



Small Grants activity report

Final reporting up to **April 2012**

PROVINCE: Eastern Cape

SITE/LOCATION: Amadiba Administrative Authority, Bizana

PROJECT IMPLEMENTER/SERVICEPROVIDER:

ARC (Alliance of the Rural Communities) -operations- and
CORC (Community Organisation Resource Centre) -administration-

PROJECT LEADERS: Nokwanda Langazana and Mzamo Dlamini

1. General overview/Background

The schools education project was started to minimize or eliminate activities which put stress on environmental resources in the area of Amadiba – Pondoland. Like in many rural contexts in South Africa, people here rely mostly on environment for food, water, keeping of live stock, etc. This means digging for herbs, tilling for food, burning for fresh grass so that live stock have grass to live from. These days activities are becoming either difficult to perform or recognised as harmful to the environment. People are growing in numbers, agricultural chemicals and fertilizers came from a scientific approach over the years and change the context. Burning is now not controlled again education played a big role in eradication of old traditions that would normally govern these places now burning is exaggerated. There are many other challenges to fight against that came about from bad education and this need to be undone through educating the new generation of kids in schools today. This project aims at doing environmental focused education to influence change in change in the mindset of people here.

One of the highlight of the year has bet In the beginning of August 2011, department of education invited the team working for schools education project to take part in the national science week that was held in Bizana. Here about 350 learners were invited to attend and those are the kids which the project team met and facilitated learning sessions on environmental topics. The Department of Education felt this programme should be extended to other schools in Bizana. There were many science and geography teachers who were trying to invite the team to work with their schools too, but with limited resources that would be difficult.

in Mid-August 2011, two members of this project got an opportunity to go on a month long train the trainers course which took place in an eco village called Sieben Linden in Germany. This course was about designing eco-villages. An eco village is a constructed society of community with certain rules that this community agrees to live with. In this particular course attendants learnt a lot about way by which people living in an eco village live with to ensure sustainable living and general practices that make sure environment is taken care of at all times it covers all aspects of life such as permaculture , sustainable and eco friendly agriculture , eco friendly ways to produce energy, eco friendly building of residential houses, general internal governance. This life style is not limited to those living in an eco village only but can be practiced everywhere else.It is a wonderful course that is run every year and people attending come from all over the world ,it is a very rich course that contributed a lot of knowledge to be shared with kids at schools and adults in the communities.

September 23-25, 2011 we had our first nature visit at Mtentu camping site. Kids attending were selected from three schools Sigidi ,Sijadu and Khumbuza.Mtentu is well positioned to allow easy access to activities we wanted to do such as visiting Mkambati nature reserve , where learners were shown around comparing nature in a nature reserve and in places where they live. They identified species of plants and learn about animals. There was a visit to Sikhombe river where land has been misused (got disturbed) , got eroded and where rehabilitation has taken place successfully .Learners were divided into two groups, schools mixed . One group go to Mkambati nature reserve and one to Sikhombe. In the afternoon was a sharing of learnings sessions so

that those who went for Mkambati would know what happened at Sikhombe and vice versa on next day these groups exchanged sides so they would experience what happened on the other side. Afternoon presentation was so important that it is where we would assess if kids were learning anything and they would be encouraged to speak in front of others. This is a powerful tool to make sure they do not forget, because if you were learnt something and you pass that to the next person then that sticks in mind. On the 3rd day was a debate on the social related topic. Teachers from each of these schools accompanied so they would make sure they assist learners learn and learn as well.

In preparation for 17th conference of parties (COP 17) the project team went to nursery owner appealing for plants donation which would be planted in schools. Wild Coast Sun donated many. Those were used in greening plangeni school. Also we had a connection with an organization called plant for the planet. They do environmental education and encourage children to become environmental ambassadors, these kids would be required to write plan of actions- what they would be doing back home and in their schools after the plant for the planet had left. Mostly encouraged to plant as many plants as they could. We invited this organization to come to our schools and conduct academies there too. Plant for the planet started in Germany and is trying to make sure each country has at least one million trees planted, came to South Africa for COP17. Kids from South Africa and other countries must communicate with each other about what they are doing or achieving in their countries. This includes uploading of picture too. In this programme kids who had learnt would be taken to the next school and present the lesson to the next schools.

Some kids from our schools had an opportunity to attend COP 17 in Durban. Apart from the actual conference were many other meetings or teaching sessions on sustainability that took place as the COP. (COY) conference of the youth took place 3 days before the actual COP. This was the young people from all over the world sharing experiences and knowledge on sustainable life style. We attended this with school kids and Rescope kids (mostly non South African kids) Rescope is a Malawian organization doing environmental education there and we met one of their director when attended a course in Sieben Linden Germany. We planned a caravan with them. As a result from attending the COP we have learner who understood the global climate situation a took a voluntary decision to go educate other youth back home and start planting plants in schools and homes, etc. So it was powerful enlightenment to them.

