
MAIN RESULTS, RECOMMENDATIONS AND PROPOSED ACTIONS

The Cogolin international colloquy (France) brought together over a hundred participants, including from the Euro-Mediterranean, North Africa, the Middle-East and Sahel. The event was given support by several national institutions and international organisations. Contributions to the colloquy prompted constructive debates in turn leading to proposals for concrete action. Moreover, the colloquy was symbolic of a refusal of academic speech, the duty to obtain results (a rule to be laid down in all meetings), the dissemination of debates, the promotion of an interdisciplinary approach, the development of exchanges and the implementation of a follow-up.

A.- SIX IMPORTANT OUTCOMES FROM THE DEBATES

Requirements for successful water management

1.- Awareness of four fundamental concepts: education, a multidisciplinary approach, political will and financing, which are the keystone to any solution. Success depends on the consideration given to the following notions: communication, competence, decision making, assessment, ethics (solidarity, protection, sharing, respect, ...), innovation and partnership.

2.- The will and enlightened support of elected representatives, as well as the improved suitability of the information given by journalists. This presupposes a heightened awareness of what economic impact, among other issues, a differentiated population education strategy would have.

3.- The consideration of the work done and experience gained by others so far, a treasure too often ignored.

The Meaning and contents of an Education concept

4.- The main objective of Education is the social integration of individuals. This concept combines information, awareness raising activities suited to the different types of public, basic education (at school for children and in literacy tuition for adults), and training that fits national requirements (training colleges and universities). In the context of water education, Education constitutes (represents) the response to the policy-makers and international experts' pressing call for public debate, consultation, participation, a change in life styles and the training of necessary experts (cf. Colloquium Opening Speech of the President of the Executive Board of UNESCO).

Difficulties of integrating water ethics to a population education policy

5.- "The problem with education is the instructor": in order to help others change, one has to begin with changing one's own mental concepts, possess one's own ethics, and know how to communicate for the notions to be passed on. With this in mind, training the instructor appears clearly essential and amateurism and improvisation must be spurned.

6.- The multidisciplinary and interdisciplinary approaches are vital to enable identifying solutions to the water crisis and implementing them. This leads to the development of new teaching methods and strategies, not only in primary and secondary education but also at university level.

B.- PROPOSALS FOR CONCRETE ACTIONS

- Implementation of the decision to extend the Cogolin debates to other countries.
- Punctual public reminder that the main objective of an educational policy aimed at each section of the population (children and adults) is to shift mental representations of water and behaviours towards it, and less so the transfer new knowledge (except in the case of professional training).
- Formalisation through an educational project of the amended pedagogical constraints that have been adapted to each public.
- Development of public awareness activities for decision-makers and employees of public and private companies and organisations, at the local, national and intergovernmental levels.

C.- SOME RESULTS, A FEW MONTHS AFTER THE COLLOQUIUM

- Presentation of the results at the "Water International Forum, Cannes".
- Partnership agreement signed between PriceWaterHouseCooper and the REIM network, based on the proposed strategy of the colloquy.
- Agreement to organise four colloquies (Paris, Montreal, Tripoli and Ouagadougou) on the topics that emerged from Cogolin. These will add substance to the social debate on Education while taking into account regional specificity. Representatives from Iran and Greece joined the initiative while a representative from Brazil also showed interest in the events (or proved his interest).
- Dissemination and implementation in France (Puy de Dôme, ...), Algeria, Burkina Faso, Mali and Mauritania among other countries, of the educational strategy refined at Cogolin, notably concerning the training of trainers. With regards to basic education, work already carried out by SIDECM (Cogolin, France), SAGEP (Socité Autonome des Eaux de Paris) and the Environmental Education Centres Network (Naoussa, Greece), could be used as a background resource. Plans to train trainers in accordance with the aims and methods defined at the colloquy could be initialised there. Furthermore, further education establishments will be encouraged to promote an interdisciplinary approach in research projects and some teachings.
- Organisation of a regional colloquy by the "Agence Universitaire de la Francophonie" that will take place abroad and include Cogolin's results.

