

Promoting Sustainable School Water, Sanitation and Hygiene



Experiences and
Lessons from
Napak, Katakwi
and Amuria
Districts, Uganda.



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Table of contents



Foreword	3
Introduction	4
Our supported work	8
SWASH Project	12
School Clubs	15
Activities of School Health Clubs	21
Breaking taboos	23
Sustainable Solutions	28
Role Model	33
Girls' Education	37



It's my pleasure to present to you stories of change from our School Water, Sanitation and Hygiene Project implemented in the districts of Amuria, Katakwi and Napak, North Eastern Uganda with support from Misereor.

At Community Integrated Development Initiatives (CIDI) together with Misereor our development partner, we believe that children at school have a right to safe drinking water, adequate sanitation facilities, clean surroundings and be able to practice good hygiene behaviors.

Water, sanitation and hygiene in schools create an enabling environment, which secures children's dignity, safety, health and class attendance.

Stories presented here not only give you insights on how change happened but they show how improved access to water, sanitation and hygiene education in school's transforms lives of learners and girls in particular.

One key lesson from our School-WASH (SWASH) interventions is that when you equip school children with water, sanitation and hygiene knowledge, they become agents of change among their peers, families and communities.

It is my hope that this publication gives you a better understanding of our organization and SWASH work in the districts of Amuria, Katakwi and Napak.

Thank You

Dr. Fulgensio Jjuuko
Executive Director CIDI

Introduction

Since 2015, Community Integrated Development Initiatives (CIDI) with support from Misereor has been implementing a three-year safe water, sanitation and hygiene project in six primary schools in three sub-counties of Okungur in Amuria District, Ongongoja Sub County in Katakwi District and Iriri Sub County in Napak District, North Eastern Uganda.

The choice of two schools in each of the districts was mainly for modelling and demonstration of how improved access to safe water, sanitation and hygiene (WASH) contributes to achieving Sustainable Development Goals, restoring school children's dignity and also contributing to better performance at school.

Contributing to Sustainable Development Goals (SDG)

Together with our partner Misereor, we believe that school children have a right to basic facilities such as toilets, safe drinking water, clean

surroundings and basic information on hygiene and when we support schools to have improved access to WASH, we are contributing to achieving SDG 4 and 6.

Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This can only be achieved when school children have a conducive, child friendly learning environment. Availability of safe clean water, sanitation facilities and hygiene in schools creates an enabling environment, which secures children's dignity, safety, health and improved class attendance.

In addition, attaining SDG 6 requires concerted efforts in ensuring availability and sustainable management of water and sanitation for all. With a specific target of achieving universal and equitable access and affordable drinking water for all by 2030. It also has a target of achieving access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women

and girls and those in vulnerable situations by 2030.

The change

To attain our desired change in school WASH interventions, As CIDI, we focus on addressing gaps in service delivery; supporting schools to have improved access to clean safe water, sanitation and hygiene education, empowering school management committees, teachers, pupils and their parents to improve and maintain their WASH facilities as well as observing good hygiene practices.

We have trained sanitation club members and senior women teachers in making re-usable sanitary pads and supported the schools to establish and train school water and sanitation clubs and providing them with tools for cleaning and managing sanitation facilities in the schools. These tools included slashers, brooms, water containers and protection gear (overalls, gum boots and gloves).

In all our School WASH interventions, we build

inclusive, separate and decent sanitation facilities in schools. These can help reduce school dropout rates, especially among adolescent girls.

We believe that children at school have a right to safe drinking water, adequate sanitation facilities, clean surroundings and hygiene education. Water, sanitation and hygiene in schools create an enabling environment, which secures children's dignity, safety, health and attendance in classes.

Separate and decent sanitation facilities in schools can reduce dropout rates, especially among girls, and hygiene promotion not only benefits children but also empowers them to be agents of change in their families and communities.

One key lesson from our School WASH intervention is that when you equip school children with water, sanitation and hygiene knowledge they become agents of change among their peers, families and communities.



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CIDI
with support from
MISEREOR

From left: Amuge Joyce Mary 15, and Ajulo Judith Mary 15, after using a newly constructed sanitation block. Separate and decent sanitation facilities in schools can reduce dropout rates, especially among adolescent girls.



Amoni Primary School Sanitation and Hygiene Club members could not hide their happiness that CIDI provided them with working tools which they use to clean the school compound. **Photo credit: CIDI/ James Kiyimba**

Our supported work includes:

In this project we have supported the establishment of six sanitation clubs in six schools, constructed six VIP latrines with bath shelters and a stance for pupils with disability, six rain water harvesting tanks and provision of tools for cleaning school compounds.

