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Learning Interrupted:

Global Snapshot of Climate-related School Disruptions in 2025

Climate shocks are shutting classroom doors around the world, disrupting children's learning and threatening their futures. UNICEF's analysis on climate-related school disruptions in 2025 uncovers 10 key findings:

1. Globally, at least **171 million** students – from pre-primary to upper secondary education – experienced school disruptions due to climate events in 2025.

2. Climate-related school disruptions in 2025 could cost affected students at least **US$200 billion** in lifetime earnings through lost learning and widening education inequities.

3. At least **1 in 10** students had their schooling disrupted due to climate-related hazards in 2025.

4. **75 per cent** of the 171 million affected students are in low- and lower middle-income countries.

5. Schools in **106** countries or territories were affected by climate hazards, with 40 countries experiencing multiple instances of school disruptions.

6. At least **11** countries had **nationwide** school disruptions in 2025 due to climate hazards. Storms, floods, and heatwaves – all exacerbated by climate change – disrupted learning for 44 million students through nationwide school closures.

7. **66 per cent** of the affected students had classes suspended. For others, the path back to the classroom may have been less immediate: **21 per cent** of students could not return to their classrooms because schools had been damaged or converted into shelters. Other students faced a shift to remote learning, experienced shortened instructional time, delayed school reopening, limited physical access to schools, or reduced school attendance and increased risk of dropout.

8. In 2025, **storms** were the most significant climate hazard worldwide to disrupt schooling, affecting an estimated **109 million** students.

9. **August** saw the highest number of global climate-related school disruptions, with floods as the leading hazard affecting **28 million** students.

10. **October** recorded the most frequent climate-related school disruptions with **23** countries suspending classes. Tropical cyclone Montha affected at least **16 million** children in South Asia, while Hurricane Melissa forced more than **3 million** children out of the classroom across the Caribbean.



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Executive Summary

The world is grappling with two intertwined crises – environmental and educational – that reinforce each other. Right now, an estimated two-thirds of children around the world cannot read with comprehension by age 10.[1] Climate change is causing some hazards and making others more frequent, intense and prolonged, further deepening the global learning crisis. From flooded classrooms to shuttered schools, climate shocks are closing the door on children's learning around the world.

UNICEF's analysis on climate-related school disruptions finds that at least 171 million students worldwide had their learning interrupted due to climate-related hazards in 2025. These disruptions, including school closures, significant interruption of school timetables or destruction of school infrastructure, were driven by droughts. The estimates presented in this study are conservative.

Broadly, climate hazards can be classified into two typologies: shocks and stresses. Climate shocks are acute events that cause abrupt impacts, such as storms and floods. Climate stresses are longer-term hazards that impact systems, services, communities and individuals through sustained exposure, such as prolonged drought or extreme heat.[2] While both types of hazards affect education systems, climate stresses are less likely to produce immediately observable consequences on children's education. The current global estimates of climate-related school disruptions account mainly for climate shocks, since these tend to result in discrete, time-bound impacts that can be easily and systematically observed and recorded.

In addition, the impact of climate-related school disruptions in crisis-affected countries is being undercounted, where conflict and fragility can abruptly challenge administrative reporting of school enrolment and attendance data.[3] Schools may already be shuttered due to insecurity, while attacks on teachers, destruction of school facilities and intimidation of families make it difficult to isolate the effects of climate hazards on education. For the first time, the analysis suggests that the number of students affected by climate-related school disruptions in 2025 is underestimated by about 9 million in crisis-affected contexts.

Children continue to pay the highest price for a crisis not of their making. Beyond missed school days and disruptions to their education, climate events can impact a child's ability to learn, place them at increased risk of physical harm and take a toll on their mental health. Excessive heat, for example, may delay early childhood development, with particularly pronounced effects on foundational literacy and numeracy skills.[4] Impacts which can last long after disaster strikes and schools resume.

It also adds immense pressure on parents, caregivers and teachers. At the community level, schools damaged by climate hazards are often the same buildings communities rely on as shelters for displaced families, showing what's lost goes well beyond learning. Climate hazards disrupt education more often than almost any other essential service. Yet it is rarely included in climate policy conversations, despite the critical role education can play in mitigation, adaptation, and responding to loss and damage. In too many contexts, schools and education systems simply are not prepared or equipped to protect students from the impacts of climate change, particularly in fragile and crisis contexts.

Climate finance investments allocated to the education sector are starkly insufficient, remaining as low as 1.5 per cent.[5] Meanwhile, steep global education funding cuts could force an estimated 6 million more children out of school by the end of 2026, 30 per cent of them in humanitarian settings.[6] These pressures are converging at a time when extreme weather events are projected to rise in frequency and severity,[7] placing more students at risk of dropping out and increasing the strain on already under-resourced education systems.

