

Report on the 2024 Worldwide Teach-In on Climate and Justice



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Introduction

Building on the impact of the 2022 and 2023 editions, Green Growth Africa Sustainability Network (Green Growth Africa) implemented the 2024 edition of the Worldwide Teach-In on Climate and Justice (Teach-In) in partnership with Bard College (USA) and Open Society University Network (OSUN).

The Worldwide Teach-In on Climate and Justice (Teach-In) is a global initiative aimed at sparking real dialogue on climate and justice on campuses and in communities around the world. Green Growth Africa focuses its implementation of the Teach-In on students in high schools aged between 10-19 years, to engage in solution-oriented dialogues and activities on climate change and justice. The Teach-In aligns with and leverages Green Growth Africa's EcoHeroes Initiative which employs a co-creation and learner-centered approach to students in high schools in

African countries to identify environmental challenges in their local communities, brainstorm and implement solutions to the challenges. The 2024 edition of the Teach-In builds on the impact made in the 2022 and 2023 editions of the programme.

In 2022, Green Growth Africa organised the Teach-In event in 15 secondary schools across 5 African countries. These countries include Nigeria, Kenya, Ghana, Cameroon and Uganda. Within the 2022 Teach-In, 1092 students and coordinating teachers engaged and collaborated in planning and organising tailored events aimed at educating participants about climate change and climate justice, contextualising the issues within their unique community settings. The Teach-In model also prioritised student leadership and ownership, featuring panel discussions, intergroup debates, breakout sessions, drama, creative artistry, and cultural dance presentations as means of engagement.



Worldwide Teach-In on Climate and Justice 2022

Moreover, the 2023 Teach-In organised by Green Growth Africa garnered significant interest from more than 400 secondary schools across 31 African countries that expressed interest to participate within the programme. Given the budget constraint, nine (9) secondary schools in five (5) African countries including Nigeria's premier university, University of Ibadan, Nigeria, were selected (through a rigorous selection process) to participate in the Teach-In. These schools were selected from 5 African countries, which includes Nigeria, Mauritius, Kenya, Uganda, and Rwanda. With a total of 1,358 attendees, the series of Teach-In events adopted a learner-centered approach which enshrines the active engagement

of the students throughout the planning, organisation and hosting of the events. Each participating school led dialogues and discussions on climate change and just solutions such as solar power, food waste reduction, regenerative agriculture, and circular economy models. In response to the discussions, the students took practical steps like recycling waste into reusable items, tree planting to promote afforestation, and community sanitation efforts. The Teach-In also featured diverse activities like breakout sessions, panel discussions, debates, quizzes, and artistic performances including poetry, cultural dances, drama, and creative artwork, showcasing the students' creativity.



Worldwide Teach-In on Climate and Justice 2023

Programme Overview

The Teach-In organised by Green Growth Africa adopted a co-creation and learner-centered approach to climate change education, fostering a sense of ownership and active student engagement. The program's core focus is to facilitate meaningful dialogues and discussions about climate change and climate justice, serving as a platform for attendees to not only deepen their understanding of the key concepts but also to catalyse action in response to the climate crisis. The Teach-In aligns with the United Nation's 2030 Sustainable Development Goal 13 – *Climate Action*, emphasising the importance of sustainable practices and climate action.



Objective

The primary objective of Teach-In is to create a platform for dialogue and learning about climate change and justice. At Green Growth Africa, the Teach-In is being implemented to empower youths to embrace and lead actions, solutions and sustainable lifestyles that would combat the climate crisis and its multidimensional impacts. By doing so, it seeks to empower youth to embrace sustainable practices and aggravate action against the climate crisis.

