ARIELA QUIBONGA

and the

MIMOSA SEED

Planting Hope, Harvesting Futures

Master Document of the Environmental Education Project for Children and Adolescents

Promoter:
Manuel Quibonga Cândido

Luanda • Angola • 2026

TECHNICAL DATA SHEET

Element	Description
Title	Ariela Quibonga and the Mimosa Seed
Promoter	Manuel Quibonga Cândido
Version	Master Document — Final (Consolidated) Version
Date	2026
Initial Scope	Municipalities of Luanda, with simultaneous openness to other municipalities and provinces
Ultimate Target Scope	National — all municipalities and provinces of Angola
Target Audience	Children and adolescents (aged 6 to 18)
Field of Action	Schools, hospitals and community public spaces
Funding Model	Self-sustaining by design; open to partnerships and sponsorships
Governance Model	Personal initiative of the promoter, with a planned transition to a constituted association
Copyright	Protected under Law No. 15/14 (Copyright and Related Rights)
Existing Materials	Logo, promotional video and theme song ("Semente Mimosa")

"Great rivers are not born great.
They are born from a small spring that grows, learns its course and,
without losing its essence, transforms the landscape it flows through.
So too is born the Ariela Quibonga and the Mimosa Seed Project:
a simple initiative, built to grow sustainably,
inspiring every child to plant not just a tree, but a future."

Manuel Quibonga Cândido, Promoter

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CHAPTER I — INTRODUCTION

Background

Angola is a country of extraordinary natural wealth. Its fertile soils, the diversity of fruit-bearing species and the biodiversity of its forests are a legacy that belongs, above all, to future generations. However, accelerated urban expansion, mounting pressure on natural resources and the progressive loss of green spaces in cities have distanced people, especially children, from the land and its natural cycles.

Context

The Ariela Quibonga and the Mimosa Seed project is born of the simple and profound conviction that returning seeds to the earth is returning to the earth the paradise that God created. Its name pays tribute to Ariela, the promoter's granddaughter, and to what she represents: the generation that will inherit the world that today's adults build, or destroy.

Rationale

The central idea is free of technological or bureaucratic complexity: children learn to save the seeds of the fruit they eat every day, use empty water drums as zero-cost nurseries, tend the plants and then take them to schools, hospitals, streets and squares, where they will grow and one day bear fruit that will serve as a school snack or dessert for other children. This project already has a logo, a video and a promotional song that serve as tools for mobilising children, schools and communities, giving it from the outset a distinctive and emotive identity.

CHAPTER II — THE PROJECT

Vision

To return to the earth the abundance that God created, making every child the guardian of a seed and a builder of a green future.

Mission

To nurture in children and adolescents the habit of saving seeds, turning household waste into nurseries and planting fruit trees in community spaces, creating a sustainable chain of youth-led urban reforestation in Angola.

Values

- **Simplicity —** solutions accessible to any family, school or community.
- **Autonomy —** the ability to operate without depending on external funding.
- **Inclusion —** open participation for any institution or person, without hierarchy.
- **Environmental Responsibility —** every individual gesture as a collective contribution.
- **Child and Youth Leadership —** the child as an agent, not a passive beneficiary.
- **Sustained Growth —** expansion validated stage by stage, without losing the essence.

General Objective

To promote active environmental education through the planting of fruit trees in public and community spaces by children and adolescents, contributing to urban reforestation, local food security and the development of citizens aware of their role in protecting the environment.

Specific Objectives

- To instil in children and adolescents a lasting habit of saving the seeds of the fruit they consume.
- To turn empty water drums into zero-cost nurseries, promoting the creative reuse of waste materials.
- To plant fruit trees in schools, hospitals and public spaces, with children as the protagonists of the process.
- To establish autonomous school and municipal hubs that ensure the organic expansion of the project.
- To generate tangible community benefits: shade, fruit, biodiversity and a sense of belonging to the land.
- To extend the project to all municipalities and provinces of Angola through a replicable hub model.

Target Audience

The project is aimed primarily at children and adolescents aged 6 to 18, in school, community and family settings. The involvement of this audience is not symbolic: children are the engine of the project, not its passive beneficiaries.

Group	Role in the Project
Children (aged 6–12)	They save seeds, prepare the drums/nurseries and follow the growth of the plants.

