

Value Driven Water Education to SDG6

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Abstract – All global citizens are water consumers. The meantime, The SDG4 hopes for zero children should be out of school by 2030. it is crystal clear that how human values in water education. Therefore, value based water education is a need to contribute SDG6. Exultantly, which should facilitate positive and lasting changes in personals 'attitudes and behavior towards water and water education should inspire to be environmentally responsible individuals. Hence values driven education, innovative methods, field trips and programs are foremost need in school curriculum.

Keywords – Human value, Inspiring environmentally responsible, childhood education

I. DISCUSSION

To address water scarcity of Sri Lanka in this article, author comes up with only two references in terms of water poverty index and per capita water availability. The study conducted in the years 2002 and 2003 in South Africa, Tanzania and Sri Lanka, water poverty index value of Sri Lanka is 38.48. Mlote S D et al. (2002 ,2003)^[1] (WPI value is between 0 and 100. The highest value 100 the best situation by means of lowest possible level of water poverty while 0 is the worst). The per capita water availability will be 1800m³ /person/year by 2025 which reaches to threshold level and failure of achievement of sustainable water resources scenario would lead to water crisis by 2025 or following years. Water resources unit of Sri Lanka (2000)^[2]. These are explicit findings, all water consumers of Sri Lanka (all individuals) should effort to value water. In terms of sustainability, Education in the early years is a significantly under-practiced, under-resourced and under-examined field, even though young children are the ones who will bear the consequences of our actions and inactions on sustainability-related issues (Davis, J. (2005)^[3] Further, Professor Charles Hopkins, UNESCO Chair in reorienting teacher education towards sustainability, stated that, during his first

international workshop on education for sustainable development with specific reference to young children they actively asked questions regarding sustainability such as ‘what does it mean to be more instead of having more?’, ‘what is enough?’, ‘what is for all’ (Davis .J (2008) ^[4]

To recommend, SDG4(ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG6 (ensure availability and sustainable management of clean water and sanitation) should strongly align each other in Sri Lankan school curriculum. On other words, value based water education (VBWE) at all levels will definitely improve sustainable water resources management. Because developing capacity in schools will optimize human potential to participate actively in the sustainable management of their environment in a water context and effective water related solutions. Further, habits of children change positively during their school life, and majority of the children who go to school (zero children will be out of school by 2030 SGD4) when compare with number of children who study tertiary level. Therefore, teaching water education is foremost need in early years rather than in tertiary or professional level. Because tertiary and professional level education are not accessible for all. Accordingly, prioritizing water related environmental studies in accessible ways using values driven education, innovative methods, field trips and school life and program activities are basic needs.

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