



March 2021 | [View it in your browser.](#)



© WWF

Global Education Summit 2021

The Global Education Summit 2021 ended on a high note, after 3 compact and fun-filled days. It was a memorable moment we gathered in a "zoom" way, shared food and even went on "field trip". We recognized youth's voices, a rich diversity of education and youth programmes on the ground and through digital means. And we heard a lot of inspiring and innovative cases from different offices.

Now is the time to continue the journey to...

- be part of the new initiative to mobilize resources for WWF Youth and Education programmes
- seize different opportunities for partnership, collaboration and scale up
- rethink the possibilities of Education
- build a learning community
- innovate ideas
- align our programme to WWF Values
- contribute and support WWF Global Goals

The full package of GES21, including visual summary, presentations and recordings are already available on [GES21 Page](#).

For more information, contact Cecily Yip, cyip@wwf.org.hk.



GENERAL

© WWF Philippines

WWF Philippines: Our City 2030

[Our City 2030: Youth Visions and Solutions](#) project is being implemented jointly by WWF and Plan International with pilot cities in Africa (Rwanda, Uganda, Zambia) and Asia (Philippines). The project is designed to ensure that

1. Youth are contributing to cities becoming climate smart, resilient and sustainable; and
2. Cities have developed roadmaps for trajectories towards 1.5 degrees including mitigation and adaptation, as well as guided by solutions and visions presented by youth.

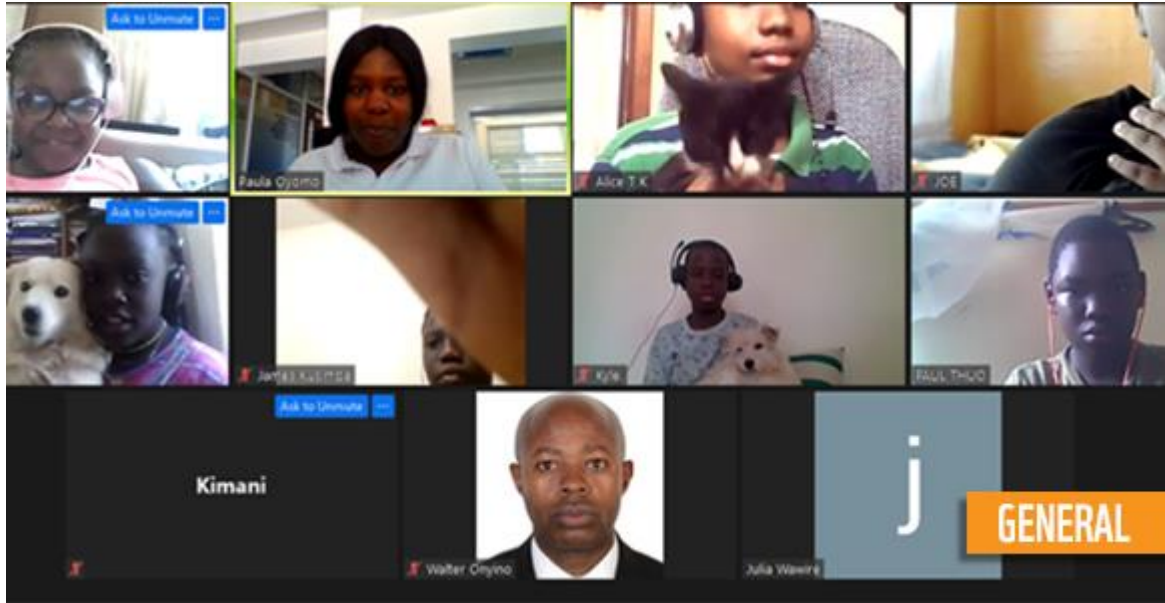
The project has been engaging with schools, teachers, youths, and city governments to fast-track the implementation of the Paris Agreement whereby countries committed put measures in place to achieve a reduction in the rise in global temperatures not exceeding 1.5 degrees Celsius. The project is also contributing to deliver the Sustainable Development Goals, focusing especially on climate change (SDG13), reducing inequalities (SDG10), and ensuring peace, justice, and strong institutions (SDG16).

Our City 2030 goes beyond urban planning as it also promotes the use of Education for Sustainable Development (ESD) as a way of teaching and learning. Since it focuses mainly on the youth and the city, the project consists of three key outcomes spread out across three years:

- Capacity Building - Participating youth have capacity to be able to contribute to climate smart and resilient cities
- Meeting Place - youth engagement in selected city for policy dialogue and sessions are convened in youth-friendly forum

- Accountability & Feedback - Mechanisms, that include youths' input, are in place for cities to develop climate smart roadmaps

For more information, contact Imee S. Bellen, ibellen@wwf.org.ph.



© WWF Kenya

WWF Kenya: Inspiring generational change

WWF Kenya launched an online Panda Club, an education program targeting children aged 7-18 years to sensitize them about nature.

With Covid-19, Panda Club embraced the new normal through our exciting virtual conservation learning activities and games. During the sessions, the obvious laughter, smiles and warm virtual hugs make the sessions more lively and fun. The online sessions have enabled the children to make new friends. Parents have been able to see the change in their children.

For more information, contact: Jedidah Kimani, jkimani@wwfkenya.org.



