



Module 6

Sustainable

Development Goal No 6

Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all

Agenda

- 1.1 Introduction to the Sustainable Development Goals (SDGs)
 - Defining SDG 6
 - Significance
 - Advantages
 - Interdependencies
 - Challenges
- 1.2 Good practices within SDG 6
- 1.3 Exercises
- 1.4 Supplementary Readings and Quizzes (extra doc)

1.1

 SUSTAINABLE
DEVELOPMENT GOALS

- What are the SDGs?
- What do they want to achieve?



1.1

 SUSTAINABLE
DEVELOPMENT GOALS

- 17 Goals to be reached until 2030 (Agenda 2030)
- Five critical dimensions:
people, prosperity, planet, partnership and peace
- three core elements:
social inclusion, **economic** growth, and
environmental protection
- holistic approach to tackle the challenges

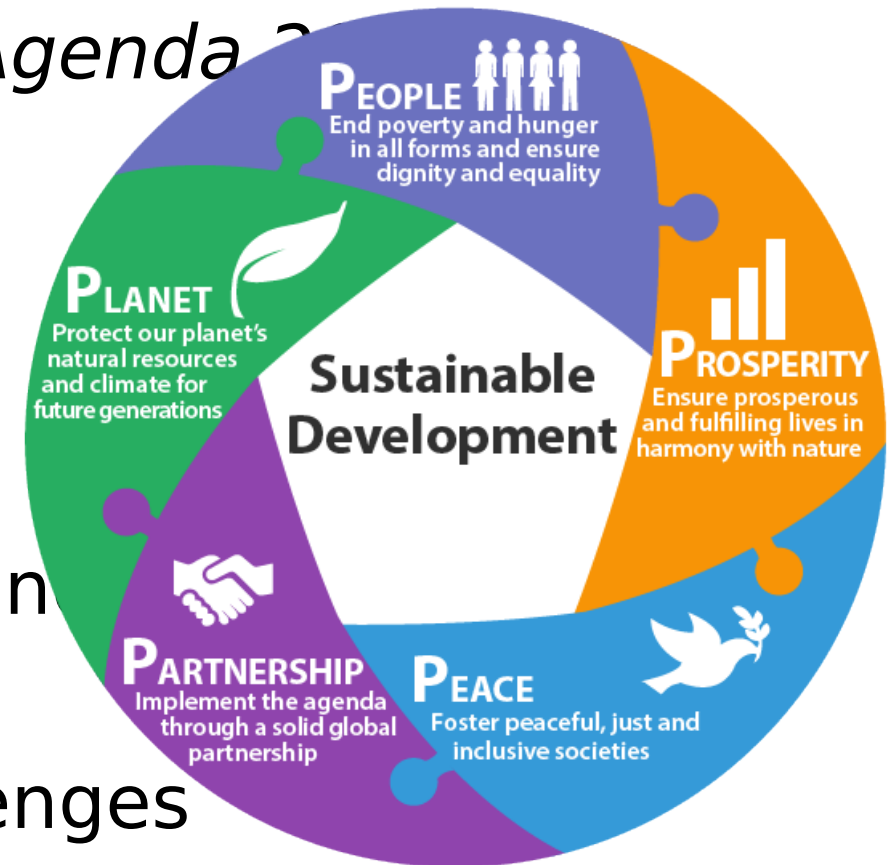


Fig. 1: ©United Nations Department of Public Information (UN DPI) <https://trello.com/c/jb39QPqs/36-infographic-on-the-five-elements-of-the-sdgs>

1.1 Defining SDG 6

- Significance
- Advantages
- Interdependencies
- Challenges



(Source: © <https://sustainabledevelopment.un.org/sdgs> refers to all SDG icons)

1.1 Defining SDG 6 (1)

Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all



Additional video:

