

Urban water supply and Sanitation concepts

Ebonyi State WASH Forum: Capacity Building Training Workshop

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Outline

- Right to Water
- WASH in Schools
- Equity and Inclusion
- Gender mainstreaming
- Integrated Water Resources Management (IWRM)

Right to Water

Right to Water

- *“The human right to water entitles everybody to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses.”* –Interpretation of General Comment No. 15 of [the 1966 International Covenant on Economic, Social and Cultural Rights \(ICESCR\)](#) in November 2002 by the UN Committee on Economic, Social and Cultural Rights
- *Safe, clean drinking water and sanitation were integral to the realization of all human rights.*- UN General Assembly’s Resolution on the Right to Water On July 28, 2010,
- Water and sanitation are human rights-UN Human Rights Council Resolution on the Right to Water, Thursday, 30 September, 2010

Policy Implications of the Right to Water

- Government as primary duty bearers must take concrete steps to respect, protect and fulfill the right to water and to ensure that those operating within their jurisdiction – civil society, private sector, communities, and individuals - do the same.
- The right to water does Not imply exemption from payment for consumers

Elements of Human Right to Water

- **Availability:** there is a source where people can get a sufficient quantity of water for their personal and domestic use and it should be continuous. This includes water for drinking, cooking, personal hygiene, and basic domestic cleaning
- **Accessibility:** ensure physical and economic access which means that people should be able to pay for costs related to water and also distance to the source of water is not too great.
- **Quality:** ensure its safety meaning its taste, odour, and colour have to be acceptable. To protect the quality of water supply, it is essentially important to have adequate sanitation in place to avoid bacterial and fecal contamination due to health implications.

Violation of Rights to Water

Availability

- Is there a water source for example a household connection, a borehole or a standpipe in the immediate vicinity of a home?
- Is the available water quantity restricted which essentially means – is there enough clean water not only for drinking but also cooking and personal hygiene?
- Is water readily available or only during certain periods?
- Are there alternative sources of water available?
- Are there often breakdowns of the water supply? How long do they last and are they automatically corrected?

Accessibility and Affordability

- Is the source of water within physical reach? Is it in schools, homes, workplaces?
- Are people spending more than 30 minutes on collecting water every day, including the waiting time at the source?
- Is it safe to go to the source and to use it or do people fear harassment or physical violence?

Violation of Rights to Water

Quality

- Is the water source protected against contamination?
- Is the water visibly contaminated with excrements or waste?
- Do people wash their clothes directly at the water source or take care of their personal hygiene?
- Is the water source used by animals?
- Is household, agricultural and industrial waste discharged into the water source?
- Do people have access to safe sanitation like improved latrines or a sewerage system?
- Does the water get treated before human consumption?
- If the water is stored before consumption, is it stored safely?
- Have people complained about the smell, taste or look of the water?
- Is assistance given to communities relying on non-piped water sources to help them preserve water quality?

Advocacy Ideas

- Stories on violation of the Human Right to Water can take different forms and scenarios.
- Contamination of ground and surface water due to mining, exploration activities
- Contamination of groundwater due to storage activities i.e. underground tanks for filling stations, pipelines etc

WASH in Schools

WASH statistics

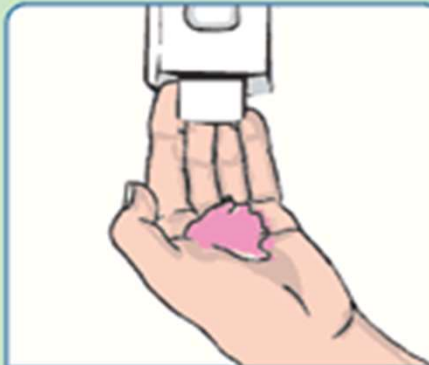
- Lack of access to WASH contributes to **two of the three leading killers of children** under the age of five in the world –**pneumonia**, which can be prevented by good handwashing and better hygiene; and **diarrhea**, which comes from drinking unsafe water and lack of sanitation
- Over 868,000 Nigerian children die each year, about a quarter of which are from water related and vaccine preventable diseases such as pneumonia, diarrhea, meningitis and measles.
- 130,000 Nigerian children under five die each year from diarrhoea
- 10.2 million School days which would be gained with 100% access to water and sanitation.
- World Health Organization (WHO) estimates that diarrheal diseases caused the deaths of around 124,400 children under five years old in Nigeria in 2008

http://www.wsscc.org/sites/default/files/publications/wateraid_national_water_sector_assessment_nigeria_2006.pdf

FIGHT GERMS BY WASHING YOUR HANDS!



