



Mexico 2006  
4th World  
Water Forum



World Water Council  
4th World Water Forum



CONAGUA  
Comisión Nacional del Agua



Local  
Actions  
for a  
Global  
Challenge



Children, Water and Education



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**CHILDREN, WATER AND EDUCATION  
AT THE 4<sup>th</sup> WORLD WATER FORUM**

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**Mexico 2006**

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Main cover picture: courtesy of UNICEF/HQ05-0155/Kathryn Grusovin.

## CHILDREN, WATER AND EDUCATION AT THE 4<sup>th</sup> WORLD WATER FORUM

Water touches every aspect of nature and human life. There is increasing concern for the fate of water resources throughout the World, particularly in regions where water is scarce and where rivers, lakes and aquifers have been contaminated. The growing demand for the liquid is directly tied to population increase and to development. Improvement in water management practices is urgently needed in many places. World Water Fora have been conceived to be points of encounter, where all parties interested in water may meet, discuss and interchange experiences to contribute to face the challenges posed by water issues. The voice of children must be heard at these events. Children should not be treated as mere spectators but rather, as active participants. Children have a view of the World that differs from that of the adults. Children see the World as it is, without preconceived notions or prejudice. And in the end, children will inherit the World and its resources. It is not only fair, but crucial that they participate in World Water Fora, which are open to all. Adults will undoubtedly learn much from children's questions, opinions and proposals. Finally, the only way we will be able to achieve a truly integrated water resources management, will be through education. Water management involves not only science, engineering, economics and even political will, but first and foremost, proper people participation. Accordingly, wise water management practices require people to know about water. This knowledge should be transferred by means of sound educational programs. It is fair to say that future water sustainability will in great part be the result of a new relation that today's children may develop with water, by being aware of

what is needed to manage it properly, use it efficiently and restore its quality. This relation can only be developed through continued educational efforts. It is in this spirit that the Secretariat General of the 4<sup>th</sup> World Water Forum (4WWF) and the Mexican Institute of Water Technology decided to organize the event "Children, Water and Education at the 4<sup>th</sup> World Water Forum", under the leadership of the latter, in order to open a space for the participation of children at the Forum in Mexico City, from March 16 through March 22, 2006. The event involves the following components:

- The 2<sup>nd</sup> Children World Water Forum (2CWWF), coordinated by UNICEF, with the collaboration of IMTA, the Japan Water Forum and the Project WET International Foundation
- The Global Water Education Village, coordinated by the Project WET International Foundation, with the collaboration of IMTA and UNESCO
- Thematic Session FT 4.28 "Water Education for Children and Youth", co-convened by the Project WET International Foundation, UNESCO and IMTA
- Thematic Session FT5.27 "Intergenerational Dialogue", co-convened by UNICEF, the Japan Water Forum and IMTA

A few words related to each component follow, even though a more detailed description is included in subsequent portions of this booklet. The 2<sup>nd</sup> Children World Water Forum will give continuity to the 1<sup>st</sup> edition that took place during the 3<sup>rd</sup> World Water Forum in Japan. On this occasion, following the model of the Thematic Component of the 4<sup>th</sup> World

Water Forum and keeping in mind the corresponding lemma “Local Actions for a Global Challenge”, 112 children from 29 countries will present local actions in which they have been involved to help address the problems associated with any relevant aspect of water management. They will also prepare a “Call for Action” addressed to the ministers attending the Ministerial Conference at the 4WWF, and a “Declaration of the 2<sup>nd</sup> Children World Water Forum”. Some of the children will participate in the production of a daily newscast that will be aired at the 4WWF venue and at various locations in Mexico, Latin America and the United States, via Edusat. Some other children will provide press coverage of the 4WWF. The 2<sup>nd</sup> Children World Water Forum will take place at the Mexican Olympic Center, next to the main venue of the 4WWF, the Banamex Center.

The Global Water Education Village will be a space to gather water educational programs in a village setting to share successful local actions. The actions, hands-on activities, and other resources will be displayed through live demonstrations in the village center and will demonstrate to water managers how these local actions are taking place in a variety of regions and countries. A schedule of demonstrations will be available. The Village will provide space for exhibition and demonstration of water education programs and materials from over twenty countries. It will be located at the Water Fair, within the Banamex Center.

The thematic session FT4.28 “Water Education for Children and Youth” will be a part of the Thematic Component of the

4WWF. It will allow formal and non formal educators to learn about a suite of water educational programs that have been successfully applied in several countries throughout the world. This session will foster interchange of ideas to face the most important task of educating teachers, children and youth in matters pertaining to water. This session will take place at the Banamex Center on March 20th at 14:15 h.

The thematic session FT5.27 “Intergenerational Dialogue” will be the result of a process whereby the children participants at the 2<sup>nd</sup> Children World Water Forum will select the best five local actions presented there, in order to make a presentation before an adult audience. The purpose of the session is to foster a discussion between the children and the adults, and show the latter in an eloquent manner that children are able to make a difference. Furthermore, the open discussion during the session will also give all the participants the opportunity to exchange viewpoints regarding water and its importance in the sustenance of life and economic activity. This session will also be held at the Banamex Center, on March 21st at 16:00 h.

I invite now the reader to learn more about the event “Children Water and Education at 4<sup>th</sup> the World Water Forum” and about the institutions that have become partners in its organization, as well as their commitment to promote water education and to engage children in water actions, thus contributing to make this a World where water is available in adequate amount and quality to satisfy the needs of all people.

**Dr. Álvaro A. Aldama**  
**Director General**  
**Mexican Institute of Water Technology**



## The Mexican Institute of Water Technology

The Mexican Institute of Water Technology (IMTA) is a public, decentralized organization established in 1986. IMTA's mission is "To carry out research; to develop, adapt, and transfer technology; to provide technological services; and to prepare qualified human resources for the management, conservation, and remediation of water and associated natural resources, in order to contribute to sustainable development".