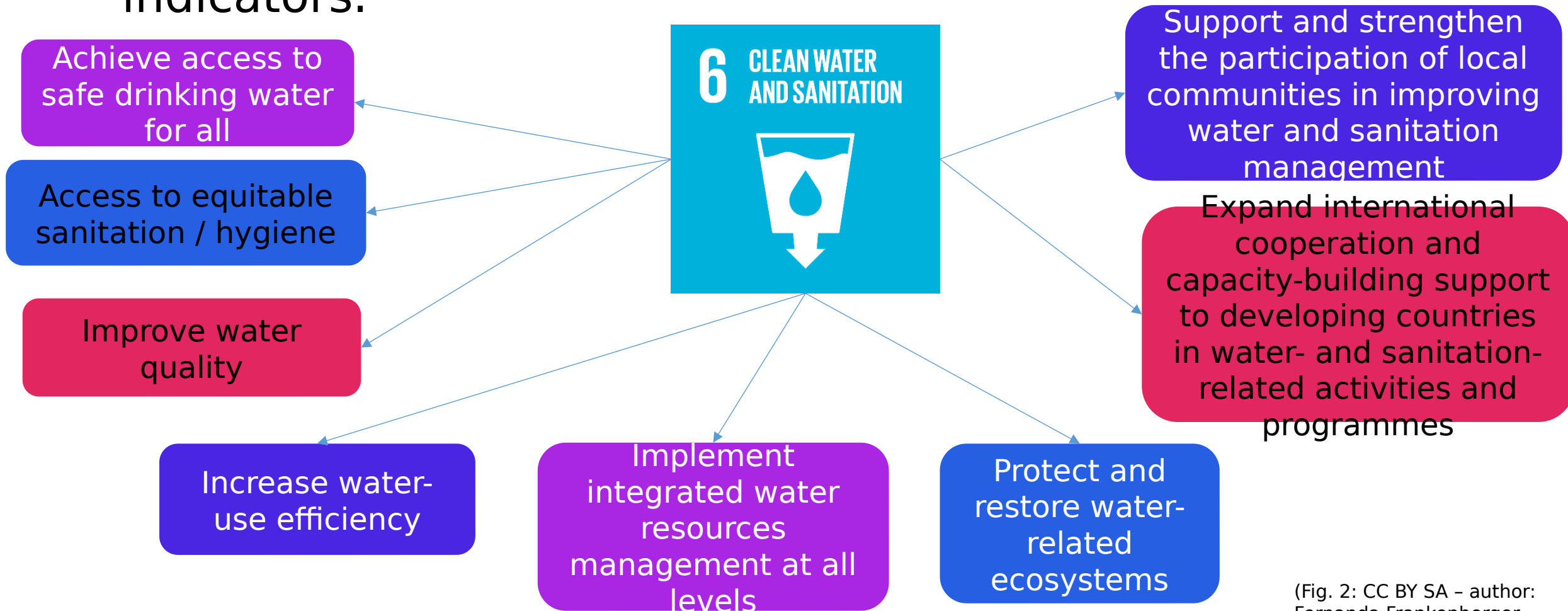
<https://www.youtube.com/watch?v=LCKsU4bPFOQ>

Source: ©United Nations, 2015

Source: EarthAgain @ Youtube

1.1 Defining SDG 6 (2)

- Goal number 6 is measured by 8 targets and 11 indicators.

