

# Climate and Environment Learning Paper

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## Climate Fresk: Main lessons learned from Concern's experience in Burundi and Rwanda

Grounded in a country-led initiative by Concern's teams and local partners in Burundi and Rwanda, this learning paper presents lessons from the piloting of climate change awareness-raising activities within the Green Graduation programme. The experience described reflects a context-specific initiative developed and tested by country teams in response to local priorities and should be read as programme-level learning rather than a prescriptive model.

### Context

Burundi and Rwanda, two landlocked countries in East Africa, are facing the growing impacts of climate change, including the living conditions of rural populations, who are largely dependent on agriculture.

In Burundi, the climate is characterised by two rainy seasons (February–May and September–December) and two dry seasons (June–August and January–February). Average annual temperatures range from 15.7°C in the highlands to 25°C in the Imbo plains. However, the Climate Vulnerability Capacity Analysis (CVCA)<sup>1</sup> conducted by Concern Burundi in 2024 shows that this seasonal pattern is becoming increasingly destabilised. Prolonged droughts, flash floods and unpredictable rainfall, often accompanied by hail, are severely affecting the agro-ecological zones where Concern operates, particularly in the former provinces of Bubanza, Cibitoke and Kirundo. In Rwanda, the trends are similar: a varying climate with temperatures ranging from 13°C to 25°C depending on altitude and increasingly marked climatic disturbances<sup>2</sup>. Similarly, the 2024 CVCA highlighted an increase in extreme events: heavy rains, landslides, localised droughts and floods affecting crops, infrastructure and the food security of vulnerable households.

### Programme Overview

The Green Graduation (GG) programme, funded by Irish Aid and implemented by Concern with local partners since 2023, aims to support the poorest households towards sustainable self-reliance in three provinces of Burundi. Outcome 4 of the programme is specifically dedicated to climate change adaptation and environmental protection, supporting concrete community resilience actions. It is within this framework that Concern Burundi and Rwanda have chosen to trial a new awareness-raising tool called the Climate Fresk. The aim of this pilot project is to test an innovative format which promotes collective awareness and encourages concrete commitment among participants in the fight against climate change.

Several activities are being carried out with communities that promote natural resource management, strengthen climate resilience and encourage sustainable practices. These efforts are also accompanied by targeted awareness-raising initiatives for both Concern staff and external stakeholders chosen to test an innovative, collaborative and engaging educational method: the Climate Fresk. This tool offers a different way of raising awareness, based on

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<sup>1</sup> CVCA: analysis of vulnerabilities and adaptation capacities

<sup>2</sup> NAPA Rwanda, 2006, [REPUBLIC OF RWANDA](#)

collective intelligence and learning through exchange, in line with the programme's values of inclusion, listening and social transformation.

The main objective of introducing the Climate Fresk into the Green Graduation project was to strengthen the collective understanding of climate issues among staff, implementation partners and the communities we work with, by promoting active and shared awareness and reflection. The Fresk tool lays the foundations for informed action and long-term behaviour change.

### What is the Climate Fresk?

The Climate Fresk is a fun awareness-raising activity consisting of four phases.

**Reconstructing the Fresk:** Trained facilitators distribute sets of cards to participants organised in groups of four to seven participants, who are invited to arrange the cards in a logical sequence from the causes to the consequences of climate change. This phase forms the foundation of the activity. Participants discover, ask questions and learn together. It is important to note that the entire game is based on scientific evidence from reports of the Intergovernmental Panel on Climate Change (IPCC), which makes the causes and impacts of climate change presented in the game irrefutable.

**Creative part:** This is a short period during which participants can draw and trace arrows on the Fresk before giving it a title. Information is internalised and ownership of the work is taken, giving each group their own unique Fresk.

**Sharing emotions:** Participants are invited to reflect on and share their feelings and emotions about what they have just learned or explored in greater depth.

**Commitment:** This is the final and most crucial part of the game following the learning phase in which the participants' willingness and level of understanding of the causes, mechanisms and consequences of climate change is monitored. Depending on the audience profile, participants are invited to make commitments to contribute to the fight against climate change at their own level (individual, community or team).

In a context such as Burundi (one of the countries with the lowest greenhouse gas emissions), the commitments made focus more on resilience, adaptation, sustainable agricultural practices and raising awareness, rather than on climate mitigation actions, which may be more relevant in other contexts.

