

ECO-LITERACY FOR ALL: PROMOTING GREEN EDUCATION IN CAMEROON SCHOOLS.



2024- GLOBAL TEACHER GRANTS REPORT





ACKNOWLEDGMENTS

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We also wish to express our sincere appreciation to IREX for their diligent coordination of the various grant projects undertaken by alumni from diverse countries. Their support and guidance have been instrumental in ensuring the success and impact of our project.

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We are truly privileged to have the support of such esteemed partners and individuals, and we look forward to continuing our collaborative efforts in the future.

ECO-LITERACY FOR ALL

Promoting Green Education in Cameroon Schools



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**19TH-20TH
APRIL 2024**



TRINITY HOTEL, LIMBE



Cameron Fulbright TEA
Alumni Association





Project Title: 'Eco-Literacy for All: Promoting Green Education in Cameroon Schools.'

INTRODUCTION

Over 11.000 teachers in Cameroonian schools lack the necessary skills, resources and confidence needed in teaching climate change lessons. UNESCO reports over 80% of teachers understands the importance of teaching climate change lessons due to its far-reaching effects on the students and the environment. Unfortunately, these teachers are not confident in their ability to teach climate change lessons (UNESCO, 2021).

According to the United Nations, climate change is a pressing global issue affecting the environment and humanity while the WHO reports, climate change as the biggest health threat facing humanity today. The increasing urgency to address climate change has highlighted the need for comprehensive strategies that integrate sustainability principles. Such sustainable solutions to tackle this problem requires concerted effort from various stakeholders, including education. Education plays a crucial role in rising awareness, fostering behavioural change and empowering individuals to contribute to sustainable development. Equipping student and teachers with knowledge and skills to be able to engage in activities that protect the environment and mitigate the devastating effects of climate change might prove to be one of the pieces of the jigsaw puzzle.

Project Description

The project aimed at addressing the pressing need for environmental education in Cameroon schools and communities by providing comprehensive training on Eco-literacy to 30 teachers. Through this training, we will equip these teachers with enhanced skills, knowledge, and resources to effectively teach climate change in their respective schools and promote awareness and activism among students. Through a ripple effect, we aimed at promoting “Greening Education” and enable teachers cultivate a sustainable mind-set among students, fostering a generation that actively participates in preserving and conserving the environment.

Project Objectives

The objectives of this project were to:

- Organize a two days in person training workshop to train 30 selected educators in the South West Region on innovative strategies (climate Journalism, changing the narratives and project based learning) to teach climate change lessons.

- Create a supportive learning environment for teachers by engaging them on online resources and platforms for climate change lessons.
- Drill 30 teachers on the creation and management of school environmental clubs in their various schools.
- Train teachers on how to engage students as climate ambassadors in their various schools.
- Engage teachers on the use of online and digital tools for the creation of media blog post, online climate change posters designs for media communication and sensitization.
- Conduct after-training follow up of each trainee’s first four content and practicum at school level.
- Obtain fortnightly feedback of cascading of training by trainees

Project Beneficiaries

The project’s intended targeted beneficiaries are teachers of different subjects selected from 30 schools in the South West Region of Cameroon precisely Fako Division. By participating in this project, teachers will acquire a diverse range of will acquire valuable skills in implementing innovative strategies to teach climate change lessons. These teachers will play a crucial role in directly impacting their students understanding and awareness of climate change as well enhance their ability to engage students in understanding and addressing the complexities of climate change, fostering a more informed and environmentally conscious generation. Through collaboration and sharing of best practices via zoom sessions they will directly will directly inspire and empower their colleagues to adopt innovative teaching on climate change education. Such professional development sessions, workshops, creating, uploading and sharing resources on online educational platform for use by teachers and learners will create a ripple effect throughout the educational community.

This project has two main groups of intended targeted indirect beneficiaries. The first group is made up of over 93.773 teacher’s subjects across Cameroon who are potential participants in our different online zoom professional development sessions featuring presentations from teachers who directly benefited from the project’s initiatives. By participating in these online sessions they will gain valuable insight skills in

innovative teaching strategies in teaching climate change lessons. These indirect beneficiaries teach junior and upper secondary school learners. These learners themselves constitute the second group of indirect beneficiaries. These approximately 2.8 million learners across secondary schools in the national territory, spanning from the lower and upper secondary school levels.

