

International Conference on Education as a Driver for Sustainable Development Goals

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Recommendations

- Recognise the importance of education in creating demand: specific, localised and community-driven bottom-up processes are necessary for demand generation. This is true for both water and sanitation, as well as the hardware and software required.
- WASH education should be mainstreamed in the formal education system.
- WASH Education should not be restricted to only formal educational institutions and should instead also be addressed through informal community education. As a result it is necessary to recognise the role of people's institutions (PI) and PI capacity building in implementing WASH education.
- Train a cohort of SDG WASH Educators who will be able to, in turn, educate the larger community.
- Sensitise decision-makers to the realities of WASH inequality in order to develop high-quality databases and implement proper water policies.
- Include education about water footprints in sustainability curriculums.
- Educational institutions should enable proper water and sanitation practices.
- Encourage a paradigm shift in how we educate our educators by following the appreciative enquiry method. Rather than pointing out educators' shortcomings, their strengths should be assessed and then used to find solutions to topical issues.
- Local communities – and women in particular – should be put in-charge of sanitation. By providing women the necessary education to encourage their ownership of sanitation facilities, we are able to simultaneously make progress towards women's empowerment.
- Micro-finance institutions should be educated as to the importance of WASH inequality, and encouraged to provide access to resources (loans) for WASH facilities, especially women's toilet construction.
- Develop a WASH education programme for schools that engages government decision makers, education department officials, teachers, school management committees, parents and students as stakeholders. Likewise, each stakeholder group should be appropriately educated.

- Recognise the importance and scientific validity of different communities' traditional knowledge of by incorporating this knowledge into modern WASH interventions.
- Take advantage of existing open access resources that are available online or offline, and can be used for educating stakeholders on WASH, especially youth. For example: WESSA offers an app to monitor water quality. Likewise, new apps should be developed and promoted.
- WASH education should be mainstreamed in the formal education system.
- UNESCO should include WASH education in its global advocacy agenda.