An interactive quiz has also been developed for Concern staff to assess their overall understanding of the key messages in the Fresk and to further motivate them to act.



### Implementation process of the Climate Fresk

Implementation with different audiences was structured around five main phases:

- 1) Group work (adapting the cards to local contexts).
- 2) Concern staff.
- 3) Partners.
- 4) Communities.
- 5) Capitalisation phase.

In Burundi, phases two to five were carried out simultaneously. In Rwanda, however, the process encountered constraints: only the phase with staff was completed, a workshop was organised with programme's implementing partners.

### Step 1: Training of Country Coordinators

Coordinators were chosen based on their expertise in climate change adaptation and resilience. They first participated in a public Climate Fresk facilitation session as participants, which allowed them to fully immerse themselves in the dynamics of the game, understand the entire process, and interact freely.

The second, more technical phase consisted of a full day of training dedicated to professional facilitation. This enabled them to acquire the skills necessary to facilitate the Fresk independently, both internally and with an external audience. The content covered included facilitation techniques, the tools available, administrative aspects and key points to master at each stage of the game.

#### *Lessons learned:*

- Importance of previous trainee involvement in climate and environmental issues within the organisation. Their technical background proved useful in supervising future sessions and adapting certain cards to the local reality. However, while technical knowledge is an asset, it is not a prerequisite for becoming an effective facilitator.
- Effective face-to-face participation: In person participation during the first phase proved to be much more useful and effective than remote formats, particularly in terms of understanding the dynamics of the Climate Fresk and more easily envisioning oneself in a future facilitator role.

### Step 2: Training of Country Focal Points

Focal points from Concern were identified from the field teams, particularly in the Green Graduation programme, to enable localised deployment of the Fresk. They were selected based on their involvement in environmental, climate resilience and agricultural issues, as well as their practical availability to commit for at least one year, ensuring continuity of the initiative.

These focal points followed the same training path as the coordinators: participation in a public session led by one of them, followed by professional facilitation training. They included members of both the Concern team and its local partners. As part of its localisation strategy, Concern actively supports and strengthens the capacities of these focal points. Although Concern staff were not directly involved in implementing Outcome 4 of the Green Graduation project, they were trained in the Climate Fresk for practical reasons, to facilitate coordination and implementation. This created interesting synergies in the field and paved the way for wider and more sustainable dissemination of the tool.

#### *Lessons learned:*

- The diversity of profiles, combining internal staff and partners, proved beneficial in encouraging broader adoption of the tool, sharing varied perspectives, and facilitating logistics when organising workshops in rural areas.
- Regular debriefs with the focal point revealed that they consider their training to be a valuable additional skill, enabling them to raise awareness in a concrete and interactive way. The Fresk is seen as an engaging and stimulating tool that enriches their role within communities, while strengthening their work and contribution to the effective implementation of the Green Graduation programme within Concern and with its partners.

Climate Fresk Facilitators	Positions
Coordinators	Technical Advisor on Climate Change Adaptation and Resilience  Programme Support Officer for Climate Change Adaptation and Resilience
Burundi Focal Points	2 Concern Green Graduation Supervisors  1 Green Graduation Supervisor, CAPAD (Confederation of Agricultural Producers' Associations, Local Implementing Partner)
Rwanda Focal Points	1 Agri-Nutrition & Business Skills Officer at Concern  1 Agricultural Extension Officer at ARDI (Rwandan Association for the Promotion of Integrated Development)

### Step 3: Working Group

After forming the teams, a working group was created to adapt the content to the local context, select suitable images and card revisions, supervise translation, and align members' understandings through a launch session. Three audience levels were defined to roll out the Climate Fresk: Concern staff, technical partners, and communities. For staff and technical partners, the original full French version of the game was used. For communities, a simplified version with fewer cards was chosen.

<sup>3</sup>One of the most important tasks of this working group was to adapt the game cards to the local context, on an exclusively experimental basis. Some illustrations from the original version of the game, although striking in a Western context, proved to be less relevant or difficult to understand in the Burundian or Rwandan context, particularly for audiences in rural areas. The choice of appropriate illustrations therefore became a priority to ensure better understanding and ownership of the tool.

