

WORLDWIDE
CLIMATE & JUSTICE
EDUCATION
SOLVECLIMATE BY 2030

2026 Project Report

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Table of Contents

- Table of Contents
  - 2026 Executive Summary
    - Project Summary
    - 6 Years in Review
  - 2026 Activities & Results
    - Events, Classes & Games Day
    - Weekly Community Engagement
    - Promotion & Expanding Our Network
    - Website
    - Virtual Events
    - Africa Rising
  - Reporting & Key Events
    - Pakistan
    - Kenya
    - Philippines
    - Uganda
    - Afghanistan
    - United States of America
      - Illinois
      - Rhode Island
      - Washington State
  - Evaluation
    - Climate Classroom Survey
    - Make Climate A Class Survey
    - Make Climate an Event Survey
    - Takeaways
  - Plans for 2027

2026 Executive Summary

In its seventh year, Bard College's Solve Climate by 2030 education project catalyzed **170+ Climate Events and 450+ Climate Classes across 40+ countries (explore our map)** during Worldwide Climate and Justice Education Month (March 2026) and continuing through Earth Month (April 2026). These events and classes directly reached well over 10,000 students and others. Highlights included 54 participating Beaconhouse schools in Pakistan (>5000 students), the work of Broad Borders Hope Foundation in Kenya (15 schools directly and more than 30 other schools because of BBHF's presentations to heads of schools and teachers), Blue Water Association (our first event in Afghanistan), the continued great work of Youth for Active Citizenship and Leadership (YACAL) Philippines (10 virtual events), Bradley University, University of Rhode Island, US and many other partners. We promoted more than 30 virtual and hybrid events, reaching people from around the world. We held our own webinars weekly (repeated 2-3 times/week) from January through March and posted them on our youtube channel. To mark World Environment Day, we co-organized and hosted Africa Rising: Youth & Climate Justice Virtual Convening. This virtual event brought over 200 people into conversation about the climate work being led by young people across the African continent.



Beaconhouse Cantt Campus Multan, Pakistan Provided by Hafiza Saira Javaid

Project Summary

The goal of Bard College's Solve Climate by 2030 education project is to catalyze education about climate change, solutions and justice throughout the world. We accomplish this through coordinated climate education – choosing a time period on the calendar and inviting the thousands of educators and students who are greatly concerned or alarmed about the climate crisis, to step up and provide educational activities of their choosing.

We do not tell people what or how to teach, realizing that they know best about the needs of their students, institutions and communities. We provide support, including curricular materials developed by our partners, webinars and other online community discussions, and certificates of participation for themselves and their students. We formerly provided microgrants to partners in the Global South when we had grant funds to do so.

The project has grown from about 50 virtual dialogs on climate solutions on a single day in late March 2020 with nearly every state in the US participating, despite the COVID lockdown that began less than two weeks previously. We expanded geographically to cover the globe and temporally to a week (2022-25) and now a month (2026 and continuing). Initially we encouraged our partners to organize events. In 2024, we shifted our emphasis to encourage classroom events in order to reach more students and better integrate with curricula.



Infanta National High School, Philippines. Photo provided by John Lorenze Valenzuela.

7 Years in Review

Repeating our project year after year is increasing the quantity and quality of engagement. Over the 7 years, we have had 1,373 different people organize events and classes. Activities range from our 2020 Climate Solutions Dialogs, still viewable on our youtube channel, the Climate Classroom program begun in 2024, to this year's Worldwide Climate & Justice Education Month. Events and classes have been held in 900+ localities in 116 countries. Each year, new countries, cities, and communities engage in climate change education through our program.

More than 47% of the countries where our programming takes place have had more than one Event or Class. Many countries have engagements year after year, with 68% having held >1 event or class in the lifetime of the program, and 40% with >5 events or classes. Strategic partnerships with in-country organizations and regional liaisons (designated individuals supported by the project) usually generate >5 events in a country during the time these partnerships and liaisons are active. This shows that

greater investment in the regions generates deeper impact.

The 1200 unique institutions holding these Events and Classes include K-12 schools, colleges and universities, museums and other centers of nonformal learning, and community organizations. More than 28% of the institutions have participated in multiple years. These institutions average >3 Events or Classes during their tenure with the program. The top institutional hosts are Beaconhouse School System in Pakistan (54 participations), Dickinson College (17 participations), American University of Central Asia (16 participations), and Bard College (14 participations). Offering the Climate Classroom program has created more depth in our impact, reaching individual classrooms more regularly compared to Events, which may reach more people less frequently.

