



SPREP-tok

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Quarterly newsletter from the Secretariat - March 2007
'tok' being island pidgin English for talk...

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This 3rd issue of the SPREP-tok newsletter incorporates the last issue of Turtle Talk, and includes a list of monthly e-brief headlines that featured in the Nov-Dec 2006 and Feb 2007 edition of SPREP Highlights. Full stories can be found on the SPREP website. We normally send Highlights out by email only - let us know if you want to be on the mailing list.

SPREP-tok is available also on the SPREP website in English and French. We welcome suggestions for improvement and contributions in the form of text and pictures.

The material was compiled by Ms Mere Tuqiri, SPREP's previous Associate Media and Publications Officer. Layout: Jaap Jasperse.

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Looking for something on our website, e.g. the pdf of a recent SPREP publication (right)? Google from bottom left on any web page!

IWP taught many lessons

In the lifespan of projects, seven years may or may not be enough time to fulfil targets. But after seven years of community-level work, the International Waters Project (IWP) of the Pacific Small Island Developing States (SIDS) has come through it with many good lessons. Now national Governments have the responsibility to take those community-based lessons and activities under the microscope and widen their appeal and approach.

As the environment agencies of national Governments expand on

the project scope, the true sustainability of the IWP would have to be measured at least a year from now. That is the suggested probation period by the IWP consultants and the former IWP manager, Muliagatele Joe Reti, but the IWP has clearly shown its muscle in community stewardship.

A 2007 IWP discussion paper concluded that the "strength of the most successful IWP pilot projects was based on the level of community ownership and community leadership of the initiative.



"Where there was a strong participation of the community in the work, the pilots were not only successful in their own right, but were also replicated. This was certainly the case in the pilot projects in Fiji, Kiribati, and

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IWP: Continued from p. 1

Vanuatu and to some extent Tonga and the Federated States of Micronesia.”

The IWP (1999–2006) was designed to help Pacific Island governments find cost-effective ways to strengthen the management of waste, freshwater, and coastal fisheries resources. Its key objective was to strengthen environmental agencies and help communities manage their own environments through active participation, resource economics and strategic communications.

Overall project consultants US consulting firm, Transboundary Consulting, has said that while the IWP has set good momentum, it is keen to see long-term results.

“I’m encouraged that at least eight of the 14 countries are bringing the experiences and the [IWP] people into their respective governments to continue the work - there’s a good chance for sustainability,” said the firm’s Managing Director, Alan Fox.

“The big question is whether that sustainability or that effort will translate to real, lasting improvements in our coastal environment. That’s going to be a real challenge. We see pieces of this, but it involves replication so

that other communities are doing likewise, that national strategies are in place and that they actually have an impact. We made a recommendation that [IWP work] is revisited a year from now, and maybe we’ll have a better handle on understanding sustainability and continuation.”

Papua New Guinea was the first country to mainstream its IWP activities into the work of its Department of Environment and Conservation in November 2006. Cook Islands, Samoa, Kiribati, Tuvalu, Palau, Fiji, and Marshall Islands have also committed to the integration process.

Muliagatele agrees that the lessons from the IWP be reviewed after a 12-month span. Alan says he hopes the lessons are taken seriously by the South Pacific Applied Geoscience Commission (SOPAC), who has a follow-up project on integrated water resource management, by SPREP and the Island States themselves.

On the regional level, SPREP has been assisting its Members for many years in the management of various waste streams. SPREP’s Solid Waste Officer, Mark Ricketts, says “the work of IWP will provide valuable lessons in how best to incorporate community action into waste planning and actions.”

Allan says the IWP “has been an excellent effort to determine what worked and what didn’t and how we can learn from it.”



New Network for Marine Educators in the Pacific

The western Pacific has the highest marine diversity in the world, with up to 3000 species found on a single reef. That diversity is threatened by over-harvest and polluted marine ecosystems. Marine educators in the Pacific region are determined to improve their marine environment. Sharing information to boost conservation messages and action is one way for educators to further their cause.

The Pacific network of marine educators was set up during the International Pacific Marine Educators (IPME) Conference in Hawai’i in January.



Speaking on behalf of the IPME committee, Chairman Ben Namakin says the network “connects

scientists, learners and educators and will encourage the sharing of traditional knowledge on conservation to complement modern science.

“We recognise that there are existing networks in the Pacific that develop marine knowledge. IPME consists of Pacific and international marine educators, who are recognised on their own merit, and may function better if they went through a wide-scope network like IPME.”

