SEAMEO CENTRES POLICY RESEARCH NETWORK (CPRN) SUMMIT 2025

Building Bridges to a Sustainable Future: Inclusive Collaboration and Innovation in Education, Science, and Culture

CURRENT STATE OF CLIMATE CHANGE EDUCATION IN SOUTHEAST ASIA: POLICIES, PRACTICES, AND CHALLENGES IN MYANMAR'S SCHOOLS

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HOSTED BY
SEAMEO VOCTECH Regional Centre, Brunei Darussalam

SUPPORTED BY
MINISTRY OF EDUCATION BRUNEI DARUSSALAM
Southeast Asian Ministers of Education Organisation
CfBT Education Services
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Background & Rationale

- Climate change poses urgent global challenges affecting all sectors, including education (IPCC, 2023).
- Southeast Asia is one of the most climate-vulnerable regions (Asian Development Bank, 2021), despite contributing very little to global greenhouse gas emissions.
- Education is a key lever for adaptation and mitigation (IPCC, 2023).
- Most countries have national policies recognizing CCE, but implementation at the school level remains unclear.
- This study explores how CCE is being implemented in schools and what challenges and success factors exist.

Background & Rationale

2022 — SEACEP Launching

2023 — Research on CCE Implementation in Indonesia

2024 — Research on CCE Implementation in Southeast Asia

2025 — Research on CCE Implementation in Southeast Asia (cont.)

90% responses from Myanmar

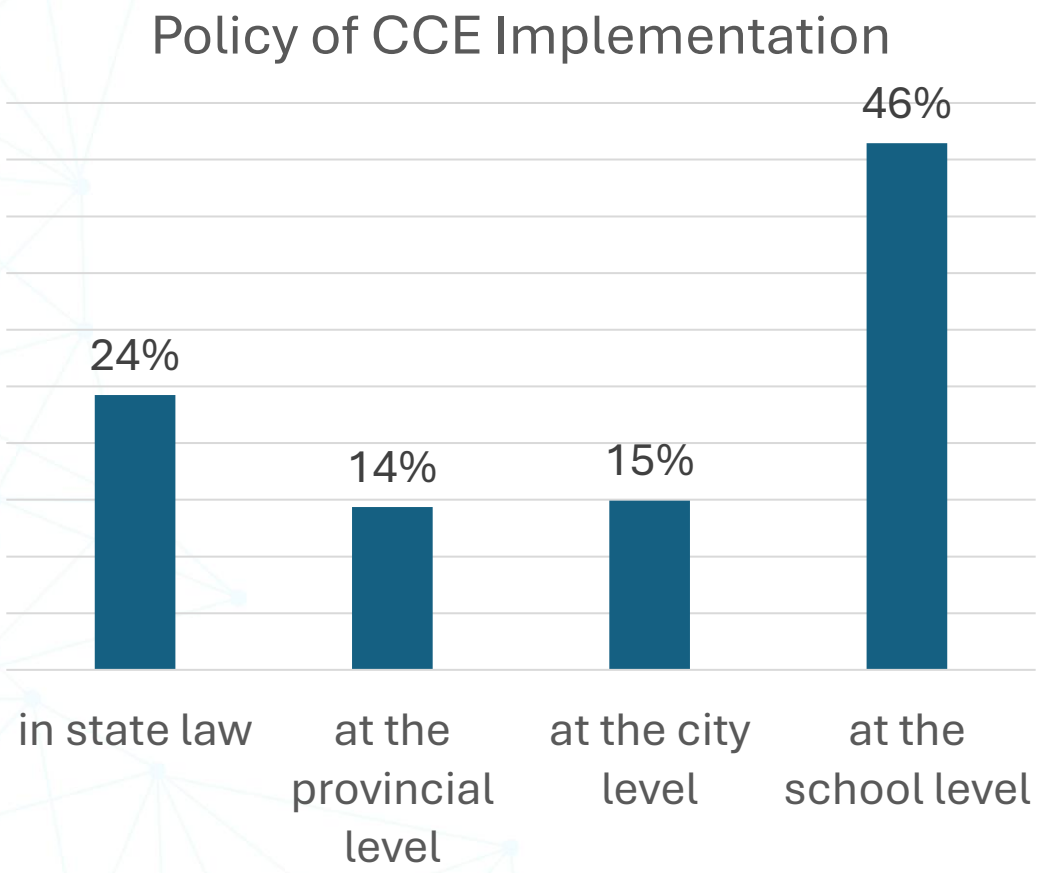
Research Questions

- How is Climate Change Education (CCE) currently implemented in Myanmar schools?
- What challenges and enabling factors do schools experience in implementing CCE?
- What insights can be drawn from Myanmar's case to inform CCE efforts in other Southeast Asian countries?

