



Workshop 8 – Education and training in Africa on Climate Change

Climate Chance Summit 2019 – Africa

Objective: How can we raise awareness and educate people of all generations in order to better prepare them for global warming issues?

>>> Conclusions and solutions:

- Better collaboration: partnerships between people of the same level, those for whom distance is a problem we could use new technologies
- Gender responsive initiatives, young city manager
- « *Know the problem, know the solution* »
- Inventory of all African projects on education and training, think of education templates, training needs for this sector in order to make programs
- Identifying targets
- An exchange of information in programmes between private sector and NGOs
- Designing a comprehensive programme for local communities, « *make them know they are doing it for themselves* »
- More environmental movements across student communities and schools
- Educating youth in rural areas
- Actors working all together, all local authorities, district authorities
- Webinar meetings
- Collaboration between traditional rulers
- Environmental days or climate days, between different districts and counties
- Implementation of collaboration networks to fund initiatives

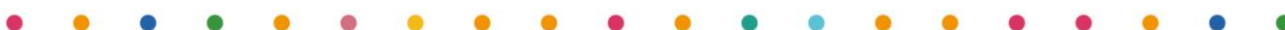
Presentations

- 1st presentation: RAEDD presentation at the Climate Chance Summit: RAEDD Cameroun

First EDUFOOD project: Educators and trainers of the future implement the objectives of sustainable development (SD) in the French-speaking training area.

Actions of the RAEDD in 2019:

- 5 training seminars organized on SDD/ECC for school personnel
- More than 1,000 teachers equipped on ESD / EC
- 80 secondary and primary schools affected



- More than 10,000 students reached through the weekly colour-raising ceremony in affiliated schools.
- Establishment of environmental policing in 30 schools
- 30 eco-jogging sessions conducted in schools and neighbourhoods
- 300 eco-delegates mobilised in 30 schools
- Thousands of parents and residents of the school affected
- Better understanding of curriculum by teachers and lessons by students
- Accompaniment of RAEDD affiliated schools in the effective implementation of the “sustainable development minute” every Monday morning during the first assembly.

This project aims to empower young people, for example:

- activities to sort out the corks and lids that the children have brought back from home. First they will analyse the type of drink and see who is responsible for this consumption, then they will index the companies with the most corks/lids.

- building toilets: important work for raising awareness because some people are afraid/embarrassed to know what will be done with their human excrements.

- The difficulties:

Stigmatization of the RAEDD by colleagues, the school hierarchy

Irrelevant selection of 50 schools for biogas production in schools

Limited resources of the ESARP

- Future actions:

Consolidate the advocacy of the RAEDD for the taking into account of its expertise in the clean / green school project. Intensify information and awareness-raising activities among basic and secondary school personnel and learners. Implement the SDGs and CTA contained in the curricula and textbooks through pedagogical activities, post and peri-school activities: same module during the same period, importance of updating oneself on environmental issues when one has never had any questions on this subject, one must have resources, otherwise give wrong information. Empowering Girls in Climate Change Adaptation

- Projections:

Extend capacity building of school staff to SDGs on a larger scale. Transform environmental clubs into ESD clubs, environmental police coordinators and conceptualize activities related to the modules taught. Creation and accompaniment of the environmental police in 10 schools in Cameroon for the training of eco-delegates in ESD clubs. Train the supervisors of these clubs. Informing and raising awareness via the newspaper club about the weekly colour-raising ceremony. Awareness raising on the promotion of eco-gestures and reporting on personal or family initiatives

- 2nd presentation: African forest forum based in Nairobi (AFF)

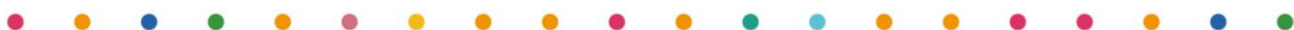
Born in 2007 in Kenya, registered in Niger and Tanzania.

3 areas: networking, advocacy and policy, programs

Pan African international organisation that provides independent analysis and

AFF's programme Areas:

1: better management of forests and trees outside forests



2: forest and trees in economic

Memberships in 2019: more than 2200

Phase 1: build and improve capacity to address forest related climate change issues > trainman and capacity need assessment

Phase 2: improve knowledge and capacity of African stakeholders in managing forests and landscapes in the context of CC > strengthening, capacity, curricula development, production of training modules and compendiums, implement short courses, award

Phase 3: to strengthen the capacity of African forestry stakeholders

Achievements: More than 120 African participants last year.

- 3rd presentation: ADEME cooperation ALGA-ADEME: training of African elected officials and territorial executives

Training helps to spread messages, change practices and promote effective implementation.

4 related objectives:

- to disseminate expertise
- Animating networks
- Councillor
- Increasing skill set

Different training levers:

- institutional strengthening with agency partners
- technical education

ADEME invests in priority subjects, invests in priority subjects and forerunners in terms of EEO, and invests in digital.

ALGA-ADEME partnership: objective of the collaboration > to promote training and capacity building programmes at the level of local authorities in Africa, to create communities of practice, expertise and exchange in the field of public administration and local governance.

