

An Information and Communication Strategy On School Water, Sanitation and Hygiene in Kenya

Dissemination Workshop Report

The Stanley Hotel, Nairobi, 15 February 2005



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Government of Kenya



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We are grateful to Mr René van Lieshout, Senior Programme Officer Resource Centre Development at IRC for his guidance in concept development and overall support. The Core Group comprised of:

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Misheck Kirimi compiled this report with contributions from Pauline Mwaniki, Simon Okoth and Arysterico Muhinda.

List of Abbreviations

ASALs	Arid and Semi Arid Lands
AMREF	Africa Medical and Relief Foundation
CHAST	Child's Hygiene and Sanitation Training
DFID	Department For International Development
ESH	Environmental Sanitation and Hygiene
FPE	Free Primary Education
IRC	International Water and Sanitation Centre
ITDG	Intermediate Technology Development Group
MDGs	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
MoH	Ministry of Health
MOWI	Ministry of Water and Irrigation
NETWAS	Network for Water and Sanitation
NGO	Non-governmental Organisation
PHAST	Participatory Hygiene and Sanitation for Transformation
PHASE	Personal Hygiene and Sanitation Education
PTAs	Parent Teachers Associations
RCD	Resource Centre Development
SSH	School Sanitation and Hygiene
SSHE	School Sanitation and Hygiene Education
Unicef	United Nations' Children's Fund
WASH	Water, Hygiene and Sanitation for All
WES	Water and Environmental Sanitation
WESCOORD	Water and Environmental Sanitation Co-ordination Group
WHO	World Health Organisation

Workshop Summary

Provision of safe water and sanitation facilities (hardware) in schools is a precondition of a healthy physical environment in which children learn and play. However, provision of hardware alone is not enough. There is need to ensure that the facilities are used appropriately and maintained in order for them to produce the desired health and educational benefits. Hygiene education, targeting both teachers and pupils, aims to promote behaviours and practices that prevent water and sanitation-related diseases. It inculcates beneficial habits in children when they are still young. Such habits tend to spread to homes and to the larger community.

This report notes that the state of school water, sanitation and hygiene in Kenyan public primary schools is appalling. It appreciates the fact that quality learning takes place when the school is pupil-friendly and the child is healthy. It links quality education on one hand, and availability of water, sanitation and hygiene practices on the other. Adequate WATSAN services at school reduce diseases, absenteeism, drop out and malnutrition. The report further notes that various organisations in Kenya have active interest in school sanitation and hygiene. However, there lacks a structured and sustained national programme on school health in general, and school sanitation and hygiene promotion in particular.

The workshop recommends setting up and facilitating a multi-stakeholder national programme to co-ordinate school sanitation and hygiene efforts and to specifically support operationalisation of the forthcoming School Health Policy. It calls for continued and increased resources, both financial and human, for long a term school health programme. It recommends that the capacity of head-teachers be built for them to be better managers of school sanitation and water facilities. Further, the workshop recommends the dissemination of the SSHE data gathered by the Ministry of Education Science and Technology. The workshop proposes that teachers are sensitised on participatory and promotional hygiene and that schools are provided with hygiene promotion tool. Lastly, the national curriculum needs to be more focused on hygiene and life-application skills.

Attempts to tackle the challenges identified in school sanitation and hygiene have been greatly hampered by poor information flow and use. Knowledge and information sharing has been poor, uncoordinated and often inexistent. In addition, Stakeholders have decried the absence of a co-ordinated national focus of resources to address the problem of water, sanitation and hygiene at school level.

Introduction

During a planning meeting held at Kolping Conference Centre in Nairobi (May 2004) a Core Group of 7 organisations set for itself the task of improving school sanitation and hygiene in Kenya through enhanced communication and information sharing. The group chose to approach the task through a 6-month pilot process, as a way of demonstrating that improved flow of information benefits all concerned organisations. One of the objectives of the pilot was to come up with recommendations on scaling-up the communication and information strategy for the wider WATSAN sector at the end of the pilot period.