Methodology

Approach	Mixed-method design
	Quantitative survey & document analysis
Primary Data	3 questionnaires + open-ended items (developed based on the learning objectives of SDGs)
	Respondents: 1,016 principals, 817 teachers, 601 students from Myanmar Schools
Secondary Data	policy documents
	national curricula
	relevant research articles
Analysis	Quantitative (percentages, graphs)
	Qualitative descriptive interpretation

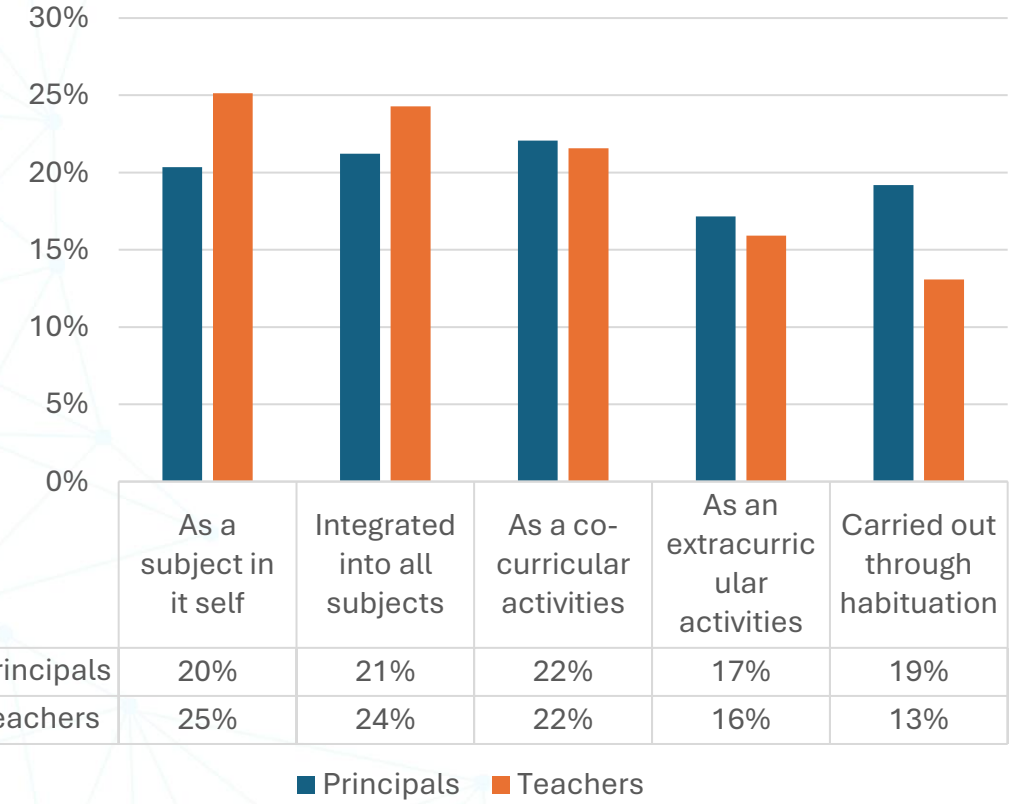
Key Findings-Policy of CCE Implementation



Findings
• Myanmar has policies or plans supporting the integration of climate change in primary, secondary, and vocational education curricula.
• Myanmar has policy derivatives at lower levels
• The Myanmar's national curriculum does not specifically mention climate change.
• Myanmar has objective to conduct training for school teachers on climate change, it remains unclear what specific actions, if any, have been taken to achieve this goal. (Myanmar Sustainable Development Plan (2018 – 2030), 2018)

