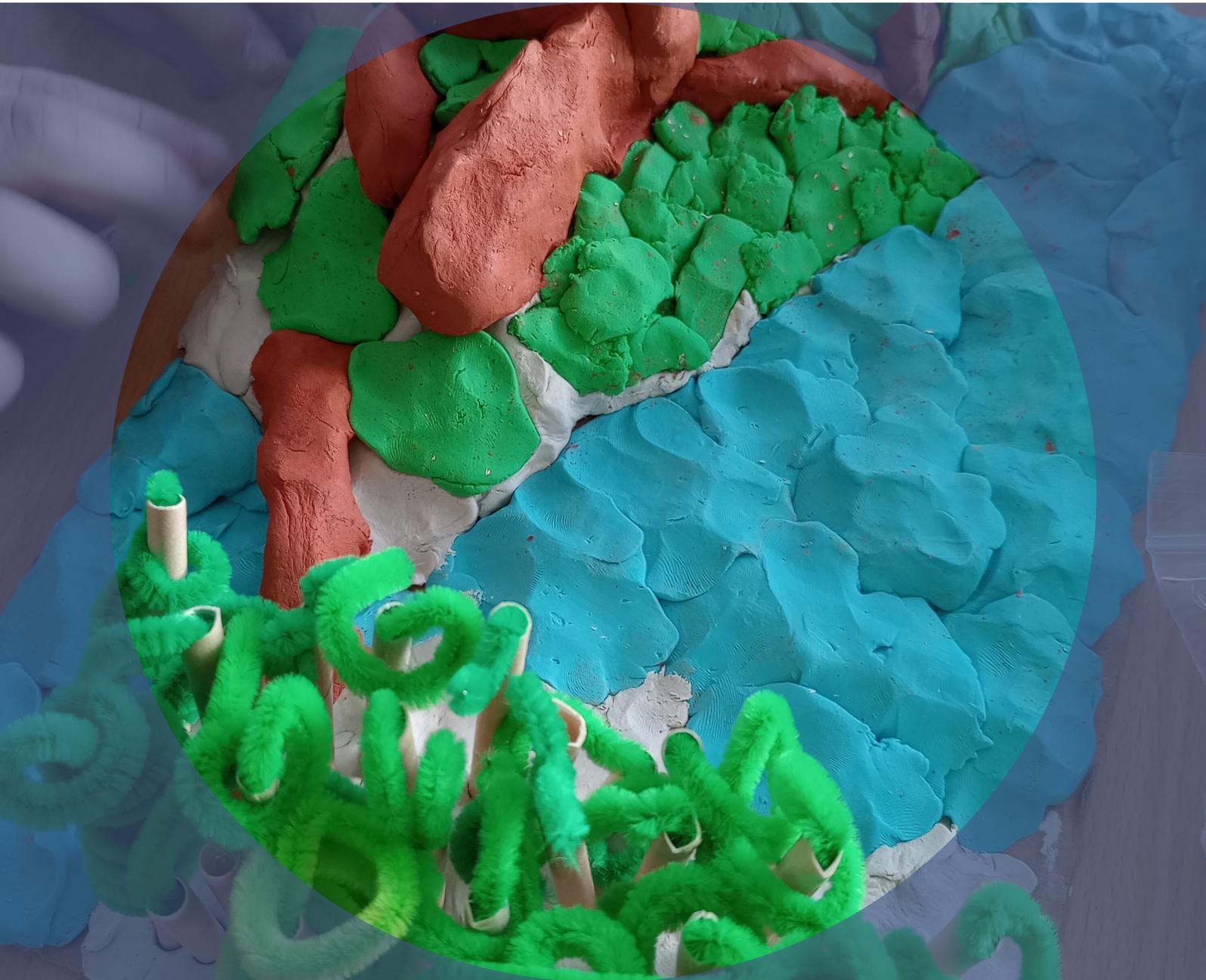


Enabling Education Review

Issue 13 - Climate change and inclusive
education

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Editorial

Ingrid Lewis

I wasn't sure whether I should write this year's editorial. I'm an editor, I co-edit Enabling Education Review every year, and I know about inclusive education. But I have no environmental qualifications. Shouldn't we find an ecologist or climate change expert to write the editorial for an edition on inclusive education and climate change? Then I read all the articles again and realised they share an important message. They all show what ordinary people of all ages can achieve when they start making connections between educational inclusion and care for the environment. And I'm one of those ordinary people.

Experts don't deliver change – we all do

If you've followed EENET for some time and read our materials, you will know one of our key messages about inclusive education: "You do not need to be an expert in special needs, disability, gender equality or other specific diversity topics to be an inclusive teacher or to advocate for inclusion. You just need to be interested in and committed to finding ways to improve how we do things."

This year's Enabling Education Review articles remind me that the same principle applies in our efforts to prevent environmental destruction and address climate change. There is so much we can all do to support our environment and reverse destructive behaviours – it is not just a task we can leave to the experts.

The problem of nature disconnection

Nature connectedness measures how close a person feels to the natural world. Do they see themselves as part of nature rather than separate from it? How much do they care for and interact with nature and see it as part of their identity? Recent research found that the UK is one of the most nature disconnected countries on earth. Surely it is no coincidence that the UK is also one of the least forested

nations in Europe, having failed to prioritise reforestation after centuries of destruction. Nature connectedness and efforts to protect the environment go hand in hand. The more disconnected humans get from nature, the more likely they are to support policies and practices that further destroy the natural world. It is therefore logical to suggest that to save the planet, children and adults need to learn how to reconnect with nature.

My experience at WiseWoods

This year, I have worked with groups of school children at WiseWoods, a neglected woodland my partner and I are restoring in the north of England. The children came for weekly visits as part of their community volunteering activities and helped to:

- clear paths through the woods;
- pull out non-native invasive plants like Himalayan balsam so that rarer, native wildflowers can flourish;
- create dead hedges using dead wood and other green waste (these are boundary fences that re-use material from the land and become wildlife habitats).



Student volunteering at WiseWoods

It was great to see some children discover options for nature-focused study or career paths they did not previously know existed. One shared their extensive knowledge of insects and invertebrates, enjoying the chance to discuss something that excited them, but which was not part of the classroom curriculum.

But we also had a stark reminder of the gulf between today's indoor, tech-dominated lifestyles and nature. So many children knew little or nothing about nature (e.g., they were unable to identify a single tree). Many were too scared to touch trees, plants and soil or too worried about getting their hands dirty.

This evidence of nature disconnection on my doorstep heightened my worry about how we will ever tackle the climate crisis. The solutions for our planet are not going to come only from theoretical, clean, indoor science lessons geared towards memorising facts for an exam. And yet it seems that is currently all that most formal school systems have to offer. Where are the curricula that promote nature connectedness? Where are the lessons that enable learners to go outside and practise that connection? And who is making the effort to ensure that learning to (re)connect with nature is accessible for everyone, regardless of their gender, disability and social background?

Recognising the role of power

Of course, even when children and their communities are very aware and connected with nature, other factors constantly undermine the wellbeing of their environments.

Again, EENET's regular followers will know that 'issues of power' underpin our approach to inclusive education. To develop an education system that is inclusive of everyone we must acknowledge and address the power imbalances that cause exclusion. In doing this, the most important realisation is that power is infinite – one person or group can become empowered and included without having to disempower and exclude someone else. This is why much of EENET's work focuses on supporting systemic change, so that communities and education systems start to address the deep-seated power imbalances that passively allow or directly facilitate exclusion.

Understanding and addressing power is equally vital in our efforts to protect the environment. As J.R.A Williams reminds us in his article on page 16-17, the "excluding values within education – such as **hierarchy, consumption,**

self-interest, power and competition – are the same values we are increasingly understanding as drivers of the climate crisis".