1 Wet your hands



2 Soap



3 Lather and scrub - 20 sec



4 Rinse - 10 sec



5 Turn off tap



6 Dry your hands

DONT FORGET TO WASH:

- between your fingers
- under your nails
- the tops of your hands

Handwashing with Soap facts

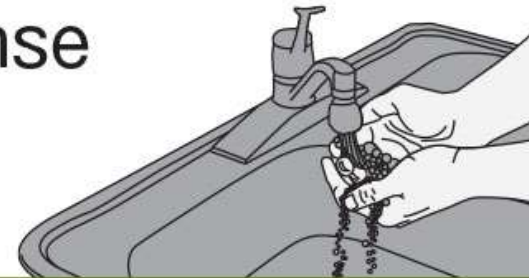
- Hand washing with soap at critical times - including before eating or preparing food and after using the toilet - can reduce diarrhoea rates by more than 40 per cent *Washing hands with soap at critical times can reduce diarrhoeal incidence by 47%.*
- 1.4 million deaths can be prevented each year by handwashing with soap
- Handwashing with soap can reduce the incidence of acute respiratory infections (ARI's) by around 23 per cent.
- A review of several studies shows that handwashing in institutions such as primary schools and daycare centers reduce the incidence of diarrhoea by an average of 30 per cent.
- New studies suggest that handwashing promotion in schools can play a role in reducing absenteeism among primary school children.
-http://www.unicef.org/india/reallives_6533.htm

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1 Wet Hands



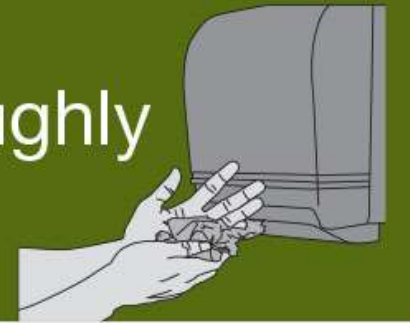
4 Rinse



2 Apply Soap



5 Dry Thoroughly



3 20 second Lather



6 Shut Off Water and Open Door with Towel



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Advocacy Ideas

- Hand washing promotion
- Advocacy to Education authorities- Schools, SUBEB, Ministries
- Set up of WASH in Schools clubs
- Marking of milestones-

www.globalhandwashing.org- Octo



Equity and Inclusion

What is Equity and Inclusion?

- Equity involves recognising that people are different and require specific support and measures to overcome the specific impediments that stand in the way of their being able to access and use services sustainably, in this case safe sanitation and adopting hygiene practices
- Inclusion is a development issue. The process of inclusion is not just about improving access to services, but also supporting people – including those who are discriminated against and marginalised – to engage in wider processes to ensure that their rights and needs are recognised

Special groups

- **People with Disabilities**- Physical, environmental, social and institutional barriers limits their access to WASH
- **People living with HIV/AIDS**- Stigma and discrimination results in denial of access to WASH making them more vulnerable to diseases
- **Women** -Low participation in investment and design decisions, although women and girls are de facto managers of WASH services. Lack of WASH facilities make women more vulnerable to violence and other physical hazards and affect the care and health of their children
- Menstrual hygiene is not a part of sanitation design
- **Children and older people**- Children are most vulnerable to WASH related diseases (high mortality and morbidity rate) .
- Lack of WASH in schools has an adverse impact on their achievement and results in girls drop out
- Older people do not access facilities due to physical challenges and costs

Barriers to Equity and Inclusion

- **Attitudinal barriers** arise essentially from a lack of respect, which results in isolation, prejudice, stigma, misinformation and lack of self-confidence of those who are marginalized.
- **Environmental barriers** impede physical accessibility to infrastructure and to communication; for example, toilet and squat pan.
- **Institutional barriers** cover a host of issues, acts of omission, such as lack of specific policies for the excluded including finance, knowledge, skills and cons

