



TEACH for ESD

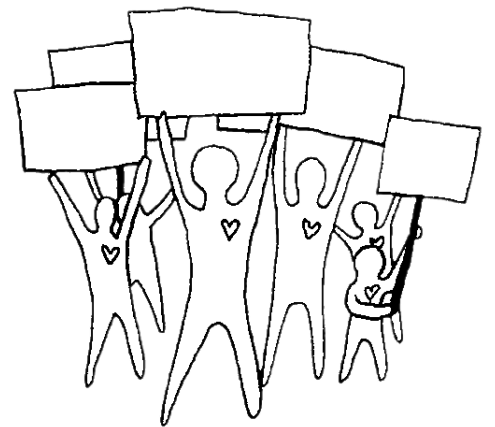
SHARE ESD WITH OTHERS



Share our
ESD Actions



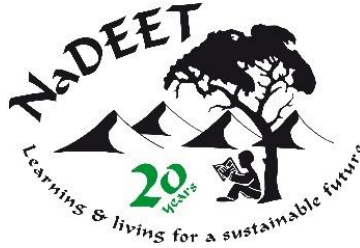
Green
Community Service



Become a
Change Agent

Teach for ESD - Toolkit Guide 3.10

SHARE ESD WITH OTHERS



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Brot
für die Welt

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OVERVIEW

Sharing successful and positive stories of ESD can inspire family and friends, learners and colleagues and the rest of our community to transition to a more sustainable society. Sharing resources, ideas and time gives back to both society and the environment. Standing up and voicing concerns about environmental issues raises awareness and has the potential to bring about systemic change.

We can begin to **share our ESD actions** by using various forms of communication. We can raise awareness by organising or taking part in **green community service**, thereby multiplying our positive environmental impact. We can **become agents of change** by sharing our well-informed opinions about environmental issues through advocacy and activism. These can be 'behind the scenes', or at times when we need to join together, speak up and raise our voices for a sustainable future!

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1. SHARE OUR ESD ACTIONS

Taking positive action for sustainable development is a key part of ESD. Moreover, **communicating** to others about the action, is a very *important component of the action*.

By sharing our stories, we may inspire and motivate others in our community to also take positive actions towards sustainability. These can be stories of our motivations, activities, successes, challenges, and ultimately lessons learned for next time. Sharing our stories also presents an opportunity to reflect on and evaluate our activities and their impact.

"Communication skills are some of the most valuable (skills) your learners can have... the ability to communicate effectively and clearly is a great asset in any situation."

TOOLS OF THE TRADE (CHAPTER 6: GETTING YOUR MESSAGE ACROSS)

Good communication is a **21st century skill** (see **Toolkit 3.7 Promote Learner Well-being**) that our learners need to acquire in all subjects and in life. We can start by asking ourselves what it is that we wish to achieve by sharing our ESD story? For example:

- Do we want to inspire other schools to adopt sustainable practices?
- Do we want to inform our parents and other community members about a local environmental issue, to bring about behaviour change?

Our **aim** will determine the type of communication form that we should use and the approach.

DIFFERENT FORMS OF COMMUNICATION

There are many different forms of communication that we can use to share our stories. We can:

- give talks or **presentations** at school and in the community
- display a **poster** or **photo exhibition**
- share on **social media** or in the **newspaper**
- invite the media to an event or **write a report or article**
- just share with people in daily conversation

When sharing our story, regardless of which platform, we should adhere to a set of standards. This includes ensuring that the information and photos are relevant, factually correct and appropriate.



RESOURCE CHECK

Chapter 6 in **Tools of the Trade** on **Getting Your Message Across** shows how best to use different forms of communication.

TOOLKIT 3.10 SHARE ESD WITH OTHERS

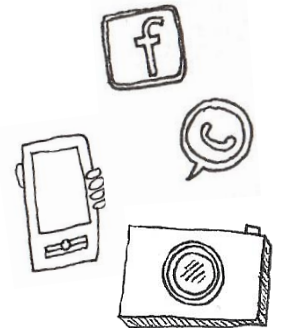
Good quality photos and videos can be very effective in sharing our stories - it is worth taking the time to learn how to take a good photograph!



See **The Power of Media Toolkit** for the various ways we can use media and how to best use it to communicate our objective(s).



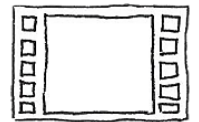
See the **Smartphone Photography** presentation to inform on using this method of documentation - a valuable way to help share our story.



We can use drama, art or comedy as a form of communication (see **Toolkit 3.8 - Create Environmental Awareness**). A Namibian comedian, Fernando Tafish, performed an Enviro Comedy act while YouTuber Prince Ea uses spoken word art to advocate for environmental action.