As humans, we encounter examples of power every day. Most of us easily recognise 'power over' (when someone is imposing their power on us). Many of us recognise and maybe strive to achieve 'power within' or 'power with' – that sense of being empowered as an individual or collectively. But how many of us stop to consider the power that we (humans) are exerting over nature or think about how we could exist alongside nature, without exerting so much power over it?

Escaping the silos

Our attitudes towards power, and entrenched inequality and power imbalances are causing or worsening the exclusion of learners from education and the destruction of our environment. It therefore seems obvious that we should unite our work on improving educational inclusion and protecting the environment. But as yet, this shared effort against a shared problem rarely happens. Why?

The reason is as entrenched as the power imbalances themselves. Policies, programmes and funding too often happen in silos. Government departments for education and the environment do not work together. Donors fund programmes that fit into narrow thematic parameters. NGOs, researchers and governments depend on funding (largely controlled by the world's powerful elites) and lack the capacity or courage to challenge the donors and demand more holistic support that enables their work to break free of the thematic silos.

From local to global – we can contribute

If we are to fully address educational exclusion and the climate crisis, a revolution is needed in how we advocate for, plan and fund education and environmental work. Each of us can and must play a part in that revolution, whether we're supporting local changes in our schools and communities or participating in global events to demand change from the world's policy-makers and money-holders.

What our authors say

The articles in this edition provide exciting insights and ideas for others seeking to combine nature connectedness, environmental protection and inclusive teaching and learning.

The threat to the environment posed by the actions of powerful corporations is highlighted in the article from EarthRights (pages 6-7). Through an education programme that supports students from diverse backgrounds to become activists, EarthRights has enabled fragile communities to **harness collective power** to speak and act against the environmental destruction caused by mining and industry.

Bringing communities together to take direct action for their environment has also been the goal of Inverdia in Sri Lanka (pages 8-9). However, their community beach clean-up events are also autism awareness events. The approach brings together two interest groups that may never usually meet, boosting their understanding of each other's issues and enabling more collective action.

The vital conservation role played by **community knowledge and practice** is highlighted in the article from Kenya (pages 22-23). It also shows how a competency-based curriculum could support the culture and language of an environmentally focused indigenous community.

When a country is in crisis, both its education system and environmental protection efforts are threatened. Recognising this, the Tekkatho Foundation in post-coup Myanmar has developed offline digital libraries that act as **community educational and environmental hubs** (pages 10-11). These enable learners to continue their education, learn about protecting the environment and develop skills for environmentally sustainable livelihoods.

Connecting inclusive, project-based pedagogy with environmental education is the focus on Save the Children's Green Generation programme (pages 12-13). It is an approach that boosts learners' core skills, like communication and critical thinking, while

enabling them to take hands-on action to improve their local environment and bring their families and communities into the process.

The article from schools in Wales (pages 18-19) further reminds us that **all learners, with and without disabilities, are impacted by climate change** and have the right to learn and speak out about it. This article showcases how climate change education and advocacy can be facilitated through accessible, fun, creative and project-based activities.

Listening to children and young people is also the theme of the article from Digital Voices of the Future (pages 20-21). This innovative project uses children's interest in video games as the stimulus to explore trees and create stories about treescapes, which are then developed into video games. The children's insights on trees feed into the development of policies for the local environment.

Camilla Chaudhary's article (pages 14-15) then offers a stark reminder of the **threat that environmental damage poses to children's learning journeys**. The article documents the impact that pollution-driven school closures had on learners from different communities in Pakistan. It reminds us that while we must fight ultimately to prevent or reverse environmental crises like pollution, we still need to work out how to support learners whose education is being impacted right now by an unhealthy environment.

The article from J.R.A. Williams (pages 16-17) sums up the urgent need for education systems that help us live peacefully and inclusively together in sustainable, resilient environments. **"Making education more inclusive and surviving the climate crisis are two sides of the same coin."**

Share your experiences

EENET would love to share more ideas and experiences on the connections between inclusive education and addressing the climate crisis. Contact us with your stories: info@eenet.org.uk.

Inclusive education of frontline environmental and human rights defenders, EarthRights School, Mekong

Krisztina Gyory

In the Mekong region, biodiversity hotspots and the communities that have been living in and taking care of these areas for centuries are facing a common challenge: harm caused by damaging development projects. The natural resources, cultures, traditions, and livelihoods of communities are at risk across the region. Mines are polluting rivers, power plants are contaminating lungs, dams are changing the natural flow of water systems, and forests are being cut down. These communities have done the least to accelerate climate change, but they are the ones that are impacted the most by harmful industrial development practices and the warming planet.

To counteract the impacts of harmful practices, activists and communities require tools and spaces that can help to strengthen networks and strategies for lasting change. As a response, EarthRights International opened the EarthRights School in 1999, offering a seven-and-a-half month residential training programme for up to 20 emerging leaders, environmental defenders, and human rights activists, from local communities in Thailand, Myanmar, Cambodia, Laos, and Vietnam. Selected participants are committed to protecting their environment and ensuring their communities are meaningfully involved in decisions that will impact their ways of life, livelihoods, and environment.

Learning needs and challenges

Students learn about how development projects, such as dams, mines, power plants and special economic zones impact their natural environments, cultures and livelihoods. They get to know legal mechanisms they can use at national, regional and international levels to address the situation, engage in decision-making processes, hold corporations

causing these harms accountable, and claim compensation and remedy. They also learn tools and skills of community engagement, awareness raising, leadership, networking, research and project management.

Such competencies have not been part of the curricula in the regular education systems they followed. During informal interviews, EarthRights School students have noted that information and learning resources about climate change are not available in their indigenous languages. They have also expressed difficulties with internet access, leaving them behind in the age of digital learning and social media. As they learn these skills and information at our school, they become multipliers, sharing and teaching it further in their communities and networks.

Many of our students are Indigenous, women, or of diverse genders, from remote areas, marginalised backgrounds and diverse educational environments. Our language of instruction, English, may be a third or fourth language that they have learned by themselves. They have often grown up exposed to constant threats, stressed and traumatised by a shrinking civic space, criminalisation, and conflict. Yet they are compelled by the urgency of finding solutions to protect their natural resources, while being forced to adapt to fast and unpredictable changes in their environments.

Our unique approach to learning in challenging contexts

These learning needs and contexts require us to design an inclusive learning process. To ensure that inclusivity is a cross-cutting feature of our programme, we create a safe environment in which people of different identities and backgrounds are free to express themselves. Building on the strengths of our

students, we encourage peer learning and exchange, reinforced by input from experts and field practitioners. We use experiential learning such as role play, board games, outdoor adventure exercises, and video-making projects to engage students in hands-on, practical learning that can be applied to their contexts.

The programme bridges language and academic knowledge gaps, then builds new knowledge and skills step-by-step, reinforced through reflection and constructive feedback. We use illustrations and examples representing local people, settings and stories, case studies from the countries of our students, and support materials in Mekong languages to ensure accessibility. Our mentoring programme plays an essential role in providing needs-based mental health and emotional support, as well as enhancing language and study skills. The programme is reinforced by personalised support from alumni from students' home countries, ensuring that everyone has a space to discuss and reflect in their own languages, as well as in English.

Our training programme is grounded in our continuous connection with the local communities and organisations that EarthRights partners with. Our teachers are community organisers, non-governmental and civil society organisation activists and field practitioners who successfully campaign and

advocate for people's rights to a clean and healthy environment. We don't just learn from them in the classroom, but also during site study visits and field research projects. One of the most important sources of information for our ongoing curriculum improvement is the feedback and recommendations from students and alumni.

Our impact

To date, we have trained more than 600 environmental defenders through the EarthRights School. These defenders have gone on to found organisations, lead campaigns, and teach others how to protect their communities, their environment, and their ways of life. Our alumni have returned to the school as teachers and peer mentors and engage our fresh graduates in alumni networks and communities of practice.