All in all, we are working to deliver school water, sanitation and hygiene services that improve the learning environment for both boys and girls. We do this by helping school children gain access to safe water, improved hygiene and sanitation. Here are some stories of how individual lives have been transformed.



Regular hygiene education to children through lessons on

- Handwashing with soap before handling food, and after contact with faeces (every time one visits a toilet).
- Safe handling of drinking water.
- Use of toilets.
- Garbage disposal – activity-based education where children actually manage the garbage disposal in the school.
- Menstrual hygiene management and making of reusable pads in upper primary classes.
- Personal hygiene; cutting finger nails; daily bathing, washing clothes and keeping hair short

Capacity and sustainability

- Training of teachers, school management committee and other staff and members of School Health Clubs in WASH promotion.
- Training of WASH facility User Committee in preventive maintenance of facilities in place.
- Training on collection and management of water user fees

Amuge Joyce Mary 16,
Amoni Primary School





Stories presented here not only give you insights on how change happened but they show how improved access to water, sanitation and hygiene education in school's transforms lives of learners and girls in particular.



Members of Okocho Primary School Health Club happy to show the reusable sanitary pads they have made.

Margaret Maringanta shares how Okocho Primary School has been transformed by the SWASH Project

CIDI with support from Misereor implemented a School Water, Sanitation and Hygiene project in Okocho Primary School, Ongongoja Sub County, Katakwi District. Prior to our interventions, this school faced many challenges. This story of change is told by Maringanta Margret; the Senior Woman Teacher in the school who has been there to see all these changes take place in the school.

“My name is Maringanta Margret, the Senior Woman Teacher in Okocho Primary School. At the moment our school has 753 pupils of whom 394 are female and 359 male. Before CIDI started implementing the SWASH project in our school, we used to collect water from an open spring well and this water was not safe for human consumption, diarrhoea diseases and bilharzia were very common.

As a result of walking to far places in search for clean water, several teachers and pupils would be absent from school.

Our school had one latrine block with five stances and one main entrance for both boys and girls. This affected adolescent girls mostly-we had fewer girls in school, out of the 350 pupils (in 2015) only 150 were girls and 175 boys.

Hygiene in our school was also not good. Many pupils used to suffer from WASH related diseases and we had a high school drop-out rate. Whenever a girl got into her periods she would miss school because of the shame and humiliation they suffered.

When CIDI started working here, our school borehole was rehabilitated. We also shared with them the issue of low water yield of the borehole so they provided us with a big rainwater-harvesting tank.

We share the borehole with nearby community and as a result the school and community are managing it. The community leads the

operation and maintenance while the pupils clean around the borehole during school days.

Each pupil contributes UGX 500 (USD 14 cents) per year to the water user committee for the operation and maintenance of the borehole, well as community members contributes UGX 1000 monthly.

In addition, CIDI has constructed a seven stances inclusive sanitation block with bathrooms and different entrances for boys and girls respectively. The boys have four stances and the girls have three stances, one bathroom and a urinal area for young girls. These improvements have attracted many children in the school and our school population has more than doubled, at the moment we now have 753 pupils.

Training in making reusable sanitary pads

“Menstrual management has always been a challenge among adolescent girls in our school. During menstruation, majority of the girls would be given permission to go back home since we

had no emergency pads to give them.

When CIDI started implementing a sanitation and hygiene project in our school, we were trained in making reusable sanitary pads. After acquiring these skills, we passed them on to members of the school sanitation club. The most interesting thing is that we even taught boys how to make reusable sanitary pads.

Breaking silence on menstruation has made it possible for the girls to stay comfortably in school. CIDI also trained us on being champions of personal hygiene in our school; the trainings focused on pupils anal cleansing; hand washing and change of pads. The good sanitation and hygiene practices have been reinforced by messages in the school compound – the talking compound acts as a reminder to pupils.

CIDI has also given us tools and equipment, which we are using to keep our school compound clean. These tools include; wheel burrows; brushes; slashers, dustbins, watering cans and gumboots.

Formation of sanitation club

“We have formed a sanitation club comprising of 20 members from primary four class to Primary Seven where we train pupils to become good sanitation and hygiene ambassadors among their peers and families. Members are trained in monitoring good sanitation and hygiene practices in the school.

Initially our school health club spearheaded cleaning of the compound and toilets to be exemplary. After a while, they formed a schedule for different classes to clean the school compound and toilets. Each class has a specific day in the week for cleaning. Only upper primary classes (P.4 – P.7) are involved. For P.1 – P.3 we only involve them in picking rubbish from the school compound.

