Communities working together, sharing water

Live & Learn
Environmental Education

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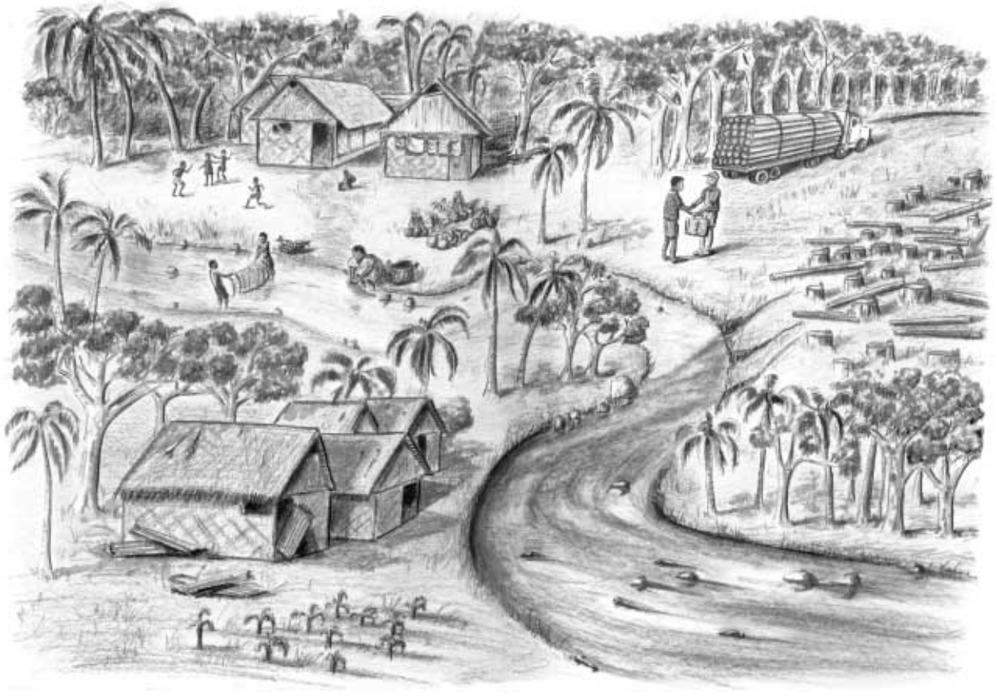
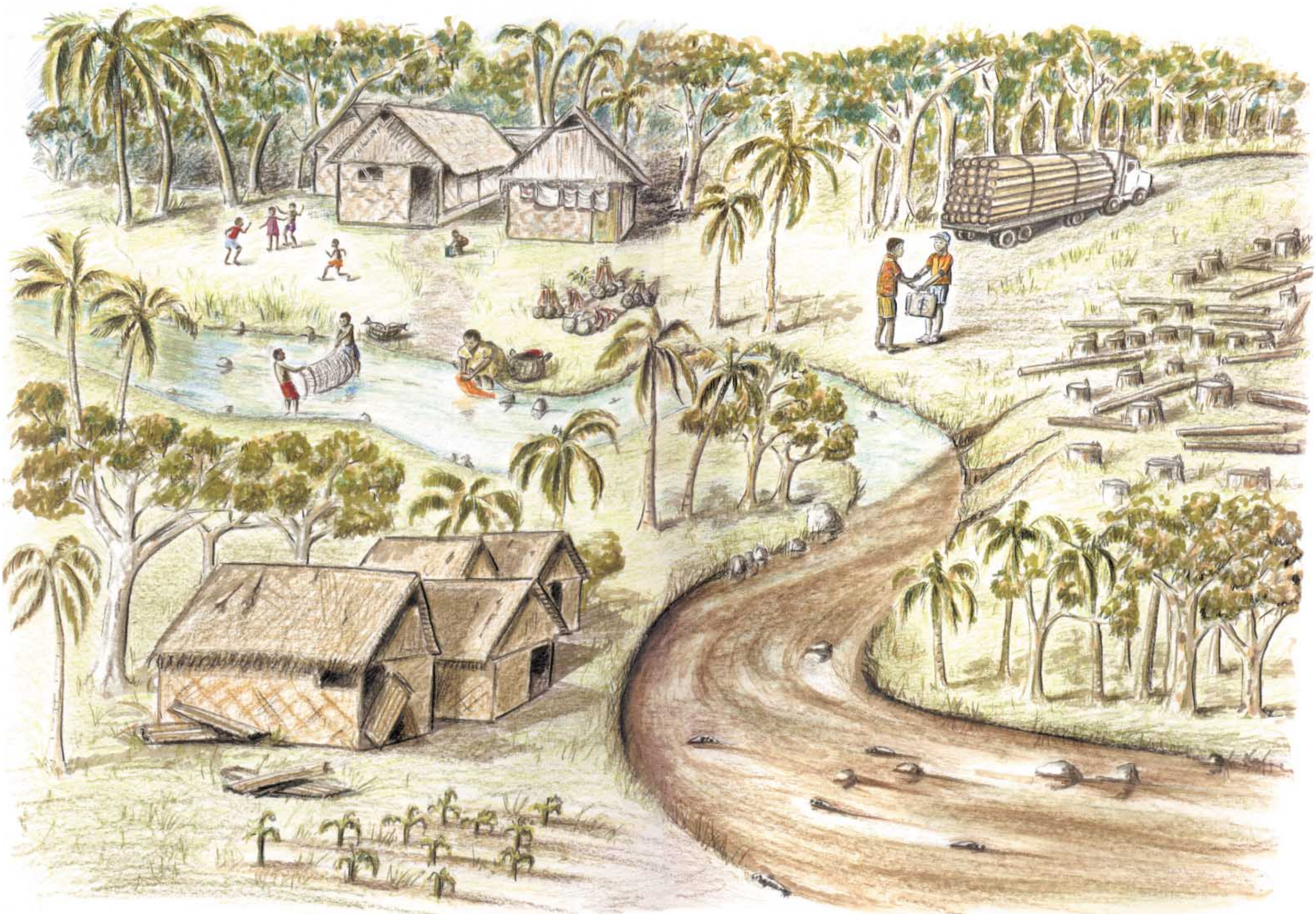
ASIAN DEVELOPMENT BANK
SOPAC
DFID Department for International Development



