Hand-in-hand, Project WET and educators from around the world are changing water's future course by teaching children about water stewardship and its importance. As tomorrow's leaders and decision makers, children will leave their mark on the world by conserving and protecting one of the world's most precious resources — water.
Gallatin Valley students participate in Project WET’s “Benthic Bugs and Bioassessment” activity at the Make a Splash with Project WET Water Festival sponsored by the Montana Outdoor Science School. The “Benthic Bugs and Bioassessment” activity has students investigate the relative water quality of a stream by conducting a simulated bioassessment through the sampling of aquatic macroinvertebrates.

"Water is essential to human life — for basic health and survival, as well as for food production and industry. We lived thousands of years without oil — but we can’t live a day without water. Yet, today, water is a threatened resource. At Nestlé Waters, we have made a commitment to reach out to others to collaborate on water conservation and access, focusing particularly on women and children. As part of our outreach, we have pledged our support to Project WET’s efforts — reaching children, educators, and communities of the world with water education — because of its global impact and proven effectiveness. Because reversing and expanding access to clean water is a challenge that no individual company, organization, or government can solve in an isolated manner, Nestlé Waters and Project WET are working to make a difference - together."

— Carlo Donati, Nestlé Waters Chairman and CEO
Connecting us all

The Children’s Water Education Fund (CWEF) supports Project WET’s worldwide water education efforts. Through CWEF, any citizen or organization can contribute financially to improving the stewardship of water resources.

CWEF donations are invested in projects that improve children’s and educators’ awareness of and knowledge about water and its management for the good of all. CWEF also supports Action Education™ projects, which are educational projects that lead to action.

CWEF donations can be made in the following categories:

- Geographic: Donors allocate funds by region: 1) Montana and the community of Bozeman, where Project WET is based; 2) the United States; and 3) international.
- General: Funds are allocated according to priorities identified by Project WET and will be put toward Project WET’s mission of promoting water stewardship by educating children, educators, and communities around the world.
- Projects - Action Education™. Funds support school and community-based educational projects designed to help solve local water problems. Project WET links donors with local Action Education™ partners.
- Publications, Products, and Training Events: Funds are used to support a specific publication, product, or training event (e.g., an electronic children’s magazine for web distribution, teacher training workshops in specific regions, development of curricula to support safe drinking water initiatives, or publication of children’s activity booklets about water sanitation and other development-related issues). Priority topics include water education for the developing world; water sanitation, hygiene, and health; disaster and emergency preparedness (flooding and drought); urban water and mega cities; earth systems and global climate change; indigenous water and cultural water use; sustainable water resource management; ground water; and watersheds.
- Endowment: Contributions are placed in Project WET’s endowment fund, which is dedicated to the long-term sustainability of Project WET.

If you are interested in learning more about Project WET and its Children’s Water Education Fund, please visit www.projectwet.org or contact Dennis Nelson at dennis.nelson@projectwet.org or at 866-337-5486 or 406-585-2236.

To donate to the Children’s Water Education Fund, send a check to: Children’s Water Education Fund, Project WET 1001 Oak Street, Ste. 210 Bozeman, MT 59715 Project WET is a 501(c)(3) organization; all donations are tax-deductible.

Growing and changing while maintaining ties to the past

Everyone has heard the expression, “Change is good,” and, hopefully, everyone has experienced the positive side of new circumstances and challenges. For Project WET (Water Education for Teachers), 2005 was a year of major change and organizational excitement. On July 1, 2005, the Project WET Foundation, a fully independent 501(c)(3) organization, was officially established.

In November 1989, Project WET became part of Montana State University as a small, 100 percent federally funded project. In July, 2005, after 16 extremely productive and eventful years at Montana State University, Project WET moved off campus as a well-respected, almost entirely privately funded, leader in water resource education for children and educators.

Project WET’s accomplishments while at Montana State University were significant. Project WET expanded its USA Network from one state to all 50 and Washington, D.C. and launched and expanded its International Network to 19 countries. Project WET’s publication library exploded with new titles, and its list of sponsors grew rapidly. However, because of its organizational structure, Project WET was unable to pursue opportunities for new partnerships and projects coming from all corners of the world. The need for change was apparent.

During this period of change, support from Nestlé Waters and Valerie Gates, two founding global sponsors, provided Project WET with the necessary financial backing and confidence to create and maintain the Project WET Foundation.

As Project WET’s President and CEO, I extend my sincerest thanks to the people and organizations that have played a role in establishing and developing Project WET, as well as the thousands of individuals and organizations that purchase Project WET materials each year. I also deeply appreciate the hard work and dedication of the facilitators and coordinators in the Project WET USA and International Networks. In the years ahead, I sincerely look forward to making a positive difference in the world — through your continued support and our combined involvement.

Indeed, change is good!

Sincerely,

Dennis Nelson
President and CEO

Born and raised in North Dakota, Project WET President and CEO Dennis Nelson started Project WET in 1984 while working for the North Dakota State Water Commission in the agency’s planning division.

Students in the United Arab Emirates participate in Project WET’s “Incredible Journey” activity, learning how water molecules move through the water cycle.
Educating tomorrow’s water stewards

In the nine years I have been affiliated with Project WET, I have seen it make significant strides in advancing its mission of water education worldwide. Project WET has established programs in all 50 states and Washington, D.C., as well as 19 countries.

From 1990 to 2005, Project WET was based at Montana State University in Bozeman. Although very successful, Project WET needed to expand beyond the infrastructure available at the University. Expansion led to formation of the Project WET Foundation, along with a new home and new organizational structure. However, the program’s mission, core beliefs, and goals remained the same.

Awareness, education, and empowerment of our young people have always and continue to form Project WET’s foundation. Looking ahead to 2006, the Board of Directors has committed to supporting efforts that help children better understand and appreciate water resources so they can make a difference today, as well as in the future. Project WET is exploring new initiatives in school and community-based education and is encouraging increased participation in water education around the world. In addition, Project WET is focusing on producing new publications and educational materials for students and teachers and expanding its universe of partners to grow and strengthen its International Network. The need for water is global, therefore, so is the work of the Foundation.

I thank the Project WET coordinators worldwide, sponsoring state and international agencies, other NGOs, and individuals and corporations for their commitment to Project WET and the mission of water education. With these partners, we celebrate Project WET’s achievements while recognizing there is much to do to make water education accessible to all who seek it.

Sincerely,

Heidi Paul, Chair
Project WET Board of Directors

Project WET, in partnership with the United Nations Children’s Fund (UNICEF), the Mexican Institute of Water Technology (IMTA), and the Japan Water Forum (JWF), has been asked to coordinate the participation of children in the Fourth World Water Forum.

The World Water Forum is an initiative of the World Water Council aiming to raise awareness on global water issues. The First Forum was held in Morocco (1997), the Second in the Netherlands (2000), and the Third in Japan (2003). The Fourth World Water Forum will be held in Mexico City in March 2006, under the overarching theme of “Local Actions for a Global Challenge” and will focus on analysis of experiences and knowledge sharing.

The Forum has been established as an open, multi-stakeholder participatory process, which builds on the knowledge, experience, and input of the global water community and seeks to enable multi-stakeholder participation and dialogue to influence water policy making at a local, regional, national, and global level, thus ensuring better living and respect for the principles of sustainable development to achieve the Millennium Development Goals.

Listening to the voices of children

“My family raised me with the traditional beliefs of our Blackfeet people. At an early age, I developed a deep respect for the land, water, animals, and the environment in general. What I have always lacked is the scientific knowledge explaining why animals, habitats, and elements act the way they do. The National Aeronautics and Space Administration (NASA) internship, offered through a partnership between Project WET’s Native Waters and the Yellowstone Ecological Research Center (YERC), has played an integral role in broadening my understanding of our great planet and the efforts we need to take in order to preserve it for generations to come. The internship has afforded me with the opportunity to develop a positive outlook on our natural world while introducing me to the scientific methods used to study our ecosystem. As a result, I am more motivated to do my part in preserving our natural resources throughout my lifetime.”

— Rodney Williamson, NASA Intern, Project WET’s Native Waters and YERC

In Ms. Gilbert’s math class at Kirtland Central High School in Kirtland, New Mexico, students complete the Project WET activity “Turbidity or Not Turbidity, That is the Question.”

“My family raised me with the traditional beliefs of our Blackfeet people. At an early age, I developed a deep respect for the land, water, animals, and the environment in general. What I have always lacked is the scientific knowledge explaining why animals, habitats, and elements act the way they do. The National Aeronautics and Space Administration (NASA) internship, offered through a partnership between Project WET’s Native Waters and the Yellowstone Ecological Research Center (YERC), has played an integral role in broadening my understanding of our great planet and the efforts we need to take in order to preserve it for generations to come. The internship has afforded me with the opportunity to develop a positive outlook on our natural world while introducing me to the scientific methods used to study our ecosystem. As a result, I am more motivated to do my part in preserving our natural resources throughout my lifetime.”

— Rodney Williamson, NASA Intern, Project WET’s Native Waters and YERC

“Looking ahead to 2006, the Board of Directors has committed to supporting efforts that help children better understand and appreciate water resources so they can make a difference today, as well as in the future. Project WET is exploring new initiatives in school and community-based education and is encouraging increased participation in water education around the world.”

— Heidi Paul, Chair, Project WET Board of Directors
Each of the following 2005 accomplishments moved Project WET closer to achieving its mission — reaching children, educators, and communities worldwide with water education.

- Discover A Watershed: The Missouri Educators Guide was awarded the 2005 Independent Publisher IPPY Award.
- Kids in Discovery series (KIDs): Discover the Missouri River activity book was recognized as a 2005 Distinguished Achievement Award Finalist by the Association of Educational Publishers.
- Kids in Discovery series (KIDs): Water, Every Drop Counts activity book was recognized as a 2005 Distinguished Achievement Award Finalist by the Association of Educational Publishers.
- Four countries joined the Project WET International Network: South Africa, Lebanon, Vietnam, and the Dominican Republic.
- Project WET launched its line of educational kits. Developed for 2005 were:
  - MacroPac
  - Rainstick
  - Blue Planet
  - Incredible Journey
  - Drop in the Bucket
  - Water Scarcity Module
- Publications printed in 2005 included:
  - Discover a Watershed: The Colorado Educators Guide
  - Descubre una Cuenca: El Rio Colorado
  - Kids in Discovery series (KIDs): Discover Bays and Estuaries
  - Kids in Discovery series (KIDs): Discover Storm Water
  - Water Every Drop Counts (co-published with Project WET Lebanon)
  - Kids in Discovery series (KIDs): Water Every Drop Counts (co-published with Project WET Vietnam)
- Held the Project WET International Coordinator’s Conference in Bozeman, Montana, November 2005.
- Held the Project WET USA Coordinator’s Conference in Nebraska City, Nebraska, May 2005.
- In 2005, Project WET’s USA and International Networks held 43 training workshops for its more than 2,800 coordinators and facilitators. In 2005, 12,830 educators were trained using the Project WET delivery network. Since Project WET’s inception in 1984, hundreds of thousands of educators have been trained in the Project WET pedagogy.

Students in Mexico learn about ground water by using Project WET’s “Ground Water Flow Model.”

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**Financials**

**PROJECT WET INTERNATIONAL FOUNDATION, INC.**

**STATEMENT OF FUNCTIONAL EXPENSES**

Year Ended December 31, 2005

<table>
<thead>
<tr>
<th>Budget Account</th>
<th>Program Services</th>
<th>Management and Administration</th>
<th>Fundraising</th>
<th>2005 Total</th>
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</tbody>
</table>

*Note: Project WET left Montana State University on June 30, 2006 to form an independent 501(c)(3) Foundation. This financial information included in this report reflects Foundation activity; therefore, the financial information only covers the months of July - December, 2005.*

— Alvaro A. Aldama,
Director General, Mexican Institute of Water Technology (IMTA)
Envisioning a world where there is water for all to thrive

Project WET (Water Education for Teachers) is an award-winning, nonprofit water education program, publisher, and global network with over 20 years experience. The program’s goal is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources by disseminating classroom-ready teaching aids and establish internationally sponsored Project WET programs.

History

Phase I: 1984 — 1989. Project WET created (one state)
The Project WET program was established in 1984 by the North Dakota State Water Commission in the agency’s planning division to educate the public about water resources and its management. Based on significant interest from teachers and youth, the commission focused part of its education efforts on reaching children through teachers and non-formal educators. Project WET’s mission, goal, core beliefs, and first activities were created in North Dakota.

In 1989, the director of Project WET North Dakota was invited by Montana State University, using funding from the Bureau of Reclamation (U.S. Department of the Interior), to pilot the Project WET program in Montana, Idaho, and later Arizona. The success of this multi-state pilot initiative led to a decision by the Bureau of Reclamation to fund development and publication of the Project WET Curriculum and Activity Guide (1995) and establishment of the Project WET USA Network. Project WET published over 50 water education guides and books for children and teachers between 1995 and 2005 and launched and expanded the Project WET International Network to include 19 countries. Project WET left Montana State University June 30, 2005 to become an independent foundation.

Phase III: 2005 — present. Project WET Foundation
The Project WET Foundation was established on July 1, 2005 as a 501(c)(3) organization. The foundation will continue to develop and implement Project WET worldwide. Project WET Foundation programs include: Project WET International Network (10 countries); Project WET USA Network (50 states plus Washington, D.C.); Discover a Watershed series; Native Waters; Healthy Water/Healthy People; Kids In Discovery series (KIDs); Conserve Water; Ground Water; WET Educational Kits; and WOW! The Wonders of Wetlands. The Project WET Foundation is located in Bozeman, Montana, USA. Project WET is supported annually by the thousands of individuals and organizations who purchase Project WET materials, grants and contracts from public and private sector donors, and founding global sponsors Nestlé Waters and Valerie Gates.

Students in the Philippines complete Project WET’s “Blue Planet” activity, a lesson in statistics taught by calculating the percentage of the Earth covered with water.