We hold a health parade every Wednesday and the Health club members check on pupils’ personal hygiene. Last year we had a child with jiggers but club members helped to remove the jiggers from this pupil. Every week the school health club identifies the smartest person in

each class who are given prizes often we give a half dozens of books to each of these people to motivate them further for sanitation promotion.

Supporting the girls

My role as senior woman teacher is to meet adolescent girls monthly- I usually talk to girls from P.4 – P.7. In the meetings we talk about body changes, management of menstrual periods. Regarding periods, I always tell them that in case they get their first periods while at school, they should not get scared but to come to me for emergency assistance. In our school we use some money from Universal Primary Education (UPE) funds to buy some emergency pads or materials for making them, pain killers, soap and changing dresses.

These days’ girls in our school no longer miss classes because they are in their menstruation periods. The school provides all the support they need, they also have easy access to water and a bath shelters for cleaning themselves or washing their soiled clothes. We are very grateful to CIDI for all these changes in our school.



Fostering peer to peer learning through **School Health Clubs**

In our SWASH supported project, we always support the establishment of School Health Clubs because we use them as vehicles that empower pupils to play an active role in promoting safe water, good sanitation and hygiene practices when they are in school.

One key lesson from our School WASH intervention is that when you equip school children with water, sanitation and hygiene knowledge, they become agents of change among their peers, families and communities.



Purpose of the School Health Club

- Acts as a role model for Hygiene and Sanitation in the school.
- Supervises the cleanliness of WASH facilities and the school compound.
- Reminds their peers on safe water handling, good sanitation and hygiene practices.
- Initiates fun activities for sanitation and hygiene such as music, dance and drama.
- Conducts community outreach



From left: Ajulo Judith Mary 15 and Asapo Sarah 15, happy that they have safe drinking water within their school compound. **Photo Credit: CIDI/James Kiyimba**

“From our School Health Club, I have learnt about personal hygiene. I have learnt how to make reusable sanitary pads and manage my menstruation periods. At our school we have borehole constructed by CIDI, when I need water for bathing or drinking I just go there, it’s nearby with in the school compound. We also have a new sanitation block with water with a bath shelter.

When I need emergency assistance during menstrual periods while at school, I go to the Senior Woman Teacher to get soap, bucket and pain killers in case of abdominal pains. I no longer miss school because of menstruation periods. I am very grateful to CIDI for the sanitation and hygiene education in my school,” Ajulo Judith Mary 15, Amoni Primary School.





In Amoni Primary School, members of the School Health Clubs are using the availability of water and tools provided to plant trees or establish school kitchen gardens to grow vegetables that supplements can be used for school feeding or can be sold. To water the school gardens, the members collect water from the borehole or rainwater harvesting tanks provided.



“We always keep our borehole clean and also slash around the borehole. We have planted a wood lot to act as a wind breaker at school and during dry seasons we collect water from the borehole to irrigate our young trees,”
Ogule Michael 15, Amoni Primary School

Activities of the School Health Club

Monitoring of WASH Facilities: Members of the school health clubs (SHC) have been equipped with capacity to monitor the status and cleanliness of the WASH facilities in their respective schools. Together with the teachers on duty and sanitation club patrons, they discuss how to further improve the WASH conditions in their respective schools.

School sanitation and hygiene parades: Members of the SHC organize weekly sanitation and hygiene parades in their schools where by they monitor the personal hygiene of each pupil encouraging them to be smart, keep their finger nails and hair short and also making reusable sanitary pads.

Hand Washing Exercise: Members of the SHC promote proper hand washing with soap practice in their respective schools. This is by teaching young ones and new comers how to use tippy taps and also making sure that these hand washing facilities have water in them at all times.

Community outreach: Members of the SHC visit

adjacent villages to pass hygiene messages to the community thereby becoming agents of change. So often they have used dramas, songs, poems and practical demonstrations such as proper hand washing, construction and use of tippy-taps.

School Garden: In some schools, members of the SHC have established school kitchen gardens to grow vegetables that can be used for school feeding or can be sold. To water the school gardens, the members collect water from the borehole or rainwater harvesting tanks provided.

Music dance and drama: In all school's members of the SHC have composed songs, dramas, poems or debates on safe water, sanitation and hygiene and present them to the other pupils thereby passing on WASH messages in a more entertaining way. The songs, dramas and poems are also performed during; celebrations of global WASH days, parents' days and interclass or interschool competitions.