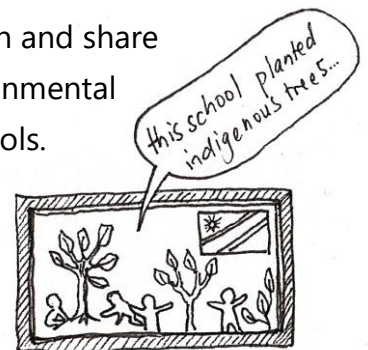
Check out **Fernando Tafish Takes on the Streets** for a different, yet impactful form of raising awareness and the video **MAN VS EARTH** from Prince Ea.



When we take positive environmental action, we can invite the media to report on and share our ESD story. The Wakapinya Youth Enviro Show has produced a series of environmental shows, where they often share positive environmental actions taken by local schools.



See how we can use the media to share positive environmental action, by watching the **Youth Enviro Show – Episode 6 Cleaning Campaign**.



We can follow good media practice guidelines when we report on our own experiences, as well as, when we report on environmental affairs. Our stories of change can be an inspiration to many, and we should share them!

ENVIRONMENTAL JOURNALISM

In South Africa, a programme that mentors youth in environmental reporting is illustrating that the power a story can have is unlimited. Raising awareness about environmental topics that we are concerned about or feel that others do not know enough about, is an important part of ESD.



Watch the video on WESSA's programme, **Young Reporters for the Environment**, showing the power of youth voices in advocating for environmental awareness. See **Celebrating World Environment Day** video as an example for how to conduct an environmentally focused interview.



Read the **Bush Telegraph: Media for the Environment** for an introduction to environmental journalism.

When it comes to communicating about the environment, here are some things to keep in mind:

DON'T:

- ✗ Use technical language or abstract concepts, and just assume that people will understand us.
- ✗ Give people only negative stories without any examples of what actions they can take.
- ✗ Use negative messaging e.g. "Don't waste water!"



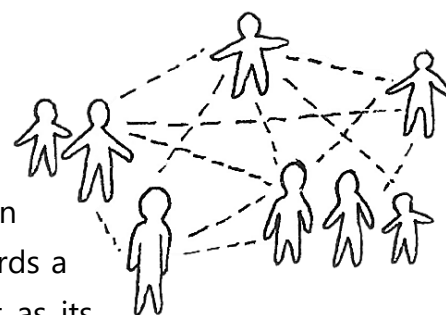
DO:

- ✓ Tell **stories** that speak to the **values** and interests of the people we are speaking to. Explain why something matters.
- ✓ Be **solutions-focused** – give examples of action that can be taken.
- ✓ Use **positive framing** e.g. "Thank you for saving water!"



SIGN UP AND BE INVOLVED

There are many events, programmes and organisations working to protect our planet. Some of these are membership based and are seeking interested individuals or groups to join. This is a great way to learn more. Networks are a place to create a shared vision and to work towards a higher goal through collective action. A network can only be as great as its members and relies on us to contribute. It is an opportunity to improve the visibility of our activities and of ESD overall. There are networks both nationally and internationally that we can join.



NATIONAL NETWORKS

Become a member of Namibia's own network for environmental educators – the Namibian Environmental Education Network (NEEN). This network has an active WhatsApp platform, website and annual conference. Members of NEEN are also the first to hear about upcoming environmental events and opportunities in the field. We can join as an individual or as a school.



Be active, sign up and become a valuable member!



Look at the media and participate in campaigns and events when they take place. This is a great way to have focused action and may ease the burden of organising as this is being done by the host of the campaign. For example, EcoSchools Namibia runs an annual competition for schools in Ohangwena, whilst the Recycle Namibia Forum hosts nationwide competitions for school clean-up campaigns.

Be informed and inspired by keeping up to date with environmental happenings in the country – e.g. join NEWS (Namibian Environmental and Wildlife Society), the Namibian Youth Coalition for Climate Change (NYCCC) and the Environmental Economics Network of Namibia (EENN). We can also directly contact local non-governmental organisations (NGOs) to be added to their mailing list to stay informed of contests, events and/or other opportunities for schools.



Visit the **NEEN** and the **NEWS** website to learn about their projects. Sign up to get involved! Find other national organisations via websites or on social media.

INTERNATIONAL NETWORKS

There is a large and vibrant community of environmental educators in southern Africa that are members of the Environmental Education Association of Southern Africa (EEASA). This association offers many networking opportunities including an annual international conference, newsletter and journal.

Keep up to date with international policies, developments and events on ESD through websites of international, intergovernmental agencies. Follow upcoming events, celebrations, decade goals and more.



Visit the **EEASA** website and the **African Journals Online** website – initiatives worth investigating and getting involved with.



Visit the websites of **UNESCO** and **UNEP** to keep up to date and the **Youth and UN Global Alliance Resource** portal for great resources from the alliance.

