

**GUIDE
FOR
FORMING AND MANAGING
WATSAN YOUTH CLUBS**



**GUIDE
FOR
FORMING AND MANAGING
WATSAN YOUTH CLUBS**

Prepared by

UN-HABITAT



Capacity Building International



UN-HABITAT

All rights reserved

United Nations Human Settlements Programme (UN-HABITAT)
P.O. Box 30030, Nairobi, Kenya
Tel: +254 – 20 – 7623588

Disclaimer

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area, or of its authorities, or concerning delimitation of its frontiers or boundaries, or regarding its economic system, or degree of development. The analysis, conclusions and recommendations in the Guide Book do not necessarily reflect the view of the United Nations Human Settlements Programme (UN-HABITAT), the Governing Council of UN-HABITAT or its Member States.

HS Number: HS/921/07E

Acknowledgements

The Guide Book for formulating and managing WATSAN Youth Clubs is the collaborative effort of United Nations Human Settlements Programme (UN-HABITAT) and the Capacity Building Institute (CBI), a Non-Governmental Organisation in Nairobi, Kenya, specialised in promoting appropriate strategies for improved water, sanitation, health and hygiene by involving children, youth and the communities. The Publication has been prepared under the overall guidance of Mr. Kalyan Ray, Senior Advisor, Office of the Executive Director, UN-HABITAT, close supervision of Mr. Andre Dzikus, Programme Manager, Water for Cities Programmes, Water, Sanitation and Infrastructure Branch, UN-HABITAT and with the support of Dr. Kulwant Singh, Chief Technical Advisor, Water for Asian Cities Programme Regional Office, New Delhi, India.

UN-HABITAT owes a great deal to the efforts of Ms. Lynette Injette Ochola in the preparation of this publication in association with Ms. Roselida Anyango Opiyo and Ms. Mercy Nzioki and the valuable comments rendered by Mr. Anantha Krishnan and Ms. Mutinta Munyati, Partners and Youth Section of UN-HABITAT for its completion.

Introduction

- Problem of Water and Sanitation (WATSAN) 7
- Benefits in investing in Water and Sanitation Sector 9
- Cost-effective and Innovative Approaches of UN-HABITAT 9
- Children and Youth as Agents of Change 9

I WATSAN Youth Club

- Concept of WATSAN Youth Club 11
- Who can start a WATSAN Youth Club? 11
- Goal and Objectives 11
- Need for formation of Guidelines 12

II Types of WATSAN Youth Club

- In School Youth Clubs 13
- Out of School Youth Clubs 14

III Establishing WATSAN Youth Club

- Steps to establish WATSAN Youth Club 16
- Establishment of WATSAN Youth Club 20

IV WATSAN Youth Club Activities

- WATSAN Classroom 24
- Community Outreach/Events 29
- Income Generating Activities 29
- Action Plan 31

V Sustainability

- Sustaining WATSAN Youth Club Interest 32
- Sustaining Members Interest 32

References 44

Annexures

- A. Format of the Draft Constitution
- B. Model Application Form for Membership
- C. Format for Project Proposal to establish WATSAN Youth Club
- D. Format for Budgeting
- E. Format for Action Plan
- F. Audit Form for Water Quality
- G. Audit Form for Water Quantity
- H. Reporting Format
- I. Formats for Record Keeping

Abbreviations

CBO	Community Based Organization
FPAK	Family Planning Association of Kenya
IRC	International Rescue Committee
MDG	Millennium Development Goal
NGO	Non Governmental Organization
SIDA	Swedish International Development Cooperation
SWD	Swedish Water Development
UNHABITAT	United Nations Human Settlements Programme
UNICEF	sUnited Nations Child Education Fund
WATSAN	Water and Sanitation
WHO	World Health Organization

Preface

Globally, more than one billion people, majority from Asia, are without access to improved drinking water sources and around 2.6 billion people without improved sanitation. Lack of clean water, inadequate sanitation and poor hygiene practices contribute to ill-health, disease, hunger and sustained poverty and in the process the children and youth are the most affected ones, representing 1.7 billion (over a quarter of the world population).

The focus on water and sanitation affirms that children have a right to the basic facilities of safe drinking water, school toilets, clean surroundings and information on hygiene. Children and youth are the Agents of Change at home, in the community and as future citizens to the society and are especially concerned about the issues affecting them.

WATSAN Youth Club, formed as a group of adolescents, both male and female, of 9 to 28 years age within the communities, is a means by which young people can organize themselves to learn about the issues and take action as well. It aims at educating the youth in school or outside on water and sanitation issues, help promoting safe water, sanitation and hygiene practices within their environments and bringing behavioural change among the youth relating to water and sanitation.

The publication is intended to serve as a Guide Book for global coverage and has been prepared in cooperation with Capacity Building Institute (CBI), a Non-governmental organization in Nairobi, Kenya, specialized in promoting strategies for improved water, sanitation, health and hygiene conditions by involving communities, children and youth. This Guide Book is an effort to demonstrate practical solutions in scaling up water and sanitation services for achieving the MDG by adopting an innovative approach of formulating and managing WATSAN Youth Clubs to address the issues of water and sanitation in a sustainable manner.

Andre Dzikus
Programme Manager
Water for Cities Programmes
UN-HABITAT

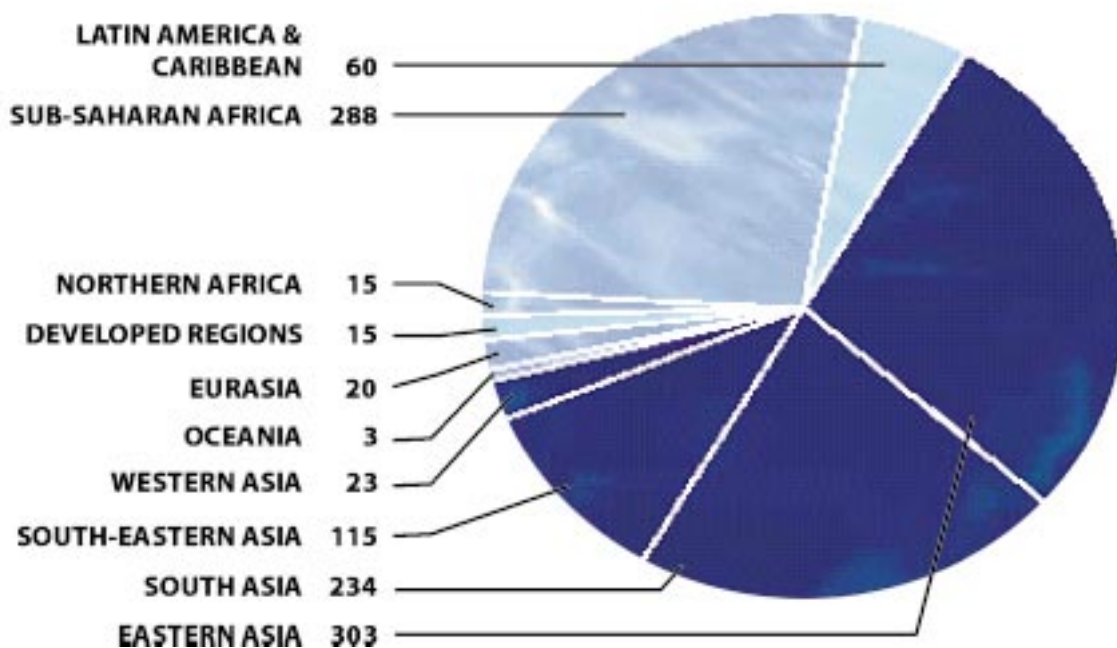
Introduction

Problem of Water and Sanitation (WATSAN)

Sustainable Development in water and sanitation has been the global concern and access to safe drinking water and improved sanitation has multi-faceted benefits to the humanity. In reality, a disproportionate burden of protecting environmental benefits such as clean water, air, safe sanitation, etc is borne by the poor and vulnerable sections of the society, particularly affecting children and youth. Lack of access to safe water, inadequate sanitation and poor hygiene practices contribute to a cycle of diseases, the culture of poverty and mortality, especially among children and youth. Water and hygienic sanitation are a prerequisite for healthy living and potential for rescuing from the web of poverty.

More than one billion people, most of them in Asia, are still without improved drinking water sources.