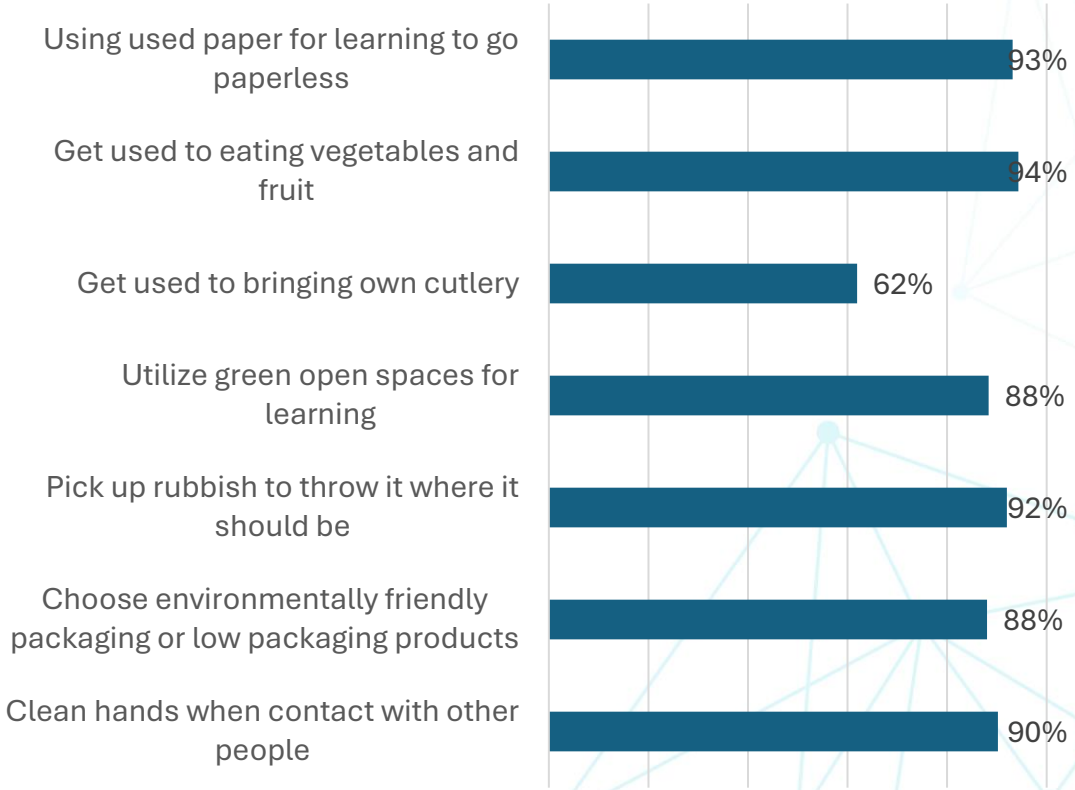
Key Findings-CCE Implementation in School

