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School Sanitation Experiences of Uganda

For

UNICEF/World Bank

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Field Note

1. Introduction

Project Objective

- To improve water supply and sanitation facilities in primary schools in support of Universal Primary Education initiative so as to bring about reduction in water and sanitation related diseases and the burden of water collection by pupils in primary schools.
- To impart hygienic skills to children at an impressionable age.

Justification for a School Sanitation Project

Sanitation is a right! Investing in schools in the developing world is central to meeting children's rights, confronting issues of gender and ethnic discrimination, preparing young people for their roles in civil society. The **CRC** which has been ratified by most of the World, including Uganda, provides that children have a right to a safe environment for enhanced learning, health and development of good citizens.

In Uganda, a large percentage of the population of children (6.5million children in primary schools alone) are found in schools. In these schools, the children spend a lot of their active day, on average eight hours and about 260 days a year. Schools therefore provide the best opportunity for creating impact on the children. Targeting schools is also very important because children are effective agents for change in their communities. What they learn at school they can transfer to their homes and communities and to other children who at home and not able to go to school for various reasons. This will positively impact on the home and community environment. These children in school soon become parents and will be duty bearers for their own children with a duty to provide a safe and clean environment for their children's development.

It is important for children to have a safe environment for learning for good performance and achievement. Good sanitation creates a disease barrier by reducing sanitation diseases such as diarrhoea, malaria, worms, anemia etc. thus cutting down on absenteeism and the dropout rate brought about by those diseases. The health effects of inadequate sanitation are critical; diarrhoea kills 2.2 million children every year world wide, and increases health care costs for the three billion people who lack access to adequate sanitation. Children are the most vulnerable to environmental health hazards and subsequently also the worst affected. In addition, where the sanitation facilities are inadequate, the girl child suffers because of lack of privacy especially during menses, thus resorting to absenteeism and eventually dropping out of school.

In a study done by UNEB, approximately ninety-two percent (92%) of schools in the sample have six (6) latrine posts or less. Sixty-seven (67%) have no latrine posts exclusively for girls. Management in several schools stressed the lack of latrine posts for girls as a serious concern. They also observed that mature girls had no changing facilities so that they had to move to neighbouring homes to change when they are 'at that time of the month'. In addition they found that children's worst experiences centred around water and latrines particularly for girls. The pupils were also concerned about the few teachers that were available in the schools. Other problems specific to pupils include lack of a senior woman teacher for female pupil guidance, the amount of domestic chores which prevents them from doing school 'home work' as well as too much manual labour at school. (*Carasco*)

School children who are malnourished, have worms or are anaemic do not learn well because health is important for learning in the same way that education is important for health – for this generation and the next. Several studies have shown that most diseases suffered by children are related to unsanitary conditions and lack of personal hygiene. Such survey results show the need for a focus on children. Also, it is generally recognised that childhood is the best time for children to learn hygiene behaviours.

Children are future parents and what they learn is likely to be applied in the rest of their lives. They have important roles in the household, such as taking care of younger brothers and sisters, and depending on the level of awareness they have, they may also be able to question existing negative practices in their homes. If children are brought into the development process as active participants, they can become change agents within their families and catalysts for community development. In addition to the schools' impact on the development of individual students, they can be a central point for development in communities, for disseminating information (e.g. hygiene, immunisation), influencing norms (e.g. Water and sanitation), and contributing to social change.

A school sanitation project can offer the children opportunities for child participation and its commensurate advantages like empowerment, independence, decision-making, self-reliance, confidence building, creative development, life skills development and sustainability, among others. This can be done through sanitation activities like:

- monitoring
- self-checks
- science clubs
- music, dance and drama
- sanitation planning

These activities will increase their abilities and self-confidence, and also create empowerment and foster sustainability.

The low level of literacy among women, a result of girl push-out, aggravates prejudices based on inferiority and superiority complexes between men and women. By promoting girls' attendance and retention in school, the sanitation project will influence sound cultural patterns of conduct in future. There is evidence to show that there are wide disparities between urban and rural areas, women and men, rich and poor. A school sanitation and water project can target the less privileged in order to promote equity, reduce disparities and the poverty gap.

After the family, schools are the most important places of learning for children; they have a central place in the community. Schools are a stimulating learning environment for children and stimulate or initiate change. Schools can also influence communities through outreach activities, since through their students, schools are in touch with a large proportion of the households in a community. The sanitation facilities in schools can act as a model, and teachers can function as role models.

In summary, school sanitation investments are legitimate uses of public funds because of economic, political, social, health and human rights factors.

Eligibility criteria

Schools to receive support are to be selected according to the following criteria:

Government schools:

- Involved in the UPE programme (including schools with or without classroom structures)
- Without a nearby water source (in a distance of more than 0.5 km)

- With high enrolment
- With a high ratio of pupils to existing latrine stances
- Community showing interest and willingness to participate in the activity

2. Institutional Arrangements

It has always been a policy in Uganda, as far as possible, to integrate water source development, sanitation promotion and community empowerment for sustainable community ownership, utilisation and maintenance of installed facilities/services. As a result there exist an array of line ministries involved in sanitation.