Ideas for Advocacy

- Understand the reasons why people lack access to basic water and sanitation in the 21st century (political, economic, social, cultural, etc)
- Work with duty bearers to strengthen their capacity to fulfil their obligations and to increase their accountability and responsiveness to all rights holders
- Work closely with those who do not have access to WASH to empower them to claim their rights to WASH.
- Apply the human rights principles of participation, non-discrimination, transparency and accountability; and standards of adequate quantity and quality, equitable distribution, physical accessibility and economic affordability

Gender mainstreaming

What is Gender mainstreaming?

- Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.
- It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all spheres so that women and men benefit equally.

Source: Resource guide: Mainstreaming gender in water. United Nations Development Programme (UNDP), 2006

What is Gender?

- Gender refers to the different roles, rights, and responsibilities of men and women and the relations between them. Gender does not simply refer to women or men, but to the way their qualities, behaviours, and identities are determined through the process of socialization.
- Gender is generally associated with unequal power and access to choices and resources. The different positions of women and men are influenced by historical, religious, economic and cultural realities. These relations and responsibilities can and do change over time

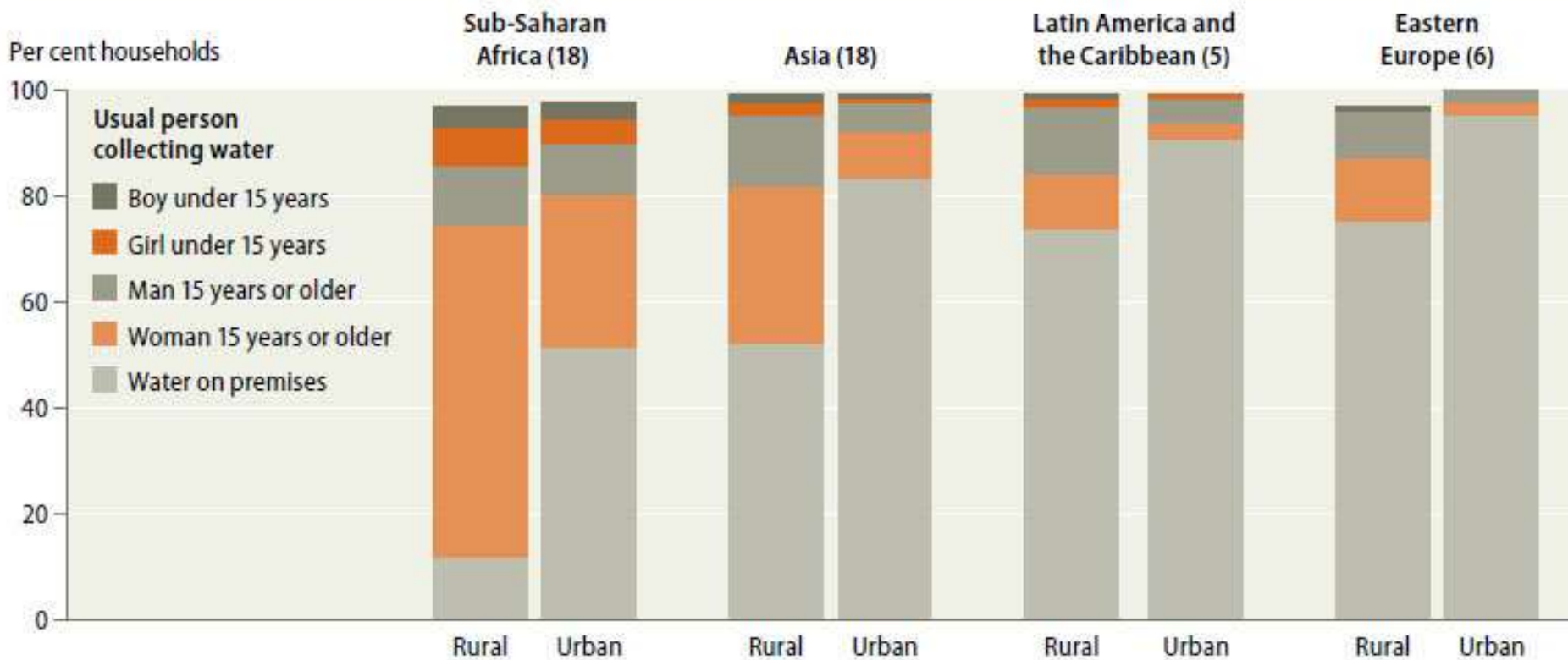
Gendering WASH

- Fetching water is part of the gender inequality
- In rural Benin, girls ages 6-14 spend an average of one hour a day collecting water compared with 25 minutes for their brothers.
- In Malawi, there are large variations in the amount of time allocated for water collection based on seasonal factors, but women consistently spend four to five times longer than men on this task.
- In Tanzania, a survey found school attendance to be 12 per cent higher for girls in homes located 15 minutes or less from a water source than in homes one hour or more away. Attendance rates for boys appeared to be far less affected by distance from water sources.
- In 12% of households children carry the main responsibility for collecting water, with girls under 15 years of age being twice as likely to carry this responsibility as boys under the age of 15 years.
