

WATER, SANITATION AND HYGIENE (WASH) IN EDUCATIONAL INSTITUTIONS

MINISTRY OF EDUCATION & SPORTS.

Presented to:

**MINSISTRY OF WATER & ENVIRONMENT
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INTRODUCTION



SDG 6:
**Provision of Water
and Sanitation in
Educational
Institutions**

BACKGROUND

MoES



Implementing WASH in collaboration with EDPs with the aim of promoting friendly Learning Environment to attain quality education.

Carried out study in 2016 in partnership with UNICEF, WaterAid and Water for People

- Covered 5 regions, 30 Districts, 910 schools

FINDINGS: **WATER SUPPLY**

- Over 85% of schools reported to have access to water (i.e. 774 schools)
- 15% of water sources were not functioning at the time of visit (i.e. 116 schools)
- Poor operation & maintenance of WASH facilities.



FINDINGS: **SANITATION** (*Latrines and Urinals*)

- 98% of sampled schools had latrines and urinals (15% of latrines were not functional)
- Only 02% of girls latrines had litter bins for pads disposals
- 60% of the latrines were very dirty
- Less than 30% of latrines had water nearby
- None of the schools visited had good sanitation and hygienic environment.
- 72% of rural schools had no good latrines



FINDINGS: **HAND-WASHING**

- 40% of schools had hand-washing facilities
- 30% of schools with hand-washing facilities had soap
- 80% had good hand-washing facilities
- Only 01% had fair hand-washing facilities
- Lack of access to regular water
- No soap readily available (being a major barrier to hand-washing in schools)



FINDINGS: OPERATION AND MANAGEMENT

- Study revealed that the schools had no funds for O&M
- Communities contributed a bigger percentage in vandalism of water & sanitation facilities



FINDINGS: HYGIENE EDUCATION AND BEHAVIOUR CHANGE

- 49% had no health clubs and sanitation committees
- Hygiene education were carried out but not practiced in most schools
- Only 08% of urban schools had very good hygiene education & behavioral change
- 26% of schools had poor water and sanitation facilities