- What are your first impressions of this picture?
- Identify what the people are doing in this picture.
- Identify the state of the river, the forest and the houses.
- How have these changes occurred?
- Do people downstream have the same right to a clean, healthy river system as those living upstream?
- In what way do they suffer the consequences of someone else's actions? How can these people protect their livelihoods?



[a]

- What is occurring in this picture? Describe the actions of the people and their connection to the river.
- In what ways do the villagers actions affect the quality of the river?
- How does the quality of the river affect the health of the people?

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[b]

- What is occurring in this picture?
- What do you see as the consequences of this transaction for:
  -the person who sells the fish
  -the person who buys the fish
- If you were the one selling the fish, how many fish are you prepared to sell for money?
- Who owns the fish before they are sold?
- What happens when everyone along the river starts to sell fish? How many fish should be left for the villagers themselves?
- What say do people downstream have as part of the transaction?

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[c]

- Explain what is occurring in this picture?
- What is the connection between going to the doctor and river health?
- What are the health impacts of a polluted river?
- How does a river become polluted?

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[d]

- What are these children doing?
- Imagine a situation where you could not go for a swim in your local river? Why would this happen?
- Have you heard of this happening before?

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[e]

- What do you see in this picture? What are these people doing?
- How does education help us to look after our rivers?
- Is there a similarity between this picture and what we are doing now?

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[f]

- Tell us about this picture - what are these people doing?
- How would river health affect these people?
- In what ways could these people pollute the river?

[a]