We know that our collective power and potential can only be realised by working together to create inclusive education spaces with frontline communities where resources can be shared, and training efforts can be carried out with coherence and respect for their local realities and cultures.

If you would like to know more, share a resource or idea, please feel free to reach out to Krisztina Gyory at krisztina@earthrights.org.

Students learn about the social and environmental impact of a planned Special Economic Zone.



Sensory walls and sea turtles: joining the dots, Sri Lanka

Anton James

In Sri Lanka, autism remains poorly recognised. Despite global progress in acknowledging neurodiversity, many families still face stigma, misdiagnosis, or limited access to appropriate services. No valid or reliable national data exists on autism prevalence, and some professionals in health and education have limited knowledge about it. Professionals often refer to integration when they mean inclusion – revealing a deeper lack of understanding of inclusive principles.

Another urgent issue – environmental degradation – also struggles to gain lasting public engagement. Beaches across the island, including those in urban centres, are often littered with plastic and polythene waste. Sea turtles and other marine life are visibly affected, yet most conservation efforts remain limited to one-off clean-up events with little long-term impact.

These two challenges – autism inclusion and environmental protection – are typically addressed in isolation. However, in 2023, a new grassroots initiative called Merak set out to bridge them. From this effort emerged a new concept: Inverdia – a model of action based on the belief that inclusion and environmental consciousness are more effective when pursued together.

What is Inverdia?

The term Inverdia blends inclusion with verde, the Latin word for green. It represents the belief that communities become more just, equitable, and sustainable when they combine inclusive practices with environmental responsibility.

Children with neurodevelopmental differences often face environmental exclusion: they may have limited access to green spaces, face physical barriers in public infrastructure, or be overlooked in community sustainability



Beach clean-up event in Sri Lanka

efforts. Similarly, environmental movements can unintentionally miss neurodivergent perspectives, losing the opportunity to involve all citizens in environmental action.

Importantly, both inclusion and environmental sustainability are rooted in shared values – compassion, care, empathy, and justice. These values can underpin initiatives that build understanding and participation across community groups.

Merak: A case study in Inverdia

Merak was created to bring Inverdia to life. Its name, taken from Serbian, refers to the joy found in life's simplest pleasures – an apt metaphor for how many neurodivergent children engage with the world, particularly through sensory play and exploration.

We held the first Merak event in 2023 along Mount Lavinia Beach; the largest autism awareness event in Asia, attracting over 1,500 participants. Its dual purpose was unique: some volunteers came to clean the beach, others to support autism awareness. Many left having engaged in both. Sensory play zones, awareness booths, and inclusive activities were embedded alongside the clean-up, creating an integrated experience for the entire community. This was Inverdia in action: a blended approach that organically broadened its reach,

connecting causes and communities that rarely intersect.

The power of blending causes

Traditional autism awareness events in Sri Lanka – such as symbolic walks or community talks – often attract those already engaged with neurodivergence advocacy. Environmental clean-ups draw people committed to sustainability, but often unaware of inclusive practices. Inverdia bridges this divide.

Merak succeeded by welcoming a more diverse group of participants. Families of autistic children felt seen and valued in a safe, inclusive space. At the same time, students, teachers, diplomats, government officials, and business leaders participated in the clean-up – many discovering autism awareness for the first time. Inclusion, once seen as a niche or clinical concern, became a shared civic value.

The world's longest sensory wall

After the success of the initial event, the Merak team sought a more lasting legacy. While one-day events generate enthusiasm, their impact often fades. This led to an ambitious project: building the world's longest sensory wall, using recycled waste from beach clean-ups. Sensory walls support autistic individuals in self-regulation and sensory exploration. Typically, they are confined to therapeutic or educational settings. In contrast, the Merak wall will be a public installation, constructed from materials gathered across Sri Lanka.

This is not just a world record attempt, it is a symbolic structure. Each panel tells a story of environmental healing. Each sensory element affirms the right of neurodivergent children to engage with the world in their own way.

Why Inverdia matters

Inverdia has far-reaching implications for educators, NGOs, government stakeholders, and corporate partners:

- **It reframes inclusion:** No longer seen as a specialist or medicalised concept, inclusion becomes a public value – tangible, visible, and participatory.

- **It broadens engagement:** Inverdia-themed activities reach beyond typical audiences, creating bridges between sustainability and neurodiversity communities.
- **It creates legacy:** From the sensory wall to inclusive clean-up events, the outcomes endure – both physically and in public awareness.
- **It enhances sponsorship potential:** Businesses often align with either inclusion or environmental efforts. Inverdia provides an integrated framework, increasing relevance for more diverse corporate social responsibility goals.
- **It is replicable:** Merak began without major funding or large international partnerships. Its success rests on low-cost, creative, and collaborative principles, accessible to any community. Another charity, Theeraniyam, conducted a similar beach clean-up project to raise awareness of autism.

A path forward

Merak has grown into a registered charity. Satellite events have taken place across Sri Lanka, from rural village initiatives to inclusive clean-ups at the British High Commissioner's residence. Each activity continues to demonstrate the power of Inverdia as a replicable, scalable, and community-led model.

In 2026, Merak will evaluate the outcomes of its Guinness World Record attempt and make strategic plans for expansion and collaboration. The team has engaged sponsors to support the next initiative: a Guinness World Record attempt for the largest coral planting event in the world (Maldives, 2027) as part of a regional autism awareness campaign.

Inverdia is about connection: between people and place, inclusion and sustainability, and the overlooked and the empowered. It shows that inclusion and environmental action do not compete – they complement, strengthen, and elevate one another through compassion-led participation.

Anton is a psychologist specialising in autism, based in Sri Lanka. Contact: thetreehouseinternational@gmail.com

Ready to learn: education and conservation in the foothills of the Himalayas

Celia Russell

The Tekkatho Foundation builds digital libraries that work without the need for an internet connection or phone signal. In this way, we make access to high-quality educational resources possible for remote and underserved communities with little or no digital infrastructure. We work in Myanmar, where we have so far set up more than 70 digital libraries in community centres, schools, and refugee camps across the country. Connectivity is poor and state education has been in free fall since the military coup of 2021. Universities have stopped functioning, and many government schools remain closed.

A biodiversity hotspot

The Putao region, in northern Myanmar, is located in a major biodiversity hotspot. During the last major ice age, while much of the surrounding area was covered in glaciers, Putao remained ice-free. This allowed many species to survive and evolve in isolated microhabitats, contributing to the region's incredible biodiversity.

Today, the area around Putao is home to some of Myanmar's most important protected areas, including the Northern Mountain Forest Complex. Over 1,100 species have been recorded here, including the rare leaf deer, red panda, clouded leopard, and hundreds of bird, butterfly, orchid and tree species. Some of these are globally threatened or newly discovered. The Hukawng Valley, home to some of the world's last wild tigers, is located nearby.

Before the military coup of 2021, there was a strong focus on conservation. The civilian government created national parks and wildlife sanctuaries, supported by international conservation agencies, academic researchers, and the local university. Together, they worked to protect these habitats, promote sustainable

development and encourage ecotourism. All of this came to a halt with the coup in February 2021. International agencies withdrew, ecotourism collapsed overnight, and the education system crumbled.

Responding to environmental and educational crisis

In the face of this crisis, the Tekkatho Foundation, with support from the Sir Halley Stewart Trust, set up an education facility at Yawng Zin (Rainbow Centre). This is a vibrant community centre in Putao that brings together people of different faiths and ethnic backgrounds. By partnering with trainers from now-defunct local universities and using our offline digital library technology, our **Ready to Learn** project is helping young people in post-coup Myanmar continue their education despite political instability and lack of internet access.