“Water is life, and one hope in putting a stop to the destruction of this life source is education. Project WET could not have come at a more appropriate time in the Philippines. Today, more than ever, our people need to be made aware of our water situation. Project WET has been an effective tool in educating children and adults on water-related environmental concerns. It offers a number of possible solutions provided by participants of Project WET activity. Through the program, the Center for Environmental Awareness and Education (CEAE) has achieved what no other programs have: a chance to teach our people HOW to think and not just WHAT to think.”

— Jukka Holopainen, Center for Environmental Awareness and Education (CEAE), and Coordinator, Project WET Philippines

Letter from the Auditors

INDEPENDENT AUDITOR’S REPORT
To the Board of Directors
Project WET International Foundation, Inc.

We have audited the accompanying statements of financial position of Project WET International Foundation, Inc. (a non-profit corporation) as of December 31, 2005 and 2004, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of the Foundation’s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform our audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Project WET International Foundation, Inc. as of December 31, 2005 and 2004, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Bozeman, Montana
November 15, 2006

ANDERSON, ZURMUEHLEN & CO., P.C. • CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS CONSULTANTS
MEMBER: American Institute of Certified Public Accountants
WEB SITE: www.azwpc.com
The Every Drop Counts® grant program, supported by Nestlé Waters North America and facilitated by Project WET, gave me a favorite experience as an environmental educator. In addition to accomplishing something meaningful for their community, while strengthening their science skills, students learned the choices they make matter in this world. Students even continued progress on this project over their April school vacation! I am forever touched by all of the students’ positive teamwork, level of responsibility, and diligent work ethic. I am convinced the lessons learned through this project will last a lifetime.

— Amy Picotte, Department of Environmental Conservation, Water Quality Division and Project WET Vermont Coordinator

The Make a Splash with Project WET Water Festival in Red Boiling Springs, Tennessee, provided students with the opportunity to participate in Project WET’s “Turbidity or Not Turbidity, That is the Question” activity, where students studied the effects of sediment on turbidity, compared the turbidity of muddy and clear water, simulated environmental conditions that cause erosion, and investigated ways to reduce erosion that leads to turbidity in adjacent waterways.

A Bozeman, Montana, student participates in “Benthic Bugs and Bioassessment,” one of the activities included in Project WET’s MacroPac as well as its Healthy Water, Healthy People Water Quality Educators Guide. “Benthic Bugs and Bioassessment” was one of the many activities in which students could participate at the Make a Splash with Project WET Water Festival, sponsored by the Montana Outdoor Science School.

Project WET Core Beliefs
- 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, manufacturers, 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.

Students
Each year, millions of students worldwide are reached with water education as a result of Project WET training materials.

Coordinators and Facilitators
- Sixty-eight state coordinators in the Project WET USA Network and 19 in the Project WET International Network
- More than 2,800 local workshop facilitators in the United States and over 400 in the International Network

Educators
- Eighteen thousand United States and international educators trained annually.

Project WET Networks
The Project WET International Network includes sponsors and coordinators who design, adapt, and localize Project WET education materials and deliver them to educators and children in their respective countries. Program sponsors and coordinators in many countries also hold educator training workshops in a format similar to that of the Project WET USA Network.

The Project WET USA Network includes state coordinators and facilitators who, through professional development workshops, provide educators with the materials and skills needed to teach students about water.

The Project Curriculum and Activity Guide
The centerpiece of Project WET is the Project WET Curriculum and Activity Guide. This 517-page guide is a collection of 91 multidisciplinary water-related activities for ages five through 18 that are hands-on, easy to use, and fun.

“Outreach is one of the most important, yet underrated, opportunities in science. I believe Project WET activities have helped stimulate children’s interest in science while providing an hour of fun every week for both the adult volunteers and the children. Helping children become interested in science while still having fun is the highest aspiration for an elementary outreach program. If you do these two things, you are succeeding. I think we are succeeding with Project WET.”

— Eric Hunt, member, graduate student association at the School of Natural Resources, University of Nebraska — Lincoln, is involved in outreach efforts at a local elementary school.
Tom Aspelund, Director of Customer Contact, Hach Company

As Director of Customer Contact for Hach Company, a manufacturer and distributor of analytical instruments and reagents used to test the quality of water and other aqueous solutions, Tom is responsible for all technical training and technical support, as well as order management and domestic and international systems. Prior to joining Hach Company in 1986, Tom worked for Armor Food Company as an analytical chemist and research scientist. Tom has taught at the junior high, high school, and college levels. He holds an M.S. in Food Science Technology, a B.S. in chemistry and biology, and a B.E. from Valley City State University.

Heidi J. Paul, Vice President of Corporate Affairs, Nestlé Waters North America

As Vice President of Corporate Affairs, Heidi is responsible for all aspects of the company’s corporate communications and community relations. Heidi was named to this position on May 1, 2000 after eight years in brand management at Nestlé Waters, the nation’s leading supplier of bottled water. Joining the company in October 1992, Heidi served in various brand marketing roles, culminating in her role as Director of Brand Management for Nestlé Waters, overseeing the marketing of many of America’s most successful spring water brands: Poland Spring®, Arrowhead®, Calistoga®, Deer Park®, Glark® and Zephyrhills®, as well as the leading international brands, Perrier® and S.Pellegrino®. Before joining Nestlé Waters, Heidi gained marketing and advertising experience at Ragú Foods and the J. Walter Thompson advertising agency. She holds an M.B.A. from Columbia University and a B.A. from the University of Pennsylvania.

Mark Johnson, First Officer, United Airlines

Mark is currently a pilot for United Airlines, flying the Boeing 777 aircraft internationally. Prior to his duties as a United Airlines pilot, he was a U.S. Air Force officer for 15 years, serving as an instructor and fighter pilot, flying the F-4 and F-16 jets. Mark graduated from North Dakota State University with a B.S. in business.

“I believe providing opportunities for our young people to discover and truly understand the condition of our waters, relative to our cultural beliefs, will create a stronger sense of cultural identity and help them become advocates for water and environmental protection.”

— Lee Francis, Penobscot Tribal Educator, Maine
Developing understanding through hands-on learning

Approximately 244,000 square miles in the United States and Mexico are drained by the Colorado River in an area that encompasses parts of Wyoming, Colorado, Utah, New Mexico, Arizona, Nevada, California, Baja California, Mexico, and Sonora, Mexico.

Because of its importance to the functioning of diverse ecosystems, communities, and economies, every drop of the Colorado River and its tributaries has been allocated, and resource managers face the challenge of balancing a multitude of, and sometimes conflicting, demands for its water. As human populations grow, this becomes increasingly difficult.

Published in 2005, the Discover a Watershed: The Colorado Educators Guide fosters a deeper understanding of how, regardless of boundaries, this watershed connects individuals and communities. As with all Project WET programs, involving educators and community members from within the watershed, along with water experts, was critical to the Guide’s success. Not only were educators and resource managers from both Mexico and the United States involved in the curriculum development process, but funding for the approximately $1 million project came from private individuals, foundations, and agencies in both countries.

Following the inaugural training workshop in Mexicali, Baja California, Mexico, more than 700 educators were equipped to use the activities within the Discover a Watershed: The Colorado Educators Guide in 36 workshops held in Sonora, Mexico and Baja California, Mexico. In the United States, 92 teachers were trained during training workshops in Arizona and Colorado. Plans are under way for additional workshops in 2006.

Classrooms, museums, and parks, including Grand Canyon National Park and Canyonlands National Park, have integrated Discover a Watershed: The Colorado Educators Guide into their educational programs. Activities also are being incorporated into water festivals and other educational events.

“A nice surprise is the way in which the activities (in Discover a Watershed: The Colorado Educators Guide) are connected with the traditions, cultures, and languages of the Navajo and Hopi. Be proud of the important connections of which people are taking ownership by teaching the lessons.”
— Jim Manley, education professor at the University of Northern Arizona

“A lot of the work done through Project WET is about ensuring the sustainability of one of our most precious resources.”
— John Etgen, Senior Vice President, Project WET

Nestlé Waters Management and Technology

‘Nestlé Waters Management and Technology (MT) began collaborating with Project WET in 2004 to reach more children with water education. Support from Nestlé Waters MT has enabled Project WET to facilitate the development of customized and translated water education curriculum and Project WET programs in new countries. Through its global support, Nestlé Waters MT is helping children develop a water ethic and understand the importance of water. By teaching children about water, Project WET and Nestlé Waters are working to ensure the sustainability of one of our most precious resources.”
— John Etgen, Senior Vice President, Project WET
Nestlé Waters Kekkuti and local partners, Ministry of Education, Hungary
Nestlé Waters La Vie and Ho Chi Minh City, Vietnam Ministry of Education
Nestlé Waters Management and Technology, France
Nestlé Waters North America
Nestlé Waters Sohat and local partners, Lebanon and Lebanon Ministry of Education
Nestlé Waters United Arab Emirates and Dubai Ministry of Education
Nevada Division of United States Bureau of Reclamation (BOR)
Nevada Division of Environmental Protection, Bureau of Environmental Planning
Nevada Division of Environmental Protection
New Hampshire Department of Environmental Services
New Jersey Department of Environmental Protection
New Mexico State University, Waste-Management, Education, and Research Consortium
New York Department of Environmental Conservation
North Carolina Department of Environment and Natural Resources
North Dakota Game and Fish Department
North Dakota State Historical Society
North Dakota State University
North Dakota State Water Commission
North Dakota Water Users Association
North Plains Groundwater Conservation District, Texas
Ohio Department of Natural Resources
Ohio Environmental Protection Agency
Oklahoma Conservation Commission
Outdoor Adventure River Specialists (O.A.R.S.)
Ozarka® Brand Natural Spring Water
Palmer Soil and Water Conservation District, Alaska
Pan African Vision for the Environment, Nigeria
PASCO Scientific
Peace Corps
Pennsylvania Department of Education
Perrier® Brand Sparkling Natural Mineral Water
Phillips County Conservation District, Montana
Phillips Petroleum Company
Plainsboro Preserve, New Jersey
Poland Spring® Brand Natural Spring Water
Portland Maine Water District
Project Learning Tree
Project WILD
Quest
Reach, Inc., Bozeman, Montana
Republic of Palau Water Utility, Palau
Rhode Island Department of Environmental Management
Río Grande/Río Bravo Basin Coalition, Texas
River of Words, California
Rogers Environmental Education Center, New York
S.Pellegrino® Brand Sparkling Natural Mineral Water
Secretaría de Educación y Cultura del Gobierno del Estado de Veracruz, Mexico
Secretaría de Educación y Cultura del Gobierno del Estado de Veracruz, Mexico
Secretary of Environment and Natural Resources (SEMARNAT), Mexico
Sedge Island Preserve, New Jersey
Senator George J. Mitchell Center for Environmental and Watershed Research, Maine
Sonora Institute for Environment and Sustainable Development (IMADES), Mexico
South Africa Department of Water Affairs and Forestry, Pretoria, South Africa
South Carolina Department of Environmental Management
South Carolina Department of Natural Resources
South Carolina Department of Environmental Management
South Florida Water Management District
Southern Nevada Water Authority
Sport Fish Restoration Program, United States Fish and Wildlife Service (FWS)
St. Johns River Water Management District, Florida
State of Michoacán, Mexico
Stony Kill Environmental Education Center, New York
Terra Nostra Association, San Jose, Costa Rica
The Annis Water Resources Institute (AWRI), Grand Valley State University, Michigan
The Harbinger Institute
The Yellowstone Association, Wyoming
Turner Enterprises
U.C. Davis Desert Research and Extension Center, California
Ukrainian National Environmental Education Center for Youth
United Nation’s Children’s Fund (UNICEF)
United Nations Educational, Scientific and Cultural Organization (UNESCO) Water Center for the Humid Tropics of Latin America and the Caribbean (CATHALAC)
United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Water Education (IHE)
Project WET around the world

- United Nations Educational, Scientific, and Cultural Organization (UNESCO) International Hydrological Programme (HP)
- United States Army Corps of Engineers (USACE)
- United States Bureau of Indian Affairs (BIA), Department of the Interior (DOI)
- United States Bureau of Land Management (BLM), Department of the Interior (DOI)
- United States Bureau of Reclamation (BOR), Mid Pacific Region, United States Department of the Interior (DOI)
- United States Bureau of Reclamation (BOR), Phoenix Area Office, United States Department of the Interior (DOI)
- United States Bureau of Reclamation (BOR) Upper and Lower Colorado Regions, United States Department of the Interior (DOI)
- United States Bureau of Reclamation (BOR), United States Department of the Interior (DOI)
- United States Environmental Protection Agency (EPA)
- United States Fish and Wildlife Service (FWS), Department of the Interior (DOI)
- United States Forest Service (USFS), Department of Agriculture (DOA)
- United States Geological Survey (USGS), Department of the Interior (DOI)
- United States Geological Survey (USGS), Department of the Interior (DOI)
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- University of Arizona College of Agriculture and Life Sciences
- University of Arizona Water Resources Research Center
- University of Nebraska, Lincoln
- University of Northern Colorado Biological Sciences
- University of Wisconsin-Stevens Point
- Upper Gulf of California and Colorado River Delta Biosphere Reserve
- Utah State Parks
- Utah State University
- Valerie Gates
- Vermont Department of Environmental Conservation
- Virginia Department of Environmental Quality
- Washington State Department of Ecology
- Water Education Foundation, California
- West Virginia Department of Environmental Protection
- Western Area Power Administration (WAPA), United States Department of Energy (DOE)
- Western Regional Environmental Educational Council
- Whale and Dolphin Conservation Society
- Wild Outdoor World (W.O.W.)
- Wisconsin Department of Natural Resources
- World Health Organization
- Yellowstone Ecological Research Center (YERC), Montana
- Young Volunteers for the Environment, Togo
- Zephyrhills® Brand Natural Spring Water

Project WET would also like to thank the thousands of individuals and organizations that purchase Project WET materials each year and the hundreds of people who volunteer their time as reviewers, contributors, workshop participants, and leadership team members for Project WET publications.

