

Final Evaluation Report

Your Details	
Full Name	Moshood Farhan Jimba
Project Title	Catch Them Young: Climate Change Education in Primary Schools in Ilorin, Kwara State, Nigeria
Application ID	40571-1
Date of this Report	August 11, 2024

1. Indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.

Objective	Not achieved	Partially achieved	Fully achieved	Comments
Develop a basic education curriculum that focuses on the causes, impacts and relevant solutions to climate change				<p>Our project successfully developed a comprehensive curriculum covering the causes, impacts, and solutions to climate change. The curriculum encompasses age-appropriate materials and activities tailored to primary school students' learning levels.</p> <p>Challenges in curriculum development primarily revolved around securing appropriate educational resources and aligning content with existing educational standards. Through efficient teamwork and division of labour, we overcame our challenges.</p>
Provide climate change education to primary school children (increase climate literacy)				<p>We effectively delivered climate change education to primary school children through interactive sessions and hands-on activities. Student engagement was high, with noticeable improvements in climate literacy demonstrated by pre- and post-assessment scores.</p> <p>The major challenge faced here revolved around our inability to engage the children outside school hours, limiting our activities to some extent. However, we managed the little periods to interact with the children effectively and achieved excellent results.</p>
Formation of climate change club in primary schools				Climate change clubs were successfully established in participating primary schools,

				<p>fostering a sense of environmental stewardship and activism among students. Club activities ranged from tree planting initiatives to awareness campaigns within school communities.</p> <p>Initial resistance from some school administrations impeded the formation of climate change clubs. However, proactive engagement with school administrators facilitated the successful establishment of these clubs.</p>
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2. Describe the three most important outcomes of your project.

a) We trained hundreds of pupils and teachers on climate change education in Ilorin using the curriculum we developed for the project: we were able to train hundreds of primary school students and teachers in Ilorin metropolis using our carefully designed curriculum for the study. We observed a significant improvement in the pupils' understanding of climate change using pre- and post-knowledge tests and behavioural evaluations. We recorded about 18% increase in the mean test score of the pupils from the pre and post-knowledge test. We also observed several student behavioural changes, such as proper waste disposal, energy conservation, and water management.

b) We formed climate change clubs: We created climate change clubs to create more awareness and educate the kids on climate change. The club provides an avenue for kids to get involved in activities that will help mitigate climate change, such as planting trees and waste management. With our assessment, the club has helped the kids learn better and interact more on climate change. Each school has unique meeting schedules with slightly different rules and regulations.

c) We distributed a carefully compiled climate change education book to pupils: every student who participated in the programme has a copy of our carefully compiled climate change education book, which will serve as a reference point for the kids. The book was published to suit the needs of the kids. Furthermore, "not for sale" was written on the book, which shows that the book is not for commercial purposes. The soft copy of the book can be downloaded on the webpage of this project on Rufford's website.

3. Explain any unforeseen difficulties that arose during the project and how these were tackled.

We had a delay in receiving the funds through the NGO's account. Initially, the NGO we registered during the proposal stage does not have a domiciliary account that can receive foreign currency. Therefore, we used another NGO with a

domiciliary account. Unfortunately, it took some weeks before the funds could be accessed due to some technical issues. We were patient till the funds were accessible, and we therefore swung into action as soon as we received funds.

Secondly, we had issues with some of the schools we had earlier highlighted to be a part of the project. Some of the schools declined our offer to be part of the project. Therefore, we went through the process of selecting new schools within the designated local government areas so that we do not go outside the scope of our sampling method for the study.

Third, we were able to access the funds during the holiday period of schools, so we had to wait for a few weeks till schools resumed before fully commencing the project.

4. Describe the involvement of local communities and how they have benefited from the project.

Several community stakeholders were actively involved at different stages of the project.

(i) Community Engagement: The project engaged local communities in Ilorin, Kwara State, by involving educators, parents, and other stakeholders in the planning and implementation process. This ensures the project aligns with local needs, values, and cultural contexts.