Our total engagements have increased each year (Table 1). The 620 total engagements in 2026 is a 25% increase from 2025 (498). Our program has continued to grow at an average of 24% from 2020 to 2026. This has been enabled by our deep partnerships in local communities who are able to share the program through referral, as well as our increased investment in recent years to promote and market our initiative. As the program continues to grow we should expect continued multi-year engagements and multiple classes and events at an institution. Lastly, in a measure of our quantitative growth we are increasing the total number of engagements along with the diversity of locations.

Year	Event	Class	Grand Total
2020	54	–	54
2021	197	–	197
2022	312	–	312
2023	381	–	381
2024	152	300	452
2025	139	359	498
2026	170	450	620

Table 1. Participation by year.

2026 Activities & Results

Events, Classes, & Games Day

Climate Education Classes and Events We catalyzed **170+ Climate Events and 450+ Climate Classes across 40+ Countries (**explore our map) during Worldwide Climate and Justice Education Month (March 2026) and continuing through Earth Month

(April 2026). These events and classes directly reached well over 10,000 students and other people. Highlights included Beaconhouse schools in Pakistan (183 classes and events at 54 schools organized by student eco-officers supported by teachers and staff, reaching an estimated 5200 students, many attending multiple classes), the work of Broad Borders Hope Foundation in Kenya (15 schools directly and more than 30 schools because of their presentations to heads of schools and teachers), the continued great work of Youth for Active Citizenship and Leadership (YACAL) Philippines which held 10 mostly virtual events among the 19 events and 27 classes across the Philippines, the Blue Water Association's climate education event at Gawharshad University in Kabul (our first activity in Afghanistan), Bradley University, University of Rhode Island, Weber State University and other educational institutions in the US. More than a dozen institutions participated in our second annual Worldwide Climate Games Day.



Leo's Workshop, Lahore Pakistan.
Photo provided by Sumaiya Zohaib.

Weekly Community Engagement

We held community-engagement webinars most weeks (repeated 2-3 times weekly to accommodate people from different time zones) from November through March. We had 708 unique individuals and 1014 total RSVPs, with an attendance rate of 36%, plus an additional 240 views of the recordings on youtube.The interactive webinars presented curricular resources from partners SubjectToClimate, the Climate Literacy and Energy Awareness Network (CLEAN) and KlimaPapel (a set of curricula for educators in the Philippines developed by Toni Suzuki who had been a social media for climate action intern with us in 2022), youth-oriented programs such as Kids for Positive Change, and Young Voices for the Climate with the Children's Environmental Literacy Foundation (CELF), Multidisciplinary Approach in Your Elementary Classroom: Reading, Writing, & Climate Science, Teach for Climate Justice and other programs to help educators learn how to more effectively incorporate climate issues into their teaching. These webinars and special events are posted on our youtube channel.

Promotion & Expanding Our Network

Our relationship management tool Action Network tracks our ongoing outreach and engagements in our program. We provided our 5400+ person global action network with a weekly newsletter and special announcements. In addition to growing our email list by 8% through LinkedIn Marketing and other outreach, we achieved a 30% average open rate (market standard is 28%), and a 6.1% click-through rate (market standard is 3.29%) on our email messages. These numbers show an engaged and growing audience actively participating in events, hosting their own, and reading through the resources we shared.

Our LinkedIn page has grown to 718 followers. We posted regularly about webinars and other virtual events. Our 2026 strategy relied on growing this audience. We reached 2,914 users through organic posting, (organic means it was not paid marketing) driving 190 website visits/event clicks. Utilizing a small paid budget we generated 52,548 impressions and an additional 554 clicks. A significant number of our new email subscribers came from organic or paid LinkedIn outreach. The following are examples engagement during peak program weeks:

Week of 03/16 - 03/22	received 8,659 organic impressions
Week of 03/30 - 04/05	received 1,135 organic impressions

Website

Our website had 5,056 visitors this season, with 83% being first-time visits. Users were spread across 102 countries. 25% of users found our work through Google search or referrals. Our top pages were our Sign Up, Climate Classes, Africa Rising, and Climate Games. We had a moderate bounce rate of 56%, and a competitive average view session of >3 minutes. These data suggest that users are finding our work organically, signing up directly on the website and navigating our resources once enrolled. Overall the website does a good job of getting people to sign up and enroll in our programming, but we have room to improve on engaging them throughout the school year and ensuring they have the resources to succeed. This was noted in our feedback surveys with mentions of more accessible logos and webinar resources.