For children, societies, and economies alike, climate-resilient education systems deliver benefits that last for generations, while protecting learning from the growing impacts of climate change. As climate hazards become more frequent and intense, every effort must be made to ensure that schools and education systems can anticipate, withstand and recover from climate shocks. This means ensuring that school buildings are safe and resilient, ensuring learning continues when schooling is disrupted or schools must close, and equipping teachers to deliver climate education and teach about disaster risk reduction.

Tracking climate-related school disruptions in 2025

Storms disrupted the schooling of approximately 109 million students. In 2025, storms were the most significant hazard to disrupt schooling worldwide. Tropical cyclones can cause extensive damage to school infrastructure and learning materials, force schools to serve as temporary shelters, displace students, families and teachers, and interrupt vital water and electricity services needed for school operations. Children exposed to tropical cyclones experience setbacks in their education, including a 2.5 per cent decrease in the likelihood of starting primary school, with girls disproportionately affected.[8]

In October, Hurricane Melissa severely disrupted the learning of more than 3.3 million children across the Caribbean, compounding pre-existing vulnerabilities and placing sustained pressure on education systems. Seven months after the hurricane made landfall in Jamaica, disruptions persisted as of June 2026, with more than 600 damaged primary and secondary schools and similarly hundreds of early childhood institutions, many still awaiting rehabilitation. Some students attended classes only two or three days per week on a rotational basis because classrooms remained unusable.

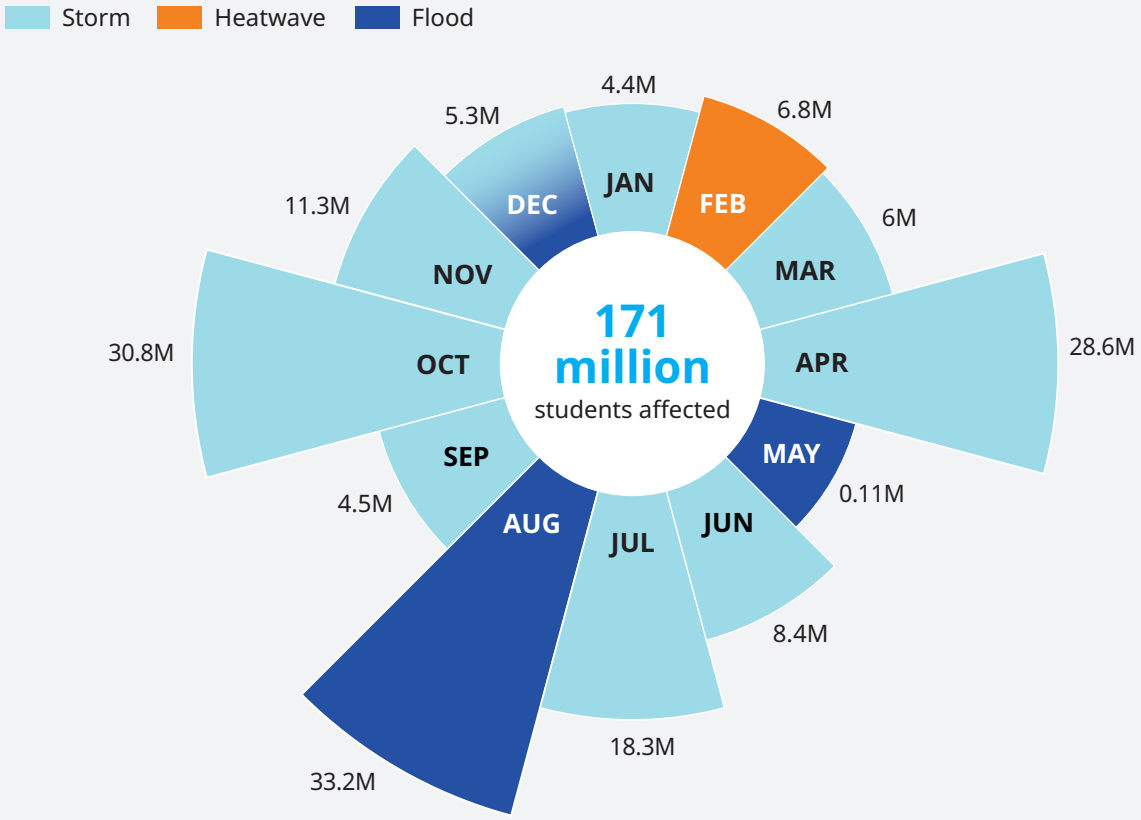
Sand and dust storms, exacerbated by deforestation and agricultural expansion, expose children to toxic particles, pollutants, microbes and allergens carried through the air,[9] threatening their well-being, school safety and continuity of learning. In April, Egypt's Ministry of Education and Technical Education announced a holiday for all schools nationwide amid forecasts of severe weather brought by a powerful Khamsin storm, affecting more than 28 million students.

Floods affected at least 70 million students in 2025, forcing schools to shut down due to unsafe conditions and flood damage. More than 28 million students in Pakistan were unable to return to school in August as scheduled due to monsoon floods delaying the end of the summer break. In October, Niger postponed the start of the 2025–2026 academic year by two weeks due to flooding, affecting 4 million students. This marked the second consecutive year of nationwide school disruptions caused by flooding: In October 2024, Niger delayed the re-opening of schools by nearly a month.