Green Growth Africa's objectives for the Teach-In initiative include:

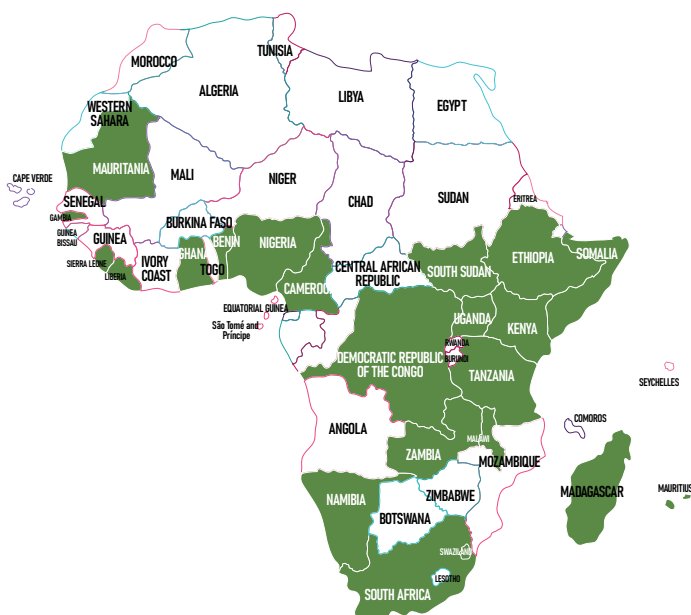
1. Improve youths understanding and knowledge of climate change and climate justice;
2. Empower youths to adopt holistic and environmentally sustainable practices;
3. Equip youths with critical skills to analyze the effectiveness of current climate change mitigation and adaptation strategies;
4. Strengthen youths' sensitivity to the disproportionate harmful social, economic and environmental impacts of climate change; and
5. Promote climate change education in Africa.

2024 Worldwide Teach-In on Climate and Justice

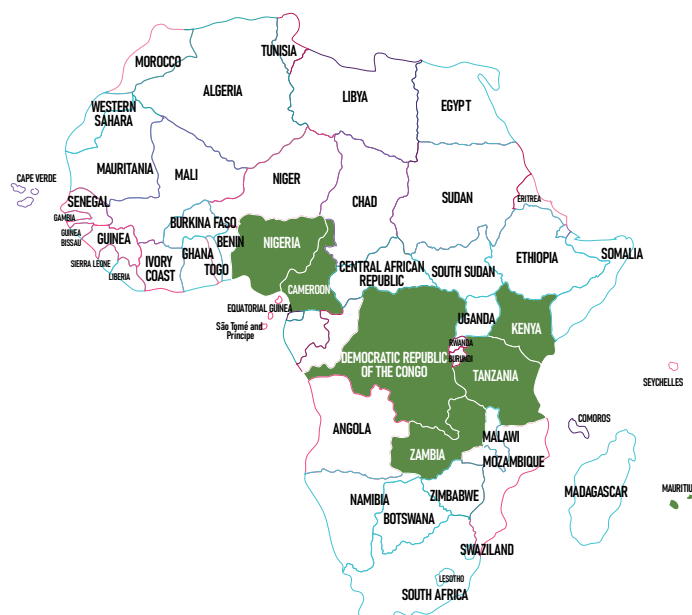
Participation

The Teach-In commenced with a call for expression of interest on Green Growth Africa's website and circulated to Green Growth Africa's network of high schools across the African continent. A total of 72 high schools from 22 African countries expressed interest in participating in the Initiative. After a thorough evaluation spanning three (3) weeks, 10 outstanding high schools were selected from seven (7) African countries. The countries include Nigeria, Kenya, Zambia, Tanzania, Democratic Republic of Congo, Mauritius, and Cameroon.

The wide disparity between the number of schools that expressed interest in participating in the Initiative and those selected is largely influenced by the limited funds available for the implementation of the Initiative.



An African Continental map showing all the countries we received expression of interests. Countries reached are represented in green.



An African Continental map showing all the countries of the selected schools. These countries are represented in green.

Planning and Coordination

The planning and coordination of the Teach-In took approximately three (3) months. Throughout the period, Green Growth Africa worked closely with schools, teachers and students to ensure smooth execution of the events and provided additional guidance to the schools. During the period, Green Growth Africa:

- Evaluated all schools' expression of interests to participate within the Teach-In;
- Organised 4 virtual information sessions and pre-event training for teachers and school management, providing further details and guidance on how to effectively organise the Teach-In events;
- Developed a comprehensive programme template tailored to climate change and climate justice themes; and
- Coordinated the logistics for organising in-person Teach-In events across various regions.

