Human Value-Based Water, Sanitation and Hygiene Education in Kun Ming City

RCE-Kun Ming

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1 Background

- Kunming is one of the 14 most serious water shortage cities in China, and has been in a state of extreme water shortage. So, the education of water, sanitation and hygiene should give the most prominence.

- Although there were developed some materials and implemented some water education, most of them are missing “Human value” guidance and effective education model. So, the casual link between education and behavior is not obvious. Moreover, most of teachers lack of training.

-Water is a good entry point for Human Values education, especially in China, water is a symbol of culture.

• So, It’s very essential to implement Human Value Based Water education.
• What’s Human value?

-“Human Values” has the word Human which means that these values are unique to Human Beings and not other animals.

-UN-Habitat has chosen 5 universal Human Values in the Human Values-Based Water, Sanitation and Hygiene Education. These are:

  Love
  Right Conduct
  Peace
  Truth
  Non-Violence
2 Overall goal, main objectives and strategies of the project

The overall goal is to build capacities of schools and communities in order to facilitate changes in behavior and personal attitudes and promote to better understanding of the linkage between protecting environment and maintenance of good health.

The main objectives are to:

(1) Develop HVBWSHE models, materials and activities and implement in selected Schools, and Communities.

(2) Create a new Water, Sanitation and Hygiene ethic within the community and schools.
3. The strategies and modalities for implementation

3.1 Contact and information tour

A contact and information tour enabled the coordination team of the programme to record water, sanitation and hygiene problems in selected schools and community. It was organized by these stakeholders from EPB of Kunming, schools and community. They are key in the implementation of the approach.
Consultation and strategy communication with counselor of UN-Habitat, leader of EPB Kunming and headmaster and some teachers of Jin Chen Middle school
3.2 Research of HVBWSHE model

Research of education model adapting existing educational material (curriculum) to incorporate value-based water, sanitation and hygiene education in a collaborative manner towards behavioral change in relation to water, sanitation and hygiene.

模式識別

A價值澄清模式
A1感知模式
A2直覺模式
A3爭論模式
A4詩歌模式
A5樂學模式

B人格模式
B1個性模式
B2體諒模式
B3榜樣模式
B4“三理”（生理、心理、倫理）整合模式

C社會行動模式
C1合作模式
C2群體模式
C3勞動模式
C4“三教”（學校、家庭、社會）整合模式

圖3人文價值水教育模式的邏輯結構
3.3 Development of the teaching materials

Developing the teaching materials and integrating in the education activities of schools; Introducing extra-curricular activities to facilitate and promote value-based, water, sanitation and hygiene education in the selected schools and in the communities;

Teaching tools:

- Silent sitting
- Poetry, quotations, positive affirmations and thoughts for the day
- Story telling
- Singing and music
- Group activities
COVER OF HANDBOOK
The Handbook is a lesson plan. The contents involved the human values method for value-based water education, and how to integrate human values into the curriculum.

The need for Value-based Water Education
-Methodologies for Value-based water education

-Primary Level
-Lesson 1 - The Value of Water
-Primary Level
-Lesson 1 - The Value of Water

-Secondary Level
-Lesson 1 - Water

-Lesson 2 - conserving Water

-Lesson 3 - Water Conservation
-Primary Level
-Lesson 2 - Do not waste Water

-Lessons 4 - Water for Health
-Primary Level
-Lesson 1 - Tanaboon Nonkaew

-Lessons 5 - Sanitation - Keeping clean

-Primary Level
-Lesson 1 - Water for Health

-Lesson 4 - Water and Personal Cleanliness

-Lesson 5 - Water for Health

-References
-The Value of Water by Jirachima Nuanthong
1. Please listen the legendary of Dianchi

2. Please watch the water's quality change of Dianchi

3. Please read the reason about the water deterioration of Dianchi

4. Please think what should we do

5. Please action let us make Dianchi become to the original beauty

6. Please action let us make Dianchi become to the original beauty

7. Please delight the health care about daily water

8. Please taste how to be an upright person like pure water
3.4 Training of trainers and Awareness creation

The strategy adopted is that of cascade training, i.e. training a group of key trainers (teachers, directors of schools, community organizers, etc) who will in turn multiply the experience and share it with other trainers on the field.