The Environmental Health Division in the Ministry of Health has the overall responsibility for environmental sanitation improvement. Before the ongoing policy reforms, the division had operated as a traditional centralised department with environmental health officers posted in each district and urban authority. At present, the role of the division is being redefined with a view of strengthening its capacity to support local governments to improve environmental sanitation. Officers who used to belong to the division now belong to their District Local Governments. These officers and assistants are trained in the Schools of Hygiene as Health Inspectors and Health Assistants. These carry out mobilisation and training activities at community level.

The Ministry of Gender and Community Development, through the Directorate of Community Development, and district staff is responsible for social mobilisation and promotion of the role of women in sanitation improvement initiatives. District level officers and assistants for the rural water and sanitation subsector, are mainly trained by the Institute of Social Development, as community development officers and assistants. A module on sanitation improvement will be integrated in the curriculum.

The Ministry of Education, through its Inspectorate department plays a role in enforcement of Government policy through guidance, supervision and monitoring. It also plays a role in the promotion of a national syllabus that supports and teaches sanitation and hygiene.

The Ministry of Lands Minerals and Water is also to date the most important institution involved in sanitation promotion, represented by its Department of Water Development (DWD) through its two main programs, namely;

- i) WES/UNICEF (1995-2000) covering 34 districts with a total budget of US \$ 27 million
- ii) RUWASA /DANIDA (1996-2000) covering 10 districts with a total budget of US\$ 40 million

Other Government projects include STWSP and Eastern Centres, which are involved in sanitation improvement programmes in both rural and urban settlements. NGOs like ACTIONAID, World Vision, AMREF, SOCADIDO, Water Aid, AVISI and Uganda Community Based Health Care Association (UCBHCA) are involved in sanitation improvement program including community capacity building. Private individuals and institutions have provided facilities and services and carried out sanitation improvement activities in various areas.

All the above are co-ordinated at national level through the Inter-Ministerial Steering Committee (IMSC) and Project Management Teams to provide an enabling environment in aspects of policy development, technical assistance, quality assurance and monitoring & evaluation. These frameworks have greatly assisted/promoted the multi-sectoral collaboration and lobbying needed for

policy reforms. The IMSC comprises the highest-ranking civil servants, i.e. Permanent Secretaries from each of the ministries mentioned earlier with their technical heads of department as ex-officio.

At the District level, sanitation responsibility is borne by the Department responsible for Health Services competing with other health services like immunisation, HIV/AIDS and MCH. At district level also, sanitation activities are co-ordinated through respective sectoral committees of LC V councils e.g. works, social services, health, and district management teams with responsibility for planning, budgeting, supervision and monitoring implementation. The water components come under the water department, which is usually housed in the works department.

At sub-county level, the responsibility for water and sanitation is mainly for extension staff, namely health assistants and community development assistants. There are also sectoral committee members for health and education as well local NGOs and CBOs. The subcounty chief also plays an important role of mainly enforcing bye-laws and government policy.

At parish and village level, water and sanitation is the responsibility of PDCs, local council secretaries for health, school management committees and water and sanitation committees.

Annex one shows Institutional arrangements for school sanitation diagrammatically.

The use of the private sector is one of the main strategies as well as institutions that the programme is using. This is in support of the Government policy on privatisation. Use of the private sector for school sanitation is a very new venture, of not more than a year old. As a result many teething problems are being experienced.

Initially the public sector was in charge of constructing the school facilities, however the following problems were encountered:

- Latrine construction in most cases was very slow and inefficient.
- Some latrines collapsed due to the fact that they were sited badly and because technical staff did not supervise construction of the latrines.

Because of these reasons, there was a need for building capacity for the private sector to get involved both in latrine construction and latrine construction supervision.

The program supports the privatisation policy of government through the use of private local contractors in latrine construction and sanitation platforms. Further areas of private sector participation are the development, production, and dissemination of appropriate sanitation materials as well as skills development for sanitation service delivery and advocacy.

All latrine construction work is to be undertaken by private contractors except digging the pit, which is done by the school community. The District Tender Boards advertise and invite tenders following the district tendering procedures. Sub-counties are encouraged to employ local contractors to take up construction work. The centre's role is to support districts to strengthen the tendering processes, assist in preparation of tender documents for certification and payment.

The overall strategy of the school sanitation program is to involve all stakeholders (central and local governments, bilateral and multi lateral agencies, private sector and community members) in sustainable sanitation improvement. The stakeholders' participation is intended to enhance the sustainability mechanism that will ensure the continuity of both the process and benefits arising from the school sanitation promotion.

We have also chosen to make sanitation promotion a highly political process. The target is all elected officials in Uganda starting with the President and Cabinet and moving down through Chairmen and Secretaries at village level. The local councils are recognised as vital institutions with their main role being in planning, monitoring and resource allocation.

Process: Implementation arrangements for school sanitation

Below is a description of how the school sanitation programme is arranged and implemented in an effort to make it demand driven and to promote sustainability by using the bottom up approach.