INTERACTIVE PLATFORMS

There are many 'apps' that are designed for smartphones to share our activities and can be great platforms for teachers and schools. The Earth Charter International developed an app to connect people around the world on a platform that logs our environmental actions - specifically our actions linked to the SDGs and the Earth Charter. Make sure to use an educational app and to follow safe user policies.



See the **Mapping App** guide for how we can share our actions as we contribute to the achievement of the SDGs and Earth Charter objectives.



RESOURCES FOR SHARE OUR ESD ACTIONS

Junior Primary

JP

Senior Primary

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Junior Secondary

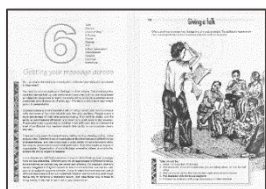
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Senior Secondary

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Teacher

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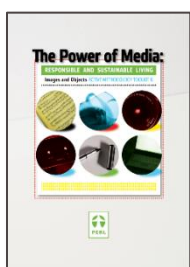


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Tools of the Trade

CHAPTER: *Getting Your Message Across* gives guidance to effective communication of findings. It looks at the various methods of expressing/presenting data, breaking down best use of the methods to communicate.

AUTHOR: D. du Toit, T. Sguazzin, EnviroTeach (1995)



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**The Power of Media Toolkit:
Responsible and Sustainable Living**

MANUAL: This toolkit provides information and guidance on various forms of media and how to use each of them in expression and to support different objectives. It includes activities and tips on best use practice.

AUTHOR: PERL (2015)

Link: https://www.oneplanetnetwork.org/sites/default/files/toolkit_6_the_power_of_media_web.pdf



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Smartphone Photography

PRESENTATION: This presentation outlines the basics of using a phone to capture, edit, store and share photos and videos. It includes tips to taking good photos and videos and app suggestions for editing.

AUTHOR: Manhattan Public Library (2019)

Link: <https://www.mhklibrary.org/wp-content/uploads/2019/01/Smartphone-Photography.pdf>



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Fernando Tafish Takes on the Streets

VIDEO: This video is part of EduVentures' Enviro-comedy series, initiated as a method of creating awareness for environmental issues. Fernando Tafish interviews Namibian's asking pertinent environmental questions.

AUTHOR: EduVentures (2020)

Link: <https://www.youtube.com/watch?v=YsX3MgFdPw>



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MAN vs EARTH

VIDEO: This video shows how Richard Williams, also known as, Prince Ea, advocates for environmental action using spoken word art.

AUTHOR: Prince Ea (2015)

Link: <https://www.youtube.com/watch?v=VrzbRZn5Ed4>



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Youth Enviro Show Episode 6 – Cleaning Campaign

VIDEO: In this episode, the presenters explain why it is important that we become responsible citizens and come together to take part in a cleaning campaign. The episode features Ella du Plessis Secondary School learners cleaning up around their community, Khomasdal, in Windhoek.

AUTHOR: Wakapinya Environmental Education (2022)

Link: <https://www.youtube.com/watch?v=JQByuy1RTUk>

Rukwangali: https://www.youtube.com/watch?v=l3Eanq_dFhs&t=62s



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Young Reporters for the Environment Programme

VIDEO: This news report style video presents the Young Reporters programme, explaining what it is, what it involves and its significance as a channel for young people advocating for environmental awareness.

AUTHOR: WESSA (2018)

Link: <https://www.youtube.com/watch?v=q2WCEW7lwGU>



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Celebrating World Environment Day

VIDEO: This video interview of various youth on World Environment Day is an example using interviews to spark conversation and thought, as well as inform on various topics - environmental activism in this case.

AUTHOR: Think Namibia (2016)

Link: <https://vimeo.com/169985957>



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Bush Telegraph: Media for the Environment

BOOKLET: This issue of the Bush Telegraph focuses on environmental journalism: what it is, how to be an environmental journalist and shows why it is significant through examples of this journalism in Namibia.

AUTHOR: NaDEET (2015)

Link: https://nadeet.org/sites/default/files/2015_1_BT_Environmental%20Journalism.pdf



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National Networks

WEBSITE: The Namibia Environmental Education Network (NEEN) is committed to creating environmental awareness through education. As such, the initiative is an EE/ESD educator network, working together with this vision. The Namibian Environment and Wildlife Society (NEWS) aims to inform, inspire and connect on issues of the environment and wildlife. Their website connects, educates and engages Namibians on these topic areas.

AUTHOR: NEEN, NEWS (n.d.)

NEEN Website: <https://neen.org.na/>

NEWS Website: <https://www.news-namibia.org/join-news/>





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EEASA & AJOL

WEBSITE: The Environmental Education Association of Southern Africa (EEASA) is a body of environmental educators. Their website displays the work that they do and are involved with, as well as, informing on the organisation. African Journals Online (AJOL) is a platform for African-published scholarly journals, their website being the portal to access these publications. Explore the multitude of articles, papers and journals that are relevant to ESD.

