



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

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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

Accordance with 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

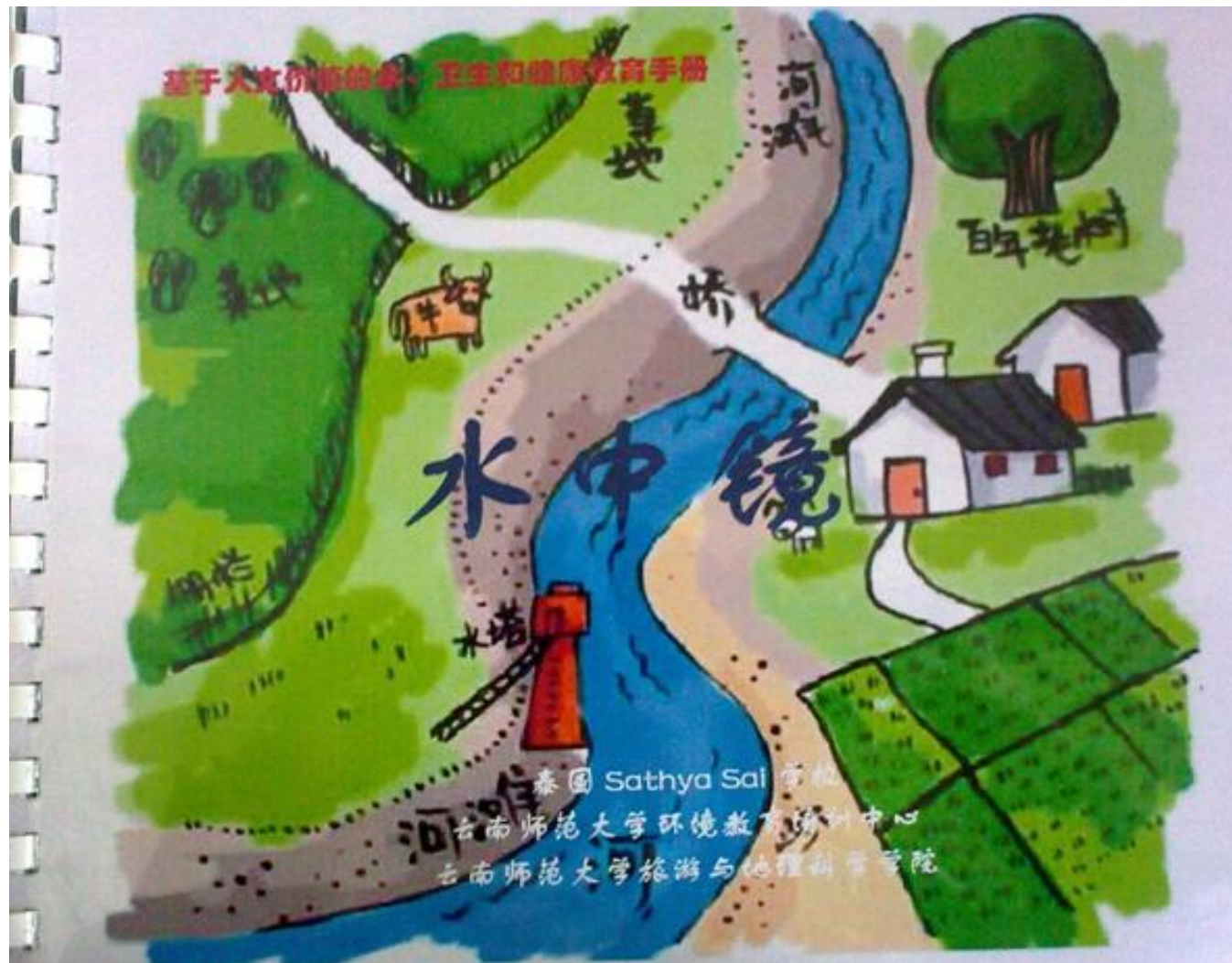
(1) A handbook on HVWSHE provided;

