✓ Conduct rapid education needs and damage assessments.
- ✓ Restore safe access to learning through temporary or rehabilitated learning spaces.
- ✓ Provide accelerated learning, catch-up programmes and psychosocial support.
- ✓ Plan and implement safe, inclusive return-to-school and re-enrolment campaigns following disruptions, with targeted outreach to children at risk of dropout.

- ☑ Repair and reconstruct education infrastructure using climate informed, resilient and environmentally responsible approaches and materials.
- ☑ Restore teaching and learning materials, education records and education management systems.
- ☑ Integrate age-appropriate climate, disaster risk reduction and lifesaving knowledge into curricula, teaching and learning materials and teacher development to strengthen children's capacity to understand and respond to future climate-related hazards.
- ☑ Review lessons learned and strengthen preparedness plans for future El Niño events.

Effective preparedness requires coordinated action across sectors. Education partners should work closely with WASH, Health, Nutrition, Child Protection, Social Protection, Disaster Risk Management, meteorological services and local authorities to ensure preparedness and anticipatory actions are aligned and mutually reinforcing.



Hazard-Specific impacts and actions for education

Before implementing hazard-specific preparedness actions, education sector partners should:

- ✓ **Integrate El Niño and climate risks into education sector plans, contingency plans** and learning continuity strategies.
- ✓ **Strengthen coordination mechanisms** with disaster management authorities and other sectors, including WASH, Health, Nutrition, Child Protection and Social Protection.
- ✓ **Review contingency financing arrangements** to enable timely anticipatory action. Identify and, where possible, pre-arrange funding for priority preparedness and rapid response measures, including mechanisms that can be released when agreed triggers are reached.
- ✓ **Strengthen education management information systems (EMIS), early warning systems and risk monitoring** to support timely decision-making and action. Regularly update risk assessments, priority locations and exposed schools as forecasts and other risk information evolve. Risk assessments should distinguish between direct climate hazards ("climate hazards") and other hazards, impacts and risks that are climate-related or may be influenced or exacerbated by climate conditions. Use this information to target preparedness and anticipatory actions to the children, schools and communities most at risk



All preparedness, anticipatory action, response and recovery measures should be gender-responsive, disability-inclusive and designed to avoid creating additional barriers to children's access to and participation in education.

CLIMATE-RELATED HAZARDS/SHOCKS	IMPACT ON EDUCATION	PREPAREDNESS ACTIONS <i>Before seasonal forecasts are available</i>	ANTICIPATORY ACTION	
			READINESS ACTIONS <i>Once seasonal forecasts predict hazards</i>	ACTIVATION ACTIONS <i>Once thresholds are reached</i>
Extreme heat	- School closures or shortened school days reduce learning time - Heat stress affects student and teacher health, concentration and wellbeing, increasing absenteeism and dropouts - Reduced ability to access school in areas with long walking distances - Heatwaves cause disproportionate impacts in facilities without ventilation or cooling	- Conduct heat risk assessments and identify high-risk schools - Develop sector-level heat-related school safety and learning continuity plans - Integrate extreme heat into national contingency plans and AA protocols - Establish trigger thresholds for action (i.e., temperature) - Determine a risk monitoring process - Train teachers, school leaders and communities on heat risks, Psychological First Aid (PFA) and referral pathways - Improve school infrastructure through shading, ventilation and climate-smart design where feasible - Engage communities in identifying learners at risk of dropout and agreeing local support mechanisms	- Monitor classroom temperatures - Agree extreme heat school learning continuity protocols, including adjusted timetables, uniform rules, remote learning plans, etc. - Pre-position essential supplies such as cooling devices - Install 'quick fix' shaded outdoor spaces within school; create ventilation in learning spaces - Refresher training for teachers and other school staff and community leaders on Lifesaving Learning and other safety measures, Psychological First Aid (PFA) and referral pathways - Use the heatwave lifesaving learning approach in schools to prepare children for the risks with the right knowledge to protect themselves - Ensure effective referral pathways between schools and health, protection, nutrition, Mental Health and Psychosocial Support (MHPSS) and other specialized services are established - Inform families about available school feeding, water and social protection support	- Distribute fans or other cooling systems - Distribute umbrellas for sun protection - Activate adjusted uniform rules - Activate adjusted school schedules or remote learning - Distribute water bottles and ensure water provision in schools is prioritized - Provide temporary safe transportation to/from school where walking poses a health risk - Deliver lifesaving learning on heatwaves, including heatstroke prevention, recognition and response - Activate referrals for children and staff requiring health or MHPSS support