Advocacy/information phase:

Mobilisation meetings are held during which standardised application forms are distributed for schools through the LC3 Chairpersons and chiefs. The mass media and print media are also used to disseminate information about the programme.

Application:

Head Teachers apply to the CAO through their Sub-county leadership. The Sub-county Chiefs present the application list to the LCIII Standing Committee for Health and Education and Technical Committee for approval. The Sub-County Chiefs submit the list of approved schools in their respective sub-counties to the CAO.

Vetting:

The CAOs submit the list of applications to the District Vetting Committee comprising the District technical committee (DTC), Sectoral Standing Committee for Health and Education for approval.

Approval and workplanning:

A list of approved schools is then sent to the Director - DWD and copied to the focal point officers in the line Ministries (i.e. Health, Education, Local Government, Gender and Finance). The Director compiles submissions into quarterly requests to the Ministry of FPED to release funds to the respective districts as conditional grants.

Release funds

Once funds have been released to the Districts, the CAO informs the sub-county Chiefs and advises the school authorities to start digging the pits. Copies of this notice are given to the LCIII Chairperson, Sub-county chief, County Health Inspector and the private contractors engaged by the District to under take the construction.

Teacher training

The CAOs then invite 3 teachers from the selected schools for a one-day sanitation and hygiene training workshop. Here the teachers analyse their school situation and make a workplan on how improvements will be carried out.

Construction

The Health Inspector or Health Assistant helps the school management to site the pit. The school will then dig a pit (s) according to the recommended dimensions. The school collects money from the community in order to pay for the labour for the pit excavation.

Quality assurance

When the pit has been dug, the District Health Inspector and the District Engineer are responsible for certification and quality assurance.

Follow –up and monitoring

National and district teams carry out follow up and monitoring of both hardware and software activities, regular spot checks, auditors monitor progress, and support supervision is carried out.

3. Expected outputs

Special hygiene education for girls is encouraged during the teacher-training workshops. The overall objective of the hygiene education activities is to promote the following key practices:

- maintenance and use of the latrines
- hand washing after latrine use
- proper management of refuse
- good personal hygiene
- behaviour change promotion through child participation activities like health clubs

The expected outputs for the school sanitation interventions are:

- Community participation
- Well used and maintained latrine facilities
- Improved quality latrines constructed
- Increased quantity of latrines constructed
- Hand washing facilities provided with soap/ash and being used
- Functioning rain water tanks

School curriculum

The school sanitation programme messages correspond with national school curriculum messages. The school science curriculum now teaches sanitation and hygiene aspects right from primary one. There has also been an attempt to integrate sanitation into other lessons like social studies and English. Sanitation aspects are also covered in the examinations.

The examination papers of the past years show good grades. This is corroborated by the studies, which show high levels of knowledge. But translation into behaviour still remains too low to show significant results.

The syllabus however still needs some work on gender issues. In addition some messages are incomplete messages like hand washing with soap.

Monitoring systems in place and the indicators being used

Regular supervision, follow up and monitoring have been put forward as means for promotion of proper operation and maintenance. Monitoring tools exist, but there is a problem with the staff. The main problem is that the sub-counties are under-staffed, and they do not have capable staff to do the regular visits. Sometimes the systems are too many and too time consuming and complicated. This is coupled with a lack of feedback or appropriate action taken from the findings. There is therefore a need to provide a simpler checklist that could allow immediate feedback. The cost of collecting information should be low in terms of energy and time.

In general, there is insufficient monitoring and supervision from the national level. The M&E unit in DWD developed a set of survey tools for WES-MIS (January - March 1998). It is a very comprehensive tool for MIS but its efficient and effective use needs to be reviewed in the operational phase to come.

Annex four is an example of indicators used by the inspectorate of education staff.

There are four main levels, which cover school sanitation monitoring:

1. by national: MIS, spot checks, surveys, reviews
2. by district: spot check and supervisory visits by DHI, DEO, DIS, DWO
3. by politicians: spot checks and report verifications
4. by subcounty: through extension staff routinely

Infrastructure: Construction of facilities

Blocks of five stance latrines, 2 for each school, for normal soils, separate for boys and girls, rainwater tanks, and hand washing facilities are being supported. 25% coverage of school for 34 districts and 50 % over 5 years for 10 districts in the RUWASA project. The construction is carried out by private contractors selected through a competitive tender system by the District Tender Board and local masons in some districts selected by the School Management Committee Chairman, the Headteacher and LC III Chairperson.

Analysis of integration of software and hardware

Software activities are planned to precede the hardware ones. Software activities are designed to support hardware activities. Such that one finds that the teacher training targets only the schools that are going to receive assistance for latrine construction and hand washing facilities. However, mobilisation activities cover a wider target group because it is an advocacy/information activity. The people are mobilised to look for their own resources to put hardware installations. Mobilisation also is form of getting political support so that implementation runs smoothly and accountability is enhanced.

Further integration takes place at planning meetings where both hardware and software personnel share their plans and try to harmonise them. At district level, this happens at the district management team meetings.