On the part of the participating high schools, the planning phase for the series of events took approximately 208 hours. The time spent by each high school in the planning and coordination of their unique events varied, based on the scope of their activities, their student population, amongst other factors.

Local Language Integration

The Teach-In also encouraged dialogues and discussions about climate change and climate justice in local African languages. The decision to integrate local languages as a major component of the Teach-In was to facilitate better understanding and comprehension amongst participants who may struggle with English language. Given that a higher percentage of the African population does not speak English fluently, integrating local languages was significant because it helped to ensure inclusion and understanding. This strategic approach fostered better understanding and prompted meaningful dialogues on climate issues especially amongst community members in attendance. This effort not only promoted effective climate change education but also promoted Africa's cultural diversity.

Thus, six (6) African languages were incorporated as essential parts of the Teach-In events. The languages include Igbo, Hausa and Yoruba (Nigeria), Creole (Mauritius), Mbala (Zambia) and Swahili (Tanzania)

Event Highlights

The 2024 Teach-In was successfully hosted across the 10 selected high schools in the aforementioned countries. In total, the series of Teach-In events had

39 breakout sessions and recorded 1,115 participants (male = 553, female = 562). These participants represent a diverse group of students, teachers, sustainability experts, parents, community members, and representatives from reputable organisations. The 2024 Teach-In also featured diverse activities such as career fairs, tree planting campaign, art and craft exhibitions, climate storytelling, debate session, group discussions, panel discussions, local African language session, Q&A sessions, and creative performance including dance, drama, song and poem presentation.

1. African Child College in Kubwa, Abuja, Nigeria, hosted an in-person Teach-In event on March 14, 2024, with 55 participants in attendance. The event lasted two (2) hours and featured six (6) breakout sessions. At the breakout sessions, the students engaged in insightful discussions about the causes, effects, and solutions to climate change. Notably, the students discussed about climate change in a popular Nigerian language - *Yoruba*, emphasising the global impact of climate change and the need for collective action. They highlighted obeying government policies, halting deforestation, using energy wisely, reducing gas and fossil fuel usage, and adopting renewable energy as essential steps to combat the climate crisis. Additionally, the students participated in other extracurricular activities like playlet presentations, Q&A sessions, and career fairs, exploring the relevance of their future career paths to addressing the climate crisis.



Image credit: African Child College in Kubwa, Abuja, Nigeria

2. College Saint Michael in Goma, North Kivu, DR Congo organised an in-person Teach-In event on March 19, 2024, recording 147 participants in attendance. The event lasted two (2) hours and 30 minutes and featured three (3) breakout sessions. At the event, the students brainstormed local climate events, discussed climate change causes and effects, and explored existing climate change mitigation and adaptation strategies implemented in their community. They further expressed curiosity about their roles

and involvement in climate action, and how their individual actions could have positive impacts in their community. Additionally, the students also interacted with sustainability experts, posing four (4) questions in key areas:

1. What green technologies are available to drive the green transition?
2. What are future climate projections?

3. What actions must be taken to limit the impact of climate change?

4. What are the possible challenges in transitioning to a sustainable economy?

The students also engaged in policy dialogues on climate change and climate justice, exploring diverse views on these concepts. They organised community workshops and information stand, promoting environmentally responsible actions

like waste sorting, sanitation, and reforestation. These experiences enhanced their understanding of climate change and climate justice and equipped them with essential skills like presentation, research, teamwork, and collaboration skills. Additionally, the event featured a talent show themed “Environment”, using dance and song to raise awareness about protecting the planet, fostering community engagement and commitment to a sustainable future.



Image credit: College Saint Michael in Goma, North Kivu, Democratic Republic of Congo

3. Government Bilingual High School in Belabo, Cameroon, organised an in-person Teach-In event on March 20, 2024, with 128 participants in attendance. The event lasted for 2 hours and 30 minutes and featured four (4) breakout sessions and panel discussions. At the event, the panelists brainstormed the meaning and causes of climate change, and the community’s contributions to the climate crisis. The students also discussed the effects of climate change, highlighting its impact on individuals, families, and

communities. They also highlighted solutions to climate change and discussed how their future careers aligned with combating climate change. Thus, emphasising the need to care for the environment and address the climate crisis was everyone’s responsibility, regardless of career choice. Additionally, the event incorporated creative artistry through poem presentations, local language dramas, art exhibitions, and musical playbacks to engage and educate participants on climate change topics.