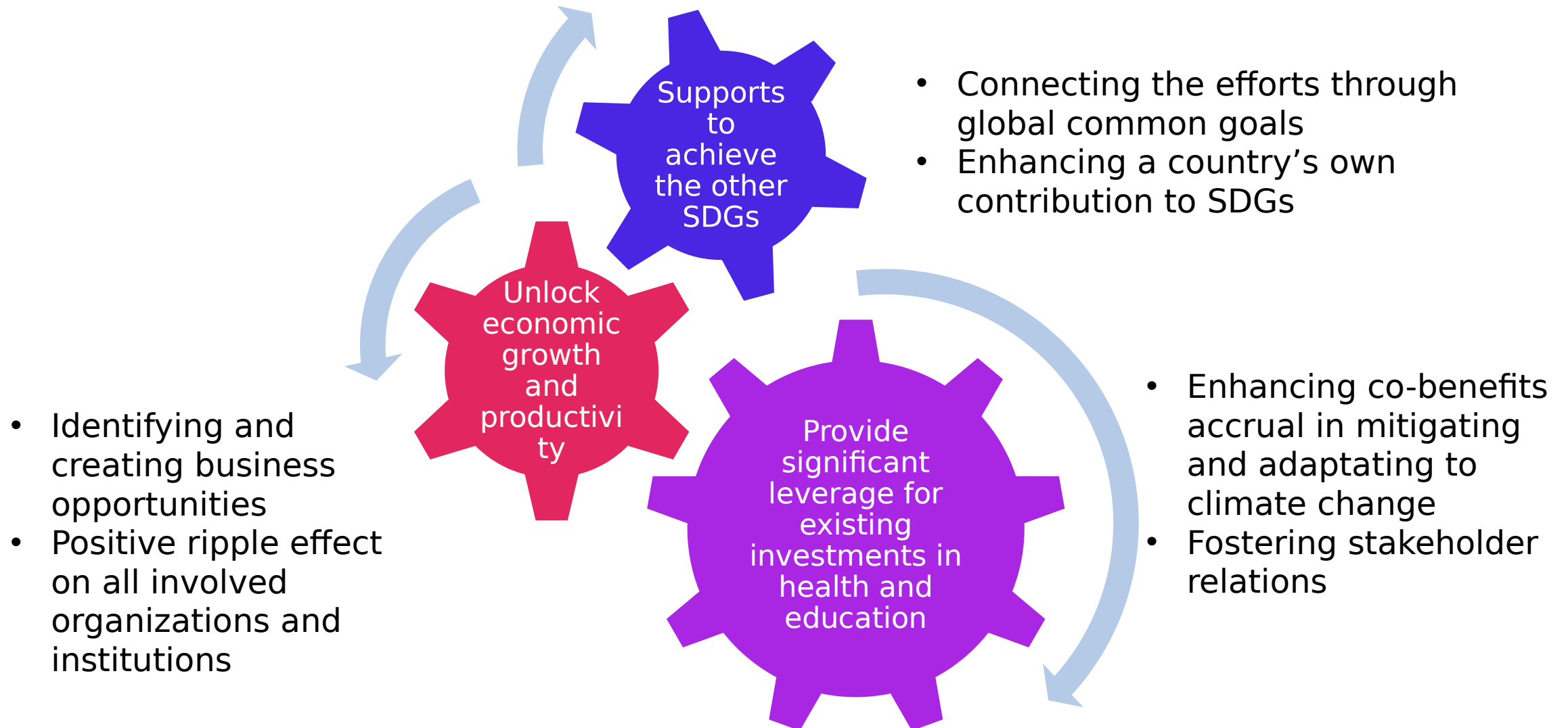


(Fig. 2: CC BY SA – author: Fernanda Frankenberger)

Significance of SDG 6

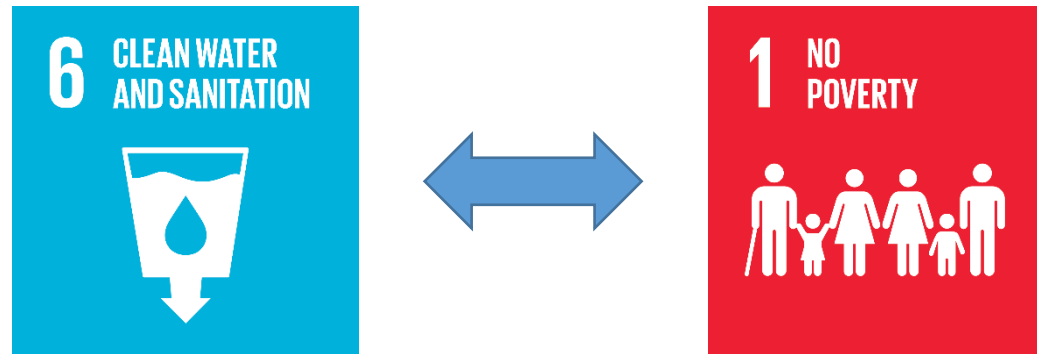
- Inadequate water and sanitation results in poor health, lower school enrolments, and greater gender disparities, which has a wide economic and social impact.
- Water resources are important for life as they have always been significant as natural means for transportation, natural purification, irrigation, flood protection, habitats for biodiversity and human settlements.
- Better sanitation and quality of water are important in reducing water pollution and diseases in every community.