On the whole integration exists, however, the priority and resources is stilled skewed towards hardware activities especially water related ones. It is said that there is 'no money for talking' the money is for tangible, physical outputs. Software activities a rarely have physical outputs to claim in the short run.

Integration becomes difficult when hygiene lessons are given in class, but the school does not have the facilities. For example, many lessons emphasise washing hands with soap but most schools don't have soap or an alternative. Water for drinking is not available let alone for washing hands. Very few schools have water within a reasonable distance. Others have latrines that are very dangerous structurally and hygiene wise. So such messages like 'use the latrine' become difficult to translate into practice. The reverse is true for hardware installations without supportive software inputs. For example, many schools have hand washing facilities locked up in their stores because they lack the value of washing hands.

4. Process

A 1996 review revealed that more emphasis was being given to Water than Sanitation and that latrine coverage was not keeping up with population growth, leading to coverage decline. This led to another complete rethink of approach. Working in close collaboration with DANIDA, WHO and the UNDP/World Bank Technical Group in Nairobi the approach to sanitation for the entire country was redefined. First definition of sanitation was broadened from the mere provision of latrine slabs, to excreta disposal, solid waste disposal, liquid waste disposal, and hygiene and vector control. A sanitation task force was set up to develop new approaches and a concept paper entitled "Promotion of Sanitation in Uganda" was commissioned. This concept paper is the most comprehensive statement on sanitation ever written in the country. It covers the global situation, the history and the present day situation of sanitation in Uganda. The paper, which was personally endorsed by the Ministry of health, Hon. Dr. Kiyonga, also highlights the effects of poor sanitation, the reasons for its marginalisation and calls for an accelerated national improvement programme (1997).

A cabinet memorandum drafted on the basis of the concept paper obtained parliamentary backing in July 1997 leading to the development of a National Sanitation Programme.

However, the most important achievements was the holding on 16-17 October 1997, of a National Sanitation Forum. The theme "**Better Sanitation, A Responsibility for All**" brought together the leadership of all 45 Districts in Uganda who together with Members of Parliament, cabinet, Donors, Non-Governmental Agencies and Concerned Citizens spent two days discussing the issue of sanitation. The culmination of the forum was the signing of The Kampala Declaration on Sanitation (1997) by the Chairmen of the District Councils.

The main output of the forum was the 10-point strategy programme of which school sanitation was a priority in the action point 5, which states that:

"Focus on schools: 'We shall ensure that every primary school and all other institutions of learning have adequate sanitation facilities (latrines, safe drinking water supply and handwashing facilities; with separate facilities for girls) by the end of 1998' (National Sanitation Forum action point 5)"

Sanitation has since remained high on the agenda. The President's 1996 election Manifesto promised the electorate improved sanitation. Sanitation has been the subject of over 600 newspaper articles in the national press since the beginning of 1998. Home and school improvement competitions are being held. Schools have built latrines and hand washing facilities; teachers have been trained in sanitation and health clubs established. Private entrepreneurs are setting up businesses to recycle garbage. The visit of President Clinton led to a massive clean up Kampala campaign led personally by the first lady. Sanitation is being improved throughout Uganda. Sanitation promotion also featured high in the manifestos of all the Kampala City mayoral aspirants.

Relations

Parents-Teachers Associations are the interface between the community and the schools. The relations between schools and PTAs is good. This is shown by the fact that in some communities when given an choice of where to locate a water source, they choose the school compound or a place nearby the school. Some communities offer land for expansion of the school and contribute labour for the expansion. Although PTA had been banned in.....they still exist in some schools. PTA meetings are usually held every term. The main agenda items include the progress and problems the schools are experiencing. They are mainly fundraising occasions, whereby parents are requested to contribute for buildings, coaching etc. There are also good relations between the

school management Committees and the schools. The SMC is mainly an executive committee in charge of the day to day running of the school.

Communities and schools fall out when a shared water source is left to the school to repair or when community members come to use the school latrines and foul them. Schools also complain of cattle and goats straying into their compounds, breaking the latrine structures, eating the soap and destroying their gardens. There are some few land disputes.

On the whole relations are good between all stakeholders at community level.

5. Financial aspects

The five-stance latrine is estimated to cost \$1, 600 – 3,000 (if constructed by the private contractor)

The unit costs of this package are based upon the assumption that the latrines built are constructed on stable soil formations. The community pays for excavation and unskilled labour while the government and Donors pay for all materials, skilled labour and hand washing facilities. If the latrines need to be constructed in rocky and high water table or in sandy and collapsing soil formations, the unit cost will be higher.

Table 1 Units Costs used by WES-UNICEF (March-2000)

Details	Ugandan Shillings	US dollars	Donor/Gov't	Community/school
One block of 5 stances latrines Hand washing facilities	2,085,484	1,600	86% 91% (Ruwasa)	14% 9% (Ruwasa)
Rainwater tanks (10,000 litres)	1,800,000	1,200	87%	13%
Training of science teachers for 3 teachers	150,000	100	100%	0%
Production of materials for 3 teachers	45000	10	100%	0%
National mass media campaign	100,000	67,000	100%	0%

The initial process of determining the unit cost estimates was not participatory and did not involve the district engineers. This led to the establishment of a very low unit cost of about seven hundred dollars. The private sector district bids offered 1,500-2000 dollars. This led to delayed implementation and because the communities/schools had to make up the difference.