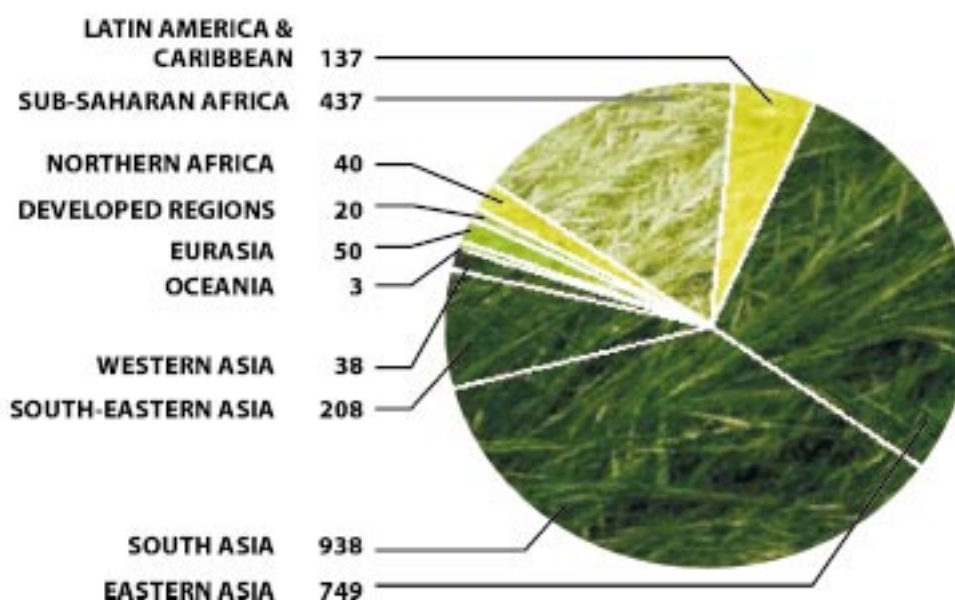
Population without improved drinking water sources by region in 2002 (in millions)



Source: Meeting the MDG Drinking Water and Sanitation Target: A Mid-Term assessment of Progress – UNICEF and WHO

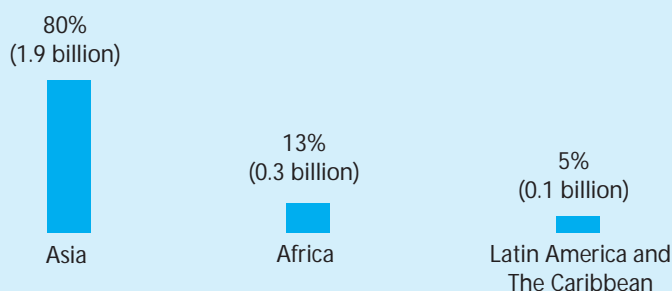
2.6 billion people without improved sanitation

Population without improved sanitation by region in 2002 (in millions)



Source: Meeting the MDG Drinking Water and Sanitation Target: A Mid-Term assessment of Progress – UNICEF and WHO

Status of not having access to improved sanitation

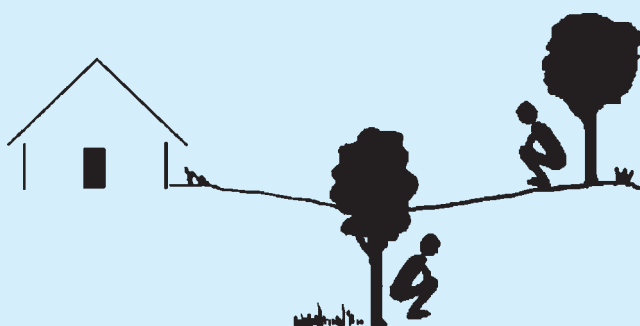


WHO disease analysis suggests that unsafe water, sanitation and hygiene is the third most significant risk factor for poor health in developing countries. The burden of inadequate water, sanitation and hygiene is at least 2.2 million deaths per year, especially from diarrhoea. Diarrhoea is the most significant disease associated with unsafe water supply, sanitation and hygiene and as many as 1.5 million deaths attributed every year of which ninety percent are children below five years age.

The number of deaths and incidence of illness caused by lack of adequate sanitation and poor water supply are comparable with other major disease groups. It is in children that the burden falls most heavily. Lack of adequate sanitation at homes constrains the quality care and forced to open defecation which is against human dignity, quality of life and health status.

Open Defecation

As many as 100 million urban dwellers world wide defecate in open spaces or into waste water or plastic bags.



Benefits in investing in Water and Sanitation Sector

The global concern on water and sanitation has been consistently expressed at various international fora. Most of the world's Governments and international agencies committed to the Millennium Development Goals (MDGs) which arose from the United Nations Millennium Declaration adopted in 2000. The MDG on water and sanitation addresses to halve the proportion of people without sustainable access to safe drinking water and sanitation by 2015. Huge investments would be required in achieving the MDG on water and sanitation.

Detailed analysis from WHO estimates reveal that enormous benefits would be derived in investing on water and sanitation. Around 2.16 billion people would be benefited with safe water and sanitation by 2015 and over 390 million diarrhoea cases would be averted annually. The economic benefits may be of the order of US\$ 225 billion annually if 100 percent access could be achieved. The bulk of the economic value of these benefits is associated with time savings. From the perspective of health sector, reaching the water and sanitation targets appears to be an effective intervention.

This would require for concerted effort and actions at all levels of operation by adopting most cost-effective alternatives and innovative practices for achieving the MDG on water and sanitation.

Cost-effective and Innovative Approaches of UN-HABITAT

There has been a growing recognition that improvements in water and sanitation management can not be accomplished alone by technical and regulatory measures but to be complemented by advocacy, awareness and education initiatives. Saving is more effective than developing new sources. The situation could be reversed if the fundamental change in behaviour and personal attitudes and the underlying values that prompt such inappropriate behaviour, are properly understood to the children & youth, the future citizens and the communities.

Human Values based Water, Sanitation and Hygiene Education (HVWSHE) is an innovative approach to educate these for facilitating change in behaviour and personal attitudes, and play a strategic role in bringing about positive attitudinal changes, promote hygienic living and use of water in a wise and sustainable manner. A value-based approach to water and sanitation education could make a difference as a software for opening-up the hearts and minds of the people and act as an agent for behavioural and attitudinal changes in the society.

Children and Youth as Agents of Change

In fact, the children and youth are the most affected ones, representing 1.7 billion, over a quarter of the world population, contributing to ill-health, disease, hunger and sustained poverty in the process lack of clean water, inadequate sanitation and poor hygiene practices.

World's Youth Population

Basic Indicators

World Youth (Million)	1,772
%of Total Population	27

Water and Sanitation Shortage Coverage

	Water (%)	Sanitation (%)
Sub Saharan Africa	53	35
South Asia	61	18
Middle East and North Africa	21	23
Central and West Asia	14	1
East Asia and Pacific	13	10
Latin American and Caribbean	7	16

Source: Adolescents Fact Sheet – State of World Population 2005, UNFPA (www.unfpa.org)

This needs for involving children, youth and the communities and develop capacities to optimize human potential and empowerment. Children and youth are more receptive to new ideas and future citizens of the society. They can serve as a media for spreading the message of safe water and sanitation in each home and influence their parents. The children when they become adults will continue to establish these value systems. Children and youth can address to their peers, families, teachers and communities on the importance of safe sanitation, hygiene and water practices. The role of education and awareness as well as the need to appeal to the users is crucial to the acceptance of a new behaviour towards water, sanitation and hygiene. In other words, Children and youth become the Agents of Change at home, in the community and as future parents, the investments in the WATSAN education are more productive to the society.

WATSAN Youth Club

1.1 Concept of WATSAN Youth Club

The focus on water and sanitation affirms the fact that children and the youth have the right to the basic facilities of safe drinking water, school toilets, clean surroundings and information on hygiene. If these conditions are created, youth come to together, enjoy learning, learn better and take concepts and practices on sanitation, hygiene and safe drinking water back to their families.

Sanitation and hygiene refers to the combination of hardware and software that are necessary to produce a healthy environment and to develop or support safe hygiene behaviors. The hardware components include drinking water, hand washing and sanitary facilities in and around the environment. The software components are activities that promote conditions and practices that help to prevent water and sanitation related diseases and parasites such as worms (UNICEF and IRC - 1998)

People especially the youth, both in and out of school, are concerned about issues affecting them either directly or indirectly in respect of water, sanitation, health and hygiene. WATSAN Youth Club is a means by which young people can organize themselves to learn about the issues and take action as well.

1.2 Who can start a WATSAN Youth Club?

Any group of adolescents both male and female of 9 to 28 years of age within their communities can start a WATSAN Youth Club, which gets involved in improving the current water and sanitation situation

1.3 Goal and Objectives

WATSAN Youth Club aims at educating the youth, in school or out of school, on water and sanitation issues and to help promote safe water, sanitation and hygiene practices within their environments at school and home. The Youth Clubs effort to improve and maintain the water and sanitation by bringing about behavioural change towards how the youth relate to water and sanitation. This will be achieved through training from professionals and also through peer learning groups.