IMTA is organized in six divisions: Hydraulic Technology; Hydrologic Technology; Water Quality and Treatment; Irrigation and Drainage Technology; Communication, Social Participation and Information, and Professional and Institutional Development. These divisions cover all relevant disciplines related to water, ranging from the hard sciences and engineering, to the social sciences. The Institute's staff possesses a high degree of specialization and it includes 60 people with a doctoral degree and 160 with a master degree. The services offered by IMTA are internationally certified under the ISO-9000 standard. Both IMTA and its employees have received both national and international recognition for their work in water science, technology and education. Indeed, around 200 institutional and 100 individual awards and prizes have been received by the Institute and its staff.

Each year the Institute conducts about 200 research, technology development and educational projects. IMTA has offered services to several hundred institutions, organizations and companies, in Mexico and abroad. Through innovation, IMTA has: helped water utility companies to become more efficient and to improve the services they provide; developed cost-effective technologies to eliminate contaminants from water for human consumption; trained farmers to employ modern irrigation forecasting methods whose application has increased crop yields; contributed to save thousands of lives by improving weather forecasts; helped stakeholders reach agreements in water

conflict-prone river basins; led efforts for the environmental recovery of watersheds; developed methodologies to improve hydrological dam safety; contributed to water law reform, and so on.

During the preparation process toward the 4WWF, IMTA has been the leading beacon for the cross-cutting perspective "Application of Science, Technology and Knowledge".

One of the specific objectives of the Institute, established by the Mexican National Water Law is: "To promote education and culture related to water that fosters in society the awareness that the liquid is a scarce resource, that requires the proper care for its quantity and quality, as well as its sustainable management and the mitigations of its undesirable effects".

Accordingly, IMTA has developed educational and cultural programs targeted towards various sectors of society, but with special emphasis in children and youth. Within the framework of such programs, a suite of materials and activities have been developed and adapted, such as: general purpose educational guides aimed at helping teachers introduce water-related topics; watershed-specific guides aimed at educating the general population, teachers, children and youth about the basin where they live and the main water issues of their local environment; a compilation of water tales and legends; a compilation of water songs, and a collection of videos. These materials and the corresponding activities have been applied throughout Mexico by means of workshops and courses, with enthusiastic response from the participants. The challenge ahead is still enormous, but the Institute is committed to continue its educational and outreach programs, with the purpose of contributing to water sustainability not only in Mexico, but in other countries as well.

For more information, please contact [encaucemos@tlaloc.imta.mx](mailto:encaucemos@tlaloc.imta.mx) or visit the web site [www.imta.mx](http://www.imta.mx).



## Project WET (Water Education for Teachers)

Project WET is an award-winning, international, nonprofit water science and education program located in Bozeman, Montana, USA. Established in 1984, Project WET works with sponsors, educators, water resource professionals, business leaders, policy makers and citizens to create, develop, and implement water education projects. Project WET meets the needs of diverse groups, relying on public and private partnerships to accomplish its work.

Project WET is a global network of individuals who care about reaching children with information and educational materials about the management and protection of water resources. The network includes: sponsors, coordinators, and teachers in countries around the world that design, adapt, and localize Project WET education materials and deliver them to educators and children in their respective countries.

The mission of Project WET is to reach children, parents, educators, and communities of the world with water education. Its goal is to facilitate and promote the awareness, appreciation, knowledge, and stewardship of water resources through the development and dissemination of classroom-ready teaching aids and through the establishment of publicly and privately sponsored Project WET programs around the world. Project WET is a global water education program implemented at the community level.

Project WET core beliefs are:

- Water moves through living and nonliving systems and binds them together in a complex web of life.
- Water of sufficient quality and quantity is important for all water users (energy producers, farmers and ranchers, fish and wildlife, manufactures, recreationists, rural

and urban dwellers).

- Sustainable water management is crucial for providing tomorrow's children with social and economic stability in a healthy environment.
- Awareness of, and respect for, water resources can encourage a personal, lifelong commitment of responsibility and positive community participation.

Project WET publishes materials and lesson plans for teachers and children. It is also a source of leadership training and capacity building courses, seminars and workshops for water education providers. It works as a global water education delivery network designed to reach children through educators. Finally, Project WET is a source of information, support services and consultation for people that have questions regarding water education for teachers and children.

As of December 2005, Project WET has official programs in: American Samoa, Argentina, Cameroon, Canada, Costa Rica, Dominican Republic, Fiji, Japan, Lebanon, Mexico, Nigeria, N. Marianas Islands, Palau, Philippines, South Africa, Togo, Uganda, Ukraine, United Arab Emirates, United States of America, and Vietnam

Project WET partners with water organizations, associations, and agencies such as UNESCO, UNICEF, the U.S. Peace Corps, the International Water Resources Association, the Global Water Partnership, and RAMSAR. Project WET actively supports water education for teachers and children in the classroom as well as at global water congresses and forums.

For more information, please contact [info@projectwet.org](mailto:info@projectwet.org) or visit the web site [www.projectwet.org](http://www.projectwet.org).



## The Japan Water Forum

The Secretariat of the 3<sup>rd</sup> World Water Forum acted as a key organization in the success of the 3<sup>rd</sup> World Water Forum, which was held in Kyoto, Shiga and Osaka, Japan in March 2003. Before and during the Forum, the Secretariat established extensive networks and partnerships with stakeholders who had worked on the water issues throughout the world. In order to maintain and expand these networks, the Japan Water Forum (JWF) was established to succeed and extend the operational functions of the Secretariat.