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It's been a busy month for marine managers, educators, scientists and policy people. The group above was at the Hawai'ian conference to discuss Pacific Marine Managed Areas, in March 2007.

IPME: Continued from p. 2

SPREP-tok asked four conference participants the value of the network, what they want to get out of it, and the kind of information they could share.



Ben Namakin -

environmental educator, Conservation Society for Pohnpei, FSM, & IPME chairman: "I'd like to see discussion on sustainable fisheries, community-based management of marine resources, the role of traditional knowledge, curriculum development, ecosystem-based approach, place-based learning experiences, job/internship postings, and finding ways of more effective marine education and awareness programmes. We'd like to target teachers and students, coastal communities, NGOs, dive/tourism operators, decision makers, and donors. The committee wants the Pacific and international communities to communicate to find solutions."



Ron Vave & Semisi Meo

- Institute of Applied Science, University of the South Pacific,*

Fiji: "It has generated many successful stories that can be offered as lessons to those interested in setting up Marine Protected Areas and highlighted the importance of partnerships with government and NGOs. Community-initiated marine managed areas that work with partner organisations are successful and prove to be sustainable in the long run. When communities see positive benefits from MMAs, they become more involved and resilient in the management of their marine resources. The Fiji LMMA/IAS can actively contribute to the formulation of informal learning and educational process in marine education.

"The Pacific Educators network can help structure and produce curricula for different levels of formal and informal education, and produce media materials

* IAS' environment component has over 12 years' experience with Fijian coastal communities using the bottom-up approach in setting up Locally Managed Marine Areas (LMMA) at the request of communities. IAS currently has 138 project sites in Fiji.

based on information from LMMAs. For Fiji, we recommend that IPMEN use the NGO Live & Learn to incorporate marine education into school curriculum or share experiences from the network. Live & Learn have the mandate to perform this under the Fiji education system."

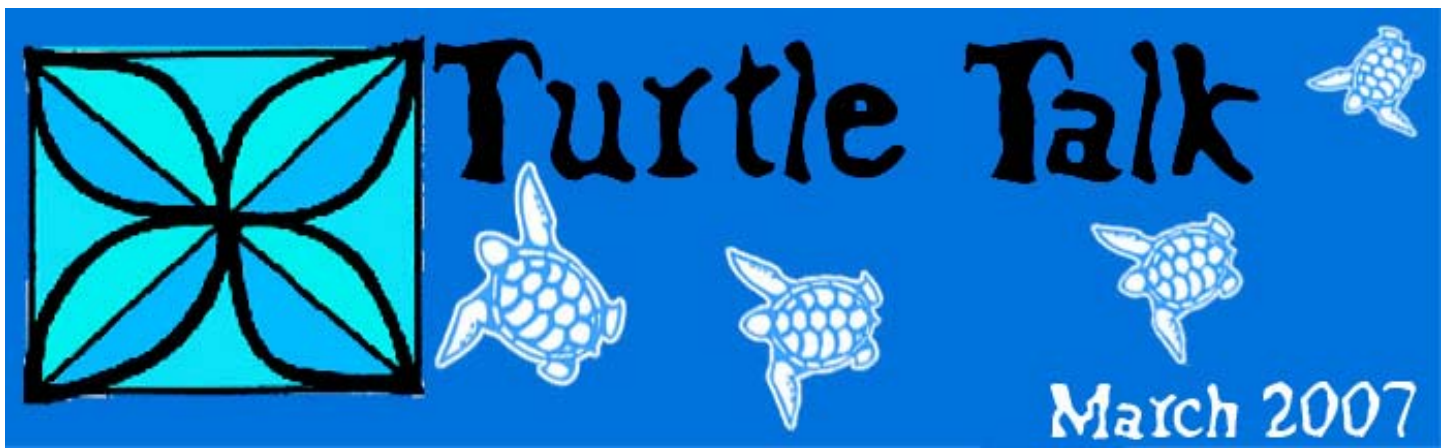


Anaseini Ban, Marine

Environment Education Programme, Papua New Guinea: "MEEP uses educational programmes to empower people with knowledge to use their marine resources in a sustainable way. I'd like to source: learning materials to facilitate education programmes, practical school environment programmes that can be part of the curriculum - similar to Live & Learn's Green Schools, and information on networking with schools in the region to share ideas.

"MEEP involves organisations such as forestry, tourism, agriculture, and church groups because we can learn from each other to

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As this campaign comes to an end...



Students of Samoa Primary School, Vailele, were invited to read a portion from the booklet to mark the launch. Their reward: a Turtle bag.

