

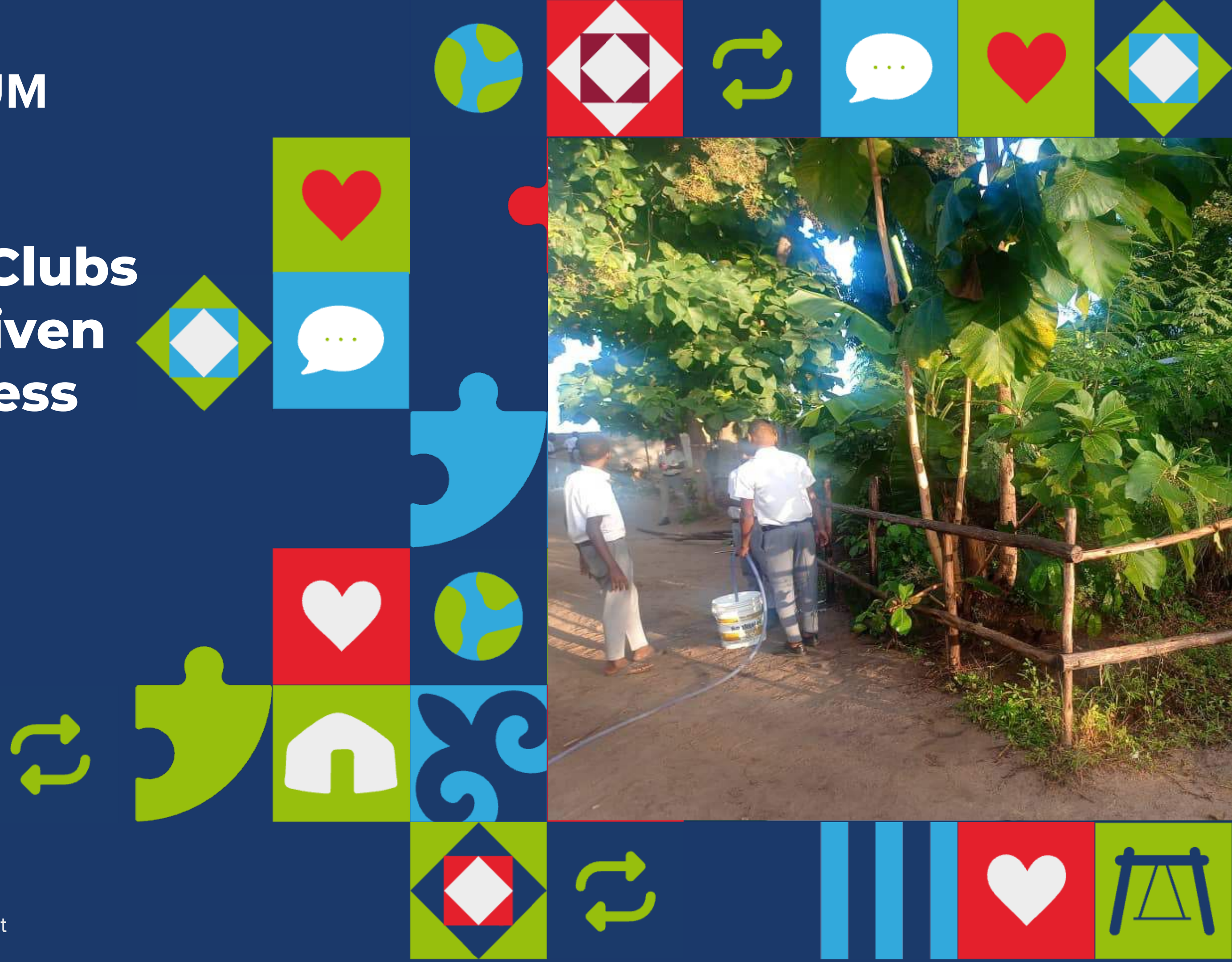
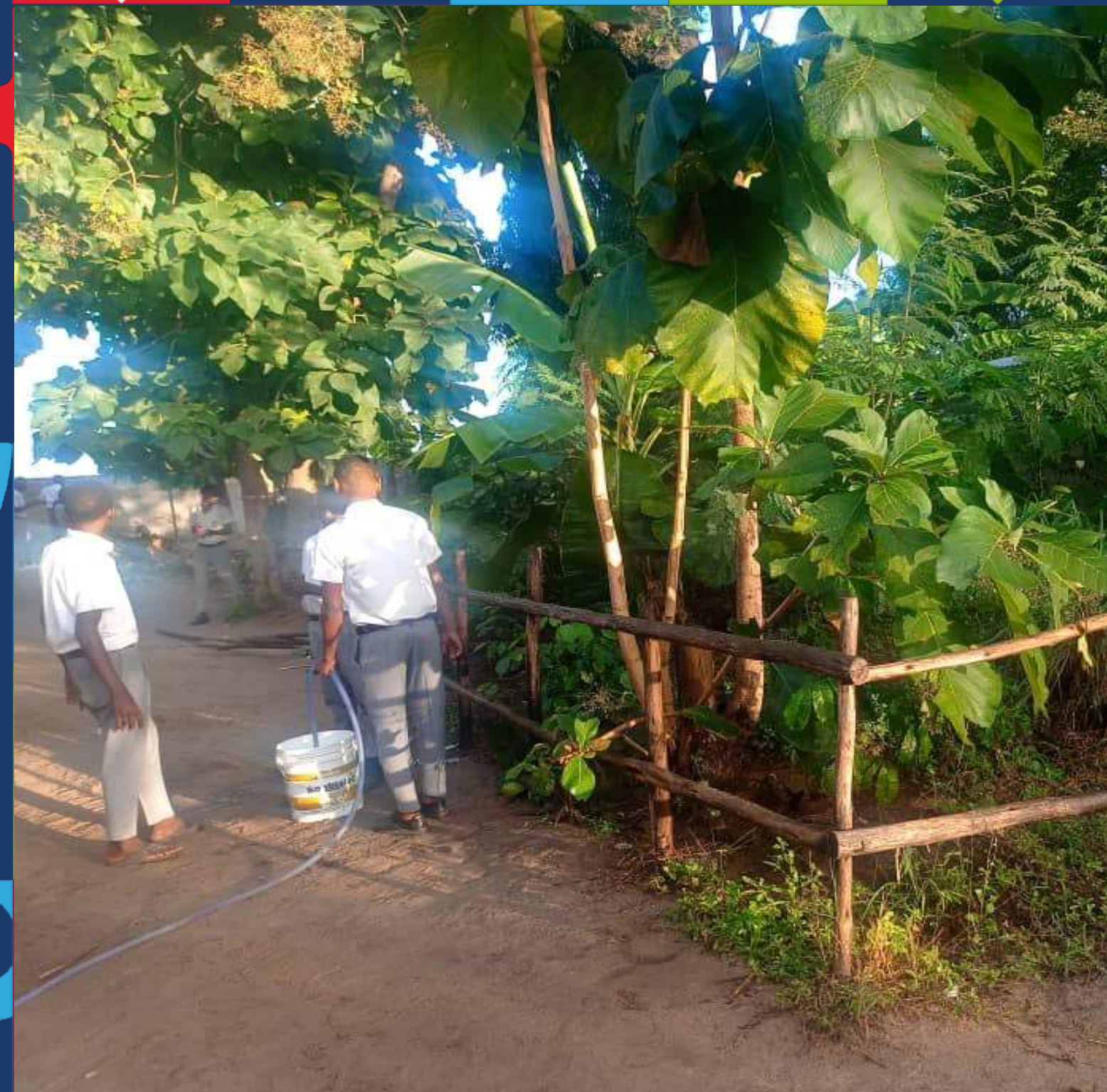
Environmental Clubs lead student-driven climate awareness and actions