Advantages of SDG 6



Interdependencies of SDG 6

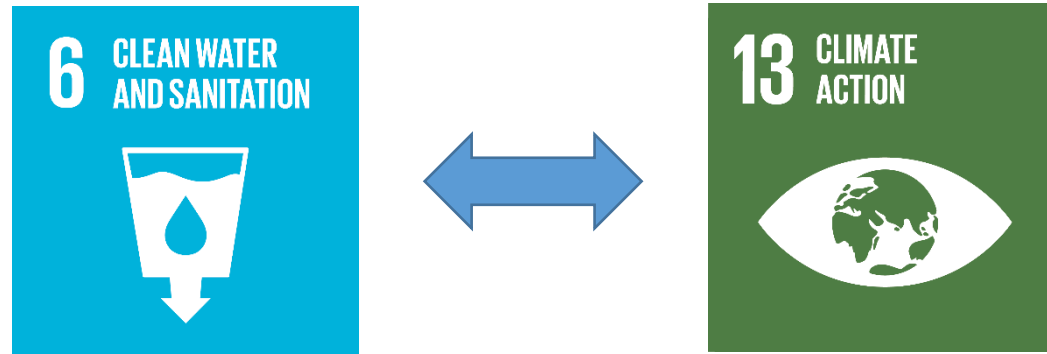
- Example of interlinkages between SDG 6 & SDG 1



E.g. : In alleviating poverty, water sources should be protected and the number of persons using unsafe water reduced. Reducing poverty also means improving on proper and adequate housing with the collection of waste water and higher sanitation levels

Interdependencies of SDG 6

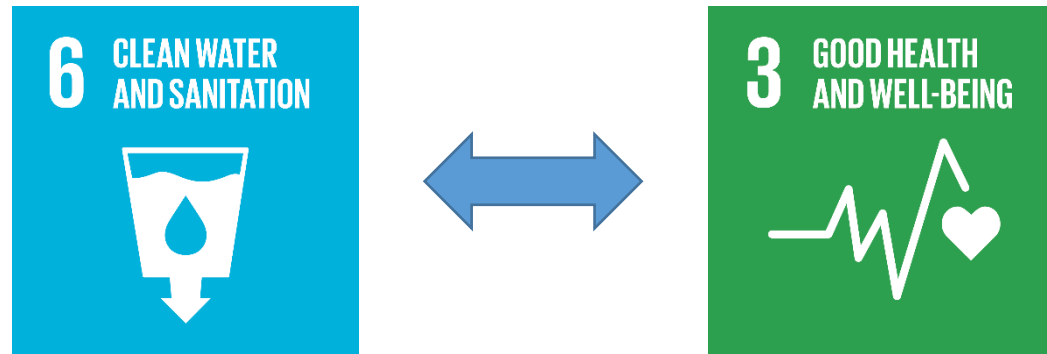
- Example of interlinkages between SDG 6 & SDG 13



E.g.: Sustainable water utilization means efficient and reduced water wastages in the agriculture sector. The use of proper irrigation systems will conserve and protect water from unwanted over use. This reduces the countries risk or vulnerability to droughts or climate change impacts.