The main objectives of the WATSAN Youth Club are:

- To Promote effective learning
- To increase girls enrolment in schools
- To reduces incidences of disease and worm infections by creating awareness
- To promote environmental cleanliness
- To facilitate for protection of children's rights (Children have the right to be as healthy and happy as possible. Clean, healthy, safe drinking water and proper sanitation facilities contribute to a happy childhood)
- To act as a role model and increase and introduce participatory channels for young people

- To elevate the self-esteem and self confidence among youth by instilling positive values and developing their talents
- To empower school going youth as ambassadors and role models to their peers
- To provide a wider scope on available careers in areas of Water and Sanitation

1.4 Need for formation of Guidelines

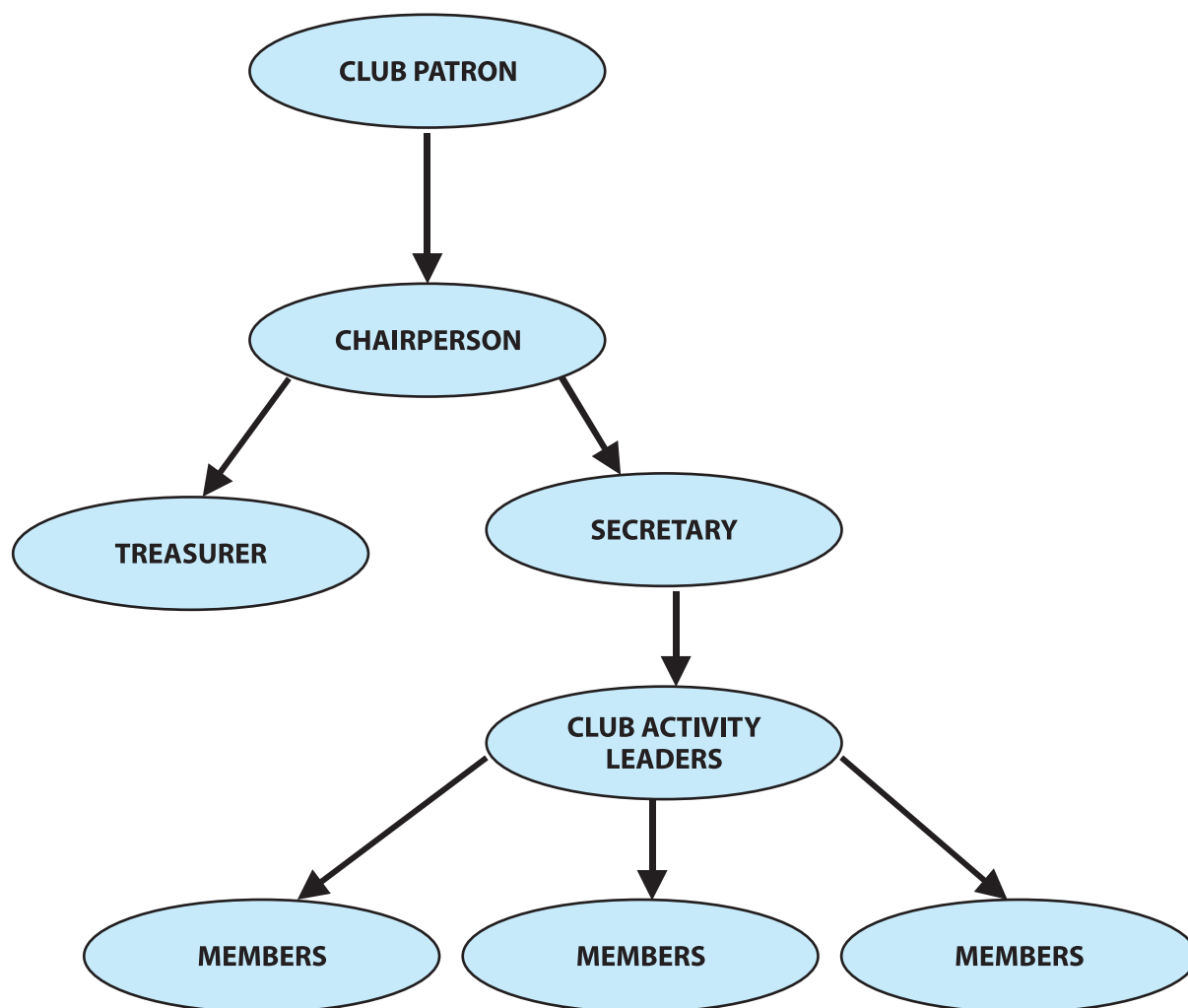
For effective management and steering of Youth Clubs, elected members working as teams in Committees need for management guidelines to achieve their goals and mission. Guidelines are essential in assisting the teams and their leaders to run the Club affairs effectively. Communities and the administrative authorities readily accept a Club, if it is led by Guidelines that define the mission, role and responsibilities.

The Clubs are expected to adopt a standard Guideline format focusing on WATSAN. But, the Guidelines may differ from Club to Club and there may not be uniformity sometimes. The Guidelines should be flexible enough to the extent not to impose the tasks and procedures that the Clubs cannot implement. However, once the Guidelines are adapted and approved, it becomes a binding document to the Club that direct activities of the leadership and the members.

Types of WATSAN Youth Clubs

2.1 In School Youth Clubs

Clubs that are formed within schools by students/pupils (members) and they get assistance from the teacher (patron). They could also have external support from donors or other organizations interested in working with School Clubs.



2.1.1 Requirements and Activities of School Club

Requirements

- A Patron to manage the club activities
- An elected chairperson
- 10 to 20 members

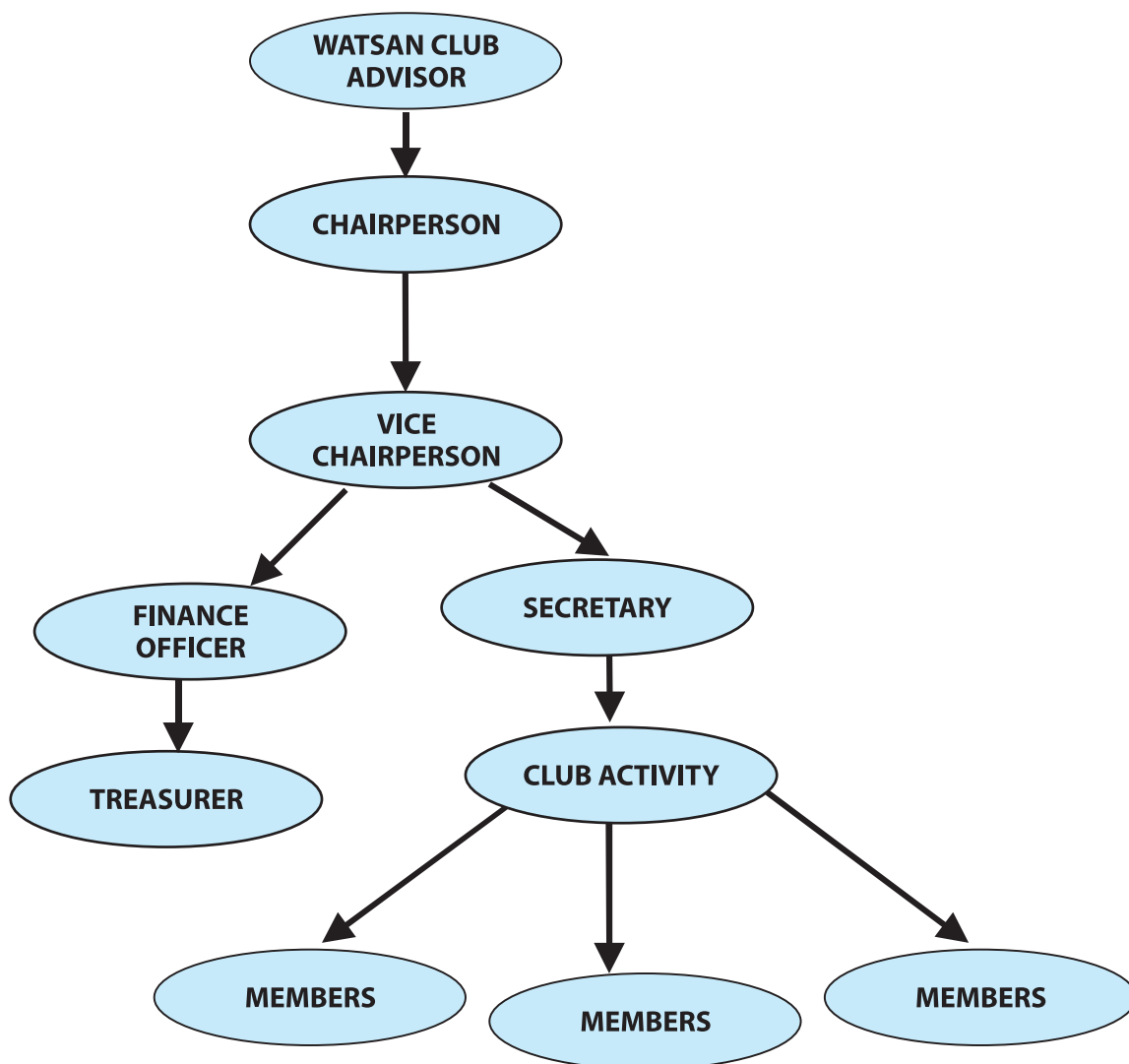
Activities

- Peer education
- Story Telling
- Essay and Composition Writing
- Questions and Answers
- Puppet Show
- Experiments

2.2 Out of School Youth Clubs

These are clubs formed by Self-Help Groups, Community Based Organisations (CBOs) and Non-Governmental Organisations (NGOs). These clubs are more focused on enriching their community with knowledge on different issues. Most of them operate under an umbrella of the mother organization e.g. Nairobi Youth Counseling Centre, which is a Youth Project managed and run by the Family Planning Association of Kenya (FPAK). Although they operate under the Organisation, the Youth Club members are in charge of all the activities including decision-making.

Organizational Structure of WATSAN Youth Club (Out of School)



2.2.1 Basic Club

Requirement

- Have a chairperson
- Guided by Club Management Guidelines
- Have volunteers who are ready and willing to work in the Club as per the Club's goals and objectives
- Have Leaders who do not expect any form of payment.
- Have 20-30 regular members

Activities

- Peer education
- Conduct water related experiments
- Community services
- Music/Drama
- Sports and indoor games

2.2.2 Advanced Club

Requirement

- Have at least 30-40 regular members
- Registered/recognized by the relevant State Authority
- Has a bank account
- Space for work place
- Have facilities for sports, drama and indoor games
- Leadership accessible to its members
- Conduct of peer education on regular basis
- Has at least one person always available at the work place to attend Club activities
- Ability to network with other Clubs
- Income generation
- Provision of incentives for dedicated members of the Club
- Ability to establish Basic Clubs and In School Clubs
- Ability to develop into an Youth CBO and eventually to a Youth NGO.