- Research in sub-Saharan Africa suggests that women and girls in low-income countries spend 40 billion hours a year collecting water—the equivalent of a year's worth of labour by the entire Work force in France.
- In Africa, 90% of the work of gathering water and wood, for the household and for food preparation, is done by women. Providing access to clean water close to the home can dramatically reduce women's workloads, and free up time for other economic activities. For their daughters, this time can be used to attend school.
- Source: <http://www.un.org/waterforlifedecade/gender.shtml>

Gendering WASH

- Sanitation is one of the major challenges faced in overcoming gender inequalities
- Inadequate access to safe, hygienic and private sanitation facilities is a source of shame, physical discomfort and insecurity for millions of women across the world. Cultural norms frequently make it unacceptable for women to be seen defecating—forcing many women to leave home before dawn or after nightfall to maintain privacy.
- When women have to wait until dark to defecate and urinate in the open they tend to drink less during the day, resulting in all kinds of health problems such as urinary tract infections.
- At times latrines are not sensitive to the special needs of girls. This has resulted in girls staying away from schools when they are menstruating, even when their schools have latrines. Moreover, it is important that separate sanitary latrines are constructed for boys.

Distribution of households by person responsible for water collection, by region and urban/rural areas, 2005–2007 (latest available)



Source: (The) World's Women 2010. Trends and Statistics. UNDESA, 2010

Ideas for Advocacy

- Adoption of gender concepts in the management of WASH programmes.
- Theoretical concepts of gender including social and gender analysis, gender roles and relationships and gender needs
- Women should, be included in the planning, design, and implementation of WASH interventions. This can improve their status, creating opportunities for income generation, as well as providing them with other public and influential roles – thus potentially making gender equality a reality.
- Incorporating gender issues into WASH programmes, through targeted campaigns, workshops and trainings, and promotion of women leaders.