Group	Role in the Project
Adolescents (aged 13–18)	They lead the school hubs, teach the younger ones and coordinate community plantings.
Teachers and Educators	They facilitate implementation in schools and can integrate the project into teaching activities.
Families	They are made aware through the children and can help by saving seeds at home.
Community at Large	Direct beneficiary of the trees planted in public spaces and in health and education institutions.

Guiding Principles

- Open and voluntary participation, with no exclusion condition for any institution.
- Zero cost as a starting point, never as a limit to ambition.
- Phased and validated growth, with prudence but without losing pace.
- The child as an active agent first, never a passive beneficiary.
- Partnerships as a boost that accelerates, never as a condition for survival.

CHAPTER III — FOUNDATIONS

Environmental

Urban reforestation with fruit-bearing species contributes directly to mitigating the effects of climate change in cities, to increasing local biodiversity and to restoring green spaces degraded by urban expansion. The project is aligned with Angola's commitments under Sustainable Development Goals 13 (Climate Action) and 15 (Life on Land).

Social

The act of planting and caring for a tree rebuilds the bond between the child, the family and the land, strengthening the sense of community belonging. Schools, hospitals and public spaces become intergenerational meeting points around a shared purpose.

Educational

The seed cycle is an experiential learning methodology, complementary to the formal curriculum, that teaches responsibility, patience and method through direct observation of a plant's growth, from the act of saving the seed to the tree that bears fruit.

Economic

The zero-cost model removes the main barrier to entry that usually holds back environmental initiatives in school and community settings. In the medium term, the fruit trees planted generate a tangible economic benefit for the institutions and families involved, in the form of locally available fruit, and may even supply school snacks in participating educational institutions.

Institutional

The project fits within Axes 3, 5 and 6 of the National Development Plan 2023–2027 and contributes to Sustainable Development Goals 4 (Quality Education), 11 (Sustainable Cities and Communities), 13 and 15, offering partner institutions a concrete, measurable instrument for delivering on these commitments.

CHAPTER IV — IMPLEMENTATION MODEL

Strategy

The project launches simultaneously in several municipalities of Luanda, with the establishment of a reference hub where follow-up is closer and the first indicators are documented rigorously. In parallel, the project remains open to institutional contacts outside Luanda from the first phase, combining ambition of scale with a validated model that is credible to partners and funders.

Methodology — The Mimosa Seed Cycle

The methodology is deliberately simple, replicable and practically cost-free. It rests on five stages that form a continuous, participatory cycle in which the child is the main agent at every step.

Stage	Description
1. Save	The child learns to identify, separate and preserve the seeds of the fruit they eat at home or at school. The seed stops being rubbish and becomes treasure.
2. Prepare	The empty water drum, a household waste item abundant in every neighbourhood, is turned into a nursery. A hole is punched in the bottom, it is filled with soil and the seed is planted.
3. Germinate	The child follows the germination and growth of the seedling inside the nursery, at home or at school, learning that caring takes time, water and attention.
4. Plant	When the seedling reaches a suitable size, the child takes it to its final destination: a school, a hospital, a street, a square or a community garden.
5. Nurture	The child visits and follows the growth of their tree. When it bears fruit, other children can eat it, closing the cycle.

School Hubs

Every school that joins the project becomes a self-sufficient hub. Pupils save seeds, teachers facilitate, and the drums come from people's homes. No institutional funding is needed for the cycle to work.

Sequencing Criteria and Progressive Expansion

The order of institutional outreach does not establish a hierarchy among institutions. It is guided by the following criteria:

- **Institutional responsiveness —** priority is given to contacting institutions whose decision-making structure allows faster response and implementation.
- **Geographic and logistical proximity —** expansion begins in the areas where the promoter can most easily provide direct follow-up.
- **Prior receptiveness and institutional alignment —** institutions that have already expressed interest in or openness to the project are considered a priority.
- **Multiplier effect —** attention is given to institutions whose participation may encourage others to join.

- **Sectoral balance —** the outreach strategy seeks to cover public, private and foreign schools in a balanced way over time.

These criteria guide the sequence of institutional outreach and in no case establish priority of merit or a condition of exclusion for institutions not yet contacted.

Prior Authorisation Principle

No planting outside school grounds is carried out without prior written authorisation from the entity responsible for the site — be it the Provincial Government, the Municipal Administration, the Ministry of Health or a private hospital. This principle precedes and conditions all expansion of the project into public and hospital spaces, and is applied sequentially: institutional endorsement first, planting only afterwards. It protects the project, protects the children involved and reinforces, in the eyes of any partner or authority, the seriousness and institutional credibility of the initiative.