Activities

- Conduct peer education
- Community services
- Community Outreach
- Music/drama/Debates
- Sports and indoor games
- Income Generating Activities like Rain Water Harvesting, Cleaning Toilets, Transporting Water, Selling Water from a water plant, etc

Establishing a WATSAN Youth Club

3.1 Steps to Establish WATSAN Youth Club

One of the most common ways of starting WATSAN Youth Club is to organize one Club at a time. It requires to be decided that one needs to organize a Club in a specific community and search for Club volunteers, or a mother organization calls for one to be started. If a targeted community already exists to start a WATSAN Club, the first thing required is to decide what type of club one needs to organize. If the efforts are as a result of a request, the teachers or parents will guide what type of Club is formed either in school or out of school WATSAN club.

The following are the basic steps in starting a WATSAN Youth Club.

3.1.1 STEP ONE

First and foremost, the persons who want to form a WATSAN Youth Club should have interest in Water and Sanitation issues.

Approaches to Identify Interested Parties:

Approach 1

A group of adolescents may look for interested peers in their School, call a meeting of 20-30 persons and may decide to form an In School WATSAN Club by adopting a statute and electing an Executive Body comprising of a Chairperson, Secretary and a Treasurer.

Approach 2

A few young persons seriously concerned about the water and sanitation problems may decide to form a Club. Each of them may recruit two or three most committed volunteers from among the peers in the School. Constitute the General Assembly with 20-30 identified volunteers as founding members. This Group may adopt a Statute and form a *WATSAN-Basic Club (for out of School Club) or an In school Club*.

Approach 3

An organizing Youth NGO or an Out of School Youth Club may pick up a few adolescents from among the youth of the community and start activities as a team. After a while, the youth are oriented in WATSAN issues and assisted to organize the nucleus of a Club by electing a *Provisional Committee*. The committee is provided with a model guidelines and is assisted to draft a Statute. The committee can increase the size of the members by inviting 20-30 volunteers. A meeting of the 30-40 members can endorse the Statute, forms the Club formally and elects a Chairperson, Secretary and a Treasurer as Club Leaders.

Approach 4

The sponsoring Youth NGOs, with a clear vision and guidelines, may conduct an advocacy meeting with a given community. The advocacy would relieve resistance of the parents and facilitate support,

especially for girls to join the Club. A large gathering of an out-of-school youth of the community may be organized through music/drama shows (or by posters), explain the mission of WATSAN Youth Club and the importance of its formation with the youth of the community on the basis of a voluntary membership. Identify volunteers who have the time, interest and will to serve different functions as regular members of the Club and prepare the list of members with addresses and contact numbers.

These members shall be explained in depth about the nature of the Club, its structure, and its functions. The organizing group should be very careful not to give any promises and clearly clarify that they should not expect any material benefits like employment, wages or payments, and those expecting such benefits may withdraw from the membership. Underline the importance of commitment to serve in the area of water and sanitation and spare enough time for the activities of the Club. The Group will have to prepare and adopt a statute of the Club.

The Group shall comprise of 30-40 members. If the number exceeds, another Club can be established or they may be accepted as associate members. The Group shall elect the provisional leadership consisting of Chairperson, Secretary and a Treasurer with proper gender balance.

3.1.2 STEP TWO

Membership

The next step is to recruit interested members for the Club; If the marketing efforts are successful in identifying interested members, organize a steering committee of parents/teachers and/or potential volunteers who can help identify other interested members and assist in planning the Club membership requirements and assigning responsibilities to the members to carry out.

The Members will be from each class with equal representation. The headmaster/one or two teachers (patron) shall be in charge of the Club and are responsible for activities and follow-up. This will apply for In School Clubs. Members of Out of School Clubs can come from the community.

Size of membership

Too many members will be difficult to manage and too small a number will not be able to reach the Club objectives. Placed below is the number of members required for effective Club management:

- The regular or full Members of an In School and Out of School Club should be limited to 20-30 and 30- 40 respectively
- Applicants beyond the fixed number of regular members are accepted as Associate Members or will be encouraged to form a new Club.

Type of membership

The following are different types of Club Membership:

1. Regular Members:

Regular or full members are male and female adolescents actively involved in different Club activities and registered as regular members of an In School (20-30) or an Out of School Club (30-40).

Rights of Regular Members

- a) To elect Club Leaders as well as to be elected for positions of Club Leadership
- b) To participate in Club activities

- c) To freely and frankly express their views on matters that are important to the Club
- d) To provide the Board directives on Club management.
- e) To equip with knowledge on Water and Sanitation issues.

Duties of Regular Members

- a) Fully participate in the activities
- b) Abide by the rules and regulations set by the Club
- c) Payment of membership fees.

2. Honorary Members

These are members who provide professional, material and/or financial support to the Club e.g. the Headmaster, Teachers, Parents and NGOs and others from private sectors.

Rights of Honorary Members

Promote the Club, participate in the Club activities, with no right to vote.

3. Associate Members

Associate members are those youths invited by regular members and have the interest to participate in the Club activities once in a while.

Rights of Associate Members

- a) Participate in any activities of the Club
- b) Participate in meetings and contribute, but they do not have a right to vote.
- c) Can be promoted to regular membership based on their performance and how regularly they contribute to the Club's activities.
- d) Associate members have a right to form another WATSAN Youth Club with the support of the Club members.

3.1.3 STEP THREE

The youth forming the Club should come up with a name that exhibits the public on the Club's area of interest i.e. Water and Sanitation. The name should be unique and distinguishes the Club from other Clubs.

3.1.4 STEP FOUR

Marketing the WATSAN Youth Club programmes to parents and community leaders within the community desired. Marketing efforts can include flyers and public announcements, radio, sports etc. Marketing efforts are very localized and should be targeted to reach of a specific age or interest groups.

3.1.5 STEP FIVE

Meeting Venue

The Club should choose a location where they will conduct the Club activities as well as meetings. After the Club has been formed and functioning, the members should let the community know about the Club activities and events. This encourages the community to be involved with the activities of the Club and contributes to the community welfare through:

- o Marketing Club Programmes
- o Volunteers Recruitment

- o Pre-Organizational Event Planning
- o Club Organizational Events
- o Volunteer/Parent /Teacher Training
- o Club Recognition Programme
- o Club Maintenance/Retention

Goal, Vision, Targets of the Club

The Club should have clear goals, visions and targets that the club desires to achieve.

Meeting

Meeting with the Steering Committee; Review WATSAN Club performance; get commitment to support Club activities; and have committee members volunteer to help organize an informational meeting.

Volunteer roles may include preparations for meeting, secure meeting location, contact other interested members, and assist for the informational meeting. This Informational Meeting should be designed to introduce members, teachers to WATSAN Club. The youth should be involved in activities designed to introduce them to the Club, while the teachers, parents learn about how to become involved with WATSAN Clubs. Briefly discuss about what WATSAN Clubs are; how they work; the leadership needed; role of the Extension agents; what members can do; and the benefits to youth and community at large. Solidify the commitment to form a Club. Set the date for the parent/volunteer orientation session and the date for the first Club meeting.

Volunteers orientation

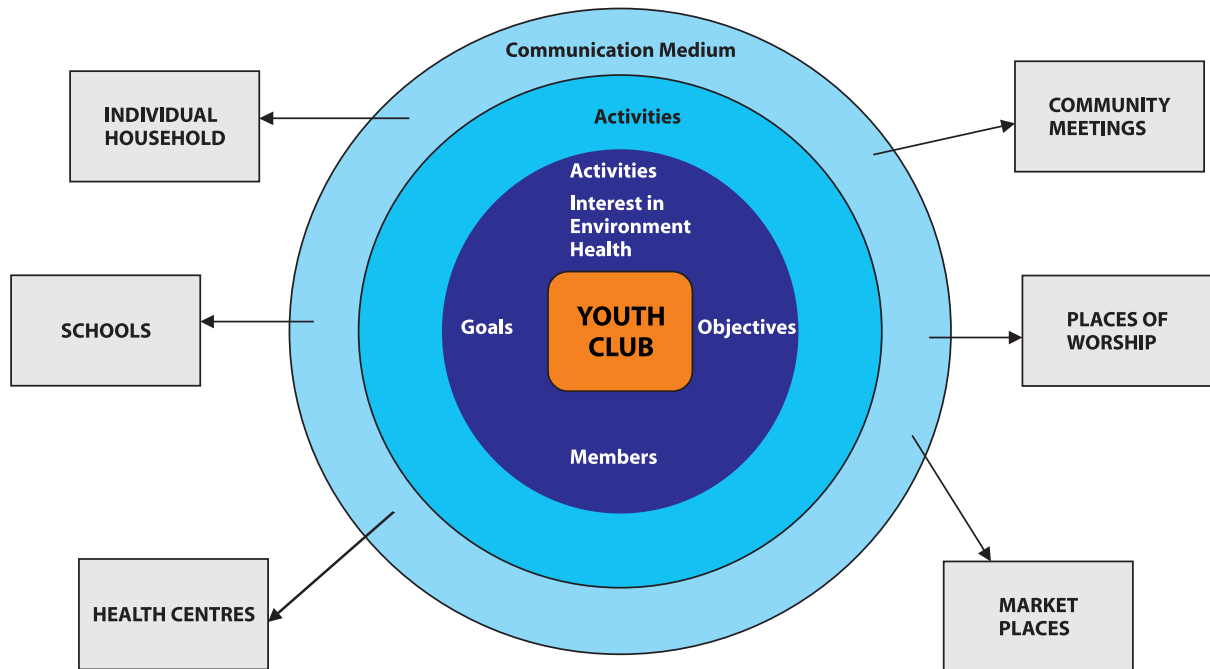
Conduct the volunteer orientation training - this training should be designed to get the volunteers ready for their Club meetings. Keep it simple. Give the leaders their club kit.