The Climate games program, though smaller than Events and Classes, had significant excitement this year. 85% of page viewers organized a climate game event. There were 17 climate games events hosted.

We included curricular resources and other content from partners. We added Weekly Climate, Politics and Sustainability | Worldwide Climate Ed produced by Michael Svoboda from George Washington University.

Virtual Events

During Worldwide Climate and Justice Education Month (March) and continuing into Earth Month (April) we and our partners held more than 30 Virtual and Hybrid Events reaching people from around the world. We organized special webinars with speakers including climate activist and journalist Bill McKibben, climate and sustainability educator David Orr, and author and climate activist Mike Tidwell. Registrants ranged from dozens to 200 individuals from around the world. Most of our partners did not report on attendees, but we estimate that we reached several thousand additional people this way.

Africa Rising



On June 4 2026, to celebrate World Environment Day, we co-organized and hosted Africa Rising: Youth & Climate Justice Virtual Convening to raise awareness of the incredible climate work being led by young people across the African continent. See our 38-second Africa Rising: Youth & Climate Justice A Virtual Convening trailer.

We were thrilled to welcome more than 200 attendees and registrants from across Africa, the United States, and the global climate justice community. More than 25

participants remained for an hour-long informal discussion following the 90-minute presentation and Q/A session with the speakers.

Our partners are the Historically Black College and University (HBCU) Green Fund Africa and Terra40. We invite you to watch the hour-long recording Africa Rising: Youth & Climate Justice Virtual Convening from our initial convening.

There is a strong desire to continue with such virtual convenings to showcase Africa as a source of climate solutions and highlight the young climate activists who are doing amazing work with very few resources. They also help fulfill the great need for networking within the continent and with others around the world.

We are seeking support to continue more Africa Rising: Youth and Climate Justice virtual events in the fall.

Reporting & Key Events

Pakistan

Through a partnership with Beaconhouse schools in Pakistan, we catalyzed 183 classes and activities across 54 schools, reaching an estimated 5,200 students, many attending multiple classes. Communication with the Beaconhouse project coordinator, a student and a teacher below show the enthusiasm that this collaboration engendered.



Beaconhouse School, Pakistan. Photo provided by Hafiza Saira Javaid.

Azal Zahir, Regional organizer, Beaconhouse Schools Pakistan

Dear David,

Now that the dust has settled and the students have gone home with their pledges and their photographs, I wanted to write to you personally and say

THANK YOU!

Your presence at "COP on Campus: No COPing Out" meant more than you may realise. Joining us from across the world, at your late hour, staying on to answer student questions, and engaging with them the way you did (not as an expert talking down to a room, but as someone genuinely curious about what they had to say) was something the students will not forget quickly. For many of them, it was the first time someone of your standing treated their ideas as worthy of a real conversation.

Your support for this programme has been indelible. The partnership with Bard College gave 54 Beaconhouse schools added to the global movement that is the world wide teach in! Now our students are part of a larger classroom and not just their cities in Pakistan. That matters enormously, especially at a moment when young people need to feel that what they do counts.

We look forward to our continued partnership! The event was such a success and we have been asked to include it in the academic calendar!.

You can find our recordings here and our pictures here,

Thank you, David. Genuinely.
Azal

Meeram Yasir, Student at Beaconhouse Canal Side

I had so much fun with you and Camille! Thankyou so much.

Seep Rana, Coordinator at Beaconhouse

Dear Mr. David Blockstein,

I hope this email finds you well.
I am writing to share the highlights from the recent Climate and Justice Education Teach-in event held today. 13th April 2026 at Beaconhouse PWD Primary and Middle School Campus. We have uploaded a collection of event videos and pictures, which you can access through the Google form link provided by you. Additionally, for further reference and engagement, we have included our Official School Facebook page where more event-related content is available:
https://www.facebook.com/share/1C11a7yZWN/

We have also created a Padlet board for participants to share their pledges and reflections. You can also view by using the given link below:

- https://padlet.com/qudsiaezaz81018/my-planet-my-promise-wall-fr4s6vmbk64e4alh

It was truly a wonderful and enriching experience to be part of this event. The discussions and activities were both inspiring and impactful, and they reinforced the importance of climate and justice education on a global scale.
We sincerely hope to see more exciting and meaningful events in the future that continue to promote awareness and action worldwide.