“Seeking to engage educators and students in achieving greater environmental literacy and understanding of the marine ecosystems and their role in sustaining healthy ecosystems, NOAA’s Office of Habitat Conservation first approached Project WET in 2000 to produce the Kids in Discovery Series publication Explore Oceans. Since then, Project WET and NOAA have produced six more KIDS publications and a coral reef activity sampler. It is because of the vision of organizations like NOAA’s Office of Habitat Conservation that today’s students, tomorrow’s leaders, are being educated about important topics related to water.”

— Meg Long, Chief Financial Officer, Project WET
To extend the reach of the highly successful Make a Splash with Project WET Water Festivals, the Project WET USA Network and Nestlé Waters North America launched the Every Drop Counts™ grant program in 2005. This grant program helps teachers and classes conduct Action Education projects that benefit the water resources of their local communities and/or educate their communities about local water resources. Grants are available only to teachers and classes participating in a Make a Splash with Project WET Water Festival during the award year.

Project WET and Nestlé Waters North America presented ten Every Drop Counts™ grants in 2005. Each recipient received a $1,000 grant from Nestlé Waters North America and a $50 Project WET online store gift certificate.

Projects included:
1. Creating a coloring book to teach the community about local water issues
   Kay Mastarone, South Newton Elementary School, Kentland, Indiana, Grade 3
2. Developing informational to teach the local community about stream quality and non-point source pollution
   Elaine Mendaloe, Memorial School, Cinnaminson, New Jersey, Grades 3-5
3. Documenting water experiences of the local community
   Keri Balitbit, Calistoga Elementary School, Calistoga, California, Grade 5
4. Increasing water awareness for students and parents
   Margaret Easter, Benso Elementary, Benso, Michigan, Grade 4
5. Implementing a recycling program at the school
   Linda Wells, Calistoga Elementary School, Calistoga, California, Grade 5
6. Installing a drip irrigation system in the school gardens
   Lisa Shepard, Calistoga Elementary School, Calistoga, California, Grade 5
7. Restoring a severely eroded stream bank of Standing Stone Creek
   Frederic B. Wilson, Huntington Area Middle School, Huntington, Pennsylvania, Grades 3-5
8. Restoring wetland and prairie sites at Orange Elementary
   Carol Boyce, Orange Elementary School, Waterloo, Iowa, Grades 2-5
9. Monitoring streams to assess the best placement of a pathway at Moore Park
   Kristen Courcelle, Underhill Central School, Underhill, Vermont, Grades 3-4
10. Restoring wetlands in the Chesapeake Bay and student hydration study
    Laura Kinnaman, Lindale Middle School, Linthicum, Maryland, Grade 6

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Reaching children and youth, educators, and communities worldwide

From 1984 to 1995, Project WET concentrated its efforts on developing the Project WET USA Network. In 1995, Project WET began to expand internationally with Canada as the first country to join the Project WET International Network. Ten years later, the Project WET International Network has programs in 19 countries as well as the United States.

What are the benefits of joining the Project WET International Network?

Joining the international network provides access to a twenty-year-old industry-leading water resources publisher, its intellectual property, and its delivery network that spans five continents. Having published more than 50 educational kits, guides, and books related to water education in the last 21 years, Project WET has developed expertise in curriculum creation. Additionally, mentoring opportunities are provided through connections to other network members, both in the United States and internationally.

How does a country become part of the Project WET International Network?

First, Project WET hosts initial discussions with an interested organization in a particular country. During a Project WET orientation, the organization learns who Project WET is and what it does, as well as its core beliefs. Project WET then hosts a leadership workshop for individuals at the interested organization and key country contacts to teach them about Project WET, educate them about the breadth of resources available through Project WET, and expose them to the Project WET pedagogy (hands-on, interactive, constructivist, and inquiry-based). After successfully completing the workshop, and if expectations of both organizations align, the interested organization signs a sponsorship agreement with Project WET. The country is then inducted into the Project WET International Network.

How does Project WET support member countries in the International Network?

Through the generous support of its global sponsors, Project WET donates its intellectual property to localize, translate (as needed), adapt, and develop a country’s customized Project WET Curriculum and Activity Guide. To date, Mexico and Japan have translated the Project WET Curriculum and Activity Guide. The Philippines also has developed a localized English version.

Who initiates and directs the Project WET program in a country?

An interested water education organization or agency in that particular country. Project WET believes in putting local people and organizations at the center of their own solutions.

The Native Waters project provides an important perspective on water. Recent efforts and trends in sustainability, whether in agriculture or ways of designing cities, are just now catching up with Native Waters.”

—— Robert B. Pickering, Ph.D.
Collier-Read Deputy Director for Collections & Education, Buffalo Bill Historical Center; Director, CIWAS (Cody Institute of Western American Studies)

“Project WET has provided an excellent opportunity to promote better understanding of water as a key social, economic, and environmental resource and facilitate a new water-use ethic in Nigeria.”

—— Anthony Johnson Akpan, President, Pan African Vision for the Environment (PAVE) and Project WET Nigeria Coordinator

Promoting water stewardship through partnerships

In 2005, Project WET formally announced its commitment to helping achieve the goals of the Decade of Water for Life, Decade of Education for Sustainable Development, and the Millennium Development Goals as identified by the United Nations. In 2006, Project WET will work with its network of water educators, as well as other United States and world organizations, to determine how Project WET’s curricula, network, and expertise can best be used to meet these goals.

Decade of Water for Life

- Reduce by half the proportion of people without access to safe drinking water by 2015
- Stop unsustainable exploitation of water resources
- Reduce by half the proportion of people who do not have access to basic sanitation
- Develop integrated water resource management and water efficiency plans

Decade of Education for Sustainable Development

- Facilitate networking, linkages, exchange and interaction among stakeholders in education for sustainable development
- Foster an increased quality of teaching and learning in education for sustainable development
- Help countries make progress toward and attain the millennium development goals through education for sustainable development efforts
- Provide countries with new opportunities to incorporate education for sustainable development into education reform efforts

Millennium Development Goals:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria, and other diseases
- Ensure environmental stability
- Foster a global partnership for development

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Students at Huynh Van Chinh School in Ho Chi Minh City, Vietnam participate in Project WET’s “A Drop in the Bucket” activity. By participating in this activity, students learn about the tiny percentage of Earth’s water that is available for human consumption.

Students at the Le Van Sy School in Ho Chi Minh City, Vietnam discover the four essential factors necessary to sustain life in Project WET’s “The Life Box” activity.

Students at Huynh Van Chinh School in Ho Chi Minh City, Vietnam participate in Project WET’s “A Drop in the Bucket” activity. By participating in this activity, students learn about the tiny percentage of Earth’s water that is available for human consumption.
Project WET Around the World

Discovering watersheds and learning about water quality

In the summer of 2000, Project WET published the Conserve Water Educators Guide, which provided 15 activities and 10 case studies for educators to engage their students in exploring water conservation. Arizona Conserve Water Educators Guide

During 2005, Project WET received funding to develop an Arizona-specific adaptation of Project WET’s Conserve Water Educators Guide. Impetus for this curriculum came in part from a speech by Arizona Governor Janet Napolitano, which called for “a culture of conservation” in Arizona and encouraged development of water conservation education programs, among other actions. This book is being developed in collaboration with the Arizona Department of Water Resources, the Bureau of Reclamation — Phoenix Area Office, and Arizona Project WET at the University of Arizona.

“The first step to fostering true environmental literacy is a competent level of knowledge. Project WET arms teachers with easily incorporated, quality environmental education activities to help their students build the necessary foundations for environmental literacy.”

— Holly Denham, North Carolina Department of Environment and Natural Resources, Division of Water Resources and North Carolina Project WET Coordinator

Students attending the Make a Splash with Project WET Water Festival in Red Boiling Springs, Tennessee, participate in the Project WET activity, “Turbidity or Not Turbidity, That is the Question,” learning about the effects of sediment on turbidity, comparing the turbidity of muddy and clear water, simulating environmental conditions that cause erosion, and investigating ways to reduce erosion that leads to turbidity in adjacent waterways.

Creating awareness of indigenous water resources worldwide

Native Waters, launched by Project WET in 1998, is a community education program that supports the efforts of Tribal leaders, educators, and students. Although based in Bozeman, Montana, Native Waters is dedicated to increasing awareness of indigenous water resources worldwide. The Native Waters program creates contemporary, scientifically accurate, and culturally sensitive water education resources and networking opportunities for Tribal and non-Tribal educators.

Internship Program
With generous support from the National Aeronautics and Space Administration (NASA), Native Waters partners with the Yellowstone Ecological Research Center (YERC) to bring Native American students to Yellowstone National Park to learn global positioning system (GPS) and geographic information system (GIS) techniques using NASA tools. Students return home with the ability to implement techniques that will benefit their Tribes.

Hands-On Education
Native Waters: Sharing the Source is a 500-square-foot traveling exhibit that helps children and adults explore the importance of water in their lives. The exhibit was designed by Native Waters in cooperation with the Science Museum of Minnesota for use in schools, museums, libraries, and cultural centers. Using hands-on activities, interviews with Tribal people, and the film Native Waters: Sharing the Source, participants learn about water through both cultural and scientific methods.

“Native Waters was a great opportunity for us to learn. It taught us about the geographic and scientific aspects of the Missouri River drainage with the added bonus of cultural and Tribal interpretations. The Native importance of water, place, and lifeways was an access route for our students to understand their connection to this powerful part of the ecosystem.”
— Tim McCleary, Cultural Educator, Little Big Horn College

INTERNATIONAL NETWORK COORDINATORS

AMERICAN SAMOA
Maleko Tuisaia, American Samoa Environmental Protection Agency
ARGENTINA
Víctor L. Vignaroli, La Asociación de Amigos de la Patagonia
CAMEROON
Rosemary O. M. Enie, Cameroon Vision Trust
CANADA
Faustine Ntsoane, Environment Canada
COSTA RICA
Nidia Rodríguez, Asociación Terra
DOMINICAN REPUBLIC
Natale Loleuxina, EKONIMA (Sociedad, Ecología, y Vida, Inc.)
FIJI
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Anthony Akpan, Pan African Vision for the Environment
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PHILIPPINES
Nydia Rodriguez, Asociación Terra
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TOGO
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UGANDA
Teddy Tshumanyire, Wetlands Inspection Division, Ministry of Water, Lands, and Environment
UKRAINE
Volodymyr Verbytskyi, Ukrainian National Environmental Education Center for Youth
VIETNAM
Nguyễn Thị Kim Phung, Nestlé Waters Vietnam, La Vie Brand
Although Vietnam is a tropical country where water quantity appears not to be an issue, water shortage is becoming a serious problem. Unequal distribution of rainfall in different regions and seasons, over-exploitation of underground water, and increasing pollution of rivers are the main reasons for its water shortage. Vietnam’s projected population growth also adds to this concern. By 2024, Vietnam is expected to have the fourth-largest population in Asia, behind China, India, and Indonesia. Because of these issues, access to clean and sanitary water has become a national priority for Vietnam.


The Project WET Vietnam program was officially launched at a seminar on September 20, 2005 under the direction of John Etgen, Senior Vice President, Project WET, and four teachers, and ten La Vie volunteers. Mrs. Kim noted, “The ministry of education representative, four teachers, and ten La Vie volunteers. Mrs. Kim noted, “The ministry of education’s support was critical. It enabled us to begin an initiative quickly at four pilot schools (600 students, ages 9-10), where we hope it will last and grow. The schools in the capital of Ho Chi Minh City were our priority for the 2005 school year. In 2006, we plan to expand the program to the Long An and Hung Yen provinces, where our water sources are located.”

Ms. Kim added, “Cooperation between the ministry of education and a private company is our biggest asset. This is a new approach for Vietnam, and it sets us apart from initiatives in which the company focuses primarily on communication. Our goal is to teach as many people as possible about the long-term importance of water.” In 2006, Project WET, Nestlé Waters MT, and La Vie, as well as local educators and officials, will evaluate the program in four pilot schools. If deemed successful, the program will be introduced to additional schools in the Ho Chi Minh City region and eventually Hanoi.

"As a result of this Healthy Water, Healthy People workshop, I learned how to ‘really’ teach water monitoring, reach upper level students, increase my comfort level with conducting field monitoring, and clarify confusing water quality topics (pH) for students in a fun way.”

— Teacher, Indiana

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Since its inception, Project WET has created over 300 original water education activities for educators to use when teaching about water and water resources. Because of some of these hands-on activities require a variety of supplies, in 2004, Project WET decided to create educational kits that included all the materials required to complete some of Project WET’s most popular activities. By the end of 2005, Project WET had designed and packaged six original educational kits.

- The MacroPac Kit includes all the materials needed to help students collect, sort, identify, analyze, monitor, and understand the importance of macroinvertebrates when determining the quality of a local stream or river.
- The Water Scarcity Module, designed by Project WET and produced by Nestlé Waters Management and Technology (MT), is used worldwide to help launch new Project WET programs. The module contains all the materials needed to teach seven Project WET activities.

Students at the Le Van Sy School in Ho Chi Minh City, Vietnam complete Project WET’s “Blue Planet” activity, which is designed to teach them about statistics and the percentage of Earth covered in water.

- With the Rainstick Kit, participants create 30 unique rainsticks and are left with a lasting memory of the sound of rain.
- The Blue Planet Kit is a statistics activity in which participants calculate the percentage of Earth’s surface covered with water.
- The Drop in the Bucket Kit provides a great visual demonstration of the percentage of Earth’s water available for human consumption.
- The Incredible Journey Kit, created from Project WET’s cornerstone activity, includes all the materials needed to teach students about the movement of water molecules around, through, and over Earth. Thousands of children around the globe have participated in this activity.

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Relating water quality to human and environmental health

During development of the Project WET Curriculum and Activity Guide, water quality was identified as a priority topic. The need to make the complex topic of water quality meaningful and relevant became increasingly apparent as Project WET interacted with water quality monitoring groups, water and wastewater treatment operators, engineers, water managers, and educators. During this time, the Hach Scientific Foundation, an organization dedicated to fostering and supporting science and science education, expressed interest in supporting a legacy project that would bridge classroom understanding of water quality and field experiences.