Organizational meeting

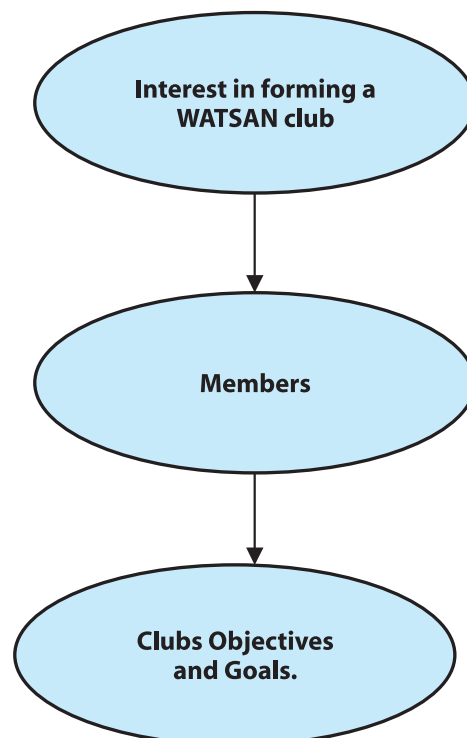
Club conducts its organizational meeting. A member of the WATSAN staff or a mentor volunteer should attend this first meeting. At this meeting, members complete WATSAN enrollment cards and code of conduct form and get acquainted. At later meetings, the Club should establish their calendar of events and elect officers if appropriate.

3.2 Establishment of WATSAN Youth Club

3.2.1 Model One: OVERALL FORMATION



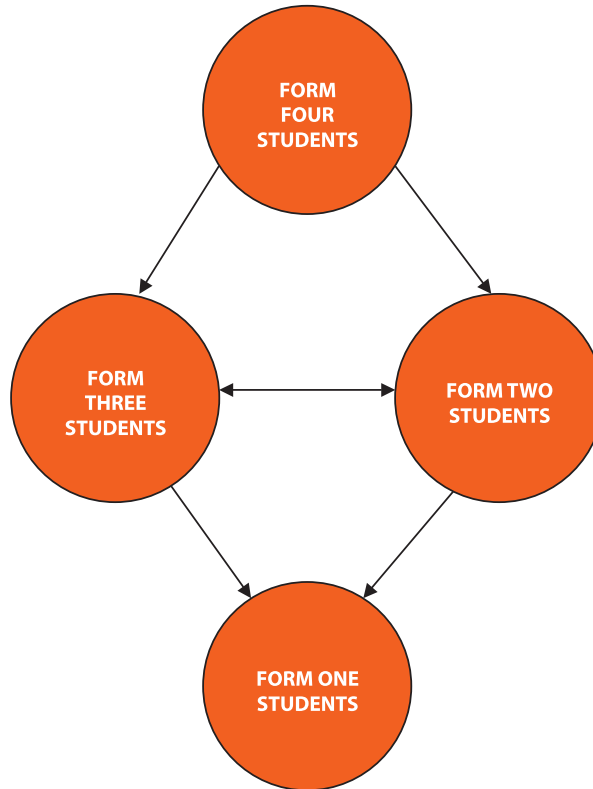
3.2.2 Model Two: BASIC REQUIREMENT



3.3.3 Model Three: ACTIVITIES

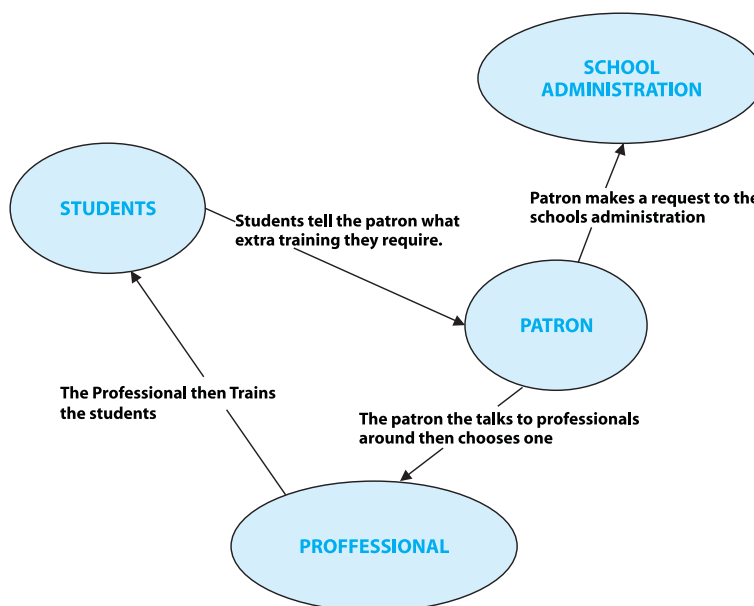
Club Activities Cascade for In School WATSAN Youth Club

- Student to Student



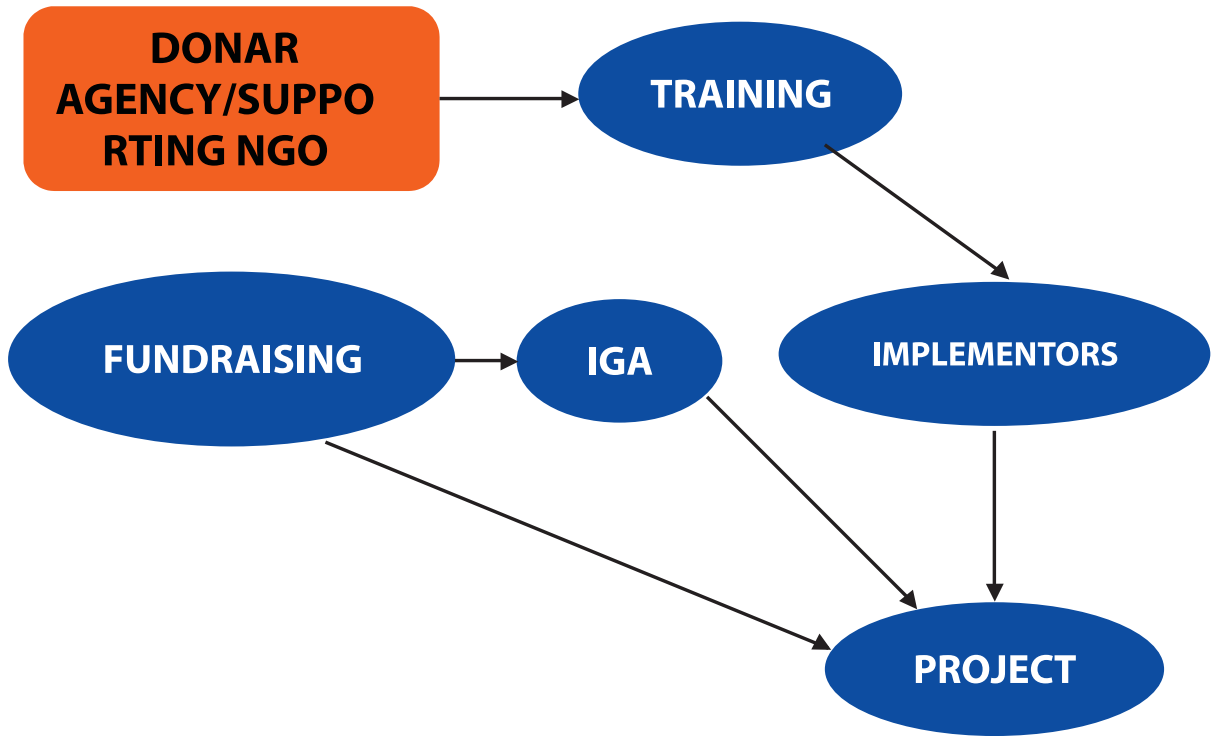
Training Cascade Applicable to High School Students (Student to Student)