Heatwaves caused school disruptions in at least 10 countries in 2025, putting learning on hold for about 50 million children. For the second year in a row, dangerously high temperatures in South Sudan caused students to collapse[10] in classrooms and prompted nationwide school closures. Climate-related disruptions are placing South Sudan's already strained education system under severe pressure: 2.8 million school-age children are out of school, more than half of schools lack safe classrooms, trained teachers, and water and sanitation facilities, and girls face heightened risks of dropping out due to insecurity, unsafe learning environments and child marriage. Nearly half of girls in the country are married before adulthood, while 65 per cent of girls and women aged 15–64 have experienced violence, making it particularly difficult for many to return to school after disruptions.[11]

While the consequences are most severe in fragile and crisis-affected contexts, extreme heat is disrupting education across diverse settings. Countries at higher latitudes are also exposed to severe heatwaves: in 2025, 1.5 million children across Belgium, France, Luxembourg and the Netherlands experienced changes to school timetables or class suspensions.

FIGURE 1 **Number of students affected by climate-related school disruptions in 2025, by month**



Note: The 12-month total, when summed by month, does not sum to the 2025 total of 171 million because observations without a specified month are excluded from the monthly distribution.

Monitoring types of school disruptions

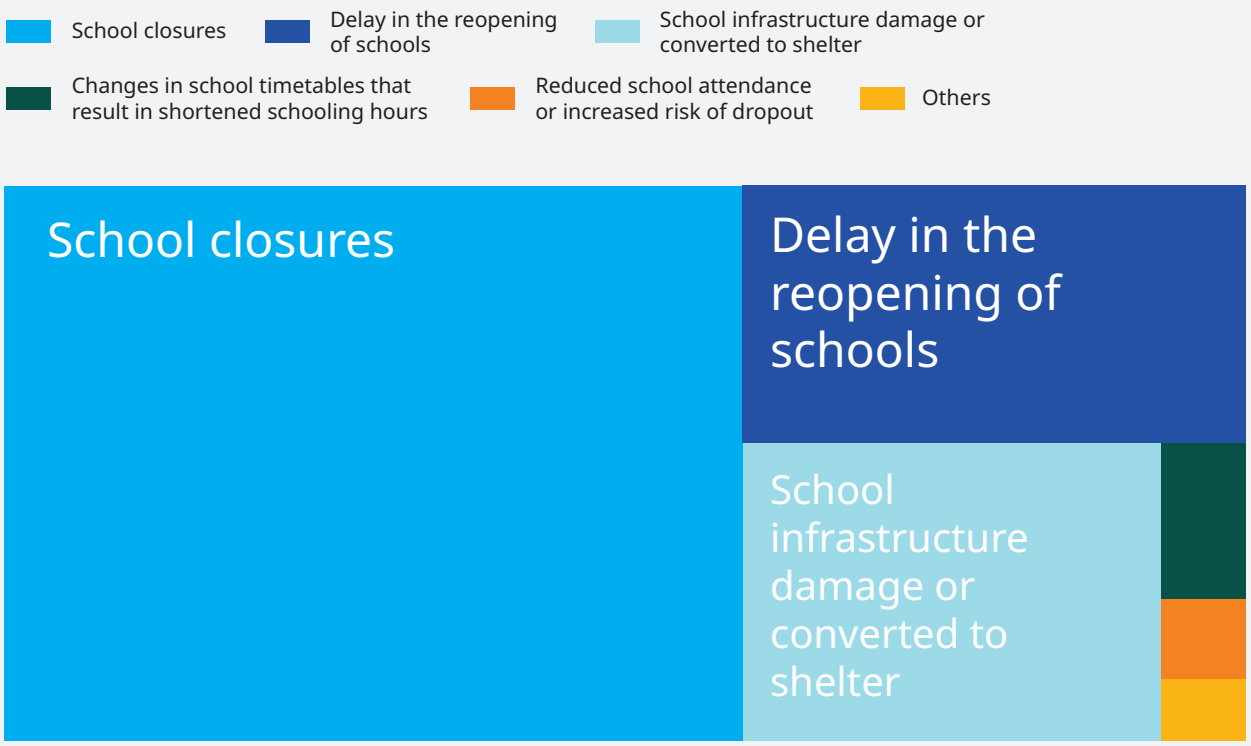
Globally, 66 per cent of students affected by climate-related school disruptions in 2025 faced school closure. For other students, the return to the classroom took even longer: 21 per cent of students experienced delayed return to their classrooms because schools had been damaged or converted into shelters.

Droughts may not trigger immediate school closures or be fully captured in monthly school disruption data, but their cumulative effects on attendance, enrolment and learning can deepen over time. In 2025, 2 million students either attended school less often or faced a heightened risk of dropping out as drought undermined household livelihoods, food security and access to safe water.