The project, entitled Healthy Water, Healthy People, was launched in 2000 to promote stewardship of water resources by teaching teachers and students about the relationship between water quality and human and environmental health. Targeting teachers and students in grades six through 12, the Healthy Water, Healthy People program uses innovative, interactive activities and materials to demonstrate critical water quality topics in simple, understandable ways. The Healthy Water, Healthy People program consists of educator and student publications, a series of investigative water-quality testing kits, and an educator training component.

Publications

The Healthy Water, Healthy People Water Quality Educators Guide contains 25 hands-on activities illustrating the importance of water quality in human and environmental contexts. Each activity references web site based resources for further research, as well as testing kit extensions. A companion publication, the Healthy Water, Healthy People Field Monitoring Guide, contains overviews of 11 common water quality parameters including sources, remedies, and case studies, as well as testing-kit activities to demonstrate the concepts of each.

Testing Kits

Balancing the classroom experiences with field investigations are the Healthy Water, Healthy People Testing Kits. The Hach Company customized a series of hands-on testing kits and procedures for educators, students, and water monitors of all levels. The testing kits range from simple test strips to high-end colorimeters that measure contaminants in parts per million.

Available through a partnership with PASCO Company, an organization committed to designing, manufacturing, and servicing the highest-quality products for science educators worldwide, is another series of probation testing kits. These kits make real-time data tracking and the use of global positioning system (GPS) technology possible when establishing monitoring sites.

Educator Training

In addition to classroom activities and field investigations, Project WET and its coordinators and facilitators hold numerous training workshops each year, designed to instruct educators on activity methods. Several states also have their own Healthy Water, Healthy People coordinators.

In 2005, the Healthy Water, Healthy People Water Quality Educators Guide and Healthy Water, Healthy People Field Monitoring Guide were translated into Spanish and printed by Project WET’s Mexico partner, the Mexican Institute of Water Technology (IMTA). These guides are being used to develop an extensive water quality education network in Mexico.

Promoting responsible water stewardship through excellent and effective water education

After five successful years in North Dakota (1984 to 1989), the United States Bureau of Reclamation (BOR) provided funding to establish pilot Project WET programs in Montana, Idaho, and later Arizona. Pleased with the pilot programs’ achievements and recognizing the value of water education for the nation, the BOR granted Montana State University and Project WET money in 1991 to publish the Project WET Curriculum and Activity Guide and establish a national network of state Project WET programs.

In May 1995, the Project WET Curriculum and Activity Guide was published, and, by the end of 1996, Project WET state programs existed in 44 states across the country. Today, Project WET USA state programs deliver water education for teachers in all 50 states and Washington, D.C., reaching an average of 18,000 U.S. educators each year.

Project WET USA Delivery Network

Project WET USA’s success results from the delivery network of state coordinators and more than 2,700 dedicated workshop facilitators nationwide. As services to the network, and in addition to normal day-to-day communications with state coordinators, Project WET coordinates a variety of regular communications (web sites, web forums, electronic mail lists, electronic newsletters, etc.), as well as annual events for face-to-face communication and professional development (coordinators conference, advanced coordinator training, and new coordinator training). These services keep the network in touch with both Project WET and each other, providing opportunities for sharing best practices and ideas.

Project WET USA’s Vision and Mission

Recognizing the value of the delivery network to Project WET USA’s success, a system for coordinators to help direct Project WET USA was implemented. Through a combination of committees called “WET teams” and a peer-elected Coordinators Advisory Council, Project WET state coordinators provide their expertise and on-the-ground knowledge to help direct the future of the national program. With input from the delivery network, the Project WET USA Coordinators Council and the Project WET staff created a strategic plan for Project WET USA.

The vision of Project WET USA:

A world in which all life has the water to thrive.

The mission:

To promote responsible water stewardship through excellent and effective water education.

Students in Gallatin Valley, Montana participate in the Make a Splash with Project WET Water Festival. Here they are learning about ground water with Project WET’s “Ground Water Flow Model.”

“After we attended a Project WET workshop in Baton Rouge, our boss let us order new classroom Healthy Water, Healthy People/Hach Kits to use with our professional development. To date, all of our completed projects include new components we adapted from our Healthy Water, Healthy People experience. We also have enriched existing workshops and other professional development opportunities with the strategies learned. Through our work thus far, Healthy Water, Healthy People and Project WET already have impacted almost 100 more teachers.”

— University Teacher Education Specialist, Louisiana

Math teacher at Kirtland Central High School in Kirtland, New Mexico, and Navajo Water commissioner Katie Gilbert teaches math using water quality testing programs.

Nestlé Waters North America

“Because of its commitment to water and water education, Nestlé Waters North America pledged its support to Project WET USA beginning in 1996. Since then, Nestlé Waters North America has enabled Project WET USA to develop activities for publication, launch programs such as Make a Splash with Project WET Water Festivals and the Every Drop Counts™ grant program, and grow and strengthen its delivery network. In the end, Nestlé Waters North America is making a difference by educating children — those who will be making decisions about the future protection and conservation of water.”

— Stephanie Kaleva, Director of Communications, Project WET

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Delivering **training workshops** to educators **across the country**

Project WET’s Kids In Discovery series (KIDs) was launched with the publication of *The Water Story* in 1996 as an insert in the *Wild Outdoor World (W.O.W.) Magazine* for kids. Since 1996, 29 KIDs books have been published, many of which have also been translated into other languages. KIDs books, written and fully illustrated for eight- to 12-year-olds, engage students in hands-on learning about various topics. Creative and hands-on investigations, demonstrations, science experiments, educational games, and stories stimulate understanding of many water topics. These informative, inexpensive booklets are excellent complements to school curricula or other Project WET educator guides. They also stand alone as a fun introduction to natural resource knowledge.

- Agua Saludable, Gente Saludable
- Biis Bvreys
- Celebrate Wetlands
- Conserve Water
- Discover the Bís Cólorado
- Discover the Bís Grande/Bíó Bravo
- Discover Bays and Estuaries
- Discover Ground Water and Springs
- Discover Storm Water
- Discover the Colorado River
- Discover the Missouri River
- Discover the Red River (of the North)
- Discover the Rio Grande/Rio Bravo
- Discover the Waters of Arizona
- Discover the Waters of Nevada
- Discovering Drought
- Explore Oceans
- Explore Sagebrush Prairie
- Fish and Fishing
- Healthy Water, Healthy People
- Healthy Waters: Sharing the Source
- On the Water Route of Lewis and Clark
- The Water Story
- Water, Every Drop Counts
- Water, Every Drop Counts (Lebanese [French])
- Water Every Drop Counts (Vietnamese)
- Watershed Protection
- "Engaging in Project WET activities begins to break down the stigma and fear of science for young people. Science education can be interactive and engages investigative problem-solving. Students love to learn by doing, and Project WET encourages this type of learning."
  — Mary Kay Riedl, Nevada Division of Environmental Protection and Nevada Project WET Coordinator

Since publishing *The Water Story* in 1996, numerous organizations have approached Project WET about partnering to create KIDs activity books focused on specific topics. For example, the National Oceanic and Atmospheric Administration (NOAA) sponsored the publication of several KIDs books to increase environmental literacy. KIDs *Bays and Estuaries* was published in 2003, bringing together coastal-region educators and NOAA coastal-region scientists. Together, NOAA, with its technical expertise, and Project WET, with its educational knowledge and network of water educators, created a publication recognized by the Independent Publishers as a 2005 IPPY award winner. *Today, KIDs: Bays and Estuaries* has been distributed to over 25,000 students across the United States.
Making a splash in water education

To celebrate water and education, Nestlé Waters North America and Project WET launched Make a Splash with Project WET Water Festivals in the United States, held each year on National Project WET Water Education Day. Make a Splash with Project WET Water Festivals educate students about water in fun, interactive environments and offer alternative learning opportunities for those who experience difficulties in traditional classroom settings. Festivals are planned at the state and community level and are made possible by volunteers, parents, community water experts, school staff, educators, and students.

Make a Splash with Project WET Water Festivals include structured learning stations and exhibits where students actively engage in hands-on water activities and investigations. Shaka topics may focus on the hydrologic cycle, ground water, spring water, water quality, wetlands, water management, water conservation, water properties, soils, and living history.

Make a Splash with Project WET Water Festivals promote awareness of and increased knowledge about water resources. Participating teachers receive a Make a Splash with Project WET Water Festival Educator Guide, which contains pre- and post-festival activities and creative assessments to reinforce concepts presented in the festival activities. Grounded in water science principles, the festivals also promote multidisciplinary approaches to learning by integrating social studies, geography, math, language arts, art, and journalism.

Since the first National Project WET Water Education Day and associated water festivals on September 22, 2000, thousands of students and educators have participated in the annual event. Although Nestlé Waters North America is the lead financial sponsor for Make a Splash with Project WET Water Festivals, Nestlé Waters North America does more than provide monetary support. Believing that corporate responsibility goes beyond financial contributions, employees organize and participate in Make a Splash with Project WET Water Festivals in their communities. In 2005, communities with Nestlé bottling operations that hosted Make a Splash with Project WET Water Festivals included: Red Boiling Springs, Tennessee; Big Rapids, Michigan; Emmaus, Pennsylvania; Sky Ranch, Texas; and Poland Springs, Maine.

Students in Gallatin Valley, Montana, participate in the Make a Splash with Project WET Water Festival. Here, they complete “H2O Olympics,” an activity designed to teach them about two properties of water, advection and cohesion.

USA NETWORK COORDINATORS

<table>
<thead>
<tr>
<th>State</th>
<th>Coordinator</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALABAMA</td>
<td>Joe Breaux</td>
<td>Office of Salt and Water Conservation</td>
</tr>
<tr>
<td>ALASKA</td>
<td>Jane &amp; Rodney</td>
<td></td>
</tr>
<tr>
<td>ARIZONA</td>
<td>Terry Selman</td>
<td></td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>Maria Mitchell</td>
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<tr>
<td>CALIFORNIA</td>
<td>Jeri Nelson</td>
<td>Water Resources Research Center, University of Arizona</td>
</tr>
<tr>
<td>COLORADO</td>
<td>Greg Samborski</td>
<td>University of Northern Colorado</td>
</tr>
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<td>CONNECTICUT</td>
<td>Norris Studio</td>
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<td>DELAWARE</td>
<td>Jennifer Nelson</td>
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<td>D.C.</td>
<td>Baker Haunten</td>
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<td>FLORIDA</td>
<td>Bonnie Haubertein and Darrell Ortiz</td>
<td>St. Johns River Water Management District</td>
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<tr>
<td>GEORGIA</td>
<td>Susan Baldwin</td>
<td>Department of Natural Resources/Environmental Protection Division</td>
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<tr>
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<td>IDAHO</td>
<td>Jean Leff</td>
<td>Idaho Water Resources Research Institute, University of Idaho</td>
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<tr>
<td>ILLINOIS</td>
<td>Ruth W. Norman</td>
<td>Department of Natural Resources/Division of Education/Project WET</td>
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<td>INDIANA</td>
<td>Angie Tigh</td>
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<td>Mary Coney</td>
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<td>Kentucky Environmental Education Council</td>
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<tr>
<td>LOUISIANA</td>
<td>Joanne Leff</td>
<td></td>
</tr>
</tbody>
</table>

**Colored circles indicate region’s council representative.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participating States</th>
<th>Total Number of Festivals Held</th>
<th>Number of Participating Students</th>
<th>Number of Participating Teachers</th>
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<tbody>
<tr>
<td>2000</td>
<td>44</td>
<td>71</td>
<td>25,710</td>
<td>1,406</td>
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<td>2001</td>
<td>47</td>
<td>109</td>
<td>38,924</td>
<td>1,908</td>
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<tr>
<td>2002</td>
<td>52</td>
<td>131</td>
<td>41,280</td>
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<tr>
<td>2003</td>
<td>49</td>
<td>109</td>
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<td>2004</td>
<td>47</td>
<td>82</td>
<td>42,829</td>
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<td>2005</td>
<td>46</td>
<td>153</td>
<td>42,642</td>
<td>2,440</td>
</tr>
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</table>

Totals: 655 228,115 11,412

**The whole purpose of this day is for you to become more environmentally conscious,” Soque River Outdoor classroom coordinator Brenda Hunt told seventh- and eighth-grade students during the ceremony. And, as the day progressed, the students became more environmentally conscious, Hunt said. The presenters noticed as the day went on that students were using the knowledge they had learned previously to look onto the presentation they currently were in,” added Hunt.”

— (Provided by Georgia Project WET Coordinator)
Creating the foundation of Project WET

The centerpiece of Project WET is the Project WET Curriculum and Activity Guide. This 517-page guide contains multidisciplinary water-related activities for ages five through 18 that are hands-on, easy to use, and fun! The lessons incorporate a variety of formats, such as large and small group learning, whole-body activities, laboratory investigations, discussion of local and global topics, and community-service projects. The guide also features cross-reference and planning charts, a glossary, and background material on activity development and field testing.

People’s relationships to water are a major theme of the Project WET Curriculum and Activity Guide. By participating in the guide’s activities, students are connected to a thorough water education program, which investigates water’s chemical and physical properties, quantity and quality issues, water-user group needs, and ecosystems and management strategies. The activities within the Project WET Curriculum and Activity Guide are universal in their methods of teaching about water. Nineteen countries, plus the United States, are using the Project WET Curriculum and Activity Guide and over 80 countries have inquired about sponsoring Project WET programs in their respective countries. The Project WET Curriculum and Activity Guide is currently available in English, Spanish, and Japanese, and a version has also been localized for the Philippines.

Project WET activities are designed to complement existing curricula rather than displace or add additional concepts. Project WET activities fulfill objectives and educational standards in the sciences, as well as other disciplines, from the fine arts to health. Because water is ubiquitous, water-related concepts can be found in just about any field of study. By recognizing these connections, educators and water resource managers discover many opportunities to implement Project WET activities.