Awareness creation have been undertaken through education and dissemination. Awareness campaign supported by all particularly implementer, local education teams.
Group photo
The co-participant was lecturing on the model of Human Value.
These teachers signed in the meeting room

Appropriate evaluation and consultation

Students' representative paintings
Pass of Water

Interactive teaching, Enquiry learning, Experiential learning, Value education,
学科教学中渗透“基于人文价值理念下的水、卫生和健康教育” 的方法。

我们需要一种教育体系：

- 注重教师主导的教育体系
“基于人文价值理念下的水、卫生和健康教育”教师能力建设培训

云南师范大学环境教育中心

Some materials for teachers
The leader of the EPB kunming addressed the meeting

The opening of training

Check the materials
3.5 HVBWSHE implementation

- All of stakeholders from selected schools and community have been participate in the development of HVBWSHE tools, applied these education models and teaching materials to implementation and ensure a successful conclusion.
水的价值在于“事物的用途”

生命之源

地球只有

爱护水资源

水是生命之源

请节约用水

不要让眼泪成为世界上最珍贵的资源
<table>
<thead>
<tr>
<th>Students and parents homework</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>星期</th>
<th>事项</th>
<th>说明</th>
</tr>
</thead>
<tbody>
<tr>
<td>星期一</td>
<td>家里的厨房</td>
<td>把洗菜用的水倒入厕所的小桶里。</td>
</tr>
<tr>
<td>星期二</td>
<td>学校</td>
<td>洗杯子时把洗杯子的水用来冲厕所。</td>
</tr>
<tr>
<td>星期三</td>
<td>家里的厕所</td>
<td>可以用洗衣服的水拖地。</td>
</tr>
<tr>
<td>星期四</td>
<td>家里的厨房</td>
<td>把淘米的水用来浇花。</td>
</tr>
<tr>
<td>星期五</td>
<td>家里的厕所</td>
<td>洗完脚的水也可以用来冲厕所。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>节水日期</th>
<th>星期一</th>
<th>星期二</th>
<th>星期三</th>
<th>星期四</th>
<th>星期五</th>
<th>星期六</th>
<th>星期日</th>
</tr>
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<tbody>
<tr>
<td>2014/1/3</td>
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- 洗完手上的水要及时把水龙头关掉。
- 洗手水槽里面的水可以用来冲厕所。
- 洗碗水可以用来浇花。
- 洗菜水可以用来冲厕所。
- 洗衣水可以用来擦地。

2014年1月2日 晚上

学生姓名：

学生签名：

家长签名：

2014/1/3
HVWSHE in primary and secondary schools and community
4、Its visibility and impact

- Intervention schools are opened to community through the organization of activities.
- HVBWSHE clubs are operational in intervention schools with the organization of extra curricula activities involving the teaching process of Yun Nan normal university.
## Activities and Outputs

<table>
<thead>
<tr>
<th>Activity Set</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set up criteria for selecting pilot schools and college of education, apply criteria, analyse results and select schools</td>
<td>Report on the criteria and list of schools and College of Education identified</td>
</tr>
<tr>
<td>2. Conduct Baseline Study in pilot schools/college of education and communities</td>
<td>Report on baseline study of selected pilot schools, colleges and community</td>
</tr>
<tr>
<td>3. Conduct curricula review to mainstream value-based approach and conduct training needs assessment</td>
<td>Report on curriculum review and training needs assessment</td>
</tr>
<tr>
<td>4. Develop HVWSHE education models and teaching/learning materials</td>
<td>Papers on HVWSHE education models and teaching materials</td>
</tr>
<tr>
<td>5. Key teachers (20) from selected schools are trained by HVWSHE workshop.</td>
<td>Report on the training workshop sharing and suggestions to conduct HVBWSHE in Kunming City</td>
</tr>
<tr>
<td>6. Create awareness among relevant stakeholders</td>
<td>Report on awareness building of the HVWSHE Programmes</td>
</tr>
<tr>
<td>7. Implement HVWSHE and monitor performance in the schools, college and the community. (6 primary schools and secondary schools and 1 community)</td>
<td>Implementing, monitoring and assessment reports. This implementation of project was mobilized hundreds of students, teachers and villagers’ participation and strengthened their awareness and capacity of sustainable development.</td>
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<tr>
<td>8. Final Project Evaluation</td>
<td>Final evaluation report</td>
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6、Guideline

• (1) Interpret the Human value related to water education and integrated into teaching.
• (2) The teacher’s role becomes a facilitator and a resource person.
• (3) The participatory teaching-learning experience.

This orientation is provides a basket of such activity ideas, it belongs to ESD with a bit of Environmental Education. At the same time, these small pieces of experience would build into a larger mosaic of understanding of the water. The activities also have been selected from different parts of the mosaic to give a feeling for the tremendous variety of educational activities that can be carried out at school level. It is accept that learning can be more fun, both for the teachers and students, when based on real experiences.
Thank you!