



Power of One Child Global Action Classroom 2013 Donor Report for UNFCU



Prepared by: MaryAnn Celis, Mako Komano

Inputs by: Karim Mumuni (Ghana), Isaiah Owolabi (Nigeria), Bruno Maia (Brazil)

Facilitation: Lee Frankel-Goldwater, Hana Takebe,

Earth Child Institute's Power of One Child Global Action Classroom

The Global Action Classroom (GAC)¹ was developed as a platform for youth leaders to work with children to share experiences and inspire one another to take environmental action in their communities through the positive use of technology. In the past phases, GAC provided online interactive classrooms where children were able to connect directly by Skype or other open source platform. In the first phase, digital video cameras were provided to children in each country team to document and share their stories.



Students at Três Unidos community 1

Global Action Classroom Phase 3: An Online Web Platform

In 2013, Earth Child Institute's youth-led GAC development team launched a new online team-blogging system designed to promote increased team interaction. The new web platform encourages participating children to share videos, pictures, ideas thereby enabling the ability for geographically and culturally diverse teams to share and comment on one another's activities.

¹ <http://www.earthchildinstitute.org/global-action-classroom/>

Increased interactivity through the web platform enabled expansion of the project, allows more teams to participate and more importantly to interact with one another. 2013 the teams were able to participate through this web platform from Brazil, Nicaragua, Ghana, Mozambique, Nigeria, the UK and Cameroon, a total of 7 groups in all.

Progress and Results of Phase 3 of the Global Action Classroom

Actions Children Have Taken in their Communities

Throughout the third phase, students have planned their local actions based on the needs of their communities, while actively communicating their accomplishments with other teams. Student led projects to improve the environment in their communities fell within a range of focus as well as in creativity.



Students conduct water testing in Ghana

During the program phase, ECI Ghana's GAC team identified their surrounding environments and its needs. The students blogged online that access to clean water is a major problem in their area and many students spend many hours searching for water in order to bathe and other amenities in order to prepare for school, resulting in students unable to focus in the classroom because they are tired. The students were excited to test the water using a water test kit made possible through UNFCU funding.

In Nigeria, students planned and took action to clean their school of litter, plant trees to curb erosion, and to appeal to school authorities about their incinerator, which releases toxic gases at close proximity to the school. During which they blogged and shared with other students about their experiences through the interactive platform (refer to photo below).



Student clean up litter in Nigeria 1

The UK-based Moat School got busy writing letters to local policymakers, asking for land to plant trees so as to provide habitats for wildlife. They also created a sustainable kitchen garden in their canteen.





Students at Tumbira community

For the Brazil team, connecting students from Escola Parque, Rio de Janeiro and Juma Sustainable Development Reserve in the Amazon in 2012, the Earth Child Institute team recommended the school in Rio to take students from Rio to the Amazon to improve their knowledge about the region. In 2013, the school in Rio decided to send two people (one from Earth Child Institute and one teacher from Escola Parque) to the Amazon to develop a program for students in 2014. The idea is to take a group of 40 students to the Amazon in October, 2014 and this group should have a deep experience in the forest and with the local communities.

"I have participated in the Global Action Classroom where we have engaged in the program through the Internet and shared our experiences with other kids in Nigeria and Brazil and learned from them about how they handle environmental issues. This has gone a long way to help us share our experiences to friends at school and in the community as a whole. "

- Regina from GAC Ghana



Community at Rio Negro 1

In the end of November 2013, leaders from Earth Child Institute Brazil and Escola Parque took a visit to Manaus in the Amazon region, engaging with selected villages at Rio Negro to develop the project. The first day they visited the Fundação Amazonas Sustentável (FAS) Office and the other days they went to the communities to meet the school directors, the students and to know more about the communities and the projects they are working on with students. FAS is ECI's local partner in the implementation of the GAC in the Amazon.

They went with Tanea Rodrigues from FAS to visit the communities that FAS has Sustainable Development Centres. Tanea is a community member, specialized in agro ecology and responsible for recording the videos for GAC at Juma in 2012. Nowadays, she is the coordinator of all Sustainable Development Managers from FAS in Amazonas.