Thank you once again for your leadership and support.
Warm regards,
Seep Rana

Kenya

In 2026, Broad Borders Hope Foundation continued to expand its reach, strengthen institutional systems and deepen its contribution to climate education, environmental conservation and youth leadership development across Kenya. The organization focused on empowering young people, supporting schools, promoting environmental stewardship and engaging stakeholders in climate governance processes.
The Worldwide Climate Education and Justice Month Initiative was implemented as a large-scale climate literacy and ecosystem restoration programme targeting schools in Western Kenya.

The initiative was designed to bridge the gap between climate awareness and practical climate action by empowering learners with environmental knowledge while simultaneously engaging them in nature-based solutions.



Chavakali Primary School, Kenya. Photo provided by Broad Borders Hope Foundation.

Key Achievements

Climate Education and School Outreach

- Reached 15 primary and secondary schools in remote **Kakamega county, western Kenya** during Worldwide Climate Education and Justice Month.
- Conducted environmental awareness sessions for students and teachers.
- Supported establishment and strengthening of school environmental clubs.
- Promoted climate literacy among youth and educators.

Organizational Statistics

- Schools Reached: 15+
- Students Engaged: 15,800+
- Eco-Clubs Established or Strengthened: 15 Eco-Clubs
- Youth Climate Advocates Trained: 12,000+
- Trees Planted: 15,800+
- Community Members Reached: 10,000+
- Partnerships Established: 20+
- Policy Engagements Facilitated: Multiple

The programme achieved an exceptional one-to-one ratio between learners engaged and trees planted, demonstrating a strong integration of environmental education with practical climate action.

Key Results

Climate Literacy Enhancement

- Causes and impacts of climate change
- Biodiversity conservation
- Ecosystem restoration
- Climate justice
- Sustainable resource management

• Nature-based solutions

Ecosystem Restoration

• Large-scale tree planting

• Biodiversity restoration

• School greening programmes

• Promotion of indigenous tree species

• Fruit tree integration

• Environmental stewardship

School Resilience

• Improved green spaces

• Enhanced environmental awareness

• Strengthened environmental clubs

• Improved shade and micro-climate conditions

• Increased learner participation in environmental governance

Climate Justice Outcomes

The programme amplified youth participation in climate action and provided learners from underserved communities with access to environmental education and leadership opportunities.



Success Story

The Worldwide Climate Education and Justice Month initiative demonstrated the effectiveness of school-based climate education. Through engagement with learners, teachers and communities, the initiative strengthened environmental awareness and inspired youth-led climate action across participating schools.

Ivona Primary School, Kenya. Photo provided by Broad Borders Hope Foundation.

Philippines

There were a total of 27 classes and 19 events in the Philippines. Youth for Active Citizenship and Leadership (YACAL) in their fourth year of collaboration with us carried out ten virtual and hybrid events and inspired the others.

Event Title: Main Character Energy: Climate Justice 101
Date: 2026-04-05

Event Title: Make Polluters Pay: Intro to Climate Finance
Date: 2026-04-10

Event Title: Pixels of Protest: A Digital Art-ivisim Riot
Date: 2026-04-11

Event Title: Earth's G(reen) Cash: Invoicing for Ecosystem Services
Date: 2026-04-12

Event Title: RON: The Rights of Nature
Date: 2026-04-17
Speaker: RON YOUTH PH

Event Title: Sue the System: Making Mother-Nature-Murder Illegal
Date: 2026-04-18

Event Title: Please, Please, Please (Don't Misuse the PSF)
Date: 2026-04-19

Recordings from additional events:

1. #MakeClimateAConversation
2. Climate Justice And War
3. Green Grabbing and Sustainability Paradox



LIKHA-LIKAS: Contemporary Philippine Arts Exhibit, Philippines. Photo taken by Aidan Quinn Penaojas.

Uganda

The following was shared on LinkedIn from Michael Wanjuzi Makongo in Uganda:
I am honored to have served as a host for the 2026 Worldwide Climate & Justice Education Month! 🌍

Participating in this global initiative has been a deeply rewarding experience. Bringing together my community to foster meaningful climate conversations aligns with my passion for driving sustainable change and climate justice.