JWF is a nonprofit organization working on water issues in the global arena. It was founded in April 2004 in cooperation with all stakeholders including NGOs, government agencies, private sectors and academia in Japan with the purpose of contributing to solve various water issues in the world.

JWF utilizes the human and information networks and know-how gained through the 3<sup>rd</sup> World Water Forum in order to create extensive databases of water related information across the world. Furthermore, JWF introduces and applies the latest information and policies in various areas, making effective and timely responses to current international discussions on water, thereby contributing to solve water problems.

JWF has three pillars of action: Human and Information Networking, Think Tank Activities and Capacity Building and Education.

On the subject of human and information networking, JWF develops its extensive networks by organizing conferences and workshops on the latest water issues on the regular basis. JWF also monitors the outcomes of the 3<sup>rd</sup> World Water Forum through these networks playing the leading role in the activities related to NOWNET (Northern Water Network) and the Asia-Pacific preparation

process toward the 4<sup>th</sup> World Water Forum. Also, at times of water related disasters, JWF sends aid teams to affected areas in order to identify and coordinate the most needed support together with local people and to provide necessary support with our experiences in Japan. JWF sent the aid teams to Sri Lanka after Tsunami and New Orleans after Hurricane Katrina in 2005.

JWF functions as an international water think tank engaging in research activities on water issues from various perspectives, advocating innovative water policies to the world. JWF has conducted more than 20 research studies together with various Japanese Government agencies, the Japan Bank for International Cooperation, the World Bank, the Global Water Partnership, and partner countries of NOWNET in 2005. The areas of research have included: water environment, risk management, water and development, integrated water resources management and public participation, among others. JWF also supports the UN Secretary General's Advisory Board on Water and Sanitation by funding the Chair in Cooperation, along with the Japanese Government.

Finally, in regard to capacity building and education, and in order to raise awareness on water issues in Japan and the rest of the World, JWF has conducted workshops and other study sessions on various water-related topics. It also supports children and youth activities with the understanding that they are the future of our planet. The youth group which was sent to Sri Lanka in the aftermath of tsunami published the "Evacuation Handbook for Tsunami" after their visit to Sri Lanka together with a local NGO.

For more information, please contact [yokota@waterforum.jp](mailto:yokota@waterforum.jp) or visit the web site [www.waterforum.jp](http://www.waterforum.jp).



UNICEF

The overall objective of UNICEF in the area of water, sanitation and hygiene (WASH) is to contribute to the realization of children's rights to survival and development, through support to, and promotion of, national programs that increase equitable and sustainable access to, and use of, safe water and basic sanitation services, and promote improved hygiene. Over its 40 year history in water, sanitation and hygiene, UNICEF has built up a level of trust with governments, civil society and other partners and made an impact in many ways.

UNICEF works in more than 90 countries around the world to improve water supply and sanitation facilities in schools and communities, and to promote safe hygiene practices. UNICEF sponsors a wide range of activities and works with many partners, including families, communities, governments and like-minded organizations. All UNICEF water and sanitation programs are designed to contribute to the Millennium Development Goal #7: to halve, by 2015, the proportion of people without sustainable access to safe water and basic sanitation.

UNICEF supports school water, sanitation and hygiene education programs in more than 70 countries. Typical components are: the inclusion of hygiene in primary school curricula; training of teachers in the area of hygiene education; construction of new water, sanitation and washing facilities in schools; developing and promoting child- and girl-friendly facility designs, and promoting hygiene behaviour change in communities through students. School-based activities are increasingly focused specifically on improving girls' enrollment and retention rates. In most countries, UNICEF strongly promotes girl-friendly sanitation facilities – toilets that are fully private, located in secure areas away from boys' toilets and equipped with facilities for menstrual hygiene. School-based water and sanitation programs are increasingly used to promote children's participation in environmental sanitation and hygiene promotion. School hygiene and sanitation clubs have been formed in many countries including: Burkina Faso, Burundi, Colombia, Côte d'Ivoire, Ethiopia, Kenya,

Laos People's Democratic Republic, Malawi, Mozambique, Nepal, Nicaragua, Pakistan, and Tajikistan.

In planning, constructing and maintaining water and sanitation services, UNICEF has built close partnerships with women's groups, youth groups, community-based organizations, non-governmental organizations and local and national governments. Recognizing that women are the experts on what kind of facilities will best serve them and their families, UNICEF advocates for the empowerment of women as equal partners in families and communities. With a finger on the pulse of the community, UNICEF is able to work towards capacity building by linking all important stakeholders to water and sanitation projects. UNICEF fosters community ownership by honoring the expertise of the local population, understanding that there is a far greater chance of long-time sustainability of water and sanitation services when the people are behind the design, implementation and maintenance of projects.

UNICEF is a leader in global emergency responses to a broad range of natural and human-made disasters. In recent years, UNICEF has provided water and sanitation support in numerous situations around the world. In some countries, such as in East Timor and Burundi, UNICEF has supported large-scale, country-wide emergency programmes, with long-term activities that benefited millions of affected people. In other countries, UNICEF support is limited to short-term interventions in specific disaster-affected regions, such as the flood relief activities in Togo. In the countries affected by the 2004 Tsunami, UNICEF provided immediate assistance to ensure that water supplies and sanitation systems were brought back on line as quickly as possible, and is following up with support to large-scale rehabilitation and reconstruction programmes.

For more information, please contact [ggill@unicef.org](mailto:ggill@unicef.org) or visit the web site [www.unicef.org](http://www.unicef.org).

## The Second Children World Water Forum



Courtesy of IMTA.