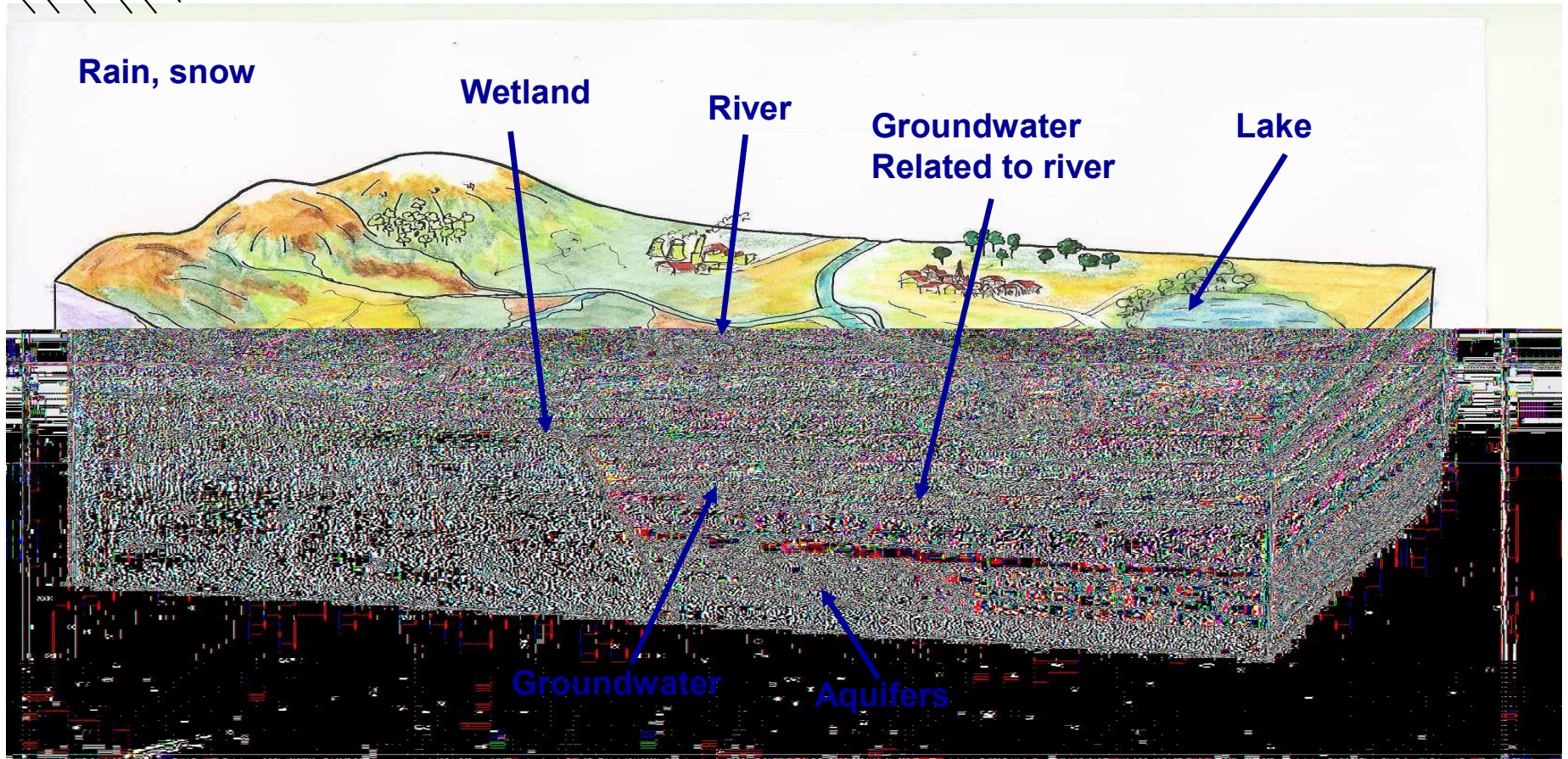
Integrated Water Resources Management (IWRM)

What is IWRM?