The cards were translated into Kirundi and Kinyarwanda and then reviewed by the working group. Attention was paid to the accuracy of technical terms. The printing of new cards, incorporating the approved images and translations, were then entrusted to an external service provider, under the supervision of the working group.



#### **Ikarata ya 26:**

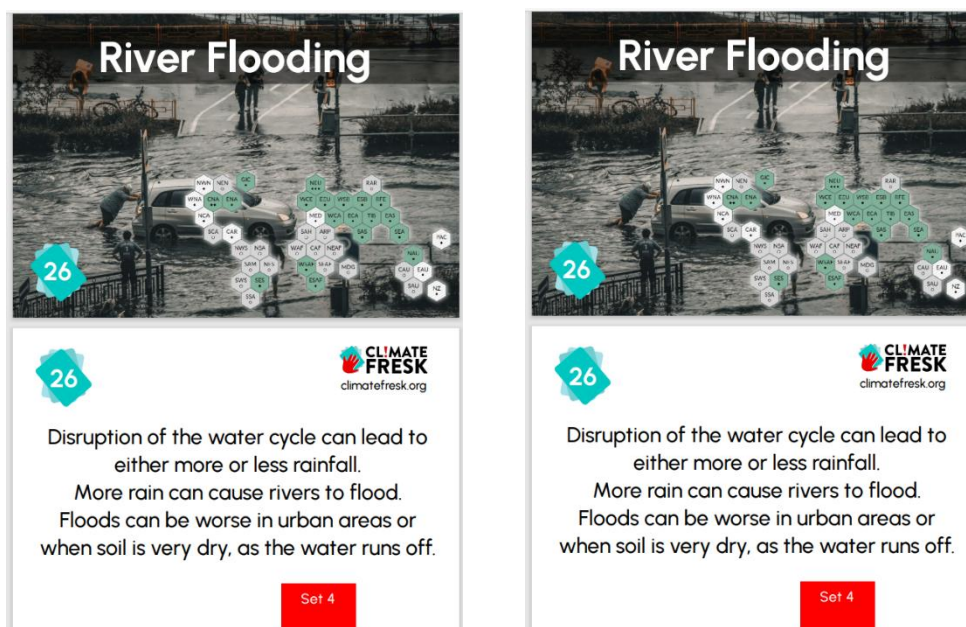
**Guhungabana kw'ingene amazi  
ahingurika biratuma harwa  
imvura irenze. Iyo mvura  
irashobora gutuma haba  
imyuzure. N'ukuvuga ko isi  
itota cane ibiziba, ivyondo  
n'ibidengeri bikarwira ibintu  
bikononekara rwose.**

*Example of a translated card used with community participants.*

<sup>3</sup> The adapted version of the Climate Fresk remains an experimental tool, developed as part of the Green Graduation project implemented by Concern in Burundi and Rwanda to support reflection on tools for raising awareness of climate issues within Concern. This version does not replace the Fresk tool validated by the Climate Fresk Association.

### Lessons learned:

- The choice of images and the quality of the translations are key elements of the tool. Their contextualisation requires time, consultation and rigorous validation by people who are familiar with the local context and the awareness-raising objectives of the game. The working group's involvement throughout the process proved essential in producing a consistent, engaging and locally grounded tool.



*Examples of the original junior (left) and adult (right) versions of the cards in English. The Kirundi versions were adapted from the junior version.*

### Step 4: Implementation

- Concern staff**

Prior to the large-scale rollout, pilot workshops were organised to test the tool with small groups of Concern staff. These sessions served as 'practice' opportunities for the newly trained facilitators and allowed for adjustments to be made to the materials or facilitation techniques, where necessary. Subsequently, the staff were divided into two groups as follows:

- 1) The French version of the Fresk was facilitated with the management team, before being rolled out to the wider programme and administrative staff.
- 2) The Kirundi and Kinyarwanda versions were used for Concern office staff (cleaners, security guards, etc.).

As a result of the tool, in Burundi 89% (61 out of 68) and in Rwanda 100% (15 members) of Concern staff have been reached through the Climate Fresk.

### Lessons learned:

- The dual approach made it possible to validate the effectiveness of both versions and to better identify the necessary adjustments. It also allowed the facilitators to familiarise themselves with different types of audiences and to test the relevance of linguistic and visual adaptations in practice.

