



Report Workshop 2 on Education and Training on Climate Change in Africa
Climate Chance Summit Africa 2018
ROAD MAP OF THE COALITION FOR
EDUCATION AND TRAINING ON CLIMATE CHANGE IN AFRICA

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*«Good education is the one that teaches you to change your path in meeting new goals»
«Rather than embed sustainable development into education, you should educate for sustainable development». (J. Bregeon, Ecole des Métiers de l'Environnement / UniLaSalle)*

I – WHERE ARE WE ?

In Africa, where the population is very young, education and vocational training are major elements of climate change adaptation and the fight against poverty, which is a critical issue for the continent. Africa also has a high potential to promote local, traditional and indigenous knowledge in the context of adaptation to climate change. This workshop started with the identification of several observations :

1. Education and training of populations are effective tools to address the challenges of climate change. Indeed, education improves knowledge, the ability to better understand and process information, and risk assessment. It also improves socio-economic status and social capital. All this contributes to improving the skills needed to adapt to the effects of climate change.
2. In addition, with a few exceptions, education systems in Africa are sometimes outdated and inadequate in the face of the climate crisis. We have also often found that few training courses on the subject were made available to educators and trainers, even if these themes are taken into account in some education curricula; this certainly happens due to a lack of financial and human resources.
3. On the other hand, there is a lack of political will, and new educational strategies are struggling to emerge. According to the RAEDD, Cameroon has ratified legislation to implement education for sustainable development. The same is true for existing curricula that tacitly integrate climate change education, under the cover of some modules. However, teachers and educators are not aware of the problem. They don't really understand much of it. Unfortunately, the decision-makers who are supposed to make these new concepts accessible seem to be content with decrees and visions. However, several African countries are already facing the threat of natural disasters exacerbated by climate change (accelerated desertification, floods, retreating



coastlines, etc.), while they do not have the capacity to adapt to climate change or to formulate mitigation policies. If they want to continue on the path of sustainable development, these capacities should be strengthened.

4. Many young people involved in promoting climate change education have been involved in the subject in the informal sector, through informal and non-formal education promoted by the non-state actors that are gaining ground in Africa. Many are late learners and very often act as volunteers, sometimes without understanding the global concern of education for sustainable development.
5. Access to information on the climate crisis is a major issue for educators, trainers and scientists. Indeed, there is a lack of knowledge sharing in education for sustainable development, and often data are only partially collected in databases which could allow in-depth studies to be carried out in order to develop better mitigation and adaptation policies.
6. The workshop participants also pointed out that environmental protection associations in African countries that wish to carry out awareness-raising or training activities must face internal organisational problems that reduce the effectiveness and scope of their actions. They also noted that despite some formal training courses available in spite of their cost, young people's involvement remains insufficient; they are often not very involved in these issues, which nevertheless affect them directly, leaving room for other priorities such as job search. On the other hand, there is little articulation between the problems of climate change and other environmental issues: biodiversity, desertification, pollution, and others.
7. Some good practices were presented during the workshop:
 - BICICI has set up projects having positive impact on its employees. In Côte d'Ivoire in particular, they have enabled the implementation of new farming techniques (in organic or permaculture), or the generation of biogas from agricultural waste.
 - Some organisations, such as France Volontaires, integrate national and international volunteering into climate and ecological transition policies to facilitate the involvement of young people in the field. They also enable the setting up of networks that coordinate young people with civil society organisations. This support provides the opportunity to train local actors in the area of voluntary mobilization in order to increase the impact and planning of their actions. CliMates Mali has joined France Volontaires on youth training by focusing on eight non-formal education projects such as COP in My City, Sommet Vert, une Famille un Arbre, etc. Universities, such as the Institut Polytechnique Houphouët Boigny, are offering training adapted to the new realities in partnership with European universities, while working in the field with NGOs.



- As for the RAEDD, its actions mainly address seminars to strengthen the capacities of educational staff, the most important initiative of which remains "Douala school staff at the school of climate change" which have earned RAEDD the Cop22 Marrakech label in Morocco and assured RAEDD's active participation in the summit. It is a strategy enabling teachers and educational school staff to be properly equipped to support curricula and textbooks that already include this theme. Therefore, it was recognized, that teachers cannot remain on the margins of climate protection if we expect coherent and organized actions from young people from early stage of development.

The recognition of this fact was followed up by the project on "Cultural and historical heritage of the Sawa indigenous people and the fight against environmental degradation", which have led to RAEDD's participation in the Climate Chance Summit in September 2017 in Agadir. From this point on, it is called "Styudioum Campus on the artisanal valorisation of plastic waste in Douala schools".