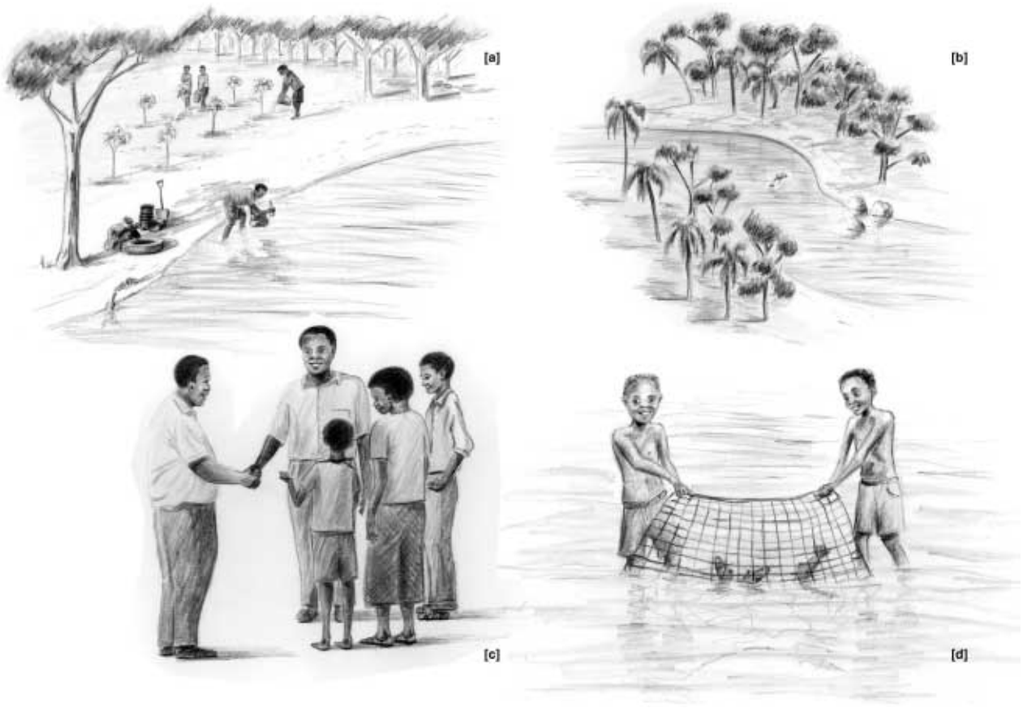
[f]

[e]

[b]

[c]

[d]



[a]

- What are the people doing in this first picture?
- What are they using the river for?
- How would the river health affect the hopes, dreams and actions for people in this picture?

[b]

- Describe this picture.
- Do we need a clean healthy river system for people only?
- What is the link between this fish in the river and communities?
- How are the communities downstream affected by a clean environment?

[c]

- What do you think these two men are shaking hands on?
- What is the connection between this picture and the previous one?
- Why do you think young people are included in this picture?
- Who are excluded from this picture?

[d]

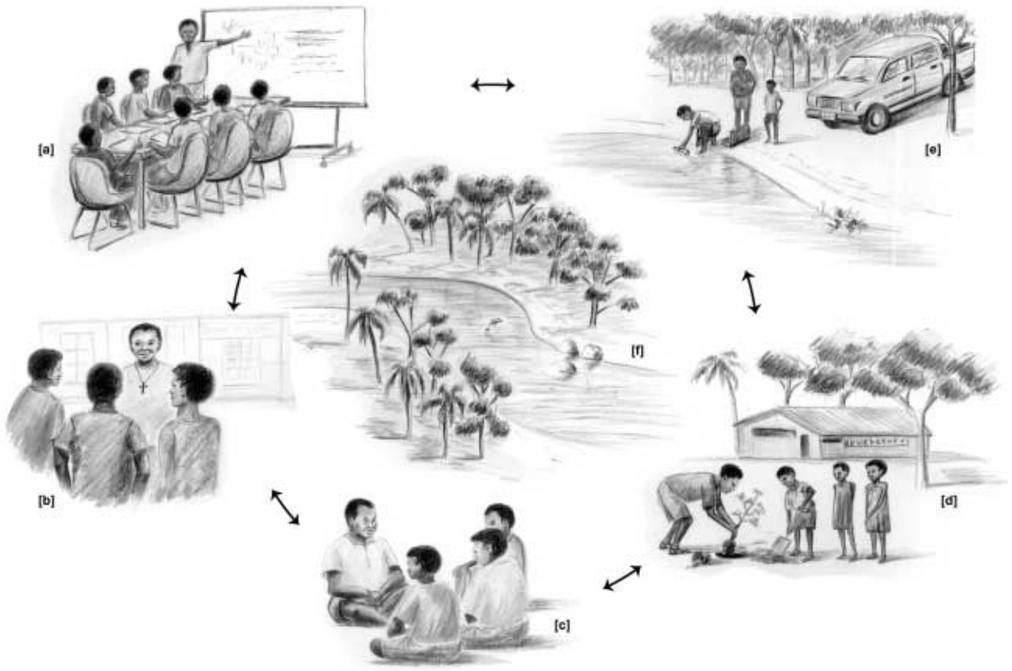
- What are these young children doing?
- How do young people's actions affect the health of the river?
- What is the connection between this picture and the previous ones?