*“Listen to children and ensure their participation. Children and adolescents are resourceful citizens capable of helping to build a better future for all. We must respect their right to express themselves and to participate in all matters affecting them, in accordance with their age and maturity.”*

Declaration of “A World Fit for Children”, 2002

### *Rationale*

The new vision for children in the 21st century foresees a world where children survive and grow to their full human potential, capable of living a long and healthy life, with opportunities for learning, earning and participating in social, cultural and civic endeavors. It is a world where children are seen and treated as citizens with valid claims on the attention and resources of society, as respected participants, and as people who hold and exercise rights at the same time as they learn to respect and uphold the rights of others.

*“I believe that youth taking responsibility and leadership is an important part in solving many of the problems that the world is faced with today.”*

Boy, age 19, Uzbekistan

Realizing this vision for children will require the identification and development of catalytic and creative interventions that build on positive values, cultural knowledge and local initiatives, while challenging attitudes and practices which are detrimental to the rights and development of the child. It will also require existing partnerships to be strengthened and new ones forged that will involve children and adolescents in the planning, implementation and monitoring of programs and policies that affect their lives.

Given the importance of children and youth in the world’s population – and its poor – it is clear that focusing more intensively on this age group is crucial to ending the cycle of intergenerational poverty. While it is evident that young people benefit from overall economic growth and from

interventions in many other sectors, there is a need to understand more about the aggregate impact on this segment of the population in order to improve our interventions and target them more effectively in a country-specific manner.

In fact, the World Bank has long acknowledged the importance of investing in key sectors affecting the development of young people, both through its focus on broader economic development and poverty reduction. Three factors underpin this choice:

- Children and youth constitute nearly half of the developing world's populations – and even more of their poor;
- Children and youth represent the greatest leverage point for investments in human capital and the principal means by which to reduce intergenerational poverty;
- Children and youth have little or no voice in current strategies for development, leaving them susceptible to politically and economically disruptive activities.<sup>1</sup>

#### Children's Voices: Why children want to be involved in issues that affect them.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• It offers them new skills.</li> <li>• It builds their self-esteem.</li> <li>• It challenges the sense of impotence often associated with childhood.</li> <li>• They have a great deal they want to say</li> <li>• They think that adults often get it wrong</li> </ul> | <ul style="list-style-type: none"> <li>• They feel their contribution could lead to better decisions.</li> <li>• They feel it is right to listen to them when it is their life at issue.</li> <li>• They want to contribute to making the world a better place.</li> <li>• It can be fun</li> <li>• It offers a chance to meet with children, of different ages and experience</li> </ul> |
|---|---|

These factors contribute to a growing concern among the public and policymakers alike over the future of young people in all countries. They represent both the greatest opportunity and a potential time bomb for current development strategies.

Today's children are tomorrow's leaders. Adults need to understand that building the capacities of children and young



Courtesy of UNICEF/HQ05-1602/Giacomo Pirozzi.

<sup>1</sup> World Bank, Children and Youth Development Hub, <http://www.worldbank.org/childrenandyouth>

people as the next generation of water stewards who are fully aware of safe hygiene practices, environmental sanitation and local governance is critical to meeting the Millennium Development Goals in water and sanitation in a sustainable way.

### ***The First Children World Water Forum in 2003***

A side event of the 3rd World Water Forum in Kyoto, Japan, sought to publicize what young people know and do in the sector. One hundred and nine young delegates from 30 countries were engaged in a participatory and interactive program, impressing adult policy makers with their depth of knowledge and commitment to water, sanitation and hygiene education. Children and young people in Kyoto represented community-based school sanitation committees, peer-to-peer educators, emergency water and sanitation networks, community hygiene advocacy associations, girls' education supporters, child protection networks and water safety monitors.



3WWF web site, 2003.

The objectives of the First Children World Water Forum were:

- To help children and young people acquire critical knowledge about water and sanitation issues;
- To facilitate the exchange of ideas, experiences and lessons learned; and
- To identify decision-making processes in the community and region

where children and young people's participation can be strengthened.

Based upon its objectives, one of the most important outcomes of the forum was the recognition among sector professionals that children and young people's knowledge of water and sanitation issues, in the community and at school, is a resource that has been largely untapped at project design and evaluation levels. Delegates drafted and introduced a landmark statement on youth participation the sector entitled "Children's Water Manifesto" that has secured a foundation for youth participation in the sector, addressing practical concerns in a meaningful way.

During a special closing session of the First Children World Water Forum, delegates made it clear that they want to end the isolation that they feel as consumers, stakeholders and activists and that the time for mobilizing and networking is here.

The 4WWF in Mexico City, 16-22 March, 2006 whose lemma is "Local Actions for a Global Challenge" intends to build upon the foundation for youth participation in the sector that was established in Kyoto. The first generation of youth delegates to the World Water Forum have issued a mandate to action and UNICEF, in cooperation with the Mexican Institute of Water Technology (IMTA), the Japan Water Forum (JWF), Project WET, UNEP, UNESCO and the Secretariat of the 4WWF have developed a plan to answer the call.

*"Three out of every 10 people on earth in 2002 were under the age of 15".*

Global Population Profile 2002, US  
Census Bureau

*The Second Children's World Water Forum as a component of the event "Children Water and Education at the 4WWF"*

Designed to be a solution driven, international youth event, focus is directed to strengthen and build capacity of grassroots youth networks by providing children and adolescents with a program format which supports interactive exchange of ideas, best practices and lessons learned. Exemplary youth-led initiatives in water, environment, sanitation and hygiene advocacy and outreach have been identified at various stages of program maturity in many countries. Conference organizers have developed a platform of opportunity for these young leaders to share their school, home and community based development projects in an experiential way.