CLIMATE-RELATED HAZARDS/SHOCKS	IMPACT ON EDUCATION	PREPAREDNESS ACTIONS <i>Before seasonal forecasts are available</i>	ANTICIPATORY ACTION	
			READINESS ACTIONS <i>Once seasonal forecasts predict hazards</i>	ACTIVATION ACTIONS <i>Once thresholds are reached</i>
Flooding and tropical storms	• Extensive damage to school infrastructure and WASH facilities • Damaged access routes to school • Loss/damage of teaching and learning materials • Schools used as emergency shelters, interrupting learning • Increased student and teacher absenteeism • Psychological impact dependent on the scale of damage • Injured/loss of family members, children may be unaccompanied or separated	• Map flood- and storm-prone schools • Develop school disaster preparedness and evacuation plans • Assess structural vulnerabilities of school buildings and WASH facilities • Train school disaster management committees • Establish systems to protect/back up EMIS, student records and education data • Identify alternative learning spaces • Develop plans for remote learning	• Ensure plans for learning continuity are in place, including remote learning options • Pre-position sandbags, pumps, and materials to protect infrastructure • Prepare cash transfers for school protection • Pre-position waterproof bags for learning materials • Conduct evacuation drills for safe removal of children and teachers off school grounds • Identification of an alternative and safe location to relocate/continue learning • Use the flood lifesaving learning approach for children to stay safe during floods and storms and landslide lifesaving learning if relevant • Targeted WASH interventions (hygiene promotion, etc.) in schools ahead of disease alert	• Protect school infrastructure (sandbagging, drainage, securing roofs/windows) • Evacuate children and teachers where necessary • Relocate education materials and records • Activate alternative learning spaces or remote learning • Implement WASH interventions • Disburse cash transfers for school protection and rapid recovery • Disseminate lifesaving messages to children
Drought and food insecurity	• Reduced dietary intake impairs concentration and ability to learn • Reduced ability to access school in areas with long walking distances • Increased dropout, particularly for girls, as households pull children out of school to contribute to livelihoods, domestic work or caregiving, increasing risks of prolonged absence, learning loss and other protection risks, including gender-based violence • Increased teacher absenteeism or (temporary) workforce depletion due to livelihood pressures	• Establish systems to monitor attendance, dropout, nutrition and water availability in schools • Determine thresholds/triggers for activation of anticipatory actions • Develop school drought preparedness plans • Strengthen coordination with school feeding and social protection programmes • Identify vulnerable learners and teachers for early support • Engage communities in identifying learners at risk of dropout and agreeing local support mechanisms • Inform families about available school feeding, water and social protection support	• Monitor absenteeism trends against agreed trigger thresholds • Pre-position school feeding supplies and snacks • Ensure sufficient available drinking water in schools • Prepare cash transfers for vulnerable households • Prepare nutritional screening activities • Prepare teacher assistance packages	• Activate cash transfers for vulnerable households at risk of dropping out, especially girls • Provide water trucking if insufficient water in schools • Activate targeted school feeding interventions or provision of snacks • Provide cash or in-kind assistance to teachers • Conduct nutritional screening in schools
Climate-induced displacement	• Loss of learning continuity for displaced children • Teacher displacement • Facility damage or occupation • Disruption to exams and certification compounds long-term educational disadvantage	• Develop education contingency plans for displacement • Identify host schools and temporary learning space locations • Prepare simplified enrolment procedures • Establish teacher redeployment mechanisms • Develop remote learning systems	• Prepare host community schools for enrolment of displaced learners • Pre-position resources to establish additional temporary learning spaces if necessary • Create alternative remote learning options • Support displaced teachers to resume activities	• Establish temporary learning spaces • Implement simplified enrolment procedures • Activate remote learning where necessary • Deploy displaced teachers • Enrol displaced learners into host schools

Learning and continuous improvement

Preparedness and anticipatory action should be viewed as a continuous learning process. Education partners are encouraged to document lessons learned, evaluate the effectiveness of anticipatory actions, and share evidence and good practices across countries and regions. Regular learning and after-action reviews should be used to strengthen coordination, refine preparedness plans and improve future anticipatory action and response to El Niño and other climate-related hazards.

Related Guidance, Tools and Resources

El Niño and climate-specific resources

- [UNICEF: El Niño 2026-2027: Protect children now, build resilience for every cycle to come](#)
- [El Niño Preparedness, Response & Recovery Hub for Education](#)
- [OCHA Global ENSO Analysis Cell – El Niño Status and Humanitarian Outlook](#)
- [WMO Seasonal Climate Outlooks](#)
- [Anticipation Hub – El Niño resources](#)
- [UNICEF: Protecting Children from El Niño 2026 – Readiness and Early Action Across Eastern and Southern Africa](#)

Education preparedness, anticipatory action and EiE

- [INEE Minimum Standards for Education: Preparedness, Response and Recovery](#)
- [Global Education Cluster Guidance on Anticipatory Action](#)
- [Save the Children: We Thrive lifesaving learning sessions](#)
- [Save the Children: Guidance on Anticipatory Action in Education](#)
- [Save the Children: Anticipatory Action: A Child-Centered Guide](#)
- [Save the Children: Child Centered and Locally-led Anticipatory Action: A Learning and Evaluation Synthesis](#)
- [Save the Children: EiE Day 1 Toolkit](#)
- [Global Education Cluster: Rapid Education in Emergencies Toolkit](#)

Climate-resilient and safe education systems

- [Comprehensive School Safety Framework \(CSSF\) 2022–2030](#)
- [Sendai Framework for Disaster Risk Reduction 2015–2030](#)
- [UNESCO guidance on safe and resilient learning environments](#)
- [UNICEF Guidance on Building Climate-and Disaster-Resilient Schools](#)
- [UNICEF: Strategy for Climate-Resilient Education Systems in Eastern and Southern Africa](#)
- [UNICEF: Climate-Proof Schools, Future-Proof Children – East Asia and Pacific Region](#)

Evidence, risk and vulnerability

- [UNICEF: The Children's Climate Risk Report](#)
- [UNICEF: Global Child Hazard Database \(GCHD\)](#)
- [UNICEF: Learning Interrupted – Global Snapshot on Climate-Related School Disruptions in 2025](#)
- [UNICEF: Protecting Children's Learning Futures: Quantifying Climate-Related Loss and Damage in Education](#)

Broader humanitarian framework

- [UNICEF Core Commitments for Children \(CCC\) in Humanitarian Action](#)

For more information

For guidance or related resources, please contact:

unicef 
for every child

Carolyn Wäldchen
Education Specialist - Humanitarian Action,
Resilience and Climate Change
UNICEF Global Practice for Education
cwaldchen@unicef.org
www.unicef.org



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Ayşe Kocak
Climate Resilience in Education Advisor
Global Learn Breakthrough Team
ayse.kocak@savethechildren.org
www.savethechildren.net