“Project WET’s curriculum guide coupled with the training sessions equip serious-minded individuals with sufficient resources and modeling techniques, which allow them to integrate environmental water science and education into already-existing formats and incorporate the philosophy as a daily routine.”
—Hyder Hope Houston, Diversity in Environmental Education and Washington, D.C. Project WET Coordinator

Training the trainers

Both in the Project WET USA Network and the Project WET International Network, Project WET activities are delivered to educators through professional development workshops, which follow a “train-the-trainer” model. When diagrammed, the delivery model resembles a pyramid: Project WET forms the point, and workshop facilitators are the broad and essential base, or foundation, of the network. The delivery model functions as follows:

- Project WET partners with state or country organizations to establish Project WET programs.
- Each state or country program designates a Project WET coordinator, who receives training and support from Project WET.
- The state or country Project WET coordinator then trains and supports facilitators, who conduct Project WET workshops for educators in their state or country.
- Trained educators then use Project WET activities to teach students about water and water resources.

“Nestlé Waters North America has sponsored Project WET since 1992 because of the program’s wide reach and proven effectiveness. Project WET has the resources and experience needed to teach children and youth how to make informed decisions about water resources. Together, Project WET and Nestlé Waters North America are helping educate today’s children, tomorrow’s water stewards, and, as a result, making a difference in the communities in which we live and work and the environment that sustains us all.”
—Kim Jeffery, President and CEO, Nestlé Waters North America

Students in Mexico complete Project WET’s “Incredible Journey,” an activity designed to teach students about the movement of water molecules through the water cycle.

Students in Mexico complete Project WET’s “Incredible Journey,” an activity designed to teach students about the movement of water molecules through the water cycle.

This student works to classify soil types using a simple color key in Project WET’s “Wetland Soils in Living Color,” an activity in which students learn about the properties of wetland soils.
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Students in Mexico complete Project WET’s “Incredible Journey,” an activity designed to teach students about the movement of water molecules through the water cycle.

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Make a Splash with Project WET Water Festivals include structured learning stations and exhibits where students actively engage in hands-on water activities and investigations. Study topics may focus on the hydrologic cycle, ground water, spring water, water quality, wetlands, water management, water conservation, water properties, soils, and living history.

Make a Splash with Project WET Water Festivals promote awareness of and increased knowledge about water resources. Participating teachers receive a Make a Splash with Project WET Water Festival Educator Guide, which contains pre- and post-festival activities and creative assessments to reinforce concepts presented in the festival activities. Grounded in water science principles, the festivals also promote multidisciplinary approaches to learning by integrating social studies, geography, math, language arts, art, and journaling.

Since the first National Project WET Water Education Day and associated water festivals on September 22, 2000, thousands of students and educators have participated in the annual event. Although Nestlé Waters North America is the lead financial sponsor for Make a Splash with Project WET Water Festivals, Nestlé Waters North America...
Delivering training workshops to educators across the country

Project WET’s Kids In Discovery series (KIDs) was launched with the publication of The Water Story in 1996 as an insert in the Wild Outdoor World (W.O.W.) Magazine for kids. Since 1996, 28 KIDs books have been published, many of which have also been translated into other languages. KIDs books, written and fully illustrated for eight- to 12-year-olds, engage students in hands-on learning about various topics. Creative and hands-on investigations, demonstrations, science experiments, educational games, and stories stimulate understanding of many water topics. These informative, inexpensive booklets are excellent complements to school curricula or other Project WET educator guides. They also stand alone as a fun introduction to natural resource knowledge.

Titles in red were published in 2005.

Reading to discover

Since publishing The Water Story in 1996, numerous organizations have approached Project WET about partnering to create KIDs activity books focused on specific topics. For example, the National Oceanic and Atmospheric Administration (NOAA) sponsored the publication of several KIDs books to increase environmental literacy. KIDs: Big Rivers was published in 2003, bringing together coastal-region educators and NOAA coastal-region scientists. Together, NOAA, with its technical expertise, and Project WET, with its educational knowledge and network of water educators, created a publication recognized by the Independent Publishers as a 2005 Independent Publisher IPPY award winner. Today, KIDs: Big Rivers has been distributed to over 25,000 students across the United States.

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— Mary Kay Riedl, Nevada Division of Environmental Protection and Nevada Project WET Coordinator
Relating water quality to human and environmental health

During development of the Project WET Curriculum and Activity Guide, water quality was identified as a priority topic. The need to make the complex topic of water quality meaningful and relevant became increasingly apparent as Project WET interacted with water quality monitoring groups, water and wastewater treatment operators, engineers, water managers, and educators. During this time, the Hach Scientific Foundation, an organization dedicated to fostering and supporting science and science education, expressed interest in supporting a legacy project that would bridge classroom understanding of water quality and field experiences.

The project, entitled Healthy Water, Healthy People, was launched in 2000 to promote stewardship of water resources by teaching teachers and students about the relationship between water quality and human and environmental health. Targeting teachers and students in grades six through 12, the Healthy Water, Healthy People program uses innovative, interactive activities and materials to demonstrate critical water quality topics in simple, understandable ways. The Healthy Water, Healthy People program consists of educator and student publications, a series of investigative water-quality testing kits, and an educator training component.

Publications

The Healthy Water, Healthy People Water Quality Educators Guide contains 25 hands-on activities illustrating the importance of water quality in human and environmental contexts. Each activity references web site based resources for further research, as well as testing-kit extensions. A companion publication, the Healthy Water, Healthy People Field Monitoring Guide, contains overviews of 11 common water quality parameters including sources, remedies, and case studies, as well as testing-kit activities to demonstrate the concepts of each.

Testing Kits

Balancing the classroom experiences with field investigations are the Healthy Water, Healthy People Testing Kits. The Hach Company customized a series of hands-on testing kits and procedures for educators, students, and water monitors of all levels. The testing kits range from simple test strips to high-end colorimeters that measure contaminants in parts per million.

Available through a partnership with PASCO Company, an organization committed to designing, manufacturing, and servicing the highest-quality products for science educators worldwide, is another series of probe/water testing kits. These kits make real-time data tracking and the use of global positioning system (GPS) technology possible when establishing monitoring sites.

Educator Training

In addition to classroom activities and field investigations, Project WET and its coordinators and facilitators hold numerous training workshops each year, designed to instruct educators on activity methods. Several states also have their own Healthy Water, Healthy People coordinators.

In 2005, the Healthy Water, Healthy People Water Quality Educators Guide was translated into Spanish and printed by Project WET’s México partner, the Mexican Institute of Water Technology (IMTA). These guides are being used to develop an extensive water quality educator network in Mexico.

Promoting responsible water stewardship through excellent and effective water education

After five successful years in North Dakota (1984 to 1989), the United States Bureau of Reclamation (BOR) provided funding to establish pilot Project WET programs in Montana, Idaho, and later Arizona.

Pleased with the pilot programs’ achievements and recognizing the value of water education for the nation, the BOR granted Montana State University and Project WET money in 1991 to publish the Project WET Curriculum and Activity Guide and establish a national network of state Project WET programs.

In May 1995, the Project WET Curriculum and Activity Guide was published, and, by the end of 1996, Project WET state programs existed in 44 states across the country.

Today, Project WET USA state programs deliver water education for teachers in all 50 states and Washington, D.C., reaching an average of 18,000 U.S. educators each year.

Project WET USA Delivery Network

Project WET USA’s success results from the delivery network of state coordinators and more than 2,700 dedicated workshop facilitators nationwide. As services to the network, and in addition to normal day-to-day communications with state coordinators, Project WET coordinates a variety of regular communications (web sites, web forums, electronic mail lists, electronic newsletters, etc.), as well as annual events for face-to-face communication and professional development (coordinators conference, advanced coordinator training, and new coordinator training). These services keep the network in touch with both Project WET and each other, providing opportunities for sharing best practices and ideas.

Project WET USA’s Vision and Mission

Recognizing the value of the delivery network to Project WET USA’s success, a system for coordinators to help direct Project WET USA was implemented. Through a combination of committees called “WET teams” and a peer-elected Coordinators Advisory Council, Project WET state coordinators provide their expertise and on-ground knowledge to help direct the future of the national program.

Through input from the delivery network, the Project WET USA Coordinators Council and the Project WET staff created a strategic plan for Project WET USA.

The vision of Project WET USA:

A world in which all life has the water to thrive.

The mission:

To promote responsible water stewardship through excellent and effective water education.

Students in Gallatin Valley, Montana participate in the Make a Splash with Project WET Water Festival. Here they are learning about ground water with Project WET’s “Ground Water Flow Model.”

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Although Vietnam is a tropical country where water quantity appears not to be an issue, water shortage is becoming a serious problem. Unequal distribution of rainfall in different regions and seasons, over-exploitation of underground water, and increasing pollution of rivers are the main reasons for its water shortage. Vietnam’s projected population growth also adds to this concern. By 2024, Vietnam is expected to have the fourth-largest population in Asia, behind China, India, and Indonesia. Because of these issues, access to clean and sanitary water has become a national priority for Vietnam.


The Project WET Vietnam program was officially launched at a seminar on September 20, 2005 under the direction of John Etgen, Senior Vice President, Project WET; participants included a ministry of education representative, four teachers, and ten La Vie volunteers. Mrs. Kim noted, “The ministry of education’s support was critical. It enabled us to begin an initiative quickly at four pilot schools (600 students, ages 9-10), where we hope it will last and grow. The schools in the capital of Ho Chi Minh City were our priority for the 2005 school year. In 2006, we plan to expand the program to the Long An and Hung Yen provinces, where our water sources are located.” Ms. Kim added, “Cooperation between the ministry of education and a private company is our biggest asset. This is a new approach for Vietnam, and it sets us apart from initiatives in which the company focuses primarily on communication. Our goal is to teach as many people as possible about the long-term importance of water. To be successful with this initiative in Vietnam, we need strong references, and the four pilot schools will provide them.”

In 2006, Project WET, Nestlé Waters MT, and La Vie, as well as local educators and officials, will evaluate the program in the four pilot schools. If deemed successful, the program will be introduced to additional schools in the Ho Chi Minh City region and eventually Hanoi.

Since its inception, Project WET has created over 300 original water education activities for educators to use when teaching about water and water resources. Because of some of these hands-on activities require a variety of supplies, in 2004, Project WET decided to create educational kits that included all the materials required to complete some of Project WET’s most popular activities. By the end of 2005, Project WET had designed and packaged six original educational kits.

• The MacroPac Kit includes all the materials needed to help students collect, sort, identify, analyze, monitor, and understand the importance of macroinvertebrates when determining the quality of a local stream or river.
• The Water Scarcity Module, designed by Project WET and produced by Nestlé Waters Management and Technology (MT), is used worldwide to help launch new Project WET programs. The module contains all the materials needed to teach seven Project WET activities.
• The Incredible Journey Kit, created from Project WET’s cornerstone activity, includes all the materials needed to teach students about the movement of water molecules around, through, and over Earth. Thousands of children around the globe have participated in this activity.

“‘The La Vie JV’ company is the market leader in bottled water in Vietnam. Since its production began in 1994, the company has paid close attention to the protection of water sources. In 2004, during our ten-year anniversary, we committed to further strengthening our role in educating people to better protect Vietnamese water resources. As a result, we implemented Project WET. Educating children is the best way to assure long-term access to clean water for everyone.”

— Mr. Roland Tschanz, GM, La Vie Company

“Students at the Le Van Sy School in Ho Chi Minh City, Vietnam complete Project WET’s ‘Blue Planet’ activity, which is designed to teach them about statistics and the percentage of Earth covered in water.”

“Students at Do Luong School in Ho Chi Minh City, Vietnam, participate in Project WET’s ‘Incredible Journey’ activity.”

“Engaging students in hands-on, water-related activities”

“As a result of this Healthy Water, Healthy People workshop, I learned how to ‘really’ teach water monitoring, reach upper level students, increase my comfort level with conducting field monitoring, and clarify confusing water quality topics (pH) for students in a fun way.”

— Teacher, Indiana

“Planning today for tomorrow’s water”

“With the Rainstick Kit, participants create 30 unique rainsticks and are left with a lasting memory of the sound of rain.”

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— Teacher, Indiana
Creating awareness of indigenous water resources worldwide

Native Waters, launched by Project WET in 1998, is a community education program that supports the efforts of Tribal leaders, educators, and students. Although based in Bozeman, Montana, Native Waters is dedicated to increasing awareness of indigenous water resources worldwide. The Native Waters program creates contemporary, scientifically accurate, and culturally sensitive water education resources and networking opportunities for Tribal and non-Tribal educators.

**Internship Program**

With generous support from the National Aeronautics and Space Administration (NASA), Native Waters partners with the Yellowstone Ecological Research Center (YERC) to bring Native American students to Yellowstone National Park to learn global positioning system (GPS) and geographic information system (GIS) techniques using NASA tools. Students return home with the ability to implement techniques that will benefit their Tribes.

**Hands-On Education**

Native Waters: Sharing the Source is a 500-square-foot traveling exhibit that helps children and adults explore the importance of water in their lives. The exhibit was designed by Native Waters in cooperation with the Science Museum of Minnesota for use in schools, museums, libraries, and cultural centers. Using hands-on activities, interviews with Tribal people, and the film Native Waters: Sharing the Source, participants learn about water through both cultural and scientific methods.

**Environmental Education and Training**

Native Waters also partners with EETAP (Environmental Education and Training Partnership), a program funded by the United States Environmental Protection Agency (EPA) Office of Environmental Education. The partnership enables Native Waters to evaluate the effectiveness of the Project WET educator workshops within Tribal settings. The benefit is twofold: continuing education for Native teachers and guidance for Project WET as it develops a more culturally sensitive program for Native communities.

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“Native Waters was a great opportunity for us to learn. It taught us about the geographic and scientific aspects of the Missouri River drainage with the added bonus of cultural and Tribal interpretations. The Native importance of water, place, and lifeways was an access route for our students to understand their connection to this powerful part of the ecosystem.”