Interdependencies of SDG 6

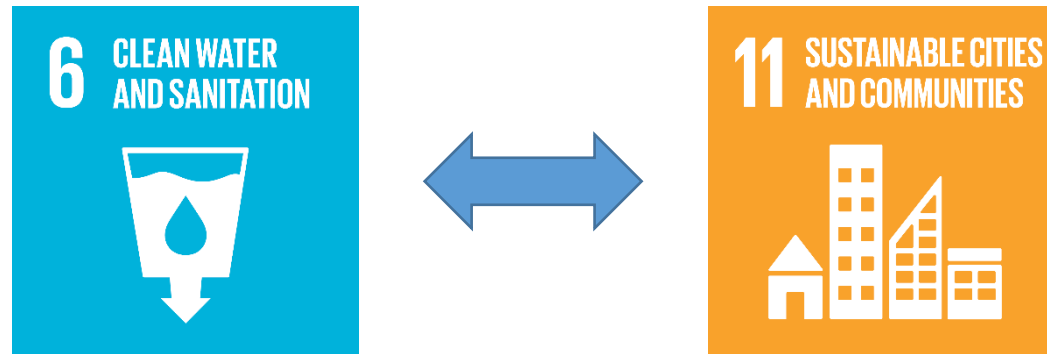
- Example of interlinkages between SDG 6 & SDG 3



E.g.: Better water quality and sanitation will reduce child mortality and water borne diseases such as diarrhea and cholera.

Interdependencies of SDG 6

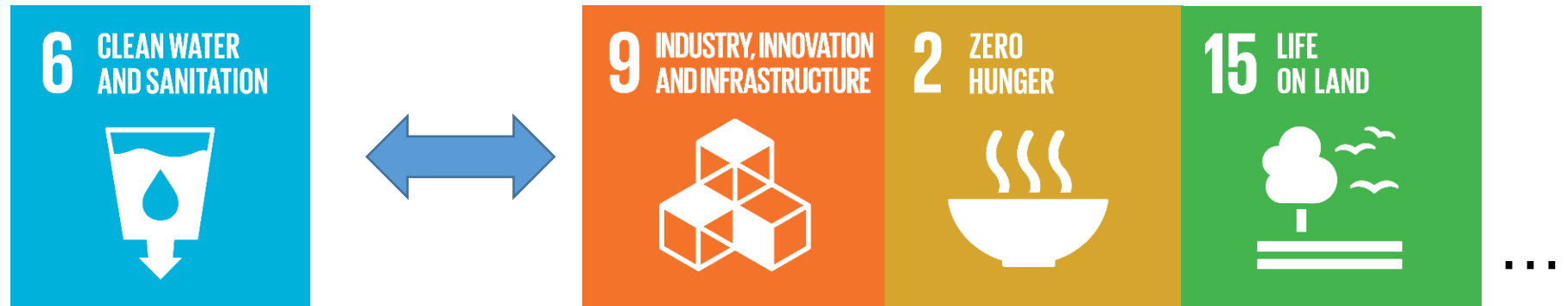
- Example of interlinkages between SDG 6 & SDG 11



- E.g.: Urban sprawl towns must be reduced with adequate proper housing, as this might affect the conservation and quality of water resources and the sanitation in a given community. Many towns do not have adequate water pumps and toilets. Nearby water resources are used to deposit waste from the toilets.

Interdependencies of SDG 6

- Which can be more interdependencies of SDG 6?



Challenges of SDG 6

- Data availability: most countries do not have sufficient data to monitor progress of the different targets in SDG 6;
- Deficiency in the indicators: some of the indicators for measuring SDG 6 do not sufficiently represent the outlined goals, their conceptualization is not clear, not measurable or lacks adequate data;
- Inadequate governance structures and stakeholder engagement;
- Lack of sustainable finance: substantial investment is required, particularly because of the rapid urbanization, for installation of sewage networks and sanitation systems as well as to strengthen capacity of stakeholders and the enabling environment.