Yawng Zin has become an educational hub for the region. It supports around 300 young adult learners and provides a base for two non-formal schools created after state schools were closed. One is a free school and feeding centre, run by the Kachin Baptist Convention for children living in extreme poverty. The other is a high school launched by local education activists. In total, around 800 children are learning through these informal schools.

In 2021, we began developing a new learning centre at Yawng Zin with a special focus on environmental protection, biodiversity, and sustainable development. The goal is to help ensure the long-term survival of this precious ecosystem, and to equip the next generation with the skills they need to protect it.

We installed a Tekkatho offline digital library at Yawng Zin, filled with thousands of educational resources. Each library includes a Wi-Fi hotspot, a tiny server, a solar powered rechargeable battery and a hard drive packed

with content adapted for offline use. At Yawng Zin, the materials focus on conservation, ecology, and developing skills for sustainable ecotourism.

Learning for ecotourism

Nestled at the foot of the Himalayas, Putao is one of the most beautiful regions in Myanmar. Before the coup, it attracted hikers, climbers, nature lovers and ecotourists from around the world. This supported local livelihoods from mountain guides and small-scale eco-producers to craft makers, guesthouses, and the wider hospitality sector.

Local communities see ecotourism as a path to protecting their environment while creating long-term livelihoods. The Ready to Learn project provides resources to support this vision. As well as using library content in teaching, the new environmental hub also runs hands-on sessions for school children on plant identification and ecology, and courses for adults on beekeeping, community farming, biodiversity, sustainable development, water and energy conservation, and English language learning. Hundreds of trees have

been planted as part of a community-protected forest. So far, more than 1,300 people have taken part in learning activities at the new hub.

With tourism currently at a standstill, these practical courses have become a vital source of knowledge and skills for people seeking alternative incomes. Beekeeping and green farm training, for example, are helping families to earn from local produce, while environmental awareness activities keep the focus on caring for the land that will one day again welcome visitors. Some young people are also using digital resources in the library to learn about ecotourism management and communications, preparing for a time when promoting Putao's natural beauty will once more be possible.

The community hopes that one day the visitors will return. That's the long-term vision of the learning hub too: to protect Putao's unique natural heritage while building a better, more sustainable future for its people.

Contact: Celia Russell, Trustee, Tekkatho Foundation www.tekkatho.foundation.

Engaging with the digital library.



Green Generation: an environmental education approach in the 21st century

Afrida Iqbal

Save the Children (SC) approaches the climate crisis as a child rights crisis. We believe that one of the most effective ways of addressing the crisis is through knowledge, awareness and skills. Hence, to address the unprecedented impact of climate change and environmental destruction on education, SC has, together with the World Wildlife Fund (WWF), developed Green Generation – an inclusive environmental education model. It uses project-based learning to support and promote child-led environmental actions.

“Our education and our future were put on hold as we struggled to survive.”

16-year-old Maryam’s education was interrupted for a month when her family was displaced due to flooding in West Africa’s Sahel region. Hers is just one of several hundred thousand stories globally of climate change impacting children’s education.

It’s why we started Green Generation (GG) in Myanmar, then Cambodia, Syria, Lebanon, West Bank, Guatemala, and soon in Bangladesh, Niger, Norway and Eastern Europe.

What is Green Generation?

GG provides flexible opportunities for children to learn about the climate crisis and local environmental challenges, and participate in and/or lead actions for change. A project-based learning approach supports children’s leadership and active participation. They are encouraged to find answers and solutions for themselves and make active choices.

Project-based environmental education leads to:

- child-led environmental action in schools and communities;
- caring attitudes and sustainable behaviour



Collecting rubbish from the lake

toward the environment;

- encouraging preservation of natural resources;
- strengthening children’s leadership and crucial skills such as critical thinking, collaboration, communication, and creativity.

The materials

GG has nine contextualised teaching and learning modules for Grades 3-7 focusing on locally relevant environmental and climate change issues. The topics were selected through a consultation process with schools and children. The modules include: Why Nature Matters, Our Forest, Deforestation, Water Consumption and Water pollution, Waste and Litter, Wildlife, Climate Change, Energy and Air Pollution. SC Guatemala developed an extra unit on the effects of climate change on traditional practices and the rights of indigenous people. The modules are available in English, Burmese, Khmer, Arabic, French, Spanish and K’iche’.

Each country used a phased approach:

- contextualising the materials through consultation with children, teachers, community organisations and government representatives;
- training facilitators and teachers;
- piloting the materials with children;
- documenting learning from the pilot and

Ratana's story, Cambodia

Since 2021, SC Cambodia has implemented GG in 20 schools around Tonle Sap Lake, the largest freshwater lake in Southeast Asia. Tonle Sap is threatened by climate change, dams, and pollution. Its remote, water-based communities are often marginalised. Without infrastructure for waste disposal, they rely on burning rubbish. This affects children's health and increases the risk that fragile schools will face climate-induced flooding.

Every morning, 12-year-old Ratana travels by boat to a floating school. On the way, she and her friends clear rubbish that litters the lake. They care passionately about cleaning the lake because of the eco lessons introduced into their school's curriculum. The children identified that water pollution and litter in their community were critical issues for their health and the biodiversity of the lake. They took the initiative, with the help of the school and authorities, to clean up. They dispose of garbage properly and raise awareness among their community and parents.

"I have learned about pollution, deforestation, and garbage [and] how to clean the environment. Adults should listen to children because we are now aware of the environment."

evidence-based advocacy for scale up.

The GG materials include a facilitator guide to support teaching for project-based learning, for teachers more used to teacher-centered approaches. All teachers participating in the initial evaluation highlighted that project-based learning was positive, new and interesting. They said other teachers in their schools were interested in integrating GG teaching and learning materials in their classroom teaching.

Disability inclusion

GG aims to reach and engage children with disabilities. In each participating school, community information sessions promoted the rights of children with disabilities to access education and the relevance of the GG activities. Teachers and school principals were trained to identify children with additional educational needs and better support them using the Student Need Action Pack (SNAP). Consequently, children with disabilities were supported to participate in GG.

Teachers' views

"Children engage more in identifying environmental issues, solutions, and advocacy within their schools/communities. They feel more confident in decision-making processes, and voice their concerns to community members and local authorities about environmental issues. Child-led initiatives have

developed their leadership skills to inspire behaviour change among their peers and adults" (Cambodia)

"We looked for information and content specific to Guatemala. We made the animals specific to Guatemala. We then translated everything to the Quiché/Mayan cosmovision. For example, you don't play with food (beans, rice, etc.) in Mayan culture, so we adapted to use stones for play activities. So, it wasn't only a translation." (Guatemala)

Conclusion

GG is an effective, flexible and adaptable approach for children in all communities, tailored to context, language and culture. With limited funds it can be implemented in any formal or non-formal educational setting. While designed for children, knowledge, awareness and skills trickle down to parents and communities.

Read more about Green Generation: <https://bit.ly/EER13-SC1> and watch videos: <https://bit.ly/EER13-SC2>.

Afrida Iqbal is an Advisor for Climate Change Adaptation at Save the Children Norway and key contact for Green Generation. Contact: afrida.iqbal@reddbarna.no or Sine.Christensen@reddbarna.no

The impact of closing schools due to smog in Lahore, Pakistan

Camilla H. Chaudhary

Lahore, Pakistan has some of the worst air pollution in the world. Particles in the air from industrial pollution and human activity regularly exceed the World Health Organization's 'hazardous' level. Smog is generated, which disrupts daily life and causes chronic respiratory issues for Lahore's inhabitants. In winter 2024, the provincial government intermittently closed schools to protect children from the smog. This policy action had varied impacts on different groups of students as my research outlines.

The research

This research outlines the experiences of three Lahore schools. I conducted online interviews with their headteachers, focused on student learning, health, and wellbeing (disaggregated for income, gender, and disability) across the schools.