(ii) Capacity Building: Staff from many schools benefitted from capacity-building initiatives that empower them with knowledge and skills to effectively understand and address climate change challenges. We issued certificates of participation for members of staff who participated.

(iii) Educational Programmes: The project integrated climate change education as a co-curricular activity into primary schools, reaching students, their families, and communities. By incorporating climate change topics into the children's activities, they become agents of change and convey their knowledge to their families and communities.

(iv) Community Projects within and around schools: Collaborative projects were initiated within local communities to implement practical solutions to mitigate climate change impacts. These projects include tree planting initiatives and waste management programmes.

(v) Awareness and Advocacy: The project promotes awareness and advocacy campaigns within local communities to foster a culture of environmental stewardship and climate action.

5. Are there any plans to continue this work?

Yes, there are plans to continue this work. To the best of our ability, there was great awareness of the project among primary school students, even among schools that were not part of the project. We have also inspired our colleagues from other states in Nigeria, and they will probably implement similar projects in primary schools in other states in Nigeria. Therefore, our next line of action is to go higher and focus on secondary school students in Ilorin, Kwara State. We have decided to apply for another grant focusing on secondary school students in Ilorin, Kwara State.

6. How do you plan to share the results of your work with others?

We will disseminate the findings in two ways:

1. we are preparing a manuscript summarising the project's findings, which will be presented at a conference and eventually published in a peer-reviewed journal.
2. We would make a short documentary of the project, which will be broadcast on various social media platforms and local television stations.

7. Looking ahead, what do you feel are the important next steps?

The important next steps involve post-project monitoring, climate change club monitoring, and periodic visits to schools to ensure all donated pieces of equipment are in good shape and especially to check the growth and health of planted trees within the schools.

8. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did the Foundation receive any publicity during the course of your work?

Yes, the Rufford Foundation logo was used in all our materials: banners, shirts, exercise books, slides, documents and other materials relating to the project.

The Foundation received massive publicity during the project. We know this because everyone who came across the project at one point or another pronounced the name "Rufford". Some even requested more information, which we gladly directed them to Rufford's website.

9. Provide a full list of all the members of your team and their role in the project.

All members of the team contributed to all aspects of the project. However, each member was made to coordinate certain aspects of the project to promote specialization and allocation of tasks, encourage division of labour, enhance efficiency and productivity, and save time and resources.

Specifically:

Moshood Farhan Jimba (the principal investigator) coordinated the entire project. He also coordinated the development of the curriculum and dissemination of results.

Shittu Bilqees Abiola coordinated the development and supervision of learning materials.

Ibrahim Taofiq Maijindadi coordinated hands-on activities.

Olayemi Omolara Esther coordinated the kids' teaching activities.

Muhali Musa Olatunbosun coordinated the formation of climate change clubs.

10. Any other comments?

This project has increased climate literacy among children in selected primary schools in Ilorin, Kwara State. The project taught the science of climate change to primary school children using relevant learning materials that enhanced their comprehension and made them appreciate the subject. As the name suggests (Catch Them Young), the project bridged the gap and drew the concept closer to the children at a tender age. Furthermore, it increased children's awareness, understanding, and engagement in climate-friendly behaviours and practices. It also created a network of climate-conscious children who can be ambassadors for climate change awareness and action in their community.

We, therefore, sincerely appreciate the Rufford Foundation for funding the project. The kids, staff and parents are also grateful to the Foundation for funding such a beautiful initiative in Ilorin, Kwara State. Also, we appreciate the management and staff of all the schools that partnered with us on the project. We also appreciate the Kwara State Universal Basic Education Board (KSUBEB) under the Chairmanship of Prof. Shehu Raheem Adaramaja, for their immense support in ensuring the success of this project.

SELECTED IMAGES TAKEN DURING THE PROJECT