Areas of cooperation:

- energy and the environment, in particular for the development of renewable energies, the improvement of energy efficiency, energy management and planning and the circular economy
- fight against CC
- energy and green transition of cities and territories

Actions:

- Developing training methods and tools
- Development of 3 training modules on SDGs
- Partnership on MOOC sustainable and innovative city in Africa with AAL
- Transfer of skills
- Organisation of training sessions for African trainers



- Sharing of experience to support and strengthen the capacities of African territorial and local authorities.
- Organization of a workshop in Casablanca on African communities and urban innovations in October in Futures
- Participation of French and African experts in a conference cycle on the implementation of SDGs
- ALGA member study tour to France in the summit

-4th presentation - KEVIN OSSAH:

Association on the involvement of young people in global warming based on commitment. COP project. With negotiation simulation methods: role-playing system by playing the heads of state of each country, putting themselves in the shoes of the negotiators. Get young people to take action.

3 projects:

- Eco-schools: work with primary and secondary school children: participatory animation workshops (songs, stories,)
 - Eco-campus: working with universities: thematic conferences
 - Eco-citizen: training citizens on these issues, several workshop modules based on cooperation.
- Course on SD; a whole program with impact measures

- **5th presentation: SCHNEIDER ELECTRIC:**

Access to energy is imperative, it is a human right, we are doing everything we can to provide access to energy. There are 990 million people who do not have access to electricity. Energy contributes 60% of GHG emissions. For SE, energy is a basic right. Need for quality education and understanding that energy contributes to development.

Company is based on 3 pillars:

- Offering models of modern technology for rural communities
- The investment: made in 40 African start-ups
- Training in electricity and entrepreneurship: an innovative initiative, we equip them with knowledge.

The training programs are free and accessible to the population.

SE trains young people in the profession of electrician and gives them the skills to create businesses.

Solar training where many young people have taken part: photovoltaic panels.

In Nigeria, SE has funded centres to train women,

The programmes began in 2019, with more than 672 entrepreneurs and 220,000 people trained.

Target for 2025:

- 1 million people trained
- 10,000 trainers trained

>>> Brief summary of all interventions:

Education is very important everywhere and especially in countries where people are young. It can also help people to find a way, take advantage, find a job. Educative systems are not yet adapted to climate change. Some formations of training exist but countries don't have enough money or people to apply them. Most people engaged in climate change are young people, mostly working in formal systems and sometimes they are welcomed with official educative systems. Trainers have a problem of accessing education. The idea was to try to create data basis that can be mutualism with several countries: help to access to information. NGO are very pro-active but they lack resources. Some good



practices have been presented last year : how can we go to hear and go further : diagnostic is that educative system has to be revised and changed to attitude to the issue of CC. Issues of financing, of accessing information, create partnerships between associations in south. Bring together several initiatives to collect funds. The idea was to create a mapping with a CC cartography with Africans actors of education.

Discussions and reactions - What innovation can we bring to the table?

Intervention 1: Should we join your coalition and how? I was already present in Agadir and yet my initiative is still not on the map.

Answer 1: The coalition is open to everyone; the idea is to concentrate all initiatives on the portal. The idea is to see what possibilities exist for resource mobilization.

Answer 2: It is not enough to be present; you have to express the wish to be registered in the coalition, you are making the request now, it did not exist at the first world summit in Agadir.

Intervention 2: Work on raising children's awareness of climate change.

Intervention 3: How to apply to be a member of this coalition? And do you have a training project?

Answer: No conditions for being part of this coalition. On the map of actions, we have 16 actions in West Africa, no initiatives in Ghana.

What we need to do is to give ideas on how we can move forward, find new ideas, how to improve our work? Who wants to give solutions?

Intervention 4: I think we need collaboration. I spoke with a colleague who told me that we are not too active in Ghana, we should collaborate more because for all these projects it is difficult to work alone, my idea is that we work more in the communities.

Answer: Answer on how this could be done?

Intervention 5: I think it could work at several levels: if people are close, it can be done at the local level, if they are far away, we will have to use the technology, we have to focus on these efforts.

Intervention 6: The statistics tell us the number of young girls who have been trained compared to boys, we should identify young men in the cities like mayors and in Ghana we call them members of the assembly, they should be targeted.
Never heard of any projects in Ghana.

Intervention 7 (mayor): I propose that gender pressure be put forward in the initiatives and that managers be better equipped; I would like to have a collaboration between the association and the youth assembly.

Intervention 8: We must understand the dynamics of climate change and the impact it has; we must continue to work. I would like to suggest something: education should focus on emerging global trends. The issue is that as a community, we need to ensure that the environment is protected, we have other problems and education and training should find solutions.



Intervention 9: I would like to propose one element: working on collaboration, we can make an inventory of all the projects that deal exclusively with education. In order to achieve these objectives, we need to see what information we can get from this project.

Intervention 10: I haven't seen people from the ministries, I've been to several summits, we in the private sector don't feel welcome. The Mayor said they were open to collaboration, the NGOs cannot do more, we don't feel welcome. What are your programmes for local authorities? It would be good to organize a workshop to meet them.

Intervention 11: You must go down to the community level so that they understand that what they are doing is in their own interests.

Intervention 12: And why not create ecological clubs so that the programs see their involvement, let's try to form ecological movements in schools for the children.

Intervention 13: We need to talk about young people, I think that everything we do is more in urban areas, why not concentrate our efforts in rural areas where it is difficult to receive information.

Intervention 14: We need to change our approach when it comes to training people at the local level. The NGOs approach us but in the end, it is up to us to go to these NGOs, the content of the educational module is important. Sometimes we only have to invite the media.

Intervention 15: Organise an environment day.