Learning during and after smog closures

Students' learning and schools' ability to teach remotely during smog closures depended on access to technology at home and in school. Starbright, relatively well-resourced and serving higher income families, used Google classroom and Google Meet. All students had devices,

such as smartphones or laptops. Moonlight adapted smoothly too, making timetables flexible and focusing on key subjects to limit screen time. Teachers recorded lessons in school and shared them with students and parents via WhatsApp. Sunshine, in contrast, faced major challenges. Most students lacked devices or reliable internet. While the school adjusted timetables and paid for teachers' internet data packages, remote teaching remained challenging and certain subjects remained untaught.

As a result, students' experiences were different. Sunshine's students spent time playing in the streets or went to their villages. When school reopened, students had significant learning gaps. Teachers felt under pressure to help them catch up and ran extra remedial classes. This meant less time for activities like sports, games, and assemblies. This added pressure on students, particularly those who needed extra learning support.

Moonlight prioritises project-based work and continuous assessment that relies on face-to-face learning. Switching to remote learning caused erratic participation. Many students had inadequate access to shared home devices

The schools (all names have been changed)

- **Sunshine school** (headteacher Ms Mumtaz) caters to low-income communities. It follows the national curriculum, which ends with the state-designed Matriculation exam in Year 10.
- **Moonlight school** (headteacher Ms Shama) is co-educational for low-to-middle income communities. It provides the Matric and Cambridge system (the term used in Pakistan for British curricula).
- **Starbright school** (headteacher Ms Mehreen) provides the Cambridge system for middle-to-high income students, many from landowning families with first generation female learners.

To categorise income, we used indicators such as parents' jobs (when known), whether students had access to technology for remote learning (and what type), and whether families had private transport to school.

and connectivity issues, and teachers struggled to monitor engagement with cameras off.

“[Our] difficulty was not covering the syllabus but going into deep-down learning” (Ms. Shama). Finding ways to address diverse learning needs, especially for girls who showed greater learning anxiety, created a timetabling challenge.

Interestingly, Ms Mehreen reflected that during smog closures at Starbright, student’s progress depended on their attitude and parental support rather than the device available. “More committed students learnt better”, particularly those regularly emailing teachers for help when needed. While remote lessons covered less content, this was made up when the school reopened, even for middle school students who faced the most learning pressure. Final year students continued scheduled revision sessions and mock exams in preparation for board exams in spring.

Health and wellbeing issues

Headteachers noted another key difference in the physiological impact of smog on students.

Ms Mumtaz said Sunshine’s students were not protected from smog at home. Many lived in small, crowded homes with extended family members, making it impossible to keep windows closed. This meant that children spent time playing outside and breathing polluted air. They returned to school with pulmonary infections – “we had to deal with a lot of coughing and lack of energy” – and anxiety issues. Children from the lowest income groups were most affected, showing stress and fatigue during catch-up lessons. Girls exhibited more symptoms than boys with frequent headaches, dizziness, and vomiting. Middle school students were hit hardest, while younger boys often showed behavioural issues because they remained at home unsupervised while parents worked.

The homes of Moonlight and Starbright students were more sheltering, reducing their climate-related health issues. Ms Shama said many came back “chubbier as they had been sitting at home” and not playing any sports

or co-curricular activities, although students in exam years showed exam anxiety. Two students with ADHD displayed irritability when they returned, which she ascribed to being stuck at home. Overall, she felt that her students missed the social aspect and were happy to return to school. Ms Mehreen also felt that students’ mental health had been affected by being stuck at home and timetabled ‘social periods’ when school reopened.

Policy implications

All three headteachers regretted the school closures. They noted that timetable disruptions caused learning loss and anxiety, especially for students’ from low-income families. This highlights the equity impacts of closures; those already at of falling behind faced greater losses. Ms Mumtaz added that staying at home did not protect children from smog. Instead, it increased pressure on parents (generally in blue collar jobs) and led some families to send their children to ancestral villages, where they became further excluded from remote learning.

The headteachers called for more creative state policies that incorporate multi-stakeholder perspectives including from educators and parents. They suggested systems-based solutions such as:

- adapting the school year to account for climate change, allowing better planning.
- increased investment in teacher training for remote teaching.
- ensuring students have access to technology for remote learning.

These recommendations highlight the need to integrate climate and educational policies to anticipate smog-related closures, reduce unplanned disruptions, and address the inequities in how students experience climate reactive policymaking.

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Climate adaptation through inclusive values

J.R.A. Williams

In Enabling Education Review Issue 12 (2024) I wrote about education systems, and especially schools, which demand compliance, are backward looking and have failed to adapt to the momentous changes of the last hundred years. Those changes have now reached a tipping point with the breakdown of the Earth's climate systems. Adaptation is the only route to survival.

Tackling the crisis

New systems, human or natural, must develop to deal with threats to global food and water security and consequent social disruption and conflict. Replacing our dependence on the fossil energy sources that have caused the crisis is a priority for all. Responses to extreme weather events – lethal heat, devastating floods, destructive storms – must be planned through anticipatory action, early warning, and

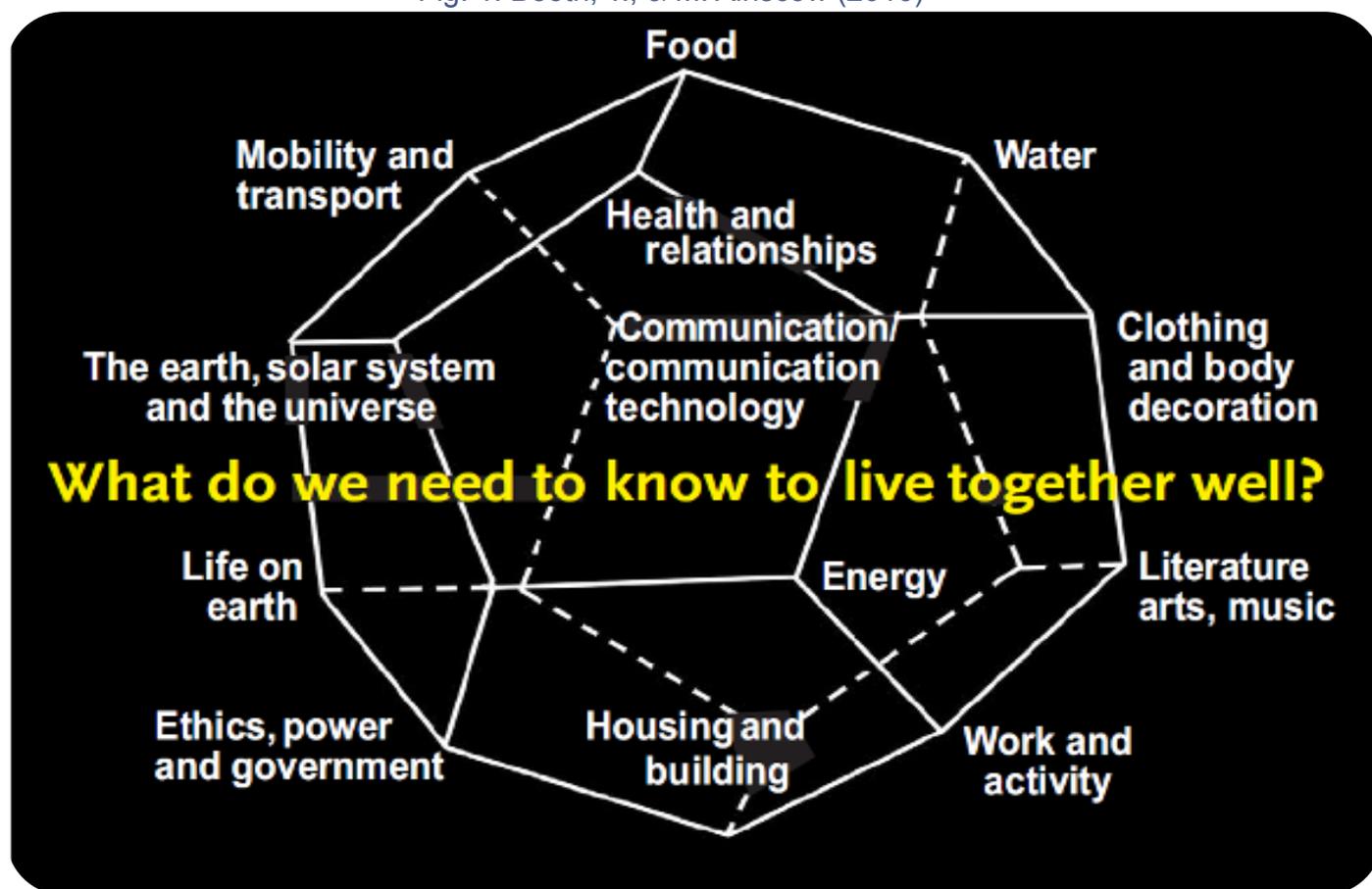
disaster risk management. Droughts, rising sea levels and other slow onset emergencies must be countered with strategy and resources.