[a]

[b]

[c]

[d]



- List the different groups of people in this picture - What groups in society do they represent?

  ie. **[a]** schools **[b]** church **[c]** family **[d]** children
  [e] government **[f]** environment

- How are these groups connected to the picture in the centre?
- What role do these groups have in looking after our rivers?

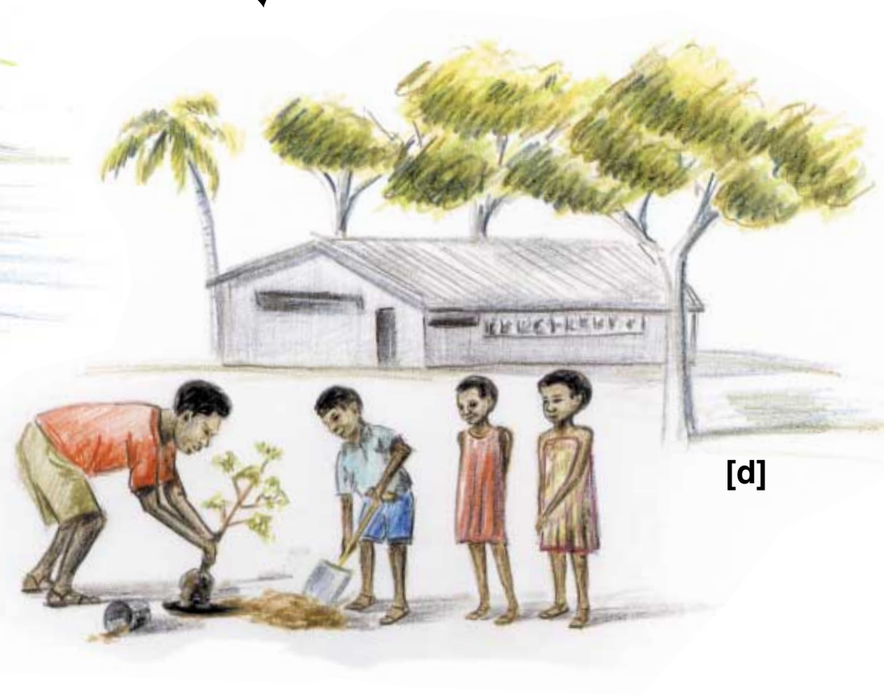
[a]

[e]

[f]

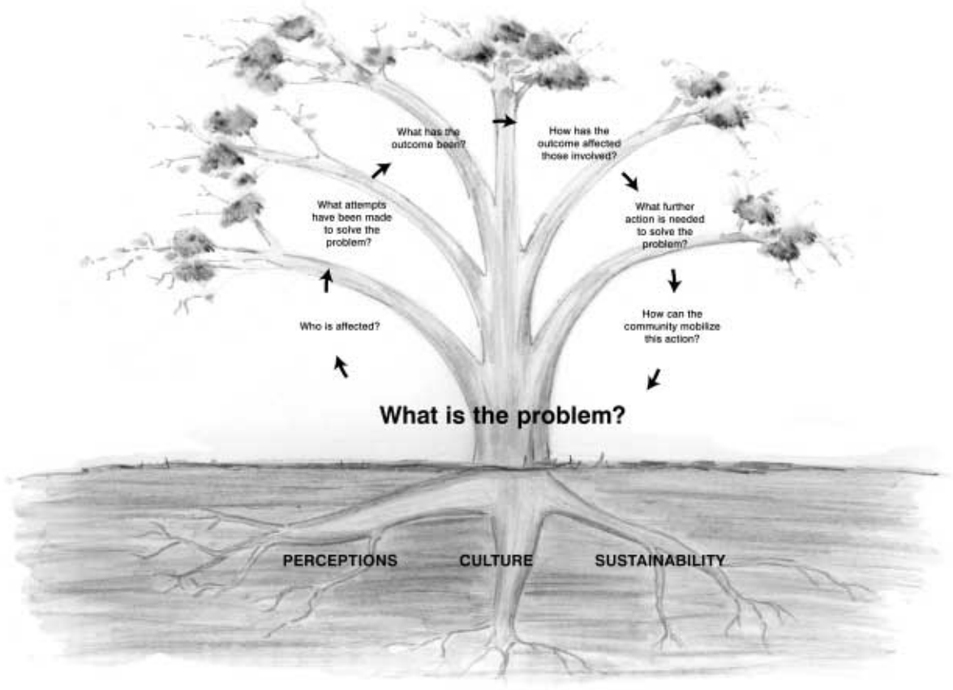
[b]