This report is about a one-day workshop organised to discuss the findings of the pilot project. The workshop took place at the Stanley Hotel, Nairobi. The chief guest was Hon. Prof. George Saitoti, Minister for Education, Science and Technology. Other guests included the key actors in SSH in Kenya. The workshop was organised by the Core Group and hosted by the Ministry of Health.

1.1 Workshop Aim and Objectives

The aim of this workshop was to disseminate the findings of a nine-month pilot project that aimed at developing and implementing an information and communication strategy on School Sanitation and Hygiene (SSH) in Kenya. The workshop's targets were policy makers, development partners, sector professionals and NGOs.

The objectives of the workshop were to:

- Raise awareness among policy makers and development partners on the current state of SSH in the country
- Share findings from the pilot
- Raise profile on the role of information and communication in promoting SSH
- Obtain recommendations on scaling up SSH information and communication strategy/pilot on a national scale

1.2 Resource Centre Development (RCD) Project

The Resource Centre Development (RCD) project is an initiative of the International Centre for Water and Sanitation (IRC), based in the Netherlands. The project's main objective is to improve the sharing and use of information in the Water and Environmental Sanitation (WES) sector. The project seeks to build the capacity of Resource Centres in the South to enable them to play a leading role in improving water supply and sanitation for the un-served. Twenty countries are currently involved in the RCD project. These include Kenya, South Africa, Burkina Faso, Mozambique, Colombia, the Philippines, Nepal and Bangladesh, among others.

1.3 Resource Centre Development Project (RCD) in Kenya

In Kenya a Core Group comprising of 7 organisations has promoted the initiative:

- Network for Water and Sanitation (NETWAS) International (current secretariat)
- UNICEF Kenya Country Office
- Ministry of Education Science and Technology (MOEST)
- Ministry of Water and Irrigation (MoWI)
- Ministry of Health (MoH)
- Intermediate Technology Development Group (ITDG) – Eastern Africa
- Maji na Ufanisi (Water and Development)

The RCD project in Kenya is focusing mainly on School Sanitation and Hygiene. It recognizes School Sanitation and Hygiene as an important vehicle for the attainment of the Millennium Development Goals (MDGs), specifically to reduce by half the number of people without access to safe water and sanitation.

1.4 School Sanitation and Hygiene in Kenya: Why it Matters

A three-year survey carried out by NETWAS International (2000-2003) to investigate hygiene behaviour in Kenyan primary schools revealed the following alarming facts:

- Latrine coverage was grossly inadequate
- There were hardly any hand-washing facilities in place
- Hygiene as a subject was lumped together with other activities deemed low-priority

In January 2003 the government implemented a Free Primary Education policy. This saw estimate 1.3 million children, who were previously out of school, enrolled, raising the national primary school population from 5.9 million to 7.2 million. There has not been a corresponding expansion of physical facilities to accommodate enlarged population. This has further compounded the existing problem of inadequate sanitation facilities in most schools.

Presently about 25% of Kenya's population of 31 million comprise of children in primary schools. Provision of water and sanitation is not a component of the formal government financing of the free primary education support. This limits the ability of the school management to meet the required water and sanitation standards.

Attempts to tackle the challenges identified in school sanitation and hygiene have been greatly hampered by poor information flow and use. Knowledge and information sharing has been poor, uncoordinated and often inexistent. In addition, Stakeholders have decried the absence of a co-ordinated national focus of resources to address the problem of water, sanitation and hygiene at school level.

2.0 Keynote Presentations: Summaries

2.1 Hon. George Saitoti, Minister for Education, Science and Technology

"Implementation of the Free Primary Education (FPE) has resulted in tremendous increase in enrolments in public primary schools thus increasing the demand for water and sanitation facilities in schools. Given the rapid growth in children's numbers most of the water and sanitation facilities have been seriously overstretched.