RECOMMENDATIONS

"Water, Sociology, Education" Session

- 1.- Draw on successful experience. For example, in Dijon (France), a partnership was achieved between the *Institut de formation agricole* (Agricultural training institute) and associations promoting a "local water culture".
- 2.- Make better use of local dynamics and competencies as well as encourage working together.
- 3.- Shun an overly widespread amateurism. Indeed, education is a delicate and difficult activity unsuited to improvisation. It requires a carefully designed training programme that any potential group leader must follow, the main objective not necessarily being the transfer of knowledge.

4.- Emphasise the importance of training trainers and develop mixed training programmes that include teachers and other actors.

5.- Work towards the emergence of a clear political will concerning water and environmental education so as to avoid dispersal of resources.

6.- Develop partnerships at local and regional levels.

7.- Avoid the endless repetition of experiments. It is more productive to ensure follow-up and evaluation.

8.- Analyse the local mental water representations prior to initiating new educational programmes.

"Water, Information, Society" Session

9.- Facilitate initiatives that aim to increase media coverage efficiency on the subject of water (journalism, opinion polls, advertising, associations, etc.).

10.- Make a choice, refrain from saying too much, cling to topical matters.

11.- Emphasise the full ethical dimension of the educational role of information.

12.- Favour an understanding of the link between the origins of crisis situations and their consequences, while at the same time promoting possible solutions.

13.- Develop a risk culture that enables everyone to make reasoned choices.

"Other People's Work " Session

14.- Encourage the inclusion of proposals made by international experts, in particular with regards to educational practices concerning water- or environment-related issues.

15.- Promote multidisciplinary teaching and interdisciplinary approaches (research, projects, programmes etc.), particularly in higher education. Disseminating accounts of the experience gained in the domain by CRIDEAU, schools of architecture and universities from various countries (Canada, etc.) could be beneficial.

16.- Develop ongoing relations, in particular through debates and seminars, between local and national institutional representatives and existing multidisciplinary experts with the aim of carrying out projects and programmes, and implementing policies.

17.- Take the advice of multidisciplinary experts when allocating international, national or local responsibilities.

"Experience and Pedagogical Tools" Session

18.- Go beyond the pedagogic focus based on a studied object – water in our case - and concentrate efforts on the learner, the instructor and the educational relationship.

19.- Commit the learner to a dual dynamic:

- that of his personal construction in which he must find his unity and coherence
- that of his belonging to a group, a human community, by confirming his "status as a valid interlocutor".

20.- Have a systemic view of apprenticeships in the framework of partnerships between formal, non-formal and informal structures so as to reach processes of change in life styles and thinking. This implies taking into account and transforming mental representations, and recognising the positive status of error, ...

21.- Develop as much as possible the discovery strategy of "water from here", occurring in a familiar environment, and of "water from elsewhere"¹, occurring in a different geographical, social and cultural context, so as to have educational programmes encourage respect for others and for differences.

22.- Reduce the effects of the current family and social solidarity destruction process. To this end, there is a need to renew the links between generations and to recognise the environmental and cultural legacy we have all inherited and must hand over to future generations. With this objective in mind, solutions based on local culture and know-how must be brought forward.

23.- Appeal to those institutions that have demonstrated genuine competence (SIDECEM and SAGEP of France, Environmental Education Centres Network of Greece, etc.) to engage in the essential action of training trainers in the field of water education.

Final Debate

24.- Promote water education for all publics that make up a population: at school, at university or in working life. *Education for all* needs to be considered as one of the four keys to successfully reach solutions for the sustainable management of water resources (education, a multidisciplinary approach, political will, financing).

25.- Consider adult information and consciousness-raising as fundamental² objectives of any national water³ or environment⁴ policy.

26.- Refocus water-related educational programmes on environmental ones given that the two concepts are inseparable, and this on a national scale.

27.- Follow the recommendations of international experts. In particular, promote transdisciplinarity by refraining from creating a new discipline in formal pre-university teaching (except for optional/vocational training).

28.- Slant the existing water-related educational programmes in the direction of those concerning *education and communication relating to the environment for the populations*.