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
  - Lesson1 ~ Water
  - Lesson 2 ~ conserving Water
  - Lesson 3 ~ Saving Water
  - Lesson4 ~ Water and Personal Cleanliness
  - Lesson 5 ~ Water for Health
- The Value of Water by Jirachima Nuanthong
- References

*The handbook is a lesson plan,  
The contents involved the  
human values, method for value-  
based water education, and  
how to integrate human value  
into curriculum*



COVER OF  
HANDBOOK



(2)The following activities are to be conducted to achieve the above objectives and related outputs

Activity Set	Output
1. Set up criteria for selecting pilot schools and college of education, apply criteria, analyse results and select schools	Report on the criteria and list of schools and College of Education identified
2. Conduct Baseline Study in pilot schools/college of education and communities	Report on baseline study of selected pilot schools, colleges and community
3. Conduct curricula review to mainstream value-based approach and conduct training needs assessment	Report on curriculum review and training needs assessment
4. Develop HVWSHE education models and teaching/learning materials	Papers on HVWSHE education models and teaching materials
5. Key teachers (20) from selected schools are trained by HVWSHE workshop.	Report on the training workshop sharing and suggestions to conduct HVBSHE in Kunming City
6. Create awareness among relevant stakeholders	Report on awareness building of the HVWSHE Programmes
7. Implement HVWSHE and monitor performance in the schools, college and the community..( 6 primary schools and secondary schools and 1 community)	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.
8. Final Project Evaluation	Final evaluation report



Group photo



The co-participant was lecturing on the model of Human Value





Appropriate evaluation and consultation



Students' representative paintings



The participant was lecturing on the method of HVWSHE



Poster of training



Some materials for teachers



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,





Water wheel

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



The leader of the EPB kunming addressed the meeting



The opening of training



Check the materials





## 节水日记

星期	节水地方	怎样节水?
星期一	家里的厨房	把洗菜用的水倒入厕所的小桶里。
星期二	学校	洗杯子时把洗杯子的水用来冲厕所。
星期三	家里的厕所	可以用洗衣服的水拖地。
星期四	家里的厨房	把淘米的水用来浇花。
星期五	家里的厕所	洗完脚的水也可以用来冲厕所。

2019年4月 四年级王任 白玉婷

## 节水日记

星期	星期一	星期二	星期三	星期四	星期五	星期六	星期日
在厨房	用洗菜的水来冲厕所。	用淘米水来洗菜。	用洗菜的水来拖地。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。
在浴室	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。
在花园	用洗菜的水来浇花。	用淘米水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。

2019年4月 四年级王任 白玉婷

## 节水日记

星期	星期一	星期二	星期三	星期四	星期五	星期六	星期日
在厨房	用洗菜的水来冲厕所。	用淘米水来洗菜。	用洗菜的水来拖地。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。
在浴室	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。
在花园	用洗菜的水来浇花。	用淘米水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。

2019年4月 四年级王任 白玉婷

## 节水日记

①当洗衣机满后再使用它  
在花园里我们能：  
②清洗小孩和车的时候用桶洗而不是用水龙头洗着洗  
③洒水装置注意不要把水滴在路上  
④在植物需要水的时候再浇灌它

节水日记

①制作一个小的“节水”日记  
②要求学生每周填写节水日记  
③每天写下在厨房、浴室、花园如何节水

节水	星期一	星期二	星期三	星期四	星期五	星期六	星期日
在厨房	用洗菜的水来冲厕所。	用淘米水来洗菜。	用洗菜的水来拖地。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。	用洗菜的水来冲厕所。
在浴室	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。	洗完澡后把水用来冲厕所。
在花园	用洗菜的水来浇花。	用淘米水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。	用洗菜的水来浇花。

2019年4月 四年级王任 白玉婷

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/strategic 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.