Amidst a celebratory cocktail to mark the end of the YOST campaign at the SPREP headquarters in Samoa on 13 March 2007, the Director for SPREP, Mr Asterio Takesy, invited individuals to “welcome the next 5 years of sea turtle conservation.

“We know that one year of action will not save a species. We know that the conservation of sea turtles requires long-term commitment,” Mr Takesy said.

“As with the [1995] Year of the Sea Turtle, the most successful element

of this campaign has been in laying the foundation for ongoing sea turtle conservation to ensuring that over the next 10 years we do not lose our focus.”

The campaign had several facets: encouraging corporate philanthropy for a social and environmental good; education; communications; Samoa’s Turtle Bag drive; regional collaboration; regional satellite tagging; and the Turtle Research and Monitoring Database or TREDIS.

The closing ceremony, which was also attended by Samoa’s Associate Minister for Natural Resources and Environment, the Hon Fonotoe Laufofo and ANZ Samoa’s Managing Director Mr Peter A Johnson, followed the launch earlier in the day of the Pacific Sea Turtle Education Kit and the illustrated reader Lady Vini’s Big Pacific Adventure.

Lady Vini was the adult female hawksbill turtle that revealed remarkably fresh information through her journey crossing the exclusive economic zones of seven Pacific Island countries and territories.

What’s next? Regional marine turtle experts attended the Marine Turtle



And so our logo turtle waves goodbye as the 2006 Pacific Year of the Sea Turtle campaign has officially closed. There are strong calls to keep the momentum rolling to ensure that generations from now, sea turtles remain living legacies of the Pacific Island regions threatened, yet still vibrant biodiversity.

Action Plan review workshop in Samoa this March, to decide on conservation strategies for the coming five years. The revamped action plan will be submitted for endorsement to the 18th annual SPREP Meeting to be held in Samoa in September this year.

Another major step forward is the release of TREDIS for wide use in sea turtle research and monitoring in the Pacific region. SPREP's Associate Turtle Database Officer, Anne Trevor, said although TREDIS will continue to be developed, Pacific Island countries and territories can now use the database to advance turtle research through a standardised system.

With several successes, challenges remain. Mr Takesy adds that the "ultimate yardstick of the campaign's success will be the long-term adoption of national and regional turtle conservation measures, and changed attitudes at government and community levels."

For further information, check out the website: www.sprep.org/YOST or contact Lui Bell: LuiB@sprep.org

It was a bon voyage indeed:

From 7 March 2006, Lady Vini, a hawksbill turtle, travelled a distance of 4,743 km across the Pacific. Averaged over 228 days, her speed was almost one kilometre per hour.

Data courtesy NOAA, Pacific Islands Fisheries Centre, Hawai'i.

All kitted out

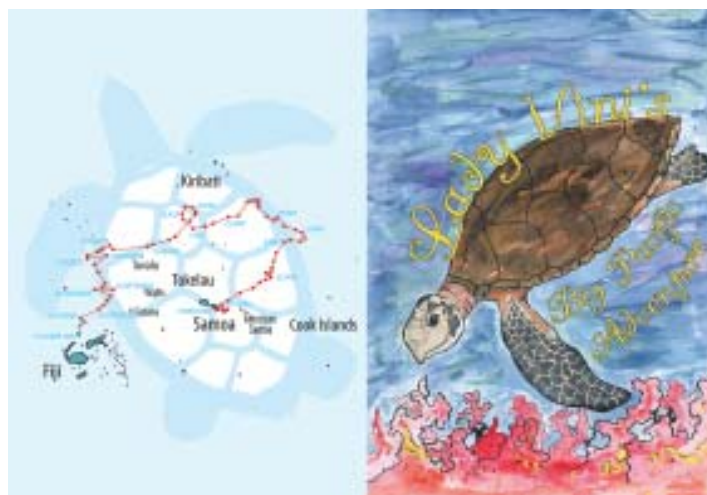
Young students around the Pacific region can now learn more about what they can do to protect their ocean and sea turtles through the Pacific Sea Turtle Education Kit that was launched in March 2007. The Kit was developed as part of the 2006 Pacific Year of the Sea Turtle (YOST) campaign.

The Kit contains a reader titled: Lady Vini's Big Pacific Adventure and an activities book aimed at upper primary and lower secondary school students and teachers around the Pacific Islands region. The idea is to spread the message of biodiversity so that generations from now, the current threatened population of sea turtles will grow in number and remain a living, healthy Pacific legacy.