© Abidemi Balogun/ Nigerian Conservation Foundation (NCF)

Nigerian Conservation Foundation (NCF): Capacity Building

The Environmental Education Unit of NCF organized a capacity building for teachers and community members. The capacity building on recycling and environmental sustainability was held on January 21, 25 and 27, 2021, with approximately 100 participants drawn from Dele Ajomale Primary School, Ilesamaja; Metropolitan Primary School, Orile-Iganmu; and Dada Olisa Primary School, Papa Ajao, Mushin in Lagos. Aside from the teachers, participants included parents, government representatives and community members.

The training aims to create awareness and empower children, teachers, and community with the knowledge of Upcycling and Composting as well as encourage sanitation, sorting of waste, conservation, and gardening at school.

The workshop exposed participants to diverse areas of waste recycling, which included the use of plastic bottles to manufacture furniture materials like mattresses, duvet, chairs, and tables. A total of 420 plastic bottles were upcycled to make 16 ottomans over the 3-day training, the participants were quite impressed: when they had been asked to bring plastic bottles and cartons for the training, they were wondering what they were for but at the end of the workshop, they were amazed while exhibiting child-like behavior during the practical session (being excited).

The training was funded by Oando Foundation with support from Sumitomo Chemical.

For more information, contact: Balikis Abidemi Balogun, abidemi.balogun@ncfnigeria.org.



© WWF Pakistan

WWF Pakistan: Recycling Awareness Campaign

WWF Pakistan and TetraPak collaborated for the third consecutive year for an awareness-raising campaign on recycling. The aim of the campaign is to stress the importance of recycling amongst the younger generation and to impart knowledge on how to reuse and recycle used beverage cartons and reduce waste through innovative techniques and creative crafting.

The campaign targets students aged 5-13 years (grade 1-7) to inculcate the idea of reducing waste through storytelling. More than 8,000 students will be outreached from various private and public schools of Lahore and Islamabad, Pakistan. Students will be receiving participation certificates at the end

The sessions are being conducted through a hybrid teaching model i.e. digital and face-to-face learning due to COVID-19 pandemic.

For more information, contact: Taseer Ali Mirza, tamirza@wwf.org.pk.



© Réseau Enfant de la Terre

WWF North Africa: Supporting networks to integrate climate change in education

In Tunisia, the network “[Réseau Enfant de la Terre \(RET\)](#)” is a Tunisian association aiming to integrate sustainable development in education.

RET joined the project “[Mobilizing civil society for dialogue to strengthen climate resilience in Morocco and Tunisia](#) (MS3C)” conducted by WWF NA in collaboration with WWF France where five initiatives are supported. Among them, RET developed a project “Solidarity for fighting Climate Change in the Urban Forest of Ben Arous” that targets schools of “Blind and partially sighted persons” as a vulnerable and marginalized category.

One of the components of this initiative is to develop and conceptualize a specific didactic “Educational textbook”

The Ministry of Education has committed to making all necessary human and material resources available to ensure the translation of the manual in “Braille Scripture”. This manual has been monitored and evaluated by an expert.

The methodology used is Inquiry-Based Science Education (IBSE) where knowledge and learning are built from interactions between a group of persons. It’s adopting an investigative approach to teaching and learning where children are provided with opportunities to investigate a problem, search for possible solutions, make observations, ask questions, test out ideas, and think creatively using intuition. This is considered an introduction to the climate change research conducted by scientists.

The main objective is to allow trainees to better understand the phenomena related to climate change- more specifically how to showcase linkages between climate causes and consequences.

For more information, contact Essia Guezzi, eguezzi@wwfna.org and Hamadi Gharbi, hgharbi@wwfna.org.



© Photo by [Anastasia Kamil](#) on [Unsplash](#)

WWF Greece & WWF Japan: Kalimera-Sayonara- A Greek-Japanese school friendship

On Thursday, March 4th the 2nd High School of Gerakas in Attica, Greece bid the last Sayonara to the Nakagawa Nishi Junior High School from Yokohama, Japan. This Japanese goodbye brought a closure to a series of meetings between 150 pupils of the two schools throughout the last two months. Due to the time difference the 7 meetings in total took place in the small hours of the morning for the Greek pupils who woke up early, excited to catch up with their Japanese friends.

The meetings gave the pupils a chance to present to one another their cities, countries, cultures and schools and their environmental actions on plastic pollution reduction. After the presentations the pupils had a chance to discuss amongst themselves in small mixed groups and exchange views on this major environmental issue. Each group then went on to present their proposals to the plenary. It was a wonderful chance to raise the pupils' awareness on plastic pollution and discover alternative solutions. They acquired presentation, organization and communication skills, practiced them in a different language and took a first step to becoming environmentally responsible and active citizens. Both WWF Greece and WWF Japan, who organised the school "twinning" had presentations in the meetings. You can see the padlet they co-created [here](#).

This initiative was the result of a global education workplace post from WWF Japan asking for interested schools via our WWF global education network. The feedback from the teacher and the pupils that we got is amazing and we would really like to promote those kinds of opportunities. Anyone interested in bringing together schools from different countries to discuss our major environmental issues?

For more information, contact: Eleni Svoronou, e.svoronou@wwf.gr.
<http://contentarchive.wwf.gr/WWFEnvEdBulletin/March2021/austria2.jpg>