

The Pan-African Climate Education Network



THE IMPACT LENS

ANNUAL REPORT 2025



Who we are

The Pan-African Climate Education (PACE) Network is a collaborative platform that promotes climate education, leadership development, and knowledge sharing across Africa.

PACE currently brings together educators from 11 African countries who are advancing climate education and leadership across all levels of the system—from classrooms and local communities to NGOs and government policy.



Watch here

Vision

To create a continent-wide community of informed and empowered leaders who drive sustainable development and climate action through climate education and leadership.

Mission

To build a resilient and sustainable future for Africa by empowering educators with the knowledge, skills, and partnerships needed to integrate climate education into curricula and drive systemic change through collaboration and policy advocacy.

Our Values



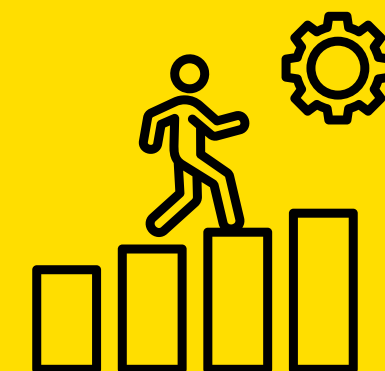
**Awareness and
Empowerment**



**Collaboration and
Networking**



**Innovation and
Adaptability**



**Resilience and
Sustainability**

EXECUTIVE DIRECTOR'S MESSAGE

Dear PACE Community,

It is an absolute honor to present to you the PACE 2025 Annual Report. Reflecting on our network's accomplishments, I want to share my deepest appreciation for the unwavering commitment of our leadership team, partners, mentors, mentees, and the incredible members of this community. Even in the face of significant challenges, thank you for remaining steadfast and adaptive—shaping communities, schools, and systems to address arising climate challenges as we strive toward our shared vision of a sustainable Africa for everyone.

I am incredibly proud of the milestones we have achieved together from 2023 through the end of 2025. These include growing our network from just five founding members to over 350 members across 11 African countries. We also successfully piloted a Mentorship Program that empowered a cohort of 18 emerging climate champions to lead project-based action in their local contexts. Furthermore, our Project-Based Learning Design Sprints in Nigeria and Uganda have shaped actionable approaches for educators to champion climate initiatives.

Most importantly, I want to express my gratitude for the collaborative support from the University of Pennsylvania Graduate School of Education, the Teach For All Climate Education and Leadership Community, and the Teach For All Africa Networks. This work would not have been possible without your support.

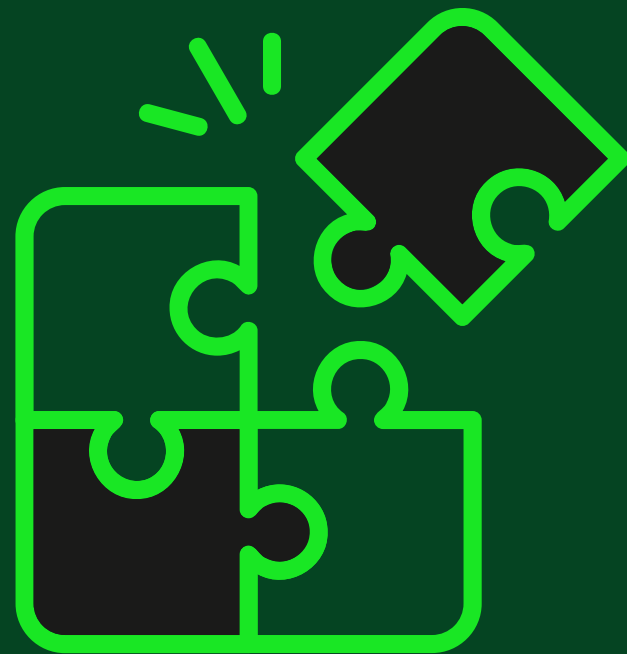
Despite these accomplishments, we cannot overlook the continuous climate challenges affecting schools, communities, and systems across Africa. These are often compounded by limited educator resources, a lack of technical expertise, and few avenues for professional exposure—underlying barriers that affect champions leading climate work across the continent. Our network remains committed to ensuring that every climate champion and educator is equipped with the capacity, information, instructional resources, and collaborative avenues needed to shape a sustainable Africa. Thank you once again for believing in our vision.