"For these reasons we need to invest more resources in the development of water and sanitation facilities in schools. Ladies and gentlemen, to realise the full benefits of Free Primary Education we need to develop user friendly learning environments, which include not only the provision of teaching and learning materials, but also the provision of adequate water, sanitation and hygiene services.

"We are still far from achieving our goals of providing adequate water, sanitation and hygiene services to schools. I therefore, appeal to all our partners, local and international to join us in the provision of these important support services to our school children."

"My Ministry has initiated a number of programmes, which include the provision of financial resources for the construction and maintenance of toilets and provision of water facilities. This is done in collaboration with other partners such as AMREF. On its own, in 2004 the Ministry made initial disbursement of Ksh. 50,000 for the development of water and sanitation facilities in each public primary school."

2.2 Mr Patrick Khaemba, Permanent Secretary, Ministry of Health

"Today's workshop marks a Milestone in the efforts of a core group of organisations that has been seeking to improve school sanitation and Hygiene through information brokerage. I am especially impressed to note the teamwork effort and the partnership approach.

Strong partnerships and consortiums are proving to be the best vehicles for delivering the Millennium Development Goals (MDGs) to the poor. My ministry fully understands the health benefits likely to accrue from this kind of initiative and fully supports it. As a ministry, we have almost finished developing an environmental health and hygiene policy and a school Health programme to address health issues at school.

We are aware of the challenges ahead. National coverage of water averages 48% and 42% for sanitation. A sizeable Percentage of un-served comprises of schools. Because schools are well organised and carry nearly one third of Kenya's population, they offer a great opportunity for advancing the MGDs for water and sanitation."

2.3 Unicef Representative

Unicef is committed to improving School Sanitation, Water and Hygiene as well as the quality of education and the dignity of the children and teachers. In line with the MDGs, Unicef supports latrine construction improvement of access, with the aim of achieving the recommended toilet to pupil ratios of 1:25 for girls and 1:37 boys (with separate urinal for boys). Unicef has constructed 2000 doors so far in 160 schools, and plans to construct 18,000 doors in the next 5 years.

Unicef puts emphasis on hygiene education for teachers and pupils. This is built on the premise that it is better to mould the behaviour of children when they are still young and more receptive to change. Hygiene messages learned at school are passed to parents at home and hence to the community. This flow of hygiene messages can change a nation's attitudes and habits. Hygiene messages should include elements of maintenance of facilities e.g. latrines, solid waste management, liquid waste management.

Unicef plays a catalytic role in the formulation of wash clubs, child-to-child learning and advocates for support of school-based health programmes such development partners as the World Bank, DFID, Kenya Airways, Kentainers, Nakumatt.

2.4 Executive Director, NETWAS

"It is all too Easy for us to forget the vital role that water, sanitation and hygiene play in ensuring that children are receiving quality education.

"Historically, the parent-teacher associations (PTAs) have funded most school water and sanitation projects. However, since the introduction of the free primary school education in 2003 this has become difficult. Head teachers are wary to ask parents to contribute in fear that they will be misconstrued as going against the no-fee government policy. Alternative mode of funding school WATSAN projects is urgently needed.

"Knowledge of hand washing is meaningless without supporting technology this project is designed on the premise that knowledge makes things work better and faster. Efficient exchange of information takes place when there is a well-developed network among the stakeholders. There is therefore need for linking up individuals, institutions, organisations or programmes with common objectives, goals, or area of focus as a way of making operations and the flow of information more efficient.

"Improved information gathering, management and dissemination contribute highly to achievement of national WES goals, such as those set by the agenda 21 and the Iquacu action programme and MDGs. The vision we have now is to have a national programme that co-ordinates school sanitation and hygiene education."