OUTPUT:

Two-Day Training Workshop: Organize a two-day in-person training workshop for 30 selected educators in the South West Region. This workshop will equip teachers with innovative strategies for teaching climate change lessons, including climate journalism, changing narratives, and project-based learning.

Creation of Online Resources: Develop online resources and platforms dedicated to climate change education. These resources will support teachers in their teaching efforts and provide additional materials for classroom use.

Establishment of School Environmental Clubs: Train teachers on how to create and manage school environmental clubs within their respective schools. These clubs will engage students in environmental activities and awareness campaigns.

Student Engagement as Climate Ambassadors: Educate teachers on how to involve students as climate ambassadors. Students will actively promote environmental awareness and sustainable practices.

Digital Tools Training: Provide training to teachers on using online and digital tools for media communication related to climate change. This includes creating blog posts, designing climate change posters, and other forms of online communication.

OUTCOME:

Enhanced Teaching Competence: Teachers will gain confidence and skills in teaching climate change topics effectively. They will be better equipped to engage students and create meaningful learning experiences.

Increased Student Awareness: Students will become more aware of climate change issues, its impact, and the importance of environmental conservation.

Active Participation in Environmental Initiatives: Both teachers and students will actively participate in environmental activities, such as tree planting, waste management, and awareness campaigns.

Improved Communication Skills: Teachers will learn how to use digital tools for communication, enabling them to reach a wider audience with climate-related messages.

IMPACTS:

Sustainable Mind set: By fostering environmental awareness and activism among students, the project aims to cultivate a sustainable mindset. This mindset will extend beyond the classroom and influence behavior in daily life.

Environmental Conservation: Through the combined efforts of teachers and students, the project will contribute to environmental conservation. This impact will ripple through communities and contribute to a healthier planet.

Empowered Youth: Students who become climate ambassadors will carry their knowledge and passion into adulthood. They may influence policy, advocate for change, and inspire others to take action.

TEAM MEMBERS

Atem Arabella - Project Lead

Akaba James Team Member

Loveline Mbu - Facilitator

Tabi Bernard- Expert Trainer

SESSIONS

GENERAL TRAINING OVERVIEW

The 2 days onsite training which started on the 19th of April project opened up with the arrival of participants, signing of register, picking up of training manuals, badges and T-shirts. This was followed by speeches from the project team members, the delegate of territorial administration and the Principal of G.H.S Bokwango Buea. This was followed by a presentation from Atem Arabella on the overview of the project objectiveness and desired outcomes, the structure and timeline of the training program. During the event some 34 educators stemming from the basic education, secondary and Higher education institutes This was followed by an introduction to the importance of climate change lessons.

The delegate of territorial administration



The principal of GHS Bokwango Buea





A word from Mr Akaba James; team member



A word from Mr Sam Canisius, president of CAFTAL.

Presentation on the Overview of the project's objectives and the importance of climate change education by Atem Arabella.



The second presentation was done by Dr Akem a climate change Educationalist who talked on the causes, impacts of climate change. The relevance of climate change education in the classroom



This session was preceded by general pictures with administration, project participants and team members.







The picture session was followed by a presentation from Mme Chiaga on the use of digital tools in teaching climate change lessons.

Introduction to Canva

Canva is a powerful, user-friendly graphic design platform that allows anyone to create stunning visual content. From social media graphics to presentations and posters, Canva provides a vast library of templates and design tools to bring your ideas to life.

by Loveline Chiaga



Signing up and creating an account

Getting started with Canva is quick and easy. Simply visit the Canva website, click on "Sign up" and follow the prompts to create your free account. You can sign up using your email, Google, or Facebook account. Once you've created your account, you'll be ready to start designing!



Navigating the Canva interface

1 Intuitive Layout

Canva's interface is designed to be straightforward and intuitive, with all the essential tools and features easily accessible.

2 Design Editor

The main design editor allows you to customize your creations with text, images, shapes, and more.

3 Media Library

Canva offers a vast library of stock photos, graphics, and design elements to enhance your projects.