January to April

During the months January, February and March we had our environmental education within the schools premises. An exchange of information relating to sustainable living, environmental care formed part of these educational. It is worth describing it below.

February

This time we visited Mtentu with three schools i.e. Plangeni School, Baleni, and Marina "Com-Tech". We chose five scholars per school and had asked for one teacher per school.

Friday 17th February was arrival day, we discussed details of the next two days and what is expected of the scholars and what is expected of the teachers. Teachers help a lot with contributing in teaching where they have knowledge. They are mostly important

to listen and help facilitate scholars taking information learnt back to the rest the school kids and teachers. We divided learners into two groups. One group to visit Mkambati Nature reserve to learn about nature and brief history of the Wild Coast and one to Sikhombe. Sikhombe group talk mostly about land degradation, see examples of degraded lands and rehabilitated land, stone tools (tools that were used during Stone Age).

Saturday 18th February groups were split after breakfast and left for their respective learning sites for this day. Both groups were encouraged to ask questions where they need clarity and also encouraged to ask question that normally give them problems back in schools. This is where teachers were also important as would assist learners in this as they know relevant learning areas.

The group at Mkhambati learnt about plant species indigenous and endemic to Wild Coast like Pondo palm. They learnt about importance of an estuary when crossing and stopping at Mtentu estuary, how it helps grow tourism in this area and how it supports life of animals like fish and others and of that of human being. They learnt also about the life of an estuary. Human actions detrimental to an estuary like bad agriculture up stream and mining effects on the estuary and river systems. This group learnt about marine life, marine eco-system on the rock pools. Kids learnt about conservation wild animals, why this is done, and why poaching for animals is bad for the whole nation.

We visited to closest ship wreck – an East Korean ship that got washed out by storms in 1966 to the shore of Mkhambati. Learnt some history of some on shipwrecks on the Wild Coast and why we have so many. We visited Strandloper falls to learn about Strandlopers and the learners had time to relax and enjoy themselves swimming.

Another group went to Sikhombe group talked mostly about land degradation, see examples of degraded lands and rehabilitated land, stone tools (tools that were used during Stone Age). They learnt about bio-diversity, medicinal plants that are used by local people to keep them healthy before modern English doctors came. Those medicines are used still now. This education involved discussion of certain cultures that were very good in keeping environment like plants were believed to be holly. This group went as far as to the place where dune mining proposed will take place if successful. Discussions took place there on site concerning what possible impacts could be to the surrounding community and environments are if this operation takes place.

In the afternoon when both teams came back, each one of these teams had to educate the other, share what they saw, what they learnt about and what they thought was interesting about their tour they just took. This would be in the form of presentations. The rule was each member in the group has to contribute in the presentation. This is done to encourage each and every one of these kids to be confident in presenting and just talking in front of others and many people.

The last session we had after supper was debate about whether or not teenage pregnancy is good. This was a heated debate. Very interesting hearing them sharing and trying to educate each other. This debate was facilitated by our core team member the other two participated in the debating teams and teachers from their schools were also divided two join the teams. This was aimed at having the learners not pressurized by us and their teachers while debating this.

Sunday 19th February previous day groups were kept but then exchanged visiting areas, so whoever visited Mkhambati now visited Sikhombe and vice versa. Then after coming back it was time for evaluations front learners (Baleni later sent a letter of appreciation expressing how they are grateful of this programe and what difference this programe makes or contribute to their school), teachers and our team then to prepare for home, taking down all camping tents etc.

March

This month the team went out on a training taking place at Mtentu, where schools are always taken for their Wilderness trails. This is done to extend knowledge and capacity on information the team offer to the field excursions with schools. On this training aim was to identify more indigenous and endemic plants. Make interesting stories around each of the plants. Team lent strategies on how to make environmental education more interesting with as much appeal as possible to learners. Came up with standardized plant and animal stories found around this area, these documented in a simple document which will be used as a guiding tool for all future tours to Mtentu wilderness tours. Subjects covered in this training were not only about plants and animals, culture of Amampondo as well as history of shipwrecks in the wild coast, archaeological sites (with stone age tools) information. Learnt more about estuaries found here information such as how they contribute in nurturing fish and animals, how people benefit from healthy estuaries with fish and grass etc. What would be the detrimental activities to the estuaries.