Construct Tippy-Taps: A tippy-tap is simple and hygienic water saving hand-washing facility constructed using local materials. Members of the SHC learn how to construct it in school and afterwards teach their peers and family members.

Male and female pupils and teachers are now more comfortable to speak about the normally tabooed topic of girls' menstruation.



Breaking **taboos** on **menstrual hygiene** in schools

Through our school water, sanitation and hygiene project, we have taught both female and male students along with their teachers the proper way of managing girls' menstruation periods with special focus on making reusable sanitary pads. Both Majority of girls no longer feel the shame of menstruating, on the other side the boys too no longer ridicule girls while in their periods.

In all schools of our intervention adolescent girls have learnt how to manage menstruation hygienically and with dignity. At school, they have access to safe water; get support from trained senior women teachers, access decent toilets and changing rooms. We facilitated construction of toilets with separate stances for boys and girls and also raised awareness on menstrual hygiene management in schools.

We are committed to addressing the social

beliefs and stigmas surrounding menstruation. By breaking down stigmas and supporting girls' menstrual hygiene management, we are helping them stay in school and decide their future free from discrimination.





Omulen Simon 16, displaying a reusable sanitary pad he has just made.

Omulen Simon Peter shares what he has how he learnt making reusable sanitary pads from the School Health Club

“My name is Omulen Simon Peter, I’m 16 years old in Primary Six class at Okocho Primary School and I’m a member of the School Sanitation Club.

In the club I have learnt about personal hygiene, keeping finger nails short, washing hands after using latrine and also keeping our school environment clean.

I have also learnt how to make reusable sanitary pads. Being a boy, I’m a not ashamed of making sanitary pads. Before I joined the sanitation club, I was very ignorant about girl’s menstruation and I used to laugh at girls going through their periods.

I used to think that such a girl was careless and dirty. Today I know that such body changes are normal, girl’s menstruation is very normal and not a laughing matter.”



Aanyu Josephine - member of Okocho Primary School Health Club

“

My name is Aanyu Josephine; I'm 16 years old in P.7. I came to Okocho primary school when I was in P.4 and at that time there was a borehole in the school but it was not working. We had one toilet block shared between girls and boys.

Going to the toilets was not easy because I used to fear that a boy would come and open the door while am using the toilet, very often I would go to the nearby bush.

Thanks to CIDI. We have a new toilet block at our school. Girls and boys have separate toilets, I no longer fear to use the school toilets and I have since stopped defecating in the bush.

I'm a member of our school health club and I hold the position of treasurer. As a treasurer I take care of all equipment and tools that the school uses to clean toilets, classrooms and the compound. I enjoy doing this work because we

are able to maintain cleanliness in the school especially having a clean toilet.

I make use of the school bathroom each time I'm in my periods; I no longer have to miss classes because I am menstruating.

When I joined the school health club, I was trained to make reusable sanitary pads and this has made it easy for me to manage my periods. After learning how to make reusable sanitary pads I have also trained my older sister at home and neighbours to make the pads. I also talked to my mother about reusable sanitary pads, she did not know how to make them, I showed her, these days she makes her own. To get money to buy materials for making pads, I get paid after digging in people's gardens.

I am happy that I no longer miss school because I am menstruating. I always go to school on time and in future I want to become a nurse so that I can treat the sick.”





Members of Okocho Primary School Water and Sanitation Facility Management Committee trained by CIDI committee.

Finding Sustainable Solutions

In our school WASH project, as an organisation, we have contributed to providing WASH services that last. We have supported the establishment of community structures to manage water and sanitation facilities in place. This is very critical because improved access to safe water, sanitation, and hygiene (WASH) in schools has shown to increase attendance, educational performance and also restores girls' dignity and general well-being of children, teachers, and their families. Below are a number of stories from communities we have worked with sharing their experiences on measures in place to sustain their WASH facilities.





Sustainability

mechanism to keep Okoch Primary School Borehole working

“My Name is Omongin Alex Moses, 48 years old and a resident of Orukurukin Village. I am the chairperson of Water and Sanitation Users Committee of Okoch primary school borehole. This committee has 11 members (3 teachers and rest are from the community).

Our borehole was constructed in 2010 by Katakwi district local government but got a major breakdown in 2016 and we could not repair it. It stopped functioning for some time. When this happened we had to look for water from neighbouring villages or from the health centre borehole. This would take much of our time because we had to queue to get water.

In 2016, things changed for the good, our

borehole was rehabilitated through CIDI's intervention. As a community, we raised UGX 90,000 (USD 25), which we paid to the district (Okoch Primary School contributed UGX 60,000 and the community contributed UGX 30,000)- that was our community contribution.