FINDINGS' CONCLUSION

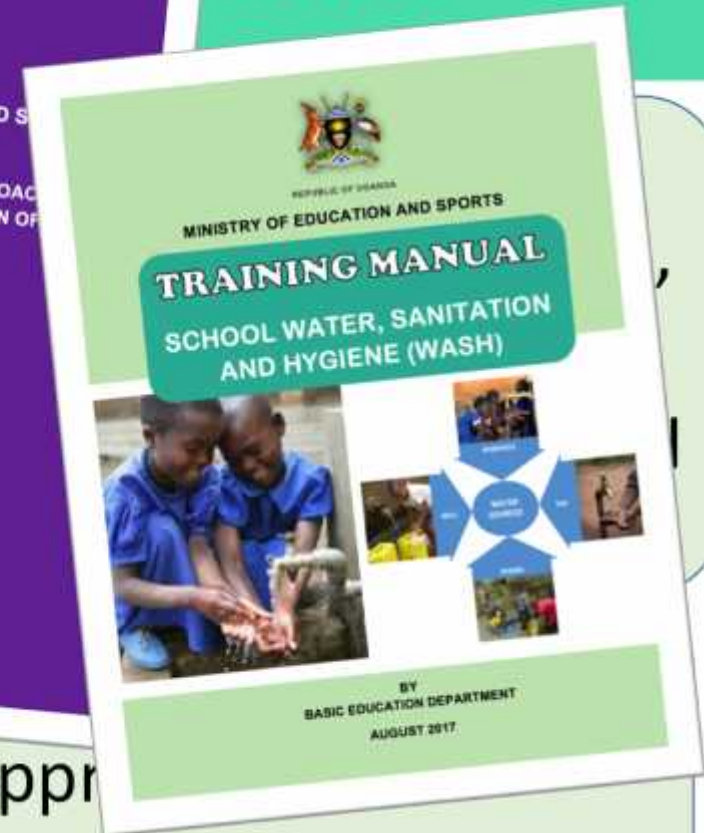
RESPONSE

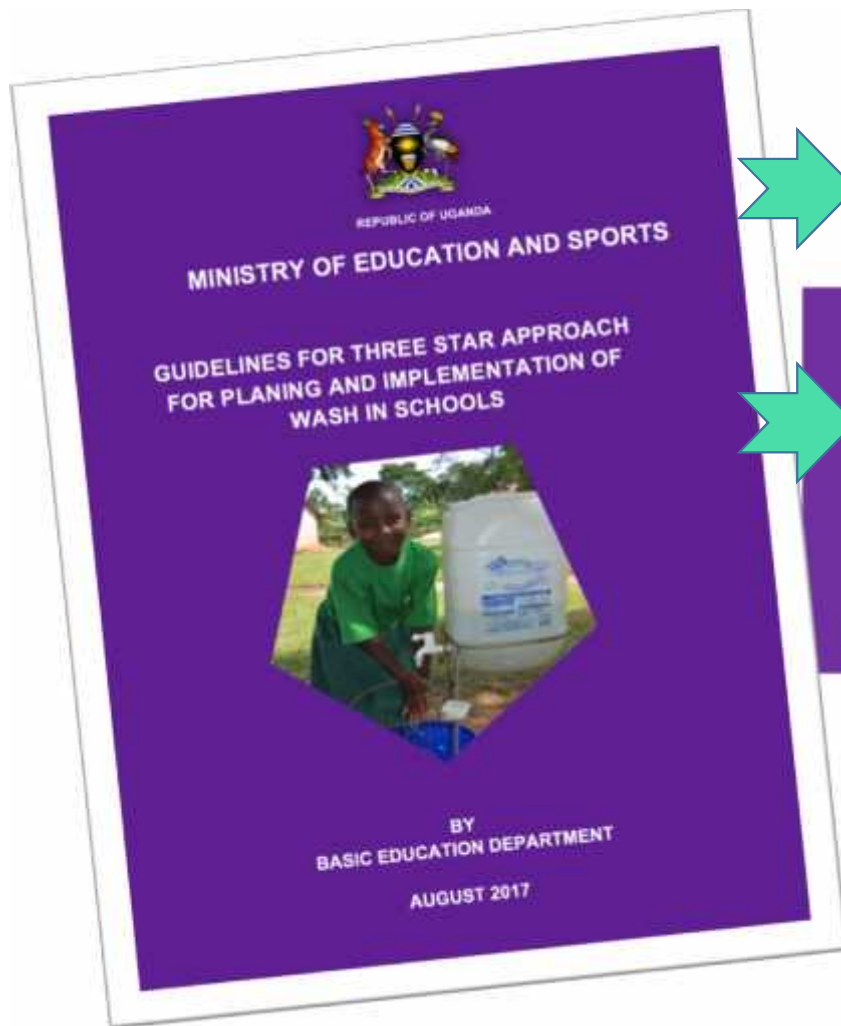
In Conclusion

- Inadequacy of
- Poor hygiene
- Poor operation of facilities

Response:

- Guidelines for 3-Star Approach
- WASH in School Training Manual





Developed in Collaboration with various EDPs namely, UNICEF and WaterAid

GUIDELINES FOR 3 STAR APPROACH

WHY THE GUIDELINES

- Lack of O&M for WASH facilities
- Low participation of the parents in the maintenance of the WASH facilities.

3 STAR APPROACH

- ➔ Considering the resource constraint, MoES has adopted the 3 star model:
- ➔ It will be good to have incremental improvement in WASH facilities in school to graduate from one star to another and create kind of peer pressure among the School Management Committees/Board of Governors to reach next level
- ➔ Model is designed to effectively advance hygiene behaviour change programmes so that institutions have healthy learning environment.

Cntd...

- ➔ The fundamental principle behind the approach is the ***use of simple, scalable and sustainable appropriate ways*** for promoting WASH facilities and practices to meet the health goals
- ➔ The Three Star Approach entails two things:
 1. Institutions committing to the overall approach.
 2. Institutions begin to make the necessary changes to progress from being a one Star School to a three star schools that meets key minimum standards for a healthy, hygiene-promoting school.

RATIONALE OF THE APPROACH

- ➔ To promote WASH program by using simple, scalable and sustainable appropriate ways for improving WASH facilities and practices to meet the health goals in education institutions.
- ➔ Used as a tool for advocacy, resource mobilization and support.

OBJECTIVE AND SCOPE



Broad Objective:

- To guide the educational institutions in the promotion of WASH programs using the 3- star approach.



Scope:

- The approach focuses on water and sanitation and hygiene programs. It will cover all the educational institutions in Uganda.