2.5 IRC Representative

The challenge of improving water, and sanitation and hygiene at school goes beyond the provision of more toilets and hand washing facilities. Good maintenance and use are vital for the beneficiaries to enjoy the desired educational and health benefits. To make this happen, flow of information is important. IRC promotes the use of information to improve the conditions of the poor. This is the principle under which the Resource Centre Development programme has been designed. IRC seeks to support sector actors—NGOs, donors, private and public actors—by linking them to relevant resources and information.

Learning Alliances are a series of connected stakeholder platforms, created at key institutional levels (typically national, intermediate and local/community) and designed to break down barriers to both horizontal and vertical information sharing and thus to speed up the process of identification, development and uptake of innovation. Each platform is intended to group together a range of partners with complementary capabilities in such areas as implementation, regulation, policy and legislation, research and learning and documentation and dissemination.

The central premise of the Learning Alliance approach is that, by giving as much attention to the *processes* of innovating and scaling up innovation as is normally given to the subject of the innovation itself, barriers to uptake and replication can be overcome. The Learning Alliance approach has arisen from a sense of frustration over the evident failure of much relevant and effective innovation – technological or institutional – to move beyond the pilot stage.

2.6 SSHE Video Launch

Among the products of this pilot is a 16-minute video documentary entitled "School Sanitation and Hygiene in Kenyan Public Primary Schools." The video is an appeal to policy makers and development partners to invest more resources in the improvement of water supply, sanitation and hygiene in public primary schools. It highlights the sanitation and hygiene challenges facing primary school children in Kenya. Shot on locations in Machakos, Kajiado and Nairobi, it captures the grim realities of public primary schools in dire need of a strategic implementation plan and lends voice to a previous call to develop a national coordinated programme on school sanitation and hygiene.

During the launch of the video the Chief Guest, Professor George Saitoti, Minister for Education Science and Technology, said: "This video will be of great value in our public education and awareness creation efforts."

Other products presented at the dissemination workshop include three briefing notes targeting policy makers, development workers, sector professionals and teachers.

3.0 Salient Findings from the Pilot

Three thematic presentations by the Core Group formed an important part of the proceedings:

- School Sanitation and Hygiene in Kenya: Overview
- Addressing Quality and Dignity in Free Primary School Education
- National Partnerships for meeting the MDGs in Water and Sanitation

3.1 SSHE in Kenya: An overview

While the country seems set to achieve the Universal Primary Education goal of ensuring that all boys and girls complete primary education by the years 2015, the school sanitation and hygiene goal may not be achieved. This goal calls for governments to educate 80% of primary school children about hygiene and equip every school with facilities for sanitation and hand washing by 2015.

Schools in the Arid and Semi Arid Lands (ASALs) were worst hit both by water supply and sanitation provision. Up to 104 children share one latrine in North Eastern Province. This is reflected in low enrolment, poor school performance and low pupil retention rates.

In most schools, the toilets for girls and boys are semi-separated (back-to-back design), shared or constructed close together.

Facts Card #1: School Sanitation and Health

Number of primary schools:	18,000
Number of pupil's (2005):	7.4 million (2005 EST.)
Average pupils per school:	411
Recommended toilet to pupil ratio:	1: 25girls; 1:30 boys
Average toilet to pupil ratio:	1:64 (2003)
School health programme:	In the drawing board
SSHE co-coordinating programme:	In the darwing boards
School feeding programme:	Mostly in ASALs and slums
No of school with safe water supply:	Not established
Malnutrition:	Prevalent in ASALs district
Water and sanitation related diseases:	Common
New or rehabilitated school toilets required	About 60%
Number of new or rehabilitated school toilets needed:	About 151,200
Required expenditure for making sufficient toilets:	\$45.4 million
Sources of funds for SSHE:	Government and development partners

Experience shows that when girls reach puberty, they drop out of school due to the embarrassment of having to share latrines with boys, or because the facilities do not give them privacy and dignity. A UNICEF report shows that 1 in 10 school-age girls do not attend school during menstruation.

Even where a fair number of latrines existed, their condition was deplorable. Maintenance and proper use were found to be poor. Toilets without proper doors, or means of locking from inside were common.