- Forming groups based on the level of understanding of the languages offered proved essential to ensuring active and comfortable participation by everyone. This approach created an inclusive learning environment, adapted to the language skills of the participants.
- **Technical partners**

During the second phase, activities were extended to partners directly involved in the Green Graduation programme to assess the tool's relevance to external stakeholders and raise awareness among these partners, who play a key role in climate change adaptation at the local level.

In Burundi, this phase was carried out with various local stakeholders involved in the Green Graduation programme, including implementation partners: CAPAD, GLID (Great Lakes Inkingi Developpement) and BPEAE (Provincial Office for the Environment, Agriculture and Livestock), with whom the teams collaborate regularly. Representatives from the local council, the Red Cross and the civil protection agency were also invited, given their involvement in these issues in our areas of operation.

In 2025, 14 partners were trained in the provinces of Cibitoke and Kirundo in Burundi. In addition to their active participation in the game, they welcomed this innovative awareness-raising approach, which differs from more traditional approaches to the environmental sensitisation methods, and encouraged its wider use, particularly among local elected officials and representatives of community organisations, to support better integration of environmental and climate priorities in local development plans. In Rwanda, four staff colleagues from the programme's implementing partner organisation were also introduced to the tool, which they appreciated.

### *Lessons learned:*

- Even among those actors already aware of environmental and climate issues, the tool provided new insights, strengthening their knowledge of climate change. The Fresk therefore confirmed its educational value, regardless of the participants' prior level of knowledge.
- Furthermore, the commitment phase (see chapter *The Game*) highlighted constraints encountered by certain partners, particularly representatives of technical services. These actors may find themselves limited in their ability to make firm commitments on behalf of their organisation, due to institutional procedures or hierarchical responsibilities. It is therefore important to adapt the commitments process to participants' roles and decision-making authority.
- The involvement of a diverse range of partners, from technical services to local representatives, strengthened collective ownership of climate issues. This diversity has also made it possible to expand the tool's distribution network, increasing its potential impact within the target communities.

- **The communities**

Following the same methodology, pilot phases were conducted with households participating in the programme, forming groups of seven participants. Due to the success of these pilot phases, community workshops in Burundi have been organised every three weeks since April 2025. As of October 2025, 104 people from the three provinces where the Green Graduation project have is active participation.

As recommended by the Climate Fresk association, the community workshops have a maximum of 7 participants, encouraging discussion. However, the project teams and focal points have highlighted the difficulty of implementing this large-scale system to achieve the project objective of raising awareness among all 750 programme participants within one year given the constraints on group size.



## Concern Worldwide Burundi and Rwanda: Climate Fresk Learning Paper

### *Lessons learned:*

- The workshops helped participants move from viewing climate change as a matter of fate, external forces or distant countries' responsibility, to recognising its human origins and local impacts. This change in perception was identified as a major learning outcome and a prerequisite for meaningful engagement.
- Linking current climate impacts to past human actions strongly resonated with participants and encouraged them to reflect on their responsibility towards future generations. This aspect consistently emerged as one of the most impactful elements of the workshop.
- Despite differences in education and literacy levels, the collective and game-based format allowed participants to engage meaningfully with the content. Peer interaction, supported by facilitators, proved essential in fostering shared understanding and inclusive participation.



*Sessions being held in the communities (Kirundo and Bubanza) and the Concern offices.*

## Recommendations

**Fully understanding the methodology:** It is essential that focal points fully understand the facilitation methodology before launching the workshops. Initially, some key concepts and the facilitation process were not fully understood. An online simulation session, in which the focal points facilitated with the coordinators playing the role of participants, proved to be very useful, improving their confidence and ability to facilitate the workshops independently.

**Mobilising internal teams:** In Bujumbura, mobilising all staff for sessions lasting over three hours was challenging due to ongoing projects. To address this, several sessions were organised, with voluntary participation based on individual availability. At the grassroots level, training was conducted in a single morning or afternoon session. This approach proved to be more effective, as it maximised team participation.

**Maintaining attention:** During teams and partner workshops, it can be difficult to maintain participants' attention throughout the session due to professional responsibilities, disrupting the flow of the activity. It is therefore recommended that ground rules are established at the beginning of the activity, for example setting out-of-office messages or putting phones on silent mode.

