



REPORT

MWIOPO

2013

TOGETHER,
PROMOTING YOUTH
AND SUSTAINABLE
DEVELOPMENT



FONDATION
PRINCE ALBERT II
DE MONACO



Sida

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Education

Education for Sustainable Development: Environmental activities in schools

Madagascar possesses a very rich and unique biodiversity and a wealth of natural resources serving an ecological, social and economic role for the well-being of the Malagasy population. However, this biodiversity is highly threatened by human activities and

requires the mobilization and commitment of all for sustainable development. Young people represent 50% of the Malagasy population and they will play a major role in preserving this natural capital, which guarantees economic and social development for the future.



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Since 1992, WWF works with schools in mobilizing young people to act positively towards the environment through the Vintsy environment clubs. Over the past two years, the actions of environment clubs are no longer confined to their schools but also involve young people who are not attending schools and the whole community.

Harvesting Peas of Bambara at the CEG Fandriana

Nature of the activities

Target schools and environment clubs have carried out two specific activities:

- Environmental activities to enhance the knowledge and skills of young people and to exercise their sense of responsibility to act positively for the preservation of biodiversity;
- Educational activities to put into practice and improve their skills, teach young people to get used to educate their peers, to voice their opinion and to mobilize the community.

Setting up nursery ground



Building a nursery ground at Vondrozo

Students have become aware of the importance of different functions of trees and forests for their present and future well-being. A nursery has been set up at each school in order to (i) teach young people the techniques and practices on how to take care of a nursery and how to plant the seedlings (ii) to ensure that seedlings are available for the reforestation campaign.

The plants in the nursery were chosen by the students themselves based on their specific priorities: (i) fuel wood

for their future energy needs and to fill in the gap left by current logging activities and (ii) decorative plant species to beautify their school precinct, their homes and villages, create shade in the playground particularly in the dry regions, (iii) indigenous species for reforestation, to fill their arboretum and strengthen their knowledge, (iv) fruit trees to awaken curiosity, learn about fruits and to eat them during the season for their own enjoyment or for the school canteen.

Taking care of the seedlings in nurseries with their hands gradually weaves an emotional bond between the young people, the trees and nature. Students now feel responsible for forest, and jealously protect their plantation and the reforestation site.



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Support from WWF in 2012 - 2013

January 2012: capacity building of the members of the Vintsy clubs on how to organize their association and to strengthen their sense of belonging to a young people's movement;

Since April 2012: support in the founding and for the activities of the two networks of the Vintsy clubs in the Ranobe landscape (Toliara II district) and in the Forest corridor Fandriana-Vondrozo landscape (former province of Fianarantsoa);

Since June 2012: offering grants and technical support for carrying out environmental and educational activities by young people;

October 2012: exchange and discovery visits organised for the 35 target schools;

September 2012: directing schools towards education for sustainable development

Periodic printing of the Vintsy magazine to strengthen the knowledge of its readers and raise their awareness on the environment.

The making and the promotion of improved stoves

The use of improved stoves has a tangible impact on reducing the use of fuel wood. WWF, local actors such as the Cultural and Educational Centre for the Environment (CCEE) as well as the coaches have supervised the making of improved stoves by the students. Presently, 2652 members of the targeted Vintsy clubs master the production



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Building an improved stove for the "mokary" at CEG Belalanda - Toliara II

techniques of stoves with semi-open fire and stoves with closed fire. Each family of the students use every day the improved stoves contributing to save 1572 ha of forest.

Then, through demonstration sessions in market places and thanks to testimony of parents on the socio-economic and environmental benefits of the product, the whole community is now beginning to use the improved stove. Students continue to promote this practice in the households of the commune. In Vondrozo for example, Fitzgerald and his friend were able to sensitize households in their village and have made 22 stoves upon their request, they added to this a small training on how to maintain and produce the stoves to guarantee a sustainable use.

The making and the promotion of cooking briquettes

Parents are constantly making orders for cooking briquettes to students. These latter make them when they do not have classes and during school holidays abiding by a distribution of tasks established and respected by all in order to allow each student to take part and improve their performance. In two months of work, the high school in Mahazony (District of Ambalavao) produced a bag of 50 kg of briquettes.

The demand has gone up. The secondary school of Belalanda in the district of Toliara II regularly receives orders of 500 briquettes per week from the city of Toliara I. Indeed, the cooking briquettes have the advantage of significantly

reducing households' expenses on fuel wood, making sure that kitchens are clean and effectively contributing to the fight against deforestation.

The production of the students is primarily for the use of their families; whatever remains is sold. Three briquettes cost 100 MGA and provide cooking for a household's meals for two days because they are reused at least twice depending on their composition. The use of the revenues differs depending on the aspirations and priorities of students: buying school supplies, purchasing agricultural equipment, contribution to the salaries of teachers, ...



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Drying the cooking briquettes

Orchards, food crops and market gardening



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Vegetable gardening and micro irrigation system at Lycée Vondrozo

Students learned new farming techniques and learned to grow according to standards and based on the climatic and geological characteristics of their commune. In addition, they also discovered the existence and the taste of some fruits and vegetables that can easily grow in their climate. In Vondrozo for example, high school students have

discovered for the first time peas and eggplants, they were the first to sell these vegetables at the market. Obviously, each student has taken up with pride vegetable gardening at home for demonstration and for household consumption.