The challenge to find a common ground between children from industrialized countries and children from developing countries has been expressed as a concern from the First Children World Water Forum. The 2CWWF intends to address global water and sanitation issues at local context from the start. In this way, it will become clear to all children from all countries that the critical need faced daily by so many children and young people in regions of Latin America, Africa and Asia, is not an isolated issue. We are all connected though water. We all need and use water for life and we all require adequate sanitation and hygiene for healthy living.

Delegates to the 2CWWF will have the opportunity to share local actions in which they have been involved, and to learn from others, in a peer-to-peer mentoring environment. At the end of this section, six examples of such local actions are briefly described. The children will also choose

the five most representative actions, to be presented to sector professionals, policymakers and government officials in an intergenerational dialogue at the 4WWF, in order to show them that children can make a difference to act locally and face global challenges. Delegates to the Second Children's World Water Forum are between the ages of 11 and 15. An opportunity will be created for older adolescents between the ages of 16-18 to serve in peer-facilitation, mentoring roles. The children will participate in educational activities and workshops, offered by IMTA, UNICEF, JWF, Project WET, UNESCO, UNEP and the Seawater Foundation.

The delegates to the 2CWWF will also prepare a "Call for Action", which will be read to the ministers attending the Ministerial Conference of the 4WWF. They will also prepare a "Declaration of the 2nd Children World Water Forum". Some participants will be engaged in press coverage activities, assisted by the Japan Water Forum, and some others will produce a daily newscast, assisted by the Mexican Institute of Water Technology.

One hundred and twelve delegates from the following 29 countries are registered to participate at the 2CWWF: Bangladesh, Canada, Chile, Colombia, Costa Rica, Dominican Republic, Egypt, Ethiopia, France, Honduras, India, Indonesia, Japan,

*"Children are facilitators, they quickly pass the message around. In my opinion, children can play a very important role in sensitising their friends and other pupils on the matter of water and sanitation. But before we can play this role, we have to be trained in this area".*

16 year old girl from Chad, CWWF, 2003

Kenya, Laos People's Democratic Republic, Malawi, Mexico, Nepal, Netherlands, Nicaragua, Nigeria, Pakistan, Philippines, Spain, Tajikistan, Thailand, Togo, Trinidad and Tobago, and United States of America.



Courtesy of FOREM.

The children participants from the Asia-Pacific region, from Mexico and from Africa, were selected through preparatory meetings that respectively took place in: Tokyo, Japan, led by the Japan Water Forum; Monterrey, Mexico, led by the Mexican Institute of Water Technology, and Malawi, led by UNICEF. The participants from the rest of the world were selected with the help of the 4WWF regional coordinators and various national and international organizations. The planning and selection process that took place at the aforementioned preparatory meetings, as well as the role played by each of the leading organizations are briefly described below.

Since the beginning of the preparatory process of the 4WWF, JWF has worked together with the Secretariat of the 4WWF lending administrative and organizational support as the former organizer. In this process, with a hope to continue the First Children World Water Forum that took place in Japan on the occasion of the 3rd World Water Forum, JWF requested the Secretariat of the 4WWF to organize the

2CWFF. Since then, JWF has worked to co-organize the 2CWFF, under the strong leadership of IMTA and the substantial contribution of UNICEF, the co-organizer of the First Children World Water Forum.

JWF has also financially assisted UNICEF, which has actively developed school sanitation and hygiene programs in Africa, in order to make the participation of African children possible.

JWF has been involved in the preparatory process of the Japanese delegation in cooperation with the Foundation of River and Watershed Environment Management, which selected 7 delegates through a series of workshops and follow-up sessions carried out since the First Children World Water Forum. JWF is also one of the co-conveners of the "Intergenerational Dialogue" session, together with UNICEF and IMTA. At the beginning of the session, the Japanese delegates will deliver a message to the world as the former host country with the hope to continue this important initiative of including children participation at World Water Fora.

Finally, JWF selected and financially assisted 22 children and chaperons from India, Indonesia, Laos People's Democratic Republic, Nepal, the Philippines, Tajikistan and Thailand in cooperation with regional partners, including GWP- SEA , UNICEF country offices and local NGOs.

IMTA organized the preparatory meeting "Children, Water and Education: Toward the 4th World Water Forum" in Monterrey, Mexico, where sixty six children, between eleven and fifteen years, coming from nine states of the country, shared their local action experiences involving the care of water. Out of those participants, 35 Mexican delegates have been



Courtesy of IMTA.



Courtesy of IMTA.

selected to participate at the 2CWWF. In addition to sharing their local actions, the children participated in educational activities and painted a mural containing a graphical display of their own local actions. The topics of the educational activities included: a reproduction of the sounds of a storm, the restoration of a fragile ecosystem, a groundwater model, the voyage of water molecules in the hydrologic cycle, and the construction of a rain stick. The mural was 25 m long and 1.4 m wide. The children were guided by a professional artist, who showed them how to use the vinyl acrylic technique on a blanket. The children spent seven hours of creation, fun, reflection and artistic skill, unfolded to create their work of art.



Courtesy of IMTA.



Courtesy of IMTA.

IMTA has also provided the overall logistic leadership for the organization of the 2CWWF and is funding the event, that will take place at the Mexican Olympic Center, with some contribution of the Secretariat General of the 4WWF.



Courtesy of IMTA.

UNICEF organized a preparatory meeting at Malawi, Africa, where eleven children from the following five African countries participated: Ethiopia, Kenya, Malawi, Nigeria and Togo (in absentia). The two day long workshop was sponsored by the UNICEF East and Southern Africa Region and was hosted by UNICEF Malawi country office, and was held as a side event of the

UNICEF East and Southern Africa Regional Water, Sanitation and Hygiene Education for Schools meeting, attended by 86 UNICEF professional staff and government counterparts from fourteen countries. Children were invited to join adults for a 2 hour roundtable discussion on several water related topics.