CHAPTER V — STRATEGIC PARTNERSHIPS

The project is fully open to institutional, corporate and civil society partnerships. The logic is simple and honest: partners gain visibility associated with a noble cause; the project gains speed and scale. A partnership is always an opportunity, never a condition for survival.

Educational Institutions

Institution	Strategic Rationale
Public Schools in Angola	They represent the largest pool of pupils and ensure territorial reach, institutional legitimacy and high community impact.
Private Schools in Angola	They have greater administrative autonomy and the capacity for swift implementation, contributing to innovation, resource mobilisation and the dissemination of the project's good practices.
Foreign Schools in Angola	They strengthen the project's international profile, stimulate institutional cooperation and favour its replication in other contexts.

Health Facilities

Health Facility	Strategic Rationale
Public Hospitals (MINSA Network)	Institutional spaces with great social reach, with the authorisation of the Ministry of Health and a collaboration protocol; humanisation of the spaces and involvement of hospitalised children.
Private Hospitals and Clinics	Greater decision-making agility and availability of their own spaces for fruit gardens, through a simple collaboration protocol with the clinical management.

Other Partner Entities

Potential Entity	What It Can Offer	What It Receives in Return
Provincial Governments and Municipal Administrations	Authorisation, logistical support and coordination with schools and public spaces in the territory	A concrete instrument for implementing local environmental and educational policies
Ministry of the Environment	Official recognition, support technicians, special seeds	Association with a project of measurable national impact
Ministry of Education	Access to schools, curricular integration, mobilisation of teachers	Pedagogical innovation with direct environmental impact in schools
Ministry of Agriculture and Forests	Technical assistance in agronomy and forestry, support from national nurseries and guidance on suitable species	Promotion of environmental and forest education, enhancement of reforestation policies
Companies (Social Responsibility)	Sponsorship of materials, transport and communication	Image associated with education, the environment and children in Angola

Potential Entity	What It Can Offer	What It Receives in Return
Environmental NGOs	Methodology, training of facilitators, international networks	A project rooted in communities with a strong youth component
International Cooperation	Funding for scale, specialised technical assistance	Contribution to SDGs 11, 13 and 15
Media and Communications	Coverage, dissemination of the video and song, documentaries	Human, positive content with strong visual and emotional appeal

Note: technical assistance from the Ministry of Agriculture and Forests may, as needed, be provided directly or through its agricultural research institutes, provincial services, experimental stations, forest nurseries and rural extension centres.

CHAPTER VI — PROJECT GOVERNANCE

At the present stage, the project operates as a personal initiative of the promoter, without its own legal personality. The structure is light, decentralised and based on people, not on paid positions.

Coordination Structure

Level	Composition	Main Function
Central Coordination	Promoter and informal volunteer collaborators	Vision, strategy, communication and liaison among all hubs
Reference Hub	Schools in the launch municipality in Luanda	Implementation of the cycle; validation of the replicable model
School Hub	Coordinating teacher and pupil monitors	Saving seeds, managing nurseries, leading plantings at the school
Youth Council	Adolescents elected at each participating school	Children's voice in the project; peer-to-peer knowledge transfer
Municipal and Provincial Hubs	Replication of the model in other territories	Autonomous expansion based on the consolidated model

Composition of the Promoter's Team

- **General Coordination —** the promoter; strategic decision-making, representation of the project and top-level institutional relations.
- **Institutional Liaison and Correspondence —** tracking the dispatch of, and replies to, institutional letters and contacts.
- **Agronomic Technical Support —** validation of guidance on species and planting before it reaches schools.
- **Communications and Content —** management of social media, video and graphic materials.
- **Pedagogical Support —** review of the scripts and the Guardian Handbook based on classroom experience.

None of these roles requires a formal bond for as long as the project remains a personal initiative; they are filled by voluntary commitment to the cause, as needed.

Planned Institutional Transition

The personal coordination model is suited to the current phase, as it does not depend on bureaucracy to start operating. However, it is expected to evolve into a legally constituted civil association when the project needs to sign formal protocols of greater scope or receive donations of significant value, situations in which the existence of an entity with its own legal personality, able to contract and answer in its own name, strengthens the project's credibility and institutional durability. This process, when triggered, should be conducted with specialised legal support, in accordance with the Angolan legislation in force on associations.