Image credit: Government Bilingual High School in Belabo, Cameroon

4. Ribe Boys High School in Kilifi, Kenya, organised an in-person Teach-In event on March 16, 2024, with 157 participants in attendance. The event lasted for 3 hours and 30 minutes and comprised three (3) breakout sessions focused on climate change causes, effects, and solutions. The students identified human activities like burning fossil fuels, deforestation, industrial and agricultural developments, and CFC emissions as

key drivers of climate change. They also explored the effects of climate change, identifying increased rainfall, pest and disease prevalence, disrupted ecosystems, species extinction, prolonged droughts, desert expansion, and forest reduction as observed impacts in their community. To address the climate crisis, the students recommended the use of alternative energy sources, energy-efficient devices, public transport, bi-

cycles, and electric cars to reduce carbon footprints. Beyond these, they advocated for nature-based solutions like afforestation and reforestation, and proposed waste management strategies such as composting, recycling, and using biodegradable alternatives. The students also initiated tree planting projects aiming to plant 5000 tree seedlings by the end of 2024 to restore carbon sinks and increase tree cover.



Image credit: Ribe Boys High School in Kilifi, Kenya

5. Loreto College in Curepipe, Mauritius, organised an in-person Teach-In event on March 28, 2024, with 135 participants in attendance. The event lasted two (2) hours and 10 minutes, featuring four (4) breakout sessions. At the event, the students focused on community contributions to climate change, highlighting human activities like deforestation, waste, and pollution as the major drivers of climate change in their community. They also focused on the multidimensional impacts of the climate issue, emphasising health complications, ozone layer depletion, and biodiversity loss as some unique impacts of the climate crisis currently been felt in their local community. The students also explored solutions to climate change, including the use of public transportation, transition to renewable energy, the 3Rs (Reduce, Reuse, Recycle), and other personal initiatives to combat climate change. The event also featured career talks, where students had the opportunity to share their future career

ambitions with peers. Most of the students considered professions related to climate change, seeking ways to promote eco-friendly techniques through their distinct career paths.

Moreover, the students incorporated their local language – *Creole* in the event, discussing Mauritius' dependency on fossil fuels and the potentials of renewable energy sources like wind and solar power. They emphasised the need to reduce fossil fuel consumption through the use of public transport, co-driving and carpooling, cycling, and walking.

Outside breakout sessions, the students engaged in recycling activities, promoting reusable drinking bottles over single-use plastic bottles, demonstrating their commitment to sustainable practices. They also planted mangrove trees to combat soil erosion and invested in wind energy to reduce fossil fuel dependency.



Image credit: Loreto College in Curepipe, Mauritius

6. Digodigo Secondary School in Kirangi, Arusha, Tanzania, organised a 2-day in-person Teach-In event on March 23 & 24, 2024, with 102 participants in attendance. The event featured four (4) breakout sessions and lasted for one (1) hour and 35 minutes.

On March 23, 2024, the students engaged in a re-forestation campaign, planting 200 trees around the school compound. On March 24, 2024, the students brainstormed on climate change concepts, discussing the causes, effects, and solutions to climate change. At the discussion, they identified agriculture practices, land use changes, deforestation, and industrial activities as major causes

of climate change. They also identified natural disasters, biodiversity loss, temperature rise, sea level increase, wildfires, infrastructure damage, water scarcity, and crop failures as some observed effects of the climate crisis. At the event, the students presented art-science exhibitions showcasing strategies to combat climate change, including sustainable gas cylinders made from clay and visual representations of solar energy and wind turbines. The event also featured dance performances, science exhibitions, panel discussions, storytelling, and song presentations, highlighting the students' commitment to raising awareness and addressing climate change through education and creativity.