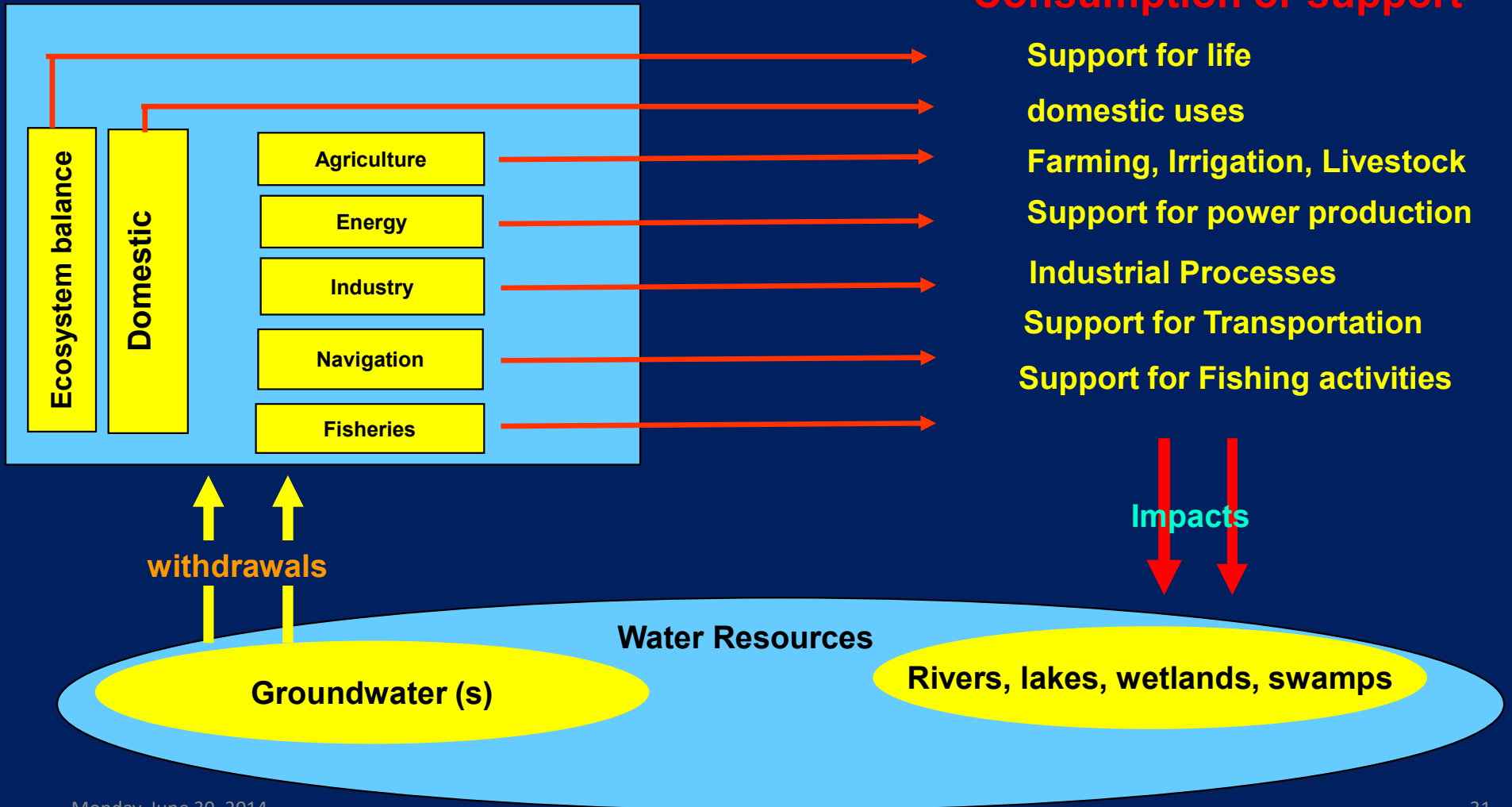
- *Integrated water resource management promotes the coordinated development and management of water, land, and related resources in order to maximize economic and social welfare without compromising vital ecosystems.*
- Integrated water resource management (IWRM) approaches seek sustainable solutions to water resources by balancing social and economic needs (i.e. equitable, efficient, and cost-effective) with protection of the environment.
- IWRM is based on the 1992 Dublin Statement on Water and Sustainable Development also known as the 'Dublin Principles', which include the following points.
- Freshwater is a finite and vulnerable resource, essential to sustain life, development, and the environment.
- Water should be managed in a participatory manner, involving all concerned stakeholders.
- Women play a central part in the provision, management, and safeguarding of water.
- Water has an economic value and should be recognized as an economic good; it should be both affordable and equitably distributed



Many Water Resources



Many Uses & users



I.W.R.M. Consists of 2 main parts



Management

The diagram consists of a main title at the top left, 'I.W.R.M. Consists of 2 main parts', in yellow. Two arrows originate from this title: one points to the word 'Management' in blue, and the other points to the word 'Integration' in pink. The background is a solid dark blue.

Integration

Ideas for Advocacy

- Increase awareness of the need for sustainable water management .
- Mobilise public participation and effective stakeholder involvement in IWRM and WSS
- Awareness-raising, advocacy and building synergies for sustainable water financing
- Research, transfer of technology and know-how and pilot demonstrations on water efficiency measures
- Addressing climate change adaptation (e.g. management of droughts and floods, combating desertification, etc)
- Advocacy for nature and environmental protection

THANK YOU!