Participatory and promotional hygiene is not emphasised and teachers are not sensitised on these issues. The assessments observed that where school lunch is served, children ate without washing their hands, partly because of ignorance and partly for lack of hand washing facilities. 87% percent of the children interviewed said they did not wash their hands after visiting the toilet.

Most of primary schools in Kenya lack a source of safe water and do not have even the simplest hand washing facility. There is plenty of water during the wet season, but the quality of this water is poor.

Schoolchildren need water for cleaning toilets, hand and face washing, preparation of lunches and wiping or reducing dust in the earthen classroom floors. These habits are known to reduce and even eliminate skin and eye diseases, diarrhoeas, intestinal worms and typhoid.

Various government ministries, development partners, private and civil society organisations have a stake in school sanitation and hygiene. However, there is no structured and sustained national programme to coordinate and consolidate their efforts. Improvement of public sanitation is the mandate of the Ministry of Health. Provision of water is the mandate of the Ministry of Water. Ministry of Education provides teaching and school administration. Various agencies provide crosscutting support.

Construction of more toilets and water points alone does not bring the desired health benefits. Hygiene promotion, aimed at bringing behavioural changes, must go hand-in-hand with the development of physical facilities. The power of education, more than mere technology, is what transformed the countries of the north and reduced their health burden. This underscores the urgent need for Kenya to focus on school water, sanitation and hygiene issues.

Facts Card # 2: Water and sanitation related diseases afflicting schoolchildren in Kenya

Diarrheas	(widespread)
Skin diseases	(commonest in ASALs)
Eye infections	(commonest in ASALs)
Intestinal worms	(widespread)
Malaria	(widespread)
Typhoid	(prevalent in some areas)
Cholera	(occasional)
Amoebas	(prevalent in some areas)
Deficiency diseases	(Prevalent in ASALs)

3.2 Addressing Quality and Dignity in Kenya's Free Primary Education

The quality of education is about the quality of learning and teaching, which are reflected in both examination performance and acquisition of life skills. Provision of sufficient water, sanitation and hygiene education can go a long way in adding both quality and dignity to Kenya's free education.

Facts Card # 3: Quality Education Ensures Children:

- o Complete school
- o Are not absent
- o Participate actively in learning experiences
- o Attain better examination result
- o Acquire useful skills, knowledge and attitude they can apply in their lives

There is a link between improved school water supply and sanitation on one and the quality of learning on the other. Provision of these basic amenities gives children more time and energy for schoolwork by freeing them from the responsibility of fetching water. It improves safety of the girl-children and offers her the sanitary. Clean toilets that offer protection and security improve the dignity of girls, especially after puberty.

Most schools have no water except in the wet season. Roof catchment has been attempted in many schools but the storage capacities are too small for school populations. Rainwater collecting tanks widely used in Kenya schools made of plastics, concrete, iron. In many schools children have to bring water from home. Water from neighbouring natural sources and plastic is often of questionable quality. It is observed that rainwater-collecting facilities are poorly maintained.

Schools need water for cleaning toilets, washing hands (rare), washing face and for preparation of lunch where a feeding programme exists. Water is used for reducing dust in classroom floors and, in rare occasions, for school garden.

Some schools in Kajiado, where PHASE had been introduced, used leaking tin for hand washing. This is a simple tin with a tiny hole through which water trickles for hand washing. The tin is usually suspended on a post. Leaking tin is not a sustainable technology. The water is usually too little for so many pupils. Other than the leaking tin and taps in a few schools, no other hand washing technology has been promoted in Kenyan schools. Soap or any abrasive agents are not used in hand washing. Ash is popularly sprinkled on the latrine floor because it is believed to have antiseptic properties, and because it is readily available. Very few school use commercial detergents. Children's knowledge of hand washing at critical times is low. Nor do they understand the link between hygiene practices and diseases.