It was inspiring to be part of a movement that saw 120+ Climate Events and 400+ Climate Classes across 40+ countries. Every conversation, every event, and every class is a seed of hope for a more resilient and equitable future.

A huge thank you to the organizers for this incredible platform and to everyone who joined the conversation. Let's keep this momentum going!

#ClimateAction#ClimateEducation#ClimateJustice #Sustainability #WorldwideClimateEducation #CommunityLeadership #ClimateEventHost EALS CONSULT UGANDA LIMITED Institute for Humane Education GSFN Climate Change Department (CCD) Laudato Si' Action Platform Laudato Si' Movement

Afganistan

The following was shared from a regional partner, Founder and President of Blue Water Association, Ghulam Hussain Saadat:

Dear Dr. David,

On June 24, 2026, I conducted an educational session on **Youth and Environmental Protection** at Gawharshad University in Kabul. During the session, I discussed the role of youth in addressing environmental challenges and how they can contribute to environmental protection within the context of Afghanistan.

I also highlighted ways Afghan youth can take action by engaging with YOUNGO initiatives, which help mobilize young people and communities, increase climate change awareness, and build capacity to adapt to climate change.

In addition, I introduced the Worldwide Climate and Justice Education initiative and shared its online resources so participants could learn more about its projects and educational opportunities related to climate change.

Attached are my presentation slides and some photos from the event.

Thank you for your continued support and interest.

Best regards,

Ghulam Hussain Saadat

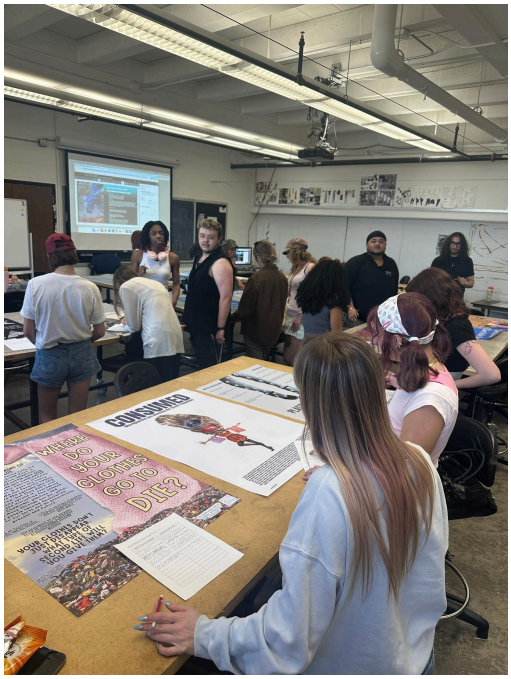
As you mentioned, Afghanistan is highly vulnerable to climate change, and its youth are far less prepared and aware of it. We, the youth of Afghanistan, are the generation that never studied or learned about climate change in our classrooms, yet we regularly experience its impacts through heat waves, consecutive droughts, flash floods, and severe water shortages, resulting in the loss of infrastructure, well-being, and increased migration.

Before I started the training, I asked the participants about global warming, climate change, and its mitigation and adaptation strategies. To be honest, their knowledge was unfortunately almost zero, and it encouraged me even more to realize that spreading climate knowledge among the youth in my country is necessary. After the session finished, I noticed that their knowledge had increased through the experiences and concerns they shared.

Hussain Saadat
Founder and President Blue Water Association
www.bwa-youth.org

United States of America

Virginia - Virginia Commonwealth University held a multi-faceted event for the third consecutive year.





Virginia Commonwealth University, Virginia USA, Photos provided by Kim Guthrie.



Illinois

Including the Climate Change Quilt project and Games Day, Bradley University held 6 events (flyer to the left), with a ***total attendance of approximately 225 students, faculty, and community members.***

MakeClimateAClass:

- 26 faculty participants
- 40 course sections

Total enrollments in these courses: approximately 765

Climate Games Day - March 27

2 faculty collaborated across disciplines with their courses (Intro to Oceanography and Global Topics in Liberal Arts & Sciences); student groups

developed games dealing with deep ocean mining; they played these games in class, and also debuted them publicly at Climate Games Day.

Games Day was held at the same time, in the same location, as one of the “Sewsation” student organization's Climate Change Quilt Workshops.



Climate Class at Bradley University, Illinois US. Photo provided by Jeanie Bukowski.