[c]

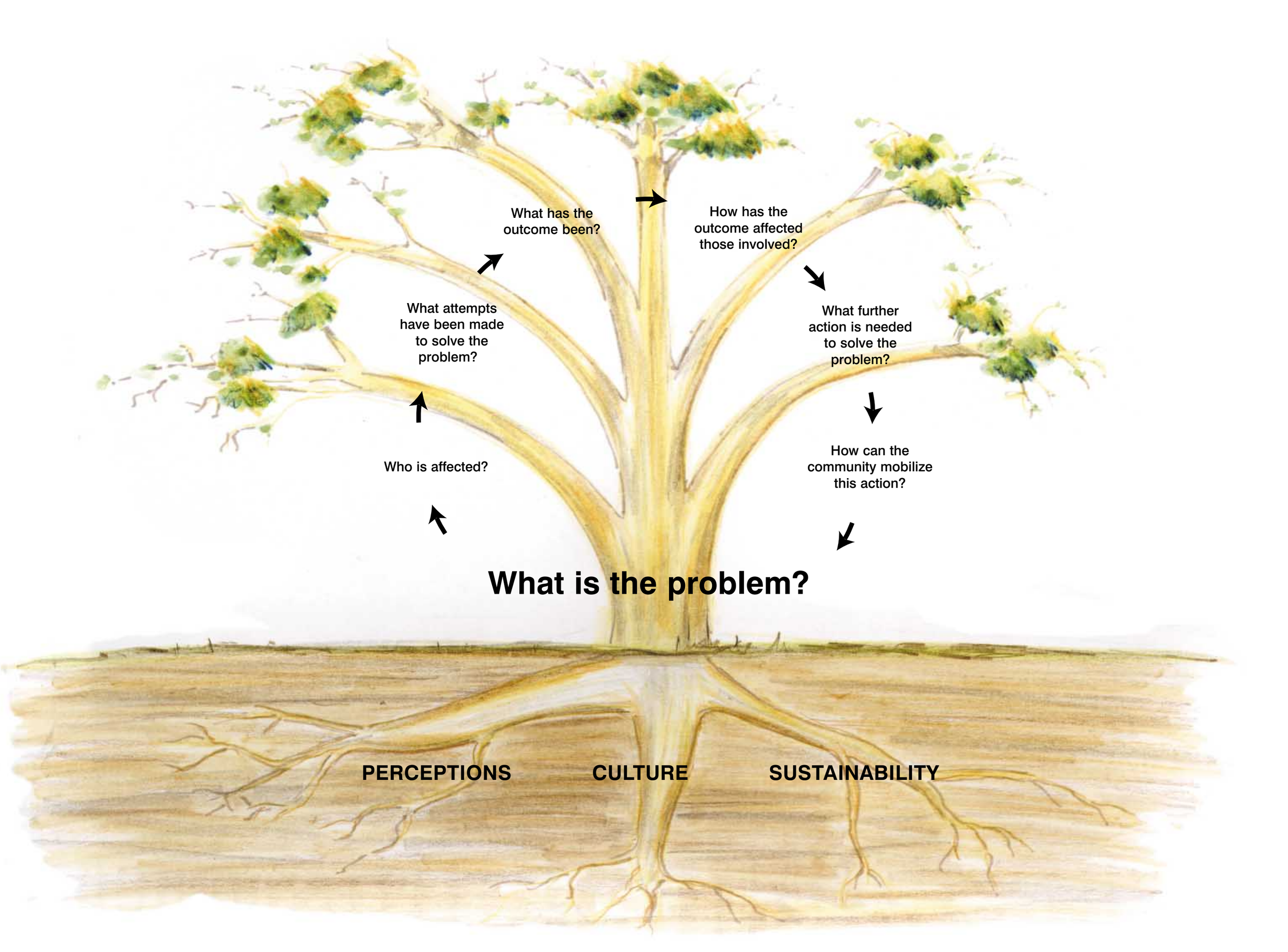


[d]

