

Summary of the Virtual Workshop #8 « Education and training on climate change »

Speakers and useful links

<p>Eva Radek - Events and Coalitions Officer</p>	<p>Association Climate Chance https://www.climate-chance.org/</p> <p>Discover the Series of Virtual Workshop : https://www.climate-chance.org/sommets-coalitions/les-ateliers-virtuels-climate-chance/</p>
<p>Samuel Laval - Project Officer</p>	<p>Menti survey : Go to www.menti.com and use the code 67 73 89 3</p>
<p>Lucien Koona Blaise – Coordinator du RAEDD Daniel Manguéle – Secretary General</p>	<p>For more information on the RAEDD: https://www.facebook.com/raeddraedd2015/?ref=page_internal</p>
<p>Kevin Ossah – Executive Director of OJEDD International</p>	<p>More information on OJEDD: https://ojedd.wordpress.com/</p>
<p>Jeanne Irène Koumo – Director General of Page Verte</p>	<p>More information on NGO Page Verte: http://www.ongpageverte.org</p>
<p>Patience Alifo - Founder of Greenfuel</p>	<p>For more information on Greenfuel Innovation Africa : https://greenfuelafrica.com/</p>
<p>Mamadou Kitame, member of CliMates Mali and Ny Aro Andriamiarosoa - Co-president (CliMates International)</p>	<p>CliMates Mali and CliMates Madagascar More information here: https://www.weareclimates.org/</p>

Key Takeaways

- All the speakers noted that the people around them in Africa are not sufficiently trained or even aware of the challenges of sustainable development. While the effects of these changes are being felt more and more clearly on the African continent, the panel shared the conviction that this challenge cannot be met without strong and rapid action to educate young people about climate change.
- **RAEDD** provides climate change education for teachers and students by intervening directly in schools. Recently, they have focused on waste and circular economy.
- **OJEDD** carries out climate change education and agro-ecology training projects through a network present in 16 countries. They intervene from schools and organize their own events and training.
- **NGO Page Verte** involves children in environmental and climate change awareness projects. They organize exchange programmes with French schools, theater workshops with children to raise awareness and allow children to go attend the COPs and other international events.
- **Patience Alifo** discovered the consequences of climate change in Africa by watching a documentary on deforestation 3 years ago. Since then, she has founded her own company that makes eco-friendly coal.
- Mamadou and Ny Aro are members of **CliMates** in Mali and Madagascar. While Ny Aro was trained on climate change at university and thanks to CliMates, Mamadou learned from his elders' observations of changes in abnormal agricultural cycles. Both found a strong interest in the young people around them in these themes, but a lack of time and financial resources to volunteer.

Eva Radek, [Climate Chance](#)

Climate Chance is an international association founded in 2015 ahead of COP21 which brings together non-state actors in their diversity to work together on the issue of territorial climate action. Climate Chance has:

- An [online portal](#) where field projects, good practices implemented on the African continent are published. Available in French and English.
- An [Observatory](#), which for three years has been publishing an annual report on climate action at the global level by analysing local climate action carried out.
- [Annual Summits](#) where the community gathers in the run-up to the COPs. During Summits, members of each of the African coalitions meet up, and advance together on their thematic roadmaps. Due to the sanitary crisis, this year's Summit due to take place in Kigali has been cancelled. Instead, Climate Chance launched a [Virtual Workshop Series](#), to keep mobilising the community and making the African Coalitions work despite the lack of face-to-face meetings.

Samuel Laval, [Climate Chance](#)

Initial logic: "*know the problem to know the solution*". Climate Chance provides non-state actors with information to understand climate change, and their ability to act at the scale of their regions or cities.

From past Virtual Workshops, one main obstacle was identified: the lack of education on climate change, and the difficulty to access data and information concerning these issues.

Main question: "**Are we sufficiently educated on climate issues?**"



Workshop participants answer an online survey concerning their own perception of their training on climate issues and their sources of information (see results in Annex).

Lucien Koona and Daniel Manguela, [African Network for Education for Sustainable Development \(RAEDD\)](#)

- RAEDD is over 10 years old and organizes activities in Cameroon to educate on climate change.
- Recently, it conducted an education project in the bilingual high school of Douala. This project focused on plastic pollution, which has reached unspeakable levels in Cameroon.
- By involving students and teachers, RAEDD began by taking stock of the situation: what do students and teachers know about climate change? A calendar was then drawn up, first, with theoretical lessons, then practical workshops, on the management of organic waste from the school canteen.
- The theme of the circular economy was central, to show young people that waste can become a resource, and to encourage them to take these courses for their professional future.
- Initial priority in 2009 was to strengthen the teachers' knowledge of climate change. Today RAEDD intervenes in nearly 80 high schools across Cameroon.
- The project at the Douala high school was interrupted because of the pandemic, but should resume in the coming weeks.

Kevin Ossah, [Organization of Young People Committed to Sustainable Development \(OJEDD\)](#)

- There are many problems related to education in Africa. Decision-makers do not make them a priority and most of the population - especially youth - is not well aware of the issues related to climate change or the extinction of biodiversity.
- OJEDD was created in Togo in 2017 and is now present in 16 countries. It involves young people in awareness-raising activities.
- Projects include:
 - An eco-school launched at the beginning of 2020, which was unfortunately interrupted by the COVID crisis.
 - A series of webinars for young people from April to August.
 - A community resilience facing Covid-19 project which was funded by French Ministry of Foreign Affairs and provided training in agro-ecology
 - A "Youth and Agro-ecology" project with the support of UNFPA and the ministry in charge of youth in Togo.
- Prospects for the future: organisation of a training seminar for our country representatives, a training seminar on climate change in Lomé, continuing the Eco-school project possibly in virtual, strengthening the capacity of farmers, setting up a farm-school in agro-ecology, setting up a "third place" dedicated to climate change.