The greatest need is for education. I don't mean the schooling of replication and discipline aimed at preserving the enormous privilege and benefit of elites, but education that helps us adapt to and overcome the consequences of their activities. More than ever, we need creativity, problem solving and critical thinking – all of which are at the heart of inclusive education.

Living together well

Inclusion means adults, as well as children, learning and relearning what we need to live together well. To achieve this, the Index for Inclusion (2016) suggests the curriculum subjects shown in Fig.1 are needed.

Fig. 1: Booth, T., & M. Ainscow (2016)



The Index is a resource that invites dialogue within educational settings. It offers a framework of inclusive values, and a contrasting view of the excluding values found in so many educational settings worldwide. These excluding values within education – such as hierarchy, consumption, self-interest, power and competition – are the same values we are increasingly understanding as drivers of the climate crisis

Learning from Whole School Improvement

So how do we get from exclusive to inclusive values, not just in education but in the wider environment too?

One of the few successful approaches to educational change has involved Whole School Improvement. The whole school is the place and its surroundings, the people and the community around it. Improvement means change from one thing to something better. Whole School Improvement involves everybody – administrators, staff, students, cooks, caretakers, cleaners and guards, parents and carers, and the wider community – in a process of making things better. It involves taking account of everything in and around the school; the buildings, the curriculum, the approaches, the schedules, the people and the places.

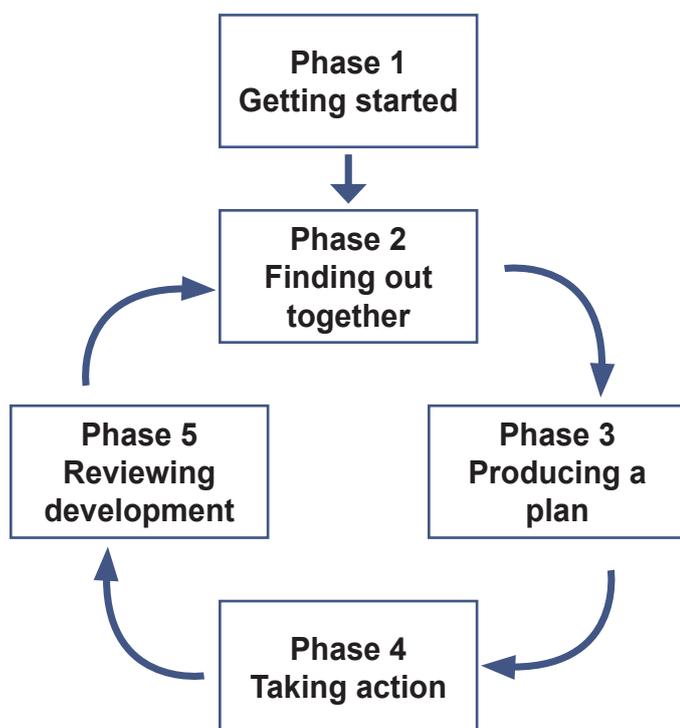


Fig. 2: Booth, T., & M. Ainscow (2016)

The Index for Inclusion provides a methodology and materials in the form of indicators and questions to help us plan for inclusive whole-school development. But the Index’s principles and processes can be adopted by any formal and non-formal educational setting in any community, and can help us think about inclusion in relation to climate change. In every context we ask, “who is excluded, what are the barriers to their inclusion, and how can these be lowered”. The process, sometimes called action research, is described as a continuous cycle. (See Fig.2.)

Learning for climate action

“Education is a powerful but under-used instrument for climate action.”

(World Bank)

The climate crisis is upon us, but it is not too late to build the capacity and resilience we need to reduce our vulnerability to its effects. But simply talking about climate change is not enough, there must also be empowerment to act. The values inherent in inclusive education, and the problem-solving, critical-thinking action research approaches we use to address educational inclusion barriers, should also be at the centre of our responses to the climate crisis. Making education more inclusive and surviving the climate crisis are two sides of the same coin.

Notes

Booth, T., & M. Ainscow (2016). *The Index for Inclusion: A Guide to School Development by Inclusive Values*. Cambridge: Index for Inclusion Network. A new website version will be available in 2026.

Download older versions of the *Index for Inclusion* in multiple languages from: <https://bit.ly/eer2025-1>

Sabarwal S. et al (2024) *Choosing our Future Education for Climate Change*. Washington DC: World Bank

Contact

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Wind, Sun, Tides...Repeat. A sensory story of energy, Wales

Emily Lewis, Jennifer James and Ceri Metcalfe-Day

Wind, Sun, Tides, Repeat was an exhibition showcasing the work of a school for pupils with profound and multiple learning disabilities, Ysgol Crug Glas (YCG), and Penyrheol Comprehensive School's Energy Council and their Special Teaching Facility (STF). The exhibition was coordinated by a community energy charity, Awel Aman Tawe (AAT) to showcase engagement in climate action through sensory participation. It explored the senses, provoked thought and inspired pupils and their families into behavioural change. In this article, we share the opinions of staff and pupils.

How did it start?

Climate change doesn't affect everyone equally. Learners with disabilities may face greater challenges – from extreme weather disrupting school routines to sensory issues being triggered by environmental changes. We wanted to create meaningful, hands-on learning experiences that showed our learners that their voices matter and their actions can make a difference.

What did we do?

We explored energy and climate change, sparking curiosity through the themes of coal, ice, home, tides, wind and sun. We invited Welsh artists who are well known to AAT and developed a range of rich sensory experiences to fit with every theme.

Pupils from Penyrheol School visited Big Pit to explore the history of coalmining. They went to Awel Wind Farm to make and fly kites and to Overton Beach to collect and make art with beach waste. They made sustainable life-size dens; kinetic wind tide sculptures and shadow puppet shows. They shared concerns through drama, raised awareness by designing a mural or digital poster, and wrote a rap.

YCG pupils went on a sensory exploration by bringing the beach to the pupils. They made music out of beach waste and engaged in multi-sensory drama simulating the global warming impact on melting ice caps. Pupils made art out of nature. They learned about Olwen the sun goddess, role-played Olwen creating a flower trail and designed and wore her magical cape. The pupils also built dens, made flowers from recycled paper and fabric, performed puppet shows to tell the story of climate change, and made tide and tidal sculptures. Pupils led song composition and shared their love of visual art by creating a huge mural entitled 'sun, wind, tide, repeat'.

What was successful?

AAT: "Artists and pupils developed new and exciting climate action experiences together."