AUTHOR: EEASA, AJOL (n.d.)

EEASA Website: <https://eeasa.org.za/>

AJOL Website: <https://www.ajol.info/index.php/ajol>



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UN Networks

WEBSITE: The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is the lead international agency for ESD. Make sure to visit the website to learn more about what they do!

The United Nations Environment Programme (UNEP) is the leading global environmental authority and advocate. It sets the global agenda on the subject, promoting implementation of sustainable development.

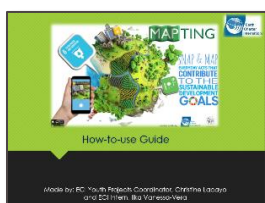
PORTAL: This portal serves as the link to resources for the challenge badge programme created by the Youth and UN Global Alliance (YUNGA), as well as links to youth guides on the environment, climate change and biodiversity.

AUTHOR: UNESCO, UNEP, Food & Agriculture Organisation of the UN (n.d.)

UNESCO Website: <https://en.unesco.org/themes/education>

UNEP Website: <https://www.unep.org/>

YUNGA Website: <https://www.fao.org/yunga/resources/en/>



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Mapping App

APP: This guide outlines the basics of the Mapping App and how to use it. It also illustrates how it fits into the Earth Charter and SDGs, and how the actions taken line up with achieving the objectives.

AUTHOR: Earth Charter International (2018)

Link: <https://earthcharter.org/library/mapping-use-guide/>

2. GREEN COMMUNITY SERVICE

Volunteering our time is an asset to our community. There are many ways that our class, school or Environmental Club can give back to the community. We can decide on a project by first assessing what is actually needed. When necessary, we should first get permission from our community or relevant authority.

"People say think globally, act locally. Well, if you think globally, it is overwhelming, and you do not have enough energy left to act locally. Just act locally and see what a difference you can make!"

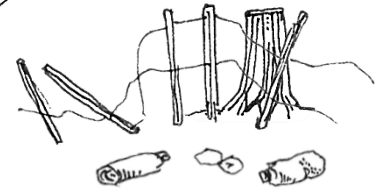
JANE GOODALL



Use the **Planning a Service-Learning Project** and the **Service-Learning Planning** chart to plan our actions.



Refer to the **Bush Telegraph: Sustainable Urban Living** on **pg. 4** to assess our community's needs.

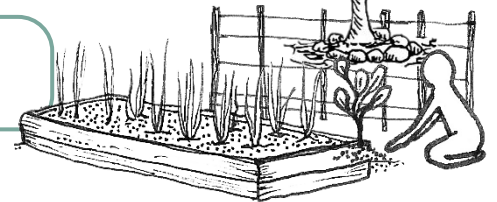


COMMUNITY FOOD GARDENS

In **Toolkit 3.7 – Promote Learner Well-being** we learned about vegetable gardening and planting fruit trees, respectively. We can also share these skills and material resources with our community. A community garden can be a big undertaking and needs to have the support of our community to be successful. We need to remember to plant fruit trees that are appropriate for our natural area – remember to also plant indigenous food plants!

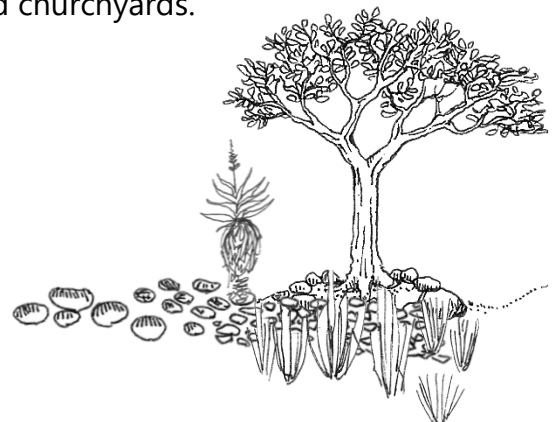
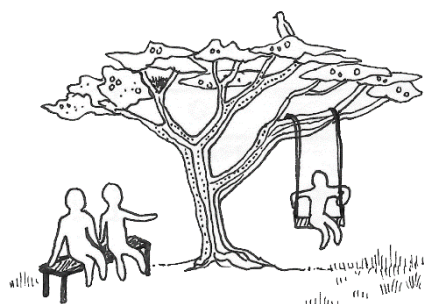


To see how community gardens can be implemented locally see **Growing Food in Windhoek** on **pgs. 18 - 19 and 22 - 23.**



GREEN INFRASTRUCTURE

In **Toolkit 3.5 – Bring Biodiversity into Schoolgrounds** we learned about how we can use green infrastructure to adapt to changing climatic conditions. We can work with our local government, to develop rain gardens along roads, to prevent future flooding. We can also plant shade trees or indigenous hedges for windbreaks within old age homes, orphanages, and churchyards.