Ally Said Shambi
Toangoma Secondary School



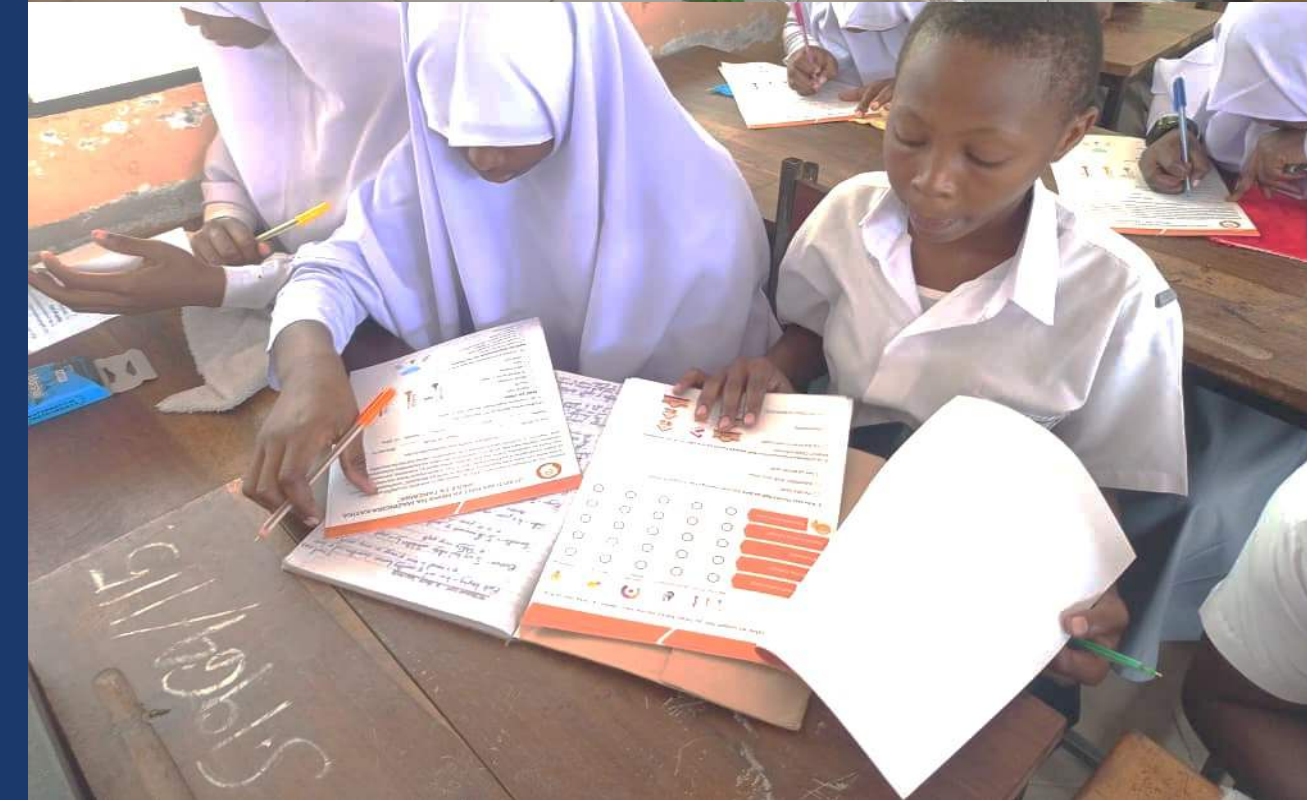
**TEACHER LEADERSHIP
FOR CLIMATE RESILIENCE**

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



Toangoma Secondary School, Tanzania

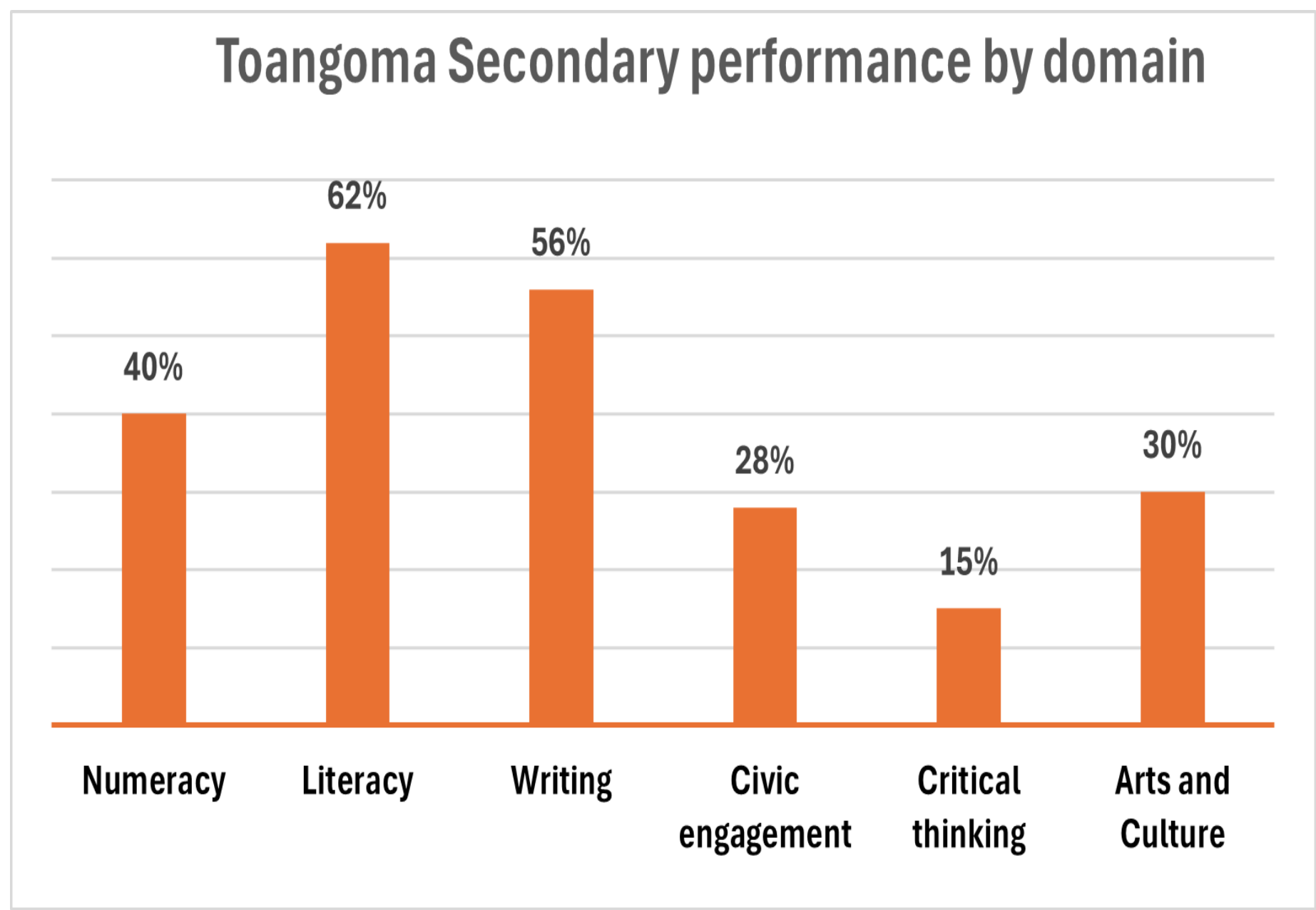
- Tanzania, located in East Africa, has a tropical climate and diverse ecosystems, including savannas and forests.
- It has a population of approximately 63 million people from over 120 ethnic groups.
- Tanzania has natural attractions, including Serengeti National Park, Mount Kilimanjaro, Ngorongoro Crater and Zanzibar's beautiful beaches.
- The country is significantly affected by climate change, experiencing more frequent and severe droughts, floods, irregular rainfall, and increasing temperatures. These changes are negatively affecting agriculture, school attendance, water resources, and biodiversity, which threaten food security and livelihoods.
- Toangoma is one of the 4,578 secondary schools in Tanzania. Our school has 44 teachers (*29 female, 15 male*) serving 1,906 students (*988 female, 918 male*) this year. The school is also affected by climate change, experiencing increasing temperatures that impact students' learning progress.



How might we connect climate-resilient and environmental actions into learning contexts?

Assessment: We evaluated learning outcomes and the classroom environment, helping school management understand how to improve identified gaps by integrating climate actions.

Interviews/consultation: We discussed the idea with the school community and agreed to establish student environmental clubs, microforests, vegetable gardens, and a botanic garden, all serving as leaning spaces/partners.



Facilitate environmental clubs to drive climate action and learning. Integrate micro-forests, vegetable and botanic gardens, and waste management into the teaching and learning processes.

Environmental Clubs oversee climate actions in schools.