YCG: "It wasn't about facts and figures – it was about feeling the wind on their faces, touching leaves, exploring textures of natural and recycled materials, dancing like the waves, feeling the heat of the sun or listening to the sounds of the Earth. They decided what to create, how to share it, and how to show others what matters to them. They became the leaders. Their joy and confidence grew as they realised their actions – like turning off lights or reusing bottles – do help protect the planet."

Penyrheol: Pupils' thoughts on visiting YCG: "It was really cool to see how YCG taught lessons. It is totally different to what we do back in school."

What was the impact on collaborators and participants?

AAT: "We loved seeing pupils grow in confidence and heard voices and choices more loudly throughout."

Penyrheol STF: “Pupils’ everyday language in the classroom changed to being more proactive about climate change and sustainability. They were turning lights off, discussing whether the school heating needed to be on and generally more aware of the impact we have individually as well as a school community.”

Penyrheol School’s Energy Council: “Visiting YCG was a very impactful moment for them. I don’t believe they had considered how pupils with severe disabilities could access education and I think this changed how they viewed the whole project.”

YCG: “Working with AAT and local artists brought fresh energy and purpose to our school community. Learners collaborated not just within their own classes, but across year groups, with Penyrheol learners, and with visiting artists. They built new friendships, developed social skills, and discovered that their voices can and should be heard.”

What did we learn about climate change education?

Penyrheol: “Pupils had so many ways to explore and begin to understand and deepen their knowledge on humans’ impact on our planet. They began to actively want to talk to others about the problems and tried to come up with solutions for our class to be more eco-friendly.”

YCG: “We didn’t teach climate change in isolation. Instead, we wove it into whole-school themes using the Expressive Arts. A whole-school approach that empowered every learner, especially those with additional learning needs.

We also learned the importance of the circular economy – the idea that ‘it’s in the bin but I can use it’ became a guiding principle across the school. Learners reused materials, designed eco-friendly artwork, and thought about how their choices affect the planet. These habits are now part of our school culture.

This project changed how we teach, how we learn, and how we act. Now, we all think twice before throwing something away. We talk about

energy use at school and at home.”

An everlasting impact

AAT: “Behaviour change is about grassroots projects involving pupils in the design of the projects is at the forefront of our future planning.”

Penyrheol: “Pupils who are normally paralysed by anxiety were able to take part and feel they made ‘good choices’ to help our planet.”

YCG: “One of the biggest lessons? Pupils need to be active participants, not passive learners. They need to touch, feel, smell, hear and move – learning through experience and joy. Most importantly, our pupils now see themselves as part of the solution. They know they can help save the planet. And they know their voice – no matter how quiet – deserves to be heard.”

Contact the authors via [EENET](#).



Example of pupils’ art work

Including children's voices in policy, planning and planting of UK treescapes

The future of treescapes belongs to children but their voices are often missing from decision-making. Digital Voices of the Future offered meaningful ways to understand what matters to children when planning and planting treescapes. We wanted to consider whether virtual spaces could help share knowledge fairly and give children a stronger voice in shaping environmental policies, plans, and implementation.

A treescape is a landscape with many trees or groups of trees. The term treescape helps to emphasise the visual, cultural and ecological significance of the trees within the specific environment.

Young people, treescapes and Voices of the Future

Even at a young age, children show sophisticated understanding of trees and forests, often linked to climate change. Despite this, their views are rarely or only superficially included in decision-making. The Voices of the Future (VotF) project explored how integrating science and art could enable conversations about treescapes with young people. Working across sectors, VotF generated new methodologies for education, policy development, and community engagement.

The project was funded through the UK Research and Innovation's UK Treescapes Programme. The funding spans multiple councils (local government areas) and seeks to deepen understanding of the UK's trees and forests from environmental, social, and cultural perspectives.

Storytelling played a key role in VotF. Children imagined trees within their social lives and created personal, shared stories about treescapes. Digital Voices of the Future

The Digital Voices of the Future project team



A modelling clay landscape with pine cones as trees.

(DVotF) extended this approach by exploring how videogames could engage children in environmental decision making.

Digital Voices of the Future

DVotF starts from the principle that children should be empowered to create knowledge, not just receive it. We wanted to rethink what "voice" means when it comes to children, schools, research, and climate change education. This is increasingly important as education responds to the urgent need for climate action. But this was not just about teaching facts on carbon or focusing on climate science. We wanted children to play an active role in environmental research, to share ideas and be empowered in shaping solutions.

DVotF worked with children aged 9-13 at a primary and secondary school in England. They designed imaginary worlds, characters, and stories that could be the basis for games, focused on trees and treescapes. Since every child experiences trees differently, we explored how these activities shaped their ideas and views about treescapes. Using videogames offers a novel way to engage children with climate change and understand the futures they imagine for themselves. Are these futures shaped by choices about tree planting and

care? We facilitated sessions, where children co-designed a videogame. We listened to their emerging stories and ideas, and how the game design process connected to their own local experiences with trees and green spaces.

Designing the game

There were five sessions in the process of co-designing video games:

1. **Context setting:** Children learned about the project and research ethics, then designed a tree as a starting point for their game.
2. **World-building:** They created 3D models of imagined game worlds using craft materials and digital tools.
3. **Character and narrative building:** Children designed game characters, shared their stories, and filmed videos in character using masks they made.
4. **Tree sensing and scanning:** They explored trees in their school grounds and used equipment to create 3D laser scans.
5. **Play testing and redesign:** Children tested the game and gave feedback.

We used methodology developed by X|Ordinary Stories, who also created the code to turn the children's ideas into a working video game between steps four and five. The game was further refined after the fifth session.

A sixth session was conducted outdoors and focused on the children's relationships with trees and their connections between physical and game worlds. Their observational information helped to inform the plan for woodlands and green spaces across Merseyside and North Cheshire developed by the organisation The Mersey Forest.

Policy development

The DVotF team included staff from Mersey Forest. They joined the game design sessions to observe the children's connections with treescapes. The children's early ideas were imaginative – trees as characters or magical rainbow fruit trees. These encounters revealed information on how children value trees: climbing, family walks, blossom, fruit, and wildlife. As part of the wider public consultation, these insights helped shape The Mersey

Forest's vision of doing 'More with trees'. The children's input also influenced Mersey Forest's 15 guiding strategic principles.

The outdoor sessions were the most revealing. The children explored treescapes near their schools, including a thicket that they had not been into before. They noticed plants, insects, light and shade. Some were excited, calling it an adventure, while others were cautious or fearful. Their observations and conversations showed how children experience nature, from curiosity and play to hesitation and discomfort, and how outdoor experiences help children notice, feel, and care about nature.

These moments helped shape The Mersey Forest Plan, highlighting that we can co-create a culture of trees and nature by weaving them into everyday life, in education, health, planning, transport, and more. The outdoor sessions also showed that schools should create more opportunities for children to play spontaneous and learn outdoors, even in small informal spaces without footpaths, to encourage learning through discovery.

Conclusions

Co-designing video games helped us have meaningful conversations with children about treescapes. Their ideas informed local plans for woodlands and green spaces. By observing children in activities like game design or play we elicited their opinion and values, giving environmental policy making and consultation a richer and more nuanced approach.

Contact

The DVotF team includes Simon Carr (University of Cumbria), Khawla Badwan and Su Corcoran (Manchester Metropolitan University), Susannah Gill and Dave Armson (Mersey Forest), Johan Siebers (Middlesex University), Eleanor Dare and Dylan Yamada-Rice (X|Ordinary Stories).