Facts Card # 4: Why Children Drop out of School

- Why children drop out of school
- Early marriages
- Long distances to school
- Pregnancy
- Search for job/employment
- Too big among classmates
- Lack of parental encouragement

Facts Card # 5: Causes of Absenteeism

- Menstruation hygiene (for girls)
- Lack of uniform
- Lack of food
- Labour (herding, sand harvesting, fishing, quarrying, miraa business, taking care of other things at home)
- Sickness
- Toilet related humiliations
- Cases of indiscipline

Facts Card # 6: Elements of a Pupil-friendly School

- Friendly teachers
- Clean and safe school compound
- Extra-curricula activities
- Hygienic and sufficient toilets
- A source of safe water
- Lack of harassment and bullying
- Comfortable and well-lit classrooms
- Meals are available
- Availability of teaching aids

Facts Card # 7: Secure, Clean Toilets Boost Pupils' Dignity

Provision of toilets boost dignity when:

- Toilet are separated for boys and girls
- Toilets lockable from inside
- Toilet clean
- Toilets have no bad smell—well ventilated
- Toilets offer privacy

What is dignity?

Dignity is a rather difficult notion/concept. It is about self-respect and self-esteem; an inner drive to like one self and act with respect. Children reflect their self worth from how society treats them. Provision of quality toilets, for example, gives children a sense of being important. Little children are reported to urinate on themselves when sanitation facilities are insufficient or unfriendly. When they do so, others laugh them at. This loss of face creates a negative attitude towards the school. Girls need special attention because going to the toilet is to them a strictly a private affair. Most have problems with toilets that do not guarantee them complete seclusion.

Facts Card # 8: What senior girls do when toilets are shared with boys:

Waits until everyone is in class
Waits until she gets home
Helps herself in the bush
Drops out of school
Fake sickness (absenteeism) when experiencing menstruation

Facts Card # 9: What Makes School Toilets Unfriendly

Semi-separated (with a separating wall; back-to-back)
Un-separated (boys and girls use same door/hole)
Toilet without doors
Boys harass girls when semi-separated or shared
Small children fear big holes and therefore used the floor away from the hole
Dirt attracts dirt; pupils tend to soil a toilet when they already find it dirty
Toilets not separated by age groups
Toilets without means of locking from inside
Toilets close to road or other public places
Lack of shoes

A large percentage of school children in the rural schools don't wear shoes. This becomes a health hazard when they have to walk on already soiled toilets. But it also affects their personal respect.

"Most of the current toilet facilities are not only a health risk, but also the students that use these facilities believe that these toilets are the 'norm'. And this will have a real negative impact on their understanding of general health and sanitation standards"

—From the Delft Framework of Action on SSHE, June 2004

3.3 National Partnerships for Meeting Water and Sanitation MDGs

Millennium goals for sanitation: To reduce by half the number of people without access to adequate sanitation by 2015. Kenya has set itself the goal that 90% of the population with no access to sanitation will have access by 2015; that is within 10 years. Kenya has to construct at least 2 million facilities at the rate of 200,000 toilets per year.

The challenge – outputs for MDG

That is at least 540 toilets per day at household level sustained for the next 10 years. Schools being organised entities and being attended by a third of the national population, offer an opportunity to advance towards the MDGs. The country will have to construct at about 151,200 toilet units in the 18,000 primary schools assuming 60 % of the schools require new or rehabilitated facilities

The cost of MDG

Household sanitation: at least US\$161 million in 10 years most of which is to be met by the households. The Government and partners will need to contribute about US\$ 11 million. In primary schools an expenditure of at least US\$45.4 million over ten years is needed, most of it from the Government and partners.