CHAPTER VII — STRATEGIC IMPLEMENTATION PLAN

The project is organised in six progressive, compact phases. The institutional pre-launch phase, with the Provincial Government, the Municipal Administrations and the health facilities, takes place in August, taking advantage of the school holidays. Outreach to schools begins right at the start of the new school year, in September, and institutional contact with the other provinces begins in parallel with the first plantings in Luanda, so that national expansion does not extend beyond 2027.

Phase	Period	Name	Main Activities
0	August 2026	Institutional Pre-Launch	Presentation of the project to the Provincial Government of Luanda and request for an institutional endorsement letter; formal contact with the Municipal Administrations of the participating municipalities; contact with selected public (MINSA) and private hospitals; application of the Prior Authorisation Principle to all spaces outside school grounds. Takes place during the school holidays, free from the pressure of the school calendar.
1	September 2026	Approaching Schools	Presentation of the project to school management at the very start of the school year; securing a commitment to join and identifying the coordinating teacher; awareness sessions, seed collection and planting in the nursery drums with the children.
2	October 2026	Official Launch	Launch ceremony, one month after planting in the drums, with the first seeds already germinating; media coverage and presentation of institutional partners; formal establishment of the school hubs and the Youth Council.
3	November 2026 to January 2027	External Plantings and Parallel Provincial Outreach	Community, hospital and public-space plantings, where authorised, in Luanda; in parallel, launch of the first institutional contacts in provinces outside Luanda, so as not to delay expansion.
4	February to July 2027	Accelerated Provincial Expansion	Replication of the model — including the prior-contact protocol already begun in the previous phase — in 8 to 10 new provinces; training of local coordinators; first national impact report.
5	August to December 2027	National Scale	Active presence in all 21 provinces of Angola; institutional recognition and consolidated strategic partnerships.

CHAPTER VIII — MONITORING AND EVALUATION

The project measures its success through concrete, verifiable indicators, documented first in the reference hub and then aggregated at national scale. Their simplicity reflects the project's philosophy: what is planted, counts.

Indicator	Year 1 Target	Year 3 Target
Participating children	500	50,000+
Schools involved	5–10	500+
Seeds successfully germinated	1,000	100,000+
Trees planted in public spaces	100	10,000+
Hospitals and schools with project trees	3–5	200+
Active school hubs	5–10	500+
Active municipal hubs	1–3	50+
Provinces with a project presence	8–10	21 (all) — already reached in Year 2

CHAPTER IX — SUSTAINABILITY

Financial

Sustainability is not a goal to be reached in the future; it is the starting condition. Seeds are not bought, they are taken from the fruit that families already eat. Drums are not bought, they are abundant household waste. Soil exists in every backyard.

Item	Base Cost	Notes
Seeds	Zero	Taken from fruit eaten by families and schools
Drums and nurseries	Zero	Empty drums reused from homes and schools
Soil for the nurseries	Minimal	Available locally, at no cost in a peri-urban setting
Transport for community plantings	Variable	Main need for external support; can be solved locally
Awareness materials	Low	Can be printed in low quality or donated by partners
Logo, video and promotional song	Already exists	Material produced and available from the outset
Without External Support — the Project Works		**With External Support — the Project Accelerates**
Free seeds; reused drums; locally available soil; children and teachers as volunteers; slow but continuous and solid growth.		Awareness materials; transport for community plantings; media coverage; faster expansion; greater reach and measurable impact.

Environmental

The model rests entirely on the reuse of waste and on fruit-bearing species that are native or already adapted to Angola's climate, without the use of chemical inputs, contributing to climate mitigation and the recovery of biodiversity in an urban setting.

Institutional

The distributed network of school and municipal hubs reduces dependence on any single institution. The planned transition to a constituted association, described in Chapter VI, strengthens the project's durability beyond the promoter's direct presence.

CHAPTER X — INSTITUTIONAL IDENTITY

Name

Ariela Quibonga and the Mimosa Seed. The name pays tribute to Ariela, the promoter's granddaughter, a symbol of the generation that will inherit what is planted today.

Logo

The logo depicts a shoot springing from the palm of an open hand, enclosed in a circular frame formed by two green arcs at the top and by roots at the base, in a palette of green, associated with growth, and earthy brown, associated with the soil. The project name and motto accompany the symbol in a custom typeface.



Slogan

"Planting Hope, Harvesting Futures."