- Professional to Club Members

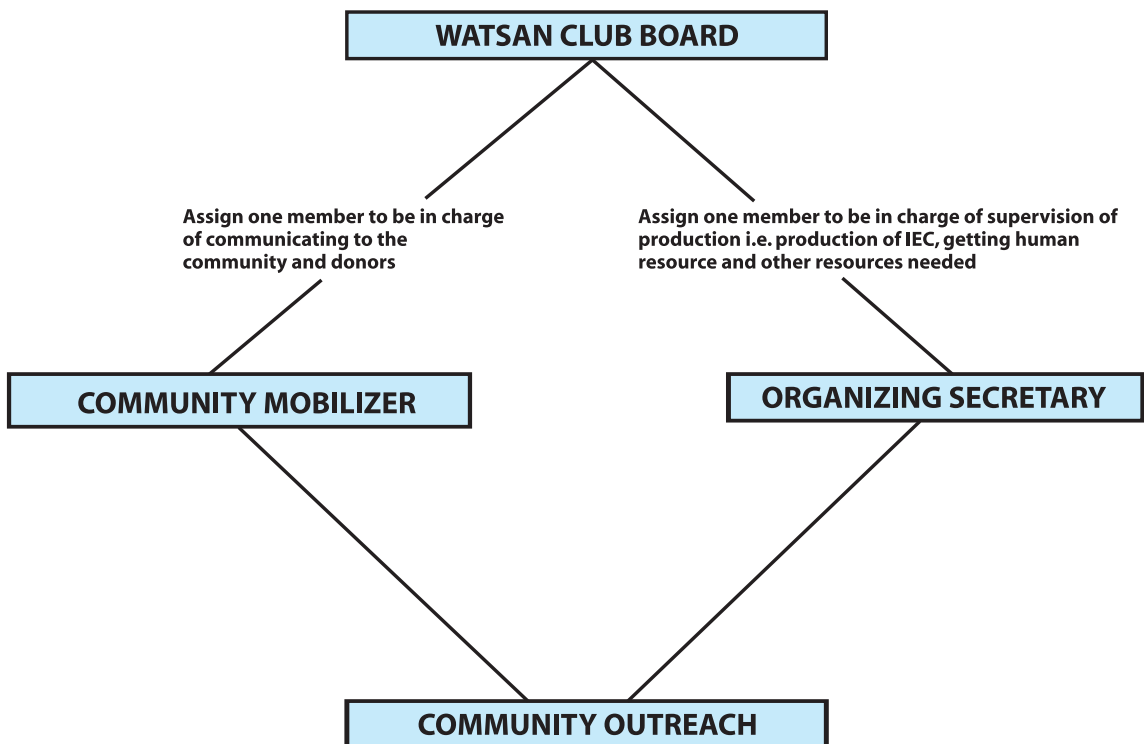


Training Cascade for Professionals Training the Youth within a school

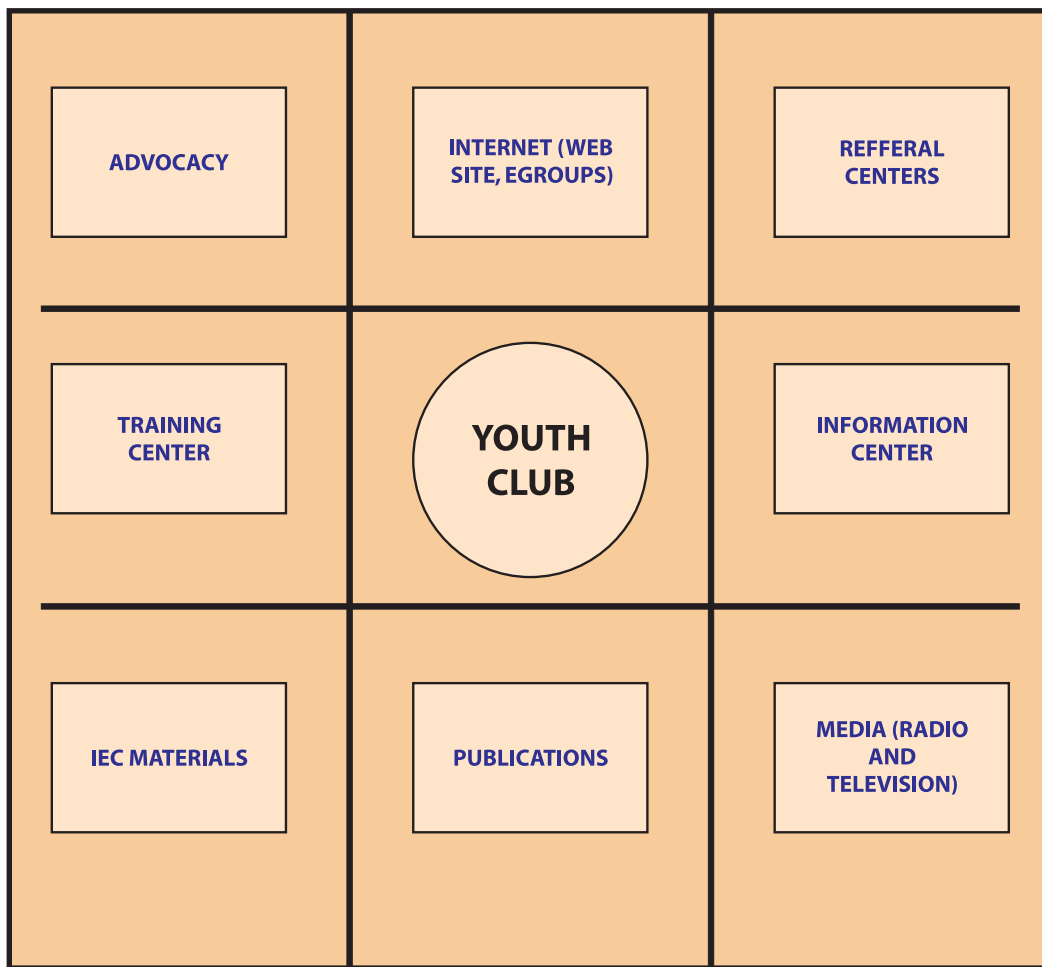
Club Activities Cascade for Out of School WATSAN Youth Club



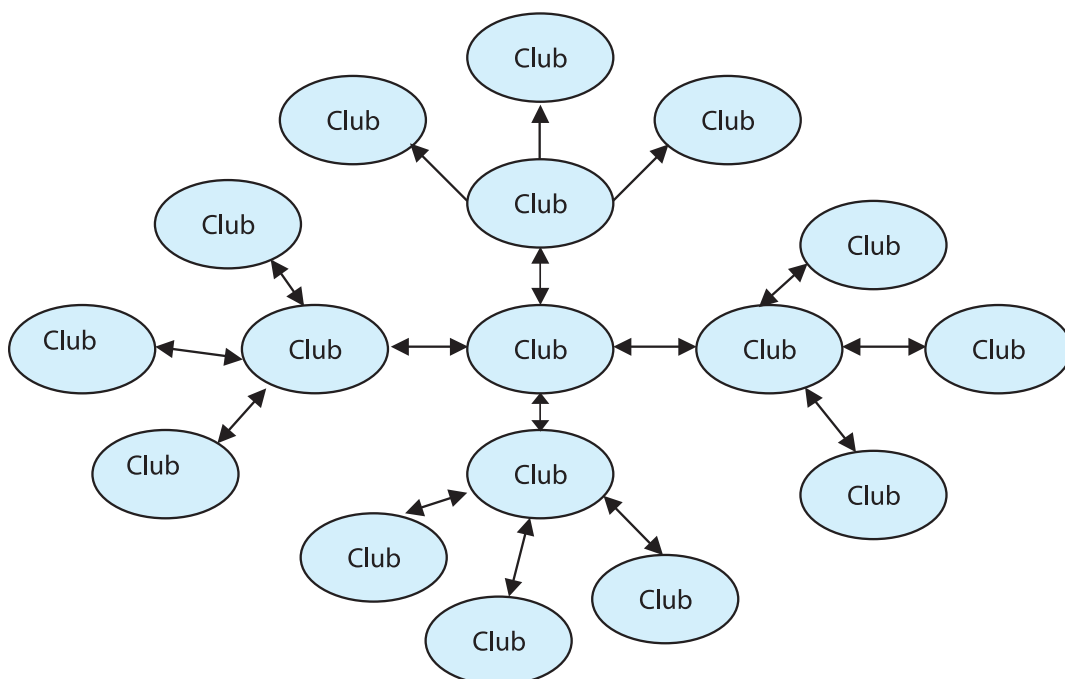
Community Outreach



3.3.4 Model Four: COMMUNICATION AND SERVICES MEDIUM



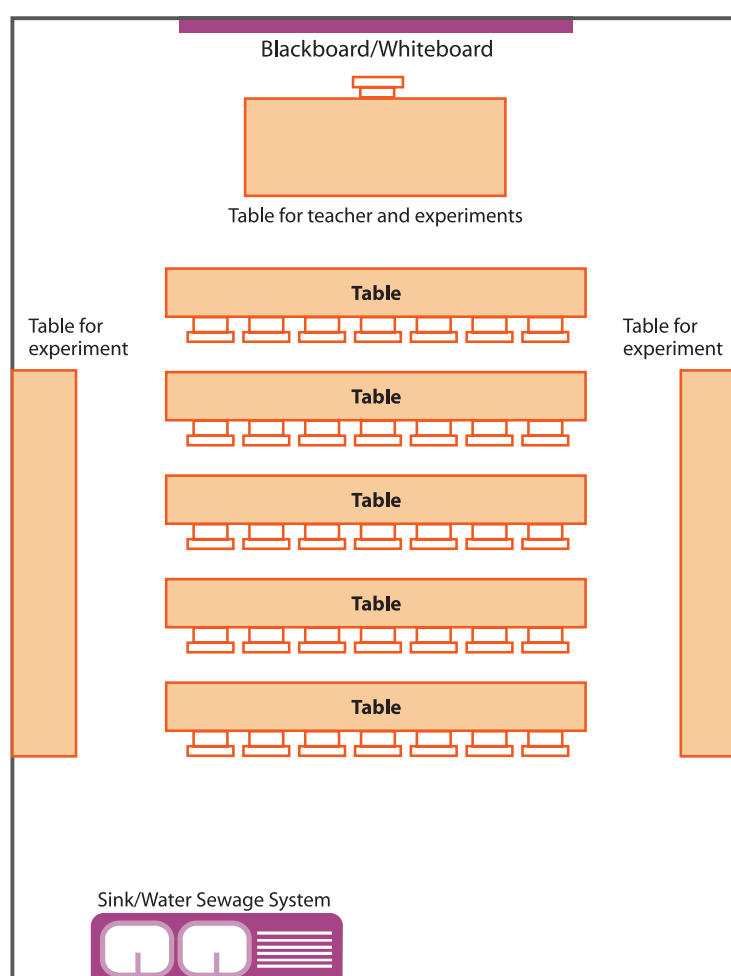
3.3.5 Model Five: NETWORKING OF YOUTH CLUBS MODEL