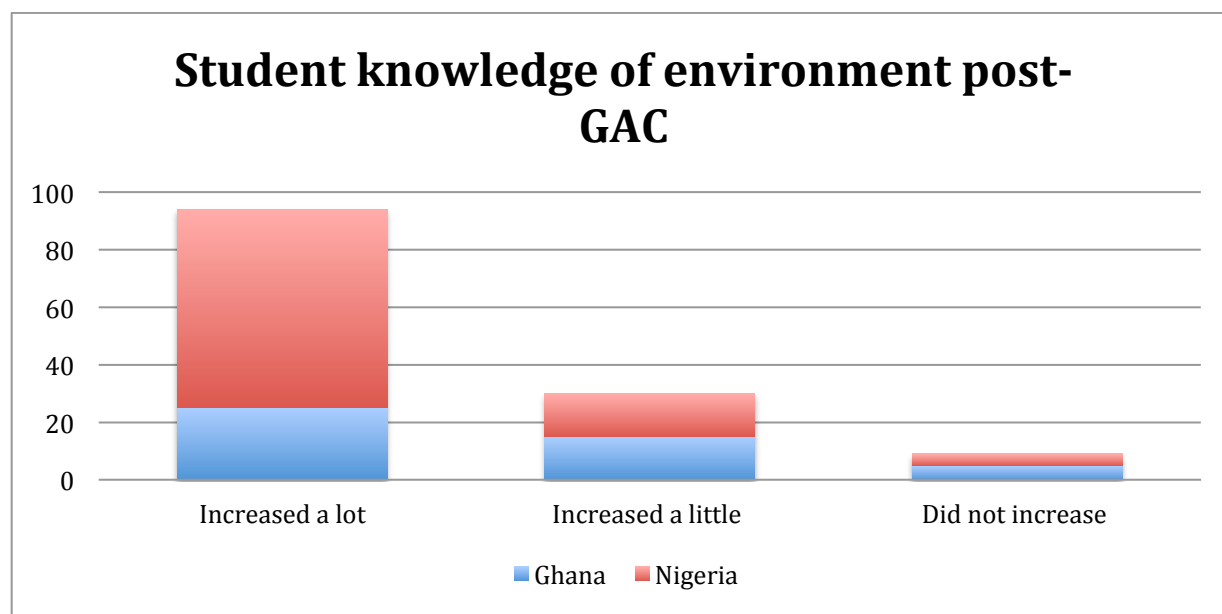
In addition, from February to September the Brazil ECI Team and Fundação Amazonas Sustentável (FAS) would like to connect 40 students from Escola Parque (Rio de Janeiro) and also around 40 students from the school in Tumbira through the Global Action Classroom. The school director in Tumbira, Inês Alencar, supported the idea and she wants her school to participate in 2014. She mentioned that it would be very important to connect (via the Global Action Classroom) students from the Amazon with students from Rio before they meet in person because youth from the Amazon are very shy and this tool could “break the ice”. This video exchange between the students can help to develop a plan for the interaction in October 2014.