Funding sources:

These are donors, the Government districts local governments, NGOs and communities. The community contributes labour, materials, or cash. Usually a meeting is called and the reason why the resources are required is explained by the headteacher and SMC. Parents, who are reluctant to contribute, find their children suspended. Good Samaritans and politicians also make pledges to help improve the schools in their areas.

6. Results and Impacts

The following are some of the prominent outcomes from the interventions in place:

- The teacher-training program was reported to be good in terms of content and delivery, and very relevant to the school sanitation needs. It covers critical areas in primary school sanitation. However it was observed that the one-day duration of the training is not sufficient for the teachers to internalise and share diverse experiences that exist in different schools. The teachers trained felt that the training was beneficial and they proposed that it should be done in 2 days and include more teachers.
- The impact of various hygiene education interventions on the community revealed some behaviour change. There has been increased appreciation of hand washing, and the safe water chain. The hardware part of the programme is appreciated more.
-

Table 2 : Hygienic Conditions of Latrine by District

Conditions	Bugiri %	Busia %	Iganga %	Kapchorwa %	Mbale %	Pallisa %	Tororo %
Latrine with hand washing facility	19.7	11.9	39.7	1.5	3.5	22.7	27.3
Latrine with superstructure	54.9	33.3	75.0	34.3	55.5	63.6	31.8
Latrine with a roof	73.2	59.5	75.0	61.2	74.5	78.8	56.1
Latrine with door	38.0	35.7	35.3	44.8	26.5	39.4	39.4
Latrine fouled/soiled	1.4	0.0	2.9	10.4	16.0	4.5	1.5
Latrine Full	11.3	2.4	8.8	6.0	8.0	22.7	9.1
Latrine cover	4.2	35.7	0.0	11.9	27.5	24.2	25.8
Availability of cleaning tissue/leaves	0.0	11.9	0.0	68.7	25.0	47.0	31.8

Ref: RUWASA study on impact, 1999

- It was also reported that most schools (62.9 %) had set up health clubs and parents were participating more in school sanitation.
- “ The outcomes of the sanitation component were evident as latrine coverage rose tremendously.... However, appropriate hygiene practices are yet to pick to satisfactory level. (RUWASA, Aug 1999)
- The teachers also reported some linkages and impact on the surrounding community. They said that if they observe pupils with problems like being always dirty or with jiggers and lice they investigate further by going to the children’s home. What they often encounter are very poor parents or old grandparents who cannot afford to look after the children.
- Communities have been mobilised to play their roles as is evidenced by the contributions that they make towards the construction of latrines. It must be said however, some communities are poor and contribute unwillingly or through coercion.
- Most district leaders and officials are aware of the sanitation laws and clearly understand their mandate for school sanitation promotion vested in these laws and policies. There is

commitment on the part of these officials and leaders to ensure school sanitation improvement. As a result, most districts have included school sanitation activities in their budgets. Also mobilisation for sanitation improvement is handled as an integrated package for the overall community mobilisation for good governance and national development. In addition, the districts regard this activity as the most strategic for the success and sustainability of the program. It provides a linkage between the school and the community.

- The senior women teachers who were trained by UNICEF and or AMREF carry out hygiene education for girls. Some schools have started hygiene education sessions for boys as well.
- Weekly Health parades are held in all schools to facilitate personal hygiene inspection and education.
- In all the schools visited, the pupils were generally clean, and those interviewed were aware of the problems associated with poor sanitation and how to improve on the school environmental sanitation. In addition, hygiene knowledge was very high, however practice was still low.

Table 3: Presence of Handwashing Facilities between 1997 and 1999 by District

District	1997 %	1999 %
Bugiri	-	19.7
Busia	-	11.9
Iganga		39.7
Kapchorwa	0.8	1.5
Mbale	2.0	3.5
Pallisa		22.7
Tororo	1.7	27.3
Average		15.1

7. Lessons

The key lessons and recommendations for any one interested in school sanitation are as follows:

Effective participation is a must so as to ensure programme relevancy and sustainability. There is a need to ensure that the program is sustainable, meaning that the facilities put in place are replicable, and that there is quality control. Communities should contribute in which ever way they can to the acquisition of new sanitation facilities. There is need for a concerted effort to change the attitude the people have to education Ever since UPE, they feel that any thing related to the school should be the responsibility of the Government. Therefore they are very reluctant to make contributions towards school sanitation activities.

It is better to work using existing institutions rather creating programme specific ones for ownership, capacity and sustainability reasons. Institutions that exist are more legitimate because they have statutory powers and are governed by the laws of Uganda. This makes them more accountable and reliable.

There are too many players in sanitation leading to confusion in identifying who is to the lead and who is to take responsibility. There is need for a 'home' for sanitation. This home needs to be led by a dynamic co-ordinator who can bring together different disciplines like engineering and

health, education and community development into the sanitation movement. In addition, there are limited resources for sanitation in all aspects, software, hardware and human resources.