Image credit: Digodigo Secondary School in Kirangi, Arusha, Tanzania

7. Saint Comprehensive Secondary School in Abak, Akwa-Ibom, Nigeria, organised an in-person Teach-In event on March 13, 2024, with 120 participants in attendance. The event featured four (4) breakout sessions and lasted for two (2) hours and 45 minutes. At the event, the students engaged in group discussions, and brainstormed the meaning, causes, and effects of climate change. The event also focused on community actions that could help combat the climate crisis, such as promoting bicycle use, reducing bush burning, regulating industrial emissions, conserving oceans, implementing refor-



estation policies, and improving drainage systems. The event explored climate-related career interests, with students expressing enthusiasm for studying environmental law, climatology, renewable energy, and environmental science at the university level. The event featured a debate on “Is organic farming the solution to soil pollution?”, with the pro-organic farming side prevailing, arguing for its health benefits, affordability, and lack of toxic substances compared to inorganic fertilizers. The event also included creative artistry, recycling initiatives, storytelling, poetry, and song presentations, showcasing the students’ commitment to climate education and creative activism.



Image credit: **Saint Comprehensive Secondary School in Abak, Akwa Ibom, Nigeria**

8. Community High School in Takete-Isao, Kogi, Nigeria, held an in-person Teach-In event on March 13, 2024, with 36 participants in attendance. The event featured two (2) sessions and lasted for two (2) hours. Initially unfamiliar with climate change, the students learned its meaning and recognized their daily contribution to global warming, such as tree cutting and inordinate waste disposal. At the event, the students discussed future career plans related to addressing climate change, including roles like doctor, pilot, fashion designer, architect, musician, and lawyer. They outlined how

each profession could contribute to sustainability, from promoting sustainable aviation fuels to creating eco-friendly fashion designs. An aspect of the event also focused on communicating climate change in *Yoruba* - their local language. During the local language session, the students discussed causes and effects of climate change, emphasising both natural factors and human activities as contributors. They also highlighted the importance of individual and collective climate actions like tree planting, waste recycling, and reducing food waste to combat climate change.



Image credit: **Community High School in Takete-Isao, Kogi, Nigeria**

9. St. Paul's Day Secondary School in Mbala, Zambia, hosted an in-person Teach-In event on March 22, 2024, with 125 participants. The event spanned three (3) hours and featured five (5) breakout sessions. At the event, the students learned the basics of climate change and existing community-level strategies to combat the impacts of the climate crisis. They also explored career paths related to environmental advocacy and engaged in an insightful debate tagged "Economic Growth should not come at the expense of addressing climate change". The debate sparked insightful discussions amongst the students and concluded with the opposition winning. The students

also discussed causes of climate change in their local language - *Mbala*, highlighting greenhouse gas emissions, deforestation, and organic fertilizers as the major causes of climate change. They also discussed the effects of climate change on human health and the environment, such as global warming, droughts, floods, and food insecurity. Some climate change mitigation strategies discussed include transitioning to renewable energy, afforestation, reforestation, and sustainable agriculture. The event also featured engaging drama and poetry performances from the students, showcasing their creativity and commitment to environmental stewardship.



Image credit: St. Pauls' Secondary School in Mbala, Zambia

10. Jubilee Model Senior Grammar School in Lagos, Nigeria hosted an in-person Teach-In event on March 7, 2024, with 110 participants in attendance. The event spanned two (2) hours and featured four (4) breakout sessions. At the event, the students presented extensively on human activities and their contributions to climate change. These activities include increased greenhouse gas emissions and fossil fuel use. They also highlighted the negative impacts of human actions on the environment, such as rising temperatures, droughts, water scarcity, and biodiversity loss. According to the students, a possible solution to the climate crisis is by transitioning

to a green economy.

Moreover, the students engaged in career talk with peers, sharing their future ambition and careers with one another. Some of the identified career paths include environmental scientists, renewable energy engineers, and climatologists. The students also discussed climate change concepts in the 3 main Nigerian languages - *Yoruba*, *Igbo*, and *Hausa*. The event also featured a variety session with students performing poems and songs about climate change.