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Treescapes projects: <https://bit.ly/eer2025-2>

DvotF summary: <https://bit.ly/eer2025-3>

DVotF project website: <https://bit.ly/eer2025-4>

Bringing back indigenous plants and knowledge in Western Kenya

The Hapo Zamani Art Exhibition was organised by Tamaduni Zetu and held at the National Museum of Western Kenya in Kitale in May 2025. It promoted and celebrated Sengwer culture and provided information about the communities and organisations reviving the use of Sengwer indigenous knowledge. At the museum, community elders were building a house that would become a permanent exhibit. They told their histories and shared their knowledge of medicinal plants. In this article, a visitor to the exhibition reflects on the efforts to inclusively and sustainably preserve Sengwer cultural heritage and empower their communities through education.

Evicting forest communities

For a long time, colonial and post-colonial governments in Kenya have believed that the best way to protect forests and their wildlife is to remove all the people. This method, often called the 'fortress' or 'guns and fences' approach, has led to serious human rights abuses. Communities have been evicted, homes destroyed, and people killed.

Kenya has promised to protect 30% of its land and sea areas by 2030 but reaching this target will require major changes in land use. Land is already in high demand. Conflicts over land and resources are growing, big infrastructure projects are expanding, and many historical land injustices remain unresolved. Consequently, community-owned land is likely to be heavily targeted for new conservation projects.

The Sengwer people have been repeatedly evicted from their ancestral land. These evictions have had a lasting impact on Sengwer social, cultural and spiritual traditions. The dislocation from their landscape breaks families apart, scatters communities, and

destroys important social and kinship ties. It also means that they can no longer rely on traditional livelihoods.

They have their own ways of caring for the land, based on generations of knowledge. But these systems have been weakened by insecure land rights and repeated evictions. When communities are removed from their land, they lose the connection that keeps these traditions alive.

Sengwer conservation practices

The Sengwer have an age-old relationship with trees based on conservation and sustainable use. They use trees for resources, with strict customary rules to ensure the forest's preservation. They say that their practices are rooted in a deep connection to their ancestral land, the Embobut Forest, which holds immense cultural and spiritual meaning.

Sengwer practices that support the environment include:

- **Firewood collection:** Women and children only collect dry, dead sticks from the ground for firewood. It is a taboo to cut down a living tree for this purpose.
- **Herbal medicines:** The community uses tree roots, bark, and leaves for medicinal purposes. Specific rules govern this practice. A person collecting them must only pick an adequate amount for immediate use and cover the injured part of the tree (root, bark, or branch) to prevent it from drying up and dying.
- **Sourcing materials:** Community elders have responsibility for authorising the use of trees for other purposes (such as building or handicrafts), and only two branches from a single tree may be cut, not the whole tree.
- **Beekeeping:** Beekeeping and honey gathering is an important livelihood option that relies on a healthy forest ecosystem.

- **Hunting and gathering:** As a hunter-gatherer community, Sengwer rely on the forest ecosystem for wild animals (which they hunt with bows and arrows) and edible plants, linking their diet and survival directly to the forest's health.

These conservation practices are integral to the Sengwer's identity and their ability to live in harmony with the environment, of which they consider themselves the primary guardians.

Preserving environmental knowledge

Although governments and donors say they are protecting forests, their actions can inadvertently destroy proven, sustainable practices. For example, they impose management systems designed for completely different contexts to that of Kenyan forests. Formalising Sengwer indigenous forest management and conservation techniques, and integrating them with these other practices, would be a better approach.

Exhibitors spoke about the marginalisation of the Sengwer community and the challenges of preserving its identity, ancestral lands, and the transmission of traditional knowledge. They presented projects that are documenting Sengwer knowledge and how it connects to the environment and community governance. This included how they manage land, their relationship with forests and forest products, and their cultural traditions like songs, dances, stories, crafts, clothing, and food.

Embedding Sengwer culture in education

One aspect is the integration of the Sengwer language into the curriculum. The formal Kenyan education system, which uses a Competency-Based Curriculum (CBC) framework, is designed to provide space to incorporate indigenous languages and knowledge systems. Within this language-in-education policy, lower primary (Grades 1–3) should receive their education in the dominant local indigenous language – especially in rural areas.

Essentially, children should begin learning in the language they know best, then build into Kiswahili and English. Such instruction in early years builds basic literacy as children understand concepts faster in a familiar language and are more active in class. Early reading and writing in their first language supports learning additional languages later, and indigenous language use strengthens cultural identity and self-esteem.

It is important therefore to align CBC competencies with local culture and language through the adaptation of activities, examples, stories, songs, and assessments to the local linguistic and cultural context. This is not just about translating existing examples from English or Kiswahili. It requires community involvement, drawing on parents, elders, and local storytellers as resources for language, culture, and oral literature. This fits with CBC's emphasis on real-life, community-based learning.

The competency focus – developing communication, collaboration, and critical thinking – works best when learners are not struggling just to understand the language of instruction. However, despite the policy recommendations, schools face pressure from parents who believe that learning English early guarantees success. Resources are also needed to develop teaching materials and train teachers in indigenous languages.

The exhibition showcased examples of dictionaries, posters and similar resources in Sengwer, demonstrating progress towards the integration of indigenous languages and knowledge systems into the formal curriculum. The exhibition highlighted efforts to formalise Sengwer traditional practices and knowledge, especially concerning environmental conservation and cultural identity.

Tamaduni Zetu organised the exhibition. They aim to safeguard cultural heritage of indigenous communities in North Western Kenya through education, research and development. They can be contacted via their Facebook page: <https://bit.ly/eer2025-5>

Useful publications

Articles

From classrooms to communities: How adolescents and youths are reimagining climate education across Eastern and Southern Africa (Ellen Chigwanda, 2026)

This article outlines the threat to education from climate change, evidence gaps, youth perspectives and their ideas for solutions.
<https://bit.ly/eer2025-6>

Why inclusive education is the cornerstone of climate resilience (Social Development Direct, 2024)

This article looks in particular at the risk that climate change poses to progress in girls' education.
<https://bit.ly/eer2025-7>

The intersection of climate, disability and education: what can we learn from current scholarship? (Camilla Hadi Chaudhary and Nidhi Singal, 2024)

This blog discusses the emerging themes of a literature review. These include the impact of climate change on persons with disabilities, the need to include persons with disabilities in discourses that address their concerns, and teaching about climate change.
<https://bit.ly/eer2025-8>

Reports

Choosing our Future: Education for Climate Change (World Bank, 2024)

This report outlines data, evidence, examples, and a policy agenda on how to harness education and learning to motivate climate action.
<https://bit.ly/eer2025-9>

Climate change and education. From evidence to action (Education Development Trust, 2024)

This report considers the impact of the climate emergency on school education in low-income countries, and explores ways in which those wishing to mitigate its negative consequences on learning should respond.
<https://bit.ly/eer2025-10>

From Knowledge to Action: Advancing climate literacy in Mozambique (Save the Children 2025)

This report documents a study on the prevalence and effectiveness of climate literacy across formal, non-formal, and informal education sectors in Mozambique. It provides recommendations for improving coordination, curriculum integration, teacher capacity building, and monitoring systems to enhance climate literacy.
<https://bit.ly/eer2025-11>

Rethinking education in the context of climate change: Leverage points for transformative change (OECD, 2024)

This report looks at place-based approaches to education, science education in the context of climate change, and making school systems more resilient to climate change.
<https://bit.ly/eer2025-12>

Resources

The Index for Inclusion: A guide to school development led by inclusive values (Tony Booth and Mel Ainscow, 2016).

The Index is a set of materials that guide schools through a process of inclusive school development. This fourth edition has a stronger focus on the school's links with the wider environment. EENET readers can obtain a hard copy for the price of postage from tonybooth46@gmail.com.

Water Consumption and Water Pollution. Flipbook (Save the Children Myanmar, 2022)
An example of an educational resource used in Green Generation activities.
<https://bit.ly/eer2025-13>

Video

Disability Inclusive Climate Justice (EDF and CBM, 2021)
<https://bit.ly/eer2025-14>