We are very grateful to CIDI for rehabilitating this borehole because it serves both the Okoch Primary School and our community, which is near the school. The water from the borehole is very good, it's not salty and we use it for drinking, cooking, washing and for everything. When it's working everyone in the village is happy, it's our dream to have it working all year round.

After rehabilitation of the borehole, CIDI trained some members from the village and school to become Water and Sanitation User Committee members. We were trained in preventive maintenance, governance and our roles.

We ensure that the borehole is clean, we have been able to fence the borehole and also mo-

bilised community members to contribute their water user fees.

Each household contributes UGX 2000 (USD 54 cents) every after two months and the school contributes UGX 30,000 every school term. In our village, we have 30 households that share the borehole with the school. Our water source caretaker collects the money and issues receipts and there after takes the money to the treasurer.

Every day the borehole is opened at 8:00 am and is closed at 6:00 pm. From the time our borehole was rehabilitated we have collected UGX 360,000 (USD 98). We have also repaired the borehole twice at a cost of UGX 300,000 (USD 81). We often have community meetings when the borehole is broken down and needs repair.

Our main challenge is that the borehole serves many people and livestock. This makes it breakdown more often especially during dry season.”



Members of Okocho Primary School Water and Sanitation Facility Management Committee carrying out preventive maintenance

Photo Credit: CIDI/ James Kiyimba

Ekadu William

SUBJECTS

RS

CHER, ENG P7

ACHER, SST P.5 P.6

CHER

ER, P6 and P5 ENG

CHER

ER, MTC P6, P7 MTC, P4 M

R, P7 mtc, P6 mtc

ACTION PLAN FOR AMONI WASH FACILITES COM

ACTIVITY	WHEN	WHERE	B
① To hold meetings On the feedback on the sentisisation	2 nd /6/2018	Amoni PIs	- cha and - men - Teac - Pupi
② making Bye-laws.	2 nd /6/2018	Amoni PIs	- Chair per \$ - members. - pupils - Teachers
③ cleaning of the washing facilities	On going	Amoni PIs	- Head teach er and - pupils of the school. - Teachers on duty.

Role model teachers in promoting WASH around the water tank and its walls; we sweep regularly and wash the apron of the borehole. We collect water user fees by introducing a Parent Teachers' Association (PTA) charge of UGX 500 (USD 14 cents) per child per year. We have had a challenge in getting the community to contribute to the borehole operation and maintenance fees.

“I am Ekadu William, I teach Social Studies and English at Amoni primary school; I participated in a refresher training for management of school water and sanitation facilities. I learnt how to plan for operation and maintenance of the WASH facilities. When I came back to school, I worked with my fellow teachers and head teacher to develop Amoni primary school management plan for Water, sanitation and hygiene. We have defined activities that we shall undertake throughout the term, when they will be implemented and who is going to take responsibility.

We have a budget for water, sanitation and hygiene related activities. We are spending on emergency sanitary pads, soap for bathing and hand washing, water storage containers; brushes for scrubbing the floor and first aid items including Panadol for children. Last term we spent UGX 80,000 (USD 22).

Management of the facilities involves cleaning





“We have duty roster and teacher on duty works hand in hand with the School Health Club to allocate classes to clean the school compound.”

We have a school health club that has 20 members. This club carries out several roles in improving sanitation and hygiene in the school.

Their functions include:

- Mobilising children to clean the school and its facilities
- Ensuring that they hold and a guide a school health parade
- Checking children for cleanliness
- Guiding the process of cleaning the school
- Training on the use of the pit latrine, borehole and water tank
- Instilling in children good health habits like handwashing
- Supporting the senior woman teacher in menstrual hygiene management and sensitising others



A photograph of two young girls in school uniforms standing in front of a building. The building has a white upper section with several windows and a lower section with a bright orange wall. On the orange wall, there is a large, bold, black stenciled message. The girls are wearing blue short-sleeved shirts and dark blue or black skirts. The girl on the right has her arm around the girl on the left's shoulder. The ground in front of them is a mix of dirt and concrete.

**THIS FACILITY WAS IMPLEMENTED BY
CIDI WITH SUPPORT FROM MISEREOR.**

WASH in Schools Empowers Girls' Education

“Having safe water with in our school compound (borehole and rain water harvesting tank), new sanitation facility with separate stances for boys and girls and bath shelter all provided by CIDI, has greatly changed our life at school. We easily collect drinking water from the borehole. We have learnt washing hands after using latrine and cleaning our school compound and classes,” Alupo Agnes 16, Okocho Primary School.





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