Even if raising awareness among young people and the local population in a formal or informal way remains a priority, the actors on the ground are facing a lack of financial resources.

II – WHERE DO WE WANT TO GO?

How to redefine education in the face disruption caused by climate change?

In order to redefine education to meet the new challenges posed by climate change, the education system must be reviewed and be changed in terms of its attitude towards the climate issues. Education must be focused on sustainable development, but also on national and global citizenship as a mean of promoting common values.

Environmental education of the population. Development of environmental training modules for young people to mainstream and integrate climate change adaptation and disaster risk reduction in the education sector. Quality environmental education is a key component of adaptive capacity, i.e. the knowledge and skills needed to adapt lives and livelihoods to the economic, social and ecological realities associated with climate change. However, for education to have transformative power, it must be based on:

- 1/ active, inclusive and participatory teaching and learning processes
- 2/ qualified and stimulating teachers
- 3/ links with communities and local issues. Practice and the application of knowledge to concrete cases (and in the proximity) is necessary to raise awareness.

Adult Awareness Campaign, including policies and teachers, such as the implementation of UNESCO's Global Programme of Action (GAP) on Education for Sustainable Development



(ESD). Find the detailed roadmap and the four strategic implementation points here: <https://en.unesco.org/gap/implementation>.

Capacity building for school staff is needed to ensure that they implement climate change education in an evidence-based way when curricula and textbooks already integrate it, in order to make it more responsive and more active and responsive when their school is approached by external stakeholders in the context of practical climate change education activities.

Training of elected officials. Dissemination of information and good practices that can be identified around the world. This type of training would provide the African continent with more critical, informed and aware decision-makers on the link between climate change and sustainable development, frameworks that will be able to ensure well-informed strategic monitoring for the integration of the climate change dimension into the planning and budgeting process of projects and public policies.

Involvement of local actors specialising in technical issues and training to ensure the quality of the information transmitted and the right channel of dissemination in order to raise awareness among young people and empower them in the implementation of the information strategy. It is also necessary to disseminate existing educational sites on the subject in order to facilitate information access.

Mobilize and involve national and local media actors in communication and public information, without neglecting to provide them with tools, to update them on climate concerns.

Financing challenges. Promote regular access to direct financial resources and develop inclusive funding mechanisms to facilitate multi-stakeholder partnerships (authorities, specialised organisations, youth organisations, voluntary organisations, etc.). Also create partnerships between associations in the South to enable them to reach a minimum size to access funding and to "accumulate" knowledge about donor procedures. These funding mechanisms would allow the support training for small structures to be funded, including regional training for a number of organisations (which could be used for networking). One of the outcomes of this initiative will be to strengthen the NDCs of African countries.

III – HOW TO GET THERE?

It is necessary to be realistic about the capacity of the actors to be mobilized in collective efforts, without a leader dedicating 100% of his/her time. The Climate Chance Association cannot provide a full-time human resource and relies on the actors involved in the coalition.



As such, it is proposed to initially target only two or three initiatives, which are to be included in the 2018/2019 roadmap in order to be realistic and to be able to measure progress.

- Mapping

We propose that the members of the coalition continuously carry out a mapping of interesting actors, good practices and projects that have a particular impact and can be replicated on a large scale.

Coalition members will be able to communicate this information to the Climate Chance Association, which will highlight them in its Climate Action Portal, in its Library of thematic documentary resources and in the Observatory's annual report.

The first proposal: The first proposal is to carry out an in-depth mapping of African actors in climate change education and training, and then to mobilize the major actors who are not yet represented in this coalition.

- Dissemination of information

To facilitate communication, a mailing group education.af@climate-chance.org was created in order to encourage exchanges between actors who participated in the workshop. It will gradually accommodate new members. This is not necessarily the final tool, and a discussion will be conducted to determine which collaborative tool could be the most effective in the context of a multi-stakeholder approach in Africa.

A mailing list will allow to share all relevant information in the sector, such as: funding opportunities, calls for projects, training opportunities, interesting events, etc. It will be able to gradually welcome new members on request to the Climate Chance association team.

- Common Agenda

Define the common agenda of the coalition in question, the next steps to evaluate the progress made, the next events to meet or present progress, etc.

The coalition carrying this roadmap is co-managed by the following organizations:

CliMates ; Les Petits Débrouillards ; RAEDD ; Institut National Polytechnique – Houphouët-Boigny ; Ecole des Métiers de l'Environnement / UniLaSalle ; France Volontaires.