

Cooperation Fund for the Water Sector

Pilot Demonstration Activity

Request Form

Activity Title: Education for Sustainable River and Water Conservation	
Proposer: Daniele Ponzi/PARD, Penny Poole/Consultants/RSAN	
Request Date: 8 th July 2003	
Region: Melanesia	Country: Solomon Islands and Vanuatu
Activity Start Date: September 2003	Activity End Date:
Cost Estimate: USD 50,000	
Implementing Organization Contact: Christian Nielsen - livelearn@is.com.fj	
Consultant Identified: yes	

Short Description:

Education for Sustainable River and Water Conservation is an innovative education and awareness program for sustainable water management. It aims to increase community advocacy, participation and action towards sustainable water resource management and reduction of poverty.

Live and Learn Environmental Education has considerable experience in the Pacific with a community development methodology that has delivered impressive results in fostering positive community action, social cohesion, and a collective sense of responsibility as regards environmental issues. Of particular interest is their experience in and keen interest to work in post-conflict economies (relevant to fully 50% of the bank's DMCs where varying stages protracted internal social conflict or border tensions are impediments to development.) An empowered community is far more likely to take ownership of development projects than one that sees itself as marginalized. There is thus great long-term potential for this type of groundwork to create a synergistic outcome for ADB projects in such countries.

One of the key results areas with the Live and Learn approach is the success they have demonstrated in stimulating critical thinking among communities, forcing them to view every day things differently and take active responsibility for problems they have simply accepted in the past.

Live and Learn works with educators and community leaders, in both formal and non-formal educational areas, with the full support and at the invitation of their government partners.

Potential for replicability is high, even outside of the Pacific, and this potential is being explored within ADB for the Tonle Sap environmental management project in Cambodia.

1. Background and Rational:

Rivers and freshwater resources in the Western Pacific are under constant pressure from conflict, logging, mining, large scale tourism, soil erosion, and sedimentation. This has severe impact on many communities living adjacent to non-terrestrial environments.

Live & learn Environmental Education is committed to developing water-education approaches that have the capacity to challenge the many threats facing water resources. These approaches recognize the significant linkages between the terrestrial and non-terrestrial environments and the socio-cultural aspects of water sustainability.

Often policy may have to protect the water resources due to lack of community ownership, empowerment and participation and particularly due to the missing dialogue between government officials and the communities themselves.

Live and Learn is ready to work with poor communities in Vanuatu and Solomon Islands to further explore the educational methodologies that have the capacity to create changes to water management at a local community level. They have chosen two needy areas in the Pacific where sustainable water management is needed and are planning to use water quality monitoring as a community entry issue.

2. Objective:

Develop an innovative education/learning process to increase community/youth participation and mobilization for sustainable water management and poverty reduction which is easily replicated in other areas of the Asia/Pacific region.

3. Scope of Work/Description of Activities:

Stage One (8 Months) – Focus: Enquiry-based education for sustainable river and water conservation.

The first implementation stage will focus on community-based water quality monitoring. Live & Learn will facilitate and use action-based learning tools which will build capacity within the community to: *identify*, *investigate* and *act on* problems and future directions relating to river and water management. Communities will use water quality testing and habitat assessments to gather information about the state of their water environment and use this information to promote and develop sustainable environmental practices. This stage will include both formal and informal education and will involve education officers, Chiefs and church groups.

Stage Two (4 Months) – Focus: Dialogue building & networking for poverty reduction and sustainable development.

During the second stage a sustained training effort in dialogue building and networking will be undertaken using “Learning Circles”¹ and other participatory learning tools. This training effort will cut across the informal and formal education system. Its objects include: to promote tolerance and understanding among communities, provincial government representatives, and national representatives, and to create sustainable practices to conserve river and marine environments.

The second implementation stage will also explore the important role of formal and adult education in empowering communities to monitor changes in the river environment and what actions they can take when undesired changes are identified. Furthermore, during the second stage an assessment will be undertaken on how the project benefits can be multiplied through Live & Learn’s networking with larger non government organizations and government departments in the Asia/Pacific region.

4. Implementation Schedule, Institutional Management Arrangements, and Proponent Qualifications:

Month	Activity	Location (Rivers)	Implementing body
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¹ A method of community based development tested and proven by Live and Learn Environmental Education

0-1	Project Start-Up	Vanuatu (Mele River and Tagabe River) Solomon Islands (Mataniko River and Lungga River)	Live & Learn
1-3	Education and training of community members in action-based water quality monitoring.	Vanuatu (Mele River and Tagabe River) Solomon Islands (Mataniko River and Lungga River)	Live & Learn

4-7	Education and training of schools in action-based water quality monitoring	Vanuatu (Mele River and Tagabe River) Solomon Islands (Mataniko River and Lungga River)	Live & Learn / Technical Adviser (evaluation)
8	Advocacy training in using the test results as a tool to develop sustainable practice and promote good policy development which considers the needs of all community members,	Vanuatu (Mele River and Tagabe River) Solomon Islands (Mataniko River and Lungga River)	Live & Learn / Technical Adviser (evaluation)
9-11	Dialogue building for sustainable water management using Learning Circles as an implementation tool. This will involve government officials.	Vanuatu (Mele River and Tagabe River) Solomon Islands (Mataniko River and Lungga River)	Live & Learn
12	Review and assessment for applicability in other countries	Highly replicable in the Pacific. Possibly elsewhere (Tonle Sap Cambodia is a good possible testing ground).	Live & Learn, ADB, WWF, SOPAC, COPE, SPREP

Following key staff members from Live and Learn will be involved with managing and implementing the program will be:

- Sunila Prasad - MSc Education and BA of Arts in Education and Geography,
- Christian Nielsen - MSc Environmental & Development Education,
- Arnie Bax, BSc of Law MSc of Business Administration /MSc of International Community Development.