ECOSYSTEM RESTORATION

Another green community service activity can be ecosystem restoration (*Toolkit 1 Environmental Knowledge*). Depending on the type of ecosystem and how far it has been degraded will determine what actions we need to take to restore it.



Read the *Ecosystem Restoration Playbook* for an overview on how to restore different types of ecosystems!

As ecosystems are complex systems, we can apply systems thinking when trying to restore them. We need to be careful that by trying to solve one environmental problem, that we do not create another environmental or social issue. It is important that our approaches are informed by science, indigenous knowledge, and that it considers the needs of the local community.



Do ecosystem restoration correctly! Use the *Community Organizing Toolkit on Ecosystem Restoration* as a guide to start organising a local ecosystem restoration project. Read **pg. 6** and **10-11** first!

PLANTING INDIGENOUS PLANTS

Many restoration projects are likely to include the planting of indigenous vegetation, so refer to *Toolkit 3.5 Bring Biodiversity into Schoolgrounds* for resources on indigenous plants in Namibia, and how to restore soil.

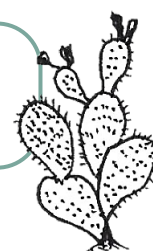


REMOVAL OF ALIEN INVASIVE PLANTS

Some ecosystems may be invaded by invasive alien plants. Clearing invasive alien plants is a valuable direct action that we can take to restore degraded ecosystems. We can join local groups already working on this.



Read up on the *Namibian Invasive Alien Species Working Group* and reach out to the *Cactus Clean-up* group on their website and find out how to get actively involved. **Toolkit 3.9** has resources for identifying alien invasive plants in Namibia.



CLEAN-UP CAMPAIGNS

One of the most common community service projects in Namibia is a clean-up campaign. These campaigns help keep our environment clean, when done regularly and if sustainable practices are being implemented during the clean-up! For example, try to serve food without creating more waste!



Use *A handy reference guide for organising a great Clean-Up Campaign* to organise a clean-up campaign in our community.



CITIZEN SCIENCE

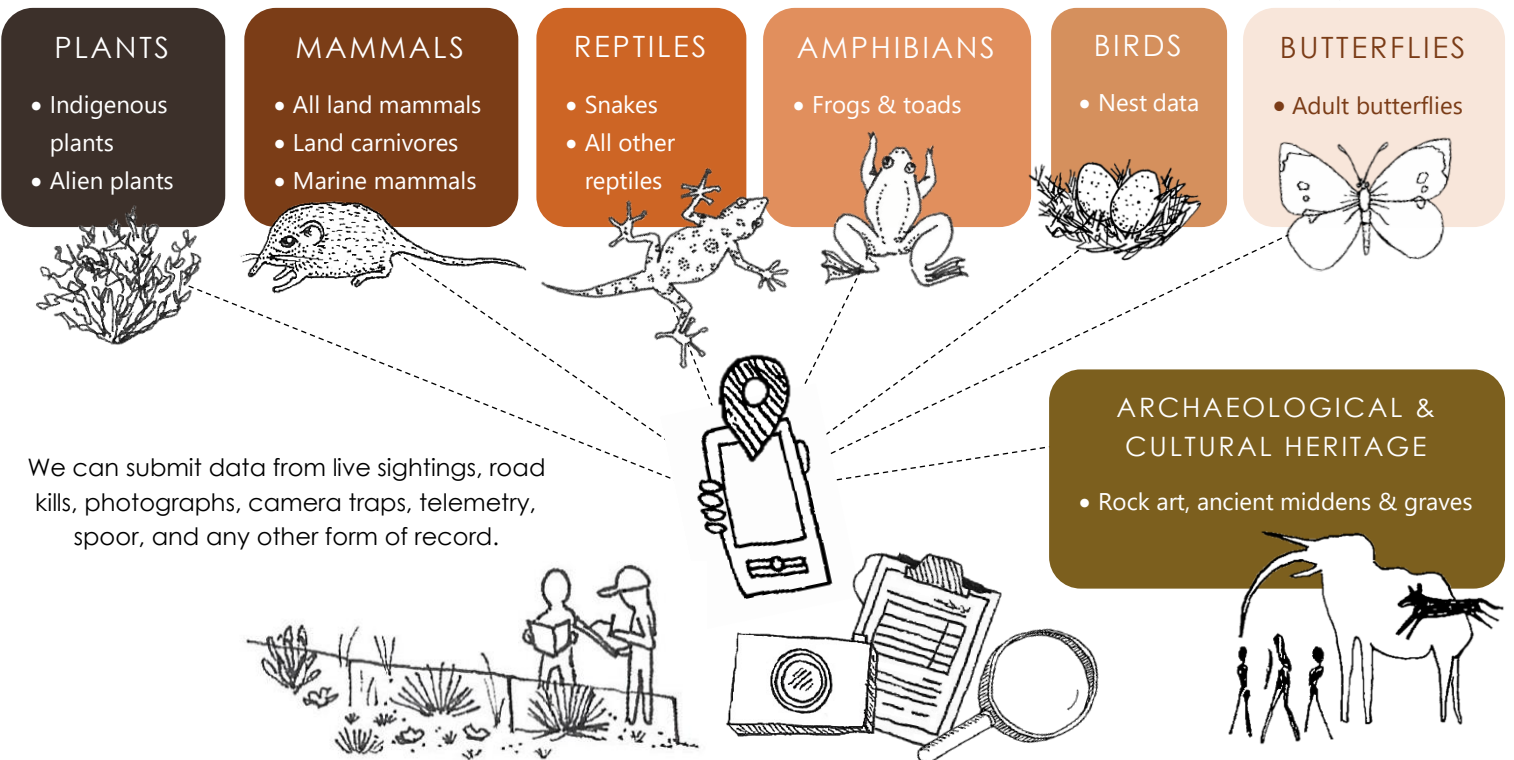
When we do biodiversity audits (see *Toolkit 3.9 - Teach in Nature*) with our senior primary and secondary learners we can share the data with local scientists and thereby contribute to **citizen science**.