CCE Implementation in School

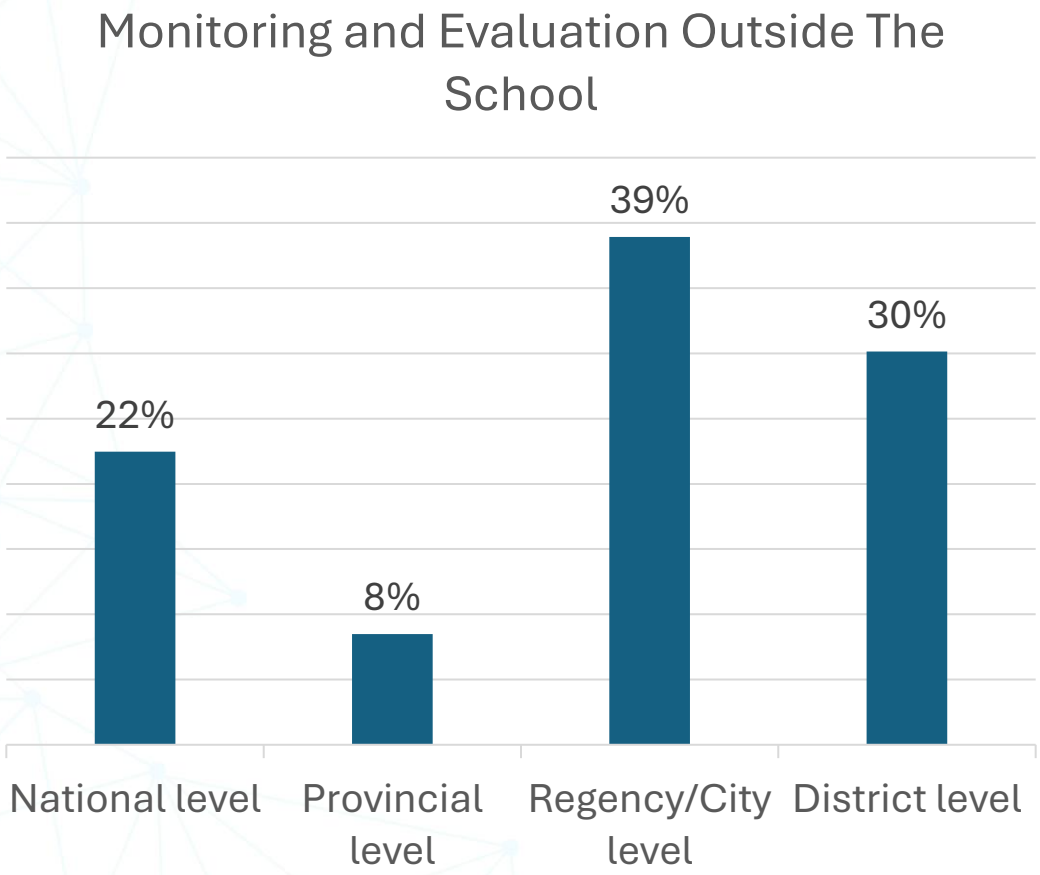


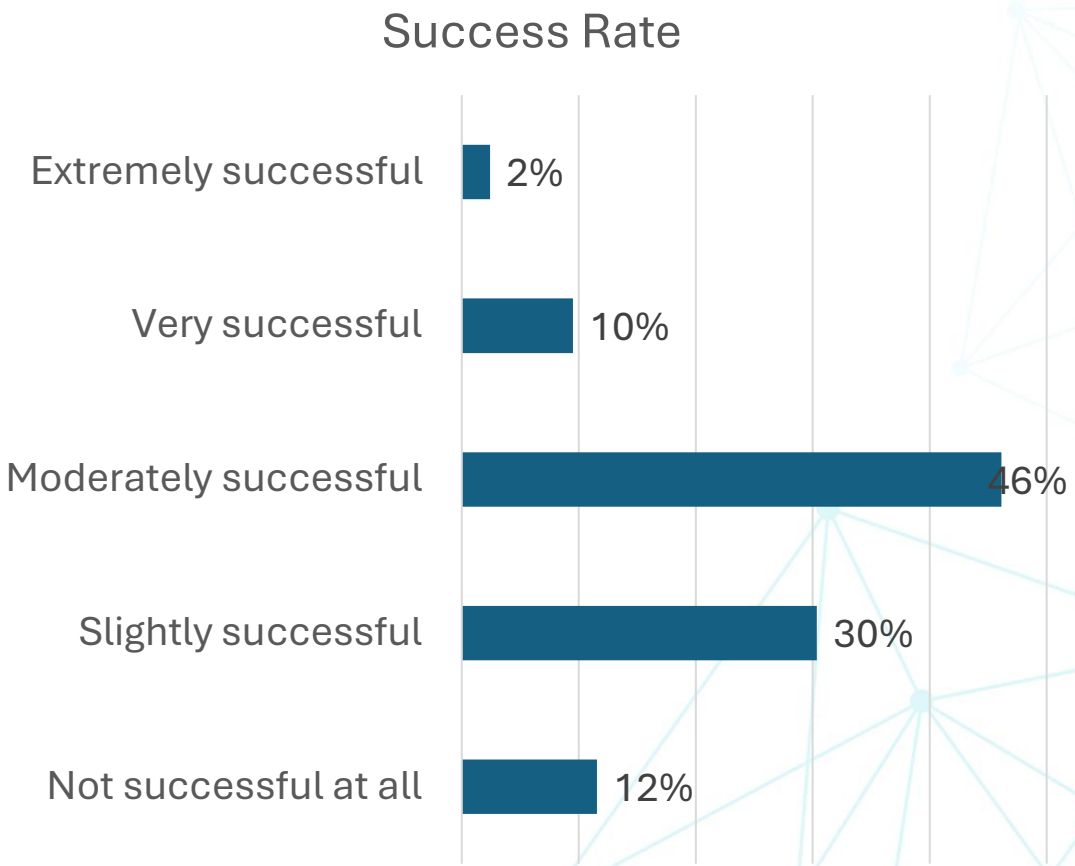
	As a subject in it self	Integrated into all subjects	As a co-curricular activities	As an extracurricular activities	Carried out through habituation
Principals	20%	21%	22%	17%	19%
Teachers	25%	24%	22%	16%	13%