Multiple forms of school disruption can occur at the same time. In Malaysia, severe flooding during the Northeast Monsoon displaced children and families across multiple states, leading schools to shift to home-based teaching and learning. At the same time, many schools designated temporary evacuation centres were activated to support displaced

communities. While the Sijil Pelajaran Malaysia written examinations proceeded as scheduled nationwide for more than 400,000 learners, students in flood-affected areas required additional support, including relocation and transport assistance where access routes became impassable. Beyond immediate disruptions to schooling, floods damaged school infrastructure and placed additional pressure on learning continuity and student well-being.

FIGURE 2 **Number of students affected by climate-related school disruptions in 2025, by type of school disruption**



Note: The number of affected students, when summed across school disruption types, exceeds the 2025 global total of 171 million because a single event may result in multiple forms of school disruption. The global total removes duplicate counts of students affected by more than one disruption type from the same event.

Adjustments to the 2025 global climate-related school disruption estimates

Conflict and fragility can abruptly challenge administrative reporting of school enrolment and attendance data. Schools may already be shuttered due to insecurity, while attacks on teachers, destruction or occupation of school facilities, and intimidation of children and families make it difficult to isolate the effects of climate hazards on education. In these settings,

available evidence may describe children affected by conflict, displacement, climate hazards or multiple overlapping emergencies without distinguishing the contribution of each shock. As a result, climate-related school disruptions may be absent from administrative records or only partially reflected in the figures collected through the standardized methodology.

To improve visibility in the short term, this analysis adopts a 'top-down' approach, while recognizing that a 'bottom-up' approach remains the long-term and structural solution. This distinction follows the general framework used by UNESCO to address undercounting in crisis-affected settings.[12] The top-down approach supplements existing student-affected data with additional information, particularly evidence generated by humanitarian actors on where educational needs are greatest, who is being left behind, and the barriers preventing children from accessing and benefiting from education. In the longer term, the 'bottom-up' approach requires integrating climate within an 'all-hazards, all-risks' approach[13] to education data and ensuring that education-sector impact and response data are not neglected in humanitarian databases.

The analysis suggests that, among countries where emergencies and crises had the greatest potential impact on education in 2025,[14] the number of students affected by climate-related school disruptions is underestimated by approximately 9 million.[15]



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The cost of inaction: projected lifetime earning losses from 2025 climate-related school disruptions

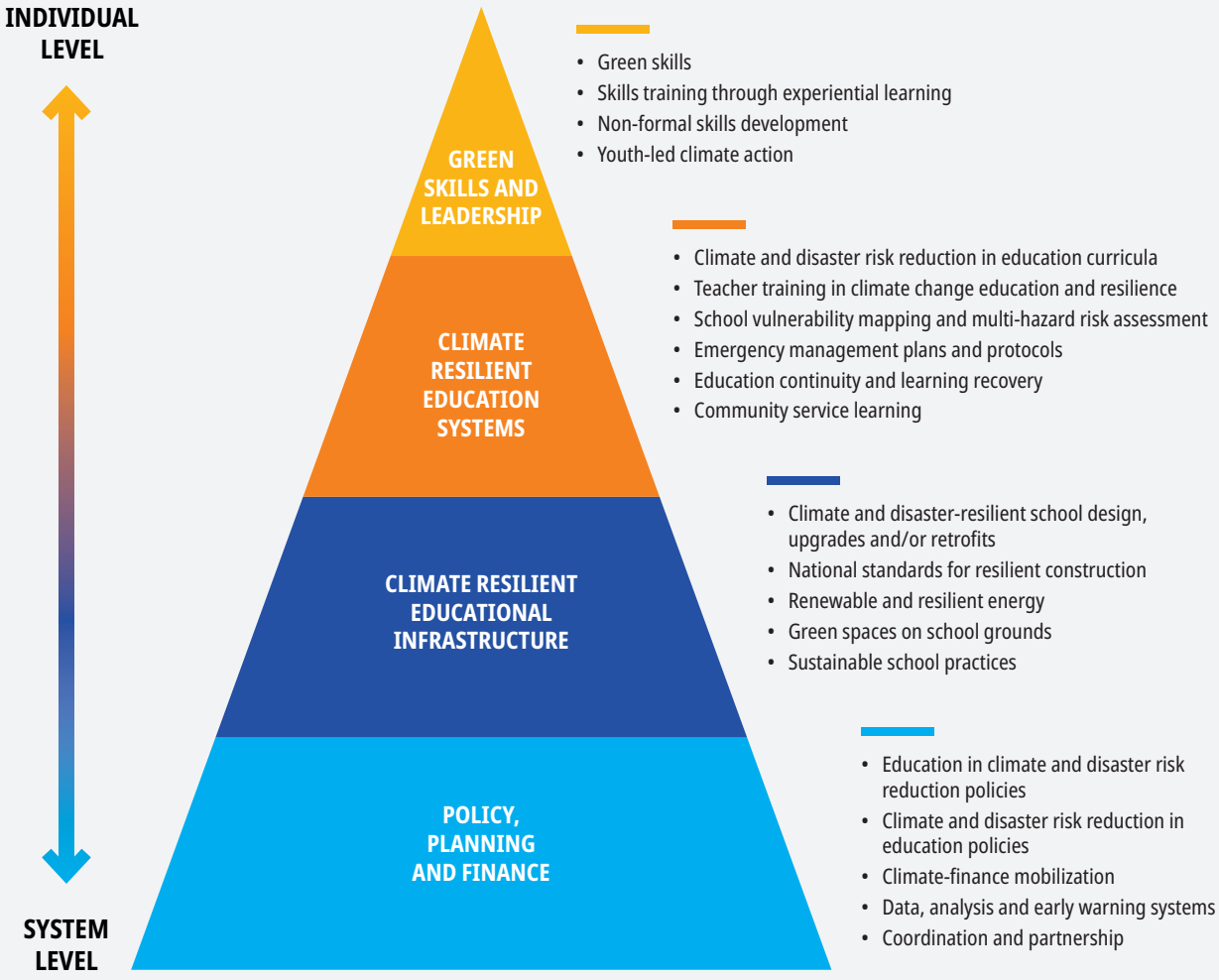
Applying 171 million students affected to the simulation model developed by Dalberg and UNICEF referencing World Bank studies,[16] we estimated at least US$154z billion in 2017 PPP of future earning loss for the affected students in 2025, or around US$200 billion in 2025 current dollars. Without stronger action to avert, minimize and address these losses, countries risk a reinforcing cycle in which disrupted learning weakens human capital and future economic growth, constraining the resources available to strengthen education systems and prepare for future shocks.