Rhode Island

From the University of Rhode Island:

Dear David and friends of Solve Climate Global:

It is my pleasure to share with you some of the good results of the work we have been doing to bring Solve Climate initiatives to the classroom, to student organization spaces, and to our campus and to our tiny state of Rhode Island.

See article in the URI Magazine attached about food waste and how students turned things around at URI, with the support of the President's spouse and many of our faculty and staff, too. The student leader referred to in the article, Dylan Murdock, was on the Solve Climate planning committee and launched his actions from there.

Thanks for your catalyzing and positive effect on our planet, our campus, our students, and our lives!!

Be well,

Prof. Ann Salzarulo

Washington State

From an All Inclusive Church Group:

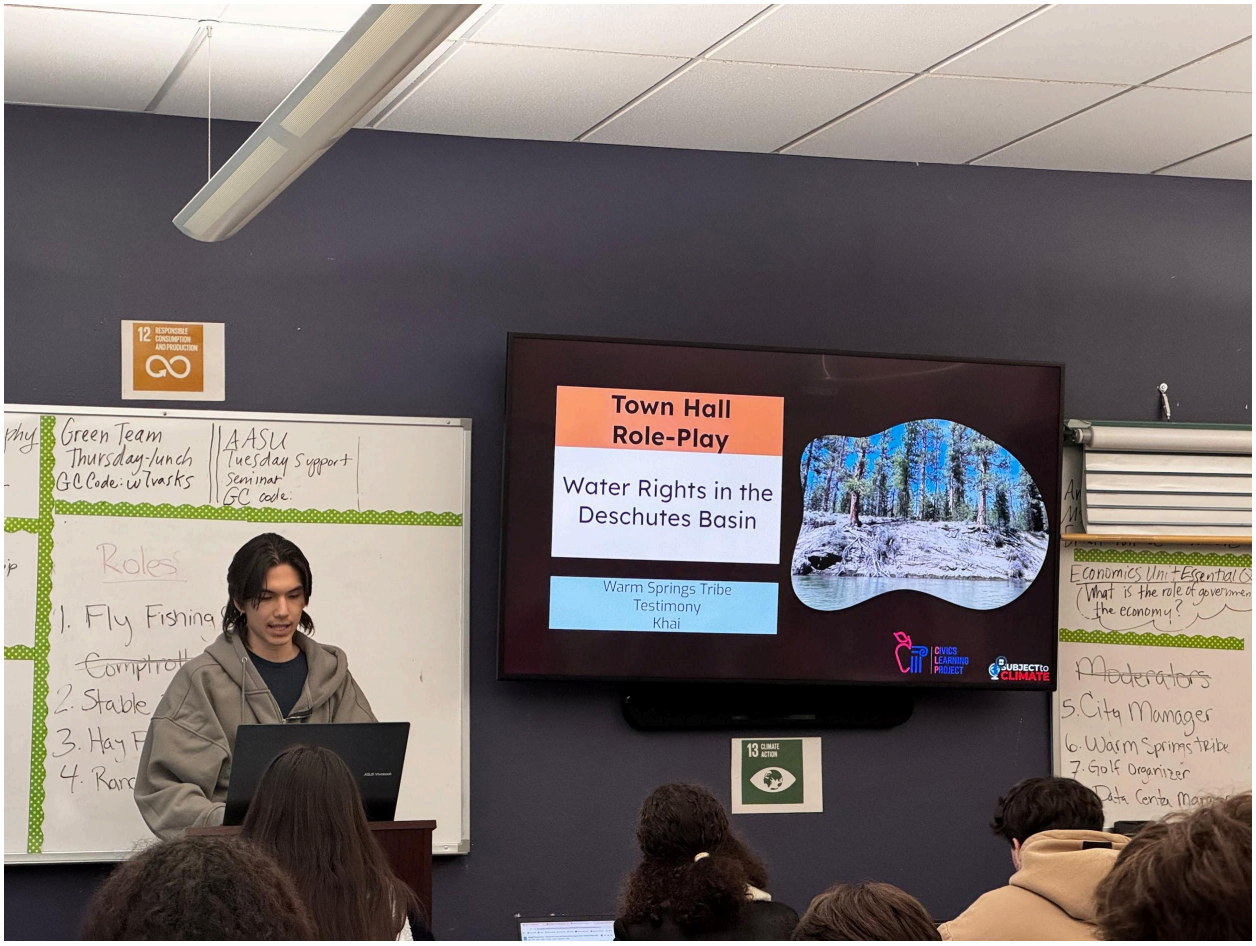
We have not forgotten, we are doing a minimum of 9 minutes per month with the exception of last month, and we are discussing everything from weather related catastrophic events to God's role in healing the planet. We will submit our report later this year. Thank you all for all you do!