**Complexity of content:** Certain complex terms including 'additional greenhouse effect', 'pteropods' and 'coccolithophores' have been deliberately retained to focus on action rather than technical expertise. The facilitator must therefore be able to explain certain terms in simple, accessible language.

**Use of local languages:** The Kirundi version has been successful, especially participants who are farmers and therefore familiar with many of the concepts. However, several technical terms do not exist in Kirundi such as 'greenhouse effect' or 'ice floe'. Therefore, it is necessary to provide maps or pictures with clear explanations.

**Changing perceptions of climate responsibilities:** Many participants initially expressed the idea that climate change is caused solely by developed countries, or that it is up to governments alone to act. This feeling reflects a sense of climate injustice, particularly in countries such as Burundi, which contribute minimally to global emissions but are significantly impacted. The workshop helps shift these perceptions by empowering participants, promoting commitments that are adapted to their reality.

One participant explained that she had long considered climate change to be a concern specific to Western countries, believing that food security issues were more urgent locally. Through the workshop, she realised that climate change is a global issue with direct local impacts. She expressed satisfaction at having participated and said she was motivated to raise awareness among her friends and family.

**Use of local proverbs:** These can reinforce the impact of the key messages. For example, the Burundian saying '*If everyone sweeps in front of their own house, the whole town will be clean*' illustrates collective responsibility in a simple and meaningful way, immediately understood by the participants. Adapting messages to participants' lived experiences promotes stronger ownership. When participants recognise their own realities, engagement increases and key messages are better retained.

**Commitments and follow up activities:** An important recommendation from Concern staff is to ensure that commitments made during the workshops do not remain symbolic but are translated into concrete organisational actions. For example, in Kirundo and Karusi, teams suggested creating specific commitment plans for each office base. The establishment of a dedicated committee to monitor, encourage and coordinate initiatives arising from the Fresk was also proposed. Teams also noted the need to develop evaluation indicators for this pilot phase, to be carried out in collaboration with the MEAL team.

**Maintaining awareness-raising efforts:** The sessions should include new staff both within Concern and partner organisations to reinforce ownership of climate related messages and promote sustainable collective action.

**Clarity in the use of the game's name :** Terms such as 'Fresque du Climat' or 'Climate Fresk' can initially cause hesitation or apprehension among participants, as they do not clearly convey the content of the workshop. Facilitators observed that this often leads to a reserved attitude at the outset beginning, which quickly fades as soon as the first cards are distributed. The workshop is then perceived as a team-based game, which generates interest and engagement. The fun and collaborative nature aspect of the tool is a major asset. Facilitators should therefore clearly identify their audience, adapt examples and tone accordingly, and ensure inclusive participation from the start.

As the workshop progresses the activity generates growing interest. Participants show a strong desire to understand the mechanisms of climate change, through questioning, collective reflection and active participation. This interest is particularly evident during the emotions phase, when participants express strong feelings, including surprise, shock, regret, shame, anger, but also anxiety about the future. These emotions are often linked to a new awareness of human responsibility for climate change, including in their own country context. Moreover, at the community level, it was decided to adopt a mixed approach for implementation planned in 2026 in Burundi. A large-scale awareness-











## Concern Worldwide Burundi and Rwanda: Climate Fresk Learning Paper

raising tool developed in collaboration with the implementing partner, CAPAD, will be used during group sessions of approximately 25 people, organised through the Farmer Field Schools (FFS). This approach aims to reach all participants. The Climate Fresk will then be offered as a complementary learning tool for those wishing to further explore the climate issues covered and deepen their understanding.

## Differences between Burundi and Rwanda

Although the Climate Fresk was introduced in both countries, its integration into the Green Graduation programme took place in different forms. In Burundi, it has been fully adopted as a central awareness raising tool at multiple levels: staff, partners and households. Workshops are already being rolled out. For household level awareness raising, depending on needs (e.g. number of beneficiaries to be reached, implementation timeframe), it is possible to use either the Climate Fresk or another, more general environmental awareness tool.