There is need for a multi-sectoral approach where education, nutrition and health are linked to water supply and sanitation. A school sanitation programme provides one of the ideal and rare opportunities for different departments to learn about each other's systems, which may affect their work. Management should involve the beneficiaries in order to ensure sustainability and build capacity. It should be done at the lowest most appropriate level and be gender balanced. School management and local council members are capable, interested and effective in promoting sanitation including supervision and therefore should be supported.

High level political commitment established through advocacy by is the key to successful implementation of interventions. There is need for continued advocacy and lobbying for political support and commitment. The political level actors should be more involved especially in activities like supervision, in order to promote accountability and speed up implementation.

Diversification of approaches and target groups is required to promote and sustain good use and maintenance of facilities. This means using more participatory approaches and training more teachers as well as school management committee members and prefects.

The challenge is to provide services, which will be more child friendly (user-friendliness). The designs are suitable for children and seem to be in common usage in Uganda, however the facilities are not attractive to young children. The latrine is still a bit too dark and still does not look as convenient as using the bush as an alternative. There is need to explore more technological options in order to give the schools the chance to choose one that they can replicate and replace and afford to operate and maintain. Ones that sustainable/reusable.

With the privatisation, decentralisation and civil service reform, there is need to invest more in the private sector for cost effective implementation and capacity building. However, private sector capacity is low. There is need to build it up by on job training and quality control mechanisms. In addition, there is political interference in the tendering process, which results in delays and poor quality products. There is need to enforce the Local Government Act, which prohibits such actions.

There is also need to further decentralise resources so that they can move from the district level to the subcounty and nearer the beneficiaries. This can be done by channelling resources straight to the subcounty local governments.

Behaviour change calls for participatory approaches and continual reinforcement. We can not rely only three teachers to teach and instil hygiene and sanitation habits. More teachers should be trained and more effective sessions should be introduced to cater for the student body represented by their prefects. This will ensure sustainability and promote children's participation. We need sanitation software to be prioritised at all levels especially national levels. We need to make sanitation and hygiene habits a movement/ crusade targeting all levels.

There are less than 2% of schools with adequate sanitation. There is also need for a focussed approach so as to improve on the low percentage as well as for impact. In addition there is need for a package approach. Schools should be considered in a holistic perspective, where classrooms, urinals, latrines, hand washing facilities and water supply sources are all classified as sanitary requirements.

Without follow up and supervision nothing can progress. Schools that were never visited had poor quality installations and teachers trained had never implemented any thing that they had been taught.

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Annex one

actors/roles

School Teachers	School Management Committee, PTA Executive
<ul style="list-style-type: none"> Set a good example by having and using a latrine yourself. 	<ul style="list-style-type: none"> Overall responsibility for the construction, usage, maintenance and quality of the facilities
<ul style="list-style-type: none"> Carry out community outreaches especially to homes within your neighbourhood. 	<ul style="list-style-type: none"> Correct siting of facilities in consultation with Health Assistant.
<ul style="list-style-type: none"> Encourage children to transfer the skills learnt in schools to their homes. 	<ul style="list-style-type: none"> Provision of funds for unskilled labour for construction of the superstructure
<ul style="list-style-type: none"> Teach the pupils how to utilise the facilities correctly. 	<ul style="list-style-type: none"> Provide materials, skilled and unskilled labour for construction of that from for the rainwater tank.
<ul style="list-style-type: none"> Introduce a system in the school that will ensure cleanliness of latrine facilities, hand-washing facilities always have water. 	<ul style="list-style-type: none"> Support to provision of additional facilities in line with enrolment
<ul style="list-style-type: none"> Ensure that adequate anal cleansing materials are available in the latrines. 	<ul style="list-style-type: none"> Support the provision of new facilities and additional facilities in line with enrolment
<ul style="list-style-type: none"> Ensure availability of safe water for drinking. 	<ul style="list-style-type: none"> Plan and budget for school sanitation and ensure that all plans for new structures like offices, health units, markets have adequate sanitation facilities.
Pupils	District Authorities
<ul style="list-style-type: none"> Attend hygiene skills training sessions, 	<ul style="list-style-type: none"> Mobilise sub-counties for sanitation improvement
<ul style="list-style-type: none"> Utilise the facilities correctly, and ensure cleanliness of facilities 	<ul style="list-style-type: none"> Plan and budget for school sanitation and ensure that all plans for new structures like offices, health units, markets have adequate sanitation facilities.
<ul style="list-style-type: none"> Participate in hygiene inspection-parades 	<ul style="list-style-type: none"> Approval of final list of schools to receive resources
<ul style="list-style-type: none"> Put and utilise anal cleansing materials 	<ul style="list-style-type: none"> Tendering for local contractors to carry out construction, (preferably one contractor per subcounty) and pay for finished product
<ul style="list-style-type: none"> Use safe and clean water for drinking, 	<ul style="list-style-type: none"> Certification of the quality of facilities constructed
<ul style="list-style-type: none"> Use soap or ash for hand washing, 	<ul style="list-style-type: none"> Accountability of all funds forwarded to the district
<ul style="list-style-type: none"> Discussed skills learnt at school with parents, peers and siblings 	Monitor and supervise sanitation activities in schools.
Sub-county Authorities	National actors
<ul style="list-style-type: none"> Process school applications and forward to district for final approval 	<ul style="list-style-type: none"> Overall administration of the project
<ul style="list-style-type: none"> Advise communities on the correct siting of facilities and assist Community to supervise the construction 	<ul style="list-style-type: none"> Determination of facilities to be received by each district
<ul style="list-style-type: none"> Plan and budget for school sanitation and ensure that all plans for new structures like offices, health units, markets have adequate sanitation facilities 	<ul style="list-style-type: none"> Check district lists to ensure that it conforms to agreed upon criteria
<ul style="list-style-type: none"> Supporting construction of new facilities once the WES-supported ones get out of use. 	<ul style="list-style-type: none"> Provision of funds for regional auditors
<ul style="list-style-type: none"> Work with school management committees and PTA executive to plan, raise resources for sanitation improvement 	<ul style="list-style-type: none"> Provision of funds to district for bricks, sand, aggregate, hard core, roofing poles, casting of slabs, cement for plinths, corrugated iron sheets, door frames and shutters, hoop iron, nails, and skilled labour for construction
<ul style="list-style-type: none"> Make adequate provisions for proper operation and maintenance of facilities 	<ul style="list-style-type: none"> Provision of funds for a hand washing facility
<ul style="list-style-type: none"> Mobilise school management committees and PTA executive for sanitation improvement 	Provide funds for construction of a Rainwater tank where necessary