The project will be implemented in two stages through Live and Learn local offices in Vanuatu and the Solomon Islands. The project reports will be compiled by Live and Learn regional staff in Suva-Fiji and an independent auditor's report will be provided upon the project completion. The project would be actively monitored by Penny Poole, Water Awareness Program IEC Specialist.

Lessons learned will be displayed on Live & Learn's website as well as ADB's water website. These can be disseminated to both organizations' partners in the Asia/Pacific region and elsewhere and will be incorporated into Live and Learn's future work on water education.

5. Expected Results (outputs/outcomes/impacts):

Some Qualitative Results

- Increased capacity for target communities to mobilize action towards sustainable river and water environments.
- Heightened awareness of environmental problems affecting the river and water environments and the true (social and cultural) causes to these problems.
- Increased capacity for young people to participate in decision-making processes for sustainable water development and management.
- Increased dialogue between government officials and communities concerning sustainable development and use of the river and water environments.
- Assessment of multiplication of benefits to other communities through a Sustainable Training Network similar to the River Care Schools Network by Live & Learn Fiji

- (vi) Influence curriculum development and training in target areas.

Some Quantative Results

- (i) Training and education of 8 communities and 16 schools in action-based tools and community mobilization for sustainable development and conservation of river and water environments.
- (ii) Dissemination of project results, tools and methodology on specially designed website.

6. Measurable Performance Indicators:

The performance and effectiveness will be determined through qualitative indicators from internal evaluation which will be done through interviews and focus group discussions. The *internal evaluation* will focus on four key areas:

a) The Process

Some issues: How well did the Learning Circle/Water Quality Monitoring function? Were they open to men, women, and youth? Could the community achieve their objectives? Did the process complement/compromise cultural contexts? Were the principles of open participation reflected through the Learning Circles?

b) Outcomes

Some issues: Did the community participants come away with a greater understanding of sustainable water management at a community and national level? What actions did the Learning Circles lead to in relation to inter-ethnic dialogue? What actions did the Learning Circles lead to in relation to dialogue between community members and government departments? How were young people empowered to advocate for community action to reduce poverty? What networks were established? Did the Learning Circles produce written material? Did the Learning Circles strengthen the capacity of participants to engage in public debate?

c) Participant Profiles

Some issues: Who participated? What were the age and gender profiles of the participants? Was the project most effective in urban or rural areas? What was the level and quality of participation from chiefs and church leaders?

d) Applicability to Other Areas

Some issues: Are the Learning Circles applicable to other community issues? How can target communities engage in multiplying the program benefit? How applicable are the learning methodology to other areas of the Asia/Pacific region?

Performance indicators from *external evaluation* (from Live & Learn Head Office in Suva)

1. Assessment of whether the project maintains its relevance to the water development needs of the communities involved and the project aims.
2. Effectiveness in achieving the aims of the project.
3. Efficiency of expenditure of ADB funding.
4. Impact on women and young people's participation in decision making processes and capacity to advocate sustainable water management.

5. Likelihood of the learning models will to be sustained through integration into existing community processes on governance.
6. Applicability to other areas in the Asia/Pacific region.

7. Stakeholder Participation:

Live & Learn Environmental Education is working in partnership with NGOs and government departments in both target countries. The capacity of Live & Learn to implement the project and reach the target groups will be manifested through our extensive network in the target countries which includes Memoranda of Understanding with government departments, WWF, Council of Pacific Education, SOPAC and our longstanding collaboration with the Rural Development and Training Centers in the target countries.

8. Scope for Replication/Use in Other DMCs:

The possibility for project applicability in other Asia/Pacific areas will be assessed through the monitoring and evaluation phases and this assessment is a high priority project outcome.

9. Cost Estimate:

Category	Specified	Units/Price	USD
Trainers and facilitators	Water quality monitoring and Learning Circles	4 trainers per country / 15,000 x 2	30,000
Training – community and formal education	Testing of methodologies and assessment of regional applicability	32 community forums / 200	6,400
Communication and Publications	Phone costs, reports and dissemination of lessons learnt	12 month / 200	2,400
Operations Costs	Water test kits	8 kits / 250	2,000
Monitoring and evaluation adviser	Formative evaluation and comparative analysis.	12 month / 500	6,000
Program Management	Reporting and acquittals	12 month / 100	1,200
Contingency	Unforeseen expenses		2,000
Total Budget			50,000
Requested from the ADB			50,000
Live & Learn in kind contribution	<ul style="list-style-type: none"> - Office space and base - Community access - Regional networking - Technical expertise - Computers and equipment - Airfares and time for senior staff monitoring (from existing travel budgets) 	Est. \$25,000	