1.2 Good Practices of SDG 6 (1)

- Co-operation and co-ordination
 - Lots of cooperation among countries to recover river basins
 - Between the Ukraine and the Republic of Moldova to recover Dniester River Basin
 - Between Mozambique and Zimbabwe to recover Pungwe, Save and Buzi Rivers
- Public participation and awareness
 - Defining public dissemination, hearing procedures and deadlines for government units, or, where appropriate, by transboundary institutions
 - Albania, Costa Rica and Peru define public hearing procedures as part of a formal process of tariff regulation.
 - Mexico defines user participation in the National Water Law, specifically through bodies such as basin councils, groundwater technical committees and irrigation units, as well as federalized programmes.

1.2 Good Practices of SDG 6 (2)

- Public participation in decision-making
 - Citizens use participatory mechanisms
 - In Porto Alegre, Brazil, citizens support the decision on how the progressive tariff that generates a surplus should be invested.
- Accountability
 - Maintaining good customer care and relations
 - Johannesburg Water customer care programme improved customer willingness to pay for services by implementing call-in and walk-in customer service units for closer exchange

1.2 Good Practices of SDG 6 (3)

- Collaboration of efforts and partnerships for water and sanitation
 - Government–citizen collaboration for improved water resources management
 - Karachi Water Partnership in Pakistan supported water supply and sanitation facilities for over 400 teachers and 8,500 school children in 55 schools, and US\$70,000 were raised to create and support the partnership.
- Monitoring, evaluation and reporting
 - The Brazilian National Water Agency collects, organizes and transmits data and information on water in the National Water Resources Information System
 - The system provides input for actions and studies in Brazil, including preparing for environmental economic water accounts and SDGs, especially SDG-6.

1.2 Good Practices of SDG 6 (4)

- Water Action Decade 2018-2028
 - Encourage efforts towards meeting water-related challenges, including limited access to safe water and sanitation, increasing pressure on water resources and ecosystems, and an exacerbated risk of droughts and floods.
- World Water Day – March 22nd
 - Different theme every year to ensure a basic right.
- The World Toilet Day – November 19th
 - Urge to inspire action to tackle the global sanitation crisis.



Source: The Council of Canadians (CC BY-NC-SA 3.0)



1.2 Good Practices of SDG 6 – Case Studies

Prepare and present examples of project - or country-related good practices on the implementation of SDG 6



1.3 Exercises on SDG 6: CleanWaterMakingSense

- How do you make sense of the SDG6?
- To what extent is SDG 6 feasible?
- Which are the difficulties in implementing and tracking climate change in your community?

1.3 Exercises on SDG 6: Describing links with other SDGs

Map SDG 6 in relation to other SDGs.

- How strong is the link between SDG4 and SDG6?
- How can SDG6 on climate change support the completion of SDG7?
- How does SDG6 foster healthy lives and promote well-being for all at all ages (SDG3)?
- **How can an integrative approach be adopted to tackle SDG6 in tandem with other SDGs?**

Targets	Key interactions
6.1 □ 11.1	Adequate, safe and affordable housing and basic services to all.
6.6 □ 12.2	Achieve the sustainable management and efficient use of natural resources.
6.6 □ 15.1	Ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services.
6.1 □ 2.1	End hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

1.3 Exercises on SDG 6 – Gather and analyse data on SDG 6

1. Gather and analyse global, regional, national and local data on SDG 6. E.g. from the UN Sustainable Development Knowledge Platform (<https://unstats.un.org/sdgs/indicators/database/> , <https://sdg-tracker.org/water-and-sanitation>)
2. Analyse the Data bank from the World Bank by picking some of the targets and present them in a visually appealing way (<https://data.worldbank.org/indicator/SH.STA.SMSS.ZS>)
3. Collect data on climate change in your community (classroom / university / house) and analyse the trends in both a qualitative and quantitative manner to find out major narratives, frequencies, correlations and causalities. See how well your data is situated in comparison to the local (if available) or national data from the other platforms.