Annex Two

Behavior adoption analysis chart

Key practice	Target group	Benefits to adopting behaviour and why(as perceived by audience)	Constraints to adopting behaviour
Community Participation in school latrines construction	Parents General community	<ul style="list-style-type: none"> - Team spirit - Community adherence - Perceived as modernity - less harassment from authorities - conformity to rules - benefits to children - Perceived as responsible/co-operative 	<ul style="list-style-type: none"> - lack of time - lack of information - lack of energy - lack of interest - negative attitude towards community activities and sanitation -
Use latrines	Pupils	<ul style="list-style-type: none"> - peer acceptance - privacy - safety - comfort - cleanliness - group norms - perceived as modern/educated - co-operative - friendship - popularity 	<ul style="list-style-type: none"> - lack of time - not norm - lack of information - lack of energy - lack of interest - dirty latrines - distant latrines
Maintenance latrines	Pupils	<ul style="list-style-type: none"> - peer acceptance - comfort - cleanliness - group norms 	<ul style="list-style-type: none"> - lack of time - not norm - laziness - lack of interest - no cleansing materials - distant latrines
Construction of hand washing facilities	Sch. Mgt Teachers	<ul style="list-style-type: none"> - Team spirit - Community adherence - Perceived as modernity - less harassment from authorities - conformity to rules - benefits to children - Perceived as responsible/co-operative 	<ul style="list-style-type: none"> - lack of time - lack of information - lack of energy - lack of interest - negative attitude towards community activities and sanitation
Hand washing after the latrine	Pupils	<ul style="list-style-type: none"> - peer acceptance - comfort - cleanliness - group norms - smell good 	<ul style="list-style-type: none"> - no facility - not norm - forget - no soap/ash - not a value - not informed - no time
Proper management of refuse	Pupils	<ul style="list-style-type: none"> - peer acceptance - privacy - safety - comfort - cleanliness - group norms 	<ul style="list-style-type: none"> - Not informed - No support/encouragement - No pit - No time
Reactivate school parades	Sch mgt Teachers	<ul style="list-style-type: none"> - Team spirit - Community adherence - Perceived as modernity - less harassment from authorities - conformity to rules - benefits to children - Perceived as responsible/co-operative 	<ul style="list-style-type: none"> - lack of time - lack of information - lack of energy - lack of interest - negative attitude towards community activities and sanitation
Formation of school science clubs	Sch mgt Teachers	<ul style="list-style-type: none"> - benefits to children - Perceived as modernity - conformity to rules 	<ul style="list-style-type: none"> - lack of time - lack of information - lack of energy - lack of interest

			- negative attitude towards community activities and sanitation
Development of school sanitation plans	Sch mgt Teachers	<ul style="list-style-type: none"> - modernity - enhanced ability to mobilise resources - less harassment from authorities - conformity to rules - benefits to children - appear organised 	<ul style="list-style-type: none"> - lack of time - lack of information - lack of energy - lack of interest - negative attitude towards community activities and sanitation

Annex four

MONITORING CHECKLIST FOR SCHOOL INSPECTORS

Name of school.....

Subcounty.....

District.....

