7th World Water Forum 2015
Daegu & Gyeongbuk, Rep. of Korea

the *Educational Component*
of the
Non Conventional Water Resources Management Program

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Regional Session INR 4.5 MED
Water Education and capacity building:
powerful policy tools in addressing the water agenda

United Nations Educational, Scientific and Cultural Organization

UNESCO Chair on Sustainable Development Management and Education in the Mediterranean
HELLENIC REPUBLIC
National and Kapodistrian University of Athens

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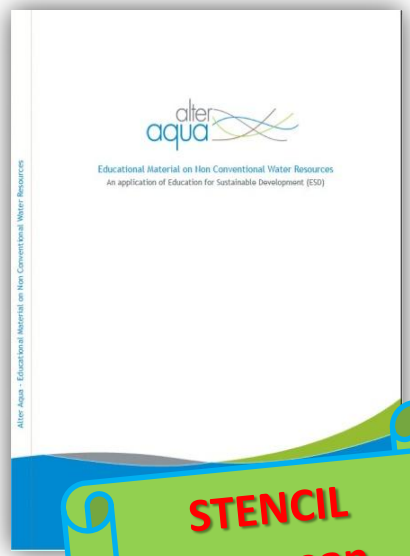
Global Water Partnership Mediterranean

(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.



STENCIL European Award for Educational Program

(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)

(V) Lessons Learnt

- Both the water infrastractures 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.