Level of commitment \ Categorie	Change in perception and individual awareness	Eco-friendly actions in everyday life	Responsible consumption	Sustainable mobility	Actions related to nature and agriculture	Collective commitment and awareness
<b>Individual</b> 	<ul style="list-style-type: none"> <li>Recognise that climate change affects us all.</li> <li>Understanding the impact of human activity on the climate.</li> <li>Recognise that everyone can take action at their own level.</li> <li>Adapt your discourse: climate change does not only concern rich countries. Keep yourself regularly informed about the causes and consequences of climate change.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce, reuse, recycle. Reduce energy consumption. Limit single-use plastics. Choose clean energy or improved stoves for cooking.</li> <li>Reduce chemical cosmetics.</li> <li>Buy fewer new clothes; choose eco-fashion.</li> <li>Do not litter.</li> </ul> 	<ul style="list-style-type: none"> <li>Reduce consumption of meat and animal products.</li> <li>Choose local products to limit the impact of transport.</li> <li>Limit unnecessary purchases, especially clothing.</li> </ul>	<ul style="list-style-type: none"> <li>Walk for short distances. Choose cycling or public transport.</li> <li>Practise carpooling.</li> <li>Limit the use of motorbikes or private cars.</li> <li>Reduce air travel whenever possible.</li> </ul>	<ul style="list-style-type: none"> <li>Plant trees at home</li> <li>Encourage friends and family to plant one tree per month.</li> <li>Practising agroecology</li> <li>Adopting water conservation techniques in wells.</li> </ul> 	<ul style="list-style-type: none"> <li>Actively participate in the fight against climate change. Get involved in local environmental initiatives or associations.</li> <li>Raise awareness of climate issues among your friends and family.</li> </ul> 
<b>Staff</b> 	<ul style="list-style-type: none"> <li>Be aware that our professional practices influence the climate.</li> <li>Recognise the organisation's responsibility to act proactively.</li> <li>Consider climate change as a systemic reality involving all levels.</li> <li>Refuse to normalise behaviour that is harmful to the environment.</li> </ul> 	<ul style="list-style-type: none"> <li>Turn off lights, computers and appliances on standby when not in use.</li> <li>Limit air conditioning and favour ventilation.</li> <li>Optimise the use of printers and avoid unnecessary printing.</li> <li>Consume energy responsibly. Reduce and save water in the workplace.</li> <li>Use reusable water bottles or containers in the office.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise digital media and reduce paper use.</li> <li>Limit single-use materials (plastic cups, plates).</li> <li>Reduce the consumption of non-essential resources in the office.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage sustainable mobility practices for commuting between home and the office (e.g. carpooling, walking, cycling).</li> </ul> 	<ul style="list-style-type: none"> <li>Manage waste sustainably, especially non-biodegradable waste.</li> <li>Limit single-use plastic.</li> <li>Collaborate with service providers to recycle or treat waste.</li> </ul>	<ul style="list-style-type: none"> <li>Organise awareness-raising sessions (e.g. Fresque du Climat).</li> <li>Share resources with staff. Provide training in environmentally friendly digital practices.</li> <li>Raise awareness among communities, particularly about bush fires.</li> <li>Promote an eco-responsible internal culture.</li> <li>Reduce unnecessary emails, favour Teams or direct communication.</li> </ul>
<b>Recommendations for Concern Burundi</b> 	<ul style="list-style-type: none"> <li>Integrate climate change into daily management and all programmes.</li> <li>Raise awareness among new staff upon their arrival.</li> <li>Communicate Concern Burundi's efforts to combat climate change.</li> <li>Follow up on commitments made in the Fresques du Climat (Climate Frescoes).</li> <li>Encourage an eco-responsible organisational culture. Limit behaviours that exacerbate climate change.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce energy consumption: use LED lighting, switch off appliances, prioritise ventilation. Prioritise digital technology: use less paper, use electronic signatures.</li> <li>Sort and recycle in offices. Use eco-friendly supplies.</li> <li>Prohibit smoking in public areas.</li> <li>Promote eco-friendly practices through internal memos (e.g. plastic bottles).</li> </ul>	<p><b>ECO-FRIENDLY</b></p> <ul style="list-style-type: none"> <li>Include climate-friendly criteria in procurement.</li> <li>Limit single-use plastic. Continue promoting organic fertilisers in programmes. Reduce water and energy waste in offices and sites.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage carpooling for team travel.</li> <li>Combine missions and studies to limit travel and fuel consumption.</li> <li>Reduce the use of energy-intensive vehicles.</li> <li>Encourage the use of electric or solar-powered vehicles.</li> <li>Limit air travel whenever possible.</li> <li>Promote public transport.</li> </ul>	<ul style="list-style-type: none"> <li>Establish concrete action plans following carbon assessments.</li> <li>Plant trees or protect forests in areas of intervention.</li> <li>Maintain agroecology and sustainable practices in programmes.</li> <li>Raise awareness of climate issues in schools.</li> <li>Promote composting, resistant varieties and soil conservation.</li> <li>Fight bush fires. Collaborate with authorities to find resilient solutions.</li> <li>Offset CO2 emissions from activities.</li> </ul>	<ul style="list-style-type: none"> <li>Organise mini Climate Frescoes at all bases.</li> <li>Raise awareness of climate issues in communities.</li> <li>Advocate with the government and donors. Hold partners and suppliers accountable on climate issues.</li> <li>Promote eco-friendly actions in communities.</li> </ul>