Hygiene related actions	Indicators	Responsible person	Action for follow-up
Pupils using the latrine	Appearance of used path to latrine	Teachers/prefects	
Pupils Cleaning and maintaining a latrine	<ul style="list-style-type: none"> • Absence of faeces around latrine walls and squat hole • Pupil cleaning rooster 	Teachers/prefects	
Anal cleansing by pupils	<ul style="list-style-type: none"> • Presence of anal cleansing materials 	Teachers/prefects	
Pupils Washing their hands after using the latrine	<ul style="list-style-type: none"> • Presence of water in facility • Presence of soap/ash • Wet soakpit 	Teachers/prefects	
Teachers carrying out personal hygiene parades	<ul style="list-style-type: none"> • Class monitoring chart • Duty roster 	Teachers/prefects	
Teachers form science clubs	<ul style="list-style-type: none"> • Evidence of club activities e.g drawings, timetable 	Teachers	
Teacher have good refuse management systems	<ul style="list-style-type: none"> • Presence of waste paper bins • Presence of 'well maintained' refuse pit 	Teachers/prefects	
Teachers and SMT have a School Sanitation plan	<ul style="list-style-type: none"> • Presence of written plan indicating activities and source of funding 	Headmaster/SMT	

Carried out by _____ **Total:.....**

Witnessed by _____

Title: _____

Date: _____

Signature _____

Boxes

1. Teacher training analysis done by teachers training workshop

School	Highest Latrine Stance Ratio	Lowest Latrine Stance Ratio	Average Latrine Stance Ration
Mubende	1:180	1:50	1:104
Bundibugyo	1:239	1:60	1:124
Kibaale	1:371	1:42	1:205
Kasese	1:326	1:59	1:128
Nakasongola	1:326	1:54	1:128
Kiboga	1:242	1:39	1:105

95% of the schools met had separate latrine accommodation for boys and girls. However, less than 20% had hand washing facilities with soap.

2. Market Research and Communication Strategy (by adapt TWBA)

Market Research into Positive Factors Associated with Hygiene and Sanitation

This study was carried out to collect data and information to be used in developing the correct messages for the mass media campaign for the national school sanitation campaign.

Objective: To assess the positive images, appeals sounds, words, phrases, sayings/expressions colours, benefits, motivations and experiences.

Major Findings

Up to 90% of pupils and children out of school understood what it meant to be clean and understood that it was important to wash hands before eating food in order to avoid disease.

Yellow ranked highest as the most favoured colour to associate with a clean house closely followed by blue among pupils and children out of school.

Among the housewives, heads of households, and politicians, white was the colour most associated with a clean woman and man followed by blue and yellow for a clean woman and blue and grey for a clean man.

Sounds of sweeping broom was the most mentioned sound associated with cleanliness across all groups of pupils, children out school, heads of households, housewives and politicians.

Healthy life ranked highest among all respondents as a benefit for keeping good hygiene and sanitation practices.

Besides health related experiences and motivators as the most high-ranking response, there was the prestige/status issue, whereby respondents kept clean to be admired by neighbours, to attract more visitors.

Most respondents strongly perceived cleanliness to be highly related to one's appearance, e.g. woman's hair, the way one dresses were given as reason why a person is clean.

Most words and phrases were domestic related, e.g. soap, water, sweep, wash, brush, et.

3. Sanitation News

4. Since behavior change is a slow process, teachers need to do the following things:

- Read and learn as much as possible about hygiene and sanitation. Especially the benefits of good hygiene and low cost ways of implementing good sanitation and hygiene.
- The teacher then needs to pass on this information to the pupils in a way that is simple, easy. Participatory and fun. (see section 1)
- The teacher also needs to ensure that the facilities that will enable the children to practice the good hygiene behavior are available. E.g. hand washing facilities with soap and water for the promotion of the behavior; washing hands.
- Teachers need to minimise as much as possible the barriers to adopting the behavior being promoted. The children will begin to practice the behavior once they understand how and why to do it. They will also do it if the behavior does not pose any threat or constraint to them. E.g. if the hand washing facility is too far, they decide not to use because it will take too much of their time.
- Continually give the message over a period of time so that those who have forgotten may be reminded and also as a form of motivation. This can be called reinforcement. It can be done through rewarding children who are practicing the behavior. Rewards can be in the form of words of encouragement like 'well done' or announcements at the parade time, or even material things soap, exercise books etc
- Monitoring change is very important. This means that the teachers need to look back and see whether the message they sent was received and whether the behavior being promoted is taking effect. This will help them identify problems that had not anticipated so that they can introduce appropriate improvements to their messages to eliminate the problems. Monitoring can be done daily by using charts filled in by the students.

6. Wardrobe study

Table Problems with Construction of Latrines

District	High Water Table	Loose Soils	Rocky Ground	Lack of Availability of Materials	Lack of Availability of Skilled Labour
Apac	7.4%	7.4%	59%	16%	2%
Arua	8.3%	11.1%	275	19%	2%
Hoima	0	0	24%	3%	7%
Kamuli	4%	6%	46%	14%	0
Kotido	10%	10%	40%	0	0
Masaka	6.3%	3.2%	49%	6%	0
Mbale	17.6%	0	19%	19%	2%
Mukono	1.3%	7.4%	31%	25%	5%
Ntungamo	3.8%	3.8%	0	0	2%
Rukungiri	9.1%	1.1%	14%	5%	5%
total	6%	4.8%	32.5%	12.6%	2.5%