

Interim Report (June 2021)

**A Climate Change Education Project by the Pan African Centre for Climate
(PACC) Policy in Collaboration with Forests, Resources and People
&
Canada Africa Partnership Network**

**Theme: The Impact of Climate Change on Displaced Persons (Children) in Mabeta
Newlayout, South Region of Cameroon**

An Activity Report
By
Stephanie Lamma Ewi
(Stephanie@paccpolicy.org)
www.paccpolicy.org



Introduction and background

Cameroon's vision 2035 identifies climate change as a major environmental challenge and calls for actions to combat this challenge. There has been efforts made to raise awareness on Climate Change issues amongst the population; men, women and youths, but sadly the children, being the younger generation who are expected to be informed and educated on this crises, have conspicuously been absent from climate change discussions. With a rising lack of awareness on climate change and its impacts, amongst the young people within Cameroon and other African countries, there is a need for the introduction of a rapid intervention system for climate knowledge dissemination. This is where the Pan African Centre for Climate Policy (PACCPOLICY) Climate Change Manual for schools comes in.

Over the last year, plans to inculcate climate change education in schools in rural communities of Cameroon have been ongoing. With huge support from the Canada Africa Partnership Network (CAPNETWORK) and its partners, PACCPOLICY in collaboration with their Cameroon based partner; - Forests, Resources and People (FOREP) has successfully implemented the first phase of the project on **'YOUTH EDUCATION FOR CLIMATE ACTION AND FOREST PROTECTION'**. The first phase has been implemented at Government Bilingual Primary and Nursery School (GBPNS) Mabeta, Limbe. The next phase of the project will continue with the payment of children's school fees in another town (Buea) by our Climate Ambassador, Laura Onyama as part of her Dream Education Program.

The deplorable situation of these communities coupled with the displacements from the Anglophone crisis has led to the increasing number of Internally displaced persons (IDPs) in communities like Mabeta. This community reflects the environment where many of the IDPs lived in before being moved from their different areas to find harbour in Limbe. However the community is a landslide prone zone. A record from past occurrences show scenarios of floods and landslides occurring in 2001 and 2018 in these communities, which took some lives, destroyed lots of houses and farmlands, leading to further displacement. Amidst the schools we identified, one of the schools we is in an area that has been marked a disaster zone.



Project Activities

The project will run from February to December 2021, with the following specific objectives to;

1. Educate children on the science of climate change and global warming
2. Develop practical and innovative solutions to address the causes of climate change
3. Organize sensitization campaigns and participatory out-door events on the impacts of human development on the environment
4. Encourage children's access to full education

As of this reporting period (July 2021), the first objective has been fully achieved. In order to realize this objective, the following activities were put into place:

Reconnaissance meetings

Scoping was carried out within the month of April amongst the public schools in the out-skirt of Limbe (Mabeta and Motowoh) to identify schools for project implementation. These visits involved meetings with the head teachers of each school and identification of suitable classes to work with. During these visits, we were able to identify challenges facing each school and design and strategize on how to tackle these challenges with guidance from our climate change manual and other available tools, which came into play as the activities unfolded. Advice from head teachers during inception meetings assisted us obtain an activity permit from the inspectorate of basic education. This permit provides the project team a broad spectrum for project implementation across any government primary school within Limbe. This has provided us with a weekly 2 hours period for climate education in government schools of our choice.



Review zoom meeting

Results from the scoping activity unwound into a review zoom meeting that brought together partners (CAPNETWORK, FOREP) PACCPOLICY climate ambassador-Laura Onyama and PACCPOLICY team. This enabled the project team to reorganize and make plans on meeting specific targets within identified communities. PACCPOLICY Climate Ambassador took the lead in ensuring that by the next academic year (2021/2022), school fees of 20 children in yet to be identified schools in Buea will be carted for from the funds, while FOREP will supervise eco club initiation in already identified schools in Mabeta and Motowoh within Limbe.

Eco-club Creation

We initiated a four days eco-club at government school Mabeta on the 18th until June 24, 2021. We decided to work with the children of class 5, about 81 in number. This class composes of boys and girls within the age range of 7-15 years.