Championing climate-resilient education

UNICEF works with governments, communities and partners to strengthen climate-resilient education systems that protect children's learning, strengthen climate-resilient schools, and equip children and young people with the knowledge, skills and agency needed to adapt to climate change and drive sustainable development.

UNICEF's climate resilient education portfolio is organized around four interconnected pillars that, together, support learning continuity, strengthen system resilience and position education as a catalyst for climate action. Each pillar has actionable interventions that can be tailored to unique country contexts.

FIGURE 3 UNICEF climate-resilient education pyramid





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The four pillars provide a comprehensive approach to climate-resilient education. Policy, planning and financing create the enabling environment; resilient infrastructure and education systems protect learning and strengthen preparedness; while green skills and leadership empower children and young people to drive climate action and contribute to more resilient and sustainable societies.

PILLAR 1 POLICY, PLANNING AND FINANCE

Creating the enabling environment for climate-resilient education by integrating education into climate and disaster risk reduction policies and strategies; embedding climate risk into education sector planning and financing; mobilizing climate finance; and strengthening data and evidence to inform decision-making.

In Bangladesh, UNICEF supported development of Bangladesh's first Climate Resilient Education Framework, as well as a vulnerability assessment tool and guidelines to assess the impact of climate change on education and strengthen disaster preparedness.

PILLAR 2 CLIMATE-RESILIENT EDUCATION INFRASTRUCTURE

Creating safer, greener and more resilient learning environments through climate- and disaster-resilient school design, upgrades and retrofits, national resilient construction standards, renewable energy systems, build-back-better reconstruction, green spaces and sustainable school practices.

In Costa Rica, UNICEF supported the Comprehensive Safety and Risk Education Plan (SEGURED) to conduct 4,038 school diagnostics and develop 3,391 safety plans, strengthening safer learning for over one million students. SEGURED is now embedded in the Ministry of Education's national monitoring system, enabling real-time reporting on areas including disaster preparedness.

PILLAR 3 CLIMATE-RESILIENT EDUCATION SYSTEMS

Strengthening education systems to anticipate, absorb, adapt to and recover from climate shocks by integrating climate and disaster risk reduction across curricula, teaching, learning and assessment; building teacher capacity; conducting school vulnerability mapping; and establishing preparedness, response, recovery and continuity plans.



In Iraq, UNICEF supported the development of Iraq's Green School Building Guidelines, a national framework designed to ensure all schools are safe, energy-efficient, inclusive and climate-smart.

PILLAR 4 GREEN SKILLS AND LEADERSHIP

Empowering children and young people with climate literacy, green skills, experiential learning opportunities, innovation pathways and student-led climate and disaster risk reduction initiatives, including skills linked to local climate risks and emerging green economies.



In Tanzania, UNICEF scaled climate change clubs to all secondary schools and over half of primary schools nationwide by the end of 2025, with 77 schools designated as model schools. Through the Reach Out to All (ROTA) programme, 9,865 adolescents developed leadership skills and community-based climate solutions.

These pillars are already being translated into action across diverse country contexts. The examples below illustrate how UNICEF is supporting governments and partners to strengthen climate-resilient education around the world.

