



## **Coalition Roadmap 2021 Education and Training on Climate Change**

**Co-pilots:** Aide et Action; CliMates ; Les Petits Débrouillards; Réseau Africain pour l'Education au Développement Durable (RAEDD); Institut National Polytechnique – Houphouet-Boigny ; Ecole des Métiers de l'Environnement / UniLaSalle ; France Volontaires.

This 2021/2022 roadmap aims to stimulate a dynamic logic on the way to the next [Climate Chance - Africa Summit](#) where the new targets can be presented as well as concrete examples (in annex) that can influence the revision of the Nationally Determined Contributions (NDCs) scheduled for COP26 in November.

### **I – WHERE ARE WE NOW?**

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.

The initial roadmap of this coalition acknowledged the role of education and training as tools to fight climate change through better understanding and processing of information and risks. There is also the need for an overall revamping of education systems in many countries, with targeted training for educators. Even at the policy-making level, there seems to be a gap, creating a need for better-informed decision makers.

An important role has been identified for the non-state and informal sectors, which have been identified as the most popular sources of information on climate related issues for youth, and have been successful in mobilising students and youth for climate action. The Virtual Workshop of the coalition in 2020 had also confirmed this. The 2019 workshop in Accra had highlighted the potential for integrating new technologies in the education sector for more widespread collaboration between the various actors, and also the importance of issues like gender, involving the local communities, and a better coverage of rural areas.

The problem of financing has also been brought up as a major obstacle to the dissemination of information and training on Climate issues, and to mobilising the youth for action. In this context, improving synergies between actors in the coalition to have better access to funding is also important.

It is important to acknowledge that the issues of education and training are transversal, across levels of learning, and the various levels require unique and specific approaches. This includes:

- Early childhood and primary schooling



- Secondary schooling
- Universities and Higher Education
- Continued training and education of young professionals
- Vocational training for sustainable jobs, particularly for women and vulnerable groups
- Training and education of key decision-makers and elected officials
- Creating awareness among local communities
- Specialized training for employees in businesses
- Identification and outreach to out-of-school youth

Simultaneously, there is also the parallel need to improve the stock of existing data on climate change and related activities in Africa, to complement the widened education and training with evidence. This is a project already being worked on by the Climate Chance Observatory, with dedicated workshops.

## **II – WHERE DO WE WANT TO GO?**

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 means of promoting common values. In light of the context outlined in section I, the following objectives can be identified for this coalition:

1. Environmental education of the wider 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 active, inclusive and participatory teaching and learning processes; qualified and stimulating teachers; links with communities and local issues. Practice and the application of knowledge to concrete cases (and in the proximity) are necessary to raise awareness.
2. Capacity building for educators across levels of education is needed to ensure that they disseminate climate change education in an evidence-based manner when curricula and textbooks already integrate it, as this forms the base of knowledge on Climate Change that will be imparted. Where school textbooks lack climate change education themes, encouraging the development of these textbooks or reinforce existing themes. For early childhood, developing comic books or cartoons that encourage action among the younger children.



3. Continued raining of key decision-makers and elected officials, including 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.
4. 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. Local actors also have a key role to play in reporting and compiling climate data at the local level, which will feed into the information and training
5. Mobilization and involvement of national and local media actors, and a wider usage of virtual capacities which have been expanded during the Covid-19 pandemic, in communication and public information, providing adequate information tools wherever possible.
6. Overcoming financing challenges, by promoting regular access to scale-appropriate and inclusive funding, to facilitate multi-stakeholder partnerships (authorities, specialised organisations, youth organisations, voluntary organisations, etc.). The creation of partnerships between associations to enable them to reach a minimum size to access funding and to "accumulate" knowledge about donor procedures can also be promoted.

### **III – HOW TO GET THERE?**

Without a 100% dedicated facilitator for this coalition, the strengthening of its dynamics relies mainly on the **will of its members**. The objectives defined in 2018 have been partially achieved, and we have the virtual opportunity to agree on the next priorities according to the needs of the members.

As such, it is proposed to target two or three actions to be included in the 2021/2022 Roadmap to be realistic and to be able to measure progress.

- **Action 1: Disseminating information**

Since 2018, a mailing list [education-formation.climat.Af@climate-chance.org](mailto:education-formation.climat.Af@climate-chance.org) was set up to promote exchanges between coalition actors. Climate Chance regularly shares relevant information on agriculture, food and reforestation in Africa. At present, the mailing list counts over 450 members and is mainly run by the Climate Chance team. **Coalition members are strongly encouraged to share any information that could be useful to other members.**



- *A newsletter (monthly or bi-monthly) co-authored by coalition members highlighting recently published good practice from the sector on mapping, funding opportunities, calls for projects, training opportunities, interesting events, etc.*

- **Action 2: Creating a network of actors**

We propose that coalition members continuously map interesting actors, best practices, high impact, scalable and replicable projects in the Agriculture, food and reforestation sector. Climate Chance could promote these initiatives through its [Cartography for Action](#), the [Climate Library](#), publications in the [Observatory's Synthesis Reports](#) or social media posts on Climate Chance's pages. These projects will also be promoted through our Portal of Action, and more broadly, they will be able to inspire the community of non-state actors that are part of the coalition. To share a project, [simply fill in this form](#).

- **Action 3: Identifying a pilot project to be carried out by actors in the coalition**

Another action we have identified is to elaborate and work on a project in 2021, carried out by the actors of the coalition themselves, in the domain of education in West Africa. Do not hesitate to write to us at [association@climate-chance.org](mailto:association@climate-chance.org) if you have any recommendations and ideas on how to structure this.



## **Examples of on-the-ground projects led by African actors**

### **Réseau Africain pour l'Éducation au Développement Durable (RAEDD)**

The association RAEDD, one of the co-pilots of this coalition, carries out development education activities with schoolchildren and training of educators in education for sustainable development, particularly in the city of Douala. Its actions are part of UNESCO's Global Action Programme on Education for Sustainable Development.

An example of a project carried out by RAEDD is the EDUFFODD "Educators and trainers implement the objectives of sustainable development in the Francophone space". This awareness-raising project based in Douala, Cameroon, aims to build the capacity of educators in education for sustainable development.

Within the framework of UNESCO's Global Action Program on Sustainable Development Education in Cameroon through the EDUFFODD project, 5 capacity building seminars have been organized, 80 primary and secondary schools reached, more than 1000 teachers equipped on ESD, more than 10,000 students impacted and more than 300 Eco delegates mobilized, with 4 pilot schools (3 secondary and 1 primary) of the project.

### **Organisation des jeunes Engagés pour le Développement Durable (OJEDD)**

OJEDD works to engage young people in the service of Sustainable Development in Africa and the world. Its focus areas are: Environment and Climate Change, Sustainable Agriculture, Sustainable Cities and Communities, Health and Education, ICT and Digital, and Entrepreneurship.

In the framework of educating people, OJEDD has implemented the Program of Education for the Environment and Sustainable Development - Pro2ED - a project aimed at educating people about the environment and sustainable development, and taking action through recycling workshops and eventually moving towards a sustainable construction business. The project consists of educating to raise awareness about the notion of environmental protection within the populations, to valorize recycled products based on waste and to provide services in eco-construction in Togo and in Africa.