Ivan Samuel Womala
Co-Founder & Executive
Director

Problem

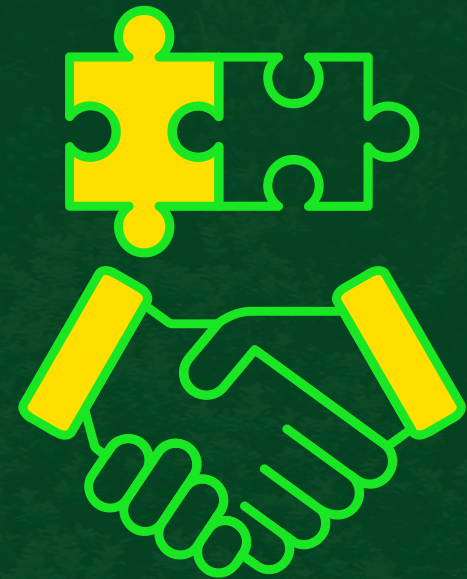
“Extreme weather and climate change are intensifying hunger, insecurity, and displacement across Africa, impacting every facet of socio-economic development with severe challenges for agriculture, food and water security, health, and education” World Meteorological Org Report 24



The average national climate change literacy rate in Africa is 37% – far lower than in Europe and North America, where rates are generally over 80%- Afro Barometer Report 2021.

This disconnect is driven by systemic gaps in education: climate education is often absent from national curricula, and educators—the most vital catalysts for change—lack the specialized training, contextualized resources, and professional learning communities needed to lead effectively. Working in isolation and without strong policy support, educators find it difficult to translate lived climate realities into student agency and collective leadership. Consequently, climate education efforts remain fragmented, failing to foster the locally rooted action and enduring systems change required to build a climate-resilient and sustainable future for all African children.

Theory of Change



PACE's theory of change is that by connecting climate educators, project leads, and climate entrepreneurs across Africa through a shared learning community—where they can access high-quality resources, exchange best practices, showcase projects, and collaborate—combined with structured mentorship that strengthens leadership, resilience, and project-based skills, network members are empowered to design and implement contextually relevant climate initiatives, integrate climate education into curricula, and inspire student- and community-led action, ultimately fostering a growing ecosystem of climate-literate, resilient, and sustainable communities across the continent.

BUILDING AN ENGAGING AND MEANINGFUL NETWORK



Esther Gacigi
Co-Founder & Managing
Director

Contributing to the growth and evolution of PACE has been a deeply fulfilling journey. Through this network, I have met and interacted with educators from across the continent—many from countries I would never have connected with otherwise—as well as passionate individuals driving systemic change in climate education and leadership. These interactions have continually reinforced my belief in our mission.

From the very beginning, we wanted PACE to be an engaging, supportive, and meaningful network for educators across Africa. With this in mind, we intentionally designed PACE to support educators in building their climate expertise and engaging their students and communities in climate action. Through community calls, the mentorship program, one-on-one coaching sessions, and external opportunities such as the Design Sprint, educators have learned from experts and exchanged best practices with peers. It has been deeply inspiring to see educators implement meaningful projects in their schools and communities, proving that with the right support and a strong community of practice, educators can build the agency and leadership of students and community members to take climate action.

As PACE continues to grow, I'm really excited about the progress we hope to make in 2026. One of the key areas we aim to intentionally cultivate is systems thinking and systems change. We are increasingly asking ourselves: how do we support educators to see beyond their classrooms or immediate communities and recognize their potential to influence broader education systems? In the year ahead, we hope to deepen this work by equipping educators with the knowledge, mindset, and tools needed to engage effectively with institutions, policies, and decision-makers—so their climate education and leadership efforts can achieve wider, more lasting impact.

Programmatic Components

Promoting Educator Readiness

We create spaces where climate educators can learn from and with one another. Through our community calls, we invite experts and network members from around the world to share insights and best practices. Our speakers represent diverse backgrounds—with representation so far from Africa, Latin America, and APAC—ensuring a wide range of perspectives and experiences.

Providing High-Quality Climate Education Resources

We recognize that access to high-quality, easily contextualized resources is a major barrier for educators. Our goal is to curate and share climate education materials that are relevant and locally adaptable, empowering educators to engage their students more effectively within the African context.

BEST PRACTICES OF CLIMATE EDUCATION

Learning from Teachers and Classrooms across Africa.



A Blueprint from the Pan-African Climate Education (PACE) Network.

