Human Values-based Water, Sanitation and Hygiene Education in Kunming City (HVBWSHE)

RCE-Kunming
College of Tourism & Geographic Science, Yunnan Normal University
Center for Environmental Education & Training, Yunnan Normal University
No. 1 Yuhua Zone of Chenggong, Kunming, Yunnan, China  PO Box 1901, Yunnan Normal University  650500  P. R. China
theonlyzmy@126.com, wang_jinliang@hotmail.com
AKNOWLEDGMENT

First, our deep appreciation goes to the Global RCE Service Centre-United Nations University for giving us an opportunity in this conference. We would like to say a pure-hearted thanks to the experts and stakeholders for their support for making our project effectively and logistically, who have provided substantial assistance in process of project implementation.

Very special thanks should give to Ms Kyoko (UNU-IAS) and Ms. Megumi TAKATA (Secretariat for the International Conference on Higher Education) for their hard work to make our participation possible and our travel smoothly.

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No. 1 Yuhua Zone of Chenggong, Kunming, Yunnan, China PO Box 1901, Yunnan Normal University 650500 P. R. Chin
theonlyzmy@126.com, wang_jinliang@hotmail.com
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1 Introduction

The United Nations Centre for Human Settlements (UNHABITAT) has been promoting Value-based Water Education since 1999. Work has been done extensively in Africa, bringing value-based water education to thousands of schools and improving sanitation facilities and improving hygiene. Now this work is spreading to Asia and many other countries around the world.

Center of Environmental Education and College of Tourism & Geography Science, Yunnan Normal University developed the Human Values-based Water, Sanitation and Hygiene Education in Kunming City (HVWSHE) supported by Chinese Ministry of Education. The overall goal of HVBWSHE is to build capacities of schools and communities in order to facilitate changes in behaviour and personal attitudes among people and to promote better understanding of the linkage between protecting the environment and maintenance of good health. Yun Nan Normal University had developed a series of investigation, training, teaching materials developing and participatory activities of “human value water education” among 6 primary schools and secondary schools and 1 community. It was mobilized hundreds of students, teachers and villagers’ participation and strengthened their awareness and capacity of sustainable development.

2 Background

According to The United Nations and The World Health Organization statistic, almost 40% of the population still lacks access to basic sanitation due to mismanagement, limited resources, and environmental change, more than 2 million people die from water-borne diseases every year. Kunming is the 14 cities in one of the most serious shortage of water in China, and has been in a state of extreme water shortage. So, the education of water management, sanitation and hygiene should give the most prominence.

In the past, EE pay more attention to the environmental protection, but ESD takes “Value” as a core, it is thus necessary to instill Human Values into people starting from a very young age. Water is a good entry point for Human Values as water is life. Although there are some water education and also development some materials, most of them are missing value guidance and effective education model.

In the Chinese context, the headmasters, teachers, parents pay much more attention to education of enter a higher school rather than education for all-around development students due to the high population, limited education resources, competitive opportunity to be employed. And those education patterns were not interesting, useful and humanity enough. Moreover, most of teachers lack of system training of water education based on Human value.
3 Overall goal, main objectives and strategies of the project

The overall goal of the water, sanitation and hygiene education project is to build capacities of schools and communities in order to facilitate changes in behaviour and personal attitudes toward water, its environment, maintenance of good health and to ensure better livelihood.

The main objectives are to:
(1) Develop HVBWSHE Models of excellence in selected Schools, Colleges of Education and Communities, and
(2) Create a new Water, Sanitation And Hygiene, ethic within the community in which the schools are located

Specifically, HVBWSHE seeks to:

a) Raise the level of awareness of teachers, students and community residents on water, sanitation and hygiene related environmental issues;
b) Acquire knowledge, insight and skills necessary for a better analysis of situations facing public in their daily life, especially as it relates to water, sanitation and hygiene issues;
c) Include GENDER aspects in the analysis of water related behaviours and values in our environment;
d) Identify underlying causes of water related problems in urban areas;
e) Stimulate a participatory and community approach in the search for solutions to water related problems affecting the lifestyles of populations in their daily life;
f) Assist people to participate in the sustainable education of their environment;