Initially, few teachers coached and helped the students in their gardening plots. But now, given the very positive results, everyone is involved, learn together, experiment with new techniques of biological control of insects and fertilization using local resources, etc.

The orchard, food crops and market gardening help students to learn a green job that is profitable while preserving or improving the quality of natural resources. These activities also allow young people to spend their free time in the villages where leisure is limited to alcohol and gambling.

Education and income generating activities

The objective of these activities is mainly to educate young people on entrepreneurship. However, the income generated by the activities, regardless of how little they are, helps students and clubs to sustain their activities.

Entrepreneurship culture is currently established among those students: they want to succeed, to enjoy their success and be proud of them.

In addition, students have learned to make decisions in a democratic way: the choice of the activities to be undertaken, equitable distribution of tasks, equitable distribution of benefits. The destination of the

products and / or crops for example is agreed upon among students: sale, collectively consumed or distributed per person / household. The same is also true for the use of revenues. In Miarinaravatra for example, revenues from the sale of crops harvested helped students to contribute to paying the salary of substitute teachers. Other students bought school supplies, sports equipment or gardening equipment. These income-generating activities have thus sustained the motivation of young people who have constantly enjoyed the fruits of their labour; these also strengthen their pride and sense of belonging.



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Basketry at Lycée Mahazony - Ambalavao



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Dressmaking workshop at CEG Besoa - Ambalavao

Adoption of environmental values through the activities of the Vintsy clubs



Since 1992, WWF has promoted Vintsy environment clubs at schools. Nearly 800 clubs are currently active in primary, secondary and high schools and 15 in the higher education. In the beginning, Vintsy clubs were clubs gathering children and young people who were nature lovers and who wished to commit to preserving the environment. Over the years, the club has become an important means for educating children and young people on the environment and, through their environmental and educational activities, a means for educating young people on key environmental values.

The results of the evaluations carried out in November 2011, April 2012 and June 2013 have confirmed that there is a significant difference between students who are Vintsy club members and students who are non-members. Parents and teachers have witnessed the acquisition of new values, new attitudes and practices after students joined the club.

The first environmental value that the students have acquired is none other than **responsibility**. Not only are they always ready to take up some responsibility but they also feel responsible for their future, for their environment. Parents also noted that they have become more responsible, very active, and spontaneous in taking up responsibility, they like to contribute to something.

The second value they have acquired is **solidarity and collaboration**. These values have taught the students to think of others in their actions, think about future generation for all consumption and uses of resources. Thus, Vintsy clubs have acquired the habit of giving advice to their peers, sharing their knowledge and skills to their

friends and even to the general public. Finally, the last acquired values and not the least are **the respect for life**, respect for others, respect for the environment and consequently **the understanding of a common heritage**. Club members themselves say that they do not kill animals for pleasure and that they respect life in general. Vintsy club members have become more respectful towards others, towards common heritage such as infrastructure and natural resources.

Moreover, acquiring these values has led to a **change in attitude and behaviour** among Vintsy club members. One example is volunteering, a testimony to a flawless **altruism**. They have learned to carry out an action for fun, for a nobler cause than to earn money. According to what they say, their primary source of motivation is simply the moral satisfaction of having done an action for the planet, guaranteeing a better future and the enjoyment of the benefits of the actions undertaken.

As a consequence of the volunteering spirit, the Vintsy club members have become more astute in class. They have come to like work, have a thirst for knowledge and skills.

The benefits for schools

In addition to being more embellished and cleaner, schools have also benefited from the impact of the environmental activities conducted by the students within and outside of the school precinct.

The role of young educator well established within the community

The actions undertaken by the students in their community, such as the education of the younger children and young people who are out of school, have created a greater appreciation and recognition of the mission of schools. Parents are aware of the importance of educating children in schools because the acquisition of knowledge and skills as well as changes in attitude are tangible. Authorities have more trust in teachers and students for the organization of various community events or to just lend them sound equipment.

The school has become a demonstration and learning site for new farming or conservation techniques for the community: micro-garden, micro-irrigation, direct sowing over a vegetation cover, water management, waste management, soil management, ...

Skills and motivation of teachers strengthened

The various training sessions and their application in class have strengthened the knowledge and skills of teachers. Recognizing the importance of focusing the education on the learner, some have

adopted new more participatory teaching practices, to the delight of students who are enjoying their learning experience.

Coaching the students led to the acquisition of managerial skills such as planning, management, monitoring, supervision for some, but also some leadership skills for others.

Solidarity and more commitment to school life

Environmental activities have strengthened team spirit and solidarity between teachers and administrative staff. Everyone feels responsible for the development of the school; they organize together the coaching of the student and come back to class, on a voluntary basis, when they do not have classes. Teachers help the administrative staff in the management of the school and in the supervision of students.

Eco-management

As environment preservation is part of the culture within schools, sensible management of resources is among the priorities for the management, teachers and students. During this time of crisis when operating budget is very limited, this culture helps schools to equip teachers with the necessary teaching materials. Students have learned for example to take care and repair, without being asked to, the damaged furniture and school equipment.

In short, the school facility plays an important role for improving the living conditions of everyone for a sustainable development.



Why we are here.

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony and nature.