Courtesy of UNICEF Malawi.



Courtesy of UNICEF Malawi.



Courtesy of UNICEF Malawi.

## Canada

**Ryan Hreljac, boy, age: 14**

**Local Action: Ryan's Well**

In January 1998, six year old Ryan listened intently when his grade one teacher talked about the plight of people in Africa who had to walk many kilometers every day just to fetch water, the most basic element for human survival. Ryan was shocked and decided he needed to build a well for a village in Africa. He ran home from school and begged his parents for \$70 - the amount he thought was needed to drill a well. He worked to raise such amount and, having reached his goal in four months, Ryan kept working and organizing. He has now raised over a million dollars and his work has helped to change the lives of thousands of people in Africa who might not otherwise have been able to lead healthy, normal lives. Ryan's Well Foundation has come together to continue this important and inspiring work. Up to date, 196 wells have been built in 10 countries, serving more than 350,000 people! For further information please visit [www.ryanswell.ca](http://www.ryanswell.ca).



Courtesy of Project WET.

Local  
Actions  
for a  
Global  
Challenge

## Local Actions for a Global Challenge



Courtesy of UNICEF.

### Kenya Priscila Karanja, girl, age: 12 Local Action: Water, Sanitation and Hygiene (WASH) in Schools

Priscila joined the WASH program, promoted and supported by UNICEF, because she and her fellow classmates at her school face a number of environmental and water-related problems, some of them produced by a nearby industrial area. With the support of UNICEF-Kenya, the school has acquired three water storage tanks, thereby increasing the students' water supply. The children have also been involved in a litter collection program. They also started an awareness outreach effort, at the school, their homes and the community. As a result, the school has now access to clean toilets for the children, which has reduced the risk of contracting diseases. They have learned about better hygiene practices and they have spread the word to other children. Pupils have become responsible for their facilities within the school and their homes. Through WASH outreach activities the pupils have been used to reach their parents and their communities. This has also been done by the use of posters for example in Priscila's school there is one saying "OUR TOILETS ARE WORTH VISITING".

## Mexico

**Miguel Millán, boy, age: 13**

**Irvin Quiroz, boy, age: 13**

**Local Action: Water Guardians**

Miguel and Irvin live in Culiacán, Sinaloa, Northwestern Mexico, where water is scarce and it is utterly important to make the population aware that the efficient use of water is a must. Miguel and Irvin anchor a radio program entitled “Water Guardians”, sponsored by the local water utility organization, JAPAC. The program airs every Saturday morning and is aimed at creating a culture for the good use of water at their community. They also include other topics of interest for children and youth. Through their efforts, 5,477 children have become “water guardians”. They promote water leak reports by the general population, organize drawing contests, the production of mural newsletters, participation in civic events, and the production of water-saving ads.



Courtesy of IMTA.

Local  
Actions  
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Challenge

## Egypt

### Aya Bassiouny, girl, age: 14

#### Local Action: The Water Awareness and Education Program

The Wadi Environmental Science Center (WESC) believes that children are the best agents of change, for education, capacity building and national policy adjustments. The Water Awareness and Education Program is aimed at fostering a dialogue between Egyptian Government officials and youth, and at empowering youth to appeal to Government for national policy change. Twenty students from five different governorates were selected through partner NGOs, among them Aya. The program components are: an assessment in five localities, a capacity building and consolidation workshop, diffusion in five different localities, an advocacy and presentation skills workshop, and participation at the 4WWF. The diffusion was carried out by the students in the form of exhibits, seminars, open discussions with communities, and meetings with concerned parties. The children transferred their knowledge about the problems they had identified and possible solutions. Consensus was reached in most localities and a preliminary plan was formulated. At times community members were skeptical about children's ability to understand their water problems and help them identify feasible solutions. Nevertheless, this opinion was almost always reversed once the children were given a chance to speak and explain their work.



Courtesy of UNICEF/HQ05-0155/ Kathryn Grusovin.

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for a  
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Challenge

## Local Actions for a Global Challenge

**The Netherlands**  
**Yosta Vegting, girl, age: 12**  
**Yassin Saifi, boy, age: 11**  
**Local Action: Focus on Water**



Courtesy of UNICEF/HQ05-0337/Josh Estey.

Yosta and Yassin have participated in an exchange program between the Netherlands and Bolivia. The program is entitled “Focus on Water” and is supported by OLAA, the Latin American Activities Organization, who participates in the Water For All initiative aimed at improving water supply in Africa and Latin America. Yosta and Yassin have raised funds for projects in Bolivia, and have produced a video about an oil spill water pollution problem. The motivation for their action was one of the biggest environmental disasters in Bolivia in 2000: A pipeline of the oil company Transredes – which belongs to the Dutch oil company Shell – broke. 29,000 tons of crude oil leaked away, 160 km of the Desaguadero River and three lakes were severely polluted. With a group of children from their school, they made a documentary and investigated why this type of disasters happen, and what should do to prevent oil disasters. The project Focus on Water, has fostered an exchange of ideas and video materials between Dutch and Bolivian children, promoting them to reflect upon water and the environment. Children and their parents in the Netherlands watched the film and decided to sponsor a village in Bolivia. Enough funds were collected to start a trout farm. This year funds will be channeled to support the village people of Uspa Uspa in Cochabamba, Bolivia, where water supply service is not available and people are forced to buy water distributed by trucks with water tanks. Funding will be available to build a well, storage tanks and a pipeline to supply water to homes. In addition an information and education campaign on water, sanitation and hygiene will be started.