WATSAN Youth Club Activities

4.1 WATSAN Classroom

A Human Values-based Water, Sanitation and Hygiene Classroom does not have to follow the conventional classroom approach. A Human Values-based Water, Sanitation and Hygiene Classroom can be described as a place where an awareness and understanding of the water and sanitation situation is learnt through a process of values elicitation through an experiential and practical lessons. Furthermore, critical thinking and problem-solving skills are prompted to the learners to nurture positive behavioural changes towards water and sanitation and its management.



Source: Guidebook Facilitators & Trainers Human Values-based Water, Sanitation and Hygiene Classrooms

4.1.1 Three types of Human Values-based Water, Sanitation and Hygiene classrooms:

1. Those located in school premises

- *Stationary Classrooms* :

This classroom would service the school and its immediate community. Logistical support through personnel and resource materials are provided by or jointly developed with water and sanitation service providers.

- *Rotating Classrooms:*

Rotating Classroom at schools is an establishment of a water and sanitation classroom for a specific period of time in a particular school. Site is allocated for this activity for a certain time (e.g. three months in a year) and thereafter the training material and the facilitator are moved to another school in the surrounding area. With this arrangement, schools are able to share the same materials, expertise and costs. A wider community can be reached through several schools.

2. *Located at Utilities or at a specialised Resource Centres*

These Classrooms are located at the premises of the water and sanitation service providers or at dedicated water and sanitation Resource Centres. These classrooms may be built to accommodate more learners than school classrooms do. They may have various outreach programmes for different interest groups and would also include a tour of the waterworks. This enables the learners to get in touch with the work of water companies directly and contributes to the experiential account of the learning process. These human values-based water, sanitation and hygiene classrooms reach out directly to the community and school learners, and may emphasize problems that relate to the community, the utility serves.

3. *Mobile Classrooms*

These are fully equipped vehicles, which serve the purpose of transporting the educator and materials to locations that are remote and have difficulties in establishing their own water, sanitation and hygiene classroom. Mobile classrooms are also able to visit schools and can accomplish a greater community outreach. If required, water can also be brought in PET-bottles or buckets. Lack of facilities must not deter or stop continuity of water, sanitation and hygiene education.

4.1.2 Activities Undertaken in the WATSAN Classroom

Most of these activities apply to In School WATSAN Clubs. However, Out of School WATSAN Clubs may also adopt them (especially the Water Audit).

4.1.2.1. *Training by Teachers and Special Guests*

TRAINING CHECKLIST
Subject: Environmental Health in Urban Areas

Topic	Lower Primary	Upper Primary	Secondary
Water is life, Sanitation is dignity	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Water and culture/religions	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Personal hygiene	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N
School hygiene	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N
Health and hygiene	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Water sanitation and diseases	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N
Water and Diseases	<input type="checkbox"/> N	<input type="checkbox"/> N	<input type="checkbox"/> Y
Sanitation and Disease	<input type="checkbox"/> N	<input type="checkbox"/> N	<input type="checkbox"/> Y

Subject: Water Resource Management in Urban Areas

Topic	Lower Primary	Upper Primary	Secondary
Water Cycle/Water Sources	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Water Quality and Water Pollution	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N
Water Quality	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Water Pollution	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Conservation and use of water	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N
Water uses in cities	<input type="checkbox"/> N	<input type="checkbox"/> N	<input type="checkbox"/> Y
Water Conservation	<input type="checkbox"/> N	<input type="checkbox"/> N	<input type="checkbox"/> Y

Subject : Urban Water Supply and Sanitation for people

Topic	Lower Primary	Upper Primary	Secondary
Water Abstraction/Sources	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Water Treatment and Distribution	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Waste water treatment and reuse	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Water scarcity	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
Consumption and uses of water	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
Household water treatment	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Sanitation	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y
Solid waste management	<input type="checkbox"/> N	<input type="checkbox"/> N	<input type="checkbox"/> Y

Key

N No Y Yes

4.1.2.2. Water Activities for Young Scientist

Experiment	Requirement	Practicle
Evaporation	2 Plastic 2 Litre Bottles Marking Pen Water Measuring Cup (optional)	
Hydrology	Pen and Paper	
Making a Rain Gauge	1 Plastic 2 litre bottle Scissors Ruler Graph Paper and Marking Pen	
Water Cycle	Transparent Container with a lid Soil Sand Pebbles Seedlings Water	
Capillary Flow	A bowl Water Paper Pen Scissors Chalks	
Surface Tension	A glass Water Magnifying Glass A Needle A plate Dish Washing Liquid	
Carry Capacity	3 Transparent Bowls Water Salt Eggs	
Will it float	A bowl An Apple A cork A watermelon A paper clip A needle Water	

Experiment	Requirement	Practice
Boiling Water	A source pan Lid Stove Water	
The Straw	One plastic bottle A straw Playdoh – clay	
Build a Rocket	A cycle valve A cycle pump A plastic bottle with a lid (1.5 litre) A drill A knife Tape	
Oil and Water	A plastic bottle Some oil Water Dish washing liquid	

4.1.2.3 Water Audit – Quality and Quantity

Water Quality may be defined as the degree of usefulness of water for a particular purpose.

Water Quality and Quantity audits may be carried out in the following areas:

- Club members' homes
- Within the school (In School Clubs)
- Clubs meeting location
- Nearest water source

Advance Out of School Clubs can come up with proposal based on the audits and solutions that they would like to implement.

- Water Quality Audit

The quality of water is a measure of the substance contained in respect to what the water is intended to be used for.

Purpose of Audit

- Club members shall have learned about: water history, water supply, health risks, conservation, river site quality, water clarity, pollution load and water life.
- Share audit results with the community
- Come up with action plans to address the audit results

- Water Quantity Audit

The Club members shall have learned about:

- Water Distribution
- Water Use
- Water Saving

4.2 Community Outreach/ Events

Major events bring members from different Clubs to compete and share ideas (networking). These can take place once a year (Mid Year) and should run for a period of one week.

Networking Activities

1. Inter WATSAN club games:

- Out door Games
- Volleyball
- Basketball
- Football
- Indoor Games
- Pool
- Chess/Checkers
- Table Tennis
- Scrabble

2. Inter Club Competitions

- Debates
- Essay Writing

Advocacy and Awareness

1. Theatrical Activities

- Drama
- Poem Recitals
- Choir
- Skits
- Story Telling

2. Art and Crafts

- Art and Crafts Gallery depicting Water and Sanitation

3. Development and dissemination of WATSAN IEC materials e.g. posters, history of water book (based on the Club members) and Club Newsletter.

4.3 Income Generating Activities

Below are example of Activities that an Advanced WATSAN Youth Club may get involved in, so as to generate income for the Club's sustainability.

Water

- Rain Water Harvesting
- Household Water Filter
- Water Treatment
- Water Transportation

Sanitation

- Solid Waste Management
- Waste Water treatment
- Toilet Cleaning Service (Public and Private)
- Portable Toilets to be used by people attending functions

Projects that the Club may undertake

- Rainwater harvesting in schools
- Install taps outside toilets in schools
- Provide soaps in schools, to be used by students after visiting toilets and before eating.
- Dig pit latrine and install plastic toilets

4.4 Action Plan

Action to be Taken	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Duration	Person Responsible
Training													Weekly	
Creative Water Experiments													Weekly	
Water Quality and Quantity Audit													Thrice a Year	
Inter WATSAN Club Activities/ Competition													Thrice a Year	
Inter WATSAN Club Games													Half Yearly	
Income Generating													Daily	

Sustainability

5.1 Sustaining WATSAN Youth Club interest

- Maintenance of Records: From the first meeting, keep minutes. List motions at the end or the beginning of minutes, so that they are easily referenced. Prepare and abide by a constitution and bylaws.
- Publish a Club Newsletter on a regular basis. Let everyone in the Club know about activities with as much notice as possible.
- Club members should hold discussions once a week at least for forty-five minutes.
- WATSAN Youth Clubs (Out of School) will initiate income-generating activities to ensure that the Clubs become self-sustainable- activities such as Rain Water Harvesting, Cleaning Toilets, Transporting Water, and Selling Water from a Water Plant etc.

