“Strengthening the role of civil society in water sector governance towards climate change adaptation in African cities — Durban, Maputo, Nairobi”
Main Activities

❖ Meetings
❖ Production of material
❖ Lesson
# Meetings: team work of JA

<table>
<thead>
<tr>
<th>Dates</th>
<th>Participants</th>
<th>Places</th>
<th>Observation/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September–December 2011</td>
<td>Anabela Lemos and Erika Mendes</td>
<td>Skype/mails</td>
<td>Project Planning and Coordination</td>
</tr>
<tr>
<td>February 2011</td>
<td>Erika Mendes and Nilza Matavel</td>
<td>JA!</td>
<td>Project Planning and Coordination</td>
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# Meetings: with York University

<table>
<thead>
<tr>
<th>Dates</th>
<th>Participants</th>
<th>Places</th>
<th>Observation/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October – December 2010</td>
<td>Erika Mendes (JA!), Anabela Lemos (JA!), Patrícia Figueiredo (York University)</td>
<td>Skype/mail</td>
<td>Project Planning and Coordination</td>
</tr>
<tr>
<td>25/02/2011</td>
<td>Nilza Matavel (JA!), Patrícia Figueiredo (York University) and Ellie Perkins (York University)</td>
<td>JA!</td>
<td>- Project Situation</td>
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<td></td>
<td></td>
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<td>- Participation in COP 17</td>
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<td>- Workshop on research training for active participation;</td>
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<td></td>
<td></td>
<td></td>
<td>- Next Step</td>
</tr>
<tr>
<td>Dates</td>
<td>Participants</td>
<td>Places</td>
<td>Observation/Topic</td>
</tr>
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</tr>
<tr>
<td>17/02/2011</td>
<td>Aguiar Baquet (UEM), Elias Manjante (UEM), Francisco Januário (UEM), Luís Inroga (UEM) and Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- First meeting of project team; - Introduction of each organization; - Brain storm (ideas for the project); - Financial issues - Action follow up</td>
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<tr>
<td>30/03/2011</td>
<td>Elias Manjante (UEM), Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- Mozambican high school curriculum Plan; - Inputs for environmental education program paper presentation; - Activities Planning; - Selection of schools; and - Action Follow up</td>
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<tr>
<td>8/04/2011</td>
<td>Elias Manjante (UEM), Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- Coordination for letter distribution at schools</td>
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<tr>
<td>15/04/2011</td>
<td>Ester Uamba (UEM), Franciscas Caetano (UEM), Marquezine Camacho (UEM), Luís Inroga (UEM), Neima Adamo (UEM), Abel Machaei (UEM), Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- First meeting with the UEM students - Clarification about some aspects of the project - Definition of work methodology</td>
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<tr>
<td>19/04/2011</td>
<td>Ester Uamba (UEM), Franciscas Caetano (UEM), Marquezine Camacho (UEM), Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- Planning project activities</td>
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<tr>
<td>17/05/2011</td>
<td>Elias Manjante (UEM), Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- Planning project activities</td>
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<td>24/05/2011</td>
<td>Marquezine Camacho (UEM), Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- Planning project activities</td>
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<td>11/07/2011</td>
<td>Ester Uamba (UEM), Franciscas Caetano (UEM), Sergio (UEM), Nilza Matavel (JA)</td>
<td>UEM</td>
<td>- Planning project activities</td>
</tr>
</tbody>
</table>
Paper presentation on environmental education program “small gestures big changes”

Diagnostic test (making an evaluation about the knowledge level on environment) of the students

Power point presentation used in the given lesson
Environmental Education Program
Small Gestures  Big Changes
Objectives:

- Create a critical awareness about environmental issues in the school, involving the students and the teacher in the lectures, and discussion/debate on climate change and water.
- Provide an opportunity for the environmental education University students, to apply the methods learnt by them during their formation.

Target: Students and teachers from classes with no final examination in 2 years.
<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Dates for letter delivery</th>
<th>Date for the meeting with the school board</th>
<th>Name of the contacted person</th>
<th>Observation/Situation</th>
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</thead>
<tbody>
<tr>
<td>Escola Secundária da Polana</td>
<td>11/04/2011</td>
<td>No answer</td>
<td>______________</td>
<td>Negative</td>
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<tr>
<td>Escola Secundária Eduardo Mondlane</td>
<td>12/04/2011</td>
<td>19/04/2011</td>
<td>Azarias Dava Principal for the 1st ciclo and Simão Macuvela Principal for the 2nd Ciclo</td>
<td>Positive</td>
</tr>
<tr>
<td>Escola Estrela Vermelha</td>
<td>11/04/2011</td>
<td>14/04/2011</td>
<td>Ângela Igídio – School Principal</td>
<td>Negative</td>
</tr>
<tr>
<td>Colégio Arco-Íris</td>
<td>11/04/2011</td>
<td>15/04/2011</td>
<td>Alice Calane - Studies Director</td>
<td>Positive</td>
</tr>
<tr>
<td>Gaiato Internato</td>
<td>20/04/2011</td>
<td>______________</td>
<td>Irmã Kitéria</td>
<td>Waiting for answer</td>
</tr>
</tbody>
</table>
I. Climate Change

Topics
1.1 Concept of Environment
1.2 Environmental problems
1.3 Emergence of environmental movements
1.4 Key Concepts (climate change, greenhouse effect, etc)
1.3 Causes of Climate Changes
1.5 Consequences of Climate Changes - Natural and environmental disasters
1.6 Climate changes forecasting at national and Global Level
1.7 Good practice - Small Gestures Big Changes!
II. Pollution