**Japan**  
**Mayuka Kamimura, girl, age: 15**  
**Local Action: The Power of the**  
**Traditional Wisdom - Cope with**  
**the Floods**

Often times, the construction of embankments for flood protection and control have given Japanese people a sense of safety. But the occurrence of ever more severe hydrometeorological events has recently caused flooding in various Japanese areas. Mayuka realized this, and she purposed to research traditional methods for coping with floods. First, she visited elderly people in her local area, in order to learn about traditional flood prevention methods. She identified that simple measures as keeping ropes and walking sticks at home are most helpful. She also identified that tatami flood walls and wooden structures known as “Seigyū” are useful as flood protection devices. She has passed on the word through workshops, bulletin postings, roundtable meetings and exchange of ideas with local people.



Courtesy of FOREM.



Courtesy of Niigata Nippo; July 17, 2004

Local  
 Actions  
 for a  
 Global  
 Challenge

## The Global Water Education Village



Coordinated by  
the Project WET  
International

Foundation and IMTA, the goal of the Global Water Education Village is to gather global water education programs in a village setting to share successful local actions aimed at reaching children with water education. The Village is place for the Forum participant to interact with experts in children's water education and to observe and participate in a variety of educational programs, including some of

Project WET's most popular and effective water education activities. A schedule of demonstrations will be available at the Village and at the Project WET International Foundation booth in the Expo. The Village will provide space for exhibition and demonstration of water education programs and materials from over twenty countries and international organizations. It will be located at the Water Fair, within Hall C of the Banamex Center. The programs that are registered to participate at the Village are listed in the following list:

1	Project WET International Foundation	International
2	UNESCO-IHP, Latin America and the Caribbean	International
3	The Nature Conservancy, Sustainable Waters Program	International
4	Nestlé Waters India	India
5	Native Waters	International
6	Discover a Watershed Series	International
7	Cameroon Vision Trust	Cameroon
8	Ministry of Water, Lands and Environment, Wetlands Inspection Division	Uganda
9	Young Volunteers for the Environment	Togo
10	Pan African Vision for the Environment	Nigeria
11	Fundación Xochitla	Mexico
12	Ducks Unlimited	International
13	Project WET, United States of America	United States
14	Healthy Water, Healthy People, Water Quality Program	International
15	Centro de Educación y Capacitación para el Desarrollo Sustentable, SEMARNAT	Mexico
16	Japan Water Forum	Japan
17	Seawater Foundation	International
18	Live and Learn Environmental Education	Fiji
19	The Center for Environmental Awareness and Education	Philippines
20	Meeting and Display Room	
21	Foundation of River and Watershed Environment Management	Japan
22	Instituto Mexicano de Tecnología del Agua	Mexico
23	Fundación El Manantial	Mexico
24	La Universidad Agroforestal Fernando Arturo de Merioño	Dominican Republic
25	Asociación Terra Nostra	Costa Rica
26	Asociación de Amigos de la Patagonia	Argentina
27	Nestlé Waters Lebanon	Lebanon
28	Nestlé Waters Vietnam	Vietnam



Courtesy of Project WET.

The Global Water Education Village will include a Water School for participants to observe water managers and professionals using Project WET activities with Mexico City teachers and students. Organizations participating in the Village will demonstrate and discuss their respective water education efforts with adult colleagues, while the Water School will reinforce this experience by actually showing how the activities are used with children. It is hoped that this combination of demonstrations will help to show the effectiveness of this type of education, thereby building the capacity of water

professionals to reach children, parents, teachers, schools, and communities with water education.

Previous World Water Fora have identified education of children as critically important in our water management future, but education of children takes more than decrees and official statements. It takes funds to support programs, appropriate education materials for teachers and children, training for instructors, and a long-term commitment from water leaders, agencies, and professionals to support local water education efforts. The Global Water Education Village and the Children's Water School will give successful education programs the chance to show measurable progress that they have accomplished. Children Water School participants will learn about important water topics such as watershed protection, water quality and health, and the hydrologic cycle. The local actions presented in the water education for children and youth session, hands-on activities presented to participants in the Village, will be displayed through live demonstrations in the village center and will demonstrate to water managers how these local actions are taking place in a variety of regions and countries.



Courtesy of Project WET.

## Thematic Session FT4.28 Water Education for Children and Youth

Monday March 20, 2006, from 14:15 to 16:15 h

This session is co-convened by the Project WET International Foundation, IMTA, UNESCO and the Taiwan International Institute for Water Education and is aimed at highlighting the importance of water education to successfully implement integrated and sustainable water resources management and to present a variety of water education programs which can serve as a model to other countries or regions. Sharing innovative and successful experiences in water education can lead to more ideas or be replicated or improved in other countries or regions, fostering collaboration.

The session will be chaired by Dennis Nelson, President and Executive Director of the Project WET International Foundation, and will have the following format:

1. Chair welcomes guests and introduces the presenters and expert panelists
2. Chair gives an introduction to water education for children and youth
3. Six presenters share their local actions
4. Four expert panelists respond to presentations
5. Written questions from the audience are addressed
6. Chair summarizes the session and makes closing comments

The local actions to be presented are described below:

1. Project WET (Water Education for Teachers) International, presented by

John Etgen, Project WET International Foundation

Project WET (Water Education for Teachers) is an international education program that facilitates and promotes the awareness, appreciation, knowledge, and stewardship of water resources through the development and dissemination of classroom-ready teaching aids and through the establishment of state and internationally sponsored Project WET programs. Currently, Project WET programs are used in 21 countries around the world. Project WET is recognized as a world leader in providing water education for teachers. In the United States, Project WET has coordinators in every state. One of the most well established Project WET programs internationally is that of Mexico, where the program is known as ¡Encaucemos el Agua! led by the Mexican Institute for Water Technology. ¡Encaucemos el Agua! trains hundreds of teachers each year and reaches thousands of students with water education.

