Project WET’s mission is to reach children, parents, educators and communities of the world with water education.
Pictured: Italian teachers participate in the Project WET activity Water Works to learn about water management.
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Letter from the Board Chair and President and CEO

The Project WET Foundation experienced steady growth in 2007, and on behalf of the Foundation’s Board of Directors and staff, we are pleased to share highlights and success stories with you in this report.

The Foundation completed its first strategic business plan and established far-reaching internal management objectives in support of its mission to reach children and young adults, parents, educators, schools and communities of the world with water education.

The Foundation’s strategic plan respects past accomplishments and existing programmatic and network strengths but also serves to keep Project WET’s work contemporary and on the leading edge of water resources education. We realize there is much to be done, and as a federally-recognized 501(c)(3) organization, we fully embrace the challenge of fulfilling our mission and running a solid business.

Project WET has invested significant organizational assets to highlight the important role that children’s and young adults’ education plays in governmental, NGO and business water resources management programs. To this end, Project WET and its global network, in addition to many international collaborators, have successfully positioned the education of children and young adults in water resources as a priority topic for the 2009 World Water Forum, themed Building Bridges to Future Generations.

We invite agencies, NGOs and businesses to join Project WET in our efforts to build bridges for children and young adults. Partnerships continue to be key to our work, and we thank each of you for engaging with the Project WET Foundation and for investing your time, talent and energy into helping people better understand our precious water resources.

Sincerely,

Heidi Paul, Chair
Project WET Foundation Board of Directors

Dennis Nelson, President and CEO
Project WET Foundation
Pictured: Teachers participate in the Project WET activity Sum of the Parts to learn about watershed protection.
2007 Highlights

- Reaching over 50,000 formal and non-formal educators and millions of children and young adults, Project WET's global network conducted over 2,000 school and community six-hour water education workshops and hundreds of events.

- In 2007, Project WET published the *Arizona Conserve Water Educator’s Guide* and *KIDs: Discover the Waters of New Mexico; Agua y Educación Guía General para Docentes de las Américas y el Caribe* (Water and Education General Guide for Teachers of Latin America and the Caribbean) in Spanish was published in partnership with UNESCO-IHP.

- Project WET USA coordinators, in partnership with Ducks Unlimited, conducted 10 Project Webfoot workshops.

- Native Waters, Project WET's Native American water education program, conducted five Environmental Education, Training and Partnership (EETAP) workshops reaching Tribal educators, water resources professionals and young leaders.

- Make A Splash with Project WET™ water festivals reached 213 schools; 10,633 students and 463 teachers.

  - Three new activity kits were created:
    - Seeing Watersheds
    - Water Works
    - Humpty Dumpty

- Chile, Jamaica and Pakistan were added to Project WET's network; Vietnam, Hungary and Italy expanded their programs.

- Project WET was recognized with the Distinguished Achievement Award from the Association of Educational Publishers (AEP) for *KIDs: Discover Coral Reefs* and *KIDs: Protección de Cuencas* (Watershed Protection) in Spanish. *KIDs: Discover Marine Mammals, KIDs: Discover Ports and Harbors* and *KIDs: Minden Csepp Szamit* (Water, Every Drop Counts) in Hungarian were also finalists.
UNESCO-IHP. The Project WET Foundation and the United Nations Educational, Scientific and Cultural Organization International Hydrological Programme (UNESCO IHP) signed a Memorandum of Understanding (MOU) to combine their strengths and create an efficient and effective partnership to benefit the Latin American and Caribbean region. Together, the organizations will cooperate to develop water education programs in Latin America and the Caribbean, promote network growth and provide support and technical assistance to water educators.

Courtesy: National Oceanic and Atmospheric Administration
Healthy Water, Healthy People

Water quality degradation remains a growing concern in the U.S. and across the world. With the total volume of the world's water remaining unchanged, it is critical that all people learn to protect existing water. Project WET's Healthy Water, Healthy People program delivers hands-on lessons and materials so students, teachers and community members can take an active role in their local water quality.

The Healthy Water, Healthy People program engages educators throughout the U.S. and the world. Project WET USA coordinators conducted 39 workshops, reaching 610 educators across the country. A group of Pakistani educators received training in Healthy Water, Healthy People materials through a partnership with the U.S. State Department and Plymouth State University in New Hampshire.

The Project WET Mexico program translated and printed the *Healthy Water, Healthy People Educators Guide* and *Healthy Water, Healthy People Field Monitoring Guide* in Spanish, making the materials available to many interested educators in Mexico.