The intervention strategies will focus on the following basic principles:
a) Sensitising of stakeholders to create awareness on the important role of value-based water, sanitation and hygiene education;
b) Research of education model and adapting existing educational material (curriculum) to incorporate value-based water, sanitation and hygiene education in a collaborative manner towards behavioural change in relation to water, sanitation and hygiene to benefit the community;
c) Recognising and incorporating existing cultural values in water, sanitation and hygiene education;
d) Training of formal and non-formal educators to form a core of trainers in value-based water, sanitation and hygiene education;
e) Developing the teaching materials and integrating in the education activities of schools; Teaching of HVBWSHE in the selected schools and in the communities;
f) Introducing extra-curricular activities to facilitate and promote value-based, water, sanitation and hygiene education;
4 Outputs and activities
(1) A handbook on HVWSHE provided;

The handbook is a lesson plan, the abbreviation version as follow:

- The Universal Human Values
  The need for Value based Water Education
- Methodologies for Value-based water education
- Primary Level
  - Water by Tanaboon Nonkaew
    Lesson 1 ~ The Value of Water
    Lesson 2 ~ Do not waste Water
    Lessons 3 ~ Water Conservation
    Lessons 4 ~ Water for Health
    Lessons 5 ~ Sanitation - Keeping clean
- Secondary Level
  Lesson 1 ~ Water
  Lesson 2 ~ conserving Water
  Lesson 3 ~ Saving Water
  Lesson 4 ~ Water and Personal Cleanliness
  Lesson 5 ~ Water for Health
- The Value of Water by Jirachima Nuanthong

References
The following activities are to be conducted to achieve the above objectives and related 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,</td>
<td>Report on the criteria and list of schools and College of Education</td>
</tr>
<tr>
<td>apply criteria, analyse results and select schools</td>
<td>identified</td>
</tr>
<tr>
<td>2. Conduct Baseline Study in pilot schools/college of education and</td>
<td>Report on baseline study of selected pilot schools, colleges and</td>
</tr>
<tr>
<td>communities</td>
<td>community</td>
</tr>
<tr>
<td>3. Conduct curricula review to mainstream value-based approach and</td>
<td>Report on curriculum review and training needs assessment</td>
</tr>
<tr>
<td>conduct training needs assessment</td>
<td></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</td>
<td>Report on the training workshop sharing and suggestions to conduct</td>
</tr>
<tr>
<td>workshop.</td>
<td>HVWSHE 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</td>
<td>Implementing, monitoring and assessment reports. This implementation</td>
</tr>
<tr>
<td>and the community... (6 primary schools and secondary schools and 1 community)</td>
<td>of project was mobilized hundreds of students, teachers and villagers’ participation and strengthened their awareness and capacity of sustainable development.</td>
</tr>
<tr>
<td>8. Final Project Evaluation</td>
<td>Final evaluation report</td>
</tr>
</tbody>
</table>
These teachers signed in the meeting room

Appropriate evaluation and consultation

Students' representative paintings
The participant was lecturing on the method of HVWSHE

“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

Some materials for teachers

Pass of Water

Consultation and strategy communication with counselor of UN-Habitat, leader of EPB Kunming and Headmaster and some teachers of Jin Chen Middle school

Interactive teaching, Enquiry learning, Experiential learning, Value education,
Interactive teaching, Enquiry learning, Experiential learning, Value education,

The leader of the EPB kunming addressed the meeting

The opening of training

Check the materials
Students and parents homework
HVWSHE in primary and secondary schools and community
5 Key issues

(1) What’s the suitable way to strengthen teacher’s capacity for apply ESD methods to implementation water education.
(2) What’s the effective education model to implement the HVWSHE.
(3) How to understanding the Human Value
(4) How to motivate the enthusiasm of stakeholders

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 Normative 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.

7 Methodology

(1) Team work: handbook design;
(2) Stakeholder participation стратегic communication: consultation on handbook and training.
(3) Approaches to teaching and learning: Interactive teaching, Enquiry learning, Experiential learning, Value education, Future problem solving, Appropriate assessment.