5.2 Sustaining Members interest

- Plan Club activities in which majority of the members are interested. Maintain yearly plans.
- Offer educational programs, such as health, obedience or conformation tips, grooming. Acquaint members with the variety of non-conformation events that are open to as well as the various awards that can be achieved through Membership. Since newcomers can benefit most from belonging to a regional Clubs, programmes to meet their needs should be included periodically.
- Transparency maintained so that newcomers are not mystified by the jargon of old people. Everyone was once new.
- Involve Members in planning and organizing activities. Include new people in Club committees and offices to eliminate the formation of cliques. Form Standing Committees in such areas as Programmes Referral.
- Nominate non-controversial people as Club officers. Try to have elections for officers where it is not necessary to have two people running for the same office.
- Ensure that anyone asked to volunteer or to perform some work for the Club be present to accept or decline, rather than being named in absentia.

ANNEXURES

Annex A: Format of the Draft Constitution

- Article I - Name
Section 1. Name of WATSAN Club shall be:

 - Article II - Purpose
The primary purpose of the WATSAN Club shall be to:
Section 1. (3 - 5 items from committee)

 - Article III - Membership
Membership is for young ladies and gentlemen, (age clause set by state).

 - Article IV - Officers, Duties, Terms

Section 1. The officials of the WATSAN shall consist of: (List of officials)
Section 2. The duties of the officers shall be:
Section 3. The terms of the officers shall be:

 - Article V - Meetings
One regular annual achievement meeting will be held. All other meetings shall be called as specified times.

 - Article VI – Amendments

 - Amendments to the Constitution shall be made by a 2/3majority vote of the WATSAN Youth Club members present at any regularly called meeting.
- Date of Adoption:

Annex B: Member Joining Application Form

APPLICATION FORM		
PERSONAL DETAILS		
Surname: First Name: Other Names:		
Date of Birth: Age:		
Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male		
Telephone Number Postal address		
Postal Code.....		
Physical Address		
REGISTRATION DETAILS		
Please Tick the type of membership you are applying for		
<input type="checkbox"/> Regular Member <input type="checkbox"/> Honorary Member <input type="checkbox"/> Associate Member		
Are you in any other clubs presently?		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
If true please state the club and the clubs are of interest		
.....		
.....		
.....		
Standard Fee (Paid Once)		
..... Kenya Shillings		
Regular Fee (Paid Yearly for Regular and Associate Members)		
..... Kenya Shillings		
Applicant	Club's Secretary	Club's Chairperson
Signature.....	Signature.....	Signature.....
Date.....	Date	Date.....

Annex C: Format for Project Proposal to establish WATSAN Youth Club

PROJECT TITLE

This will be the cover page of the proposal. The title should clearly reflect the focus of the proposal. The title should be clear and unambiguous. If you are collaborating with another youth club or an organization ensure that you include them on the cover page

1.0 PROJECT OVERVIEW/EXECUTIVE SUMMARY

The overview should clearly explain what the proposal is all about. Be specific and concise. Don't go into details on aspects of your proposal that are further clarified at a later point in your proposal.

2.0 BACKGROUND INFORMATION/STATEMENT OF THE PROBLEM

Use this section as review of relevant literature.

3.0 PROJECT DETAIL

3.1 GOALS AND OBJECTIVES

Differentiate between the goals and objectives - include them in the proposal.

3.2 TARGET GROUP AND TARGET AREA

Who will benefit from the project, how much do you know about this target group/area and do you have their support to move ahead with the project?

3.3 METHODS

Clearly show the link between the objectives and the methods. Explain exactly how the methods will meet the project objectives.

3.4 STAFF/ADMINISTRATION

Describe the roles of different people who are involved in the project and their importance. Describe how each role is important to the success of the project.

4.0 AVAILABLE RESOURCE

Clearly indicate what the club already has in terms of materials, volunteers, experts who provide advice for the Club. Do not step over anything.

5.0 NEEDED RESOURCES

5.1 PERSONNEL

Identify which people in the Club that will receive payment from the grant.

5.2 FACILITIES

Briefly describe the facility required for the project. Indicate whether you need the facility built, purchased or rented. If you already have a facility that is provided free, just indicate how much it would cost if the facility was no longer provided to you.

5.3 EQUIPMENT/SUPPLIES/COMMUNICATION

5.4 BUDGET

Use the budget format provided in ANNEX D. The budget should be realistic. Ensure that you have indicated exactly what you need and exactly how much will it cost. Do not inflate the budget as the donors can easily tell when this has been done.

6.0 EVALUATION PLAN

Describe exactly how the Club will decide that the project was successful, that the objectives have been met etc.

Annex E: Action Plan Format

Activities	Time frame in months												Duration	Person Responsible	
	1	2	3	4	5	6	7	8	9	10	11	12			

Annex F: Audit Form for Water Quality

AUDIT INFO

Name _____

School _____ Class _____

Purpose of the Audit

1. I promise to have learned more about: water history, water supply, health risks, conservation, river site quality, water clarity, pollution load and water life
2. I also promise to discuss my audit results together with my teacher and friends
3. Finally, I will come up with an action plan on how to address the audit results together with my teachers and friends.

Preparation - Equipment and Apparatus

Water Issue	Audit Activity	Equipment	Date	Location
Water History	Interviews	Pen and Paper		
Water Supply	Interviews/research Colour and small test	Pen and Paper A glass or a jar		
Health Risk	Identification of local possible health risk	Pen and paper		
Conservation	Catchment conservation	Pen and paper		
River site Quality	Physical Description	Pen and Paper A measuring Stick A watch, floating item		
Water Clarity	Experiment	Pen, paper, scissors, PET – bottle		
Pollution Load	Experiment	A glass, magnifying glass, a needle, a plate, dish washing liquid		
Water Life	Experiment	Pen and paper, water viewer in a jar.		

Annex G: Audit Form of Water Quantity

AUDIT INFO

Name _____

School _____ Class _____

Purpose of the Audit

1. I promise to have learned more about:
 - Water Distribution
 - Water Use
 - Water Saving
2. I also promise to discuss my audit results together with my teacher and friends
3. Finally, I will come up with action plan on how to address the audit results together.

Preparation – Equipment and Apparatus

Water Quantity Issue	Audit Activity	Equipment	Date	Location
Water Distribution	Precipitation	One plastic 2 litre Bottle Scissors Ruler Graph Paper Marking Paper		
	Evaporation	2 plastic 2 litre Bottles Marking Pen Water Measuring Cup (optional)		
Water Use	Audit			
Water Saving	Audit			

Annex H: Reporting Format

Name of Club: _____ Name of Patron: _____

Name of Facilitator: _____

Month: _____

Type of Club: _____

Ttopic	Date	Attendance		Major Questions	Comments
		Female	Male		

Signature Facilitator _____

Patron _____

Annex I: Formats for Record Keeping

Minutes Recording Format

1. Type of the meeting _____
2. Date & place of the meeting _____
3. Persons present _____
4. Chaired by _____
5. Purpose of the meeting _____
6. Major decisions:
 - a) _____
 - b) _____
 - c) _____
7. Action steps decided _____
8. Responsible person _____ Deadline _____
9. Signed by _____
Those present _____

Club Members Attendance Records

No.	Name of regular Member	Age	Sex	Address	Signature	Date	Remarks

References

Websites

www.africanwater.org
www.africanwater.org/links.htm
www.albaeco.com
www.anglianwater.co.uk
www.aquatox.net
www.bestpractices.org
www.cseindia.org
www.dwarf.gov.za
www.earthforce.org
www.earthforce.org/green/catalog
www.gwpforum.org
www.idrc.ca/aquatox
www.idrc.ca/aquatox/en/experiment/intro.html
www.lbl.gov/education/ELSA
www.learnersassociates.net/proposal/hintsone.htm
www.nceet.snre.umich.edu
www.projectwet.org/watercourse
www.randwater.co.za
www.sardc.net
www.sida.se
www.siwi.org
www.sustainabledevelopment.org.blp
www.together.org
www.umgeni.co.za/services/education
www.unhabitat.org
www.watermagazine.com
www.waterwise.co.za
www.who.int/en
www.worldbank.org/depwb/english/resources/index.htm

Publications

- Creative Activities for young scientists – UN-HABITAT and SWD
- Water Audit – Quality and Quantity – UN-HABITAT, SWD AND SIDA
- Journey of the African Water Drop: The World of Water – African Adventures of a Water Drop – UN-HABITAT, SWD and SIDA
- Meeting the MDG on Drinking Water and Sanitation Target: A Mid-Term Assessment of Progress – UNICEF AND WHO

Contacts

Andre Dzikus

Programme Manager
Water for Cities Programmes
United Nations Human Settlements Programme (UN-HABITAT)
Water, Sanitation and Infrastructure Branch
P.O. Box 30030, Nairobi, Kenya
Tel: +254-20-7623060, 7625082
Fax: +254-20-7623588
Email: andre.dzikus@unhabitat.org

Kulwant Singh

Chief Technical Advisor
Water for Asian Cities Programme
United Nations Human Settlements Programme (UN-HABITAT)
EP 16/17, Chandragupta Marg
Chanakyapuri
New Delhi - 110 021, India
Tel: +91-11-4222 5019/5020/5022
Fax: +91-11-2410-4961
Email: kulwant.singh@unhabitat.org

Albert Muigai

Capacity Building International (CBI)
P.O. Box 239, 00606 Sarit
Nairobi, Kenya
E-mail: albertmuigai@yahoo.com