the Educational Component of the Non Conventional Water Resources Management Program

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(I) The case study ID

- **What:** The project combines small scale non-conventional water infrastructures installed in public buildings of water stressed areas (esp. islands) with a series of educational and awareness activities.

- **Where/When:** Greece (2008-on); Malta (2011-2015); Cyprus (2013-2017); Italy (2014-2018)

- **By whom:** A multistakeholder programme bringing together GWP-Med, MIO-ECSDE, institutional stakeholders in the countries, NGOs and donor (Coca-Cola Company/ Coca Cola Foundation).

- **For whom:** The general public, emphasis on students, teachers & local technicians.
The educational component ID

- **By whom**: MIO-ECSDE in collaboration with National & local Educational stakeholders
- **For whom**: Teachers and Students of the partner countries as well as water professionals
- **How**: By compiling various types of Educational Material (hands-on, books, e-video game), doing school interventions, training teachers, training water technicians (VOT)
- **Educational component in numbers**: (2008-today) More than 10,000 students have participated; More than 1,200 teachers & 225 technicians have been trained.
(II) The water and education interface

• Water agenda:
  – in each country/area the sites to join the program are co-decided by GWP-Med and National Actors. Public buildings such as schools, town halls, football fields, etc. are preferred while the WaterWork is site specific, adapted to local needs.
  – Emphasis in reusing the water for secondary uses, innovative, replicable solutions

• Education agenda:
  – for each country there is a re-authoring & reprinting of the educational material to include national priorities and specificities. A 10-15% of content differs from country to country.
  – Different educational outputs are designed for the different target-groups: students, teachers, technicians, e-users
(III) Challenges

As the project “expands” geographically, with more areas / countries covered, our educational activities are less centralised and it becomes harder to monitor impact at grass root level.

Informal ways of monitoring impact include e.g. a Youth Competition (Greece, 2014)

Potential language barriers will arise for Italy
(IV) **Next steps**

- The current project for Greece, Malta, Cyprus, Italy runs until 2018
- Extend the project in Italy
- Extend the project for wide application in Urban Schools of Greece (Athens and other cities).
- The project develops synergies with other projects (e.g. Urban Planning in the center of Athens)
Lessons Learnt

• Both the water infrastructures and the educational interventions are **linked to the real-life** of people in water-stressed areas. The users can see/measure the impact of the project, e.g. by the water-saving installations or by changing their water consumption behaviours.

• Only by **deeply involving the local partners** the project takes on the much needed ownership for its wide application in schools at local level.

• It takes **time** to develop **trustful** relationships between partners so that the project runs smoothly. **In this respect, a message to the WWF would be that long in duration projects should be favored (after their successful pilot run) as opposed to one-off projects that have weak continuation and sustainability in their outputs.**