*Example of Concern's commitments following the Climate Fresk sessions.*

In Rwanda, the Fresk has only been used with Concern staff and local implementing partners. However, a test of the simplified version translated into Kinyarwanda has been carried out but is not being used for household awareness raising within the Green Graduation programme. At the community level, the field teams have opted for an awareness-raising tool that addresses environmental issues more generally.

## Meeting with the East Africa regional representative

The Climate Fresk coordinators, accompanied by the Country Director of Concern, met with the regional representative of the Climate Fresk Association for East Africa during a visit to Burundi. This meeting provided an opportunity to present the actions carried out by Concern, highlighting the use of the Fresk as an innovative tool for raising awareness among a variety of audiences. The representative praised the work accomplished, particularly the efforts to adapt the material to local realities, notably the translation into Kirundi and the change of illustrations considered a promising experiment in the context of a development project.

## What next?

As part of the follow-up to the learning process for Concern staff participants, a post-test quiz was developed and shared with all participants to assess participant knowledge and understanding and therefore measure the effectiveness of the awareness-raising exercise. At the end of the quiz, participants are invited to take concrete action to help the environment at some point and then come back to share their experience. Moreover, at the community level, it was decided to adopt a mixed approach for implementation planned in 2026 in Burundi. A large-scale awareness-raising tool developed in collaboration with the implementing partner, CAPAD, will be used during group sessions of approximately 25 people, organised through the FFS. This approach aims to reach all participants. The Climate Fresk will then be offered as a complementary learning tool for those wishing to further explore the climate issues covered and deepen their understanding.

Finally, at the organizational level, the Climate Fresk tool is seen as well aligned with the environmental strategy and the carbon audit recommendations for Burundi and Rwanda, supporting the integration of more climate-friendly activities into implementation alongside programme activities. Several steps in operations are being considered to increase their positive impact on the environment, including waste management, climate criteria in procurement, energy consumption reduction, and more (see figure above, page 9.)

## Conclusion

Since 2018, La Fresque du Climat has grown into an association dedicated to disseminating the Climate Fresk, training volunteer facilitators, known as Fresqueurs and Fresqueuses, and strengthening their capacity to lead high-quality workshops. To date (September 2025), the approach has raised awareness among more than two million people in 168 countries, supported by the global community of nearly 97,000 committed facilitators. In East Africa, however, the tool remains relatively new, and the Fresqueurs within Concern Burundi and Rwanda are among the first to pioneer its use in their respective contexts.

The process that led to the facilitation of the Climate Fresk with our programme stakeholders was an enriching experiment for Concern Burundi and Rwanda. Although its adoption differed between the two countries, the introduction of this tool has improved our awareness-raising methods, moving from a top-down approach to a co-constructed approach to action on climate issues.

This learning document highlights the benefits and challenges encountered during this experience, to inform our thinking and guide our future practices. It helps to strengthen our collective capacity to integrate environmental issues within Concern and in our interventions in the field, while enabling communities to take greater ownership of these actions and ensure their sustainability.

Beyond the programme-level insights, the Climate Fresk has acted as a catalyst for building an emerging environmental culture within Concern Burundi. Staff commitments developed through the workshops have fostered a genuine collective momentum toward adopting more eco-responsible behaviours. In this sense, the Fresk has gone far beyond its initial role as a sensitisation tool, it has become a lever for organisational change and a reaffirmation of Concern Worldwide's broader commitment to addressing climate change and protecting the environment.



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