

EDUCATING YOUNG LEADERS THROUGH WATER WATCH PROGRAMME– THE WAY FORWARD

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INTRODUCTION

This chapter serves as the concluding chapter for the Water Watch Programme for Young Leaders (WWP4YL) Modules Series 2. As a concluding chapter, it will summarize the previous content of this book and provide the way forward.

SUMMARIZATION OF BOOK CONTENT

Overall, the book has been divided into three parts, namely, introduction (1 chapter), WWP4YL modules (12 modules), and conclusion (1 chapter) for easy reading and handling for water educators or instructors alike. This book presents an important continuation of the previous module, namely, the Water Watch Programme for Young Leaders (WWP4YL) Modules Series 1 (2022). While we kept to the series' previous format, there were minor changes made in this second module series.

In addition to dividing the book into three parts compared to two parts as per the first series, in the current series, the twelve modules in Part 2 have been categorised under two select themes, namely, Fundamentals of Water (theme 1) and Experiential Learning (Doable Practices) rather than being lumped into one previously. The two themes are significant because the six (6) modules compiled in Fundamentals of Water focus on the process and aspects of water, which are explained scientifically. In contrast, another six (6) modules listed in the second theme, i.e., Experiential Learning, emphasise pro-environmentally behaviour practices that the public (in this case, the young generation) can adopt to ensure sustainability is achieved. The two themes allow contributing module developers the freedom to touch on any water management issues relating to fundamental knowledge of water and doable sustainable water practices that they want to promote to the target population. For example, Modul 1: The Water Cycle Module describes the fundamental of the water process by illustrating its natural water cycle and the fact that water can never disappear from the earth. However, humans may affect this cycle with their activities. By participating in this module, the target group can identify and recognise their role in preserving and protecting the water cycle with the fundamental knowledge they are exposed to. As for the experiential learning, Module 2 on Water and Solid Waste describes the problems the environment has with solid waste and water resources. The developer throws the idea of the 3Rs (Reduce, Reuse, Recycle) that participants can experientially adopt to help conserve, preserve and maintain our water resources to their prime condition.