With guidance from the PACCPOLICY climate change Manual and other creative arts resources from FOREP, we were able to run the club as a four days working session with the kids. During these days, we introduced the concept of climate

change, its causes and effects, proposed solutions to combat and mitigate climate change. We group the kids into working sessions where they worked together to develop ideas and build concepts to display their level of understanding of the lessons with guidance from facilitators. The kids developed images of the 'problem tree', and 'solution tree' depicting the global issue of climate change and its solutions as they had been taught during the talking sessions.



The kids were able to grasp the concept through outdoor games and schoolyard tour with guidance from their facilitators.



Global warming was another concept that was introduced to the kids with the help of games, drawings, dance, music and poetry. The kids worked in groups to develop their own drawings, songs and dance steps by means of their understanding of the concept.



The sessions were very interactive and creative, enabling the children to easily capture and understand the concept of climate change and pass on the message to their friends and families back at home. The kids took pledges and wrote a 'letter to their future self' declaring themselves to be ambassadors for climate change in their homes, neighborhoods and when they grow up.



The letter above, rewritten but not changed

Dear friend, my name is Njobe Destiny. I live in Mabeta new lay out Bamessin Quarter. The name of my school is Government Bilingual Primary School. The environment that is around me is very clean. Where I live is very clean since the eco club came to my school. I have been very happy and my best time in class is when the Eco club aunties are teaching me. They have taught me an environmental clap and I love it. When we are giving the environmental clap, everyone is happy. I want to talk about my future. In ten years, I will be in the university. I will fight against climate change because it is a very bad thing. I will never forget Eco club. Thank you, thank you thank you. All thanks go to the Eco club.

Typed by Stephanie Lamma

Other activities

Other activities, which we engaged in, that were separate from initially aligned activities was the donation of four chairs to the school of Mabeta. During scoping and school identification period, we noticed that the head teacher at Government Primary School Mabeta did not have an office, but was positioned in a veranda from where she runs the school; she had no extra seats to welcome visitors. FOREP on their part took it a course to donate seats to welcome visitors at the head teacher's space. The four chairs that were provided to the school was greatly appreciated and has enabled the head teacher set up a place to sit for her visitors.



Outputs

- Feedback from some community members around the school on the change in children's behaviors after school hours encouraged our team for continuous work with the kids, as we not only taught them climate change but morals too.
- The letters written to the future reflected a change of children's mindset towards environmental care and protection.
- The supervisors in charge of the class we were working with testified the change in attitude of one of their pupils who had acted as a bully towards another pupil. He was appointed as a delegate in the club. The appointed delegates had the responsibility of helping club facilitators for daily activity execution. His classmate was surprised at his gentle and responsible

nature towards them as a delegate so much that they had to testify to it before the facilitating team.

Difficulties encountered

- ❖ Initially, the project was supposed to start in March with the arrival of funds in February, but due to delays on scheduled meetings with team members, the program could not commence on time. In addition, working with government schools entails many bureaucratic procedures, which took a while so we could be granted access to the schools of our choice. Lastly, since we received permission from the inspectorate of basic education during exam periods in the schools, we had to wait until exams had been finished with before we could initiate the program in the schools.
- ❖ Amongst the activities outlined from project conception for this objective was the display of videos on climate change issues around the globe. This would enable the kids have a virtual understanding of what climate change is and not feel like it is something out of the blues being introduced to them. This activity could not be met because; the schools do not have electricity, which is a great hindrance to video presentations.
- ❖ Our intensions were to create the eco club with the children from classes three, four and five. On being told by the teachers and seeing for ourselves that each class consisted of over 80 children made us limit our scope to class five only.
- ❖ The four days straight period was supposed to be 4 days within four weeks as we had planned the lessons will be passed on once weekly. However, since the kids were taking exams, we had to wait until the end of their exams to work with them while we informed theme that we will continue next academic year with arrival of funds and reopening of schools.

Conclusion

Though we had a short time to work with the kids, we were able to meet our targets for this school year and hope to start on time in the next academic. Four days working with the kids seemed like four hours as a reflection period on the last day brought tears to the eyes of both the facilitators and the kids.

Generally, the project has so far been successful as amongst 4 objectives, one has been met at its best. While the kids are on holidays, we think that, in order to ensure their minds, remain fresh to the climate change concept, CAPNETWORK and its partners could consider providing resources that will enable PACCPOLICY and its partners on the ground to run a summer camp climate program with these kids. Though the project was launched late, it did accomplished a lot, the schools

ready for us next academic year, the children will be coming back ready for the club, it was worth it!

Logic Model