- *Climate actions serve as learning partners. We use various pedagogical approaches, including writing, measurement, research, practical sessions, and community involvement.*
- *Students use the micro-forest to write stories about trees, flowers, and the forest, enhancing their writing skills, vocabulary, and confidence as they present their stories.*
- *Environmental Clubs also manage waste by cleaning public areas and collecting reusable materials like bottles. They use plants from the botanic gardens, such as cactus and hibiscus flowers, for practical sessions in science subjects.*



Response from students

“I love nature because it connects us to bigger things, such as attractions, forests, and beautiful recreational and learning spaces. My school is involved in planting and managing small forests and the school garden”

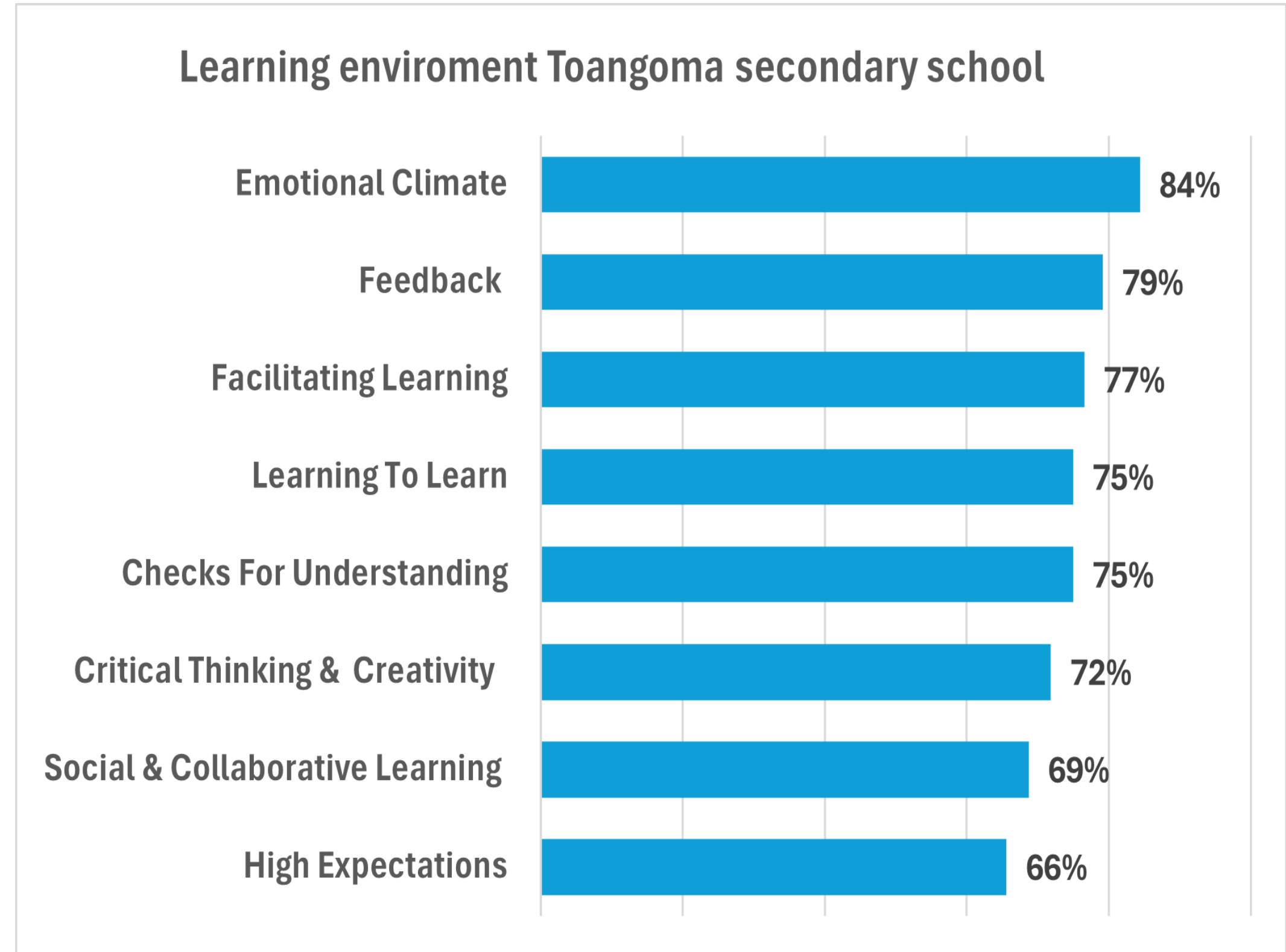
Samira Mikidadi, a Student at Toangoma Secondary School



Evidence of Impact

Changes I see in my students and schools

- Improved learning and environmental outcomes
- Ongoing behaviour changes with students taking leadership roles in environmental clubs
- Increased climate and environmental awareness
- Enhanced student enjoyment through hands-on learning
- Creation of suitable outdoor climate-related learning spaces





THANK YOU!