Image credit: Jubilee Model Senior Grammar School in Lagos, Nigeria

Impact

Overall, the Teach-In enhanced students' understanding of climate change and emphasised their role in mitigating the impact of climate change on human health, environment and biodiversity. At the end of the event, the participants gained a broadened understanding of climate change, climate justice, and the multidimensional implications of unsustainable human activities. The Teach-in also equipped all participants with valuable insights into emerging trends, best practices, and innovative solutions to climate change

Programme Metrics

Table 1: Expression of Interest Received:

Number of Expression of Interest Received	72
Number of Countries Represented	22
List of Countries Reached	
Countries	No. of Expression of Interest received
Benin	1
Cameroon	1
Congo	2
Ethiopia	1
Gambia	1
Ghana	3
Kenya	12
Liberia	2
Madagascar	1

Malawi	1
Mauritania	1
Mauritius	1
Namibia	1
Nigeria	28
Sierra Leone	4
Somalia	1
South Africa	4
South Sudan	1
Swaziland	1
Tanzania	2
Uganda	2
Zambia	1

Figure 1: Region Distribution of Expression of Interest Received

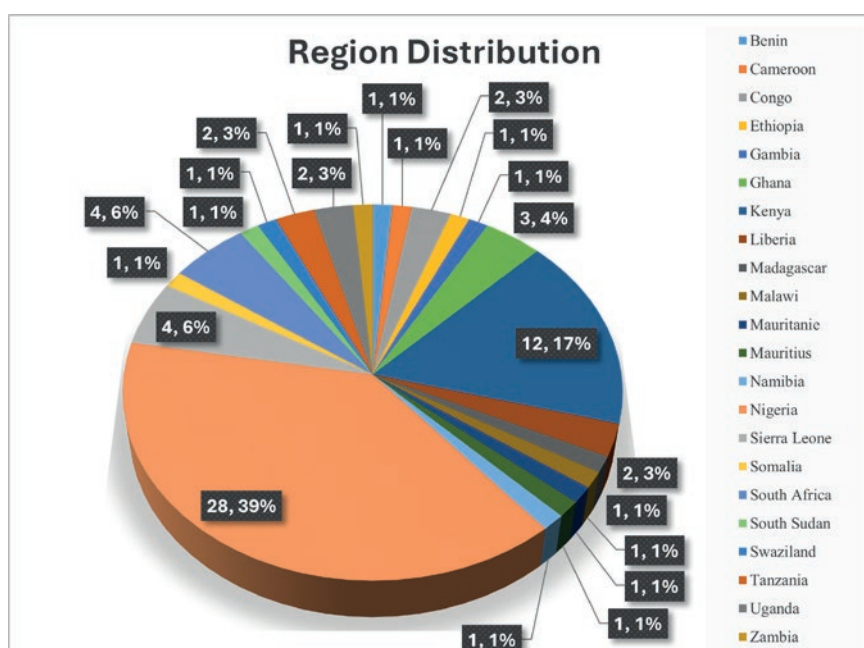
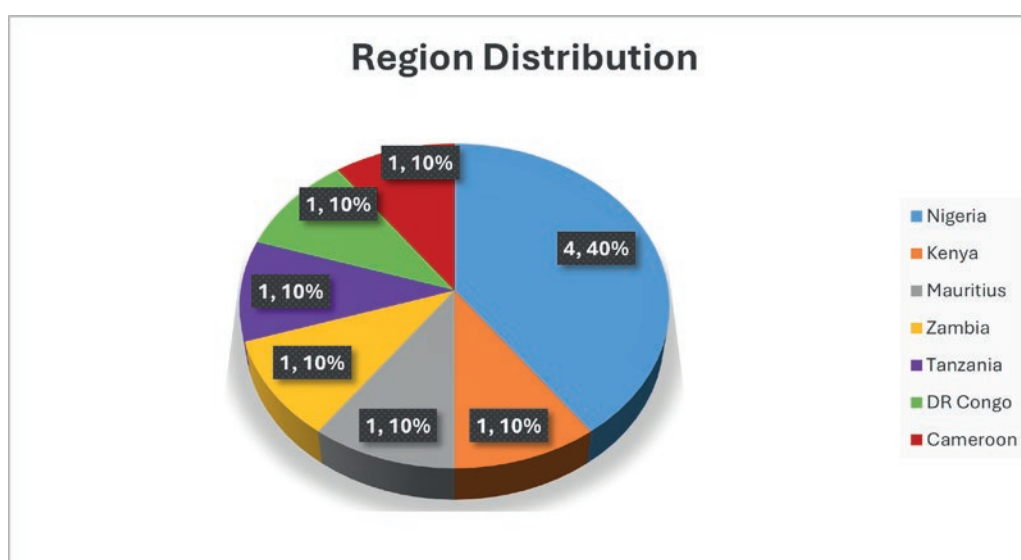


