



Loosing our land:
Climate change and enviromental education in
Tanzania

Mr. Ramadhani Kupaza
ramadhani.kupaza@oikosea.org
www.oikosea.org



Arusha Region in Northern Tanzania



The area is characterized by dry rangelands inhabited by Maasai communities traditionally practicing livestock keeping, Wameru practicing small scale farming and Warusha involved both in agriculture and livestock keeping.



Climate change effects

- **Kilimanjaro glaciers and snow cover** have been retreating (55% of glacier loss between 1962 and 2000). Over the 20th century, the spatial extent of Kilimanjaro's ice fields has decreased by 80%.
- **Loss of 'cloud forests'** since 1976 resulting in 25% annual reductions of water sources derived from fog, affecting annual drinking water of 1 million people
- Along with warming surface waters, deep water temperatures of the large East African lakes have warmed by 0.2 to 0.7°C since the early 1900s
- Arid and semi-arid area increased in Africa





Climate change impacts

Climate change is already affecting natural and social systems

Examples of various effects are:

Crop failure due to severe drought

Livestock mortality

Flooding due to excessive Rains

Effects on ecosystems

Migration to resources poor to resources rich area (humans , livestock, wildlife)





Who are the vulnerable?

Climate change affects everyone, however vulnerabilities differ due to different adaptive capacities, **Africa is the most vulnerable continent:**

- Climate change impacts on natural systems (water, rainfall etc)
- Dependence on natural resources for livelihoods,
- Low technology to address climate change challenges,
- Low adaptive capacity.

CC places an additional burden on women because the unequal access to resources and economic opportunities



ROLE OF FORMAL EDUCATION



Knowledge generation: research

Capacity building: mainstream climate change in University Curricula

Communicating scientific knowledge to policy makers

University collaboration to share knowledge and resources



Environmental Education



There is little knowledge about CC at community and school level.
EE is taught through a Governmental Programme started 1980

- **Malihai Clubs of Tanzania (MCT)**-Malihai means Natural Resources
- Context: Natural Resources (Malihai) Clubs comprising students are formed at Schools. Clubs are supervised by a Teacher in the school
- Current Status: There are 2,118 Malihai Clubs in Tanzania comprising approx. 450,000 members
- Coverage: All Regions in Tanzania
- Activities include: educational parks tours, cleaning activities, social campaigns, public debates.



Opportunities & Challenges



In Tanzania is very difficult to change the school syllabary but through the Malihai Clubs of Tanzania (MCT) we could integrate the school curricula and update the EE practices and methodologies.



We need to expand and integrate the EE with new issues as Climate Change, sustainable development etc

We need constant and permanent teachers training to enhance competences

We need more funds from the private sector



Thank you!