Exploring templates and layouts

Diverse Templates

Canva provides a wide range of pre-designed templates for various use cases, such as social media posts, presentations, and marketing materials.

Customizable Layouts

You can easily adapt the layout and design of any template to fit your specific needs and brand style.

Time-Saving

Using Canva's templates can significantly speed up your design process, allowing you to create professional-looking content quickly.

Exporting and sharing your designs

1

Export Options

You can export your Canva designs in a variety of formats, including PDF, PNG, and JPG, to fit your needs.

2

Social Sharing

Canva makes it easy to share your designs directly to popular social media platforms like Facebook, Twitter, and LinkedIn.

3

Embed Designs

You can also generate embed codes to showcase your Canva creations on







During this session, she drilled participants on the use of Poe.com/ chatGPT , Microsoft edge and canva to design classroom as well as sharing online lessons. during this session, teachers were given the opportunities to produce short sample lessons on climate change.

Sample designs produced by participants



WE OFFER:

- Lawn Maintenance
- Garden Design
- Tree Trimming
- Landscape Design



Promoting Green Education in Cameroon schools



SAVE OUR
PLANET



Going Green.

Eco literacy for All

From our classrooms to the
community



GIVE EARTH THE CHANCE

Together we can make a

Together we can make a difference

THERE IS NO PLANET B



PROMOTING ECO-LITERACY IN SECONDARY SCHOOLS



The fourth session was on innovative teaching strategies in teaching climate change lesson. During this session Mrs Tambe Arabella carried the participants along on the different climate change teaching strategies such as Climate journalism, changing the narrative, and project-based learning. she emphasized on the fact that these strategies does not only promote 21 century skills, but also prepare the learners for the job markets. Participants shared their views on how these strategies could be applied in their various lessons. During the practical work out sessions, the educators found out how easy such methods could be as well as facilitating the teaching and learning process.



Climate Journalism in an EFL Classroom

- students asked to write a blog posts in groups
- Reporting of the weather (by a student in front of classmates)
- students(volunteer asked to report on any severe weather events in Cameroon using a particular grammar aspects (indirect / direct speech





Changing the narrative

Assessment: Directed writing-related task, grammar, vocabulary

Task: a, Give students a story with a sad ending on climate-related event, then ask them to rewrite the story to end on a positive note

b. Picture composition



Changing the narrative

Task: Give students a story with a sad ending on climate-related event, then ask them to rewrite the story and end on a positive note



PROJECT-BASED LEARNING

- Understanding project-based learning
- Importance of project-based learning.
- Key component of PBL
- Examples of PBL in scenario in different subjects



Session 5. This session was coordinated by Dr Akem and Tambe Arabella on creating effective lesson plans where he drilled participants on on the following;



CREATING EFFECTIVE LESSON PLANS

- Collaboratively designing effective and engaging lesson plans on climate change topics
- providing guidance on developing measurable learning objectives and assessments
- exploring sample lesson plans and blooms' taxonomy consideration for Cameroonian context.
- Breakout session for practical lesson production.



Session 6: The second day of started opened up with a session on Resources and materials for Climate change Education. The various sub-topics explored were;



EXPLORING RESOURCES AND MATERIALS FOR CLIMATE CHANGE EDUCATION.

- Identifying credible resources and materials for teaching climate change .
- demonstrating how to access and use online databases, websites and online educational platforms.
- Exploring online strategies to engage students in climate change lesson and discussions




Session 6 B: Engaging students and building climate literacy

- Discussing effective communication techniques and facilitating meaningful dialogues
- providing tips on dealing with misconceptions and controversy in the classroom.
- Use of instructional technology in designing climate change lessons

Session 7: The last session for the two days onsite training focused on actions for advocacy and policies. The session which was titled Advocacy and policy for climate change education on Cameroon focused on the following;

Advocacy and Policy for Climate Change Education in Cameroon

I. Exploring existing policies in Cameroon








1. National climate change adaptation plan.
2. Cameroon climate and Development report
- 3.

II. Climate Advocacy

Empowering Teachers to take action

Discussing ways to encourage students to take action as climate ambassadors and make positive change.

III. Recommendations

The two days training ended with participants completing the evaluation form and picture sessions.





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PHASE II ONLINE WEBINAR SERIES. APRIL TO JUNE