

## Water and population. Water and climate change.

In [preparation of this meeting](#), students will investigate **water resources management** in their own country, city, school and house (searching on internet and interviewing local authorities / head of school / parents).

[During the meeting](#) all these aspects will be compared (**a poster will sum up the results**), students will talk with **experts on water management** and environmental care, and through **field trips (visits)** to a sewage plant and to a desalination plant, they will be able to see how cities manage to recycle water and they will also learn how to obtain potable water from the sea. Students will work, in **international groups**, looking for solutions to solve water problems in different fields such as agriculture, industry and cities (from global to local). Powerpoint presentations (or similar), posters and leaflets will be created as **products of this meeting which will be displayed in all participating schools**. Moreover, students will talk with students from the hosting school to make them aware of the water problem and what can be done to solve it. The duration of this activity is set to seven days. That includes five working days and two travel days.

[How is participation in this activity going to benefit the involved participants?](#) Students will learn to use **water resources in a more efficient way**. It will not only reduce environmental pressure, it will also help decreasing the energy demand, leading to further reductions in water. Through the gathered knowledge in this activity students are expected to become **active citizens**, not only learning how to reduce water in their own lives but also in their community. By acting and disseminating they will improve water resources management and will spread environmental behaviours which will benefit future generations.