This work brings together governments, civil society, communities, teachers and school leaders, children and young people, academia, the private sector, donors, and climate, humanitarian and development partners to co-create and scale context-specific solutions. UNICEF plays an active role in global climate policy processes, including the United Nations Framework Convention on Climate Change (UNFCCC) Conference of the Parties (COP), to position education as both vulnerable to climate impacts and essential to Adaptation, Just Transition, Loss and Damage, Climate Finance and child-centred climate action.

Building on recent COP outcomes recognizing the importance of children's education under the Global Goal on Adaptation at COP28 and COP29, UNICEF is strengthening its advocacy and technical support to:

- **Inform National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDCs)** to integrate education;
- **Strengthen capacities of Ministries of Education** through evidence generation, cost-effective solutions for mainstreaming climate education, and development of climate-resilient infrastructure; and
- **Contribute expertise on the development of cross-cutting indicators related to children's education** under the United Arab Emirates (UAE)-Belém Work Programme.

An overall key focus remains on elevating the voices of young people and teachers, ensuring that climate action plans reflect their needs and perspectives, with an emphasis on gender responsiveness and inclusivity for children with disabilities.

Building on these experiences, UNICEF calls on governments and partners to accelerate action in five priority areas.

UNICEF is calling on governments and partners to:

- **Protect children and safeguard their learning from climate disruption** by integrating climate resilience across education systems; aligning education sector plans with Nationally Determined Contributions, National Adaptation Plans, national Loss and Damage strategy/response plans and wider development strategies; and strengthening preparedness, learning continuity and recovery.

- **Increase and better target financing for climate-resilient education** by expanding national education budgets, scaling up international climate finance for education, prioritizing education within adaptation finance, and ensuring that loss and damage financing addresses the real impacts of climate hazards on learning, children's development, education infrastructure, and the restoration of learning opportunities.

- **Invest in safe, sustainable and climate-resilient schools and education systems** by upgrading school infrastructure; integrating climate risk into education planning, policies, teacher development and service delivery; and embedding climate change education and disaster risk reduction across curricula, teaching and learning.

- **Support children and young people as agents of climate action** by equipping them with the knowledge, skills and opportunities to strengthen resilience in their schools, communities and future livelihoods.

- **Strengthen climate and education data systems** to systematically monitor climate-related learning disruptions and impacts, including school closures and school-level climate risks, and use this evidence to inform policy, early warning, risk-informed planning, anticipatory action, response to loss and damage and investment decisions.



The need to act has never been more urgent - but neither has the opportunity. As climate impacts intensify, education systems can become one of our most powerful tools for building resilience. By protecting learning from climate disruption while equipping children and young people with the knowledge, skills and agency to shape a more sustainable future, we can ensure education is not only resilient to climate change, but also a powerful driver of resilience, sustainable development and opportunity for every child.

Methodology

This analysis focuses on students across three educational levels: pre-primary, primary and secondary. This study defines 'school disruption' as any event that interrupts, limits, or alters students' regular access to and participation in schooling. This includes school closures, changes in school timetables that result in shortened schooling hours, advancement of the start of vacation (preponing), delay in the reopening of schools (postponing), the school infrastructure damage or converted into shelters, or reduced school attendance and increased risk of dropout. Climate hazards considered in this analysis include droughts, floods, heatwaves, storms, and wildfires.

Non-climate hazards or geophysical disasters including earthquakes, tsunamis, volcanic activities, and mass movements have not been included in this analysis. In addition, this analysis presents a conservative figure because it does not account for the secondary impacts of climate-sensitive hazards, such as vector-borne diseases and ambient air pollution.

Countries impacted by climate hazards in 2025 were identified by consulting the Emergency Events Database (EMDAT) and the ReliefWeb Disaster Archive. A total of 232 climate events were recorded between 1 January 2025 and 31 December 2025. Within these occurrences, school disruptions were verified from situation reports and press releases by UNICEF, The International Federation of Red Cross and Red Crescent Societies (IFRC), the European Commission Emergency Response Coordination Centre ECHO Flash, the United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA), ReliefWeb, along with additional media outlets.

SPOTLIGHT 1

AI-assisted multilingual search

Principal sources used in this study provide more limited coverage in some countries, particularly higher-income contexts, and the search process has historically relied heavily on English-language reporting. To address these gaps, UNICEF piloted an AI-assisted search methodology using a large language model (LLM) and a multilingual keyword framework to identify and structure evidence from international, official and local-language sources. Applied across 42 countries, the approach retrieved 61 additional observations, each subject to human review and verification before inclusion. Overall, the search identified 164 climate-related hazards associated with school disruptions across 97 countries in 2025.

Among these, 30 countries reported exact numbers of students affected by 39 climate hazards. Key data sources include UNICEF country offices and national committees, UNICEF humanitarian situation reports, UN OCHA flash updates, Save the Children, Education Cluster, ministries of education, United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP). In 125 cases where exact student data was unavailable, the analysis relied on the UNESCO Institute for Statistics (UIS) database for the latest enrollment figures, supplemented by the World Bank population data at the subnational level or, where available, country-specific census and statistical reports supported by governments.