Topics
2.1 Concepts of pollution and contamination
2.2 Air Pollution
2.3 Water pollution
2.4 Noise Pollution
2.5 Light and visual Pollution
2.6 Pollution in Mozambique and in World
2.7 Pollution in the context of Climate Change
2.8 Good practice - Small Gestures Big Changes
III. Water

**Topic**
3.1 Water Cycle
3.2 Importance of Water
3.3 Fresh water availability in Mozambique and in the World
3.4 Consequences of irrational use of Water
3.5 Impacts of climate change on water resources in Mozambique
3.6 Good Practice - Small Gestures Big Changes
LESSONS
- Mozambican Academic Calendar is divided in trimesters:

  - 1st Trimester (17/01 - 8/04)
  - 2nd Trimester (25/04 - 22/07)
  - 3rd Trimester (8/08 - 28/10)

- The classes began on June 1st, middle of the second trimester

- Both schools gave us space during the period they usually have class meetings (45 minutes per week)

- Each topic is usually covered in three lessons. Depending on the level of understanding and complexity of the topic, the number of lessons can be increased.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Teaching methods/Learning resources</th>
<th>Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1. Presentation of the topic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic presentation and discussion with the student</td>
<td>Audiovisual – slides/ power point</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Recreation time</td>
<td>Playing session/Audiovisual (Videos)</td>
<td>10</td>
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</tr>
<tr>
<td><strong>Lesson 2 Discussion/film exhibition on the topic</strong></td>
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<td></td>
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</tr>
<tr>
<td>Topic discussion with student</td>
<td>Method of Preparation Set, Team work Method, Independent Work Method, Roundtable Method</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Recreation time</td>
<td>Playing session/Audiovisual (Videos)</td>
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<tr>
<td><strong>Movie Exhibition</strong></td>
<td>Audiovisual – video</td>
<td>30</td>
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</tr>
<tr>
<td><strong>Discussion/comments about the move</strong></td>
<td>Method of Preparation Set, Team work Method, Independent Work Method, Roundtable Method</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 3. Revision of the topic</strong></td>
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</tr>
<tr>
<td>Revision of the last 2 lesson, clarification of doubts</td>
<td>Method of Preparation Set, Team work Method, Independent Work Method, Roundtable Method</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Recreation time</td>
<td>Playing session/Audiovisual (Videos)</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
LESSON AT EDUARDO MONDLANE SECUNDARY SCHOOL

- Is a public school, situated in peri urban area in Maputo city
- The school has 8 classes for grade 8, each class with 45 - 60 students, in total 390 students.
- Only 2 of the classes are part of the program, in total 117 students. This because the lessons have to be taken in the library, since the classrooms do not have technical conditions for the equipment used.
- The lessons are taken every Wednesday morning (8:45 – 9:30) and are alternated (one week grade 8A1, the other week grade 8A2).
- The library is big, but doesn’t have enough chairs. The students must bring chairs from their own class rooms.
Lesson at Arco Iris College

- Is a private school, situated in the centre of Maputo city
- This school has 2 classes for grade 8, each class has 19 – 20 students, in total 39 students. Both classes are part of the program
- The lessons are in the library, every Wednesday afternoon (14:05 – 14:50)
CHALLENGES
Absence / Lack of serious commitment on environmental education, on the Government side

Absence of environmental issues in educational curriculum in Mozambique

Lack of awareness about the importance of the environment

Inaccessibility of one of the school board, one of the schools did not send any meeting response to the presentation of the project until today

Bureaucracies placed by the board of one of the schools to accept the program for being a public school. Therefore, it is need a credential from the Department of Education and Culture - Ministry of Education (DEC), to work in school. Yet another public school agreed to participate in the program without having any sort of conditionalism.

Lack of conditions and infrastructure in the public school. The roofs is broken, desk and chairs also, broken windows. Due to lack of chairs, some children have to share the sit.

Difficulties to involve the teachers in program.
WHAT IS WORKING WELL?
The cooperation between UEM students and JÁ team

The interest shown by 1/4 of all students involved in the project

Level of participation of the students of Eduardo Mondlane School

At Eduardo Mondlane School some teachers and students from other classes, praised the initiative and asked for the program to cover more classes in the schools.

During the lessons we always have 2 – 3 students from other classes attending the session.

Two poems made by students at Eduardo Mondlane School
THE ENVIRONMENT

Saying that farmers cultivate
It does not mean that entrepreneurs can not

We take care of plants
The same way we take care of ourselves
Because plants
Are one of the reasons for our lives

We take care of the plants
But it does not mean that
We should sleep with them
Because at night
They want our oxygen

Plants need water
The same way we need

If one day we destroy a plant
No matter how small it is
We are destroying our environment

It is important to take care of the plants
Because they are part of us

Written by:
Nora Felicidade Banze
Tânia Jacinto Cossa
Wilma Marta Tivane
And with my big nose
  I have the flair
  that makes me feel
  the smell of cacao and flower

With my tongue
  I have the palate
  that makes me enjoy
  the taste of chicken and cacana

With my ear
  I have the hearing
  that makes me hear
  the sound of the song and Timbila

And with my eyes
  they give me the vision
  that makes me see
  the color of nature

With my skin
  I have the touch
  that makes me feel the cold in June

Written by:
  Sandra
  Vânia
  Ângelica
PLANS FOR NEXT YEAR?
- Continuing with the lessons
- Establish partnerships with the faculty of engineering in order to give lectures about climate change and water
- Create conditions for experience sharing between the students from Eduardo Mondlane school and Arco – Íris
- Start the program in Gaiato