1.3 Exercises on SDG 6 – Localizing4Development

- How can you identify the benefits of SDG 6 at your community (class-room/university/school/neighborhood/house) and at individual level?
 1. Which are the pros and cons of such approach?
 2. Do a comparison with specific countries/states as examples.

1.3 Exercises on SDG 6 – Policy Briefs

- Write policy briefs on any topic pertinent to climate change as identified by SDG 6
 - For that, check how international policy briefs are structured.
 - <https://sustainabledevelopment.un.org/topics/water/decisions>
 - https://www.unwater.org/app/uploads/2015/08/UN-Water_Publications_Policy_v.18Aug2015_rev3Apr18.pdf

-

1.3 Exercises on SDG 6 – @CleanWater

- First check your social media for campaigns already existing about Clean Water and Sanitation.
- Discuss about these campaigns: main topics, possible results for the community, etc.

Drive your social media platforms in ways that promote climate change awareness in your community!

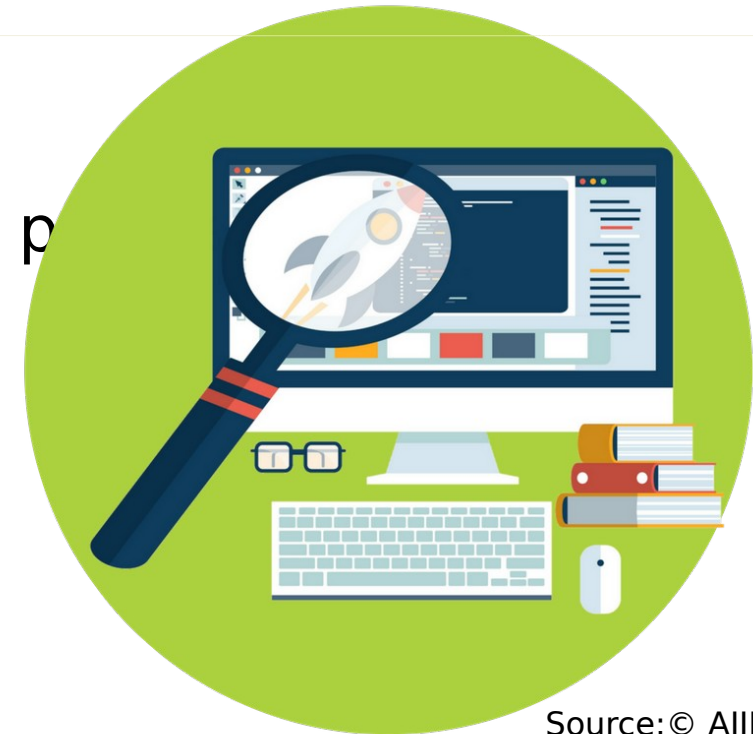


1.3 Exercises on SDG 6 – CleanWaterPreneurs

- Which stories about entrepreneurship and clean water do you find? Search for examples in your community.
 - Use vlogs, blogs and journals to promote this exercise on SDG 6

1.3 Exercises on SDG 6 – Breaking Silos

- Target of this exercise is to actively think and write on SDG 6 from the wide variety of sciences and arts
 - philosophical perspective
 - education issues in SDG 6 from a managerial perspective
 - inclusion of SDG 6 in your research field





Developed and produced by Jennifer Pohlmann (University of Applied Sciences Hamburg) with material by Ambe Emmanuel Cheo, Alois Aldridge Mugadza, Erick Gankam Tambo and Fernanda Frankenberger supported from Johanna Heimfarth



Copyright Notice:

This presentation is licensed under a Creative Commons ShareAlike 4.0 International license:
<https://creativecommons.org/licenses/by-sa/4.0/>

For questions and further information, feel free to get in touch with us at contact@dl4sd.org

Your digital learning team at the Research and Transfer Center Sustainability and Climate Change Management, Hamburg University of Applied Sciences