29.- Remember that this Education for all must be carried out continuously on a lifelong basis and must draw its inspiration from a multidisciplinary approach and a differentiated pedagogy.

30.- Apply a basic principle in partnerships: "each can share with and learn from the other". In North/South relations, cultural shocks are all too often a source of failure.

¹ One often speaks of the "here and elsewhere" This can be clarified by talking about the strategy of discovery of water from here, in a familiar environment, and of water from elsewhere, in a different territorial, social and cultural context.

² "There is a cruel lack of trained professionals and decision-makers aware of the links between water, poverty, health, development and survival." Extract of Mr Koïchiro Matsuura's speech, Director-General of UNESCO (2003/7)

³ Prospects for the environment issued by the OECD (page 113)

⁴ Cf. Declaration by Kofi Annan, page 14.

31.- Promote co-operation, trade and international co-ordination with public and private, national and international institutions concerned with all or part of the aspects of education relating to "water for the populations".

32.- Set up a Principle for the abolition of academic discourse on water, of unworkable proposals and of short-lived illusory appeals at meetings financed by an anxious community that really awaits concrete proposals⁵.

33.- Combine fresh water and sea water born problems in all studies, projects and policies, particularly in coastal countries.

34.- Promote water ethics in all companies and organisations at all levels in the chain of command. This is an education policy resulting from the asserted will of every manager who wishes to make his staff aware of environmental challenges posed by professional activities. In other words, a consciousness-raising initiative aimed at making water ethics an integral part of production methods and of research approaches so as to:

- Reduce the quantity of water used and pollution emissions in the production chain and/or in the future use of products in order to protect the environment.
- Increase the degree to which staff feels responsible in everyday life.
- Turn this policy into a selling proposal and/or a brand image, together with a concern for coherence with regards to the official discourse and the duty of exemplarity. An ethical standard.

PROPOSALS FOR CONCRETE ACTIONS

"Water, Ethics and Pedagogy" Session

1.- Set up multidisciplinary, multi-institutional and associative "Water, Ethics, Education, Pedagogy" working groups. The task assigned to a working group could be to:

- Discuss individual and collective behaviour, transformation of life styles and thinking modes, and strategies required to facilitate the adoption of water ethics. This ethics conveys values (solidarity, co-operation, sharing, respect and protection), and must accompany any discussion concerning the extreme fragility of the environment as well as the individual/collective responsibility for its evolution.
- It is therefore essential to promote:
 - The idea according to which social and political transformations must originate from transformations of people and of the relations between people.
 - The identification and pedagogical training of the instructors allocated to this policy. Such training is currently badly lacking.
 - The development of self-instruction.
 - The pooling of skills and resources, the exchange of information with comparison of projects and dissemination of the necessary tools.

⁵ At regular intervals, political leaders make promises they are unable to keep ... To make it possible to implement the millennium declarations (reduce poverty by "half", in particular the number of people lacking access to water or basic sanitation) it would be necessary to connect 300 000 people to a running water network and 500 000 to a sewerage system ... A very ambitious objective considering that according to the CANDESSUS Report, the world's water sector has reached a catastrophic state (The New Unesco Courier, 10/2003).

In order to:

- Enhance the value of existing actions, initiatives and projects in the field of education when relating to water or the environment.
- Examine in greater depth the idea of an “educational action ethics” and the links that exist between ethics and pedagogy.
- Assess the skills required for educational actions and the enforcement of a policy aimed at the emergence of water ethics at a national level.
- Carry out a semantic study of the existing environmental education vocabulary and draw a proposal for clear definitions to be used by actors of the water scene.
- Disseminate the strategies/processes that will enable a true change in people’s conscience, a prospect repeatedly urged for in short-lived official speeches.

"Water, Sociology, Education" Session

2.- Organise a seminar on the differentiated pedagogy, the aim of which would be to specify the different existing forms adapted to each kind of public, characterised by its average age, culture and activity.

3.- Draw up an national inventory of trainers identified according to their speciality concerning the type of public aimed at, their research work and publications.