- What are your first impressions of this picture? Describe what you see.
- What is the role of men in community / environmental decision making?
- What is the role of women in community / environmental decision making?
- Who should be involved in discussing environmental matters that affect our rivers?
- What would be the benefits of including women and those living downstream in decision making?
- What can you see as potential consequences of not including everyone who is affected by river health?



- **What is the problem?**
- Perceptions - Culture - Sustainability
- Who is affected?
- What attempts have been made to solve the problem?
- What has the outcome been?
- How has the outcome affected those involved?
- What further action is needed to solve the problem?
- How can the community mobilize this action?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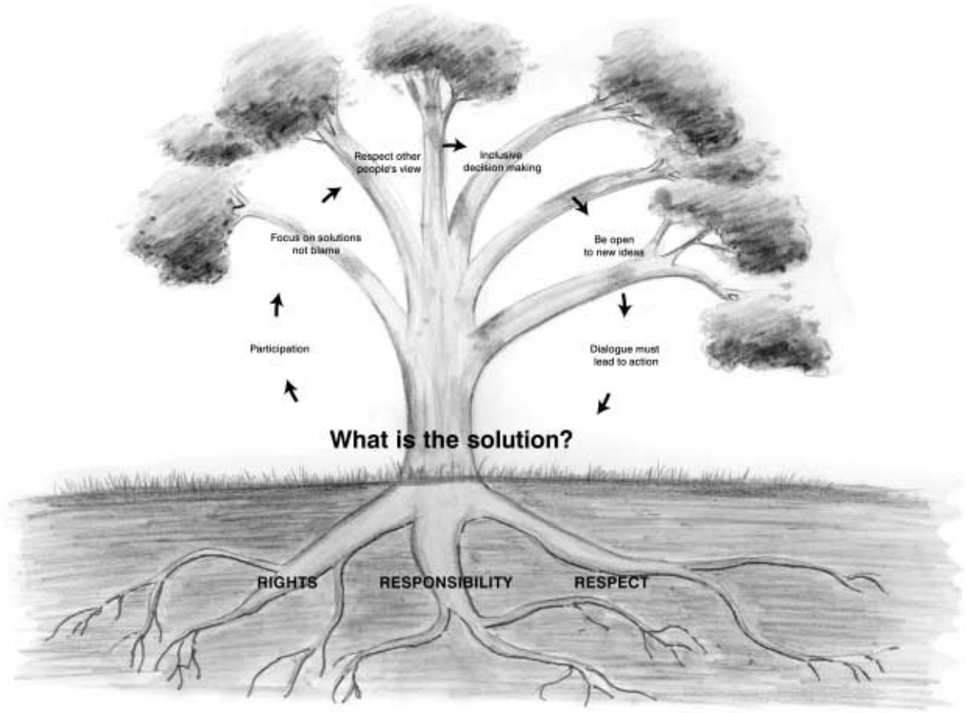
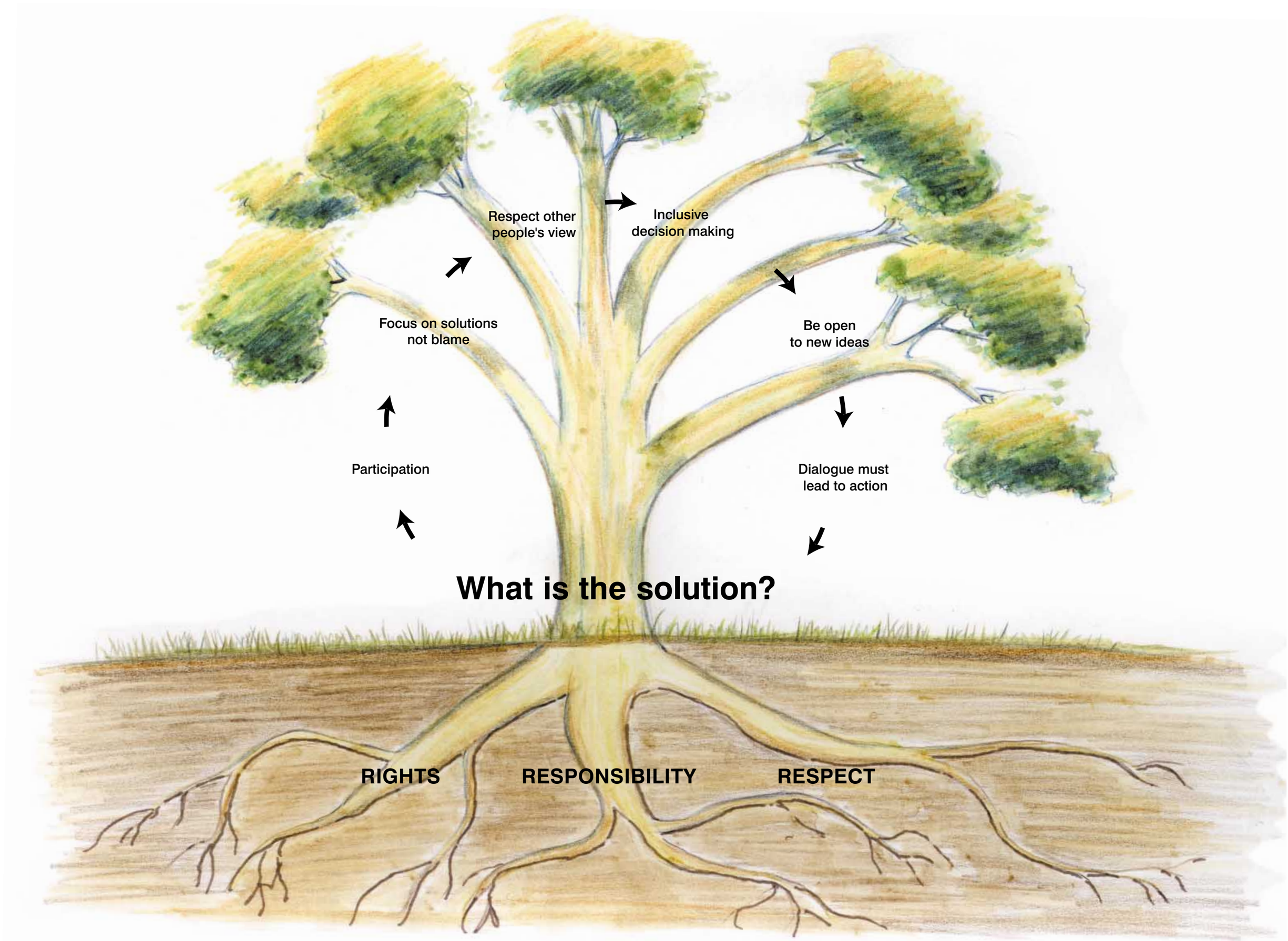
PERCEPTIONS
CULTURE
SUSTAINABILITY



