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| <b>Project:</b>        | Community Practice in Schools for Learning Climate Change Adaptation (COPILA)   |
| <b>Project area:</b>   | Banke district  |
| <b>Project Period:</b> | February 2015 to August 31, 2016  |
| <b>Target group:</b>   | <i>Immediate target group:</i> Teachers, school students and riverbed farmer (RbF) groups<br><i>Ultimate target group:</i> Community people of the project area |
| <b>Partners:</b>       | HELVETAS Swiss Inter co-operation Nepal   |
| <b>Project goal:</b>   | To increase the resilience of the community against the adverse effects of climate change   |

### Key activities and Implementation modalities

The project interventions were implemented in an integrated way with the school students and riverbed farming (RbF) groups. Students from three government schools were involved in raising climate awareness through the extension of existing lessons into action research and micro-projects. Approach of learning as integration of local issues like climate change (CC) into the school curriculum, students learning through teachers and developing sense of responsibility were employed.

The main activities were teacher's capacity building on climate change and students capacity building through workshops, research works, and exchange visits, school support activities relating climate change like debate competition, gardening, street drama, quiz competition, compost and manure making etc.

### Major Achievements/outputs

- Engaged 1,582 students in the climate change learning through workshop, research work, speech competition, street drama, debate and quiz contest related to climate change, conservation /preservation activities and tree plantation.
- 247 farmers of 201 households made aware of causes, effects and adaptations of climate change
- Oriented 44 teachers of three schools in integrating climate change lessons in the school curriculum
- 30 students worked as climate change leaders and 43 students carried out research work on climate change

### Outcome/Impact

Increased the resilience of people against the negative impacts of climate change and developed leadership qualities and skills in students, and also contributed to bridge the gap of indigenous knowledge and modern education system by knowledge sharing among farmers and students.

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