2. Water Education Workshops, presented by Hong-Yuan Lee, Taiwan International Institute for Water Education

A three-year project developed with the cooperation of five organizations that trains elementary and junior high school teachers in water and

environmental education. The project uses workshops, field trips, and courses as its primary educational tools. Experts in the field of water resources serve as instructors and materials have been made available on an e-learning web site. Currently, this effort is focused on Taiwan, but plans are underway to translate material into English and to exchange it with other water education programs. The e-learning platform has been adopted by other organizations and the developer of the platform is willing to provide technical assistance for those who are interested.

3. Education for an integrated and sustainable water resources management in Chile, María Alegría, Chilean Directorate of Waters

Educational guides entitled “Gota a Gota” (“Drop by Drop” in Spanish) related to water and the environment have been developed by the Chilean Directorate of Waters. The guides are directed to teachers and students, and are aimed at fostering the knowledge of integrated and sustainable water resources management. The guides include sections devoted to: water as the source of life, water and the environment, the Chilean Water Law and integrated watershed management. The guides may be used by both formal and non-formal educators. A pilot program to evaluate the application of the guides is underway.

4. Water and Education for the Americas, presented by Marcelo Gaviño, UNESCO International

## Hydrological Programme

A water education program aimed at fostering awareness on water resources issues has been developed, by employing a constructivist approach. The program has involved the production of an educational kit that helps children to: know the workings of the hydrologic cycle, understand the notion of water availability and the relationship between water and other natural resources, obtain information regarding water uses, develop positive attitudes toward water and its preservation, and learn about the best practices in water management. Validation workshops for the program are underway.

5. Discover a Watershed: The Colorado, presented by Justin Howe, Project WET International Foundation

A transboundary watershed based curriculum and educational program that focuses on the Colorado River and its tributaries has been developed. The Colorado River is one of the major sources of water in the Southwestern United States and Northwestern Mexico. The program was developed and sponsored by Mexican and American organizations. Central elements of the project are: 1) a binational, 6-week expedition from headwaters to delta, 2) a 450 page educators guide for junior high and high school teachers in Mexico and the United States, 3) a children’s activity booklet for 8-12 year olds that teaches about how the watershed binds users of Colorado River water together, and 4) teacher training workshops in the United States



Courtesy of Project WET.

and Mexico. All the materials were developed in English and Spanish. Educators and water resource managers from both countries have participated in this highly acclaimed project.

6. Discover a Watershed: The Pátzcuaro Lake, presented by Rita Vázquez, Mexican Institute for Water Technology

An educational program that emphasizes water and is specific for the Pátzcuaro Lake watershed has been developed and validated, with the collaboration of teachers and specialists from the region. It is a component of the Program for the

Environmental Recovery of the Lake of Pátzcuaro Watershed, sponsored by the State Government of Michoacan, the Municipal Governments of Pátzcuaro, Erongarícuaro, Quiroga and Tzintzuntzan, the Gonzalo Río Arronte Foundation, and the Mexican Institute of Water Technology. The educational guide *Discover a Watershed: The Pátzcuaro Lake*, is directed to the general public, but specifically to teachers and non-formal educators. It contains an ample description of the watershed, that covers its history, hydrology, flora, fauna, cultural aspects, environmental challenges, and so forth, in addition to a special section for educators and a map of the watershed. Five thousand copies of the guide have been distributed in the region.

The panel of experts that will participate in the session is listed below:

1. María Concepción Donoso, Program Specialist Environmental and Water Sciences, UNESCO Regional Office for Science for Latin America and the Caribbean
2. Tiahoga Ruge, General Coordinator of the Center for Sustainable Development Training, Secretariat of the Environment and Natural Resources, Mexico
3. Elizabeth Cerda, Communication and Water Culture Manager, Monterrey Water and Sewerage Services (Water Utility Organization)
4. Heidi Paul, Vice President Corporate Affairs, Nestlé Waters North America

## Thematic Session FT5.19 Intergenerational Dialogue

Tuesday, March 21, 2006, from 16:30 to 18:30 h

*“The youth are ready to work with governments and donors ... Are governments and donors ready to work with youth”*

Youth participants at the UNICEF-IRC Oxford Roundtable on Water, Sanitation and Hygiene Education for Schools” – Oxford, UK, January 2005



Courtesy of UNICEF.

UNICEF will be convening an Intergenerational Dialogue session at the 4WWF on 21 March 2006 in partnership with the Mexican Institute of Water Technology and the Japan Water Forum. This session will be a programmatic result of a four day peer review process as child delegates select five local actions which they feel best represent the thematic and crosscutting themes of the 4WWF. These local actions will be presented to adult leaders in this Intergenerational Dialogue session

Moderated by UNICEF, this session is intended to generate support for the local actions and scaling up of support for the participation of children in water, environment and sanitation.

The future of every country is in the hands of its children, and in most of the developing world, where slightly less than half of the population is under the age of 18, efforts to support and build the capacity of children and young people, and to encourage their leadership are essential toward the foundation of a sustainable society.

Children and adolescents hold the key to meeting the Millennium Development Goals in water, environment, sanitation and hygiene by 2015. As active and informed partners in the design, implementation, monitoring and evaluation of sustainable community-based initiatives, child participation is both a process and an end. As a process, it requires inputs, (safe water, sanitation and hygiene messages) and demonstrates certain outputs, effects and long-term impacts (sustained behavioral change and healthy citizens). As a developmental goal, it is an “end” unto itself, one that builds a feeling of ownership, greater understanding of program goals and a greater commitment among the future adults of our world.

Successful youth participation offers a unique and important opportunity for the voices of youth to be heard by way of intergenerational dialogue, both at a grassroots community level and at key international events such as this, where stakeholders and officials at high policy levels become accessible for communication and interaction with children.

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