Results: Changes in Student Knowledge

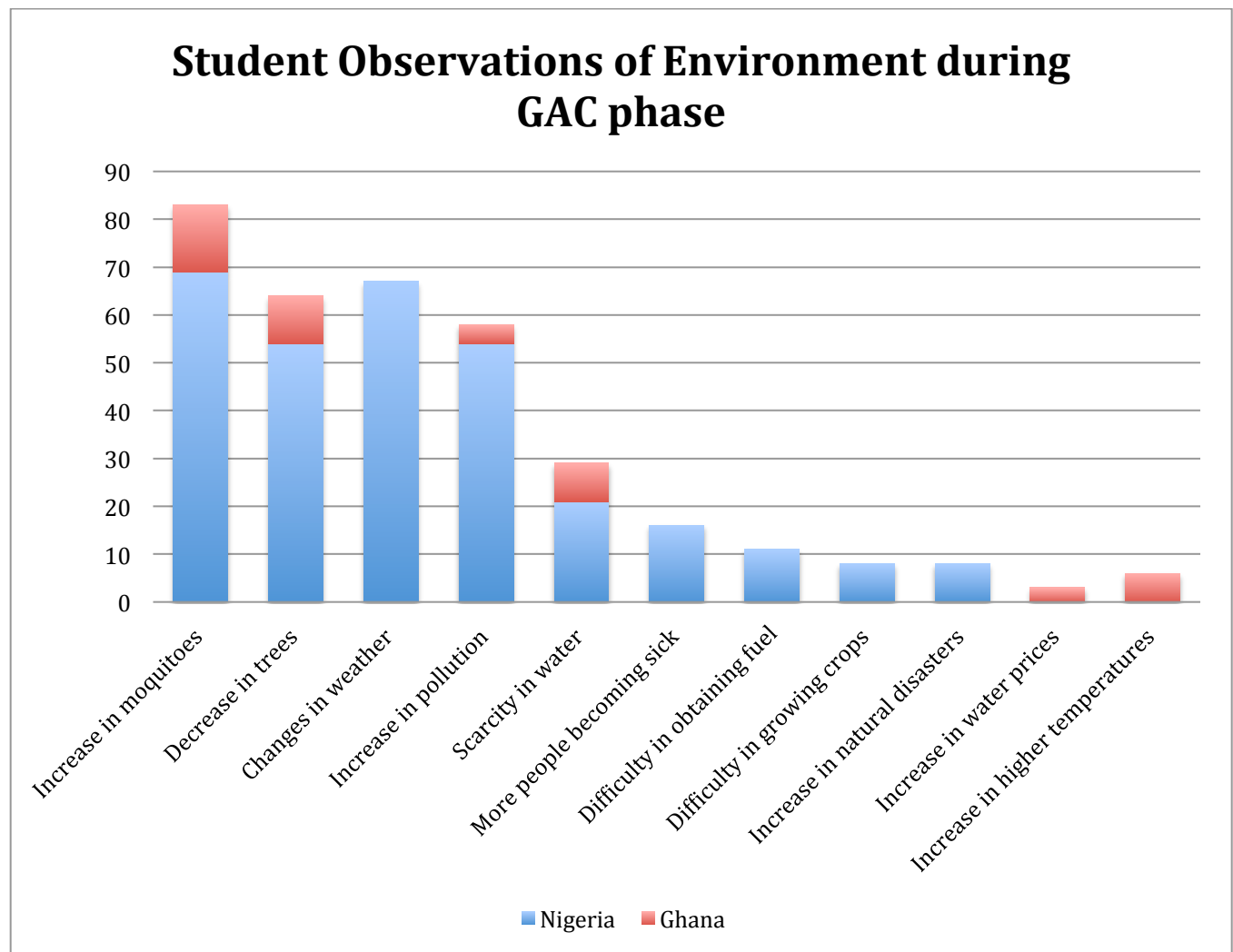
Based on both baseline and exit survey questionnaires administered to students primarily in Nigeria and Ghana, we found that student knowledge of the environment and awareness has increased. As seen in Figure 1, 75% of students had stated that their knowledge about the environment increased a lot, while 25% state that their knowledge did increase a little bit.

Figure 1



As seen in Figure 2, when students had observed their environment, a majority of found that an increase in mosquitoes was the most prevalent observation during this GAC phase. A decrease in trees as well as increase in changing weather and pollution was also popular observations the students have made.