Mascot

Ariela herself, a child character who represents the generation that guards the seed, used in teaching materials and in presentation sessions with children.

Anthem

The song "Semente Mimosa", already composed and used as a mobilisation tool among children, schools and communities.

Institutional Video

Promotional video already produced, used to present the project to institutions and communities.

Graphic Elements

The green and earthy brown palette and the organic iconography — leaves, roots and seeds — are applied consistently to the badges, certificates and teaching materials of the project.

CHAPTER XI — INTELLECTUAL PROPERTY

Copyright

The name, the concept, the texts, the logo, the song and the institutional video are the work and initiative of Manuel Quibonga Cândido and are protected under Law No. 15/14 of 31 July (Law on Copyright and Related Rights), whose protection is automatic, regardless of registration.

Brand and Logo

Use of the logo is reserved to the promoter. Its reproduction by third parties, including schools and other partners, is authorised exclusively within the scope of formal adherence to the project and with attribution of the source.

Anthem and Video

The song and the institutional video follow the same logic of protection. Their use by partners requires prior authorisation and must always include due credit to the project.

Authorised Use

Schools, hospitals and other participating entities may use the name, the logo, the anthem and the teaching materials exclusively within the project's activities, without this implying any transfer of rights or any commercial use.

Note on the Governance of Rights

In the current phase of personal coordination, described in Chapter VI, these rights are held directly by the promoter, with their eventual assignment to the association envisaged, if and when it is constituted.

CHAPTER XII — FINAL CONSIDERATIONS

This project was not born in a laboratory or at an international conference. It was born from a child named Ariela, an empty drum and a seed that has not yet been thrown away.

It is the conviction that great problems are solved by small acts repeated by many hands. That the child who plants a seed today learns that tomorrow can be different from the present. And that Angola, with its land, its fruit and its children, has everything it needs to be a garden.

The Ariela Quibonga and the Mimosa Seed project is ready to begin. With or without sponsors. With or without formal recognition. With the seeds left over from tonight's dinner and the drums sitting in the backyard.

Manuel Quibonga Cândido
Promoter of the Ariela Quibonga and the Mimosa Seed Project
Luanda • Angola • 2026

REFERENCES

- National Development Plan 2023–2027 (NDP), Axes 3, 5 and 6.
- United Nations. Sustainable Development Goals, SDGs 4, 11, 13 and 15.
- Law No. 15/14 of 31 July — Law on Copyright and Related Rights.
- Law on Associations of the Republic of Angola — legislation in force to be confirmed with legal counsel at the time the association is constituted.

ANNEXES

- Annex I — Detailed implementation timeline
- Annex II — Lyrics of the song "Semente Mimosa"
- Annex III — QR Code for access to the institutional video
- Annex IV — Seed Guardian Handbook
- Annex V — Participating School Certificate and badge templates

ANNEX I — IMPLEMENTATION TIMELINE 2026–2027

This timeline details, month by month, the execution of the six phases described in Chapter VII. The institutional pre-launch takes place in August 2026, during the school holidays, so that outreach to schools can begin right at the start of the new school year, in September. Institutional contact with the other provinces begins in parallel with the first plantings in Luanda, so that a presence in all 21 provinces is achieved still within 2027.

Phase 0 — Institutional Pre-Launch

Period	Stage	Actions
August 2026 (first half)	Outreach to the Provincial Government	• Presentation of the project to the Provincial Government of Luanda. • Request for an institutional endorsement letter and approval for plantings in public spaces. • Provincial endorsement facilitates all subsequent institutional contacts.
August 2026 (second half)	Outreach to the Municipal Administrations and Hospitals	• With the provincial endorsement letter in hand, formal contact with the Municipal Administrations of the municipalities of the participating schools. • Formal letters sent to public hospitals (MINSA) and to selected private clinics and hospitals. • Joint identification of pilot sites and signing of simple collaboration protocols. • Designation of municipal and hospital points of contact.

Prior Authorisation Principle: no planting outside participating schools is carried out without prior written authorisation from the entity responsible for the space. This rule protects the project and the children, and reinforces the initiative's institutional credibility in the eyes of any partner or authority.

Phase 1 — Approaching Schools

Period	Stage	Actions
September 2026 (start of the school year)	Joining and Launch in Schools	• Presentation of the project to school management, using video, document and slide presentation. • Securing commitment to join and identifying the coordinating teacher. • Awareness sessions with pupils. • Seed collection and preparation of the nursery drums; planting of the first seeds with the children.