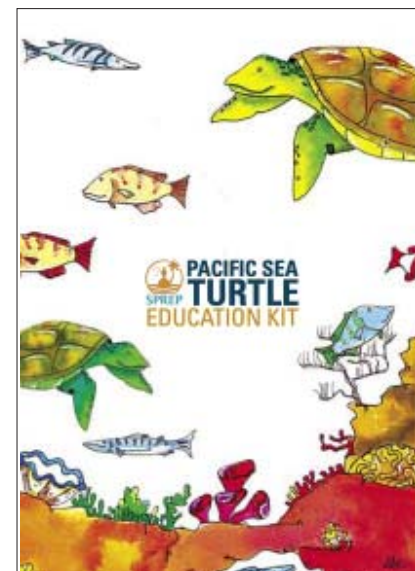
The Kit is about empowering individuals with information to think about the issues, to understand the impacts of their behaviour, and then to act responsibly. Think! Feel! Act! - are the three underlying components of Education for Sustainable Development or ESD. The Turtle Education Kit is a channel for ESD to promote interactive learning among students and teachers in creative ways.

Education and communications were significant components of YOST - the second of two Pacific turtle campaigns. The first was in 1995. Participant countries and territories of the 1995 marine turtle initiative had recommended that education be one of the priorities for a second sea turtle conservation and awareness effort.

YOST's key aims were: promote community conservation of sea turtles;



strengthen national legislation and policies to encourage sustainable management; and facilitate long-term partnerships for sea turtle conservation.



... may Pacific Years of the Sea Turtle continue forever!



Waste Matters!

In March, SPREP conducted a three-week regional training workshop for Pacific Islanders working in the waste industry. The aim was largely to train them on the operations of the semi-aerobic and inexpensive Japanese landfill method called the Fukuoka model. This model has been tested and proven successful through Samoa's Tafaigata landfill.

Course participants get their hands dirty in a practical exercise of waste characterisation, in SPREP Headquarter's parking lot.

IPME: Continued from p. 3

make sound environmental decisions. Communities have expressed that fish species not seen before or disappeared years ago are being sighted. The education and awareness is now showing results. I see IPMEN contributing to that information exchange on marine issues."



Meredith Speicher, Coral Reef Advisory Group, American Samoa: "There is great benefit in learning from others' successes, problems, and obstacles. The network can serve as a way for us to find out what others are doing in the Pacific region and what has worked well. With the limited access to scientific explanations of research, we also saw a gap in our ability to respond to specific issues. We hope that the development of this network will provide access to scientific information in a format that educators can use to best inform their audiences. In addition, it will be beneficial to have access

to regional environmental issues or problems as it is one ocean and an issue facing one island will likely affect others.

"There are a number of possibilities for developing marine education and understanding of issues if the network can become a successful venue to exchange information. We would like to encourage expanding knowledge exchange. A recommendation from American Samoa is to highlight the need for the translation of scientific information into a form that educators can use to inform their target audience. Another way to expand the network is to bring young people into it. In American Samoa, we often see a lack of interest in students in relation to the environment and protecting and managing our marine environment. Through experiential learning approaches, we have seen interest among certain students, but it's not something that everyone has


access to. This is one topic that may be better addressed by youth. As with the marine educators, supporting exchange programs among youth is an excellent way to develop local capacity and facilitate the promotion of environmental stewardship within a local area."

Two representatives of SPREP attended the conference: its Education & Social Communications Officer, Tamara Logan, and the Pacific Year of the Sea Turtle Coordinator, Megan Krolik. SPREP is available to assist where possible. IPMEC intends to use communication tools such as the Internet, webcasts, and the 'ol faithful coconut wireless to operate as carbon-free as possible.


For more information, visit the website www.ipmec.info or contact: Sylvia Spalding - Sylvia.spalding@noaa.gov
Ben Namakin - bnamakin@yahoo.com
or Tamara Logan - TamaraL@sprep.org





This is what some participants had to say on potential next steps in dealing with waste "at home":

 *Jack Sham, Chuuk EPA Regulator, FSM:* "The current situation [on Chuuk] is bad, and it could worsen unless there is a change in how solid waste is managed on the island. I would recommend the construction of a new landfill and acquiring an incinerator to complement it."




 *Dempsey Detenamo, Waste Management Superintendent, Nauru:* "Nauru has an open dumpsite. I would like to see a more controlled landfill system in place and a change in community attitude towards better solid waste care."

 *Joje Davetanivalu, Principal Environment Officer, Fiji:* "I would like to organise a similar training in Fiji on the Fukuoka model for municipal councils and stakeholders. The semi-aerobic method is easy to maintain, cost-effective and suitable for municipal waste management. We are currently developing waste and pollution regulations; the Public Health Act needs urgent review."