Key assumptions include the proportional impact of climate hazards on both public

and private schools. In addition, student distribution in disaster-affected areas is assumed to align with population distribution at the corresponding administrative level within the nation. Detailed data will be available on request.

To avoid double-counting, the following measures were applied for countries that experienced multiple climate-related school disruptions in 2025. If a single climate event led to nationwide school disruptions affecting all students in the country, the total number of students affected is based on the most recent available enrollment data from UIS. For countries such as Madagascar, where no evidence of overlapping disaster zones was found and the sum of students affected by multiple climate hazards does not exceed total enrollment numbers, multiple data entries are retained.

After accounting for double-counting, this search process encompasses data from 97 countries or territories and 152 climate-related school disruptions.

SPOTLIGHT 2

Adjusting estimates in crisis-affected countries

Conflict and fragility can disrupt both education and the systems used to track school participation, making climate-related school disruptions particularly difficult to identify. Schools may already be closed due to insecurity, while displacement, destruction of education infrastructure and disrupted administrative reporting can make it difficult to isolate the effects of climate hazards. To improve the visibility of these impacts, the analysis applied a supplementary adjustment in crisis-affected contexts.

First, the analysis identified countries where emergencies and crises had the largest potential impact on education in 2025. Two sources were used: the International Rescue Committee's Watchlist published at the end of 2025 and countries classified as Severity 1: Extreme in Education Cannot Wait's 2026 global estimates of school-aged children in crisis contexts. Together, these sources identified 21 countries experiencing some of the world's most severe crises.

Second, the analysis identified which of these countries experienced climate-related hazards during 2025, drawing on EM-DAT, ReliefWeb and IFRC. 19 of the 21 countries had at least one documented climate-related hazard and were retained for further assessment.

Third, humanitarian and other sources were reviewed to estimate the potential size of the school-aged population affected by each climate-related hazard. Information on populations affected by individual events was compiled from sources including EM-DAT, IFRC, World Food Programme (WFP) and United Nations Higher Commissioner for Refugees (UNHCR), and considered alongside United Nations Population Fund (UNFPA) 2025 population estimates and ECW estimates of school-aged children affected by crisis. The ECW measure was used rather than enrolment alone to better account for children who may have entered or left the education system because of abrupt crisis-induced changes. The estimated school-aged population affected by each event was then compared with students already captured through the standardized methodology. Where supplementary evidence indicated a plausible shortfall, a country-level adjustment was made. To reduce the risk of double-counting, adjusted estimates were capped at the school-aged population of each country.

SPOTLIGHT 3

Cost of inaction

More specifically, according to the World Bank "Choosing Our Future" report,[17] we assume 18 days of average school disruption time due to climate hazards; we also assume the loss of future earnings per student per day lost to be US$50~60 in 2017 PPP[18], which translates to US$64.5~77.4 in 2025 current dollars. The minimum loss of future earnings will be calculated as 64.5 x 18 x 170,716,770, rounded to US$200 billion.

This is a modelled scenario and does not represent income already lost or classify these impacts as loss and damage. The calculation assumes an average of 18 disrupted school days for each affected student and applies a common estimated reduction in future earnings per day of disruption. Actual disruption types and durations varied considerably, and disruption does not necessarily result in learning loss where effective learning-continuity and recovery measures are in place.

The estimate does not fully capture differences in national income levels, education systems, recovery measures or individual outcomes. The 2025 figure represents a price adjustment of the 2017 PPP-based estimate and should not be interpreted as a conversion into current US dollars using market exchange rates. The results should therefore be interpreted as an indicative estimate of potential future earnings effects under the model's assumptions, rather than as observed or realized losses.

Given the above revisions to the methodology, comparisons with the 2024 Global Snapshot on Climate-related School Disruptions should not be made.



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Annex 1. Number of students affected by climate-related school disruptions in 2025 by country and territory and major climate hazard

Countries where estimates were adjusted for undercounting in crisis-affected contexts

Country and Territory	Number of students affected by climate-related school disruptions in 2025	Major climate hazard causing the largest school disruption
Afghanistan	**668**	**Flood**
Albania	8,832	Storm
Andorra	9,463	Storm
Argentina	1,206,782	Storm
Australia	415,532	Storm
Bahamas	56,005	Storm
Bangladesh	1,125,726	Flood
Belgium	865,904	Heatwave
Benin	1,062	Storm
Bermuda	7,376	Storm
Bhutan	30	Flood
Bolivia (Plurinational State of)	9,898	Flood
Bosnia and Herzegovina	84	Flood
Botswana	610,489	Flood
Brazil	745,521	Heatwave
Bulgaria	2,224	Flood
Cabo Verde	23,299	Storm, Flood
Cameroon	16,241	Flood
Canada	309,552	Storm
Central African Republic	**1,000**	**Flood**
Chad	**12,302**	**Flood**
Chile	3,201	Wildfire
China[1]	9,955,915	Storm
Colombia	**374,377**	**Drought**
Costa Rica	90,000	Storm
Cuba	196,522	Storm
Democratic Republic of the Congo	68,165	Flood
Dominican Republic	2,412,553	Storm, Flood
Ecuador	362,401	Flood

1 In 2025, China experienced multiple climate-related school disruptions. Disruptions were documented in various provinces and prefecture-level cities, but it is important to note that the data collected is based on a subnational level and does not fully represent the entire country.