Love,

Mary Martha Lazarus,

Evaluation

We conduct evaluation throughout the program using 3 survey forms. Educators who held Climate Classrooms were encouraged to complete a form monthly, documenting their classes. At the end of the programmatic year (April/May) we send out a yearly survey with specific questions for Climate Classes and Climate Events. The following summarizes each survey and key takeaways, followed by narrative or quotes shared in these evaluations:



Climate Class in Oregon, US. Photo provided by Breck Foster.

Climate Classroom Survey

This survey was sent out monthly to those who registered to Make Climate A Class to help document multiple class sessions throughout the program. 10% of participants responded to this survey. Most respondents are grade school teachers. Respondents were from diverse locations including Pakistan, India, Nigeria, Brazil, and the Philippines. Of these respondents, 84% held a Climate Class, and 36% engaged in both a Class and Event. Many hosted >1 engagement, with 7 schools participating as many as 10 times across Classrooms and Events. Many of these submissions came from teachers and student Eco Officers in Pakistan at Beaconhouse schools. The most utilized resources were from our long-term partner SubjectToClimate. The second most mentioned resource was our Climate Games list, followed by storytelling, tree planting events, and science posters/debates. 85% of these evaluators self identified as having attended at least one of our weekly webinars. Overall this survey demonstrated high satisfaction rates from participants.

> “Climate justice should not be celebrated in just one month; it should be a year-round commitment."

"Participating in World Climate and Justice activities alongside students felt both inspiring and meaningful... It didn't feel like a typical classroom setting; instead, it became a space for collaboration, awareness, and action."

"The webinars were highly informative. However, they could have been more engaging with greater participation from the attendees."

"It would be even better with more interactive sessions and ready-to-use classroom resources."

Make Climate A Class Survey

This survey was sent out at the end of the program season to all who registered to Make Climate a Class and covered a deeper level of insights compared to the monthly Climate Classroom survey. This more extensive survey was completed by only 2% of participants from registered classes, and responses skew to highly engaged partners. Most submissions are from individual classrooms, however Bradley University responded to this survey from an institutional perspective, summarizing their >50 sections of Climate Classes. Respondents reported high satisfaction with their own classes, the month programming overall, and our team's support. Similarly, there was a high intent to participate in future programming and expanding climate teaching in their classroom on account of the initiative.

Respondents shared how the climate education work is shifting mindsets for students, moving attitudes from passivity towards a sense of engagement and participation. Additionally, it was reported that student culture around climate conversations changed, students recognized greenwashing, and classroom conversations were making their way into students' homes.

"One of my strongest takeaways is that people can only take action if they are well informed... young people are very receptive to environmental education when it is delivered in a relatable and interactive way."

"It didn't feel like a typical classroom setting; instead, it became a space for collaboration, awareness, and action."

"Such events and classes should be a permanent part of curriculum."

The following is from the Bradley University response:

"Since 2022, every April, we encourage all the faculty members to incorporate 15 minutes into their lectures... This year, 30+ faculty members participated in 50+ courses teaching 900+ students about climate and justice."

"I recruited 26 faculty participants across multiple disciplines, covering 40 course sections, with total enrollments... of approximately 765 students."

Make Climate an Event Survey

10% of organizers of registered Events completed this survey. Respondents spanned virtual and in-person events, and a diverse set of event sizes, types, and places. Some utilized our traditional program model of hosting discussion panels, or more academic conversations, others utilized the Climate Games, art, or films to create their event. Of those events that brought in speakers there was also diversity; NGO representatives, government officials, faith leaders, community leaders, and Indigenous participants were all featured guests. These respondents were similarly highly satisfied across the project as well, with most preparing to refer their colleagues as well as planning to host again next year. There are frequent mentions of ambitious plans to expand Events into Classes and Climate Games to participate in each segment of our overall programming for 2027.