Facts Card #10: Partnership Are Necessary for Achieving MDGs through:

- Mobilising resources
- Mobilising people and organisations
- Coordination
- Strategy
- Monitoring

Facts Card #11: Relevant Existing Partnerships and Networks in Kenya

- Environmental Sanitation Working Group
- Education Coordination Group – DFID, SIDA/DANIDA, USAID, UNICEF, MOEST,
- School Health Group – MOEST, MOH
- National WASH Group – NETWAS and partners
- UNICEF/WFP – food for work
- WESCOORD – OOP, UNICEF, MOWI, NGOs.
- UNICEF – Private Sector Partnerships: Barclays, NAKUMATT, KENTAINER, Kenya Airways
- Environmental Hygiene and Sanitation Working Group with partners like WSP, UNICEF, WHO, NGOs, MOH, MOEST, MOWI.
- SSHE – NETWAS, MOH, MOWI, MOEST and UNICEF.
- Education sector coordination working group – MOEST, UNICEF, DFID.

Improved co-ordination and networking among these and other groups is needed in order to keep profile of SSHE on Kenyan agenda. In this regard, there is need to develop a national information and communication sharing systems. The country needs the means of monitoring MDG achievement in schools and in the community, and a mechanism for advocating for increased WATSAN resources.

4. Group Discussions

Three groups were formed each to discuss on of the following topics:

1. Formulation of SSHE communication/information strategy
2. Roles and functions of an SSHE programme
3. Funding and sustaining an SSHE programme

4.1 Group 1: Formulation of SSHE communication/information strategy

- The strategy should target all levels—policy, intermediary, implementers and end users involved in SSHE
- Special emphasis should be given to sensitising teachers on the emerging participatory and promotional methodologies, such as CHAST, PHASE, child-to-child and PHAST.
- The strategy should be SMART—Specific, Measurable, Achievable, Realistic, and Time-bound.
- Financing and institutional arrangements should be clear from the start
- The functions of the strategy should be spelt out clearly
- To make use of the lessons learned from the pilot
- To be linked with the existing groups and organisations working in SSHE
- Work in education programme with agencies that are concerned with mainstreaming SSHE in the curriculum

4.2 Group 2: Roles and Functions of an SSHE National Programme

- Developing training programme as informed by practical conditions on the ground
- Conducting need assessment to know areas of needs and facilitate the preparation of the training.
- Promotion of ESH policy as regards the SSHE
- Information sharing among the whole span of stakeholders
- Review, documentation and dissemination of best practice
- Identify research areas for intervention.
- Operationalise SSHE at the district level to scaling up
- Monitoring Implementation, impact and planning implementation. Improvements in design and approaches (ESH working group)
- Promoting networking among the wider interest group (bringing on board everybody)
- Offer professional advice (at no cost) to the wider stakeholders under the core group

4.3 Group 3: Funding and Sustaining an SSHE National Programme

- ◆ Support from development partners
- ◆ Support in kind from core group members
- ◆ Support from private sector
- ◆ Donations from charitable organization and foundations
- ◆ Sale of products – e.g. videos
- ◆ Consultancies

Packing Bay

- The Parent Teachers Associations (PTAs) are not quite sensitive to water, sanitation and hygiene issues
- Head teachers have inadequate capacity—technical, managerial, planning and—to effectively manage the SSH facilities
- Who should clean the school toilets? Pupils or employees?
- In Nairobi and a few other municipalities, the Local Government or the PTA employs toilet cleaners
- School toilet cleaners are some of the most ignored community workers

5. Workshop Recommendations

1. Publish data of MOEST survey of 2003
2. Develop advocacy tools for achieving MDGs for WATSAN at national level
3. Core group should make itself recognised as a sub-group of the environment and sanitation working group
4. Research (applied) for the best technological way forward for sustainably meeting the MDGs
5. Scale up needs assessment on information on SSHE
6. Develop a fund-raising strategy for RCD
7. Need to offer services to potential clients at a fee
8. Target government policy to ensure that water SSHE becomes part of school/infrastructure
9. Mainstream SSHE in the national curriculum
10. Consolidate the pilot effort as a way of initiating scaling up
11. Promote the formalisation of government funding for SSHE

Annex

List of participants

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