Action Education™ in Ecuador and Mexico

After the Board's approval in 2006, ActionEducation™ was launched, and the Project WET International Network embraced the concept with several pilot projects. The goal of ActionEducation is to encourage the use of Project WET materials to create actions that lead to positive change in local communities. Pilot programs were conducted in Ecuador and Mexico.

In Mexicali, Mexico, an ActionEducation project was initiated through a donation from Project WET. It involved a collaborative effort between several organizations, including the Sonoran Institute and the University of Arizona faculty and students, to begin a restoration initiative of the Colorado River Delta in Mexico. The project ran from October to December, with 52 participants using education and restoration activities within the watershed to achieve their goals.

Project WET International Highlights

This year Project WET's international community experienced significant growth. Italy joined the Project WET International Network with the support of San Pellegrino, Nestlé Waters Italy and other regional and local government partners. France also joined, thanks to a collaboration of three prominent French education NGOs and Nestlé Waters France. Chile and Jamaica also joined with the help of UNESCO-IHP and local NGOs: Gota a Gota (Drop to Drop in Chile) and the Jamaica Water Authority.
Pictured: Project WET USA coordinators at their annual conference in Tuscon, Arizona.
Project WET USA Highlights

In 2007, Project WET USA focused on what it does best – “training-the-trainers,” increasing knowledge about water issues and empowering communities to make good choices concerning water and its use.

What it takes to meet this goal includes a network of coordinators and community involvement. Some examples of effective implementation:

- Mississippi Project WET coordinator Rebecca Jones held three workshops to “train-the-trainers” in the Mississippi delta region, one of the most financially stressed areas of the state.

- Nevada Project WET coordinator Phil Aurit serves as a contracting officer for habitat and endangered species at the Bill Williams River National Wildlife Refuge in Nevada and conducts Project WET workshops for school and community educators.

- Arizona Project WET partner Nancy Crocker facilitated a two-week program for 425 Arizona students to conduct a water audit of their school.

- Currently 400,000+ educators use Project WET, and coordinators like Rebecca, Phil and Nancy contribute to make the numbers add up. Here’s how the numbers worked out for 2007. A total of 2,660 Project WET USA coordinators and facilitators:
  - conducted 661 (6+ hours) Project WET educator workshops.
  - trained 13,258 educators to use Project WET materials.
  - reached 4,610 elementary teachers; 1,423 middle school teachers; 1,034 secondary teachers; 405 university professors and 5,786 prospective teachers.

“Anyone who can solve the problems of water will be worthy of two Nobel prizes — one for peace and one for science.”
— John F. Kennedy
“Because of the Project WET workshop, I will take a more active role in serving as a liaison between Walmart and my community, getting involved with community events and organizations that promote personal sustainability and align with many of Walmart’s sustainability priorities,” said one Walmart associate.
Water Works: Team Building through Water and Sustainability Training

Each Walmart associate represented one of eight water users – agriculture, energy, industry, etc. Using eight strings attached to a rubber band, associates first stretched the rubber band around an aluminum can filled with water; then, they lifted the can off the ground. Before maneuvering through the obstacle course, the can of water crashed to the ground.

When discussing what they would have done differently, one associate replied, “communicate more.” Another offered, “devise a plan before beginning.”

But, perhaps, the most important insight gained was an understanding that all water users must share the same water source and that cooperation and compromise were key ingredients to managing water for the good of all.

The above excerpt was taken from a Walmart associate training in November 2007 where 20 Walmart associates from seven Montana Walmart stores were trained using Project WET activities. At the training, associates learned about water and its management and were inspired to take action locally, collectively contributing to the solution of global water challenges. Associates then returned to their homes, stores and communities empowered to make a difference.

Following the training, Walmart associates led Project WET activities at store meetings and volunteered in local classrooms, teaching students about the water cycle, watershed protection and water conservation.

When evaluating the training a month following its conclusion, associates reported they were already taking action; for example, they had decreased the length of their showers and were watering early in the morning rather than mid-day.

According to store management, the training increased associate participation in the stores’ sustainability teams, increased associate morale and engagement in store activities, got associates thinking more about environmental issues and strengthened relationships among store associates.

In 2007, Project WET also trained employees at five Nestlé Water North America (NWNA) plants. As part of the trainings, the plants’ natural resource managers and communication directors linked Project WET activities to the company’s operations and priorities within the local communities.

Following the trainings, plant employees held Make a Splash with Project WET™ water festivals for students in the community. Plant employees trained in Project WET led activities at each festival station.