Student's Habituation



Key Findings-Monitoring & Evaluation

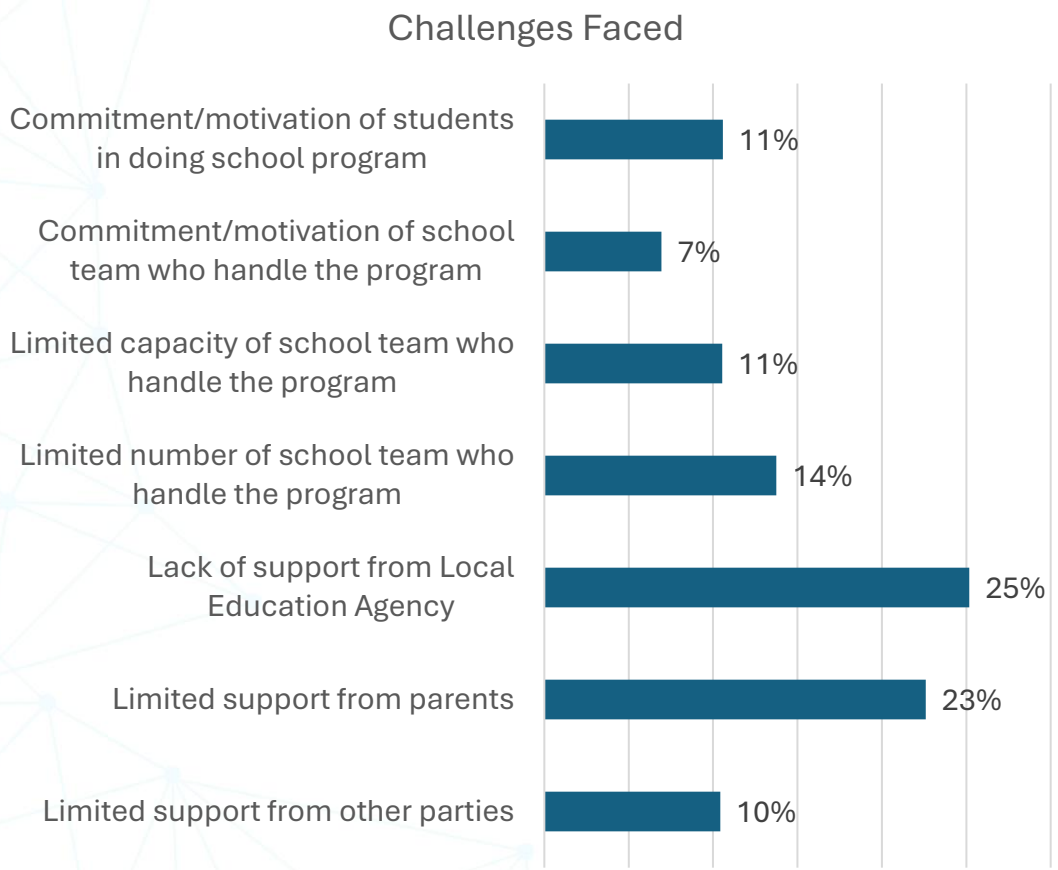




Key Findings-Monitoring & Evaluation

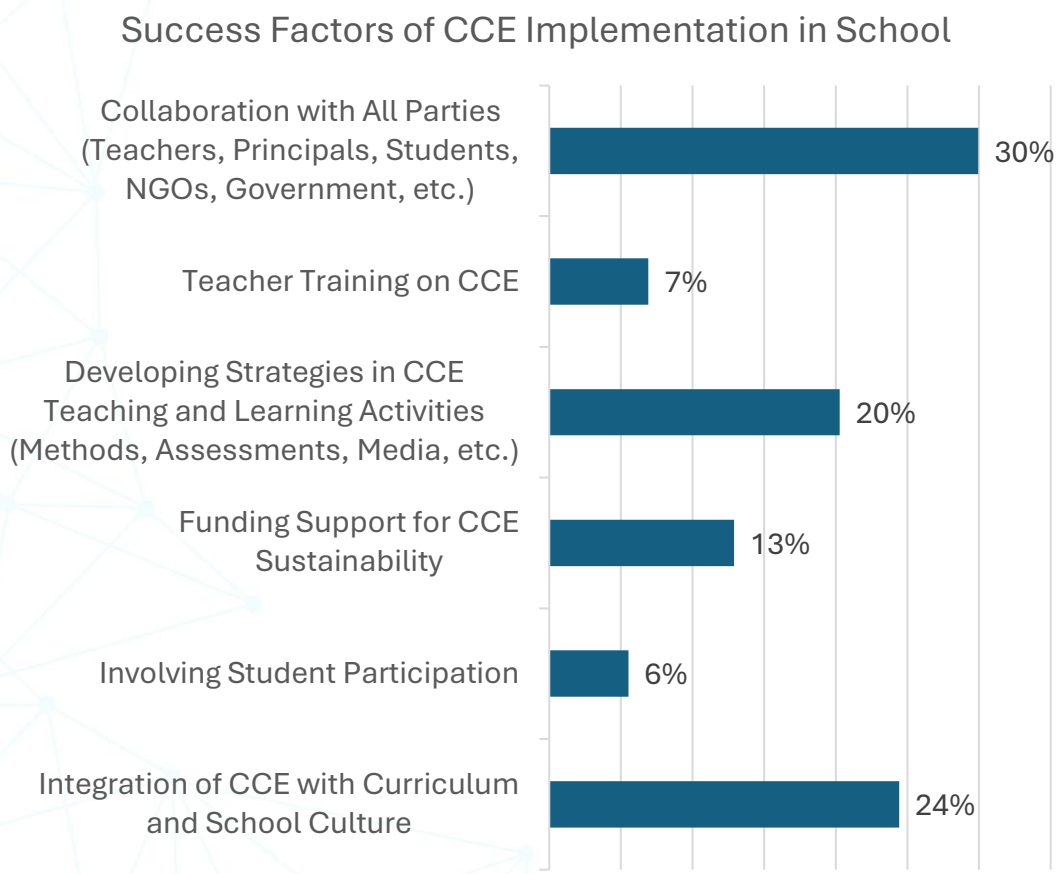
Findings
Myanmar has regulations for conducting M&E related to tracking the implementation of national-scale climate change programs; however, there are no provisions that specifically address M&E for CCE (Asian Development Bank, 2016).
The Myanmar Climate Change Master Plan (2019) includes indicators for the integration of climate change education as a basis for monitoring and evaluation. However, there is still no clear strategy on how Myanmar tracks the progress of this integration.

Key Findings-Challenges



Findings
Climate Change Education is not fully embedded in the national curriculum.
Teachers are not adequately trained to teach CCE, either in content knowledge or pedagogy.
The training that exists is often project-based and limited to specific regions or donor-funded initiatives, making it unsustainable or inconsistent nationwide.
There are few teaching resources or guidelines available to support CCE delivery in classrooms.
Lack budget allocation and clear mandates for CCE in schools.
Lack of monitoring and evaluation mechanisms

Key Findings-Success Factors



Findings
Developing a national curriculum that integrates CCE based on the Myanmar Climate Change Strategy and Master Plan and the Nationally Determined Contributions.
Expanding collaboration with NGOs and international organizations to provide teacher training and develop locally based CCE teaching materials.
Engaging parents and community leaders to strengthen the values of CCE learning in schools.
Maximizing the use of digital platforms to bridge the educational gap in CCE between urban and rural areas and to provide updated information related to CCE.
Allocating dedicated funding for the implementation of CCE in schools.

Conclusion

- Myanmar schools demonstrate grassroots efforts to implement CCE despite limited support.
- Implementation remains fragmented due to lack of formal frameworks, teacher preparation, and national monitoring.
- The study provides regional insights on how localized, community-driven, and capacity-supported CCE can contribute to climate resilience.
- Findings contribute to filling the knowledge gap on school-level CCE implementation in Southeast Asia.

Recommendations

- Develop a dedicated national CCE framework integrated into the curriculum.
- Provide ongoing teacher training tailored to local contexts and climate realities.
- Establish CCE-specific M&E systems with clear indicators.
- Strengthen collaboration with NGOs, parents, and local governments.
- Utilize digital tools to bridge urban-rural gaps and support teacher development.
- Conduct future research across ASEAN countries to map broader implementation trends.

Thank You

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