Jeanne-Irène Koumo, [NGO Page Verte](#)

- Page Verte is a non-profit NGO created in 2016 by Jeanne-Irène and a group of young people, to train young people in environmental education, born from the realisation that education for sustainable development was absent from school curricula in Chad.
- A partnership with a French high school was established, including a class that travelled to Côte d'Ivoire for a week. This collaboration led to the creation of an "ecological" library in the Lavoisier high school in Côte d'Ivoire, collecting books on the environment.
- Small theatre shows are performed by children on themes related to the environment, who go door to door in neighbourhoods to perform their play, followed by a small explanation on the environment and climate change.
- Under Page Verte, young people have travelled to Bonn, Marrakech and Katowice within the framework of the COPs to present their projects and to make young people discover the world of the COPs.
- During covid-19, the project "Stop Covid 19 for my blossoming planet" was launched. During phase I, short videos on covid and climate change were edited and disseminated. During phase II, handwashing kits were made available to the population.

Experience of Patience Alifo, [Greenfuel Innovation](#)

Founder of Greenfuel, an organization that provides clean energy for daily and domestic use. Development of the product "CleanChar", an ecological coal made from coconuts.

Question: How can you become aware of climate change as a young person in Africa?

- Personally, a first experience of raising awareness about climate change took place in 2017, through a television documentary on the effects of deforestation in Africa. This triggered an intrigue and further research on the internet.
- In Ghana, climate change was not part of the school curriculum, but this has changed.

Greenfuel also educates women about climate change and the benefits of CleanChar. Patience Alifo now visits universities and schools to speak out on climate change.

Testimony of Mamadou Niakate, member of CliMates Mali, and Ny Aro Andriamiarosoa, member of CliMates Madagascar

Samuel: Can you introduce yourself and CliMates?

Ny Aro :

Coordinator of CliMates Madagascar for one year. In Madagascar, the activities of CliMates focus on empowerment and advocacy.

Mamadou:

President of CliMates Mali for the 2020 mandate. CliMates Mali is a local branch of CliMates International, which has existed since 2015. It is a laboratory for international exchange and action on climate change. Composed of young volunteers, students and professionals, the objectives of CliMates are to train young people to become actors of change, to develop innovative tools to meet climate challenges and to influence decision-makers.

Several projects in progress:



- An environmental education projects
- A "one family, one tree" project
- A project to protect the Niger River
- A project "Women and climate change".

Samuel: How to train people on climate change?

Ny Aro:

Most young people in Madagascar lack training in climate change. Priorities differ depending on their backgrounds and their resources. Being an agricultural engineer, Ny Aro already had courses on climate change at university <her she discovered.

Mamadou:

Mamadou's friends and family expressed their remarks regarding a progressive change in climate, in relation to seasons, harvests... He therefore wanted to understand the links between agriculture and climate, and then naturally the themes concerning climate change.

Samuel: Are these climate change topics of interest to young people?

Mamadou:

Young people are aware of climate change issues, but they are only attracted if they feel a financial interest. The framework of volunteering is a problem for many young people. They often come to awareness-raising activities (in schools for early childhood etc.) so that they are aware of these issues, and then become ambassadors themselves.

Ny Aro:

Young people are interested, but they do not have the time to volunteer when they would like to. Their priorities are elsewhere. When they get involved in studies, they do not have time to get involved in these issues as volunteers.

Final discussion:

Roundtable: Each speaker shares one source of information on climate change:

Mamadou: With the Ministry of Education, create a small module on climate change to easily convey the message to teachers and children.

Ny Aro: Books and online resources. In Madagascar, the consequences of climate change are visible, in the streets, so they are easily accessible in a way.

Patience: Going to workshops, conferences, like this one. Doing research on the internet, on Facebook and so on.

Jeanne-Irène: Research by oneself is important. Thanks to digital technology, there is access to interesting sites, such as Objectif 2030 (<https://www.objectif2030.org/>).

Kevin: Examples of websites: Unitar (<https://unitar.org/>), Objectif 2030 (<https://www.objectif2030.org/>), the site of the University of LAVAL. The field of education is vague, by searching on Google we can access a lot of information.

-Daniel: The daily news on television often reports on international summits devoted to climate change. Now school curricula include climate change.

-Lucien: The UNESCO website (<https://fr.unesco.org/>). The IFDD (Institut de la Francophonie pour le Développement Durable) publishes many resources (<https://www.ifdd.francophonie.org/ressources/publications>) and has set up a very well done training platform, "L'Académie virtuelle du développement durable" (<https://formation.ifdd.francophonie.org/>).

-Samuel:

Some of the responses that were given by participants at the survey workshop:



- UNFCCC website
- Climate Change website
- IPCC Reports
- Webinars and MOOC on Climate Change
- Newspapers and specialized media
- FAO and UNDP reports

On the Climate Change website, there are many sources of information on climate change:

- [Case studies](#), focused on a country / a sector
- [Annual Summary Report of Non-State Action](#)
- [Climate Library](#)
- [Cartography of Climate Action](#)
- [Climate Agenda](#)

Appendix

Result from the menti survey:

Do you feel sufficiently trained on climate change issues ?
Vous sentez-vous suffisamment formé aux enjeux climat ?