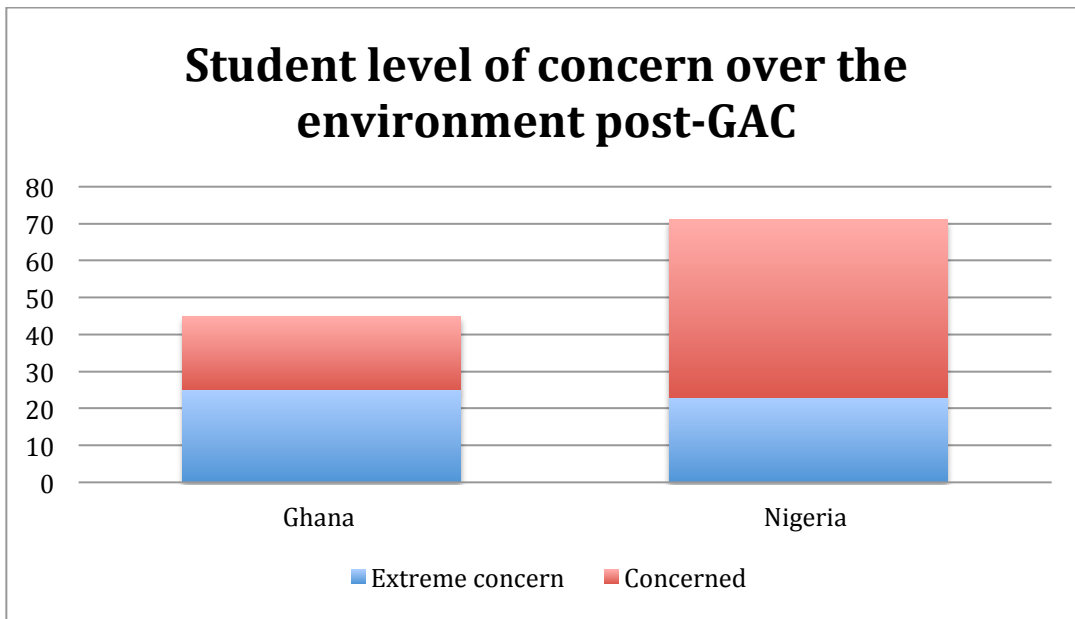
Figure 2



Results: Changes in Student Attitudes

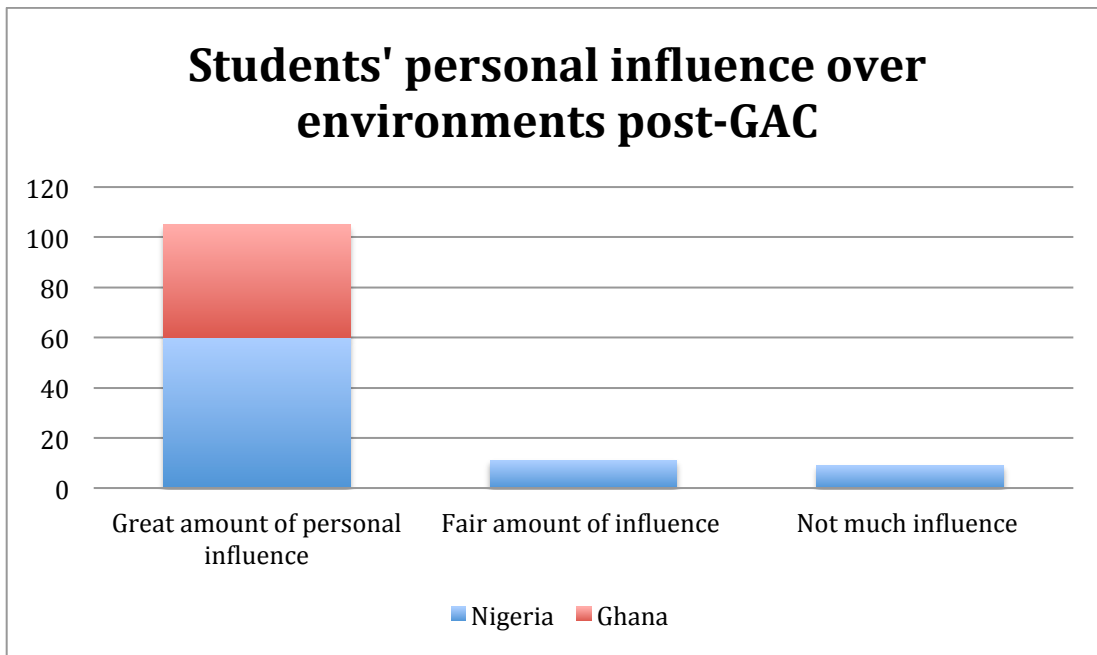
Figure 3 displays the level of concern students had for the environment after the phase. About half of the students in Ghana have expressed extreme concern for the environment, with the remaining half of students indicating some concern over these issues. In Nigeria, the 28% of students expressed extreme concern while 60% expressed some concern over the environment.

Figure 3



Finally, aside from raised levels of concern over the environment, the survey found a positive increase in student personal influence in changing their environment. All students in Ghana stated that they had a great amount of influence in changing the environment, while in Nigeria 75% of students felt they had a great amount of influence over their environment, while about 14% found they had a fair amount of influence.

Figure 4



The Way Forward

2013 has brought much international attention to the Global Action Classroom through the funding and support from the UNFCU. The program was recently featured in the most recent UNFCCC publication "United Nations Joint Framework Initiative on Children, Youth and Climate Change"² as well as receiving international acknowledgment from UNICEF. It was also a subject of the side event "Youth Working with Children to Build a Sustainable Future for All" at COP19 in Warsaw, Poland. The side event also included the U.N. Special Envoy on Youth Ahmad Alhendawi (see picture below).



Looking forward to 2014, the Global Action Classroom teams in Brazil, Cameroon, Togo, Ghana, Nigeria, and the UK have already expressed willingness and interest to be part of the fourth phase of Global Action Classroom.

Furthermore, the Nigeria team has announced the inclusion of 5 additional schools that intend to participate in the next phase. As seen in Figure 5, the number of

² http://unfccc.int/cc_inet/cc_inet/youth_portal/items/6581.php?displayPool=1584

students who have participated through the Global Action Classroom has steadily increased with each phase. With the inclusion of 5 additional schools, new team partners as well as the ability for the new web platform to easily accommodate for more partners, the fourth phase will be projected to include more students than ever before.

Earth Child Institute is pleased with progress and expansion of the Global Action Classroom program over time, and are excited to further measure its impact over time as students take action in their local communities as well as inspiring one another globally.

Figure 5