Table 2: Selected High Schools for the 2024 Teach-In

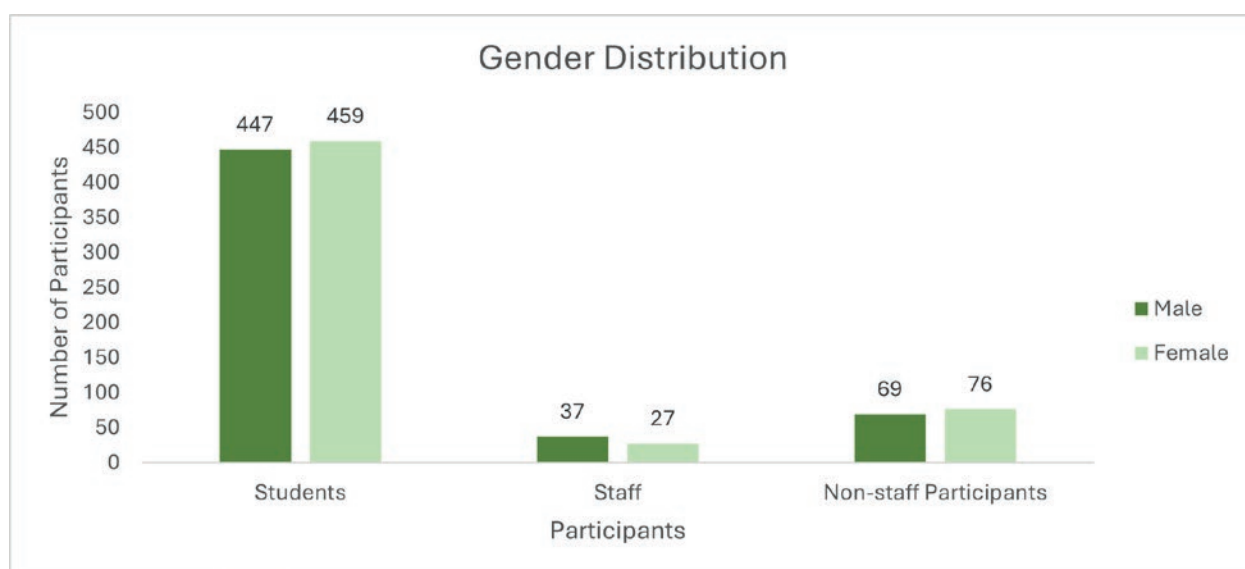
Number of Selected Schools	10
Number of Countries Represented	7
List of Countries	
Countries	Number of Selected Schools
Nigeria	4
Kenya	1
Zambia	1
Mauritius	1
Tanzania	1
Cameroon	1
Congo	1

Figure 2: Region Distribution of Selected High Schools for the 2024 Teach-In**Table 3: Global Indicators**

Global indicators	
Number of schools involved	10
Countries represented	7 (Nigeria, Kenya, Zambia, Mauritius, Tanzania, DR Congo, Cameroon)
School Name/City/Country	African Child College, Kubwa, Abuja, Nigeria College Saint Michael in Goma, North Kivu, Democratic Republic of Congo Government Bilingual High School in Belabo, Cameroon Ribe Boys High School in Kilifi, Kenya Loreto College in Curepipe, Mauritius Digodigo Secondary School in Kirangi, Arusha, Tanzania Saint Comprehensive Secondary School in Abak, Akwa-Ibom, Nigeria Community High School in Takete-Isao, Kogi, Nigeria St. Paul's Day Secondary School in Mbala, Zambia Jubilee Model Senior Grammar School in Lagos, Nigeria