We can upload our collected species information and location onto the **Atlasing in Namibia App**, Namibia's very own database for collecting information on our country's biodiversity and cultural heritage. The Atlasing in Namibia project currently invites citizens to collect data for the following categories:

CITIZEN SCIENCE

scientific research (e.g. data collection), conducted with the help of citizens to increase the capacity for scientific research, and to increase the public's awareness of science.



The **Atlasing in Namibia** app is web-based or can be downloaded onto smartphones. Download the app and use the accompanying guidelines **How to enter the location of your record**.

Furthermore, we can assist with local wildlife counts. We can find out whether there are conservation organisations within our area, that require volunteers to help collect important data on species, such as the Annual BioBlitz.

RESOURCES FOR GREEN COMMUNITY SERVICE

Junior Primary

JP

Senior Primary

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Junior Secondary

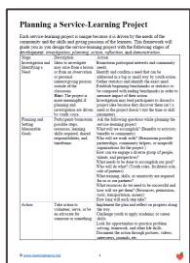
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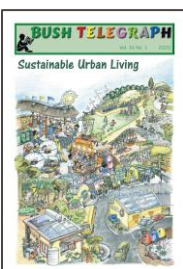
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Service-Learning Resources

HOW-TO and ACTIVITY SHEET: This basic framework shows how to develop, implement, and reflect on a service-orientated project/lesson. The chart is to be used in conjunction as a planning template.

AUTHOR: Learning to Give (n.d)

Link: <https://www.learningtogive.org/resources/search>



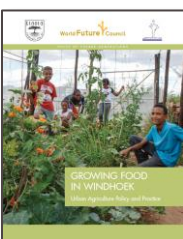
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Bush Telegraph: Sustainable Urban Living

BOOKLET: This issue focuses on the development of sustainable practices in urban environments. It includes activities to bring awareness to sustainable urban living and explains methods of greening urbanisation.

AUTHOR: NaDEET (2020)

Link: https://nadeet.org/sites/default/files/2020_1_BT_Urban.pdf



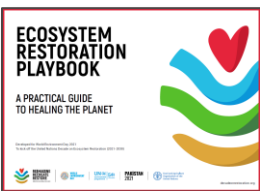
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Growing Food in Windhoek: Urban Agriculture and Policy and Practice

MANUAL: This informative booklet on urban agriculture shows Windhoek city planners and broad community coming together to establish community gardens and increase urban agriculture knowledge.

AUTHOR: World Future Council (2017)

Link: <https://www.worldfuturecouncil.org/wp-content/uploads/2017/03/Food-Handbook-final-web.pdf>



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Ecosystem Restoration Playbook: A Practical Guide to Healing the Planet

MANUAL: Developed cohesively for the Decade on Ecosystem Restoration, this guide informs on principles and guidelines on how we can practically heal the planet, including why we should be caring for ecosystems.