“Setting the pace of Climate Education in Africa”



Building a Community of Practice

Implementing climate education and leadership in your context can sometimes feel like a lonely journey, but you're not alone! Our PACE Network WhatsApp community is a space where educators can connect, exchange ideas, and collaborate.

Programmatic Components

Sharing Opportunities

We source and share strategic opportunities that educators within our network can leverage to accelerate their climate leadership careers. Our goal is to ensure that every member has access to the professional development and support systems needed to grow, innovate, and inspire the next generation of climate leaders.





Mary Ameh
Network Coordinator

THE ROLE OF PACE NETWORK IN EMPOWERING CLIMATE EDUCATORS

As we reflect on this transformative year, I am honored to share how the Pan-African Climate Education Network has evolved into a powerful force for climate action across our continent. What began as a modest initiative with five founding members has blossomed into a vibrant community of over 350 climate educators spanning 11 African countries. This growth reflects not just numbers, but the urgent hunger across our continent for connection, resources, and collective action on climate education.

Our Empowerment methodology powerfully evokes a spirit of shared action and innovation through our Monthly Learning Calls—dynamic virtual and thoughtfully designed convenings that bring together our network members to learn/share best practices with leading practitioners who are driving climate education impact at not only systemic but policy, community, local and global levels. Secondly, Our needs tailored Mentorship Program stands as a testament to nurturing the next generation of climate leaders who lead project inclined and skills inspired action in their context.

Our Pilot graduated cohort of 18 Elite class of mentees are now leading context-specific, project-based initiatives in their schools, communities, and organizations—demonstrating that climate education thrives when it is locally rooted and globally connected. Their success stories remind us that empowerment happens when we invest in people, not just programs.

Furthermore, The Project-Based Learning Design Sprint in Nigeria and Uganda represents PACE's innovative approach to educator empowerment. Rather than prescribing solutions, we equipped educators with frameworks, tools, and collaborative spaces to design climate projects that resonate with their unique contexts. This approach recognizes that African educators are not passive recipients of knowledge but active architects of climate solutions. Through this design-thinking capacity, PACE is ensuring that climate education moves beyond theory and translates into tangible community impact.

As Network Coordinator, I have witnessed firsthand how PACE empowers educators—not by giving them all the answers, but by creating the conditions for them to discover solutions together. Our members leave our programs with enhanced skills, expanded networks, renewed confidence, and most importantly, a sense of belonging to something larger than themselves.

The climate crisis demands that we act with urgency, but also with wisdom. PACE is building that wisdom by honoring African educators as the experts they are, connecting them across borders, and ensuring their voices shape the future of climate education on our continent and beyond. To every PACE member: your commitment inspires us daily. Together, we are not just teaching about climate change—we are cultivating the leaders who will solve it.

2025 THROUGH THE LENS

Promoting Educator Readiness

To build educator capacity in leading climate action, we facilitated year-round monthly learning calls, reaching over 250 participants. These sessions covered themes such as practical teaching strategies, building resilience in displaced communities, student-centered hands-on implementation, teacher-led initiatives, and systems change. Over 24 experts and educators with lived experience from Africa, Latin America, and APAC shared insights and best practices, ensuring a rich exchange of perspectives and actionable learning.

The Pan-African Climate Education Network

MONTHLY CALL

GINNA RODRIGUEZ
CO-LEAD, ABYA YALA NETWORK

WED 6:00pm EAT
11th June 2025

NATALIA HERRERA
CO-LEAD, ABYA YALA NETWORK

Communities of Practice: Learning from the Latin America Climate Education (Abya Yala) Network

The Pan-African Climate Education Network

MONTHLY CALL

Teacher-Led Climate Education: Case Studies from Bangladesh, Kenya, and Zimbabwe.

KINGDOM GWANGWAVA
Teach for Zimbabwe Fellow

JOYYCE AWOUR
Teach for Kenya Fellow

MD REDWAN JAKIR
GPE Youth leader
Teach for Bangladesh Fellow

01 WED 6 PM EAT
OCT

REGISTER NOW

"Setting the Pace of Climate Education and Leadership in Africa"

The Pan-African Climate Education Network

MONTHLY CALL

Building Student Agency: Case Studies from Liberia, Bangladesh, and Nigeria.