Eastern Cape Parks came together with Wild Coast Project. Wild Coast Project is an agency that works with communities and schools on environmental education. They want to get involved in the schools which we have been working with under CEPF funding. Their interest is mostly to give a theme of the year e.g. save your water, monitor if this is done well or best. Schools would compete then the best school would receive a price. There will be different prices for different categories. They have cash price R 50 000, cup and a revolving cup for the cleanest and greenest school. The revolving cup would be kept by the school for as long as they are still number one. Otherwise if another school improves and takes over that school takes this cup and the first school loose it for that year.

April

The last school which visit to the wilderness includes Mdatya and Baleni. These are two last schools which have not sent any of their kids to the wilderness.

Trees are delivered to the schools that have fence around to make sure the trees from the nursery are planted in a safe school where no goats will feed on. The four schools receive trees are Mdatya, Sjadu, Khumbuza and Baleni.

On our plan that shows everything we were going to do with the funding received from CEPF/Wildland Foundation, we could not start recycling projects since there schools are very far from town where refuse would be separated, collected sent to recycling

centres. It was also not feasible to start a nursery in the schools. This needs dedicated permanent staff over a long period of time but the resources and time allocation was not allowing. Schools themselves would need to hire some persons to look after it.

2. Expected deliverables

2. Implementation Strategy

OUTPUT		KEY PERFORMANCE INDICATORS
Delivery Approach	Target Audience	
<p><u>ACTIVITY 1:</u> Conduct lessons in class rooms with learners.</p> <p>Content: This workshop will be run as a pilot for activities supporting school curriculum. The materials will be piloted with 10 schools.</p> <p>Format: learner workshops</p>	Natural science, Grade 12 Educators and learners	<p>Total no of interactions with schools / groups = 1</p> <p>No of disadvantaged schools reached = 8</p> <p>Learners reached = 240</p>
<p>• <u>ACTIVITY 2:</u> Showing learners how to propagate trees and other plants. They will have to plant seedlings and seeds we brought them in their respective schools, nurture them till strong. This will encourage them to repeat this exercise in their homes.</p> <p>Format: practicals</p>	Learners	All schools will have at least not less than 40 plants.
<p>• <u>ACTIVITY 3:</u> Field trips nearer to schools learners will identify plants and animal species, they will learn about good management of land to protect from being eroded. They will learn to differentiate alien plants from indigenous</p>	Learners and educators	Learners and educators will be able to learn from seeing, touching instead book identification of species.

<p>and effects of alien plants. Learn about wetlands as sources of water, how do they keep and clean water.</p> <p>Format: Workshops</p>		
<p>• ACTIVITY 4: Introducing indigenous plants nurseries to at least 2 schools. Plant seedling will be grown so they will be used in greening other schools.</p> <p>Format: Learner workshops and displays</p>	<p>Mdatya high and Baleni high school.</p>	<p>Rare plants will be kept and propagated.</p>
<p>• ACTIVITY 5: Start vegetable gardens using seeds and compost provided by ARC</p> <p>Format: Practical</p>	<p>Mdatya, Baleni, Khumbuza, Marina school.</p> <p>These schools expressed interest.</p>	<p>Learners, educators and their families benefit from healthy food supplements – an experience to be replicated at their homes</p>
<p>• ACTIVITY 6: Recycling of paper, cardboard, glass, plastic, metal</p> <p>Format: Collections</p>	<p>All participating schools</p>	<p>Minimized litter. Income generation from sale of recyclables.</p>
<p>• ACTIVITY 7: Learner workshops and a Career exhibition</p> <p>Invite people whose specialties are in different fields/sections of environment.</p> <p>Invite people to motivate learners</p> <p>Format: Presentations</p>	<p>Scholars and educators.</p>	<p>Learners and educators motivated.</p>

3. Summary of schools' attendance registers in your environmental awareness program

Total number of schools				Total number of schools as per the classification below			
Foundation	Intermediate	Senior	FET	Township	Suburb	Rural	Farm
	2	4				6	

3.1 Summary learners' and educators' attendance registers

Total number of learners	Classification per gender		Classification per race				Total number of educators present
	Males	Females	Blacks	Coloured	Indians	Whites	
270	129	141	270				8

3.2

Place of Environmental awareness activity	State whether Township/Suburb/Village/Farm Rural area	Description and number of activities or topics covered for learners e.g. 3 water quality testing at Umthentu estuary with grade 9 learners	Method
School premises. 1. Sigidi S.P.S 2. Sijadu S.P.S 3. Mahaha J.S.S 4. Baleni J.S.S 5. Plangeni J.S.S 6. Khumbuza J.S.S	Rural area	We would discuss importance of each of natural resources to human life. Challenges and impact to these through human activities. We therefore would discuss possible mitigations from our level as citizens. We would discuss resources listed as plants, light, water, air, animals, and soil/land. Pondoland endemic plant species, pollution and waste are discussed. These discussions would be at the level and language that is understandable to scholars. We always revolve around nature the learners can see close to the places they stay.	Learners are guided through asking of questions so that most of information comes out from them. Once all topics in the form of natural resources is captured then learners are divided into groups. Each group one topic to discuss as a group, they decide on people to present on their behalf to the whole class. Groups would normally be 5 as plants, water, air, animals, and soil/land.