AUTHOR: UN Environmental Management Group (2021)

Link: <https://unemg.org/wp-content/uploads/2021/04/Ecosystem-Restoration-Playbook.pdf>



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Community Organizing Toolkit on Ecosystem Restoration

MANUAL: This manual gives to point information on what ecosystem restoration entails and best practices on how to go about it: knowing the science, engaging community, organizing and funding restoration projects.
AUTHOR: IUCN (2021)
 Link: https://www.iucn.org/sites/default/files/2022-09/iucn_community_organizing_toolkit_on_ecosystem_restoration_1.pdf



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Namibian Invasive Alien Species Working Group

WEBSITE: This website provides information on the action plan of addressing the increasing threat of alien invasive species in Namibia, especially around Windhoek. Find their contact details and get in touch with them.
AUTHOR: Namibian Chamber of Environment (n.d.)
 Link: <https://n-c-e.org/namibian-invasive-alien-species-working-group>



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Cactus Clean-up

WEBSITE: This website shares how and where the Cactus Clean-Up group is clearing invasive alien plants in and around Windhoek. Get in touch with the to find out how to get involved.
AUTHOR: Cactus Clean-Up (2022)
 Link: <https://www.cactusclean-up.com/>



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A handy reference guide for organising a great Clean-Up Campaign

MANUAL: This guide illustrates the why and the how of clean up campaigns. They give practical tips, planning guidance and explanations on sustaining the actions taken on the day, and the impact thereof.
AUTHOR: Recycle Namibia Forum (2021)
 Link: <https://rmf.com.na/clean-campaigns-guidebook>



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Atlasing in Namibia

APP: Used as citizen science tool, this app allows users, including researchers, to monitor the country's biodiversity levels by recording species findings data. It also includes a section for uploading cultural heritage sites.
AUTHOR: Environmental Information Service Namibia (n.d.)
 Link: <http://www.the-eis.com/atlas/>

3. BECOME A CHANGE AGENT

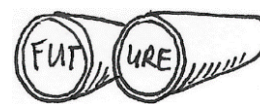
BE AN AGENT OF CHANGE

Ultimately, we are the ones who can be and need to be influencers, innovators, and leaders to drive change. Becoming a **change agent** - someone who acts as a catalyst for change – can be challenging. The systems that are in place (e.g. our fossil-fuel based economy, government structures, and school governance) are much slower to change than we usually want them to. Most people are resistant and reluctant to make changes for the environment – some are too comfortable in their lifestyles, while many others are struggling to just get their basic needs met. People are also reluctant to change if they do not fully understand the severity and interconnectedness of the environmental crisis. They may need positive, simple and clear guidelines to motivate and implement change.



Being a change agent requires:

- Having a **clear vision** of what we want to achieve
- Being **patient**, but **persistent**
- Asking **tough questions** and **challenging** current ways of thinking and doing things
- Being **knowledgeable** and **thinking in systems**
- **Leading by example**
- Developing **strong relationships built on trust**

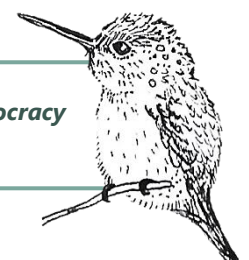


What is **our vision**? What is **our idea**? What **difference** can we make?

"In the course of history, there comes a time when humanity is called to shift to a new level of consciousness, to reach a higher moral ground, a time when we have to shed our fear and give hope to each other. That time is now."

WANGARI MAATHAI

One of the most inspiring and world-renowned change agents was Wangari Maathai, an environmental, social, and political activist from Kenya. She founded the Green Belt Movement in the 1970s, which encouraged and empowered local women to grow indigenous trees, in order to re-establish local forests, prevent soil erosion and to restore fresh water sources. Since her death in 2011, her legacy continues. Her work is a testament to the power of grassroots organizing and shows that one person's simple idea - that people should come together to plant trees - *can* make a difference.



Watch the short video **Wangari Maathai - Defender of the Earth, Fighter for Democracy**
Watch her share her message in the video **I Will Be a Hummingbird.**

ADVOCACY AND ACTIVISM

Standing up for the environment through activism and protecting environmental rights through advocacy are often needed to bring about large systemic change towards sustainable development. This is closely linked to our environmental ethics and the realization that we can and do make a difference – especially when we join forces. There are many ways to defend the environment and promote its protection. Advocacy or activism activities aim to get a clear message out and to influence decision-makers.

ADVOCACY

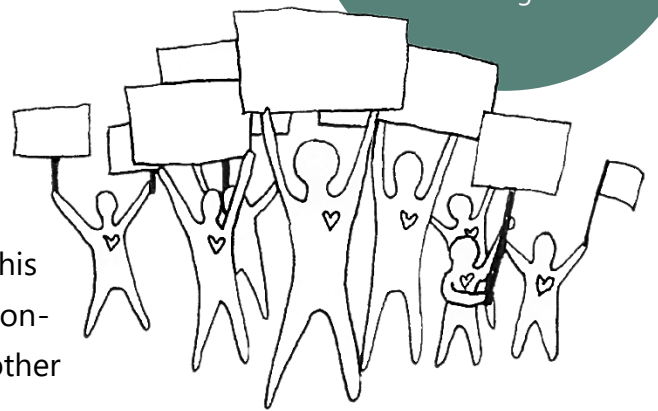
Working *within* the system to achieve a political, environmental, or social goal.