ROGER PATTEN

NUSTRAT J. PRIYA

TAIWO TOPE

WED 09th JULY 2025 | 6:00PM - 7:00PM | EAT

The Pan African Climate Education Network

MONTHLY CALL

HILLOKELA BEATRICE
ZIMBABWE

WED 6:00pm EAT
14th May 2025

TRACYANN W. KAHUHO
KENYA

Theme: Climate Education Through Hands-On Learning: Kenya and Zimbabwe Case Studies

REGISTER NOW

"Setting the Pace of Climate Leadership in Africa"

Building Communities of Practice

Project based Learning for Global Climate Justice: With support from the University of Pennsylvania Graduate School, In March we facilitated the Second Cohort of the Global Design Sprint Event in Ugandan and Nigeria a practical learning experience that empowered 27 selected Climate Educators. Through a hybrid relentless learning experience, the two groups joined seven Global Sites in Philippines, China, Greece, Taiwan, Kenya, Ghana and Philadelphia in thought processing and curating project based approaches aimed at shaping their expertise in advancing climate justice work in their contexts across Africa.



MENTORSHIP PROGRAM COHORT ONE 2025



Climate Mentorship Program

In pursuit of shaping a sustainable future defined by innovation, action, and solutions to contextual climate challenges in African classrooms, communities, and institutions, we piloted a Climate Mentorship Program aimed at sharpening the knowledge, skills, and technical expertise of emerging climate leaders over two months, drawing participants from Liberia, Uganda, Kenya, Nigeria, and Zimbabwe.

From hundreds of applications across the five countries, we selected an elite pool of 20 educators and paired them with contextual, country-based mentors who possess lived climate leadership and proven project-based experience. The mentors supported their mentees as thought partners in capacity building, innovation, and the design of actionable projects intended to implement meaningful climate education in their contexts.

Mentorship Program Impact

Following eight intensive weeks of immersive learning, resource curation, and project-based design, our pilot program successfully graduated 18 dedicated emerging climate leaders in a virtual graduation ceremony. Ranging from food security and waste management to soil restoration and renewable energy, these contextual innovations demonstrate the power of specialized mentorship. This program has cultivated a new cohort of climate champions, social entrepreneurs, and advocates equipped to drive practical, solution-oriented approaches within their schools, communities, and government systems.

The Pan African Climate Education Network

MENTORSHIP GRADUATING CLASS 2025



THEME
"Shaping a Generation of Climate Leaders to Inspire a sustainable Africa through Action and Innovation"

Thursday 13th Nov 2:00Pm EAT

Mentorship Project showcase in Pictures



VOICES FROM THE MENTORSHIP PROGRAM



Tracy Wacuka-Mentor

Mentoring these dedicated individuals has been an inspiring highlight. It's a testament to the power of project-based learning, giving leaders the skills to deliver rapid, measurable impact. Thank you, PACE, for this opportunity. This experience has reaffirmed my commitment to cultivating practical climate leadership and empowering others to channel their purpose into real-world solutions. [Read more.](#)

Stepping into the Pan-African Climate Education Network as a mentor this year was one of the most fulfilling moments of my climate education journey. Every session felt like a window into Africa's future. I listened to projects that treated climate change as something we can act on today, not tomorrow. I saw ideas that could reduce waste, strengthen climate education and improve the lives of children and families. [Read more](#)



Joy Ifeany-Mentor



Atim Kenneth-Mentee

Before joining the PACE Mentorship Program, my understanding of climate education and leadership was limited to basic classroom discussions. I didn't fully know how to turn climate knowledge into practical community action. Through the eight-week program, I have grown in knowledge, confidence, and leadership. I now understand the link between education, agriculture, and climate resilience, and how small local actions can contribute to global climate goals. [Read more](#)

Before joining the program, I faced gaps in my climate leadership in structuring community-focused projects, engaging young people, and designing solutions that are practical and sustainable. Through the mentorship, I gained hands-on skills in project design, climate education, community mobilization and leadership. As part of the program, I developed "Youth for a Greener Future", a youth-led initiative addressing poor waste management and low environmental awareness among young people in Nairobi. [Read more](#)



Rahma Ibrahim-Mentee

EDUCATOR SPOTLIGHTS

International Women’s Day-8th March 2025

Themed “Accelerating Action” PACE profiled and celebrated young women across Africa who have dedicated their passion, expertise and lives in accelerating climate action through advocacy, implementing projects and empowering children, communities and organizations to address climate challenges. Learn about their climate-inclined motivation below.