Phase 2 — Official Launch

Period	Stage	Actions
October 2026 (one month after planting)	Launch Ceremony	• Launch ceremony: each child follows the first signs of germination of their seed. • Media coverage and presentation of institutional partners. • Formal establishment of the school hubs and the Youth Council.

Phase 3 — External Plantings and Parallel Provincial Outreach

Period	Stage	Actions
November 2026 to January 2027	Plantings in Luanda	• Community plantings in public spaces authorised by the Municipal Administration. • Plantings in authorised public hospitals (MINSA) and in partner private clinics and hospitals. • Each tree identified with a plaque: the child's name, date and place. • Expansion to new schools in Luanda through voluntary adherence.
November 2026 to January 2027	Provincial Outreach (in parallel)	• Launch of the first institutional contacts in provinces outside Luanda, following the same protocol as Phase 0. • This outreach runs in parallel with the plantings in Luanda, so as not to delay national expansion.

Phase 4 — Accelerated Provincial Expansion

Period	Stage	Actions
February to July 2027	Provincial Replication	• Replication of the model in 8 to 10 new provinces, with the prior institutional contact already made in the previous phase. • Training of local coordinators in the institutional authorisation process. • First national impact report. • Application for integration into national environmental education programmes.

Phase 5 — National Scale

Period	Stage	Actions
August to December 2027	Full National Presence	• Consolidation of the presence in the 21 provinces of Angola. • Institutional recognition and consolidated strategic partnerships.

Updated Calendar Summary

Period	Phase	Key Milestone
August 2026 (first half)	Phase 0	Outreach to the Provincial Government — institutional endorsement.
August 2026 (second half)	Phase 0	Outreach to the Municipal Administrations and Hospitals.
September 2026	Phase 1	Schools join, awareness-raising, seeds and drums — start of the school year.
October 2026	Phase 2	Official launch — first signs of germination.
Nov 2026 – Jan 2027	Phase 3	External plantings in Luanda; provincial outreach in parallel.
Feb – Jul 2027	Phase 4	Accelerated expansion to 8–10 new provinces.
Aug – Dec 2027	Phase 5	Active presence in all 21 provinces of Angola.

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ANNEX II — LYRICS OF THE SONG "SEMENTE MIMOSA"

Original song of the Ariela Quibonga and the Mimosa Seed Project, already composed and used as a mobilisation tool among children, schools and communities (see Chapter X — Institutional Identity).

Eh eh... oh oh...
On the earth, life lives...

(Verse 1)
In the silence of the forgotten ground
A voice began to call
It was life asking for a path
It was time to begin again

(Pre-Chorus)
The wind carried that song
Across the savanna to a heart

(Chorus)
A seed will grow
In the earth it will bloom
If we care for it with love
Life returns with more colour

(Verse 2)
Ariela Quibonga heard
That pain no one had felt
With her hands she touched the ground
And planted transformation

(Chorus)
A seed will grow
In the earth it will bloom
If we care for it with love
Life returns with more colour

(Bridge)
Oh malembe... malembe...
Life grows slowly...
Oh malembe... malembe...
We must take care...

(Ending)
Ariela Quibonga showed
That the future had begun
In a seed in the ground
That became hope and bread.

"Malembe" — a Kimbundu word meaning "slowly, calmly".

ANNEX III — QR CODE FOR ACCESS TO THE INSTITUTIONAL VIDEO AND THE WEBSITE

Promotional video of the Ariela Quibonga and the Mimosa Seed Project, already produced and used to present the project to institutions and communities (see Chapter X — Institutional Identity). Point your phone camera at the code below to go directly to the **video**.

https://youtu.be/WAgqXJfLfJU?si=QD8V9G7fSoz3qybA

- Point your phone camera at the code below to go directly to the **website**.

Official project website: www.sementemimosa.it.ao

ANNEX V — PARTICIPATING SCHOOL CERTIFICATE AND BADGE TEMPLATES

Official graphic templates of the Ariela Quibonga and the Mimosa Seed Project, already produced and ready to be applied in participating schools: the institutional certificate of participation and the identification badges for the Coordinating Teacher, the Seed Guardian and the Participating School (see Chapter X — Institutional Identity).



Participating School Certificate



Badge — Coordinating Teacher



Badge — Seed Guardian



Seal — Participating School