"Water, Information, Society" Session

4.- Design a "working with the press" fact-sheet so as to facilitate the drafting of journalistic information on "water and its problems". How does one present a press kit? What images should be filmed or chosen? What are the secrets of a successful transition between scientific information and information for the general public?

5.- Create a slogan and a logo for an awareness-raising campaign aimed at the general public on water issues at national and international levels and with the assistance of intergovernmental organisations.

6.- Create an interactive Internet site concerning water, steered by an ethics Committee responsible for validating the texts online in order to provide journalists with topics for press coverage and accurate information, among others things.

7.- Promote an international campaign for the revision/updating of existing data in the area of national and regional water resources management.

8.- Encourage meetings with journalists, as well as seminars on the problem of water, standardisation of vocabulary and simplification of terminology, in order to facilitate media coverage of the information.

"Other people’s work" Session

9.- Set up a network of multidisciplinary expertise on the subject of “Education on water ethics for populations”. The main objectives of this network are to:

- Disseminate the recommendations and proposals made at international meetings.
- Make a synthesis of the main recommendations put forward by intergovernmental organisations in the last thirty years concerning water or the environment.

- Draw up an inventory of the concrete, formal and informal, national educational actions concerning water or the environment. Make a comparative regional study.
- Disseminate the above information, the proposals put forward at meetings of experts and all the values pertaining to water ethics to be promoted via Education.

10.- Identify a regional project (Sahel and Mediterranean countries) concerning the education of populations on water ethics. The aims are the development of individual responsibility and the establishment of a consensus for consultation and participation by the populations in the conservation of water resources.

Final Debate

11.- Set up a multidisciplinary, multi-institutional and multi-associative international follow-up committee before the end of the year 2003. Its task will be to:

- - Ensure the follow-up of the Cogolin colloquy and, more specifically to:
 - Disseminate the proposals put forward and promote their application
 - Encourage discussion on the factors characterising an educational policy for populations on the matter of water ethics (definitions, strategies, training of instructors, publics, role of Universities, training, etc.).
 - Co-ordinate international meetings to extend the work of the Cogolin Colloquy. Initially presented at the Cannes Forum this work will be presented in Paris at which time the monitoring Committee will become official. Subsequently, it will be the turn of Canada, Lebanon and Burkina Faso. At the Cannes Forum, representatives from Brazil and Iran expressed their interest to participate to the approach.
 - Promote an introductory water ethics campaign with clear and attractive messages in all those countries that took part in the symposium.
- - Study the conditions required for the creation of a *Regional Network of Pluridisciplinary Expertise relating to Water Education*, NEPEWE, the scope of whose activities would correspond to the Mediterranean and Sahel countries⁶. Its objective would be to:
 - Draw up inventories of existing national multidisciplinary expertise
 - Encourage sharing experience at local, national and regional levels:
 - * Dissemination of proposals for action put forward at international meetings.
 - * Encouragement for technological, educational and cultural co-operation exchanges so as to reciprocate experiences and knowledge.
 - * Promote projects to educate populations in water ethics.

⁶ Based on the competence of the existing networks (RMEI, ALMAE, PS-EAU, National Network of environmental education Centres of Greece, ...) but also of national structures.

12. Incite the "elected representatives" to engage in national policies for the education of populations in water ethics. To this end it will be necessary to:

- Carry out studies aimed at evaluating the financial resources required for the implementation of a policy on education of populations in water matters. This presupposes an accurately described policy (objectives, strategy, human resources, material means, timetable, budget, financing, etc.).
- Assess what national economic and financial impact a policy of education in water ethics' matters will have: the population behavioural change potentially leading to a reduction in waste, of pollution and of expenditures.
- Identify existing links between efficient water management and an education policy on the matter of water ethics.

13.- Establish a specific area on the theme of "**water, environment and sustainable development**" in each school, university and municipal libraries.

NB: Final report (Summary, 34 recommendations and 13 proposals for concretes actions in 4 languages. Debates. 144 pages) and Communications (234 pages) available on CD-ROM from Jean.Vergnes@wanadoo.fr