The Pan African Climate Education Network

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 08th MAR 2025

“Setting the Pace of Climate Leadership in Africa”

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“I run a Climate Redemptive Solutions Initiative aimed at curbing the effects of climate change. Our implementation is focused on tree planting, creating awareness among different stakeholders in Zimbabwean Communities about the importance of protecting natural resources like forests, swamps and rivers, so that no one has to ever face the wrath of calamities like floods, drought and heat waves among other climate engineered disaster



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“I am addressing land degradation in Northern Nigeria through remote sensing and machine learning technologies. This issue matters deeply to me because it directly impacts vulnerable communities, exacerbating poverty and climate change. I aim to empower these communities with innovative tools to restore and protect their environment.



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“I address climate change and gender inequality through, promoting reusable sanitary pads, tree planting, and demonstration gardens. This reduces waste, improves menstrual hygiene, and enhances food security. Empowering girls with sustainable solutions keeps them in school, fostering education and resilience. A healthier environment ensures a brighter, more equitable future.



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“I bridge the gap between climate policy and public understanding through Climate Fact File, simplifying complex issues via radio and digital media. By making climate action relatable, I empower communities to adopt sustainable solutions. This matters because informed citizens drive real change for a healthier planet.



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“I am addressing climate change through advocacy and waste management in underserved communities. By promoting eco-friendly practices and upcycling discarded materials, I aim to galvanise individuals and communities for climate action. It matters to me because the impact of climate change affects global food security and human health.



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“Through my EduCycle initiative I address environmental education gaps in underserved communities by equipping students with upcycling and hands-on sustainability skills. This builds climate awareness and empowers them to take action. Equitable climate education matters to me because it ensures marginalized communities are not left behind in sustainability efforts.

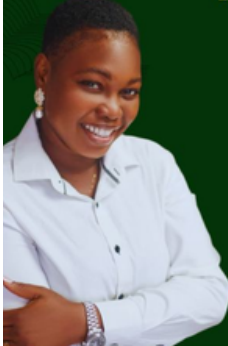


Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“At IGWAS, we address plastic pollution and waste-related emissions by deploying solar-powered recycling hubs and electric tricycles for waste collection. This reduces GHG emissions, promotes circular economy, and empowers women in climate leadership. It matters because climate action and gender equity are key to sustainable development.



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

WOMEN ACCELERATING CLIMATE ACTION IN AFRICA

“We implement the Greening School Environment Project where students conduct Schools and home garden initiatives, Tree planting, waste management and Recycling, Climate Awareness raising campaigns at both school and community level. This drives Resilience and adaptation towards sustainability while inspiring a generation of change agents. We can only be guaranteed about the future, if we catch them young.



Celebrating One Woman at a Time

INTERNATIONAL WOMEN’S DAY 2025

What Does It take to build Students' Agency for Climate Action? Commemorating Earth Day 2025

In celebration of Earth Day 2025 and the theme 'Our Power, Our Planet,' PACE turned the lens toward the profound and often overlooked leadership within rural, underserved African school communities. We shared the lived experiences of grassroots climate educators from Kenya to Liberia to Zimbabwe, highlighting the resilience and dedication required to cultivate student agency and drive local climate action.

Featuring Roger Patten from Teach For Liberia, Hlilokela Beaurice from Teach For Zimbabwe and Joyyce Awuor from Teach For Kenya.



[Watch Full Video](#)



2026 IN SIGHT

- Global Design Sprint Cohort 3: We will be hosting the third consecutive Cohort of the Global Design Sprint on 17th January 2025. This project based initiative is curated to support educators enhance their expertise in leading project based work in their context
- The Climate Podcast: As we build resources and shared learning avenues for educators, we are Launching a Climate Podcast in 2026 aimed at sharing lived and proven climate experience and best practises in leading Climate work from diverse global context.
- Call for PACE Network members: We are inspired by the fast growth of our community thus far and we will be opening an application based-registration of more Climate educators and champions across Africa to join our network to access a platform for shared cross-boarder learning and meaningful collaboration.
- The PACE Network Ambassador: As the team grows and enhances its impact across Africa, 2026 presents an opportunity for Outstanding Climate champions to serve as country ambassadors in coordinating network activities

MEET THE PACE LEADERSHIP TEAM



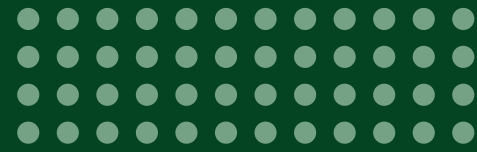
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CO-FOUNDER AND
MANAGING DIRECTOR



MARY AMEH
NETWORK
COORDINATOR



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THANK YOU!