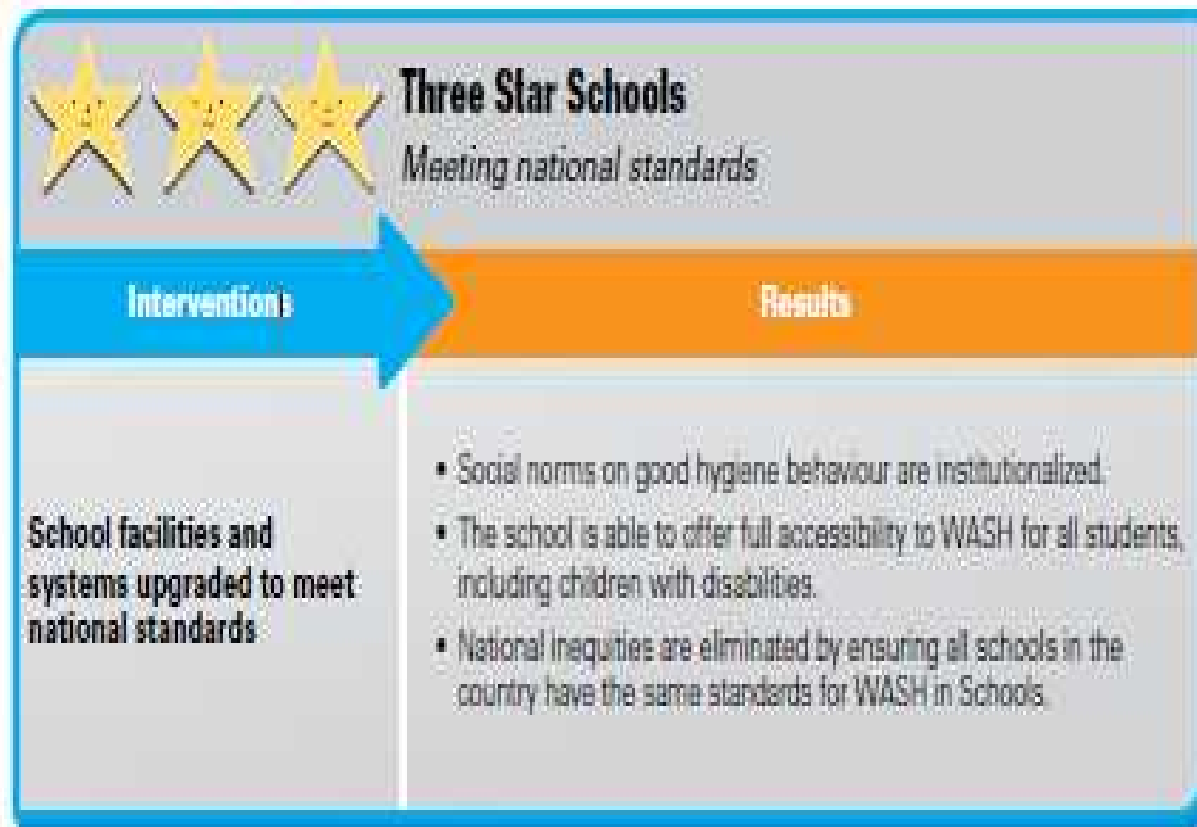
GUIDELINES TO THE 3 STAR APPROACH

 One Star Schools <i>Daily routines to promote healthy habits</i>	
Interventions	Results
Daily supervised group hand washing with soap, ideally before the school meal	<ul style="list-style-type: none"> • Hand washing with soap becomes a habit. • The need to wash hands with soap before eating is reinforced. • Children like the daily activity and learn proper hand-washing techniques. • Group hand-washing sessions provide a set time to deliver hygiene messages.
Daily supervised cleaning and provisioning (with soap and water) of toilets	<ul style="list-style-type: none"> • Toilets are used because they are clean. • Water and soap are available in toilets. • Open defecation in and near the school is eliminated. • Children learn the importance of sanitation through active participation.
Daily supervised use of drinking-water bottles by all children	<ul style="list-style-type: none"> • All children have drinking water whether or not a safe source is available at school.

GUIDELINES TO THE 3 STAR APPROACH

 Two Star Schools <i>Incremental improvements:</i>	
Interventions	Results
<p>Hygiene education expanded to stress hand washing after toilet use; hand-washing stations installed as needed; menstrual hygiene education delivered in schools</p>	<ul style="list-style-type: none"> • Children learn to wash their hands with soap at both critical times: before meals (during daily group hand-washing sessions) and after defecation. • Hand-washing stations are demonstrated to the community. • Girls gain knowledge and support on menstrual hygiene management.
<p>Additional and/or improved toilets, plus facilities for menstrual hygiene management, constructed where needed</p>	<ul style="list-style-type: none"> • Additional toilets are available at school for boys and girls. • Girls are further encouraged to attend classes because there are additional private sanitation and/or menstrual hygiene management facilities.
<p>Low-cost point-of-use water treatment introduced in schools</p>	<ul style="list-style-type: none"> • Children have access to safe drinking water at school. • Low-cost water treatment is demonstrated to the community.

GUIDELINES TO THE 3 STAR APPROACH



CONCLUSION

- ➔ The 3 star approach guidelines were already approved by the various Working Groups (Basic Education and M&E) of MoES and recommended for the wider dissemination of the guidelines
- ➔ Seek for support from Partners and other actors in the implementation of the 3 star approach guidelines

THANK YOU