Country and Territory	Number of students affected by climate-related school disruptions in 2025	Major climate hazard causing the largest school disruption
Egypt	28,442,784	Storm
Ethiopia	**3,478**	**Storm**
Fiji	61,484	Storm, Flood
France, including oversea territories	1,548,363	Storm
Gabon	1,525	Storm
Georgia	85,290	Storm
Greece[2]	557,025	Storm
Guinea	1,885	Flood
Guinea-Bissau	8,300	Storm, Flood
Haiti	**658,325**	**Storm**
Iceland	55,963	Storm
India[3]	26,096,071	Storm
Indonesia	658,959	Flood
Iraq	2,029,052	Flood
Ireland	1,135,638	Storm
Israel	2	Storm
Italy	1,175,840	Flood
Jamaica	613,136	Storm
Japan	289	Wildfire
Kenya	1,900,000	Drought
Kosovo	45,307	Storm
Lao People's Democratic Republic	4,961	Storm, Flood
Lebanon	**277**	**Storm**
Luxembourg	18,929	Heatwave
Madagascar	285,621	Storm, Flood
Malawi	3,316,902	Storm
Malaysia	94,091	Flood
Mauritius	212,641	Storm
Mexico	9,081,420	Storm

2 The estimated number of students affected by climate-related school disruptions in Greece in 2025 was calculated using national enrolment figures reported by ELSTAT for pre-primary through upper secondary education at the end of the 2023/2024 school year, combined with subnational population data from the 2021 Population-Housing Census. Student distribution in hazard-affected areas is assumed to align with population distribution at the corresponding administrative level. It is important to note that the estimate is not further bounded by ELSTAT NUTS II enrolment breakdowns and should therefore be interpreted in line with the study's methodology.

3 This study identifies three climate-related hazards that led to school disruptions across various states in India in 2025. It is important to note that the search was conducted in English, which may have limited the inclusion of affected regions where data was not available in English. The analysis was further validated using official orders regarding school closures, and the number of students impacted by climate-related school disruptions in 2025 was estimated based on government-provided enrollment data from the 2024-25 academic year at the state level and at the district level, the most recent publicly available data. Additionally, the collected data reflects a subnational level of analysis, which means it does not fully capture the extent of disruptions across the entire country.

Country and Territory	Number of students affected by climate-related school disruptions in 2025	Major climate hazard causing the largest school disruption
Montenegro	783	Storm
Morocco	194,427	Storm, Flood
Mozambique	265,000	Storm
Myanmar	**32,246**	**Storm**
Namibia	47,557	Flood
Nepal	398,025	Heatwave
Netherlands	165,075	Heatwave
New Zealand	49,683	Storm
Niger	4,066,500	Flood
Nigeria	**2,320**	**Flood**
Norway	231,065	Storm
Pakistan	**28,000,832**	**Flood**
Papua New Guinea	881	Flood
Peru	2,370	Flood
Philippines	12,300,277	Storm, Flood
Poland	2,944	Storm
Portugal	27,964	Storm
Republic of Korea	274,507	Flood
Romania	554,705	Storm
Rwanda	15,000	Storm, Flood
Saint Lucia	28,935	Storm
Samoa	66,127	Storm, Flood
Senegal	64,915	Flood
Slovakia	1,490	Storm
Slovenia	2,814	Storm
Solomon Islands	247	Storm, Flood
Somalia	**1,540,488**	**Drought**
South Africa	251,742	Storm, Flood
South Sudan	**3,800,000**	**Heatwave**
Spain	718,911	Storm, Flood
Sri Lanka	4,552,502	Storm, Flood
State of Palestine	**75,542**	**Storm**
Sudan	**99,782**	**Flood**
Switzerland	56,778	Storm
Syrian Arab Republic	**6,900,000**	**Drought**

4 This study identifies two climate-related hazards that led to school disruptions across administrative divisions in the UK in 2025. The collected data reflects a subnational level of analysis, which means it does not fully capture the extent of disruptions across the entire country.

Country and Territory	Number of students affected by climate-related school disruptions in 2025	Major climate hazard causing the largest school disruption
Thailand	167,106	Flood
Türkiye	2,534,680	Storm
Uganda	6,029	Multiple: Flood, Wildfire, Drought
Ukraine	154,333	Flood
United Kingdom[4]	1,090,865	Storm
United Republic of Tanzania	28,890	Flood
United States	1,717,714	Storm
Viet Nam	3,098,500	Storm, Flood
Yemen	**141,537**	**Flood**
Global	170,716,770	Storm

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