- **What is the solution?**
- Rights - Responsibility - Respect
- Participation
- Focus on solutions not blame
- Respect other people’s view
- Inclusive decision making
- Be open to new ideas
- Dialogue must lead to action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What is the solution?
RIGHTS
RESPONSIBILITY
RESPECT

This resource was developed by:

Live & Learn Environmental Education

Live & Learn Environmental Education is a non-government, charitable organization working to enhance greater understanding and action towards human and environmental sustainability through education and learning.

Live & Learn is based in the South Pacific.

Website: http://liveandlearn.idea.org.au

Facilitator's Notes:

Before you start:

- Make sure the group is no more than 10 people
- Explain to the group why you are there and what you can do for the group
- Place the group in a circle with every group member sitting down

During the discussion:

- Be friendly and speak slowly
- Show your respect for the group and individuals in the group
- Your opinion is not important - you are seeking the opinion of others
- Only ask questions
- Be open to ideas and be flexible
- Allow for everyone to express their opinion

Ending the discussion:

- Make sure everyone has had a chance to speak
- Ask the group 'what they will do next to build understanding with communities up-stream or down-stream.
- Give the group the opportunity to arrange another discussion
- Thank people for their time

Most importantly:

- Every discussion must lead to an action even if it is a small action.
- Encourage the group to meet again after the action to plan further