— Tim McCleary, Cultural Educator, Little Big Horn College

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**INTERNATIONAL NETWORK COORDINATORS**

**AMERICAN SAMOA**

Maleka Tuitоде, American Samoa Environmental Protection Agency

**ARGENTINA**

Vivian L. Vignaroli, La Asociación de Amigos de la Patagonia

**CAMEROON**

Rosemary O. M. Elibe, Cameroon Vision Trust

**CANADA**

Pauline Nystrom, Environment Canada

**COSTA RICA**

Myka Rodríguez, Asociación Tierra Nueva

**DOMINICAN REPUBLIC**

Rogério Leonardo, RODIVA (Sociedad, Ecología, y Vida, Inc.)

**FIJI**

Marie Jane Fatiaki, Live and Learn Foundation

**JAPAN**

Masahito Yamamoto, Foundation of River and Watershed Environment Management

**LEBANON**

Rania Choueifati, Nestlé Waters Lebanon

**MEXICO**

Rita Vazquez del Mercado, Mexican Institute of Water Technology (IMTA)

**NIGERIA**

Anthony Akpan, Pan African Vision for the Environment

**NORTHERN MARIANA ISLANDS**

Pamela Mathis, Commonwealth Utilities Corporation

**PHILIPPINES**

Jukka Holopainen, Center for Environmental Awareness and Education

**SOUTH AFRICA**

Nkosinathi Ndhlovu, South Africa Department of Water Affairs and Forestry

**TOGO**

Sena Alouka, Young Volunteers for the Environment

**VIETNAM**

Nguyen Thi Kim Phung, Nestlé Waters Vietnam, La Vie Brand

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**UGANDA**

Teddy Tindamanyire, Wetlands Inspection Division, Ministry of Water, Lands, and Environment

**UKRAINE**

Volodymyr Verbytsky, Ukrainian National Environmental Education Center for Youth

**VIETNAM**

Nguyen Thi Kim Phung, Nestlé Waters Vietnam, La Vie Brand
Water Conservation

In the summer of 2000, Project WET published the Conserve Water Educators Guide, which provided 15 activities and 10 case studies for educators to engage their students in exploring water conservation.

Arizona Conserve Water Educators Guide

During 2005, Project WET received funding to develop an Arizona-specific adaptation of Project WET’s Conserve Water Educators Guide. Impetus for this curriculum came in part from a speech by Arizona Governor Janet Napolitano, which called for “a culture of conservation” in Arizona and encouraged development of water conservation education programs, among other actions. This book is being developed in collaboration with the Arizona Department of Water Resources, the Bureau of Reclamation — Phoenix Area Office, and Arizona Project WET at the University of Arizona.

“Project WET’s Discover a Watershed series facilitates and promotes awareness, appreciation, knowledge, stewardship, and understanding of watershed topics and issues from an unbiased perspective. The series includes educator guides about four major watersheds, as well as a general watershed education guide, three KIDs (Kids In Discovery series) activity booklets, and three watershed maps.

Each publication contains detailed reference sections and 25 to 36 science-based, multidisciplinary, hands-on activities. Some publications also include full-color wall maps with specific information about the watershed.

In 2005, Discover a Watershed: The Colorado Educators Guide, Descubre una Cuenca: el Río Colorado, and Discover a Watershed: The Missouri Educators Guide were published in the United States. In Mexico, the Mexican Institute of Water Technology (IMTA) began implementing teacher training workshops for Descubre una Cuenca: El Lago de Pátzcuaro (Discover a Watershed: Lake Pátzcuaro), which Project WET co-published.

“Discovering watersheds and learning about water quality

Students attending the Make a Splash with Project WET Water Festival in Red Boiling Springs, Tennessee, participate in the Project WET activity, “Turbidity or Not Turbidity, That is the Question,” learning about the effects of sediment on turbidity, comparing the turbidity of muddy and clear water, simulating environmental conditions that cause erosion, and investigating ways to reduce erosion that leads to turbidity in adjacent waterways.

— Holly Denham, North Carolina Department of Environment and Natural Resources, Division of Water Resources and North Carolina Project WET Coordinator

“The first step to fostering true environmental literacy is a competent level of knowledge. Project WET arms teachers with easily incorporated, quality environmental education activities to help their students build the necessary foundations for environmental literacy.”

— Holly Denham, North Carolina Department of Environment and Natural Resources, Division of Water Resources and North Carolina Project WET Coordinator

In 2005, Project WET formally announced its commitment to helping achieve the goals of the Decade of Water for Life, Decade of Education for Sustainable Development, and the Millennium Development Goals as identified by the United Nations. In 2006, Project WET will work with its network of water educators, as well as other United States and world organizations, to determine how Project WET’s curricula, network, and expertise can best be used to meet these goals.

### Decade of Water for Life
- Reduce by half the proportion of people without access to safe drinking water by 2015
- Stop unsustainable exploitation of water resources
- Reduce by half the proportion of people who do not have access to basic sanitation
- Develop integrated water resource management and water efficiency plans

### Millennium Development Goals:
- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria, and other diseases
- Ensure environmental sustainability
- Foster a global partnership for development

### Decade of Education for Sustainable Development
- Facilitate networking, linkages, exchange and interaction among stakeholders in education for sustainable development
- Foster an increased quality of teaching and learning in education for sustainable development
- Help countries make progress toward and attain the millennium development goals through education for sustainable development efforts
- Provide countries with new opportunities to incorporate education for sustainable development into education reform efforts

### Promoting water stewardship through partnerships

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**The Native Waters project provides an important perspective on water. Recent efforts and trends in sustainability, whether in agriculture or ways of designing cities, are just now catching up with Native Waters.**

— Robert B. Pickering, Ph.D.
Collier-Read Deputy Director for Collections & Education, Buffalo Bill Historical Center, Director, CIWAS (Cody Institute of Western American Studies)

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**Students at the Le Van Sy School in Ho Chi Minh City, Vietnam discover the four essential factors necessary to sustain life in Project WET’s “The Life Box” activity.**

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**“Project WET has provided an excellent opportunity to promote better understanding of water as a key social, economic, and environmental resource and facilitate a new water-use ethic in Nigeria.”**

— Anthony Johnson Akpan,
President, Pan African Vision for the Environment (PAVE) and Project WET Nigeria Coordinator

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**Students at Huynh Van Chinh School in Ho Chi Minh City, Vietnam participate in Project WET’s “A Drop in the Bucket” activity. By participating in this activity, students learn about the tiny percentage of Earth’s water that is available for human consumption.**

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— Anthony Johnson Akpan,
To extend the reach of the highly successful Make a Splash with Project WET Water Festivals, the Project WET USA Network and Nestlé Waters North America launched the Every Drop Counts™ grant program in 2005. This grant program helps teachers and classes conduct ActionEducation projects that benefit the water resources of their local communities and/or educate their communities about local water resources. Grants are available only to teachers and classes participating in a Make a Splash with Project WET Water Festival during the award year.

Project WET and Nestlé Waters North America presented ten Every Drop Counts™ grants in 2005. Each recipient received a $1,000 grant from Nestlé Waters North America and a $50 Project WET online store gift certificate.

Projects included:
1. Creating a coloring book to teach the community about local water issues
   Kay Mastarone, South Newton Elementary School, Kentland, Indiana, Grade 3

2. Developing infomercials to teach the local community about stream quality and non-point source pollution
   Elaine Mendalow, Memorial School, Cinnaminson, New Jersey, Grades 3-5

3. Documenting water experiences of the local community
   Keri Balitbit, Calistoga Elementary School, Calistoga, California, Grade 5

4. Increasing water awareness for students and parents
   Margaret Kistler, Remus Elementary, Remus, Michigan, Grade 4

5. Increasing recycling at Palo Community School
   Linda Wells, Palo Community Schools, Ionia County, Michigan, Grade 8

6. Installing a drip irrigation system in the school garden
   Lisa Shepherd, Calistoga Elementary School, Calistoga, California, Grade 5

7. Restoring a severely eroded stream bank of Standing Stone Creek
   Frederic E. Wilson, Huntington Area Middle School, Huntington, Pennsylvania, Grade 8

8. Restoring wetland and prairie sites at Orange Elementary
   Carol Boyce, Orange Elementary School, Waterloo, Iowa, Grades 2-5

9. Monitoring streams to assess the best placement of a pathway at Moore Park
   Kristen Courcelle, Underhill Central School, Underhill, Vermont, Grades 3-4

10. Restoring wetlands in the Chesapeake Bay and student hydration study
    Laura Kinnamon, Lindale Middle School, Linthicum, Maryland, Grade 6

Nestlé, Delivering Results

Nestlé North America is growing about 20% of Nestlé that went to Project WET in Spring 2005, to sponsorships that 50 stations.

In 2006, international awards in 17 countries, the distribution of Nestlé’s Project WET Award, with the goal of the distribution to all national levels.

Project WET Takes a Giant Step

Project WET (Water Education for Teachers), sponsored by Nestlé Waters North America (NWNA), is growing about 20% of Nestlé that went to Project WET in Spring 2005, to sponsorships that 50 stations.

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Project WET around the world

United Nations Educational, Scientific, and Cultural Organization (UNESCO) International Hydrological Programme (HIP)

United States Army Corps of Engineers (USACE)

United States Bureau of Indian Affairs (BIA), Department of the Interior (DOI)

United States Bureau of Land Management (BLM), Department of the Interior (DOI)

United States Bureau of Reclamation (BOR), Mid Pacific Region, United States Department of the Interior (DOI)

United States Bureau of Reclamation (BOR), Phoenix Area Office, United States Department of the Interior (DOI)

United States Bureau of Reclamation (BOR) Upper and Lower Colorado Regions, United States Department of the Interior (DOI)

United States Bureau of Reclamation (BOR), United States Department of the Interior (DOI)

United States Environmental Protection Agency (EPA)

United States Fish and Wildlife Service (FWS), Department of the Interior (DOI)

United States Forest Service (USFS), Department of Agriculture (DOA)

United States Geological Survey (USGS), Department of the Interior (DOI)

University of Arizona College of Agriculture and Life Sciences

University of Arizona Water Resources Research Center

University of Nebraska, Lincoln

University of Northern Colorado Biological Sciences

University of Wisconsin-Stevens Point

Upper Gulf of California and Colorado River Delta Biosphere Reserve

Utah State Parks

Utah State University

Valerie Gates

Vermont Department of Environmental Conservation

Virginia Department of Environmental Quality

Washington State Department of Ecology

Water Education Foundation, California

West Virginia Department of Environmental Protection

Western Area Power Administration (WAPA), United States Department of Energy (DOE)

Western Regional Environmental Educational Council

Whale and Dolphin Conservation Society

Wild Outdoor World (W.O.W.)

Wisconsin Department of Natural Resources

World Health Organization

Project WET would also like to thank the thousands of individuals and organizations that purchase Project WET materials each year and the hundreds of people who volunteer their time as reviewers, contributors, workshop participants, and leadership team members for Project WET publications.

National Oceanic and Atmospheric Administration (NOAA) Fisheries Services, Office of Habitat Conservation

“Seeking to engage educators and students in achieving greater environmental literacy and understanding of the marine ecosystems and their role in sustaining healthy ecosystems, NOAA’s Office of Habitat Conservation first approached Project WET in 2000 to produce the Kids in Discovery Series publication Explore Oceans. Since then, Project WET and NOAA have produced six more KIDS publications and a coral reefs activity sampler. It is because of the vision of organizations like NOAA’s Office of Habitat Conservation that today’s students, tomorrow’s leaders, are being educated about important topics related to water.”

— Meg Long, Chief Financial Officer, Project WET
Making a difference, together

- Nestlé Waters Kekkuti and local partners, Ministry of Education, Hungary
- Nestlé Waters La Vie and Ho Chi Minh City, Vietnam Ministry of Education
- Nestlé Waters Management and Technology, France
- Nestlé Waters North America
- Nestlé Waters Sohat and local partners, Lebanon and Lebanese Ministry of Education
- Nestlé Waters United Arab Emirates and Dubai Ministry of Education
- Nevada Division of United States Bureau of Reclamation (BOR)
- Nevada Division of Environmental Protection, Bureau of Environmental Planning
- Nevada Division of Environmental Protection
- New Hampshire Department of Environmental Services
- New Jersey Department of Environmental Protection
- New Mexico State University, Waste-Management, Education, and Research Consortium
- New York Department of Environmental Conservation
- North Carolina Department of Environment and Natural Resources
- North Dakota Game and Fish Department
- North Dakota State Historical Society
- North Dakota State University
- North Dakota State Water Commission
- North Dakota Water Users Association
- North Plains Groundwater Conservation District, Texas
- Ohio Department of Natural Resources
- Ohio Environmental Protection Agency
- Oklahoma Conservation Commission
- Outdoor Adventure River Specialists (O.A.R.S.)
- Ozarka® Brand Natural Spring Water
- Palmer Soil and Water Conservation District, Alaska
- Pan African Vision for the Environment, Nigeria
- PASCOC Scientific
- Peace Corps
- Pennsylvania Department of Education
- Perrier® Brand Sparkling Natural Mineral Water
- Phillips County Conservation District, Montana
- Phillips Petroleum Company
- Plainsboro Preserve, New Jersey
- Poland Spring® Brand Natural Spring Water
- Portland Maine Water District
- Project Learning Tree
- Project WILD
- Quest
- Reach, Inc., Bozeman, Montana
- Republic of Palau Water Utility, Palau
- Rhode Island Department of Environmental Management
- Río Grande/Río Bravo Basin Coalition, Texas
- River of Words, California
- Rogers Environmental Education Center, New York
- S. Pellegrino® Brand Sparkling Natural Mineral Water
- Secretaría de Educación y Cultura del Gobierno del Estado de Veracruz, Mexico
- Secretaría de Educación y Cultura del Gobierno del Estado de Veracruz, Mexico
- Secretary of Environment and Natural Resources (SEMARNAT), Mexico
- Sedge Island Preserve, New Jersey
- Senator George J. Mitchell Center for Environmental and Watershed Research, Maine
- Sonora Institute for Environment and Sustainable Development (IMADES), Mexico
- South Africa Department of Water Affairs and Forestry, Pretoria, South Africa
- South Carolina Department of Environmental Management
- South Carolina Department of Natural Resources
- South Florida Water Management District
- Southern Nevada Water Authority
- Sport Fish Restoration Program, United States Fish and Wildlife Service (FWS)
- St. Johns River Water Management District, Florida
- State of Michoacán, Mexico
- Stony Kill Environmental Education Center, New York
- Terra Nostra Association, San Jose, Costa Rica
- The Annie Water Resources Institute (AWRI), Grand Valley State University, Michigan
- The Harbinger Institute
- The Yellowstone Association, Wyoming
- Turner Enterprises
- U.C. Davis Desert Research and Extension Center, California
- Ukrainian National Environmental Education Center for Youth
- United Nation’s Children’s Fund (UNICEF)
- United Nations Educational, Scientific and Cultural Organization (UNESCO) Water Center for the Humid Tropics of Latin America and the Caribbean (CATHALAC)
- United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Water Education (IHE)
Approximately 244,000 square miles in the United States and Mexico are drained by the Colorado River in an area that encompasses parts of Wyoming, Colorado, Utah, New Mexico, Arizona, Nevada, California, Baja California, Mexico, and Sonora, Mexico.

