

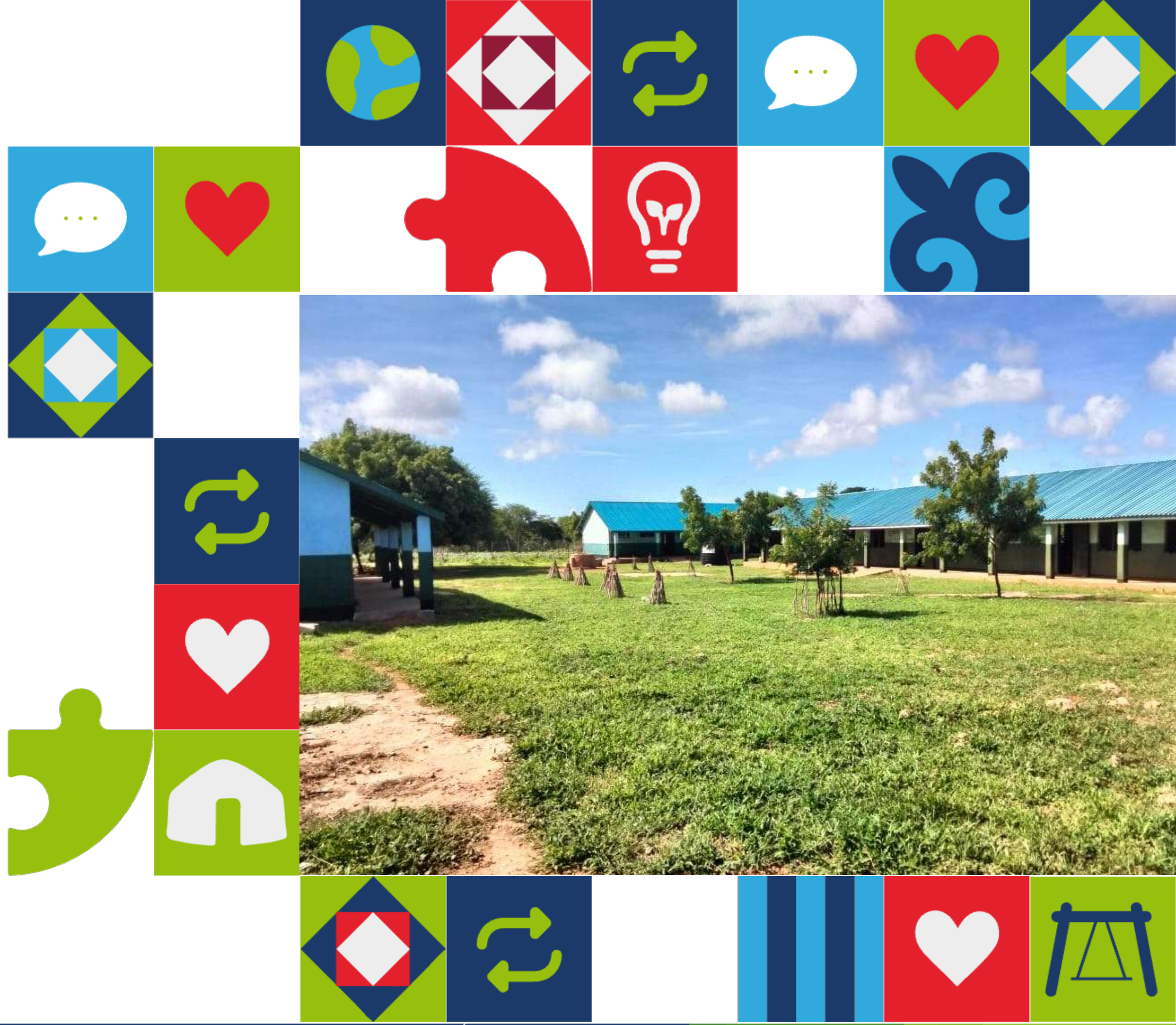
# ECO-CARE

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## TEACHER LEADERSHIP FOR CLIMATE RESILIENCE

How to Transform Learning through School  
and System Pathways for the Future of the Planet





## Context

Manda Airport Secondary School is located in Manda Island, one of the Lamu Archipelago Islands, Kenya.

The community experiences the brunt of climate change as it comprises of low-income earners who largely depend on normal weather patterns to undertake their economic activities.

The community experiences long periods of drought, has no electricity supply, has underdeveloped roads and lacks clean water





# Impacts of Climate Change on Manda Island

- **Academic** - children walk further to collect water or graze animals, reducing the time they can spend studying. Migration or displacement forces many children to drop out of school completely
- **Economic** - lower and destabilized earnings from traditional livelihoods and subsistence farming means less money to cover school costs.
- **Infrastructure** - roads and bridges washed away, prevent safe access.
- **Health** - School absence due to sickness such as malnutrition during drought, or increased rates of diarrhea disease after floods.
- **Gender Inequality** - girls more often miss out on education as they leave to support household incomes or are forced to marry to alleviate family pressures, and these risks are magnified in a changing climate, especially for households that rely on natural resources. Girls' attention, cognitive ability to learn and performance are all impacted due to their heightened risk of malnutrition and their unpaid work and girls are more likely not to return to school after a disaster.

*On the right, the road leading to the school when it rains*





## Assessment

- Assessments revealed students need to improve their holistic skill development, particularly in areas of **collaboration and problem solving** which are crucial for young people to thrive in the future and to address the uncertainty and crisis of climate change

## Interviews/consultation

- Students spoke of disengagement and disconnection between school lessons and their everyday life.
- School drop-out and absentee levels are high, and harsh climatic conditions make this worse
- Students are aware of changing climate and problem of pollution and environmental degradation but do not feel they have any ability to address these problems





# The Solution

## ECO CARE

Formed an Environmental Club in the school to provide awareness on the causes and impacts of climate change to the learners and the local community and come up with local mitigation measures to try and improve the living standards of the local community and improve climate resilience in the area.

Through this club I developed new pedagogical approaches and practices for learners, including conducting field work and collaborative problem solving

The Eco Care Club allows learners and the community to come up with local measures such as planting of indigenous trees to reduce extreme heat, crops that are resistant to climate change to improve food security in the area, construction of water reservoirs (*Djabias*) to store water for domestic use and irrigation





# Response from students

**Student agency and self-directed learning:** Students are doing their tasks voluntarily without being supervised.

**Self-motivated:** Students have gradually improved and are taking good care of the young trees that have been planted in the school, they are self motivated towards conserving the environment by ensuring that it is clean, they also have a positive attitude towards the same.

**Increased interest and engagement in learning :** Enrolment for the club went high since initially we were targeting learners below 15 years but learners in other grades expressed interest. We began with 20 boys and 15 girls and currently we have 30 boys and 20 girls.





# SOME OF THE ACTIVITIES THAT LEARNERS ARE DOING





# Evidence of Impact

## Improved learning levels

- Improvement in grades
- Improved communication skills

## Improvements to my classroom environment:

- Students are more engaged, collaborative and working better together as a team
- Personal relations between students have improved and there is a reduction in conflicts

## Connections with the wider community

Students have been an agent of change in the community as they are able to provide climate change awareness to community and innovate local measures to mitigate them. This has brought changes in the school and the community.











**THANK YOU!**



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