 *Susan Tupulaga, Waste Coordinator, Tuvalu:* "The financing of Tuvalu's solid waste system is an issue; there are not enough funds allocated for waste activities each year. This leads to poor collection and disposal. I need to sort out the collection system at home by having one responsible body for collection and disposal. I will need to also seek approval for the establishment of financing options on the main island for the long run."

 *Vavia Puapii, Environment Officer, Cook Islands:* "The private sector is now moving in to recycle bulky waste - an increasing problem for the Cook Islands. I will attempt to do a waste characterisation and follow up on the relevant legislations."

 *Abednigo Maeohu, Principal Health Inspector, Solomon Islands:* "Solomon Islands' waste issue involves the need to minimise waste as 80 percent is organic. There has been no system in place to address this although the SupSup garden initiative was done previously. Composting should be the option for us. We need to revisit and improve our collection process. We also need to talk and involve other stakeholders in terms of awareness and training."

"It's almost drinkable!", jokes JICA Landfill Management Expert Hiromi Hironaka while sampling the clean outflow from Tafaigata landfill.

What's in our Logo?

- The original SPREP logo was designed by Jipé Le-Bars in 1992 when SPREP was part of SPC.
- The three waves represent the three sub-regions: Melanesia, Micronesia and Polynesia in the Pacific Ocean. The first and larger wave can also be seen as the wide ocean, with the two smaller ones representing waterways on high islands.
- The island is shaped to look like a coconut which symbolises life and land; the tree on it represents growth, forests and the tree of life. You can also look at it as a germinating nut.
- The person symbolises a Pacific Islander. In the centre of the logo, he is also the centre of environmental protection, standing tall as a guardian.
- The stars represent the Southern Cross (which is only visible in the Southern Hemisphere and in the lower part of the Northern Hemisphere, south of 27 degrees N). It helps situate the island in the Central and South Pacific. The stars also signify direction and purpose as they were used to navigate.
- The circle in the logo signifies togetherness of all Pacific Islanders and implies protection of the environment.
- The original colours were shades of blue for the wide ocean, with yellow stars to signify light and the wealth of our biodiversity and our environment.
- A corporate make-over around 2004 turned the logo bright orange, rounded the person a little, and added the fifth star in the Southern Cross - to make it consistent with the flag of our host Samoa and other Members.





Highlights

SPREP issues monthly electronic briefs called SPREP Highlights. Since the previous issue (February 2007), more events have been publicised by email. Below is a list of news items you can access on the SPREP website. Through Highlights we aim to keep you in the loop on events that the Samoa-based regional Secretariat was involved during a given month.

November-December 2006 - February 2007

- Kiribati Tackles its Pharmaceutical Waste
- National Capacity Self Assessments
- Pacific Adaptation to Climate Change
- Kosrae Recovers Resources from Waste Stream
- Marine Turtle Conservation
- Year of the Sea Turtle updates (Nov-Dec 06)
- Marine Turtle Ambassadors
- Lady Vini
- Green Gold
- Marine Ecosystems
- Pacific Environment Information Network
- Ozone Updates
- IWP Publications
- Rubbish is a Resource!
- "Island Life" Publication now Available
- 17th SPREP Meeting and Associated Meetings Reports
- Wetlands
- Land Resource Working Group
- Country visit - Cook Islands
- International Waters Project
- Pharmaceutical Waste
- Climate Change Communications Strategy
- SPREP/PINA Environmental Media Awardees Announced
- Year of the Sea Turtle Updates (Feb 07)
- IWP publication record boosted
- New Staff

About SPREP

The Secretariat of the Pacific Regional Environment Programme (SPREP) is an inter-governmental organisation that works with Pacific Island Countries and Territories to strengthen environmental management and promote sustainable development. Its main focus areas are climate change, waste control, and biodiversity.

SPREP's 21 Pacific Island Member countries are: American Samoa, Cook Islands, Federated States of Micronesia, Fiji, French Polynesia, Guam, Kiribati, Republic of the Marshall Islands, Nauru, New Caledonia, Niue, Commonwealth of the Northern Mariana Islands, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Wallis and Futuna. As well there are four "metropolitan" members with interests in the region: Australia, France, New Zealand, and the United States.



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Photo credits:

*P.1 - Sarah Hunter /
IWP
P.2 - Tamara Logan
P.3 - NOAA*

*P.4 - Mere Tuqiri
P.6 - Solomon Islands
participant
P.7 - Fiji participant
P.8 - Jaap Jasperse*