Because of its importance to the functioning of diverse ecosystems, communities, and economies, every drop of the Colorado River and its tributaries has been allocated, and resource managers face the challenge of balancing a multitude of, and sometimes conflicting, demands for its water. As human populations grow, this becomes increasingly difficult.

Published in 2005, the Discover a Watershed: The Colorado Educators Guide fosters a deeper understanding of how, regardless of boundaries, this watershed connects individuals and communities. As with all Project WET programs, involving educators and community members from within the watershed, along with water experts, was critical to the Guide’s success.

Not only were educators and resource managers from both Mexico and the United States involved in the curriculum development process, but funding for the approximately $1 million project came from private individuals, foundations, and agencies in both countries.

Following the inaugural training workshop in Mexicali, Baja California, Mexico, more than 700 educators were equipped to use the activities within the Discover a Watershed: The Colorado Educators Guide in 36 workshops held in Sonora, Mexico and Baja California, Mexico. In the United States, 92 teachers were trained during training workshops in Arizona and Colorado. Plans are under way for additional workshops in 2006.

Classrooms, museums, and parks, including Grand Canyon National Park and Canyonlands National Park, have integrated Discover a Watershed: The Colorado Educators Guide into their educational programs. Activities also are being incorporated into water festivals and other educational events.

“A nice surprise is the way in which the activities (in Discover a Watershed: The Colorado Educators Guide) are connected with the traditions, cultures, and languages of the Navajo and Hopi. Be proud of the...important connections of which people are taking ownership by teaching the lessons.”

— Jim Manley, education professor at the University of Northern Arizona

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— John Etgen, Senior Vice President, Project WET

“Nestlé Waters Management and Technology (MT) began collaborating with Project WET in 2004 to reach more children with water education. Support from Nestlé Waters MT has enabled Project WET to facilitate the development of customized and translated water education curriculum and Project WET programs in new countries. Through its global support, Nestlé Waters MT is helping children develop a water ethic and understand the importance of water. By teaching children about water, Project WET and Nestlé Waters are working to ensure the sustainability of one of our most precious resources.”

— John Etgen, Senior Vice President, Project WET
With the continued encouragement of partners, supporters, donors, and contributors, Project WET has reached millions of children and youth worldwide with water education. As Project WET continues to grow, opportunities to expand its impact will only increase. Project WET looks forward to strengthening existing relationships and forming new ones with organizations and individuals around the world committed to the education of children about one of the world’s most precious resources — water.

**Project WET’s Past and Present Partners, Sponsors, Donors, and Contributors**

- Acqua Panna® Brand Mineral Water
- Alabama Department of Conservation and Natural Resources
- Albuquerque Biological Park, New Mexico
- American Association of Port Authorities
- Annis Water Resources Institute, Grand Valley State University, Michigan
- Archibald Bush Foundation
- Arizona Department of Water Resources
- Arkansas Department of Environmental Quality
- Arrowhead® Brand Mountain Spring Water
- Association for the Friends of the Patagonia, Argentina
- Austin Peay State University, Tennessee
- Barrio Blanco School, Dominican Republic
- Blaine County Conservation District, Montana
- Calibo Lake Institute, Texas
- California Department of Natural Resources
- California Water Education Foundation
- Calistoga® Brand Mountain Spring Water
- Cameron Vision Trust
- Canadian Water Resources Association
- Casper College, Wyoming
- Center for Environmental Awareness and Education (CEAE), Philippines
- Chimook Eagles Ladies Auxiliary #689, Montana
- Church & Dwight Co., Inc.
- City of Brownsville, Texas
- City of Patrón, Mexico
- City of Quiroga, Mexico
- City of Tizimin, Mexico
- Colorado Department of Education
- Colorado Historical Society
- Comisión Nacional del Agua, Mexico
- Commonwealth Utility Corp., Northern Mariana Islands
- Consejo Cienega Nacional de Ciencia y Tech, Mexico
- Connecticut Department of Environmental Protection
- Contres® Brand Natural Mineral Water
- Crow Canyon Archaeological Center, Colorado
- Deer Park® Brand Natural Spring Water
- Delaware Department of Resources and Environmental Control
- Delaware National Estuarine Research and Reserve
- Department of Water, County of Kauai, Hawaii
- Discovery Center and Aquarium, South Dakota
- Diversity in Environmental Education, Washington, D.C.
- Division of Interpretation, Everglades National Park
- Ducks Unlimited Canada
- Ducks Unlimited, Inc.
- ECOVIDA (Sociedad, Ecología, y Vida, Inc.), Dominican Republic
- Environment Canada
- Environmental Concern
- Environmental Education and Training Partnership (EETAP), Environmental Protection Agency (EPA), Office of Environmental Education
- Environmental Protection Agency, American Samoa
- Fairbanks Soil and Water Conservation District, Alaska
- Five Rivers Environmental Education Center, New York
- Florida Department of Environmental Protection
- Fort Lewis College, The Center for SouthWest Studies, Colorado
- Fort Harrison State Park, Indiana
- Foundation of River and Watershed Environment Management, Japan
- Fundación Gonzalo Rio Arroente, Mexico
- Future Fisherman Foundation
- Georgia Department of Natural Resources
- Geraldine R. Dodge Foundation
- Glen Canyon National Recreation Area, Arizona
- Grand Canyon National Park
- Hach Company
- Hach Scientific Foundation
- Hill County Conservation District, Montana
- Idaho Water Resources Research Institute, University of Idaho
- Imperial Irrigation District, California
- Indiana Department of Natural Resources
- Iowa Academy of Science
- Jackson Bottom Wetlands Preserve, Oregon
- Jackson Hole Foundation
- Janaury 47 Cultural Preservation Society, Mexico
- Janaury 47 Foundation, Mexico
- Janaury 47 Environmental Education Foundation, Mexico
- Japanisches Studienzentrum für die Kultur des Japan, Japan
- U.S. Department of Commerce, U.S. Environmental Protection Agency, Southeast Region, Georgia
- United Nations Conference on Environment and Development, Brazil
- University of British Columbia, Canada
- Universidad de las Américas, Mexico
- Universidad de Sonora, Mexico
- Universidad de Yucatán, Mexico
- Universidad Nacional Autonomous of Mexico, Mexico
- University of Reading, England
- University of South Carolina, South Carolina
- University of Texas at Austin, Texas
- Virginia Water Resources Research Institute, Virginia Tech, Virginia
- Water Resources Center, State University of New York, New York
- World Wildlife Fund, Canada
- World Wildlife Fund, United States
- World Wildlife Fund, Japan
- Wildlife Conservation Society, New York
- Worldwatch Institute, Washington, D.C.
- Xiamen University, People’s Republic of China
- Zona Urbana, Mexico

**Heidi J. Paul, Vice President of Corporate Affairs, Nestlé Waters North America**

As Vice President of Corporate Affairs, Heidi is responsible for all aspects of the company’s corporate communications and community relations. Heidi was named to this position on May 1, 2000 after eight years in brand management at Nestlé Waters, the nation’s leading supplier of bottled water. Joining the company in October 1992, Heidi served in various brand marketing roles, culminating in her role as Director of Brand Management for Nestlé Waters, overseeing the marketing of many of America’s most successful spring water brands: Poland Spring®, Arrowhead®, Calistoga®, Deer Park®, Ozarka® and Zephyrhills®, as well as the leading international brands, Perrier® and S.Pellegrino®. Before joining Nestlé Waters, Heidi gained marketing and advertising experience at Bagu Foods and the J. Walter Thompson advertising agency. She holds an M.B.A. from Columbia University and a B.A. from the University of Pennsylvania.

**Mark Johnson, First Officer, United Airlines**

Mark is currently a pilot for United Airlines, flying the Boeing 777 aircraft internationally. Prior to his duties as a United Airlines pilot, he was a U.S. Air Force officer for 15 years, serving as an instructor and fighter pilot, flying the F-4 and F-16 jets. Mark graduated from North Dakota State University with a B.S. in business.

*“I believe providing opportunities for our young people to discover and truly understand the condition of our waters, relative to our cultural beliefs, will create a stronger sense of cultural identity and help them become advocates for water and environmental protection.”*

— Lee Francis, Penobscot Tribal Educator, Maine

Elementary students in Mexico participate in Project WET’s “Incredible Journey,” an activity that teaches participants about the movement of water molecules through the water cycle.
Making it happen

Project WET staff pictured left to right, top to bottom: Dennis Nelson, President and CEO; John Elzer, Senior Vice President; Gary Cook, Vice President of Education and Executive Director; Project WET USA; Meg Long, Chief Financial Officer; Scott Frazier, Executive Director; Project WET USA's Native Waters and Indigenous People's Liaison; Chelsea Goddard, Bookkeeper; Justin Howe, Director, Latin America and Caribbean Region and Director, Children's Water Education Fund; Lisa How, Project Manager; Linda Boven, Office Manager and Assistant to the President and CEO; Stephanie Kaylor, Director of Communications; Lindsay Lomon, Front Desk, Sales, and Customer Service Representative; Vera Schaff, Accountant; Lee Schlenker, Warehouse Shipping Assistant; Sally Unser, Internal Communications Coordinator, Project WET USA.

The following individuals also made significant contributions to Project WET in 2005 but are no longer with the organization: Jim Moore, former Chief Financial Officer; Suzannah Barnes, former Publications Director; Christine Klop, former Sales and Marketing Manager; Becky Nelson, former Front Desk and Customer Service Representative; Iab Cummings, National Network Coordinator, Project WET USA; Susan Denson, Product Development Manager; Megan Hansen, Foundation Office Assistant; and Nick Johnson, Director of Information Technology.

And facilitated by Project WET, "The Every Drop Counts" grant program, supported by Nestlé Waters North America.

The Project Curriculum and Activity Guide.

This 517-page guide is a collection of 91 multidisciplinary water-related activities for ages five through 18 that are hands-on, easy to use, and fun.

The centerpiece of Project WET is the Project WET Curriculum and Activity Guide. Each year, millions of students worldwide are reached with water education as a result of Project WET training materials.

Project WET Core Beliefs

- 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, manufacturers, 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.

Students

Each year, millions of students worldwide are reached with water education as a result of Project WET training materials.

Educators

- Eighteen thousand United States and international educators trained annually.

The Make a Splash with Project WET Water Festival in Red Boiling Springs, Tennessee, provided students with the opportunity to participate in Project WET's "Turbidity or Not, Turbidity, That is the Question" activity, where students studied the effects of sediment on turbidity, compared the turbidity of muddy and clear water, simulated environmental conditions that cause erosion, and investigated ways to reduce erosion that leads to turbidity in adjacent waterways.

Project WET Networks

- The Project WET International Network includes sponsors and coordinators who design, adapt, and localize Project WET education materials and deliver them to educators and children in their respective countries. Program sponsors and coordinators in many countries also hold educator training workshops in a format similar to that of the Project WET USA Network.

The Project WET USA Network includes state coordinators and facilitators who, through professional development workshops, provide educators with the materials and skills needed to teach students about water.

The Project Curriculum and Activity Guide

The centerpiece of Project WET is the Project WET Curriculum and Activity Guide. This 517-page guide is a collection of 91 multidisciplinary water-related activities for ages five through 18 that are hands-on, easy to use, and fun.

"Outreach is one of the most important, yet underrated, opportunities in science. I believe Project WET activities have helped stimulate children's interest in science while providing an hour of fun every week for both the adult volunteers and the children. Helping children become interested in science while still having fun is the highest aspiration for an elementary outreach program. If you do these two things, you are succeeding. I think we are succeeding with Project WET."

— Eric Hunt, member, graduate student association at the School of Natural Resources, University of Nebraska — Lincoln; is involved in outreach efforts at a local elementary school.
Envisioning a world where there is water for all to thrive

Project WET (Water Education for Teachers) is an award-winning, nonprofit water education program, publisher, and global network with over 20 years experience. The program’s goal is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources by disseminating classroom-ready teaching aids and establish internationally sponsored Project WET programs.

History

Phase I: 1984 — 1989. Project WET created (one state)
The Project WET program was established in 1984 by the North Dakota State Water Commission in the agency’s planning division to educate the public about water resources and its management. Based on significant interest from teachers and youth, the commission focused part of its education efforts on reaching children through teachers and non-formal educators. Project WET’s mission, goal, core beliefs, and first activities were created in North Dakota.

In 1989, the director of Project WET North Dakota was invited by Montana State University, using funding from the Bureau of Reclamation (U.S. Department of the Interior), to pilot the Project WET program in Montana, Idaho, and later Arizona. The success of this multi-state pilot initiative led to a decision by the Bureau of Reclamation to fund development and publication of the Project WET Curriculum and Activity Guide (1995) and establishment of the Project WET USA Network. Project WET published over 50 water education guides and books for children and teachers between 1995 and 2005 and launched and expanded the Project WET International Network to include 19 countries. Project WET left Montana State University June 30, 2005 to become an independent foundation.