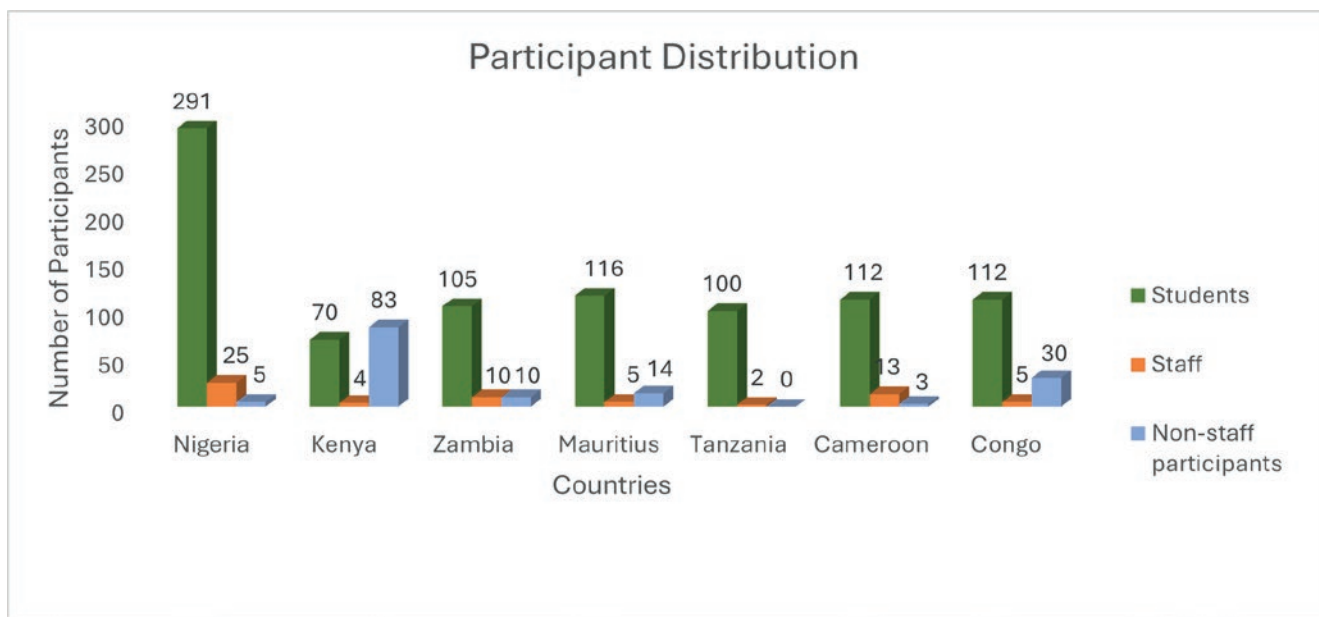
Table 4: Participant Details

Participant details	
Total Number of Students	906 (Male = 447, Female = 459)
Total Number of Staff Members	64 (Male = 37, Female = 27)
Total Number of Non-staff Participants	145 (Male = 69, Female = 76) (Includes environmental experts, parents, local community members and representatives from Global You for Green Environment)

Figure 3: Gender Distribution of Participants in the series of events**Table 5: Participant Distribution across Regions**

S/No	Countries	No. of students			No. of Teachers			No. of non-staff participants			No. of Breakout Sessions
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Nigeria	143	148	291	13	12	25	4	1	5	16
2	Kenya	70	0	70	3	1	4	36	47	83	3
3	Zambia	60	45	105	6	4	10	6	4	10	5
4	Mauritius	25	91	116	2	3	5	7	7	14	4
5	Tanzania	45	55	100	1	1	2	0	0	0	4
6	Cameroon	52	60	112	8	5	13	2	1	3	4
7	Congo	52	60	112	4	1	5	14	16	30	3
Total		447	459	906	37	27	64	69	76	145	39

Figure 4: Participant Distribution across Regions



Conclusion

The 2024 Worldwide Teach-In on Climate and Justice, organised by Green Growth Africa was a significant success, drawing participation from across Africa and fostering meaningful dialogues on climate change and climate justice.



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