3.3 Total number of learners reached during the first phase (of this reporting)

Total number of learners	Classification per gender		Classification per race					Total number of educators	Total number of general public	TOTAL ATTENDANCE
	Males	Females	Blacks	Coloured	Indians	Whites	Other			
270	129	141	270					8	N/A	278

3.4 Environmental education activities (list all the activities that you offered to learners)

Organization/facilitator	Activity	Perceived success levels of activity (describe your opinion of the success of each of the activities)	Thrust covered for each activity		
			Provincial knowledge & geographical advantage	Indigenous Knowledge	Other
Mzamo, Nokwanda and Nonhle	Classroom work, facilitators present to learners and teachers aims and objectives of this programme.	This creates understanding on how this is relevant to the school.			
Mzamo, Nokwanda and Nonhle	In groups learners come up with different environmental components that we human need.	Because they are encouraged to think about what is around them (area they grow up on) learning about these is very easy.	In their books they find relevant information.	Focus on indigenous knowledge is encouraged.	

Mzamo,Nokwanda and Nonhle	Learners are asked to discuss problems facing our environment e.g. waste, alien plants, veld fires etc. They also discuss mitigations and commit themselves on activities like planting of indigenous plants, replacing alien vegetation.	This has been a new revelation to both teachers and learners. They never knew difference on plants. Alien or indigenous and all the facts on why alien vegetation is a problem. We have done very well on giving information on this.	There are books available at schools which no one bothered to read before we come	Indigenous knowledge is being made priority	
Mzamo,Nokwanda and Nonhle	Learners are taken on an experiential visit at Mtentu so they visit Mkambati nature reserve and learn.	Firsthand experience makes kids learn even more.	School reference books are used .		

4 Media coverage(list all actual media outputs and provide copies of printed clippings) if applicable to your project.

We have had no media coverage yet.

5 Project challenges (describe challenges encountered in project planning & implementation)

Schools do not have lot of time to invest in these extra-curricular activities. Their schedule is very tight. Teachers are very keen to this programme so we plan with them and decide on time which does not interfere too much with teaching. Because of the time constraints it is always difficult to keep plan with teachers constant and sometimes plan change and this means re-planning all over.

Another serious challenge is access to schools. The state of the road is bad and there is no bakkie for this project. Most of our schools are deep into rural areas. When the weather is wet then the whole area where most schools are situated becomes inaccessible.

There is a need for transport budget. Rural schools are not close to each other, so there is a lot of travelling costs that are encountered.

6 Achievements

This environmental education is relevant to school work, teachers feel. It provides practicality of some of the theory they teach and it reveals some of educational aspects the teachers and learners not aware of.

An audience of about 500 has been reached which exceeds 240 that we expected to reach in the beginning of this project.

In a short space of time this programme has been able to attract interest of department of education and we now have been invited to address the schools attending science week in the beginning of August and participate in some activities like cleaning of town on duration of national science week.

We have been able to attract another very important stakeholder in this programme. Investors in community tourism development at Mtentu, we negotiated that they support some of our deliverables expected from us by schools like nurseries and etc, through their programme called voluntourism. They will be organizing volunteers from other countries to help with different things in the communities and schools here. *Wild Coast project and Eastern Cape parks is getting involved in schools environmental education. They will encourage schools to be clean and save environment , done through competitions.*

7 Planned activities with timelines (what still needs to be done)

The project is completed.

8 Final remarks/Recommendations

This has been an exciting programme for all the learners and teachers who come in contact with it, with the power to influence future attitudes and action more than about the basic information or issues it covers. The people of Pondoland have reacted as if this kind of programme is a trigger to unleash resources and energies to protect their land but also to make it more (sustainably) productive of resources for its inhabitants.

The challenges are many but well known to the activists in the field and to the donors. We wish that in the future more resources will be availed to this kind of initiatives, though not through CORC, as explained in a separate communication.

9 Financial report (with all proof of expenditure available at Headquarters in Cape Town)

Attached