Phase III: 2005 — present. Project WET Foundation
The Project WET Foundation was established on July 1, 2005 as a 501(c)(3) organization. The foundation will continue to develop and implement Project WET worldwide. Project WET Foundation programs include: Project WET International Network (19 countries); Project WET USA Network (50 states plus Washington, D.C.); Discover a Watershed series; Native Waters; Healthy Water/Healthy People; Kids In Discovery series (KIDS); Conserve Water; Ground Water; WET Educational Kits; and WOW! The Wonders of Wetlands. The Project WET Foundation is located in Bozeman, Montana, USA. Project WET is supported annually by the thousands of individuals and organizations which purchase Project WET materials, grants and contracts from public and private sector donors, and founding global sponsors Nestle Waters and Valerie Gates.

Students in the Philippines complete Project WET’s “Blue Planet” activity, a lesson in statistics taught by calculating the percentage of the Earth covered with water.

Letter from the Auditors

INDEPENDENT AUDITOR’S REPORT
To the Board of Directors
Project WET International Foundation, Inc.

We have audited the accompanying statements of financial position of Project WET International Foundation, Inc. (a non-profit corporation) as of December 31, 2005 and 2004, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of the Foundation’s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform our audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Project WET International Foundation, Inc. as of December 31, 2005 and 2004, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Bozeman, Montana
November 15, 2006

ANDERSON, ZIRKLEHREN & CO., P.C. • CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS CONSULTANTS
MEMBER: American Institute of Certified Public Accountants
WEBSITE: www.azkc.com

Students in the Philippines complete Project WET’s “Blue Planet” activity, a lesson in statistics taught by calculating the percentage of the Earth covered with water.

“Water is life, and one hope in putting a stop to the destruction of this life source is education. Project WET could not have come at a more appropriate time in the Philippines. Today, more than ever, our people need to be made aware of our water situation. Project WET has been an effective tool in educating children and adults on water-related environmental concerns. It offers a number of possible solutions provided by participants of Project WET activities. Through the program, the Center for Environmental Awareness and Education (CEAE) has achieved what no other programs have: a chance to teach our people HOW to think and not just WHAT to think.”

— Jukka Holopainen, Center for Environmental Awareness and Education (CEAE), and Coordinator, Project WET Philippines
Each of the following 2005 accomplishments moved Project WET closer to achieving its mission — reaching children, educators, and communities worldwide with water education.

**Discover A Watershed:** The Missouri Educators Guide was awarded the 2005 Independent Publisher IPPY Award.

**Kids in Discovery series (KIDs): Discover the Missouri River** activity book was recognized as a 2005 Distinguished Achievement Award Finalist by the Association of Educational Publishers.

**Kids in Discovery series (KIDs): Water, Every Drop Counts** activity book was recognized as a 2005 Distinguished Achievement Award Finalist by the Association of Educational Publishers.

Four countries joined the Project WET International Network: South Africa, Lebanon, Vietnam, and the Dominican Republic.

Project WET launched its line of educational kits. Developed for 2005 were:
- MacroPac
- Rainstick
- Blue Planet
- Incredible Journey
- Drop in the Bucket
- Water Scarcity Module

Publications printed in 2005 included:
- Discover a Watershed: The Colorado Educators Guide
- Descubre una Cuenca: El Rio Colorado
- Kids in Discovery series (KIDs): Discover Bays and Estuaries

Held the Project WET International Coordinator’s Conference in Bozeman, Montana, November 2005.

Held the Project WET USA Coordinator’s Conference in Nebraska City, Nebraska, May 2005.

In 2005, Project WET’s USA and International Networks held 43 training workshops for its more than 2,800 coordinators and facilitators. In 2005, 12,830 educators were trained using the Project WET delivery network. Since Project WET’s inception in 1984, hundreds of thousands of educators have been trained in the Project WET pedagogy.

**Water education plays a significant role in Mexico’s aspiration to sustain and integrate its water resources management. The best technical and scientific solutions to water problems have no hope for implementation unless society at large participates in an informed manner. Our collaboration with Project WET in the development and dissemination of educational materials for children in Mexico has been very effective and continues to be very promising.”**

— Alvaro A. Aldama, Director General, Mexican Institute of Water Technology (IMTA)
Educating tomorrow’s water stewards

In the nine years I have been affiliated with Project WET, I have seen it make significant strides in advancing its mission of water education worldwide. Project WET has established programs in all 50 states and Washington, D.C., as well as 19 countries.

From 1990 to 2005, Project WET was based at Montana State University in Bozeman. Although very successful, Project WET needed to expand beyond the infrastructure available at the University. Expansion led to formation of the Project WET Foundation, along with a new home and new organizational structure. However, the program’s mission, core beliefs, and goals remained the same.

Awareness, education, and empowerment of our young people have always and continue to form Project WET’s foundation. Looking ahead to 2006, the Board of Directors has committed to supporting efforts that help children better understand and appreciate water resources so they can make a difference today, as well as in the future. Project WET is exploring new initiatives in school and community-based education and is encouraging increased participation in water education around the world. In addition, Project WET is focusing on producing new publications and educational materials for students and teachers and expanding its universe of partners to grow and strengthen its International Network. The need for water is global, therefore, so is the work of the Foundation.

I thank the Project WET coordinators worldwide, sponsoring state and international agencies, other NGOs, and individuals and corporations for their commitment to Project WET and the mission of water education. With these partners, we celebrate Project WET’s achievements while recognizing there is much to do to make water education accessible to all who seek it.

Sincerely,

Heidi Paul, Chair
Project WET Board of Directors

Listening to the voices of children

Project WET, in partnership with the United Nations Children’s Fund (UNICEF), the Mexican Institute of Water Technology (IMTA), and the Japan Water Forum (JWF), has been asked to coordinate the participation of children in the Fourth World Water Forum.

The World Water Forum is an initiative of the World Water Council aiming to raise awareness on global water issues. The First Forum was held in Mexico (1997), the Second in the Netherlands (2000), and the Third in Japan (2003). The Fourth World Water Forum will be held in Mexico City in March 2006, under the overarching theme of “Local Actions for a Global Challenge” and will focus on analysis of experiences and knowledge sharing.

The Forum has been established as an open, multi-stakeholder participatory process, which builds on the knowledge, experience, and input of the global water community and seeks to enable multi-stakeholder participation and dialogue to influence water policy making at a local, regional, national, and global level, thus ensuring better living and respect for the principles of sustainable development to achieve the Millennium Development Goals.

Project WET Involvement with Children, Water, and Education at the Fourth World Water Forum

The Global Water Education Village TM will bring together 28 programs from 15 countries in a village setting to share successful local actions aimed at reaching children with water education. It will provide space for exhibition and demonstration of water education programs and materials from around the world. This component will be coordinated by Project WET with the support from IMTA and other institutions.

The Children’s Water School TM will be a fun and interactive setting where participants observe water managers and professionals using Project WET activities with Mexico City teachers and students. The goal will be to demonstrate the effectiveness of this type of education, thereby building the capacity of water professionals to reach children, educators, and communities with water education.

A Special Session on Water Education for Children and Youth will highlight six water education programs, focusing on what has made them successful and how they can be implemented in other settings. The session will be chaired by Dennis Nelson, President and CEO, of Project WET.

The Second Children’s World Water Forum will gather 100 children, ages 11 to 15, from communities around the world to present local action projects in water, environment, and sanitation, developed by the children, that have a positive impact on water in their community. The best five local action projects will be selected by the children for presentation to the ministerial conference that is part of the World Water Forum. The Forum and related workshops will be led by Project WET, United Nations Children’s Fund (UNICEF), the Mexican Institute of Water Technology (IMTA), and the Japan Water Forum (JWF).

“My family raised me with the traditional beliefs of our Blackfeet people. At an early age, I developed a deep respect for the land, water, animals, and the environment in general. What I have always lacked is the scientific knowledge explaining why animals, habitats, and elements act the way they do. The National Aeronautics and Space Administration (NASA) internship, offered through a partnership between Project WET’s Native Waters and the Yellowstone Ecological Research Center (YERC), has played an integral role in broadening my understanding of our great planet and the efforts we need to take in order to preserve it for generations to come. The internship has afforded me with the opportunity to develop a positive outlook on our natural world while introducing me to the scientific methods used to study our ecosystem. As a result, I am more motivated to do my part in preserving our natural resources throughout my lifetime.”

— Rodney Williamson, NASA Intern, Project WET Native Waters and YERC

“Looking ahead to 2006, the Board of Directors has committed to supporting efforts that help children better understand and appreciate water resources so they can make a difference today, as well as in the future. Project WET is exploring new initiatives in school and community-based education and is encouraging increased participation in water education around the world.”

— Heidi Paul, Chair, Project WET Board of Directors

In Ms. Gilbert’s math class at Kirtland Central High School in Kirtland, New Mexico, students complete the Project WET activity “Turbidity or Not Turbidity, That is the Question.”
Connecting us all

The Children’s Water Education Fund (CWEF) supports Project WET’s worldwide water education efforts. Through CWEF, any citizen or organization can contribute financially to improving the stewardship of water resources.

CWEF donations are invested in projects that improve children’s and educators’ awareness of and knowledge about water and its management for the good of all. CWEF also supports Action EducationTM projects, which are educational projects that lead to action.

CWEF donations can be made in the following categories:
- Geographic: Donors allocate funds by region: 1) Montana and the community of Bozeman, where Project WET is based; 2) the United States; and 3) international.
- General: Funds are allocated according to priorities identified by Project WET and will be put toward Project WET’s mission of promoting water stewardship by educating children, educators, and communities around the world.
- Projects - Action EducationTM Funds support school and community-based educational projects designed to help solve local water problems. Project WET links donors with local Action EducationTM partners.
- Publications, Products, and Training Events: Funds are used to support a specific publication, product, or training event (e.g., an electronic children’s magazine for web distribution, teacher training workshops in specific regions, development of curricula to support safe drinking water initiatives, or publication of children’s activity booklets about water sanitation and other development-related issues). Priority topics include water education for the developing world; water sanitation, hygiene, and health; disaster and emergency preparedness (floods and drought); urban water and mega cities; earth systems and global climate change; indigenous water and cultural water use; sustainable water resource management; ground water; and watersheds.
- Endowment: Contributions are placed in Project WET’s endowment fund, which is dedicated to the long-term sustainability of Project WET.

If you are interested in learning more about Project WET and its Children’s Water Education Fund, please visit www.projectwet.org or contact Dennis Nelson at dennis.nelson@projectwet.org or at 866-337-5486 or 406-585-2236.

To donate to the Children’s Water Education Fund, send a check to: Children’s Water Education Fund, Project WET 1001 Oak Street, Ste. 210 Bozeman, MT 59715 Project WET is a 501(c)(3) organization; all donations are tax-deductible.

Growing and changing while maintaining ties to the past

Everyone has heard the expression, “Change is good,” and, hopefully, everyone has experienced the positive side of new circumstances and challenges. For Project WET (Water Education for Teachers), 2005 was a year of major change and organizational excitement. On July 1, 2005, the Project WET Foundation, a fully independent 501(c)(3) organization, was officially established.

In November 1989, Project WET became part of Montana State University as a small, 100 percent federally funded project. In July, 2005, after 16 extremely productive and eventful years at Montana State University, Project WET moved off campus as a well-respected, almost entirely privately funded, leader in water resource education for children and educators.

Project WET’s accomplishments while at Montana State University were significant. Project WET expanded its USA Network from one state to all 50 and Washington, D.C. and launched and expanded its International Network to 19 countries. Project WET’s publication library exploded with new titles, and its list of sponsors grew rapidly. However, because of its organizational structure, Project WET was unable to pursue opportunities for new partnerships and projects coming from all corners of the world. The need for change was apparent.

During this period of change, support from Nestlé Waters and Valerie Gates, two founding global sponsors, provided Project WET with the necessary financial backing and confidence to create and maintain the Project WET Foundation.

As Project WET’s President and CEO, I extend my sincere thanks to the people and organizations that have played a role in establishing and developing Project WET, as well as the thousands individuals and organizations that purchase Project WET materials each year. I also deeply appreciate the hard work and dedication of the facilitators and coordinators in the Project WET USA and International Networks. In the years ahead, I sincerely look forward to making a positive difference in the world — through your continued support and our combined involvement.

Indeed, change is good!

Sincerely,

Dennis Nelson
President and CEO

Born and raised in North Dakota, Project WET President and CEO Dennis Nelson started Project WET in 1984 while working for the North Dakota State Water Commission in the agency’s planning division.

It is important for students of all ages to understand our need for quality water resources, other organisms’ need for quality water resources, the issues surrounding water use, and the need for water conservation and preservation. There is no escaping the need for water; it is essential for life. Project WET is a wonderful tool to help students learn about the many aspects of water through their participation in interactive, hands-on, interdisciplinary activities. These activities help students appreciate the value of our water resources while exploring complex issues.

— Jennifer Holmes, Delaware National Estuarine Research and Reserve and Delaware Project WET Coordinator

Students in the United Arab Emirates participate in Project WET’s “Incredible Journey” activity, learning how water molecules move through the water cycle.
Gallatin Valley, Montana, students participate in Project WET’s “H2O Olympics,” an activity that teaches students about two of water’s qualities — adhesion and cohesion, at the Make a Splash with Project WET Water Festival in Bozeman, Montana.

“Water is essential to human life — for basic health and survival, as well as for food production and industry. We lived thousands of years without oil — but we can’t live a day without water. Yet, today, water is a threatened resource. At Nestlé Waters, we have made a commitment to reach out to others to collaborate on water conservation and access, focusing particularly on women and children. As part of our outreach, we have pledged our support to Project WET’s efforts — reaching children, educators, and communities of the world with water education — because of its global impact and proven effectiveness. Because reversing and expanding access to clean water is a challenge that no individual company, organization, or government can solve in an isolated manner, Nestlé Waters and Project WET are working to make a difference — together.”

— Carlo Donati, Nestlé Waters Chairman and CEO
Hand-in-hand, Project WET and educators from around the world are changing water’s future course by teaching children about water stewardship and its importance. As tomorrow’s leaders and decision makers, children will leave their mark on the world by conserving and protecting one of the world’s most precious resources—water.