Some highlights of events from those surveyed:

Rosemont College Business School hosted a full day multi-department showcase across business, finance, sports, management, supply chain, art, and a faith rooted community reflection. They have been doing this for at least 4 years

University of Wisconsin-Madison participated in Climate Games Day hosting 4 different climate games, their survey mentions a need for additional capacity for latecomers next year as they exceeded their planned participation. That university has been participating since 2021.

> "Extremely valuable to be supported by your team in participating in something we care about with like minded others from around the world... to see our work is so much larger than our little corner of our world."

> "One-time events would be ineffective. We need to offer a series of similar events or presentations for people to notice, recognize, and engage in climate actions."

> "We really have two kinds of students — those who are anxious to contribute to solutions, and those who are not really interested. Requiring attendance... is really the only way to get the latter to come."

Takeaways

In summary, the program drew high quality engagement from those who were most familiar with our work and had a high satisfaction rate. Due to limits on capacity and resourcing there is room for improvement in a number of areas that could increase survey engagement, as well as enabling success for participants through ease of access to resources.. These are not limited to:

1. Prepare and launch the feedback survey at the start of the program, so as events are conducted participants can respond in real time.

    a. This year we tied survey participation to receiving certifications to incentivize responses, but we delivered the survey late.
2. Increase capacity-building resources on the website. From logos and promotional support to how to enroll in the program, to ongoing climate curricula, we still have room for improving onboarding and supporting participants.
3. Enable breadth in the programming. Respondents wanted flexibility in how to participate and the ability to teach Climate year-round. This can be promoted through the Climate Classroom approach which encourages at least 10 hours of climate ed in the school year.

The following are additional quotes and stories shared by participants outside the evaluation surveys:

> "The activities remained quite productive and useful. The students took keen interest in creating awareness subjected to climate and even our juniors took interest and we assigned the role of Eco Guardians for Grade IX."
>
> "The course and webinars were very informative and engaging, helping students better understand climate change and their role in addressing it. The activities encouraged active participation and made learning practical and meaningful. The World Wide Climate Justice and Education Month was a valuable initiative that promoted awareness, responsibility, and student leadership. It would be even more effective with more interactive sessions and wider student involvement in future."
>
> "Overall, the course and activities were very informative and engaging. The webinars helped in building a better understanding of climate issues and their impact on education. The sessions were well-organized and encouraged active participation. The World Wide Climate Justice and Education Month activities were meaningful and gave practical ideas to use in the classroom. They also helped in raising awareness among students about environmental responsibility."
>
> "Participating in World Climate and Justice activities alongside students felt both inspiring and meaningful. There was a strong sense of shared purpose—seeing students engage with real-world issues, ask thoughtful questions, and express their ideas with passion was energizing. It didn't feel like a typical classroom setting; instead, it became a space for collaboration, awareness, and action."
>
> "The course has been a valuable and engaging experience, offering a well-structured introduction to key concepts around climate justice and

education. The content was relevant and thought-provoking, helping to build both awareness and a sense of responsibility toward global environmental challenges. The activities were interactive and encouraged critical thinking, collaboration, and real-world application of ideas. They made the learning process more engaging and helped reinforce important concepts in a practical way. The webinars were particularly insightful, featuring knowledgeable speakers who provided diverse perspectives on climate issues. They created a space for meaningful discussion and allowed participants to connect theory with current global developments. World Wide Climate Justice and Education Month was an impactful initiative that highlighted the urgency of climate action while promoting education as a tool for change. It successfully brought together individuals from different backgrounds to learn, share, and contribute toward a common goal."

"Climate justice should not be celebrated in just one month; it should be a year-round commitment."

Plans for 2027

We intend to continue Worldwide Climate and Justice Education Month in March 2027. We are adding a tagline:" Bringing solutions into the classroom" to emphasize the need to focus on solutions that advance climate justice.

Just as creating a specific time period for climate change education has catalyzed thousands of educational events and classes, we intend to do similarly with climate arts education. We will designate a Climate Solutions and Justice Arts Education Week to highlight the importance of the arts in climate education. Many of our participants have integrated arts in all dimensions – visual, music, dramatic and other – in their education. However, others regard climate change as primarily the domain of the physical sciences.

We will hold webinars and virtual workshops and highlight lesson plans and examples.

We are also exploring holding a 24-hour global marathon of climate change education. We hope to engage participants around the world to fill a 24-hour cycle.

The extent of our ability to continue and expand our work will depend upon our ability to continue to attract funds for the project. There is no fee to participate in any aspect of our work.