ACTIVISM

Taking direct action to achieve a political, environmental, or social goal.

GETTING ORGANISED

As with all other events, make sure to get organised. It is not helpful to the cause if our actions are disorganized, not registered or do not send out a clear message. This applies to organising a protest, writing a letter to decision-makers, sharing information on social media, or any other form of activism.



See the **Youth Activist Toolkit** for ideas and examples of how to go youth activism for the environment. Watch the video **Windhoek Schools Demonstrating Against Climate Change** for inspiration.

MEETING WITH DECISION MAKERS

If our protest activities are well recognised, we may have the opportunity to meet with decision-makers to discuss and share our ideas. Namibian youth activist, Reinhold Mungundu, is active on multiple platforms including NEWS, Fridays for the Future Windhoek and the Namibia Youth Coalition on Climate Change. He is not afraid to speak his mind and let his voice be heard.



Read through the **Advocacy in Action: A Guide to Influencing Decision-Making in Namibia** and the shorter factsheets **Meetings with Decision-Makers** and **Planning an Advocacy Campaign** for more on how to be a person of influence.

RESOURCES FOR BECOMING A CHANGE AGENT

Junior Primary



Senior Primary



Junior Secondary



Senior Secondary



Teacher

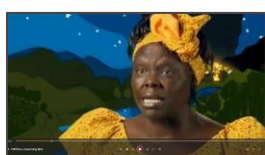


Wangari Maathai: Defender of the Earth, Fighter for Democracy

VIDEO: This video gives insight to Wangari Maathai's actions and stance as an environmental protector and change activist.

AUTHOR: The Nobel Prize (2004)

Link: <https://www.youtube.com/watch?v=MMhDrJGGMFk>



I will be a Hummingbird

VIDEO: This video shows Wangari Maathai's telling the story of the hummingbird, which sends a powerful message to children that we should do the best we can.

AUTHOR: KTN News Kenya (2011)

Link: https://www.youtube.com/watch?app=desktop&v=-btI654R_pY



Youth Activist Toolkit

MANUAL: This booklet provides a guide to getting started, and then sustaining one's actions, as a youth activist. It explains initial motions needed, planning stages, the know-how and insight to sustainable activism.

AUTHOR: Advocates for Youth (2019)

Link: <https://advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf>

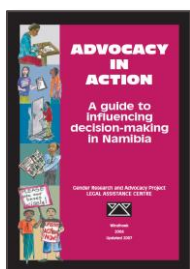


Windhoek Schools Demonstrate Against Climate Change

VIDEO: This news report shows youth coming together with a common cause, raising climate change awareness in Windhoek. It shows the spokespeople expressing the significance of the crisis.

AUTHOR: Namibia Press Agency (2019)

Link: <https://www.youtube.com/watch?v=uYPWfV/SFKfQ>



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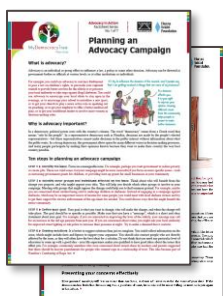
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Advocacy in Action: A guide to influencing decision-making in Namibia

MANUAL: These resources are designed to give guidance on being a person of influence. They include practical guides and information on Namibia's government and major decision-making entities.

AUTHOR: Legal Assistance Centre (2007)

Link: <http://www.lac.org.na/projects/grap/Pdf/advguide07.pdf>



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Advocacy in Action: Factsheets

FACTSHEETS: These factsheets provide steps on how to go about planning an advocacy campaign, and how to prepare for successful and productive meetings with decision makers.

AUTHOR: Legal Assistance Centre (2007)

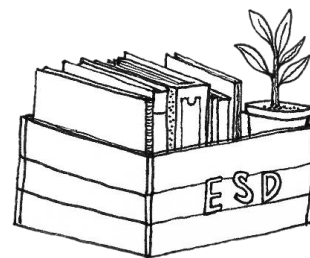
Link 1: [http://www.lac.org.na/projects/grap/Pdf/Advocacy1_Planning an Advocacy Campaign.pdf](http://www.lac.org.na/projects/grap/Pdf/Advocacy1_Planning_an_Advocacy_Campaign.pdf)

Link 2: [https://www.lac.org.na/projects/grap/Pdf/Advocacy2_Meetings with Decision-Makers.pdf](https://www.lac.org.na/projects/grap/Pdf/Advocacy2_Meetings_with_Decision-Makers.pdf)



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is part of the **TEACH FOR ESD TOOLKIT**.



Improving ESD Teaching & Learning Experiences in Namibia