As a result of the Project WET trainings and related festivals, NWNA successfully activated water education in its plant communities, empowered employees, built stronger teams within each plant and engaged company and plant stakeholders.

Pictured left: Children learn about the water cycle using Project WET’s Incredible Journey activity at a Make a Splash with Project WET water festival.
In Arizona we are lucky to have warm weather and sunny skies for much of the year. The climate is arid (dry), and while this makes it a nice place to live, it also means that we have to carefully manage our water resources. We have to make decisions about how best to use water and how to conserve (save) it. These decisions are made by water managers and government leaders at the local, state, and national level.

Water managers aren't the only ones who make decisions about how to use water. Every day, we all decide how we will use water. Each person has a role to play in conserving water.

As you read this booklet, you'll learn more about Arizona's amazing water resources. Although the state is mostly desert, it also has many rivers, lakes, reservoirs, springs, waterfalls, and wetlands.

See if you can fill in the blanks for YOUR city, county, tribe, and country.

Dear students and teachers,
It is a pleasure for me to share this booklet that allows you to discover the Waters of Arizona. Water is very important to us because we live in a desert where water is scarce.

All of the animals and plants that live in Arizona have had to learn to conserve the water that they use. People have had to learn the same lessons, too. We spend a lot of time thinking about water in Arizona to make sure that each of Arizona's water resources is used wisely.

Thank you to all who participated in this project and worked to bring these booklets to our schools.

Sincerely,
Governor
Janet Napolitano

Your city ____________________________

Your county ____________________________

Your tribe ____________________________

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Arizona is a beautiful and diverse land of desert, deep canyons and vast forests of ponderosa pine and mixed conifers, in addition to extensive mountain ranges and historic rivers such as the Colorado, Verde and Salt. The “state of the Grand Canyon” is defined by water. It attracts residents and visitors alike, drawn not only by its spectacular natural beauty but also by winter sunny skies and balmy days. Today there are more people living in Arizona than in all previous human history, and the population continues to grow at one of the fastest rates in the nation.

Kerry Schwartz, Arizona State Project WET coordinator and co-author of the *Arizona Conserve Water Educator’s Guide*, writes, “Throughout Arizona’s history the need for careful consideration of water supplies and uses has been central to a culture’s survival.” But with the growing population, an escalating number of water users and their needs, sustained drought and the uncertain effects of global climate change, both short- and long-term, the people of Arizona have been forced to pay attention in new ways to the state’s water supplies and uses.

Responding to the needs of her state, Arizona Governor Janet Napolitano said, “I want Arizona to be the leader in water conservation education.” Arizona Project WET coordinator Kerry Schwartz, Statewide Water Conservation Coordinator Marjie Risk and Water Conservation Field Services Program Manager for the Bureau of Reclamation Lynne Fisher answered the call. They worked with Project Manager and co-author Lissa Howe to produce *KIDs: Discover the Waters of Arizona* activity booklet in 2005 (distributed to every Arizona fourth grader) and later, the *Arizona Conserve Water Educator’s Guide*, initiated in 2006 and published in 2007.

Using Project WET’s proven methodology, three writing workshops were conducted throughout the state involving a total of 90 educators, water resource managers and scientists. Based on the original Project WET publication, *Conserve Water Educator’s Guide*, the Arizona book is divided into four parts:

– an overview of the state’s geography, water history, water management and conservation
– 15 lesson plans (field-tested by Arizona teachers)
– 10 case studies written as problem-solving exercises for students
– cross-reference charts, glossary and index

The Guide is written specifically for Arizona and to the delight of its teachers, each activity is correlated to the Arizona Academic Standards. After the May 2007 release, teachers attending Conserve Water Educator workshops for the remainder of the year totaled 136.

When asked what she would regard as success in educating Arizona teachers, students and community members about water, Marjie Risk responded, “We believe that education can help individuals develop an understanding of the importance of water and deepen their commitment to conserve it. We hope each person who lives in or visits Arizona will develop a personal culture of conservation – protecting the beauty and diversity that water brings to our unique state.”
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 nonprofit corporation) as of December 31, 2007 and 2006, 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, 2007 and 2006, 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
June 23, 2008
Pictured: Ricki Gardner, a Nestlé Waters North America employee, taught students about point source and nonpoint source pollution using the Project WET activity Sum of the Parts.
## Project WET International Foundation, Inc.
### Statement of Functional Expenses

Year Ended December 31, 2007

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